



League Arouses Interest
Supt. H. T. Johnson, Roanoke: Please send us three dozen spelling lists. Inclosed you will find \$1.50. We enjoy the League work; it gives a new interest throughout our whole school.

This Director Active
Supt. E. L. Brice, George West: I am asking all schools of this county to become members of the League and to send in dues as early as possible. Heretofore this county as a whole did not take an active interest in the League work, but this year efforts are being put forth to arouse a wholesome interest in the work and everything points to Live Oak County having a rousing county meet this year, in which every school in the county will participate. By means of regular monthly mimeograph letter, I am calling attention of teachers at this time to the necessity of mailing in their dues without the usual delay and am also advising that they order sufficient spelling and arithmetic bulletins for immediate use.

Finds League Helpful
Mrs. Ina Franklin, Route B, Miles: We are inclosing \$1 as our membership fee. Please send us all of the bulletins and the LEAGUER. This work has put new life into this two-teacher school. We will enter more events this year and do better, we hope.

County Champions Three Years
Lyman E. Forest, Thurber: We enjoy using the spelling lists and try to get every pupil to do his best to help our school win. Thurber schools have always been active in Interscholastic League work. We have won the all-round county championship for Class B schools for the last three years in Erath County.

IS YOUR NAME WRITTEN HERE?

IMPORTANT, very important, it is that county officers be reported to the State Office. Below we print alphabetically the names of counties which have reported county officers. If the name of your county is not in this list, get busy and see that the names of the county League officers are reported at once:

- Angelina, Archer, Armstrong, Austin, Bailey, Bandera, Bastrop, Bell, Bexar, Brazoria, Brazos, Briscoe, Brown, Burleson, Caldwell, Callahan, Cass, Castro, Cherokee, Clay, Cochran, Coke, Coleman, Collin, Colorado, Comanche, Concho, Cooke, Coryell, Cottle, Crosby, Dallam, Dallas, Dawson, Denton, DeWitt, Eastland, Edwards, Ellis, Fannin, Fayette, Foard, Freestone, Frio, Goliad, Gonzales, Grayson, Guadalupe, Hamilton, Hardin, Harris, Harrison, Hartley, Henderson, Hidalgo, Hill, Hood, Houston, Hunt, Hutchinson, Jackson, Jasper, Jim Wells, Johnson, Jones, Kaufman, King, Kleberg, Knox, Lamar, Lamb, Lee, Leon, Limestone, Live Oak, Lubbock, Lynn, Mason, Matagorda, McCulloch, Medina, Milam, Mitchell, Montague, Montgomery, Moore, Morris, Motley, Nacogdoches, Newton, Nueces, Oldham, Orange, Panola, Parker, Polk, Rains, Randall, Reeves, Refugio, Roberts, Robertson, Runnels, Rusk, Sabine, San Augustine, San Patricio, Scurry, Swisher, Tarrant, Taylor, Throckmorton, Titus, Tom Green, Travis, Trinity, Tyler, Upshur, Van Zandt, Waller, Ward, Washington, Wharton, Wheeler, Wichita, Wilbarger, Williamson, Wise, Wood, Young, Zavalla. Received since above list was compiled: Collingsworth, Dimmit, El Paso, Gillespie, Llano, Terry.

HOLD CONFERENCE ON LEAGUE RULES

Representative Body of School Men Discuss League Football Contest

AFTER Dr. J. H. McCurdy's address at the League's breakfast in the Rice Hotel, Houston, Friday, November 25, another meeting convened in an adjoining room with nearly one hundred school men in attendance. This meeting was for the purpose of discussing changes in League football rules.

Roy B. Henderson presided and Supt. C. H. Spence, of Edna, served as secretary. Mr. Henderson stated that the meeting was open for the consideration of any matter concerning League work that anyone present wished to present.

Mr. E. B. Comstock, principal of North Dallas High School, moved that rule 6 (a) of the football plan, regarding authority of district executive committees, either be abolished or amended. The motion was seconded and discussed freely, with District 3, Conference A, and the Sunset High School of Dallas particularly in mind. After some discussion a motion to table Mr. Comstock's motion was made and seconded. Motion to table carried.

Supt. P. E. Wallace, of Mount Pleasant, asked permission to speak on the application of the passing the preceding semester rule, and disagreed with an opinion rendered by the State Office holding that a boy was eligible under this provision who attended a full year and received a full year's credit in four courses.

The following committee was appointed to revise the rule and submit its recommendation to the State executive committee: Supt. H. L. Foster,

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400 PAGES GIVEN TO DEBATE QUERY

Kentucky Bulletin Has 28 Articles on Different Phases of McNary-Haugen Bills

DEBATE coaches will be interested to know that the University of Kentucky, Extension Division, has issued a 400-page *Handbook on the McNary-Haugen Agricultural Surplus Control Act*. The question being debated by the high schools of Kentucky this year is stated as follows: "Resolved, That the McNary-Haugen Bill (H. R. 15474) should be enacted into law by Congress." This bulletin is compiled by William R. Sutherland, assistant professor of public speaking, University of Kentucky, and is made up of the following articles:

1. "Reënter the Tariff: Our Solemn Farce," by Bernard Knollenberg, pp. 1-11 (*The Atlantic Monthly*, November, 1926).
2. "The Economics of Agricultural Prosperity," by Calvin Coolidge, pp. 12-21 (An address delivered before the American Farm Bureau Federation meeting held in Chicago on December 7, 1925).
3. "Who Is Helped and Who Is Hurt by the Protective Tariff?" by Benjamin M. Anderson, Jr., Ph.D., economist of the Chase National Bank, New York City, pp. 22-28 (This article is taken from the *Chase Economic Bulletin*, Vol. V, No. 3, August 24, 1925).
4. "The Farmer's Situation a National Danger," by George W. Norris, United States Senator from Nebraska, pp. 29-37 (*Current History*, April 1926).
5. "Avoid Putting the Government Into Business; Avoid Price-Fixing," by President Calvin Coolidge, pp. 38-42.
6. "The McNary-Haugen Bill," pp. 43-59. (This is the full text of the committee bill. House Report 15474, 69th Congress, 2nd Session, as introduced by Mr. Gilbert N. Haugen and reported without amendment)

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Interscholastic Athletics in the Physical Education Program

Eminent Authority Outlines Educational Values To Be Derived from Properly Conducted Competitions Among High Schools in Major Sports

THE League was fortunate in securing as principal speaker at its ninth annual breakfast and section meeting, held at Houston, November 25, Dr. James H. McCurdy, of Springfield, Mass.

Dr. McCurdy has been editor of the *American Physical Education Review* for the last twenty-one years. He is secretary of the American Physical Education Association, director of physical education in the International Y.M.C.A. College at Springfield, and has been identified with every forward movement in physical education in the United States for the last quarter of a century. In his youth he was a football coach. During the World War he had charge of the Y.M.C.A. physical education program in France.

Besides having a thorough grasp of his subject from both a theoretical and practical standpoint, Dr. McCurdy is a magnetic speaker, and the 150 school men and women who assembled to hear him at the League breakfast gave his address the closest attention.

The address, which is published herewith, will later be issued in bulletin form for the benefit of those who were unable to attend the Houston meeting. Dr. McCurdy's address follows:

"Interscholastic athletics are undertaken for the development of social control and group morale. They are not carried on primarily for the health or physical development of the team members. At the very beginning the team is selected from the best fifth of the boys, physically. The other four-fifths are excluded from the group. I am speaking of students on an individual team. If all the major sports are included, possibly a fourth of the boys might be included. In a small city or rural high school a larger proportion would have to be taken to make up a team. The general rule is to keep out a team with adequate substitutes, and if possible a second team. This means a squad of twenty-five to forty in football, twenty-five to forty in soccer, ten to sixteen in basket ball, and eighteen to thirty in track.

"The varsity-letter men at the College at Springfield number 100 different men on ten different teams, in a group of 530, or a little less than 20 per cent. The small average squad of ten was due to the inclusion of wrestling, 9; baseball, 12; track, 18; rugby, 19; soccer, 15; gymnastics, 10; basket ball, 7; swimming, 8; cross-country, 8; tennis, 5. The duplicates also reduced the total number by eleven. I have analyzed this group because I had exact data. The interscholastic competitive group includes one-fifth of the students and excludes four-fifths; if second teams are carried the competition might include two-fifths. The place of interscholastic sport is a minor one if personal activity of the mass of students is the criterion. If the sport is considered from the standpoint of school morale it may be the best or the worst asset the school has.

"A Chicago merchant is reported to have said he never employed men from a certain college as they cheated in their games. He felt if they cheated in games they could not be trusted in business. Dr. May of the character education inquiry committee of Columbia University would apparently say there is no transfer of honesty in Boy Scout training or in athletics. There is much argument whether there are transfer values in athletics; without entering that controversy it is fair to say that there are common elements of skills and attitudes which are considered helpful in similar activities. Throwing a baseball and throwing a forward pass in football have similar elements, (1) a man must be able to balance in the standing position on his feet; (2) he must have sufficient strength of the muscles involved; (3) he must have learned the neuromuscular skills of throwing; (4) he must have acquired through practice of eye and-muscle sense judgments of direction and distance; (5) he must decide in a game in a fraction of a second when he will begin an individual act; (6) he must often decide instantly whether a specific game act is fair and within the rules.

"Practice of these common elements gave these individuals confidence in their own ability. Knowledge on the part of other people of their ability gave these athletes a large leadership in the World War as officers.

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Interscholastic League Cups Awarded in Grayson County



FOR many years the Grayson County Interscholastic League meet has been one of the finest in the State. A large percentage of the schools actually participate. Many practice or sub-county meets have been held. This year the enrollment in Grayson County is promising, and F. B. Hughes, of Denison, who for years has served as Secretary, predicts a banner year. Above we reproduce a photograph of the cups that are awarded in this enterprising county for county winning schools in various League events,

MCCURDY PLEASES LEAGUE MEETING

150 Assemble for Annual Thanksgiving Breakfast in Houston

ONE hundred fifty covers were laid for the Ninth Annual Interscholastic League Breakfast and Section Meeting, held in the junior ball room of the Rice Hotel, Houston, November 25, but an extra table had to be put in at the last moment to accommodate those who had not done their ticket-shopping early.

Fortunate, indeed, was the selection of a speaker for this occasion in the person of Dr. James H. McCurdy, of Springfield, Mass., editor of the *American Physical Education Review*, and director of physical education in the International Y.M.C.A. College. Dr. McCurdy's address is published in this issue.

The meeting was presided over by T. H. Shelby, dean of extension; E. K. Barden, superintendent of the Humble Public Schools, delivered the invocation, and the speaker was introduced by Roy B. Henderson, athletic director of the League.

The shortest speech on record was delivered by President H. Y. Benedict, of the University of Texas, who, when introduced by Dean Shelby, said:

"I favor greatly outdoor sports; I am very much against lying."

Whether it was the brevity of the speech, or the sentiment expressed, or the personal popularity of the speaker, we are unable to say, but the speech was followed by enthusiastic and prolonged applause, and the

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SPEED UP ORDERS FOR SPELLING LIST

Nearly 100,000 Copies Have Already Gone Out to Member-Schools

THE increasing demand for the League spelling list is making heavy drafts on the supply which has been printed for this year. A jitney-load of mail sacks crammed with these bulletins leaves the League mailing room every afternoon for the Austin postoffice. If a second edition of this publication is going to be required this year, we want to know it just as soon as possible. Get your orders in early or you may be delayed later when time counts for more than it does now.

Each mail brings in a sheaf of orders in some of which the customer adds a line of praise for this popular list. For instance, in today's mail, the following:

Principal C. A. Wilkins, Colorado: Please send me 300 additional copies of the University of Texas Bulletin of words for the spelling contest. We desire to use this bulletin in our entire high school.

Supt. Harry Bennett, Troy: Send me two dozen copies of the "Spelling List" published by the League. Enclosed a dollar (\$1) covering charges. We like the list and appreciate the work the League is doing for us.

Supt. Noble W. Prentice, Richland Springs: Please send 100 copies of the spelling list at once to be used in our regular school work and in preparation for the League work.

D. Y. Campbell, County Superintendent of Schools, Gatesville: Enclosed you will find a check for three dollars (\$3), for which please send me 100 spelling lists. I think they are fine and am going to keep a supply in the office for the rural teachers of Coryell County.

Supt. G. C. Boswell, Byers: I ordered 300 spellers but that is not

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Sample Test for Reading Event of Three-R Contest

Note Difference Between This Test and One Used Last Year—This is "Completion" Test Whereas Last Year's Test Was "True or False"

FOLLOWING is a sample reading test of the character to be used in the reading event of the Three-R. Contest:

Directions

Wherever there is a dotted line, a word has been left out. Write on the dotted line the word that has been left out. You will have eight minutes. If you finish before time is called, go back and see that your work is correct. Remember to write *just one word* on each dotted line.

Sample

A boy lost his coat and hat. Later he found the hat. His efforts to find the *coat*, however were entirely unsuccessful.

Time: Five minutes. (Note difference from longer tests.)

1. And so the Alamo! The traveler is surprised to find it so small. There is hardly a monument in America which holds the magic of so many great events within its walls as the _____.
2. Gibbons are not easily captured alive. On the contrary, it usually takes from forty to a hundred men to _____ them.
3. In the course of his term in office each president tries to do one official act that will mark his administration. Since a new _____ is inaugurated every few years, much good has resulted from this practice.
4. The object of ancient Arab clocks was to determine the exact hour of prayer, a matter of gravest importance to devout Mohammedans. Consequently, great ingenuity was displayed by these people in the making of _____.
5. The Moors have permitted many of their finest buildings to fall into decay without attempting to repair or preserve them. It has remained for the French Government to perform this service—that is, to _____ or _____ these great monuments of the Moorish art.
6. Alert with bow and arrow the skilful Indian archer will wait by the river bank until he sees the silver flash of the fish. Then he lets his _____ fly with speed and accuracy, and almost every shot strikes a _____.
7. Lima is a city of kings. It is the capital of Peru. This _____ stands on a wide and fertile plain. A trip to _____, the Peruvian capital, will reveal its broad streets and well-kept plazas.
8. As far as possible France permits the native to live according to his own customs. The Moroccan towns remain practically unchanged, for the French have built their own settlements outside the _____ cities.
9. The most industrious worker in sleepy Catagena is the indefatigable donkey. He makes his daily rounds from house to house with a milk supply. In a sense, then, he is a four-footed _____ wagon.
10. The tortilla vendors choose the sidewalks surrounding the market place to squat and sell their products. While _____ are like pancakes, they are usually eaten without syrup.
11. After Rome fell the art of bridge building declined, and it was not until the Twelfth Century that some of the most notable structures of medieval times were erected. An absorbing book could be written about the building of medieval _____.
12. The ignorance of the use of pots, which are common among the savages of the neighboring islands, indicates the isolation in which the Rossel Islanders have lived. Only recently have a few of these primitive people substituted _____ for rocks in their cooking.

(In the regular tests the key will be printed separately from the test, of course.)

- | | |
|---------------------|------------------------|
| 1. Alamo. | 7. city or capital. |
| 2. capture. | 8. Lima. |
| 3. president. | 9. native or Moroccan. |
| 4. clocks. | 10. milk. |
| 5. repair, preserve | 11. tortillas. |
| or | 12. bridges. |
| preserve, repair. | 12. pots. |
| 6. arrow, fish. | |

(Each blank correctly filled with one word counts 1 point. Possible total score is 15 points.)

LEAGUE STARS STILL SHINING

One purpose of the Interscholastic League is to discover and encourage talent among the high-school boys and girls of Texas. One proof that it is fulfilling this function is found in the remarkable number of League winners who distinguish themselves. In this column we shall publish personal items concerning former winners, and we shall be grateful for information from any source suitable for inclusion in this column.—*Editor*.

MISS ANNIE EDWARDS BARCUS, State winner, third place, of the senior high-school declamation for girls in 1919, is now instructor of English and public speaking at Southwestern University, Georgetown. This is Miss Barcus' second year teaching at that institution.

Two years ago she received her master's degree from Columbia University, having done the major part of her work under John Erskine, the author of *The Private Life of Helen of Troy and Sir Galahad*.

S. JUNE BELL, of Teneha, won the State Meet in 1917 in senior boys' declamation contest. Last year he graduated from the Engineering School at the University of Texas. Mr. Bell was elected during his senior year to Tau Beta Pi, the honorary national fraternity for engineers.

SPURGEON BELL was on the winning debating team at the State Meet in 1924. For three years he was winner of the District Meet in junior debating and one year winner of debating in the District Meet held in Waco. Bell was representing Austin High School.

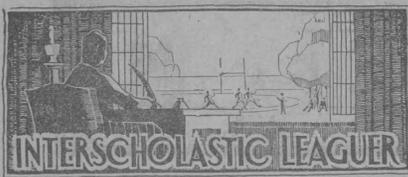
He is now a junior in the University of Texas, has made an outstanding record during the few years he has been a student. He was elected president of the freshman class in 1925; elected as a member of the Y.M.C.A. cabinet in 1926; and was a member of the University debating team in 1926-1927.

RAY BLAND, of Wichita Falls, was winner of the boys' declamation in the District Meet in 1922 and 1923.

Bland has been elected recently to Alpha Phi Epsilon, honorary public speaking fraternity, at the University of Texas.

GEORGE BELSFORD participated in Interscholastic League contests in the County Meets held in Eastland in 1921, 1922, 1923, and 1924.

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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.)

In the last issue of the LEAGUER is a letter from C. W. Bingman, Superintendent of the South Park, Beaumont, schools, suggesting a still further reduction in the age-limit for contestants in the Interscholastic League. Please read Professor Bingman's suggestion, and write to the LEAGUER your view of the matter.

WE had hoped that high schools would see the great advantage of pre-empting a football playing season the time between Thanksgiving and New Year's, a period which is now an hiatus, so far as school or college sports are concerned. College football is done with by Thanksgiving, and the papers and the public would willingly see the high school season take the center of the stage. But the colleges are now considering changing their season, or at least protracting it past Thanksgiving in the hope that the beginning of the season may be delayed until the weather is more tolerable. High schools should do it first.

Professor W. L. Hughes, of A. and M. College, was elected President of the State Teachers' Association. From the standpoint of identification with all phases of public school work in Texas, Professor Hughes is an admirable choice. He has given lifelong service to the public schools. As a rural school teacher, as high school teacher, as high school principal, as county superintendent of schools, and in his present position in A. and M. College, he has demonstrated an interest in public school problems and an intelligence and energy in dealing with them which peculiarly fits him for the position which the teachers of Texas in their recent meeting called upon him to assume. We believe that he is the right man in the right place.

GNAWING AN OLD BONE

AN EDUCATION which imparts information or one which develops character—which? This bone has been gnawed by the pedagogical theorist since time began. Was there ever a teachers' institute assembled that someone did not hold forth past the dinner hour on this time-worn query? Are not pedagogical journals literally cluttered up with more or less conclusive articles on the subject? And doesn't character always win? Yes, character is the main thing. The mere giving of information must give place to character development. And the only thing that remains to be told is how to develop right character in pupils. But that's a small matter—not even worth a postscript. Even the great Voltaire was not above the conventional treatment of this subject, as the following excerpt from *Zadig* will bear witness:

A widow, having a young son, and being possessed of a handsome fortune, had given a promise of marriage to two magi, who were both desirous of marrying her.

"I will take for my husband," said she, "the man who can give the best education to my beloved son."

The two magi contended who should bring him up, and the cause was carried before Zadig. Zadig summoned the two magi to attend him.

"What will you teach your pupil?" said he to the first.

"I will teach him," said the doctor, "the eight parts of speech, logic, astrology, pneumatics, what is meant by substance and accident, abstract and concrete, the doctrine of the monades, and the pre-established harmony."

"For my part," said the second, "I will endeavor to give him a sense of justice, and to make him worthy the friendship of good men."

Zadig then cried:

"Whether thou art the child's favorite or not, thou shalt have his mother."

Thus the magus who declared for character development in education won the widow. Just how the said magus after winning the widow went about teaching her son a sense of justice and making him worthy the friendship of good men the author does not choose to tell.

Of one thing we are quite sure: character is not developed in children by precept but by example. They behave not as they are told to behave but as they see their elders behaving, and character is

entirely a matter of behavior. In order to teach children good manners it is necessary that they be afforded an opportunity of actually seeing good manners once in a while. There's no reason why character should not be developed while teaching "the eight parts of speech, logic, astrology, pneumatics, what is meant by substance and accident, abstract and concrete, the doctrine of monades, the pre-established harmony," and automobile mechanics. The first requisite is for the teacher to have a sense of justice and exercise it in the presence of his pupils as every occasion offers, and to be himself worthy the friendship of good men.

MORE INTERSCHOLASTIC HISTORY

IN the last issue of THE LEAGUER we published an article entitled, "Question Arises Who Started Interscholastic League." It was based on a news-story published in the *Cleburne Times*, dated November 7, which gave information which we think erroneous concerning the beginning of this character of work among the public schools of Texas. The article in the November LEAGUER elicited from Thomas Fletcher, Superintendent of the Masonic Home and School, Fort Worth, the following comment which further clears up the record:

I note your story in the INTERSCHOLASTIC LEAGUER. There is one serious error in the story, written by Harold V. Ratliff, and that is that the date 1915 should be 1905 and 1906. It was during these years, while I was principal of the high school at Temple, that we organized the Central Texas League. The other facts suggested by Mr. Ratliff are essentially correct. However, I do not mean to indicate that the Interscholastic League grew out of this Central League. It has always been my understanding that the Interscholastic League was copied from some other state. Whether the Central Texas League had any influence at all in leading to the formation of the Interscholastic League, I do not know. All that we attempted to do in Central Texas was to pull off a track meet in which the schools close around Waco were involved.

This sets the writer in the *Cleburne Times* right concerning the date of the Central Texas League, placing it ten years earlier than he supposed. It also calls attention to the work done by the Central Texas League, viz., the conducting of track and field athletics among certain high schools in Central Texas. We believe that track and field competitions among two or more high schools in those years were not at all unusual in other parts of the State, although we have no definite information on the subject. We shall be glad to publish authentic accounts of activities of this character in Texas prior to 1910 written by persons who have personal knowledge of the same.

Any number of State high school track meets had been held in other states up to and including 1905, and we list below state-wide literary contest organizations organized and functioning in that year or prior thereto:

- University of Wisconsin, High School Lyceum Association, Declamation, Debate and Oratory, 1895.
- University of Colorado, Annual State Interscholastic Oratorical and Essay Contest, 1901.
- Public Schools of Minnesota, High School Debating League, 1902.
- Vanderbilt University, Annual Declamation Contests, 1902.
- University of Oklahoma, Interscholastic Meet, only athletic events until 1913 when Music and Debate were added, 1903.
- University of North Dakota, Annual Declamation contest, 1904.
- University of Montana, High School Debating League, 1905.
- Mississippi Educational Association, High School Literary and Athletic Association, contests in Latin, Plane Geometry, History, Literature, Biology, Chemistry, Typewriting, Home Economics, Piano, Quartette, Declamation, Expression, Debate and Athletics, 1905.

A dozen or so other similar organizations were formed prior to 1911. The publications of these various organizations were published and available, and it only stands to reason that the work already done by these organizations and the experience gained was used by those who were organizing the work in Texas.

Since the above was written and in type, and just as THE LEAGUER goes to press, comes the following letter from President Hubbard of C.I.A.:

I was interested in the discussion in THE INTERSCHOLASTIC LEAGUER as to who started the League. Being extremely modest, there is no question but that Emmett Brown is right and that we should be given the credit. He is about ten years off, however, in his dates. You can check up on when we really did this pioneer work by finding out just when Tom Fletcher was principal at Temple, which was about 1905 and 1906. I also remember that I followed you in San Angelo during the scholastic year, 1908-1909, and that by that time the pioneering work had all been done. As a matter of fact, the meeting called at the State Teachers' Association was due to the insistence of our group that the time had arrived to expand. I am sure that a study of the Waco, Cleburne, Corsicana, Temple, and Belton papers of those early days will show you that we were busy long before 1910. But this is enough for an opening shot in the controversy.

The plot thickens. THE LEAGUER is anxious for more light. If you know anything about who started the League, let's have it for publication—let's find out who was to blame and fix the responsibility with finality so that posterity may know.

OFF-SIDES

By the Editor

HEADLINE: "Local Lawyer Killed; Run Over by Train—" What an archaic fate!

ONE of the puzzling points in modern pedagogy is the insistence that teachers in secondary schools shall have had training in the art of teaching; that is, courses in education, and its apparent indifference to such training as qualification for teaching in institutions of higher learning.

GOVERNMENT weather forecast for December 5: "East Texas—Partly cloudy, local rains in south-west portion and on west coast."

Will not some competent geographer arise and explain to the ignorant editor of this paper just where the "west coast" of "East Texas" is located?

THE popularity of Will Durant's *Story of Philosophy* is due not so much to the author's knack of clarifying the misty language of many of the great philosophers, as to his journalist's instinct for selecting points in philosophy which are explicable to the average man and maintaining a discreet silence about the rest of it.

John Morley's *Recollections* are published in two massive volumes of about four hundred pages each. Political and personal gossip, glimpses of the inner workings of the British Government, extracts from diaries, memoranda of interviews, etc., make intensely interesting reading. On page 19 of the second volume he mentions his wife for the first time, having referred, so far as we can remember, to but one other woman, Mrs. Gladstone. English Government is evidently a man's affair, in the view of Mr. Morley.

SOME months ago there came to Soldiers' Field in Chicago two prize fighters who biffed and pommelled each other for ten rounds to the immense delight of the thousands of spectators there assembled. There had been organized in advance a publicity campaign of enormous proportions. As soon as the fight was over, cries of "crook" and "rogue" went up from the camp of the loser. The promoter made a million or so dollars out of it, and the fighters received something like a half million or more net from the spectacle.

Some weeks ago another publicity campaign was being waged in behalf of another athletic spectacle which was to take place also in Soldiers' Field. Again the crowds swarmed through the gates, 117,000 persons who paid \$350,000 to see the spectacle. Two famous universities were represented—the University of Southern California and Notre Dame. Again the spectacle was worth the money. Again the cry of "crook" and "rogue" went up from the camp of the loser, featured in screaming headlines all over the country. The captain of the California team is reported as declaring in a public address that his team had been robbed of victory by a decision of one of the officials. The said official branded the accusation as a lie, or words to that effect, and is quoted as saying that the decision had been made only after conference with another official of the game who was from California. The said California official, it is reported, said this was a lie, or words to that effect. The row in the Dempsey-Tunney imbroglio was over a "long count," and the row in the California-Notre Dame imbroglio was over a "short count"—not much difference in subject matter and not much difference in the manners of the disputants.

Here is a case of two institutions meeting on a neutral field, each with a band of picked athletes, to make a Roman holiday for fans of an alien city. But prize-fight promoters are said to have criticized caustically the ballyhoo of the California-Notre Dame fight as decidedly amateurish. It is rumored that Mr. Tex Rickard has offered to promote next year's engagement, possibly in New York, guaranteeing handsome returns to the contenders. With the bad blood engendered between these two institutions over the "short count," it is believed that the next engagement will give the public a real run for its money.

Use Spelling Lists as Text

Ruth Maxwell, Principal, South Houston School: I have found spelling lists valuable not only for contests, but for use in regular spelling classes through all the grades of our school.

The opportunity of doing mischief occurs a hundred times in a day, and that of doing good but once a year.—*Persian Proverb.*

A STUPID SLAVERY

Professor Charles Richet

(In 1913, Professor Richet received the Nobel Prize of \$50,000 for physiological research. There is no greater authority on this subject.)

"Tobacco is pernicious. Tobacco smoke is noxious. It contains dangerous gases—oxide of carbon, hydrocyanic acid and nicotine fumes. And yet I live in the midst of these poisons. Instead of breathing the pure, free, health-giving air, I injure my appetite, my memory, my sleep, and the action of my heart by breathing noxious vapors. To excuse myself I cannot even claim, like many smokers, that tobacco is harmless, since I am well aware that it is harmful, exceedingly harmful.

"In any case, my mania for smoking is a fresh and unexpected proof of man's incorrigible folly. Tobacco is a stupid habit to which I am enslaved, while all the time fully realizing my stupidity. And because I am more alive to it than other men, I am more to blame.

"Weird mania! Absurd aberration! I have fettered myself with this habit with no better excuse than universal folly. A stupid slavery from which I lack the courage to break away."

Why High-School Football?

By Roy B. Henderson, Athletic Director, Interscholastic League

(Editor's Note.—This is the third and concluding installment of the articles by Mr. Henderson under the above title.)

EDUCATIONAL VALUES are to be derived from football, what is necessary? First, a set of eligibility rules that will safeguard those educational values, and second, a rigid enforcement of them. If the second is to be effective, there must be an agency of control and violations must be penalized.

Important Eligibility Rules

Since the eligibility rules insure certain educational returns, as well as fair competition, it is easy to understand why the enforcement of them is so very important, and why a school that has violated a rule has gained an unfair advantage. It is right here that we have the foundation of the entire structure. Because this matter of enforcement of eligibility rules is of paramount importance; because this is the most vital spot in the League's organization, the State Executive Committee and district committees assess penalties of increasing severity, as violations are brought to light. This policy seems to be approved by an enormous majority of the school men of Texas. If the time ever comes when the majority do not want the rules enforced, and hence, do not want the sport used as an educational force in the school, then the Interscholastic League will cease its efforts in assisting to maintain high standards.

It is impossible for an organization of more than 4,500 schools to enforce its rules without making some enemies; without stepping on somebody's toes. Elbert Hubbard once said: "In order to avoid criticism, do nothing, say nothing, be nothing." Occasionally the League is attacked with a great deal of ill feeling in quarters that have felt the hand of discipline, but, in comparison with the membership as a whole, the number is so small that one is moved to think that they must have the same attitude of mind as the mother of the recruit who, upon seeing her boy on parade, remarked: "The whole army is out of step with my Johnnie."

The League's eligibility rules have been carefully worked out over a long period of years. Each one has been inserted, not to cover some imaginary evil that might develop, but to check a non-educational practice that had sprung into life. Each rule has a definite and an important function to perform. Taken all together, they form a bulwark that stands between educational ends and those who would destroy and ruin.

League's Most Serious Business

From the foregoing the reader will understand why the Interscholastic League considers the enforcement of eligibility rules its most serious business and its most sacred duty. If the rules are not enforced there is nothing left but an empty, hollow shell of no value. Rules will not long be held in respect unless violators are punished. The punishment must be tangible, recognized by all as a real penalty and it must hurt. If penalties are given and then withdrawn or reduced under pressure, or if meaningless paper-penalties are assessed, the League will lose its power as an agency for good, and will degenerate into a spineless, parasitic organization.

All of these values outlined depend upon the observance of eligibility

rules. For this reason there is no date limit on protests. It has been seriously proposed by many with the best of intentions that a deadline on the filing of protests be established. It is true that a rule of this kind would simplify the running of the championship machinery, but the smooth running of the machinery is not the ultimate goal. As I have attempted to show, the goal lies in the field of education. An eligibility rule is a protection thrown around this goal. A player's eligibility varies. He may be eligible today and ineligible tomorrow. The offense of violating a rule is just as much an offense at one time as another. If eligibility rules are necessary to attain the ends that we have been talking about, and if these "ends" answer the riddle, "why high-school football," then there must be no closing date on protests.

Why does the Interscholastic League have a rule that in case an ineligible man is used in any League game, knowingly or unknowingly, the minimum penalty is forfeiture of the game or games in which the ineligible player participated? For this reason: The emphasis must be at the right place. Any lesser penalty places the emphasis at the wrong place.

Unknown Violations Punished

When a school uses an ineligible man, even though the school officials are absolutely blameless, the game should be forfeited, otherwise, how can you establish the proper incentive to observe the rules? When an ineligible man participates the school gains a double advantage. 1. It has profited directly by using the ineligible player, and 2, it has been protected from the use of ineligible men on the part of the opposing team by the very rule that it has violated.

How can you rectify the mistake or atone for the injury to the other party except to forfeit the game? Any lesser penalty rewards ignorance of the rules, carelessness and dishonesty, and penalizes a school man who studies the rules, knows what he is doing, who is careful, accurate and honest. It will never do to place the emphasis on the former and not on the latter.

Value State Championship

Each year the League's football plan for determining the State championship is criticized, usually by one who does not understand the objectives. This plan is not a sudden development, conceived and brought forth all at once. It is the result of seven years of tedious labor, of constant experimentation and of a fine degree of cooperation among the school men of Texas who believe that there are manifold educational, moral, and citizenship training values in properly controlled high-school football.

Prior to the season of 1920 conditions in high-school football in Texas were unusually chaotic. Games were not well attended; teams were miserably equipped; eligibility rules were things to be avoided, disregarded and trampled in the dust; unsportsmanlike conduct, on the part of players and communities, was common. In many cases principals and superintendents exercised little or no supervision over the players; each season closed with a score of teams claiming the championship, and with sporting editors shouting through their columns, extolling the accomplishments and flashing the records of their favorites and basing their claims to the championship on comparative scores and other ridiculous grounds.

Although mindful of the difficulties, yet appreciating the fact that something should be done, the League hit upon the idea of establishing a "Bureau of High School Football Results" which was to be a sort of a clearing house of information. The League proceeded cautiously and announced that the purpose was not to decide the State championship, but merely to compile the results of games reported and issue summaries from time to time.

The response upon the part of the schools was immediate and almost unanimous. The inevitable result of this service was a weeding out of the weaker teams, leaving a few strong ones standing out prominently as undisputed leaders in their respective sections. Yielding to the requests of these schools, the League arranged a series of eliminations, and although the championship was not decided the first year, it was because the two teams that went to the final, Cleburne and Houston Heights, played to a tie.

From the experience and confidence thus gained it was decided to offer a more comprehensive plan for 1921, including a State championship. The original scheme was revised in 1922, and each year has seen an improvement until the 1927 model was evolved. The scheme now in force includes recommendations made by a special committee of school men, Superintendent Emmett Brown, Cleburne; Superintendent L. T. Cook, Breckenridge, and

Superintendent W. T. Lofland, Vernon.

In the seven years of high-school football, under the stimulus of a State championship, much has been learned. The League has never regretted taking the step; a great deal of good has been done; high-school football in Texas has improved and prospered; it is being controlled; it is being used as a means to an end; it is serving the cause of education. The League has fought for high ideals; eligibility rules have been strengthened until Texas stands shoulder to shoulder with the leaders of the country in this regard; violations of rules have brought the severest of penalties; there has been no "senatorial courtesy"; those who would exploit the sport for commercial and selfish reasons have been disappointed and we are entering upon a new season, confident and conscious of the great power for good that lies in a football championship adequately controlled.

Championship Enforces Rules

Our experience has shown that the championship places at the command of the League a most powerful instrument for enforcing eligibility rules, more powerful even than the penalty of suspension. In order that the contests may be made to yield the most in terms of education, character, sportsmanship, loyalty, ethics, etc., a high standard of conduct is secured through the enforcement of the eligibility rules. We know that this high type of conduct could not be secured without rules and we know that the rules could not be enforced so effectively without the championship.

Here is my point: First, have rules with teeth in them; rules that safeguard the educational values; rules that absolutely subordinate football in the school and then enforce them vigorously, without fear or favor.

The championship affords the machinery of control. The authentic nature of the League's championship has a most wholesome effect upon that undesirable element "down town" with which all school men are familiar, the street corner coaches and the barber shop prophets. The championship appeals to them. They are interested only in the spectacular side. They care nothing for the educational values. They want to build up a team, but—there are rules in the way, rules that they know will be enforced. Above everything else they want to stay "in so they are forced, by the thing in which they are immediately concerned, to let the athletic affairs of the school alone and watch from the outside because the penalty of elimination from the State championship, something that they can understand and appreciate, is held over them at all times. Meanwhile, the educator is depending upon the rules and using the giant of the championship to work for him in the school.

We have found that the championship has been the direct means of securing the interest of many business men in the school. It is a common thing for shops and offices to close on the afternoon of a game. In many cases this interest has been wisely guided by the superintendent and it has borne fruit in other lines: increased library facilities; better laboratory equipment; play fields, etc.

These are some of the reasons why we believe in the State championship. There is interest in football without a championship but there is more interest with a championship. The greater the interest the greater are the possibilities for good.

Against Irregular Games

Supt. Roger A. Burgess, Childress: I want to voice my approval of the stand taken by Supt. Emmett Brown, of Cleburne, relative to irregular games. I agree with him that the rules should forbid such irregular games as mentioned in his article in the LEAGUER of October.

I believe, too, that something should be done to prevent school authorities whose schools are members of the League from agreeing to play football or other games with players that are not eligible. I know of several schools that when any two of them have a game they agree in advance to allow each team to use certain ineligible, their claim being that neither team or at least one of them could not have enough for a team unless such concession was made. I think this practice defeats the very purpose of the eligibility rules. I think it is dangerous and undermining the intended effect of the League rules. I believe schools that are members of the League should be severely penalized when they knowingly permit ineligible to play on their own or on the teams of opponents. I am for any rule or interpretation of them that will make inter-school contests serve as a "means to an end" and prevent them from becoming an end in themselves.



INTERSCHOLASTIC LEAGUE CALENDAR

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 1, 1928.—Last day for filing acceptance of One-Act Play Plan.
 March 2 and 3, 1928.—First weekend 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 weekend for holding District Meets.
 April 20 and 21, 1928.—Last weekend for holding District Meets.
 May 3, 4, and 5, 1928.—State Meet.

Extemporaneous Speech
 Note the conflict between rule entitled "Conducting the Contest," pp. 28 and 29, Constitution and Rules, as to manner of selecting topics and rule entitled "Subjects," on page 30. The latter rule shall govern the selection of topics.

Typewriting
 The first item under "Prescribed Form and Grading Rules" on page 3 of the Typewriting Folder should read as follows: "Size of Page: A page 8 1/2 x 14 inches shall be used."

Books and Magazines

The Death of a Buccaneer and Other Poems, Stanley E. Babb, P. L. Turner Company, Dallas, 1927; \$1.75.
 Stanley E. Babb, ex-student of the University of Texas, literary and sports editor of the *Galveston News*, insatiable reader and lover of good literature, ambitious poet and novelist, is now the author of a volume of real poems. We have seen and admired his picturesque sea-scapes and beach sketches in various magazines and annuals for some eight or ten years now, and we are glad to find that the poet has collected some of these poems and added others to make a handsome volume entitled *The Death of a Buccaneer and Other Poems*, issued as the third annual prize volume of the Texas Poetry Society, under the imprint of the promising young Texas publishing firm, the P. L. Turner Company of Dallas.

There are three persistent notes in *The Death of a Buccaneer*, namely, the tragic bass of the unconquerable sea, the glamorous trumpet note of old romance, and the solemn monotone of implacable death. The volume is thoroughly unified and synthesized around these three themes. Much of Mr. Babb's previously published verse has dealt with the same themes, usually in a free-verse form. Here we have harmoniously developed rime poems, sonnets, and sonorous blank verse, practically all centered around the sea—tramp steamers, old Spanish galleons, wrecks, buccaners, freebooters, pirates, and dead men's bones.

We may safely nominate Mr. Babb as the premier sea poet of the Southwest. Born in Bristol, England, he came in his youth to Galveston, Texas, and there he grew up with the salt sea spray constantly in his nostrils. Like Masfield's Dauber, he is obsessed with the beauty and romance of the sea and ships, and he has had the good sense to devote himself almost entirely to what he has seen in his sea-girt city of Galveston, and what he has dreamed of the old Spanish Main whose waters constantly wash up on the Galveston beach.

As an artist might go out to make sketch after sketch of the sea scenes along the coast, so Mr. Babb has gone out to compose his verse pictures. We have the Galveston beach presented from every angle, at every hour of the day, and in every season of the year. There are Dawn-Miracle, High Noon, High Tide-Midsummer Afternoon, Ships at Sunset, Midsummer Moonrise, Night Pieces, Ships along the Skyline, Midnight Monochrome, Autumn Evening on the Water Front, Midnight-Midwinter, several Nocturnes, and various other lovely sketches and sea-scapes.

An old-time romance runs riotously through the volume—The Lure of the Spanish Main, Portrait of a Pirate, The Death of a Buccaneer, Dirge for

Dead Pirates, A Masque of Dead Queens. The poet even calls himself Brother of Old Wanderers, and in the semi-ironic Portrait of the Poet he describes himself as writing

The galleons of Spain once sailed this sea,
 And buccaners once fought along this beach
 With cutlasses that glittered in the sun—

and being interrupted in his musings by his dog which begs for a caress, his pipe which needs a light, and the kitchen clock which chimes out the hour of lunch.

... And every autumn evening he would go
 Down to the beach to watch the sunset blaze
 Far out across the smoky red-gold sky
 Above the steepest Andes of the clouds,
 To listen to the clamor of the gulls
 And watch sleek green waves sliding into foam.

Like many other young poets, Mr. Babb is overwhelmingly impressed by the fact that death will come to all. He can hardly write a poem without recalling the fact that

Life brings always to all men that live
 A sentence of death from which no man escapes.

He pictures skeletons and dead men's bones piled along the beaches of the Antilles, he writes dirges and death pieces and Marches Funebres. The chief poem in the volume is *The Death of a Buccaneer*, in which he pictures a lonely old pirate pacing the beach and recalling all the scenes of his past life with a pathetic sense of the futility of existence.

For Death makes the bravest man a pile of bones
 And drifts his vaunting laughter and his tears
 Into unbroken silence at the last—
 Yet Death is always spinning life into
 The dreams and enterprises of dead men!

Undoubtedly this is the most notable poem in the volume. It combines in one composition the three chief themes which have intrigued the poet, it illustrates his skilful manipulation of the sonorous blank verse line, and it presents his picture-making power at its best. The following vision of the old buccaner, as he faces his last grim battle alone, well illustrates Mr. Babb's power:

Seaward he stared, across the grey waves breaking
 In rolling foam and spilling along the beach,
 With eyes that searched the sea's immensity,
 And flung a feeble challenge up against
 The fierce invisible javelins of the wind
 That lunged into his bones . . .

Other poems in the volume which seem to rise above the general average excellence of the whole are "Caribbean Nocturne," which is a dirge over a dead man's bones on a lonely beach; "Midnight," which is a sonnet implying that Keats would have written on the sea instead of the nightingale if he had lived close to Galveston Beach; "Old Ships," which has something of the tone of Masfield's "Sea Fever"; and "Chant of Young Warriors Rowing Out to Troy," which has all the bold energy and high courage of young soldiers going forth to battle for beautiful womanhood.

L. W. Payne, Jr.

Rural School Principal Endorses League Work

WE have the following interesting letter from W. E. Simpson, of DeKalb, concerning the use he has been able to make of the League in two rural schools:

"Three years ago at Sand Hill I introduced the League work there and with the aid of my assistant, Mr. Travis Elliott, we won the all-round championship. Next year Mr. Elliott was elected principal. I moved to Mount Sterling and won second place there and third place this year. Mr. Elliott carried Sand Hill through for a straight win two years, thus 'copping' the cup permanently for Sand Hill. Although we haven't the material here for all-round winner, we are going to make a mighty effort, for I feel that the League is the greatest factor as an interest stimulus the rural schools have today. I believe Bowie County will have the greatest meet ever this time, so rush along the rules and lists as we are anxious to begin. Yours for a better League and bigger meets. I am, etc."

Albert Champion, of A-C spark plug fame, was bicycle champion of France at 16, and was later world champion. He then drove racing motorcycles and cars, before going into the business of manufacturing spark plugs. He died in Paris early in November at the age of 49.

HIGH-SCHOOL PRESS

Conducted by

University Department of Journalism

FIRST of the features of a newspaper that attracts the attention of its readers is its headlines. First, then, to impress itself on us as we read the high-school papers sent to the INTERSCHOLASTIC LEAGUER from various parts of the State was the wide difference in the excellence of the headlines used in these papers.

Headlines play a part of great importance in the newspaper. Perhaps to the casual observer the technique of headline writing may appear simple, but those of you who have struggled for many weary minutes trying to cram a big idea into a few little words that will fit into the width of a column know that the writing of headlines is an art.

San Antonio Papers Good
 From San Antonio have been coming copies of two high-school papers that show a careful and vigorous use of headlines. The *Bracketridge Times* and the *Main Avenue Hulsache*, weeklies, with seven columns to the page, have a front-page appearance that would do credit to a professional daily.

What is the purpose of the headline anyway? Too few of us, when we write a head or arrange the make-up of our paper, remember the real purpose for which headlines should be used.

The headline, in the first place, labels the story for the reader and tells him in the main what the story is about. Some of us like to read the sports articles and skip over reports of lectures. Others of us do not care for sports but are vitally interested in some of the lectures given in our school. We like to be able to tell at a glance whether or not a news story is about a subject in which we would be interested. That is the function of the headline. News needs to be classified. The most important story of the day should stand out on the front page so that the reader at a glance can tell that it is the most important. Headlines classify the stories according to their value as news. A two-column head distinguishes the story beneath as being more important than the story under a one-column head. A one-column head of three lines marks a story of more importance than a one-column head of two lines.

Appearance Important
 Appearance counts for much, too, in the judgment of newspapers; and the headline is one of the most important units that may be used to create attractiveness. Imagine the blank, monotonous, forbidding appearance of a front page that has no headlines, then note the pleasing effect of a front page neatly broken with headlines.

Correctly used, headlines will fulfill these three duties.
 The *Tattler*, a five-column paper from Mullin High School, makes good use of a banner or full-page headline in its issue of November 1. The story it covers is important enough to justify a banner, which is the first point to be considered. Banners should not be used indiscriminately. They should be used as markers for only the unusually important stories.

This particular banner, perhaps, could have been a little better worded. It reads: "Mullin Becomes First-Class High School." The story tells of the inspection of the school by a high-school supervisor from the State Department who gave it a first-class ranking. Better would be a head such as this: "Mullin Gets First-Class Rating."

Put Punch in Headline
 In headlines the active voice, as expressed in the verb *gets*, is much preferable to the passive voice, as in *becomes*. The general rule followed by all good newspapers is to use always the active voice in headlines. Punch, vigor, energy need to be piled into the heads, and the active voice lends itself to this effect. Exceptions must be made to this rule when the thing or person acted upon is of more importance than the thing or person doing the action.

For example, suppose that an insane man killed President Coolidge. Would the headline read: "Insane Man Kills Coolidge?" Properly written, the head would be: "Coolidge Killed by Insane Man." In this case the passive verb is used in preference to the active, because the important element in the head is Coolidge, and this element should be made the first word.

A number of the high-school papers of the State are using the past tense in many of their headlines. "Junior Class Elected Officers," states one

headline. It is much more forceful to say, "Junior Class Elects Officers." Use of the present tense in headlines gives to the reader the impression of immediacy, that is, the impression that the news he is reading has just happened. He is reminded that he is reading news not history. The present tense in the headline is more vigorous. High-school journalists should avoid the use of the past tense in headlines. Only in rare cases is its use necessary.

Send In Papers
 We will chat more about headlines some other time. In the meantime don't forget to be sending your paper to the LEAGUER so that we can keep the other journalists of the State in touch with what you are doing.

Each month in this column of the LEAGUER we plan to discuss other of the problems that confront the editors of high-school papers over the State. The discussion will be conducted by members of the Sigma Delta Chi, honorary journalism fraternity for men at the University. D. R.

University Extension

II. Some Historical Aspects of the British Movement
 By T. H. SHELBY

DR. ALFRED LAWRENCE HALL-QUEST, in his book entitled *The University Afield*, is authority for the statement that if we regard the adult education movement as an effort to carry the university to the masses, "it will not be amiss to regard the ancient Greek custom of lecturing to the people on the street corners and other open places, the Areopagus for example, as one of the earliest forms of adult education. . . . Socrates taught in the market places. The more highly organized schools of philosophy were retreats for the mature." It is certain that adult education, in some form or other, has persisted from that time to the present.

Beginning of Movement
 The University extension movement, or the adult education movement, today in Britain and America, however, had its root beginnings in the mechanics institutes in the industrial centers of England during the Nineteenth Century. These were part and parcel with the industrial revolution. Albert Mansbridge, who has been so closely identified with the Workers Education Association movement in England, and for some time its chairman, is authority for the following statement:

"The popular educational movement of the early Nineteenth Century resulted in the formation of mechanics institutes and societies for mutual improvement or instruction in a large number of English towns and villages." He is authority for the further statement that a writer in the *Edinburgh Review*, in October, 1824, alludes to the great disposition among the working classes to learn. "So far as can be traced there has never been such a general movement on the part of the people toward education."

The notes of patronage found in the early movements, on the part of dukes, manufacturers, and capitalists, as reported by Hudson in *The History of Adult Education*, cannot, according to Mansbridge, be discerned in the movement which originated in the middle of the century. "The People's College, founded in Sheffield in 1842, the precursor of working men's colleges, was a fine instance of self help." This institution was carried on for thirty years without financial help from anyone outside the college. Other similar institutions followed. Among these, London College and Manchester Working Men's College are notable. The classes of the latter were merged into the evening classes of Owen's College. Owen's College later became the modern University of Manchester.

The Co-operative Movement
 The Co-operative Movement, as this movement came to be called, became, in the seventies, "a platform for the operation of university extension, which had been called into being by the energy of Professor James Stuart, in connection with the University of Cambridge. It was at Rochdale, where the co-operators had asked him to lecture, that the plan originated of having a class in connection with university extension lectures."

"It has been commonly supposed that the justification of university extension work is to be found in its success in attracting working men and women; this is far from being the case. It was established by the University of Cambridge partly on the initiative of the North of England Council for

Promoting the Higher Education of Women, and it is essentially a movement for extending the knowledge and culture to be found in the universities to the whole of the people. On the other hand, it is certain that if it had not been for the sense of a mission to working people, who were for the greater part cut off from opportunities of acquiring knowledge, many of its greatest enthusiasts might never have taken part in its work." . . . "It is impossible to read without being deeply stirred of the revival in education brought about in the eighties by the Cambridge University Extension Movement among the miners of North Durham." . . . Other movements, such as the Adult School Movement for Religious Education and mutual improvement societies of various sorts, are noted by Mansbridge. He summarizes the whole movement of the century in the following words: "England, all through the Nineteenth Century was making step after step in the direction of political and social democracy, and anyone who considered the future with any degree of care must have been forced to the conclusion that the supreme need of the country was that the education of the people should at least keep abreast of the opportunities which they were acquiring for participation in government."⁵

Workers' Educational Association
 The need of joint interest and action between those interested in workers' education and the general dissemination of knowledge and the universities lead to many attempts to bring about such joint action during the closing years of the Nineteenth Century. Out of this effort came the organization of the Workers' Educational Association and the tutorial class movement of the early part of the Twentieth Century. Oxford has the honor of being the first to cooperate in this type of work and the year was 1908.

No movement has done so much as has this one to demonstrate the common interests of the universities and the masses of industrial classes. It has furthermore shown beyond any question two things: First, that mature persons of less than university grade can profit by university teaching when properly adapted. Second, that industrial workers, at least in England, are much more interested in subjects of a general cultural nature than in so-called vocational subjects. That is to say, they are more interested in education that enables one to make a living.

So widespread has the tutorial class movement become that practically all universities and colleges throughout the British Empire have such classes with students running into the thousands each year. The tutorial is furnished by the university. The subject to be taught in any case is determined largely by the persons who are to constitute the class. The approach in teaching is through present interest and understanding of those in the class. The outcome of the work has been a revelation to instructors from the universities. In many cases, the papers produced and the examinations written would, according to Mansbridge, do credit to advanced university students.

The following bibliography will possibly be of interest to those who care to pursue a study of the Adult Education and the University Extension Movement in the British Empire:

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¹Hall-Quest, A. L., *The University Afield*, p. 8.
²Mansbridge, Albert, *An Adventure in Working Class Education*, p. 2.
³*Ibid.*, p. 2.
⁴*Ibid.*, p. 3.
⁵*Ibid.*, p. 6.
⁶*Ibid.*, p. 6.
⁷*Ibid.*, p. 7.
⁸*Ibid.*, p. 8.

It may happen by good fortune that a moral standard based upon ignorance is right, but if so knowledge will not destroy it; if knowledge can destroy it, it must be wrong.—Bertrand Russell.

INTER-SCHOOL ATHLETICS IN THE PHYSICAL EDUCATION PROGRAM

(Continued from Page 1)

Regulation of Athletics

"I collected in this study eighty different athletic constitutions. Fifty-seven of these constitutions were state or school group constitutions. They show the common regulations mutually agreed upon. This study was based upon the return from 33,000 questionnaires sent out by the United States Bureau of Education to the public schools, private schools, state normal schools, and colleges. The athletic constitution published in the *American Physical Education Review* in June, 1921, gives the combined suggestions of all of the secondary school group.

"Interscholastic athletics are a failure if they do not secure good sportsmanship and an improved school and community morale. The community or school that places winning above fair play or the health of the competitors shows a lack of real social control leadership. The assumption that former varsity team membership is alone essential to teaching ability is sometimes vicious. I know this summer of a teacher who graduated from one of the western university schools of education with an A-1 rating as a teacher. He was driven from his position because he was not a varsity letter man. One of the papers looked up his university record before he arrived. The impression was created that he couldn't be much good.

"I have known some all-American team men who were dismal failures as directors and coaches. I have known other men like Zuppke, football coach at Illinois, who is a remarkable success as a coach, who, I am told, never made a varsity team. Social control of pupils in the classroom is comparatively easy; control under the conditions of emotional excitement of players, of students, of community attendants and of the newspapers requires a high degree not only of teaching ability but of social control of groups. I have seen several times good men in a number of different institutions driven by social pressure from their positions because of unfair publicity.

"The best leaders in the community recognize the need for social leadership in securing right community attitudes. A man recently receiving \$2600 was increased \$1000 by the school board because of his social control leadership. Two fathers added \$400 because of the fine community influence he had exerted. He replaced a coach equally good in technique but unsatisfactory to the parents in character leadership.

Coach and School Officials

"He should be a teacher above the average in the sports in which he gives instruction. He should be interested in and give instruction to the boys in regular classes in addition to the team boys. The competition in the game elements for the dubs and sub-dubs will give him a chance to interest and test all of the boys. He should cooperate with the superintendent of schools and the school committee in the development of right school and community ideals in sport. His big job is to win the boys to right ideals on the field. The school organization has the job of the education of the school pupils in sportsmanship. Detroit's competition on sport ideals in song, posters, and essays is one of the best illustrations of good methods. The school officials must back good men even if they have losing teams. In the 500 colleges there are less than twenty men who have served for more than twenty years as football coaches; most men do not serve over five years. Over-emphasis on winning should not be tolerated by the school board or community. It always means failure to give adequate attention to the average boy. The coach should allow and encourage initiative and leadership on the field on the part of the captains and players. He should be available to repress unfair play and to remove from the game injured players. The idea of eliminating the coach entirely as just now being advocated by the Yale student paper is even worse than the coach who dominates the players. It would tend to turn the games over to sporting alumni whose prime interest is in securing winning teams rather than the development of sportsmanship. It would spoil the fine traditions built up by T. A. D. Jones.

The Average and the Sub-Average Boy

"Interscholastic sport as at present organized tends too exclusively to prevent giving adequate attention to the development of the average and sub-average boy. It submerges girls to passive watchers of interscholastic sport. I had an opportunity in France during the war to conduct a new type of inter-regimental sport. General Sumner, the present chief of staff of the American Army, asked me at St. Nazaire to conduct a series of inter-regimental games for his brigade, using all of the men under his command, approximately sixty-four hundred men. These men all attempted to jump over a trench six feet wide; 28 per cent of them failed. All of the men ran 220 yards; 17 per cent of them failed to qualify by running under 30 seconds; 8 1/2 seconds is the zero mark for beginning qualification for high-school boys in standard scales. Six feet is the zero mark for broad jumping. The failures attributed their difficulties to 'too much smoking and too much booze.' These habits were probably a contributing factor, but not the chief one. The big failure was earlier, in the public schools which trained the few to run and jump but left the bulk of the pupils physically ignorant.

"I advocate the addition of mass interscholastic competition to the present varsity sport. I would include in this competition all of the physically fit boys and girls in the public schools of the United States. At least 80 per cent of the boys and girls could enter such mass competition. The remaining 20 per cent could enter competition in skills requiring only such physical exertion as their abilities allowed.

"Let me be very specific. In addition to the varsity football teams playing interscholastic games I would measure the abilities of all the high-school boys in forward passing, punting, drop kicking, and catching, on their home grounds. The total scores could then be compiled and divided by the number of pupils in the school, thus securing the average ability in each school in the state and nation. I would have state varsity championships built upon the basis of district championships. I would have an all-around football championship based upon the abilities of all of the children. I would have all-around championships in track and field, in swimming, in gymnastics, and in all sports in which boys and girls participated. I would measure and grade the youth of the nation not only in mental but in physical intelligence. The next great educational task is education for leisure. Active participation in physical recreation depends upon the learning of physical skills during school days. The present too common method of measuring school physical education on docility and attendance is wrong. Positive standards of accomplishment in skill should be required as in other classroom subjects of all pupils. Rational interscholastic athletics places the needs of the boy above the winning of games. It makes athletics an integral part of the educational process not only for the athlete but for all boys and girls. Rational athletic management encourages the boys to enter college to prepare for life rather than to make so many teams."

CLOSING DATE MEMBERSHIP FEE JANUARY 15

DON'T FORGET THIS DEAD LINE DATE

No Memberships Accepted After January 15

SEND IN YOUR FEE NOW AND FORGET IT

HIGH PRAISE FOR TEXAS TEACHERS

Wisconsin Educator Says Professional Idealism in this State Unexcelled

DR. JOHN GUY FOWLKES, one of the principal speakers on the general program of the recent meeting of the T. S. T. A., is no stranger to Texas teachers. He has taught in two sessions of the University Summer School, and his professional enthusiasm and profound grasp of fundamental educational problems have made him one of the most popular men among the visiting professors from other institutions.

Not only does Texas like Dr.



Dr. John Guy Fowlkes

Fowlkes, but Dr. Fowlkes is enthusiastic about Texas.

"One of the happiest periods of my life," said Dr. Fowlkes in Houston the other day, "was spent in Texas during the summer of 1927. My associations at the University were so profitable as they were pleasant. The professional idealism of those interested in public education in Texas is unexcelled in my opinion. I have always looked forward to a trip to Texas with a great deal of pleasure, and I prize very much my associations here."

Author of Arithmetic

Book I of a series of arithmetics by Dr. Fowlkes and Thomas Theodore Goff will soon be off the press. Asked concerning the purpose of the arithmetic text, Dr. Fowlkes, answered in one-two-three order, as follows:

"We have tried," he said, "to prepare a text:

"1. That will provide boys and girls with an appreciative and utilitarian knowledge of arithmetic, as well as the ability to add, subtract, multiply and divide. This has been attempted by including much reading material, for example, the treatment of money.

"2. That will be interesting to the children who study it. An unusually large number of pictures, child situations and an informal style of writing have apparently done this.

"3. That is rich in real life situations as the child does or will encounter them.

"4. That is written in simple language, thereby eliminating a serious vocabulary difficulty and therefore a learning handicap. The vocabulary of this book has been carefully checked by standard word lists and has also been criticized by a large number of classroom teachers who have used the material in an experimental edition.

"5. In which arithmetical principles are developed informally from concrete situations rather than from abstract lifeless material.

"6. In which new material is developed in terms of the detailed learning steps involved rather than in 'chunks,' as has been the case for so long.

"7. That recognizes the importance of developing certain facts in isolation and at the same time presenting certain interrelated material simultaneously. This has been observed by developing certain addition and subtraction facts simultaneously and by presenting multiplication and division together.

"8. That furnishes enough practice material on the four fundamentals to fix and maintain the desired abilities and skills in arithmetical computation. A complete presentation of the number combinations in the four processes in both isolated and mixed forms distributed in accordance with the laws of learning is provided.

"9. That makes definite provision for frequent reviews and self-testing by the pupils themselves and therefore furnishes a stimulus for increased self-activity on the part of the pupils.

"10. In short, that presents the arithmetic that boys and girls need to know, in compliance with the laws of learning, superior methods of curriculum construction."

LEAGUE STARS STILL SHINING

(Continued from Page One)

Belford, a senior in the University of Texas, was elected last year to Alpha Kappa Psi, the national honorary business administration fraternity, because of his unusual scholastic record in that department.

FOREST BENNETT, of Runge, won the County Meet in debating and declamation, which was held in Runge. Since that time he has been very active in the debating, public speaking, and dramatic clubs at the University of Texas. Last spring he was elected to membership in Alpha Phi Epsilon, national honorary public speaking and literary fraternity.

Bennett has been a member of the Curtain Club, University dramatic organization, since his freshman year. During the year 1926-1927 he served as president of that organization.

TOM MARTIN DAVIS, of Austin, won second place in State Meet of the senior boys' declamation, 1921. In 1924-1925 he attended Virginia Military Institute in Lexington. While he was in that school he held a high scholastic record.

In 1924-1925 Davis came to the University of Texas to enter the Law School. This is his last year in the University and he was recently elected one of the senior class officers of the Law School.

DOROTHY DUMARS, of Austin, now of Houston, won first place in 1918 in senior girls' declamation at the State Meet held in Austin.

In 1919 Miss Dumars came to the University of Texas and for four years she was one of the leading entertainers for the Longhorn Band, University of Texas band, and made all the band trips during those years.

ANNIS LEE DURHAM, of San Angelo, participated in the County and District Meets in the debating contest for girls, district contest in basket ball, and County and District Meets in spelling.

Miss Durham received her B.A. degree in 1927 and is at present one of the members of the Pease Grammar School faculty in Austin.

ROBERT EIKEL, of Austin, won the County Meets in the Main Library at the University of Texas in 1922, 1923, and 1924.

Eikel is now president of the Students' Association at the University of Texas. During the year 1926-1927 he was a member of the University debating team. His name has just been submitted to the Rhodes scholarship committee which is to select the Rhodes scholar for 1928-1929.

RAYMOND GERHARDT, of San Antonio, won the State championship in boys' debate for Brackenridge High School.

For three years Gerhardt worked as an assistant in the Main Library at the University of Texas while he was attending the University. In 1926-1927 he worked in the Carnegie Library at San Antonio. This year he is coaching debate and instructor in public speaking in the Austin High School.

LOYD GREGORY, of Beeville, Austin, and Houston, won second place in boys' doubles in tennis in 1916.

Gregory received his B.J. in 1922 at the University of Texas. He held the tennis championship for the University of Texas while he was a student. He was a member of the University tennis team and a member of Friar, an honorary organization of all-round men students. From 1924 to 1926 Gregory was an instructor of journalism at the University.

In 1926 he was an Associated Press writer and was stationed at the Capitol in the State office. He is now sports writer for the *Houston Post-Dispatch*.

Speed Up Orders

For Spelling List

(Continued from Page 1)

enough to go around from the third grade up, so I am enclosing check for other copies. This is a wonderful list this year. We use the words very successfully in the high school.

Reuben Fisher, Paradise: The spelling lists have proved so popular that we need another hundred, also please send us one free Arithmetic Bulletin and the bulletin upon the lists of essays.

Supt. Y. C. Paschal, Route 2, Kemp: Please send me six dozen copies of the League Spelling Bulletin. We wish to use the bulletin in our school as a spelling text, for we consider it more practical than the adopted text. We shall appreciate a prompt delivery of same.

MANY CHANGES IN 1-ACT PLAY PLAN

Speech Arts Association Suggestions Are Accepted by State Committee

At a meeting of the Texas Speech Arts Association, high-school section, in Houston November 25, the tentative plan for the League One-Act Play Contest was discussed, and recommendations made for materially altering the same. In accordance with the action taken by this body, the State executive committee has changed the plan in the following particulars:

For the purpose of this contest, the State shall be divided into two sections—East Texas and West Texas, respectively—the dividing line following approximately the north and south line of the M.-K.-T. Railroad. When the entries are all in, March 1, the schools shall be divided into twelve districts, six in East Texas and six in West Texas, in each of which districts there shall be designated a district center, preferably in a higher educational institution, for holding a district tournament to decide district championship. The district winners in each of the respective sections shall then be brought to a central tournament for deciding the two sectional championships. District tournaments shall take place by the first week-end in April, and sectional championships by the third week-end in April. District centers and tournament managers shall be designated by the State executive committee of the League.

(NOTE.—The State Office reserves the right to lessen the number of district tournaments in case there are not enough entries to justify twelve district tournaments.)

City Eliminations

In the city systems of schools with four or more schools entered and participating, a city championship shall be decided first, and the winner scheduled to participate in the appropriate sectional tournament.

Other minor changes have been made, and the Revised Plan is now printed and is being circulated among high schools. Coaches interested who have not received the Revised Plan, dated December 15, should write to the State Office for a copy at once.

The glance

Of melancholy is a fearful gift; What is it but the telescope of truth Which strips the distance of its fantasies And brings life near in utter nakedness.

Making the cold reality too real? —Byron.

Hold Conference On League Rules

(Continued from Page One)

Longview, chairman; Principal T. A. Gullett, Austin; Supt. B. E. McGlamery, Gorman.

Supt. B. B. Cobb, Waco, moved that a suggestion be carried in the football plan to the effect that games be played on Saturdays or holidays. Carried.

Mr. T. A. Gullett, Austin, moved that a maximum fee of \$25 be established for football officials, but the motion was tabled.

Supt. E. A. Perrin, Goliad, moved that schools with less than 125 enrollment be allowed to use football players from the seventh grade. Motion tabled.

Mr. Vance moved that no awards costing more than \$1.50 be allowed high-school athletes. Motion was tabled.

Supt. Perrin, Goliad, moved that approved rulings by the State executive committee be printed for the guidance of district committees. Motion carried.

Supt. B. C. Schulky, Olney, moved that the football closing date be May 1 and that the rule become effective in 1929, giving one year's notice. Motion carried.

Supt. L. B. McGuffin, of Yoakum, spoke in favor of abolishing the rule against playing summer baseball. Discussion seemed to favor making ineligible boys who played baseball in games outside of school games where admission fees are charged. Motion made and carried that this matter be referred to the committee of which Superintendent Foster is chairman.

Mr. Wylie A. Parker, Forest Avenue, Dallas, moved the adoption of an absolute one-year transfer rule on boys who have represented their schools in athletics, but after some discussion the motion was withdrawn. Adjournment.

400 Pages Given To Debate Query

(Continued from Page One)

by the committee, January 18, 1927. A bill to establish a federal farm board to aid in the orderly marketing and in the control and disposition of the surplus of agricultural commodities. Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled.)

7. "I. Comparison With Other Bills," pp. 60-63.

8. "II. Points of Difference From Last Committee Bill," pp. 64-66.

9. "III. Summary of Provisions," pp. 67-69.

10. "IV. Overwhelmingly Indorsed by Farm Organizations," pp. 70-71.

11. "V. Principles and Purposes of the Bill," pp. 72-73.

12. "VI. The Proposed Legislation and the Agricultural Problem," pp. 74-78.

13. "VII. Government Relations to Problems," pp. 79-82.

14. "VIII. The Agricultural Situation," pp. 83-88.

15. "IX. Some Objections Briefly Answered," pp. 89-92.

16. "X. Constitutionality of the Bill," pp. 93-105.

17. "Minority Views on the McNary-Haugen Agricultural Surplus Control," submitted by Franklin W. Fort, Representative from New Jersey, pp. 106-129. (Presented to the House of Representatives on January 22, 1927.)

18. "The McNary-Haugen Farm Relief Plan," by Gilbert N. Haugen, Representative from Iowa, pp. 130-196. (This speech was delivered in the House of Representatives on February 10, 1927.)

19. "The High Protectionists Created the Situation," by Burton K. Wheeler, Senator from Montana, pp. 197-244. (This is a speech which was delivered in the Senate on February 9, 1927.)

20. "There Is Something Wrong, Dangerously Wrong," by Frank R. Gooding, Senator from Idaho, pp. 245-274. (This speech was delivered in the United States Senate on February 9, 1927.)

21. "The Farmer's Diminishing Returns," by Melvin O. McLaughlin, Senator from Nebraska, pp. 275-281. (This speech was delivered in the House of Representatives on February 8, 1927.)

22. "Forty Dollars Duty on Free Fertilizer," by Royal S. Copeland, Senator from New York, pp. 282-297. (This is a speech which was delivered in the Senate on February 9, 1927.)

23. "The McNary-Haugen Bill Is Uneconomic and Unfair," by Simeon D. Fess, Senator from Ohio, pp. 298-314. (This speech was delivered in the Senate on February 8, 1927.)

24. "We Cannot Successfully Oppose Fundamental Economic Laws," by Andrew W. Mellon, Secretary of the Treasury, pp. 315-320. (In response to requests for an expression of his views on the subject of farm-relief legislation, Secretary Mellon sent this letter to Congressmen Haugen, Dickinson, and Anthony.)

25. "Governmental Price Fixing Pronounced Anathema," by Calvin Coolidge, President of the United States, pp. 321-343. (On February 25, 1927, the McNary-Haugen Bill was returned without approval. This is the complete text of the message.)

26. "The United States Tariff Commission and the Tariff," by F. W. Taussig, Ph.D., Harvard University, pp. 344-356. (This address was delivered at a meeting of the American Economics Association, New York City, December 29, 1925.)

27. "The United States Tariff Commission," by Edward P. Costigan, United States Tariff Commission, pp. 357-362. (These remarks were made following the address which Dr. F. W. Taussig delivered at the meeting of the American Economics Association, New York City, December 29, 1925.)

28. "Methods in Tariff Making," by David J. Lewis, United States Tariff Commission, 1917 to 1925, pp. 363-396.

Bibliography, pp. 397-408.

The bulletin will be mailed post-paid by the Extension Division, University of Kentucky, Lexington, Ky., on receipt of 80 cents.

McCurdy Pleases League Meeting

(Continued from Page One)

breakfasters rose and sang "They say that ole Benny, he ain't got no style, etc.," led by the sonorous voice of Superintendent B. B. Cobb of Waco. At the close of Dr. McCurdy's address, the meeting adjourned and those interested in football met in an adjoining room for a conference on rules, account of which meeting will be found in another column of this issue.

The Rice Hotel is due acknowledgment for serving a very appetizing

meal, which seemed to put everybody in the best of spirits.

The guests at the breakfast were requested to leave their cards, and the following did so:

Abilene: L. E. Dudley.
Amarillo: Miss Laura V. Hamner.
Angleton: M. P. Mathews, R. R. Foster.

Austin: Dr. H. Y. Benedict, T. H. Shelby, Roy Bedichek, Roy B. Henderson, Dr. J. O. Marberry, Dr. D. K. Brace, B. M. Whitaker, Mrs. Charles Joe Moore, Miss Anna Hiss, T. A. Gullett, Mrs. George Felner, Miss B. Pauline Bengtson.

Bay City: Mrs. Claire F. Pollard, Terence Pollard.

Bowie: Miss Corrine Hart.

Breckenridge: Supt. L. T. Cook, John F. Bailey, Mrs. John F. Bailey.

Brownwood: E. J. Woodward, superintendent.

Burkburnett: W. B. Hogg, superintendent.

Byers: G. C. Boswell, superintendent.

Childress: Roger A. Burgess, superintendent.

Cleveland: Vincent W. Miller, Clint: T. M. Risinger.

Commerce: Miss Maud Webster.

Corpus Christi: Miss Mary Carroll, superintendent.

Coupland: Miss Hildegard Olson.

Dallas: G. A. Ashburn, P. C. Cobb, N. R. Crozier, N. Goldeth Myers, F. E. Norton, E. B. Comstock, Wylie A. Parker.

Denison: F. B. Hughes.

Eastland: W. Z. Bates, superintendent.

Edna: C. H. Spence, superintendent; C. T. Gifford.

Elgin: Miss Esther Alquist.

Forney: W. J. Holloway, superintendent.

Fort Worth: C. A. Gardner, T. L. Vance.

Francitas: Miss Gerre Kellogg.

Freeport: Herbert Hopper, R. A. Faubion, J. B. Williamson.

Galveston: William Alonzo James.

Georgetown: Thomas E. Lee, superintendent.

George West: J. W. Boggus.

Goliad: E. A. Perrin, superintendent.

Goose Creek: J. H. Wright.

Gorman: B. E. McGlamery, superintendent.

Groesbeck: Miss Era Mae Smalley.

Hamlin: C. G. Green, superintendent.

Hearne: Mrs. R. H. Ballinger.

Hempstead: Miss Adice Cameron.

Houston: S. C. Simons, W. J. Moyes, T. H. Rogers, Mrs. Minnie M. Mitchell, Miss Sarah Shannon.

Humble: E. K. Barden, superintendent.

Hungerford: Walter R. Glick.

Huntsville: H. O. Whitehurst.

Iowa Park: T. H. Stanford.

Itasca: L. A. Mills, superintendent.

Jacksonville: M. E. Luper.

Karnes City: Ernest C. Powers.

Kerens: Jake J. Hendricks, superintendent.

Lockhart: Miss Maurine O'Banion, Miss Leona Dodd.

Longview: H. E. Foster, superintendent.

Lorena: Miss Myrtle L. Tanner.

Lufkin: Jesse C. Kellam.

Marshall: R. B. Sparks, E. C. Deering, superintendent.

Mart: E. R. Howard.

Matador: A. J. Spangler, superintendent.

Memphis: S. C. Miles, superintendent.

Mexia: Roy M. Andrews, superintendent.

Midland: W. W. Lackey, superintendent.

Mincoola: C. E. Nesbitt, superintendent.

New Braunfels: James F. Johnson, superintendent.

Olney: B. C. Schulky, superintendent.

Orange: Miss Helen Carr.

Palestine: Bonner Fryzell, superintendent.

Paris: Delbert D. Kyle.

Plemons: W. A. Clark, Jr.

Port Arthur: G. M. Sims, superintendent.

Quanah: Charles E. Davis, superintendent.

Rule: C. B. Breedlove, superintendent.

San Antonio: Marshall Johnston, superintendent; J. H. Heller.

San Marcos: J. L. Berry, superintendent.

Salado: E. D. Guthrie.

Seguin: J. D. Patterson, Joe F. Saeger, superintendent.

Somerville: S. K. Bright.

Springfield, Mass.: Dr. J. H. McCurdy.

Stamford: L. W. Johnson, N. S. Holland, superintendent.

Texarkana: H. L. Lamb.

Thornton: Virginia Bedford.

Throckmorton: L. Z. Timmons.

Troy: J. C. Griffin.

Waco: B. B. Cobb, Superintendent.

Winters: A. H. Smith, superintendent.

Yoakum: L. B. McGuffin, superintendent.

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