

THE INTERSCHOLASTIC LEAGUER

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No. 3

LEAGUE BREAKFAST A LIVELY FUNCTION

More Than One Hundred
Schools Represented—New
Rules Recommended

One hundred thirty-five individuals representing one hundred one schools gathered around the breakfast table in the Rice Hotel, Houston, December 2, to discuss matters of interest to the League, and it was a very enthusiastic meeting in which many helpful suggestions and recommendations developed. The program which was printed in the last issue of the *Leaguer* was carried out, except that we missed the services of V. I. Moore, Bartlett, and Coach Fred G. Erney, of Cleburne. Erney had a team still in the running for state football championship, and he is to be excused; but we have not yet heard from Mr. Moore. Doubtless he has an excuse just as good. Supt. Thos. E. Lee, Georgetown, presided.

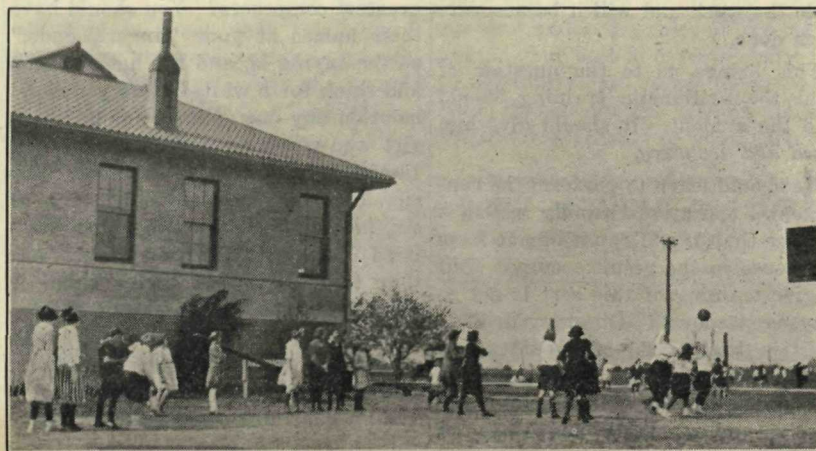
Taylor White, of Sealey, had such an interesting paper on how to interest students in the local declamation contest that we requested him to send it in for publication in full, but it had not arrived at the time this issue went to press. We shall print it later if it is forthcoming. Professor R. W. Tinsley's address appears elsewhere in this issue. The most popular subject for debate suggested came from L. M. Hubbard, Belton. He wishes the installation in Texas of the county unit system of administering schools debated in some form. Many others endorsed this subject. The recommendation of the meeting, however, formally expressed by motion calls upon the State Executive Committee to make the selection.

The liveliest discussion came, naturally enough, when the meeting resolved itself into a roundtable for considering the eligibility rules. The meeting recommended to the State Executive the following changes:

1. Requirement that eligibility scholarship reports be made every two weeks.
2. That the half year rule be made to apply to the present year instead of to the previous year in school.
3. That certification of eligibility be required of the school be subject to protest of any two teachers in the school system.

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A LITTLE JOURNEY TO BELLAIRE SCHOOL



BELLAIRE SCHOOL—NOON RECESS

(By the Editor)

If I failed to find out all about the Bellaire School during my six hours' visit the day before Thanksgiving, it is not because of any reticence on the part of either the teachers or the pupils. I never found anywhere children or grown folk readier to talk about any project or enterprise than were the pupils and teachers of this little rural school, which is located in a large hayfield about ten miles south of Houston, Texas. Indeed, before I had been there half an hour, I began to realize that I was in an atmosphere of self-expression, an atmosphere of spontaneous, though orderly, discussion.

To begin at the beginning, my interest in Bellaire was aroused by the fine showing it had made during the last two years in the county, district and state Interscholastic League meets. I naturally wondered what manner of school it was that, out of barely more than one hundred students, could capture three first prizes and one second in declamation at the state meet; and, in the same season, be awarded a national prize in health work. Nor does this statement complete the list of competitive awards captured during the past two years. I confess that I had come to the conclusion that I would find a school which made contests and prize-winning its main business, reducing mere recitation work to a secondary or auxiliary activity. My prejudgment in this regard was proved false at the outset of my investigation, for I found that the school took regularly the tests issued by the city schools of

Houston, and that the results of these tests showed class-room work of a grade considerably above normal. In an arithmetic test provided by the Superintendent's office of the city schools, for illustration, five out of a class of forty in the appropriate grade made a perfect score, whereas the normal score was two out of a class of fifty. Moreover, I observed that the recitation work was conducted efficiently, and that the pupils were well-advanced in the ordinary school subjects for their years.

The Invitation

Sometime last summer I promised Mrs. Annie Roberts Lang, the principal of this school, that I would take occasion to visit the Bellaire School when I went to Houston to attend the State Teachers' Association meeting. This promise had slipped my mind, but a few days before Thanksgiving, I received the following letter which is self-explanatory:

"Bellaire, Texas, Nov. 27, 1922.
Mr. Roy Bedichek, Austin, Texas.
Dear Mr. Bedichek. Last summer you promised our teacher, Mrs. Lang, that you would come down before Thanksgiving and visit our school. It is nearly Thanksgiving. We hope that you will come to see us.

"We hope that you will enjoy our school. The day that you are here, as much as we enjoy it everyday.

"We hope that you will come to see us. Please do not disappoint us. Your friends (Signed) Grace Robison, chairman; Granville

(Continued on Page Seven)

BASKETBALL IS NEXT IN ORDER

Coaches should thoroughly Familiarize Themselves With League Rules

(By Roy B. Henderson)

Now that the football season is fast drawing to a close, member-schools are making preparations for the greatest basketball year on record. Interest in the court game is at a high point in all districts, and the next two months bid fair to witness many hard fought and well played battles.

Reports reaching the League office indicate that games leading up to county championships are already being played in a large number of counties. A majority of counties are organized with the various officers and in most cases the county director of athletics has basketball well in hand and going strong.

The attention of all basketball coaches is especially directed at this time to page 57 of the Constitution and Rules, where the rules governing the State Basketball Tournament are outlined. In the first instance it will be seen that the District Director of Athletics (listed elsewhere in this issue of the *Leaguer*) is the Manager or "boss" of his particular district.

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NON-MEMBER SCHOOLS NOTICE!

Schools wishing to join the League this year should forward the appropriate fee to the State Office at once. Immediately upon its receipt, all bulletins necessary in the preparation of pupils for local and county contests will be forwarded at once. Many schools last season neglected this matter until the last moment, and then, of course, preparation for the contests had to be unduly rushed, and the routine of the school was sadly interrupted. Better be timely in this matter or not do it at all. Hurried preparation to the neglect of the regular work of the classroom will probably do more harm than good. There is, of course, some time yet available, but the dead line is approaching.

WHAT CONSTITUTES GOOD ARITHMETIC

Speed and Accuracy, Authorities Agree Most Important

(By Professor John W. Calhoun)

(In the November issue we published a letter from Principal R. L. Paschal, of the Fort Worth High School, entitled "Practical Methods in the Teaching of Arithmetic." The following article was suggested by that letter. Next month, we shall publish an article on the same subject by Dean H. Y. Benedict, of the University of Texas.—Editor's note.)

Arithmetic has long held primacy among the subjects taught in the elementary schools. A student is classed as "good" or "poor" in the mind of his teacher largely on his record in arithmetic. His parents are pleased or disappointed in the matter of his progress in learning largely on the ground of his showing in arithmetic.

The old curriculum was the Three R's: Readin', Ritin' and 'Rithmetic—and the greatest of these was 'Rithmetic. Anybody could learn to read, nearly anybody could learn to write, but it took brains to acquire proficiency in "cyphering"—or so the common belief had it.

But the things in the old arithmetics that made them feared and respected were, for the most part, not the useful or practical problems in the ordinary sense of those words. The thing that "amazed the astonished rustics ranged around" was the fact that a boy good at cyphering could get the answer to problems like the following:

1. If the velocity of sound is 1142 feet a second and the number of pulsations 70 per minute, what is the distance of a cloud if 20 pulsations are counted between the time of seeing a flash of lightning and hearing the thunder?

2. John Jones divided his estate among two sons and three daughters, the latter sharing equally with each other. The younger son received \$2,200.00 which was $\frac{5}{11}$ the share of the elder who received $\frac{11}{36}$ of the whole estate. Find the share of each daughter.

3. If a blacksmith gets 1 cent for the first nail used in shoeing a horse, 3 cents for the second, 9 for the third, and so on, what will he get for shoeing the horse if he uses 32 nails?

Now whatever one may think of the mental improvement that may result from wrestling with such problems, (And they are real book problems that the writer still recalls after an absence from them of more than thirty years.) and the high grade of cleverness shown by the ability to solve them, most people will agree that they are not the sort of calculations that a boy will be called on to make when he tackles the matter of earning his bread and butter.

Since arithmetic is considered, and

correctly considered, a "practical" subject, it may be well to inquire what are its practical uses and how facility in the use of its operations may be secured. It is undoubtedly true that by all odds the most numerous of its applications have to do with the buying and selling operations of business, the handling of money by banking institutions, and with statistical investigations and tabulations. In these activities it rarely happens that the worker does not know what operation to perform. He does not wrinkle his brow in an effort to find some way to begin to unravel the problem. He is not generally puzzled as to what is the method of procedure. The only uncertainty that confronts him is the question of how long it will take him to do the work and will it be accurate when done.

This brings us to the question of what the arithmetic training should give the student. It should give him *speed and accuracy*.

He should learn to perform the fundamental operations rapidly and in a manner that would cause him to have confidence in the result secured. But to give training of this sort is not so easy as it sounds. One may drill on addition to the end of his days and never add correctly. One may practice multiplication to the end of the chapter and repeat the experience of the poor man in the story who went mad repeating "once one is two." Practice is not the whole story. It will help but there is a thing more important. That is getting a "number sense" or a "number instinct" or simply an acquaintance with numbers as such. And—"there's the rub." This can only be taught by keeping this end in view. It is not a by-product.

To show what I mean, take an illustration: A student should be taught to think of a rate per cent as a fractional part of something and to think of it instantaneously. 20% should mean $\frac{1}{5}$ as soon as the student sees or hears it. Then if asked to find 20% of \$763.59 he should be taught to think of it as about equal to $\frac{1}{5}$ of \$750.00 and to know at a glance that the answer is slightly more than \$150.00. His written calculation (if, indeed, he finds it necessary to make one) will be only a refinement on this rapid approximation. He should be trained in the solution of all arithmetic problems (with the possible exception of those requiring long additions) by making a rapid mental estimate as to the approximate value of the result. If asked to find the interest on \$650.00 for 1 year, 5 months, and 20 days at 8%, he should be taught to regard the time as about 1 and $\frac{1}{2}$ years, 8% for 1 and $\frac{1}{2}$ years is 12%, 12% is about $\frac{1}{8}$, $\frac{1}{8}$ of \$650.00 is about \$80.00. Now when he puts pencil to paper and finds the result is \$76.56 he will have confidence in his work and he will not misplace the decimal point. Having found that \$80.00 is about right, \$7.65 or \$765.60 would be grotesque.

Briefly stated then arithmetic teaching should result in enabling the student to perform the fundamental

operations quickly and correctly. He should have large practice on the sort of problems that are met in the ordinary occupations. He should be so taught that he will have reason to place confidence in the results of his work. He should be schooled in the practice of checking his work to test its accuracy rather than to resort to a table of printed answers. Puzzles of the sort mentioned should be omitted so long as arithmetic is confined to the elementary schools.

Let us strive for speed, accuracy, number sense, and they are listed in climacteric order.

GREAT COMPOSERS

Who would you name as the dozen greatest composers? You should have their names at your "fingers' ends," as the saying is, and not have to stop and think for a while before you could mention any one of them; or be like a girl who was once asked to name ten famous composers at a music club meeting, and she could only think of six, including Victor Hugo and Siegfried! Now of course you know better than to suppose that Victor Hugo or Siegfried were the names of composers; and you would probably laugh at any one who made such a blunder, but who would you put on your list?

Stop and think for a minute before you finish reading this, and see if you can name at least ten composers in "chronological order" more or less, and name at least one composition of each composer.

First comes Bach, then Handel, Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn, Chopin, Wagner, Verdi and Brahms.

You should not only be able to name something of each one, but also recognize it when you hear it, and also play a little bit of the melody. Then if you want our list to include some later names, you might add Tchaikowski, Gounod, Puccini, Rimski-Korsakoff, Cesar Franck and MacDowell; and you should know what nationality each one is. There is much to learn in music besides just learning to play a "piece"; and these little things will help your general musical education.

—From "The Etude."

AN AWFUL HAND

In view of the emphasis that is being placed in the spelling contest upon plain writing, we publish below a poem dealing with the perplexities caused by malformed letters occurring in correspondence received by a poet. The poem was written by Harry Lee Mariner, for years staff poet of the Dallas News:

Oh Dear! She writes an awful hand;
I'm sure I wish I knew
What that word is—it may be "rats";
it looks like "roller," too.
She lets the ink get thick as paste,
and always writes with stubs,
And when she writes she spatters
things like Mandy when she
scrubs.
"Tonight!" she writes, "I'm going
to—" Now, will you look at that!

Is that a T? It must be L; the long
tail is too fat.

I can't tell where she's going or what
she intends to do;

I wish that girl would write and then
would read it when she's through.

There's little room on postal cards,
the kind they sell today,

The pictures that nobody wants are
always in the way;

But just the same she should use
care; I think she surely might,

To let one know what she intends to
say when she must write.

DISTRICT DIRECTORS OF ATHLETICS

The District Athletic Directors for 1922-23 follow, the numeral indicating the number of the Interscholastic League district:

1. D. A. Shirley, West Texas Normal College, Canyon.
2. W. E. Patty, Plainview.
3. C. A. Cryer, Kirkland.
4. B. M. Dinsmore, Electra.
5. W. B. Graham, Denison.
6. Millard F. Flemming, Mount Pleasant.
7. Roger A. Burgess, Merkel.
8. T. J. Fouts, Denton.
9. Lewis P. Hale, Greenville.
10. C. N. Wilkinson, Longview.
11. C. E. Whitehead, Balmorhea.
12. E. L. Nunnally, San Angelo.
13. S. L. Wolf, Dublin.
14. W. S. Ownsby, Cleburne.
15. E. D. Guthrie, Reagan.
16. J. J. Hendricks, Kerens.
17. C. E. Nesbitt, Mineola.
18. Rufus E. Price, Nacogdoches.
19. F. H. H. Roberts, El Paso.
20. P. H. Gibb, Sul Ross Normal College, Alpine.
21. D. C. Cannon, Del Rio.
22. O. W. Strahan, Southwest Texas Normal College, San Marcos.
23. H. L. Egger, Georgetown.
24. (Not named.)
25. F. D. Ashcraft, Sam Houston Normal, Huntsville.
26. C. M. Kennedy, Jr., Beaumont.
27. L. B. McGuffin, Runge.
28. E. L. Mason, Flatonia.
29. E. A. Perrin, Edna.
30. J. O. Webb, Alvin.
31. H. H. Hutto, Kingsville.
32. Paul E. Phipps, Harlingen.

MATERIAL FOR DEBATERS

The College of Industrial Arts, Denton, has recently issued a bulletin on the support of higher educational institutions which will be of service to students who are now preparing themselves for the interscholastic league debates. Concerning the distribution of this bulletin, President Bralley writes:

"We printed 10,000 copies of the bulletin on higher educational support, by Dr. Judd, and have already distributed considerably more than one-half of them; hence, we have only a few over 4,000 copies for distribution at this time. Where copies of more than one are ordered by an individual, we make a charge of 12c per copy.

"We have sent a copy to the principal of each public high school in Texas and to the superintendent of each of the public schools in the state, as well as to each ward principal and to each county superintendent."

This bulletin is excellently prepared and contains much material bearing directly upon the debate question. If your superintendent has not already received a copy, you should get him to request one, and if you need more than one, extra copies, as President Bralley says, cost only 12 cents each, and they are well worth the money.

VALUE OF ATHLETICS

By Prof. R. W. Tinsley,
of Southwestern University

(This address was delivered at the Interscholastic League Breakfast and Section Meeting, Houston, December 2.—*Editor.*)

Mr. Chairman, Ladies and Gentlemen:
As you have seen from the program, my subject is "Educational Value of Athletics in the High School."

I am glad of the opportunity to speak to you on this subject, though the greater part of my experience in athletics has been gained through observation in college, rather than high school. I have been a member of our Faculty Committee on Athletics for eighteen years and served as chairman for fourteen years. I served as president of the Texas Intercollegiate Athletic Association for seven years. I have been a member of the Georgetown City School Board for more than eight years and have taken an active interest in all phases of school work and interscholastic work and especially athletics. I have watched the growth of the interscholastic league along all lines and have served many times as judge or official in the county, district and state meets. I wish to say here, that through the efforts of Mr. Bedichek and others, Texas is today far in the lead of many of the older states in this line of work. It is gratifying to note also that Texas observes stricter college rules of eligibility than older states of the north and east.

Athletics is something that may be educational and very valuable if conducted in the proper manner. If improperly conducted it may prove a great drawback to the student, the school and the community. Let us look at some of the advantages of athletics; first, it develops the student physically; second, it develops the student mentally, because quick thinking and precision are necessary; third, it brings about team work; fourth, it develops self-control and consideration for others, or in brief, true sportsmanship. But in order to obtain these, certain underlying principles must obtain: first, a scholarship requirement must be enforced. This is fundamental and the student must know that he must carry a certain amount of work and be passing in the greater portion of this. I know a number of boys who have completed high school and are now doing creditable work in college, who, but for athletics would have dropped out of school in the ninth or tenth grade. Second, you must not allow professionalism. This must be stamped out. A professional is one who is taking part, or has taken part in athletics for money, or who has participated with professionals. Such association is not good for high school students. I regret to say that professionalism exists in some of our high schools today. Third, trans-

ferring from one school or town to another for participation in athletics must not be allowed. This invariably carries with it some form of remuneration. In times past, several of our Central Texas towns have been noted for this practice. I have in mind a young fellow who left Georgetown high school in his senior year and attended another high school in order to take part in athletics. He was given a fine position in a "pressing club" though I am inclined to believe, his trousers, were the only ones he ever pressed. A little more than a year ago, the coach of a preparatory school told me of at least three players from different towns who were playing on the team of a certain high school and who were being taken care of by a "club" of that town. I am glad to know that this rule is now being enforced as far as possible by the interscholastic league. I could give other examples, but time will not permit. Fourth, the playing of Post-Graduates and those over age, must not be tolerated. There are splendid reasons for this. However, I cannot enumerate and discuss all of these points, but you will find them well covered by the University of Texas' Bulletin No. 2222 on Constitution and Rules of the Interscholastic League.

I know the temptation is sometimes great to slip in a player who is not eligible, but look what it leads to. You have noticed from the daily papers that one of our oldest and best denominational colleges is now under fire and great publicity has been given to the charge that the captain of their football team is ineligible on account of having played professional baseball. This may result in the expulsion of the college from the Texas Intercollegiate Association to say nothing of the embarrassment of the students, faculty, patrons and friends of this institution.

I also know that in every town and city there is a sporting element that will get behind the team and back it to a finish if the team will only win. They have only selfish motives, namely, mere sport or gambling or both. The high school boys and even the members of the teams sometimes become connected with this element in a very undesirable way.

I regret very much that our colleges have not set you a better example. I realize that we sent scouts into your towns and bought your best players. I realize that some of our college athletes, now coaching and teaching in your schools, have prompted your boys to hold out and go to the college offering the best pay. Every summer, I receive letters asking, "what will you give me to attend your college and play football or baseball." Less than a year ago one of our graduates and a former athlete said to me, "I am sorry I cannot send you some of our best athletes, but the fact is you are simply not offering the inducements that the other colleges are offering." Several weeks ago I heard some business men discussing football teams. One of them said, "My! — Institution has a cracker-jack team, they have not lost a game this sea-

son." The other said, "that is that wonderful freshman team of last year, that did not lose a game, but I have it on good authority from business men of that town, that that team has cost ten thousand dollars."

Ladies and Gentlemen, there are many other things that I might say concerning athletics in the high school, but I am sure much of it would be but repetition, because you have heard it over and over; but in conclusion, let me say, that athletics properly conducted will improve the spirit of your school, put life into it that nothing else will, help you to control the high spirited boy, who must have a vent for his exuberance of youth, make discipline easy and put your school and town on the map; but let me beseech you to have all of your athletic contests under the rules of the league and do your best to observe every rule of eligibility laid down in the hand book. Do this for the sake of the boys and girls entrusted to your care.

FREE MOVING PICTURES FOR SCHOOLS

The Division of Visual Instruction of the University of Texas distributes two classes of moving picture films: (1) rental films for entertainment purposes, a list of which will be mailed on request, and (2) *non-rental* films, which can be booked under the following conditions:

An annual registration fee of \$1 is required. Transportation to be paid both ways by the borrower, who shall also be responsible for all property of the Division from the time it is received until the shipment is returned to this office. Films are lent for a period of five days exclusive of travel. Write when an extension is needed. The use of these films must be free to the people of the community, unless admission charges or collections are to be used for the purchase of visual instruction equipment or for some other definite school purpose. Fill out the report blanks furnished you.

Non-Rental Films

The number in parentheses indicates the number of reels. When no number accompanies the title, the film consists of only one reel. Number and titles follow:

1. Child Welfare.
2. Condensed Milk (3).
3. Uncle Sam—Insurance Agent (2).
4. Texas A. & M. Football Game.
5. Golden Locks and the Three Bears.
6. Evolution of a Stenographer (2).
7. Training Mechanics.
8. Our Children (3).
10. Stephen F. Austin.
31. University of Texas (Parade).
32. College of Industrial Arts, Denton.
33. Mothers' Congress Activities.
35. Suds, Manufacture of Soap.
36. Jupiter's Thunderbolt (electricity in use).
37. Threads of Romance (lace).
40. The Money Master (5).

51. Across the Atlantic on a Great Liner.
52. Coal Mining in North Dakota.
53. Dame Fashion.
54. Engineers, James Howden & Co.
55. English Blind Babies.
56. Evangeline Land, Nova Scotia.
57. Farming in Emmons County, North Dakota.
58. Fort Williams, Canada.
59. From Field to Foot—Durham Hosiery Mills (5).
60. Greater America.
61. On Horseback After Fish on Untrod Trails.
62. How to Keep Food Hot or Cold.
63. Ice Fields and Ice Mountains in the Canadian Rockies.
64. In the Beef and Butter Country, Southern Alberta.
65. Lake, Lake Asphalt Co.
66. Live Stock Marketing (2).
67. McGraw Tire & Rubber Co., East Palestine, Ohio (3).
68. Making of Paper Board and Folding Paper Boxes and Fiber Shipping Cases (2).
69. Marksmanship Exhibition.
70. Meat Packing Industry, Mutton.
71. Modern Method of Refining Sugar.
72. Motor Car and Aeroplane Manufacturing.
73. New York City.
74. North Dakota State Fair, 1920.
75. North Dakota—Sunshine State—Bread Basket of the World.
76. Opportunity—A picture Story of the Great Farming Lands of Canada.
77. Romance of Thread.
78. Royal Gorge of Colorado.
79. Ship and Dredge Builders.
80. Stock Judging.
81. Tea and Cotton Warehousing.
82. Tool Making.
83. Valley of Hearts Delight (2).
84. War Review.
85. Winding Wires for Colliery Ropes, Silver Industry.
151. Apple Orchards That Pay.
152. Back of the Button (electricity).
153. Blue Bonnet Gingham Mills, New Braunfels, Texas.
154. Dental Film (2).
155. From Calves to Kidnies.
156. History of the Telephone.
157. Jean Grolier (Uneda Biscuit).
158. Lake Asphalt.
159. Legend of the Corn.
160. Manufacture & Uses of Sulphate Ammonia (2).
161. Mexico and Its Oil (4).
162. Modern Shoe Making.
163. Power of the Press.
164. Prize Potatoes (Fertilizer).
165. Pyrene vs. Peril (Fire Extinguisher).
166. Six Sense Test (Baking Powder).
167. Spiral Fire Escape.
168. Story of a Stick (Lumber).
169. Story of Sulphur (2).
170. Story of a V-shaped 8-cylinder Motor Car (4).
171. Successful Corn Culture.
172. Water Power (2).
173. What Every Car Owner Should Know.
174. When Women Work (2).

Many other films coming.

THE INTERSCHOLASTIC LEAGUER

Published eight times a year on the 15th of each month, from October to May, inclusive, by the Bureau of Extension, of the University of Texas at Austin, Texas.

Roy Bedichek, Editor

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

The inability to take defeat is the spirit of the gambler and not the sportsman.

A BIG IDEA

Say, here is something new! We mean, of course, that here is something new to us. We wonder how many of our readers have allowed this thing to slip up on them, just as it has on us; and we wonder how many will be thrilled, as we have been, with the wonderful possibilities of this thing which has just come upon us unaware. Now please don't make us feel that we are 'back numbers' by telling us that you have known of this thing for years, that it has been a commonplace of conversation in your community since Noah was a boy, and so on. If you do say that to us, we are going to ask in reply why you did not say something to us about it long ago.

Now what is it, anyway? You give it up? Well, it's nothing more nor less than a genuine county school paper, self-supporting, going good, full of news, promoting rural education in the most effective way, in our opinion, that rural school education can be promoted. Where would you naturally expect such a paper to make its appearance? You can't guess. The first notice that we have had of this big idea comes simultaneously from Williamson and San Saba counties. G. L. Huckaby is county superintendent of schools in the latter county and Mary Shipp Sanders holds the same position in Williamson county. The paper in San Saba county is called *The San Saba County School News*; while the Williamson county organ is *The Broadcaster*. We like the title of the first mentioned paper the better, because it describes more accurately just what the paper is. *The Broadcaster* suggests radio, and there isn't any radio business about it. In defence of its title *The Broadcaster* says:

"My purpose as my name shows is to scatter the good news of our rural schools throughout Williamson County."

We say this is a good reason for the name.

Both these papers carry enough advertising to pay for them. The subscription price of each paper is fifty cents per year, and *The Broadcaster* makes a special rate of ten cents per year to school children. We choose at random the titles of items in the *San Saba County School News*: "Harmony

Will Have a New House," "McMillin Is on the Map," "Shiloh Has a Teacherage," "School Spirit of Richland Springs," "Spring Creek Has a New House," "Antelope (Holt) Has a New Building," and so on. Now do you get the tremendous significance of handing items of this kind around to the school children and to the parents and trustees all over the county? The first thing you know, the communities of San Saba county will be vying with each other in doing things for their respective schools. If Shiloh can have a teacherage, why can't we? If Richland Springs has such a fine school spirit, why can't such a spirit be developed in our community? Such are the questions that will go the rounds in San Saba county as the result of this enterprise, and such questions will bear rich fruit.

Now turn for a moment to *The Broadcaster*. Here is a whole column devoted to new school houses, written up in a newsy interesting fashion. The note about the Jonah school, for instance, begins as follows:

"Jonah has always maintained that there is nothing sinister in its name, and now, after many vicissitudes and much labor on the part of its faithful school board, has proved it by erecting one of the completest and most beautiful school houses in the county, a brick building with five classrooms," etc.

We wish we had room to quote the whole paper. We should like to present the write-up of the "Coupland Communit Fair," "Circleville Harvest Festival," "Hot Lunch at Hudson," and so on, but space forbids.

We advise every county superintendent in the state to send to these papers for a sample copy. It will give the glow and inspiration that always come with a new idea. There ought to be a hundred such papers published in Texas.

THE RIGHT ATTITUDE

We quote from a letter of J. R. Eanes, of Comanche, just after the Comanche team had lost to Cleburne in a bi-sectional championship football game, as representing our idea of the right attitude, win or lose:

"We are proud of our boys and the fight they made. With us it is not so much the winning but the way they play the game. We try to use football to make men of our boys who might otherwise go wrong, and we know that in the past twelve years we have had some success."

CORRECTION

Miss Josie Jaynes, of Hughes Springs, desires us to make the following correction:

"In an article concerning the work of a one-teacher rural school, described in a letter from me to Miss Stoltzfus and appearing in the October issue of the *Leaguer*, the school referred to was the Goodson Rural School instead of Hughes Springs. Hughes Springs is a high school of eleven grades in an incorporated town and is six miles

distant from Goodson School. Had I known that the letter was to be published, I would have been careful to give the above information in it."

THANKS!

In declining an invitation to attend the Interscholastic League Breakfast at Houston, December 2, Supt J. D. Bramlette takes occasion to say:

"Local conditions will prevent us from attending the Houston meeting. However, we are deeply interested in this section in the League's work, and, in fact, in all Extension work. We appreciate the fine work that is being done in Texas—wonderful progress since 1910."

ARCHER CITY ENTERPRISE

The Archer City, Texas, school board has authorized work to begin on a new gymnasium. "The main purpose of the building," says the report, "is to afford members of the local high school an indoor court for basketball. The quintette has already begun work and with the completion of the new building by November 15, will enjoy a great advantage over the other schools." The building will also be used as community gathering place for all kinds of indoor sports.

LEAGUE LETTER-HEAD

Up in Grayson county, the County League is putting on some style. We have received a letter from the Secretary, F. B. Hughes, written on "The Grayson County University Interscholastic League" letter-head. The names of all the county directors with their respective postoffices addresses also appear thereon. This is a fine idea, and will be a great convenience for the schools of the county.

KNOWING MUSIC

There is something wrong when an Italian dock worker knows more of the delights of music than an American bank president. And yet the chances are that such a bank president would feel that the Italian was the one without opportunity and therefore an object of commiseration. It would never occur to the bank president himself that he was lacking in something very much worth while which the dock worker had. Of course there are dock workers who know nothing about music and there are bank presidents who can both play and compose excellent music. But the point is that too few Americans of American upbringing have any real foundation for musical taste. They have far more of that sort of thing in the Old World than we have in America.

But America is improving in regard to music. The music memory contests that are being held in various cities of Texas produce the evidence that American children can not only recognize good music, but that they can and do like it. It is good that they should be given the opportunity to know something of it and to

hear it under the most favorable conditions. There is promise in that sort of thing. It goes to the finer nature of the youngsters and encourages a side of the citizen-character which can be made to mean a great deal to the State. For that reason the agents of the State, such as instructors and directors of public schools, are not only justified, but are to be commended for their interest in the musical taste of the children.

If growing citizens profit by knowing something of music, it seems reasonable that grown-up citizens should similarly profit by it. The phonograph has done something in this regard. No doubt the concerts distributed through the ether by radio will serve the purpose even better. Music has a place in the life of a people. In America we have not made that place as large as it ought to be. Will our little Americans correct that mistake before our grown ones do?

—Dallas News.

HIGH SCHOOL PRESS

Our invitation published in the last issue of the *Leaguer* to high school papers to exchange, bore abundant fruit. Here they come, all sorts, sizes, complexions, but uniformly rectangular in shape. They all possess this one common feature—and none other—rectangularity. They are not all even printed, one comes in mimeographed.

In content, however, they are vastly different. Several rise to the point of individuality; and names!—just listen: "*The Peptomist*," Sagamore Hill, Fort Worth; *The Willis School Index*; *The Gobbler* (from Cuero, of course); *Navasota School News*; *The Screw Driver*; *The High School Times*, Castroville; *The Clarion*, Alvin; *The Community School Booster*, Spanish Fort and Valley View; *The Reflector*, Tularosa, New Mexico; *The Broncho*, Sonora. We wonder how many names will be added to this list next month. Send your paper along, and we shall be glad to put you on the *Leaguer* list in exchange.

We doubt if the *Community School Booster* is a school paper. It has too mature an air about it. Its announced purpose is "to create a better school spirit, as well as to give out the latest community news." A fine purpose, whether it is a school paper or not.

There is no doubt, however, about *The Clarion's* being a school paper. It has all the ear-marks. We get the literary society news in the Alvin schools, the athletic news, and we note also an interesting account of a school carnival, which seems to have been a great success. Editorials deal with three subjects: viz., Duty, Unity, Helpfulness—a trio of posers, even for a seasoned essayist, but the editors of the *Clarion* handle them well. We judge that the Parent-Teachers Association is active in this community, as we note that a card of thanks from

the Athletic Committee gratefully acknowledging a gift in the sum of \$500.

The *Navasota School News* runs, in the issue at hand, somewhat to poems. "Back to my Childhood Days" is the subject of a poem by L. A. B., "Original Ideas" by E. E. B., "Hinky Dinky," by J. S. and M. L., "The Secret Revealed," anonymous, "Are You Wise," by W. H. This attention to verse seems a little out of proportion in a newspaper. We especially appreciate the editorial frankness exhibited in the following note at the head of the editorial column:

"I wish to apologize for the many mistakes which appeared in the paper last week. Many of these were due to the fact that I did not have sufficient time in which to correct the proofs. The piece entitled 'Senior Cares' was especially mixed up."

The average editor, be it known, apologizes in private for mistakes made in his newspaper, and only on compulsion of some armed and outraged reader or from fear of a libel suit does he ever publish a correction. In fact, we say as little about mistakes in the *Leaguer* as we possibly can, and sometimes we count a million in an effort to throw them off our mind and go to sleep.

Say, here is one that strikes us as funny, although it is not guaranteed to strike everyone that way. It is gleaned from columns of a little 8-page paper from Castroville, *The High School Times*:

"A young lady against the wishes of her parents married a man named 'Dust.' After a brief and unhappy married life, she appeared again in her father's house, but he refused to receive her, saying: 'Dust thou art and to Dust thou shalt return.' And she 'dusted'."

The jokes in this paper are as a rule better than we have found in the general run of high school papers. The editors evidently have a keen sense of humor. And by the way, we have yet to find a high school paper without its jokes. They are sandwiched in here and there and the plenty of them indicates the popularity of humor of the joke-variety among high school pupils.

Pursuing the topic of humor in high school papers, we open up "*The Screw Driver*" the mimeographed newspaper of the A. & M. College Consolidated High School, and this bit of a joke immediately under the solemn 'Dedication' meets our eye:

"Speaking of bathing in famous springs," said the tramp to the tourist, "I bathed in the spring of '86." This solid and interesting bit of information greets us as we turn to the third page of this A. & M. Consolidated High School Screw Driver:

"Perhaps you will recall that when 250 pupils began work to organize the A. & M. Consolidated School two years ago, and we had no end of difficulties in getting things to go. We were looked

upon as an experiment that might go all wrong at any time. Two trucks could easily transport those who came from the outlying districts. However, a third truck ("The Ford") was added before the close of the school term. Today we have more than 350 in attendance, 13 teachers, and it requires five trucks to haul those from outlying districts. One truck is held in reserve."

Here is a practical demonstration of successful consolidation. Communities contemplating such a project should study the A. & M. Consolidated High School.

By far the most extensive publication among the high school exchanges this month is *The Gobbler*, published by the students of Cuero. It has twelve pages, exclusive of cover, which is a two-color affair, showing a monster gobbler, the kind they raise in the Cuero country, strutting proudly in anticipation of a certain holiday on which he is immensely popular. We note that this paper is extremely well-edited. There are few typographical errors, and the sketches, articles, fiction and verse are uniformly well-written. We like especially the work of Rose Garret, who contributes one piece of verse, a fiction sketch, and a chatty article about men's clothes. This latter piece is done in the most approved feature-writer style. And we further commend the practice of this paper in having all contributions except editorials signed. It is generously supported with local advertising. The issue which was sent us has the appearance of a special edition; we should like to see *The Gobbler* in his everyday clothes.

Advertising simply eats up *The Willis School Index* which speaks well for the advertising manager whose name we fail to find printed in the paper. It speaks well, also, for the business men who evidently contribute liberally to the support of this school enterprise. There is a good, sound, well-written editorial in the copy of this paper which we have before us on "Preparation," in which the editor discusses at length certain adverse criticisms of a French critic of American education.

Now comes *The Peptomist*, Sagamore Hill, Fort Worth, and we are gratified to note that the leading editorial deals with the importance of Interscholastic League contests. The name of this paper is striking, the coinage representing apparently a merging "Pep" (a word not in good standing with English pros) and "optimist," one who looks on the hopeful side of things. Thus we would suppose that this paper chooses to take the position with energetic aggressiveness that all things in nature and man, being the work of God, are ordered for the best. Not a bad philosophy, is it? If the advertising rates are reasonably high, *The Peptomist*, judging from the space allotted advertisers, should be able to dispense "pep" and optimism without serious financial embarrassment

The Broncho, Sonora, believes in athletics. Nearly one-third of the reading matter of the sixth issue this year is devoted to accounts of interschool football and basketball. This reaches about the apportionment to athletics of the average college student paper. Again we have evidence of a live Parent-Teachers Association which has recently purchased a \$200 motion-picture machine for the schools. "Pictures," we are told, "are obtained from the Extension Bureau of the University and from other similar institutions."

If you want to see the field which a motion-picture machine opens up for schools owning one, read in this issue the announcement of the Division of Visual Instruction, Bureau of Extension. Sonora, we note from the map, is far from the railroad, at least fifty miles, but its high school is publishing a first-class school paper, and it has established contact with the great world of motion pictures.

Spelling List Seems Satisfactory to Users

Judging from the way spelling list orders are coming in, this contest is going to be fought out in a spirited and thoroughly scientific manner at the county meets next spring. Some schools are getting a long start on the others, and this danger signal is broadcasted in the hope of reminding teachers that the list is a big one this year, and a long one, and thorough preparation should be made. Remember the 'plain writing' portion of this contest. If a single letter in a spelling paper is malformed to such an extent as to make it unrecognizable if taken apart from its context, it will be counted as a miss. Here are the way the orders are coming in:

San Angelo, 324 copies; Belton, 700; Abilene, 508; Post, 26; Dallas, 40; Elm Mott, 40; Somerville, 36; Shiner, 24 copies; Murphy, 24; Driscoll, 24; Valley Mills, 24; Friona, 100; Hankamer, 48; Royse City, 16; Brashear, 26; Poolville, 100; Zephyr, 24; Colorado, 25; Georgetown 24; Denison, 217; Mason, 18; Sulphur Springs, 36; Lone Oak, 24; Lamkin, 100; Smithville, 180; Oplin, 65; Panhandle, 100; Wichita Falls, 407; Vernon, 24; Daingerfield, 24; Valley View, 100; Breckenridge, 450; Copeville, 36; Bomarton, 24; Jiba, 36; Smiley, 66; Chicota, 100; Waxahachie, 100; Clifton, 24; Killeen, 100; Sealy, 36; Roosevelt, 29; Marshall, 24; Bremond, 30; San Antonio, 48; San Saba, 100; McKinney, 24; Gilmer, 48; Elgin, 192; Burkburnett, 200; Rosebud, 48; Strawn, 138; Kaufman, 216; Maypearl, 100; Floresville, 200; Southmayd, 24; San Saba, 24; El Paso, 100; Copperas Cove, 24; Guion, 74; Cadiz, 24; San Juan, 24; Tahoka, 24; Comanche, 100; Westover, 25; Weimar, 100.

Here are a few statements from teachers using the list gleaned from correspondence of the last three weeks:

Miss Anna Hackett, Azle: "Please send the spelling lists immediately.

We want to adopt them for use in our school."

G. B. Green, Vernon: "This spelling list is an excellent selection of words. All of my students from the fourth grade up have been supplied with this bulletin."

Paul Morgan, Principal Barwise School, Wichita Falls: "We find your spelling lists very helpful in our elementary grades."

H. A. Glass, Principal Junior High School, Wichita Falls: "We expect to use the spelling list in our Eighth Grade English course."

Miss Flora Gaston, Miles: "Some time ago we ordered more than 200 copies of the spelling lists. We are using them as texts (Supplementary) from the third grade through the eleventh, respectively. We think this is the best list written."

Mabern D. Humphrey, Bivens: "We have bought 100 copies of the spelling list to use in our grade work. This is the best list ever published."

Supt. Leon Dalton, Lamkin: "I think your spelling list is great. Through its use, we hope to improve the spelling of our pupils."

Supt. E. J. Woodward, Burkburnett: "We expect to use the spelling list as a supplementary spelling book. We used them last year with considerable success, believing that these lists are the most scientific selections that are available."

Mrs. Susan B. Wright, Georgetown: "We like the spelling lists very much and are using them in the fourth to seventh grades."

B. F. Williams, Supt, Panhandle schools: "We ordered a hundred spelling lists some time ago and like them so well that we shall use them in all of our grades as supplementary texts. We are for the League 'good and strong.' We feel that it is one of the best friends the schools of the state have."

Supt. J. R. Peace, LaGrange: "This completes our order for two hundred of your spelling lists, and I want to say that it is the best spelling book on the market. We use it almost exclusively. It has been accurately and scientifically prepared and is really a great contribution to the school work of Texas."

Suggestions Are Invited for Next Debate Question

In the November Interscholastic Leaguer several suggestions were made in regard to subjects for next year's League debate question. It would probably prove interesting and helpful to the school authorities in deciding to which subjects they will give their final preference to try them out in their school debating societies.

The Extension Loan Library will be glad to help by lending package libraries on all the subjects on which it has material. Of the subjects which have been suggested material can be supplied on Teacher's Unions, Federal Ownership and Operation of Coal Mines, and Monroe Doctrine, but not on Limitation of the Ownership of

Land in Texas. It is very doubtful whether printed material on the last subject can be found anywhere.

The Extension Loan Library has prepared a list of timely debate subjects printed below.

Applications for package libraries should be made by a teacher, or by the president of a debating society. Address all communications to the Extension Loan Library, University of Texas.

Let's have a general discussion of this matter in the *Leaguer*. The Extension Loan Library list follows:

Resolved, That the commission manager plan of city government is more effective than the mayoralty system.

Resolved, That absentee landlordism in Texas should be controlled by the passage of a single tax law.

Resolved, That trade unions are not necessary for the protection of workers.

Resolved, That the suspended sentence law in Texas should be repealed.

Resolved, That a stringent anti-lynching law, similar to the Dyer Bill should be adopted by the federal government.

Resolved, That the Ku Klux Klan is a menace to law and order in the state.

Resolved, That a system of free trade would be of greater economic advantage than a protective tariff.

Resolved, That the federal government should own the railroads.

Resolved, That the Philippine Islands should be granted their independence.

Resolved, That the establishment of a federal bureau of education would be advantageous.

Resolved, That disputes between labor and capital should be settled by a court of industrial arbitration.

Resolved, That the Japanese should not be admitted into the United States.

Resolved, That municipal ownership of public utilities is more efficient than private ownership.

Resolved, That the government should establish subsidies for the upholding of the merchant marine.

Resolved, That all immigration to the United States should be prohibited for a period of three years.

Resolved, That a system of universal military training similar to the Swiss system should be adopted in the United States.

Resolved, That Congress should provide for the payment of a soldiers' bonus.

Resolved, That strikes are harmful to the public welfare.

Resolved, That the closed shop would benefit the American people as a whole.

Resolved, That the federal government should own and operate the coal mines.

Resolved, That the prohibition amendment has proved more harmful than beneficial.

Resolved, That the allied war debts should be cancelled.

Resolved, That the referendum and recall should be made operative in Texas.

Resolved, That it is not a good policy for the United States to reduce her navy.

Resolved, That the present government of Mexico should be recognized by the United States.

BOOKS ON THE ART OF DEBATING

Allen. *Art of Debate*.

Baker and Huntington. *Principles of Argumentation*.

Foster. *Argumentation and Debating*.

Gardiner. *Making of Arguments*.

Laycock and Scales. *Argumentation and Debate*.

Pattee. *Practical Argumentation*.

Thomas. *Manual of Debate*.

Books and package libraries on debate subjects must be applied for by either a teacher or the president of a debating society. They may be kept for a period of two weeks. The only cost to the borrower is the payment of transportation charges.

Demand for Extension Courses on Increase

The Extension Teaching Division of the University shows an increase of 21.20% in the registrations for correspondence courses from September 1, 1921, to August 31, 1922, over the registrations of the preceding year. With the exception of the period during the Great War, this growth has been continuous. In 1909-1910, 343 registrations for correspondence courses were entered on the books; while in 1921-1922, applications for 3,094 courses were received. During the past year the registrations for correspondence courses have increased 802% over the first year's work. This record, however, is but a beginning of the work planned by the Extension Teaching Division. At present, many sections of the state have not as yet been touched, but it is the plan of the Division to reach out further each year until every boy and girl, man and woman in Texas knows of the great possibilities of correspondence work.

The instruction staff is chosen from the regular University faculty members. The courses offered are carefully worked out in order that the work may follow the same course in residence as nearly as possible. The assignments are worked out in from eight to twenty-five lessons at the discretion of the instructor, but in each case, is one term's work in residence. The work in general contains (1) definite assignment in texts and reference books; (2) directions and suggestions for preparing the work; (3) questions on the assignments to bring out the student's mastery of the lessons.

After preparing a lesson, the student answers the questions to the best of his ability and explains to the instructor the difficulties he has met. Upon receipt of the papers, the instructor corrects the lesson and returns the papers to the student as promptly as possible. In this way, the student has personal advice and instruction from the instructor.

FIFTY THOUSAND CHILDREN IN GRAND SPELLING BEE

Winners of county spelling contests in New York State competed for prizes at the State fair at Syracuse on September 12. Forty-six girls and eight boys, representing every county in the State but eight, took part in the competition. Among these were the daughter of a full-blooded Indian chief, a colored boy, and two girls only 10 years old. To select the 54 contestants more than 50,000 children were examined in county competitions.

State Commissioner of Education, Frank P. Graves, announced the words to be spelled. Four tests, three written and one oral, were necessary to eliminate all but the four prize winners, and one more written test was given to determine the standing of these four. Prizes in gold, sums of \$20, \$15, \$10, and \$5, were given by the State Fair Commission, which also paid the railroad fares and other expenses of the contestants.

Basketball Is Next in Order

(Continued from Page One)

The district championship must be determined as per his instructions. It is suggested that a district tournament be held after county championships are determined, but this is not compulsory. When February 15th arrives the League will take the teams certified by the athletic directors for the bi-district games.

Notice the statement in Rule 6 concerning officials. Profit by this advice. Be sure you have a competent, impartial official, one that is entirely satisfactory before beginning the game, and then stand by his decisions to the last. Protests based upon decisions of officials cannot be considered.

The indoor and outdoor court problem is well taken care of in Rule 8. Basketball in Texas cannot be said to be either an indoor or outdoor game, although the indoor game is growing and increasing in popularity. Playing games on neutral courts, as a rule, is bad policy. Playing on one of the competing school's courts is conducive to a better spirit of sportmanship, and after all, this is the thing worth while.

Last, but by no means least in importance, is the \$1.00 per team entry fee. In order to finance the State Tournament, this requirement must extend down to every county. If a team which has not paid its fee qualifies for the district games it will be required to pay not only its own fee, but the fee for all unpaid schools over which it has shown supremacy. Notice this does not say "defeated." It may mean more teams than that school has defeated.

The idea of this fee is simply to spread out over a large number the

financial burden of conducting the final series so that no one school will be unduly affected.

The enrollment cards are being sent out from this office daily. If you have not sent for your card do so at once. County directors are hereby requested to insist upon this fee being paid before allowing any team to proceed further in any series of games which may lead to the State Tournament.—To individual coaches we would suggest that you request the presentation of the card before meeting a team to protect you from the possibility of being forced to pay for that school later in the season.

VALUE OF DEBATING

The educational value of debating is greater than that of any other form of oral or written composition because it cultivates: (1) The command of feeling and concentration of thought which keep the mind healthily active; (2) The ability to state a clear-cut proposition, and to analyze it keenly by sifting the essential from the trivial, thus revealing the real point at issue; (3) The ability to find reasons and give them; (4) The power to state facts and conditions with that tact and diplomacy which success demands; (5) The power to persuade as well as convince; (6) The power of clear and forcible expression. Certainly any subject which tends to develop these qualities ought to receive the most careful attention of the student.—Victor Alvin Ketcham.

CLEAN

I want that boy of mine to be
Square to the last and final letter;
From taint or cunning wholly free.
I want him to love honor better
Than victory and silver things
Which contest in a struggle brings.

"Clean as a hound's tooth!" that's the phrase

Once by our leader Roosevelt spoken,
Who loved the sportmann's manly ways,

And valued truth beyond a token;
Better to lose with conscience clean
Than win by methods false and mean.

I want him to observe the rules,
Be fair in desperate circumstances;
To know that cunning's used by fools
Who fear to take the harder chances!
That with the victory of deceit
The victor quits the field a cheat.

I want him to play hard to win,
But not make victory his master;
Whatever game he enters in,
Ending in triumph or disaster,
I want him coming home a man
As clean as when the game began.

Oh, boy of mine, let sportmanship
Never for any gain desert you;
If on yourself you keep your grip
There is no failure that can hurt you;
You shall have more than prizes
mean,

If you have kept your record clean.
—EDGAR A. GUEST in the *American Education Review*, December, 1921.

A Little Journey to Bellaire School

(Continued from Page One)

Pope, Sixth; Roy Cook, Fifth; Beth Copeland, Fourth; Gordon Pierce, Third."

I immediately wired Grace Robison, chairman, that I would be there, just as if I had remembered the engagement properly, as any well-regulated office man ought to have remembered it.

I quote this letter because it is illustrative of a remarkable thing about the Bellaire school; viz., the initiative on the part of the pupils, and the pride that they take individually and collectively in their school. Self-ex-



SMALL BOYS AT PLAY

pression 100% and initiative plus are the distinguishing features of the Bellaire School. This will become more apparent as I proceed.

Visitors Welcome

As I drove up to the school house, one of the larger boys had the whole school out on the playground putting the pupils through a calisthenic drill. As I disengaged myself from the automobile, a little girl presented me with a rose, and, after receiving a well-led and resounding fifteen rahs with no bungling in the pronunciation of my Czecho-slovakian name, I began to feel that I was heartily welcomed. A committee of girls informed me that they had prepared a lunch for me, which was interesting and gratifying news.

The sixth and seventh grades were assembled in one room, a number of songs were sung, concluding with the Soldiers' Chorus from *Faust*. While I am not expert in judging singing, it was a pleasing performance. Moreover, it was an activity in which every child participated. As my eye traveled over the room, I failed to find one child who was not singing, and singing with spirit and enthusiasm. We then had some health talks. There were more volunteers for these talks than could possibly be accommodated in the time allotted. I heard from the lips of the children in little two-, three- or four-minute talks, apparently extemporaneous, about the importance of keeping your teeth clean and your hands and face in the same condition. Fletcherization of food was a topic of one, although not by that name; another talked of the importance of physical exercise; and not one speaker, I think, failed to emphasize the desirability of sitting up straight; and I noted that whenever this phrase came out there was a general straightening up all over the room, which indicated to me that these children are good listeners as well as good speakers.

Sportsmanship Talk

I interposed at this point asking permission to furnish a topic for discussion. I won't say that I thought the speeches were too good to be extemporaneous, but I wished to experiment. Permission was readily granted, and I asked for volunteers to tell me how a visiting basketball team should be treated from the standpoint of good sportsmanship. At least three-fourths of the pupils in the room indicated a willingness to talk upon this subject. I called on one, and while I cannot reproduce the speech exactly, it ran something like this:

"We should first appoint someone to keep a look-out down the road, so that he might be able to inform the rest of the school when the automobiles of the visiting team were approaching. The school should be lined up at the roadside to welcome the visitors when they arrive. When the automobiles stop, the whole school should give them fifteen rahs. A committee, previously appointed for the purpose, should then conduct the visitors over the Bellaire School and tell them all about the school. They should then be shown the basketball courts, and should be given the choice of the court to play the match game upon. They should be given an opportunity to warm up first if they wish to. During the progress of the game, we should never dispute the decision of the referee. If one of the opposing team makes a very fine play, he should be given a cheer, even if that play wins the game for the other team. At the end of the game, if we win, we should give the other team a cheer, and if the other team wins, we should give them a bigger cheer."

Other talks on good sportsmanship were volunteered, just as sound in principle as the one quoted.

The regular recitation work was then introduced, the grades being separated. I here had the opportunity of observing a thoroughly socialized recitation. In the recitation in oral English, I was nearly knocked off my seat by the first speaker, a small boy, who gave the class in a two-minute talk about the Cro-Magnon man, information, I learned later, gleaned from an article in the *Illustrated World*. The teacher left the room in charge of one of the pupils, and the recitation went forward with even more enthusiasm than when the teacher was present. I got a hint here of the explanation of the remarkable facility of these students in extemporaneous expression.

I visited a class in arithmetic, and it seems that sides had been chosen, and a contest in speed and accuracy in division of fractions was in progress, with every pupil in the room on tip-toe with interest.

I spent six hours with this school, and during the whole time I did not see a bored face; all were interested intensely in what they were doing.

Discipline Free and Easy

The discipline was what I would call free and easy. There was no unnecessary noise, but there was no appearance of restraint. The discipline

is handled by the students themselves. There is a students' council with representation from each of the grades. I found from talking with the students' council that most infractions of discipline are dealt with in the first instance by the council. The offender is called before this body very formally, and if it is a first offense, he is merely advised of the Bellaire way of doing things. A second offense is dealt with more severely, and a third offense brings him before Mrs. Lang with recommendation for action. They explained to me that most disciplinary cases arose among the new students, students who were not acquainted with the Bellaire way.

"They just don't know," said one of the councilmen, in extenuation of a new pupil who had been guilty of eating a 'whole apple' in class.

It seems that merely a bite out of an apple, or the surreptitious consumption of a grape, had not been unusual, but the eating of a 'whole apple'—no one but a new student could possibly have been guilty of that! There is also no smoking, no marking up of the building or the books, no swearing or bad words—these crimes against the Bellaire School simply could not be tolerated, according to the council members.

The Student Organization

I asked the principal for a list of the officers, and such other statistical information as she thought might be of interest, and she immediately



BOYS AT LUNCH

passed the request on to the pupils, and I received the following information on slips of paper:

"Bellaire School
has:
4 teachers. 7 grades
126 pupils
Bellaire School
Take:

"Their monthly and final examinations from Superintendent of City of Houston Schools.

"We enter all contests that we are allowed to enter and we generally always have come out with flying colors. (Signed) George House, Low Seventh Grade, Bellaire."

Another slip of paper contains the following:

Health Inspector, 5th Grade: Katherine Fewell, Sarah Donaldson. 6th and 7th Grades: Winfield Davis, Virginia Pierce.

Bell ringers; Tap Bell, Winfield Davis; Tardy Bell, Eunice Robinson; Other Bells: R. L. Blakewood, Dwight Austin.

Students' Council: Seventh Grade: Maurice Dietz, Gracie Robison; Sixth Grade: Mary House, Elroy Pavlovich; Fifth Grade: Charlotte De Haste, Arthur Greer; Third and

Fourth Grades: Dorothy Hall, Merrill Weiser, Beatrice Flanagan.

Head Librarian: Madge Greer; Assistant Librarian: Francis Kelly.

Orchestra: Drummer, Granville Pope; Tambourines: Merle Copeland, Katherine Fewell; Triangle, Dorothy Pierce; Chimes: Jessie Cain; Bones: Carlos Ortiz.

In Charge of Regulating Temperature: John Unefusser.

The Bellaire Booster Club has the following officers:

President: George House; Secretary, Louise Webb; Treasurer, Virginia Pierce; Inspector of the School, Evelyn Minson. Yard Committee: Boys: Harrel Kelley, Gordon Pierce, George Kelly. Yard Committee, girls: Ruby Lee Anderson, Martha Louise Hall, Dorothy Hall, Lillian Gilbert.

Health Inspectors, 3rd and 4th grades: Gordon Pierce, Jasper Fincher, Martha Hall, Gertrude Absher, Ellen Smith, Beth Copeland.

It may be remarked that Bellaire School believes in rotation in office. A new set of officers are elected every month.

Playground Activities

There is one hundred per cent participation at the Bellaire School in playground activities. The pictures reproduced herewith were snapped at random during the noon recess. The teachers participated in the games, and every pupil was playing something all the time with all his might.

This is by far the most socialized school that I ever visited. I have never before seen student participation in government carried to such lengths. I have never before seen a school even approximating one hundred per cent response to new topics suggested for discussion. I have never seen better order, although I have seen more rigid, or rather, more military order. I have never before seen a more enthusiastic and more wholesome school spirit, more initiative on the part of pupils or more spontaneity. That patrons generally appreciate such training for citizenship as these children are receiving is evidenced by the fact that when Mrs. Lang took charge of this school, only forty pupils were enrolled. Transfers from other districts and from the Houston city schools have brought the enrollment up to 126.



GIRLS' DINNER PARTY

The hall and the walls of the school rooms are covered with trophies and banners, ribbons, cups, etc., representing awards for successful participation in interschool contests. The pupils suggested that I take from this array some memento of my visit. I selected a sample of writing by Winnie House, Low Seventh Grade, which

had won a blue ribbon at a recent exposition in Houston.

I append hereto a list of prizes won by the Bellaire School from September, 1921, to June, 1922:

County Prizes—Firsts

Junior Rural Boys' Declamation—Silver Cup.

Junior Rural Girls' Declamation—Silver Cup.

Senior Rural Boys' Declamation—Silver Cup.

Senior Rural Girls' Declamation—Silver Cup.

Rural Essay—Silver Cup.

Sub Junior Spelling—Silver Cup.

Junior Spelling—Silver Cup.

District Prizes

Junior Rural Boys' Declamation.

Junior Rural Girls' Declamation.

Senior Rural Boys' Declamation.

Senior Rural Girls' Declamation.

State Prizes

Junior Rural Boys' Declamation—Silver Cup—Gold Medal.

Junior Rural Girls' Declamation—Silver Cup—Gold Medal.

Senior Rural Boys' Declamation—Second Place—Silver Medal.

Senior Rural Girls' Declamation—Silver Cup—Gold Medal.

Health Prizes

First and Second Places in County—Silver Cup.

First and Second Places in State—Silver Cup—Bronze Statuette.

Three national pennants—For 90% work.

Three national pennants—For Perfect Health Work.

Houston Fair Award

First Place—\$50.00 Loving Cup for Best General School Exhibit.

First Place in Contest in Applied Psychology—MacCullon School of Psychology, N. Y.

GRAMMAR SCHOOL TRIES HEALTH CITY

Children Have Full Organization for Maintaining Health Rules

By EDNA L. HAMMER, *Public Health Nurse, Uvalde, Texas.*

One of the most interesting things accomplished is that of the "health city" in the grammar part of the high school, which consists of four grades. The children have their own mayor, judge, and sheriff, two aldermen from each ward (room), one of which is a girl and one a boy, their ward health commissioner, and as many street inspectors as there are streets. Those failing to comply with the health rules are tried; the first offense is punished by a reprimand; the second, by loss of citizenship. We have had one trial which was most interesting.

Another new feature added this month is that of the "little mothers' league." One class is now held every Saturday and by the end of the coming month there will be two more. The children take great interest, and the minutes as written and read by the secretary are well worth hearing. A publicity chairman sees that a weekly article reaches the local paper concerning the meeting.

A third feature is that of the

"growth class" for the schools as a whole, which was organized the middle of the month. The teachers read to the children "The Story How the Fairy's House Was Built," and the three lower grades are constructing the house.

There has been a large amount of sickness in the city. I have had, among others, two typhoid and three pneumonia cases. The first time I undertook to bathe one of the latter, the father of the patient became most excited and rushed to the doctor and told him, "The nurse washed his feet and they will not get warm, and he is worse." Now, the patient is bathed daily, and his parents have learned that a bath will not kill him. The typhoid patients were Mexicans, and when I told all the well ones they should take the serum, they thought I meant to be vaccinated, and for one hour I had my hands full explaining. I left them all in a fine humor and they have taken the serum. Last night the mother came and brought another Mexican to join the Red Cross, and thus we have two more members.—*School Life.*

LEAGUE BREAKFAST A LIVELY FUNCTION

(Continued from Page One)

4. That a minimum of fifteen units of affiliated credits be required of 'lower class' school, before the transfer rule applies.

5. That rule providing penalty for infraction of eligibility rules be made mandatory upon State Executive Committee.

Among the following suggestions considered but not voted upon, were the following:

Marshall Johnston, Principal Brackenridge High School, San Antonio: That the transfer rule, and scholarship rule, require passing grades previous semester, insofar as football participants are concerned.

B. E. Masters, Paris, Texas: Transfer rule not to be construed strictly when it causes a boy to change counties. Do not force him to change counties.

E. E. Bagwell, Supt. Humble, Texas: A vital question is now before your body.—So long as state championship is carried on under the League, the 20 or 30 large schools are favored and the 200 or more are out of the running and the bidding for players will continue.—The betting will continue.

L. T. Cook, Supt. Breckenridge, Texas: Do not allow boys to live at home where there is a first class school, to attend another first class school and take part in athletics in the second school. This causes bitter feeling between neighboring first class schools.

A. C. Ferguson, Marlin, Texas: Is not age limit of 21 years too high?

Prin. U. M. Moses, Giddings, Texas: I would like to see the District Director of Athletics call the coaches together of his district and arrange a schedule the first week in September. If any coach fails to report to fix his schedule of 5 games for him.

B. M. Dinsmore, Electra, Texas: Wichita Falls, 40,000 population in Wichita County. Wichita Falls High has no elimination in Wichita County, basketball, therefore has the advantage of several weeks' practice before district tournament. This same condition prevails in all other University Interscholastic League contests except football.

L. D. Midgett, Route 1, Inez, Texas: I urge that the rule in reference to buying players be strengthened and penalty put more severe.

C. R. Wilson, Albany, Texas: Football and basketball schedules shall be arranged and championship determined on a basis of class A and class B schools similar to rule for track events.

Besides those names given above submitting suggestions, cards were collected from the tables at the close of the meeting, containing the following names:

Miss Jewell Furr, Breckenridge; Jno. F. Bailey, Breckenridge; H. C. Lyon, Hearne, Texas; Tom B. Blackstone, Galveston; R. A. Faubion, Freeport; W. S. Ownsby, Cleburne; R. D. Green, Abilene; W. W. Lackey, Midland; Thos. E. Lee, Georgetown; Mrs. Annie Roberts Lang, 4312 San Jacinto St., Houston, (Prin. Bellaire School); Mary Nash, County Supt., Kaufman Co., Kaufman; Emma Mitchell, Austin; Earl Huffor, Sam Houston Normal, Huntsville; L. G. Andrews, Navasota; R. W. Tinsley, Southwestern University, Georgetown; E. K. Barden, Livingston; Mrs. E. K. Barden, Livingston; Bonner Frizzell, Palestine; W. C. Reed, Supt. of Schools, Rosebud; B. F. Phelps, Bay City, Superintendent; P. S. and Mrs. P. S. Mangum, Edge; R. B. Norman, Pecos; E. F. Wright, Falfurrias; A. H. Smith, Toyah; C. E. Neve, Prin. High School, Rusk; M. M. Posey, 1016 Buffalo St., Corpus Christi; Wm. Yelderman, Needville; J. C. Cochran, Supt., Lockhart; Miss Fronie Thomson, Lockhart; Miss Leona Dodd, Lockhart; Miss Mollie Burschwale, Lockhart; Amanda Stoltzfus, University of Texas, Austin; Mrs. M. H. Donnelly, Nome; Miss Eva Hill, Elm Mott; Myrtle L. Tanner, Lorena; Virginia Bedford, Thornton; Boyd M. McKeown, Supt., Knox City; Mrs. B. M. McKeown, Prim. Teacher and Coach Girls Athletics, Knox City; C. J. Alderson, Calvert; C. A. Gilley, Supt., Miami; Ben S. Peek, Calvert; L. Van Perkins, Cameron; T. H. Shelby, Austin; J. H. Morgan, Eagle Lake; J. R. Peace, LaGrange; Roger A. Burgess, Merkel; C. L. Word, Fort Worth; F. B. Hughes, Denison; C. E. Wade, La Porte; J. C. Pyle, Sherman; F. Hofstetter, San Antonio, Texas, Main Avenue High School; J. O. Webb, Alvin; E. W. Nance, Milford; Robt. J. Garner, Supt., Rusk, H. T. Brown, Supt., Jacksonville; Taylor White, Sealy; W. F. Garner, Supt. of Schools, Longview; Wylie M. Parker, Principal Forest Avenue High School, Dallas.

Many Teachers Commend Music Memory Contest

Many schools are preparing contestants for entry into the Music Memory contest, and it is quite surprising that a large number of these are small schools. The contest is restricted to pupils in the fifth to seventh grades, inclusive, and the entry from any one school into the county meet is restricted to a team of two.

In the interest of this contest, we have published and are now distributing a bulletin entitled "Reading Lessons in Music Appreciation."

Extra copies are furnished at ten cents per copy in quantities of ten or more. Concerning this bulletin and this contest we have many enthusiastic comments in our correspondence. We take the following from one mail:

Claire Partain, Palacios: "We would like very much to have the book that will help us in our Music Memory Contest. We are very much interested in this contest and feel sure that it is going to be a wonderful help. Please send us forty copies."

Supt. L. G. Andrews, Navasota: "Please send us fifty copies of the Music Memory Bulletin. We like the advanced copy."

Mrs. Travis Bruce Bunn, Supervisor of Music, Laredo: "I am sure we can use approximately 200 copies of the 'Reading Lessons in Music Appreciation.' I think the publication of this material is a splendid and wonderful help to the Supervisor."

Frances L. Fullineorder, Palestine: "I think it is a splendid thing that the League should have added this contest to its activities. Surely nothing contributes more to a general cultivation, and the pleasure it affords, than an appreciation of good music; and surely, also, this is the psychological moment for undertaking a movement that may promote a most desirable reaction in the matter of music appreciation."

"Pardon me. I did not mean to write a thesis; but I am interested, and I do hope that the results will justify a continuance of this phase of the League's work."

To indicate the rapidity with which this bulletin is being distributed, we list the following orders received in the last few days:

Mary Dunn, Lubbock, 83 copies; Mary Thompson, Abilene, 125; Mrs. A. A. Eberle, Taylor, 121; Miss Ola Hutchison, Abilene, 98; Helen Tindel, Victoria, 10; Zula Byrn, Terrell, 65; Miss Tommie Chenoweth, White-wright, 60; Mrs. Ruth Williamson, Belton, 175; A. T. Holcomb, Chicata, 10; Mrs. Cora Busby, Dilley, 15; Mrs. A. B. Milam, Beaumont, 80; R. B. Bryan, Terrell, 24; Viola Raines, Clifton, 35; Mrs. Edith C. Smith, Abilene, 240.

The first edition of 3,500 copies has already been exhausted, and we are issuing a new edition of two thousand copies. When these have been distributed, there will be no more published this year. If you want a supply of "Reading Lessons in Music Appreciation," "do your shopping early."