

# THE INTERSCHOLASTIC LEAGUER

Vol. 6

AUSTIN, TEXAS, APRIL 15, 1923

No. 7

## ANNOUNCEMENT OF GROUP STUDY WORK

Courses in Art, Music, Literature, History, Etc., Are Offered

As the latest issue of the Group-Study bulletin of the Extension

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### RATES TO STATE MEET

In connection with granting one and one-half fare to delegates and contestants to State Meet, Austin, May 3, 4, and 5, J. E. Hannegan, Chairman, Southwestern Passenger Association, says:

There is another point to which we desire to call particular attention—You should impress upon your members that reduced fares WILL NOT BE GRANTED unless they present their Identification Certificate to Ticket Agent when purchasing their tickets. We have had cases in the past where members have purchased one-way tickets, thinking that reduced fares would be accorded on return trip. FAILURE TO PURCHASE ROUND TRIP TICKETS will mean a loss to members and they should be so advised.

Remember, if you have no identification certificate to present to your local agent, you get no reduced fare. This is final, and in case this is overlooked, it will be useless to apply for any refund. Remember also that League rebates will be computed on this reduced fare. We shall take from the reports of district officers the names of those entitled to come as contestants and shall send this number of identification certificates to your superintendent, plus one for faculty representative. District officers, therefore, are requested to get reports in promptly so that we shall have time to furnish certificates. Rates are put on May 1, good for return up to and including May 8.

## Thirteenth Annual State Meet of Interscholastic League, May 3, 4, 5

General Program Giving Hours and Places for Assembling of  
Contestants, and List of Special Instructions to  
Those Expecting to Participate

THURSDAY, MAY 3, 1923

- 2:00 p. m.—First round in boys' tennis doubles. Report at Men's Gymnasium on the corner of East 24th St. and Speedway.
- 2:00 p. m.—First round in girls' tennis doubles. Report at Men's Gymnasium on the corner of East 24th St. and Speedway.

FRIDAY, MAY 4

- 8:00 a. m.—All delegates except track contestants assemble at auditorium of Law Building for group pictures and preliminary organization.
- 8:15 a. m.—Track and Field contestants assemble on Clark Field.
- 8:45 a. m.—Preliminaries in track events, Clark Field.
- 9:00 a. m.—Second round in boys' and girls' tennis doubles.  
First round in boys' and girls' tennis singles.
- 9:30 a. m.—First preliminaries in debate. Boys' teams assemble at the Auditorium of the Law Building. Girls' teams assemble in Room 301, Education Building.  
First preliminaries in declamation. Girls in all divisions meet in Room 157, Main Building. Boys in all divisions meet in Room 148, Main Building. All of the first preliminaries in declamation will be heard in groups of eleven each, the five highest being selected from each group for the final preliminary, so that the final preliminary will consist of the fifteen highest in each division.  
Preliminary in Music Memory Contest. All contestants assemble in auditorium of S. Hall.
- 10:30 a. m.—Third round in boys' and girls' tennis doubles.  
Second round in boys' and girls' tennis singles.
- 11:00 a. m.—Second preliminaries in debate. Boys' teams at Law Auditorium. Girls' teams in Room 301, Education Building.
- 2:00 p. m.—Final preliminaries in declamation. Girls in all three divisions assemble in Room 157, Main Building. Boys in all three divisions assemble in Room 158, Main Building. The five highest in each division will be selected for the final public contest.
- 2:00 p. m.—Semi-final preliminaries in debate.  
Fourth round in boys' and girls' tennis doubles.
- 3:30 p. m.—Final preliminaries in debate, Law Building.  
Contestants in Music Memory assembly in the auditorium of S Hall. Announcement of those to participate in next contest will be made.
- 4:00 p. m.—Third round in boys' and girls' tennis singles.

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## SUB-COUNTY MEET IS GREAT SUCCESS

Nineteen Rural Schools With  
300 Contestants Have  
Lively Time

We have the following interesting account of how a sub-county meet enlisted the interest of many rural schools in a corner of Grayson county, and became a feeder for the county meet. Under date of March 13, Harry L. Durham, of Whitewright, says:

"When I was Director-General of the Grayson County Interscholastic League I divided the county into four parts and made four schools responsible for a sub-county non-eliminating meet. Whitewright has continued the local district meet since that time. I wish to tell you some of the good things that it has accomplished.

"Our last Meet was held February 23rd and 24th. We got the trustees of the schools about us to grant Friday as a holiday in the place of Thursday the 22nd. Nineteen of the rural and smaller town schools were represented and 300 contestants were here from these schools. The first year we had five rural schools competing. This year of the nineteen sixteen were rural. This is a larger number of rural contestants and rural schools than has ever taken part in the County Meet. Our records show that the contestants who compete here will go

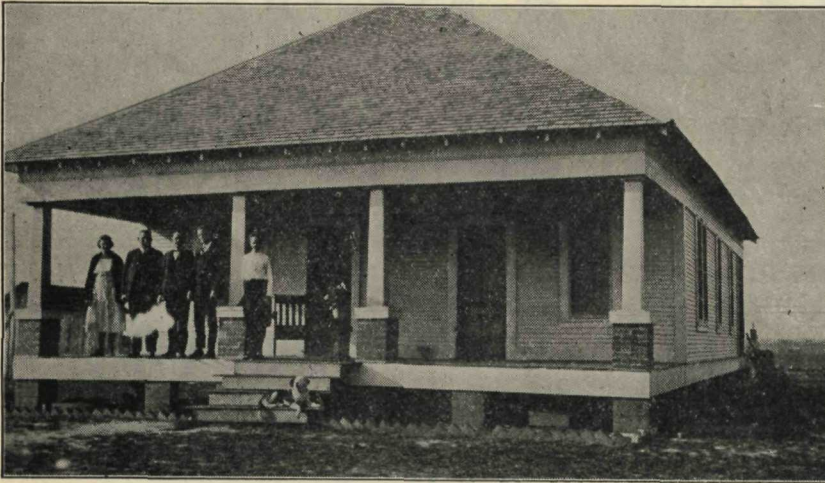
(Continued on Page 3)

### REPORT DISTRICT WINNERS

If you have a contestant winning in the district meet and therefore eligible to the state meet, send in to Miss Willie Thompson, Secretary of the League, University Station, Austin, the name of such contestant. The district officer will likely report your winner, but you make assurance doubly sure by sending in the name of your winners, also. This is all the more important for track and field contestants—indeed, the district officer's report does not enter them at all—you must do that. Do it now!



## Scenes At the Tabor School



The Tabor Teacherage

Concerning the above picture, Superintendent Ammons says:

"The one showing the teacherage has only a part of the teachers of the district, one of the teachers of the central school being absent, also. Those on the porch are, left to right: Miss Benbow, primary teacher, Mrs. J. L. Cobb, intermediate, G. M. Ammons, Superintendent, Ernest Ammons, Principal. Ben Frank Ammons, our little boy and his dog on the steps."



Superintendent Ammons Coaching

The effectiveness of Supt. Ammons' coaching may be judged from the following write-up, clipped from the *Screwdriver*, student publication of the A. & M. Consolidated school, in which the reporter tells of the match:

"Time came for us to meet Tabor. When the whistle blew we were all asleep and did not know what to do. We did not get started to playing until the whistle sounded for the first half. The score was 13-0 in favor of Tabor. We got back in there the last half and played hard. McColloch was put out on personal fouls on the last quarter; J. W. Williams took his place. When the time keeper blew his whistle for time up the score was 21-7 in Tabor's favor."



Tabor Basketball Squad

The Tabor team, winner in its district and bi-district matches came to the State Basketball Tournament and was defeated in one of the most hotly contested games in the Tournament by one point by Athens. The

picture was taken just before the team started for Austin. The names of the players follow:

Left to right, top row: No. 1, G. M. Ammons; No. 2, Herman Blanton; No. 3, Jim Hughhins; No. 4, Sherman Walker; No. 5, Tom Ayers; No. 6, Freddie Locke.

Bottom row: No. 7, Jim Edge; No. 8, Joe Walker; No. 9, Sam Walker; No. 10, Rob. Batten; No. 11, Charlton Cooper.

(We published in last issue a story of the remarkable achievements of this rural school and we take pleasure in proving the story this month by presenting these pictures.—*Editor's Note.*)

### THIRTEENTH ANNUAL STATE MEET OF INTERSCHOLASTIC LEAGUE, MAY 3, 4, 5

(Continued from page 1)

8:00 p. m.—Final public contests in declamation: High School Division in the University Baptist Church; Rural School Division in the University Methodist Church.

SATURDAY, MAY 5

9:00 a. m.—Fourth round in boys' and girls' tennis singles.  
Semi-finals in boys' and girls' tennis doubles.  
Meeting of all teachers, superintendents, and principals to discuss League rules, Auditorium of Law Building.

11:00 a. m.—Finals in girls' debate, Auditorium of Law Building.  
Semi-finals in boys' and girls' tennis singles.  
Survivors of first Contest in Music Memory report to auditorium of S Hall for second contest.

2:30 p. m.—Final track meet, Clark Field.  
Finals in boys' and girls' tennis doubles.

4:00 p. m.—Finals in boys' and girls' tennis singles.  
Music Memory contestants assembly in S Hall to hear results of second contest and to receive instructions for final tie-breaking contest, if one is necessary.

8:00 p. m.—Final boys' debate, Auditorium of Law Building. Awarding of cups and medals in all literary contests.

### SPECIAL NOTICES

1. A round trip railroad rate of a fare and a half has been granted to all officially-recognized delegates and the dependent members of their families; that is, the winners at the district meets, together with one faculty member from each school entitled to one or more delegates. **Please note that the reduced railroad fare for the round trip can be secured only from your local ticket agent before leaving for Austin. Rebates will be calculated on reduced rate basis.**

2. Headquarters for the meeting will be at the University Y.M.C.A. Building, corner Twenty-second and Guadalupe Streets. Reception committees will attempt to meet all trains. If no one meets you, take a Main street car and report at headquarters, where the Reception Committee will attend to registration, affixing badges, and assigning accommodations. Lodging will be furnished the delegates free of charge, as far as possible; in some cases meals also, but the Committee has found it impracticable to be responsible for cost of board. **Do not offer to pay for lodging assigned by us.** In case arrangements for lodging are made in advance, please notify us. Those lodging on or near the campus may secure meals at the University Cafeteria, or at restaurants on Guadalupe Street and Speedway.

3. Remember all contestants in track and field events must be properly entered on "Official Entry Blank." The fact that your contestant qualified at the district does not enter him. **Get your entries in on time.**

4. Admission charge of 25 to 50 cents, respectively, will be made to the preliminary and final track meets. No charge to those having delegates' badges or contributors' ticket.

5. All contestants should be at the places of the contests promptly at the hours announced on the preceding program. The office of T. H. Shelby, Shelby, Director of Extension, is in I Hall, and that of Roy Bedichek, Head, League Division, is in the West Basement Room of the Law Building. Mr. Shelby's phone is 7833, and Mr. Bedichek's is 8255.

6. Cups and medals in literary events and in tennis will be awarded after final boys debate, Law Auditorium, Saturday night. Track awards on Clark Field at close of Track Meet.



## THE LEAGUE LETTER BOX

### League Great Help

A teacher in a large city high school writes as follows concerning her experience with League work, and its influence on students under her supervision:

"I am more convinced each year that I work in the Interscholastic League that this phase of school work does more than can be measured to bring out the boy and girl who are not interested properly in their regular school work. My debating team this year is composed of two boys (their fifth year in high school). These boys are bright, capable, but misdirected energy in school work has caused a waste of one year. These two seeming failures have burned the midnight oil in preparing for this debate, and I believe you will hear them in the State Meet."

### Sanger Bros. Offer Trophy

Lester Burchfield, Manager Wholesale Victrola Dept., Sanger Bros., Dallas:

"This Department is pleased to advise that Mr. Alex Sanger, the President of our firm, has instructed us to write you and say that he will be very glad to offer an attractive silver vase as the Sanger Bros. Trophy, to be used as first prize in your State Music Memory Contest."

### Good for Bosque!

County Superintendent Daisy Bible, Meridian:

"We have just had the largest and most successful Interscholastic Meet that Bosque County has ever held. More rural schools entered its contests than ever before. We are hoping to make a showing in the District and the State contests also."

### Music Memory Popular

F. B. Hughes, Denison:

"I am directed by the Executive Committee of the Grayson County University Interscholastic League to offer the following suggestions for your consideration:

"The Music Memory Contest which was held on Saturday last was by far the most popular contest in the county so far as number of pupils entered and visitors were concerned. There was considerable discussion as to what was meant by 'proper punctuation.' Some teachers held that the marks used in the bulletin were not punctuation marks but printer's marks; others claimed that any system of punctuation that was taught by the State Adopted Text Books, should be used; while others suggested punctuation that suited their tastes.

"Our Executive Committee asks you to specify at length in the next bulletin of the League what you mean by proper punctuation. We believe that this question is worth going into with considerable details."

### Four Hundred Entries

L. Z. Manire, Post:

"You will find enclosed a program of our county meet to be held this week, and I will say that we expect to have about four hundred different entries in the meet. If you will consider that there are only fourteen schools in the county, you will see that we have lots of enthusiasm in the league work. I do not mean to say that we will have four hundred different persons in the meet, but there will be some that will enter the limit that will be counted five times. We have one class B school, and all the rest are rural which do not have enrollment over one hundred limit."

### High School Music Memory

Elois Allison, Denton:

"In regard to the bulletin for next year I am very anxious to have the High Schools of Texas included in the Interscholastic Music Memory Contest. Our high school students always enter our city contest but their interest was not so keen this year when I told them that they were not eligible to enter the State contest.

"I am hoping that more schools in Denton County will enter the contest for next year—I am working to that end now. There was much interest among the schools who entered and the others have awakened to the situation, so I am sure it will be a very interesting phase for Interscholastic League work next year. Let's add or include our high schools."

### Great Meet in Delta

Prof. E. A. Millsap, Cooper:

"We are planning great things for our county meet this year. It will be held at Cooper March 16-17. The first day will be devoted to putting on a 'county fair.' We plan a gigantic parade composed of every school child in the county. A good program to which every school in the county shall contribute a number, a barbecue, and finally a great rally on the public square. If you have anything in mind which you think would add to the interest in this phase of the work, we should appreciate your suggestion. I am planning an Interscholastic League booth for the exhibition hall at the fair and would especially appreciate anything attractive in the way of 'snap shot,' photographs of State champions, etc.

"I have been using the League spelling list as a textbook since Christmas, and find that it is the best ever. I get better results with this list than I do with the regular spelling textbook."

### Strong for League

Marshall Johnston, Principal Geo. W. Brackenridge High School, San Antonio:

"Let me say at this time that we appreciate the treatment the boys re-

ceived at the State Basketball Tournament, and furthermore, we believe that the officials gave us everything we should have.

"We are strong for the Interscholastic League."

### Liked Tournament

Principal R. A. Faubion, Freeport:

"I wish to say that we enjoyed the State Basketball Tournament very much even though we lost the very first thing. We received your check for \$56.14, for which we wish to thank you. May I add that in looking over the Receipts and Expenses of the meet, I can hardly see how the expense could be so little as \$82.50 for such a meet. It only goes to show that you and your associates have everything well in hand and are carrying on the work most efficiently. Such work is only one more star in the University crown which she so justly deserves.

May the University Interscholastic League live long and grow bigger and better each and every year is our wish for her. Mr. Fleming, our superintendent, joins me in the above."

### Big Bexar County Meet

Principal H. F. Alves, Alamo Heights School, San Antonio:

"Our county meet worked very smoothly, though we had a larger attendance and a greater number of contestants than ever before. For example, in the junior boys running high jump, we had 37; in the senior 100 yard dash, we had about 30, as well as I remember. Our elimination in debate will be completed within the next ten days, and our tennis will be completed this coming Saturday."

### Enters Every Event

C. J. Collier, Principal Ward School, Marshall:

"My school is taking great interest in every event. I have entered every year for every event and have enjoyed the work so much. I should like to take my junior boys to the district meet but I believe there is no provision for that. My school is the only school in the entire county entering for every event. I hope to meet you at the State Meet with two contestants. How is that for Faith?

"May all good things come to our league work is my wish."

### Wants Anti-Tobacco Rule

Supt. E. E. Bagwell, Humble:

"I have thought for some time I would write you and state that I certainly would approve heartily of the League's adopting a rule against the use of tobacco and alcoholic drinks of any kind. I do not believe that we could do anything so vital to the health and making of manhood for our school boys as the having of such a rule in the League Rules.

"There is nothing so hurtful to the health of the Athlete as tobacco and alcohol, and you would be surprised to know how often, even at this time, many of our boys go for games and some one will get the bootleg whiskey and try to beat your team by giving them a drink. The past football season I had to suspend seven of our best

boys for taking a drink while off on a game of football, also later brought it into the school to give others. Four out of the number said that they took the drink because they did not want to be called quitters, a weak excuse, but it goes with boys. By all means, let's have a rule against tobacco and strong drinks. This rule will help us out on the field.

"I would like to see the Texas League adopt the rule very much like the 1921 Minnesota rule. A rule like this would do more to break the smoking habit among boys than anything that could be done."

Supt. B. T. Withers, Santa Anna:

"I have noticed with interest the discussions on the anti-cigarette rule for the league of Texas. I should like to go on record as being heartily in favor of this rule. In my judgment, tobacco using is now of more detriment to the athletics of Texas than any other one thing. Our school sincerely hopes that this rule will be adopted for next year."

### Richest School in Texas

J. A. Humphries, Ropesville:

"If you ever make the Plains Country—call to see me. I am Superintendent of the richest school district in all Texas. We have \$236.00 per capita. We have an enrollment of one hundred and twenty-one in the district—five teachers; a music teacher and a teacher of expression. Two years ago Mrs. Humphries and I opened the school with eighteen pupils; this year with sixty-six, and our attendance since January 1st has reached the above. We have a ward school out fourteen miles with an enrollment of eighteen."

### SUB-COUNTY MEET

### IS GREAT SUCCESS

(Continued from page 1)

to the County Meet. If each school would foster such a meet practically every rural school could be reached.

"Such meets properly conducted will create good-will for Interscholastic League work among the parents of the contestants. This fact is by no means to be overlooked. Numbers of farmers fail to see the beneficial effects of Interscholastic League work. They, therefore, discourage participation. Seeing is believing with these folk. Literally during our last meet scores of just such folk, who came questioning and went back talking for Interscholastic League activities, were here.

"The merchants of Whitewright gave fifty very substantial prizes to the successful contestants. You will note from the inclosed account that the awards are well distributed. The rural students about us are discovering that with equal preparation they can do their share of winning.

"While my interest and the interest of my community has been entirely unselfish our transfer roll has increased from 30 to 220."



## THE INTERSCHOLASTIC LEAGUER

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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.

### ANONYMITY

While Anglo-Saxon and kindred peoples have always admired courage and willingness to fight, they have abominated a covert attack, no matter in what cause it is made. The figure of a "snake in the grass," or of a "stab in the back" has stood in the thought of our people for about the worst meanness of which any member of the human race is capable. A gentleman, in our understanding, may make an anonymous gift, pass an anonymous compliment, send a boquet anonymously; but no gentleman, we affirm, ever made an anonymous threat, circulated an anonymous slander, or anonymously hurled a sand-bag at a person passing a dark alley at midnight in a fog.

When someone calls you up over the telephone and, without giving you his name or address, proceeds to insult you, there is this consolation, that no gentleman would do it. When someone concealing his own identity sends to another a threatening letter through the mail, the receiver may know that his assailant is a sneak who hasn't the courage to look an honest person in the eye. Such a pusillanimous and ignobly timid person may prowl around your place at night and poison your dog in weak and futile spite against you; or, if his disposition is still more vicious, he may plant a bomb or print and circulate an anonymous dodger slandering you or your family; but you may be sure that, if you catch him and lend him the grace of a sound kicking, he will fawn, apologize, declare he meant no harm, truckle, cringe, and lick your boot.

### OUTLINE MAP OF TEXAS

If, in your school work, you have any need for outline maps of Texas, the State Office of the League can furnish them in two sizes: one, twelve inches by eleven and a half, and the other twenty-three inches by twenty-four. The map shows nothing except the county boundaries with the name of the county in each case inserted. They are printed on ledger-bond, and suitable for use in making statistical studies of the state, and also, perhaps, for Texas geography and history classes. We had to have maps of this character for showing graphically statistics concerning the League, and we hope to sell enough prints to pay

for making the cut. In this matter, price will depend so largely on the number ordered, that we do not at this time name a price. First, we want to see if there is any demand for them at any price, whatever.

### MISREPRESENTATION

We hope, if you are friendly to the League, that you will not always give credence without investigation to current stories concerning decisions made by the State Executive Committee in which certain localities feel there has been flagrant injustice done.

For illustration, we have a letter from a county superintendent stating that one of the teams of his county was debarred from the district basketball tournament because of a certain bias on the part of the district director of athletics. If such were the case, "it is," as Anthony would say, "a grievous fault," and grievously should we be made to answer for it. This story, of course, goes the rounds, and many, not hearing it contradicted, believe that favoritism was shown. In some cases, local newspapers catch a story of this kind and lambast the officials of the League in good sound fashion.

However, the facts of the case were these: The district director of athletics began in January and sent three successive notices to all the member-schools in the district concerning the date of the district tournament which was set as late as was at all safe. He received no reply whatever from the county in question. The district tournament, many teams participating, was held at the time and place advertised. The complaining county was not represented. The winner of the tournament was certified to the State Office and a bi-district game was accordingly matched. Then, at this juncture, comes a demand from the champion of the complaining county for a match with the winner of the Tournament to decide the district championship, assigning as a reason for not attending the District Tournament that it was too muddy to get there. How many readers of the *Leaguer* would, under the circumstances, have called off the bi-district game already matched, and ordered the winner of the Tournament to play the team that unfortunately got stuck in the mud? We pause for reply.

### A DON'T-LESS SCHOOL

Mrs. Gifford Pinchot, wife of the governor of Pennsylvania, is making an interesting experiment in education. She feels that the ordinary school is too full of don'ts, that there is too much *verboten* about it. It's too artificial, too much of a system, expects too much conformity on the part of the child, and so on. All of which, we are told by educational philosophers, is bad. Mrs. Pinchot's first principle in pedagogy is "Stimulate the child's interest by satisfying it." For illustration, on the first day of the school, when a dozen healthy youngsters between the ages of six and ten bounced into a room which is to be forever free of peda-

gogical don'ts, there was no program, no curriculum, no assignment of tasks, no "teacher what is the lesson." The cue for the day's work came simply by chance. One of the children asked, "What is paper?" Immediately this new pedagogical mill began, as if by magic, to grind. The teacher allowed the questioner under her direction to prepare some wood pulp in a pot and roll out very creditable sheets of paper.

Of course, the newspaper men immediately scent anything as freakish as this, so a reporter and a photographer descended on the school; and the first thing they wanted was a posed picture of "Giff," the Governor's son. The teacher rebuked them and refused the request on the ground that there were no distinctions of rank in this school, that it was a mill for turning out Americans and that no snob-stuff was tolerated. The children are from mechanic's and laborer's homes, as well as from the mansions of millionaires. The twelve students were really selected from the public schools of the city on the basis of intelligence and apparent merit after tests.

Field excursions are arranged three afternoons a week for the purpose of nature study or, at other times, for the purpose of studying industries at first hand. A very interesting phase of the experiment is the curious provision that the control of the school is largely in the hands of the students.

"Within reasonable limits," we are told, "the pupils will be permitted to decide what they shall do and when they shall do it."

The school is in charge of Miss Elizabeth Lavelle, an expert in advanced educational theories, assisted by Harrison Trowbridge, a recent graduate of Columbia University. What has been planned so far has the full sanction of Dr. Thomas E. Finegan, state superintendent of public instruction, whose department is observing the work with great interest. It reminds one pointedly of the school which the great Russian philosopher, Leo Tolstoy, conducted for the children of the peasants occupying the Tolstoy estate, and concerning which Count Tolstoy wrote a very valuable book.

### THE DEBATING SEASON

From the news which reaches the wires from various and sundry college campuses it appears that the debating season is on. Even the women's schools are interested and are as amply and ably represented as any of the other institutions. High schools have been organized by interscholastic league arrangements so that it is possible after so long a time to announce the champion high school debating team in Texas. Debating is coming into increasing prominence.

This tendency has many fortunate consequences. As a means of emphasizing the fact that the student may attain extra-curriculum distinction in ways other than athletics, debating is highly commendable. As a means of interesting young men and women in the intensive study of cer-

tain public questions, it is certainly effective. As training in the marshaling of facts and the presentation of persuasive reasoning, it is especially valuable. As tending toward a mental attitude which can receive and examine an objectionable viewpoint without the loss of poise or temper, it can not be overestimated. Debating is well worth while.

But perhaps the largest value of the practice of holding these debates under set rules and before formal judges is the fact that the practice inculcates the realization of how important is the role of definition in the differences which arise between man and man. It is not so important that both sides have an orthodox definition before arriving at an exposition of differences in view and reasons respectively supporting those views but it is of vital importance that both sides have the same definition or set of definitions before the business of actual argument begins. The setting forth of the "common ground," as the technique of debate terms it, is perhaps the most important thing to be learned by the young or inexperienced debater. The more carefully the common ground is studied and acknowledged, the less there will be to debate about, and the clearer will be the understanding of what the discussion is really concerned with. That observation holds for the informal argument on the street corner as well as for the polished orations addressed to the "Honorable Judges, La-dees, and Gentlemen!"—*Dallas News*.

### HIGH SCHOOL PRESS

This department is necessarily brief this month due to lack of space to give to it, since the approaching state meet is monopolizing a large proportion of the *Leaguer*, and new faces on our exchange list are scarce.

We must briefly mention, however, the *Travis County School News* which is the third county school paper which we have received. It is full of interesting and inspiring news concerning the work of the Travis county schools. The editor is Vernon Rumsey, of Pflugerville, and the business manager is Leon G. Halden, who is county superintendent of schools.

The following note from Boyd McKeown, superintendent of schools at Knox City, describes the way the students there use the local newspaper as a medium for circulating news of the school:

"I notice that a great deal of space has been devoted of late in the *Interscholastic Leaguer* to the mention of various high school publications. In this connection I am submitting a page taken from our town paper. You will observe that we have our own student staff and that we make this page of school news a regular thing in the paper. The editor is glad to have us use the space, and it is one of the most popular parts of his paper."

W. R. Newson, principal of the Fargo school, in transmitting a copy of the initial issue of the *Yellow Jacket* describes the school as follows: "I am sending you the initial copy



of our school paper 'The Yellow Jacket' which is printed monthly by the 'Vernon Times.' Fargo is a rural school situated ten miles north of Vernon in Wilbarger county. This school has an enrollment of 175 pupils, twenty-eight of which are in the high school section, and maintains a faculty of five teachers."

C. A. Gross, Superintendent of the Silverton Public School, gives us in a letter the following interesting information as to how the *Silver Echo* is financed:

"I am sending you copies of 'The Silver Echo' our school paper. 'The Silver Echo' is four weeks young. In fact it has been only two weeks since it was considered old enough to give a name. We ordered a Rotospeed mimeograph machine on ten days trial and printed the first issue as an experiment. So much interest was manifested that we decided to make it permanent. Our naming contest and subscription money brought us in more than eighty dollars which is nearly twice as much as the machine cost us. At present our print paper is a very poor grade, but we expect to have better paper in the near future."

And speaking further of financing, we have the following from John Dupre, President of the Senior class of the Lubbock High School, which indicates enterprise plus:

"At the beginning of the year we figured how much our annual was going to cost. This amount was \$2,500. We also figured the highest amount for which we could sell our annuals, and the greatest number that we could sell. Our ads brought practically nothing. We gave the Kiwanis club a banquet, and at the beginning of school we got up a play. We played it at Lubbock, and put it on at all the small towns around Lubbock. We are getting up another play which we are going to put on here during the district interscholastic meet. In about a week we are going to serve the Kiwanis club a banquet, and in about two weeks we are going to give the Rotary club a dinner. For these banquets and dinners, each student is assessed a certain amount of food to bring, and in this way the dinners cost the annual nothing but time. When we put on a play we advertise it well, and put it on at the right time. We found at the beginning of school that we could not depend on the advice of the teachers, but we are doing the work ourselves."

"We made over \$300 on our beauty contest. In this contest we created as much enthusiasm as possible, and kept the contest going from start to finish. We kept the classes about even, and in this way, none of them quit but worked until the last."

The finest thing about this method is that it gives a liberal education to the promoters.

## 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.)

In the February issue of the

*Leaguer* in the article entitled "Words and Their Ways," you were told that English is a composite language, made up of three large factors, i. e., Anglo-Saxon, the form of early English spoken by the people of England before many books were written, and Latin and Greek, brought in when strangers began to come over from the continent.

The Anglo-Saxon words are short; they are found in every-day speech. These illustrations will make you see. You have a dog. The word "dog" is Anglo-Saxon. You call your dog "Fido." The word *Fido* is Latin, its origin being probably the verb *fido* which means "I trust." So when your dog looks up into your face, or when he follows you for hours in the woods, you can tell that he has the right name, for he trusts you. Some times your dog growls, and someone says, "Oh, that is a canine trick" which means that dogs have a habit of growling. The word "canine" is from *canis*, which is the Latin for dog. Further, if you growl at home or in school, and nothing pleases you, people will call you a "cynic." This isn't a very complimentary term, for cynic comes from *kyon* which is the Greek word for dog.

Again, you have a horse. You like the animal, and you think the word "horse" fits him. This word "horse" is from the Anglo-Saxon word *hors*. When you see a statue of a man on a horse, you call it an "equestrian statue." The word "equestrian" comes from *equus* the Latin for horse. Perhaps, if you are a boy, your name is Philip. If it is, your name then means "one who loves his horse." The word is from the Greek *philos*, which means love, and *hippos*, which means horse. Look up the meaning of hippopotamus and hippodrome.

In like manner, the word "bird" is from the Anglo-Saxon. If you put a bird in a cage, you may call the cage an aviary, from the Latin *aviarium* which means a place where birds (*aves*) are kept. An aviator is one who flies like a bird. When you study about birds in school, you call the text a book on ornithology. This term means a word or discourse about birds, from the Greek stem *ornith*, bird and *logos*, word.

Consider this brief paragraph on words built on *logos*:

1. geology, from *ge*, earth, a discourse on the earth;
2. biology, from *bios*, life, a discourse on living things;
3. zoology, from *zoon*, animal, a discourse on animals;
4. ornithology, from *ornith*, bird, a discourse on birds;
5. ichthyology, from *ichthys*, fish, a discourse on fish.

Look up phrenology, phraseology, doxology sociology, criminology. The words "sociology" and "criminology" are made of Latin and Greek. Sociology is from *socius*, a Latin word for friend. To associate, for instance, is to bring friend to friend. To be sociable is to be a part of a friendly group. The word "society" should stand for all friendly intercourse. People get a narrow notion of the

term when they confine it to groups of people who gather late at night and perhaps dance till morning, or to groups of people who give extravagant dinners, etc. The word is a good one, and all of you belong to and should be apart of a friendly group. So the meaning of "sociology," which at first sounds like a big word, is simply a study of friendship in your community—in your county, your state, your nation, and the world.

Get your teacher of English to take the front page of a newspaper and help you to underscore with red, say, the words of Latin origin, and those of Greek origin with blue. Then count and tabulate the number of blue lines, the number of red lines, and the number of short words which are not underlined. When there is any doubt, consult the dictionary. Put this marked paper on the bulletin board for a month. If you learn to love words and their meanings, some day you may study languages and people may call you a philologist." What does philologist mean?

## Measurements in Education

### III. What Measurement Means to Education

By Dr. C. T. Gray

The question is often asked as to the value of measurement in education. The statement is sometimes made that education progressed for centuries without a system of measurements; therefore, it seems possible for this to continue. A little thought shows, however, that there are many important problems which can be attacked only by some method of measurement. The rate at which a child reads silently, or the accuracy with which he read, or the accuracy of his spelling, as well as many others, are problems which can be attacked only by some type of measurement. It is true, of course, that aims or methods of teaching in these subjects can be dealt with without measurement, but the problems enumerated above can not be solved in the same way.

Again, measurements are giving to teachers a new set of aims. Reading was formerly taught with only the most general and ultimate aims in the minds of teachers but now there exists a series of concrete and definite aims in terms of words read per second and ability to comprehend. The same type of statement might be made about other subjects in the curriculum.

It is also true that measurement is giving to education a body of technical material which requires careful study. This means more careful and detailed preparation on the part of teachers. This in turn will beget the respect of the public.

It seems to be true that those subjects which have made the greatest progress during the last one hundred years are those which have succeeded

in establishing highly specialized forms of measurements. This is true of physics, chemistry, and many other subjects. It has already been emphasized that there are certain education problems which demand the scientific method and so it seems that the future of educational fact and theory depends upon the development of the measurement method.

### Intelligence Tests

The Intelligence Test is one which is intended to measure native intelligence. Intelligence is very hard to define. Two persons may talk about it and understand each other perfectly, but neither of them may be able to give a satisfactory definition of the term. It is sometimes said that intelligence means the ability to learn. At other times it is spoken of as the ability to solve new problems. Whatever forms intelligence may take, it seems that the two points just mentioned are of very great importance to the teacher.

One of the most important discoveries which has been made by means of intelligence tests is that mental age may be different from the real age of the child. This means that it may have been six years since a certain child was born, but that mentally, the same child may be more than six or less than six. The relation between mental age and chronological age is spoken of as the intelligence quotient (I. Q.) If the mental age and chronological age are the same, then the I. Q. is one, or one hundred, as it is usually expressed. If the mental age is less than the chronological age, then the I. Q. is less than one hundred. This is taken as a sign of mental inferiority. If the mental age is greater than the chronological age, the I. Q. is greater than one hundred, which is taken as a sign of mental superiority.

Only two or three uses of intelligence tests in connection with school work can be mentioned. First, they are being used rather extensively as a means of dividing children according to their ability, for the purpose of instruction. In many schools one hundred pupils, say, who are taking first-year algebra are divided into high, middle, and low groups. This has led to the discovery that school instruction has been on a plane to meet the needs of the average and low groups, because whenever a teacher is placed in charge of a high grade group, she finds that she must revise her methods radically in order to meet the needs of such a group.

Another use made of intelligence tests is that the results from them serve as partial basis for educational guidance. This means that children are advised to avoid or to take up certain courses because of the score which they have made on an intelligence test. Intelligence tests are also made a partial basis for vocational guidance. This means that children are sometimes advised to avoid or to take up certain specialized courses which look toward a particular vocation on account of scores previously made on one or more intelligence tests.



**Educational Tests**

By this term is meant those tests which pertain to the various subjects of the curriculum. There are but few, if any, subjects which do not have one or more tests which pertain to them.

One of the things which has been emphasized by these tests is that most, if not all, subjects in the curriculum contain two rather distinct types of material. One of these may be spoken of as memory material and the other as reasoning material. In arithmetic the four fundamental processes represent the first type of material while those problems which involve a large amount of reasoning illustrate the second.

Another important point which has grown out of the use of these tests is that there are very wide differences in the ability of children who are in the same school grade. It is not uncommon to find children in the fifth grade who can read no better than the average third grade child and others who read as well as the average eighth grade pupil.

In concluding these articles it may be well to repeat the statement made at first, that the aim has been to present material which would serve as a general background for more detailed and concrete discussions.

**Texas Legends**

**I. How the Brazos Got Its Name**

To those readers of the *Leaguer* who live on the Brazos River or on any of its tributaries, the legend of how the muddy old stream got its name will have an especial interest. We hope others will be interested in the legend as such,—as a sample of the kind of story the Texas Folk Lore Society is interested in collecting and publishing and thus preserving for posterity.

"I am happy to note," says Mr. J. Frank Dobie, Secretary of the Texas Folk Lore Society, in a letter to the editor of the *Leaguer*," that you have invited your readers to send in legends for publication. As a sample I am herewith sending you one; but so many people, even among the educated, do not know what a legend is, that some explanation may be appropriate.

"First, it is not history, though a legend may be true to fact; but if so, the fact is not provable. It is not a yarn invented by some imaginative person. The other day a school teacher wrote to me that not having been able to find a legend about a certain hill in her vicinity, she and her class had made up one. The result was interesting, but it was not a legend. A legend is legendary; that is, it has been handed down by word of mouth until no one knows how it originated. It usually has some basis in fact. It may have supernatural elements in it, though they are not a requisite."

\* \* \* \* \*

"The following legend is taken from perhaps the best Texas novel that has

been written, *Under the Man-Fig*, by Mrs. M. E. M. Davis, written nearly thirty years ago and published by Houghton, Mifflin & Co., Boston, 1895. Just how the Brazos River did get its name, no one, I suppose, actually knows. I have two other legends on the same subject.

\* \* \* \* \*

"The legend that follows is too much ornamented. Whoever writes a legend should write it simply, just as the people tell it. As to facts, there never was, so historians say, a mission on the Brazos, though there was one on the Neches to the east. But accuracy of historical fact makes absolutely no difference, let me repeat, in a legend."

The Legend of the Brazos River follows:

"The name of the river is *Los Brazos de Dios*, which is to say, The Arms of God.

"The bed of it is very deep; and the color of the water—when it creeps sluggishly along between its banks, so shallow in places that the blue heron may wade it without wetting his knees—is the color of tarnished brass. But when it comes roaring down from the far-away Redlands, a solid foam-crested wall, leaping upward a foot a minute, and spreading death and destruction into the outlying lowlands, then it is as red as spilled blood.

"On its banks, more than a century and a half ago, a handful of bare-root Franciscan friars, who had prayed and fought their way across the country from Mexico, founded a presidio of St. Jago, and corralled within the boundary wall a flock of *Yndios reducidos*.

"There were the stately church, cloistered and towered and rose-windowed—a curious flower of architecture abloom in the savage wilderness—and the block-house with its narrow loopholes, and the hut into which the Indian women were thrust at night under lock and key.

"The mighty forest and open prairies around teemed with *Yndios* braves, who hated the burly, cassocked, fighting monks, and their own Christianized tribesmen.

"These came, in number like the leaves of the live-oak, to hurl themselves against the Presidio. And, after many days of hard fighting, the single friar who remained alive turned his eyes away from the demolished church, and, under cover of smoke from the burning block-house, led the remnant of *Yndios reducidos* (who because they had learned to pray had not forgotten how to fight) out of the enclosure by a little postern-gate, and down the steep bank to the yellow thread of the river below.

"Midway of the stream—thridding the ankle deep water—they were, before the red devils above discovered their flight. The demoniac yell from a thousand throats pushed them like a battering ram up the opposite bank, whence, looking back, they saw the bed of the River Tockonhono swarming with their foes. Then the *Yndios reducidos* opened their lips and began to chant the death-song of the Nainis;

**Any Town Would Be Proud of It**  
Calvert High School



We objected to publishing one picture of the handsome new school building at Calvert on the ground that there was no life in the picture. Shortly afterward we received from Supt. Peek the picture from which the accompanying cut was made. There is life and to spare in this picture, gloriously stimulated by the first snow of many winters.

**Basketball Tournament, 1923**

**Financial Statement**

Receipts—	
Basketball fees.....	\$457.00
Gate receipts.....	376.25
Advance sale.....	152.50
<b>Total .....</b>	<b>\$985.75</b>
Expenses—	
Special police .....	\$22.50
Gate keepers.....	10.00
Ticket seller .....	10.00
Officials .....	20.00
Basketball .....	9.00
Material for repairing cots.....	11.00
<b>Amount to be rebated.....</b>	<b>\$903.25</b>

**Railroad Expenses Participating Teams**

Team	Fare One Way Per Man	Fare—Round Trip 8 Men	Rebate 39% Plus
Athens .....	\$ 7.87	\$125.92	\$ 49.42
Bogata .....	12.16	194.56	76.34
Dallas (Oak Cliff).....	7.55	120.80	47.42
El Paso .....	25.98	415.68	163.02
Freeport .....	8.94	143.04	56.14
Joaquin .....	11.78	188.48	73.95
Kenedy .....	5.15	82.40	32.37
Mathis .....	6.98	111.68	43.85
Ralls .....	17.64	282.24	110.70
San Angelo .....	11.56	184.96	72.55
San Antonio (No Rebate).....	.....	.....	.....
Shiner (No Rebate).....	.....	.....	.....
Stephenville .....	7.83	125.28	49.18
Tabor .....	3.93	62.88	24.74
Whitney .....	5.21	83.36	32.75
Wichita Falls .....	11.28	180.48	70.82
<b>Total .....</b>	<b>.....</b>	<b>.....</b>	<b>\$903.25</b>

and the friar, lifting his hand, commended their souls and his own to the God who gives and who takes away. "But, lo, a miracle. "Even as the waves of the Red Sea—opened by the rod of Moses for the passage of his people—closed upon Pharaoh and his host, so, with the hoarse roar of a wild beast springing upon his prey, the foam-crested wall

of water fell upon the *Yndios* braves, and not a warrior of them all came forth from the river bed but as a bruised and beaten corpse. "So the friar, falling on his knees, gave thanks. And, the river which was the Tockonhono, became from that day *Los Brazos de Dios*, which is to say, The Arms of God. "Such is the legend of the River."



## A Successful Experiment in Consolidation

By Ethyl Walton (Member Junior Class, 1923)



A. & M. Consolidated Building

There were a great many conditions existing in 1920 that made the establishment of a school in the A. and M. independent school district very favorable. In the first place, the school children living on the campus, were obliged to go to Bryan, which is five miles distant, to school. In the next place, the vocational teaching department of the A. and M. College wanted a school established so that A. and M. students could observe the methods of teaching. In other words, a school to train students for vocational teaching.

In the next place, the question arose as to how the money could be secured for the maintenance of such a school. The A. and M. district is an independent district, and therefore is not taxable. After a close study of the situation, Mr. Hayes and President Bizzell found that the three districts adjoining the A. and M. district had very poor accommodations for school children. Two out of three of these schools were one-teacher schools, and the other was a two-teacher school. The teachers of these rural schools were not of the best, and full courses of study could not be offered.

In the summer of 1920, the consolidation was begun. Since three of

many problems to be worked out. In our school, the first thing that the board had to face was the task of getting the boys and girls to and from school. Two trucks were bought; but from the beginning these were not enough. It became necessary for each truck to make from two to four runs a day, and before the year was over another truck was bought. Another problem that had to be faced from the beginning was the lack of room. The school building was constructed to accommodate about one hundred and seventy-five pupils; but before the first year was over, the enrollment reached three hundred and four. Our building was much too small, so it became necessary for some of the classes to meet in college buildings.

Our school has continued to grow steadily. The first year the enrollment reached three hundred and four; the second year, it reached three hundred and forty-two; and this year it has reached three hundred and seventy-five. We started out with nine teachers, and now we have twelve.

The course of study in our school is arranged to suit the needs of the students. A large majority of our students come from rural districts and desire vocational subjects. Then there

can secure training in our school that will better fit him for his work in life; but if a student does plan to go to college, he can get all the academic work that is required for him to enter our state colleges.

We have expected from the beginning to make our school a first-class school. With this in mind the board selected the best teachers that the state affords. They are required to have permanent state certificates, and to have had quite a bit of experience in school teaching. With our good teachers and cooperative students, we have been able to secure thirteen and one-half credits of affiliation. This year we are adding four more credits.

Worked in with our school work is our athletics. We carry on a very active athletic program in high school and grammar school also has its fun. In high school, we have boys' and girls' basketball, baseball, croquet, tennis, volley ball and various games. Our purpose in athletics is to make better boys and girls of our graduates. It is as hard to win a game as it is to lose one, and we are learning to do both. In the next place, athletics promotes physical development and wholesome amusement.

Our school is now no longer an experimental, but is a successful undertaking in consolidation. We have succeeded so well that boys and girls come from the districts that are not consolidated, because they recognize A. and M. consolidated as a good school. We hope to make our school one that boys and girls from the rural districts may come for their junior and senior year's work and be able to enter college; if our school held to a rigid curriculum of academic work, they would not be able to do this. We hope within a few years to have 20 units of affiliation, and also a separate high school building. Beyond this, we desire to be a model consolidated school.

### ANNOUNCEMENT OF GROUP STUDY WORK

(Continued from page 1)

Teaching Division is just off the press, the office force is busy sending out copies of the announcements of courses offered next year to the club women over the state. Courses in art, music, literature, history, social problems, economics, government, and miscellaneous topics are arranged for club study. This work is offered by the University to encourage clubs to concentrate on some one topic for their year's study rather than to scatter their energies over two or three disconnected topics.

The courses are prepared by faculty members who are specialists in the fields in which they offer courses. The programs vary according to the topics selected, and, and the individual tastes of the directors.

Small, well-selected libraries of from five to thirty books are loaned to clubs registering for courses. In addition to the libraries sent out on bookings, club members are expected to secure reference books needed to

carry on courses. This is an easy matter as a rule, for the members of clubs either have copies of the suggested books, or they have access to school and public libraries.

Upon registering for a course, a club is furnished with two typewritten or mimeographed programs. When more copies of the syllabi are desired, clubs can have additional copies run off in their home towns, or they can arrange with the Extension Teaching Division for extra copies.

No college credit is given on Group-Study courses.

### Summer Course Offers Visual Aids In Education

Dr. Joseph J. Weber, Head Visual Instruction Division, Bureau of Extension, has issued the following letter to Texas teachers, supervisors, and administrators:

The 1923 Summer School Bulletin announces a new course in the School of Education, to be given for the first time in the University of Texas. The title of the course is "Visual Aids in Education."

This course marks the beginning of a new development in the progress of educational science and practice. We know that 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, graphs, diagrams, art prints, photographs, stereographs, lantern slides, and moving pictures. With these may also be classed the more realistic models and museum exhibits.

We hear much of visual instruction these days. What does it mean? What is the central aim?

The central aim should be the common-sense adaptation of visual aids to the purposes of the school. Visual instruction should mean essentially using any or all of these visual aids to advantage in the school room. A few centuries ago the schoolmasters taught without the aid of text or reference books. No teacher would follow their example today. A decade hence no progressive teacher will teach without the use of visual aids. Especially lantern slides and moving pictures—both diagrammatic and realistic—will form an inseparable part of the technique of teaching.

The course carries one-third college credit; and, beginning next September, it will also be offered for correspondence study in slightly modified form.

Education 188, "Visual Aids in Education" will comprise in general: (1) the opportunity to learn to operate lantern slide projectors and at least one portable moving picture projector; (2) model community programs, exhibited with the cooperation of the Visual Instruction Division; (3) special lectures and demonstrations on the use of visual aids in the classroom; (4) general lectures, readings, and experiments; and (5) classroom discussions, and individual



Going to School is a Joy Ride

the districts are rural districts, the founders of our school were able to secure from the legislature rural aid. Then with the help of the president of the college, a school building was constructed. This building was located at the A. and M. College.

In a school of this type there are other students who want to go to college and want more academic work. We have the various needs of the students in mind, the officials of our school have worked out a course of study that breaks away from the old idea of rigid academic training. If a pupil does not intend to go college, he



and committee projects involving the following general problems:

- I. Psychological principles underlying the use of visual aids in education.
- II. Types of visual aids, costs, sources.
- III. Administrative problems.
- IV. Picture projection technique.
- V. Special methods in the various school subjects.

Under I will be considered such problems as (a) primary sources of knowledge, (b) visual sensation, perception, and imagery, (c) comprehension, retention, interpretation, (d) standards for evaluating visual aids, (e) the word-picture balance, (f) emotional effects, moral values, and so forth.

Under II: (a) maps, charts, (b) graphs, diagrams, (c) art prints, (d) photographs, (e) stereographs, (f) lantern slides, (g) moving pictures, (h) models, globes, (i) museum exhibits; (j) comparative costs; and (k) names of firms from which all these may be obtained.

Under III: (a) booking, (b) renting, (c) purchasing, and (d) circulating visual aids; (e) system in office routine; (f) equipment for visual aids equipment in building plans.

Under IV: (a) electricity, (b) wiring, light, power, (c) operating a lantern, (d) preparing lantern slides, (e) operating a moving picture projector, and (f) care of slides and films, mending, shipment, storage, and so on.

Under V: Using visual aids with type lessons in (a) geography, (b) history, (c) civics, (d) biology, (e) language, etc., (f) lesson plans, discussion outlines; and (g) testing devices—true-false, completion, matching, and essay tests.

This course had its beginning at the University of Kansas, where in the fall of 1921 the instructor, with the cooperation of a large class of seniors and graduate students in the school of education, undertook its pioneer development. It was offered again during the 1922 summer session at the same institution and carried to a much higher level of refinement. And, in still better form, it is now being offered to the progressive school people of Texas.

Scientific experiment has demonstrated the fact that the use of lantern slides with certain lessons on the manufacture of glass bottles and manila hemp rope increases the effectiveness of instruction by about 8 per cent. There are at least three reasons for this gain: the pupils are more interested in the topic, they learn the facts in less time, and the results are more lasting.

Are these findings worth your while to investigate? And, if they prove true, will you be a leader in this movement for more effective instruction? Or are you content with teaching on a 92 per cent efficiency basis?

### Sonora High Experiments With Student Government

We are indebted to Millard L. Cope, editor of *The Broncho*, school paper of the Sonora High School, for the following account of the attempt that is being made by the students of the high school to help govern themselves:

"Lobbying, bribing, filibustering and other political terms are getting into the vocabularies of the Sonora High School students who were organized last week into the United States Senate, the House of Representatives of the United States and other national legislative branches; the work being done in connection with the senior class civics. Superintendent M. O. Britt is president and has a cabinet of ten members to assist him. A Supreme Court is also a feature.

"Johnnie Dell White, senior class president, is president of the senate and is representing the state of Virginia. Mary Fields represents the state of West Virginia. New York is represented by Marion Archer, while John Martin takes the Texas seat. Anna Turney hails from Utah. Eula Mae Ross represents Pennsylvania, while Millard Cope took the Missouri seat to "have to be shown."

"The House of Representatives is composed of the following congressmen: Gwynne Blanton, Ohio; Hamilton Ford, Arizona; William Fields, Oregon; Ray Glassrock, Florida; Geo. B. Hamilton, Alabama; Charlie Hull, Tennessee; Lawrence Grimland, Virginia; Mary Mitchell, Pennsylvania; Clifton Pfister, Michigan; Thelma Rees, Iowa; Dimple Trainer, Nebraska; Rena Uzzel, Oklahoma; Jewell Williamson, Illinois, and Hattie Ory, Texas.

"The Supreme Court has as its Chief Justice S. H. Butler, principal of Sonora High School. Associate Judges of the court include Gladys Martin, Earl Merck, Leonard Caldwell, Marvin Logan, George Smith, and Misses Young, Hurn and Hudler.

"The Cabinet, which assists the president, is composed of the following: Miss Gibson, Secretary of State; Miss White, Secretary of the Treasury; Frank James, Secretary of War; Miss Fields, Attorney General; Dorcy Archer, Postmaster General; Mrs. Meinecke, Secretary of Navy; Gwyneth Ridley, Secretary of the Interior; Miss Deal, Secretary of Agriculture; Wylie Trainer, Secretary of Commerce; and Loula Bell Caldwell, Secretary of Labor.

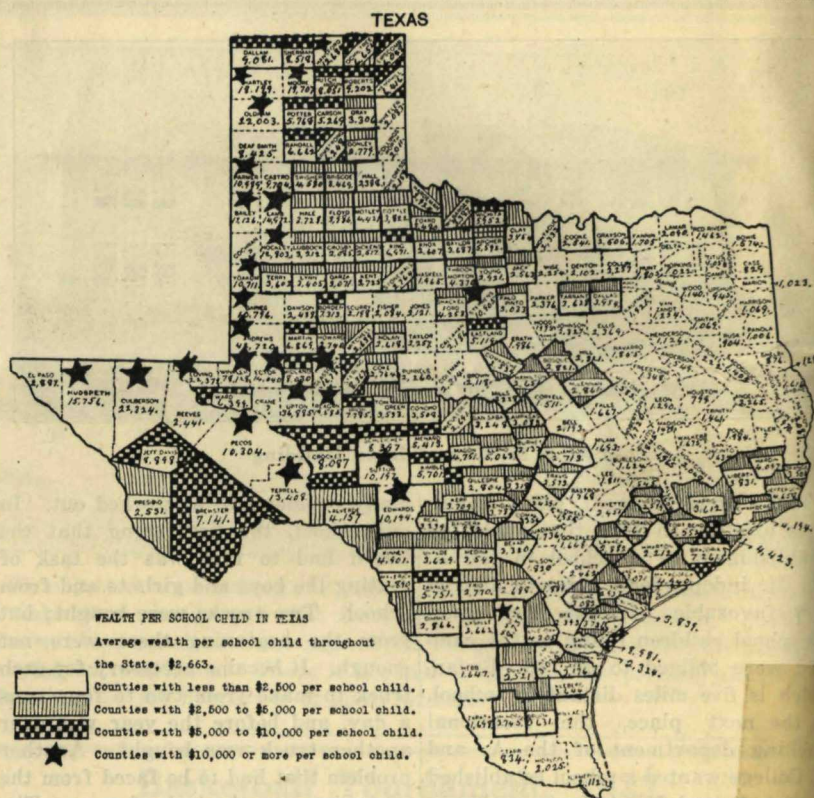
"Different committees from the Senate have been appointed to investigate into different affairs. The first bill to be introduced was one by Millard Cope to enforce all public schools to purchase playground equipment. The correct way in which a bill should be drawn up is being studied.

"The idea of organizing the Senate was from Miss May, teacher of civics. The work is being studied in connection with civics. The classes are to be commended upon their splendid organization of the work."

### PROMOTES COMMUNITY MEETINGS

A plan of work for rural community meetings prepared by Miss Amanda Stoltzfus, of the University of Texas Bureau of Extension, was recently demonstrated very satisfactorily by Miss Stoltzfus in Bee County, under

### Wealth Per School Child in Texas



The above map shows the wealth per school child in each county of Texas. West Texas has more wealth per school child than East Texas. This is evidenced by the location of the stars on the map. Many of the West Texas counties have more than \$10,000 of wealth per school child. Most of the East Texas counties have less than \$2,000 of wealth per school child. Winkler County has more wealth per school child than any other county in the state. It is a sparsely populated county located next to the New Mexico state line and has \$78,128 of wealth per school child. Cass County shows the least wealth per school child of any county in Texas. It touches the Louisiana state line and has only \$829 of wealth per school child.

Some people think that West Texas is paying more than her proportionate share of the cost of the free schools of the state. They claim that the people of East Texas are rendering their property for taxation at figures entirely too low. That may be true or it may not be true. Nobody knows for sure. But one of the fundamental principles in American education is: *The wealth of the state shall educate*

the management of the county superintendent, Miss Fannie Dobie.

This plan provides for the co-operation of extension workers and local social organizations, and is considered a valuable step in acquainting the public with the work of the University, state colleges, and county officers. Copies of this program are now available in the office of the Director of the Bureau of Extension, T. H. Shelby.

Miss Stoltzfus attended the Chicago School of Community Service last month, and is very enthusiastic over

the children of the state, regardless of where the wealth is located and where the children reside. The purpose of the state school tax and the state school fund is to secure equality of educational opportunity for all the children of the state. A half a century ago there were persons who contended very strongly that it was wrong to take one man's money to educate another man's child. They thought that every family should be held responsible for the education of its children. But that theory has long since been discredited. It was poor statesmanship and is now out of date. Educating the children is an obligation upon society as a whole and all the wealth of the state must help in defraying the cost of it.

The data here presented are based upon figures taken from the Comptroller's Report for 1921 and from Bulletin No. 126 of the State Department of Education for the school year of 1921-1922.

(The map and statistics were prepared by E. E. Davis, Specialist in Rural Education, Bureau of Extension, University of Texas.—Editor's Note.)

the fact that the Bureau of Extension is emphasizing social play and recreation activities in Texas schools and communities. She has accepted the request of the Texas Congress of Mothers and Parent Teachers Associations for presenting and demonstrating to their clubs and schools a suitable program of recreation. Miss Stoltzfus believes that grown-ups need recreation through plays and games and that play is absolutely necessary for the growth and development of the child.