



A letter from Supt. L. C. McDonald, East Bernard, winds up:

"Looking forward to a hard year in our section on account of the short crop, but planning to fight for plenty of fun for the kids, I am," etc.

That's a pretty good slogan for any county league organization, "fight for plenty of fun for the kids."

Mrs. C. B. Terrell, teacher of expression in the Royse City High School, says in a recent letter: "I am late in saying this,—but we enjoyed the State Meet very much last spring in Austin. We were entertained in a very lovely manner. Everything was carried out in a very systematic manner which showed excellent leadership."

Jess Carrell, principal Kaufman Ward School: "If your spelling lists are out please send me 200 copies at once. If they are not out send me the first 200 off of the press. I think your lists get better and better each year. I have my teachers use them in all the grades. I think they are the most practical list of words I have ever seen."

Bastrop County generally holds a fine meet. Especially fine was the Bastrop County meet last spring, according to Supt. J. K. Barry, who served the county league last year as director general. He says:

"The judging was generally about the best I've seen. There was but one objection or criticism offered. We had the most satisfactory meet ever held in this county. The Music Memory plan is an improvement of 1000 per cent. The awards were: 25 cups, 3 watches; 6 medals; 2 banners."

HUBBARD High School has sent many contestants to the State Meet, especially in the literary events. Although a comparatively small school, it manages to emerge from county and district meets nearly every year with contestants eligible to participate in the State Meet. Supt. L. L. Wilkes, who has evidently worked diligently with League contests in his school, takes occasion to say in a recent letter: "We were delighted with the entertainment accorded us at the State Meet. I do not believe there is a finer bit of educational work going on in Texas than the Interscholastic League work. Certainly there is no activity that is putting into practice theoretical knowledge obtained in the class room as the League has succeeded in doing."

High-School Basket Ball Great Indiana Sport

Indiana annually spends \$9,200,000 on high-school basket ball in which 50,000 Hoosier youths compete, according to statistics assembled here by Albert E. Needham, president of the Muncie Bar Association, who is an ardent net fan.

During the season 377,000 persons attend basket ball games every week with a total estimated attendance during the season of 7,540,000 spectators, according to Needham's figures.

There are 754 basket ball teams and at least 700 gymnasiums in Indiana, according to Needham.

MAYO LAUDS TEMPERANCE

Manchester, England, July 25.—Dr. William Mayo, of the Mayo Clinic of Rochester, Minn., thinks the temperance movement is doing very well in the United States.

Speaking today at the annual breakfast of the National Temperance League, he declared:

"The great middle class in America is no longer drinking. The class at the top and the dregs at the bottom are still at it. The saloon is gone and no one wants it back. Liquor is scarce and what there is is not safe."

13-YEAR OLD BOY NOW IN COLLEGE

William Conner Enters Texas College of Arts and Industries at Kingsville

THE son of Professor J. E. Conner, of Kingsville, can lay claim to being the youngest college student in Texas. The *South Texan*, published by the students of the Texas College of Arts and Industries, contains the following account of young Conner:

William Conner, 13-year-old son of Professor J. E. Conner, is now the baby of the college. When young Conner enrolled in the college last week he became the youngest student ever



William Conner.

to enter S.T.C. and one of the youngest persons on college rosters in the United States.

Conner is taking three college courses. He is taking Latin 101 and two physics courses.

He graduated from the Henrietta M. King High School this year, with the eighty-one students finishing there.

Young Conner will not be fourteen years old until next October. He entered school when he was seven years old, starting in the fourth grade. If he takes three years in going through college, he will receive his degree when he is sixteen, the age when most boys are in the middle of high school.

William seemed unaware of the remarkable precocity of his achievement. He is unaffected by the fact that he is one of the very few boys

(Continued on Page Four)

Essay Writing and Extemporaneous Speech Topics for Current Month

TOPICS in Extemporaneous Speech and Essay Writing begin in this issue, the first installment being published below. Note that the rules provide topics shall be taken from current news. Four magazines are suggested for the high school divisions, while ward and rural schools will take topics to be found in the newspapers and designated in the following list as "news topics."

Each school entering the contest should keep a file of these topics. A list will occur in each issue of the *Leaguer*, and the list furnished county, district, and State meets furnished from the lists so published.

Note that in both essay and extemporaneous speech, rural and ward contestants are to be supplied with topics from the "News" list.

Magazine Topics

1. Physical Environment of Early Greeks (S. Oct. 5).
2. The Bimillennium Virgilianum (S. Oct. 5).
3. Strikes and Riots Among the Mill Workers of the South (S. Oct. 5) (R. Oct.).
4. Why Harry F. Sinclair is in Jail (S. Oct. 5).
5. The Movement for a United States of Europe (S. Oct. 5) (R. Oct.).
6. Jews and Arabs Clash in Jerusalem (S. Oct. 5) (R. Oct.).
7. Troubles in Cuba and Why We are Interested (S. Oct. 5) (C. Oct.).
8. Cuba's Interest in Our Sugar Tariff (R. Oct.).
9. Mrs. Willebrandt's Views on Prohibition Enforcement (R. Oct.).
10. Progress of Airplane Transportation (R. Oct.).
11. The Tariff on Cuban Sugar (R. Oct.).
12. Norman Angell's Explanation of America's Economic Ascendancy Over Europe (R. Oct.).
13. Fabian Franklin's Attack on the 18th Amendment (R. Oct.).
14. Fee-Splitting by Physicians (R. Oct.).
15. The Status of Religion in Soviet Russia (R. Oct.).
16. An Airplane Visit to Papua (R. Oct.).
17. How They Make Sugar in Cuba (R. Oct.).
18. Norman Thomas' Views on Prohibition (C. Oct.).
19. What is the Canadian Liquor System (C. Oct.).
20. Rev. Alfred Edward Cooke's Appraisal of the Results of the Canadian Liquor System.
21. Prof. Carleton Stanley's View of the Success of the Canadian Liquor Control System.

22. Ernest H. Cherrington's Case against Canada's Liquor Control System.

23. Main Features of Mexico's New Criminal Code (C. Oct.).

24. Schools and Culture Centers in Soviet Russia (C. Oct.).

25. Proposed New Devices for Rendering Air Travel Safer (W. Oct.).

26. Adventures of Roy Chapman Andrews in Making Collections for Museums (W. Oct.).

27. Financing the Movement of 4,400,000 Refugees into Greece (W. Oct.).

28. What the Federal Farm Board Is Doing (W. Oct.).

News Topics

1. Senate Investigation of Shipbuilders Lobby at Geneva.
2. The Edison Celebration.
3. Few of Edison's Achievements.
4. Senator Sheppard's Proposed Addition to the Volstead Act.
5. Senator Sheppard's History of the Prohibition Movement (Write Sen. Morris Sheppard, Washington, D.C. for copy of his speech of January 16, 1929).
6. Candidates for Governor in Texas.
7. President Hoover's Trip to Louisville.
8. Flight of "The Land of the Soviets".
9. Round the World in a Dirigible.

It is suggested that teachers have pupils outline each topic, apportioning out the list to different members of the class, and make reports orally to the class. All of the outlines prepared should be kept so as to be available for refreshing the memories of the contestants later. Suggestive outline of topic No. 1 is presented herewith:

Suggestive Outline

- I. Physical Environment of the Early Greeks (S. Oct. 5).
 - I. Importance of physical environment
 - a. In ancient times
 - b. In modern times
 - II. General location of Greece
 - a. Its relation to Europe
 - b. To Asia
 - c. To Mediterranean Sea
 - III. Topography of Greece
 - a. Sea coast
 - b. Rivers
 - c. Mountains
 - IV. Climate, soil, productiveness
 - V. Probable effect of such an environment upon life and character of the people.

PROGRAM

—OF THE—

Eleventh Annual Interscholastic League Breakfast and Section Meeting

Crystal Ballroom, Baker Hotel, Dallas, Texas,
November 29, 1929, 7:45 A.M.

MR. T. H. SHELBY, *Dean, Division of Extension, University of Texas, Presiding*

League Section Motto: *Educational Use of Interscholastic Contests*

Invocation.

Introduction of Mr. James Edward Rogers—Mr. S. M. N. Marrs, *State Superintendent of Public Instruction.*

Educational Athletics—A School Subject.—Mr. James Edward Rogers, Director, National Physical Education Service.

Discussion of League affairs.

MENU

- Grapefruit
- Oatmeal
- Ham and Scrambled Eggs
- Coffee, Tea or Milk
- Toast and Marmalade

IMPORTANT

Reservations, \$1 per plate. Make sure of a place by forwarding \$1 to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Ticket will be forwarded on receipt of price.

Rutgers Fosters High-School Debating League

PROFESSOR Norman C. Miller will include among other things, in his report to President John M. Thomas of Rutgers University concerning the work of the Rutgers Interscholastic Debating League, which has been, for the second year, under the auspices of the Extension Division:

Sixty-eight schools engaged in the League debates during the past season. A new plan was innovated, whereby each school engaged in three preliminary contests, bringing the season's total to two hundred and four debates, exclusive of the final and semi-final rounds. In addition to these contests, more than forty debates were held by member schools, which did not count in the final standing. It is felt that the number of debates held during the season 1928-1929 far exceeds any number held in previous years.

From the reports received by the Extension Division it has been estimated that five hundred and four high school students participated in the League schedule, through the medium of two hundred and fifty

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Statewide Meeting of League At Baker Hotel November 29

Principal Speaker Has Had Wide Experience in Physical Education

THE ELEVENTH annual Interscholastic League Breakfast and section meeting will be held in the Crystal Ball room of the Baker Hotel, Dallas, Friday morning, Nov. 29 at 7:45.

The principal speaker is Mr. James Edward Rogers of New York, whose subject is announced in the program appearing on page 1 of this issue.

Mr. Rogers is president of the Department of School Health and Physical Education of the National Educational Association, also director of the National Physical Education Service, which is maintained by the Playground and Recreation Association of America. He is also national chairman of the Physical Educational Committee of the Parent-Teachers Association, secretary of the National Physical Education and Athletic Research Society, secretary of the Society of State Directors of Physical and Health Education, special national field boy scout commissioner.

Mr. Rogers conducted his first gym class in San Francisco in 1901. He established the first boys' self-government and self-supporting camp in America in California in 1902.

This camp has had twenty-six years of successful history. During the years 1902-1914 he was a leader in education, recreation and athletic movements in California. He served on the State Recreation Committee appointed by Governor Hiram Johnson. He helped to establish the first physical education society in the West in 1911. He organized and directed the San Francisco Public School Athletic League 1911-1915 and served as president of the Bay Cities and the Northern California High Schools Athletic Associations. He was founder and director of the Recreation League of San Francisco composed of over 100 organizations. This league was responsible for community councils, municipal golf courses, school community centers, etc.

He has contributed profusely to the educational literature, especially in the field of recreation, physical education and health.



JAMES EDWARD ROGERS

Mr. Rogers has also had much experience in the field of general education. He has been a teacher in the grade schools, the high schools, the normal schools and the university. He was a member of the faculty of the School of Education, University of California. In 1926 he spent a year helping in the establishment of two departments of the Chicago Normal Schools, a department for the training of playground and recreation teachers and a department for the training of the physical education teachers. He has lectured at university and normal school summer sessions, and has been a member of the faculties.

As a special field representative of the Playground and Recreation Association of America from 1911 to 1928 he has helped in establishing playground and recreation systems over the country. He was director of the National School of Training for the Playground and Recreation Association of America during the war and trained several thousand war workers in the field of recreation and athletics. During the years 1918 to 1926 he conducted twenty-six training schools for playground and recreational executives. Many superintendents of recreation now in charge of playground and recreation systems received their training under Mr. Rogers.

In 1927 he spoke to sixteen state teachers association meetings and addressed twenty-six different organizations making eighty-seven addresses.

He has contributed profusely to the educational literature, especially in the field of recreation, physical education and health.

10TH GRADE GIRL REPLIES TO CRITIC

Defends League Against Accu- sation of Causing Neglect to Regular School Duties

(Signing herself "Yours for a successful League," Lila Dyson, a tenth-grade pupil of the Bunker Hill School, postoffice, Stamford, Haskell County, takes up the cudgels in behalf of the organization. We publish her letter, and wish we had more letters of the kind to publish.—EDITOR'S NOTE.)

I HAVE been appointed by my class to answer Mr. M. A. Wadsworth's letter, which appeared in THE INTERSCHOLASTIC LEAGUER for February, where he charges that the League work is overdone.

I am doing work in a Haskell County rural school that has held the All-round Championship Cup for the last two years. I feel that I have derived more benefit from these two years of League work than all the rest of my past school years in regards to sportsmanship, fairness, and cooperation.

After all, are not these the chief aims of citizenship and citizenship, one of the most important elements of education?

Mr. Wadsworth seems to feel that the good of the League is "overshadowed by creating school antagonism." There is little excuse for the antagonism that he mentions if the events are carried on in the spirit intended by the sponsors of the League. This feeling of antagonism may be in a school or it may be wholly lacking, according to the principles instilled in the contestants by the teachers or coaches. Let the teachers take defeat or victory in a sporting mood and the pupils will follow their lead.

Mr. Wadsworth also charges that the literary work of the schools is often neglected for the "necessary athletics," which is very unjust to many of our most progressive schools. Although our whole school trains for athletics, each pupil is required to enter some literary event before being eligible for the contests in athletics. Each of us feel that we are responsible for winning the literary events more so than the athletics. More time is spent in our literary work because not one of the pupils in

(Continued on Page Four)

SPEECH ARTS PROGRAM (By Gladys de S. Bates)

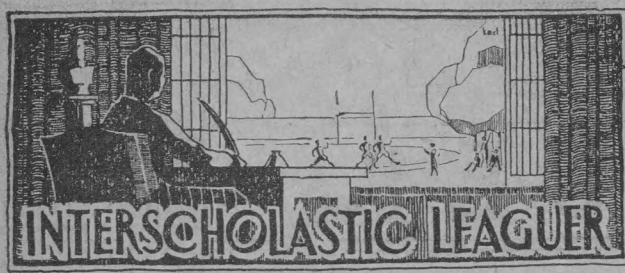
The program of the Speech Arts Association to be held at the Adolphus Hotel in Dallas, November 29 and 30, has just been arranged.

We have secured Windsor P. Daggett of New York, the noted authority on speech, for our main speaker. Mr. Daggett is to make a lecture tour in Texas during November and December. We feel this will be a splendid opportunity for our teachers to hear Mr. Daggett. Professor L. D. Falls, head of the Public Speaking Department of Texas Christian University, will speak on "Fundamental Characteristics in Platform Art." Mrs. Myrtle Hardy of the North Texas State Teachers College at Denton will speak on "Standard English Phonetics, a Prerequisite to All of the Speech Arts Courses." Miss Wilhelmina Hedde of Sunset High School, Dallas, will speak on "The Next Steps in High School Dramatics." Miss Jessie Millaapps of Houston (subject to be announced later) will also speak at the meeting. Three artists are being presented, Miss Winnie Robinson, of Handley, Texas, will read a three-act play, "This Thing Called Love." Miss Jennie Hill Barry will give a lecture recital after the manner of Yvette Guilbert. Ella May Keith O'Brien of Dallas will read one of Shaw's plays at the luncheon on November 30. And Miss Chowning Moore will discuss the Little Theatres of Texas.

HASKELL COUNTY LEAGUE WINNERS



MINNIE ELLIS, Superintendent of Public Instruction, furnished THE LEAGUER the photograph from which the above cut was made. She says: "I heartily endorse the League. I believe it is one of the finest things we have to develop community pride and promote good sportsmanship. Our county meet last year was by far the best we have ever had. However, the meet this year promises to be better, and more interest is being manifested both in literary and athletic events. Enclosed find a picture of the winners last year with forty-two cups which were given by different organizations and business firms. Several cups will be added this year and the competition promises to be keen."



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ROY BEDICHEK - - - - - Editor

(Entered as second-class matter November 6, 1927, at the postoffice at Austin, Texas, under Act of August 24, 1912.)

Vol. XIII OCTOBER, 1929 No. 2

PHENOMENAL growth of the number-sense contest has been observed this year. No statistics have been collected on the number entering this event, but judging from the demand for the number-sense bulletin and for test-sheets, the use of this contest has become quite general over the state. Three editions, or fifty thousand copies, of the bulletin were ordered by member-schools, and forty thousand copies of practice test-sheets were distributed.

IN ANOTHER column of this issue we republish a review of "Forest Trees of Texas," which is a manual for identification of the principal forest trees of this State. A more valuable book for a public school library or for teachers who have charge of nature study work in the schools can hardly be found. Boy Scout and Girl Scout leaders should also have this pamphlet. Concerning its distribution, Director E. O. Sieck, says:

"We have sent out quite a number of copies of this handbook to the teachers in the public schools of Texas and some of them have used the publication as an auxiliary reference text. Lack of funds limited the edition of this publication to 5,000 copies and, therefore, it is out of the question to supply the manual generally to the pupils. However, I shall be glad to send the manual to those teachers who will make use of it."

We suggest that you secure a copy of the manual before the limited supply is exhausted.

IN ANOTHER column of this issue a paper-bound volume entitled "Returning Interschool Games and Sports to the Original Owners" is reviewed.

This pamphlet is well worth perusal by school executives and athletic coaches. It is a symposium by 57 principals, physical education supervisors, and coaches in the State of New York, and includes, as well, a lengthy letter from V. S. Blanchard, Director of Health Education, Detroit, Michigan, on the results of the captain-control plan for conducting inter-school games. The captain-control plan whereby the coaches are not allowed to do any coaching during the game or interfere with its progress in any way, leaving the entire responsibility with the captain of the team on the field, has now been in operation for two years.

Long ago, Prof. Alexander Meikeljohn pointed out in his "Freedom and the Colleges" the violation of pedagogical principle involved in allowing a coach to direct a game from the sidelines. He makes a classic distinction between "teaching" and "coaching" with which every school man should be familiar. Such eminent men as President Angell, of Yale, and John Dewey, of Columbia, have also called attention to the contradiction involved in training for leadership by establishing over those to be trained an absolute dictatorship even in their own games.

The first fruit of this criticism, so far as we know, is the rule made two years ago by the State Association of New York High Schools forbidding coach-participation in an inter-school game while it is in progress. The innovation has now been tried out on a scale extensive enough to warrant some conclusions as to its efficiency. This pamphlet contains "reports from the field" and should make interesting reading for anyone interested in inter-school sports from an educational angle.

DANGEROUS CONTESTS

THE STATE PAPERS published the following item last spring dated Waxahachie, March 22:

Thomas Norman, 14, a spectator at the Ellis County Interscholastic Track and Field Meet here today, was killed when struck by a hurled javelin. The spear, thrown by a schoolboy athlete, struck Norman in the neck, severing the jugular vein. He was dead before medical aid could be obtained. Norman was a sophomore in Waxahachie High School.

There has been some sentiment expressed at League meetings against permitting the javelin throw in County League meets. It is pointed out that it is impossible on account of inadequate facilities to control the crowd at many county meets. In certain counties, the direc-

tors wisely conduct the javelin throw at some place removed from the field where the other events are being held. County executive committees are strongly advised to take every precaution in conducting this event to safeguard the spectators. A few years ago the League discontinued the hammer-throw because it proved to be too dangerous. It may become necessary to take similar action in regard to the javelin throw.

A near-fatality occurred during a one-act play contest at Buda, April 4, which was recorded in the state papers, as follows:

Though still in danger, Benno Neuse, 18-year-old New Braunfels High School boy, seriously wounded in the abdomen by gun wadding during an amateur student play Wednesday at Buda, was holding his own Friday, according to the attending physician. Young Neuse was enacting a role in a Civil War drama, which was entered in the district meet of the Interscholastic League. His part called for him to drop at the gun shot of a fellow actor. This he did. When the curtain went down it was discovered that he had actually been wounded by gun wadding. It had been thought that the gun was loaded with a blank cartridge.

The boy was rushed to an Austin hospital and operated upon.

Young Neuse recovered but he had a close call, according to attending physicians.

In this connection, one-act play directors are advised that this year's rules render ineligible any play which "requires the use of a gun, pistol, or any other fire-arm" in its presentation.

THE SIX-FOUR-FOUR PLAN

THE new United States Commissioner of Education, Dr. Wm. John Cooper, contributes to *School Life* (June, 1929) an article entitled "Organization of Secondary Education in Two Units of Four Years Each," which should be read carefully by those interested in the administrative side of public school work. He advocates the 6-4-4 plan and urges cogent reasons for the change. He omits two or three considerations which it seems would strengthen his case.

The junior high school and, in a less degree, the junior college are misfits. The former is based primarily upon a mere theory that children arrived at the junior high school age have advanced to that stage of adolescence which requires that they be separated from other children who have either passed or not yet arrived at this particular period. But one may go through the freshman class of any junior high school and find children un-adolescent and in all stages of adolescence except the last. No account is taken of the earlier adolescence of the female and none is taken of the vast range of this period in different families. Moreover promotion to junior high school is first an intellectual affair, whereas adolescence is primarily a physiological affair which induces emotional changes. Intellectually keen youngsters are projected into a group selected on a physiological basis, and even if the theory were true, it produces a misfit environment for a large proportion of the student-body. But there is nothing to show that children under the same emotional urge should all be classed together for instruction. In fact the opposite is true. A mixture of pre-adolescents, middle and later adolescents such as is found in the ancient patriarchal household, is a more wholesome arrangement.

In the next place, the period of the junior high school and of the junior college is too short to develop school spirit and those lasting friendships and traditions which are among the priceless treasures of school life. No "Tom Brown at Rugby" will ever be written concerning a junior high school or a junior college. Graduations are so common they mean nothing to the youngsters any more. They "graduate" from ward school with a miniature commencement program; the dose is repeated three years later in junior high school with a few more trimmings; again three years later in senior high school with more trimmings; trimmings are again added in the junior college commencement: and many commence again two years later in senior college. They commence, and commence, and commence, and commence. Life is just one commencement after another. The thing has a jerky, hectic aspect. There's no continuity, no stability, or very little.

A genuine program of extra-curricular activities is well-nigh impossible, with the school life of the pupil hashed and hacked up into little bits.

On the other hand, Commissioner Cooper's 6-4-4 proposal is sane and consistent. The upper secondary unit will provide a place for working off athletic and fraternity interests which so gum up the work of the higher educational institutions. At present the senior high school is honey-combed with fraternities and sororities or little cliques that amount to the same thing, aping the colleges. The freshman class of the colleges are filled with a horde of students from the high schools before this enthusiasm has had time to make its contribution to the education of the pupil, and he brings it with him into college instead of leaving it where it belongs.

Commissioner Cooper points out that many pupils whose interests or ability do not really permit of serious college study will be eliminated in this upper secondary, offering an opportunity for increased seriousness of study in college. It is the plan that will eventually be adopted.

OFF-SIDES
BY THE EDITOR

IF THE airplane, now that it is taking on nocturnal habits, could learn from the owl the secret of silent flying, we should have more peace of nights.

IF Col. Lindbergh is correctly reported in saying that a first-class flier must not know what fear is, he either is not a first class flier or is talking of something he knows nothing about.

HAMILTON HOLT, president of Rollins College, Winter Park (Fla.), created a mild furor in 1927 by suggesting that colleges abandon the "pretense of amateurism" in athletics.

DEADLY gases, blinding gases, blistering gases, were all developed and used in the last war. Chemical warfare is deplored, but what are you going to do about it? Perhaps, we should develop a sleeping gas so that each nation could put the other immediately to sleep and after a good night's rest with pleasant dreams the belligerent nations would all wake up greatly refreshed, in a better humor, and be ready to quit fighting and go to work.

THE old proverb pointing the example of the ostrich's sticking his head in the sand and thinking that he has hidden himself is a most malign slander upon this intelligent if ungainly bird. The bird sits down, stretching his long neck out flat on the ground in front of him. His body makes a hummock which looks from a short distance exactly like anyone of the huge ant hills which dot the desert—his native habitat. Many a desert lion has been robbed of a meal by this clever camouflage.

SENTIMENTAL people (95% of the human race) believe that King George V. contracted a cold which nearly killed him because he removed his hat in a cold drizzle during the Armistice Day ceremony; they believe that Marshal Foch contracted the illness which killed him while walking in the rain in the funeral procession of Field Marshal Earl Haig; and they believe that Ambassador Herrick caught his death of cold while following bareheaded in the rain the funeral cortege of Marshal Foch. Sentimental people like to muse and mull over and repeat such things. They want to attribute heroic actions to their heroes; they like to lift the death of the hero above the commonplace, invest it with romance, make it remarkable. Thus removing your hat in a drizzle of rain becomes heroic, and dying a few weeks later is almost a martyrdom.

TWENTY years' attendance upon the movies has impressed upon our mind indelibly the following items:

1. That gunmen are admirable.
2. That marriage promotes hypocrisy—only illicit arrangements are really sincere.
3. That hitting someone on the nose with a billy is funny.
4. That every hero smokes cigarettes.
5. That all big business men own and operate "love nests."
6. That luxury is the only happiness.
7. That the younger generation is always right.
8. That all vamps writhe as they move like an amoeba under the microscope.
9. That intoxication invariably produces wit.
10. That females under stress of strong emotion heave like a horse foundered on dry corn.
11. That the difference between a peck and a kiss lies in the greater pressure, depth and duration of the latter.

Ashurst Epigrams

TO HAVE strength, words, like sunbeams, must be condensed," says Senator Ashurst. That he practices what he preaches is attested by these snappy sayings gleaned from his utterances:

- Public men who are always in hot water soon get hard boiled.
- The immortal hen—her son will never set.
- The public man who accepts gifts dissolves the pearl of his independence in the vinegar of obligation.
- An Englishman wears a monocle so that he may never see more than he comprehends.
- I am a fountain, not a cistern.
- Never explain; if you do you will soon have to explain your explanation.
- I prefer a man who is hard boiled to one who is half baked.
- Those who object to long sentences are usually the criminal class.—*The Pathfinder*.

Talks on Texas Books
XV. THE BOOK OF TEXAS

By L. W. Payne, Jr.,
Department of English, University of Texas

WITHOUT introductory fanfare or self-laudatory advertisement *The Book of Texas*, Vol. XXI of *The Book of Knowledge* published by the Grolier Society of New York, has just been issued under the imprint of the Dallas office of the Society, copyright, 1929. It is a book which has been edited with considerable care, and there is here accumulated a vast amount of information about the State, its history, its resources, its industries, its cities, its flora and fauna, its schools and colleges, its religious and social life, its literature and art, its song and legend and story.

Among the contributors are a number of distinguished Texas educators, though the editors for some unaccountable reason have failed to identify the contributions of the respective authors. Dr. Holland Thompson, Professor of History in the College of the City of New York and lecturer in Columbia University, is the general editor, and Dr. Charles W. Ramsdell of the University of Texas, is the general adviser on the volume. Among the contributors are the following: Professor Walter P. Webb (accidentally printed William P. Webb in the list of contributors) of the University of Texas, who writes the opening article on the history of Texas under the title "The Lone Star State"; Professor J. Frank Dobie, who writes on "Literature and Art in Texas"; Professor Annie Webb Blanton of the University of Texas, who writes on "Public Education in Texas." The contributions of the remaining writers we are unable to identify positively, but we judge that Professor John H. McGinnis of Southern Methodist University is responsible for the article on "Colleges and Universities"; Miss Harriet Smith of Sam Houston State Teachers College on the geography of Texas under the title "The Empire We Call Texas"; Dr. S. D. Warner of Sam Houston State Teachers College on "The Wild Life in Texas"; Professor W. R. Banks of Prairie View State Normal on "The Negro in Texas"; and Allen Choffee, author of "Linda's El Dorado" and other pioneer stories, and W. A. Stephenson of the department of history and government in Simmons University, whose contributions we are unable to identify.

The historical survey by Professor Webb is an interesting and well-written condensation of the whole of the romantic history of Texas under her six flags. The article on Texas literature, art, sculpture, and music by Professor Dobie is a pioneer effort in this direction and is well worthy of close reading. The articles by Miss Blanton and Professor McGinnis are dependable and instructive, and the other articles seem equally authoritative. The book is profusely illustrated and attractive in its format. The index of sixteen double-column pages adds distinctively to the usefulness of the volume as a reference book.

Books and Magazines

Returning Interschool Games and Sports to the Original Owners, Assembled by Herman J. Norton and Frederick Rand Rogers, N.Y.P.H.S. A.A., The State Education Department, Albany, N.Y. 47 pages, 10 cents, postpaid.

The sub-title of this symposium reads "Comments on captain control, or 'player freedom with responsibility' by principals, physical educators and coaches of experience. In October, 1927, 'captain-control' was formulated as 'General Regulation Number One' by the New York State Public High School Athletic Association. The Regulation itself reads as follows:

1. After the contest has begun, no coach or other adult, save the duly constituted officials governing the contest, shall interfere with the activity of the contestants.
2. 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 between halves, by any others than the contestants themselves.
3. Violation of this regulation shall result in the suspension of the school whose representative is at fault, for a period of one calendar year from the date of infringement.
4. This rule does not prohibit a coach or his representative from ordering the withdrawal of any contestant at any time, for any reason, but no contestant withdrawn by a coach or his repre-

sentative may return to the same contest.

Coaches may attend to physical injuries of their team members at any time during games or between periods of play.

5. This regulation should not be interpreted as a restriction upon the legitimate activities of adults responsible for the education of youth; on the contrary, it should be welcomed by such persons as emancipating them from a responsibility which has hampered their influence as teachers. The responsibility of coaches to develop character, sportsmanship and leadership as well as playing skill is recognized and emphasized by this regulation.

6. It is suggested that coaches remain together during the playing periods

Part I of this pamphlet includes a few representative statements sent in to the State Education Department at Albany, from the larger cities of New York, exclusive, of course, of New York City. In Part I also is a statement from Mr. Harry Blanchard, Director of Health Education in Detroit, Michigan, which is the only large city outside New York which has yet introduced "player freedom with responsibility." Part II publishes letters from smaller centers in New York "far removed from the control of any state official."

Inside the cover pages are published approval of the principle of player-control by James Rowland Angell, President of Yale University, and John Dewey, of Columbia.

Judging from the comments, the plan has been generally successful and a great improvement over the coach-control plan now in general use. Texas coaches and school executives who are interested in new developments in the conduct of interschool athletics will find this pamphlet interesting reading.

R. B.

Audubon Bird Cards, National Association of Audubon Societies, 1974 Broadway, New York, per set, \$1.

A valuable addition to any school library are the Audubon Bird Cards, published in three sets, fifty cards to the set. These artistic, beautifully colored cards are conveniently arranged, each card devoted to one bird with illustration on one side, and description, scientific name, etc., on the other. Set No. 1 contains fifty winter birds of Eastern North America; Set No. 2, fifty spring birds of Eastern North America; Set No. 3, fifty summer birds of Eastern North America. Nearly all of these birds find their way at one season or another to some part of Texas. Indeed, Texas is richer in bird life than any other state in the Union. The identification and observation of birds is an enchanting study. It takes one into the fields and woods, and introduces him into a world of beauty that lies right at his door if he will but open his eyes and look. National Association of Audubon Societies publishes these cards and distributes them at actual cost, and they are certainly the most complete and finest series of bird cards ever issued in the world.

R. B.

The Mighty Medicine, Franklin H. Giddings, The Macmillan Company, New York, 1929. \$2.

The provocative title of this book is somewhat clarified by the sub-title: "Superstition and its Antidotes; A New Liberal Education." Professor Giddings needs no introduction to the educated public. Of course, the reading public may never have heard of him. It is one of the signs of the times that the educated public must be thus differentiated from the reading public. Millions read; only hundreds or, at best, thousands read books or those minute portions of the newspapers which have any educational value. The quotation on the fly-leaf of this volume emphasizes the fact that there are readers and readers: "Do you read books that you cannot understand easily? Books that require to be read slowly and deliberately? Books that you know are beyond your capacity to understand fully? If you do not, you are not educated; you have not the temper and habit of an educated mind; you are not a student. Do people who fail to meet this test think they are educated? No. Such people do not think." There you have it in a nutshell.

"Though man a thinking being is defined, Few use the grand prerogative of mind. How few think justly of the thinking few! How many never think, who think they do!"

Professor Giddings traces briefly the conflict between occultism, or superstition, and mystery-dispelling knowledge. The unafraid investigator; the timorous cling to their superstitions. He pleads for an education which works against quackery and flatism, conquers the fear of natural knowledge, stimulates scientific investigation, makes for a more abundant life, but at the same time truly appraises life and gives it significance.

It is a very stimulating book, especially the first half of it. R. B.

Theory and Technique of Women's Basketball. By Marjorie E. Fish, M.A., Director of Health and Physical Education, State Normal School, Danbury, Connecticut. Published 1929, by D. C. Heath & Co., Dallas. Illustrated, 137 pages. Cloth.

Although the Interscholastic League as an organization, does not promote basket ball for girls, it should not be taken to mean that the League disapproves of the game itself. The objectionable feature is state-wide competition. The game is a splendid game and when played under women's rules it should receive consideration for a place on the school's program.

Coaches and teachers who wish to promote this game for girls will find many helpful suggestions in the above named book. The author has had a wide experience and is well qualified to write on the topic. Formerly she was director of Physical Education for Women at Morningside College, Sioux City, Iowa, and later, Director of Athletics, Kellogg School of Physical Education, Battle Creek College. Miss Fish has grasped the larger aspect of athletics for girls and women. She approaches her theme from the educational standpoint, keeping before the reader the idea that basket ball has a contribution to make in training the player to meet situations in the game of life.

The methods and principles of basket ball outlined are sound and easily understood by one not already proficient in the game. The chapter on "Technique for the Instructor and Player" will give an idea of the comprehensive treatment of the subject:

- Handling the Ball, Catching, Passing (Chest Pass, Underhand Pass, Push Pass, Sidearm Pass, Bounce Pass, Backward Pass, Overarm Pass, Overhead Pass), Suggested Activities in Passing and Catching, Bounce Pass Practice, Forward Pass Relay, Backward Pass Relay, Shooting (Chest Shot, Underhand Shot, Shoulder Shot, Push Shot, Placed Shot, Loop or One-Hand Overarm Shot, Free Throw Hand Overarm Shot, Free Throw Chest Free Throw, Combination Underhand Chest Shot), Points to be Remembered in Shooting, Suggestions for Practicing Basket Shooting.

R. B. H.

Forest Trees of Texas, a manual, published by Texas Forest Service, E. O. Sieck, Director, A.&M. College, College Station, Texas.

It is not often in this generation that a work comes from the press whose permanent value must be conceded immediately. For Texans, Frank Dobie's *Legends of Texas*, was a book of that sort. Another such has just come to the *Journal*, in the form of a plump bulletin under the imprint of the Texas Forest Service. It bears the intriguing title, "Forest Trees of Texas—Tow to Know Them." Its authors, W. R. Mattoon, extension forester of the Forest Service, U. S. Department of Agriculture, and C. B. Webster, farm forester of the Texas Forest Service and Extension Service, A. and M. College of Texas, have shaped a pocket manual which will give an intelligent Texan, young or old, a more intimate acquaintance with our native trees in all sections of the State. Ninety-two species of trees are described in this manual, and many others are mentioned by name. The most common species are presented, their botanical names being given in each case with an illustration showing the fruit and foliage.

The authors have put the text in simple words and express the hope that the manual will be interesting and useful to children as well as to adults. It is good enough, the *Journal* believes, to have some place in our schools. To young Texans it should be a source of information that would increase their joy of living as well as their knowledge of what their State has to show. As to the elders, there isn't a middle-aged Texan whom the city has claimed who would not find delight in roaming his native woods again with this manual in hand.

The work is well designed to quicken public interest in forestry, and as a result of such stimulation the appeal of the forestry service to the citizens of Texas should be greatly strengthened. But apart from that, it is an entertaining compendium. Texans love their State. If they knew their trees and flowers better they would love their State even more.—*Editorial Dallas Journal*.

"Remark likewise two things: that such prize arguings were ever on superficial debatable questions; and then that they were argued generally by the fair laws of battle and logic-fence, by one cunning in the same. If their purpose was excusable, their effect was harmless, perhaps beneficial: that of taming noisy mediocrity, and showing it another side of a debatable matter; to see both sides of which was, for the first time, to see the truth of it."—Carlyle.



Ten Semester Rule

In applying this rule it should be kept in mind that attendance in an academy counts the same as attendance in a high school.

Official Interpretations

The attention of all school authorities is called to the "Official Interpretations" which will be found on pages 101 and 102 of the Constitution and Rules.

Picture Memory Bulletin

On page 56 of the Constitution and Rules the Picture Memory bulletin is quoted at ten cents per copy. This means ten cents per copy in quantities of ten or more, as is stated in the official price list of bulletins. Appendix V.

Tennis

Paragraph number five under "Tennis" on page 87 of the Constitution and Rules is in error. Paragraph four takes precedence and reads as follows:

Bi-district Matches.—Bi-district eliminations in tennis shall be arranged by the State Office, and winners of these matches shall be qualified for the State Meet.

Extemporaneous Speech

Ward and grammar grades are given same topics in extemporaneous speech as rural division. This is made clear in essay rules, but is not clear in Rule 5, p. 38, Constitution and Rules. First sentence of this rule should read: "Only topics based on current news shall be assigned rural and ward or grammar grade contestants."

Basket Ball Fee

Notice that the basket ball fee is paid by December 15 is \$1.00. The fee after December 15 and up to January 8 is \$2.00. No school will be allowed to register for basket ball after January 8.

Strictly rural schools as defined on page 7 of the Constitution and Rules are not required to pay the basket ball fee.

Suspension Rule

On March 14, 1929, upon recommendation of the Lamar County Executive Committee the State Executive Committee suspended the Deport and Minter schools in basket ball for the season of 1929. A member school that competes with a suspended school in the sport in which suspension occurs, shall be suspended for the remainder of the season and for the following season. See Sec. 12 of Article VIII on page 20 of the Constitution and Rules.



The Extension Loan Library, University of Texas, extends to the schools of Texas a cordial invitation to take advantage of the free library service it offers to them. This service consists of the lending of package libraries to the teachers and students, the only cost to the borrower being the payment of transportation charges.

A package library is a collection of articles clipped from magazines and newspapers and of bulletins and pamphlets, all on the same subject. For instance, a package library on Trial by Jury contains twenty-two pieces. Twenty articles clipped from *The Forum*, *Journal of American Jurisprudence*, *Scholastic*, *Atlantic Monthly*, *Harper's Magazine*, *Review of Reviews*, *Annals of the American Academy of Political and Social Science*, *American Bar Association Journal*, *Scribner's Magazine*, *New York Times*, *Southwestern Political and Social Science Quarterly*, and other periodicals. Two are pamphlets; one an address by Judge Nelson Phillips, the other from the Commonwealth Club of California.

This package library is used by schools, both for debate work, and for themes. Trial by Jury is an excellent debate subject, and it is also a good theme for government classes.

This is only one of the many subjects on which package libraries are made up. In some future issues of the *Interscholastic Leaguer* we expect to give lists of subjects for debates and themes on which we have material, but it will be impossible to include all of the subjects in the lists, because there are thousands of them. In the meantime do not hesitate to write for

material on any important current topic, and it will be sent to you.

Many teachers are writing to the Extension Loan Library for material to help in preparing institute papers, or simply for their own professional reading. The library is well prepared to take care of such requests, because it subscribes for a large number of educational magazines and is on the mailing list to receive publications of many educational institutions and organizations.

Teachers also borrow material which gives suggestions as to the observance of special days or special weeks. For instance, for a month before Fire Prevention Week we are busy answering requests for package libraries on Fire Prevention topics; in October letters begin to come in asking for Thanksgiving program material; in November there are requests for Christmas program suggestions; and so on.

The annual report of the Extension Loan Library for the year ending August 31, 1929 showed that 21,509 package libraries, containing about 2,532 books, 900 plays, 2,600 study outlines, and 232,173 pamphlets and periodical clippings were circulated. These were sent to 1,007 Texas towns and rural communities in 240 different counties. The schools used 10,240 of them, nearly half of the total number of package libraries circulated.

If the teachers and students of your school were numbered among the patrons of the Extension Loan Library, University of Texas, last year, we welcome you back now. If they were not users of the library service then, we hope they will be this year.

Book on Texas Birds

BOOKS about American birds are numerous, and some are classic. The works of such naturalists as Wilson, Audubon, Coues, and Chapman gave to the study of ornithology in this country an impetus which never has lost its force.

Among present-day scientists who have devoted their lives to this pursuit, Dr. Harry Oberholser holds high place. It is 28 years since he began an ornithological exploration of Texas, which counts more bird species than any other State.

Then, as now Dr. Oberholser was with the United States Bureau of Biological Survey, that investigates the relation of birds to agriculture and stock-raising, administers Federal laws regarding them, and maintains bird-reservations. He is that agency's chief ornithologist, and has contributed numerous articles to the *Proceedings of the National Museum*, *Washington*, and to *The Auk* (Philadelphia).

Dr. Oberholser has made this State his debtor by presenting it the manuscript of his great work, "The Birds of Texas." H. B. Parks of San Antonio, secretary-Treasurer of the Texas Academy of Science—reorganized here last November—writes that, in book form, the Oberholser study will make two volumes and contain 20 colored plates and 377 cuts. The author and the Biological Survey, he adds, stipulate that, when published, these books shall be distributed free to libraries and sold to individuals at cost.

Not only the Texas Academy of Science, but several other organizations—including the Science Section of Texas State Teachers Association, the Izaak Walton League of America and the Texas Science Club—are supporting a most welcome movement for publication of Dr. Oberholser's manuscript at the State's expense.

It is hoped that the Governor will recommend, and that the Legislature at this session will vote—from Game, Fish and Oyster Department funds—the comparatively modest sum required for the publication. The distribution would be of incalculable educational and practical value and would enhance Texas' fame.

Authorities say that more than six hundred local migratory species of birds are found in this State. Almost all are beneficial to man and few are actually harmful. The wild turkey, which once ranged from Canada far into Mexico, is gaining ground here, thanks to improved protection. The prairie chicken—formerly abundant between the Appalachians and the Rocky Mountains—apparently is holding its own in Texas better than almost anywhere else. Numerous species from the sub-tropics cross the Rio Grande and give this State a variety which no other can boast.

Dr. Oberholser's work would be particularly useful in the educational institutions. Here is a splendid opportunity which the State Government should improve to the utmost.—Editorial *San Antonio Express*.

More Difficult Music Memory Test Meets General Approval

"Unfamiliar Selections" Feature of This Contest Causes Much Discussion Among Teachers and Supervisors

COMMENT was invited from teachers interested in music memory on the radical change effective last year in this contest. We have selected a number of typical replies, which are published below:

Miss Hettie Hofstetter, San Angelo: We enjoyed this method for the music memory, especially the grading part. If pupils have to worry with the spelling and punctuation, they lose sight of the real appreciation of the music—its beautiful tones, rhythm, and interpretation. There are very few grown people who can concentrate enough to keep several different things going on in their minds at one time. Children can work best in the concrete, and a difficult subject like music should especially be given to them in the concrete form. I feel that music is a science, a language, and an art; it is constructive, uplifting, spiritual, a character builder, and children should be led into the music world through the art side, then the language, and last the science.

All this is in answer to your question, how we liked the contest this year and what we think of the plan. As for suggestions for next year, it seems to me that not so many records should be given; for too many schools cannot afford so many new records every year to be used just for that one year and then laid aside. I have a letter from Mr. Tremaine in which he made the suggestion of repeating the lists after three or four years. That is what I was doing in the public schools here—the ward schools—and was glad to see that he approved of that plan. Probably that would be a good suggestion for the state contest.

The teachers' meeting at Ballinger on April 5th, had a music section for the first time. We had a large and interested audience, and many complimented the program. Probably you saw our program in the March number of the *Texas Outlook*. I was greatly complimented by being re-elected as chairman for next year.

In our district meet here on April 12 and 13, we had seven entries for the independent music memory, one for the rural, one for the violin contest, two for the voice contest, five for piano, and six for girls' glee club. The interest is gradually growing for the different music contests.

On May 10th, our public schools will have a May Fete, on the athletic field, of folk dances, physical exercises, and May Pole Dance. I am still hoping for a state wide music contest in voice, glee club, piano, etc.

Miss Fred E. Clark, Alamo Heights School, San Antonio, Director of Music Memory, Bexar County: I think the present plan of Music Memory Contest is very much better from a musical standpoint than the previous plan was as it tests their knowledge of music rather than spelling. Because of the elimination of spelling the children have taken a greater interest and we had more competitors for our team than ever before. In preparing for this contest at our school all classes eligible to take part did so before the elimination contest which was held just before the county meet.

I like especially the addition of theme, type, and instrument recognition. It has created quite a bit more interest in our music appreciation lessons. Too, it gives the rural children an opportunity which they might otherwise never have to learn these. In Bexar County we met one afternoon for several hours and discussed this phase of the contest. Some of the children had never seen some of the instruments so could not distinguish the tone quality. After they had seen pictures of them and listened to their tones they had no further trouble in distinguishing them. It was a most pleasant experience to see how they enjoyed the work.

The number of schools in our county taking part in this contest is increasing each year and I hope by next year to have every school enter.

Miss Kittie Neighbors, South Park College, Beaumont: I want to compliment the committee and also Mrs. Lota Spell for the splendid content of the contest. For some years, I have felt the need of something more than recognition of composition.

Miss Beryl Bell, Van Vleet: I know this to be a fact: You are putting this music memory clear beyond the smaller schools. You are putting it on such

a scale that only the large city schools can compete in this contest.

The only means and ways that any school in Matagorda County can work and prepare for this contest is with the Victrola. Our finances are such that we can hardly buy the records for the contest. This being the case, you can readily see that we can not buy the records to teach the children the different instruments and the different types of records. If each school could have an orchestra it would be better.

I feel sure that these conditions exist in counties other than Matagorda. This year we had only three entries in the Independent Division and one in the Rural Division. I, personally, bought the records for my children, as I hated to see them drop the work after we had begun it last year. We placed first again as we did last year.

Miss Lillie B. Reese, Stockdale: The contest in our county was very interesting and I think it was better than ever before. The highest grade in our county was 95. Although no hundreds were made in the contest, I think the children learned more than if it had all been just from the memory standpoint as hitherto.

It seems to me that this is an excellent contest and I hope it will be used next year.

Mildred Sage, 2005 Milam St., Houston: I think the plan for the music contest this year was a splendid one. Am so glad they are now stressing "theme recognition" and "the type and instrumentation" as well. The children were very enthusiastic over the unfamiliar records and could hardly wait for the contest to begin to see what was in store for them. I think it is very fair the way you are sending these records from headquarters and it creates a greater interest among both children and teachers. All children in the contest recognized the type, tone and measure, but most all missed the number of times the theme occurred.

Miss Letha Davis, Dickinson: I am delighted with the new plan for the music memory work. This is the first year that we have had public school music in Dickinson and I found it both convenient and satisfactory to use the music memory records and the new plan for the work in music appreciation.

Mrs. Sam Irwin, Pampa: The teachers that I have talked with are well pleased with the plan for this year's work. The children were a bit nervous about the unfamiliar record plan, but after they heard them they felt differently.

Is it possible to secure a list of the records in the fall (also rules)? If so another year we would like to begin the work earlier and include all the children until time for the finals.

Thos. F. Glosop, Decatur: The contest went off very nicely and I think the plan is fine, except the unfamiliar records for the high school, or at least the one to recognize "type," was just a little too difficult. The highest grade we had was 95 per cent.

Miss Elenita Patton, Greenville: The general opinion in the county meet concerning the new part of the Music Memory Contest, recognition of theme, etc., seemed to be that it was a good thing. The score cards were also well liked. There is, however, among nearly all the Hunt County teachers with whom I have talked, one serious objection to the Music Memory work. That is, the great expense of buying practically a new set of records every year. This, I know, has prevented a number of teams from entering this year. If this could be lessened, I believe the interest in the contest would become more general.

Baseball

AND WHY NOT a Texas Interscholastic League baseball campaign? Football, basket ball, and track have been sponsored with success and we see no reason why baseball can't be. It's the salvation of the grand old game in high schools and colleges. It's getting so the major league clubs have to depend too much on sand-lot stars for their players. We can see no reason why eligibility could not be enforced in high school baseball as much as in football, track and basket ball. Think it over.—*Cleburne Review*.

(Editor's Note: The baseball contest has been added in this year's rules.)

WINS 170 POINTS IN COUNTY MEET

Fulshear School, 15 Enrolled, Takes Honors in County, District and State

FULSHEAR SCHOOL (Fort Bend County) won first place in the Three-R contest at the State meet last May and second place in senior girls' declamation. Although Fulshear school enrolled but fifteen pupils, it won the following places in Fort Bend County meet:

Senior spelling, first place; junior spelling, first place; essay writing, first place; Three-R contest, first place; music memory, first place; arithmetic contest, first place; senior girls' declamation, first place; junior girls' declamation second place; junior boys' declamation, first place; extemporaneous speech, third place. Fulshear made a total of 170 points in literary events—more than any other school made in literary events in the county irrespective of their classification. Note also that the extemporaneous speech and arithmetic events do not provide a separate division for rural schools. These events were won with only five pupils.

In the district meet held at Houston, Fulshear entered six events and placed as follows:

Music memory, first place; essay writing, first place; Three-R contest, first place; senior girls' declamation, first place; junior girls' declamation, second place.

Miss Joyce Benbrook is principal of this school. She believes thoroughly in the opportunities for the small one-teacher school to shine in League work.

Coaching "Number Sense"

JUDGED by the performance of her contestants in the Williamson County Meet, Mrs. C. A. Waddill of the Taylor public schools is one of the best "number sense" coaches in the State. We asked her, therefore, to prepare in one-two-three order suggestions for other arithmetic teachers. She replied as follows:

General

1. Emphasis on accuracy and speed throughout the year.
2. Individual ability and work is noted from beginning of school for possible contestants.

First Term

1. Drills on fundamental operations.
2. Test by graphs made in class.
3. Learn the multiplication table to 25. Use every available minute for drill.
4. Learn and practice all rules of short methods of multiplication and division.
5. Learn and practice at least forty aliquot parts.
6. Learn formulas for finding the three cases of percentage.
7. Drills in finding third case if any two are given.
8. Practice carefully the applications of percentage to Profit, Loss, Commission, Discount, Interest.

Second Term

1. Select team immediately after mid-term examination.
2. I permit all eligible volunteers to enter the contest but I always include a number of those who not only have the ability, but are willing workers.
3. After final elimination, I keep an extra pupil on team, in case of sickness or accident.
4. I attempt in every way possible to keep them in happy state of mind, as this is conducive to best work.
5. I drill again with fundamentals intensively, at least twice a day, from 7 to 8:30 a.m., and 3:30 to 5 p.m.
6. The last few weeks, four or five, I drill exactly as the final contest will be conducted.
7. I keep their record daily, to note improvement in speed and accuracy, endeavoring to correct their weaknesses as they become apparent.
8. There is no intrusion on regular school work or time.

Football Reports

A school participating in football is required to report, on the proper form, each and every game played. This includes out of district and other non-conference games. The important item in this report is the line-up. The names of all regular and substitute players must be included. Valuable permanent records are being built up by this system of reports. Do your part without the necessity of the State Office notifying you that your reports are not coming in.

PHLOX: AN ALL-AMERICAN

By Dr. B. C. Tharp

WHY All-American? Because it has no natural wild representative in any European country, nor anywhere except in America. Because it covers North America from Alaska and the Hudson Bay to the Gulf of Mexico and northern South America; from the Atlantic to the Pacific; from sea level to the mountains and from swamp to semi-desert.

Usually some shade of pink or rose with more or less lavender tinge and frequently a bright yellow center, the flowers occur in dense clusters at the top of stalks a foot or more high, or singly, at the ends of branches, on plants much lower in stature. Invariably they give off a most delicate and charming fragrance that, coupled with their graceful and modest appearance, at once marks them all as a family of real culture and refinement.

So charming are they that the first settlers in America early began bringing them into their gardens and cultivating them. The phlox proved appreciative of care, and in return for such kind treatment yielded a wealth of variety not shown by their wild kinsfolk. Seeds and plants were sent back by the colonists to their friends and kinsmen in England, France, and Germany to show them what lovely flowers grew wild in America. In the gardens of these countries also the phlox thrived and grew, so that they are today well known and prized the world over in cultivation.

One of the most popular of all the cultivated sorts is an annual occurring wild only in southern Texas from the coast inland some hundred and fifty miles. In the wild it varies in color from pure white to deep red; in cultivation it has produced many other colors, such as deep purple, almost true blue and an endless variety of shades of pink and red.

It was first collected by Drummond, one of the early Texas botanists, and is therefore known as Drummond's Phlox. He sent it to England about a hundred years ago and now it is one of the most noted and influential of Americans in gardens abroad. Dozens of other sorts have gone from their native America to make their substantial contribution to the beauty and charm of the gardens of the world.

Texas has perhaps a dozen sorts growing wild that together cover practically the whole State. In the woods of East Texas there is a lovely perennial about a foot high with a heavy bunch of rose colored flowers topping the stems. On the hills of Central Texas a little fellow full of ambition shows the value of optimism by producing one of the largest and showiest of all the flowers in the phlox group. Other sorts occur in other sections; and throughout the whole group there is an unmistakable mark

of modest, refined elegance unsurpassed by any group of flowers anywhere—wild or cultivated.

An appreciation for their worth and for their all-Americanism led to their being entered in a poll now being undertaken by the *Nature Magazine* to select a National wildflower for the United States. Interest in the contest has centered mostly in the New England States. These have polled a heavy vote in favor of the wild rose, a flower that is very limited in its distribution, does not occur widely in Texas and is little known to most of our people. The most widespread in our State is the mis-called Cherokee Rose, a rank-growing hedge sort having beautiful white flowers with bright yellow centers. This rose, by all odds the best known in Texas, is in fact a native of China. Its status in America is therefore that of a naturalized citizen. It can hardly be a serious competitor on merit for the honor of National Flower for the United States.

Since she is no politician herself, Phlox's friends must rally to the rescue if she is to win—and this must be done quickly and in large numbers. Won't your school fill out the accompanying form, putting PHLOX IN ALL THREE PLACES? Send it in at once, for the contest closes on December first. Be sure to put the matter before the whole school, so that the vote may be unanimous and the total enrollment be your number of votes.

IN THE INTEREST OF THE MERIT OF A REAL ALL-AMERICAN THAT HAS ATTAINED WORLDWIDE ESTEEM, AND IN THE INTEREST OF YOUR OWN NATIVE REPRESENTATIVE IN THE GROUP, FILL OUT THE BLANK NOW WITH THE TOTAL ENROLLMENT OF YOUR SCHOOL AND SEND IT AT ONCE TO THE ADDRESS INDICATED ON THE BLANK.

NATURE MAGAZINE NATIONAL FLOWER POLL

Please mark and send this ballot to National Flower Editor, Nature Magazine, 1214 16th Street, N. W., Washington, D.C., before December 1, 1929.

My choice of flower to be designated as National Flower is

First Place..... No. Votes.....
 Second Place..... No. Votes.....
 Third Place..... No. Votes.....
 (Signature or name of school or club).....
 (City and State).....

ELGIN SCORES HIGH IN BASTROP MEET

League Is Used to Supplement and Strengthen Regular School Work

THE Elgin Schools had last year a very successful season of Interscholastic League work. The schools placed in practically every event entered. The primary purpose of Interscholastic League contests is training children and promoting a friendly rivalry and clean sportsmanship. Even though Elgin did not win all first places, some very excellent training has been done through these contests, according to Superintendent W. H. Korges. Elgin had an entry in every contest fostered by the League, including the district one-act play contest, district typing contest, as well as all county contests.

The men who distinguished themselves in track were Dan McClellan, Stuart Watson, Rufus Evans, and Harry Krenek. All athletic contests for boys were coached by G. L. Hart. Elgin's standard in debate was ably upheld by Diana Moore, Myrtle Mae Branton, Dale Davis, and Stuart Watson. The Elgin declaimers who won high places were Jennie Dannelley, Nina Ruth Burch, and Harry Krenek. The Public Speaking contests were under the direction of Miss Ruth Rucker. Miss Nell Owens, Miss Evelyn Pearl

Payne, Miss Dorothy Voigt, and Miss Modene Griffin and Miss Margaret Lee Jones assisted in other contests. Two special features at the county meet at Smithville were the appearance of the Elgin High School Band and the Girls Glee Club.

According to Superintendent W. H. Korges, Elgin is starting now to train students for next year's work. One excellent point about Elgin's participation in such events as those sponsored by the League is that even though such events are sponsored and encouraged by the school administration, they are subordinated to the regular school work. School work is required and must come first. Another point for pride is that the League eligibility rules are strictly enforced.

Program Suggestion

On the front page of the official program of the Brownsville-Harlingen football game, occurs the following statement:

"The athletic and literary interschool contests in Texas for the public schools are held under the rules and regulations of the University Interscholastic League.

"The object of this league is to foster among the schools of Texas inter-school competitions as an aid in the preparation for citizenship; to assist in organizing, standardizing and controlling athletics in the schools of the state—"

"The schools playing here today are members of this league."

HUBBARD SCORES HIGH IN CO. MEET

Hill County Superintendent Believes in Early Start and Systematic Preparation

(By Supt. L. L. Wilkes)

MAY I say a word relative to the Interscholastic League work in the Hubbard Schools? For the second consecutive year this school won the county meet. This year we succeeded in winning the district meet, by presenting well balanced teams in both athletic and literary divisions, and in the face of strong competition from much larger schools.

At both meets it was our observation that many schools wait until just a few days before the county meet to prepare for the contests. Interscholastic League work began in Hubbard the day the school opened and was almost a part of our course of study. It is the only way to get real benefit from the work and train the pupils for the contests. As a result of this movement 70% of the pupils participated in the elimination contests and 75 pupils went to the county meet, with contestants entered in every event on the program. Fourteen pupils entered the District 11 meet and eight contestants will represent the school at the state meet.

We heartily endorse the debate editorial in the last issue of the *Leaguer*. Canned rebuttal has always been a nuisance in this contest and "canned speeches" are now threatening to spoil the good effects of this phase of the league work. This school is trying to train its entrants to be debaters and not declaimers. We insist on extemporaneous rebuttal work and believe that the judges should be definitely instructed to penalize canned refutation in the contests at the state meet.

The league is doing a wonderful work. This school has been wonderfully benefited by its participation in the program this year. We pledge ourselves to help keep it on the high plane on which it is now being conducted.

Adult Education

(By BENJAMIN JOWETT)

The education of after life (adult education) is necessarily the education which each one gives himself. Men and women cannot be brought together in schools or colleges at forty or fifty years of age; and if they could the result would be disappointing. The destination of most men is what Plato would call 'the Den' for the whole of life, and with that they are content. Neither have they teachers or advisers with whom they can take counsel in riper years. There is no 'schoolmaster abroad' who will tell them of their faults, or inspire them with the higher sense of duty, or with the ambition of a true success in life; no Socrates who will convict them of ignorance; no Christ, or follower of Christ, who will reprove them for sin. Hence they have a difficulty in receiving the first element of improvement, which is self-knowledge. The hopes of youth no longer stir them; they rather wish to rest than to pursue high objects. A few only who have come across great men and women, or eminent teachers of religion and morality, have received a second life from them, and have lighted a candle from the fire of their genius.

The want of energy is one of the main reasons why so few persons continue to improve in later years. They have not the will, and do not know the way. They 'never try an experiment,' or look up a point of interest for themselves; they make no sacrifices for the sake of knowledge; their minds, like their bodies, at a certain age become fixed. Genius has been defined as the power of taking pains; but hardly any one keeps up his interest in knowledge throughout a whole life. The troubles of a family, the business of making money, the demands of a profession destroy the elasticity of the mind. The waxen tablet of the memory which was once capable of receiving 'true thoughts and clear impressions' becomes hard and crowded; there is not room for the accumulations of a long life. The student, as years advance, rather makes an exchange of knowledge than adds to his stores. There is no pressing necessity to learn; the stock of Classics or History or Natural Science which was enough for a man at twenty-five is enough for him at fifty. Neither is it easy to give a definite answer to any one who asks how he is to improve. For self-education consists in a thousand things, commonplace in themselves,—in adding to what we are by nature something of what we are not; in learning to see ourselves as others see us; in judging not by opinion, but by the evidence of facts; in seeking out the society of su-

perior minds; in a study of the lives and writings of great men; in observation of the world and character; in receiving kindly the natural influence of different times of life; in any act or thought which is raised above the practice or opinions of mankind; in the pursuit of some new or original enquiry; in any effort of mind which calls forth some latent power.

If any one is desirous of carrying out in detail the Platonic education of after-life, some such counsels as the following may be offered to him:—That he shall choose the branch of knowledge to which his own mind most distinctly inclines, and in which he takes the greatest delight, either one which seems to connect with his own daily employment, or, perhaps, furnishes the greatest contrast to it. He may study from the speculative side the profession or business in which he is practically engaged. He may make Homer, Dante, Shakespeare, Plato, Bacon the friends and companions of his life. He may find opportunities of hearing the living voice of a great teacher. He may select for enquiry some point of history or some unexplained phenomenon of nature. An hour a day passed in such scientific or literary pursuit will furnish as many facts as the memory can retain, and will give him 'a pleasure not to be repented of.' Only let him beware of being the slave of crotchets, or of running after a Will o' the Wisp in his ignorance, or in his vanity of attributing to himself the gifts of a poet or assuming the air of a philosopher. He should know the limits of his own powers. Better to build up the mind by slow additions, to creep on quietly from one thing to another, to gain insensibly new powers and new interests in knowledge, than to form vast schemes which are never destined to be realized.

Physical Education VS. Physical Training

By JAMES EDWARD ROGERS

IN PHYSICAL training, physical development of the individual is the aim, whereas in physical education the aim is the education of the individual through physical activities. Education is the end, and physical activities are the means.

In an address on Education of the Physical vs. Education through the Physical, the same idea has been expressed by Dr. Jesse F. Williams, of Columbia University. We must get the conception that physical education is education; that we are teachers not acrobats; that we are training for health, neuro-muscular skills, sportsmanship, personality, and not developing weight lifters, high jumpers and parallel-bar champions.

Like all subjects in the school curriculum, physical education has gone through a series of stresses and strains. Since 1900 we have moved away from the old strict formal and military type of physical training over into those types leading to physical education. In the past 30 years there have been five trends or stresses in physical education: 1, the athletic and sports; 2, the informal and intramural; 3, the health; 4, the recreational; 5, the educational.

Physical Education Is Education

At last we have come to realize that our profession is that of education; that our aims are the seven cardinal principles of general education—namely, to train for health, for worthy home membership, for the tools of learning, for vocational efficiency, for the wise use of leisure, for worthy citizenship, and for ethical character.

The author of this timely article, James Edward Rogers, is Director of the National Physical Education Service. The League has secured Dr. Rogers to address the League Breakfast and Section Meeting, Friday morning, November 29, in the Crystal Ballroom of the Baker Hotel, Dallas. Reservations for this breakfast are now being made.—Editor.

Up through the different stages of growth and development in concepts of the aims and place of physical education, we have arrived at the right solution. The old military aim that physical exercises and training were simply a means for making the citizen physically fit to become the fighting soldier is rapidly dis-

appearing over the world. Back of all the old systems lurked this military aim. Physical activity was simply a means to an end, and that end was the making of a fit soldier.

Then during the middle of the last century we had the fads and thrills of physical culture. For fifty years we were dominated with leaders and their cults, their fads and fancies. It was the period of training for big muscles. The weight lifter, with big chest and bulging biceps, was the ideal. Emphasis was put upon the physique. It was the period also of frills in the field of rhythmic.

The third period we have just passed through is the period of physical training. We were not training the military nor the strong-armed man, but we were training the gymnast and acrobat. Activities were ends in themselves. Achievement as a skilled gymnast was the idea.

Physical Activities, a Means to an End
Today the complete reverse is true. The very opposite is the ideal. Physical activities are not ends in themselves but merely means for education. Rhythmic, gymnastics, games, sports, and athletics are the means to train for health, character, sportsmanship, personality, and good citizenship.

The sooner we get the conception that physical education is part of education—that our real profession is not physical education but rather education—our growth and influence will become broader and more significant. Physical education in the next ten years is to make greater strides because of this new emphasis, and it will be the final emphasis. We have found our place at last. Education is like religion, one of the immutable institutions of human life. Governments may come and go, armies may fight and die, kings may rule and totter, but religion and education stay on forever.

Recent Strides in Physical Education

In the last ten years, because of the cooperation of the general educator, there has been a great impetus to physical education. Previous to 1918 only 11 states had state compulsory physical education laws. Today 35 states have compulsory physical education laws. Previous to 1918 only 4 states had state directors; today 20 states, representing 60 per cent of the population of the country have state directors. Ten years ago there were less than 10,000 physical education teachers in the public-school systems of the country; today there are approximately 20,000 teachers devoting their time to physical education. Schools are building ample and adequate indoor and outdoor facilities. Few new junior and senior high schools are built without large gymnasiums and fine big athletic fields. Advances in physical education in the last ten years have been rapid and startling. It has been estimated that in layout and equipment alone more than \$25,000,000 was spent last year, besides approximately \$60,000,000 for instruction in physical education. Not only has there been a great increase in facilities, but an increase in time allotment for this subject. In many junior high schools a daily 60-minute period is assigned to physical education, more time than to any other subject. Besides adequate facilities and time allotment, credit is given to this subject, in some cases on a par with the academic subjects, for college entrance requirement.

We have a great opportunity in education. We must grasp it and make the most of it, and in so doing we will raise the standing and the prestige of our teaching profession. However, this evokes a challenge from the general educator. We must produce programs that are educational. Our activities must not be activities for their own sake. Exercise must help health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities are not ends in themselves. They are means by which we can train and develop man power.

Our profession is that of education; we must become educators.—*School Life*, September, 1929.

On his initial assumption that most students have instinctive bents that they are eager to follow, President Eliot bases the further assumption that effort does not need to be stimulated, as it was in the older education, by competition. His assertion that "lazy students are more likely to get roused from their lethargy under an elective system than under a required" is not confirmed by realistic observation. If the average student of today is more interested in football than in things of the mind, one reason may be that football, unlike the college as it has become under the new education, has a definite goal and is frankly competitive with reference to it.—*Forum*, January, 1929, p. 7. Irving Babbitt, "President Eliot and American Education."

LITTLE TOTS WILL GET CHANCE LATER

Admitting of Pupils under Ten to League Contests Is Disapproved by Principal

(By Walter A. Schulz, Principal, Rogers Ranch School, Caldwell County)

IN THE March issue of THE LEAGUER I notice a quotation Miss Mary Bell Norton's letter from Weatherford, Texas, in which she deprecates the fact that children under ten are ineligible for League contests though they be unusually capable.

Miss Norton is not the only teacher who chafes at this rule. In fact, I have known occasions where sub-juniors were used when the rules specifically stated juniors only should enter.

However this is a wrong attitude. We do not want the League contests to be cluttered with abnormal children. If the child has lasting ability he will be able to win enough laurels during his years of eligibility, without depriving other children of a fair chance. If his abilities are only temporary, as so frequently is the case, a great deal more harm is done to that child by such elevation than the average human realizes.

It seems to me that the lower limit is as good a one as can be located. The fourteen-year limit gives more cause for dissatisfaction.* The minds of all school people should work upon the problems that devolve from the various interpretations of that limit. In the rural school it is not felt so much, but in high schools with large attendance the League authorities encounter the problem in various phases, again and again.

A concrete example is the case that developed in Caldwell County this year. Two pupils were involved; each in a different school—although it might occur in one school. One school had a senior boy in the seventh grade; he was graded so low because of late entrance in school. He could neither compete in basketball nor in indoor baseball. The other school had a junior boy in the eighth grade. He competed in basketball and indoor baseball. Obviously the latter boy was getting something that the other boy was losing. A suggestion to change such a condition would be to allow each pupil to compete only in senior events or only in junior events. Then, if the boy competes in basketball, he cannot compete in baseball. The position of the senior boy in the grades is sooner justified then.

I hope to see the League grow better every year. It is big now. Let us not forget quality before it is too late. I have been connected with League work for nine years as teacher and like it better every year. It takes cooperation to succeed, however, and not quarrelling over small features that must wait for satisfactory solution through experience.

*Junior age has been raised to fifteen years since this was written.—Editor.

Bans Frats

GREEK letter fraternities and societies and all unauthorized organizations in Dallas high schools were put under the ban as far as all student activities and athletics are concerned, by the Board of Education at a special meeting September 13.

Steps toward decreasing the cost of high school annuals, and all commencement expenditures, such as pins and rings, were taken when the board appointed a special committee to make an investigation and report to the board.

Students may attend the various high schools over the city and retain membership in the societies, but they can not hold any school offices, can not participate in interscholastic league activities, can not be members of any athletic team under these conditions. Alex W. Spence, member of the school board and chairman of the rules committee, was given authority to draft rules concerning fraternity membership.—*Dallas News*.

Read the program for the Interscholastic League Breakfast and Section meeting on page 1. You will not want to miss this meeting. Make reservation at once and be sure of a seat.

State Essay Writing Winner



NANNIE SIMMONS, honor student of Sumpter Street Grammar School, Mexia, with the cup which she won in the State Essay Contest of the University Interscholastic League this year. Miss Simmons is the daughter of Mr. and Mrs. B. W. Simmons. She was pitcher on the girls' baseball team, winner in arithmetic and other contests in the county meet, and has gone through the grades with a "straight A" report card. She will enter high school next year.

WANTS 3 DIVISIONS FOR DECLAMATION

Ward School Principals Say League Rules Discourage Elementary Pupils

(By J. M. Davis, Principal DeQueen School, Port Arthur)

Due to the change of our school system from a seven-four plan to a six-three-three plan four or five of our most precocious children are eliminated each year from declamation because they complete the sixth grade when they are scholastically nine years of age. The question in my mind is why should any child be penalized or eliminated from a declamation contest because he is under age.

The declamation contest could be divided into three groups, elementary, junior and senior. In this way elementary pupils would declaim against each other regardless of age and junior and senior pupils would do likewise, but no one should be allowed to enter the contest who is scholastically over twenty. If you must have age limits let the elementary age limit be from eight to fourteen, junior high school from ten to sixteen, and senior high school from twelve to twenty.

Evidently there is a demand for three divisions of the declamation contest due to the increased number of junior high schools throughout the state. Unless some adjustment is made that will keep the junior high school pupils from declaiming against the elementary school pupils there will be no incentive for elementary schools to enter the declamation contest. It is self-evident that it is unfair for pupils whom we have trained for two years in declamation and have gone to junior high school to compete against elementary school pupils.

Writing on the same topic, Wayne Young, Principal of the Tyrrell School, Port Arthur, says:

The Junior High Schools have become so numerous in our State that it seems to me they should be recognized in the divisions made in the declamation contest.

By recognizing the Junior High School as a separate unit the elementary pupil would declaim against an elementary pupil regardless of age, junior high school pupils against junior high school, and senior high school pupils against senior high pupils.

Why use the age limit at all? When we use the age limit some of our best material is eliminated for they complete the sixth grade at the age of nine.

We train pupils in declamation and they are promoted to junior high school the next year and compete against us, this seems unfair to the elementary school child.

SUGGESTS THREE ON DEBATE TEAM

Forensic Director Urges Also Eliminations on Percentage Basis in County

OTIS L. HILLARD, of Sherman, whose team of girls went to the finals in debate at the last State Meet, writes the following suggestions, concerning alterations in the debating rules:

think of a rule allowing three to be

You ask the question as to what I used on a debate team? Personally, I would be glad to see a scheme adopted similar to that now in use in the state of Oklahoma, permitting three members to be used on each team. It is my idea that the training in public speaking and debating should touch as many high school students as possible. I had nearly fifty in debate try-outs at Sherman High School this year. If three were permitted on a team, more boys and girls could participate. Again, I believe that if there is ever the proper amount of enthusiasm aroused in this form of contest, that we are going to have to permit more to participate. Why not make it more on the order of football? Let three participate, and allow a coach to substitute for all or any one of these before any given debate? In this way, more enthusiasm and spirit could be aroused. Debating must touch a greater number if we succeed in doing the most good and in arousing the public to attend such contests. Again, it is my idea that country and district championships should be determined on the basis of percentage standing of teams after a given series of matches in a given county or district. In this way, a single decision in one meet would not decide the fate of a team. My teams have been successful but I think that the present method permits the element of chance to play too great a part.*

*This suggestion was adopted for the ensuing year.—Editor.

Reforming the Pigskin

To the attention of the Interscholastic Football Rules Committee it came that unprincipled footballers have been blowing up their balls in strange shapes—with irregular snouts that might be used as handles in forward passing; with fat sides to make punts fly short and crookedly. The committee announced last week, through Chairman Edward Kimball Hall, that a new apparatus will be used in future to measure pigskins put in play. The correct football will have "a circumference of its short axis from 22 to 22½ inches (a half inch less than last year), length of long axis from 11 to 11½ inches, entire surface to be convex, and inflated not more than 15 pounds, nor less than 13 pounds."—*Time*.

13-Year Old Boy Now in College

(Continued from Page One)

of his age attending college. Conner is much like any other boy his age. He is fond of outdoor sports; but his greatest pleasure is reading. "Don't get the idea that I'm a book-worm, though," he said. He weighs about a hundred pounds, is about five feet three inches tall.

"Right now," he said in reply to a query about the choice of his life work, "I intend to study chemistry and perhaps to be a chemist. I have had a course of high school chemistry, and so far chemistry appeals to me more than any other subject."

In speaking of his grades he said, "The kind of grades I make depends upon how energetic I get. If I get energetic in a subject I'll make a good grade in it and if I don't, I won't. I always make A's and B's through high school, though."

It may be added that young Conner came through the Summer Term in the Texas College of Arts and Industries with a record of five A's and one B.

10th Grade Girl Replies to Critic

(Continued from Page One)

school would enter a contest knowing or feeling himself incompetent, or ill-prepared.

Each of us knows the rules of the contest in which we represent our school, and have a fair idea of how it will be judged.

In the place of literary work being "sandwiched" in between the athletics, our school "sandwiches" the athletics in between the literary work. We all feel the benefit derived from the mental relaxation received in this way, and we realize that it makes the mind more active and accurate in our literary work. (I feel that I am speaking for many schools besides my own when I say these things.) And as for our wasting "our hard-pressed taxpayers' money, we cannot bring ourselves to feel that the money is wasted when it serves to develop the minds and physical abilities of boys and girls who would lack this training otherwise.

We are for the League wholeheartedly and are sincerely hoping that the time will never come when many schools will feel as Mr. Wadsworth does about the League and its work.

Rutgers Fosters High School Debating League

(Continued from Page One)

debates. The average attendance for the season was two hundred and fifty people for the elimination debates and four hundred people for the semi-final and final contests. It is fairly certain that at least twenty-five thousand people attended these debates, not including those who were in attendance at two or more.

Great aid was rendered to the schools by the Rutgers Varsity Debating team, which sent its members all over the state to act as judges. A popular part of the forensic season was twelve intercollegiate debates held in various high schools throughout the state. Much credit is due to the Debating Department of Rutgers and to Professor Reager. The attendance at these debates averaged over three hundred people. That this is a step in the right direction to stimulate forensic interest is shown by the fact that numerous requests have been received by the Rutgers debating manager to have these debates in the high schools again next year.

The worth of the student judges has been felt so greatly that already requests have been received for eighty-four judges for next season's contests.

A noteworthy feature of the Sixteenth Annual Debate Conference held in Kirkpatrick Chapel, Rutgers University, December 15, 1928, was the debate between the Oxford team and the Rutgers orators. Three hundred and twenty-eight delegates, students, teachers, and coaches attended the conference, which was considered to be the best in the history of the organization.

The *High School Debater*, official organ of the Rutgers Interscholastic Debating League, was published four times during the past year. More than fourteen thousand copies were distributed. The *Debater* is sent to schools, colleges, and universities all over the country, thus making the work of the league more than local in scope. An extensive exchange department is maintained with other universities fostering debate so that the best features of their systems can be embodied in the league.