



LETTER BOX AND PERSONAL ITEMS

In a recent communication to the schools of Tarrant County, County Superintendent White, says: "I intend to have about four meetings during the year, at which plans will be discussed. The first will be held immediately after the schools have begun their work. The Tarrant County Interscholastic League then will be formed."

The Benavides Scholar is the name of a monthly publication issued by the students of the Benavides High School. Although this high school has little more than one hundred students, it manages to issue each month a very attractive magazine. The last issue of last year contained thirty-six pages. Glancing through this periodical we find that Benavides High School has an orchestra, that it has an alumni association, a dramatic club, and other activities which one hardly expects to find in the smaller high schools. The Benavides merchants support this publication generously with advertising. The May issue is dedicated to the Superintendent of Schools, J. M. Momeny.

WRITER DISCUSSES FOOTBALL VALUES

Declares Coach's Work Among Most Important Done By Any of Teaching Staff

(By M. H. Duncan, Superintendent of Schools, Lubbock)

A GOOD many people do not believe that football has any educational value. In every school there are teachers who do not believe there is any good in the game and they merely tolerate it. Many patrons feel that it is a waste of the student's time and that the schools are going to the bad in that direction. I used to feel that way about it myself, and for a good many years as superintendent of schools, I gave just as little attention to it as the law would allow.

However, I have changed my mind in that respect and am now of the opinion that no other feature of the schools has greater educational value and that if every boy in school could be a member of a football squad and undergo the training there given he would be much more benefited than by a good many of the other studies he pursues.

Education Costs Effort

One great trouble with the present day schools is that it has largely lost its power to discipline. It has adjusted itself largely to the whims of the children and presents its program in such a mild form that it can offer little real training. Every one who has studied education and how it is brought about knows that real education costs effort. It requires the one being educated to put himself into his work without reserve and to pay the price in labor and sacrifice to accomplish whatever he undertakes. What the pupil learns without effort is worth nothing to him educationally. Only that part of his schooling to which he gives himself in a whole-hearted purpose will reward him in increased strength and ability. Many people seem to believe that education is learning facts, but facts in themselves have no value in an educational way. Education results from living the life that will build the habits, ideals, attitudes, and interests needed in future life. It is a result of conscious effort and requires hard work, study, and sacrifices on the part of the one being educated. The youth who comes to his class without having paid the price in the labor and sacrifice necessary to preparing a difficult lesson is getting nothing that he can call an education. Very probably he is acquiring habits that will render any real education impossible.

(See — FOOTBALL — Page 4)

PROGRAM of the Fifteenth Annual Interscholastic League Breakfast and Section Meeting

Roof Garden, Stephen F. Austin Hotel
Austin, Texas

December 1, 1933—7:30 a.m.

T. H. SHELBY, *Dean, Division of Extension,
The University of Texas, Presiding*
B. M. DINSMORE, *Electra, Secretary*

League Section Motto: *Educational Use of Interscholastic Contests.*

Invocation.

Introduction of Speaker.—Floyd G. Betts, Superintendent of Schools, Wharton.

The Problem of Interscholastic Athletics.—Dr. William R. La Porte, Head Department of Physical Education, University of Southern California.

Adjournment at 9 a.m.

Those interested in discussion of rules and regulations governing football or other athletic contests of the League will be assigned to another room in the hotel.

M E N U

½ Grapefruit	Reservations, 60 cents per plate.
Scrambled Eggs	Make sure of a place by forwarding 60 cents to Miss Willie Thompson, Secretary of the League, University Station, Austin, Texas, at once. Tickets will be forwarded on receipt of price.
Toast and Hot Rolls	
Coffee	

1923 TENNIS STAR IS FAMED SCHOLAR

Brilliant Scholastic Record Made by Main Avenue (San Antonio) Tennis Player

TEN years ago Lucian La Coste came to the State Meet of the Interscholastic League as a representative of Main Avenue High School, San Antonio, in tennis, both singles and doubles. He did not win the State Meet, but he progressed far towards that goal.

The next year he entered The University of Texas and was graduated four years later. He then pursued studies leading to the doctor's degree in the University, specializing in engineering. Not only did he distinguish himself scholastically, winning Phi Beta Kappa honors, but kept up his tennis and was considered one of the strongest players on the Varsity

Registration Plan Provides Wide Choice of Instructors

(By George H. Wells, Principal, Austin High School)

FOR the past several years the Austin High School has been using a system of student registration giving a wide student choice of instructors where more than one teaches the same course. Since its inception this system has been revised gradually and new forms added until very satisfactory results are obtained.

The system is based upon an efficient advisory section organization. About four weeks from the close of each semester, every adviser talks with each student, secures their choices for the next semester, approves these choices, compiles them for the entire advisory section, and sends the compilation sheet into the

office. There is much opportunity here for guidance, conferences with parents, and definite decisions by the pupils. The total of all compilation sheets gives the office the number probably enrolled in classes next semester. From these the number of classes to be operated in any course is determined and the number of students to be allowed in each class is set, proper allowance being made for the average increases on the same work of past years.

At the beginning of the new semester, each student reports to the same adviser to whom they reported when the choice slips were compiled. The choices are copied by the teacher after checking with the student again over to a new form known as the "Program Approval Slip." The upper part of this form is ruled for the names of courses which student will

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2,000 TITLES IN DRAMA LOAN LIST

Wide Choice of Plays Offered For Free Examination By Extension Service

THE Drama Service instituted by the Bureau of Public School Interests and operated in conjunction with the Extension Loan Library, now has available for loan purposes 2,000 titles, including full length plays, one-acts and books on play production, including works on directing, make-up, costuming, and lighting.

The material ranges from light farce, comedy, drama, to O'Neill's tragic "Mourning Becomes Electra." While no attempt is made to keep up with latest Broadway successes, a few such plays, including "The Late Christopher Bean," "Another Language," "Autumn Crocus," and others are available. Material for special occasions such as Thanksgiving, Christmas, Washington's Birthday, etc., should be requested well in advance in order to get the best selection.

The service is designed to assist the coach or director in finding suitable material. Therefore plays are not loaned for actual use, but for one week only—just long enough for the director to examine them and find out whether he wishes to order any of them from the publisher. It should be noted in this connection that the copying of "parts" is a violation of the copyright law and subject to prosecution under the Federal Copyright Act. Borrowers are especially requested to be careful with the material and to return it promptly, as the amount of material is limited and is in great demand. Since there is no appropriation to replace material damaged or destroyed, carelessness may deprive many others of its use.

In requesting plays address the Extension Loan Library, giving as much information as possible in regard to the type of play desired, number of characters, royalty or non-royalty, one-act or full length. No catalogues of the plays are available, but a list of 183 plays eligible for 1934 League contests may be had for the asking.

PHYSICIAN URGES VALUE OF DEBATE

Credits Interscholastic League With Arousing His Interest in Public Speaking

DR. M. A. DAVISON, of Marlin, Texas, is known to the profession in Texas as one of its ablest speakers. He has served as president of the Texas Medical Association, and has been prominently identified with the work of that association for many years.



Milton A. Davison, M.D., of Marlin

It was through Ben S. Peek, then superintendent of schools at Reagan, that Davison as a boy became interested in public speaking, and, according to Peek, it was with Interscholastic League contests that he was able to interest him. His first attempts at public speaking were not promising,

(See — PHYSICIAN — Page 4)

Majority of State Leagues Enforce Eight-Semester Rule

The *Illinois High School Athlete* (October, 1933) publishes the information gathered by W. J. Foster of Newport, Ky., concerning eligibility rules in various states and whether or not athletics for girls was promoted, and if so, in what sports and to what extent. Tabulation of answers to the following questions is made below:

1. What is the age limit for interscholastic athletic eligibility in your state?
2. What is the limit in semesters of attendance?
3. What is the season limit in any one sport?
4. Do you have interscholastic basketball for girls?
5. Do you have girls' basketball tournaments?
6. Do you permit any interscholastic athletics for girls?

In the following table the numbered columns correspond with the number of the questions above:

	1.	2.	3.	4.	5.	6.
Alabama	21	none	3-3	yes	no	yes
Arizona	21	8	4	no	no	tennis
Arkansas	21	none	21	yes	no	yes
California	21	8	4	no	no	no
Colorado	21	9	4	no	no	no
Connecticut	20	8	4	yes	no	yes
Delaware	21	12		yes	no	yes
Florida	21	none	4	yes	no	yes
Georgia	20	8	4	yes	no	yes
Idaho	20	8	4	yes	no	yes
Illinois	20	8	4	no	no	golf & tennis
Indiana	20	8	4	yes	no	yes
Iowa	20	8	4	yes	yes	yes
Kansas	21	9	4	yes	no	yes
Kentucky	20	8	4	yes	no	yes
Louisiana	20	10	4	yes	no	yes
Massachusetts	20	3-4	4	no	no	no
Maryland	20	8	4	yes	yes	yes
Maine	20	8	4	yes	no	yes
Michigan	20	8	4	yes	no	yes
Minnesota	20	8	4	yes	no	yes
Missouri	21	8	4	yes	no	yes
Montana	21	8	4	yes	no	yes
Nebraska	20	8	4	no	no	no
New Hampshire	20	8	4	yes	no	yes
New Jersey	20	none	4	no	no	no
New York	20	8	4	yes	no	yes
North Dakota	20	none	4	no	no	yes
Ohio	20	8	4	yes	no	yes
Oklahoma	21	none	4	no	yes	yes
Oregon	20	9	4	yes	no	no
Pennsylvania	20	8	4	yes	no	yes
Rhode Island	20	none	4	no	no	no
South Dakota	21	none	4	yes	no	yes
Tennessee	21	10	4	yes	yes	yes
Texas	20	8	4	no	no	yes
Utah	20	8	4	no	no	no
Virginia	20	8	4	no	no	no
Wisconsin	20	8	4	no	no	no
West Virginia	21	8	4	yes	no	yes
Wyoming	21	8	4	yes	no	yes

Never Give Up

A disabled ship, off the coast of South America, was in distress for lack of drinking water, and called for help. Again and again the call was sent forth:

"We want water."

When an answer came, it seemed to make no sense, for the answer was:

"Let down your buckets where you are."

"Again the cry for help went out:

"We want water."

Again the answer came: "Let down your buckets where you are."

Finally, in bewilderment, the suffering mariners did as they were told. To their astonishment, the buckets came up full of pure fresh water. It had flowed far out into the ocean from the mouth of the Amazon River.

To me it [Hiterism] seems more than anything else a rebellion of the clumsy lout against civilization. It is the clumsy lout's revolution against thought, against sanity and against books.

H. G. Wells.

Masonic Home Warming Up For 1933 Speech Contests

FOR the Interscholastic League contests next March, Miss Craig, public speaking teacher, has several experienced students.

In the boys' debating she has such fine material as Perry Pickett, Harry Hicks, Eddie Conway, Allison White, Leroy Gideon, and George Goodman to pick a team from. Perry Pickett, Harry Hicks, Allison White, and Eddie Conway have all had one year of experience in speaking. Candidates for the girls' include Katherine Shaw, Ruth Hazel Giggs, Jo Eversol, Mary Frances Fletcher, and Mary Eloise Linn. Katherine was a member of the team which went to the State meet last year.

In the extemporaneous speaking department for the girls Mildred Crane promises to represent the school. She was a candidate for this place last year but was defeated by the more experienced Christine Lennox, who won third place in the State meet.

The Master Builder.

Writer Lists Advantages of League Contests In Schools

(By E. P. Reeves, Superintendent of Schools, Acuff)

A QUARTER-CENTURY ago statistics revealed the fact that of 100 freshmen entering a high school, only about one-fourth remained to complete the four years' course. But today almost as many seniors are graduated each year from the high school as freshmen enter high school. Thus, what is the holding power of our high schools of today? These contributions factors may be listed and discussed as follows:

The Interscholastic League—We do not list the work of the Interscholastic League first because we think it is the most valuable of all the holding powers of the school, but first place is given for emphasis. It cannot

be denied that students who take an active part in all phases, both literary and athletic events, will find a place in life upon leaving school more readily than those who fail to take advantage of the wonderful opportunities offered by participation in the Interscholastic League.

Brings Out Talents

Students who are talented in speaking, singing or acting look to the various contests offered by the Interscholastic League for training in that particular line.

The one-act play contest has at last spread to the schools. Since students are natural actors they get much enjoyment in presenting one-act plays. Students are trained in as many as six or eight ways. They learn to memorize, speak plainly, poise, to carry out thoughts of the character in a

(See — ADVANTAGES — Page 4)

PUPILS SHARE IN GOVERNING SCHOOL

Missouri City Has a Well-planned and Workable System Of Student Government

(The Missouri City High School (Fort Bend County) has a well-planned, active, and smooth-functioning system of student self-government, which is one of the most difficult projects in the whole extra-curricular program. One of the teachers in that system of schools has been kind enough to furnish the LEAGUER with an account of how the plan works.—Editor.)

OUR student government is in a healthy condition—right attitude of pupils, teachers, and community toward school life and school activities. The following officers have been duly elected annually by school citizens who have paid their poll tax (2c):

1. A mayor.
2. A captain of sanitation who with his committees keeps yard and hallways in neat condition, empties waste baskets, washes blackboards, etc.
3. A captain of traffic, who with her squad keeps order in corridors and auditorium and prevents loitering.
4. A school custodian who has the general care of the buildings, sees to the raising of the flag, calls attention of sanitation to accumulation of trash, keeps pictures and posters hanging straight, sees that whole building is inviting, clean, and cheerful.
5. A head usher who with his assistant ushers, seats audiences, opens and closes doors, arranges seats, etc.
6. A pep squad leader.
7. Members of the Student Council.

"Honor" Detention Hall

One of the outstanding features of our system is the "honor" detention hall. No one (no student or teacher) is in charge of this hall. Pupils who are detained either for conduct or lessons may sit in the "honor" hall rather than in the supervised hall if they ask special permission to do so and give their word of honor to work in a business-like way while staying in.

Mrs. O. W. Wilcox is the principal of the two schools—an elementary school and a high school. There are ten teachers and three-hundred thirty

(See — PUPILS — Page 4)

New State Record Set in Interscholastic Typing



Mary Lou Turner, High School, Abilene

COMPETING against the regional winners in fifteen other regions into which the State was divided for purposes of this contest, Miss Mary Lou Turner won for Abilene High School the state title for first year typing contestants in the 1933 State Meet of the University Interscholastic League, setting a new high record of 76.44. Under the League rules no pupil is eligible who has had any regular instruction prior to September 1 preceding the date of the contest. Miss Turner carried a full course in the Abilene High School, making a high scholastic record in all of her other studies. Her paper produced in the fifteen-minute test showed 1256.6 gross words, 11 mistakes, 76.44 net words each minute, 91.25 per cent accuracy; 167.69 total points. It is predicted that this record will stand for some years.



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ROY BEDICHEK

Editor

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No. 2

DEBATERS will notice in this issue a letter from the publisher of the Ventura (California) Press offering, free of charge, copies of pamphlets dealing with certain aspects of the radio question. While we have not read these pamphlets carefully, we have examined them and they are, in our opinion, thoroughly worthwhile. The early bird is going to get this worm because there is a nation-wide demand for literature on radio, and the offer of free copies will be snapped up and supply exhausted at once. So don't delay.

HENRY COLLINS of Olden writes us of a plan of awards during the depression which was adopted in Eastland County last spring with highly satisfactory results. The awards were in the form of printed certificates, entitled "Award of Merit—University Interscholastic League—Eastland County Meet—1933." Then follows a space for insertion of the name of the individual, place and event, and two blanks for signatures, one for the Director of the contest and the other for the Director General of the county. This makes an award which the contestant appreciates, preserves the record in good form, and is, moreover, very inexpensive.

THERE is published in this issue a compilation of the principal eligibility rules of state high school athletic associations. Those who contend for repeal of our 8-semester rule will please observe that it is now in full force and effect in practically every state that makes any pretense to the use of athletic contests for educational purposes. It is only the rag-tag-and-bob-tail (athletically considered) that allow a student more than eight semesters in which to get in his athletic participation. And the next thing that will come will be a lowering of the age limit to 19. The reason is that the age at which the average pupil graduates from high school is being gradually lowered, and athletic and other contests in which the pupil appears in a representative capacity should be reserved for representative students, that is, for the average pupil, the normal, not the sub-normal.

WE CLIP the following item from the Memphis Democrat and publish it as a suggestion to public speaking teachers who want their pupils to get practice in public speaking:

The girls' debating team of Memphis High School, made up of Betty Dale West and Audrie Lofland, gave a short, but interesting, debate at the weekly meeting of the Rotary Club Tuesday. These two girls have won a number of honors in debates this year, having won out at the district Interscholastic League meet, and will go to Austin next week to the state meet.

Betty Dale took the affirmative and Audrie the negative side of the question, "Resolved, That at Least One-Half of All State and Local Revenue Should be Derived from Sources Other than Taxes on Tangible Property." Mrs. Sebron Buck, the debate coach, who has worked hard and earnestly in helping the girls with their debates, introduced them.

READ the announcement of the Extension Loan Library in this issue. Debate packages will not be furnished this year and the reasons are set forth by Miss Lenoir Dimmitt, the librarian. One caution, however, is necessary. While we have on hand enough of the Handbooks to satisfy all possible demands, we do not have enough of the other material, unless it is ordered early. The type is in order for printing the Reference Shelf volume, the Supplement and the Congressional Digest issue, and we shall order extra copies as long as this type is kept standing. But those schools which wait until Christmas to order these articles will probably be disappointed. We cannot take the financial hazard involved in ordering large quantities of all this supplementary material, demand for which is problematical. The list price of the Reference Shelf is ninety cents; we can offer it now for sixty cents; the list price

of the Congressional Digest is fifty cents; we offer it for twenty cents. So order now if you want these additional publications. There is little duplication in them.

IT IS quite the fashion now to discover new things to tax, new sources of revenues. All the old devices have been worked to death, and still the government can't find enough money to run the public schools efficiently.

A picture in a recent newspaper suggests an untapped source of revenue. Miss Barbara Hutton, "America's Richest Heiress," is shown shopping in Paris for a trousseau in preparation for her marriage with Prince Alexis Mdivani. She is the "heiress to the Woolworth millions" which were built up from profit on penny sales to the poor. To set her and her Prince up in a style befitting the traditions of European aristocracy will require a considerable sales tax on American necessities.

The proposal is therefore this: A tax on exported heiresses. Take half or three-fourths of the income on any heiress who wants to take money collected in this country in order to rehabilitate the fortunes of penurious counts, dukes, and princes. European countries will find it hard to combat. Let them retaliate with an export tax on their heiresses, and the amount would be insignificant. We export at about the ratio of one hundred to one.

THE pep squad and girls' drum-and-bugle corps of a large high school in Texas is credited by the local paper of that city with entertaining the football squad of a rival high school and members of the pep squad thereof with a theater party after the night game between the two schools. The theater party is scheduled to begin at 11:30. Let us suppose that the game starts at 8 and runs until 10:30. An hour now intervenes between the end of the game and the beginning of the show, during which these youngsters, ranging from 13 to 17 years of age, are on the streets. The show, one of the Harlem negro variety, lasts two hours. Again at 1:30 A.M. these pupils invade the streets, and the cold drink stands and sandwich, hot-dog and hamburger counters should experience a good business. Thirsts and appetites satisfied by 2 A.M., the local delegation can get home and to bed by 3 A.M. The out-of-towners are 220 miles from home and must therefore spend the night in the city or start out on their five-hour journey, arriving, barring accidents, at 8 A.M., thus making a night of it. And this is all a "school" occasion promoted and advertised in the name of recognized student organizations. Don't charge it up to football. It is clearly an abuse of a football occasion.

THE firm of N. W. Ayer & Son, Inc., is one of the greatest advertising agencies of this country. It publishes the Newspaper Directory of the United States, generally considered the most complete and authentic publication of its kind in the world. The president of this concern is Wilfred W. Fry. He should know something about advertising. His company recently rejected liquor advertising, and Mr. Fry's statement in this connection is an illuminating one. It follows:

"We have cancelled our ten-year-old agreement with the Canada Dry Ginger Ale, Inc., a highly valued client, following that client's decision to engage in the manufacture and distribution of beer and whiskey after repeal. We regret, of course, the conditions which necessitated this step, but on a strictly business basis we are certain we are right.

"The return of liquor will divert an important share of America's mass purchasing power from essential commodities. This diversion may run as high as 20 per cent, based on pre-prohibition experience and the trend of economic and sociological conditions since the Eighteenth Amendment was adopted.

"The moral question involved in repeal can be left out entirely, but from a purely business standpoint we still cannot see a very happy result in the return of liquor. It is true that revenue from alcohol will contribute many millions of dollars to Federal, state, and local treasuries, but this contribution, in the main, will be made by that class of the public which can least afford to make it. This was true before prohibition, and it will unquestionably be true when prohibition is repealed.

"The liquor business has not changed. When the thirty-sixth state has been lined up, it will be run by the same old crowd in the same old way. Many decades ago my firm adopted a policy of not advertising alcohol. The reason for this is simply that, as an advertising agency, we must identify ourselves so closely with the affairs of our clients that we are, in effect, a part of their business.

"In the case of a client who manufactures or distributes alcoholic beverages, this would create for us an impossible situation, since we would then be in the position of making alcohol attractive to the youth of this country. Furthermore, we do not wish to classify our other clients with the liquor business."

Picture Appreciation

II. Simple Theories of Color

(By Florence Lowe, Head, Art Department, Sam Houston State Teachers College.)

KNOWLEDGE of color theory is useful as a guide in discovering harmonious combinations of hue, value, and intensity. Those who are fortunate enough to sense good combinations of color in the same manner that a musician attunes his ear to harmony of sound, need not be dependent upon a mechanical means of selection. Others, who do not readily understand the use of color, will find their feeling for it growing as they learn the nature of the color elements. A detailed discussion is impossible here, but the purpose of the writer is to present such color facts as will make the subject seem less strange to those who have had no opportunity to study color theory.

Red, Yellow, Blue

In order to follow this discussion the reader should have at hand some plain white paper and a box of crayons or water colors.

A successful elementary theory of color is based upon three primaries, which are red, yellow, and blue. With the crayons or water colors place a spot of each of the above mentioned colors where each color will mark the corner of an equilateral triangle. For convenience in understanding the explanation place yellow at the top, red at the left, and blue at the right.

By mixing together two of the primaries in all of the possible combinations, a second group of three is secured. Yellow and red mixed together make orange, so place orange in the space between yellow and red; blue and yellow make green, so place this color between the two colors of which it is composed; purple must be placed between blue and red. Orange, green, and purple make the secondary group of three.

The chart you are making should now suggest a circle with colors arranged (clockwise) in the following order: Red, orange, yellow, green, blue, purple. These are the "six standard colors."

Complementary Colors

In mixing any secondary color, two of the primaries are used and one of them is omitted. For example, when blue and red are mixed together to make purple, yellow is the only primary color which is not used. The use of yellow would be necessary in order to complete the primary triad; therefore yellow is considered the complement (complete-ment) of purple. After the same manner, red is the complement of green and blue the complement of orange.

When true complements are mixed together in equal quantities they neutralize each other and the result is gray. Most pigments are not perfectly balanced so experimentation with them will show the necessity of adding an extra amount of blue in order to secure a neutral gray.

Starting with the six standard colors, let us carry this mixing process a step farther, placing additional colors in the spaces between the colors we already have. Each one of these "tertiary" colors will be formed by mixing together the two colors on either side of it. Thus another group of six colors will be produced. For example, red and orange mixed together will produce red-orange; orange and yellow will be mixed to make orange-yellow and the rest of the tertiaries will be secured in the same manner. When completed the chart will have twelve colors. They should be arranged in the following order: Red, red-orange, orange, yellow-orange, yellow, green-yellow, green, blue-green, blue, purple-blue, purple, red-purple.

With the color circle before us the three most commonly used types of color schemes can be explained without difficulty.

1. Complementary—Also known as "opposite" colors because of their positions across from each other on the color circle. The following may be considered fundamental complementary combinations:

- Red and green.
- Orange and blue.
- Yellow and purple.

Analogous Colors

2. Analogous—Colors which have common elements. For example, yellow-green, green, and blue-green are all composed of blue and yellow, the difference between them being only in the quantity of the elements. Analogous colors are also known as "neighboring" colors because of their position next to each other on the color circle.

3. Monochromatic—The combining of several tones of a single color. The dark and light tones of any color

form a monochromatic color scheme. Other tones of the same color may be added.

The widely used Munsell theory of color is more subtle in its relationships than the "six color" theory. Because of this fact a better balance of color is secured. In order to understand the essential elements of the Munsell theory, go through the same process of arranging colors in a circle but start with five standard colors instead of six as in the first arrangement. Orange is the color to omit from the standards. This will bring about a slightly different arrangement of complements. The complementary combinations will now be as follows:

1. Red and blue-green.
2. Yellow and blue-purple.
3. Green and red-purple.
4. Blue and yellow-red (orange).
5. Purple and yellow-green.

"Split-complementary" schemes are especially interesting. These are composed of a color in combination with the two colors on either side of its complement.

Analogous and monochromatic schemes remain practically the same in both of the previously discussed theories.

Identifying Colors

Students often develop considerable interest in identifying the different types of color schemes in pictures, their own clothing and other objects. When making these associations it is well to remember that brown is considered a dark orange or a dark yellow according to the amount of red that it contains. Black, gray, and white are neutrals rather than colors, so should be left out of consideration when identifying color schemes. In any color scheme that is harmonious some colors must be brighter than others. The combination of blue and red does not occur in any of the schemes mentioned, yet it is often found in costume. This may be explained by the fact that the skin tones supply a certain amount of yellow to complete the primary triad. Neutrals combined with colors also serve to establish a transition which helps to relate colors.

The selection of color according to the foregoing theories does not guarantee an harmonious arrangement since much depends upon the quantity of color used and its manner of distribution. This brief explanation should merely give a key to probable successful arrangements.

Reference: A Color Notation, A. H. Munsell. George H. Ellis Company, Boston.



THE Extension Loan Library is departing this year from one of its customs of many years standing—the supplying of package libraries to the Interscholastic League debaters. Just about the time that the library staff was ready to begin compiling package libraries on Radio Broadcasting the National University Extension Association Committee, which had in charge the printing of the Official Debate Handbook, announced that it would print at a small cost, in the form of a Supplement to the Handbook, all of the 35 or 40 articles which the Extension Loan Library had expected to mimeograph for the package libraries.

We knew that with this Supplement to the Handbook, the Official Handbook itself, the Wilson Reference Shelf, and the Congressional Digest issue devoted to Radio Broadcasting in the possession of the debaters would have such a wealth of material at their command that they would have little use for anything else. The Interscholastic League Bureau is making it possible for all the schools to get these four publications at a small cost by buying them in large quantities and thus getting a great reduction in price.

It will not cost the schools much more to buy the publications than it would to borrow the material in package library form. For the last two years it has been necessary on account of the reduced budget of the Loan Library Bureau to charge a 10c service fee for each debate package. When postage and possible fines were added the cost often came to almost a dollar a year.

We believe that the plan being tried this year will prove more satisfactory than borrowing the material, because it will enable the schools to place the publications in their school libraries where they can have reference to it any time they please during the year.

Discussion from the Field

We invite letters of not more than two hundred words on any phase of Interscholastic League work. Letters should be signed and position of writer indicated.—Editor.

Classes in Football

We would like to make a suggestion for you to consider for the future. In our section several teams have dropped to a lower classification due to the fact that the 8-semester rule has weakened their team for this year. They figure on dropping to a lower classification this year, practice up on the lower classified teams with the idea of switching back to a higher classification next year or just as soon as they feel their team is strong enough to go against these stronger teams. We feel that when a team drops to a lower class that team should remain in that class at least two or three years, unless, their enrollment has increased to the point that they are justified to go into a higher class. If we had such a ruling these teams wouldn't be trying to pick out the soft places to light. Also if these teams are to be allowed to change classification, there should be a certain date set for them to get their choice in so that they can be notified in due time of district meetings for making schedules.

JOE WARD, Coach.

W. F. SYLVESTER, Principal,
Thos. Edison High School,
San Antonio, Texas.

Senior Playground Ball

A senior playground ball contest for boys and girls is one of the greatest needs for rural schools, especially since they are not equipped with gymnasiums and have no chance whatever in basket ball when they have to compete with those whose practice can go on in any kind of weather, and whose contests are always held in a gymnasium when the tournament is held each year. The children have requested me to put in a plea for them, as well as for myself, in regard to the matter.

We could have excellent teams of both boys and girls in our school, and, if things stand in the League as last year, there will be only volley ball for the girls to enter. Baseball is one of the cheapest of games and employs a greater number of children; therefore, it is a boon to rural schools where we do not have enough teachers to act as coaches in the different contests.

ALICE BROWN,
Principal, Elm Grove School,
San Marcos, Texas.

Saturdays and Holidays for Games

1. The already overworked and often overtrained players are in need of all the extra time possible in order to do a minimum high school course.

2. The players will be thus relieved of the misguided conception that football is more important than the regular school program.

3. The student followers will also not lose valuable school time in order to witness the contest.

4. The visiting school can bring, as moral support, more of its faculty members, student body, and others who would be unable to attend on school days.

5. The entertaining school can use the student body in the forenoon, if necessary, in clearing and preparing the field, making suitable decorations, preparing stunts, streaming autos, and in making any other necessary arrangements for the proper reception of the visitors.

6. The heavy discipline problem, caused by the interruption of the regular school program, by the absence of one or more faculty members, a score of players, and many other students (often without permit), will be greatly alleviated.

7. The students who are forced to remain at home in school while the routed team and many other school friends are away feel that they have not had a fair deal and usually take little interest in their work for that day.

8. Gate receipts should be larger on Saturdays and Holidays due to the fact that large numbers of people are in the community centers on these days, provided, of course, that suitable and effective advertising has been carried out.

9. Distances in the West and in some other sections are often such that an entire day is necessary for the game at least for the visiting team.

10. It is much less of a problem to secure suitable transportation on other than school days.

11. Games can usually begin earlier in the afternoon which is not infrequently desirable to the visiting team.

12. And finally the State Board of Education, in its recent report, recommends such arrangement, and loyalty demands that consideration be given to the recommendations of the highest educational body in our state.

A. I. LIMMER,
Superintendent of Public Schools,
Stanton, Texas.

Two Divisions in Picture Memory

I have been in charge of the Picture Memory work here for the past three years and each year we have lost to a rural school with only one or two children on their team. I had nine in my team last year and lost to one child. It seems to me that the fair thing to do would be to have two divisions, one for the small rural schools and one for the graded schools. It is easy to train one child until he is perfect, but much more difficult to train eight or ten.

ADA TURNER,
Van, Texas.

Found!

A high school football coach who believes the eight-semester football rule of the Interscholastic League not only just and fair, but a necessity to the well being of the high school game. He is W. W. Gibson, who is starting his second year in command of the Electra High School forces. The eight-semester rule, along with the one-year transfer regulation, as followers of this department know, have been favorite pets of this scribbler since their inception. We've found difficulty in getting coaches to agree on the eight-semester rule, and we felt we had bumped right into a new jewel when we uncovered Gibson's views in the matter. We believe a majority of coaches are in favor of the transfer rule, but few can be found with a good word for the eight-semester regulation.—Wichita Times.

Picture Memory Representation

In accordance with your request for suggestions regarding representation in picture memory, I offer the following:

If one team is to be composed of more than one, then all teams should be composed of more than one. I believe a minimum of two should be set. Then if the enrollment in the fifth grade (if it is to be retained as a fifth grade event) exceeds fifty, the maximum should be five. In this way no team would have fewer than two and no team would have more than five.

I suggest also that since this event concerns small children the unfamiliar pictures should represent pure types.

EVA SUE CLAYTON,
Terrell, Texas.

Wants Spelling Test Changed

I think the rules of the Spelling Contest should be amended. As it is too many of the contestants memorize the words from our current list. This was true when we used the Number Sense Bulletin in Arithmetic. Why not use our Spelling Bulletin and our adopted text in classroom drills, and let the State Office supply the lists of words for the sub-county and county meets as the test sheets are furnished for the Arithmetic Contest.

HENRY METZGER,
Converse Texas.

(We thought that it was the intention of the spelling contest to compel pupils to learn to spell a certain well-selected list of work. It is pure memorization and nothing else. The intention of the Number Sense contest, on the contrary, is to stimulate children to acquire a certain facility not in memorizing but in solving problems mentally. Editor.)



Article VIII, Sections 16 and 17

In judging eligibility cases under these two rules it is proper to hold that a pupil's enrollment period in a given semester begins with the day of his enrollment and ceases with his last day of attendance.

Sec. 15, Article VII

Strike out this section in the current issue of the Constitution, as there is no longer any division in sub-junior spelling. This contest is now conducted on a grade basis.

We have faith in education as the foundation of democratic government. . . . Our schools are today enabling America to achieve great results, and they can help her to even greater accomplishments.

—Franklin D. Roosevelt.

EXTEMPORANEOUS SPEECH SUBJECTS

1. The New Deal.
2. World Disarmament.

The Teacher's Guide to Good Plays

Conducted by Morton Brown, Director of Dramatics

(NOTE.—Plays recommended in this department are not necessarily eligible for League one-act play contests. That a play requires careful study of a given play in the light of the eligibility requirements laid down in the Constitution and Rules.)

The Workhouse Ward, by Lady Gregory. Samuel French. 50c.

Comedy, 1 act, 2m1w, int, costumes Irish, 20 min. A very humorous little comedy with the setting in a poorhouse ward where two paupers, Mike and Michael, hurl abuse at each other from adjacent beds. However, when one of them is offered a home outside he asks that the other old man be taken too. His benefactor leaves in disgust, and the quarrel is resumed. Requires good acting.

Maytime in Erin, by Edward E. Rose. Samuel French. 75c.

Comedy, 3 acts, 6m3w, int, ext, costumes modern & period. As the title indicates the scene of this play is laid in Ireland. It is romantic, sentimental and humorous. It has a good plot and it gets over well with audiences.

Longhorns, by Jack Stuart Knapp. Walter H. Baker Company. 30c.

Comedy, 1 act, 4m2w, int, costumes modern, 30 min. "The author has condensed into the span of thirty minutes all the emotions of a thriller of the Western type. The feature interest is that of the feud between the cattle and sheepmen and how for a time it threatened the happiness of Nancy and her beau—the sheriff." Unusually good character types, good lines and situation—heartily recommended.

Nancy's Private Affair, by Myron C. Fagan. Samuel French. 75c.

Comedy, 3 acts, 4m5w, 2 int, costumes modern. Nancy Gibson, loving Donald, her husband, dearly, is distressed when she realizes that she is losing him to a pert young person named Peggy Preston. Her friends tell Nancy that she is partly to blame in that she has permitted herself to become a tramp. Let her fix herself up and get back in the competition. Nancy takes off her horn-rimmed spectacles and gets a hair wave. She also hires a moving picture actor to follow her about and pretend to be a diamond king. As a result Peggy Preston leaves Donald Gibson for the phony diamond man and Donald begs the privilege of re-marrying Nancy. (Burns Mantle) Clever dialogue and interesting situation. Excellent comedy for L.T.

Metaphysics is the art of reasoning about that which we do not know. —Voltaire.

The Bride The Sun Shines On, by Will Cotton. Samuel French. 75c.

Comedy, 3 acts, 8m5w & extras, int, costumes modern. Burns Mantle practically arranges all the difficult details of Psyche Marbury's wedding to the dull Alfred Satterlee, plays the organ (except for the final wedding march), finds the absent-minded minister who wanders off to see the fire trucks (and it sounds real too), forces the bride into her wedding dress; but he fails to take into account the fact that he is too deeply in love with Psyche to be as philanthropic about the whole business as he intended, and all of his platonic views break down in the end. Therefore, after practically taunting Psyche into marrying Alfred, he declares his love in his own apt way and gets the wedding bouquet flung in his face for answer—a consulting climax to the second act, after the bride has been dressed on the stage and the wedding party is marching in formation for the ceremony. As soon as the ceremony is over Hubert convinces Psyche that she ought to have married him and they elope. A splendid piece of high comedy containing all the elements that make good fun as well as good theatre. Amateurs would have to work hard to get over the dialogue with snap and precision as well as naturalness. Its situations demand good direction and clever stage business.

The Dweller In The Darkness, by Reginald Berkeley. Walter H. Baker Co. 50c.

Play, 1 act, 4m2w, int, costumes modern. 30 min. This "Play of the Unknown" is a thriller especially written for broadcasting but equally effective for stage production. The action takes place on a dark stage and concerns itself with a spiritualistic seance. An excellently written play.

The Spider, by Fulton Oursler and Lowell Brentano. Samuel French. 75c.

Mystery play, 3 acts, 2m1w, 5 ints, costumes modern. A thrilling mystery melodrama with the murder not on the stage, but in the audience. The play opens with the stage set for vaudeville show with Chattrand the Great as headliner. While Chattrand is passing among the audience during his "mind reading act," an altercation between the actor and a man in the audience occurs. The lights go out, and when they come on again the man is found to have been murdered. The plot of the play concerns itself with the solution of the murder mystery.

Riddle Me This, by Daniel N. Rubin. Samuel French. New York. 75c.

Mystery, 3 acts, 9m4w, 2 ints, costumes modern. This is not a murder mystery, but rather a case of "The Perfect Alibi." A murder is committed at the beginning of the play, and the rest of the play pursues the alibi to its breaking point. Rather clever.

The Sap, by William A. Grew. Samuel French. 75c.

Comedy, 3 acts, 4m3w, int, costumes modern. The Sap (one William Small) living with (and on) his wife's relatives in a small town, is blessed with an imagination and a dislike for

work. His wild-cat schemes and ideas make him the laughing stock of the town, and earn for him the scorn of all his relatives, even his wife finally deserting him. But when the bank-cleaving brother-in-law and another would-be brother-in-law, who happens to be the cashier of the bank, are revealed as defaulter, "the sap" crashes into the situation as a Napoleon of finance, and brings home the bacon. A good wholesome and laugh provoking comedy.

On The Hiring Line, by Harvey O'Higgins and Harriet Ford. Samuel French. 75c.

Comedy, 3 acts, 5m4w, int, costumes modern. Sherman Fessenden marries an actress who loathes the country. He likes it well enough to stay in spite of her opposition, but no servants can be persuaded to stay with them long at a time. The wife of a neighbor who is an outrageous flirt confides to Fessenden's wife that she thinks her husband has hired a detective to act as chauffeur. Taking a cue from this Fessenden hires detectives to act as servants with the ostensible task of watching his wife. The wife tries to fire them with no results, and what the detectives report to Fessenden brings on a family quarrel, which happily is settled amicably. The neighbor's chauffeur turns out to be a disguised lover of Fessenden's daughter. A novel and amusing way of handling the servant problem.

Charming Leandre, by Theodore de Banville. Samuel French. 35c.

Comedy, 1 act, 2m1w, ext, costumes 18th century, 30 min. A charming little comedy, lively and romantic and with an innate sense of humor. Translated from the French by Mr. Barrett H. Clark.

Dirty Hands, by Edwin L. and Albert Barker. Samuel French. 50c.

Comedy, 3 acts, 4m4w, int, costumes modern. Socially ambitious young Mrs. Simpson wants to keep her husband dressed up and on parade, when all he wants is to be himself and in the basement at his invention. A wealthy manufacturer becomes interested in the invention, but is offended by Mrs. Simpson's high hat manner, and shies off when he finds the Simpsons entertaining a man whom he knows to be a suave crook. In the end he is convinced that the Simpsons are not crooks themselves and that all the trouble and misunderstanding is the result of Mrs. Simpson's false pride. A good clean American comedy with good plot, well developed, and with good acting parts.

Ten O'Clock, by H. L. Davis. Samuel French. 35c.

Drama, 1 act, 4m1w, int, costumes modern, 25 min. Three bank robbers, trapped by the police, decide that one of them shall take all the blame on himself, absolving the others. Each writes a confession and each takes a revolver one of which has a load, the others blanks. On the striking of the clock each fires at one of the others. The pistols are hidden and two of the confessions destroyed. But when the police arrive it is discovered that the wrong confession has been destroyed.

The Magistrate, by Arthur W. Pinero. Walter H. Baker Co. Boston. 75c.

Farce, 3 acts, 12m4w, 3 ints, costumes modern. Mr. Posket, a police court magistrate, is induced by his precocious stepson to make a furtive visit to a "sporty" restaurant. Thither Mrs. Posket also repairs in quest of the boy's godfather, and by one of those accidents so common in the drama nearly everybody else in the cast assembles in the same place and time just as the establishment is "pulled" by the police. Not difficult. Extremely effective and amusing if well done.

NEW PLAN TRIED IN SUBSTITUTIONS

Football Official Works Out Time-Saver Which Leaves Written Record

(By Floyd G. Betts, Superintendent of Schools, Wharton)

IN THE game between the Wharton High School and the St. Thomas School of Houston Tuesday night at Wharton a new system of substituting players was introduced into football which was worked out by Floyd Betts, superintendent of schools at Wharton, formerly a four-letter man at Southwestern University, a football coach at Temple and at Highland Park, Dallas, and an official in the Southwestern Conference. Mr. Betts has the following to say concerning substitutions and his new plan:

"The purpose of the system is to reduce the delay and confusion which prevails at the present in substituting players. Under the present system when a substitute goes into the game he usually runs to the referee, who may be across the field. As the referee is not taking substitutions he waves him to another official who is. The substitute runs to another part of the field in an effort to get into the game. This official gets out a piece of paper and a pencil, writes down the player's name, after learning how to spell it, asks the player his number, said player having forgotten same in his excitement. The official turns him around and gets the number from his back. Then the official finds out who is to go out of the game. He then looks this individual up and ascertains his number and notifies him that he is to leave the game and writes down the name and number of this individual.

"When these transactions have been completed they prepare to resume the game, when they discover that another player on one side or the other is going to be replaced also and thus the above operations are repeated. Several minutes have elapsed and the game has been slowed up, interest among the spectators has lagged, and upon many occasions the players have become cold and on the next play someone is hurt.

"In order to eliminate these factors and to speed the play up, we tried a new system of substitution. The plan was simple and easy to operate and at the same time furnished a complete record of the game for future reference. The essence of the plan is as follows: the opposing teams were seated on benches on the same side, benches for each team starting at the respective 40-yard lines and extending goalward. There was a table at the 50-yard line on the same side between the teams. Seated at the table was an official scorer or a representative of each team to act as scorers. They had an official form in triplicate upon which appeared the official starting lineup as certified by the opposing coaches. Before going into the game a substitute reported to the table and

gave his name and number and the name of the player replaced. When he entered the game in accordance with the rules the scorer indicated same by a whistle and when the substitute went in he reported to the referee, merely stating, 'Smith for Jones'; the referee called, 'Jones off', and play was resumed immediately. Several were substituted in order with only a few seconds delay. Any delay or confusion occurred off the field of play and did not interfere with the actual playing.

"Upon the conclusion of the contest the scorer or scorers filled out the forms with such information as the teams participating, the date, the place, the time, the names of the officials, the score of the game, the number of first downs made by each team, the names of the players making scores, and such other information as might be desired on the contest. After signing the sheets, the original was mailed to the secretary of the conference, one copy given to the visiting team for their files, and one copy kept in the book for the home team. This way an accurate record could be kept on all games and there would be no occasion in later years to question whether or not a player had participated in a certain contest either as a regular or a substitute.

"As a member of the Southwestern Conference Board of Officials, I received a letter from Ray Morrison, a member of the National Rules Committee, last year, asking me if I had any suggestions to make relative to changes in the rules. I have recommended to him the adoption of the above as applied to substituting players and mentioned that it might not be a bad plan for the Southwestern Conference to adopt as it would help solve some of their eligibility problems. Such a plan would not be amiss in the Texas Interscholastic League.

"In the game Tuesday night 24 men were substituted during the game with a minimum delay of time. Upon two occasions the complete line of one team was replaced within 15 seconds. Under the old system the substitution of a complete line takes at least two minutes. Both coaches expressed approval of the plan and liked the way it speeded up the game and the lack of delay in substituting players. Spectators appreciated the elimination of dull moments caused by delays. Time was also kept by the scorer, thus guaranteeing that the watch was started and stopped at the correct times. This eliminated representatives of the two teams from the field. In contests where a field judge is used, this plan would allow this official to devote his full time to an official's duties, and eliminate the splitting of his attention to two duties.

"If other teams are desirous of trying out the above plan, the originator would be pleased to send them forms that he has made, and would appreciate a complete report with criticisms after the trial.

"Uncle Sam's Diary," has entered the field. Rates are reasonable, 90 cents a year. It is a small weekly and presents each week two outstanding events in such a way as

to arouse the pupil's interest. It also includes a "teacher's bulletin" giving bibliographies and questions for classroom use on the subject matter of each issue. Of interest to debaters is the following announcement:

THE CURRENT DEBATER.—Published monthly as a part of the paper. A student's debate service on the live questions of the day, including this year's national debate topic, The British Broadcasting System vs. the American Broadcasting System. Contains briefs on both sides of outstanding controversial issues and adequate bibliographies with summaries of the content and point of view of each reference.

The address is The United States Society, 2201 M Street, N.W., Washington, D.C.

Divorcing School Athletic Expenses

A bill passed on free conference report May 3 provides a wholesome manner for acquiring athletic equipment for independent school districts. The most valuable feature is that while making full provision for the construction of gymnasias, stadia or other recreational facilities, they are never to be made a charge against the school district, and it is never lawful to use school funds, either local or state, for their purchase, but they must be paid for out of funds obtained from fees, admissions, etc. A couple of months ago the public school at Decatur was compelled to close for the current term because their school board had very unwisely used a lot

of the current school funds for the erection of a gymnasium. Under the new law such buildings and equipment must be provided under what is termed the self liquidating plan.—Henrietta Independent.

Despite their economic distress, teachers are patriotic and will do everything in their power to further the recovery program of NRA. . . . But their own incomes are reduced and they have no chance to have them raised this year—perhaps not for two years or more. At the same time prices are boosted, and they are inevitably pinched between the upper and nether millstones.

—Belmont Farley, of the N.E.A.

Descriptive List of Bureau Publications Now Available

BULLETINS and other publications now available for distribution are listed below, and a short description is given of each publication. Much time and expense will be saved if those who wish copies of any of these publications will note carefully and follow the "directions for ordering."

DIRECTIONS FOR ORDERING

Those ordering bulletins should read carefully the description of the bulletin given below and the terms upon which it is distributed.

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

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

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

When the term "League School" is used in this list it is meant to refer to a school which is a member of The University Interscholastic League.

Reduced prices do not apply on cumulative orders. For instance, a school ordering 50 copies one time and 50 at another time does not receive these at the rate given on 100 lots.

None of the material on 1933-34 debate question is sold outside the State.

BULLETINS

Constitution and Rules of the Interscholastic League (Revised for 1933-34 Contests), No. 3222, 108 pages.

Contains rules and regulations governing all contests. Free copy is sent to the person remitting the fee for a school. Extra copies 10 cents each.

"Debate Handbook" (1933), 224 pages, 35 cents. Contains bibliography and selected articles for and against the following debate query: "Resolved, that the United States should adopt the essential features of the British System of Radio Control and Operation." Three copies for \$1.

"American vs. British System of Radio Control," 361 pages, 60 cents. Contains reprints of selected articles, bibliography, briefs, etc., on debate query quoted under "Debate Handbook" above. Supply strictly limited. Order at once if you want copy. Cloth bound.

"The American vs. the British System of Radio Control," 31 pages, 20 cents. Contains an explanation of how each system has been developed, comparison of the two systems today, and the attitude of Congress towards radio. This is a special debate number of the Congressional Digest directed to the query should America adopt the British system, giving pros and cons by educators, officials, and business men. Supply limited. If you wish a copy order at once.

Supplement to Debate Handbook, 224 pages, 50 cents. This is a supplement to the Debate Handbook containing material of the same nature but not including any of the material in the Debate Handbook. Supply limited. Order at once if you want a copy.

"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.

"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.

"Financing a State System of Highways" (1929), No. 2929, 120 pages, 15 cents. Contains briefs, bibliography, and selected arguments, both affirmative and negative, on the following query: "Resolved, that the Sterling Plan for Financing a State System of Highways in Texas should be adopted." This bulletin was used in the 1929-30 debates. No free copies.

"Trial By Jury." No. 3028, 15 cents. Contains briefs and arguments pro and con on the following query: "Resolved, that a substitute for trial by jury should be adopted." This question was debated in the League debating contests during the 1930-31 scholastic year.

"Limiting Taxes on Tangible Property" (1932), No. 3228, 15 cents. Contains briefs, selected arguments and authoritative statistics on the following debate query: "Resolved, that at least one-half of all State and local revenues in Texas should be derived from sources other than taxes on tangible property." This bulletin was prepared by A. C. Duval, Ph.D., Instructor in Economics, The University of Texas.

"Making Friends in Music Land," Book I (1925), No. 2537, 73 pages, 10 cents. Written by Dr. Lota Spelt. 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.

"Making Friends in Music Land," Book II (1926), No. 2637, 75 pages, 10 cents. A continuation of above-described bulletin. Five cents per copy in quantities of ten or more. Single copies ten cents.

"Music Heard in Many Lands" (1927), No. 2737, 10 cents. Similar to Bulletins Nos. 2537 and 2637, but treating other selections. Single copies ten cents; in quantities of ten or more, five cents each.

"Making Friends in Music Land," Book III (1928), No. 2837, 85 pages, 10 cents. This bulletin by Dr. Lota Spelt gives both teachers and pupils valuable information and suggestions for recognition of theme, instrumental tone and types. Planned as a class-room text in music appreciation with many suggestive and thought questions appended after discussion of certain phases of the subject. Single copies, 10 cents; in quantities of ten or more, five cents each.

"Making Friends in Music Land," Book IV (1929), No. 2937, 64 pages, 10 cents. Same description as Book III, except that different selections are treated. Single copies, ten cents; in quantities of ten or more, five cents each. Use in 1933-34 contests.

"Making Friends in Music Land," Book V (1930), No. 3037, 25 cents. While this bulletin is valuable for pupils, it is designed as an aid to the teacher. It represents a departure from former music memory bulletins in that it is not a reader for children but a handbook for the teacher, giving suggestions for teaching the selections prescribed in the music memory test. Contains an index of compositions treated in former bulletins which are still available for distribution.

Books and Magazines

Another class-room paper, "Uncle Sam's Diary," has entered the field. Rates are reasonable, 90 cents a year. It is a small weekly and presents each week two outstanding events in such a way as

REORGANIZATION FOR BASKETBALL AND STATE MEET EVENTS

Map of Texas showing regional divisions for basketball and state meet events. Includes an explanation of symbols: Heavy Lines: Regions, Light Lines: Districts, Circles: District Centers, Circles Crossed: Regional Centers. A plan to bring meets closer to schools and conserve school time and expense.

List of District and Regional Officers in Reorganization Plan will appear in December issue of Leaguer.

"Developing Number Sense" (1926), No. 2638, 31 pages, 10 cents.

Written by John W. Calhoun, Professor of Applied Mathematics, The University of Texas. This bulletin is an enlargement of the bulletin issued by the League under the same title in 1925. It contains directions to the teacher and to the student for developing "number sense," that is, an ability to solve quickly arithmetical problems with a fair degree of accuracy without the use of pencil or paper. It is old-fashioned arithmetic systematically presented. The bulletin is used as a basis for county contests in arithmetic. It contains more than a thousand problems. One free copy to each member-school expecting to enter the annual arithmetic contest. Extra copies, ten cents apiece, five cents per dozen, \$3 per 100.

"Words for the Spelling and Plain Writing Contest" (1933), No. 3333.

List for use in all League contests during the current scholastic year. Five cents per copy, twenty-five cents per dozen, \$1 per hundred.

High School Newspaper Handbook, 54 pages, 15 cents.

This helpful pamphlet was prepared by DeWitt Hedrick, Adjunct Professor of Journalism in The University of Texas. Sponsors of journalistic activities in high schools will find this booklet crammed full of suggestions which will be of use to pupils engaged in preparing the school newspaper. In quantities of ten or more, this pamphlet will be furnished at ten cents per copy.

Fifty Studies for Elementary Art Appreciation (1933), No. 3336, 64 pages, 15 cents.

Miss Florence Lowe, Head of the Art Department of the Sam Houston State Teachers College, herein presents in form suitable for fifth grade pupils a discussion of each and every selection on the 1933-34 picture memory list as well as biographical material concerning the artists appearing on this list. It is a valuable guide for picture appreciation. In lots of ten or more, ten cents per copy.

"Fifty Famous Pictures" (Reprint 1932), No. 2936, 10 cents.

This is a pamphlet of fifty-six pages giving information concerning pictures used in previous years. The stories are simply told and can be readily understood and appreciated by pupils in the fifth grade. The information is authoritative and will do much to increase the pleasure children will find in studying the pictures. The work was written by Miss Theima Whaley, Head of the Art Department of the Eastern Oregon Normal School. Prices on quantity orders follow: 20 copies or more, five cents per copy.

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

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

"Educational Athletics"

Contains two notable addresses on athletics, one having special reference to athletics in high schools and the other to college athletics. The former is by James Edward Rogers and was delivered at the League Breakfast and Section Meeting in Dallas, November, 1929. The latter is by President Franklin Parker Day, of Union College, delivered before the National Collegiate Athletic Association, New York, January 1, 1930. This pamphlet is sent free on request to any address in Texas.

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

A large folder containing the writing scale by which specimens will be judged in the writing contest. Also contains specific rules and directions for conducting the Three-R contest. Be sure to get the latest revision of this folder and do not depend on 1928 edition. Sent free to any teacher in a member-school.

A One Book Course in Elementary Music and Selected Songs for Schools, by Charles A. Fullerton.

Bound in cloth, 254 pages. Contains words and music for more than one hundred songs, correlated with specially prepared phonograph records for teaching children chorus singing. Will be used as basis for choral singing contests in the League for next two years. Eighty cents per copy; sixty cents per copy in quantities of ten or more.

OTHER PUBLICATIONS

Picture Appreciation. Twenty-page pamphlet containing a reprint of articles published in The Interscholastic Leaguer and written by Miss Florence Lowe. This pamphlet is of special interest to teachers who are preparing pupils for participation in the Picture Memory contest. Enclose legal-sized stamped and addressed envelope and pamphlet will be furnished free of charge.

How to Tell a Story. Fifteen-page pamphlet by Mildred Smith, prepared especially for those teachers who are preparing third-grade pupils for participation in the story-telling contest. Enclose stamped and addressed legal-sized envelope and this pamphlet will be furnished free of charge.

Relationship of Scholarship in School to Later Success in Life. Fifteen-page pamphlet containing reprint of a series of articles by Dr. H. Y. Benedict, President of The University of Texas, published in The Interscholastic Leaguer. It dispenses finally of the old contention that the poor student stands best chance of later success in life. The problem is attacked statistically and the answer is conclusive. Many superintendents and principals will want to pass this information on to high-school pupils through auditorium talks and on other occasions. Sent free on request.

Music Memory Score Sheets. Convenient for giving practice tests. One cent per copy; thirty-five cents for 50; fifty cents for 100. Free copies to county directors of music memory contests. Enclose stamped and addressed legal-sized envelope and this pamphlet will be furnished free for county meets prior to March 1.

Picture Memory Score Sheets. Same as above except for Picture Memory. Same price as Music Memory Score Cards.

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

In ordering be careful to specify which series, if any, you have already used in your school this year.

Typewriting Tests. Fifteen-minute typing tests, of the same nature as tests used in Interscholastic League Typewriting Tournaments, spaces counted. Two cents per copy, fifteen cents per dozen.

"Number Sense" Test Sheets. For practice tests in "number sense." One cent per sheet. Key for grading problems is sent with each order.

Declamation Bibliography. A list of forty-odd books containing declamations. This circular is sent free.

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

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

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

BUREAU OF PUBLIC SCHOOL INTERESTS, EXTENSION DIVISION, University Station, Austin, Texas, September 1, 1933.

New Grading Rules Improve League Typewriting Contest

(By R. G. Cole, Abilene)

PRIOR to last year, the test papers of students have been graded and ranked according to the International Contest Rules. During the long years that this grading system has been used, the tendency on the part of the pupils has been to type fast, regardless of accuracy.

A deduction of ten words has always been made from the gross words written for each error found on the typed test, but this penalty, it is apparent, is insufficient. We should attempt to keep contest papers in line with what a future employer will require of typists. If typists in business offices would make ten, fifteen, twenty, and, in many cases, many more errors, as students in contests do, the typists would be out of jobs.

Emphasizes Accuracy
Do you not think that the paper of a student who has a net rate of fifty words a minute with four errors, in a fifteen-minute test, is worth more than the work of a student who has a net rate of fifty-four words a minute with twelve mistakes? When a student realizes that not only his net rate of words a minute is to be counted in his final score, but his percentage of accuracy, he is going to strive, under all conditions, to eliminate errors. By doing that he is travelling on the right road.

In looking over the records made in all the past Interscholastic League typing contests, it appears that the end in view has always been the net rate regardless of accuracy.

Seven Objectives
The general objectives in typing contests should be:

1. To stimulate the better students to their highest possible attainment of ability in typewriting.
2. To stimulate interest in typewriting which will draw the better students into the course.
3. To set up a standard of proficiency in typewriting.
4. To set a mark in both accuracy and rate to shoot at.
5. To give publicity to commercial teaching which will elevate the general attitude of those not teaching commercial subjects to commercial teaching.
6. To correlate and standardize typewriting teaching practices.
7. To increase the efficiency of typewriting teaching.

Business Demands Accuracy
In the state contests in Illinois and Kansas, as well as other mid-west states, the scores in typing are based on net rate plus percentage of accuracy. In 1931 in the state contest in Texas a girl took second place with a net rate of approximately sixty words a minute after she had been penalized three hundred words for making thirty errors. In my opinion that paper was worthless as far as commercial value is concerned. The girl's paper was approximately 75 per cent accurate. What business concern would retain a typist who was just 75 per cent accurate. None! Then, is it not wise to put double emphasis on accuracy and to put secondary emphasis on the net rate?

Advice on Reading
"Consider what you have in the smallest chosen library. A company of the wisest and wittiest men that could be picked out of civil countries, in a thousand years, have set in best order the results of their learning and wisdom." So wrote Ralph Waldo Emerson in praise of books some years ago.

It is pointed out that college education is the reading and study of certain books which the common sense of all the scholars agrees will represent the science already accumulated. Says

Emerson, if you are familiar with authorities in a certain subject, your opinion has some value; if you do not know these, you are not entitled to give any opinion on the subject. Whenever a skeptic claims to be heard on questions of the intellect, we may ask if he is familiar with the books of certain authorities on that particular subject, where all his pert objections have once for all been disposed of. If not, he has no right to our time. Let him go and find himself answered there.

Libraries surround us with many hundreds of dear friends but they are imprisoned in their paper and leather boxes, and it is the law of their limbo that they must not speak until spoken to. We sigh when we contemplate reading more than the smallest portion, even in a lifetime, of the monumental library collections today—far more extensive than they were in Emerson's day. Arnold Bennett in his *Journals* makes similar lament. But a "boiling down" process brings one to a relatively few standard writers. Lists of these writers in the various fields of learning will be supplied by your local librarian.

Nature is our friend in this matter, time acting as a filtration process making selections from selections. It is, therefore, an economy of time to read old and famed books. "Shun then" says Emerson "the spawn of the press on the gossip of the hour." Do not read what you shall learn without asking in the street and the train. Transfer a portion of your reading time from the daily newspaper to the standard authors. In the best circles is the best information.

Emerson, therefore, gives three practical rules: (1) Never read any book not a year old; (2) never read any but famed books; and (3) never read any but what you like.—*Engineering Extension News*, Penn. State College.

PHYSICIAN

(Continued from Page 1)

but he kept trying year after year until he finally represented his school in county and district meets.

Replying to a request from the LEAGUER, Dr. Davison records his experience, as follows:

"It is with great pleasure that I reply to your letter of April 22 in regard to the benefits obtained from public speaking as sponsored by the Interscholastic League. It is through the influence of Mr. Ben S. Peek that I ever assumed an interest in public speaking during my high school days, and through his encouragement that I maintained an interest."

"Certainly this training lays a solid foundation for success as a public speaker in later life, and the earlier success will come. Although I am not a public speaker, but a physician, and my speaking is limited almost entirely to discussions of medical subjects before medical men, I feel that this training in public speaking in high school has made this much easier for me.

Praises Debate Training

"There are other advantages obtained from this training, more especially the debate, which are important to everyone, whether or not they ever intend to make a public speech in later life. The debate teaches one to think and reason logically, and to know both sides of every question, and this is a prerequisite for good judgment. It also teaches us to ask the reason why, that is, not to reach conclusions without having good reasons. It teaches us to hunt for our own weak points and to fortify them the best we can, and yet to use only

PROGRAM

TEXAS SPEECH ARTS ASSOCIATION

at
Driskill Hotel

Friday, December 1

- 7:30 A.M. University Interscholastic League Breakfast and Section Meeting, Roof Garden, Stephen F. Austin Hotel. Address: Dr. William R. La Porte, University of Southern California.
- 10:00 A.M. Opening
 - a. Welcome.
 - b. "The Book Exhibit"—Geraldine Hill Styles.
 - c. Announcements.
- 10:30 A.M. Section Meetings
 - College—Mary K. Sands, Chairman, Texas State College for Women, Denton, Texas.
 - a. "Some Recent Studies in Palatography"—Nena Kate Ramsey, Simmons University, Abilene, Texas.
 - b. "A Course in Fundamentals of Speech for Colleges and Universities"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - c. "Interpretation and Its Relation to the Fundamentals Course"—Mary McCord, Southern Methodist University, Dallas, Texas.
 - High School—J. E. Burton, Chairman, Austin High School, Austin, Texas.
 - a. "Realism and Idealism in Standards of Speech"—Dr. Katherine Wheatley, Adjunct Professor of Romance Languages, The University of Texas.
 - b. "Tangents in Amateur Production"—Miss Sara Lowery, Head of Department of Speech, Baylor University, Waco, Texas.
 - c. "The High School Curriculum in Speech"—Miss Jeston Dickey, Head of Department of Speech, Brackenridge High School, San Antonio, Texas.
 - Studio, Jessie Millsaps, Chairman, Studio of Effective Speech, Houston, Texas.

Open discussion of problems confronting studio teachers, including standardization and local organizations of studio teachers.
- 2:00 to 4:00 P.M. General Business Session
 - a. "The Southern Speech Conference and the National Meeting"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - b. Reports of research committees.
 - c. Business meeting.
- 4:00 to 6:00 P.M. Tea
- 8:00 P.M. Play

Saturday, December 2

- 9:00 to 12:00 General Meeting
 - a. "Standards of Speech: Regional and Stage"—Dr. C. M. Wise, Louisiana State University, Baton Rouge, Louisiana.
 - b. "Creative Dramatics"—Mrs. Willie Jo Brandt, Hull-Daisetta, Texas.
 - c. Short business session.
- 12:00 Luncheon—Artists' program.

(Incomplete)

our strong points when on the offensive. The most successful debaters are the ones who work the hardest and know the subject best, both pro and con. When one is full of his subject it is not so hard to put it over, nor to tell where the opposition will attack.

"Real victory is so often preceded by failure, and I often think that there are more lessons to learn from defeat than from victory. But regardless of victory or defeat, regardless of occupation in future life, the reward is to the student who earnestly takes advantage of this training. The lessons in constructive thinking, good judgment, and diplomacy are an advantage to everyone, and the training in speaking is an additional advantage to those who will be required to make public speeches in later life."

REGISTRATION

(Continued from Page One)

be permitted to take and approved by the adviser. The lower part of the form is ruled for the periods of the day with space by the side of each period line for the initial signature of the teacher who has the course at that period. When the pupil leaves the advisory section room he carries with him only this Program Approval Slip. No one moves until a bell rings. Then each student goes to the room of the teacher with whom he wishes to sign up first and lines up on the side of the room to take his turn.

Previously the teacher has prepared as many sheets as the number of classes on her daily schedule. She also has noted the number of pupils she may accept in each class. As the students come to her she takes the pupil's name and signs the Program Approval Slip of that pupil showing that the student may take her course at a definite indicated period. However, if the class is full the teacher refuses to take the student without special permit from the office. Students sign up in the order in which they apply for admission to the class. If a class they want most is full they can take their second or third choice of instructors.

After signing up with the first teacher—and students are advised to sign first with teachers of subjects having only one section of a certain special elective subject—the pupil goes to another teacher and so on until their entire schedule is made up. If they have difficulties they come to the office or back to their advisers for assistance and advice. At the end of the process they return their completed program to their adviser for final approval and checking. A copy is made by the student himself and one for the adviser for her records.

The student's copy is in ink and is carried the next day to classes for a check upon his registration. The adviser's copy is usually made in pencil and inked over later by student aides when all schedules are final.

If unusual circumstances, unforeseen, require any new sections, it is best for the office to allow one section, located on the schedule at a period where a new section can easily be started, to go beyond the regular number of students allowed in classes. Then this section can be split into two sections. This is simpler than allowing many sections to run over size and picking up a few from each section. This should be avoided as much as possible because a student who has signed up with a teacher and was perhaps one of the first in the room, does not like to change out of that class just because he happens to have an off period where a new class is being started.

The period of registration is naturally rather noisy because so many students are passing back and forth through the building with teachers in their classrooms. However, students soon learn to do their work rapidly and most of them are through and out of the building in less than an hour. The remaining, slower group, many of them with special problems, are finished in another hour. Students are not allowed to change classes after they have once registered unless it is to the advantage of the school in adjusting class sizes, is necessary on account of employment later secured, or unless some error has been made in their registration. All programs are checked in the office of the registrar and by the advisers as soon as possible after registration.

All students new to the Austin High School may register during the week before school starts or afterwards in the office of the registrar. Promotions from the junior high schools register several days early and do not come to the building when former students register. A temporary adviser set-up is used in enrolling these pupils and their programs are made out by the registration committee. This central committee completes all forms for new students and send out slips to the teachers to whose classes they assign each new student. Teachers start their lists of classroom students with the names on these slips.

This same committee acts as a clearing house for all requests or necessary changes in schedules. They meet on the afternoon of registration day and the afternoon of the first day of school and take care of all adjustments in programs due to new sections, mistakes, special problems, or programs for late students.

There is very little late registration because it is always considered

there on time to secure the teachers they want. Students who register late have their schedules made according to classes which are not filled up. Students learn to abide by their choice of instructors and cannot object when they select their own teachers. Many teachers receive an active demonstration of student opinion of their instruction and classroom personality. It certainly saves time and labor. This system has been recently adopted with considerable success by several other large high schools in Texas. If handled carefully, with attention to details, it is commended to any high school principal.

ADVANTAGES

(Continued from Page 1)

realistic manner, and above all to become accustomed to appearing before the public, which often proves futile through any other source. Thus, future citizens are being trained to speak in public in such a way that students themselves are unaware of the process of training. So the little theater movement has at last become a part of our school system.

Another contest recently sponsored by the Interscholastic League is the choral singing contest. Children as well as adults like music. We need more music in our schools and this contest makes it possible to introduce the singing of songs of the right type. Children soon learn to appreciate the difference between jazz and the better type of music.

Art Is Stressed

Let us not forget the less spectacular contests such as art and the picture memory contest. Art is appreciated at all times. The students who possess ability to draw and paint may lose the one great opportunity to a highly successful career if not trained and encouraged in such an environment. The picture memory contest brings students into a sympathetic study of the truly great masterpieces. A certain amount of research into customs, architecture, people and geography of various countries is necessary in order to distinguish between the work of various countries since they have much in common. Years ahead these same children will no doubt hang the masterpieces in their homes.

The three contests discussed show not only their respective merits in child training but prove without a doubt that a certain amount of citizenship is being taught that could not be introduced into the life of a child in any other way.

Other Contests Help

Many other contests, too numerous to mention, prove their worth in holding children, not only in the grade schools but also in the high school. Athletics has in time past proved a very popular attraction to boys and girls. Today, abuse of athletics by various individuals and in various ways has started an emergency movement during our depression which bids fair to relegate such to the background, a proper place, in order that proper supervision may be had. Athletics should be used as an incentive for better academic work and not as a means to an end. Physical education for all students, is becoming an attraction for all students both in high school and grammar school. Children by nature love games and drills which may be had only in physical education.

The public has at last become conscious of the fact that practical training in the above contests is worthwhile. Taxpayers want value received for their money. Parents want their boys and girls prepared for the problems of life. Our country eagerly looks forward to a generation of future citizens well prepared to help carry on. Let us not break faith with such noble aspirations. Help sponsor Interscholastic League work in your town and community.—*Lubbock Avalanche-Journal*.

FOOTBALL

(Continued from Page 1)

We have on our several football teams more than one hundred and fifty boys. These boys are learning to live right by actually living right. They are learning to eat the foods that will give them the greatest physical and mental strength and, in every phase of their everyday living, they are being disciplined and helped to build useful habits. Every day they are learning the lessons that will be needed in after life by actually practicing the things required in those lessons. They are learning to do team-work and to cooperate with their fellows, even when it costs them something personally. They are learning to refrain from the vices of the day which are destroying so many of our boys, and, perhaps best of all, they are learning to put themselves wholeheartedly into their tasks. They are learning to hit the

line hard in their play and are building habits that will enable them to hit it hard when they come face to face with the difficulties of life. They are learning to give up present pleasures and indulgences for future power and success, and this is the most important lesson any young man can learn. They are learning to submit to leadership and, at the same time, are acquiring the habits and abilities necessary to their leading others successfully. Those who would be leaders of others must first learn to control themselves. Best of all, the boys on our football teams are in an attitude to learn. This is not true of many of the boys and girls in high school today. Many of them are not in an attitude to learn history, English, mathematics, and the other subjects. They are merely playing with them and largely wasting their time. They are not willing to pay the price necessary to mastering them. They are learning to get by without effort and, in many cases, to win their credits by deceiving their teachers.

Splendid Discipline

As a rule, the football boys have an attitude to learn. They are willing to submit to their leaders and to do the things necessary to success, not only in football, but also in their school studies. The grades made by the boys on the football teams are above the average, in spite of their having to give as much time as they do to football practice. The coaches can lead these boys to do about what they want them to do and are thus able to build in them about the habits and attitudes they want to build. These boys are willing to stand the discipline, to endure the punishment for lapses, and to take whatever is coming, and, because of this, they are getting some training that will be invaluable to them in after life.

The football team is no place for the weakling or for one who wants to get by the easiest way. It is no namby-pamby affair for the dandy or the dandy or the white-collared gentleman who is afraid to soil his clothes or to get dust into his eyes or ears. It is the place for the young man who is willing to pay the price, to endure the hardships, to stand the discipline, and to undergo the severe training necessary to building the habits in life and the attitudes towards life that lead to success. It is severe and there is in it an element of danger. Many boys are badly hurt and some few are injured fatally, but no one who knows the meaning of real education would advocate our leaving out those things that have such elements of risk. Every step forward in civilization and every advance in individual life has such elements of risk and danger, and the race is what it is because it has been willing to pay the price.

Coaches' Work Valuable

In my opinion, no group of teachers engaged in educational work are doing more to develop character than are the football coaches. No group of teachers work harder or are more faithful to their work or more dependable. They are at their jobs early and late. They study, plan, and drill, giving the closest individual attention to each student because they realize that the world will know it if they do not put over the lesson. The teacher of geometry, Latin, or algebra may fail and no one will probably ever know the difference, but if a football coach fails, the world will know it. Most of all, the student will know it, and his success or failure will vitally influence him for good or bad. He has a genuine case of "mindset." His whole heart is fixed on victory, not only for himself but for his team and for his school, and success or failure will go far to make him or unmake him.

I wish every teaching situation were as dynamic as that of the football coach. However, there is an element of danger in the football situation that must be carefully guarded against. It is wonderfully educative for good if rightly directed, and equally educative for harm if improperly directed. It is extremely essential that the football coach be a man of high ethical ideals and that he stand faithfully for the truth. However, it is also necessary for other teachers to be dependable morally, and I have no doubt but that the coaches will measure up to the teachers of other subjects in this respect. I believe the High School Coaches' Association of Texas is composed of men who have as clear a conception of right and wrong as any other group of teachers in our schools. This is true in spite of the fact that they have greater temptations to sacrifice truth for victory.

I am for clean football, too, not only for its educational value, but for the

tone it gives the entire school. The right kind of a coach with the right kind of a team will make every teacher's task easier because they give the school an atmosphere that everywhere makes for better work.

PUPILS

(Continued from Page 1)

students. Missouri City High School is a first-class consolidated high school.

The following activities are sponsored by the Student Council of the high school:

1. Publication of the school paper, *Busbyburg Bulletin*.
2. Planning weekly programs.
3. Orchestra.
4. Boys' Glee Club.
5. Girls' Glee Club.
6. Reception of visitors.
7. Conduct of students who ride on school buses.
8. Election of school officers.
9. Celebration of Teachers' Day. (This suggestion was made by a girl of the ninth grade that a special day be set aside for honoring teachers. This day has been designated as Teachers' Day and will be celebrated on the birthday of Dr. Annie Webb Blanton, professor of Education in The University of Texas and former State Superintendent of Education.)
10. Flag raising.
11. Dramatic Club.

All Participate

Every child and every teacher in the system is active in the socialization program. Good citizenship is a general objective of the school; every child performs some daily service for his school such as arranging chairs, emptying waste baskets, raising flag, dusting erasers, placing flowers, doing monitor duty, receiving visitors, going for the mail, etc.

Our motto is "Be sure you're right and go ahead." Perfection has not been acquired and I do not think it is to be expected or desired. But we are developing sane, well-balanced, public-spirited, clean-minded, cooperative democrats, who are loyal to their school, their community, their country. Democracy is being learned experimentally.

The teacher is still in control but her goal is to develop children with self-direction, initiative, and confidence and she realizes that the road may be long and tedious but that the goal is worthwhile.

You might be surprised how little force discipline is required among students who have been trained in experimental democracy. Of course, one reason for our success is the fact that every teacher in the system has a vision of what she is trying to do; she is "sold" on the idea.

Much has been accomplished in our two years' program. Many children are trustworthy who once were not. Many can speak well in public who were once too timid to do so. The children plan and carry out projects, make suggestions, enter heartily into the school's ideals and activities. The children are feeling more and more that the school is "theirs."

Gentlemen's Agreements

We have no hard and fast laws, but we have what the children are pleased to designate "Gentlemen's Agreements." I am enclosing a copy of these agreements. Our student government is in its infancy. There is much work ahead.

The items of the "Gentlemen's Agreements," which were compiled by the student council, follow:

1. There shall be no smoking on school premises or in school buses.
2. No pupil shall go from one building to another without a special permit.
3. All pupils shall behave in a business-like way in corridors, library, and classrooms.
4. Pupils shall not enter buildings until 8:20 a.m.
5. No one shall play or walk in the front yard.
6. No one shall eat lunches in the store or cafe, but shall eat on school premises.
7. Permission must be given to ride home any other way than on the school bus.
8. No child shall answer the telephone or use the telephone except by permission.
9. All pupils will do their utmost to keep school buildings and yards neat and orderly.
10. Books shall be handled in a careful and proper manner, shall be kept covered, and library books shall be returned promptly.
11. Reference books shall not be carried out of the library.
12. No one shall sit in the "honor" detention hall unless he is willing to be business-like and trustworthy.

"FOR EVERY CHILD A GIFT OF SONG"

A copy of this circular will be sent FREE ON REQUEST to any teacher who has charge of training a choir for entry in Interscholastic League Choral Singing Contest. Send stamped and addressed envelope, and address Interscholastic League, University Station, Austin, Texas.

Order At Once If You Want This Free Debate Material

We have available for free distribution to high school debating teams a limited number of the following publications:

"The Empire of the Air," describing the development of radio broadcasting and the attempts to monopolize this medium of mass communication.

"Radio Control and Operation," by H. O. Davis, analyzing the results of a completely commercialized broadcasting system.

"Fees for Radio Licenses," testimony given by S. Howard Evans before the Interstate Commerce Committee of the U. S. Senate.

We have available for free distribution about 1,000 copies of each of these publications which we will gladly mail to high school debaters on request.

Very truly yours,

H. O. Davis

Publisher, *Ventura Free Press*

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