



Against 20-Year Rule
C. W. Pepper, Principal, Belton High School: I believe you will find a large majority of Class B schools who object to the 20-year rule. Over half of our teams are boys from the country who enter the eighth grade at a much later age than the average. Our condition for next year is probably unusual, but we will lose five of our boys who have played only one or two years, on account of the new age limit. Four of these are country boys who entered high school late.

League Helps Community
In my few years of teaching experience I have found the League a great factor in bringing the community closer to the school. I am in a school that has not been in the League for several years, but we are going to take advantage of it this year.

Participation 100 Per Cent
Supt. G. H. Brown, Mertens: We are in the League this year in everything. Since the beginning of school, we have kept the League before our students. We are beginning next week with our spelling. We intend to use the Spelling Lists each day in connection with our adopted speller. We want to express our appreciation for the prompt and efficient service always rendered to us by the officials of the League.

THE LEAGUER is always a welcome sheet on our desk.

Bulletin Serves as Reader
Miss Rona Collier, La Porte: We have a regular recitation period every day for music memory, and we use these bulletins as textbooks. Every child in the fifth, sixth, and seventh grades has an equal opportunity in this contest, and great interest is shown among them.

Rusk County League Banquet
E. S. Erwin, County Superintendent of Schools, Rusk: There is a great deal of interest in the League work of this county. We are to have an interscholastic banquet Friday night week, February 4, and will be glad to have you with us. If it is at all possible we want you to come. This banquet will be held here at Rusk. We are expecting every school in the county to be represented. Do not disappoint us but come.

Prospects Fine in Terry County
Supt. O. W. Fagala, Brownfield: Everything going fine for the best meet we have had in Terry County. Most of the schools of the county are working on several events for the meeting in March.

Sub-Meet in Jackson County
Prof. Thos. F. White, Edna: In this county, Jackson, we have a sub-county meet preliminary to the county meet. As director of the sub-county meet for our part of the county, I would like for you to send me all material and information obtainable which might help in holding such a meet. We have about thirty schools in this part of the county.

Lampasas County Busy
Prof. Tolbert Patterson, Kempner: We had a directors' meeting some time ago and made plans for a big meet in Lampasas County. I believe we have a high percent of enrollment in the League. Medals and loving cups will be offered for first place winners in all outstanding literary and athletic events.

Coryell County 100 Per Cent, as Usual
Mark V. Wheeler, Principal of Elementary Schools, Gatesville: Coryell County is well organized in the League work, having 100 per cent enrollment. Our meet will be March 10, 11 and 12, and we expect a splendid spirit of co-operation from every school participating.

Likes Arithmetic Bulletin
Supt. W. D. Raley, Clifton: Enclosed you will please find check for \$5, for which you will send us 100 copies of the arithmetic bulletin, "Developing the Number Sense." We like this bulletin very much and intend to make extensive use of it in the sixth and seventh grades.

THIS SCHOOL GOES RULES ONE BETTER

Principal of C. H. Yoe High School Describes Special Requirements in Force

PRINCIPAL L. VAN PERKINS of C. H. Yoe High School, Cameron, comments as follows on the "Study of Eligibility Blanks in District No. 2" by L. T. Cook of Breckenridge, published in the December issue of THE LEAGUER:

I was very much interested in the article that I have clipped from THE LEAGUER and enclose. I do not think much has been brought to light by this investigation that has not been generally known by most school men. Investigations of this kind will do no good unless the school men over the state seek out a remedy and apply it.

We in Yoe High School follow the U.L.L. rules and in addition we have passed and strictly enforce the following rules for participation in school activities:

1. A student is eligible for participation in school activities four years. After a student has been in school four years he is classified as a Special and is not eligible for participation in any student activities. (I think this is an excellent rule and would like to see it put into the League.)

2. We require students to take the work and pass the required number of courses that are required by the League, but in addition every student must make at least five grade points. Grade point equivalents are A equals 4; B equals 3; C equals 2, and D equals 1. So you see that it would be possible for a student to be passing in every course that he is carrying and at the same time not be eligible for participation.

I think that the division of football into the classes A and B was the best thing that the League has done in some time. I would be in favor of a rule limiting the Class B to one district and not allowing the team to try for a bi-district championship in Class B.

Meeting of A. P. E. A. In Des Moines, April 13-16

ON APRIL 13, 1927, the American Physical Education Association will meet in Des Moines, Iowa, for a four-day session, meeting jointly with the Midwest Society of Physical Education and the Central Division of the Iowa State Teachers' Association. This is an unusual opportunity for teachers of physical education and all other members of the teaching profession to come in contact with nationally known leaders in this field.

A few of the representative people appearing on the program are:

Dr. Helen Wodehouse, Bristol, England; W. H. Burton, University of Chicago; C. W. Savage, Oberlin, Ohio; Col. Henry Breckenridge, Former Assistant Secretary of War; John L. Griffith, Big Ten Commissioner; James G. Rogers, National Physical Education Service; F. C. Allen, University of Kansas; Jesse Williams, Columbia University; Dr. Ernest Burnham, Kalamazoo, Michigan; J. B. Knight, University of Iowa; C. S. Danbert, Iowa State College; D. W. Morehouse, Drake University; Mayant H. Doubler, University of Wisconsin.

The theme of the convention will be, "Teaching Methods." Vitrally interesting and significant phases of physical education will be presented. On Thursday evening there will be a pageant illustrating the opportunity offered by physical education in the development of the child.

The annual meeting of the A. P. E. A. is one of the truly important conventions dealing with public education and Des Moines, famous hostess to conventions, considers herself honored in the privilege of entertaining this composite group.

Believes in League Work

A. W. Bulay, Principal Moscow School, Livingston: If I were teaching a one-teacher school and had but twelve pupils I would want that school represented at the County Meet in some way or manner.

GIRLS' BASKET BALL UNDER DISCUSSION

Vital Problems Affecting This Sport to Be Thoroughly Investigated.

By Josephine Schmidt

THE National Committee on Basket Ball for Girls and Women is endeavoring to make a very interesting survey of the problems that are involved in the actual playing of the game. Questions are constantly being asked concerning the interpretation of rules, of officiating, and the arguments for and against interschool participation, etc.

Not so many years ago the one great point of dissension was the insistence of many coaches to teach their girls by the same rules as adopted by boys, ignoring the advice of doctors and experts. It very rarely now occurs that girls are coached by the boys' methods.

The main problems that confront the players of today may be summed up as follows:

1. Are men coaches capable of coaching girls' basketball teams?
2. Are men referees as desirable as women referees?
3. Are interschool games for girls harmful?
4. Is there any apparent danger of commercialization of girls' athletics?

Question of Men Coaches

Each question is open for discussion and a great deal may be said for both sides. In case of numbers 1 and 2, there is no doubt that many men are more capable of the understanding of the technique and application of the game than women, but do the men understand the physiological aspect of their players? Do they realize the extent of the emotional and the nervous strain under which girls suffer during excitement? In other words, can men coaches develop and maintain the health of their girls as well as their performance in skill, as a trained woman instructor can do?

Number 3 is very hotly contested at the present time, with men's sports depending upon competition with other schools, for their popularity and success. There are many supporters of interschool contests for girls who have many arguments to uphold their standards. According to the "Platform" of the National Amateur Athletic Federation for Women, whose ideals for women's athletics are upheld by the leading institutions in the country, there are found these statements:

Platform of N.A.F.W.
1. To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.

2. To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.

3. To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.

4. To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning rather than upon "treasuring the enjoyment of the sport and the development of sportsmanship among the many."

5. To restrict recognition for athletic accomplishment to awards which are symbolical and which have the least possible intrinsic value.

6. To discourage sensational publicity, to guide publicity along educational lines and to stress through the sport rather than the individual or group competitor.

7. To put well-trained and properly qualified women in immediate charge of athletic and other physical education activities.

8. To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women

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Belton High School Dramatic Club



ABOVE is a picture of a caste of the Belton High School Dramatic Club, of which Emory G. Horgen is director. This club has 102 members. All money earned by presentation of plays goes into a fund for purchasing stage equipment and otherwise improving the facilities of the club. The stage above pictured is in the Carnegie Library building in Belton.

SUGGESTIONS FOR READING TEACHERS

Valuable Hints for Preparing Students for Silent Reading Contest

WHEN a general survey test has been given and the papers have been scored it is always evident that some pupils have not done as well as they should. In a few cases this is due to emotional or physical causes. Some children who have formed habits of dawdling over their work do not get down to business soon enough to do anything. This is particularly likely when the pupil is being tested for the first time. Most of the low scores, however, will be caused by actual reading disabilities. The next step will be to ascertain the nature and causes of the trouble. (The best source of information on this point is "Gray's Remedial Cases in Reading; Their Diagnosis and Treatment." This is a very valuable book but it is rather bewildering to the beginner.) Some means must be used to identify the particular trouble from which any particular child is suffering. The following disabilities are most frequent in occurrence:

Bad Reading Habits

The most frequent causes of slow reading are lip movements, inability to phrase properly, short eye span and irregular eye movements. No special diagnostic tests are available as yet for use outside of the laboratory but something can be accomplished in an informal way. Lip movements can usually be detected by mere inspection. Difficulties in phrasing are often made manifest when the child is asked to draw lines where he thinks the pauses should come in the line as shown in the following sentence: Slow reading | among school children | may be due | to one or more | of several causes | but the remedy | is much the same | in every case.

Any kind of reading which is within the child's comprehension will do for this experiment. If the child puts marks in the wrong places it is safe to assume that he needs practice in phrasing. Another symptom of this disability is repetition in oral reading. Short eye span and irregular eye movements may sometimes be detected by watching the child's eyes.

If the teacher will place a small mirror over the left page of a book and then stand behind the child who reads to himself from the right page, he may easily observe the movement of his eyes. The eyes always jump—they do not move smoothly. But the jumps should proceed across the page. No backward movements should occur until the end of the

Gray, W. S., Remedial Cases in Reading; Their Diagnosis and Treatment. University of Chicago Press.

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STRESSES TRAINING IN ORAL ENGLISH

Author Gives Interesting Side-Lights on the Teaching of the Speech Arts.

By Alice Evelyn Craig

ORAL ENGLISH is the "clearing house" in the school curriculum. Teachers of other subjects may say that the studies they teach are also "clearing houses." But there is no subject that centralizes all phases of the school work and serves as a means of exchange of ideas in the classroom better than does that of speech in all of its various phases.

Every study, from woodshop and clothing to auto-mechanics and interior decoration, offers almost countless topics for discussions or individual talks in a class devoted to platform speaking. And then again, every recitation, from those in ancient history and algebra to those in economics and trigonometry, shows a direct result of training in the several fundamentals of speech work,—enunciation, pronunciation, flexibility of tones, and strength of voice.

In the early days of the establishment of oral English classes in the Polytechnic High School of Los Angeles, an educational person of authority, after visiting several recitations in the regular academic subjects, remarked to the principal of the school, "There is something different here. The students stand upon their feet so readily and make their remarks in such a straight-forward manner. What is at work?" He was told that oral English was offered—and in most instances eagerly taken—and by the majority of students as an "extra." "Ah! Now I understand," he replied.

Work Standardized

But today in the same school oral English is offered—and quite as eagerly taken by practically all of the students—as a "solid" and is given entrance credit by the universities. The work has become standardized and is truly a "solid" in every sense of the term.

Also, it may be said, no study in the curriculum offers more opportunity for the development of character than does self-expression in the several speech arts. Spontaneity, assurance, initiative, directness, responsiveness, and self-reliance are qualities of character that sometimes seem dormant in the individual student but through the processes afforded in platform speaking, platform reading, open forum, and dramatics are awakened and developed in every student; and certainly there are no qualities of character more needed in the ordinary schoolroom and later in ordinary business, than are those just mentioned.

Among the several problems that confront the instructor in the teaching of the various speech arts is that

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DISCUSSES RURAL TRACK COMPETITION

Method of Counting Points for Rural Boys in Athletics Explained

THE question of participation of rural schools with high schools in track and field county meets has been discussed by many county committees in hope of meeting the objection constantly urged that it is unfair competition. The following inquiry states the problem:

I wish to ask a question with regard to arranging the classified and rural events in track and field in separate periods. I believe that it is customary to merge rural and classified contestants in the track events; that is, allowing rural contestants to compete against each other in the same race with contestants of higher divisions. I would prefer that rural contestants compete separately. I suppose there is a ruling on this matter but I have not found it.

The following reply was made from the League office to this inquiry:

In the track and field meet there is no objection to the creation of a special rural school class, the events to be conducted separately. If this is done, it should be with the understanding that contestants in such rural school class cannot qualify for the district meet, except in the Rural Pentathlon. Under the rules, rural contestants must compete in Class B in track and field in order to have an opportunity to qualify for the district and State meets in these events. Provision is made for Class A and Class B track in the county, and the first four winners in all events in both classes are eligible to go to the district meet. It is not practicable to have three classes with the right to qualify for the district. At the district and State meets the events are conducted in one class.

In conducting the track meet as outlined in the Constitution and Rules (that is, with rural school contestants in Class B) it is not necessary to make any special effort to put rural school boys in heats by themselves. Let them take their places as they come just the same as any other Class B contestant. Now, in regard to counting points toward all-around championship, the rural school that has made the most points in the meet itself receives 20 points in its all-around score. (The rural school with the highest point standing receives the 20 points whether it made only 10 points in the meet itself or 40 points.) The second highest rural school receives 10 points on the all-around championship. The note to Rule 3 under Rural Pentathlon on page 46 of the Constitution and Rules explains how to avoid "double working" the rural school boy. This gives the boy an opportunity to qualify for the district and to win points for his school in the county at the same time without working him to death.

Univ. Summer School Runs 2 Terms-June 8 to Aug. 31

THE SUMMER SESSION of the University of Texas will offer, during the two terms of 1927, more than 400 courses leading to all the bachelor and higher degrees. The faculty will consist of more than 200 members selected from the regular membership and supplemented by distinguished visiting professors.

The usual courses will be offered in the following divisions: College of Arts and Sciences, School of Business Administration, School of Education and the Demonstration School, College of Engineering, School of Law, and the Graduate School.

At the close of last Summer Session 200 bachelor's degrees and 91 advanced degrees were conferred.

A program of lectures, concerts, excursions and other entertainments will provide for at least one hour a day in such diversion.

A new classroom building with a seating capacity of 1,500 will bring all classes out of "shacks."

The first term runs from June 8 to July 20, and the second from July 20 to August 31.

A bulletin of preliminary announcements is now being distributed, and the catalogue has gone to the press. For these and for other information, write to the Registrar, University Station, Austin.

SUGGESTS PLAN TO PROMOTE HONESTY

President Hubbard Suggests Organization Be Formed for This Purpose

PRESIDENT L. H. HUBBARD of the College of Industrial Arts, formerly Dean of Men at the University of Texas, and more formerly still, one of the most successful school superintendents in the state, thinks that the Interscholastic League should foster an organization to encourage honesty among public school pupils.

He talked at length to the Editor of THE LEAGUER about this during the meeting of the State Teachers' Association in El Paso, and his eloquence made the scheme actually seem feasible. He was invited at that time to write the matter "up" or "down" for publication and this he has done in the letter which follows:

Following up our conversation in El Paso, my idea is for the League to offer facilities to the teachers of the fourth, fifth, sixth and seventh grades, and possibly later high-school teachers, to organize their pupils into clubs as members of the Order of the Alamo or some similar name, the insignia of the order to be a little button having on it the replica of the Alamo, this button to be square. A design for it I will be glad to have made free of charge and sent to you if you desire it. Membership in this club to be without dues or possibly only enough dues to cover the price of the pin, which in bronze or possibly plated silver ought not to cost over 25 or 35 cents—the purpose of the order to be to encourage honesty among pupils in the matter of their written work. My idea is that if it is confined to this particular subject other types of honesty, such as truthful statements, will grow out of it. The League could furnish each enrolled member with a certificate worded something like this:

"Realizing that the defenders of the Alamo and the other heroes who laid down their lives that Texas might be free, made the supreme sacrifice that we might enjoy the blessings of good government, and

Realizing that the basis of all good government is honesty, and that it is our duty to perpetuate the high ideal for which the fathers of Texas died, I pledge myself as a member of the Order of the Alamo to be honest in all of my school work, realizing that if I am honest now I will be strengthened in my purpose to be honest as a citizen of Texas."

P. S.—I forgot, in my letter, to tell you that one feature of the plan (if it could be worked out) would be to make the local clubs at least partly self-governing, and so put into practice one of Ellis's ideas. The initiation fee could be made the price of the pin, and not returnable. Then the pin could be "loaned" to the members, and each would be allowed to wear his as long as he did honest work. The club members would be given the power, backed up by the teacher, to require the surrender of the pin by an offender. What do you think of that?

L. H. H.
(Editor's Note.—THE LEAGUER invites correspondence and suggestions for publication concerning this proposal.)

Suggests Another Plan For Breaking Tie Game

J. M. Hadra, Assistant Vice President of the Republic National Bank, of Dallas, offers the following plan for deciding a tie football game:

At the close of the tie game that the ball be brought back to the center for scrimmage; each team to be given four downs and one point given that team which has carried the ball the greatest distance towards its own goal and has the ball in its possession after its fourth down. In other words, should Team "A" advance the ball eight yards from the center in its four downs, the ball would be brought back and given to Team "B," which, if it advances the ball ten yards, would be given one point and thereby break the tie. These eight additional plays would not only serve to break the tie, but would give the spectators a wonderful "kick," and the idea is, therefore, worth considering.



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ROY BEDICHEK - - - - - Editor

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

RECENT excavations on the site of ancient Corinth have brought to light representations of athletes pole-vaulting over fierce and hungry leopards in an arena. The present Interscholastic League record in this event is twelve feet. If the record of the ancient Greek athlete is greater, the comparison is unfair, as we are financially unable to supply the same stimulus to action at our State Track Meet.

NO REFERENDUM is submitted on the proposed eight-semester rule since it is obvious that if the twenty-year rule carries in the referendum submitted in this issue, many schools would be against the eight-semester rule; on the other hand, should it lose, this fact will materially influence the vote the other way. Hence, it is considered unwise to submit the two rules at one time, and it now seems doubtful that there will be sufficient demand for its submission during the current school year.

WE ARE very hopeful that the twenty-year rule proposed in a referendum in this issue will carry. It is a part of the program to reduce (or elevate) high-school sport to an educational basis. Older players, of course, play a better game and make a better show for the stands. That means more money, for people are willing to pay more for a technically superior game. But gradually it is being borne in upon people who are thinking seriously about the matter that school and college football is going to be compelled to forego financial returns in favor of educational returns. The overwhelming majority of high-school boys are graduated at 17 and under. These immature lads cannot go up against the competition furnished by boys 20 to 21 years old. One player of that age will prevent perhaps a dozen boys of normal high-school age from even trying out for the team. Any reduction in age-limit throws the sport open to a large group of younger boys. It is our duty to consider the mass of high-school boys in this matter, and not the financial returns which flow from giving the public a better exhibition.

SELECTION OF JUDGES

THE QUESTION of selecting judges for the county meet is one that tries the patience of many county committees. It is, moreover, one of the most important details that the County Committee has to settle. The following query was received recently from G. E. Hutcheson, Director General of Rockwall County, concerning the authority given in the rules for selection of judges:

In selecting judges for the various contests in the county meet, is it the duty of the Director General to select and secure judges for all of the contests, or is it the duty of the Director of Debate to secure judges for debate, the Director of Athletics to secure judges for athletics, and so on with all of the directors?

The following reply was made to this inquiry:

The last paragraph of Section 4, Article IV, seems to give authority to individual directors. As a matter of common sense, however, the duty of getting judges for the meet should be discussed and settled by the county committee as a whole or should be delegated to the Director General or some other members of the committee. Otherwise if each Director gets judges for his individual events, there will be more judges gotten than are necessary. One set of judges may serve in all of the literary events and sometimes help out in the athletic meet.

County directors should exercise great care in the selection of judges, keeping in mind that in

order to make the contests worthwhile the individuals selected to judge them should be first, impartial, and second, absolutely competent. It is suggested that the nearest higher educational institution to a given meet constitutes the logical base of supply for judges.

THE CLOSING DATES

THE CLOSING DATE for the payment of League fees arrived February 15, and (as was anticipated in this column several months ago) shortly after fees began being returned, the League office was assaulted over the long distance telephone many times each day. It is one of the most unpleasant duties to rigidly enforce a rule of this nature. Excuses of every conceivable nature are offered and insisted upon. It seems to the complainant wholly unreasonable that an exception cannot be made in his individual case. He declares he should have been notified and so on.

However, for the efficient conduct of the work in the various counties, it is absolutely necessary that the County Committee know in advance just what schools are going to participate. In order for this information to be available there must be a closing date. Once that date is established and advertised, a policy of granting exceptions would throw the work of the County Committee into hopeless confusion. Hence, although earning the reputation of being "hard-boiled," the League Office has been absolutely immovable in its insistence upon the enforcement of the closing date requirement.

Notice in this matter is published in the Constitution and Rules which has been in circulation since last August. A free copy of this publication is furnished on request. THE LEAGUER, also a free publication, has published the closing dates in each issue in bold-faced type since last October. Announcements to the same effect have been made from time to time in the State press.

We are compelled to consider that ample notice has been given.

FOOTBALL WEATHER

SUPERINTENDENT M. V. PETERSON, of Yorktown, was appointed chairman of a committee authorized at the El Paso meeting to consider and investigate the advisability of delaying the opening of the football season. He reports informally by letter February 3, as follows:

I have discussed the proposed change in football schedules with a number of superintendents, principals and coaches, and have met with mighty little encouragement for any change in time. The idea seems to be that so long as the colleges begin and close the season as they do, and the high schools continue to ape the colleges, it will be hard to bring about a change.

I wish you would send out a questionnaire to the various schools over the State and see what the general attitude is. Personally, I am about "frozen" out.

There is no necessity for sending out the questionnaire suggested, as it is well known that the sentiment is now against this, as it is against any other brand new proposal. It was hoped that this committee would accumulate data on the feasibility of this change which would form basis for future discussion. We believe that it is the logical thing to do, but there is a vast difference between the logical thing to do and the practical thing to do. Surely, no one would say that it would be wise to make a change of this kind until the majority of participating schools were in favor of it. The time will certainly come not only in high-school football organizations of the South but in college conferences as well, that the opening and closing dates will not be decided upon climatic conditions existing in New England during September, but will be determined upon the more rational consideration of climatic conditions existing in the South.

Plum-pudding is a dish that is wholesome in very cold weather, and has become an institution in England at Christmas time. The Britisher living in the southern hemisphere, where Christmas comes in hot weather, still insists, however, upon eating his plum-pudding in the sweltering weather of the southern hemisphere Christmas—thus perpetrating, according to the best medical opinion, a gastronomic atrocity.

With a similar deference to custom and to New England leadership, we ignore our fine football weather in December, and begin playing this cold weather game in the sweltering heat of our Texas Septembers.

Penmanship Suggestions for the Three-R Contest

LESSON 5

By Minnie B. Graves, Supervisor of Writing, Waco Public Schools. Copyrighted by W. S. Benson & Co.

IT IS possible, even probable, that as the child has progressed step by step through Position, Movement, Form and Application, he has acquired some undesirable habits of writing. It is well to check carefully at this stage of transition from movement drill to movement writing and give the child practice in study and control that will lead to development of lines that are smooth and steady, yet spirited.

If lines are heavy or shaded, review Position. See that both nibs of the pen touch the paper, and that the penholder crosses the first finger knuckle at, or near, the highest part and points toward the shoulder. Then relax limply and hold the pen so loosely it nearly falls. If these suggestions are followed, and sufficient speed is attained, the result will almost invariably be light, sharp, distinct lines.

The inexperienced teacher may recognize a need for more freedom in movement by the weak finishing strokes, or lack of them altogether, and by the down strokes of letters being heavier than the up strokes. This trouble may be overcome by "rolling" and writing larger for the time being, and holding the pen so loosely it barely stays in position. Ending strokes should finish in a vanishing line, strongly curved up, as in e, i, etc., or over, as in g, y, etc., as they are whipped from the pen.

Guard correct and uniform slant by adjusting the paper so that if the child should swing the hand across the page from left to right, the pen would touch both ends of the same line of ruling; then, with elbows naturally close to sides, pull all strokes to the center of the body. Pay particular attention to finishing strokes of letters, when merged with beginning strokes of letters following (connective strokes) or back slant will result. The fault is most commonly found in the last down stroke of such letters as i, m, n, h, k and t.

If the writing has a pinched, stiff appearance, with letters too small or too close together, the movement developed in oval drills is not carrying over into words. Make the application of movement to words by making ovals or push-pulls above the paper, or actually on it; then, without hesitation, swing into the letter or word with sufficient speed to prevent tremulous lines, and finish by whipping the line from the pen while in motion.

Letter analysis must be studied and correct mental vision achieved before good form is possible. A study of letter formation will give the child the habit of attention if the teacher will wisely lead him in developing close observation and critical comparison. Study beginning and ending strokes, number of stops in each letter as represented by the angles, the relative heights of the different strokes in the same letter, and the size and slant of the parts.

In developing movement and making the application to words, it has been found helpful to write larger than is desired in the finished style. After this device has served its purpose of forcing the movement, the size may be reduced easily and quickly by tearing paper strips the width of words or letter groups in the text, and practicing the given word down the entire length of the strip. Thus the child may be taught to reduce the movement to that desired for small letters of finished work.

Form, as well as spirited lines, depends upon speed. Too little speed results in dark, tremulous, weak lines, while a too rapid rate destroys the form. Rapid writing requires greater skill than young children, or even beginners, can apply; hence a little slower speed is necessary at first, but may be increased as habit is formed and control takes place.

Speed may be regulated by counting, and timing with a watch will prove both interesting and profitable. It is not possible for every one to acquire the same rate of speed, so considerable latitude is given; however, an approximate speed as indicated in your Teacher's Manual will be necessary to produce satisfactory results.

Smoothness and regularity of form will follow full relaxation which, however, retains enough force to give life, vigor and character to the lines.

The child should be encouraged to compare his work with copy in the text for detecting general errors, one at a time, as follows: Alignment, slant, size, form and spacing. By comparing for alignment only he can easily see whether his lines are straight; if for slant, he can detect his fault there, and so on, and he can then work to correct his special faults. Besides comparing with copy, the child should be encouraged to compare with the higher grade on the measuring scale.



Half-Hour Test

Last line of paragraph "(c)," p. 34, Constitution and Rules, should read "junior list shall be used in the same way to fill out the half hour."

"Unaccredited"

The State Executive Committee has ruled that the word "unclassified," being capable of misinterpretation and not in conformity with the terminology used by the State Department of Education, be interpreted "unaccredited" in Section 2 of Article VIII, Constitution and Rules.

QUESTIONS AND ANSWERS

Question: It is not clear to all members of our county committee what contests grammar grade pupils may enter. Can they enter all contests to which their age entitles them—e.g., can a grade pupil, as formerly, enter the High School Junior Declamation Contest? What contests are open to the division of grammar grades? I would like to have this information as soon as possible in order that I may give it to the county schools.

Answer: A senior in a ward school may enter high-school declamation, senior division. In fact, grammar grades may enter any contest which is not specifically set aside for other classes of schools, such as Class A Essay Writing, or rural declamation, etc. This is provided, of course, that it has pupils of the required age for a given contest, e.g., if a ward school does not have a declaimer who is more than 14, it cannot enter the senior division, and so on.

Question: With reference to entry blanks, will the State furnish them this year?

Answer: An entry blank will be mailed this month to every school-member of the League.

Books and Magazines

Festival and Civic Plays, from Greek and Roman plays, by Mari Ruef Hofer, author of Recreation Books for Schools and Playgrounds. Beckley-Cardy Co., Chicago. Price \$1.25.

The twenty-five plays which make up the volume under consideration are so simple that they are adapted to students of grammar-school age, yet so full of ideas and ideals that they can be used with profit in high-school classes and clubs. Teachers of oral English, civics, and ancient history directors of club work and assembly programs, and teachers of auditorium work in the grades will find it invaluable. Helpful chapters on dramatization and classic costumes round out the book.

History teachers and directors of Latin or history clubs will be delighted with the scholarly accuracy displayed in the treatment of historical material. Seldom have the tales of ancient Greece and Rome been presented in such an attractive form. These plays will make very palatable outside reading for classes in ancient history or civics. They can also be used as the basis of a socialized recitation or in project work in these classes. It is a book which should not and will not, be overlooked by enterprising teachers.

LEAGUE CALENDAR

- December 15, 1926—Last day for paying Basket Ball Fee without penalty.
- January 15, 1927.—1. Last day for paying Basket Ball Fee. 2. Final date for notifying State Office of entry in One-Act Play Contest. 3. Final date for notifying State Office of entry in Typewriting Tournament.
- February 1, 1927.—Last day for paying League Membership Fee.
- February 19, 1927.—Last day for deciding District Championship in Basket Ball.
- March 4 and 5, 1927.—First week-end for holding County Meets.
- March 4 and 5, 1927.—State Basket Ball Tournament.
- April 1 and 2, 1927.—Last week-end for holding County Meets, and first week-end for holding District Meets.
- April 22 and 23, 1927.—Last week-end for holding District Meets.
- May 5, 6 and 7, 1927.—State Meet.

TEXAS SCHOOL SURVEY

T. H. SHELBY, Dean of Bureau of Extension, V. Amount of Schooling Texas Children Receive

IN THE last article (IV), seven factors that are involved in any effort to equalize educational opportunities were enumerated. The survey staff devoted some time and considerable space to a consideration of the problem suggested by the title of this paper.

Section 3, Article VII, of the Constitution requires that schools throughout the State shall be maintained for at least six months in each year. This means that each school shall be maintained for this period. Data presented show conclusively that this constitutional requirement has not been met. It is shown that for all Texas schools taken together, the average length of term is not quite equal to the average of the United States as a whole, and that our rank in this respect is thirty-fourth among the states in the Union.

Term-Length Insufficient

In small independent districts only 58 per cent of the schools for white children and only 10 per cent of the schools for colored children had terms of eight months or more. Thirty per cent of the negro schools in small independent districts ran five months or less. In common school districts and in independent districts of fewer than 500 scholars, 33 per cent of the white schools and 70 per cent of the colored schools were maintained less than six months for the year ending August 31, 1923. For this class of schools, 90 per cent of those maintained for white children and 38 per cent of those maintained for negroes ran less than eight months, leaving only 10 per cent of schools for whites and 2 per cent of schools for negroes in this class of schools that were maintained for eight months or more.

To put the matter somewhat differently, there were 2,595 schools for whites with a school term of six months or less. The length of school year for schools serving the needs of rural children is distinctly below the average for the country as a whole; indeed, there are twelve counties in our State in each of which the average length of school term was less than the minimum set by the Constitution referred to above. In only four counties was the average term at least eight months in length. The range of school term for white children was from three and three-fourths months to nine months; while for negro children the range of school term was from one and one-half to nine months.

Another Inequality

Another matter indicating inequality of educational opportunity as pointed out by the survey staff was the fact that school terms of elementary grades and of high-school grades are not of the same length in a number of independent districts of the State. The data show that the high schools were maintained from nine to fifty-six days longer than were the elementary schools in the same school system. This practice is the result of this ambition of small communities to secure high-school affiliation; the grades are neglected in order that the high schools may come up to the standards prescribed by the State Department of Education. The survey staff, correctly, reminds us that the first obligation of any community is to the larger number who will never progress beyond the elementary grades.

Unfortunately, even the matter of the length of the school term does not tell the whole story as to the amount of schooling actually secured by the pupils. The percentage of children of census age who are actually enrolled in school and the regularity of attendance of those who enroll are factors of equal significance. It is patent to all that the finest of school accommodations may be available for nine or ten months and may still be of little significance insofar as efficiency is concerned, unless the children are in attendance.

Attendance Not Enforced

Through compulsory attendance laws every state in the Union has undertaken a solution of this problem. In Texas the compulsory attendance age is 7 to 13, inclusive. This is the minimum compulsory age in any state in the Union; that is, every state has a compulsory law covering these ages or more. Schools in both urban and rural Texas are below the average of urban and rural schools throughout the United States in the percentage of children 7 to 13 years of age who are enrolled in school. This applies with respect to children of all classes taken together, with respect to children of native-white parentage, children of foreign or mixed parentage, and to children

of foreign-white parentage. With respect to enrollment of negro children, on the other hand, Texas ranks well above that of the United States as a whole. Conditions with respect to enrollment are far worse in rural than in urban schools being deplorably bad in rural schools for children of foreign-born white parentage, largely Mexican, and for children of foreign or mixed-white parentage.

Conclusions Inevitable

The conclusion is inevitable: that the State as a whole should determine the amount and quality of instructional accommodations that will be provided for the children of the various communities of this State and of the various races. In no case should the matter be left to the communities themselves. It is furthermore evident that compulsory attendance laws should be made effective by the employment of attendance officers for rural schools in the several counties. For children who live beyond walking distance from school, transportation facilities should be provided. The matters referred to in this paper will be greatly improved if amendments and laws now pending before the Legislature are enacted.

Free School Age and Scholastic Age

By A. M. Blackman of the State Department of Education.

IN TEXAS the free school age is from 7 to 21. That is, anyone who is 7 years old and not over 21 on the first day of September of any year is entitled to attend the public school without the payment of tuition for that entire school year.

The scholastic age or scholastic census age extends from 7 to 18. This means that anyone who is 7 years and not over 18 years of age on the first day of September of any year is entitled to enumeration in the scholastic census of that year and that the school district in which such person lives and is enumerated receives from the State of Texas a certain sum of money called the State Apportionment.

It is interesting to know the reason for the difference in scholastic age and free school age.

In 1905 the Legislature fixed the scholastic age as above given. In 1909 the Legislature passed a comprehensive law relating to the granting of saloon licenses, providing among other requirements, that only one saloon license should be issued to each 500 population, and that the population of each town, district and justice precinct should be determined by taking the scholastic population and multiplying by six. This was done by the County Commissioners' Court at its August meeting each year, and the scholastic population certified to the State Comptroller by the Commissioners' Court.

In 1913 a proposal to raise the scholastic age to 21 came before the Legislature, but this met with instant opposition from the prohibitionists in the Legislature as it would have resulted in an increase in the number of saloon licenses that could be issued. As a result, the compromise of extending the free school age to 21 and leaving the scholastic age as before was adopted.

It is interesting to know that even now the Comptroller sometimes receives a statement of the scholastic census of a county solemnly certified to by the Commissioners' Court.

Bureau Is Distributing Many Health Publications

DO YOU need a health play, story, game, poster, or book for your Child Health Day in May? If you do write to The Bureau of Nutrition and Health Education for a list on health topics. Some of the publications for distribution are (1) "Dramatizing Child Health," which is a book of health songs and plays; (2) "Food Models," a book of food cut-outs for the teaching of food selection; (3) "Every Day Health Series," a set of eight colorful posters illustrating the rules of the game; (4) "Map of Healthland," a health project for the elementary grades; (5) "How the School Lunch May Contribute to Health Education," a summary of a survey of twenty Texas school lunch rooms. In addition to these there are an abundance of leaflets on food, malnutrition, sleep and milk. Let us put your name on our mailing list. We are glad to help you with your health problems.

