



Picture Memory Aids

WE WERE much interested in the suggestions made in the November *Interscholastic Leaguer* by the Hunt County superintendent in regard to picture memory work, especially the one about the teacher conducting an art appreciation lesson, including reports by the older students on the life and works of the artists represented in the contest. The statement was made that such reports could be prepared if good encyclopedias and other reference books were available.

There is another source from which such reports may be prepared, which is free to every school in the state—to those having no collection of reference books as well as to those that have reference collections. This consists of the package libraries on artists and their pictures which are loaned by the Extension Loan Library, University of Texas, and which were described in the last issue of the *Interscholastic Leaguer*. Some of the teachers are already using these. A teacher from Grow has finished with one package library and now has a second one. First she had material on the Dutch artists and now she has some on the French artists whose pictures are being used in the contest.

Besides furnishing package libraries of material, the Extension Loan Library is purchasing a new book called "Story-Lives of Master Artists" by Chandler for the use of the schools interested in the picture memory contest. To quote from a review of the book, by Kathryn D. Lee, "... Anna Curtis Chandler has selected a number of outstanding incidents, weaving them into fascinating stories which make these artists seem convincingly real. In her 'Story Lives of Master Artists' the reader is introduced to... Leonardo da Vinci, who does not seem far removed from our own times since he spent many years trying to invent a flying machine; to Michelangelo, painter as well as sculptor, whose 'picture book' may still be seen on the Vatican ceiling; to Franz Hals, the jolly Dutchman; and to others. . . . The book is a valuable addition to the reading material designed particularly for children in the upper grades and junior high school. While amusing and entertaining, the book is informative, awakening an interest in the arts and stimulating a desire to know more of the great masterpieces of the world." This is a book which some of the schools will probably want to purchase for their own libraries. The price is \$2.50, and it is published by Frederick A. Stokes Co., 443 4th Ave., New York. Only a part of the artists represented in the picture memory contests are included in the book, but it may be used for purposes other than to aid in preparation for the contest. It is a book which children will enjoy and will profit by reading.

Essay and Speech Topics

Abbreviations used in this list follow: "S," Scholastic; "R," Review of Reviews; "W," World's Work; "C," Current History.

- (Continued from November Issue)
44. Senator Bruce's Proposed Substitutes for Prohibition (C. Dec.).
 45. The King of Spain and the Spanish Dictatorship (C. Dec.).
 46. Discoveries of the Sholl-McCracken Arctic Expedition (W. Dec.).
 47. Should the States be Given Control of Public Lands? (R. Dec.).
 48. Effects of Prohibition on the Judiciary of Pennsylvania (C. Dec.).
 49. Aristide Briand (C. Dec.).
 50. Mexico's Proposed Labor Code (R. Dec.).
 51. How Russia is Attempting to Solve the Grain Problem (C. Dec.).
 52. The Political Situation in Austria (C. Dec.).
 53. Recent Education Developments in Mexico (R. Dec.).
 54. Seven Years of Mussolini (C. Dec.).
 55. Evils of Organized Athletics in Colleges (C. Dec.).
 56. The Liquor Problem in Europe (W. Dec.).
- News Topics**
16. Governor Moody's Plea for Public Utility Regulation in Texas.
 17. Recent Disturbances in Haiti.
 18. The Senate's Refusal to Seat Vane of Pennsylvania.
 19. Clemenceau's Death.
 20. The Career of Clemenceau.
 21. President Hoover's Plan for Preventing Business Depression.
 22. The Presidential Election in Mexico.
 23. Progress of the Russian-Chinese Quarrel in Manchuria.
 24. Conviction of Albert Bacon Fall.

ROGERS MAKES PLEA FOR EDUCATIONAL ATHLETICS

Speaker Pictures Dangers of Commercializing School Sports

Declares for Strict Control of Interscholastic Athletic Contests by School Administration in Interest of Educational Values

THE Interscholastic League was fortunate this year in securing as the principal speaker for its section meeting following the annual breakfast, Mr. James Edward Rogers, of New York, Director, National Physical Education Service, and President Department of School Health and Physical Education of the National Education Association. Mr. Rogers has been actively engaged in physical education for thirty years.

He 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.

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 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.

Educational Athletics

The address, "Educational Athletics—A School Subject," delivered by Mr. Rogers to the League Breakfast and section meeting, follows:

There is no subject in the curriculum of the junior and senior high school that demands the attention of school administrators so much as that of athletics. There are forty-two states with state high school athletic associations. In many of these states such as Ohio, Indiana, Illinois, and Pennsylvania, practically every high school is a member of the athletic association. Their control is statewide, affecting every high school.

Millions of dollars are being spent on athletic fields, stadiums, and playgrounds. The junior high school in Findlay, Ohio, a town of 20,000, has just completed a stadium costing \$200,000. In Buffalo, New York, a high school has built a stadium with seating capacity of 14,000, costing \$250,000. In Indianapolis, Indiana, at the state basketball tournaments of the State High School Athletic Association, 16,000 fans paid admissions to see the games. The Indiana High School Athletic Association has a cash reserve from these games close to \$100,000.

School athletics cost money. The equipment and facilities are expensive. Trained leadership must be employed. In brief, here is a most engrossing school subject that affects vitally the whole school life and its morale, costing millions in equipment, facilities, administration, and leadership, yet we do not administer it on the same basis as other school subjects.

As educators we are handling most of the school subjects according to educational principle and procedure and our problems in control and management of these subjects have been almost solved. Yet this subject of athletics, fraught with dynamite for good or evil, and the cause of a multitude of school problems, we have for some reason handled differently. We have not given to it the same educational guidance and control we have to other school subjects. This is an educational paradox difficult to explain. Why don't we handle athletics as a legitimate part of the educational program for which we are responsible according to the best educational procedure and method?

Perplexing Problems

School athletics perplexes and worries much the school administrator. The problems are legion and troublesome. No group of subjects in the curriculum causes the same school rivalries, enmities, student unrest, bad feeling, and upheavals as does athletics at times.

It is strange what effects athletic problems and administration have upon the school superintendent and principal. It is known that school administrators in athletic councils forsake educational standards and advocate policies in athletic control antagonistic to the best educational principles. Many examples of this strange inconsistency could be quoted. In this school subject we seem to permit the interference of the student body, the alumni and the town coach. They seem to play a part in the control.

Some of the questions that we must answer from the educational point of view and handle according to educational principles are as follows:

1. How can we best administer athletics for their educational values and benefits?
2. Are our athletics developing character?
3. Are they educational?
4. Is it wise for a boy of 15 to play football in a strenuous tournament against a man of 21, which we permit in this subject but in no other?
5. Should we not classify students participating in this subject as we do in other subjects as is now done in New York and Michigan?
6. How can we get the best values from athletics and how can we prevent the evils that now arise from the present methods of control and management?
7. Why do we suffer student alumni and town interference which we do not tolerate in any other school subject?
8. Why do we have athletics? Is it to win or is it for its character values? What is really our aim? Of course, we want to win, but can we always win in life? Youth is in school to live life now and to learn in its living now the way to play the game of life later on. They cannot always win—neither should they always lose.
9. Do athletics promote a fine school morale? How can we best promote school morale?
10. Can we use athletics to bring out a higher standard in attitudes toward life?
11. Can we emphasize something besides spectatoritis? Would our schools be healthier and happier if there were more students participating in more types of intramural programs?
12. Should we encourage the intramural program? Should not the varsity teams grow out of a rich intramural program?
13. Are our playing seasons too long and strenuous for growing youth? Do they mitigate against the health of our boys and girls?
14. What are the emotional strains and stresses put upon the ego, the undeveloped ego, the frail heart, the weak nervous system, the backbone and the yellow streak? What are the detriments produced by the slogan "Winning at any cost"? Does losing produce an inferiority complex? In brief, ad infinitum, here is a big school subject demanding time, money, provision, care and guidance—full of potential educational values and fraught with danger. Why do we not handle this question as we do other school subjects?

How to Get Rid of Evils

My thesis is that we will get rid of the evils, troubles and enmities if we will undertake to adhere to the best principles of education and to follow the best educational procedure. We must make athletics educational. We must regard it as a school subject to be administered as a regular part of the educational program. It is unwise and dangerous to permit this school program of student activity to remain outside of the jurisdiction of regular school policy. Athletics can become educational and only will become educational in character and results when the general educator will bring to it the same leadership as he does to the rest of his program.

Educators are making no distinction between curricula and extra-curricula programs. Anything that happens in the school life is part of the responsibility of the administrator. The old division between curricula and extra-curricula is fast disappearing. It is all education and part of the school program. Yet we still treat athletics as something foreign and apart—a necessary evil. Athletics is not only the most potential school subject for school spirit, for the development of character traits, for encouraging school discipline, but it is also supremely educational in its content and implications. It is the key to health training. In order to get the educational value from athletics we must treat it as an educational subject in an educational way.

Athletic Interest Growing

Athletics we have always had with us and we will have them more and more. We must face this fact. We must provide for it and develop it along correct lines. With the development of gymnasiums, athletic fields, playgrounds and stadiums, we will have more play, more games, and more sports. This is as it should be. What we need, however, is more mass play, more mass participation and less bleacheritis. We must push our intramural programs. In Maryland 52 per cent of all the school children of that state took part in intramural programs. Thirty-two thousand alone took part in the state badge tests representing minimum standards of physical achievement.

But it is not so much play or more sport alone that we need as it is more sportsmanship. The emphasis should not be put on sport for sport's sake, but sport for sportsmanship's sake. Sportsmanship is character education in action. If we could teach our boys and girls to keep the code of the Sportsmanship Brotherhood of America, great educational results would be accomplished.

The Code of Sportsmanship:

- Keep the rules.
- Keep faith with your comrade.
- Keep your temper.
- Keep yourself fit.
- Keep a stout heart in defeat.
- Keep your pride under in victory.
- Keep a sound soul, a clean mind, and a healthy body.
- Play the game.

A study made by Professor Thorndike of Columbia University shows that the games, plays and sports of the school curriculum rank highest among school subjects for the development of character. If athletics can train for health and character and can develop school morale and spirit and has educational implications, why do we not stress these factors rather than just the factor of winning? This is the crux of the whole problem.

Not All Education in Books

The control and administration of school athletics has gone through four stages in regard to the attitude of the general educator. Thirty years ago with few exceptions the general attitude was one of OPPOSITION to this growing intrusion of this dominant activity which tremendously controls the interests of the students. This is but natural if we know our adolescent psychol-

ogy. Sports are essential to youth. It is the zest of their very life. They grow and develop and become men through life experiences on the gridiron and the diamond and the playing field. They are taught to give and take. Here are some of the real lessons to be taught now for preparation of future adult living. Not all education is in books. Education is an action process not a learning process. Education lies in doing, in meeting situations representative of life's problems and nowhere can we get these educational situations better than through plays, games, and sports. Through games and sports youth grows, learns, develops, and disciplines himself. This is the true educational process. The place of play in education has been splendidly presented by Aristotle, Hobbs, Froebel, J. Stanley Hall, Gulick, and Dewey. Athletics, not bread, is the staff of life to the growing adolescent youth. So how unwise our predecessors were who thirty years ago opposed this potential educational force "for good as well as evil." They should have lead it and controlled it instead of having the students, alumni and the athletic association take the leadership.

Athletic Missionaries

So the first attitude of the general educator toward athletics was one of opposition. The second attitude was that of TOLERATION. Twenty years ago the general educator began to tolerate athletics, permitting a few members of the faculty to devote some of their spare time to work with the boys outside of school hours to handle the problems of athletics. Then there were few state associations, mostly local, sectional leagues. To these few faculty members we owe much for the development of the educational management of athletics. They had the vision. They devoted their time and money. They were not only missionaries but in many cases martyrs, because still the general run of educators stepped aside when it came to the question of athletics.

Ten years ago we entered into the third period, that of CO-OPERATION. Superintendents and principals began to see that not only must they tolerate but they must cooperate and take an active part in the administration of this subject that seemed to dominate this whole school and student body. Since 1918 therefore we see a remarkable growth of state athletic associations. Today forty-two states have these state associations that enroll practically all the high schools of their respective states. Today we have a National Federation of State High School Athletic Associations.

Requires Firm Administrative Control

Time does not permit us to enumerate the great growth in athletics as to the number of students participating. Today, however, we are entering the fourth stage in the administration of athletics. This is the stage of direct ADMINISTRATION as a school subject through school budgets under the control of the health and physical education athletic departments of the school system. A score of our cities now, like Cleveland, Detroit, Buffalo, and Albany place the control of athletics as an administrative unit directly under the superintendent of schools and the director of the department of physical education and athletics. There is, of course, an athletic association composed of principals, faculty members, students and coaches who meet together to legislate. But the making of the schedule, the hiring and assigning of physical educators and coaches, the control of the games, the number of games, the employment of officials, the purchasing of athletic goods and uniforms and the handling of all finances are done through the superintendent of schools and his regular departments. Finances go through a common budget kept by the financial department of the school board. All purchases are made through bids. All schools have the same material and the same facilities. In the distribution of the receipts from the games, the stronger and larger schools help to carry weaker schools, but still get their percentage on a pro rata basis. The study of how Cleveland and Detroit handle their athletics as a school subject through regular educational authorities is most worthy. Besides the cities mentioned above that are controlling athletics as a definite part of the school administration forces, it is interesting to know that nine states have state directors of health and physical education that are members of the executive board of the State High School Athletic Association. In a few states such as New York and Maryland, the State Athletic Association is located in the office of the state superintendent of schools and the executive officer is the state director of physical education and health. In Pennsylvania, New York, Michigan, Delaware and other states the state director of physical education and health is an executive officer and secretary of the State Athletic Association. In this way there is a direct tie-up to the educational leadership of the state. These few instances are but trends that point to the fourth step which we must take which is one of not only cooperation but direct ADMINISTRATION.

Today as we look over the country there are a few superintendents and school administrators in the first period of opposition to the school athletic program. There are other school leaders that are simply tolerating athletics and are twenty years behind the times. There are others who are just beginning to cooperate as we started to do ten years ago. But in the next ten years, the final stage is to develop the educational possibilities of physical education and to make it a definite school subject under regular school authorities. This does not mean, of course, that we will have no high school athletic associations both local and state. It means that we will have student interests and student leadership and we will have committees and leagues, but the actual administration of the athletic program will be treated for its educational values and hence we will be relieved from the annoyance of outside interference.

Evils Not Inherent

If we want athletics to fit into our school system, to harmonize with the rest of the program, to get rid of its evils and annoyances and to develop its educational value, we must take this fourth and final step.

The evils that arise from athletics are not inherent in athletics but arise largely from faulty control, administration and treatment. Our bickerings, fights and enmities arise not from the game but how we handle the game.

The happy signs are the development of state athletic associations and the leadership of the National Federation of State High

