

**YOU'LL BE HEARING FROM THEM**—The 100-piece Austin High School Band will present the annual Clinic By Air in a broadcast over the Texas State Network March 21, at 2:30 p.m. Band directors are now sending in requests for contest pieces which they want the AA-1 ranking band to perform. Adjudication blanks for

the use of individual bands in judging the performance of the Maroon Band will be sent out from the League Office. This year's demonstration organization has received Special Awards every year in competition. Weldon Covington is the Director; Pete Wiley is Assistant Director.

## Hard Work, City Support Needed To Build Music Program in School

By HOMER A. ANDERSON  
Instrumental Music Director  
San Angelo Public Schools

The Department of Instrumental Music was added to the curriculum of the San Angelo High School 15 years ago in 1934. At first, one period per day was allotted to music instruction. The band director kept study hall for the other five periods. The music, instrument repair and instrument budget for that year (1934-35) was \$35. We bought a pair of cymbals with the \$35.

The band was made up of 13 enterprising and determined boys. With the ability to get through three or four of Bennett's marches and the school song, the band played for all of the football games. Any progress was a definite improvement. So great was the need for improvement that even the man-on-the-street noticed and approved the band's progress. As the band grew and undertook a more and more ambitious program, the public was delighted and proud and the activities of the organization were news items. The organization became more and more popular with the townspeople and the school administration. However, the instrumentation was still only cornets, clarinets, trombones, baritone, saxophones, drums and bass. The problem was to secure some reasonable facsimile of a band instrumentation.

The director felt that the school should own such instruments as alto and bass clarinets, oboes,

bassoons, French horns, etc., before the band was uniformed by the school. So band members bought their own corduroy uniforms, which served until 1937, when the school bought its first uniforms.

The band multiplied in membership and equipment, and by 1936-37 divided into junior and senior school bands. As the band program seemed nearly established, an orchestra was organized with three violins, two C-melody saxophones and a piano. Beginning string classes were organized after school for the seventh through tenth grades. As soon as possible these students were pushed into the orchestra, and as the orchestra membership grew in size and proficiency, it too was divided into a junior and senior high organizations.

To improve the junior high band and orchestra, beginning classes were organized after school for the sixth grade students. These met twice a week, but they made smoother the road to musicianship and membership in the junior units.

In 1941, a second teacher was added to the instrumental music

department and for the first time in San Angelo band and orchestra were taught in the elementary schools for the sixth grade students. War interrupted this program until 1947, when two instrumental music teachers were added, making an instrumental staff of three. The building of a second junior high in 1949 required the addition of a fourth instrumental music teacher to the department.

In comparison with the modest beginning of 1934, the school year 1949-50 finds bands and orchestras in seven of San Angelo's eight elementary schools. Both Junior highs have advanced and beginning bands and orchestras, and the senior high school has a very complete program in band and orchestra, as well as solo and ensemble playing. Now 517 (compared with 13 in 1934) students are enrolled in instrumental music.

In 1934 the school auditorium or gymnasium was "good enough" for band practice sessions. Then in 1937 a wooden shack band hall was obtained. It was with a great deal of pride and pleasure that

(Cont. on P. 2, Col. 3)

## Individuals Profit From Music Study

College Educator Cites Many Lasting Values

By WALTER H. HODGSON, Dean  
NTSC School of Music

Sometimes the glamor of a marching band or the fascination of a school opera blinds us temporarily to the very obvious fact that these wonderful organizations are means—not ends. For ultimately, the real index of the value of music in our public schools is growth and maturity of the individual student. This growth will be musical, artistic; it will be physical and vitalizing; it will be mental and stimulating, but above all, it will be emotional and stabilizing.

At the turn of the past century, many educators put an undue emphasis upon the intellectual advantage of studying music. Some insisted that "music is the best mind trainer in the curriculum." Certainly the study of music has an intellectually stimulating effect, as would the study of any facet of our culture. But I am very much of the opinion that the intellectual contribution of music to our public schools is not its principal one.

I am sure that music study in its many manifestations, vocal and instrumental, can have a health-giving influence. The deep breathing necessary for good vocal work, for instance, cannot be but advantageous to every member of a class. However, the intellectual and physical values that music can bring to an individual are dwarfed beside the tremendous contribution that music can make emotionally or in the way of developing mental health.

It is rather significant that whereas man has known for thousands of years that music has a strong and frequently beneficial effect upon our physical states and moods, etc., that we still find the science of musical therapy in a very nebulous state. It is obvious that the individual's response to music is so extraordinarily variant that it is seemingly impossible to lay down any except the most rudimentary generalizations. We know, for example, that in general slow moving lullaby type of music has a quieting effect upon most persons, normal or abnormal, but beyond such generalizations even our best experts in the field hesitate to venture.

(Cont. on P. 3, Col. 7)

## Administrator Lauds Music's Values to School, Community

By SUPT. LEE JOHNSON  
Phillips School District

The vocal and instrumental music program of Texas schools has grown at a phenomenal pace since the close of the war. This trend can be attributed to a well-directed and motivated program of music. The development of such a program, however, has resulted from a wider recognition among educators of the values to a school system and its community of a well-balanced music plan.

There is still much need for growth. Many systems have not fully realized the potentialities offered by music programs. It is hoped that the discussion, here of values offered to a school and its community, may result in still further growth of the interest in music.

One element which has pushed the music program has been the development of emphasis on "general education." Since the war, administrators, staff members, and members of boards of education have concentrated their attention on providing a broad and diversified curriculum that would meet the needs, interests, aptitudes, and abilities of all students. Administrators in Texas are fast recognizing that the music program provides a variety of agreeable and unexpected experiences to the student, and fits in with the over-all program of general education.

If our public schools of Texas are becoming increasingly responsive to Democratic procedures; if they are providing the rich experiences needed by students, it is because our schools are becoming increasingly aware of the part music plays in shaping programs to that end. Vocal and instrumental music take a very prominent contribution to the high aims of democratic living. The worthwhileness of a well-rounded music program has been recognized for years, but the actual inauguration of a full program has not been effected, generally speaking. As the music program has developed, there have been of necessity many changes in emphasis and



LEE JOHNSON — Superintendent of the Phillips Independent School District, Phillips. Johnson is a member of the Interscholastic League Advisory Council, and is recognized as an outstanding educator and administrator. Now representing Region I, Conference A on the League Council, he has a long record of work with the League and with school music programs.

elimination of practices which proved unfruitful. The whole scheme of education has become more integrated and much more flexible.

Music is one of the natural means of a child's expression. Given opportunity, children will create their expression freely and spontaneously in song, dance, and rhythm. The program must be planned to give a background of rich and varied musical experiences within the understanding of the child. It must also possess real music value.

It is my belief that it is important to create in each student a desire for music. Each music lesson should be an experience in learning how to respond intelligently to music. The Public School Music Program should be a functional one, which provides an entity

(Cont. on P. 3, Col. 3)

## Regional Meets' District Assignments, Directors General, Centers Announced

### Schools from 240 Counties Register For Spring Meets

A total of 240 of the 254 counties in Texas are represented by grade schools signifying their intention to take part in Interscholastic League meets this spring.

In these 240 counties, 1,262 grade schools have registered for competition in all 11 events. This represents an increase of 123 over last year's total of 1,139 schools.

Not all of these schools have been included in districts now organized, however, due to many school administrators' hesitancy to accept the responsibility for meet chairmanship. As a result, to date only 58 meets are scheduled with organization complete. Many others undoubtedly will be completed later.

These grade schools meets will coincide largely with county boundaries, but in a few cases, districts have been set up to include several counties where there are few schools within the bounds of each county to take part in the contests. Limitation of districts to county boundaries where possible is done to limit excessive travel for the young competing students.

Rules and materials will be provided by the League Office for contests in Number Sense, Playground Ball, Choral Singing, Music Appreciation, Ready Writers, Declaration, Spelling and Plain Writing, Junior Track and Field, Junior Tennis, Volleyball and Story Telling.

Requisitions will be supplied meet chairmen, for the purpose of ordering free materials from the League office for conducting each of these contests.



W. T. WHITE

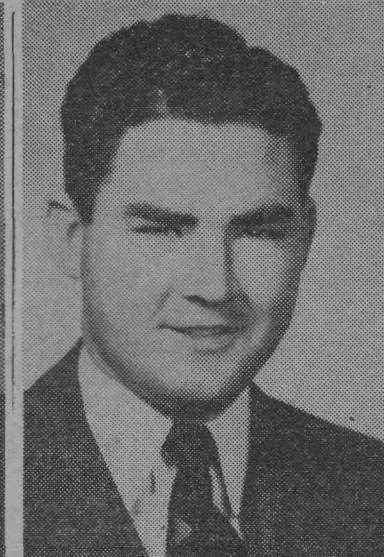
### U.S. Administrators Elect W. T. White

His election last month as president of the American Association of School Administrators underlined the fact that Dr. Warren T. White, Superintendent of Dallas Independent School District, is widely recognized as an outstanding educator.

This exceptional honor also is typical of how, in spite of a \$26,500,000 building project and an enlarged school program for 62,000 pupils, Supt. White finds time for civic and professional activity.

In qualifying as an educator, Dr. White can point to 34 years' work in Texas public schools with a short time-out while he served as an officer in World War I. His experience began as a rural school teacher following high-school graduation. After leaving the armed services, he became principal in the Wichita Falls Schools. Then followed superintendencies at Fair-

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S. M. KENNEDY

### S. M. Kennedy, Jr. Directs Region I

Texas Tech Professor Experienced in League

The new Regional Director for Region I is S. M. Kennedy, Jr., Assistant Professor at Texas Technological College, Lubbock. He comes to the position with several years' background in Interscholastic League competition, both as competitor and judge.

A native of Colorado, Prof. Kennedy is now teaching courses at Tech on American and Texas Government, European Government, Political Geography, and World Politics. He was a 1943 graduate of Texas Tech, securing a B. A. degree in government at that time. He now holds an M. A. from the same school. He has done additional graduate work in the Cite Universite, Nancy, France, and is working on his doctorate at the University of Colorado.

Kennedy's record of work with the League began shortly after he moved from Colorado to Texas in 1931. While attending public schools at Abilene, Croton, Patton Springs and Dickens, he competed in at least eight of the League-sponsored events. In 1933 he entered spelling, picture memory, and choral singing contests. In 1934, he competed in declamation and softball. In 1936 and 1937, extemporaneous speech took his attention, and in 1938, tennis, softball, and basketball. He graduated that year as valedictorian of his class at Dickens High School.

He resumed his association with League activities in 1943, when he judged debates in district and regional meets. 1947, 1948 and 1949 again found him in judging debates, and 1949 saw him helping to direct the regional debate contests.

The young professor had a distinguished record as an infantryman during the war, serving from June, 1943, until May, 1946. He saw one and one-half years' service in Europe—England, Scotland, France, Germany, and Luxembourg—and was mustered out as Second Lieutenant.

### 10 Sites Schedule 8 School Regions' Contests April 22

Almost all organizational work for the Interscholastic League Regional Meets this spring is complete. As announced earlier, the sites will be unchanged from last year, with two exceptions. Changes in Directors General for the meets have been more numerous.

The meets will be held on April 22 in 10 centers, for the eight conferences.

Region I will have for its new chairman, S. M. Kennedy, Jr., of Texas Technological College, Lubbock. Conferences AA, A and B will meet together in this region.

Region II will be split into two meets, with AA meet being held at El Paso and Ysleta High Schools under the direction of Superintendent of Ysleta Schools J. M. Hanks. The A and B meet will be at Howard Payne College Brownwood, with J. Horace Shelton directing. Both the Ysleta-El Paso meet and the Brownwood location are new, all of the Region II meets formerly having been held in Abilene. Hanks and Shelton are acting as directors for the first time.

Region III will have all three conferences, AA, A and B, meeting together at Southern Methodist University, Dallas. Dr. C. L. Wiseman of SMU is Director General.

Region IV will be split, with the AA section meeting at Stephen F. Austin State Teachers College, Nacogdoches, Lawrence Franks directing. The A and B meet will be at Kilgore College, Kilgore, with Dr. B. E. Masters the Director General.

Region V, Conference AA meet will be held in Kingsville at the College of Arts and Industries. Dr. Eldon D. Brinley is Director General. Conferences A and B will meet at Sam Houston State College, Huntsville, with Albert Kidd the new Director General.

Region VI, Conferences A and B, will meet at Southwest Texas State College, San Marcos. Pat H. Norwood is the Director General.

Region VII, Conferences A and B, will meet at A&I, Kingsville, with Dr. Brinley directing.

Region VIII, Conference B, (Cont. on P. 2, Col. 2)

### Relations Conference Scheduled for Summer

The University of Texas College of Education will hold its third Human Relations Work Conference June 6-July 16, Dean L. D. Haskew announced.

The National Conference of Christians and Jews has again allocated a \$2,000 grant for the conference.

Directing the study will be Dr. Howard Lane, visiting professor from New York University. Forty Texas public school teachers will be selected to attend.

Methods of teaching human relations to children is to be the conference topic.



### EVALUATION OF JUDGES

The State Executive Committee has made immediately effective a ruling which prohibits the State Office from "recognizing or publishing any rating received by a band, orchestra, string orchestra, or choral group in a Regional Competition-Festival unless the completed evaluation blanks on the judges, signed by the participating director, are on file in the State Office."

### NUMBER CORRECTED

Rule 14 in the Spelling and Plain Writing Contest, Constitution and Rules, states in part: "The Publication referred to in these rules as 'The Spelling List' is The University of Texas Bulletin No. 4817, and is entitled 'Word List for the Interscholastic League Spelling Contest.'" The correct number of this bulletin is No. 4917, and should be changed accordingly.

### Amherst Suspended

Amherst has been suspended in football for the 1949-50 season because of mistreatment of game officials in the Amherst-Olton game on Sept. 23, 1949.

### Official Basketball

The official basketball for the State basketball tournament in Austin and the City Conference basketball tournament in Fort Worth for the 1949-50 season will be the Goldsmith Lassiball No. 310L.

### Lewisville Suspended

Lewisville has been suspended in basketball for the 1949-50 season for failure to file basketball season report for the City Conference basketball tournament in Fort Worth for the 1949-50 season.

### Maypearl High Suspended

Maypearl High School was suspended in basketball for the 1949-50 school term for failure to pay league membership fees and failure to file a season report giving the names of the basketball players for the 1948-49 season.

## NEUA Debate Committee's Report Offers Three Topics

The three topics from which will come the NEUA national debate subject for next year were selected at Chicago during the recent annual meeting of that group.

These questions were selected by the Committee on Debate for the National University Extension Association after three days of discussion of a number of topics suggested by debate coaches and forensic leagues all over the nation. The topics are:

1. Resolved: That the Welfare State Is Detrimental to the Best Interests of the American People.
2. Resolved: That the Benefits of Atomic Energy Outweigh the Damages of the Atomic Bomb.
3. Resolved: That Labor Union Practices in Production Have Been Beneficial.

These topics were voted to have the best debate values for next year. Later the members of NEUA will vote on the one to be used.

The University Interscholastic League topic has yet to be chosen. Since the League topic is chosen by schools in Texas, the League

may not use the topic selected from the three listed above. League schools may elect to use a topic with more regional importance, or may vote to go along with the national selection. Last month the LEAGUER discussed Unicameral Legislature for Texas, Legislation for a Minimum Standard of Living, Atomic Energy Control, and Federal Control of Electric Utility Industry.

When all topic suggestions have been received, League officials will study them and submit five subjects, including the one selected for national use, to member schools for a vote. The topic receiving the highest number of votes will be the League topic for next year. Since the administrators may not have time to make a full study of the questions involved in the topics which will be offered for debate, it is suggested that debate coaches confer with the administrators on the proposed topics and make each school's vote truly representative of the wishes of the debaters and coach.

### Director Announces

## Practice Slide Rule Tests Available From League Office

By LEONARDT KREISLE  
Slide Rule Director

At the first annual Slide Rule Conference held at the State Meet last May, several slide rule coaches suggested that the Interscholastic League provide practice tests for use in the teaching of slide rule operations. In response to this request, 29 slide rule practice tests have been made available.

The cost of each test shall be one cent per copy or 10 cents per dozen. Answer sheets are available for each test and cost one cent per test, or 10 cents per dozen. Some of these practice tests previously were regional, district, and state meets contests. A tabulation of the practice tests available are as follows:

- Test 1, 12 elementary multiplication problems.
- Test 2, 20 elementary multiplication problems.
- Test 3, 20 elementary problems,

squares, cubes, square and cube roots.

Test 4, 26 elementary combined operations problems.

Test 5, 40 simple combined operations problems.

Tests 6 and 7, 42 each simple combined operations problems.

Test 8, 44 simple combined operations problems.

Test 9, 20 simple problems, squares, cubes, square and cube roots.

Test 10, 40 average difficulty combined operations problems.

Test 11, 20 simple multiplication and division problems.

Tests 12 and 13, 30 each simple combined operations problems.

Test 14, 20 elementary multiplication and division problems.

Tests 15 through 23, 40 each average difficulty combined operations problems.

Test 24, 44 average difficulty combined operations problems

from 1948 Regional Meet.

Test 25, 50 average difficulty combined operations problems from 1948 State Meet.

Tests 26 through 29, 40 each average difficulty combined operations problems.

Test 30, 50 average difficulty combined operations problems from 1949 District Meet.

Test 31, 10 average difficulty combined operations problems from 1949 District Run-Off Contest.

Test 32, 50 average difficulty combined operations problems from 1949 District Meet.

Test 33, 10 average difficulty combined operations problems from 1949 District Run-Off Contest.

Test 34, 50 average difficulty combined operations problems from 1949 District Meet.

Test 35, 10 combined operations problems of average difficulty

from the 1949 District Run-Off Contest.

Test 36, 50 somewhat difficult combined operations problems from 1949 Regional Meet.

Test 37, 10 somewhat difficult combined operations problems from 1949 Regional Run-Off Contest.

Test 38, 50 somewhat difficult combined operations problems from 1949 State Meet.

Test 39, 10 somewhat difficult combined operations problems from 1949 State Run-Off Contest.

These may be obtained through the Interscholastic League, Box H, University Station, Austin.

It is contemplated that additional slide rule practice problems will become available each year. For those slide rule coaches desiring additional slide rule practice problems and instructions, the following publications are recommended:

Ramsey and Haley, *How To Use a Slide Rule*, published by the Bureau of Public School Service, Division of Extension, Box H, University Station, Austin, 40 cents per copy. This mimeographed publication consists of approximately 50 pages of slide rule instruction and 12 pages of practice problems.

Leach and Beakley, *Elementary Problems in Engineering*, Published by Stafford-Lowdon Company, Box 1658, Fort Worth, Texas, \$2.50 per copy. This publication consists of approximately 19 lithographed pages of slide rule instruction and 70 pages of slide rule practice problems in addition to approximately 180 pages of elementary general engineering problems and their explanation.

As an outcome of the Slide Rule Conference held during the 1949 State Meet, several changes were made in the rules of the Slide Rule Contest.





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There are approximately twenty-five organizations in the state and nation that are giving awards of one type or another to high-school pupils that participate in contests that these organizations sponsor. If the contests are on an inter-school basis and the sponsoring institutions are giving awards to the winners, the League's rule applies to such cases.

Before allowing pupils to participate in these non-school-sponsored contests the administration should require from the sponsors a full report on their contest plans. In this way the school officials could determine what effect such participation would have on the school and the contestants.

Many of these contests are on an age-basis and open to any one. In cases like this the League's award rule would not apply but the amateur rule would, if the participation were in an athletic contest. The amateur rule applies only to athletic events.

School administrators report that the school is constantly besieged by individuals and outside organizations for the use of the pupils' time in the promotion of some project or scheme which may or may not be for the benefit of the school and the student body. The State Office is attempting to compile a list of the state and national organizations that are sponsoring contests for high-school or grade-school pupils. Send us the names of the ones you are acquainted with.

\* \* \*

President John A. Hannah of Michigan State College stated in a recent address, honoring an All-American football player, that the control of college athletics had gotten out from under the direction of the college administrators. He indicated that this was one of the principal reasons for the criticisms of the inter-collegiate athletic program today. It was further pointed out that the college athletic programs are run today with very little consideration being given to the educational programs and policies of the institutions.

Other abuses recently reported through the press are that players in the bowl games are being paid cash money for participation, are given extended pleasure trips following the games, and are given other attractive awards.

These incidents are the basis for further criticism of athletic programs that are purported to be conducted on an amateur basis. Stories such as these going about build up in the minds of prospective college athletes, while still in high school, ideas that "that is gold in them that athletic fields." And incidentally it is not a football goal that they are thinking about.

All of this talk about what college players are getting from their "alma mater" for playing football encourages the prospective player to shop around before making a choice of higher education institutions.

It is with pride that we can say that such conditions do not exist in the high-school athletic program. The eligibility rules, the rules and regulations of the Football Plan of competition and all other League regulations are made with one aim in mind and that is to fit the athletic activity into the educational program of the public school.

The Constitution and Rules of the University Interscholastic League places the control of athletics under the direction of the superintendent of schools and holds him responsible for the proper conduct of football in his school. The League also has a rigid Amateur Rule and Awards Rule, and if it is proven that a school has violated any one of these three conditions in the conduct of the high-school athletic program, the school may be suspended from League participation.

Expensive stadiums and athletic plants, and millions of dollars invested in advance sales of tickets, make it practically impossible for a college athletic conference to take any disciplinary actions against one of its members.

If the League Amateur and Awards Rules were as lax as the amateur rule in the college conferences, the high-school athletic program would disintegrate. The rigid enforcement of League rules through the forty years of its existence largely accounts for the strength of the organization today.

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The State Director of Speech Activities, Bruce Roach, advises school administrators and speech directors that local radio stations are anxious to use high-school radio programs such as debates, drama, and musicals. School administrators should not overlook this opportunity to dramatize the speech program in their high school.

In addition to stimulating interest in the speech activities, such a program should be useful to the school in promoting better public relations. It is an opportunity for the pupils to tell the public about the school activities that have taken place, that are taking place, and that will take place. The El Paso schools and a number of other school systems in the state are using the facilities of the local radio to great advantage.

If your school is not using this means of communication in getting your school activities before the local people, may we urge you to start today contacting your local radio station manager.

\* \* \*

It appears that some people have the idea that eligibility rules of the League do not apply to invitation debate tournaments and invitation Music-Competition-Festivals. Article 8, Section 7, states that member schools must abide by the eligibility rules in all inter-school contests. In our opinion this rule covers all invitation inter-school meets in which member-schools are invited to participate. Pupils that are not eligible under Article 8 should not be permitted to represent their high schools in these meets.

# Building Music Program Takes Hard Work

(Continued from Page 1)

the senior high instrumental music department moved into new quarters in 1948. Located in the former junior college building, the music department has facilities that compare favorably with any in the Southwest. There are two large rehearsal rooms, separate band and orchestra instrument storage rooms, a uniform room, and 14 practice rooms which are sound proof. The director's office has a two-way inter-communication system with which each practice room may be checked for attendance and student progress.

There is a library with built-in oak filing cabinets of a size to accommodate march, octavo and con-

cert music. This library is equipped with sorting racks. In addition, there is a solo and ensemble library on the second floor—just adjacent to the practice rooms.

Music students who are passing all their work in all subjects are given the privilege of being assigned to a practice room instead of a study hall.

The director has, assisting him with the elementary and junior high school bands and orchestras, Miss Jane LeFevre, Mr. George Cunningham, and Mrs. Wayne McDonald.

It has been asked how students and townspeople were interested in this program?

San Angelo wanted a band, and

the whole town took pride in the things which the band did. At first, stress was laid on "outside appeal" by drilling the marching band to perfection, even though for a time it marched better than it played. This was deliberate, because it was realized that more people would see the band in one pre-game parade and half-time drill than would hear the concert band during the entire year. So we first built up a pride in the marching band that radiated enthusiasm from the members to the point of becoming contagious to the school and community.

No little share in the increased interest in band work lies in the change of purpose for the band, so that it was no longer considered just an accompaniment for pep-rallies and athletic games. Enthusiasm is generated in all units by having something definite to work for and look forward to. Interest and enthusiasm for instrumental music thrives on good performances.

Band and orchestra schedules are so arranged that members are always working for some appearance in the near future and realizing that the preparing and playing of good music gives a thrill of accomplishment in itself. Making music is fun, and when this is realized, it furnishes and generates a lot of incentive to interest students in wanting to become members of the units. The music played by these organizations is as varied as possible.

In addition to varying the musical menu of the bands and orchestras, a constant effort is made to seek new places and ways to serve to the public. During the past year, the San Angelo junior and senior high school bands and orchestras furnished the school and community with 107 public appearances. These varied from full organizations to ensembles and solos, and from church services to rodeo programs.

For many years the instrumental music department has been a regular guest at the local radio stations and usually has a regular broadcast "spot" each week. These broadcasts are always scheduled at the same time each week and originate from the main rehearsal room of the senior high. The radio stations run a permanent wire to the rehearsal room and a special script is prepared for the series. This script is always so written as to better acquaint the school patrons with their school system as well as the music department.

Student recitals have played an important part in interesting prospective students and motivating present membership. These recitals are started after football season and are usually scheduled each six weeks. They are very informal and are presented in the school auditorium with only the instrumental music students, their parents, and friends being invited.

The director had, ever since visiting the National Music Camp at Interlocken, wanted a band camp for the Bobcat Band. A beautiful river front was discovered and the owner, Mr. J. P. Bollinger, a band parent, gave the band a 100 year lease on the property to be used as a band camp.

A few interested fathers joined the director with trucks, shovels and a concrete mixer to make large tables and benches for the band. Two other interested fathers volunteered to cook for



HOMER A. ANDERSON

the camp. Each year, for the past six, Mr. L. Q. Sparks, an insurance man, and Mr. T. Frank Bell, a city employe, have spent one week of their summer vacations cooking for the camp—without pay. Each of these men had boys in the band when this project was started, but for the past five years they have been cooking for their adopted children—the members of the band. The electric company wired the camp and tents were secured. The Monday preceding the opening of school in September always finds the band camp set up, putting in an intensive week getting ready for the new school year. All of this has thus far been furnished without charge to the band members. It may sound a bit difficult and maybe you do not have a band parent with a river front. But in every community there is someone who will back such a program.

The last night in camp is known as "Parents' night." The fathers, mothers and friends visit band camp and bring a picnic supper. The band gives a marching demonstration and plays a short concert.

The concerts of the instrumental music department are the musical high-lights of the students' school year. All the school musicians have a part, from ticket selling to appearances with an organization. Band and orchestra concerts are given on different dates in the city auditorium. All of the band students appear for the matinee. First the beginners' band, which includes fifth and sixth grade students from all the elementary schools, plays three or four selections from their method book. Then the junior high bands appear. The concert is ended by the high school band, playing a very light program for the matinee to interest children. The elementary schools dismiss those children who have bought tickets so they may attend.

The same procedure is followed with the orchestra on the day of the orchestra concert.

The beginning groups do not appear on the evening concerts. These evening programs are given by the junior high organizations and the senior school. The latter organizations always play a different program for the evening concert, which is more advanced music planned to win the approval of the adults and show the abilities of the advanced organizations.

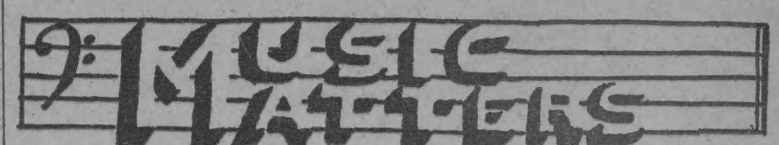
The local newspaper has always co-operated to the fullest, giving us a full page of pictures on the Sunday preceding the concert. Due to the support and enthusiasm of every one concerned, tickets to these programs are many times hard to get and people are usually

turned away. At each of the four concerts, the Superintendent of Schools, Mr. Bryan Dickson, does much to motivate instrumental music by expressing approval of the accomplishments of the students.

For the past few years, an effort has been made for the senior band and orchestra to play a program in another city. And the exchange of school assemblies with neighboring towns has proven beneficial as a builder of good relations between schools as well

as a motivator for band and orchestra students—in both towns.

The ingredients that have made these developments possible are a group of hard working students, sympathetic principals of the elementary, junior and senior schools, and a superintendent of schools interested in providing for the cultural side of the students' life. Back of each of these is a board of education willing to provide the funds for a program in which it and the townspeople believe.



By F. W. SAVAGE  
Director of Music Activities

You wouldn't expect this column to om. some references to the system of evaluating of judges. It won't.

One of the most frank, honest and to the point discussions of this problem I've seen in a long time is quoted from an article by Mr. James Neilson of Oklahoma City University, soon to appear in *Etude* but now being distributed to prospective judges for Oklahoma Competition-Festivals by Mr. A. H. Long, President of the Oklahoma Music Educator's Association. I think this association is to be congratulated for its honest approach to the problem. The State Office of the University Interscholastic League will co-operate in any way with similar drives to retain the benefits and values of the Music Competition-Festival.

Mr. Neilson attempts to re-define the meanings of the Division Rating System and includes editorial comments without peer in my experience.

"The philosophy motivating the festival competition provides that each participant shall continually grow in his understanding of the art of music. To that end there must be no double standard in administering the rating system, since this is the vital and integral factor that makes possible the festival competition.

"DIVISION I. This rating should be reserved for the superior performance. It is entirely possible that it will not be given at many festival competitions. In superior performances everything is right. There are no flaws in intonation, technique, interpretation, instrumentation or in appearance. . . . The superior rating should never be used for any other kind of performance. . . . I submit, that unless this becomes so the future of the festival competition is placed in jeopardy."

Mr. Neilson goes ahead to define Division II and III ratings and then makes this editorial comment:

"These are the three top ratings. If we are to improve the performance level of our high school musicians we must make ratings in the first three divisions more difficult to achieve. Most adjudicators refuse to be honest in giving these ratings, some through fear of possible consequences, some through lack of information, others through laziness. The ease with which these ratings may be secured has caused many otherwise splendid high school directors of music to coast. We must accept a new set of values, adopt a new criteria, if our contests are to accomplish their purpose."

For many years, Oklahoma high schools have produced some of the finest musical organizations in the country. They indeed have a right to be jealous of the Division I rating. Texas can do no more than work diligently to uphold the standards presumed for the Division type rating system. If we let our standards down, it will not only hurt our musical organizations but will have a detrimental effect on our neighboring states.

Be thoughtful, be honest and lend your support to these drives for the preservation of musical standards. Only by securing the co-ordinated support of the hundreds of music directors in the public schools can anything constructive be accomplished. If you are a member of professional music organization, try and see that this organization, in all probability existing for no other purpose than the improvement of music instruction, goes all out for the maintenance of standards.

## Improvement Urged For School Boards

Texas has further opportunity to improve its education program at the school board level, says University of Texas Educational Administration Professor A. L. Chapman.

Better informed school board members can establish a climate for improved education, Dr. Chapman asserts, by functioning efficiently as lay policy-making bodies. To strengthen and unify the state's 13,000 school board members, he recommends they join the Texas Association of School Boards, a section of the Texas State Teachers Association, for in-service education.

In a statewide sampling of 130 board members, Dr. Chapman found 60 per cent favored an organization for in-service education; 71 per cent admitted a need for in-service education; and 90 per cent said there is no way to inform board members about education trends as teachers are kept informed.

Dr. Chapman, director of the University of Texas Bureau of Research in Education by Radio, is also executive director of the Texas Association of School Boards and will edit the "Texas School Board Newsletter."

**MOUNTAINS PRACTICE MOTTO**  
"Maintain the right" is the motto of the Royal Canadian Mounted Police.

## Believe It or Not

# League Offers Total of 283 Music Contests

Did you know that the University Interscholastic League offers competition in 283 separate music events?

In case you question the validity of the preceding statement, study the following examples. Four classifications of bands, AA-1, AA, A and B may enter three separate contests, marching, sight-reading and concert performance. Multiplying, we get twelve separate contest events. The Constitution and Rules lists thirty-nine approved solo events divided into three classifications, I, II, and III. This phase of activity totals to 117 separate contest events. Figure likewise for ensemble competition, add competition in orchestra, string orchestra, boys' girls' and mixed choruses and your grand total reaches 283.

In spite of the tremendous number of events offered, there is only one type of meet where the High and Junior High school students may participate in music competition. This is the Regional Competition-Festival. This competition, the first and last for these

schools is geographically divided into 10 sections. Each school accepting the music plan of competition is assigned to one of these sections, or Regions and may not participate in any other Region for ratings in music. All solo and ensemble competition is confined to the Regional Music Competition-Festival.

Only elementary school choral groups have a choice of competing in the Regional Music Competition-Festival or in the local Grade School Meets. Elementary school vocal soloists and ensembles do not have this choice, however, since this type competition is not offered in the local Grade School Meets. Since the Choral Singing Contest in the grade school meet is a pure contest, not a festival, the rules and procedures are very different. The prescribed music appears on separate lists and is selected in a different manner. The Choral Singing Contest in the grade school meet is primarily designed for the schools which do not have a full time music instructor, consequently the requirements do

not insist on technical perfection in singing three and four-part harmony.

The elementary school Music Appreciation Contest is a companion contest of Choral singing in the local grade school meet and is an attempt on the part of the League to furnish assistance to the small elementary school which, lacking a full-time trained music instructor, still endeavors to offer some type of music appreciation for its students.

Typical of music competition, the elementary school Choral Singing and Music Appreciation contests begin and end at the one meet. Winners may advance no further.

In keeping with policies of the University Interscholastic League, music competition is intended to be a continuation of the regular classroom instruction offered by the local school. The League program assists in motivating actual classroom instruction by providing a culminating activity for the students.

Although this competition is a part of regular classroom proce-

dures, the fact that it is organized on an inter-school basis demands that certain restrictions be placed upon the entrants. These restrictions take the form of eligibility rules which pertain to all League sponsored competition.

Competition for instrumentalists and high and junior high school vocalists are newcomers to the League program, having been initiated in the spring of 1947. Choral Singing and Music Appreciation for elementary schools have been offered for many years.

The original plan of competition in instrumental events and junior and high school choral events was approved by a committee composed of music educators and school administrators. Since that time many changes have been made and many projects for improvement have been proposed. All have been designed to increase the benefits of the program to the member schools. The League will continue to study the system and recommend such changes as seem necessary. Administrators and music educators are invited to offer suggestions.





One-act Play directors are always in search of plays that have not been overproduced. Included in the reviews this month are a number of plays—some old, some new—which offer good possibilities as contest choices. None of these has been given very many times in contest, with the possible exception of "El Cristo." This play and "A Sunny Morning" are included because there is great demand for good plays using Latin-American subjects.

Easter is just around the corner, and many schools observe the Easter season by giving a program or play. A book of short programs and a short play are listed which may help solve the Easter play problem. The library has many other plays suitable for the occasion.

Recently the Samuel French Company has sent us a number of new plays. Space prohibits reviewing all of these, but we have given a short description of several typical plays and have listed as many of the others as we have room for. All of these plays are available for reading purposes from the Interscholastic League Drama Service, Box H, University Station, Austin, Texas, and the only cost to the borrower is the postage both ways.

**Out From New Bedford**, by Frederick G. Walsh. 2m2w, Dramatic Pub. Co., roy. \$5; drama, 1 act, 50c. A girl decides between life ashore without love and life aboard a whaler with her loved one in an intensely dramatic play.

**Pipes of Dunbar**, by Wilfrid H. Pettitt. 4m1w, Dramatic Pub. Co., roy. \$5-\$10; drama, 1 act, 50c. Death cannot bar Mary Stuart and Lord Bothwell from having a few moments together.

**Rock Dust**, by Mark R. Sumner. 5m2w, Row, Peterson, Roy. \$5; drama, 1 act, 50c. A tense situation arises when a powderman is needed in a tunnel shaft where the air-compressor is faulty.

**Shadow of a Dream**, by Roland Fernandez. 2m5w, Dramatic Pub. Co., roy. \$5; drama, 1 act, 50c. A lawyer finds that circumstantial evidence is not positive proof when his wife takes a hand in planting clues.

**Thunderhead**, by Mark R. Sumner. 4m3w, Art Craft, Roy. \$5; drama, 1 act, 50c. The real criminal is revealed in a tense mountain-set drama when a flashflood sweeps down the mountain.

**White Lawn**, by Roger Busfield, Jr., 2m2w, Eldridge, Roy. \$5; drama, 1 act, 50c. A girl finally meets her Marine Corps sweetheart after death in this World War II fantasy.

**Walter Baker Co., 178 Fremont, Boston, Mass.**

**Where But in America** by Oscar M. Wolff. Baker, 1m2w, comedy, Roy. \$5. Swedish. A young couple try to keep secrets from their Swedish maid, but the maid knows all about their transactions through her outside interests.

**Sandalwood Box** by Essex Dane. Baker, 7w, comedy, Roy. \$5. Austrian accent. A refugee is accused of theft, until it is discovered she has used the rose of stealing to locate her lost sister.

**Fleurette and Company** by Essex Dane. (Not on list, but will be approved.) Baker, 2w, comedy, Roy. \$5. French dialect. A Frenchwoman matches her wits against a society woman who refuses to pay her bills.

**Easy Easterettes** by Karin Asbrand. Non-roy., book of short programs for Easter for people of all ages. Contains plays, recitations, monologues, drills, songs, etc.

**I Made Christ's Cross** by Esther C. Averill. Non-roy., 4m2w, an Easter play in four scenes. The story of the man who made the cross on which Christ died. Presents a powerful lesson for all.

**Samuel French, 25 West 45th St., New York City.**

**The Red Key** by Charles Emery, Roy. \$5. 1m2w, one-act drama in which the key to a forbidden room becomes the symbol of fear and mistrust.

**John Shanahan, Me Boy** by Francis M. Casey, Roy. \$5. 3m3w, 1 act. A sister in an orphanage seeks out the real motives behind an attempted adoption and saves an Irish boy from unhappiness.

**Happy Ever After** by Douglas

## Extemporaneous Speakers Urged To Get Good Background in News

Extemporaneous Speech has long been recognized as one of the most valuable of all the speech contests sponsored by the Interscholastic League. This contest encourages the training of skills not only for immediate contest use but develops abilities and skills which are transferred into lifelong use.

Intelligent evaluation of events and keen insight into world developments are abilities which should be a part of the thinking of every clear-sighted citizen of our country. One of the greatest training needs today in keeping our democracy safe is that of being able to express publicly these intelligently arrived at evaluations. Free speech is guaranteed by our Constitution. One of the main purposes of the Extemporaneous Speech Contest is to see that students have the opportunity to use this right advantageously and effectively.

An extemp speech is a short address prepared in advance and delivered from a few notes and key thoughts. It is not memorized. Students depend on their own flow of language and background

preparation for the exact wording in giving their speeches. The quality of spontaneity and the illusion of "the first time" are integral parts of such speeches.

At the extemp sections of the various Student Activity Conferences held all over the state this year, discussion was held with representative extemp coaches on these questions:

1. What makes a good extemp subject?
2. Should the subject have declarative or interrogative phrasing?
3. Should the exact subjects be issued before contest or should only sample topics be issued?
4. Should subjects be fairly narrow or should they allow for broad interpretations?
5. Should the speech be mainly persuasion or information?
6. What should be the sources of material for extemp?
7. What should be the responsibilities of the extemp coaches?

There was general agreement that questions, for the most part, make the best subjects. Nearly all extemp sponsors agreed that the exact subjects should not be is-

sued before the contest, but many coaches liked to receive sample subjects which their students could use for practice. The best subjects seemed to be those that require specific information, yet allow the students the use of their own initiative in drawing conclusions and presenting opinions.

Students are asked to read widely on current events, select effective parts for individual subjects and present an accurate evaluation of the material to an audience. The best examples of extemp speeches are those that persuade the audience to do some thinking on their own. Speeches which present both sides of the question and then emphasize the advantages of one side over the other in view of the facts presented are usually the most successful. Every extemp speech must contain information and must be interesting.

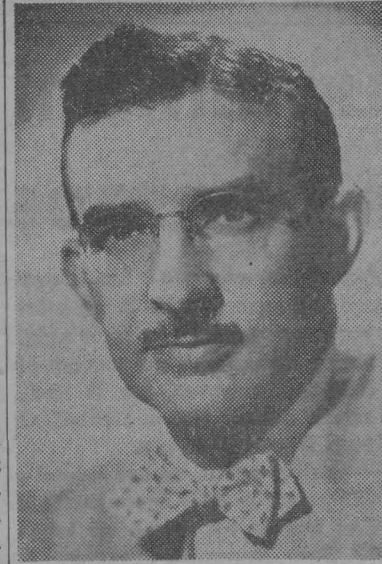
Magazines which have been recommended for study in extemp speech this year are: *Time*, *Newsweek*, *Vital Speeches, United States News*, *Our Times Scholastic*, *United Nations World*, and *Current History*. The most intensive study on these magazines should be on the January, February and March issues. Students, however, should not confine their reading to just these three months. Students should have good background material covering several months of reading for their subjects. Of course, the student cannot read all of these magazines every month. He should, however, have access to at least three good news periodicals. A student usually has no difficulty with any of the topics if he makes a habit of reading the major news items in several of the publications and keeps up with a good daily newspaper.

Teachers sponsoring extemp speech should be completely familiar with the objectives, standards and rules of the contest. These are found in the Constitution and Rules which each League member-school has received. Additional copies may be secured from the State Office for 25c. The League uses the main events in current national and international news as the basis for topics. The teacher should encourage students to start early in reading and speaking on current events.

It has been found that the best extemp speakers start to work as soon as school opens. But students who get started late should not be discouraged. If they have kept up with current events—even though they have not done so with extemp speech in mind—they will find that after a little practice they can transfer such background material into effective extemp speech material.

GREENBACKS ELUDE REDSKINS  
Only two per cent of the Indians living in America have incomes exceeding \$500 a year.

PHOTOGRAPHIC HINT  
Photographs may be cleaned by wiping lightly with a piece of old linen dipped in warm ammonia



DR. W. H. HODGSON — Dean of the North Texas College School of Music, Dr. Hodgson is vice-president of the Texas Association of Schools of Music, and a member of the National Music Teachers Association and the Music Educators' Association. He also serves as minister of music at the First Methodist Church, Denton, and holds degrees from the Universities of Minnesota and Iowa.

## U.S. Administrators Elect W. T. White

(Continued from Page 1)

view and Bonham. White entered the Dallas School System in 1931 as principal of Sunset High School. From 1941 to 1945 he was an assistant superintendent.

On his election to the superintendency of the Dallas schools in 1945, White instituted three long-range plans for that system. First was the reorganization of the Dallas schools along the lines of modern educational trends. To achieve this, the program of in-service training of personnel was stepped up by the introduction of an extensive child study program and a summer workshop.

The administration was also reorganized to allow the problems of administration and instruction to run vertically throughout the system. The second objective was to divorce the school system from the city government and make it an independent unit. This was accomplished in 1947.

The third and largest item was to provide housing for the booming scholastic population of Dallas. A \$10 million bond issue was turned to the schools on the occasion of the separation from the city. It became apparent in 1948 that this amount was inadequate. Under the leadership of Supt. White, a \$16,500,000 issue in addition was voted last September.

The professional activities of the Dallas superintendent include presidency of the Texas Association of School Administrators; membership in the Intergroup Education Commission of the AASA, 1946-47; chairmanship of the 1949 Yearbook Commission of the American Association of School Administrators. He is also chairman, Textbook Commission, Texas Association of School Administrators; past-president of Secondary School Principals Association in Texas, and life member of the National Education Association and Texas State Teachers Association.

## Educator Cites Values of Music to Students

(Continued from Page 1)

This fact has very real implications when we come to making musical plans, whether they be for a whole school system, for an individual organization, or for the work of one individual student through a year. It is obvious that we must undertake to encompass the widest possible area of musical variety if we are to give each individual stimulation for maximum growth and development. By arranging for these variant types of activity and music to be performed, we can certainly avoid many of the disastrous mistakes that in the past have destroyed so many music students' natural interest.

An illustration of this can be found in piano lessons. Thousands of students have been driven from music during the tender years by an over-application of technical work, scales, arpeggios and Bach. However, all these ingredients are necessary in the development of an accomplished pianist and musician; but too frequently an entire diet of this material will result in a complete emotional detachment to music, which may last an entire lifetime.

When this actually takes place, scales, etc., have obviously not been the positive value in the music instruction plan that they should ideally have been. Varied activity during the pupil's early study including folk, dancing, singing, exercises, scales, and musical games, is much more apt to result in a favorable orientation to the whole realm of music.

Without a very lengthy article, it is impossible to do more than enumerate some of the specific values that I feel should accrue from any well thought out system of music training that has adequate direction. Here are some:

1. It enriches the individual appreciation and understanding of

one of the great forces of our civilization. If you doubt that it is one of the most important and compulsive functions of our civilization, try finding any organization which does not bring music into its activities. Churches, women's clubs, service organizations, conventions, games, armies—all use music.

2. Because of the socialized character of most musical participation, it is one of the easiest and most direct means for the successful teaching of good school and community citizenship. You cannot have a good band without good band citizenship.

3. The individual qualities of self-confidence, leadership and unselfishness can develop naturally as the individual's musical ability grows and the community becomes aware of his contribution.

4. Certainly in the next generation, our citizenry will have more and more time for leisure time activities, and I can think of no more valuable way of utilizing that leisure activity than through socially contributing musical enterprises.

5. Certainly many other areas of individual development through music could be specified, but I think that I would suggest as perhaps most important the fact that music offers a means of recreative relaxation and an ideal escape from the nervous intensity and growing tempo of our time. If music study and participation can aid religion and all civilization, it will assure its place as a fundamental element of education.

## Speech In Texas Schools

THIS column belongs to Texas Speech teachers for discussion of speech problems and news concerning speech activities in Texas high schools. Communications should be sent to Mr. Bruce Roach, Box H, University Station, Austin, Texas, who is editor of this column.

The Borger High School dramatic club, *The Borquild Theatre*, produced "Sun-Up" for a two-night run in December. Members of the club are now working on the three-act "My Sister Eileen" which will be presented February 23 and 24.

The high school speech classes presented in assembly last fall an original Thanksgiving program "A Spirit Feast." At present five radio plays are in production and will be presented over the school public address system and the local radio station. John P. Barnard is director of Speech and Drama at Borger.

The cast of "Moor Born" from White Deer High School was invited to present a cutting from the play at the Oklahoma City Invitational Tournament on January 6 and 7. Wendell Cain was director. Several students also took part in the dramatic reading, extem-

poraneous poetry and humorous prose divisions at the tournament which was held at the Classen High School.

Some recent high school productions reported to this office were:

- "Hollywood, Here I Come" by Big Spring High School's junior class;
- "The Inner Willy" by the junior class of Cotulla High School;
- "Mother is a Freshman" by the Silver Masque Players of Robert E. Lee High School, Baytown;
- "The Campbells are Coming" by Kermit High School;
- "On Borrowed Time" by Red Dragons of Austin High School.

Harlingen High School students are taking a great interest in the Civic Guild Productions in that city. They will participate in "Fair and Warmer," "Peg O' My Heart," and "The Heiress."

## Administrator Lauds Music's Values to School, Community

(Continued from Page 1)

ditional program of the school district.

**Spiritual Value**—Musical participation will elevate the student into realms of feeling and action that will create a desire on the part of that student to be a more responsive person. One of the more pronounced contributions to the participating individual is that it lifts the plane of living to a higher degree. It brings out the best in an individual. Therefore, the spiritual values that come from music must be recognized in that it gives the student a sense of value.

There are many other school and community values in a well-rounded and well-balanced music program other than these. It is impossible to include all the values derived from the program. However, the health factor should be considered. Correct posture, correct deep breathing, exercise through marching, all contribute to the physical well-being of the student.

In addition, those who are privileged to wear the uniform of a band or the robe of a choral group derive a source of satisfaction and pleasure in representing their school and community. This personal pride will naturally create a desire on the part of the student to be well groomed and maintain the highest possible standard.

In the final analysis, an appreciation of good music on the part of all who have anything to do with music—whether as a participant or a listener—is greatly desired. The public schools of Texas should, therefore, make as great a contribution to the development of a wide-spread movement for music appreciation as possible. As an administrator, I am most ready to uphold the music educator's slogan—"Music for every child—every child for music."

Worthy Use of Leisure Time—It is generally recognized that all students have a certain amount of time that is not used effectively in their general education. Music provides variety in the daily experiences of the student and relieves boredom in other work. Not only does music provide for worthy use of leisure time while a student in the school, but there is a carry-over into later life that is very pronounced. Habits and interests that are formulated in school are certain to become a part of the individual after school work terminates.

**Personality**—We are all concerned about the development of personality of the students who attend our schools. We realize that the success of many individuals is dependent upon personality traits. It is my thinking that the Public School Music Program makes a very valuable contribution to the student's educational welfare in that the personality of the individual student is important in the instructional program, and at the same time it is a vital consideration in the success of the individual or groups who are participating. Solo and ensemble participation, in all probability, contribute more to the personality development of the student than does large group participation.

**Public Relations**—Administrators in all parts of Texas are becoming increasingly aware of the need for a better public relations program. The awareness of this need should not stop with administrators, but should be carefully evaluated by teachers of vocal and instrumental music. Unquestionably, the music program has unlimited possibilities and advantages as a public relations medium. Parents and lay people of a school community are definitely encouraged and impressed when they see and hear a high-type musical organization representing their community. This feeling is carried over in the support of the total educa-

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## For Good of Students

# Amarillo Principal Endorses Change in Age-Semester Rule

By R. B. NORMAN

Principal, Amarillo High School

The superintendents of member schools of the University Interscholastic League will have opportunity this spring to choose between the present 18 and one-third year age rule coupled with the eighth consecutive semester rule beginning with the ninth grade, and a 19 year rule as of September 1 combined with a 10 consecutive semester rule beginning with the eighth grade. There are undoubtedly some advantages to be claimed for both of the measures. I should like to present some of the advantages which, it seems to me, the proposed rule has over the present rule.

**One strong argument against the present rule lies in the fact that a pupil who has been regularly promoted from the first through the 12th grade may be allowed an extra year for eligibility depending upon whether his 18th birthday came prior to May 1st or afterwards.**

This is to say that a pupil who was born before May 1st, and who entered the first grade on September 1st following his sixth birthday and who received regular promotion through the 12 grades, would become 18 prior to May 1st in the last semester of his senior year. A pupil born April 30, 1932, would enter the first grade

September 1st, 1938, at the age of six would become 18 April 30, 1950, about one month before graduation. This same pupil, if born May 1, 1932, would have a 13th year of eligibility possible.

Under the 19 year age rule, with September 1st as the determinant date, there could be no such discrimination as the above for the normally promoted pupil. For example, a pupil born August 31, 1932, would enter the first grade September, 1938, and graduate June, 1950. He would become 18 August 31 following graduation. He would, of course, have another year of possible eligibility had he not graduated. The same boy if born September 2nd, 1932, on account of the scholastic census age determinant date of September 1, generally used in Texas could not enter school until September 1st, 1939, at the age of seven lacking one day. With normal promotion he would graduate June, 1951, and would become 19 September 2, following his graduation. Thus, he would also have an extra year of possible eligibility despite the fact he was delayed one year in entering school due to the census determinant date.

The removal of the determinant date to September 1 removes the discriminatory factor of the present 18 and one-third year age rule. The same argument as made thus

far for the 19-year age rule as of September 1, could be made for an 18 year age rule as of September 1.

The principal objection to the 18-year age rule as of September 1, is that under the 12 year system, no allowance is made for participation in the senior year of pupils who have been retarded prior to the eighth grade. If all the pupils of a school system are considered from the first grade through the 12th, it will be found that retardation, to some degree, is a normal rather than an abnormal situation. For instance, a survey of the records of 219 boys graduating from the Amarillo Senior High School June 1, 1949, showed that 72 or 32.7 per cent of them were retarded at least one semester in high school alone. Considering those who withdrew before graduation, the percentage of retardation would have been much larger, and again, retardation below the eighth grade would have been still larger.

The average age of the 219 male graduates of Amarillo High in 1949 was 18.37 at the time of graduation. Twenty-seven, or 12.3 per cent of them were ineligible under the present age rule during their senior year. This is a sizable number, for the age rule applies to participation in all League sponsored activities, band, orchestra,

choral and literary events. It is predicted that all Texas high schools will be on the 12 grade plan before or during the year 1951-52 when the full effect of the 12 grade plan, which has been in effect in Amarillo since the first full class of 1944, will be reflected in the ages of graduates.

A survey compiled from a study of rules from all the states having leagues comparable to Texas' University Interscholastic League shows the average eligibility age to be 19.96. The four states bounding Texas have age rules as follows: New Mexico, 20; Oklahoma, 21; Arkansas, 21; and Louisiana, 19. Raising of the Texas rule to 19 would encourage more non-conference competition with these out-of-state schools. This is very desirable when scheduling of non-conference games within the state is so difficult. California and Georgia are the only states having 18 year age rules.

It will be contended by some that to increase the age to 19 would tend to over-emphasize athletics in Texas. It would seem difficult to substantiate such an argument in view of the fact that Texas, as probably emphasizes football at present more than any other state, and it happens to have the lowest age rule. One must look for other causes of over-emphasis,

if any, in Texas than the age rule.

An expected objection to the 19 year age rule is that it will force 14, 15, and 16 year olds to play against boys 17, 18, and 19. The answer to this is that coaches do not select boys for the team on the basis of age but rather on the basis of ability. Probably the truth of the matter is that the average age of all high school boys for participation in football, particularly, should be raised all along the line. There are many high school boys graduating now who are undeveloped physically for rugged competition in football. Many of them would mature to enjoy playing in their senior year if one year were added to their ages.

Probably the most conclusive & convincing argument in behalf of extending the age limit to 19 years lies in the thesis that some retardation in elementary school is normal, due to many causes over which there is no control, and that participation in the athletic program in the high school should not be denied to large numbers who were delayed in reaching high school. There can, of course, be no retardation leading to additional eligibility in high school because of the straight semester rule. This is as it should be, for it prevents the evil of holding over in high school for athletics only.



# 30th Basketball Tournament To Honor First State Champs

The thirtieth annual State Championship Basketball Tournament will honor the men who won the first championship of the state, 29 years ago.

Seven boys, their manager and their coach, came to Austin from El Paso High School in 1921, and after defeating Shiner and Celina on March 11, and Houston and San Antonio on March 12, were crowned the first basketball champions of the University Interscholastic League.

Invitations to attend the thirtieth tournament as guests of the Interscholastic League have gone out to seven of these nine men who made up that first winning combination.

Louis Springer was the captain of the team. His teammates were Andrew Cohen, Sandi Esquivel, Alfred Uhlir, R. A. Brown, Howard Butler and J. C. Holford. Eric Monroe was the manager and Luther Coblenz was the coach. Springer and Coach Coblenz are deceased.

Esquivel, now a widely recognized orthopedic physician and surgeon of Austin, will act as host for those members of the team who are able to attend the tournament. The team is widely scattered, with its members, without exception, holding important positions in their chosen professions.

Andy Cohen, whom the 1921 El Paso High School Annual described as "the pride of the school because of his wonderful showing of sportsmanship", is now a manager of the Eau Claire Bears, a professional baseball club of Eau Claire, Wis. He it was who won the gold medal sportsmanship award in that first tournament 29 years ago. He also carried home from Austin medals for being a part of the winning team and for being chosen on the all-state team. He was elected captain for 1922.

Alfred Uhlir, the center for the victorious Tigers, is now assistant vice-president of the State National Bank of El Paso.

R. A. Brown, now an El Paso grocery owner, was an able alternative at the center position, and was noted in the yearbook as "an exceptionally good shot."

Butler, now a Marine Corps colonel stationed at the National Wer College, Washington, D. C., was a guard on the championship team. The year book gave him high praise for having become a vital unit of the victorious team although he had known nothing of the game when the season started, and had to learn in a few months all that more experienced men had learned in years of play.

J. C. Holford, now assistant superintendent of the American Smelting and Refining Company, Morenci, Ariz., was one of the two all-important substitutes whom Coach Coblenz chose from his home squad of 13 men.

Monroe is now with Radio Station KTSM, El Paso. As manager he was almost single-handedly responsible for getting the El Paso

team to Austin. With practically no help, he raised over \$500 (a tremendous amount in those days) by visiting business men in the town, so that the team could come to the state tournament.

Captain Springer played guard on the team and was selected on the all-state team at the tournament, the only team captain to win this honor.

Esquivel was noted in the year book for being "exceptionally good on his floor work, being one of the fastest men on the team . . . He was first choice forward on the second all-state team. If the judges had waited until the final game had been played it is certain that he would have been picked on the first five."

Not only did the El Paso High team win the 1921 Texas title, but they were also officially champions of New Mexico as well, having de-

feated Alamogordo, Las Cruces and Albuquerque by large scores to annex the title in their neighboring state. The team was not undefeated, however, for it lost 4 games during the course of the year. It won 17 games.

The champions scored a total of 659 points to their opponents' 335. The largest score run up by the El Paso group was against the Eighth Cavalry, 55-18; the worst defeat was by the Calumet Club, 26-20, but the defeat was later avenged by a score of 44 to 20.

The scores on the tournament games were 45-5 over Shiner, 28-14 over Celina; 24-15 over Houston, and 25-11 over San Antonio.

Those of this first championship team who are able to attend the tournament will be honored by the League and the teams competing in the thirtieth state championship race.

## 30 LSN Stations to Carry Basketball Finals Broadcast

A network of at least 30 radio stations will carry the broadcast of the thirtieth annual State Championship Basketball Tournament finals on March 4. A play-by-play broadcast of the championship games for Conference AA, A, and B will originate from Gregory Gymnasium at The University of Texas, Austin.

Magnolia Petroleum Company is sponsoring the broadcasts, which will be carried through the facilities of the Lome Star Network.

The first game to be broadcast will be the Conference B championship match, scheduled to begin at 2:05 p.m., Saturday, March 4. The broadcast itself will begin five minutes earlier. The Conference A finals will follow immediately upon completion of the Class B game, with the broadcast running continuously from 2 p.m. until 5 p.m.

The Class AA final game is scheduled to begin at 8:20 p.m., with the broadcast going on the air five minutes earlier.

Magnolia will also sponsor the broadcast the following week of the championship game of the City Conference Championship Tournament. The play-by-play account will begin at 9:00 p.m., Saturday, March 11, and will be carried by stations WRR, Dallas; KFJZ, Fort Worth; KHHT, Houston; and KMAC, San Antonio.

The opening game of the tournament in Austin begins Thursday, March 2, at 8:45 a.m. Conference A and B games are scheduled until 3:10 p.m., Friday, March 3, when the first AA teams meet.

Saturday's schedule includes, in addition to the final games as noted above, the Class B consolation game at 8:45 a.m., the Class AA semi-finals beginning at 10:10 a.m.; and the A and AA consolation matches beginning at 6:35 and 7:50 p.m., respectively.

The stations which will carry the championship games, as tentatively listed by the LSN are:

City	Station	KC
Ablene	KWKC	1340
Amarillo	KGNC	710
Austin	KNOW	1490
Austin	KTBC	590
Beaumont	KFDM	560
Big Spring	KBST	1490
Brownwood	KBWD	1380
Corpus Christi	KEYS	1440
Dallas	KRLD	1080
El Paso	KROD	600
Fort Worth	KFJZ	1270
Houston	KLEE	610
Jacksonville	KEBE	1400
Longview	KFRO	1370
Lubbock	KFYO	1340
Lufkin	KTRF	1420
Marshall	KMHT	1450
Midland	KCRS	550
Odessa	KOSA	1230
Palestine	KNET	1450
Paris	KPLT	1490
Pecos	KIUN	1400
San Angelo	KTXL	1340
San Antonio	KTSA	550
Sherman	KRRV	910
Texarkana	KCMC	1230
Tyler	KGKB	1490
Waco	WACO	1460
Weslaco	KRGV	1290
Wichita Falls	KWFT	620

## Texas Prof to Visit North Carolina College

Dr. John Lloyd Mecham, University of Texas government professor, will be visiting professor at a special University of North Carolina summer session June 12-July 20, 1950.

Political science in Hispanic America will be emphasized at the North Carolina session, the third in a co-operative summer school series under a Carnegie Corporation grant.

## At Odessa, Georgetown

# Over 600 Attend Conferences

A total of more than 600 students attended the two Student Activities Conferences held in January. A little over 300 attended both the Georgetown (Central Texas) and Odessa (West Texas) conferences.

Fine weather and smoothly-working organization characterized both meets. Angus Springer, head of the Speech Department, Southwestern University, Georgetown, and W. T. Barrett, Principal, Odessa High School, were the directors of the conferences.

Representatives from 16 Central Texas schools heard speech and drama demonstrations and criticism of the demonstrations by Edgar Shelton, director of Forensics, University of Texas, James Moll, Department of Drama, University, and Bruce Roach, Director of Speech Activities, Interscholastic League. The demonstration debate was given by Georgetown vs. Lampasas students under the direction of Mrs. Angus Springer and Miss Nina Verser, respectively.

A demonstration of color in lighting, given by Chairman Springer opened the drama section, where a demonstration play was presented by Cuero High School students, Mrs. Orita Morrison directing.

Demonstration declamations were given by two Cuero students and three Lampasas students. Rosebud students gave extemporaneous speech demonstrations.

In the Journalism Section, Miss Mary Elizabeth Fox, Southwestern University, acted as chairman.

Program section chairmen included I. E. Clark of Schulenberg and Mrs. J. D. Bellamy, Lampasas. Panel discussion members included Miss Evelyn Piercy of Belton, Granville Price, School of Journalism, University of Texas, Miss Fox, and Bluford Hestir, Director of Journalism, University Interscholastic League. Professor Price addressed the journalism delegates on "Clarity in News Writing." Criticism sections were led by Miss Fox, Price, and Hestir.

At Odessa, 30 schools were represented. In the Speech Section of the program, demonstration debates were offered by Midland vs. San Angelo students, under the direction of Miss Verna Harris and Miss Vivian Chennault, respectively. Bruce Roach was consultant.

Three demonstration plays were presented. Iraan students, directed by Miss Elizabeth Grubb, presented Thursday Eve. Ysleta students, under Roy Chambliss, gave A Woman's Privilege. And F. W. Sadler's Odessa students did Wheat Fire. Moulton Law, Department of Drama, University of Texas, was critic consultant. Superintendent of Midland Schools Frank Monroe was chairman for the debate section; C. B. Downing, Iraan Superintendent, presided at the drama section.

Chairman for the declamation-extemporaneous speaking section was E. W. Smith, Fort Stockton Superintendent. Two speakers from Sonora, coached by Hal H. Hervey, and one from Brownfield, coached by Mrs. A. B. Jenkins, gave junior declamations. Senior

declamation demonstrations were given by students from Monahans, Big Spring, and Andrews, under the direction of Mrs. Ita Kittrell, Mrs. Janelle Davis, and Miss Alice Cade, respectively. Extemp demonstration speakers came from Lubbock, Odessa and Fort Stockton. Their coaches were D. M. Howell, F. W. Sadler, and Peggy LaVerne Pouncey, respectively. Consultants for this section were Law and Roach.

The Journalism Section was highlighted by a talk on common reporting errors by Charles Sansom, School of Journalism, University of Texas. Program section chairmen included Paul Patterson of Crane and Miss Anne Louise Jones, Odessa, who acted as hostess for the section. Consultants included Mrs. W. J. Parr of Midland, Bluford Hestir, Patterson, and Sansom. Criticism sections were led by Sansom and Hestir.

## Two Medical Branches Boost Spastic Schools

The University of Texas medical branches at Galveston and Dallas have offered their co-operation in the projected location of training schools for spastic children.

The Texas State Hospital Board, with Claude Gilmer, former Texas House of Representatives speaker, as chairman, is considering location of the training schools.



FIRST STATE CHAMPIONS—The El Paso High School basketball team of 1921 won the first Interscholastic League state championship. Members of the team were, left to right, standing, Coach Luther Coblenz, J. C. Holford, Al Uhlir, R. A. Brown, Howard Butler, and Manager Eric Monroe; kneeling, Sandi Esquivel, Louis Springer, and Andy Cohen.



The answers in this column are in no sense "official interpretations." Only the State Executive Committee is competent under the rules to make official interpretations, and the State Committee's interpretations appear in the Official Notice column of this LEAGUER. These are answers to inquiries which are made in the course of routine correspondence with the State Office of the Interscholastic League.

Q. Can a school pay \$15.00 for an under-graduate award, with the student paying \$5.00 of the above amount and not violate the Awards Rule?

A. No. The school is co-operating in circumventing the Awards Rules, and such subterfuge is a violation. The school cannot assist or co-operate in any way in evading the Awards Rule without violating the same. Ordering awards through the school, or using school assistance in any way, is construed as circumventing the Awards Rule.

Q. Would accepting a wrist watch in a boxing tournament make a boy ineligible? If so, could he preserve his eligibility by declining the watch?

A. Yes, the acceptance of a wrist watch, boxing robe, boxing gloves, or any item of valuable consideration, would be a violation of the Amateur Rule and cause the boy to forfeit his eligibility. He can accept symbolic trophies and miniature golden gloves without jeopardizing his eligibility. The act of winning an individual athletic event does not forfeit a boy's eligibility but it is the receiving of cash or valuable consideration which violates the amateur rule.

## News and Views of the Coaches

BY STAN LAMBERT  
Publicity Director, THSCA

This column's expose last month of professional baseball scouts' meddling with high school athletes brought a howl from a newspaper located in a Texas League city. In fact two entire columns, much of which was in bold face type, berated this writer in particular and the football coaches in general for not taking it lying down. Would that all our columns rated as much comment! It is proof to us that we hit somebody right between the eyes—else it would not have rated this prominence. His comments also indicate to us that that column must have been forcefully written with leadpipe sledgehammer arguments—which after all is the test of good editorial writing. He also spelled our name correctly and identified us with the right institution—for all of which we would be an ingrate if we did not express our thanks.

After re-reading the above paragraph we wondered why we devoted that much space to it. After all the column was written for school administrators and coaches to let them know what is happening in some sections of the state and to warn them to be on the lookout because "it could happen here."

(and consequently the supporters of each respectively) just don't think alike—never have and never will. Our writings reflect the amateur viewpoint.

Some of the Class A football coaches are a little upset over the fact that they will be the only ones excluded from spring football this year. The fact that they lost in the League balloting by what amounts to two extra points in a 74-76 game makes it even harder for them to take. The Board of Directors of the Coaches Association has gone on record as being in favor of helping them get spring practice restored.

On first thought it would appear that having another referendum in the Class A schools only would be a very simple matter. However, when we look on the other side of the fence we can find some objections to such a procedure when the administration of the entire League program is brought to focus.

Although Class A lost by a very small margin, we might point out that only 89 of the 840 B Schools voted for it; that six-man football lost by only one vote, and that only 39 of the 85 Class AA schools voted in favor of it. If another referendum were requested for Class A only, the League would probably take the position that they would be laying themselves open to charges of discrimination. Then some of the opponents of the rule in the other classes could point to the figures quoted above and say that they would like another vote in their conference too.

The above suppositions do not necessarily express our viewpoint; but we learned many years ago that the other side always has its problems too—and that theirs are just as important to them as ours are to us.

From where we are sitting it appears to us that possibly it might be wise from the standpoint of everybody to let it rock along a year or two and see how happy everybody concerned is with it. After a trial period it could turn out that the Class A's were the only ones who are right. We just can't get away from the idea that those who have spring football now have the great responsibility of making it work. We have stated that position on several occasions and are even more convinced of it now than ever.

Now up in another section of the state where (1) the lightning has already struck once, (2) there is no professional baseball in that immediate vicinity, and (3) they love their high school football, the opinion and comment was a bit different.

After quoting excerpts from the aforesaid column, John Clift, Sports Editor of THE DENISON HERALD adds among other things, "Lambert goes on to point out specifically the 'Denison Case' which involved Bob Leach and said that 'naturally the football coach resents this intrusion on the part of the scout.' We certainly think that Lambert has made his point and we want to be quick to recognize it."

Then he went further and recommended that the UIL adopt a rule that would prohibit baseball scouts from talking to anyone save seniors. Of course it would be a bit difficult for the League to enforce such a rule; but we just cited his column to show the contrast in thought.

Amateurs and professionals

Q. Will the golf foursome from the district to the region, and from region to state, be composed of boys from one school, or will there be composite teams from more than one school?

A. The foursome or team must be from the same school, and there can be no composite teams from the district or the region to the State Meet. In other words, you advance by school teams and not by picking the best boys out of the district as a whole to make a foursome.

Q. The explanation of the golf rules states, "The singles representative may also be a member of the team provided that he is so designated." Does this mean that in the district meet, for instance, a school could have two four-man teams and three singles players, a total of 11; or two four-man teams, a total of eight, with three of the eight from either or both teams combined designated as singles players?

After literary events except one-act play will be held on March 31. One-act play competition is scheduled March 30. The track and field meet will also be held March 31. The schools which are included in the new junior high district are, Galena Park; Woodland Acres, Galena Park; Jackson, Pasadena; South Houston, Pasadena; Austin, Galveston; Lovenvon, Galveston; Horace Mann, Baytown; Baytown; Texas City; Alvin, Angleton; West Columbia; Lamar, Rosenberg; Velasco, Freeport; Freeport; Lake Jackson.

HISTORIC THEATER STANDS  
Ford's theater, where Lincoln was shot, still stands in Washington, although it no longer is used for theatrical purposes.

## 16 Junior High Schools Form First District In 12-AA Area

Sixteen junior high schools in the District 12-AA area last month completed plans for a series of Interscholastic League Meets to determine district champions in 10 events.

The district thus formed is the first interscholastic League junior high school district to be organized. Its Director General is G. B. Rasco, Principal of Lake Jackson Junior High School, Lake Jackson.

Competition will include numbersense, declamation, one-act play, ready writers, debate, spelling and plain writing, play-ground ball, tennis, track, and field, and volleyball. All contests will be held this year at Lake Jackson Junior High. The first meet in the district competition will be volleyball single elimination tournaments for boys and girls, to be held March 10.

On March 17, single elimination tournaments for boys' and girls' playground ball will be held. On

the same day a single elimination tournament for all divisions of tennis will be held. This will include both boys' and girls' singles and doubles.

All literary events except one-act play will be held on March 31. One-act play competition is scheduled March 30. The track and field meet will also be held March 31. The schools which are included in the new junior high district are, Galena Park; Woodland Acres, Galena Park; Jackson, Pasadena; South Houston, Pasadena; Austin, Galveston; Lovenvon, Galveston; Horace Mann, Baytown; Baytown; Texas City; Alvin, Angleton; West Columbia; Lamar, Rosenberg; Velasco, Freeport; Freeport; Lake Jackson.

## Girls' Basketball Plan Drafted by Committee

The girls' basketball committee appointed by the State Executive Committee met in the League office January 21, 1950. The committee was composed of the following: Superintendent John T. Morris, Claude, Chairman; Superintendent L. M. Blackman, Pettus; Superintendent D. T. Loyd, East Mountain (Gilmer); Superintendent J. Milton Edds, Academy (Temple); Mrs. A. A. Krause, Fredericksburg; Mrs. Esther Weir, High School, Georgetown.

The committee recommended that the NSWA basketball rules be adopted for girls' basketball League games with the following exceptions or modifications:

(1) The establishment of a circle with a 6-foot radius directly under each basket, in which circle the ball can be tied by the guards without penalty.

(2) The ball should be put in play in the center circle by the team scored upon after each goal has been made, except when a multiple throw has been allowed and the last throw missed. In the event a foul occurs in the last three minutes of the ball game, if the player taking the shot makes the goal she will be awarded the ball at the sideline mid-court. If the goal is missed the ball is in play.

(3) Five time-outs shall be allowed per game.

(4) A caught ball must be thrown within five seconds.

(5) Five fouls (personal, technical or combination) shall disqualify a player from the game.

(6) Tie games shall be determined by playing a 3-minute overtime period. If the score is still tied another 3-minute period shall be started, and the first team to score a field or foul goal shall be declared the winner.

(7) Players are allowed to talk to the coaches during time-outs and between quarters.

The limited dribble is included in NSWA rules and will be used in League games.

The above additions, in the opinion

of the committee, will make for a game which is interesting and stimulating, yet will be in keeping with accepted standards of health and safety.

The following standards were set-up to be included in the girls' basketball plan to be incorporated as a part of the Constitution and Rules of the League:

(1) That no member school competing for League honors shall play more than 36 games in a season up to the certifying of the district champion. This shall be all-inclusive and shall include non-district games, invitational tournaments and district games both matched and tournament.

(2) That no team shall play more than two matched games (as distinguished from tournament) per week, and that a team shall be allowed to enter no more than three invitational tournaments per season.

(3) That no team shall play more than two games per day with at least six hours between the end of the first game and the beginning of the second game.

(4) There shall be on file in each school a medical certificate and a permit from the girls' parents or guardian granting their permission for her to play, for each girl who participates in any game which counts on League standing.

(5) It is recommended that in the case of a male coach, a woman appointed by school officials be assigned to accompany the team on all trips and at games.

The same rules relative to member schools playing non-member schools who are eligible for League membership will be in effect as is true of all other athletic plans listed in the Constitution and Rules. A defeat by a non-participating Texas high school, except by a junior high school or a dormitory school, regardless of size or date, shall eliminate from the district, regional or state race. A defeat by a school not eligible to League membership shall not count.

## Postscripts on Athletics

BY RHEA H. WILLIAMS  
Director of Athletics

The 1950 League baseball program is just around the corner, and it appears at this time that it will be another banner year. The 1949 season was the best ever experienced in high-school baseball in the State of Texas.

Our records show that 635 schools actually fielded baseball teams last spring, with Conference B listing 364, Conference A 175, Conference AA 77, and the City Conference 19. There were over 10,000 boys engaged in baseball games which counted on League standing during the 1949 season.

The first state championships in Conference AA and City were successful in all aspects. Gate receipts and interest were well above what was expected. All teams attending the State Meets were reimbursed adequately to take care of their expenses to the Tournaments. Regional and bi-district races were conducted successfully in Conference A and Conference B, respectively. Plans are now in progress for a greater and better baseball program for all conferences this year.

Baseball is needed in the high-school athletic program to provide a well balanced sports curriculum. Many boys prefer baseball over any other sport, and deserve to have the right to play it. It is true that in many areas baseball is not a financial success, but this in itself is not sufficient reason for dropping it from the athletic program. If the true test of an activity's worth in the school program is gate receipts, then our educational philosophy needs remodeling. Interest in baseball can be increased, and has been in many communities by a concentrated effort on the part of high school officials, coaches, and laymen. Unfortunately many of our athletic directors want it to fail in high school, and they use every legitimate excuse available to prejudice authorities against it.

The loss of school time can be reduced by scheduling games at night or late in the afternoon, and secondly, by playing one game per week on Saturday afternoon. It is true that the coach would have to work on Saturday, but you hear no protest from football or basketball coaches who have to work on Saturdays, and if a sincere interest is there on the part of the coach he will not object.

The outcry that professional baseball scouts are trying to influence students not to play football is undoubtedly true to a small extent. The professional baseball scouts have a few "sour apples" just like the Football Coaches' Association has, but by far and large both groups are composed of honest men who want to observe the established rule.

It appears that the two principal instances reported to this office of interference in the high-school athletic program by professional baseball men are really insignificant in the face of the size and scope of the baseball program in Texas. The office is willing to pursue to the end any interference or contact by professional baseball scouts with high-school baseball players, but so far this office has received nothing but generalities on this subject.

There are adequate rules to prevent this happening if those individuals contacting students can be specifically named and listed to this office.

If a person would look hard enough he could possibly find some football coaches who have advised students not to participate in baseball. A student's choice in athletic participation is not a one-sided matter, but involves the guidance of his parents, school officials, medical personnel, and above all, the student's own interests.

## Japanese to Use UT Teachers' Handbook

Japanese industrial teachers may soon train students by use of a University of Texas publication.

The University's Extension Division's Industrial and Business Training Bureau has received a request from the Chuo-Kyoiku-Toshu (Central Educational Book Publishing Company) of Tokyo for permission to translate a shop teachers' handbook published by the Bureau in 1947.

Editor Junnosuke Inami wrote that he wanted "to make these valuable suggestions available for Japanese industrial teachers."

It is the sincere hope of this office that all school administrators and coaches will give baseball a fair chance and not try to bring this fine sport to a slow death. Recent surveys show that high-school boys prefer baseball to any other sport, primarily because it is fun to practice and play the game. The pressures which are found in other sports are not present in this game.

Let us give baseball its fair place in our high-school athletic program.