



LETTER BOX and PERSONAL ITEMS

Hall County League Active
Jas. W. Garner, Principal Turkey High School: We are looking forward to an active year in League work, and I assure you we are all going to do our best.

Collin County League Strong
H. E. Robinson, Rt. 2, McKinney: League prospects are getting better every day. We have assurance of forty or fifty schools joining the League in Collin County this year.

Spelling List Useful
J. E. Gregg, Superintendent of Schools, Marfa: I like the Spelling Lists fine. We are sure to get some good results from the use of these lists.

Wants District Typewriting
L. D. Janousek, Head Commercial Department, Sour Lake High School: I have one suggestion that I wish to make—why not have district contests for second-year typewriting. The expense would not be very much for each school as the district contest would be held nearby. At least give each district permission to hold such a contest if there were enough schools in that district desiring it.
(Note: Any district committee may install any contest it sees fit to install.)

Limestone Had Fine Meet
Supt. C. A. Puckett, Director General Limestone County Interscholastic League: The county meet was held here March 19-20; 554 contestants were present, twice as many as last year; thirty-five schools entered; 50 per cent more than last year. Twice as many rural schools competed as did last year. Three thousand people came first and last.

Approves Lowering Age-Limit
B. H. Miller, Superintendent of Schools, Eagle Pass: I think that your committee did some good work on the rules. Their greatest work was in bringing down the age-limit. Bully for that! They did not go far enough in restricting Class B schools. These should not go beyond the district, in my judgment.

Typewriting Contest Endorsed
J. C. Duvall, Fort Worth: I believe that there are great possibilities in a typewriting contest and I appreciate the effort that you are making to put the thing over. Every wide-awake commercial teacher ought to cooperate with you in making the plan a success. If there is anything that I can do to assist you in this district please feel free to call on me.

Spelling List Used as Text.
W. R. Bradford, Superintendent of Schools, Iowa Park: We use your Spelling Lists each year as a regular classroom text.

LEAGUE CALENDAR

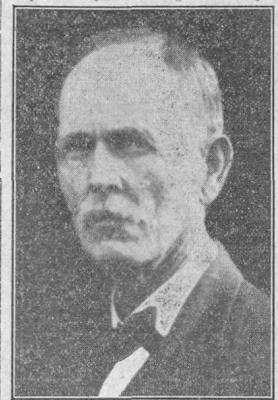
- December 15, 1926—Last day for paying Basket Ball Fee without penalty.
- January 15, 1927.—1. Last day for paying Basket Ball Fee. 2. Final date for notifying State Office of entry in One-Act Play Contest. 3. Final date for notifying State Office of entry in Typewriting Tournament.
- February 1, 1927.—Last day for paying League Membership Fee.
- February 19, 1927.—Last day for deciding District Championship in Basket Ball.
- March 4 and 5, 1927.—First weekend for holding County Meets.
- March 4 and 5, 1927.—State Basket Ball Tournament.
- April 1 and 2, 1927.—Last weekend for holding County Meets, and first week-end for holding District Meets.
- April 22 and 23, 1927.—Last week-end for holding District Meets.
- May 5, 6 and 7, 1927.—State Meet.

TAUGHT 50 YEARS IN ROBERTSON CO.

C. F. Scott Pioneer Teacher Devoted Long Life to Work in Rural Schools

AFTER serving as teacher the schools of his county for more than fifty years, C. F. Scott, of Franklin, died December 24, 1924.

Under date of August 22, 1923, his wife, Mrs. C. F. Scott, said in a letter transmitting a photograph which THE LEAGUER had requested of her:



C. F. SCOTT

"Mr. Scott has not lost a single school term since he first began teaching, and but few days during the entire fifty years. He is still teaching and takes great interest in his work."

Contrary to the experience of most school teachers, Mr. Scott accumulated considerable property, and his home was one of the finest in the whole county.

Mr. and Mrs. Scott reared a family of nine children, all being teachers except two. Their names follow: R. E. Scott, Richmond; J. M. Scott, Mullin; Mrs. J. E. Palm, Rogers, Ark.; F. D. Scott, Franklin; W. Y. Scott, Beasley; Mrs. Lee W. Doherty, Del Valle; Mrs. E. P. Fickling, Franklin; Mrs. J. T. Gossett, Austin; Mrs. T. J. Reeves, 909 N. 13th St., Waco.

Sometimes They Stay Out To Use Ineligible Men

IN JANUARY, the League received the following court advice from a school superintendent in answer to a request for a report on players used in last season's games:

"You are hereby notified that our football team did not enter the League. The winning team is really and truly the team that does not enter." And more to this effect pointing out that football was monopolizing too much time, interest, and attention, to which sentiment many of the most competent educators in the country heartily subscribe.

The League suggested in reply there is nothing inherently good or bad in football but that the results depend upon the manner in which the superintendent allows the sport to be conducted in his school. In October a letter came from a superintendent of schools in a neighboring state inquiring concerning the eligibility of certain players on the team of the city which read the League such a lecture about overemphasis of football last January.

The League Office was compelled to reply as follows by night letter, collect:

— is not member our State organization. Incomplete records on only six of players listed your letter. Of these six — is clearly over-age, while the chances are that — is also since his birth is given simply October, 1905."

So out of six players which were to be used in this interstate game one was clearly over age and another likely over age. If there were the same number ineligible in each half dozen of the rest of the squad, the number of ineligible on the squad is quite considerable.

That's one unforgivable form of overemphasis—using ineligible men.

Program of the Seventh Annual Interscholastic League Breakfast and Section Meeting

Ball Room, Hotel Paso Del Norte, El Paso, Texas
November 26, 7:30 a. m.

T. H. SHELBY, *Dean, Division of Extension, University of Texas, Presiding*
PROFESSOR A. B. SMITH, *Superintendent of Schools Granger, Secretary*

League Section Motto: *Educational Use of Interscholastic Contests*

Invocation—PROFESSOR L. T. COOK, Superintendent of Schools, Breckenridge.

Introduction of Dr. Ray K. Immel—MISS JESTON DICKEY, Public Speaking Instructor, Brackenridge High School, San Antonio.

Speaking Contests and Speech Education—DR. RAY K. IMMEL, Dean, School of Speech, University of Southern California, and sometime President of the National Speech Arts Association.

At the close of Dean Immel's address, an opportunity will be given those who desire to withdraw, and those who remain will hold annual conference on proposed changes in League rules.

MENU

- Grape Fruit
- Scrambled Eggs, Country Style
- Broiled Bacon
- Pecan Roll
- Sweet Rolls Viennoise
- Coffee with Cream

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. Tickets will be forwarded on receipt of price. Only limited number of seats available.

Lone Oak School Debating Team



DOROTHY FREEZE

WINNIE EVELYN POLLARD

SMALL schools that despair of competing in debate with large high schools should draw some inspiration from the record of the Lone Oak School, a small school of Hunt County.

After defeating everything they met in preliminary practice, the Lone Oak High School debating team, composed of Winnie Evelyn Pollard and Dorothy Freeze, won the debating championship of Hunt County at Commerce in the spring by defeating the Greenville High School debating team, district champions the previous year, and entered the District Meet.

The team was the best ever to represent Lone Oak High School in the Interscholastic League and gained State fame through their victories over many schools out of their class. Schools they met and defeated were: Roysse City, Rockwall, Wills Point, Farmersville, Sherman, Greenville, and North Dallas High at Dallas. They entered the finals at the District Meet.

Importance of Silent Reading

WITHIN late years teachers and educators everywhere have become increasingly conscious that they are confronting a serious silent reading problem. This problem is of extreme importance because it is fundamental and prerequisite to the ability to study from the printed page. Silent reading ability is also of first magnitude in training for citizenship because those who are poor at silent reading do not read much. To them reading is arduous labor. They are not well

posted on the problems of the day, are unable to become intelligent voters, and are quite likely to become only mediocre citizens. Not only is the pupil's later life affected but, as long as he remains in school, his studying is constantly difficult because he cannot read quickly and well. As he continues through the grades his handicap increases until he finally becomes discouraged and leaves school without taking many of the subjects that would be of benefit to him. Test Bulletin No. 2, Public School Publishing Co., Bloomington, Ill.

THINKS PROPOSED RULES WOULD HELP

Writer Declares Declining in a League Debate Should Be Penalized

IN THE September issue of THE LEAGUER we published the following item:

Every teacher of public speaking who believes that the following four items should be incorporated in the Interscholastic League instructions to debate judges, please advise the State Office:

- "1. The debaters should show evidence of having done their own work.
- "2. It is unfair to keep opponents in the dark as to the constructive case, in order to spring surprises near the end of the debate.
- "3. Canned refutation, in which a memorized series of possible arguments is culled over for declaiming in the rebuttal, should be penalized.
- "4. Mere declamation is poor debating, as it ignores the very nature and fact of discussion itself."

The first reply that came in response to this invitation for general expression of opinion is from O. B. Powell, Jacksboro, Director General of the Jack County Interscholastic League. His letter is clearly stated and touches several sore spots in the League debating contest. Read this letter and write THE LEAGUER what you think about including the above four points in the League's instructions to judges. The letter follows:

"Permit me to commend most highly the four points brought out in the recent issue of THE LEAGUER relative to instructions to judges of debates. I have kept rather close watch of this particular phase of the work for several years. Having also had quite a lot of experience in attempting to judge debates on various occasions, I believe that I can express the feeling of many judges. Again having gone up against various teams in debate where it was perfectly clear that no real debating was undertaken, I believe that I can speak from experience rather than theory.

"During the last few years, it has become quite noticeable that debaters fail to debate but declaim. We held debates with schools last year where both boys and girls used the same speeches in both main and rebuttal work. I believe that had the work been taken in dictation the wording would have varied only slightly. Even points in rebuttal were introduced that were never even mentioned by the opposing teams.

"If this continues, only those schools that are fortunate to have an expert and experienced teacher on the faculty to write the speeches, will have any show. When words and expressions are used in main speeches and rebuttal work that are far beyond the meaning and vocabularies of the ordinary high school boy and girl, something is wrong. Also when colleges and universities send out speakers to debate the question and the larger schools that are able and nearer to such debates, send stenographers to take down the entire debate to be brought back to their teams, of course much copy and declamation work will be given rather than actual wit and argument.

"I believe in helps provided all schools have access to the same material, but so long as too much of such material is put out a great amount of memorizing and declaiming will result rather than real debating.

"I speak in favor of each of the four points. If it hurts my team, let it hurt. What I want is cleaner debating and less parroting by teams that would be of benefit to him. Test Bulletin No. 2, Public School Publishing Co., Bloomington, Ill.

3-R SUBJECTS IN PACKAGE LIBRARIES

Loan Bureau Circulated 13,383 Packages to Schools Last Year

TEACHERS who are preparing contestants in the Three-R contest will find valuable assistance in the Extension Loan Library, Little Campus, Austin, Texas. Packages are furnished on Silent Reading, Teaching Writing, and Teaching Arithmetic. There are no packages made up which contain material on all three of the subjects—a package is devoted to each subject.

Once more the busy season has started for the Extension Loan Library. As soon as the school work gets well under way in the fall requests for material begin coming to the Library in increasingly large numbers.

Last year out of the total number of 18,867 package libraries, books, declamations, and plays loaned, 13,383 went to schools. As each package library contains an average of fifteen articles and the declamations are sent out in sets of seven and the plays in groups of five or six, this means that about 155,000 pieces of literature were sent to schools.

There were about 5,000 sets of declamations circulated. More than a thousand package libraries made up especially for debates, containing equal numbers of affirmative, negative, and general articles were sent out. About 6,500 package libraries containing material on various subjects suitable for school themes were loaned. Nearly 300 package libraries describing methods of teaching certain subjects were sent out in answer to requests from teachers. Another kind of material for which teachers asked frequently was suggestions for school entertainments. About 600 of such requests were received during the year. This record shows the various uses which teachers and pupils find for the material loaned by the Extension Loan Library.

The service which the University of Texas offers through the Extension Loan Library to the schools is free. A pamphlet describing the service and containing a list of subjects on which material is available has been printed for the convenience of those who wish to borrow material. A copy of it will be sent free to any teacher who writes to the Extension Loan Library, University of Texas, for it.

Announcement Made That Health Posters Now Ready

To meet the demand for illustrative charts in health teaching, a series of eight posters known as the "Every Day Health Series" has been issued by the Bureau of Nutrition and Health Education, University of Texas. The subjects illustrated are posture, rest, milk, vegetables and fruit, cleanliness, exercise, water and teeth. Each poster represents an important health habit and may be used to emphasize the teaching of the "Rules of the Game." Each has an atmosphere of happiness and action which makes a ready appeal to the child.

The posters are printed in attractive colors on cream-colored background. They are being sold at cost of production (45 cents per set).

Every elementary grade teacher will want a set of these posters for her class.

Both Writing and Spelling Taught With League List

THE following is from H. S. Shepard, Tankersly: Enclosed is a check for 50 cents, for which please send me one dozen Spelling List. Every pupil in our school from the third up uses the list. The pupils make better grades in spelling when using the blanks for the contest element arouses untold interest in both spelling and plain writing.

An undotted i or uncrossed t is the exception to the rule in our school. The correlation of writing, spelling and phonics makes an ideal combination when using the lists.

SUGGESTIONS FOR TRAINING READERS

Silent Reading Event of Three-R Contest Brings Demand for Coaching Tips

SILENT reading is comparatively a new subject. Great advances have been made in methods of teaching it, however, in the past few years.

Those teachers who expect to enter contestants in the Three-R contest will, of course, experiment with their own methods, but will not be averse to picking up suggestions here and there. THE LEAGUER asked Dr. Clarence Truman Gray of the University of Texas how to teach silent reading, and he replied as follows:

"In carrying out the training for this contest, I would select for the first day, say, a paragraph which was not too difficult for them and at the same time was not familiar to them. I would then make out a series of questions about this paragraph similar to the questions in the samples given in the Three-R folder.

While the children were on the playground or before they came in the morning, I would write these questions on the board and cover them with a map. When it came time for the reading recitation, I would have the children turn to the passage which I had selected, and tell them to read it carefully. I would also tell them that after they had read it they would be asked to answer some questions upon it. I would continue this as a part of the regular reading instruction, making the passages longer from time to time and more difficult, as the children gained facility.

"Next, I would also do some reading of this same type myself, and thus try to discover as nearly as possible how such reading is done. The writer has found that to do such reading successfully, it is necessary for him to read very carefully. This is made necessary because there is no way to tell what the questions will be, and therefore, it is necessary for the reader to know practically everything that is in the passage. However, it must be born in mind by the reader that time is an important thing, and therefore he cannot be too slow about such reading. In other words, the person who gets the most ideas in the shortest amount of time is the best reader.

"After such training as this is kept up for a period of time, it is my opinion that the reading of the children will improve very materially, both with respect to their ability to

(Continued from page 1)

SCHEDULE OF FEES

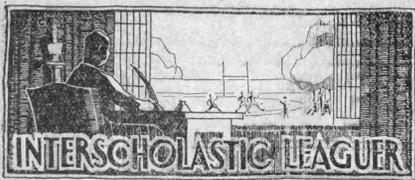
A Class A high school is one that had enrolled last year in the high school department 120 or more students. Statistics published by the State Department of Education is taken as authority in determining enrollment. The fee is \$8 yearly.

A Class B high school is one that had enrolled last year less than 120 students in the high school department. Statistics published by the State Department of Education is taken as authority in determining enrollment. The fee is \$5 yearly. If a school of this character is located in a common school district, the fee is \$2, provided the total enrollment of the school (including grammar grades housed in the same building) was 100 or more last year. If the enrollment was less than 100 the fee is \$1.

Ward schools pay a fee of \$1 or \$2 per year, depending upon whether the enrollment last year was less than 100 or 100 or more.

Grammar grades housed in the same building with a high school must, in order to participate as a separate school unit, pay a fee on the same basis as that prescribed for ward schools in the preceding paragraph.

CAUTION: Many schools which house both grammar grades and high schools in the same building are overlooking the fact that a separate fee is for the first time this year required of grammar grades, so situated.



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ROY BEDICHEK - - - - - Editor

(Entered as second-class matter November 6, 1917, at the postoffice at Austin, Texas, under Act of August 24, 1912.)

IT IS gratifying to announce that League enrollment is this year maintaining a lead of more than five hundred schools over the enrollment figure of the same month last year. At this rate the League membership will this season reach 5,000.

GRADUATES of the Bertram High School have a scholarship index in the University of Texas of 6.64, which is high. We asked Superintendent E. L. Allison whether or not he found that extra-curricular activities interfered with scholarship. He replied by quoting to us the following figures: Bertram High School has about one hundred students; 22 participated last year in football, 12 in basket ball, 10 girls and 8 boys in tennis, 20 in volley ball, 3 in debate, 4 in track and field, 6 in declamation, 6 in spelling, 50 in choral club. Twenty-two were graduated last spring, of which seventeen are now in college.

THERE is a big job ahead of the League in promoting the Three-R contest among the one- and two-teacher schools. The contest involves tests in the three subjects: reading, writing, and arithmetic. The writing event is going to be hardest of all. The Texas Educational Survey Report, Vol. V, pp. 386-37, says: "Over 25 per cent of the 1-2-teacher white schools have no pens and ink; in another 25 per cent less than one child in four has these supplies. In slightly more than a third of the schools, 102 out of 302, one would find over half of the children thus equipped."

This is surely a field for the missionary spirit. The energetic promotion of the writing contest among these schools will do more to induce them to equip their pupils with pens and ink than any argument that can be advanced. Get them interested in the contest and pens and ink will be presently forthcoming.

FEES collected at the county institute are sometimes held by the person receiving them for a month or more. Schools paying the fee at the institute naturally expect to receive from the State Office bulletins to which the member-school is entitled. But unless the person collecting the fees transmit to the State Office, we cannot possibly know the names and addresses of the schools which have joined. We are not mind-readers. Moreover, the Auditor's office refuses to cash a check more than ten days old, so when these late fees are received, each check has to be returned and another one made out and remitted to the State Office. This is an annoyance, an inconvenience, and injustice the schools which pay their fees at the institute, that it is hard to condone. When one collects money for the League at the institute it is his duty to send it to the State Office without delay.

It may be added that the great majority of county League officials are very prompt in making remittances and do the League an inestimable service by securing members during the institute week.

"FREE" TEXTBOOKS

THE TERM "free textbooks" as used in Texas is a misnomer. The textbooks furnished the children are not in any sense free. They are paid for by tax money, and the strongest claim that can be made for them on the score of cost is that they are cheaper than if purchased by individual patrons of the school. They are cheaper because they are purchased in larger quantities and because children moving from one school to another do not have to buy a new set of books when they move, as was the case under the old system.

Counterbalancing these advantages, we have the disadvantage of having foisted upon a superintendent who is intelligent enough to make superior selection of books these State adopted texts, some of which are really abominable. Political influence comes into the matter of deciding which text is to be used, and there seems to be no way

of eliminating this element. The school book publishing companies want business, and consequently will sometimes reject a superior text in favor of an inferior one with political or other prestige behind it. The team for producing a school-text is frequently organized as follows: A person with a big name and very little time usually connected with some higher educational institution; a person with a considerable political drag, frequently a school superintendent; lastly, some over-worked public school teacher who does the actual work of preparing the text. The book appears with three names, one carrying educational prestige, another political prestige, and a third that of a person who does the work. (Occasionally the last mentioned name is omitted.) It is no longer incumbent upon superintendents to familiarize themselves with texts in subjects in which free textbooks are furnished. It is no longer necessary for the school-book solicitor to have a variety of wares to vend in these subjects and to know and be able to talk the virtues of each. There is much less education in the school book business than there formerly was. Fewer experiments are made. The man with a new idea stands less chance of recognition in this field. The whole business is stabilized, conventionalized, the poorly superintended schools raised and the well-superintended schools reduced to a dead level of mediocrity in this very vital matter of selecting texts.

Divide schools into three classes from the standpoint of excellence of superintendence and teaching ability, and the poorest third is greatly benefited by free textbooks, the middle third neither loses nor gains, while the upper third is distinctly penalized.

ATHLETIC NEWS SELLS PAPERS

GROUP BANNER of October 21 comments thus on a news dispatch concerning Interscholastic League football:

The news report shows the State divided into eight sections for Conference A, carrying a total of fifty schools. Conference B division shows the State organized into sixteen sections which carry an aggregate of 254 schools. But we have seen no news report indicating that there are any organizations among the schools of Texas for the fostering of contests of mental strength and primary intellectual effort.

Whether or not the editor has seen any such reports, the fact remains that the papers of Texas have published the last few months many items concerning the literary contests of the League. Especial prominence has been given by many papers to the Three-R Contest, which is certainly a contest designed to develop "mental strength and primary intellectual efforts." The one-act play contest has drawn a number of good headlines, also the typewriting tournaments. Debate and extemporaneous speech, spelling, music memory, etc., while not receiving anything like the publicity given athletic contests, have been, nevertheless, awarded some space.

The emphasis given athletic news to the exclusion or belittlement of other news represents the editors' judgment of what the people generally are interested in. The conservative *Dallas News* has gradually given over large space on its front page to athletic news. It does not follow, however, that the *Dallas News* editors believe the A. and M.-S.M.U. game is of more importance than the deliberations of the Legislature now in progress, but it does follow that the editors believe that the readers of the News are more interested in football games than in the other matters mentioned. And likely the editors are right.

If one cares to see the ridiculous position into which papers are forced by reason of the popular clamor for athletic news, he should turn through the files of the staid old *New York Times* covering a period of two weeks in advance and three days after the Dempsey-Tunney prize fight. A private promoter of a professional athletic contest is given hundreds of thousands of dollars worth of free publicity in the cold-blooded *New York papers*. One may be sure that they are not thus lavish of their space because they want to be, but because they have to be. The newspapers must supply what the public demands in the way of news or they are forced out of business by competitors who do supply the demand. Newspapers of today are a fairly accurate reflection of the public mind, or rather the public emotions, as it may be doubted whether the public has anything that may be dignified by the former term.

Newspapers are fast becoming advertisements trimmed around the edges with a little reading matter. Advertisers demand circulation irrespective of the kind of news it takes to get that circulation. Too often the mere sensation-mongers among papers bring home the bacon. The old-time editor with intellectual convictions, literary skill, and "a mission" seems to be passing out and in his place as "boss" of the paper" appears the curt, brisk, business man-down in the business office who is determined that the paper shall please the advertisers and pay a responsible dividend to the stockholders.

TEXAS SCHOOL SURVEY

T. H. SHELBY
Dean of Bureau of Extension
I. Administrative Reorganization
—State Board of Education

THE TEXAS SCHOOL SURVEY staff recognizes that a fundamental requirement of school efficiency is administrative organization. Without it, expenditures for fine buildings and equipment and for teachers' salaries often, if not always, represent wasted money and futile effort. The staff, therefore, recommends the enactment of a law which will replace the present ex-officio State Board of Education by an appointive one. The term of office is for nine years, with overlapping terms. It is recommended that the appointments be made by the Governor, with the advice and consent of the Senate. This board should serve without remuneration, except expenses.

The duties of such board, according to the survey report, should be:

1. To assume administrative duties now assigned by law to the State Superintendent of Public Instruction.
2. To elect the State Superintendent and the staff of the State Department of Education on the recommendation of the State Superintendent.
3. To adopt regulations concerning qualifications for the certification of teachers. (This is done at present by statute.)
4. To reorganize the Department of Education by providing a statistical and business division, an examining and statistical division, a child welfare and health research division, and possibly a research division. Other existing divisions would be practically unchanged, except that the Division of Vocational Education should be reorganized and coordinated with the Rural Education Division. The survey recommends more adequate support of the Department and radical revision of the State textbook law.

Two aspects of the recommendation are fundamental and mutually related. One of them is the placing of all administrative authority and control in the hands of a board, appointed for that purpose and serving without pay. The other is the appointment of the State Superintendent as its chief executive officer and the fixing of his salary. Such a plan will, under average conditions, give the State a strong board of responsible persons. It will place in the hands of the board such responsibilities and duties as will guarantee that able men and women will be appointed. In the main and in the long run men and women of vision and leadership will be sought out and will be attracted to the board. The proposed plan will place in the board the same type of responsibility and authority as now obtains with respect to city school boards.

The plan would make the State Superintendent of Public Instruction the professional adviser and executive agent of the board. His opportunity for professional leadership would be almost unlimited. His policies and plans for educational improvement, when adopted by the board, would have sufficient official backing and prestige to guarantee successful accomplishment. Since the board would elect and fix the salary of the Superintendent, there would be opportunity to secure the best talent available. The board could see to it that the salary is in keeping with the dignity and responsibility of the office. In line with the practice in many other states, the salary should be equal to that of the President of the University of Texas or that of the highest paid city superintendent in the State.

The plan would contribute to longer tenure and would tend to give such stability and permanence to the office as would attract and hold educators of outstanding ability and training. The leadership in the State which would be secured in this way would become a most powerful factor in assisting county superintendents and rural education leaders generally to solve the problems of rural education. It would also contribute to unification of the forces that make for better schools in urban communities and to the establishment of harmony and cooperation in the higher institutions of learning. It is unquestionably one of the necessary steps to be taken in raising the educational rank of Texas from its present place of thirty-fourth among the states of the Union.

HIGH SCHOOL PAPERS EXCHANGE LIST

In order that the various high school papers may get better acquainted with each other, THE LEAGUER will list each paper received from a high school once in this column. If a given paper wishes to build up a directory of the other high school papers in the State, it should clip this column each issue, and it will soon have quite a complete list with description of size, names

of editors and business managers, frequency of issue, etc.

THE LEAGUER is glad to place any high school paper in the State on its regular exchange list. Papers received since our last issue follow:

The Tattler, Mullin High School, Vol. II, No. 1, bi-monthly, Elsie McFarland, editor-in-chief; Bradley Guthrie, business manager. Four pages, five-column.

The Gusher, Cisco High School, Vol. VIII, No. 3, published weekly, "Devoted to the interests of the Cisco High School—the Friendly School", Lucile Pierce, editor-in-chief; Richmond Campbell, managing editor. Four pages, 4-column.

The Wichitan, Wichita Falls Junior College, Vol. III, No. 3, weekly, Fred Couper, managing editor; Gracia Swanson, business manager. Eight pages, 5-column.

The Shorthorn, Marfa High School, Vol. IX, No. 1, semi-monthly, "The first semi-monthly high school paper in the State of Texas," Candler Jones, editor; Rollins Teas, business manager. Four pages, 4-column.

The Traveler, Giddings High School, Vol. II, No. 2, tri-weekly, "First high school paper in Lee County," "Edited and managed by students," Lois Kelly, editor-in-chief; Henry Nerger, business manager. Four pages, 4-column.

The Chatter, Palestine High School, Vol. II, No. 1, "Published weekly by the students of the Palestine High School," Mary Aden Everett, editor-in-chief; Taylor Henry, business manager. Four pages, 5-column.

QUESTIONS AND ANSWERS

Q. In a school of eight months term which the Superintendent says is not divided into semesters, how would the passing grade last semester apply? Shall the term be divided, or in such a school can a pupil participate in the athletic contests if he has failed during the first months of such school term but is making the work now? Shall all school term be divided into semesters under this rule regardless of length? My school is divided into semesters of four months each and I have been competing with a school of eight months' term which is not divided. Shall I disqualify my pupils because they have failed during the first semester and allow pupils from the other eight-month school to participate who have failed the work during the first months of the term since the term is not divided?

A. The school session should be divided arbitrarily into two semesters for the purpose of administering those League rules which are based upon the two-semester division of the school year.

Penmanship Suggestions for the Three-R Contest

By
Minnie B. Graves
Supervisor of Writing, Waco
Public Schools

Teachers in the one- and two-teacher schools who enter their pupils in the Three-R contest should begin their penmanship instruction with the first and most important essential—Correct Position.

Read carefully the instructions in the Teacher's Manual, and in the writing books in use, concerning position at desk, of body and arms, and the details of pen-holding. Then demonstrate and teach position to the pupils. This instruction should be a part of each lesson for the first month, after which time the pupils may be depended upon to consider correct position absolutely necessary to good penmanship.

It should be borne in mind that a slight modification of penholding rules will be necessary to suit individual pupils—but the variation need not be great.

Position of paper is important, for this controls slant in a very large measure. In order to preserve a uniform slant, the paper should be twice moved or adjusted with the left hand while writing a line. Some teachers require that the paper be moved once, others twice—first, when one-third the way, again when two-thirds across the page.

If the teacher is convinced that any pupil has mastered position, and may be depended upon to maintain it unsupervised, she may encourage him to practice at home, provided home conditions are favorable.

Sufficient speed must be used in order to obtain sharp, spirited work. Too little speed causes dark quivery lines. Too much speed causes loss of form.

Movement drills should form a part of each lesson until control is gained, after which formal movement drills need not be required longer than

one or two minutes preceding the writing of letters, words and sentences.

Teachers are urged to require as good penmanship in all written work as they get at the writing period. This will help more than anything else to form good writing habits.

Use a good quality of paper, a black or blue-black writing fluid, a pen with medium point, and penholder with cork or wood tip—never one with a metal tip.

Remember, the most important thing is right position; then repetition—practice.

Further suggestions will be offered in the next issue of THE LEAGUER.

The Study of the One-Act Play

THERE are three reasons why the study of the one-act play is being introduced into high and preparatory schools. In the first place, the one-act play may be read as literature. In this case, it claims the same consideration as a work of art as does the short story. For while it is not to be expected that the writers of one-act plays will produce any masterpiece comparable to the glories of the Elizabethan stage, or rivaling the comedies of Sheridan and Goldsmith, they are, nevertheless, creating works which, in their own field, are not incomparable to the short stories of Poe, Maupassant, and Kipling. And over the longer drama, the one-act play has this advantage: it can be read easily at a single sitting; or in a single classroom period.

Again, the one-act play may be used in conjunction with the study of English composition. The accomplishment of pupils of the high school age in writing plays is on quite as high a plane as are their attempts at writing short stories; and their attempts at such creations need no more be deferred until college days in the one case than in the other.

Finally, the one-act play offers special advantages over the longer play for the development of the dramatic talent. In the first place, the number of lines which the pupil should know familiarly, or commit to memory in case the plays are actually performed, is generally appreciably less than in the longer play. And, in the second place, the characters as a rule are far less complex; generally show little if any change or development; and therefore call for less subtlety in their delineation.

Rockne Cautions Coaches Against Overtraining Men

AT NOTRE DAME the men are on the field shortly after 3:30, and we begin practice work at 4 o'clock, spending the 10 minutes previous to 4 o'clock in limbering up. Four to 5:30 is all the time we have for actual practice on the field, and that is time enough if every man on the squad is kept busy during that time. I have seen some teams practice three and four hours an afternoon, but the work was not organized, and 80 per cent of the men lay around doing nothing but observing the others play. This is a shameful waste of time, and a student who is expected to play football and also keep up in his classes certainly should not have any of his time wasted.

It will be noticed that I have not scrimmaged at all in the first two weeks, but I hold my first scrimmage on the Saturday of the second week, or, as was the case several years ago, I held my first scrimmage after two weeks of work without having had any previous scrimmage practice. . . .

My reason for following this plan is that I believe that it is not wise to let men scrimmage before they are in pretty good shape physically. The coach who scrimmages his men the first week invariably has a lot of men knocked out, and these men lose from two to three weeks' practice at the most critical time of the year as a result. . . .

After the first two weeks of work, we have our first scrimmage, or our first game. Starting then the next week I generally scrimmage the third team on Tuesday night, the first team on Wednesday night, and the second team on Thursday night. No man scrimmages more than 30 minutes during the week. It is not necessary. Their group work gives them enough combat work to give them judgment of timing, and to keep their competitive nature on edge, for I believe that the time to play the game of football is on Saturday, and not on Tuesday, Wednesday or Thursday. I have heard of teams which scrimmaged on Tuesday, Wednesday, and Thursday, and then the coach wondered why the players were so peepless, listless, and dead on

their feet, and apparently overfed on football. It is better to have a team underscrimmaged but full of eagerness to play football, than to have them overscrimmaged, and as a result listless. It is better to have a little less perfection of execution and a great eagerness to play, than it is to have perfection of execution without that enthusiasm and exhilaration which is so necessary to win. After the sixth week it is not necessary to scrimmage at all, except now and then after you have had an easy game.

Studies Physical Training System in Use in Denmark

AFTER working in the fields for hours, it is not uncommon for the peasants of Denmark to ride two hours to get to school where they may take work in physical training, according to Miss Olga Andersen, instructor in physical training for women at the University of Texas. Miss Andersen spent the greater part of the past summer studying in the school of gymnastics in Ollerup, Denmark, under Dr. Neils Buhk. She also studied folk dancing at the folk-school there.

The people of Denmark are more vigorous than Americans are, and take a greater interest in physical training than do Americans, Miss Andersen says. The folk-schools are for persons between the ages of 18 and 30, and correspond to the vocational schools of the United States, Miss Andersen said. Folk dancing is seldom done correctly in this country, she stated, and for this reason her training in Denmark last summer is regarded as particularly valuable. The peasant class is predominant in these vocational schools.

A great many American girls were studying physical training work in the Danish schools last summer, Miss Andersen found. Several were preparing to teach similar work in the United States this year, while others were to teach in Canada, Constantinople, Newfoundland, and in many different parts of the world.

Says 20-Year Limit too Low for Class B Schools

SUPERINTENDENT of Schools L. W. Johnson, Stamford, voices his objection to applying 20-year age limit to Class B schools, as follows:

"Allow me to stress this point: The so-called 20-year rule that is to go into effect next year should not be made to apply to 'B' class schools. I shall ask the executive committee to consider a resolution to this effect at their next meeting. Frankly, I have no axe to grind in this matter as the rule will not touch our school next year. However, it would have ruined our team this year. The rule is all right in an A class school that has 500 to 1,000 students, but in small schools with enrollment averaging 250-300 the limit will work to no good end. The schools in this section are trying to play by the rules, but in several cases the following of the rules has caused several schools to drop out of football, viz.: Albany, Merkel, Hamlin, and Rotan. Do not misunderstand me, I am for strict enforcement of eligibility rules that concern the making of grades, attendance, etc., and if these schools cannot meet the requirements, the best thing they can do is to drop out. But I do not think that the 20-year rule should be placed on the B schools as they have trouble enough now in getting enough players eligible under League rules to play football.



Some rural high schools, that is high schools located in common school districts, are overlooking the provision which requires an extra fee of grammar grades which are housed in the same building with the high school. A payment of a fee on the same basis that ward schools pay fees is prescribed in the current issue of the Constitution and Rules, Article III, Sec. 3. If less than 100 was enrolled last year in such grammar grades, fee is \$1; if 100 or more, \$2. This payment entitles grammar grades to enter county meet as a separate school unit.

District Officers

The names of district officers and district centers will appear in the November issue, and each issue thereafter.

One-Act Play Contest

So few additional titles have been submitted by high school dramatic directors that the supplemental list previously advertised will not be published in this issue but in the November issue. In the meantime, suggestions will be welcomed.

SERVES FIFTY YEARS IN RURAL SCHOOLS

Career of George M. Hale, Who Died March 1, Is an Inspiring One



Prof. George M. Hale, aged 75, dropped dead in his home four miles east of here early today.

AN ASSOCIATED PRESS dispatch dated Nacogdoches, March 1, reads:
Prof. George M. Hale, aged 75, dropped dead in his home four miles east of here early today. Professor Hale was winding up his fiftieth year teaching in the rural schools of this county, and has to his credit the instruction of more than one thousand of the leaders of East Texas in all walks of life.

An account of Mr. Hale's life, written just before his death by Curtis Vinson, staff correspondent of the Dallas News, was published in that paper on March 1, part of which is here reproduced:

Leaning against the back axle of a farm wagon, from which vantage point he could, while he talked, watch the final stages of carpentry on the new house in the Fairview community into which he had just moved his family, George M. Hale, in a quiet, unassuming way, sketched by request the high points in what is probably one of the most outstanding careers in rural educational work in the State.

Mr. Hale is a small man physically, being only 5 feet 5 inches tall, and weighs on an average from 127 to 135 pounds. But he has a big record; big in ideals followed, in service rendered, in extent of time given and results obtained in training the minds of rural youths in the paths of knowledge.

For fifty years he has devoted virtually all his time and energy to instruction in the rural schools of Nacogdoches County.

Built Nine County High Schools
During that time he has built up and has seen housed in substantial, commodious buildings nine county high schools.

In the Woden community he formed the first consolidated rural school district in the county, containing seventy-two square miles.

He taught the first ten-month rural school in the county, urged and was successful in getting the first rural school tax voted and prepared the first petition asking the county commissioners' court to appoint a county school superintendent.

He organized the first rural school literary society, organized the first county debaters' union in the State, and while teaching at Appleby bought the first rural school library and taught the first teachers' normal course in Nacogdoches County.

He introduced teaching of domestic science for the first time in a Nacogdoches County school, this being about 1916 at Woden, with Miss Bess Mason as the instructor.

He has a record that probably is unsurpassed for consolidating and building up rural schools, and has the unusual record of having taught through the fourth generation of numerous families.

More than a thousand young men and women have gone out from under his instruction as teachers.

Students' Reunion Planned
Former students in the schools where he taught now are scattered over every State, and among them are many successful figures in the business and professional world. In recalling the names of many of those whom he taught and whose children and grandchildren and great-grandchildren he taught in later years, Mr. Hale admitted with a pleasant smile that a plan was on foot by this vast host of pupils of former days to stage a big reunion in his honor during the summer of 1926.

"I never asked for a school in my

life," said Mr. Hale, "and I have done all my teaching in Texas in Nacogdoches County. I have been tendered every school I ever taught. I was offered my first rural school in the county in 1877, this being in what was then considered one of the 'toughest' communities in the county. No teacher up to that time had ever taught out his contract there, being run off before its expiration. I was more fortunate, however. I taught out my contract and closed the year with an entertainment which, by the way, gave me quite a 'rep.'

"I have actually given my life to the county, and, like Nathan Hale, only regret that I have only one life to give. I have always gone out after the poor boys and girls. I have had as many as sixteen at my house at one time, therefore I have never made any money from teaching, but I am proud of the work I have done. I am about 75 years old now, and I think it's about time for me to quit."

Any amount of testimony is available from those he has taught as to the inspiration they caught while under his tutelage, as to the fine spirit of determination and the flame of ambition he nourished within them.

Along with the finer things, however, Mr. Hale has never lost sight of the need of practical procedure in the schoolroom. He is a believer in the old adage of "spare the rod and spoil the child," and in consequence the hickory switch has been a part of his schoolroom equipment.

Used Rod on Occasions
"I have always believed in using the rod when you couldn't get to the brain any other way," he said with a smile, "and I have had to use the rod on boys and girls as big or bigger than myself. But I have never had a student to resist me. As a matter of fact, I have never had to employ the switch very extensively, and most of the times it has been when students did things I had told them beforehand I would punish them for if they did. I recall one occasion on which I had to use the switch on a party of thirty-two boys. This was at the Garrison school. The temptation to the boys to ride a pushcar at a near-by brickyard was very strong. I had issued instructions that they were not to ride this car. One afternoon the boys disobeyed the instructions. The next day I announced in the schoolroom that I wanted all who had ridden the car to remain after school was dismissed. Thirty-two boys remained. I asked them what they thought I ought to do to them, and they said to whip them. So I did."

Mr. Hale is a native of Tennessee. He was born in Gibson County "about the year 1856," as he puts it. He was left an orphan at the age of 3 or 4 years. His early education was in the public schools, and he graduated from the Gibson County High School at Milan, Tenn., in 1868. He entered Union University at Murfreesboro, now located at Jackson, Tenn., where he spent three and a half years, leading his class while in college.

His first year in college had a connection in a way with Texas, where he was to go later. His brother, H. C. Hale, now living at Troup, Smith County, had been to Texas, and on returning to Tennessee brought with him some Texas ponies from Hill County. He gave one of these ponies to George M. Hale, who in turn sold it to another brother for \$250. With this money George M. Hale was able to go through his first year at college. He had only \$30 left at the end of the year and had to look for employment in order to get further means. This came in the offer of the post of schoolteacher in the Carroll community school in his home section, which he accepted.

Came to Texas in 1876
Following his college course, he spent one year at home, then worked for a year in a grocery store at Nashville, Tenn. He came to Texas in October, 1876, settling near the old Union community, eight miles west of Nacogdoches. For the first year he farmed, then the following summer (1877) was offered the rural school teachership at old Union and accepted it, thus beginning his long period as a rural educator in Nacogdoches County. He is now in his fiftieth year of such service.

The nine Nacogdoches County towns and communities in which Mr. Hale has built up high schools and was successful in bringing about the erection of new buildings are Lone Star, Red Oak, Swift, Aloxan, Garrison, Appleby, Douglas, Woden and Etoile, where the erection of a new building this summer is planned.

Example of Achievement
After building up the school at Douglas he returned to Appleby for three years. From Appleby he went to Woden.

"This place at the time was considered very 'back-woodsy,'" Mr. Hale said, "and people laughed at me, telling me I would never succeed in build-

ing a school at Woden. But I succeeded in building there a first-class ten-grade school with a \$16,000 two-story brick building to house it. For three years I taught there with no visible effect, but during that time I was breaking the soil and sowing the seed for a future harvest. It was there that I formed the first consolidated rural school district in the county. After my work there I was ill in bed for six months, collapsing with nervous prostration."

It has been Mr. Hale's policy to build up a school and then go to another community to do the same thing over again. "I always required communities to do two things before accepting a school," he said, "one being to survey the district, establish its needs and bounds and record them and the other to vote a 50-cent tax. I always employed my own faculty fixed the salary, and signed the contract."

Mr. Hale's observations, from a long period of experience, among other things are that "schoolteachers today are not as earnest and conscientious as they used to be."

"Some teachers of today are teaching for their salary," he said.

He expressed the opinion that a mistake was made when the rural schools were graded.

"The money for their support is not sufficient to carry the schools on a graded basis in the country," he explained. "The intention is to have a six-month period of instruction on an average, but even this would not be sufficient to give the country schools the same advantages as the city schools. Sometimes the teaching period in the country is only four and a half months, while the city schools continue for nine months."

"And a mistake was made when teachers and candidate-teachers were required to attend the normals or university. This eliminates the poor country boy or girl who can't afford to attend from entering the ranks of teachers, and some of the best teachers in the country are students who taught first and took their higher courses later."

Long List of Students
The list of those who received their early education under Mr. Hale is almost as long as the record of names in the city directory of a good-sized municipality, but the names of some may be mentioned in passing. Among them are Sam Stripling, well known druggist and business man of Nacogdoches; H. T. Perritte, Methodist presiding elder; C. A. Hodges, district judge, also of Nacogdoches; M. L. Fuller, Baptist minister, Athens; F. O. Fuller, former speaker of the House of Representatives, Houston; Dr. William Hart, Marshall; Dr. L. W. Roney, Houston; W. B. Bates, attorney, Houston; Ollie Hall, Dallas; George Rainbow, merchant, Houston; L. L. Langley, Sweetwater; R. O. Watkins, Jacksonville; Russell Hughes, St. Louis; Joe D. Runnels, Palestine; W. B. Hargis, Pineland, and many others. They live in virtually every State of the Union.

Mr. Hale has reared a large family as an educator. W. E. Thomasson, of Nacogdoches, member of the Thirty-fifth, Thirty-sixth, and Thirty-seventh Legislatures, and who took a large part in legislation that located the Stephen F. Austin State Teachers' College at Nacogdoches, is his son-in-law.

"My implicit confidence in myself and my patrons, my confidence and reliance upon God for divine guidance and the faithful performance of duty to the child and community, without fear or favor," is the way Mr. Hale fixes the responsibility for the success he has attained.

SUGGESTIONS FOR TRAINING READERS
(Continued on Page 4)

read and the rate at which they read."

Training Suggestions

1. Increase interest in the reading lesson by increasing knowledge of the subject-matter in advance. Perhaps the lesson details an experience which is quite general. If so, develop experiences of individual members of the class of a similar nature. Is it a ghost story? Every one at one time or another has seen a ghost, or at least has seen some one who has seen a ghost. Let the members of the class exchange experiences and work up the interest in ghosts and their ways.

2. Is it a story of adventure? Let the class exercise its ingenuity in specifying scenes for a motion-picture reproduction and writing the sentences that should accompany the pictures. Or let members of the class act out portions of the story.

3. There are many devices for vitalizing the study of reading detailed in any standard work on the subject.

4. Explain the difficult words. Let each student keep a notebook of the

Jr. Champion 1922 Is College Editor



IN THE spring of 1922, Fred Couper, Jr., then a pupil in the Alamo Ward School, Wichita Falls, made a remarkable record as a junior declaimer in interscholastic League contests. He won the city contest in competition with representatives from the other ward schools of the city, and there is always strong competition in public speaking in the Wichita Falls schools. Entering the district meet at Iowa Park, he won first place over junior declaimer representatives from the following counties: Baylor, Throckmorton, Young, Archer, Jack, Clay, Montague and the county representative from Wichita County.

In the State Meet of that year he made a clean sweep in the preliminaries and finally won the State championship in his event.

The above picture is from a photograph made just after State Meet, and the cup is the State Cup in Junior Declamation.

Couper is now attending the Wichita Falls Junior College and is managing editor of *The Wichitan*, the college paper.

words he does not know the meaning of. He should look these words up in the dictionary and be required to make sentences using such words properly. This builds up vocabulary, which is of prime importance in training for the silent reading contest.

3. Now then, the teacher should test the speed of the members of the class. It may be done quickly in this way: Watch in hand ask the class to begin silently reading at a certain place in the text upon a given signal. Let the class read three or five minutes and at the stopping signal each member mark the place he has reached. It will be found that some members of the class have far outstripped the others. Encourage competition in this, but always check up the accuracy of the reading by asking questions to see how thoroughly each member has comprehended the portion which he claims to have read. This test, or contest, of course, should be upon unfamiliar matter, that is, upon a portion of the text that none of the members of the class has previously read.

4. Give frequent comprehension tests, as suggested above by Dr. Gray.

5. It has been demonstrated that any attempt at vocalization retards silent reading. Lip movements should be forbidden. Vocalization may be corrected in the following way: (a) Explain the disadvantages of it. Show the pupils that the eye waits on the vocal organs, if the vocal organs are allowed to put themselves in position for pronouncing, even though the actual pronunciation is not accomplished. Tell the class to try to look through the printed page as one would look through a window right on to the meaning of the author; (b) drill in increasing speed tends to eliminate vocalization; (c) separate the lip-readers from the rest of the class and have them read with their fingers on their lips.

6. Write a phrase of ten words on the board (while the class is absent from the room) cover it, and then expose it before the class for two seconds, and find out how many students can repeat the phrase. Flashcards are convenient for giving drill of this kind, but the blackboard may be used. This drill lengthens the eye-span and is good training for the silent reading contest.

THE LEAGUER will be glad to publish suggestions from experienced teachers concerning approved methods in teaching silent reading.

FIND EXTENSION COURSES VALUABLE

Teachers, Home-keepers, and Students Each Praise Correspondence Study

TEACHERS, hear what one of your own scholastic family has to say about Correspondence Work:

"My chief reason for taking correspondence work is its convenience, as I can go on with it along with my regular work of teaching. Then, too, there is the economic side of it. One can save money by doing the work at home instead of at the University, and he can save time, too. Another reason I like correspondence work is because the instruction is more individual. Each student must do the entire assignment himself, and he receives individual criticism on the entire course, a thing which is impossible in even a small class of residence students.

"Still another reason is that the entire course is covered, a thing which is seldom done in residence work, especially in a summer school. Therefore, for convenience, economy in time and money, individual instruction, and thoroughness, I prefer correspondence work to residence work."

Mothers and homemakers, hear what one of your sororoes has to say about Correspondence Work:

"My correspondence work is a joy, a constant mental stimulus. I do it while the children are asleep or in school. Though I keep from two to three courses going, I never have to neglect my home duties; and, with my mind eager over some new-found knowledge, I find that I do not get so impatient over the trials that beset a housewife.

"I have done work by residence and correspondence. Thrown as I am on my own resources in the correspondence work, I find that I do much more research work and am stimulated to even greater mental activity than in residence. 'Many a little makes a mickle.' It is certainly so in correspondence work. Utilizing every spare moment becomes a habit, and it is easy to get a course or two done each year without missing the time."

Students, this is what one of your "coo-eds," as Will Rogers called them, has to say of Correspondence Work:

"Correspondence work has been so valuable to me that, when the necessity for earning extra credits in the vacation time no longer exists, I shall continue such work. It will be to me a stimulus to greater mental activity, and it will keep an ever open door to new ideas, or to new aspects of old ideas. In other words, it will help to keep me clear of that which every person ought to dread, a rut."

WANTS ADDITIONAL DIVISION CREATED

Says Small Ward Schools Meet Unfair Competition in the League County Meets

SUPT. P. H. GREENE, of Webster, points out in the letter which follows the hardship which confronts a small ward school in certain counties of the State:

At the directors' meeting Saturday we discussed the change in the rules which requires that all grade school pupils compete in a grade-school contest. I am heartily in favor of the change, but think that some measure might be taken to safeguard the interests of the small high schools. For instance, Goose Creek, Harrisburg, and Humble have grade schools which employ twenty-five or more teachers each in a single grade school. Webster grade school, which is in the same building and under the same principal as our high school, employs four teachers. If high schools are divided into class A and class B, why not do the same thing for grade schools?

The failure to make a distinction is a concession to the larger school systems, which already have every advantage in the world. My experience in League work has convinced me that the work can be made more useful by encouraging the small schools to enter. The best encouragement that can be arranged is to let them compete in their own class. I should appreciate it if the Executive Committee would instruct the county committees before the county meets take place to make the distinction between the large and small grade schools as is already done in the high schools. If some change is not made I predict a 25 per cent decrease in participation in Harris County next year as compared with the past two years.

The reply sent to Mr. Greene from the League office follows:

University Interscholastic League Publications

DIRECTIONS FOR ORDERING

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

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

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

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

BULLETINS

Constitution and Rules of the Interscholastic League (1926), No. 2622, 56 pages.

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

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

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

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

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

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

A continuation of above described bulletin, treating the remainder of the contest selections for 1926-27. One free copy to member-schools expecting to participate in music memory. Ten cents each in quantities of ten or more. Not ready until November 1, 1926.

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

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

"Words for the Spelling and Plain Writing Contest" (1926), No. 2623, 32 pages, 5 cents.

Contains 5,600 words carefully graded into three lists, for use in the League spelling contests. One free copy to each member-school. Extra copies 5 cents each, 50 cents per dozen, \$3 per 100.

Blank forms for contracts between schools competing in athletic games, eligibility blanks for football contestants, and eligibility blanks for debate contestants, blanks for reporting

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

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

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

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

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

This bulletin is used in this year's interscholastic League debates. It is carefully prepared, presenting the very latest material available on the subject. Two free copies to member-schools expecting to participate in the debating contests this season.

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

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

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

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

OTHER PUBLICATIONS

"How to Judge a Debate," a reprint from the University of Oklahoma Bulletin New Series, No. 307, Extension No. 88.

By Rollo L. Lyman, Professor of Public Speaking in the University of Chicago. This pamphlet is of particular interest to debate coaches and directors of debate. Sent free to any teacher in a member-school.

Music Memory Score Cards, numbered in duplicate.

Convenient for giving practice tests. Thirty cents per dozen, \$2 per 100. Free copy to county directors of music memory only on careful estimate of the number that will be required in the county meet. None furnished free for county meets prior to March 1, 1927.

The Texas Wild Flower Contest.
A small folder containing directions for schools desiring to participate in this contest. Prepared by Dr. B. C. Tharp, Professor of Botany, University of Texas. One copy sent free on request.

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

The Three-R Contest.
A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific rules and directions for conducting the Three-R contest. Sent free to any teacher in a member-school.

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

UNIVERSITY INTERSCHOLASTIC LEAGUE
AUSTIN, TEXAS

It is true that small schools are always at a disadvantage with large schools in almost any competition.

But you are mistaken in saying that small high schools and large high schools do not compete one against the other. A high school with an enrollment of twenty competes with a high school of five hundred in debate, declamation, extemporaneous speech, and so on. In making two high-school championships, one for class B and one for class A in the county, we do not prevent these two classes of schools from competing in many events one with another. If we subdivide and keep on subdividing our present divisions, a final stage would be reached in which there would be only one school per division, and that stage has actually been reached already in some counties.

How do you think it would do to allow discretion to county committees in the matter of providing divisions for the county meet in so far as the county all-around championships are concerned? We have found that county executive committees, however, often pass rules and make regulations which are within their powers, but fail to give notice of the same to member-schools. It is a difficult problem to know just how to handle this matter. It is too late in the year to attempt to change the rules for the present year. "Confusion worse confounded" would surely follow such an attempt at this late date.