EMPLOYMENT OF TEACHERS AND ADMINISTRATORS



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PUBLISHED BY BUREAU
OF EDUCATIONAL SERVICE
OF TEACHERS COLLEGE
COLUMBIA UNIVERSITY
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of several colleges of Columbia University. It has its own board of trustees and, as its name implies, its own purpose: the preparation of men and women for posts as teachers, supervisors, and school administrators.

Most of its students are graduates of other colleges, schools of education, and universities. The majority have had several years of experience as teachers, some as school executives. They come to Teachers College from all parts of the United States, better to prepare themselves for educational positions.

Here they may observe expert teaching from the nursery school and kindergarten through high school in the Horace Mann and Lincoln Schools which are affiliated with the College; they may use the many laboratories touching educational theory, practice, and research at every level from the nursery school child to the adult; they may observe the work of New College which offers undergraduate courses to young men and women preparing to teach. In addition to opportunities for practice teaching and observation in public schools of New York City and vicinity, students in Teachers College have the opportunity to profit by the wealth of cultural and educational facilities of the metropolitan area.

Teachers College is dominated by no one school of thought in religion, economics, sociology, or education. Its faculty members, like its students, come from many sections of the nation. They represent differing philosophies and practices in education. They are in agreement, however, in believing that the traditional American insistence on freedom of thought and discussion provides the best insurance for improvement of American education and perpetuation of the nation's ideals.

EMPLOYMENT OF TEACHERS AND ADMINISTRATORS

Selection of a competent head and an effective corps of teachers is a matter of first importance for every school, school system, college, or university. But selection is not easy. It demands knowledge of many educational aims and programs and of the qualifications, professional and personal, of those persons being considered for educational positions.

To assist employers and employing institutions in this process of selection, Teachers College a number of years ago established an Employment Office as part of its Bureau of Educational Service. The Bureau makes no charge to employer or to registrant. It nominates candidates only when requested to do so by employers. Students and former students of Teachers College, prepared for a wide variety of educational positions, are registered with the Bureau.

This statement of Bureau policy and practice is written for employers. It is given also to registrants so that both employers and registrants may know how the Bureau operates.

The Bureau's employment executives have had successful experience as teachers or administrators. They know the needs of employers. With those needs in mind they are able to advise with candidates and to make recommendations to employers.

Registration with the Bureau involves the filing of confidential records and appraisals of the registrant's education, professional preparation and experience, together with photographs and essential personal data. The appraisals of the registrant, written by his professors and by former and present employers, are strictly confidential. They are for Bureau executives and employers only. They are not seen by the registrant. Those who write them are asked to be frank and explicit so that a just and accurate estimate may be made of the candidate's fitness for the types of position he seeks.

The Bureau desires the registration of young men and women of promise and of experienced teachers, specialized workers, and administrators who have proved by actual achievement that they merit advancement.

It is the responsibility of the Bureau to recommend to an employer candidates who meet his requirements. This is equally important to the person, to the employer, to the Bureau, and to Teachers College.

When an employer requests the Bureau to name candidates he should state:

- (1) The name and location of the employing institution.
- (2) The address of employer (if he is staying in New York City his local address and telephone number).
 - (3) A description of the position.
- (4) Professional requirements candidates must meet (preparation, degrees, experience).
- (5) Personal requirements (age, sex, marital status, etc.).
 - (6) The salary to be paid.
 - (7) Length of term of employment.
 - (8) When employment begins.

If the employer who plans to come to Teachers College will notify the Bureau in advance, it will arrange interviews for him with candidates, Bureau executives, and faculty members. He need not confine his attention to candidates recommended by Bureau executives and faculty members. He may inspect the records of any or all registrants.

Employers and registrants may consult Bureau executives not only at Teachers College but also at the winter conventions of the National and Progressive Education Associations and, occasionally, at other educational meetings.*

Some employers, irrespective of whether they have immediate vacancies to be filled or not, wish to be told of any registrants who are exceptionally well qualified. Thus when a vacancy occurs they can communicate immediately with those who can meet their requirements.

First-hand knowledge of employers' requirements is sought constantly by the Bureau. Its executives study educational trends and developments. By correspond-

^{*} Usually, at these meetings, the Bureau occupies an office in a centrally located hotel.

ence and by personal visitation they learn what schools and colleges are doing and attempting to do. Similarly the Bureau seeks first-hand knowledge of registrants' qualifications through interviews and by study of the records and confidential appraisals of registrants.

What success do Bureau registrants achieve in their positions? What are their failures, their points of strength? Teachers College and its Bureau of Educational Service are effective only in so far as the men and women who take courses at the College are successful as teachers and school executives. The Bureau, therefore, after registrants have been in new positions for a reasonable period, asks employers for evaluations of their work.

Criticism of and suggestions for improvement of Bureau service are invited from employers, registrants, and faculty members. Only on the basis of frank criticism can the Bureau improve its service. It desires to be fair, honest, and helpful in its contacts with every employer and every registrant.

EIGHT FACTORS IN EMPLOYMENT *

Camployers and registrants are aware that eight factors determine employment. They are listed approximately, but only approximately, in the order of their importance:

[1]	Supply and	d Demand
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- [2]. Education and Preparation
- [3]. Experience
- [4]. Personality and Character
- [5]. Intelligence
- [6]. Health
- [7]. Prejudice and Favoritism
- [8]. Luck or Chance

More than 5000 business and school executives have checked these. Virtually all agree they are fundamental. Some or all of them operate in the case of every

^{*} By Clyde R. Miller, Director of the Bureau of Educational Service, and Associate Professor of Education, Teachers College, Columbia University. School executives and teachers in charge of classes studying vocations occasionally ask for permission to use this statement of factors which determine employment. Such permission usually is granted if application is made to the Bureau of Educational Service. Reprints can be supplied at cost, or permission to reprint may be obtained.

applicant for every position. They are discussed here with special reference to positions in education.

Not in every case are these factors the ones which should determine an individual's employment; they are the ones which, for good or evil, do determine it. Note that five of the factors have to do with the individual: his health, his intelligence, his personality and character, his education, preparation, and experience. These are more or less within his control. He can do something about most of them. One factor, Supply and Demand, is associated with forces beyond the individual's control, forces which presumably operate impersonally, inexorably, and which may set aside and nullify much or all that the individual can do. Largely beyond his control also are the forces of emotion found in the factor of Prejudice and Favoritism; and the caprice which enters into the play of Luck or Chance. Even the basic factor of Supply and Demand may be set aside by Prejudice, Favoritism, Luck or Chance.

Supply and Demand is determined by economic conditions and by political, fi-

nancial, and educational policies, wise or unwise, arising from real or fancied economic conditions. Other factors vary in influence according to changes in supply and demand, according to differences in candidates, employers, employing institutions and local conditions.

[1] . . SUPPLY AND DEMAND

An over-supply of workers in education, as in any field, means persons out of work and stationary or falling salaries for those who have work.

As a result of the depression which began in 1929 the demand for teachers, as for other workers, decreased, and the supply of those available for employment increased. Salaries fell or were unpaid. Unemployment grew.

In the final analysis the number of schools operated and teachers employed must depend upon the nation's material and human resources. Are these adequate to afford educational facilities equal to or better than America had in 1929? Are they sufficient to raise the general standard of living up to or above the 1929 standard? Findings of several recent

surveys show them to be adequate and sufficient. See, for example, America's Capacity to Produce, published in 1934 by The Brookings Institution, Washington, D. C., and the findings of the National Survey of Potential Product Capacity, published in 1935 by the Viking Press, New York.

Will the nation's resources be so utilized? That will depend upon public demand, based on knowledge of America's abundance and arising from the traditional American conceptions of public welfare, individual security, and educational opportunity.

America has three choices: (1) to go forward to higher standards of education and of living; (2) to go backward to lower standards; (3) to retain the unsatisfactory standards which came to characterize the years of the depression.

Knowledge of past progress in our nation reveals the energy, the resource-fulness, and the sense of justice of the American people. It is reasonable to believe that these virtues, responsible for our national greatness, will carry the nation forward to higher standards.

But improved education is vital to the realization of higher standards. Especially in times of crisis is it important that education be improved, because only through sound and wide-spread education can the causes of present troubles be diagnosed and remedies intelligently and democratically discussed and adopted. This is the American way.

In the past, during times of crisis, expenditures for education in America increased. During the crisis which began in 1929 they decreased. Allocation of emergency funds in generous amounts to improve education at all levels, from kindergarten child to adult, would be of great, immediate, and lasting benefit to America. It would help end unemployment and related evils and help prevent similar disasters in the future.

Should the people of our nation, lacking education, put their trust in demagogues, as peoples of the Old World have done, we might see repeated here what has happened in certain European countries: democracy destroyed; unemployment and low living standards permanent; creation of a vast army and a

huge system of labor camps to absorb the unemployed; high schools and colleges closed to millions of young people. Our hope lies in the traditional American ideal of increasing and improving public education. Now especially, therefore, the ways in which the factors in employment improve or injure education should be known to all school and college trustees, to all educational administrators and teachers. Assuredly, as concerns the factor of supply and demand, it is important for our country that the demand for greatly improved education increase and that the supply of better qualified teachers and administrators be raised to meet that demand.

[2] EDUCATION AND PREPARATION

Candidates for teaching and administrative posts should meet increasingly higher standards of education and professional preparation. For public schools these are determined by certification requirements of various states and often by additional local requirements. Candidates for public school positions should know whether they are eligible for teaching certificates. Information on this point

may be had from the Registrar of Teachers College or from the various state commissioners of education. Colleges and other higher institutions of learning demand that candidates hold advanced degrees or the equivalent. Standards of reputable private schools equal those of public schools.

[3] . . . EXPERIENCE

Successful experience is essential for promotion based on merit. Applicants for supervisory and administrative posts should have a background of successful teaching as well as specialized preparation. Beginning teachers should have a satisfactory record in practice teaching.

[4] PERSONALITY AND CHARACTER

Personality may be external, mere show. Character is internal; it is what a person really is. Personality is important in obtaining a position. If it is genuine, the kind that wears, if it is the sincere expression of honorable character, it is also important in holding any position an honest man or woman would want to hold. Some may be born with effective personality; most can acquire it. Person-

ality, to be of real and lasting worth, is not complete without integrity, idealism, courage, unselfishness, and dependability. These make character. Persons of effective personality are courteous, sympathetic, cooperative. They have good manners, are careful about personal appearance, keep their ideals high, their voices pleasing, their emotions under control. They are not afraid of wholesome enthusiasm in their vocations and avocations. They cultivate such interests as music, drama, sports, travel, literature, and through these they enrich the lives of others. Development of a personality to lift oneself above the average is the mark of intelligence as well as of character.

[5] . . . INTELLIGENCE

Average intelligence is taken for granted. Superior intelligence is desirable, but the candidate should also possess good personality and sound character. Imagination, judgment, and initiative are marks of the intelligent person. They are of great importance in obtaining and holding a position.

[6] HEALTH

Health, like intelligence, is taken for granted. Poor health sometimes may be hidden—for a while. Some school systems demand that teachers and administrators pass occasional health examinations. Intelligent persons give reasonable attention to keeping in good health. They know how much depends upon it.

[7] . PREJUDICE AND FAVORITISM

Prejudice and Favoritism are most pronounced in times of economic and political stress. There are prejudices for and against persons on the basis of age, sex, race, marital status, religion, political affiliation, economic views, place of residence. Irrespective of proved fitness, candidates often fail to obtain positions because of these things. Many communities follow the policy of "local jobs for local people," especially when unemployment is general. At such a time, too, political and personal influence or "pull" is more frequently observed.

Prejudice and Favoritism are especially deplorable when they operate against

able men and women approaching middle age or older. The schools are thus deprived of the experience and wisdom which youth, by reason of being youth, cannot possess.

Ideally, employers in education, as in medicine and other professions, desire the employment of the well prepared and competent. State and national educational organizations have taken this stand repeatedly. Only as their members continue to demand and support a policy against Prejudice and Favoritism can educational standards be raised and injustice to individuals eliminated.

[8] . . LUCK OR CHANCE

Competent employers do not trust to luck to find well qualified candidates. They are alert to discover new talent. They come to know, in the course of years, those persons and institutions whose recommendations of possible candidates may be relied upon.

Intelligent candidates do not count on "lucky breaks." They seek the preparation and experience to meet employers'

requirements; they cultivate those qualities which make for wholesome personality and sound character.

Intelligent employers and candidates usually avail themselves of the employment offices of reputable schools of education. They do not depend entirely on them. The imagination, judgment, initiative, and persistence of the individual always will remain important in obtaining and holding positions and in finding satisfactory candidates.

Applicants, bearing in mind all eight of the above factors, should remember that some combination of them always determines employment. No combination is complete without the employer. There are many kinds of employers representing a variety of aims and programs. It is the responsibility of the Bureau to make available to employers the qualifications of candidates likely to meet their requirements.

III

TO STUDENTS AND ALUMNI OF TEACHERS COLLEGE:

Jef you are well prepared to meet employers' requirements your registration with the Bureau of Educational Service may be of vital help in obtaining a position which you can fill creditably. If you are taking or have taken at least twelve points of work in the College you may register with the Bureau.

Your courses at Teachers College should be of definite, tangible assistance in preparing you for the work you can best do. Your choice of courses, therefore, is important. Consider thoroughly and discuss with your faculty advisers the ones you should take. Consider courses in terms of your ability to do good work in the fields they cover and also in terms of possible employment in those fields. Consider carefully before you leave a field in which you are well prepared, in which you have comparative security, to enter one in which few

positions exist. To no registrant can a position be guaranteed.

During times of economic depression and unemployment any teacher, irrespective of age, should obtain leave of absence to carry on graduate studies and thus be sure of having a position when the graduate work is completed. Most employers approve of leave of absence for graduate study. Otherwise, graduate courses should be taken during summer sessions. Teachers employed in the metropolitan area may take advantage of the many courses offered by the College in the late afternoon, in the evening, and on Saturday.

Students are advised to come to Teachers College with sufficient money to meet their expenses for at least one session. A minimum of \$500 is suggested. It is better to come on borrowed money than to try to work one's way through. Those who hold responsible positions may be able to borrow money from their local bankers.

Limited funds are available for scholarships, fellowships, and loans for ex-

ceptional students. Address the Secretary of Teachers College for information concerning these.

The Bureau of Educational Service maintains an office for part-time employment for students in residence whose funds are limited. Whether one can obtain part-time work depends on variable factors, including: the student's program of studies, his practical abilities, and the basic factor of supply and demand. Most part-time positions are in fields other than teaching and tutoring, such as typing, stenography, restaurant work, care of children.

Bureau registrants are expected to keep their records up-to-date, to notify the Bureau immediately of degrees received, of significant additions to their preparation and experience, of changes in position and place of residence.

Ordinarily the Bureau does not recommend for new positions registrants who have occupied present posts less than two or three years. In serving one employer the Bureau desires to avoid unfairness to another. The Bureau does not nominate candidates nor does it send confidential information about them except on request by an employer. A registrant may suggest to an employer that he ask the Bureau for information about the registrant. Such a request is granted immediately, whether received directly or transmitted to the Bureau by the registrant.

Remember, the Bureau exists to be of service to employers and registrants. Students and former students of Teachers College are invited to consult its executives on their employment problems.

Foundations of Education; History and Philosophy of Education; Educational Sociology; Educational Psychology; Comparative Education; Educational Economics.

Higher Education; Teachers College and Normal School Education; Administration of School Systems; Elementary and Secondary Education; Rural, Religious, and Adult Education.

Student Personnel Administration; Guidance and Personnel; Child Guidance and Psychological Counseling; Child Development and Parent Education; Psychiatric Education; Teaching in Special Classes.

Curriculum; Teaching of the Social Studies, History, Geography, and Economics; Civic Education; Social Science and Social Work; Teaching of Mathematics and the Natural Sciences; Practical Science; Teaching of English, French, German, Italian, Latin, Spanish; Speech and Speech Education; Fine Arts, Music, Industrial Arts, and Household Arts Education; Nursery School and Kindergarten-First Grade Education; Vocational Education; Teaching of Commercial Education; Nursing Education; Hygiene and Health Education; Physical Education.

Theories and Techniques of Measurement and Research.

Besides its regular program, the College offers courses in Summer Session, in the June and August-September periods between sessions, and also Extramural and University Extension courses, field work, and independent study.

To candidates for the doctorate and to holders of the doctorate, the Advanced School of Education offers facilities in Teachers College, in other parts of the University, and in cooperating colleges and universities and other institutions throughout the United States.

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ORNING, MARCH 17, 1935.

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BASKETBALL CHAMPIONSHIP

ornbostel in 1,000-Yard Race

BRILLIANT KANSAN SETS WORLD MARK

Clips 1.9 Seconds From Record in Taking Measure of Hoosier, Then Returns to Humble Gene Venzke in Classic Columbian Mile, With Hornbostel Also Scoring Comeback to Beat Out Ivan Fuqua in 600-Yard Test-Ray Sears of Butler Wins 2-Mile.

NEW YORK, March 16.—(AP)— Glenn Cunningham, world's foremost miler, proved master of Chuck Hornbostel, Indiana's great middle distance runner, tonight as he smashed the world's 1,000-yard record by 1 and .9 seconds in the Knights of Columbus indoor track and field games in Madison Square Garden. Cunningham was clocked in 2:10.1 as compared to Hal Cutbill's thirteen-year-old mark of 2:12.

Taking the lead from Glenn Dawson of Skiatook, Okla., national titleholder at the distance, near the end of the first lap, Cunningham ran a front race to beat Hornbostel by three yards. Dawson was thirty yards back in third place, followed by Elton Brown of Pittsburg (Kas.)

Teachers.

Opens Up 10-Yard Space.

Cunningham built up his lead through the second and third laps, opening up a ten-yard space before Hornbostel began to close in. The Hoosier, now attending graduate school at Harvard, and beaten only once in the 600-1,000 sphere indoors in the last three years, began to cut in on the Kansan's advantage midway in the fourth lap.

As they swung into the fifth lap, Hornbostel had reduced the margin to one-yard and with the start of the bell round was running almost stride for stride with Glenn. The mile record-holder stepped up the tempo, however, held his advantage and in the tape three yards in front.

The remainder of the field was left far behind early in the race.

national 5,000-meter champion, swung to the front and turned on the steam.

McCluskey answered the challenge, but Sears dropped back, apparently beaten. Faster and faster Follows went, but McCluskey hung at his heels while Sears remained in strik-

ing distance.

Coming down the back stretch on the final lap, Sears lengthened his stride, quickly swept past McCluskey and set sail for Follows. They fought almost shoulder to shoulder through the last twenty yards, with Sears getting to the front in the final stride.

Again Shows Superiority.

Cunningham again showed his superiority over Gene Venzke as he came back an hour after setting his world record at 1,000 yards to beat the Pennsylvanian by three yards in the classic Columbian mile. The Kansan was timed in 4:14.8, far back of his indoor world's record of 4:08.4 made in winning the event last year.

Venzke, who has beaten Cunningham only once in nineteen clashes, set the pace to the start of the final lap but in the end he was unable to match the seemingly tireless stride of the sturdy Kansan. Harry Williamson of North Carolina was another fifteen yards back in third place with Glen Dawson of Skiatook, Okla., fourth.

Cunningham got away last but after two laps moved up to third place and then took over the task of forcing the pace at the halfway mark. As late as the seventh of the eleven laps, Cunningham was ten the home stretch pulled away to hit yards back of Venzke but with less than three laps to go he started to close in on the Pennsylvanian.

Sears Nips Follows.

With only inches separating them after sprinting the last three laps, Ray Sears, Butler University, nipped John Follows of the New York A. C. in the final strides to win the two-mile run with Joe McCluskey, Fordham ace, ten yards back in third place.

The finish was close but the time night.
of 9:14.2 was slow in comparison Will
with Sears's American record time showe
of 9:07.4, made in winning the event mile r

last year.

As expected the race developed into a three-man affair after Sears grabbed the lead from Frank Crowley of the New York A. C., nine laps from home.

Follows Goes Out in Front.

As the Butler ace jumped to the front he was followed by Follows and McCluskey in that order. They raced closely bunched until with only three laps to go, Follows, the

Cunningham Flashes to Front.

Two laps from home Venzke's margin was four yards and within one-half lap it had been reduced to two yards. As the bell sounded for the final dash around the boards, Glenn pulled up on even terms and flashed to the front. Gene tried to keep pace, but Cunningham was not to be denied his second victory of the night.

William Ray of Manhattan College showed the way home in the half-mile run in 1:57.1, beating Kenneth Gilmore of Columbia by two yards, with Edward J. A. Brown Jr. of Georgetown third. Elton Brown, who ran in the 1,000-yard race, found the double effort too great and dropped out a lap from the finish while trailing far back of the leaders.

Coming back after losing to Cunningham in the 1,000 yards, Hornbostel staged a great finish to beat out his former Indiana teammate, Ivan Fuqua, in the 600-yard run.

Fights Off Fuqua's Challenge.

Far back in the seven-man field for three of the four laps, Hornbostel turned on the steam, swung into a contending position a lap from home and then with a brilliant sprint caught James Elliott of Villanova in the backstretch and finally fought off Fuqua's challenge in the closing strides.

John Wolff of Manhattan was third, Tim Ring of Holy Cross fourth and Elliott fifth. Milton Sandler, winner of the event last year, never was a contender.

Hornbostel was timed in 1:12.7 as compared to the world's record of 1:11.3 he set in winning the same event at the Millrose games earlier in the season.

These Girls Win

Watch—in This Dramatic Article—the Edmonton Grads in Their Most Exciting Encounter and Then You Will No Longer Wonder Why These Feminine Basketball Players Hold a Championship Record Never Equaled

by HAROLD F. CRUICKSHANK

READING TIME • 12 MINUTES 20 SECONDS

THE whistle! They're off! The Edmonton Commercial Grads—World's Champions of All Champions in the history of competitive sports—sweep down the floor like a rippling chain of red lightning. And a crowd of thousands of fans bulges the Arena with roar after roar.

These nimble-footed sharpshooters are opposed by one of the most brilliant aggregations in basketball—the

Tulsa, Oklahoma, Stenographers, the cream of all sharp-shooters south of the international border.

The Grads are fighting hard, with all their skill, speed, and determination. They want this game. It is the third in a best-three-out-of-five series for the international title and the Underwood trophy. The Grads want it out of a sheer love of good, clean sport and out of loyalty to that master mind, their coach, J. Percy Page.



The Grads and their coach. Left to right, standing: Helen Stone, Gladys Fry, Mr. Page, Noel MacDonald, Edith Stone. Kneeling: Mabel Munton, Evelyn Coulson, Doris Neale, Margaret MacBurney (captain), Babe Belanger, Jessie Innes.

The very roars of the crowd give answer to the question of whether or not a team of women athletes can deliver a brand of play which will satisfy fans who are used only to the very best. For many years, in many parts of the world, the Grads have adequately settled this question in the minds of sports lovers. Their fiendishness of attack, their ever-burning speed, their skill, and their utter sportsmanship have won for them a lasting spot in

the hearts of countless

fans.

In this series the Grads have perhaps the greatest handicap in all the years of their successful career. On the very eve of the series one of their star players has been seriously injured - Miss Mabel Munton, run down by a car. It has been a great shock. Miss Munton is a splendid guard.

Tulsa outweighs the Edmonton champs by an average of fifteen pounds, and outreaches them by an average of two inches. The Grads are fighting with their backs to the wall. The Tulsans want

this game, too-for they know that if they take it they stand a strong chance of annexing the next two and the

series.

But the champions have that indomitable spirit which has brought them to the niche of fame. They likewise have on the side lines perhaps the greatest coach and trainer in the history of competitive sports-J. Percy Page.

When interviewed recently, Mr. Page spoke most mod-

estly of his part in the Grads' successes.

"You see, it's like this," he said. "Odds seem to offer us a stimulant which brings out the best that is in us. When the Grads are up against the heaviest form of odds, they seem to have a reserve of fighting spirit and skill that is all the product of close coöperation, and friendly understanding throughout all the years

of school and sports training."

In the first two games of this series the Grads just edged out wins. The third is the most critical game, for the weight and reach of the Tulsans is beginning to tell. Coach Page nods to a slender girl on the side lines-Noel Mac-Donald, the "rookie" member of the team, who is alternating with Miss Fry at center. Facing them is Miss Williams, the pivot of the Tulsans, an amazingly fast runner and deadly shot.

AT the halfway mark the game is tied, with Tulsa turning on every atom of pressure. Miss MacDonald takes the floor and immediately opens a sizzling Grads attack. Noel whips the ball to Margaret MacBurney, who ducks the Tulsa guards and pivots, lacing a whirring pass to Doris Neale. Doris dribbles the ball a few paces, outfoxes a rushing Tulsan, tosses a pass over her head, which is caught by Noel, the brilliant rookie. Then follows a spectacle

which brings the crowd to its feet. From nearly center floor this sparkling young member of the champs' team poises for the shot. It seems impossible that the ball can find that narrow basket from so far out when shot from such an angle. It drops—a magnificent field basket—to

put the Grads two points ahead.

But Miss Williams of Tulsa strikes hard in a counterattack that seems no less brilliant than the Grads have staged. Again the score board teeters on an even balance. Again the Grads blaze through with a couple of baskets. There is no let-up to the speed of these girls.

Now Tulsa leads by four points! Radio announcers have lost their voices. The tongues of the crowd begin to lick lips parched with sheer excitement and expectancy. The clock is swiftly tolling off precious minutes. Gladys Fry, smiling regular center of the Grads, is forcing the play. Tulsa strikes back. The battle is ding-dong, highlighted by most amazing plays.

Coach Page glances quietly at the clock. He nods to Miss MacDonald, the rookie. The psychological second has come. The Tulsa star and her flashy associates have been pressing and have been pressed to the limit of physi-

Two more Grad luminaries: Elsie Bennie, guard and former captain, and (right) Mildred McCormack, official scorer.

cal endurance when Coach Page whips in the rookie of his team. Once more there is a sudden spurt of The Grads are away. Frantically the Tulsans attempt to break up the attack. But there is no breaking it.

IN that terrible, dazzling combination attack the champs burn up the floor. The score is tied.

Miss Williams and Miss Walker, an aggregate of 295 pounds of physical fitness, lead a fierce attack. A referee is swept from the floor. But at the Grads' basket Doris Neale and Helen Stone

come into the play with their unmatched checking. The ball whips to a Grads forward—MacBurney, who streaks for the Tulsa goal, only to pivot and whir a pass across

to Noel MacDonald.

A breathless crowd sways, and then from thousands of throats bursts that avalanche of sound which marks the third straight win for the champs. What a win! What a series! Final score: Grads 48; Tulsa 41. In a blaze of glory the Grads have won for the twelfth consecutive time the international championship.

Thus was notched up for the Grads their 393d official game in defense of their many trophies and titles—and their 382d win. What a record for sports statisticians

to chalk up in their books!

The Grads basketball team was first organized twenty years ago by Mr. Page, who is principal of the

school at which the players have received their business training. But they begin their basketball training only after they are graduated from this school, the Edmonton Commercial High School. Meanwhile they commence to play when they first enter school, under Mr. Page's direction. There are, in all, four teams connected with the school. The fourth or senior team is known as the Gradettes, a brilliant aggregation of champions in their own right. From this team, coached by W. "Bill" Tait, operating under the general supervision of Mr. Page, the Grads find plenty of excellent material for their front string.

In 1915 they annexed their first title, the Alberta Provincial Championship, which they have retained, with the exception of one year-

1920 -- for twenty years.

In 1922 the champs wrested the Dominion championship from the London, Ontario, Shamrocks. Since that time—thirteen consecutive years—they have successfully defended this title

against all comers.

In 1923 the Grads met the famous Cleveland Favorite-Knits, claimants of the world's championship. They defeated Cleveland two games in a two-game series. On this occasion the Edmonton sharpshooters received, for the first time in its history, the Underwood trophy, and so cinched the international championship. Since then the Grads have played for, and won, this trophy against the cream of all basketball teams from the south of the international line.

Here are one or two pertinent questions put recently. with Mr. Page's answers.

QUESTION: Just how important is the application of



HAROLD F. CRUICKSHANK knows sports; he's a veteran football and baseball player and track athlete. Also a World War veteran; was wounded but served right through. Had pioneered from boyhood in Alberta. Is the author of much published fiction.

psychology on your part in the training and coaching of the Grads? To what extent, if at all, is strict discipline necessary in the training and maintenance of your teams?

MR. PAGE: From the very commencement of the girls' associations with me as the supervisor of their school studies and their basketball activities, I seek to win their respect. I accept them as members of my own family and treat them as such, expecting them to give to me that respect and confidence and loyalty they would give in their own homes. We are therefore a large family, all growing up together in an understanding, loyalty, and friendship that completely does away with the necessity for any rigid form of discipline. The girls know exactly what I expect of them. They know that to stay with the family they

must at all times so conduct themselves as to reflect credit on the whole. Any difficulties arising, and there have been extremely few, have been completely ironed out before they reached any serious proportions.

"I PLACE no restrictions on the girls' movements. At home or abroad, in the matters of diet, conduct, recreational diversion and so forth, there have never been any misunderstandings. In all my experience with the Grads I have never known a single member to smoke. Not that I have ever said, 'Don't!' My advice has been, at all times, to remember that as world's champions it is up to them to be ever conscious of the honor which is theirs. But they are not treated as small children, but as sensible grown-up members of my own family. I am happy to say that I number them all, past and present, among the very best friends I have ever had."

Off the basketball floor these champions are all hard-working business girls, stenographers in almost every

case. They are perhaps the most strictly amateur organization in the whole world.

Let me give you a peep at each one of them. Miss Millie McCormack, once star flash with the front-string Grads and now official scorer, helped me meet them.

pass on Millie's introductions. MARGARET MACBURNEY: Present captain of the team and world champion free-throw sharpshooter. Margaret scored sixty-one consecutive penalty shots to annex the above title. She has played nine years, scoring an average of 13.4 points a game. She is engaged full time as a stenographer in an Edmonton office. Is a good swimmer and an ace bowler.

GLADYS FRY: Genial center, who packs a permanent smile together with a wicked sizzling shot. Miss Fry is a graduate of Alberta University and is now a member of the university staff. She is a keen tennis player.

Doris Neale: One of the most dependable of the frontstring Grads players; a guard who stops them. Doris can shoot with the best. She swims like a mermaid. Is employed as a stenographer by an Edmonton radio station.

ELSIE BENNIE: A former skipper of the Grads, one of the best known players, a guard. Elsie is employed as stenographer at the Edmonton civic offices. She is an expert bowler and ice curler.

BABE BELANGER: Vivacious little brunette, one of the classiest little forwards ever seen in the game. Babe is also a stenographer in Edmonton.

HELEN STONE: A guard. She has a twin sister, EDITH, playing with her on the team. Both are stenographers. Edith plays at substitute forward position, and if you can tell them apart, go ahead.

MABEL MUNTON: One of the stanchest guards the Grads have ever had. Mabel is also a stenographer.

NOEL MACDONALD is the youngest member in point of service and the "hero" of the Tulsa-Grads games. Noel is one of the tallest members of the team; is still going

to school, and when not playing basketball is a member of a topnotch baseball organization.

EVELYN COULSON and JESSIE INNES are two smart little ladies who complete the playing complement of the champs' team. Both have given some wonderful performances as alternates. Both are stenographers with city

Mrs. J. Percy Page, wife of the coach, acts as chaperon

to the team away from home.

On three different occasions the Grads have visited the Olympic Games—at Paris in 1924, at Amsterdam in 1928, and at Los Angeles in 1932. Unfortunately, basketball was not a competitive sport event at any of these games. But in both 1924 and 1928 a series of games, comprising fifteen contests in European centers, was ar-

ranged by the Fédération Sportive Internationale, the world-wide governing body of women's athletics. The Grads won all fifteen contests by overwhelming margins and were awarded the coveted title of World's Cham-

pions.

In all, the Grads have traveled well over 77,000 miles in defense of their many championship titles, visiting Paris, Lyon, Luxembourg, Strasbourg, Milan, Roubaix, and other European cities, and Cleveland, Detroit, Chicago, Windsor, Toronto, Winnipeg, Vancouver, and other points.

At one time they chalked up a record of seventy-eight consecutive wins

in official contests.

I asked Mr. Page to recount the most thrilling high lights in their history. Listen in:

"We are back a few years, at Chicago, playing the worthy Taylor-Trunks," he said. "With but five minutes to go we are six points down. I nod to the team. The girls know what is wanted. We have our backs

dead to the wall when I pass the signal to call on that last ounce of fighting reserve. We haven't even thought of

a loss."

He pauses, his eyes dancing. "We pull out of that game five points to the good. And then in our last series against Vancouver, at Vancouver, at three minutes to the final whistle we are four points down. That is a tough spot. On the face of it we are sunk.

"But at the final whistle we emerge victors by a margin

of five points."

And that, sports lovers will agree, is plenty of justification for pride on the part of any coach.

TO show further the fighting reserve of these Grads girls, let me draw for you a more recent picture. Late last summer the Grads were billed to appear in exhibition games at Fort William, Toronto, Montreal, and Winnipeg. The day before their train left Edmonton, Coach Page received word that his captain and star forward, Miss Mac-Burney, had been injured and would not be able to accompany the team. It left without her.

Then at Toronto Miss Doris Neale, that great guard, was suddenly rushed to a hospital, where she underwent an operation. The Grads were to face a classy all-star team without the services of two of their most valuable players. None the less, they romped home with a win

by a score of 49-12.

The scores for this entire trip follow:

At Fort William. Grads 106, Fort William 8 Winnipeg.... Grads 64, Winnipeg 4 ... Grads 49, Toronto 12 Toronto Grads 63, Montreal 6 Montreal... Grads 282; opponents 30 TOTAL ..

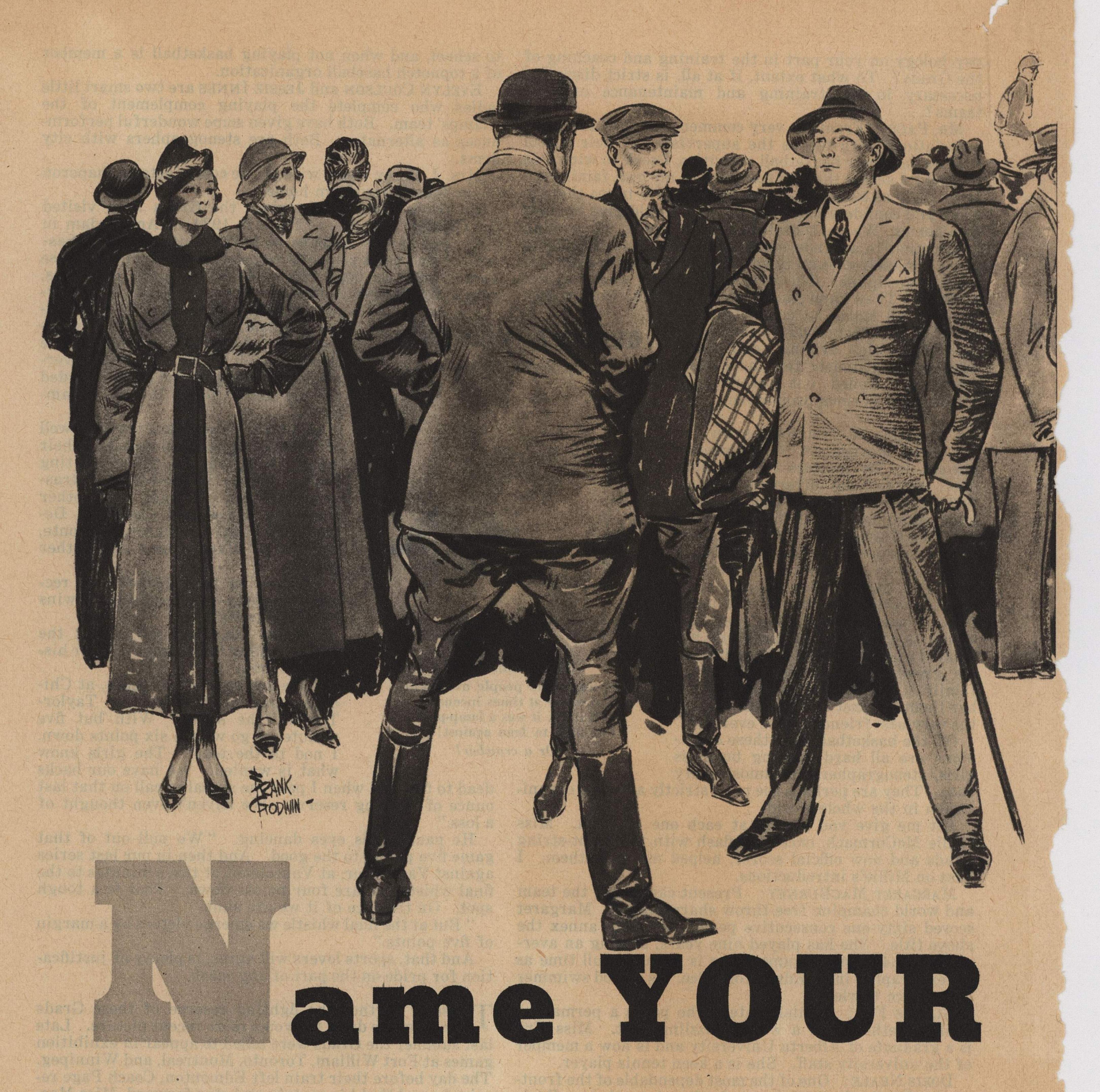
Thus the Grads justify the claim which is made for them—Champions of All World's Champions in the history of competitive sports.

THE END

By Della T. Lutes

KNIFE LEANERS

The way some people use a knife Makes me at times incensed. You'd think it was a lamp-post For men to lean against! Or a crowbar!



READING TIME • 29 MINUTES 49 SECONDS

RICHARD AINLEE is the young, steely-eyed junior partner in the banking house of Tolman-Granger & Co. He dominates the elderly president, Tolman, and calmly vetoes the latter's meek suggestion that an extension of the mortgage which Paula Hartley begs be granted on Hartley Hall, her father's country estate.

Blind to the human side of the girl's pleas, Richard can only see that her promise to pay from her winnings in the Mantico Hunt Cup race which she is confident her beloved mare Scatter Gold will win would not be sound banking collateral.

However, two points impress themselves on Ainlee's coldly calculating mind. One is Paula's rare beauty; the other, the fact that his poverty-stricken boyhood was spent in the shadows of Hartley Hall, and Paula's father, Major Hartley, had wrecked his own now dead father's political career. He

goes to Meredith and bids in the mansion at the foreclosure sale.

He also bids in Scatter Gold, and Paula tries to kill both herself and the mare by dashing at a too high jump over a stone wall. Neither is injured.

The Hartleys and the major's sister, Sylvia Marsden, move into an old house near by. Richard retains the Hall's servant staff, including Dan Carrick, the groom, and Saunders, the butler. Then he meets Margie Windle, who trained Scatter Gold. Meantime John Barron commissions Margie to find Paula another horse to win the cup. He also shows an unusual interest in Margie's adopted boy, Tommy. Before returning to his pressing financial affairs in the city, Richard wants to put the Hall in order. He rides Scatter Gold to the Hartleys' new home, and calmly informs Sylvia Marsden in the garden there that he desires to give the mare back to Paula. He adds with quiet assurance that he will later marry the girl and put her back in the Hall. Sylvia laughs at his matrimonial methods, as cold-blooded as his banking, but calls Paula out to decide for herself.

CONLEY CLINICAL HOSPITAL

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The Conley Clinical Hospital of the Kansas City College of Osteopathy and Surgery was established as a teaching hospital having a two-fold mission, service to worthy patients desirous of clinical benefits and better facilities for the training of our student doctors. While it is true that most of our clinical practise is collected from the residents of greater Kansas City, yet it is also true that these facilities need not be restricted to this particular geographic center.

There are deserving people throughout the states of Missouri and Kansas whom our friends in the osteopathic profession contact and to whom our clinical services and facilities—at our regular clinical prices—should be available.

To the end that our friends may be made better acquainted with our services and prices, we are publishing this bulletin.

Our regular charge for examination and diagnosis in the general clinic is only \$1.00. This includes necessary urinalysis and blood counts. The following tests are not included but are performed at the following additional rates:

Kahn Reaction - for suspected syphilis	\$1.00
All Blood Chemistry	1.50
Fecal Analysis	.50
Schilling Count	•50
Kidney Functional Test	1.00
Gastric Analysis	1.50
Basal Metabolism	2.00
Cultures	1.00

X-RAY FEES

Masteids \$4.00
Nasal Sinuses 4.00

Skull - one plate	\$3.00	
Each additional plate	1.00	
Cervical spine - one plate	3.00	
Each additional plate	1.00	
Thoracic spine - one plate	4.00	
Each additional plate	1.00	
Lumbar spine or Pelvis - one plate	4.00	
Each additional plate	1.00	
Hip Joints - one plate	4.00	
Each additional plate	1.00	
Extremities	3.00	
Chest	4.00	
Gastro-intestinal Tract	7.50	
Gall Bladder, with dye		
Renal, Ureter, Bladder, with dye		
Abdominal plate, without contrast media		

Regular treatments in the clinic are charged at the rate of 25 cents each. Naturally, living costs would prevent persons living elsewhere from coming to Kansas City for routine treatment. Hence, such a one is interested only in such special treatment as requires hospitalization. The charge per day in the hospital is \$2.50 or \$17.50 by the week.

Special treatment, such as the Elliott treatment is charged for at the rate of \$2.00 per treatment. Ultra-violet or Infra-red rays cost 25 cents for each treatment.

It is difficult to set a flat price on operative cases. However, major cases will run from \$50.00 to \$75.00 which includes not more than two weeks of hospitalization. Record is kept of all drugs and dressings used and unless nominal in amount, these are charged extra at cost.

Circumcision and tonsillectomies--with one day in the hospital--run \$15.00.

On rectal work no charge can be set until examination of patient has revealed the amount of work necessary, but in all cases the charges are only nominal.

Please note--there are no private rooms in Conley Clinical Hospital.
Only ward cases are accepted. Please send us, for patients, only those deserv-

ing of our special clinical fees.

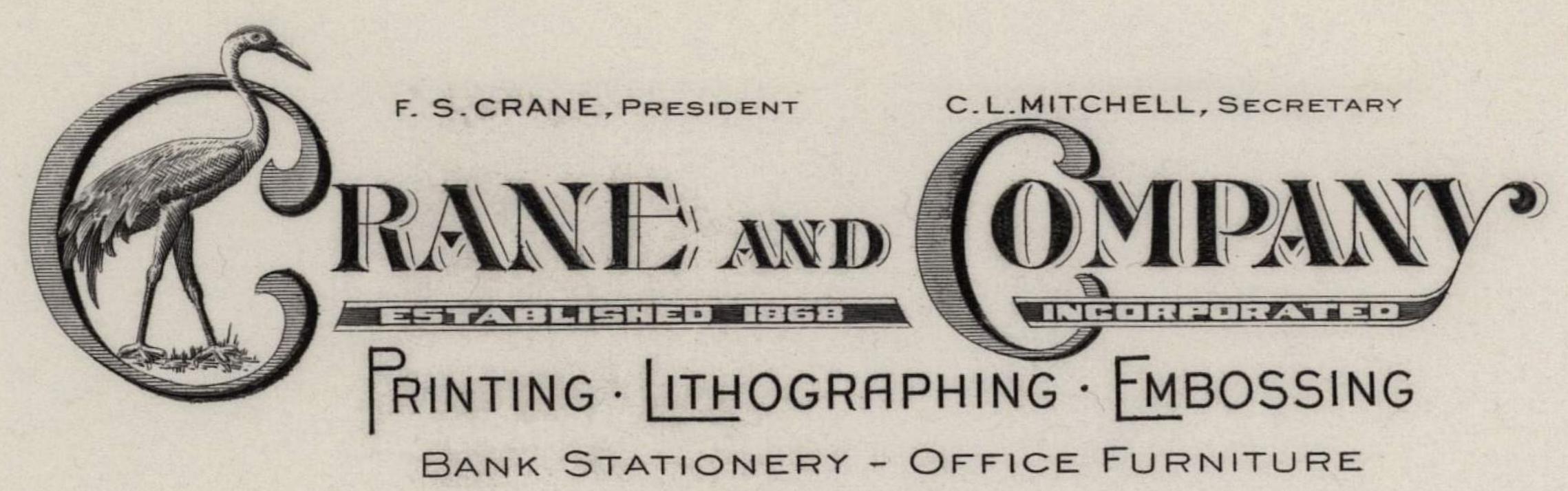
Our opening Clinical Week had us going around in circles as we had all the business we could accommodate—and naturally we were poorly organized.

Now we have found ourselves, everything is running smoothly and we are prepared to give attention to any cases sent us at any time.

The days before Christmas is usually the dull season for hospitals.

But the first Christmas Season of the Conley Clinical Hospital has been anything but dull. The week ending December 18th has a record of eight major cases.

A. A. Kaiser, Secretary.



TOPEKA, KANSAS Sept. 20, 1937

Forrest C. Allen Director of Physical Education University of Kansas Lawrence, Kansas

Dear Forrest:

Yours of September 18 received and appreciated. "Come on up and see me sometime."

Yours as ever

CLM C

~ ~ ~



the football squad-COACH

Community Influence

9. The esteem in which a coach is held by the community is an important factor and will contribute mightily to his success. His conduct at all times must be beyond reproach. His associates must always be desirable ones. In some places you will find the pool hall gang who think they know more than the coach and will try to dictate if given half a chance. By all means do not allow yourself to mix with this group. You will need their support because in some cases they will prove quite influential, but you can acquire this if you are tactful and take a neutral stand. Do not take sides with them or with the opposite group either. If you are careful, you should have all forces swing their support behind you. Carelessness in conducting affairs in community life can cause a coach any amount of trouble. It is usually good policy to go to church and become active in its work. Support and become a member of civic organizations.

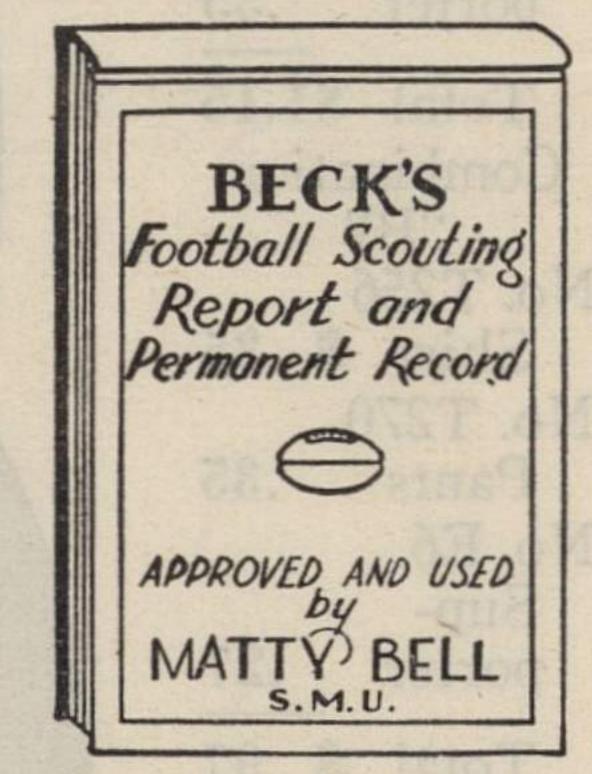
Cooperation

10. Cooperate with your Superintendent and Principal at all times. Do not lose sight of the fact that they are your superiors in the school system. By all means you must not give the impression that you think football is the most important thing in school. It you have teaching duties, do just as good a job there as you do in your coaching—make it a 50-50 proposition.

11. Lastly, be a coach who is educationally broad minded. In all your coaching work keep the individual boy in mind and be forever trying to make him not only a better football player but a "bigger" boy mentally, spiritually, and morally. We, as coaches, have a big responsibility because we have the opportunity to influence so many young lives. Let us not fail.

Scouting Report Book

Beck's "Football Scouting Report and Permanent Record" is a new book that has received very favorable comments from Matty Bell of Southern Methodist University and many other university, college and



high school coaches. There are five outstanding advantages of this publication:

1. A check mark system that enables the scout to better cover every phase of the game, utilizing his time in observation instead of writing notes; 2. Systematically arranged for filing in permanent record form; 3. Thoroughly indexed for ready reference—each phase of the game; 4. Attractive moisture proof cover, good bond paper and marbleboard back; 5. Reasonably priced at \$.75 per copy.

Misdirectors of Athletics

By Harry W. Hughes, Ath. Dir. and Football Coach, Colorado State College.

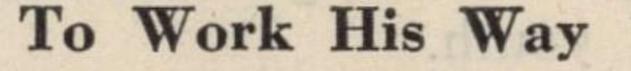
(EDITOR'S NOTE: Mr. Hughes starts his twenty-sixth year at Fort Collins this fall and is the dean of all coaches in years of service at the same school. He has won numerous out-right conference championships during his long service and put the Colorado Aggies continuously in the front rank. His versatility in coaching all sports is proved by the fact that Glenn Morris, who is the new Olympic decathlon champion, is a product of his track team.)

WISH that what I have to say in this article could be impressed upon all of the thousands of high school athletes in America. I wish that all their parents could be impressed with it. Yet, it is a very simple thought.

"Don't lose your sense of values," is one way of expressing it. "Don't put the cart before the horse," is another way.

Let me illustrate:

Several years ago a college in the Rocky Mountain Region was visited in the middle of a summer by an all-state prep football star. The boy wanted to, prepare himself for his carefully chosen life work by taking our course in forestry. He ranked scholastically in the upper ten percent of a large high school graduating class. The boy had a splendid personality, a keen mind and a fine physique.



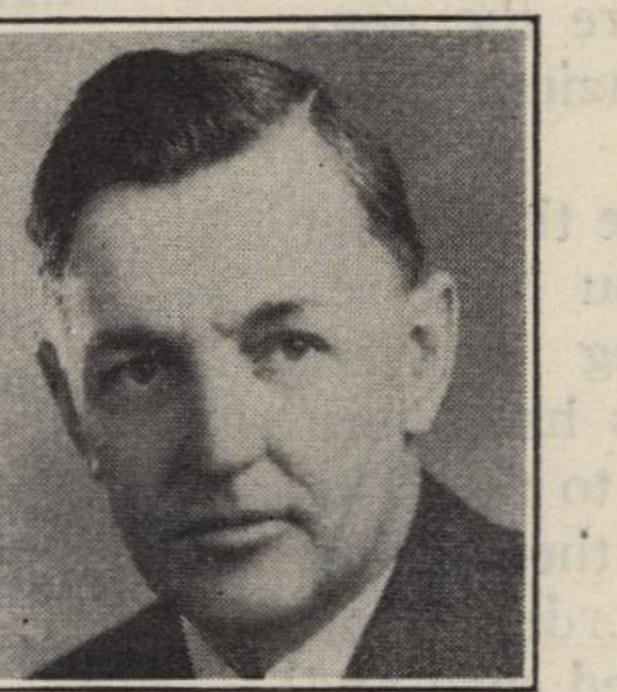
Being short on cash, he needed a job to help pay his college expenses. And after a conference at the student-employment office, he found one that would barely enable him to attend college if he husbanded his finances carefully. His fine recommendations from his high school teachers plus his academic record brought him this job.

Within two weeks after that boy returned home, two other institutions of higher learning began to bid for his athletic services by offering him far more attractive jobs than the one he had found at the school giving the course he needed and wanted. The result was that he finally entered one and enrolled for a course in which he wasn't interested and for which he wasn't equipped in order to play football.

Result—The boy "flunked out" and was declared ineligible. Next year he entered a non-conference college where there were practically no standards governing the participation of athletes. Having become a "tramp athlete," one of the most tragic types of human beings to be found today, he finally quit school altogether. Today, he is without a vocation and is making a living just by picking up jobs wherever he can find them.

The Consequences

That boy had left high school with a sense of values. He had put the horse of his life before the cart. In other words,



Harry W. Hughes

he believed that preparation for a life's work came first and athletics second so far as college was concerned. But he lost that sense of values when a "soft" job was offered him in return for his athletic skill. And when he lost it, he probably lost a lifetime of success and happiness.

And yet, I don't blame the boy. I wouldn't be inclined to blame the hundreds of boys in America who every year are led away from a sensible attitude towards education in the same way. Those who deserve the blame are the misdirectors of American youth who for some selfish reason implant in the brains of high school stars the idea that athletics are more important than preparation for life.

No adult can take any pride in persuading a youngster in his teens that four years of collegiate athletics, with a soft job providing plenty of ready cash, are more important than sixty years of successful happy living.

The "Old Grad"

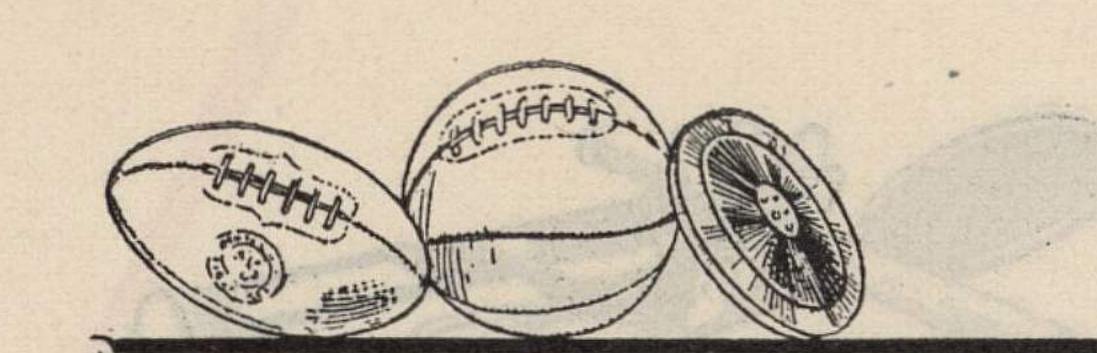
Let's examine the nature of some of these misdirectors of youth: First, there's the blindly enthusiastic old grad. Now don't get me wrong: The old grad who is anxious to see deserving boys attend his alma mater might be a fine influence. He is, if in his efforts, he is guided by the academic courses offered there and by the opportunities which these courses present. But, if he is interested in the prep star merely because that star might help the alma mater win a few games, beware of him.

High school athletes, take care! That old grad whose interest in you is solely in your physique, your speed, your physical courage and coordination, is a deadly enemy! Shun him as you would a rattle-snake. His words might drip with honey, but his advice might wreck your life.

The Traveling Coach

Then there is the coach who wanders about his state and neighboring ones in the summer visiting prep stars. Often he is the worst danger of all. Coaches are often looked-up-to, and the high school grads are greatly flattered when a college athletic coach notices them. But, that coach is apt to want you at his college for very selfish reasons. When you have finished the easy college course of study

(Continued on Page 4)



COACH



GREETINGS FRIENDS!

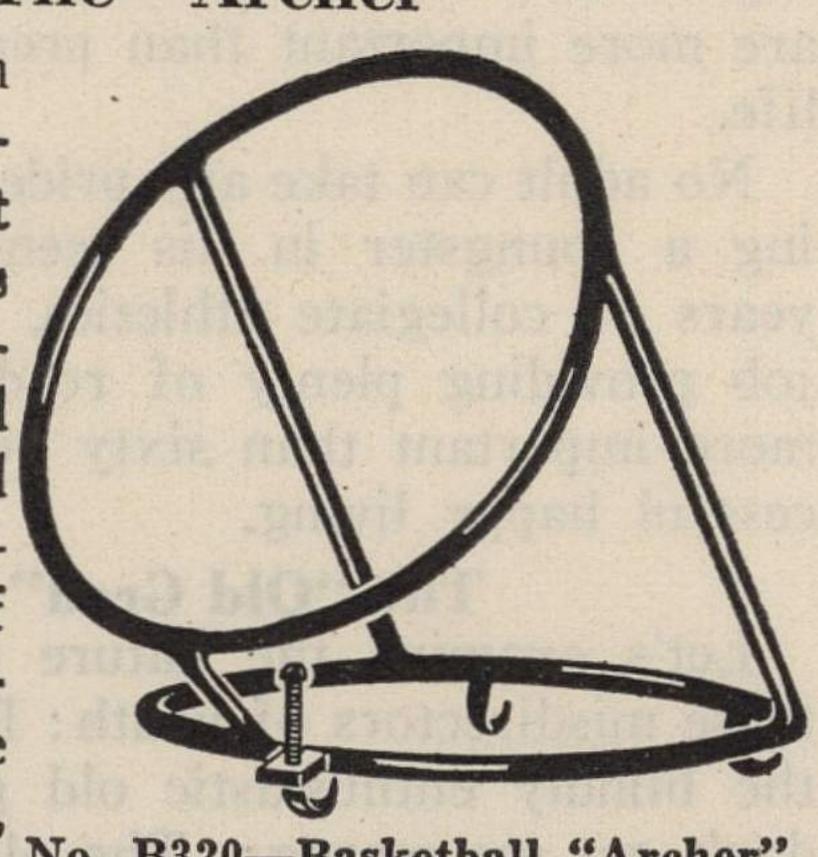
Just as the continued use of Pepsodent makes possible the Amos n' Andy radio program, and the purchsing of Chase and Sanborn's Coffee supports the Major Bowes Amateur Hour, so do the orders for athletic equipment placed with the Lowe & Campbell, Treman-King and Horace Partridge stores insure the continued issuance of our magazine, "The Coach".

With the utmost sincerity we thank you for the manner in which you have received our publication during the last twelve years. Your comments have been most interesting and pleasing to us. The most gratifying thing to us is the number of new customers, as well as orders from the regulars, that have followed each and every issue. Let us again repeat, "many thanks".

It is our wish and hope that you will find this and all of the succeeding issues of "The Coach" well worth the time of reading. If this is fulfilled we will take our chances on your remembering us when buying athletic goods.

The "Archer"

Although
just introduced last
year, this
new scientific and
practical aid
for the development of
goal shooting and free
throwing,



throwing, claimed many No. B320—Basketball "Archer"

friends among coaches. When used for practice it develops a perfect arch shot from any angle on the floor. It is really hard to miss a free throw when the "Archer" is used. The player forms a correct shooting habit that he carries into a game.

This device slips over a regular goal with only ten seconds being necessary for the adjustment. It is made of three-eighths inch steel, insuring durability. Here is what it can do for basketball players:

1. Develops the proper arch. A ball over the front edge of the upper ring will clear the front edge of the goal by three-fourths inch.

2. It is a perfect aid in practicing free throws since it compels the ball to be thrown in the proper arch.

No. B320—Archer. Wholesale price, one only \$3.75.

Honorable Wounds

Barber—"Haven't I shaved you before, sir?"

Customer—"No, I got those scars in France."—Judge.

Numerals On Jerseys

The Football Rules Committee has strongly recommended, but not made it mandatory, that numerals be worn on the front as well as the back of football jerseys for the 1936 season.

Misdirectors of Athletics (Continued from Page 3)

he may prescribe for you and need his help in getting a job for which you neglected to prepare, you might not find him. That summer, just as four summers before, he'll be out again looking for prep stars. Then, as earlier, he's interested only in brawn, not careers.

Another misdirector, I regret to say, is a certain type of high school principal. Of course, this type is the exception, for the average principal is a high-minded individual who is trained in guiding boys towards the best possible future, and whose chief delight is in doing so. But unfortunately, some principals are more interested in finding fat college jobs for their high school athletes.

You might ask just what that type of principal gets out of it? It's simple: he gets added prestige for himself and his high school when you are "fixed-up" in some college and making a name for yourself. Yes, that type of school executive who "shops" for his graduates is an archenemy of youth.

Wise Counsel

Fathers and mothers of high school athletic stars should know all of these facts in order to effectively counsel their children. They should know, also, that professional, modern, sound vocational guidance is available for their children in many high schools. Many colleges and universities are developing thorough and scientific guidance programs for youth.

In the twenty-five years I have coached at Colorado State College, hundreds of high school athletes have entered this institution and hundreds of college athletes have been graduated from it. I believe that the intimate contacts I have had with these men have equipped me to speak on this subject with some degree of authority.

To the young man just starting out as a high school coach I offer this advice: You'll get the most satisfactory performance out of the athlete who puts his school work first and his athletics second.

Values

To the athletes themselves, I repeat what I have said above: keep your sense of values; subordinate athletics to scholastic work. If you do so, you'll first of all be a better athlete. Secondly, you'll derive more genuine pleasure from athletics. And what is most important of all, both your athletics and your academic training will be contributing towards a successful and happy life for you.

New Catalog Mailed

Our new Fall & Winter Catalog was mailed just previous to this issue of "The Coach". Did you receive your copy? If you did not, just send us a post card and one will be forwarded immediately. It is the most complete, attractive and comprehensive catalog ever issued by us.

Gymnasium Suits

Girls

Fast colors in light blue and green. Wholes ale prices below. Note the outstand in g values in these one-piece suits.

No. W81R
— Suiting.
Ea. 95c; Doz.
\$11.00.

No. W71R
— Suiting.
Ea. \$1.15; Dz.
\$13.25.

No. W71X Indian Head. Ea. \$1.30; Dz. \$15.00.

All of above in stock for immediate shipment.

See catalog for special styles.

Boys
Combination
"A"
No. T256
Shirt \$.35
No. T268
Pants .45
No. E5

Supporter .35
Total \$1.15
Combination
"B"
No. T256

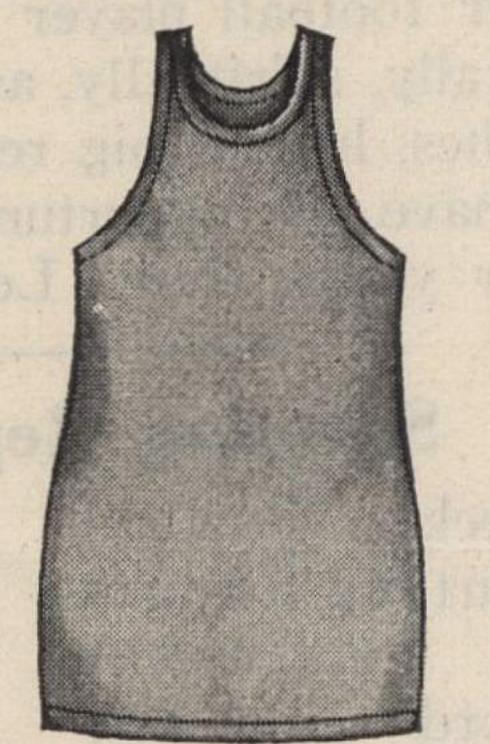
Shirt \$.35

No. T270
Pants .35
No. E6
Supporter .27

Total \$.97
Dozen prices
still lower.



No. W71X and No. W71R
No. W81R
(Immediate Delivery)



No. T256-Shirt



Gym Pants

Helmet Chin Straps

Through error, the extra chin straps for helmets were omitted from our catalog, but they can be supplied by any of our stores. These are of best grade elastic web strap with a snap-on fastener—easy to attach and adjust. No. F598—Chinstrap, price 25c each. Wholesale 18c each; \$1.85 dozen.

Mr. Parke Carroll, Sports Desk, Kansas City Journal Post, Kansas City, Missouri.

Dear Parke:

I deeply appreciate your thoughtful words expressed during the time of the passing of my father. I have neglected writing you concerning this matter, but I assure you that I have thought many times of your kindness.

Sincerely yours,

FCA:AH

Director of Physical Education.

September 13, 1937. Mr. Paul E. Cannady, Laurence, Kansas. Dear Mr. Cannady: Hill you kindly call at my office for a conference some time soon? I have a request from Judge Smith, of Topeka, and have not been able to accomplash what he desires. If you will call K. U. 89 my secretary, Mrs. Hultsen, will arrange for an appointment. Very sincerely yours, Director of Physical Education. PCA SAH 742 Indiana St.

Major Paul A. Cennady, Oil County Supply Mfg. Co., Coffeyville, Kansas.

Dear Major:

Dean Lawson regarding the possibility of obtaining four hours in physical education. He told me that he had gone over the whole matter with you and that it was not possible for him to make further concessions.

He mentioned the fact that you seemed especially pleased with the concessions that they made you, and I assure you I did not press the matter to the point of embarrassment. He said that you had just been in to tell him good-by and to assure him that you would be glad to cooperate with him for the University in any way possible. He likes you very much, and I assure you I did not embarrass you in any way in endeavoring to get you the four extra hours. I could not do this. I trust that you know I did all I could in your behalf.

new work, I am

Sincerely yours,

FCATAB

Director of Physical Education.