



**SERVING** as Director General of the League in Travis County one year, and Athletic Director another, J. W. G. Meadows has been teaching for the past two years in Blanco County, being superintendent of schools in Johnson City. Supt. Meadows still believes in the League work and has been busy helping work out the League problems in his new field. That the Johnson City children will be prepared in spelling is a good guess since a recent order arrived from Mr. Meadows for 175 copies and a statement that the lists are used throughout the grades.

**FOREST AVENUE** (Dallas), according to a report in the *Dallas News*, lived up to its best traditions in counting itself out without troubling its District Committee when it became convinced that there was serious doubt as to the eligibility of Frank Tarranella under the age-rule. It is one thing to be kicked out and to kick after being kicked out, and another to gracefully bow yourself out when you feel that there may be serious doubt as to your right to remain. The good sport doesn't fight an eligibility case with the bitter rancor of a disappointed relative trying to break a deceased uncle's will, but rather appears before his appropriate committee anxious to discover the facts and just as anxious to make amends if he has transgressed.

**DANBURY** is very much interested in League work, writes Supt. Wacker, "and we are looking forward to one of our biggest years in this work since the interest is mounting daily." We daresay that Danbury will be heard from in its county meet since interest is being aroused at the proper season. Many schools will find it too late to do much if they neglect preparation until shortly before the county meet. To realize 100 per cent on League work, a long period of preparation is necessary.

**OKLAUNION**, as the name implies, is located near the border of Oklahoma and Texas, about twelve hundred miles northwest of Brownsville, Texas. The principal of the ward school there, J. A. Anderson, declares that literary contests in his school and county aroused quite as much interest last year as athletic contests. "We encourage," he says, "our pupils to engage in all of the county contests." An order for 100 spelling lists from this school leads us to suppose that Oklaunion Ward School is going to give somebody a fight for the spelling championship of the county.

**PRINCIPAL M. L. Penn**, of the Winters Grade School, sends in an order for 300 spelling lists. Seems that this number will provide each child in the school with a copy. "I find the spelling list," says Mr. Penn, "a very great help in keeping up the student's interest in spelling."

**TWICE** in succession Lamar County has enrolled 100 per cent in the Interscholastic League. Upwards of ninety schools, exclusive of Paris, are enrolled as League members this year. Imagine what a meet Lamar County will have if each member-school enters even a few contestants! Paris will hardly be big enough to hold such a meet. So far this year Lamar and Bexar counties are the banner counties insofar as number of schools enrolled is concerned. To L. L. Rowland, of Glory, and to the energetic county superintendent Delbert Kyle, must go credit for this exceedingly good work in this north Texas county.

**KIND** words for THE LEAGUER come from Darrouzett public school, of which Gladys Lowry is superintendent. "Although we are only a small school," she says, "we are very much interested in the League work. We enjoy reading THE LEAGUER and find many helps in it." Although Darrouzett is a small school, we judge it is going to put out a debating team, as the superintendent orders a copy of "The Cabinet vs. the Committee System."

(Continued on Page 4)

## Tests Determine Students' Fitness for English One

Live Pointers Given by English Professor on How to Teach the Fundamentals of English in Order to Prepare High-School Pupils

**IMPORTANT** is the work done by the Committee on Classification of Freshmen in English at the University of Texas. Under the leadership of Dr. David Lee Clark, all freshmen are given a preliminary test in English to determine whether or not they may take English 1. Those failing are placed in so-called "Zero English," that is English for which no credit on a University degree is given.

The test includes spelling, punctuation, grammar and sentence-sense, and the ability of a student to do work of a college grade is further tested by requiring him to produce an essay.

Of the 1,178 students who took the test this year 448 or 38.03 per cent failed to make a passing mark of 60; 226 or 19.18 per cent failed the theme; 368 or 31.24 per cent failed one and passed the other; and 153 or 12.98 per cent failed both theme and test. Of the 368 in the doubtful group the 41 who had the lowest grades were combined with the 153 to constitute the members of the non-credit course or Zero English (OA). These 194 students are now in seven sections, receiving an intensive review of spelling, grammar, punctuation, and sentence-structure.

A full and very detailed report of the work of the committee is mimeographed and will be sent upon application to Dr. Clark free of charge to any superintendent, principal, or English teacher in Texas.

Under the title "Bones of Contention" Dr. Clark sums up his position on the controversial points in the report, as follows:

### Bone I: Spelling

There is no such thing as a "born speller." Spelling is not an art; it is rather a science and can be learned as any science is learned. A poor speller is usually poor in everything; and a student with ordinary brains can learn to spell by:

Minor Bone (a): Much reading in good books—I say "good books," for so much of his time nowadays is spent

in reading *Funny Pages*, sport jargon, illiterate newspapers, pigeon-English advertisements that the student hardly knows which is correct spelling when faced with the problem of *writing out* his thoughts.

Professor Edward L. Thorndike writes in a recent number of *School and Society*: "the learning of spelling takes place largely in the course of ordinary reading," and consequently he holds that there should be no place in the curriculum for spelling.

Minor Bone (b): Careful enunciation and pronunciation. Students and teachers alike are all too slovenly in these important matters. What pupil who always says and hears his teacher say *government for government, effect for effect, tragedy for tragedy, laboratory for laboratory, athletics for athletics, candidate for candidate, preparation for preparation, February for February, sophomore for sophomore*, could spell these words correctly?

Minor Bone (c): The learning of rules. This method has but slight value.

### Bone II: Punctuation

Punctuation is a science. The purpose of punctuation is the interpretation of the sentence by showing the reader the proper relations of words,

(Continued on Page 4)

## PUTTING THE COACH ON THE BENCH

By E. A. BAUER, Treasurer, State Department of Education in New York

**FOR** some years past educators have felt that interschool athletics were becoming too prominent and were having a tendency to overshadow all other school work. The tail was beginning to wag the dog. They felt that something should be done to keep interscholastic sports in their proper relationship to the main purpose of the school, that of equipping the children to go out into the world and take their places in the community.

In the spring of 1927 an idea was presented to a few superintendents in the vicinity of Albany as to what could be done to retain athletics as an educational part of the school activities. This idea was to have the boys play their own game without any interference or direction from adults, coaches or otherwise, after a contest has once started. The principles back of this idea are in part as follows:

1. The development of self-reliance and initiative of the boys. The players make their own decisions and use their own judgments as to plays and substitutions. Self-reliance and initiative tend to be restricted when the game is directed by the coach from the side lines by means of signals and sending in substitutes or coaching between halves.

2. The development of good sportsmanship. There is no more fairness in a coach telling the players what to do in a game than there is for a teacher to tell a pupil how to answer a question in examinations.

The majority of the superintendents in the Eastern New York Public School League adopted this principle to be put into operation during the 1927-1928 basket ball season.

The same principle known as "General Regulation No. 1" was adopted

by the Central Committee of the New York State Public High School Athletic Association at its October meeting in 1927 for the conduct of all sectional and state tournaments and meets. This regulation as revised at the annual meeting in December, 1927, is, in part, as follows: "In sectional and state championship contests after the contest has begun, no coach or other adult save the duly constituted officials governing the contests, shall interfere with the activity of the contestants.

"This regulation must be interpreted as prohibiting sideline coaching, which is now prohibited by rules in certain sports, and also as prohibiting substitutions, or coaching be-

(Continued on Page 4)

**TO LIVE IN THE TEMPER AND SPIRIT OF A LEARNER, OPEN-MINDED, UNWARD IN JUDGMENT, FREE AS FAR AS LIGHT PERMITS FROM DELUSIONS, EAGER TO EXPLORE AND INQUIRE, QUICK TO GIVE UP A CONFUTED IDEA AND SO GAIN A HIGHER OUTLOOK, STRIVING STEADILY TO IMPROVE AND TO GROW—THESE ARE WATCH-WORDS OF ADULT EDUCATION.**

GREETING FROM THE UNIVERSITY OF CALIFORNIA EXTENSION DIVISION

—Cicero.

## COACH ADVOCATES ATHLETIC REFORMS

Put Out Ringers and Use Sports To Build Up School Spirit, Says Loos

(In the November issue of the Leaguer, Principal Wylie A. Parker, of the Forest Avenue High School contributed an article outlining the services of the present coach of that institution. The article is concluded in this issue.—Editor's Note.)

"In the next place," said Coach Loos, "this school must put a ban on athletic ringers and star performers, and get down to good old teamwork and cooperation on the basis of loyalty to school. Athletics must be made a vital and integral part of our school alongside English, history, science, and every other academic study. The boys we use on our teams must be 100 per cent loyal to this school in all its work. They must maintain the high standards of scholarship and citizenship which all other pupils are forced to live up to. In fact, I believe an athlete ought to do a better job of his classroom work and citizenship than anyone else. He represents his school in competition with other schools. He is thus highly honored. He trains and should be in fine trim for study and conduct. I am not willing for a boy to play on my team who is not for my school first, last, and all the time. My players must first establish their loyalty to my school as honorable and faithful citizens before they can take part in inter-school games."

**No Place for "Ringers"**  
That doctrine rang out as clear as the noonday sun; it sounded like the law and the gospel of a sage, and it appeared as if the man who spoke knew what he was talking about; there was no doubt about it. That is a basic principle and a sound philosophy which every high school ought to practice, and the writer had no difficulty in accepting these ideals of our new coach. Athletic ringers have no place in this school, as it was decreed. This principle has been so zealously adhered to since the coming of Coach Loos that this school has not even played transfers in inter-school contests until they have spent one scholastic year with us, thus giving them a chance to acquaint themselves with our school ideals, establish their standards of scholarship and citizenship, and prove their loyalty to our school. Athletes must make good in all their school work if they participate on Coach Loos's teams. The result has been well-nigh perfect coordination and cooperation in teamwork.

"Another thing, Mr. Parker," said Mr. Loos, "our athletics must be carried on for the benefit of the largest possible number of boys in our school. The average boy of high school must have an opportunity to get out of sports what he is entitled to. The normal high-school boy, the one who is of normal age, normal scholastic attainments, normal in his progress from year to year, and regular in his

(Continued on Page 4)

## Symptoms of Nicotine Poisoning Described

**I**N answer to the question, "give the symptoms of nicotine poisoning," Dr. Frank I. McCoy replies:

Nicotine acts principally on the brain and spinal cord, first causing nervous excitement and then death. The cause of death is apparently paralysis of the respiratory center and violent contraction of the intestinal tract. Nicotine absorbed by the blood is excreted unchanged by the saliva and kidneys. Pure nicotine causes death almost as quickly as prussic acid. Six grams are considered fatal. There are several cases of suicide which were caused by swallowing a plug of tobacco. Poisoning has also resulted from drinking a brew made of tobacco leaves. Nicotine poisoning from smoking, however, is almost impossible since most of the nicotine is destroyed by the burning.

Indeed there is a satisfaction in communicating useful knowledge of every kind, which must render any man happy, how much soever time may have impaired the powers of his body, who employs the talents of his mind to so noble and beneficial a purpose.

—Cicero.

## Debate Questions Proposed for Colleges and High Schools '28-29

Wide Range of Queries Suggested and Voted On by National Forensic Societies. Jury System Leads in Voting

**FORMERLY** Delta Sigma Rho suggested questions for use of the member institutions, but this practice, at least for the present, has been abandoned. Instead we are sending out a yearly questionnaire to many colleges and high schools to find out what they are considering for debates. About 150 copies were mailed this season, and almost half as many replies have already been received. Many institutions wait for the official Pi Kappa Delta question to be decided, and others report that they have not yet chosen the topics for 1928-1929. Little attempt is made to collect every subject that is being used, but the list herewith printed probably reports most of the prominent ones. For the sake of convenience the topics are arranged in two groups, one of those used in high-school leagues and one of those proposed for colleges and universities, though there is some overlapping.

### College Topics for 1928-1929

Pi Kappa Delta each year mails to all chapters, nearly 130 in number, a request for subjects for the next season. The topics so collected are announced to the local groups and a referendum vote is taken to determine what the official subject shall be. For 1928-1929 the voting has just been concluded and the results favor the following proposition:

A substitute for trial by jury should be adopted.

Already a number of institutions report that they will use this topic, and probably it will be used in at least some debates by all of the Pi Kappa Delta chapters. Last season the subject chosen in a similar manner was probably the most widely discussed proposition in college debating. Through some local changes in wording occurred, the official statement was: The United States should cease to protect, by force of arms, capital invested in foreign lands, except after formal declaration of war.

Readers of *The Gavel* may be interested in the results of the preliminary vote taken by Pi Kappa Delta to determine a subject for this year. It was as follows for the six subjects

for men, and for women receiving the highest number of votes in the spring ballot:

### For Men

1. The jury system should be abolished.....19
2. The United States should adopt a policy of free trade.....18
3. The direct primary should be abolished.....13
4. The essential features of the Baumes law.....12
5. Capital as well as man power should be conscripted in time of war.....11
6. The United States should recognize Soviet Government of Russia.....10

### For Women

1. The United States should adopt a policy of free trade.....15
2. The jury system should be abolished.....14
3. The direct primary should be abolished.....12
4. The Curtis-Reid Education bill, establishing a department of education with a secretary in the.....11

(Continued on Page 3)

## School Officers Hold Lively Conference on League Rules

Forty Coaches, Superintendents and Principals Adopt Recommendations to Be Presented to State Meeting of Delegates

**IT** WAS a lively group of about forty principals, superintendents and coaches who assembled at the close of the League Breakfast and Section Meeting in the Pan-American Room of the Gunter Hotel, San Antonio, November 30, to discuss recommendations to be made to the State Meeting of Delegates concerning changes in rules governing athletic contests of the League.

The meeting was called to order by Roy Bedichek, who requested Mr. Henderson, Athletic Director, to preside. R. L. Speer, Principal of the Eastland High School, was chosen secretary of the meeting.

Mr. Speer has submitted to THE LEAGUER the following minutes which he kept of this meeting:

Superintendent R. F. Holloway of Ranger raised the question of the advisability of limiting participation in football to eight semesters of high-school attendance. He stated that the question of eligibility of players in District 2, Conference A, arose over students who had attended high school five years or more; that in many cases boys are deliberately failing in order to play football an additional year. Thus a premium was being placed on failures by school authorities.

Superintendent Procter of Temple opposed the proposal on the grounds that the chief object of athletics is to keep boys in school and that the proposed eight-semester rule would drive boys out of school. He further pointed out that many boys now in college would not have been there had it not been for football. Examples were cited. Besides it would discourage the country boy, also that rules were too tight already and should be let alone.

Mr. Henderson pointed out that this body was only representative of a very few schools and that its action was merely advisory.

Principal C. R. Robinson of Weatherford spoke in opposition to the proposed change. He stated that most failures come in eighth and ninth

grades, hence not due to desire to participate.

Superintendent R. D. Green of Abilene opposed the eight-semester idea. He said football boys in his school made grades equal to that of any other class, and that it seems that we are making rules for benefit of the teachers instead of pupils and that he believed twenty-year rule stringent enough.

Superintendent L. T. Cook of Breckenridge took issue with the statement that the primary object of athletics is to keep boys in school. He further stated that investigation shows that other states limit football participation to four years of high-school attendance.

Principal R. L. Speer of Eastland spoke favoring proposed eight semester rule.

Coach W. E. Tidwell of Caldwell opposed the proposed rule on the ground of too many rules.

Superintendent Fly of Odessa pointed out that the proposed eight-semester rule would clarify rather than complicate the present rule.

The vote stood 17 favoring and 19 against the proposal.

(Continued on Page 4)

## WANTS AGE-LIMIT OF JUNIORS RAISED

Writer Contends that Present Rule Is Illogical and Should Be Altered

**ATTACKING** that part of the age-rule which fixes the upper limit for juniors, Roland C. Jordan, of Texas City, writes THE LEAGUER as follows:

I have been vainly trying to find a logical reason for limiting participants in Junior Interscholastic League contests to those pupils under 14 years of age on September 1 of the particular year. If a child waits until he can enter school without paying tuition, that is, if he is 7 on or before September 1, he will virtually pass his fourteenth birthday on or before September 1 of his seventh school year. This means that if a pupil passes every subject each year he is in school, he will still be too old to enter junior contests, and naturally not far enough advanced to enter senior contests.

The hardest time to keep a boy interested in school is his fourteenth and fifteenth years. Those are the years that participation in school contests is most necessary to hold him to the school and keep alive his interest and enthusiasm. It seems to me that to cut that boy or girl out of Interscholastic League competition is working a hardship on him. And logically, it seems to me that a boy should be eligible at least in his fourteenth year.

If a boy's junior competition ends at 14 and his senior competition ends at 20 he is given six years during which he can play in interscholastic contests only four years. There are at least two years when there is no place for him at all.

## TOM GREEN COUNTY LEAGUE IS ACTIVE

Each Basket Ball Team Plays Two Games in Championship Series

**TOM GREEN COUNTY** reports active preparations for the county Interscholastic League meet, in every event that is scheduled in the Constitution and Rules.

M. T. Tucker, Jr., is Director General, and submits the following plan which will be followed in determining county championship in basket ball:

A committee is working out a schedule whereby each eligible team in the county is to meet all other teams twice. One of the games will be played on the home court and the other game away from home. Special referees are to be selected, and at least three days before each game the competing teams must submit a list of qualified players eligible for that specific game. This list must be in duplicate form—one for the county director of athletics and the other for the referee of the game.

The percentage column and the schedule are to be run in the various papers over the county, thereby creating more interest. At the end of the scheduled games, when the winner is decided, will be played a matched game between the "B" class champions and the San Angelo Bobcats, class "A" team.

It is needless to point out the many ways in which this method of determining the county champions is better than the final one-day tournament. Suffice it to say that every team under this arrangement will receive greater impetus to strive for victory, more "local and long distance" interest will be aroused, and fairer play will be assured.

The final-day game between the class "B" champions and the strong class "A" team will create as much or more interest and enthusiasm than a prolonged one or two-day contest of all the schools in the county.

Lord Allenby, who took Palestine away from the Turks, recently visited America. He is a direct descendant of Oliver Cromwell.



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ROY BEDICHEK - - - - - Editor

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EACH county and district officer in the League is entitled to a year's subscription to THE LEAGUER. If you are not getting your LEAGUER regularly, please notify the State Office, giving your correct postoffice address.

WE HOPE that every school man in the State interested in athletics read an article by Roy B. Henderson, published in the Dallas News December 23, giving the League's position on the proposal for a dead-line date on protests. This article should put a quietus on the agitation. The proponents are not left with a leg to stand on. In the governance of athletics, the League, and all the League's friends, should look forward, not backward.

COMPLETE roster of county and district officers, as far as reported, has been published in THE LEAGUER. Note in the introduction to the county officers in this issue an alphabetical list of the counties whose executive committees have been previously listed. If your county does not appear in this list, nor in the list of officers published this issue, it is because the names of the individuals composing your county committee have not been reported. If your county committee has not been listed in THE LEAGUER, please see that it is reported at once.

TOPICS for essay writing and extemporaneous speech contestants are available in mimeographed form at the State Office. They are distributed on request free of charge. In applying for topics in essay writing, be sure to specify which division in essay writing you are interested in. In the rural school and ward school divisions, topics are taken from *The Pathfinder*; in the high-school division, topics are selected from the *Review of Reviews*. Of course, the topics furnished are samples merely. None of the topics so furnished will be used in the actual contests. Lists of topics so furnished, however, make excellent practice material.

AN EIGHT-SEMESTER RULE will do away with just about half the eligibility cases that arise in League athletic contests. Says Supt. H. L. Foster, Longview: "It appears to me that all controversies are about men who have been in school for several years and it is doubtful whether or not the local school authorities could swear with a clear conscience whether or not a certain boy is eligible. If we as school men will throw out the man who is doubtful and not try to carry him on, we would help the League and not weaken it." Supt. Foster is right in so far as the three most vexatious protests made to the State Committee during the past football season are concerned. Each of the three boys in question had been in school much longer than eighteen semesters.

OCCASIONALLY, a Texas schoolman complains of the high cost of joining the University Interscholastic League. For purposes of comparison, we publish herewith the schedule of fees of the Kansas State High-School Athletic Association, membership in which entitles a school to participation in only the athletic contests:

a. Junior High Schools and schools with enrollment less than 50	\$ 5.00
b. Schools with 51-100	7.50
c. Schools with 101-150	10.00
d. Schools with 151-300	12.50
e. Schools with 301-1000	15.00
f. Schools with more than 1000	20.00

Compare this schedule with the Texas League's title \$1 to \$8 fees for participation in all contests. Besides remember that in Texas practically all the fee fund is returned once a year to the school in the form of rebates on transportation expenses to the State Meet.

SALESMEN of winning debate speeches and briefs are now getting busy in the mails. A circular of one of these so-called "bureaus" is before us. "Each set contains four ten-minute speeches, two affirmative, two negative—challenges which confuse and baffle the opposition," etc., etc. "Many schools," the circular advises, "are missing the benefits and joy of debating simply because they lack the time and the data to put together the necessary speeches, rebuttals, etc."—to say nothing, we suppose, of lacking the necessary brains. We hope, however, that few debaters in Texas lack the necessary honesty to refuse the proffered assistance. If any debater will read the eligibility blank which he is compelled to sign before being permitted to engage in an Interscholastic League debate, he will see that this character of assistance is expressly forbidden. Many coaches feel that they must have access to commercial bureau material in order to be prepared for arguments which may be used by opposing teams, and we sympathize with this consideration. However, one can see that if he is buying material under a threat that it will be furnished his opponents, he is yielding to a species of blackmail. We had rather spend a few extra hours or days in developing a well-equipped, fighting team which goes into a debate with the consciousness that its preparation has been right and legitimate than to be frightened into paying tribute to a commercial bureau.

THE question for next year's Interscholastic League debates must be chosen in the near future. It is necessary to prepare a bulletin and assemble a large amount of package library material, and hence the choice of a question cannot be much longer delayed. We should like to have suggestions from those interested in the debate. Remember that the League question should be one upon which there is a large amount of material in current magazines and newspapers. It should also be a question of immediate popular interest and one which high-school students may study with profit. We believe that some question dealing with our relations to Spanish-America would be timely for the following reasons: 1. Hoover's trip to South America has turned the attention of the whole country in that direction; 2. The magazines and newspapers are publishing much authentic material on Spanish-American relations; 3. The proximity of Texas to Mexico and the agitation over immigration from south of the Rio Grande lend particular interest in this State to Spanish-American problems; 4. There is imminent a struggle between the United States and certain countries in Europe for prestige in Spanish America, stimulated, of course, by commercial rivalry; and hence this country should be informed concerning conditions there; 5. A foreign relations question appeals to the imagination and interest of high-school students more than local or national questions do. There may be other reasons for and many reasons against adopting such a question. This notice is given for the purpose of starting discussion. THE LEAGUER hopes to secure the views of a large number of debate coaches, principals and superintendents before a choice is made. It is our purpose to publish a voting coupon on the subject in the next issue of THE LEAGUER.

WHEN MONEY begins to flow into the coffers of a high school from football gate-receipts, some of the problems which nag the principal are solved. But another flock of evils immediately arises. The town begins to clamor for a stadium, the chamber of commerce wants big games scheduled in the home town every season, and the principal or superintendent is blamed if these attractions are not frequent and remunerative. With a few thousand dollars in the pot, it begins to be talked around that the school authorities can scarcely be trusted to administer this fund, as they are not business men. As the fund grows, the demand for business supervision usually becomes more insistent. The local paper takes it up, as, for instance, the *Texan*, published at Shamrock in its issue of December 5:

It has been suggested a committee of business men be created for the purpose of assisting in the management of athletic matters of the high school such as fixing schedules and working out financial budgets. And there is much to be said in favor of some such arrangement.

The school belongs to the town. Their interests are mutual. A district championship football team means thousands of dollars worth of advertising to its town. Athletics is a big business, the average high-school's receipts for a year running into the thousands of dollars. Sound and mature judgment is needed in the administration of this growing business. Chambers of commerce and civic bodies are coming to realize the importance to their cities of properly managed high-school athletics. At the head of athletics today you find business experts.

The editor of this paper has the best of intentions in the world, but has he read Rule 23 of the League's football plan? If not, we recommend

to him a careful perusal of the same. The editor continues:

A town athletic council might be the solution, with business men handling the financing, assisting in preparing schedules, employing coaches, and advising with trustees and school heads on all matters pertaining to athletics. Several cities employ that method. Under such a system Pampa has erected a splendid athletic field and has put athletic matters in a healthy condition. The coach there consults a committee of business men before scheduling games and the decision of the committee is final. An attorney is secretary of the committee and writes all checks. Breckenridge has a similar system.

We are not vouching for the accuracy of the statements made relative to Pampa and Breckenridge, but we earnestly recommend to all schools who have the urge to turn the administration of high-school athletics over to the town or city or other non-scholastic authorities, the careful reading of Rule 23. We shall not enter now into a discussion of why this rule is a good one.

IT IS OFTEN assumed that judging in athletic contests is scientifically accurate and that the best team always wins, while the judging in public speaking contests is all mere guess-work, a matter of individual opinion, and the result largely a matter of chance. A moment's consideration of the matter will show that this is untrue. Judging in either athletic or public speaking contests does little more than classify contestants roughly. If we have two evenly matched football teams, a referee's decision that a fumble was a grounded pass may decide the game in favor of one team or another. One official might call the play a fumble, another a grounded pass, both being equally honest and efficient. The point is that after all it is a subjective matter upon which the game hinges. The same is true in judging two well-matched contestants in declamation. One judge may consider an inflection or emphasis out of place, whereas an equally competent judge might take an opposite view. Even in a footrace, where the competition is close, three judges of the finish have been known to pick three different individuals as first place winner. So the assumption that athletic judging eliminates chance and subjective judgments is a false one.

However, the moment the difference between two competitors becomes considerable, chance and subjective judgments on the part of officials are eliminated as factors in the result. Two well-matched football teams playing each week throughout the season will likely break about even in number of games won. But if one is clearly outclassed, it cannot win a single game, of a series of fifty or a hundred games. Two debating teams evenly matched will likely divide honors in a series of matches before different sets of judges, but a strong team will defeat a weak team every time. Thus as two competitors approach equality either in athletics or in public speaking, chance plays a larger and larger part in determining the result, until the result of a match between two teams equal in strength is wholly a matter of chance.

We were one of five judges in a recent debate tryout. There were eighteen contestants and the judges were to qualify twelve. Five contestants were definitely eliminated by each of the judges. One contestant alternated with another in the choice of the judges, and eleven were definitely qualified by each of the five judges. However, two of the judges agreed on which speaker of the eighteen was the best. Thus it is seen that judging in public speaking classified with fair accuracy the contestants, but there were five different opinions as to which contestant was the best speaker. The explanation is that the five speakers at the top were so close together that discrimination between them became a matter of individual taste on the part of the judges.

WHAT IS AN AMATEUR?

THOSE who are inclined to think the League's amateur rule is too stringent and its enforcement by the State Executive Committee too rigid, will do well to read the following statement from Daniel J. Ferris, Secretary-Treasurer of the Amateur Athletic Union; contained in a recent issue of the *Sportsmanship*:

"An amateur sportsman is one who engages in sport solely for the pleasure and physical, mental or moral benefits he derives therefrom and to whom sport is nothing more than an avocation."

"The foregoing is the definition of an amateur as laid down by the Amateur Athletic Union which just recently celebrated its fortieth anniversary as the governing body in this country over track and field athletics, swimming, boxing, wrestling, gymnastics, basket ball and several minor sports.

"The line of demarcation between a professional and an amateur is that one follows the vocation as his business, the others follow it purely

from the love of the work itself, without hoping to reap financial benefit from it, considering only the pleasure that it gives himself and the pleasure he gives to others.

"Under the Amateur Athletic Union rules, the acts which disbar one from further amateur competitions are listed under five heads as follows: "Fraud, competing for money, coaching for money, capitalization of athletic fame and competing against or with ineligible persons.

"A person ceases to be eligible to compete as an amateur in Amateur Athletic Union sports by committing any of the foregoing acts. Any athlete who participates in any competition or exercises in any sport under an assumed name or by being guilty of any fraud or other un-sportsmanlike conduct in connection therewith or receives directly or indirectly pay or financial benefits in consideration of or as a reward for participating in any sport in any public competition or exhibition, or disposes of prizes for personal gain shall never thereafter be permitted to compete as an amateur in any of the sports over which the Amateur Athletic Union claims jurisdiction.

"An athlete who either directly or indirectly receives pay or financial benefits in consideration of or as a reward for instructing or preparing any person in or for any competition, exhibition or exercise in any sport when such act was not merely an incident to his main vocation or employment is thereafter barred from participating in any Amateur Athletic Union sport.

"I believe that the Amateur Athletic Union rules are about as definite as they can be made and a strict enforcement of them will wipe out many of the evils which exist today. Continual publicity will help to educate the public as well as the competitor and official."

"WHY DO MEN STUPEFY THEMSELVES?"

D. HUBERT J. Norman, writing in *The British Medical Journal* of "drugs, alcohol and insanity," says:

There is a general resemblance in the fundamental characters of the symptoms produced by these substances acting on the outer part of the brain. The differences depend upon the quantity taken and the duration of the habit. The chief reason for taking them is to produce a sensation of well-being; and to overcome the feeling of inadequacy. The effect is to interfere with inhibitions, producing changes of conduct by the liberation of impulses—for example, irritability, maniacal fury, "berserk" rage, etc. These are due to the action of other areas of cells from which the inhibitions have been removed. Intellectual deterioration varying in degree follows: confusion, delirium, disorientation. Association of ideas is at first stimulated, but later slowed. Imagination is increased, but the intellectual content is decreased. There is impairment of the "moral sense." Illusions and hallucinations of the senses occur, and delusions are formulated; memory is also impaired—the addict suffering from loss of will-power, indifference, and apathy; there are periods of lucidity, but more often lack of insight.

Dr. Norman may not be a psychologist, but he lays his finger on the reason (in 9 cases out of 10) for the use of drugs, meaning, of course, habit-forming drugs, such as alcohol, nicotine, caffeine, opium, etc. It is to "overcome a feeling of inadequacy." Are you lazy and does conscience therefore prick?—smoke a cigarette and be relieved, or take a swig from your hip-pocket flask. Things become rosy again. Have you failed in something and has your prestige suffered? Tank up on coffee, or take a shot of any of the numerous preparations from opium, and you feel that you are entirely restored to your former exalted position in the eyes of the world. Does some problem baffle you, and do you feel almost unequal to the task of solving it at all? A few coco-colas will be found cool, delicious and refreshing, and if you find that the problem does not solve itself, it will anyhow seem less important. In short, the drive for drugs comes from a feeling of inadequacy in the individual.

It is especially important for teachers who are coaching students for contests of any kind to know the baleful effects of stimulants. The "feeling of inadequacy" is often strong just before a competition, and hence the temptation for drug indulgence is great. In the old days, football coaches used to give their players whiskey just before going into a game. Public sentiment has so revolted against this practice that we daresay any football coach of a college or high-school team in the country found guilty of such a practice would be summarily discharged. But public sentiment is dormant on the use of coffee, cigarettes, coco-cola and other so-called mild stimulants. The only thing that can be said in their favor is that they are not as bad as stronger stimulants.

If one cares to go deeper into the psychology of the desire for stimulants, let him read George Bernard Shaw's "On Going to Church," or Tolstoy's wonderful essay, "Why Do Men Stupefy Themselves?"

COMMEND LEAGUE FOOTBALL

THE following editorial comments were clipped from the *Nacogdoches Daily Sentinel* of October 8:

Until the University of Texas Interscholastic League took football in hand and organized it about seven years ago, the State was not divided into districts, and no team had an undisputed right to claim the title of the State. With the Interscholastic League functioning, it became a favorite sport and much more attention was directed to the game. Each school wished to excel the others and with the State divided into districts, a State championship could be determined. The result was that the high schools, particularly the larger ones, secured good coaches and it has gotten to the point that the district finals and other games rival the collegiate games in the brand of football played and interest taken. If a coach could not put out a winning team, one was secured who could. Instead of having one or two rivals and big games each year, it has developed rivalry in all sections of the country. Instead of having "ringer" football players who attended only during the football season, to play football and maybe not half the time then, it has prescribed stringent rules and regulations for the players, who must come up with their grades the previous spring and must make passing grades during the season.

The Interscholastic League has developed to such an extent that the average player who has finished four years on one of the strongest high schools in the League has as much football training and knowledge as the average college player ten years ago. Instead of the college coach being forced to develop players in the rudiments of the game and also the physical training, he is free to develop the player and formations he desires as the graduates of the high schools are football players when they get to college.

Despite the criticism directed at the League by disgruntled schools and fans at times, who usually have been prevented from pulling something against the rules, the League has a strong hold upon the high schools of Texas, and is a settled institution. The rules are stringent, and must be when there are about three hundred members, and the penalties, etc., seem hard at times but this is necessary in order to keep the League going.

And the *Wichita Falls Times*, of October 13, comments in the same vein:

High-school football has progressed a bit in Texas since the day when only the cities and larger towns had teams, usually without experienced coaches, and composed of youths whose parents were in that small minority which did not object to football.

This year there are 864 high-school teams enrolled in the Texas Interscholastic League. If that figure doesn't include all the high schools in Texas it comes very close to doing so. The teams are organized into districts in such a way as to promote the neighborhood rivalry between cities. Most of them have the enthusiastic backing of their communities. Practically all of them have faculty coaches.

Probably in no other state is high-school football as well organized and as systematically conducted.



Extension of Play Entry Date

Date of entry for member-schools in the One Act Play Contest has been extended to February 1. Get your entries in at once if you wish your school to participate in this helpful and stimulating activity.

Roosevelt took pride in remembering names, and often caught the slightest suggestion and made good with it. But the usual system failed to work in the case of a New York haberdasher named Kaskel, who thought he would help out the Colonel with a little personal history.

"Mr. President," he said, "I made your shirts—"

"Major Schurtz," interrupted the President, "I'd have known you anywhere."

SYMPATHY TERMINALS

Or, where should our sympathies go:

1. To the student denied participation on account of ineligibility

or  
To the eligible student who is kept from participation because an ineligible player is given his place on the team.

2. To the guilty school that has been penalized or suspended

or  
To the innocent schools that have observed the rules.

—From Indiana High School Athletic Association Bulletin.

**High-School Press**  
By DeWitt Reddick

**T**he *Main Avenue Huisache* was awarded first place as the best edited Texas high-school paper, Class A, at the annual meeting of the Texas High-School Press Association at Belton, December 14 and 15, and *The Brackenridge Times* ran it a close race.

"Either *The Huisache* or *The Brackenridge Times* would deserve commendation even in comparison with professional news papers," one of the judges remarked.

Interest on the part of the student reporters forms a very vital part in the success of any high-school paper. Undoubtedly, the zeal of the student workers on *The Huisache* and *The Brackenridge Times* has much to do with the good appearance of the papers.

**Student Interviews Kreisler**

Mr. Roy O. Hatley, sponsor of *The Huisache*, tells the story of how Daniel Goldstein, assistant editor of *The Huisache*, secured an interview with Fritz Kreisler when the famous violinist gave a concert at the Municipal Auditorium, San Antonio.

Three times Daniel went to the stage door to try to interview Mr. Kreisler, Mr. Hatley said. Each time the doorkeeper drove him away, saying that Kreisler had left word he did not want to see any visitors. Determined to get his interview, Daniel stood under a rear window that was partly open and threw a note inside asking whoever found it to open the window wide enough for him to climb in.

One of the stage attendants found the note, opened the window, and Daniel slipped in and went to the dressing-room of the violinist. Hearing that there was a reporter from a high-school newspaper at his door, a boy who had slipped through a window in order to see him, Kreisler laughed and told Daniel to come in. And so Daniel got his interview.

One principle of newspaper work is "get your story." How many high-school journalists fail to get their stories because they do not want to put out the necessary effort to secure the required information? How many give up because they are not interested in their particular assignment and think that it will not make much difference to the paper whether that story is written or not? It does make a difference. Sometimes getting a story means giving up going to a ball game or to a picture show. But if you get the story, you are going to have a feeling of satisfaction that is a reward in itself.

**Work is Essential**

No one can get interested in newspaper work unless he really works. The student who covers his assignments listlessly, who fails to get his stories half of the time, and who is late with his stories the rest of the time, will never get that thrill of achievement that comes to every good reporter when he realizes that his work is well done. If any of you who are reading this column have been bored with work on your high-school paper, why not give journalism a fair trial? Work hard for one week. Pick difficult assignments and stick to them until you get the stories. Then see if you do not find that you have suddenly become interested in what you are doing. No work in the world is as fascinating as newspaper work, if you really work.

Alex Murphee, a member of Sigma Delta Chi, the journalism organization that is sponsoring our conference, has been conducting a survey of the high-school papers of the United States. In reply to a questionnaire he sent Neligh High School in Nebraska he received a report which was in substance as follows:

"We are a small school with 198 students. Of these, thirty are enrolled in journalism classes. We publish a bi-weekly paper and an annual. In addition, our journalism students report for the local paper and for state papers and help publish a little pamphlet called 'Boost Neligh.' Our editor and our business manager of the paper are elected by the popular vote of the students and the others on the staff earn their places by try-outs.

"Interest in journalism is extremely high. Among the extra-curricular activities of our school journalism ranks first and athletics takes second place."

Such an ideal situation for journalism could not develop in a high school if the student workers on the newspaper of that high school were not zealous in performing their duty. Could we build up such an interest in our schools?

In Class B in the contest at Belton *The Cotton Ball*, paper of Taylor High School, won first place.

**The Press Conference**

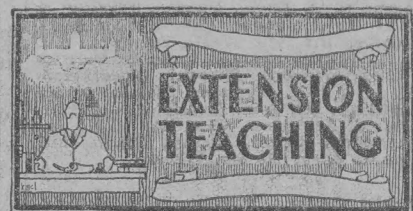
Some high-school journalists seem a little confused in regard to the

Texas High-School Press Association and our Interscholastic League Press Conference. The two organizations are not the same. The T. H. S. P. A. is conducted each year by the department of journalism of Baylor College for Women at Belton. The Interscholastic League Press Conference is sponsored by the Interscholastic League of the University of Texas and is conducted by members of Sigma Delta Chi, honorary journalism fraternity for men at the University.

Both organizations have a common purpose, that of establishing the principles of good journalism in the high schools of the State; and for this reason they are cooperating with each other in an effort to do the most possible good for the editors of high-school papers in Texas.

There is no competition in the activities of the two associations. We should like to see all the members of our Press Conference likewise enrolled with the T. H. S. P. A. and would also like to see all the members of the T. H. S. P. A. enlisted in our Conference.

If the editor or sponsor of any high-school paper not already enrolled in the Interscholastic League Press Conference wants to enlist his paper with our organization, he may do so by writing to The High School Press Editor, The Interscholastic League Bureau, Austin, and by sending to this editor copies of the numbers of his paper that have been issued this scholastic year.



**H**AVE you made your new year's resolution for 1929? Perhaps you have been wanting to enlarge your vocabulary, correct your punctuation, improve your writing style, to master the art of public speaking, or brush up on your Spanish. Why not begin that really constructive study that you have been planning to do, but just can't seem to get started?

Would you like to learn of Napoleon and his times, or of Ancient Greece and Rome? Perhaps the customs of ancient peoples—their religions and superstitions, what they wore and how they lived—and the survival of these customs in modern life fascinate you. Are you a teacher who would like to study the latest development in the science of teaching, and at the same time receive formal credit showing that you have covered this work? All these subjects and many others are offered by the Extension Division of the University of Texas under the direction of University professors, who are recognized authorities in their lines.

In 1928 twenty-seven hundred individuals registered for work with the Extension Teaching Bureau, and during that year 1640 students received formal college credit for one or more courses. This credit, though it is earned at home and in spare minutes, is used along with residence work to apply on teachers' certificates and University degrees.

This resolve for some organized study during 1929 will be very easily kept and should prove both interesting and profitable to you.

**Committee to Report on Propaganda in Schools**

**DR. EDWIN C. BROOME**, Philadelphia, chairman of the National Education Association's committee investigating use of propaganda in schools, announced that the committee would draw up a statement of principles to aid school officers in dealing with the question.

"It is the unanimous conviction of the committee," he said, "that the function of the school is to teach children how to think and not what to think. It is not right to indoctrinate the minds of young people with either one side or the other of controversial questions; it is not right to use in the schools material which seeks to advertise or bring profits to any agency in the community."

The committee will not investigate specific propaganda organizations, he said, but would seek to make a thorough study of conditions brought to light in the Federal Trade Commission's inquiry into activities of public utility power organizations. It will report to the association's assembly at Atlanta next June.

**What the High School Debater Needs**

By E. C. BARKSDALE,  
Coach of Debate, Brackenridge High School, San Antonio

**W**HAT is the most crying need of the present day high-school debater? The simplest and most effective answer to that question is, "everything." Everything, because debating employs as does no other one single line of endeavor, a mastery of all the divisions of speaking, interpretation, reading, oratory, and extempore speaking.

The most crying need, however, of the average high-school debater is a more self-constructive knowledge of the question. The chief flaws noticeable in any of the inter-school Texas debates are; first, a lack of thorough preparation on the question involved; and, second, an utter inability on the part of the debater to do his own thinking, to meet sufficiently new argument, to handle his own attack and defense.

**Unoriginal Speeches**

Too often the debater is a reflection of his public speaking instructor, English teacher, or the town lawyer, doctor, or preacher. About two months before the debating season opens, the school comes to the conclusion that for the preservation of its intellectual reputation, a debating team to represent it at the county or district Interscholastic League meet is a necessity. The child, in this short length of time is unable, of course, to obtain any grasp of the question. Possibly some adult prepares his speech and a few stock rebuttals, and he and his colleague enter the contest thus prepared or unprepared, and rattle off their memorized speeches with more or less success. Waiving aside without comment the unfairness to other competing teams and the inherent dishonesty of such procedure, it is only to be noted that teams so hastily prepared have no comprehensive grasp of the subject, no especial love of public speaking fostered, and no noticeable benefit derived. The ancient adage that "an ignorant man is a useless man" holds good in debate as well as anywhere else.

The second fundamental flaw in high-school debating, arising likewise from ignorance of the subject, is the inability to meet the opposing team's argument. Neither team's argument, memorized, lock, stock, and barrel, meets the other's, and result is not a debate, but a rather feeble and exceedingly tiresome contest in oratory, a contest between the speech writing ability of the respective coaches, if you please. This inability to discover the opposing team's main issues or points, and still greater inability to meet these issues if they are discovered, this utterly spineless dependence on memorized speeches and rebuttals is doing much to reduce high-school debating in Texas into a vague and formless inanity. Knowledge is power and the great majority of high-school debating teams in Texas today are distinguishable because of their seeming lack of power.

**Remedy is More Work**

The remedy for the situation is obvious. More work! It is impossible to turn out a good debating team in two or three or even four months. The debate coach must have his students begin work on the question at the beginning of the school year. The students should be impressed with the absolute necessity of reading and digesting everything available on the subject. If the debate library is small, read and re-read that which is obtainable until it is completely mastered. Read first from the general viewpoint, and then from the specific. Reading, however, is not all. The debater must learn to think as he reads, to mull over and meditate in his spare moments on the subject under consideration, in short, to digest the available material. He should be asked to plan surprise attacks, discover new ideas, prepare new issues. He should be impressed with the advisability of spending minutes otherwise wasted, so far as mental activity is concerned, over the subject, thinking while walking to school, or waiting for the street car, or milking the cow.

With four months of intensive reading and digestion of reading, and practice speaking, the student is ready to begin for himself the construction of his own speech. Given another two months devoted to refuting in extempore fashion all possible arguments conceivable, the student is prepared then to meet, on his own initiative, the arguments of opposing teams. Equipped thus with a knowledge of the question and a background of practice in using this knowledge, the student debating team will no longer render itself ridiculous because of its parrotry, machine-made utterances, will no longer stamp itself with the stigma of seeming dishonesty, and will obtain a tremendous amount of enjoyment and benefit from its increased mental dexterity and skill. Debates between two teams thus prepared and coached will not be the farcical affairs they are today, and a far less slovenly public speaking generation will be prepared for the forensic saddle of tomorrow.

**DEBATE QUESTIONS PROPOSED FOR COLLEGES AND HIGH SCHOOLS '28-29**

(Continued from Page 1)

President's cabinet, should be enacted into law.....12

5. There should be a national marriage and divorce law.....12

6. Capital as well as man power should be conscripted in time of war.....12

Other questions follow:

The committee system of government is preferable to the parliamentary system. (Baylor, and similar form by Nebraska, Kansas Agricultural College, Wyoming, and others in the Middle West.)

The world would be better off without the movies (California at Los Angeles.)

The public should retain the ownership of and develop the principal sources of hydro-electric power in the United States. (Illinois Wesleyan and Illinois College League; Midwest Debate Conference.)

The United States should cease to protect, by armed force, capital invested in foreign lands. (Long Island, N. Y., schools.)

The United States should adopt the parliamentary system of government; jury system should be abolished; United States should adopt the principle of free trade. (Maine colleges.)

The representative arts, literature, and drama should be exempt from censorship. (Some Pennsylvania colleges.)

The Senate of the United States should ratify the Paris pact without reservations. (Western Conference; Universities of Indiana, Illinois, Iowa, Ohio, Purdue, Michigan, Minnesota, and Northwestern.)

The principle of complete freedom of speech and press on political and economic questions is unsound. (Oberlin, Wooster, other Ohio colleges.)

This house deprecates the tendency toward chain combinations in business. (University of Oklahoma.)

The Russian plan of total disarmament proposed at the Geneva Conference should be adopted by all nations. (First choice, Pacific Forensic League.)

This house regards with disfavor any curtailment of the free expression of ideas. (Second choice, Pacific Forensic League.)

The caucus or convention system should replace the direct primary. (Some Kansas colleges, Wyoming, Middlebury, and others in different windings.)

**International Debates**

Four or five teams are coming from abroad to debate in various parts of the United States this autumn and winter. One team from the University of Sydney, Australia, will debate mainly west of the Mississippi; an Oxford team in the East; a National Union team composed of women, mainly in the East; a team from Porto Rico and another from Canada, the latter mainly in the border states.

The itinerary of the Australian team is being arranged by Prof. T. E. Thompson, College of Commerce, Ohio State University, Columbus, Ohio.

The two British teams and the Canadian are sponsored by the National Student Federation, Miss Martha A. Biehle in charge, 218 Madison Avenue, New York, N. Y.

Nine subjects are proposed by the Australians for their tour of more than thirty colleges and universities from the middle of October to about Christmas time. These are stated as follows:

Scientists should take a ten-year holiday.

This house disapproves of patriotism (or nationalism.)

Parliamentary government is superior to the presidential form.

The emergence of women from the home is a depressing feature of modern life.—*The Gavel*.

"Give me a newborn child and in ten years I can have him so scared he'll never dare to lift his voice above a whisper or so brave that he'll fear nothing."—Dr. George A. Dorsey.

**How Shall We Use Our Power? Professor Asks**

**A**MERICANS as a people are fated to be great, but whether our career shall be a great achievement or a great catastrophe, depends upon our development of a philosophy, says Prof. Alexander Meiklejohn, of the University of Wisconsin philosophy department, in a brochure just published by the American Library Association.

"Nothing in human life," says Prof. Meiklejohn, "is more terrible than that a man or a group of men should have power which they do not know how to use, should be masters of a situation which they cannot comprehend, and today that terror is upon us who are Americans. I, for one, am certain that America has not yet achieved a philosophy, but I am almost as sure that she has one in the making."

To illustrate his view of American philosophy, Professor Meiklejohn attempts a definition in relation to the fight about evolution and religious warfare, "a current discussion which has in it possibility for great good and for ill."

That controversy, he believes, may also serve as the occasion for the taking of the next step in the development of intelligence as a people. He says that when men are spiritually alive they are never free from just such controversies, whether the issue be slavery or wages, or the damnation of infants, but, he asks, what hope may we have of right dealing with them?

Then he follows with the contrast between the critical reflection of the philosopher, and "the common way of dealing with controversies—the way of warfare, the way of voting, and the way of compromise, which by themselves seem to me to lead to failure and confusion."

"These three differ from each other but they are alike in one essential respect—they attempt to settle a controversy without understanding it. And, alike they can reap the fruitfulness which is the proper fruit of their procedure."

"If an opinion is forced by fighting, more fighting soon will be needed; if an opinion is enforced by voting, men will soon be voting to determine what it was they voted about; if an issue is decided by compromise, more compromise soon will be demanded and each in turn will be found ineffectual."

Pointing out further the weaknesses of fighting and voting as methods of searching out the truth, Professor Meiklejohn says that a contrast with settlement by compromise, most clearly reveals the value of philosophy. He cites the controversy over the creation of the world, as representing "one of the most dangerous tendencies in current thought and action."

The geologist measures the time of the making of the world in millions of years, while the Bible describes the world as made in six days. But the "compromisers" hurdle this difficulty by saying: "If one is willing to regard a 'day' in the Bible as meaning the same thing as a 'million years' in the geologists' computations, then the contradiction practically disappears."

"But the trouble is, that under such treatment, not only the difference of opinion but also the opinions themselves seem to disappear. If words can thus transfer their meanings—if a day can mean a million years—then God may be the devil, and atheism may mean that the moon is made of green cheese. The essential defect in this method is that those who are trying to 'get together' are still, at heart, enemies."

"Religion is, on the whole, at a disadvantage. The fundamentalists see old beliefs scattered to the winds unless they submit themselves to the compromise of 'proper interpretation.' Religion seems able to hold beliefs only concerning those matters which science has not yet touched. We are driven to ask the genuinely tragic question: 'Has religious belief any proper evidence at all; is it simply a form of credulity, a kind of faith which men hold in a field in which no proper basis of belief is yet available?'"

"It is from such tragic experiences as this that the spirit and attitude of philosophy develop. Philosophy is always an attempt of the mind to rise out of intellectual defeat."

"As new accounts of the external world come into being, the mind must ask again 'what does this world mean and what is it worth for us? If one would be a good American today—if one would be a good man—then let him study philosophy?"

**Descriptive List of League Publications Now Available**

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

**B**ULLETINS 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, while for others a small charge is made. Much time and expense will be saved if those who wish copies of any of these publications will note carefully and follow 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 (1928), No. 2822, 93 pages.**

Contains rules and regulations governing nearly all contests. Free copy is sent to the person remitting the fee for a school. "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 schools and community debates. No free copies.

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

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

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

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

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

This bulletin is carefully prepared, presenting the very latest material available on the subject at the time of issue. No free copies.

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

Contains briefs, bibliography, and arguments pro and con concerning the following query: "Resolved, That Congress should enact farm relief legislation embodying the principles of the McNary-Haugen bill." No free copies.

"The Cabinet vs. The Committee System of Legislation (1928), No. 2829, 125 pages, 15 cents.

Contains briefs, bibliography and arguments pro and con concerning the following query: "Resolved, That the Cabinet Method of Legislation is more efficient in England than the American Committee System is in the United States." This is the bulletin to be used in the 1928-29 League debates. No free copies.

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

Written by Frank Lefevre Reed, sometime Professor of Music in the University of Texas. Invaluable for music supervisors who are ambitious to stimulate an appreciation of the best music in their pupils. This bulletin has been widely distributed over the United States and has received the warm commendation of the greatest music authorities of the country.

Treats appreciatively and in a delightful style fifty classical selections. Makes an excellent supplementary reader for sixth, seventh, and eighth grades. Only a few copies are available. No free copies.

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

Written by Dr. Lota Spell, of the University of Texas. Music supervisors have found this bulletin treating appreciatively thirty-five classical selections a valuable aid in arousing interest in music among their pupils. The language is delightfully simple and adapted to the understanding of sixth, seventh and eighth grades. An excellent supplementary text in reading. Mimeographed copy of table of contents sent on request. Ten cents each in quantities of ten or more.

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

A continuation of above described bulletin, treating the remainder of the contest-selections for 1926-27. Mimeographed copy of table of contents sent on request. Ten cents each in quantities of ten or more.

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

Similar to Bulletins Nos. 2537 and 2637, but treating other selections. Copy of table of

contents sent on request. Single copies, 15 cents. In quantities of ten or more, 10 cents each.

"Making Friends in Music Land" Book III (1928), No. 2837, 85 pages, 20 cents.

This bulletin is necessary for the preparation of pupils for the contests in music memory for the 1928-1929 season. It is written by Dr. Lota Spell and gives both teachers and pupils valuable information and suggestions for recognition of theme, instrumental tone and types. This publication is planned as a class-room text in music appreciation with many suggestive and thought questions appended after discussion of certain phases of the subject. Single copies 20 cents; \$2 per dozen; \$12 per 100.

"Developing Number Sense" (1926), No. 2638, 30 pages, 10 cents.

Written by John W. Calhoun, Professor of Applied Mathematics, University of Texas. This bulletin is an enlargement of the bulletin issued by the League under the same title in 1925. It contains directions to the teacher and to the student for developing "number sense," that is, an ability to quickly solve arithmetical problems with a fair degree of accuracy without the use of pencil or paper. It is old-fashioned "mental" arithmetic systematically presented. This bulletin is used as a basis for county contests in arithmetic. It contains more than a thousand problems. One free copy to each member-school expecting to enter the arithmetic contest. Extra copies 10 cents apiece, 75 cents per dozen, \$5 per 100.

"Words for the Spelling and Plain Writing Contest" (1926), No. 2623, 32 pages, 2 cents.

Contains 5,000 words carefully graded into three lists, for use in the League spelling contests. Extra copies 2 cents each, 20 cents per dozen, \$1 per 100.

Note that this is the 1926 bulletin, which is not used in this year's contest. It may be found useful, however, and while our supply lasts, copies are furnished at the low rate above stated.

"Words for the Spelling and Plain Writing Contest" (1928), No. 2823.

This year's list for use in all League contests during the current scholastic year. Five cents per copy, 50 cents per dozen, \$3 per hundred.

"The Educational Significance of Physical Education" (1926), No. 2603, 14 pages.

Written by Dr. Jesse Feiring Williams, Professor of Physical Education, Teachers' College, Columbia University. This is a speech delivered by Dr. Williams at the League breakfast and section meeting during the 1925 meeting of the State Teachers' Association. The place of athletics in the school program is fully and competently discussed. Free copy to any teacher in any member-school of the University of Texas Interscholastic League.

"Speaking Contests and Speech Education" (1927), No. 2726, 16 pages.

In this bulletin is reproduced the speech made by Dr. Ray K. Immel, Dean of the School of Speech, University of Southern California, at the League breakfast and section meeting in El Paso, November 26, 1926. Dr. Immel speaks with authority on this subject, and his treatment of it is sufficiently popular to hold the interest of even the non-professional reader. Free copy is mailed on request to any teacher in any member-school.

"The Three-R Contest" (1927), No. 2639.

A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific rules and directions for conducting the Three-R contest. Be sure to get 1927 revision of this folder and do not depend on 1926 edition. Sent free to any teacher in a member-school.

**OTHER PUBLICATIONS**

**Music Memory Score Cards, numbered in duplicate.**

Convenient for giving practice tests. One cent per copy; 35 cents for 50; 50 cents per 100. Free copies to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free for county meets prior to March 1.

**Three-R Test-sheets**

Reading and arithmetic test-sheets for familiarizing contestants with the nature of the tests in the Three-R contests and for giving practice tests. These are published in different series (A, B, C, etc.) After a given school has tested its pupils with copies of one series, it should order tests in another series which contains different material, and so on. The sheets are sent prepaid to any address in Texas for one cent per sheet. In ordering be careful to specify which series, if any, you have already used in your school.

**Declamation Bibliography.**

A list of forty-one books containing declamations. This circular is sent free.

**The Interscholastic Leaguer.**

Monthly publication, official organ of the League, mailed free on request to any teacher in Texas who is coaching or training pupils for participation in League contests.

**Circular of Information.**

This is a six-page folder giving in condensed form essential information concerning the conduct and functions of the University Interscholastic League. All contests are listed and classified. Schedule of fees is given, and the entire organization outlined. Any number of this folder is sent free on request.

