



LETTER BOX
Endorses Scholarship Contest
Hattie O. Prewett, director of tests, Fort Worth Public Schools: I have been interested in the dual scholarship contest which has been conducted in Kansas under the direction of Dr. Wood. I have wondered if a similar scheme would not stimulate interest in testing work and in pupil achievement in our state. Then last week, Dr. Wood wrote me that he is corresponding with you in regard to working out some relationship between the institutions represented by each of you so that there will be derived mutual benefit.

I believe they call the scheme an Every Pupil Scholarship Contest, now. I hope that some similar arrangement can be made in Texas. If I can be of any help in any way please call on me. I am sure my superintendent will be glad to have me cooperate. Of course, anything which might involve our schools will need his own personal consideration.

Taylor County Promising
Supt. H. O. Harris, Bradshaw: As director general of Taylor county, I am going to try to have the best League work that we have ever had. We have already had a gratifying expression of interest.

Coming Again
Jessie B. Adams, Principal, College Mound School, Terrell: You will find a check enclosed for \$1, for which please enroll our school in the Interscholastic League. Last year we won a trip to Austin and we hope to again. We enjoy reading the LEAGUER very much.

Spelling List Popular
Supt. S. P. Conn, Rockdale: Please send 100 spelling lists. We are always delighted with them.

League Director in Wood
Co. Issues Call to Schools

GUY LEMMOND, who was elected director general of the Wood County Interscholastic League, published in the *Wood County Democrat* of November 9 the following announcement:
"In fulfillment of a promise I made to the teachers of Wood County at the institute this fall, I wish to submit the following notes for publication:
"The Interscholastic League, an institution for the betterment of all the schools of the State, should be supported by every principal teacher in Wood County. I do not mean that the League should be supported for the basket ball alone but for the benefits derived from the many other events fostered by it as well. Each school in the county should have a team to represent it at the county meet in one or more of these events. I therefore urge that the principals of the county notice the following regulations for membership and send the proper fee or fees to the Interscholastic League, University Station, Austin, Texas.
"The membership fees are as follows:
"a. For common schools:
"1. With less than 100 enrollment last year, \$1.
"2. With 100 enrollment or more last year, \$2.
"b. For independent districts, Class B:
"1. With fifty or more enrolled in the high school proper, \$5.
"2. With less than fifty, \$2.
"This membership fee must be paid by January 15, 1928. Furthermore, if a school wishes to participate in the basket ball tournament, it must pay an additional fee of \$1 by December 15, 1927.
"In conclusion, I wish to say that I desire to meet the members of the executive committee at Quitman, December 2, 1927, the date of the county institute."

Rockefeller Abroad—At Oxford University, England, the Lord Chancellor, Viscount Cave, recently opened a new school of bio-chemistry. Rockefeller money provided \$175,000 toward the cost of the building and \$100,000 for its maintenance. The university contributed \$125,000.

Question Arises, "Who Started The Interscholastic League?"

Writer Presents Interesting Surmises and Reminiscences, But Fails to Develop Actual Facts, As Records Show

THE predicate for what is now the Texas Interscholastic League was laid in Central Texas by Tom Fletcher, Emmett Brown, Jack Hubbard, T. D. Brooks, and a few others back in the year 1915.

There is no proof that this is true, but reasoning will point to that conclusion. In 1915 the schools in Texas had very lenient eligibility rules and there was no way to arrive comprehensively at the State championship.

It was in this year that Tom Fletcher and Jack Hubbard, of Temple; Emmett Brown, of Cleburne; Tom Brooks, of Hillsboro, and a few others representing Central Texas cities and towns drew up a group of rules under which sports would be conducted.

Mexican School League Organized in Frio County

WE clip from the Pearsall Teacher the following program for an interscholastic league of Mexican schools in Frio County:

The teachers of the different Mexican schools of the county met in the county superintendent's office and organized a Mexican Interscholastic League Meet to be held in the spring. This is a move in the right direction and we hope they will receive the cooperation and support of the people of the county. They will need support and encouragement and will appreciate any assistance rendered them.

Following is a part of their program as outlined:

Entries in literary events shall be according to grades 1 to 7.

Entries in athletic events shall be according to ages as outlined in the Interscholastic League Bulletin.

Reading

1. Representation: Two entries will be allowed from each grade.

2. Division: There will be six divisions in this contest, namely: Second grade, third grade, fourth grade, fifth grade, sixth grade, and seventh grade.

3. Nature of contest: Standard achievement tests in reading for the second grade, prepared by Mrs. R. S. Park; for the third grade, prepared by Miss Catherine Hudson; for the fourth grade, prepared by Miss Mattie McNeill; for the fifth, sixth, and seventh grades, prepared by Mrs. Nena Betts.

Writing

4. All grades.

Arithmetic

5. Division: Fifth grade and above as Interscholastic League rules.

Spelling

6. Division: First and second grades; sub-juniors, third and fourth grades; juniors, fifth, sixth, and seventh grades.

Declamation

7. Divisions: Same as for spelling.

Singing

8. Divisions: All grades with a limit of fifteen in chorus, and a limit to three songs for each chorus.

A limit of one solo from each of the first and second grades.
9. Arithmetic tests are to be by Mrs. Betts, from lists sent in no later than thirty days before the meet by teachers of the several Mexican schools.

10. In the reading contest there shall be twenty questions prepared for each of the following grades: Second, third, and fourth. In the fifth, sixth, and seventh grades there shall be thirty questions.

Nine Lives.—According to confession by Prince Felix Yussupov, one of the murderers of Rasputin, the hearty monk absorbed generous doses of cyanide of potassium administered in cake, and much poisoned wine and seemed unaffected. "Play me something cheerful. I like to hear you sing," he said to his host, Prince Yussupov. The prince responded by emptying his revolver into Rasputin's breast. He then "bellowed and snorted like a wounded animal," and it was all half a dozen conspirators could do to sew him up in a sack and heave him over a bridge into the river.

WANTS AGE-LIMIT FURTHER REDUCED

Writer Claims Such Measure Would Meet With Enthusiastic Support

SUPT. C. W. BINGMAN, of South Park, Beaumont, believes the League age rule should be revised downward. He says:

I have been talking with quite a number of school officials in this part of the state, and the big majority of them are thoroughly in favor of the revision of the eligibility rules as provided by the Interscholastic League. They are especially interested in a further reduction in the age limit. All of them unite in saying that 19 years should be the upper limit and practically all with whom I have talked are in favor of reducing the age limit to 18, beginning next year, or as soon as this can be worked out.

The principals and superintendents feel that whenever a boy is more than 18 years old, he should be doing additional school work, if necessary, to get out of high school rather than spend his time competing with other schools in football. Take any study of enrollment of freshmen in college and we will now find that the average age is 17 years. It seems to many of us very ridiculous that the Texas Interscholastic League, an organization sponsored by the State University, will continue to offer inducements for students to stay in high school, who are three years older than the average age of freshmen entering the University.

I am sure that if the League officials will bring this matter up, you will without question, easily carry the state in favor of a reduction of age limit.

Trusting that the officials will take this matter up in a serious way, and assuring you great support in this section of the state, I am, etc.

Fletcher later went to the office of State High School Supervisor for Texas to Austin. There it is believed that the encouragement and work given by Mr. Fletcher laid the foundation for the organization of the Texas Interscholastic League.

At least that is the opinion of Emmett Brown, superintendent of Cleburne schools. Mr. Fletcher is now superintendent of the Masonic Home at Fort Worth. Jack Hubbard is now other than L. H. Hubbard, now president of the College of Industrial Arts, Denton. Tom Brooks is now Dr. T. D. Brooks, of Baylor University.

It was this organization which attracted the attention of cities and towns over Texas and created the interest that eventually led to the formation of the Interscholastic League. That is the conviction of Mr. Brown—and the writer.—Harold V. Ratliff, Sports Editor, *Cleburne Times*, November 7.

The Facts

All of the above named gentlemen have done yeoman service in making the League worthwhile. They are optimists, true and tried; and any historian of the organization would be ungenerous not to acknowledge that but for the services of these men, the League would not be today the efficient machine that it is for the encouragement of wholesome activities among the schools of Texas. But let us keep the record straight.

In large and handsomely bound volumes in the bookcase of the editor's sanctum are all of the bulletins of rules issued since the birth of the organization. These publications show that the prime mover of the League was one Professor E. D. Shurter, and that his able coadjutor on the athletic side was one Professor Charles W. Ramsdell. The thing was formally organized at the State Teachers' Association of 1910 which met in Abilene. A bulletin dated October 3, 1911, contained the rules and regulations of the literary events. A bulletin of the Interscholastic Athletic Association issued by the University of Texas, appeared May 6, 1911, and its officers follow: Supt. W. F. Doughty, Marlin, president; N. J. Marshall, San Antonio, vice-president; Charles W. Ramsdell, Austin, secretary-treasurer. You see there were two organizations in 1911, each fostered by the

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Complains of High Cost of Football Officials

We have the following from Supt. A. M. Limmer, of Desdemona:
"The matter of securing officials is a question that is becoming serious to the very small high schools. The officials for the game cost \$37 and the Gorman team received \$50 for their trip. You will note that the officials got practically as much as the entire visiting team. Also we had a gate receipt of \$59. Hence we lost \$28 on the game.

"I am told that in Class A football in this section that a certain game was played at a total expense of \$263 for officials. This game is a year or so old and it is not necessary to give names; however, same can easily be had. I was given the information by the coach of the school.

"Personally, I think many officials are taking advantage of their positions, for which they are already excellently paid in proportion to other teaching men, in the matter of athletics. I am wondering if other school men think likewise."

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Class Exercise Proposed for Trial by Civics Teachers

Competitive Discussion of Novel Governmental Reform May Prove Useful Device in Arousing Interest and Study

TEACHERS of civics are asked to try an experiment. Below we publish a novel suggestion for a change in the machinery of government by President Arthur E. Morgan, of Antioch College. Let your civics class study these suggestions and then organize a debate for the class on the desirability and feasibility of the suggestion. For the sake of convenience, limit the discussion to one government at a time—this week to city government, next week to county, next to state, and so on.

We venture the prediction that the teacher who gets this debate going among her pupils will teach them more about the governments they are living under in a month than they will learn from an ordinary text in civics in a year. Try it and then tell the LEAGUER about it. The article follows:

TEXAS FOLK-LORE BOOK WINS PRAISE

Legends, Folk Speech, Place Names, Ballads, Etc., Available in Published Form

(By Dr. L. W. Payne, Jr.)

THE sixth annual volume of the Texas Folk-Lore Society has just been issued as a book called *Texas and Southwestern Lore*, under the editorship of Prof. J. Frank Dobie. As the title indicates the volume is of a miscellaneous character, but greater emphasis has been placed on ballads and folk songs than on any other single type of folk-lore included in this volume.

The first half of the book contains two notable long articles, "Folk-Lore of the Texas-Mexican Vaquero," by Miss Jovita Gonzales, of San Antonio, and "Tales and Rhymes of a Texas Household," by Mrs. Bertha McKee Dobie, of Austin. For novelty and entertainment and for valuable records of the social backgrounds of early Texas life these two articles alone are worth the price of the volume. In addition there are six shorter articles on various items of interest to the student of folk speech, place names, and Indian legends.

The second half of the volume covering pages 121 to 238 is made up of songs and ballads of various kinds. Folk music and ballads in general form one of the most fascinating fields of study to both the folk-loreist and the inquirer into the origins of poetry. The songs of the cowboy and the frontier folk in general make up the larger part of this section. An article by Mr. Dobie on "Ballads and Songs of the Frontier Folk" covers a wide range of these old songs. He has discovered a number of new cowboy songs, and in particular he has thrown much light on the best known of all the cowboy songs, "Oh, Bury Me Not on the Lone Prairie," by printing the original source of this song, giving both the words and the music of "The Ocean Burial," from which "The Dying Cowboy" derives. A large number of the actual tunes have been recovered, and thus the material becomes available for the musicians who are constantly turning the folk songs into modernized artistic compositions. There are more than a hundred texts of songs, and no less than twenty-five of these are accompanied by the musical scores of the tunes to which they were sung. This feature of the volume justifies the statement recently made by Carl Sandburg, "I am amazed at the work your organization is doing."

Upon receipt of the present number, Mr. Sandburg said, "The latest publication of the society is extraordinary and surpasses previous ones in contribution to the sum of human knowledge."
Mr. Sandburg has used a great deal of material from the publications of the Texas Folk-Lore Society in his collection of songs and ballads, en-

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CRITICISES LEAGUE 1-ACT PLAY PLAN

Writer Points Out Difficulty of "Eligible Play" Rule and Triangle Meets

IF teachers will just use the LEAGUER for constructive criticism of contests, it will do much to render the work of the League of greater benefit to the school children. As a model of such constructive criticism we take pleasure in publishing the following letter from Mrs. H. D. Thompson, of Strawn:

The circular letter and the INTERSCHOLASTIC LEAGUER have been received with the one-act play material in it. The contest and tentative plans have been discussed thoroughly. We are very glad that the contest is to be continued and we intend to do our best in the contest. We are ready to sign the application.

The explanation in regard to the one judge instead of many or several is a very progressive step. One competent judge will be a better judge than several mediocre judges.

A few of the plans suggested seem to be too indefinite to us for several reasons, below stated. The part entitled "Eligible Plays" says that the play is to be graded according to its merit. From last year's experience, the judges in the Abilene district judged one group below winners because of choice of play. Otherwise they acceded that group to be the best there. Then the same play in another district was considered the best. The same play also "Suppressed Desires" won the state championship. Anyone will admit that good judges will differ in matter of taste and appeal. Then, too, it is generally said that a royalty play is always better than a non-royalty one. We are willing, ourselves to pay the royalty and will do so, if the contest is left as it is; but if a prescribed list were furnished of either royalty or non-royalty or mixed plays of the same value, all teams or groups will be as if they had a fairer chance in the beginning.

The eliminations, as suggested, will call for at least five givings. This will call for more expensive money than a few trips at longer distances. Also each elimination in turn will be farther away. This might necessitate several days out of school work and number of schools will not permit very many. The idea of districts, probably the same as last year, then semi-finals, as now suggested and then finals would be only three reproductions. I believe that each play will be given in the home auditorium before it is entered in the contest, consequently I think the people of the community will be benefited that way. I feel that any school would feel honored in winning either half of race, east or west. That will make two doubly desirable goals to work for.

We are very anxious for the final decisions to be reached, in order that we may begin to seek a suitable play and begin on our tryouts for parts. We have a dramatic club of twenty-four members and they are very interested.

Dean Slagle.—At Princeton Jacob W. Slagle, 1926, won his letter in football and baseball and a place on the All-American football eleven. Also, he won honors in his geology course. For his athletic skill the University this year appointed him assistant football coach; for his academic record the trustees made him assistant to Dean Christian Gauss. Mornings he helps train undergraduates not to cut classes or commit other minor offenses; afternoons he helps train the University eleven.

Rocknettes.—Among the precepts which Coach Knute Rockne imparts to his football players are the following:
Don't be a mollycoddle.
See everything.
Eat no chocolate, cocoa, greasy fried potatoes, pork, or bananas.
Show brains, courage, self-restraint, coordination, fire of nervous energy, an unselfish point of view.
No star playing, just football, and if there's any dirty work, home you go for good.

Officials Mediocre.
With a few outstanding exceptions, our elected public officials in general have been mediocre, poorly qualified men. This has been true throughout our whole history, over the entire country, and for local, state, and national governments. Few intelligent people wish their sons to seek elective public office. That able men do exist is proved in finance, industry, commerce, and the professions.

Yet patriotic Americans are sure we have an excellent system of government. Would it not be wise to inquire whether its structure is not inherently faulty, when it so generally is associated with these undesirable results.

At the birth of our country many Americans believed that the chief problems of government would be solved by the newly won ability to select their own public servants. There seemed little doubt that satisfactory officials would be available. Though events have dispelled that illusion, the old spell of a political doctrine and even the aversion to new outlooks have hindered an analysis of the difficulty.

Our failure is due less to the astuteness of the problem than to the assumption that we must correct it without changing historic policies. Perfect administration of either public or private business never is achieved, yet if we can but successfully answer two practical questions, we shall be on the road to eliminating mediocrity in public office almost as fully as it is possible in any large corporation.

These questions are: What sacrifices of reasonable and fundamental aspirations are now required of an able man who seeks public office?



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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.)

Extra inducements should be offered in each school and in each county for successful contestants in Essay Writing. Essay winners do not have before them the prospects of a trip to the district and state meets, as is the case with public speaking contestants and athletes. Hence, superior inducements should be offered in the local and county meets. No more important contest than the one in Essay Writing is listed in the League's schedule of events.

Evidence of pre-memorization in the extemporaneous speech contests will court strongly against contestants in judges' decisions. Note, also, the additional instruction given judges in this contest, announced in page 29 of the Constitution and Rules:

The judges are cautioned to notice the subject the contestant has chosen and consider carefully whether or not the contestant sticks to his theme.

A list of 100 topics will be found on pages 34-35 of the Constitution and Rules. This list should be used in class-practice, and teachers will do well to train students thoroughly in outlining these topics.

Fortunate, indeed, was the selection of the McNary-Haugen bill for debate this year. It will be a subject of intense public interest throughout the debating season. It is one of the big issues that looms before the Congress which will convene early in December. The papers are full of it, and substantial articles are appearing in many magazines. The debating team cannot hope to go far which confines itself merely to the material offered in the bulletin. The bibliography should be kept up to date, and assignments made to members of each debating squad to search for new arguments. Especial attention should be paid to the probable effects of this proposed legislation upon cotton.

Three-R contestants should remember that the reading test this year will be a completion-test and not a true-and-false-test. Official notice of this change has been given heretofore, but some teachers overlook the official notice column and are drilling their students in the type of test given last year. This is good training, but is not the specific training that will be required in the county meets next spring. A sample completion test will be published in the December LEAGUER, and, as announced in the September LEAGUER teachers may secure at a trifling cost from the World Book Company, Dallas. Sixty cents for a specimen set of the Reading Examination, Paragraph Meaning of the Stanford Achievement Test is advertised in the February, 1927, price list.

THE following statement occurs on page 166, *A Handbook of Extra-Curricular Activities in the High School*, by Harold D. Meyer:

This is not the place to enter into a lengthy discussion of intramural versus interschool athletics. However, it should be pointed out that in many situations too heavy an emphasis has been laid on interschool competition. A newer attitude is rapidly gaining strength, namely that intramural athletics carry with them the advantages of a competitive program while omitting all the undesirable features that may possibly accompany an interschool athletic schedule.

If the latter part of this statement read "intramural athletics carry with them some of the advantages," etc., and "omitting some of the undesirable features," etc., it could be successfully defended. As it stands, it cannot be defended. It is an advantage to bring one school to the home grounds of another school on the host-and-guest basis. That is an undeniable advantage. By increasing the competitive stimulus through interschool games, greater opportunities are created for driving home lessons in sportsmanship and teaching the whole student-body control of its emotions under stress. The greater the competition, the larger the number of citizens of the community that are interested in a school competition, the more the attention of the respective communities are directed to the needs of the school.

This is a great advantage not to be secured through an intramural program. The intramural contest has as yet failed so to take hold of the student's imagination as to incite him to do passing work in his studies in order to be eligible in the same measure that the interschool contest does.

On the other hand, some of the evils often manifest in contests are quite as apt to develop in an intramural contest as in an interschool contest—covertly injuring a player on the other side, for instance, in combat games.

But aside from any of these contentions, it may be pointed out as a conclusive objection to Mr. Meyer's statement, that in many schools intramural contests on anything like an adequate scale is not possible at all, for the simple reason that there are not enough pupils to make up the opposing teams.

GOOD SPORTSMANSHIP

SUNSET HIGH SCHOOL, Dallas, through J. A. Wilson, principal, after maintaining 1000 per cent football percentage against, perhaps, the stiffest district schedule in the state, announced withdrawal from the district race, following discovery of indisputable evidence that one of its players was over age. Principal Wilson and Sunset take that high ground that an individual or a school should not profit by its own mistake. We feel that this action on the part of Sunset High does much to emphasize a point that is overlooked by too many school executives. The popular argument that a school should not be penalized if the error was unintentional is too weak to stand analysis. It will not do to profit by your own mistake at the expense of another, or pretty soon you will be under suspicion of making such mistakes purposely.

College football developed an identical situation in 1915 when Baylor voluntarily relinquished a hard-won championship in football after it was discovered that it had unwittingly used an ineligible man in conference games. The college authorities had used due diligence but, perhaps due to the machinations of overzealous alumni, the ineligible had been put over on them. They refused to profit by the mistake.

A similar case is that of the Fort Worth-Comanche embroglio of 1913, when R. L. Paschal, principal of Fort Worth Central, forfeited a semi-final game to Comanche when it was discovered that ineligible men had been used by Fort Worth. He refused to profit by the mistake.

Indeed, it is a sound policy and it might be written as an addendum to every interschool sportsmanship code, "In eligibility matters, we refuse to profit by our mistakes, except as it will make us more careful in the future."

The University Interscholastic League realized sometime ago that it should not encourage schools to be careless in ascertaining the eligibility of their respective contestants and wrote into the Football Plan the following provision which is accepted in writing by the principal of every school participating in football:

Observe Rules.—Each team shall observe faithfully all rules contained in Article VIII of the Constitution and Rules. In case an ineligible man is used in any League game, knowingly or unknowingly, the minimum penalty shall be forfeiture of the game.

But it shouldn't be necessary for any committee to act in such a case. The school using an ineligible man should immediately forfeit the game or games, thus making the only restitution possible. It will not do for anyone in any situation in life to insist on profiting by his own mistake when the circumstances permit of restitution being made to the injured party.

PAPERS headlined Texas heat in reporting the Texas-Kansas Aggie game. "Visitors' Driving Power Lessened by Hot Weather," says one headline; "Texas Beats Kansas—Hot Weather Hurts," says another.

Grantland Rice, dean of American sports writers, in his syndicated column appearing in Texas papers October 26, says:

The South has had to meet a heavy handicap in a football way each fall, due to the big difference in temperature.

Football is no game for 80 and 90 degrees, yet southern teams have to pass their training season in this warmth, and play many of their hard games in the same brand of weather.

Yet against these handicaps, Georgia, Georgia Tech, Alabama, Maryland, Vanderbilt, Texas, Tulane, V. P. I. and many others have climbed high against the odds. In the last two seasons Maryland and Georgia have beaten Yale, V. P. I. has beaten Colgate, and Florida has come to the Army to put up a stirring afternoon.

It is hard enough to keep a football team on edge in the cooler winds and more bracing October temperature of the North. It is four times as hard to keep the old pep bubbling with the thermometer ranging from 70 to 90 degrees.

Practically the whole season in Texas is played with the thermometer ranging from 70 to 95 degrees. The fact that we persist in our senseless retention of the present playing season in this state is a striking testimony to the great power of tradition.

OFF-SIDES

By the Editor

IT developed on the eve of the Princeton-Yale football game that one of the Yale players was ineligible under the transfer rule. The Yale committee on athletics promptly disqualified him. Now comes Princeton, according to reports in the papers, and, with a great show of sportsmanship, advises Yale officially through the Princeton faculty committee on athletics, and by communication of the president of Princeton to the president of Yale, that it is hoped that Yale will go ahead and play the ineligible in the forthcoming Princeton-Yale game. Great plaudits from the fans and the sports writers and the unthinking portions of the public generally.

In our view the offer was either rank hypocrisy or sentimentalism run to seed. Consider the effect of the proposal. There is first a subtle suggestion of superiority. "All our men, of course, are strictly eligible, but we grandly permit you, Yale, to use an ineligible man against us." There is next a covert insult involved, since Princeton assumes that Yale might use an ineligible man if allowed to get away with it. Thirdly, Princeton thus prepares for herself a soft place to light, for if Yale accepted the proposal and defeated Princeton, there would be no honor in the victory, and Princeton could shrug its collective shoulder with the suggestion that, of course, Princeton's eligibility standards are high and its conscience keen. No better alibi. If, using the ineligible man, Yale should be defeated, Princeton's football prowess shines with a more dazzling glory. In short, Princeton, under cover of an ostensible magnanimity, had everything to gain and nothing to lose.

But consider the effect of this offer upon Yale. There was likely behind the scenes a warm controversy in Yale circles over this matter. There was likely a divided counsel. This proposal coming from the opposing camp would have a tendency to intensify the division, and if there is anything in psychology as expounded by football coaches, such aggravation of the division in Yale circles would militate against the chances of victory. It is an old and threadbare trick of the politician to approach the opposition with some such divisive offer. In lobby parlance it is called "putting the opposition in a hole."

Be it said to the glory of Old Eli that she declined the offer and then whipped Princeton on the gridiron in the last ten minutes of play.

JOHN MORLEY thus describes a Labor member of Parliament: "A tremendous egotist; not once in the hour and a half we were together did he put one single question, or invite a single remark even on political business in hand, or admit a single doubt, or allow that there may be two sides to any question, or realize that he does not know all that is worth knowing." We have all met him.

IS the saying, attributed to Barnum, that the American people like to be humbugged, true or not? There be those who assure us that down in our heart of hearts we scorn genuine merit and prize above everything else a certain show or front, appearance rather than reality, and like nothing better than to be imposed upon by sham, blatancy, cock-crowing, and hypocrisy. Let the advertising tom-tom sound loud enough with sustained and consistent rhythm, and our critics say that we all fall into step, performing the most absurd evolutions, bowing and scraping around like a lot of solemn penguins. We are told that a thing need have no merit to gain our approval, but that all that is necessary is for merit to be asserted, repeated, dimmed in, raucously reiterated, and the most spurious article (be it a bed-spring or a political slogan) is accepted as final wisdom by the great American public.

We deny this as a general indictment but affirm that it is true in the matter of oranges. Let each person be his own witness. Simply go to the nearest fruit-stand and test the thing out for yourself. You will find there prominently displayed some large pompous, globular, artificially colored objects which the fruit-vender will assure you are oranges. Millions have been spent advertising this product, telling us what is not so concerning it. In the topmost row under a fancy price-mark sits this "painted Jezebel" of fruits. Of uniform size, carefully pyramided, with every appeal to the eye, stand these decorative objects of thick and brittle rind and desiccated pith. Stuck back in a corner of this same fruit-stand is a box of Texas oranges. They are not one-half the size of the variety above described, they are not of uniform size, their complexion is rusty and undecorated by the orange beauty specialist; they are in a dingy box; they are sold at 30 or 40 cents a dozen. But the proof of the pudding is in the eating. We buy

oranges to eat and not to look at. Cut one of these Texas oranges and you find that it has a thin, tough rind (ideal for sucking); it is loaded with juice; it is sweet and flavorful because it has been allowed to ripen on the tree.

The fact that the first variety competes for our patronage at 8 cents apiece with the latter variety at 3 cents is an example of the "scorn that patient merit of the unworthy takes," proves that "it pays to advertise," and certainly lends some color to the strictures of those critics who choose to elaborate the assertion of the cynical Mr. Barnum quoted above.

IN another column of this issue we publish a list of debate subjects prepared by Prof. William O. Moore, of the University of Texas. We take the liberty of suggesting that teachers make one addition to this list, as follows: Resolved, That the action of President Coolidge in inviting Mayor William Hale Thompson, Len Small, a convicted embezzler, and William Lorimer, convicted briber, to breakfast with him in the White House tends to lift the stigma attaching to embezzling and bribing and to restore embezzlers and bribers of wealth and political influence to the public esteem.

Why High-School Football?

By Roy B. Henderson, Athletic Director, Interscholastic League

This is the second installment of the article by Mr. Henderson, the first appearing in the October issue. The concluding installment will appear in the December LEAGUER.—EDITOR.

FOOTBALL cannot be defended in the high school unless it is subordinated, controlled, and made to contribute something definite in the cause of education. There is nothing inherently good or bad in high-school football. It is good or bad depending upon how the superintendent or principal allows it to be used in his school. It is a matter of leadership. If the leadership is right the activity is of great value in developing moral character. If the leadership is wrong it would be far better if there were no football.

Coach Important

Because leadership is so important in this connection, we see that the coach is one of the most important, if not the most important man on the faculty. For this reason he should be selected with great care. The first requisite should not be ability to win games; it should be moral character. The coach who is given to understand that he must win games will win by fair means if possible but by foul means if necessary. He is dealing with boys in an important formative period of their lives. What he teaches them will follow them through life. The mental processes that work out dishonorable acts in athletics are the same that account for dishonorable acts after school days are over.

In speaking of the opportunities and responsibilities of the coach, Dr. Joseph E. Raycroft, Princeton University, after deploring the existence of the coach of low ideals, said: "The continued tolerance of the presence of men of this sort as teachers in educational institutions is a serious reflection upon the ideals and standards of those who are responsible." This is evident to anyone who will think about the matter. It is hard to understand why parents and school boards in some places will continue to employ men to fill positions of this kind whose influence upon the boys with whom they come into contact is anything but elevating. The explanation must be that little attention by those of high ideals is given to this important activity in those towns.

Many Good Coaches

Because this matter is discussed here the reader should not get the impression that Texas high schools are full of coaches of the wrong sort. Seven years' experience in dealing with hundreds of coaches from one end of this State to the other has convinced the writer that the coach of this type is the exception rather than the rule. At least 90 per cent of our coaches are men of high principles, honest and earnest. They are doing good work and the influence that they are exerting in their respective communities is good.

In order to defend football in the high school it is necessary to take up at least one of the criticisms that have been made. The one that we hear most frequently is that "football interferes with study." One critic has expressed himself by saying that "it is on the inside of the building—in the study halls and in the classrooms—where minds are trained and

character is made."

It is certainly true that football cannot be carried on inside the building. It is an extra-curricular activity pure and simple. Schools that participate in the Interscholastic League must observe the scholarship rule which requires that each player must be taking four studies and, furthermore, he must be making passing grades from the beginning of the semester in three of them. Another provision makes a boy ineligible to play who failed to pass three courses his last semester. These two rules sufficiently safeguard the work on the inside of the building and they assist the principal in his efforts to preserve the sport for the bona fide student and to keep out the "ringer."

Character Development

As to character development, character may be developed anywhere, in the classroom, on the athletic field, on the street, in the shop or office. Between the classroom and the gridiron the writer takes the position that the latter offers the greater opportunities of the two.

In the Bureau of Education Bulletin 1917, the following appears on moral education:

"First in importance is actual performance of the pupils themselves. It is one thing to hear right conduct praised or see it exemplified; it is quite another thing (and more necessary) for the boys and girls to do the acts.

"Character is essentially a matter of action, the habitual performance of certain kinds of deeds rather than others; and the only way of learning how to do these deeds is to do them, just as tennis is learned only by playing it.

"The better schools realize that pupils take to activity much more readily than they do to the relatively passive business of listening or reading. They are eager for athletics, to publish a paper, dance, act plays, etc."

Control of Emotions

Psychologists tell us that our behavior is the result of our emotions. If this is true, and we believe it is, it is very important that we learn how to control our emotions. Where do our emotions receive the greater appeal, in the classroom or on the football field?

It is not my purpose to belittle the importance of classroom work. I could not if I wanted to. Classroom work is the very foundation of our educational system, and no one is more anxious than I to see it maintained on its high pedestal with other activities arranged in their respective subordinate positions. I do wish to claim, however, that the athletic field has an important place in our educational system, and that it is superior in many important features to the classroom in the opportunity which it offers for developing character and teaching control of the emotions.

Prof. William J. Newland, of Amherst, is quoted in the *Colgate Alumni News* as follows:

"Education itself has often been dull and dreary. In an age of speed, thrill, excitement, jazz, and spice, education has not only failed to hold its own; it has been de-thrilled, de-natured till much of it has become almost unpalatable. This to my mind is its greatest present handicap. Mediocrity certainly does not appeal to youth today—if indeed it ever did. Everybody wants a goal, a cause, a sense of achievement, a personal independence, a consciousness of power. He wants recognition among his fellows and his elders. He finds this easily in extra-curricular activities; he fails to find it in his studies. In athletics he is trained to do things; and in the doing and in successful doing he finds a joy. In education he is not trained, he is taught; he is not set to doing things, he is given things to be done—a great difference.

"Is it any wonder the boy is graduated into an alumnus to whom the college means the place where the found himself—and the particular place where he found himself was on the tennis court, the ball field, or the dance floor, rather than in the classroom?"

Where in the classroom shall we find practice and proper direction of the deep-seated passions that control human conduct? Where, "inside the building," are we giving instruction or practical examples in self-control under stress, sacrifice, loyalty, cooperation, fair play, etc? Professor George E. Johnson, of Harvard University, says: "Effectual expression of these lies in motor activity and the more direct the circuit between emotion and action, the more intense is the educational experience."

Laboratory of Ethics

Someone has said: "The athletic field is a laboratory for teaching ethics." It is, if the proper leadership is there; otherwise, it is more apt to be the opposite. So, under proper guidance, we may expect the athletic field to be the laboratory where ethics, morals, loyalty, sportsmanship, and other worthwhile things

are taught. Loyalty is fundamental to good citizenship. The great school of loyalty is the team game. It reaches its fullest expression in football.

A teacher may lecture forever about chemistry or physics, but with no laboratory equipment the student would not learn much. One may expect about the same results by merely lecturing high-school students on ideals, morals, or ethics. They need laboratory work. The athletic field is the laboratory where they experience these things.

Educational literature the past few years has been full of articles regarding character development, reorganization of curricula so that social and citizenship training values might receive proper emphasis, and other similar topics. Educators are realizing that properly controlled athletics is making an important contribution in this field.

John Galsworthy, the eminent English novelist and philosopher, in one of his recent essays, rather pessimistic, analyzing the present state of society to see what encouraging signs there might be, after noting that religion had failed to prevent war, and after pointing out that socialism and other movements were not effective and were quickly suspended at the approach of war, came to sport in these words: "Sport, which still keeps a flag of idealism flying, is perhaps the most saving grace in the world today, with its spirit of rules kept and its regard for the adversary, whether the fight is going for or against."

The Challenge

High-school football is a challenge to us. What are we going to do with it? What are you going to do about it? Are you going to use your influence to see that it is controlled? that its "spirit of rules" is kept? that it is preserved for the bona fide high-school student? How the majority of us meet this challenge will determine the future of the game. Educators will not long tolerate an activity in the school system that detracts from the main business of the school or that exerts a pernicious influence on the student body. If the coaches only knew it, the welfare of the game is largely in their hands. The wrong ideals, the wrong attitude continued will, in time, bring on one of two conditions: Either the sport will be abolished or the coach will find himself out of a job. The most encouraging sign of the times is that the big jobs are being filled by men of proven character and high ideals.

Properly controlled football is important in the universities and colleges, but it is even more important in the high schools. In our colleges the students are more mature. In speaking of the great need of adolescent education, after discussing overstimulation in modern life in regard to sex, picture shows, dances, etc., Irving King in his book *The High-School Age* said: "The great need is tiding the youth through these critical years, presenting to him abundant opportunities for satisfying his expanding sense of selfhood in wholesome athletics, in oratory, in debate, in art, in literature, etc."

Books and Magazines

Poems My Children Love Best of All; edited by Clifton Johnson; Noble & Noble, New York, 1922; \$1.50. (Dallas distributor: Lone Star School Book Depository.)

HERE is a book of 250 pages, well printed, attractively illustrated, that contains short poems the tiny tots love, i. e., children from 6 to 10 or 12. "Twinkle, Twinkle, Little Star," "Mary Had a Little Lamb," "Cock-a-Doode Doo," "After Blenheim," "Lord Ullin's Daughter Casabianca," and so on. It is as if a referendum had been taken and the children's verdict in each case taken as final. We miss Eugene Fields from the "Index of Authors," but otherwise this anthology of child's verse seems about as complete as could be made in 250 pages.

R. B.

Shouldn't Throw Stones.—"The Steglitz District of the German capital is to have an enormous new public school constructed practically entirely of glass.

"According to the plans approved, the building will consist of a frame of steel and concrete, with outside walls of heavy plate glass. The partitions separating the classrooms will also consist of glass.

"To carry the cheerfulness still further, the new school will be surrounded by a beautiful park, visible from every section of the building, even the inside rooms. If the experiment is successful all new schools here will be built along the same lines."



INTERSCHOLASTIC LEAGUE CALENDAR

December 15, 1927.—Last day for paying Basket Ball Fee without penalty.
January 15, 1928.—Last day for filing acceptance of One-Act Play Plan.
January 15, 1928.—Last day for paying Basket Ball Fee.
January 15, 1928.—Last day for paying League Membership Fee.
February 25, 1928.—Last date for deciding District Championship in Basket Ball.
March 2 and 3, 1928.—First week-end for holding County Meets.
March 9 and 10, 1928.—State Basket Ball Tournament.
March 30 and 31, 1928.—Last dates for holding County Meets.
April 6 and 7, 1928.—First week-end for holding District Meets.
April 20 and 21, 1928.—Last week-end for holding District Meets.
May 3, 4, and 5, 1928.—State Meet.

Delete "b" of Definition 6
At the last State Meeting of Delegates a rule was passed which made contestants otherwise qualified eligible to junior declamation until are promoted to the eighth grade. Section "b" of Definition 6, therefore should have been omitted to conform to Section 1, Article VII.

League Scholarships
Question has arisen concerning the exact nature of scholarships awarded League State winners. The following excerpts from the Catalogue of the University explain these awards:

Affiliated School Scholarships.—The Board of Regents offers a scholarship to the best student among the young men and one to the best student among the young women in the graduating class of each accredited school having at least thirteen accredited units, provided that the recipient of each scholarship shall have made an average of at least 90 per cent in the senior year. These scholarships entitle the holders to exemption from matriculation fees in all the colleges and schools of the University, except the Medical Branch and the Law School, provided that they enter the University before the end of the fall term of the second session after their graduation from the school. In no case will the two scholarships be awarded in any one year to two graduates of the same sex. Scholarship holders must make at least a C average each long session in order to continue to hold their scholarships. A scholarship holder transferring from any other college or school in the University to the Law School or the Medical Branch will be required to pay at once the full matriculation fee of \$30.

Interscholastic League Scholarships.—The Board of Regents offers a scholarship each to the students who, at the annual State Meet of the University Interscholastic League, are awarded first, second and third honors in the literary events (debating, extempore speaking, declamation and essay writing). These scholarships entitle the holders to exemption from matriculation fees on the same terms as affiliated school scholarships.

University Extension

I. Service to the Commonwealth

By T. H. SHELBY

GENERAL university extension is a term applied to a program of extension service now carried on by nearly all state universities and by many other institutions of similar rank in this country. It is the outcome of a conviction which is growing throughout the English-speaking world, at least, that the university has performed only a part of its service when it provides instruction for students on the campus. "Service to the Commonwealth" has become the modern slogan. The whole state has become the campus. In the words of Edward Kidder Graham, president of the University of North Carolina, in his inaugural address in 1915:

Instrument of Democracy

"The State university is the instrument of democracy for realizing all of these high and healthful aspirations of the state. Creating and pro-

created by the state it has no immediate part, however, in a specific social program. Its service is deeper and more pervasive. It sees its problem as positive, not negative; as one of fundamental health, not of superficial disease. It looks on the state as a producer; not as a policeman. It is not so much concerned with doing a certain set of things, as infusing the way of doing all things with a certain ideal. Not by spasmodic reform, nor by sentiment, nor by the expiations of philanthropy; but by understanding, criticism, research, and applied knowledge it would reveal the unity of the channels through which life flows, and minister to the purification of its currents. It would conceive the present state and all of its practical problems as the field of its service, but it would free the term service from the narrowing construction of immediate practice. The whole function of education is to make straight and clear the way for the liberation of the spirit of men from the tyranny of place and time, not by running away from the world, but by mastering it. The university would hold to the truth of practical education that 'no knowledge is worth while that is not related to the present life of man; it would reject its error that only knowledge of nearby things has such a relation'; it would hold to the truth of classical education (I quote) that 'things high and far away often bestow best control over things that are detailed and near,' and reject its error of concluding that because certain things are high and distant they must possess that power. It would emphasize the fact that research and classical culture rightly interpreted are as deeply and completely service as any vocational service; but it would consider their service as too precious to be confined in cloisters and sufficiently robust to inhabit the walks of men. The whole value of university extension depends upon the validity of the purity and power of the spirit of the truth from which it is derived. Extension it would interpret, not as thinly stretching out its resources to the state boundaries for purposes of protective popularity, nor as carrying down to those without the castle gates broken bits of learning; but as the radiating power of a new passion, carrying in natural circulation the unified culture of the race to all parts of the body politic. It would interpret its service not as sacrifice; but as life, the normal functioning of life as fruitful and fundamental as the relation between the vine and the branches."

To Serve all the People

If service to all the people is the ideal of a modern state university, why should not this service be rendered anywhere in the state where it can be made to function effectively? This is the question asked everywhere. The answer to it is: this is exactly what is taking place in general university extension. It is a fact well understood by all who have contact with educational institutions that efforts to educate those who come to the campus are in many instances gratuitous and practically fruitless. Many of these same persons, for whom the effort is in vain while attending college, a few years later, when the burdens of life come upon them, eagerly take advantage of any opportunity offered them for intellectual development. Recipients of instruction, and of other types of educational service through extension, are not unwilling victims. On the other hand, they work with industry and zeal under propulsion of their own wills. There is generally in such persons a felt need which stirs to self-effort.

General university extension is broader in its scope than service to individuals, inasmuch as this may be. The university, by virtue of its personnel staff and its store of research material, has resources for serving individuals, organizations, and institutions by supplying information which is vital to the enlarged efficiency of the groups or institutions. Such information, and such service, tend to prevent crystallization of social groups. As President Birge, of the University of Wisconsin, so ably said, such service keeps social groups in a "state of fluidity" in the midst of a civilization whose technique is ever changing and advancing, and whose thought content is ever enlarging.

Two Types of Extension

A sharp distinction should be made between general university extension, on the one hand, and agricultural and home economics extension under the Federal Lever and Smith-Hughes acts, on the other hand. This distinction is clearly seen in the Universities of Wisconsin and Minnesota, in each of which the agricultural and mechanical college is a part of the university, and in both of which there is a well-organized and well-supported university extension division, separate and distinct from the agricultural and home economics extension service.

Distinction should also be made between formal and informal instruc-

tion. The former is found under the head of extension teaching, both correspondence and class work, and group-study programs; the latter is found under services of bureaus, such as health and nutrition education, interscholastic league activities, package loan library service, visual instruction service, school surveys, bulletins, addresses, etc. General university extension represents an adventure in education, having its beginning and much of its fruition in the tutorial classes in British institutions. It is interesting to note that this type of university extension originated in an experiment carried on at Cambridge University, noted for its classical and conservative attitude toward education, as early as 1872; but really got underway in the form in which it is found today about the close of the nineteenth century. Tutorial classes now number thousands of students and are conducted by nearly all of the leading universities of the British Empire, extending throughout the world. It has had a most important and far-reaching development in American state universities, of which Wisconsin, Texas, and North Carolina are good types. In this connection it is refreshing to quote the words of Albert Mansbridge, of England, founder and for many years general secretary of the Workers' Educational Association. He says:

"Adventure in Education"

"At a time when there is no adventure in education, the years are indeed lean, for it is as essential to strive to open new fields as it is to seek undiscovered lands or to search out the secrets of ancient peoples."
"... They (the adventurers) must go out of the comfortable courts of the educational system of their time, and regardless of the contemptuous smiles of their fellows, seek out, unaccompanied and alone, with no possibility of return, the method by which to serve and the spirit with which to inspire the new time. They cross their Rubicon, their boats are burned, and there are no bridges to help them."

These adventurers must be inspired by the thought that, to quote Mansbridge again, "the most educated man is he who most completely fulfills his allotted task in spirit and in act, whether it be the digging of a trench or the writing of a poem." He must further be inspired, to quote the same author, to feel that "every living person is potentially a student, although not necessarily in the technical sense of the word."

It is this spirit of adventure into new fields and new ways of accomplishing results that has made general university extension one of the great movements in American education during the last quarter of the century. The extension movement counts among its numbers practically all of the state universities and all of the important privately endowed institutions of the land. The National University Extension Association, with its first meeting in 1915, with representation from relatively few institutions, now numbers among its membership forty-three universities and colleges, thirty-two of which are state universities, and such institutions as Chicago, Columbia, Harvard, New York University, University of Pittsburgh, and Washington University.

The next article will deal with historical aspects of university extension.

An Adventure in Working-Class Education, Prologue, p. 13. London: Longmans, Green & Co.
Ibid., p. 14.
Ibid., p. 15.
Ibid., p. 16.



School Entertainment Material

THERE is no danger of the Extension Loan Library ever letting a special day which is celebrated by means of school entertainments slip by without knowing it. We are warned of its approach long ahead of time and are constantly reminded of it until the very day itself arrives. This is because we have collections of material containing suggestions for entertainments which we loan to the schools, and we receive many requests for them.

Just now—November 9—every day's mail brings letters from teachers asking for program material for Thanksgiving and Christmas. Up to two days ago they were asking for Armistice Day material.

We wonder how the teachers who wait until so late to ask for material can use it to advantage. Besides having such a short period for preparation, the teacher who writes so late is likely to receive a reply that no material is available because it has already all been sent out. We urge those who intend to write to this

library for Christmas entertainment material to do so at once.

Among the requests for Christmas material which we have already received there have been a good many letters asking for Christmas plays.

The library has a collection of plays which are loaned to schools for examination to assist in choosing plays for production. After the play has been chosen the borrower orders it directly from the publisher. The name of the publisher and the price is given on each play. If the play is one which has been clipped from a magazine which is difficult to buy, the parts may be copied, but in no case is the play belonging to the library to be kept, and used for practice. The plays may be kept for one week.

When asking for the loan of plays the borrower should give full particulars as to the kind of play he wants—the number and age of the characters, the length of the play, the size of the community in which it is to be given, etc.

A free list of Christmas plays which the library has for circulation may be obtained by writing to the Extension Loan Library, University of Texas.

HIGH-SCHOOL PRESS

Conducted by

University Department of Journalism

JOURNALISM has been reinstated as a department in the University of Texas after being out two years, and as a result the machinery of the Interscholastic League and the columns of the LEAGUER again are thrown open for the benefit of high-school papers over the State. Members of Sigma Delta Chi, professional journalistic fraternity at the University, will work with the Interscholastic League to help high-school news staffs in any way possible.

We can get together in this column once each month with the editors and reporters of high-school papers and discuss some of the problems that confront us and work out ways and means of improving the papers. At this headquarters end of the line students in Sigma Delta Chi and faculty members of the department will be ready at all times to answer questions, and suggestions of high-school editors will be passed about among other editors. In short, this column is planned to be a clearing house for high-school journalistic problems and discussions. What do you think of the idea? Will you help?

Want More Papers

Two years ago when the University was holding a statewide contest among high-school papers, numbers of these publications poured in each month to the Interscholastic League headquarters. Since that time, however, the number of papers received has dwindled. Some papers have ceased publication. Some have forgotten the Interscholastic League when they rearranged their mailing lists. Many new papers have sprung up, and many changes have been made in the old ones. Let's keep track in the future of each other and of the progress made by high-school journalism over the state. Send your paper to the INTERSCHOLASTIC LEAGUE so that we may be able to get acquainted.

In 1925-1926 high-school papers, through the League, held a series of contests, the winners of which were brought to Austin. Here they were given talks on practical journalism, and they learned what other school editors were doing. There have been several requests to hold such a contest again. It is too late, however, to think of a contest for this year. To get the two hundred or more high-school papers of Texas organized into a classified competition takes considerable time and the active cooperation of all high-school editors.

A Journalism Conference?

Someone has suggested as a substitute for the contest idea this year, that we plan to have a general conference of high-school editors in Austin next spring at the same time representatives gather here from all schools to take part in the League meets. What do you think of this idea? Arrangements could be made for the conference with little trouble. Austin and the University are anxious to receive you and entertain you. The students and faculty members of the journalism department and newspapermen of the vicinity would be glad to join in your discussions. Speakers of prominence could be secured to give us some helpful talks

on journalism and the profession of newspaper work.

One of the most important benefits each editor would derive from such a conference would be the contact secured with high-school editors from other parts of the state, problems which arise in the publication of a high-school paper will be taken up and discussed by those who are having actual experience in the work. Incoming editors for the next year can learn from the experience of outgoing editors.

A large number of the schools send their representatives to Austin to the Interscholastic League meet in busses and cars, so it would be easy for the editor of the paper to crawl in with the other representatives and come here for the conference. Some editors may find that their paper has made enough money from advertising to afford to pay the expenses of an editor's trip. Even if not, Austin is easily reached from any part of the state, and the small amount spent for railroad fare would be offset by the permanent benefits derived from the conference.

Students of the department of journalism, members of the faculty, officials of the Interscholastic League, and citizens of Austin extend an open invitation to the editors of all high-school papers in Texas to attend a conference in Austin next spring. Come over and get acquainted with your fellow journalists.

Number of Papers Increasing

There has been in recent years a decided increase in the number of high-school papers. Schools are coming to realize more and more some of the benefits that such papers may bring to them if properly handled. For one thing, the paper gives those students who think they might like to be journalists a chance to taste the kind of work required of them before they make a leap into a college career. It helps these students choose their vocations earlier in life than they would otherwise be able to do.

There is much genius for writing latent within high-school students. Their paper gives them a medium for expression. It encourages them to begin writing. It gives them a chance to develop their talents rather than let them lie idle.

School spirit is an important factor in the growth of a school, and no better agency for fostering this spirit can be found than the weekly or semi-weekly paper. On the printed page the students may read of their favorite football player, of a new member on the faculty, and of the activities of other students. The paper encourages each one to take an interest in what others are doing and in projects undertaken by the school itself. The high-school paper, when properly handled, makes for a unity of spirit and thought within the school.

Paper Helps Faculty

Teachers in high schools are able to make good use of the student paper. When the announcement is made in an English class that the best essay submitted for the week will be published, the students in that class will naturally take more interest in writing the essays. Injecting the element of competition in a classroom generally liven up class work.

The description of some unusual experiment in chemistry will interest other students in chemistry and make the pupils of a class take greater pride in experiments they are making. A short printed explanation of the advantages of taking trigonometry for those who intend to enter college would encourage many students to take this course in higher mathematics. Any number of valuable uses may be found for the high-school paper.

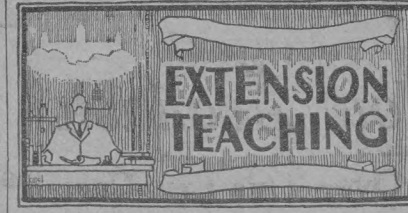
There is room for much development and improvement in the field of the high-school paper in Texas. Let's work together as fellows in a big brotherhood to promote constant improvement.

Send your paper in to the INTERSCHOLASTIC LEAGUE after reading this so that we may see the kind of work you are doing and may tell the other high-school journalists about your paper. Write to the LEAGUE if you have a special question or suggestion, and we shall do our utmost to help you. As journalists working together for progress, we can accomplish much.

And don't forget that conference next spring. Be thinking it over and making plans to attend.

We'll talk things over again here next month. In the meantime let us hear from you. J. M.

Faint-heartedness, Mr. Gladstone called the master vice. It was in the same manful spirit that he once imparted to me a secret of effective speaking: Collect facts and figures as accurately and as conclusively as you can, and then drive them home "as if all the world were irresistibly taking your own eager interest in them." John Morley.



ANY citizen of mature age may apply for correspondence courses from the University of Texas, according to information contained in the recent catalogue of the Bureau of Extension Teaching of the University which has just come from the University Press. And unless the preparation of the person applying for correspondence instruction is totally inadequate, such applicants will be given an opportunity to test their ability to do the work, thereby allowing the responsibility to rest with the applicant.

Types of Students

There are a number of other special types of students to which correspondence courses should make a special appeal, according to the catalogue. The first of these is to graduates of accredited schools, who, though forced by necessity into money-earning labor and unable to attend college, desire to continue their education beyond high-school training.

Another type of correspondence student is the person who is a graduate of a non-accredited school, who, upon presenting satisfactory evidence of his fitness to do the work, may be permitted to take courses by correspondence. The acceptance of such a student does not imply that the University will remit any of its admission requirements for residence students, even though the applicants may make satisfactory records in the correspondence work, the catalogue states.

Teachers who desire to raise their certificates to a higher grade by preparing for the state examination are also enabled to enroll for correspondence courses. Such instruction is also available and profitable to teachers who feel the need of more thorough knowledge and special training in the branches in which they teach and at a time when it would be impossible for them to do residence work at the University.

Law and Medicine

Prospective students of law and medicine who are unable to attend the University to secure the academic credits which are prerequisite to entrance to the School of Law at Austin and to the School of Medicine at Galveston, and wish to make up this work by means of correspondence courses and summer session courses while carrying on their outside work make up another type of students who benefit.

College students who, for financial or other reasons, have been forced to drop out of attendance for a time and desire to continue their college work make up another group to whom correspondence courses have special appeal. The final type to whom correspondence instruction appeals, as listed in the catalogue, are those isolated persons who are out of reach of good lectures and libraries, and who yet wish the advantage of contact with educational institutions.

The correspondence courses offered by the University of Texas are under the direction of nearly seventy regular University faculty members. There are about one hundred and twenty-five courses offered. The work in each course has been carefully considered and is adapted to the needs of the average student. A course is three semester hours or one-half of a full course as given in the University regular session and consists of from fifteen to thirty lesson assignments.

Wide Choice

Courses of instruction are given in nineteen departments of the College of Arts and Sciences of the University. These departments are anthropology, applied and pure mathematics, Bible, economics and sociology, English, French, geology, German, government, Greek, history, Italian, Latin, philosophy, physics, psychology, public speaking, and Spanish. Other divisions of the University offering courses are the School of Business Administration, the School of Education, and the College of Engineering.

With the beginning of the present year courses offered by correspondence have been changed in length in order to conform with a similar change in the Main University. Students already having credit for one-third or two-thirds of a course given heretofore will be allowed, however, until September 1, 1928, to register for the remaining two-thirds or one-third of the course, according to an announcement made in the new catalogue.

Statistics show that there have been 122,000,000 copies of McGuffey's Readers sold in the United States. McGuffey received \$1,000 for each of the six Readers in his series.

THE IDEAL SCHOOL

THE Utopian we have ever with us. Plato, Bacon, Moore, Butler, Bellamy, and many others have dreamed dreams of a perfect society. It has never been demonstrated that such dreaming is idle.

Under the caption "If I Were Mayor," Will Durant, a modern philosopher, "utopianizes" in the restricted field of municipal government, attempting to picture the ideal city. We abstract his vision of a perfect school in a perfect city:

"Above all, the schools would execute for health. They would spend less time on superseded arithmetic and exotic geography and mythological history, and far more on instruction in diet and habit. They would build up a morality of health, making their graduates feel as indignant at public or private dirt as we do at unattractiveness and unincorporated theft. Even a fleeting glimpse at such a society is invigorating; a breath of fresh and sunlit air comes to us as we vision it. See the people of that new world—living mostly out of doors, riding less and walking more, seeing less games and playing more, earning less of a living and living more. What else matters if we are in good health, and perfect children romp in our fields? What are possessions, or powers, or books, or even the luxuries of art, if health is with us, and the sun is bright?"

"Nevertheless, the fine body is a perfection unfulfilled if it does not flower out with a clear and able mind. The Department of Education would be the crown, as the Department of Racial and Personal Vitality would be the base, of our ideal city; and we would spend unstintedly upon it. We would raise the rewards and standards of our teachers, and make their profession noble with the highest; the teacher would not be without honor in this country.

"In our vision the school would be the physical, intellectual, and moral center of the community, open at almost all hours for every developing activity. It would be equipped with all the facilities of mental growth—with libraries and lecture halls and reading rooms that would invite the soul to enter the Country of the Mind. Municipal scholarships would help the cleverer children of the poor to higher education, and bring that equality of educational opportunity which is far closer to the substance of democracy than equal participation in the great national pastime of balloting. Adult instruction in a hundred forms would find welcome in the schools, and would reveal education as not the privilege of youth but as coincident with life. Like Solon and his associates we should grow old while learning together. And perhaps the press, under the guidance and stimulus of empowered science, would rise to sublime developments, becoming an agency for the diffusion, not so much of repetitious news, as of substantial knowledge and contemporary work in letters and the arts. How many noble things could be if, as Carlyle prayed, a kind heaven would give us the wisdom to ask our wisest men to rule!" —Plain Talk.

"Religion," said John Morley in answer to the charge of atheism in one of his political campaigns, "has many dialects, many diverse complexions, but it has one true voice, the voice of human pity, of mercy, of patient justice, and to that voice your candidate, to the best of his knowledge and belief, has always done all he could to listen."

BASKET BALL FEE

FINAL DATE WITH OUT PENALTY DECEMBER 15

After this Date to January 15, \$1.00 Penalty

List Is Absolutely Closed January 15

Descriptive List of League Publications Now Available

Teachers Are Invited to Go Over This List Carefully for Helps in Preparing Students for Interscholastic Competitions.

BULLETINS and other publications now available for distribution to teachers interested in Interscholastic League contests are listed below, and a short description is given of each publication. Please note that some of these bulletins are sent free to member-schools when fee is received, others are sent free only on request, others are not sent free at all. Much time and expense will be saved if those who wish copies of any of these publications will simply study the "directions for ordering."

DIRECTIONS FOR ORDERING

Those ordering bulletins from the League should read carefully the description of the bulletin given below and the terms upon which it is distributed. Much correspondence will be saved thereby.

Stamps are not accepted in payment for bulletins, and bulletins are not sent C.O.D. or on account. Cash in the form of money order, express order, currency, or personal check must accompany order.

Do not expect the bulletins to travel as rapidly as first-class mail. Wait a reasonable time before sending in an inquiry concerning an order previously given.

If it is necessary to telegraph an order, the money should be telegraphed also, as otherwise the order must surely be held up awaiting remittance.

When the term "League School" is used in this circular it is meant to refer to a school which is a member of the University of Texas Interscholastic League.

BULLETINS

Constitution and Rules of the Interscholastic League (1927), No. 2722, 62 pages.

Contains rules and regulations governing nearly all contests. Free copy to any school or to any teacher having in charge League contest.

"The League of Nations" (1923), No. 2329, 87 pages, 10 cents.

Contains briefs and arguments pro and con concerning the following query: "Resolved, That the United States should join the League of Nations." Excellent for literary society and community debates. No free copies.

"Independence of the Philippines" (1924), No. 2429, 80 pages, 10 cents.

Contains briefs and arguments pro and con on the following query: "Resolved, That the United States should grant the Philippines their independence at the end of a period of five years." A live question and one which interests any school or community when well debated. No free copies.

"The Child Labor Amendment" (1925), No. 2529, 150 pages, 20 cents.

Contains arguments pro and con on the following query: "Resolved, That the Child Labor Amendment to the Federal Constitution should be adopted." This is a question which interests intensely high school debaters. The bulletin is carefully prepared. No free copies.

"A Federal Department of Education" (1926), No. 2629, 70 pages, 20 cents.

This bulletin was used in last year's Interscholastic League debates. It is carefully prepared, presenting the very latest material available on the subject. No free copies.

"Farm Relief Legislation" (1927), No. 2729, 89 pages, 20 cents.

Contains briefs, bibliography, and arguments pro and con concerning the following query: "Resolved, That Congress should enact farm relief legislation embodying the principles of the McNary-Haugen bill." Two free copies to member-schools of the University of Texas Interscholastic League expecting to participate in the League debates.

"Music Memory Stories" (1923), No. 2337, 112 pages, 20 cents.

Written by Frank Letevede Reed, sometime Professor of Music in the University of Texas. Invaluable for music supervisors who are ambitious to stimulate an appreciation of the best music in their pupils. This bulletin has been widely distributed over the United States and has received the warm commendation of the greatest music authorities of the country. Treats appreciatively and in a delightful style fifty classical selections. Makes an excellent supplementary reader for sixth, seventh, and eighth grades. No free copies.

"Making Friends in Music Land" Book I (1925), No. 2537, 73 pages, 15 cents.

Written by Dr. Leta Spell, of the University of Texas. Music supervisors have found this bulletin treating appreciatively thirty-five classical selections a valuable aid in arousing interest in music among their pupils. The language is delightfully simple and adapted to the understanding of sixth, seventh and eighth graders. An excellent supplementary text in reading. One free copy to member-schools wishing to participate in the Music Memory Contest. Ten cents each in quantities of ten or more.

"Making Friends in Music Land" Book II (1926), No. 2637, 75 pages, 15 cents.

A continuation of above described bulletin, treating the remainder of the contest selections for 1926-27. One free copy to member-schools expecting to participate in music memory. Ten cents each in quantities of ten or more.

"Music Heard in Many Lands" (1927), No. 2737.

LIST OF DEBATE QUESTIONS

By WILLIAM O. MOORE
Adjunct Professor of Public Speaking, University of Texas

THE following list of debate questions has been prepared to aid the students and instructors of speech in selecting subjects for class, intersociety, interscholastic, and intercollegiate debating. A variety of stock methods of stating the propositions has been used. Many of the questions are rather general and should be made more specific. The great majority of the subjects are more appropriate for class or informal debating.

It is submitted that informal debating is one of the best methods of teaching effective speaking and debating. In informal debating, the principal speaker may elect to speak on the affirmative or negative of some proposition. He should be given a limited amount of time for his constructive speech, say, five minutes or more. After the principal speaker has finished his constructive argument, a limited amount of time, say, ten minutes or more should be allowed for discussion by the class or audience. Every member of the class or audience should be urged to volunteer and oppose the arguments of the principal speaker. The principal speaker should be given five minutes or a little more for rebuttal. The principal speaker should be criticized by the critic or instructor after the debate. The criticism should take up the principal speaker's composition and delivery in his constructive and rebuttal speeches.

Informal debating gives the principal speaker an opportunity to select a subject which he is vitally interested in and to prepare to advance or defend his side of the proposition. The replies of the class or audience must necessarily be more or less extemporaneous or impromptu. Informal debating gives more students an opportunity to speak. It is a very effective method of teaching a speaker to think on his feet and to think the thought out to the audience as he is speaking. The replies, exceptions, and unanimous opposition of the class or audience give the principal speaker a real speech situation. The unanimous opposition of the class or audience inspires and stimulates the principal speaker so that he projects his speech composition and delivery on a higher plane of effectiveness than it would be possible for him to attain under ordinary conditions. Informal debating is of great psychological value in training a speaker for effective speaking and debating.

I. Timely Questions

- Resolved, That the power of the press should be diminished.
- Resolved, That the Republican Party should be returned to power in national affairs for the next four years.
- Resolved, That the recent Latin-American policies of the United States should be condemned.
- Resolved, That all nations should abandon their extra-territorial rights in China.
- Resolved, That this house should approve the policy of the United States in Mexico.
- Resolved, That the United States should cease to protect, by armed force, capital invested in foreign lands, except after formal declaration of war.
- Resolved, That the direct primary system should be abandoned as a means of nomination for state and federal offices.
- Resolved, That the tenure of office of the President of the United States should be limited to one term of six years.
- Resolved, That the tendency toward the centralization of power in the Federal Government is detrimental to public welfare.
- Resolved, That the sale of light wine and beer should be legalized.
- Resolved, That all industrial disputes should be decided by courts of law and equity.
- Resolved, That the Federal Government should own and operate the coal mines.
- Resolved, That all alien radicals who have sentiments opposed to our system of government should be deported.
- Resolved, That capital punishment should be abolished.
- Resolved, That three-fourths of a jury should be competent to render a verdict in criminal cases.
- Resolved, That all laws prohibiting the freedom of speech in this country should be repealed.
- Resolved, That the conscription of capital and labor in time of war should be adopted by the Federal Government.
- Resolved, That in the opinion of this house compulsory military

training should form part of the education in all schools and universities.

- Resolved, That Congress should enact farm relief legislation embodying the principles of the McNary-Haugen farm bills.
- Resolved, That the national defense of the United States is inadequate.

II. Informal Questions

- Resolved, That the ethics of the business world are incompatible with sound morality.
- Resolved, That intolerance is a curse of the present age.
- Resolved, That an aristocracy of brains is undesirable.
- Resolved, That modern youth should be vindicated.
- Resolved, That democracy is a mistaken ideal.
- Resolved, That optimism is a weaker attitude than pessimism.
- Resolved, That the home is unnecessary to the progress of civilization.
- Resolved, That George F. Babbit should be vindicated.
- Resolved, That this house disapproves of modern woman.
- Resolved, That the professions are in a conspiracy against the laity.
- Resolved, That prize fighting should be abolished.
- Resolved, That modern advertising is harmful to the consumer.
- Resolved, That society has more to hope than to fear from science.
- Resolved, That this house views with alarm the growing indifference to the church in the United States.
- Resolved, That the rule of Mussolini should be vindicated.
- Resolved, That this house should approve the principles of socialism.
- Resolved, That a lawyer is justified in defending a man whom he knows to be guilty.
- Resolved, That this house disapproves of coeducation.

JOHN DEWEY, EGG PEDDLER

I SUPPOSE there is no one to refute the claim that may be made for John Dewey that he is the most considerable figure in philosophy that America has produced since William James. Not many people, perhaps, know that he also raises chickens and sells eggs on a rather large scale. It is even told of him that he once had visions of becoming a big butter and egg man, and called in his daughter, Evelyn, who is a famous advertising copy writer for the J. Walter Thompson agency, to look over a fine scheme he had worked out to put over Dewey eggs in a big way. Miss Dewey, it seems, examined the advertising matter her father had written and gently suggested that it sounded like a chapter out of "Human Nature and Conduct" and that Professor Dewey would do well to give up the idea of quantity production in eggs and sell poultry products only as a side line to philosophy.

Nevertheless he has given some scientific thought to the habits and conduct of hens; and he has been raising good chickens and selling absolutely, strictly guaranteed fresh eggs at a fair profit and has developed quite a number of regular customers. Orders are solicited and deliveries made.

Not long ago the man who takes the orders and delivers the eggs was ill and Professor Dewey took an order over the phone from a lady and delivered the eggs in person. He rang the front door-bell and a maid appeared and asked him what he wanted. He replied that it was Mr. Dewey and that he had brought the eggs the mistress of the house had ordered. The mistress upstairs heard his reply and called down to the maid:

"If that is the man with the eggs, tell him to go around to the back door."

Hearing this, Professor Dewey backed away from the reproving look of the maid and went around to the back door. The mistress of the house appeared, asked him if he was sure the eggs were fresh, and upon getting his word that they were, paid him; and Professor Dewey went away.

Shortly after that the lady heard that a tea was being given with Professor Dewey as the guest of honor, and, being anxious to meet the famous philosopher, she pulled the wires to get an invitation.

When she arrived at the affluence she asked to have the guest of honor pointed out to her. Over in the corner Professor Dewey sat hunched in a chair. He was pointed out to the lady.

"My word!" she said, "A philosopher! Of all things! He looks just like the man who delivers the eggs."

—The Bookman.

Every religion is good, every religion is true—to him who in his due caution and conscience believes it. There is but one bad religion, that of a man who professes a faith which he does not believe; but the good religion may be, and often is, corrupted by the wretched and wicked prejudices which admit a difference of opinion as a cause of hatred.—O'Connell.

Languages Dropped.—Case School of Applied Science at Cleveland last fall deleted all studies of foreign language from its schedules, substituting courses in economics, history, and related subjects. The reason: Case graduates have had too little use for foreign languages.

TEXAS FOLK-LORE BOOK WINS PRAISE

(Continued from Page One)

titled "The American Songbag," just now off the press.

Teachers and pupils all over Texas can greatly aid the Folk-Lore Society by becoming members of the society and by recording and sending in various items of folk-lore from their respective communities. There is no requirement for membership other than an interest in folk-lore and the payment of an initiation fee of 50 cents and annual dues of \$1. This sum entitles one to the present volume of over two hundred and fifty pages, and thereafter similar volumes may be had merely by the payment of the annual dues of \$1. Send in your check with your name and address to the secretary of the Texas Folk-Lore Society, Austin, Texas, if you desire to become a member of the society and get the present excellent collection. You will receive full value for your money and at the same time you will be aiding in a very worthy cause, namely, that of preserving the rapidly vanishing folk-lore of our state. If you desire a bound volume add \$1 to your check, this being the actual cost of the strong blue cloth binding.

Texas and Southwestern Lore. Publications of the Texas Folk-Lore Society, No. VI; Austin, Texas, \$1.50.

LEAGUE STARS STILL SHINING

(Continued from Page One)

fraternity, and was an assistant in the B.A. School during 1926-1927.

ARTHUR STIEREN, of Brackenridge High School, San Antonio, won third place in Junior Boys' Declaration at the State Meet in 1918 and first place in Senior Boys' High School Declaration in 1920.

Stieren received his B.A. and LL.B. degree from the University of Texas, June, 1927.

He received honors in the University declamation contests several times.

RUTH ROPES, of the Philippine Islands and Hawaii, formerly of San Antonio, won the State championship in Girls' Debate in 1922.

Miss Ropes studied at the University of Texas from 1922 to 1924 and during that time she was active in Sidney Lanier Literary Society; participated in the University public speaking contests; was class officer of the Junior Class in 1924; was a member of the Woman's Honor Council in 1924; and was an Orange Jacket for two years.

MARION OLSON, of Cisco, winner of third place in Junior Boys' Declaration at the State Meet held in Austin in 1919, graduated from the University of Texas, June, 1927, with Phi Beta Kappa honors, receiving a Bachelor of Arts degree and a Bachelor of Business Administration degree.

He was elected to Alpha Kappa Psi, national honorary B.A. fraternity, in his junior year on account of his high scholastic standing. He was elected to Delta Sigma Rho in 1926-1927, a national honorary public speaking fraternity.

Olson was a member of the University debating team and won several honors in the University declamation contests. He is now studying law at Harvard University.

ERWIN HEINEN, of Comfort, participated in several Interscholastic League matches. He won the Ken-

dall County Meet in declamation at Boerne in 1921; Kendall County at Boerne and District Meet at San Marcos in debating in 1922; and the Kendall County Meet at Boerne in debating in 1923.

Heinen graduated from the University of Texas Business Administration School with highest honors in June, 1921. He was president of Alpha Kappa Psi, national honorary business fraternity and an assistant in Business Administration school in 1926-1927.

After Heinen had finished his undergraduate work at the University and just before he took his degree, he was given an accounting examination which is known at the T.P.A. examination. He made one of the seven highest grades. The seven to receive the highest grades are those designated as having passed the examination.

ERNEST MAY, of Fort Worth, formerly of Weatherford and Austin, won the State championship in Boys' Debate in 1915.

He was Assistant Attorney-General of the State to Dan Moody from 1924 to 1926. He received his law degree from the University in 1920 and is practicing law in Fort Worth now.

Last June he married Miss Rachel Garza, of Austin, who was an associate professor of Spanish in the University of Texas.

QUESTION ARISES, "WHO STARTED THE INTERSCHOLASTIC LEAGUE?"

(Continued from Page One)

University of Texas. In 1912, the two organizations coalesced, as is evidenced by the following excerpt from the University of Texas bulletin No. 274, Extension Series 28, p. 7, issued April 8, 1913:

The University Department of Extension is desirous of promoting in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship; and also of assisting the schools in the matter of physical education through the organization, control, and standardization of athletics. With the latter object particularly in view, a director of interscholastic athletics has been added to the Public Discussion Division of the Extension Department. Dr. C. W. Ramsdell, who has so ably managed the Interscholastic Athletic Association during the past three years, found it impossible longer to give sufficient time to the organization, and it seemed desirable for the sake of economy, both of money and effort, that the two organizations above named should be united under a single name.

Thus the League in 1913 under the present organization was effected and it has continued to so function ever since.

The writer of the above quoted item perhaps has football more particularly in mind, and will be surprised to learn that a state championship in football was conducted by the League as early as 1913, Houston Central defeating Comanche for the State title. Football was, however, abandoned as a State championship event for a number of years, being restored in 1921 under the present management of the League.

There were, it is true, a number of small leagues and conferences in Texas from time to time which one after another merged with the League. In 1915, the date set by Mr. Ratliff as the beginning of the organization, the League had been already for five years a going concern and that year had a membership of nearly one thousand Texas schools.

But not only can we name the prime mover of the League, the date and place of its birth, but we can name the person who brought the idea to Texas. In the early part of 1910, John A. Lomax, then Registrar of the University, as an agent of the then President of the University, Sidney E. Mezes, made a tour of practically all the big state universities of the West. When he returned to report, President Mezes put one question to him, as follows:

"What is the best extension project that you found?"

Immediately, Mr. Lomax replied, "The fostering of a league among public schools for the promotion of educational contests." And he proceeded to describe this work. It was then and there decided that the logical man in the University faculty to start such an organization in Texas was the professor of public speaking, Mr. Shurter. President Mezes commissioned him to undertake the work, with the result above outlined. And that's the whole story, each detail of which may be duly authenticated either by credible living witnesses or by printed contemporary records.—THE EDITOR.

CLASS EXERCISES PROPOSED FOR TRIAL BY CIVICS TEACHERS

(Continued from Page One)

What changes in public administration will make these sacrifices unnecessary?

Require Professional Training

The services required of an administrative public officer usually are of a professional nature, requiring marked native ability, developed by long preparation. Such an official generally should be a member of a recognized profession or calling, for high standards seldom are achieved except by professional groups that gradually bring about enlargement and discipline of aims and skill.

Such service seldom can be secured unless certain fundamental aspirations of able and intelligent men are recognized. Before undertaking long preparation, they demand reasonable assurance of opportunity for satisfactory exercise of the skill to be acquired. They want assurance that excellent work in minor positions will lead to greater opportunities in the same field. They want good work to have reasonable compensation. They want to be rated and chosen by qualified men, and not by the uninformed public. They want continuance of opportunity to depend on the quality of their work, and not upon caprice or arbitrary limitations.

Nearly all these advantages are denied elected public officials. Our state constitutions quite uniformly provide that they must be residents of the communities they seek to serve, a requirement which destroys all assurance of satisfactory professional careers.

Suppose a young man becomes a very able county auditor in a small county, and would like to master his profession as a life calling. In his own and other states are populous counties spending many millions a year, where efficient auditing is vital to good government. Yet his dream is futile. He must be a legal resident before he seeks office, and then run all the risks of political fortune. He cannot, like men serving private corporations, offer his services wherever they are appropriate.

Most elective administrative officers—auditors, treasurers, school superintendents of counties; treasurers, auditors, and governors of states—suffer the same disability. Intelligent men generally will not take these risks, but choose the fairer conditions of private life.

The reasonable aspirations of able men can find fulfillment in public office if we will discard obsolete political customs. These customs are vulnerable and can be overcome.

The Corporation Plan

Suppose a state be considered a public corporation, with cities and counties similarly organized on a smaller scale. The public of the state could elect a council of five or ten men as a board of directors. They would pass laws, determine policies, and appoint administrative officers, from governor down. The council members would not be specialists, but men of broad experience and judgment, serving as directors of great corporations, and retaining their private callings.

They would select administrative officers from any locality, and pay salaries to attract able men. Such officers, with the entire country as a field, would develop recognized professions or callings, as certified public accountants, engineers, and railroad presidents tend to do.

If the Governor of Nevada should exhibit unusual ability, he might be sought by Colorado. If he should further prove his worth, more populous states or large cities would compete for his services. Cities, counties, and states would be training schools and employers of executives, a recognized profession of public executive would develop, and professional training would become available in our universities. The executive beginning in a small city could advance as far as his abilities would carry him. More specialized administrative officers would follow the same course.

The general character of our public officials would change. Able men would seek public service, opportunity and continuity would develop latent ability, professional groups would raise standards, and the new methods of selection would more often attract self-respecting men.

These suggestions are not Utopian. City superintendents of schools and city managers now are chosen in this way. In spite of the tremendous pressure of the old political system by which they are surrounded, they generally maintain high professional and ethical standards, and are almost our highest types of public officials. Thus already we have the seeds of the new order.

(EDITOR'S NOTE.—The civics teacher on the basis of the above article may propose the following queries: Resolved, That our county should adopt the commission form of government with a County Manager as executive officer; Resolved, That Texas should adopt the commission form, etc.; Resolved, That the United States should adopt, etc.)

All orders for bulletins or other League publications should be addressed to

UNIVERSITY INTERSCHOLASTIC LEAGUE
AUSTIN, TEXAS