

Legislative Council To Meet Nov. 11-12

Consideration of possible interscholastic League sponsorship of junior high school athletics will be right at the top of the 1951 agenda of the Legislative Advisory Council in its meeting Nov. 11 and 12.

This, the twelfth annual meeting of the council, will be held in Austin on that Sunday and Monday, in the Driskill Hotel.

10 Regions Electing Representative To Legislative Council

Election of ten members to the Legislative Advisory Council of the Interscholastic League will be completed by the time this issue reaches its readers. Preferential ballots for elections in the ten regions were mailed to administrators early in October. Oct. 16 was the deadline for returning the ballots.

A MAXIMUM OF five names was carried on each ballot, these names being the five highest named in the nomination ballot. The names carried were:

Region 1-B, Superintendents Lawrence Brotherton, Gruver; Noah Cunningham, Whiteface; O. B. Fuller, Ropesville; John T. Morris, O'Donnell; and W. L. Waggoner, New Deal.

Region 2-A, Superintendents E. Williams, Colorado City; J. C. Helm, Jr., De Leon; Ira R. Huchingson, Hamlin; G. B. Rush, Ranger; and Principal Von Rhea Beane, Lampasas.

Region 3-AA, Principals Howard A. Allen, Adamson High, Dallas; and Walter J. E. Schiebel, Crozier Tech, Dallas; and Superintendents J. F. Gardner, Ennis; L. A. Roberts, Dallas County; and Jack Ryan, McKinney.

Region 4-B, Superintendents A. M. Anderson, Judson Grove, Longview; D. R. Dodson, Rouston; W. H. Harmon, Golden; Lewis Simms, Caddo Mills; and Frank L. Singletary, Troup.

Region 5-B, Superintendents Clyde Abshier, Deer Park; J. D. Gray, Pearland; M. C. Jones, Cold Springs; Vernon Madden, Sealy; and J. M. Moorman, Hempstead.

REGION 6-A, Superintendents Sterling H. Fly, Crystal City; L. A. Holmes, Belton; T. H. Johnson, Taylor; Fred Kaderlie, San Marcos; and Principal R. E. Rogers, South San Antonio High, San Antonio.

Region 6-AA, Principals R. H. Brewer, Lanier, San Antonio; Virgil Curran, Alamo Heights, San Antonio; G. L. Fling, Vocational and Technical, San Antonio; and John Sandlin, Kerrville; and Assistant Superintendent Oscar Miller, San Antonio.

Region 7-A, Superintendents B. C. Banks, Robstown; E. B. Morrison, Cuero; E. M. Smith, Sinton; and Principals C. M. Callihan, Pharr-San Juan-Alamo, Pharr; and Alvin Ericson, Aransas Pass.

Region 7-AA, Superintendent C. E. Burnett, Harlingen; Principals John Gillette, Kingsville; and Minton White, Alice.

Region 8-AA, Superintendent J. M. Hanks, Ysleta; and Principal Frank Pollitt, Bowie, El Paso.

member schools to the Council and charged with representing their conferences and regions, will discuss important questions facing the Interscholastic League, and will study proposed changes in League rules. Twenty-three superintendents and principals constitute the membership of the Council.

It is the duty of the Council to decide whether or not the proposals brought before it should be approved and submitted to member schools for final referendum vote. Within the League, the Council is the policy-forming body and is also responsible for considerable planning of the League program.

Prior to the November meeting, Council members will have canvassed their respective member school constituents for changes desired in present rules, regulations, or plans, and for new legislative proposals. These members will also inform themselves on arguments pro and con upon all subjects submitted for the regular Council agenda.

Member schools also have the privilege and duty of making their wishes known to members of the Council.

SOME OF THE ITEMS to come before the Council are:

1. Report of a Committee headed by Superintendent Dale Douglas of Pleasant Grove School, Dallas, as to whether or not the League should sponsor junior high school athletics.

2. Report from a Committee studying a schedule of fees for basketball officials.

3. Report on restricting participation on non-high school basketball teams after the close of the season.

4. A proposal to modify the composite team rule to allow junior high school boys in a separate building to participate on the high school team.

5. Consideration of regional music meet problems, such as reducing the size, geographically and numerically; setting some limitation on number of individual entries; and study of problem of financing and judging.

6. Consideration of problems referred to the Council by the State Meeting of Delegates: a. Possible change in transfer rule. b. Possible change in the number of relay teams allowed to advance from the regional and the State Meet.

N.U.E.A. Handbooks Available for Debaters

Here are the Debate aids available from the University Interscholastic League Office. All material will be sent postpaid. Make your checks out to U.I.L., Austin, and send your orders to University Interscholastic League, Box H, University Station, Austin.

N.U.E.A. Handbook on War Service, Vol. I.....75c

N.U.E.A. Handbook on War Service, Vol. II.....75c

League Brief on War Service.....15c

Copies of all of the free material, will be sent with each order for Debate material.



O. B. ELLIS

Ellis Will Speak at Breakfast On Dangerous Youth Trends

Friday, November 23, is the date for a talk which is of exceptional value for Texas school men.

On that date, at 7:30 a.m., O. B. Ellis, dynamic general manager of the Texas Prison System, will talk to schoolmen assembled for the Interscholastic League Breakfast, on "Dangerous Trends and Some Possible Solutions."

THE MAN who more than any other one person in this state, sees the tragedy and waste resulting in part from the failure of Texas' educational system, has some extremely important suggestions to make to the schoolmen of the state. He has a startling report to make on statistics and trends which will shock and then perhaps reinvigorate administrators.

Part of the problem, as Manager Ellis sees it reflected by the flood of misguided youth coming under his care, lies in great increases in

leisure time—partly the result of changing educational methods. The speaker for the League Breakfast will put emphasis on the responsibilities of home, church and

school for the bleak facts of criminal trends in Texas, and schoolmen can see wherein they have failed and draw their own conclusions of what they should be doing.

A portion of the talk will concern testing problems, reflecting the methods used by Texas Prison System in determining possibilities of salvaging useful lives from men already on the wrong social track.

The Rice Hotel will be the scene for the League Breakfast, held annually in connection with the Thanksgiving holiday meeting of the Texas State Teachers Association. Reservations for the breakfast are now being accepted by Miss Willie Thompson, Secretary of the League, at Box H, University Station, Austin.

ONLY 150 reservations are available under present arrangements with Rice Hotel. Early application for reservations is essential because of this limited capacity.

R. J. Kidd, Director of the League, after a recent visit with Manager Ellis, commented, "The impact of Mr. Ellis' ideas is terrific. The League is very proud to be able to bring to schoolmen a first-hand report of such an important side of Texas' educational life."

"Mr. Ellis' views concerning the new leisure time, and the bad effects of it on Texas youth, point up the importance to the school and the individual of guided extracurricular activities."

"If there ever was a talk public school men cannot afford to miss, this is it."

For something of the background and amazing accomplishments of this year's League Breakfast speaker, see the accompanying story.

Manager Remakes Prisons for Texas

In 1947, the Texas Prison System was publicized throughout the nation as one of the worst in the United States. Today it is rapidly climbing toward a reputation as a "model" prison system.

The change resulted because Texans did something about the terrible report four years ago. They hired the best man to be found and made him General Manager of the entire system. That

man, O. B. Ellis, will be the speaker for the Interscholastic League Breakfast on Nov. 23 at the Rice Hotel in Houston.

A quiet but dynamic man, with tremendous reserves of energy and kindness, Mr. Ellis had attracted nationwide attention in his management of the Shelby County, Tennessee, penal farm near Memphis. Brought to Texas to tackle the long, hard job of improving the Texas system, he has accomplished in less than four years reforms once believed all but impossible.

WITHIN TWO MONTHS of beginning his duties on Jan. 1, 1948, Mr. Ellis had prepared a detailed report of the needs of the Texas Prison System, and had put a cost tag of \$4,196,075 on the improvements suggested. This report, quickly becoming known as the "Ellis Plan," was adopted by the state Legislature, and has served as the blue-print for improvements.

Prisons that four years ago had ramshackle wood-and-corrugated-iron buildings, antiquated machinery, mule-worked farms, and a terrible disciplinary record, now are sprouting new brick buildings, new convict-operated factories, tractor-cultivated fields, and a steadily improving record of rebuilding wrecked human lives.

Statistics show these facts clearly. In 1947, there were 120 escapes; 56 in 1950, 25 in the first six months of that year; and 13 in the first six months of 1951. In 1947 there were 87 self-mutilations to avoid work; in 1950 there were only 18. In 1947 there were 925

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

Year's First Activities Meet Draws Over 800 to S.M.U.

More than 800 students attended the first Student Activities Conference of the year, and the first ever held in the North Texas area, at Southern Methodist University on Oct. 13.

By the time this publication reaches League members, the second and third Activities Conferences of 1951-52 will also have drawn additional hundreds to the University of Houston and Texas Tech on Oct. 20.

THE CONFERENCE at S.M.U. drew on a large number of consultants from that university, The University of Texas, and professional people of Dallas. Many of the schools of the area furnished faculty and student participants in panels and demonstrations.

In all three of the first conferences for the year, the journalism sections placed emphasis upon responsibilities and problems of the various jobs connected with school paper publication. E. L. Callihan, N. S. Patterson and J. Russell Heitman, chairmen of the journalism departments of S.M.U., University of Houston, and Texas Tech, respectively, directed the sections.

The speech and drama sections concentrated on early-season criticism of student-presented demonstrations, and on presentation of special techniques. The three sections were headed by Dr. Harold Weiss, Dr. W. W. Cook and Dr. P. Merville Larson, with other faculty members of the three schools taking charge of the various divisions within the speech and drama fields.

Among persons acting as consultants at the S.M.U. conference following introductory greetings by Dr. Umphrey Lee, president of the university, were: Bob Brown and Jean Ballard, debate; Vern Reynolds, Dr. Weiss, Porter Crow, and David Russell, drama; Peggy Harrison, declamation; Dr. Edyth Renshaw, interpretative reading; Porter Crow, extemporaneous speaking; J. B. McGrath, radio; E. L. Callihan and M. S. Reese,

journalism. A number of others took part, but their names are unavailable.

HEADLINE SPEAKER for the journalists at S.M.U. was Don Matthews, assistant superintendent in charge of public relations for the Dallas schools. He spoke on "The Role of High School Publications."

Dr. C. L. Wiseman was general

chairman of the S.M.U. conference.

Consultants from the University of Texas assisting at the S.M.U. conference were Bruce Roach, speech and drama, and Bluford

(Cont. on p. 2, Col. 8)

Girls' Basketball Acceptance Cards Reach 727 Total

Latest available figures on tentative girls' basketball assignments show that 727 schools will participate in the League's program this year. Schools have until November 15th to accept the plan and to be assigned to a district. In practically all instances boys' and girls' basketball teams have been assigned to the same district so as to reduce travel and loss of school time.

THERE IS NO additional fee for joining the League's girls' basketball program. This is covered by League membership fee and merely is another service rendered by League for the public schools of Texas.

THIS YEAR girls' basketball competition will be offered in Conferences AA, A and B. Schools having more than 450 enrolled in high school and desiring to participate will be assigned to Conference AA. Conferences AA and A will be merged into one championship race at the regional level.

Competition in all conferences will extend to a state championship, to be played in Gregory Gymnasium at The University of Texas, Austin, March 13, 14 and 15 are the championship dates.

THE FOLLOWING bibliography is recommended for girls' basketball coaches:

BOOKS:
Hobson, Howard A., *Basketball Illustrated*. A. S. Barnes Co., New York City, 1947. Price \$1.50. Employs over 100 photographs and line drawings, with accompanying text, to describe basic skills, play situations, drills, individual and team offense and defense fundamentals. Especially written for the inexperienced player.

Mayer, Margaret H. and Marguerite Schwartz, *Technic of Team Sports for Women*. W. B. Saunders Co., Philadelphia, 1947. 431 pp. Chapter 3, Basketball, pp. 14-107. Price \$4.50. This gives an excellent analysis of performance of skills, methods of teaching basketball, offensive and defensive

(Cont. on p. 4, Col. 7)



DR. DEWITT REDDICK



DR. POWELL STEWART

8 Choral Committees Launch Program of Clinic-Workshops

Eight of the ten Regional Choral Promotion Committees have met and made preliminary decisions concerning the inauguration of choral clinic-workshops in Texas during the fall. R. J. Kidd, Director of the Bureau of Public School Service and F. W. Savage, Director of Music Activities have met with representatives of the Texas Music Educators Association, host institutions and Regional Administrators in Regions III, IV, V, VII, VIII, and IX.

MR. DON MORTON was asked to convene the Promotion Committee for Region II and Dr. Gene Hemmle presided at a meeting of the Region I Committee. Dr. C. J. Best of Texas Christian University is calling a meeting of the Region X committee and Region VI will get organized in the near future.

Every group which has met was enthusiastic about the possibilities

of this co-operative activity sponsored by the University Interscholastic League, The Texas Music Educators Association and 18 institutions of higher learning scattered over the entire State.

Every school in Texas which either has an active choral group now or intends to develop one in the near future is invited to attend one of these workshops. Most regions are scheduling two workshops in the region, one will possibly have three and three regions will schedule only one.

THE FOLLOWING locations, dates and host-chairmen have been designated as this paper goes to press. Other announcements will follow.

REGION I:
West Texas State College, Canyon; Houston Bright, Host-Chairman. Date to be set.

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REGION 5-A CHAMPS—Center High School's Roughriders were one of the classy teams of Conference A baseball in 1951. With a season's record of 15 games won to but three losses, the roughriders were champions of their district (17A) and region. Two of the lost games were in non-conference play, and all but three losses were close: 5-1 loss to Tyler, 5-2 to Henderson, and 6-2 to Jacksonville. The rest of the season, Center scored 202 runs to 43 for its opponents.

The Roughriders won the bi-district title by downing Crockett 9 to 0 and 12 to 0; and took

regional honors 7 to 3 and 31 to 4 over Hearne.

Members of the team are, left to right, back row, Joe Harris, Manager; H. B. Harris, Jr., Donald Cravey, Delbert Shofner, Charles Lunasford, Jr., William Carroll, and Travis Bush, Coach.

Middle row, Bruce Watson, Dick Fonville, Johnny O'Banion, Curtis Kimbro, Jerry Faucett and Darrell Adams.

Front row, Wilton Rhodes, Jimmy Davis, Billy Bryan Bailey, Billy Rex Howard, Benny Boles and Billy Bob Thomson.

High School Press Column

You Can Find Feature Ideas With a 'System'

Interscholastic League Press Conference memberships are coming in at an all-time high rate. Within two weeks of the mailing of membership invitations, more than 80 papers had signed up.

As usual, enrollment blanks contain requests for help on many problems. As usual, a lot of the same problems pop up again and again.

ONE FREQUENTLY repeated request is for feature story ideas. Why this should be so is one of the mysteries of newspaper work. When we start publishing a paper—any paper—it seems that ideas for feature stories evaporate, leaving a big question mark in our minds. But when we think about what a feature story is, it seems almost silly that we should run out of ideas.

It only takes a little idea, with an "angle," for the beginning of a feature. Since the feature story

can deal with almost anything that happens around a school, it seems absurd that we have to stop to think out possible subjects. But we do have to stop and think. Our job is easier if we conduct our search for feature material systematically. If we know the types of features we can use, and the identifying signs of each, we can work more easily and much faster.

Among the types of features, there are the two most familiar to staffs of school papers: Historical and Personality features. Then there are Travel features. Informative features. That's the list of the more important usual types. Nearly all you write can fit into one of these fields.

THE REAL HURDLE for us lies in applying our knowledge of these basic feature types to the local situation. Identifying signs for these types need to be kept in mind; if we know what to look for,

we should be able to find a feature fairly quickly. After the basic idea is found, we can then decide upon the best of many methods of presenting it.

1. Look at the Historical feature: 1. Any unit within a school has a history. A club, a sport, a subject, an activity, an organization—all have feature-worthy histories if we but dig them out. Any physical fixture in or connected with the school has a history. The flagpole, the Coke box, the trophy case or any trophy in it, the very chairs you sit in—all have stories that may be worth telling. Someone has put into all these things some effort and living so that they exist today for your benefit—and therein lies the story. So, begin by looking around you.

2. Next, the school itself, quite aside from its units or parts, is a living historical feature. You can go all the way back to its found-

ing—as you probably have already done. Its administration, faculty and curricula have not always been the same, unless it is a very new school; these too are worth looking into.

3. Historical feature possibilities are an ever-widening circle. Around the school is a community with history in every feature—from the oldest citizen to the firm that built the newest building. Anything known about the history of your community may have legitimate interest values for school readers.

4. Beyond the circle of the community is the county, state and nation. Many historical events can be pegged to local events, reflected by school life.

THE KEY to using all this wealth of material for Historical features lies in taking time to examine history. Once you know a

Clinics Scheduled At 10 Schools For Girls' Basketball

Ten clinics in girls' basketball have already been definitely set for this fall, with at least three more clinic dates to be arranged.

The Interscholastic League, in co-operation with institutions of higher learning in the state, has arranged to blanket Texas with these conferences which are designed to help coaches, players and officials become better acquainted with League girls' basketball rules.

THOSE WHO DESIRE to gain a better knowledge of the fundamental skills of the game, or to study health rules and conditioning exercises for girls competing in this sport, are being welcomed to these clinics.

In each clinic, in addition to lectures on these points, demonstrations on rule interpretations and fundamentals are being given. Abbreviated practice games are being utilized to illustrate the various techniques of officiating and the skills of the game.

The following clinics have been scheduled with dates as shown:

- October 20th: University of Texas, Austin.
- October 26th: Kilgore College, Kilgore.
- November 3rd: Texas College of Arts and Industries, Kingsville.
- November 10th: Southern Methodist University, Dallas.
- November 10th: University of Houston, Houston.
- November 10th: Stephen F. Austin State College, Nacogdoches.
- November 10th: Sam Houston State College, Huntsville.
- November 10th: Sul Ross State College, Alpine.
- November 17th: Southwest Texas State College, San Marcos.
- November 17th: Howard Payne College, Brownwood.
- December 8th: East Texas State College, Commerce.

CLINICS WILL BE HELD AT THE FOLLOWING INSTITUTIONS AT A DATE TO BE ANNOUNCED IN THE FUTURE:

- Texas State College for Women, Denton; West Texas State College, Canyon.

All personnel interested in girls' basketball are cordially invited to attend the clinics.

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These Music Problems Need Some Thinking About

In recent weeks the League staff has been devoting considerable time and travel to getting a first-hand report on regional music problems. Conferences have been held with school administrators and music teachers in parts of eight regions. As a result of these visits and conferences, we have been able to single out a few major problems that confront some of the regional committees.

The problems facing each group seem to be in this order: The size of the meet, including geography and numbers; judging, including the cost and the fact that the full benefits of the criticism are not realized because of large partici-

tion; cost of holding meets, including entry fees for individuals and organizations and travel expenses for large groups to the site of the event.

Quite a number of organizations located at distant points from the site of the meet did not attempt to go because of the expense of making the trip and the crowded conditions at the place where the meet was held. Several meets had as many as 1500 entries in solo events, which necessitated continuing the contests from early morning until late in the evening. This marathon not only wore out the contestants but also exhausted judges to the point that it was impossible

for them to give a contestant a worthwhile criticism. Some meets had as many as 70 bands to be criticised and rated by the experts.

Participation in regional Competition-Festivals has doubled in recent years. No major change in regional organization has been made to meet the increased participation. If smaller geographical regions could be created, especially in the more densely populated areas, this would reduce the distances necessarily travelled by the schools and also provide an opportunity for each organization to benefit from criticism of an expert judge. Also, this change should bring about more participation in the state-wide music program.

At the present time, any band contestant with the price of an entry fee, an instrument, and the consent of his band director may enter the regional meet solo contests. In many instances, an ill-prepared contestant takes the time of an expert judge and of other fine contestants. At these meets, time is precious and the cost of expert judges is high. It appears that some standard of performance should be required before permitting a contestant to enter the meet and consume the time, effort, and money of the many institutions and individuals involved. The large majority are prepared and qualified for the criticism of the expert judge or judges.

Regional Committees should study these problems and proposals and submit their recommendations to the State Executive Committee.

MUSIC MATTERS

By F. W. SAVAGE
Director of Music Activities

ACCEPTANCE CARDS
Music acceptance cards have been distributed from the State office. This year it was thought advisable to send cards to all the member high schools whether or not they filed cards last year. In addition to this mailing list, cards were sent to Junior High Schools who registered for music competition during 1950-51. Letters of transmittal were addressed to school administrators since these are the officials who must sign the cards. It would be wise, however, for music directors to check with principals and superintendents to see that acceptance cards are signed and mailed back to the State office by Dec. 1, 1951.

1951 SIDE-LIGHTS
One of our hobbies seems to be that of placing unusual interpretations on statistics. During the study of solo participation in the 1951 Regional Competition-Festivals, a most unusual situation came to light. Based on the number of contestants reported to this office

and the number of evaluation blanks distributed, right at 10,000 students entered solo competition last year. Regions purchased and presumably dispensed a net total of 5,200 First Division Medals. In other words, approximately 52% or one of every two students who entered rendered "the best conceivable performance for the event and class of participants being judged; comparable to a grade of 95-100." Compared on a standard distribution scale, Texas can boast of a 500% advantage over the normal distribution which might be expected for Division I winners in Class I competition since we awarded 2,700 gold medals to approximately 5,400 entrants. Class II competition boosts our average considerably since where normal distribution would indicate that only 300 students should achieve Division I, actually 1,600 students attained that mark. Junior high school competition, Class III did even better however, since 562% greater number received Division I than might be expected. Actually 900 bronze medals were awarded for Division I ratings where percentages show that 1,600 students were entered.

Disregarding such inane interpretations, it appears that music educators should give some serious study to the implications contained in these statistics.

WHEN DISCUSSING the solo division of the competition-festival, some educators frankly admit that they use this competition for musical discipline. Others say that they want their students to have a private lesson (six minutes) with an expert and are willing to pay the price . . . with chances of a medal thrown in.

Let's presume for a moment that these alleged soloists are paying their own way; paying for the judges and the medals. Are we doing the student justice educationally when we lead him to believe that the gold medal on his chest is really a tangible evidence of outstanding achievement? Worse still, what about the student who is actually an outstanding performer and who has spent literally hundreds and thousands of hours in practice? Does his achievement mean anything to him when he knows that one of every two students entered receives equal recognition?

For more than 30 years the League has been operating on the policy of giving recognition to outstanding students in their chosen fields of interest: athletics, drama, speech, journalism, art, mathematics, business, etc. Under the present program, outstanding students in music may receive no recognition.

WE ARE NOT advocating cut-throat inter-school competition in solo competition. It does seem, however, as was aptly stated by Mr. Kidd in an editorial in another section of this paper, that the possession of sufficient cash for an entry fee and an instrument are poor prerequisites for engaging in such activities on a regional basis.

During the past three weeks, representatives of the League office have visited in schools in eight of the ten regions. We were told that students entered regional solo competition without their director ever having heard them perform the solo. Is this music education?

If you have opinions on this subject, let us know.

S.M.U. Conference Draws Over 800

(Continued from Page 1)

Hestir, journalism.
At Houston, welcome was given by Dr. W. W. Kemmerer, president of the University of Houston. General chairman for the conference was J. O. Webb, assistant superintendent in charge of high schools for Houston public schools.

Among the consultants at Houston were Dr. Otis Walter, debate; Robert Rittenour, drama; Mrs. Mary Davis, declamation and interpretative reading; Auley Luke, extemporaneous speech; N. John Schwarzwald, radio; N. S. Patterson and Jim Palmer, journalism.

University of Texas consultants at this conference were Dr. Powell Stewart, ready writing; Mouzon Law, drama; Martin Todaro, debate; and Dr. DeWitt Reddick, journalism.

The Lubbock conference was opened by a welcome from Dr. D. M. Wiggins, president of Texas Technological College. General Chairman was Dr. Larson. Among the consultants were Cecilia Thompson, declamation and drama; Dr. Larson, debate; Wilson Ward, extemporaneous speech; and Russell Heitman, journalism.

The University of Texas furnished as consultants Bruce Roach, speech and drama; and Bluford Hestir, journalism.

An Englishman Views the League

During the past month, a very interesting man, headmaster (superintendent) of one of England's fine grammar schools (for carefully selected boys 12 through 18) visited in Texas, as part of his nation-wide study of American education and social life.

A. Sainsbury Hicks was chosen by the U.S. State Department from among many English educators to make an expenses-paid cultural contact visit to America. He is spending four months in this land, and then will return to tell his 700 students of his impressions of our country. From personal contact over a period of days, Texans who came to know Mr. Hicks were immensely impressed with his acute mind, his wisdom in observing the American scene, his discriminating taste and social grace.

American and English educational systems are very different. As Mr. Hicks explains it, "England cannot afford to tie its best minds down to the rate of progress of the mediocre, and therefore gives special schooling opportunities to the young boys who prove themselves the best scholars and leaders. 'Modern' or American-style technological schools are provided for the 90 per cent whose I.Q. and testing records exclude them from the grammar schools."

There was no criticism of American educational methods—just the simple statement that England had neither the money nor the vast resources of population from which to let "natural selection" produce mental and national leaders, which the U.S. has.

He was, however, very interested in two aspects of League activities, quite apart from the amazement with which he viewed the school-boy athletics ("You mean people pay to see school boys play games?"). The first of these concerned the entire League program. It was Mr. Hicks' belief that the League is doing in part what the English educational systems as a whole attempts: to give special incentives and aids to the best minds to learn special skills. Trained as he is in a system which believes is approximately two and one-half years, educationally speaking, ahead of American schools at any given age level of students, he endorsed the League's objectives whole-heartedly.

The second aspect of the League program in which he evinced special interest was that concerning the encouragement of school papers.

"The school paper is, thus far, the most valuable single idea I have found for my school. We have had form (class) papers that we type and pin on a bulletin board. We have never dreamed of such an all-school publication as I find in your schools. It offers so much valuable training in writing, social contact, and business management, and will serve such a valuable end in promoting headmaster—student understanding, that I shall certainly start one if facilities can be arranged."

Such observations go far toward encouraging the League in its work.

8 Choral Committees Launch Program of Clinic-Workshops

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Texas Technological College, Lubbock, Nov. 3; Dr. Gene Hemle, Host-Chairman.
REGION II:
Tarleton State College, Stephenville, Oct. 27; Don Morton, Host-Chairman.
San Angelo College, San Angelo, Nov. 17; Paul V. Peck, Host-Chairman.
REGION III:
Baylor University, Waco, November 10; Dr. John Woldt, Host-Chairman.
REGION IV:
East Texas State Teachers College, Commerce, Dec. 8, Dr. James E. Richards, Host-Chairman.
Stephen F. Austin State College, Nacogdoches, Dec. 8, Dr. Frederick Baumgartner, Host-Chairman.
REGION V:
Sam Houston State Teachers College, Huntsville, Nov. 3, Charles Lindsay, Host-Chairman.
The University of Houston, Houston, Nov. 10; Dr. W. W. Cook, Host-Chairman.
Lamar State College, Beaumont, Date to be set; George Parks, Host-Chairman.
REGION VI:
The University of Texas, Austin, Nov. 17; Dr. Archie Jones, Host-Chairman.
REGION VII:
Victoria College, Victoria, Dec. 1; Wilbur Collins, Host-Chairman.
Texas College of Arts and Industries, Kingsville, Dec. 1; L. W. Fiser, Host-Chairman.
REGION VIII:
Odessa College, Odessa, Nov. 17; Mrs. LaMarr Chapman, Host-Chairman.
REGION IX:
Texas Southmost College, Brownsville, Nov. 10; C. C. Norris, Host-Chairman.
REGION X:
Texas Christian University, Ft. Worth, November 10; Dr. C. J. Best, Host-Chairman.
Midwestern University, Wichita Falls, November 17; Mrs. O. J. Didzun, Host-Chairman.



GIRLS' BASKETBALL
S. W. A. Girls' Basketball Rule Book, with the League supplement for Texas girls' basketball competition, is now available from the League Office, at 50 cents each. Write Interscholastic League, Box H, University Station, Austin.

SPELLING LIST READY
The 1951 "Word List for Interscholastic League Spelling Contests," is now ready for distribution. Price is 5 cents per copy; 50 cents per dozen; \$3.00 per hundred.

PLAY LIST
The 1951-52 Prescribed List of Plays, Bulletin No. 8177, is ready for distribution. Price is 10 cents.

CHINA
China High School has been suspended in basketball for the 1951-52 season for using an ineligible player.

SUDAN
Sudan High School has been suspended in football for the 1951 season for submitting incorrect eligibility information during the 1950 season.

RANKIN
Rankin High School has been placed on probation in football for the 1951 season for the verbal abuse by Rankin fans of game officials on November 10, 1950.

WHITESBORO
Whitesboro High School has been suspended in football for the 1951 season as the result of mistreatment of game officials in the Whitesboro-Denison B game on Nov. 2, 1950.

MABANK
Mabank High School has been placed on probation for the 1951 football season for failing to provide adequate protection for game officials.

TRINIDAD
Trinidad High School has been suspended in football for the 1951 season for mistreatment of game officials.

BIG SANDY
Big Sandy has been placed on probation in football for the 1951 season because of mistreatment of game officials in the Big Sandy-Hallsville game on Sept. 15, 1950.

TULOSO-MIDWAY
Tuloso-Midway has been placed on probation for the 1951 football season for failure to insure proper protection for game officials.

AGUA DULCE
Agua Dulce has been placed on probation for the 1951 football season for mistreatment of game officials.

GIRLS' BASKETBALL
S. W. A. Girls' Basketball Rule Book, with the League supplement for Texas girls' basketball competition, is now available from the League Office, at 50 cents each. Write Interscholastic League, Box H, University Station, Austin.

SPELLING LIST READY
The 1951 "Word List for Interscholastic League Spelling Contests," is now ready for distribution. Price is 5 cents per copy; 50 cents per dozen; \$3.00 per hundred.

Teacher Placement Service Aids 882

The University of Texas Teacher Placement Service handled requests from all 48 states and from 37 foreign countries and US territories during the 1950-51 fiscal year, Director Hob Gray reports.

Requests were received for 5,511 teachers and administrators, an increase of 61 per cent over the preceding year. At the same time, there were 22 per cent fewer candidates for positions than in the preceding year, 1,031 registered as compared with 1,330 in 1949-50.

Texas schools reported three-fifths of the total vacancies, with calls received from 208 of the 254 Texas counties. Placements were made in 135 counties. Dr. Gray said more requests were received for high school teachers, elementary teachers, and teachers in foreign countries and territories. A slight decrease was noted in the number of calls for college and university teachers.

Despite the decline in the number of persons seeking positions, 882 were placed—601 in Texas public schools, 87 in Texas colleges and junior colleges, 79 in other states and 25 in foreign countries and territories.

Industrial Bureau Gets 3 Assistant Directors

Three assistant directors have been appointed for The University of Texas Industrial and Business Training Bureau.

They are Virgil W. Bernard, who will direct distributive education; Earl M. Bowler, trade and industrial education; and John Woodruff, petroleum training activities.

The appointments were made to allow Extension Dean James R. D. Eddy to devote more time to work of the entire Division of Extension. He became Extension dean Sept. 1, but continues also as Industrial and Business Training Bureau director. T. H. Shelby is dean emeritus.

U of T Library Adds Copies of the "Times"

Helping to celebrate the 100th anniversary of the New York Times, The University of Texas library has added to its Newspaper Collection files of the publication. The library now has all issues of the Times, either in the original or on microfilm, from 1851 to 1858, and from 1896 to the present.



ARMANDO ARMENDARIZ

Eagle Pass Leader Wins Ready Writing

Eagle Pass High School had every reason to be proud of Armando Armendariz, a 1951 graduate. A leading student in many fields, Armando brought home to the border city the state championship medal for the Conference A Ready Writing Contest.

Armando, now attending Rice Institute and studying biochemistry, is the son of Mr. and Mrs. Juan Armendariz of Eagle Pass. He was coached in Ready Writing by Mrs. Claudia Hazlewood.

Armando was a member of the National Honor Society, Math Club, Chess Club and Military Science Club during his high school years. He was secretary-treasurer of the Military Science Club, and found time to win a manager's letter in football, Chemistry, a terror to many a student, is a hobby for Armando.



Competitive Sports in Schools and Colleges by Harry Alexander Scott, Ph.D., Harper & Brothers, Publishers, New York, 1951. pp. 604.

At long last a book has been written which discusses impartially the competitive program in our schools and colleges. The treatise brings out the important point that competitive sports have had an unfortunate and stormy introduction into education. The stress throughout the book is constantly on the viewpoint that the idea as to whether competitive sports belong in the educational curriculum and all educators must work together to insure their proper conduct.

Dr. Scott discusses in a very readable and interesting fashion the origin and development of competitive sports and how they have arrived at their present condition. The tremendous values of competitive sports if properly conducted are emphasized throughout the book. Over and over again the point is made that until educational people see fit to really control athletics they will not fulfill their ultimate desirable objectives.

Adequate a suggestions, techniques, and bibliography are presented to provide further research in this area if desired.

This is a "must" publication for all school administrators, health and physical education personnel, and athletic directors and coaches.

WOMEN LIVE LONGER

Women, on the average, outlive men. Women's average was 66.3 years in 1946, compared with men's 62.7 years.

HIGH SCHOOL PRESS

(Continued from Page 1)

little of what happened around your school or community, it is very easy to find some tie-in that will make the idea feature-worthy for your school paper.

II. Personality features for a school paper generally fall into one of four categories. You write about either an interesting (1) visitor (to school or community), a (2) faculty member, a (3) student (present or ex) or a (4) friend of the school—a fan or parent. Anyone who becomes worthy of a school paper feature just has to fall into one of these classes.

The element that makes these persons worth writing about is the important thing. In it lies the key to the development of feature stories of this type, for you have only to ask your self, "what makes this person interesting?" to have the basic idea for the "angle" your feature story will follow.

Persons are interesting because of (1) what they know, (2) what they have done or experienced, (3) what they have (collections, personality, broken bones, money or diseases), (4) what they have seen (travel, violence, fires), or (5) what they are going to do, see, experience or have.

AT ANY TIME you are stuck for a feature idea, the only thing you need do is go down the list of students, faculty, visitors or fans for a person who has done, seen, known or owned something out of the ordinary. Then take it from there.

III. Travel stories, aside from the way they fit into the Personality category, result from situations which permit school people to travel. The key here is to keep your eye open for the development of one of four types of situations:

Following an (1) summer vacation or (2) official holiday, there are bound to be plenty of travel-feature possibilities around your school, for students and faculty don't stay put these days. The situation of vacation or holiday has created a story you want. (3) Week-ends are usually an excuse for a trip for some person in the school. A straight news report of the fact that Joe Noe went to Middlevale over the week-end is fine; a brief feature on his trip may be even better. The thing is to find out who has been somewhere worth writing about. It may be no more than a first-hand account of a college football game. The fourth situation which always sets up a feature (as well as a news) story for you is that of the (4) school trip. Other types of travel stories (as of the student just returned from living in Germany, or moving to your school from Kokomo) fit better under the personality label. Seek first the "situation," and when you have found it, you may be sure a travel story is likely to be there for the writing.

INFORMATION FEATURES can be understood (and watched for) better if you just list them according to type of basis on which they are built. Any (1) activity about school can serve to provide a factual basis for an explanatory feature—about the why's and wherefore's of the activity. Just look at all that goes on in your school, and remember that a thorough exposition of the factors involved in any one of the activities will normally be pretty good feature matter.

In a similar fashion, most (2) coming events can provide a basis for feature stories. You can always, if sufficient facts are available, tell facts of a coming event

in feature rather than in news style.

Personality features may become informative features if you present facts about a (3) person's interests or doings primarily to inform. If you are describing the method by which Dan Druff built his hot rod, you are informing while sketching in the personality of a boy who has done something. This base for the Informative feature will uncover hundreds of possibilities. You can write about interesting people as Personalities, and then you can write about the development of the thing which makes them interesting in such a way as to tell others how to do the same.

The (4) how-to-do-it base can be carried a little further in the Information feature. It need not necessarily be built around one person's activity. It may be purely and simply for the purpose of informing student readers on a process.

In the final analysis, the most valuable source of ideas for Informative features can be your own (5) news stories. Buried in any news story is an idea for a feature, expanding on the straight news. Pick up any of your papers. Look at any news story and start thinking of "angles." You've chosen a band mascot, age four? She's not too young to interview. Seniors are to sell Christmas Cards? Chalk that up for a feature on their experiences. Football team has its physical? Write a feature about that cold stethoscope. Any news story is a base for a feature if you use your imagination.

THE FINAL CATEGORY of features, V, Survey, is almost self explanatory. A feature can be written about anything on which students or faculty can be surveyed—likes and dislikes, hobbies, reading, movies, opinions, fashions, embarrassing moments, narrow escapes, accidents, childhood experiences, food, jokes, birth dates, and states, ways of earning money, contents of pockets—the list is endless. And of course the list laps over into many of the other fields already discussed here. The difference is that a large number of persons are the base for the story, rather than one individual or one cohesive group.

If you use your imagination, working from this outline of types of features and their identifying signs, you should have no trouble thinking up your next feature idea. But if you are still bothered, perhaps a reprint available through ILPC, of an old and splendid pamphlet, "Suggestions for Feature Stories," will be useful. You may get it by writing your ILPC office, Box H, University Station, Austin.



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 THE LEAGUER. These are answers to inquiries which are made in the course of routine correspondence with the State Office of the Interscholastic League.

Q. Does participation on the B team in inter-school football games make a person ineligible under Article VIII, Section 14, the Transfer Rule?

A. Yes. Any participation in an inter-high school football or basketball game, regardless of type team, renders a boy ineligible under the Transfer Rule, Article VIII, Section 14.

Use of Leisure Time Makes or Breaks Us

Someone has said that one of the greatest natural resources in America today is the leisure time of youth. If used constructively, this free time would be of incalculable value to the nation. Unfortunately, it has been misused by too many.

This leisure time has made a "gold mine" out of juke boxes, marble machines, road houses, beer parlors and picture shows. The inability of hundreds of thousands of young Americans to use spare time wisely is coupled with broken homes as the two chief factors filling our corrective institutions with hundreds of youth that might otherwise have been useful and valuable citizens.

Responsible leaders tell us that, unless some measures are taken to curb the present trend of crime among youth, the state will be unable in the future to house and supervise the great numbers that will be sent to corrective institutions.

The responsibility for curbing the criminal trend, and for teaching profitable use of leisure rests on the home, the church and the school.

In the latter, the extra-curricular program is certainly one step in the right direction. The many activities offered in this program should make an appeal to all types of interest found among the public school pupils.

The school paper, itself a worth-while student project, is a medium ready-made for the use of the administrator in promoting interest of the pupils in extra-curricular, school-sponsored activities which make constructive use of free time. Both this medium and all others available should be used to promote good citizenship campaigns, conduct student opinion polls on questions of public concern, and otherwise throw the weight of student body influence on the side of good citizenship. All such promotional efforts should make absolutely clear that the key to good citizenship is the wise use of spare time.



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R. J. KIDD Editor
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The Prescribed List of One-act Plays to be used in the play contest has been revised and is now ready for sale at 10c a copy. In addition to the listings, a short summary of each play is included in this new publication. All of the plays in the Prescribed List are available for reading purposes from the Interscholastic League Drama Service. Merely send your request for up to ten plays to the Service and pay the postage both ways. You may keep the plays for a total of ten days.

Directors save themselves many headaches by choosing their contest plays early and by getting preliminary planning on casting, rehearsals, and performances settled before the spring season starts.

Several titles have been added to the Prescribed List for the coming contest season. Some of these are new, others are being republished. Directors may find some good contest play prospects in this group.

Mrs. Lincoln Goes to the Theatre, by John McGreevy. Dramatic Publishing Co., 4m3w, Roy. \$5, serious play.

Mary Lincoln is pictured as a frantic, irritable woman whose interests are almost totally selfish. Her main concern is to get new clothes so she can impress the other Washington women. This particular episode takes place on the evening when Mary has decided the Lincoln family should go to the theatre. Lincoln is busy, Mary's son begs her not to go, and the Secretary of State asks her to postpone her trip until war hysteria has subsided. But selfish Mary insists that they all attend. History, of course, has recorded what happened at the theatre that night.

Lincoln never appears on the stage, so the production from this angle is relatively simple. The play is well-written and should prove an interesting experiment. The part of Mary Lincoln is not a sympathetic one, and directors will have some difficulty in casting a girl who can handle the delicately petulant role. Such a performance is all-important to the play; otherwise the production will fall flat.

Uses: Contest, Lincoln's Birthday, etc.

Reviewer's Opinion: Excellent

Albuquerque Ten Minutes, by Florence Ryerson. 2m3w, Roy. \$5, comedy.

A famous stage star (the girl) and an equally famous screen star (the boy) meet for the first time after a terrific quarrel when transcontinental trains stop for a few minutes in Albuquerque. The marriage of the two has gone on the rocks because neither would give in to the other and both live in either Hollywood or New York. Against the background of mercenary Indians and gawking tourists, the two make up their differences in the short time the trains stop.

This is written in the typical lighthearted Ryerson style which has made the Ryerson and Clements plays so popular in the past.

Uses: Contest

Reviewer's Opinion: Excellent

Concert in the Park, by Donald Elser. Row Peterson Co., 3m1w, Roy. \$5, drama.

Two young people who meet and fall in love at the concerts in a park suddenly find the way to happiness barred because of the sordid past of the young man. The young man is not only a thief and general small-time lawbreaker, but has also been involved in a murder. The girl's brother confronts the young man with his past, and demands that he give up his sister and never see her again. When the girl comes on the scene, he learns that she has just received an important music scholarship. The boy is faced with a final decision: he must either give up the girl so she will keep her dreams and happiness, or he can take her away to a life of crime and destroy her dreams. He makes the decision to give her up, and in so doing, he destroys himself. He makes this decision as the music of the concert in the background rises to a climax.

As is usual in Donald Elser's plays (*Balcony Scene*, *Special Guest*), the main theme is confused, and the situations are somewhat contrived, but the approach is interesting. This will probably be a widely done play for contest use and should give actors a good chance at histrionic gymnastics. The boy changes from good to evil before our eyes. The girl has a fine case of hysterics. The brother has a chance to work up his anger to fighting pitch, and even the policeman gets into the act by yelling and shooting. Add the music of the concert, and you have

quite a piece. Mr. Elser has pulled out all the stops, and his labors have turned out something of a thriller.

The Valiant (by Hall and Midlemass) was the first of these tear-jerkers in which the criminal does the noble gesture and sacrifices himself for the happiness of others. **Concert in the Park**, as a variation of this old theme, does not measure up to its predecessor, but it does have a few good moments.

Uses: Contest

Reviewer's Opinion: Good.

Joint Owners in Spain by Alice Brown. Walter Baker Co., 4w, Roy. \$5, comedy.

This is one of the best audience appeal shows for an all-woman cast we know. Two of the inmates in an old ladies home are impossible to live with. When they become roommates, the situation seems hopeless until one of them hits on the happy idea of dividing the room with a chalk line and providing each of them with a "house." When they can play-act that they are each living in separate establishments, they find that they can be really good neighbors.

The two old women are the main characters, of course, and provide a nice contrast to each other in their characterizations. The lines are well written, the action moves along nicely, and staging is relatively simple.

In the new prescribed list of contest plays, we have not listed the *Walter Baker Company* as the publisher of this play. The Baker people, in calling our attention to the error in this listing, stated that this is one of their best sellers. We might add that it is deservedly so.

Uses: Contest, Women's Clubs.

Reviewer's Opinion: Superior.

More Perfect Union, by Harold Weiss. Dramatic Publishing Co., 9w, Roy. \$5, comedy.

This is a plea for tolerance toward foreigners and less fortunate people from "across the tracks." The story centers around a young girl with a foreign name who borrows an evening dress from one of her classmates. The dress is to be used for a glee club concert—many of whose members are exercising the cruel snobbery known only to smug high school girls. When the foreign girl does not return the dress, she is accused of stealing the dress, and is all but drawn and quartered for her misdeeds. It turns out that she could not return the dress because she took her mother's place as a scrub-woman when her mother collapsed. Mother collapsed because she had word that her son had been killed in the South Pacific. Girls in the Glee Club are quite remorseful that they have crucified the foreign girl and all end up by quoting the preamble to the Constitution.

Dr. Harold Weiss, head of the Speech Department at S.M.U., has written an interesting play about a very touchy subject. Perhaps there is no more vicious caste system in the world than that exercised by adolescents (particularly girls) in high schools. We are happy to recommend this play that emphasizes some of the basic principles of democracy on which our country is founded. More than ever, our young people need to learn tolerance and understanding.

The staging of the play is episodic—all the girls taking part sit in a semi-circle on the stage and re-enact short scenes of the action at center stage when their part of the story comes along.

Uses: Contest, Americanism days, patriotic celebrations.

Reviewer's Opinion: Excellent.

Land and Larkin by Margaret Bland. Samuel French, 4w, Roy. \$5, comedy.

A young mountaineer girl receives a taste of education from a pioneering school teacher, and resolves to learn about the opportunities in education offered beyond the mountains. Her family stands in the way because they want her to get married and settle down on one of the little mountain farms. But the school teacher encourages the girl and finally with much sacrifice on the girl's part, and a little help from old Granny, the girl is able to go on to the school she longs to attend.

The story is somewhat poignant but lacks the whimsical humor of *Pink and Patches*, an earlier effort by this same author. There is a good picture of mountain folk and the narrow thinking of these people depicted in the various characterizations. The play should be fairly easy to stage, since a suggestion of a mountaineer kitchen is all that is needed.

Uses: Contest.

Reviewer's Opinion: Excellent.



DELIGHTFUL FANTASY—"Six Who Pass While the Lentils Boil" was the Conference B state championship one-act play for 1951. The story of a little boy who is cooking lentils, and of the six persons and a sharp-witted butterfly who come in to visit him, was presented by Schulenburg High School. This victory was the third state championship in one-act play in four years to be won by Schulenburg casts under the direction of I. E. Clark.

Left to right, the cast was: back row, Julius

Novak as The Dreadful Headsman, Charles Richter as The Prologue, Harlan Winters as The Device-Bearer; front row, Billye Jean Konecny as The Ballad-Singer, Jeanette Winters as The Queen, Kay Holland as The Little Boy, Jean Schwartz as The Milkmaid, Rudy Chromchak as The Mime, Laughlin McKinnon as The Blindman, Diane Schwartz as "You in the audience," and I. E. Clark, director. Rudy, a junior, was placed on the all-star cast; Kay, a freshman, won honorable mention. Rudy was a member of the 1950 winning cast, "Mooncalf Mugford."

Lampasas High School Debaters Capture Championship in Class A

Winners of Conference A Boys' Debate at the 1951 State Meet were the representatives of Lampasas High School, Raleigh Denison and Gale Ripley.

A MORE WIDELY talented pair it would be difficult to find. Both are top scholars, highly capable speakers. Raleigh is an excellent musician; Gale an all-district athlete in football and track.

Raleigh, this year a Junior, had not participated in League competition prior to the 1950-51 school year. But he got debate tournament experience by working his way into the late rounds in two tournaments, one of these with Gale as his partner. Raleigh is first cornetist for Lampasas High School Band, and last year went directly from his victory in debate to score a first-division rating on his instrument at the regional band meet in Waco the same day.

Gale, this year a senior, is the son of Mr. and Mrs. L. G. Ripley, and has a long record of League competition. A most interesting aspect of the record is that he moved up one notch each of three years in debate. In 1949 Gale was a member of the third place debate team in the state. In 1950, second place went to the Lampasas team. And finally in 1951 came the championship. Many district, regional and tournament titles have come to Gale. Among these runner-up honors were victories in extemporaneous speech at tournaments at Baylor and Trinity in 1951, a first in original oration at Trinity, a first in district in junior declamation (1948).

Gale also captured regional honors in broad jump, placing sixth in the State Meet in 1950. In 1951 he was the individual high point man in the district track meet. On the gridiron he has won two letters, and captured a berth on the all-district team in 1951. As a Junior he was a co-captain of the football team and captain of the track team.

AS A SCHOLAR, Gale ranks high, having been an honor roll student with an above 90 average during his entire high school career. He takes an active part in school affairs, holding positions on the student council (vice-president), in the National Honor Society, and in the National Forensic League (president).

Raleigh and Gale were coached by Miss Nina Annice Verser. Neither of these crack speakers has

Engineers' Research To Help Your Food

Research by two University of Texas engineers will mean better quick-frozen foods soon in your locker or refrigerator.

Dr. Byron E. Short and Horace E. Staph, mechanical engineering faculty members, have developed analysis methods to predict more accurately the requirements for quick-freezing a certain fruit, vegetable or meat.

Dr. Short explained the methods in September in London at the Eighth International Congress of Refrigeration.

By studying the removal of heat from each of a foodstuff's constituents—water, sugars, salts, and other solids—and of other heat phenomena, the researchers devised calculations to determine more accurately what must be done to quick-freeze that foodstuff.

ISLANDS IN SALT LAKE

Great Salt Lake, Utah, contains some eight or nine islands, the longest being about 16 miles in length.

decided upon the college which they will attend. But both expect to use their speaking ability in a career. Raleigh plans to make church work his life vocation; Gale says he will probably become a lawyer, although experimental gardening is now his top hobby.



RALEIGH DENISON GALE RIPLEY

Debate Question for 1951-52 Has Strength on Both Sides

The Debate Proposition for 1951-52 is: Resolved, That all American Citizens Should Be Subject to Conscription for Essential Service in Time of War.

This problem concerning civilian conscription in wartime has been with us for quite a while. It is conceded without question that the United States has the greatest and most powerful industrial system in the world. During peace time, the many separate industries act independently of each other, and build the several industries on a competitive basis. Many authorities state that during wartime such a system cannot mass produce to greatest capacity, unless workers and industries are co-ordinated into one great producing unit. In order to accomplish this, the government must provide for conscription of workers just as the government provides for conscription of soldiers.

A war is total; therefore it affects the total population, soldiers and civilians equally. But such conscription seems to take away our rights as individuals and our system of private enterprise. Here then, is the debate.

Are we justified in bringing into being a system of civilian conscription? Is it needed? Will it make of America a great producing unit in time of war? And if such a system is accepted, will it endanger our present way of life? To answer these questions and to provide material on both sides of the question, the Interscholastic

League has provided a number of publications which are available to debaters. The two N U E A Handbooks and the Brief prepared by the League staff, together with several free publications, are now available from the League office upon receipt of the proper amount for the various bulletins. Special attention is called to these prices which are published elsewhere on this page.

Thank you again for helping us in so many ways with our music meet. All supplies arrived on time, and all confusion about details had been "cleared away" before the day of the meet.

The entire day passed without conflict or delay. Every event was held on time, and the 266 visitors who had reserved places in our luncheon for the noon meal very conscientiously appeared at the period assigned, so there was no undue delay or crowding there, either. I believe that every one concerned is quite happy about the entire experience—or at least they were kind enough to convey that feeling to me.

If I can be of any assistance whatsoever with the music meet next spring, please call on me. This has been a very stimulating experience.

The consensus among participating teachers seems to be that having the music meet as a unit for itself is an outstanding improvement. We feel sure that many more schools will want to enter next year.—Maggie Brune, Principal, Elementary School, Sealy.

The Interscholastic Leaguer is a big help in giving my students and me various hints, suggestions, and information concerning various activities. We have also been interested in reading about other students' achievements.

I am writing this in regard to the Ready Writers' Contest. I believe it would be indeed helpful to have suggested exercises leading up to the contest. I would appreciate it because it is difficult to find time and materials to devote to this particular activity.—Marguerite Kelson, Adviser, Owl's Hoot, Reagan County High School, Big Lake.

'Educational Theater' Offers Very Real Benefits to School

(Editor's Note: This article, which first appeared in TEXAS OUTLOOK, and is reprinted by the permission of its author and that publication was written by the Chairman of the Department of Drama at The University of Texas, Loren Winship. He was formerly Director of Speech Activities in the University Interscholastic League.)

By LOREN WINSHIP

Dramatics—or educational theater—is gaining a place of importance in the study programs of our public schools. From its position as "strictly extracurricular" it has moved up to become one of the accepted courses in many Texas high schools.

Statistical proof of this was obtained last spring when the Department of Drama of The University of Texas sent questionnaires to 1028 school superintendents. Sixty-seven per cent of the 617 who replied, felt that dramatics should be taught as a basic classroom course rather than as an extracurricular activity.

Unfortunately, however, there are still teachers and school officials who have only the most limited idea of the nature and values of educational theater. They usually offer the following stereotyped reasons why dramatics should be extracurricular:

"There is not enough value in the dramatics course." . . . "There is no need to hire a trained drama teacher and schedule a formal class in dramatics. English or public speaking teachers, or the class sponsors do the plays. Anyone can 'coach' a play." . . . Other reasons involving lack of funds and facilities are sometimes offered.

But to each of the objections offered by the skeptics, there are good answers.

"Not enough value in dramatics?" One of the most outstanding features of a course in educational theater is that it develops in students the ability to work and live harmoniously with other people. Theater work demands the utmost in co-operation, teamwork, understanding, and appreciation of the ability of others. It gives a sense of belonging to those who take part in it. If it is directed by a trained teacher with a sound philosophy of theater, it is the most democratic of all group activities. The girl who plays the lead in today's play may be on the pro crew for the next show.

Moreover, experience in dramatics develops individual poise, confidence, and self-control. It encourages the proper use of voice and language, and provides controlled outlets for the physical, emotional, and mental disturbances common to the high school student. Theater work requires the use of initiative and resourcefulness, teaches the student to accept responsibility, and promotes trustworthiness. Thinking quickly and being prompt are requisites for success in drama.

Working on technical aspects of play production gives the student practical knowledge of the use of tools, color, electrical equipment, cloth, sewing, advertising and public relations, and handling money. Because there is so much manual work to play production, it develops in the student a healthy respect for the dignity of human labor. Also, the desire to be eligible for theater activities increases students' interest in other school work. There are hundreds of examples of pupils who remained in school only because of their interest in dramatics. As this interest increases, the discipline problem decreases. Dramatics provides an interesting activity for those who might otherwise become problem children. This is especially true of the child who has little talent in other fields.

In addition, the theater provides cultural enrichment for students. Frequently, high school dramatic work results in active participation in civic theatricals, or in the more passive form of a better understanding of drama, motion pictures, and the allied arts. No other activity in the high school offers more beneficial training which will transfer to future life than does the educational theater, provided the teacher who directs that theater is thoroughly qualified.

"Anyone can 'coach' a play?" No wise administrator would consider hiring an athletics coach who had not had specialized training. No candidate for the position of music teacher would be given a contract who did not have a major in music, the ability to sing, or play one of several instruments. What art teacher would be hired who was not reasonably proficient in painting?

Yet producing a play requires a teacher as well trained as any of those mentioned. The drama teacher must have theater skills, knowledge, training, and experience if he is to produce a play which will be of value to the students. The competent director must know a great deal about lights, costumes, properties, acting, directing, scene design and construction, theater history, literature, and play-writing—to say nothing of art, music, history, psy-

chology, sociology, etc. Nevertheless, the majority of school plays are directed by English or public speaking teachers or class sponsors. Excellent as they undoubtedly are in their chosen fields, they seldom have the qualifications to achieve success with one of the most difficult jobs to which a teacher is assigned: producing a play. A few semester hours in play production will not serve as training for such a task. Training in public speaking or English will not suffice. The training must be of the theater, and it must be comprehensive. It does not seem unreasonable to expect administrators to give as much consideration to the selection of the director of drama as they do to the choice of a line coach for the football squad.

"Dramatics uses too few students?" It is certainly true that too few students take part in dramatics when only cast members and one or two assistants engage in the production of a play. There is a general tendency among teachers untrained in theater to place too much importance upon acting and actors, and too little upon those students who do the unglamorous backstage work. Even with a minimum of stage space and equipment, the effective director will need two or three crew members for every actor who comes on stage. He will require the services of a stage manager, prop, light, house, stage, and costume crew. In many productions he can also use sound, building, and paint crews and foremen. Most of these behind-the-scene helpers will begin work as soon as the cast starts rehearsals, and they are as essential to the success of the production as the actors. In fact, many directors believe the greatest values in educational theater exist in the work of the crews.

If more teachers and school executives would take the time and effort to understand and develop the potentialities of educational theater, it could be of even greater service to students. It is too good a bet to overlook any longer.

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 Texas Speech Association Convention will be held in Houston, Nov. 22-24, in conjunction with the TSTA Convention. A splendid program encompassing all phases of speech has been planned by Mrs. N. N. Whitworth, Amarillo, President; Harold Weiss, Dallas, Vice-President; Crannell Tolliver, Canyon, Executive Secretary; Arthur Hayes, Austin, Historian.

All Speech and Drama people in the state should make it a point to attend this stimulating and worthwhile convention. Information concerning the details of the program may be obtained by writing Dr. Harold Weiss, Speech Department, Southern Methodist University, Dallas.

Word comes from Elizabeth Geer, Wichita Falls High School, that the *Footlight Players* of that school have become affiliated with the National Thespian Society. New stagecraft director for Wichita Falls High is James A. Cowan. The first fall production to be directed by Miss Geer and Mr. Cowan will be *Goodby, My Fancy*, scheduled for production November 15-16.

New debate coach at Wichita Falls is Mrs. Peggy Jo McDonald. In addition to the forensic duties, Mrs. McDonald will teach a full load of speech classes.

Pampa High School's Thespian Troupe is busy rehearsing a "melodrammer," *Parted on Her Wedding Morn*. The play will have early production in Pampa. Recently the Thespians attended the production of *Don Juan in Hell* by Bernard Shaw. Sponsor of this Thespian Troupe is Miss Billie Hutchings.

New speech teacher at White Oak High School, Longview, is Miss Patsy Buttram.

The *Red Dragons* of Austin High School are hard at work on their production of *You Can't Take It With You*, which goes on the boards November 7-9. Mrs. Naomi Norton, director of the *Red Dragons*, is considering either *Winter-set* or *Pymalion* as the group's spring production.

Mrs. Carol Tarbell has been added to the speech staff at University Junior High School, Austin. She is a former Kansas resident.

Major F. L. Winship, former director of speech activities for the League, is now one of the officers in charge of the Air ROTC on the University of Texas campus.

James Moll, University of Texas Drama Department, is on a year's leave of absence while studying in England on a Fulbright Scholarship.

The dates and places for the Student Activities Conferences at which Speech will be featured are as follows:

Southern Methodist University, Dallas, October 13. Speech co-ordinator, Dr. Harold Weiss.

University of Houston, October 20. Speech co-ordinator, Dr. W. W. Cook.

Texas Tech, Lubbock, October 20. Speech co-ordinator, Dr. P. Merville Larson.

Abilene Christian College, December 1. Speech co-ordinator, Dr. Fred Barton.

Kilgore Junior College, December 1. Speech co-ordinator, Dr. B. E. Masters.

West Texas State College, Canyon, December 1. Speech co-ordinator, Crannell Tolliver.

Odessa Sr. High School and Odessa Junior College, December 8. Speech co-ordinator, W. T. Barrett.

Southwestern University Georgetown, December 15. Speech co-ordinator, Angus Springer.

A. and I. College, Kingsville, January 19. Speech co-ordinator, Dr. Ted Skinner.

Stephen F. Austin College, Nacogdoches, January 26. Speech co-ordinator, Dr. Robert Capel.

All speech teachers together with all their interested students should plan to attend one or more of these conferences.

Manager Remakes Prisons of Texas

miscellaneous infractions requiring discipline; in 1950, with rules even stricter, there were only 406. All this despite the fact that prison population has climbed from 6,099 to 6,302 during this period.

Under Mr. Ellis' efficient administration, the prison system has made such progress in self support that it is now producing all of its meat requirements (beef cattle in prison herds increased from 5,606 head to 10,288 in three years, for example), and is now raising all its own vegetables and last year sold \$60,000 worth to other state institutions.

MOST IMPRESSIVE fact of all is that, despite a tremendous increase in living conditions costs, an improved dietary standard among inmates, and higher salaries paid all supervisory personnel, the cost per diem of the prisons has fallen. In 1947 the cost per man per day, above the income of the prison system, was 88 cents; today the state has to pay but 74.1 cents, and the total is dropping steadily as efficient utilization of prison farms and factories spreads.

Rehabilitation work has advanced rapidly. The man who wants to learn a useful trade while "serving time" now has every opportunity. More than a score of job-class projects, in many different trades are in operation this year—for the first time. Academic education is stepping up, and modern testing techniques are being used.

A member of the state prison board, commenting on the changes brought about by Ellis' leadership, summed up the contribution this native of Alabama is making to Texas:

"You can see a lot of improvements, but you can't see the most important improvement. That is what has happened inside the men. There's new hope in the Texas Prison System. That's better than new paint."

This Plan May Save Your School Trouble

Here is a plan that may protect your school against embarrassment, should fans become unruly and seek to mistreat a game official. If you can not get adequate police protection for your games, we offer this possible solution:

Go to your County Sheriff and explain your problem and request that he issue to responsible men in your home town a *courtesy deputy card* permitting the holders thereof to help supervise crowds during and after your home games.

For further suggestions on how to police your football field and playing court, please refer to Rule 18 of the Football Plan, Official Interpretations, Page 144 of the *Constitutions and Rules*.

Principal's Observations on Baseball Meet Show Need of Sportsmanship

By R. D. LAUDERDALE
Principal, South Park

It's a good feeling to win a state championship title and fans of South Park (Beaumont) were especially proud and happy early in June when the Greenies brought home the three-foot silver trophy symbolizing the state championship in Class-AA baseball.

For South Parkers, victory was sweet: that trophy represents the first state title in the 36-year history of the school. But along with that sweet taste of victory, South Parkers have a bitter after-taste of disappointment in a tournament which saw play by the best baseball teams in the state marred by displays of poor sportsmanship on the part of some spectators, a few players, and at least one coach.

THIS IS NOT a general indictment of all who attended or participated in the state meet. For the most part, conduct in the stands and on the playing field was above reproach—up to the high standards of the University Interscholastic League. But on several occasions during the three-day tournament we Southeast Texans felt that we have a long way to go in instilling in the people a sense of sporting ethics, both on the field and off.

Accustomed to playing before

crowds where interest in UIL baseball is high, and the cheering loud and long, South Park players were surprised and disturbed by the "riding" which occurred at some of the state tournament games. By "riding" we do not mean simply a razzing of the pitcher and members of the opposite team. That occurs in every baseball game in anybody's league—from sandlot to majors—and adds much to the color of the sport. In several instances during the state play-offs, however, fans—particularly some of the student groups—went far beyond the limits of good sportsmanship and good taste, resorting at times to vulgar denunciations of opposing players, coaches, and umpires—and their families. A far better impression of a couple of the schools could have been made had fans voiced their support, not by vulgar derision of their opponents, but by cheering and encouraging members of their teams.

The players themselves exhibited better sportsmanship than did many of their fans. In the stands between games, they were loud in cheering good plays and in supporting whichever of their opponents they wanted to win. Only on rare occasions did they resort to the "riding" typical of the fans of two of the schools.

ON THE FIELD, too, most of the boys were exemplary in their sportsmanlike conduct, even cheering their opponents for especially good plays. In a few instances they slipped from grace—as in the game in which players threw their opponents' gloves far out into the outfield in an effort to annoy and disconcert the team. But such tactics, fortunately, were not generally used during the state meet, although rumor says that too many schools tried them during the regular season.

As for the coaches, here again congratulations are in order. All played "strictly by the book" and arguments with umpires were kept to a minimum. Most kept close supervision over their teams both on the fields and in the stands, to prevent any display of poor sportsmanship by their boys. In at least one instance, a coach apologized to officials of an opposing school for the conduct of his supporters in the stands, a gesture well appreciated by his opponents, whose tempers were "raw" from the aforementioned vulgar derision. On the other hand, there was the coach whose profanity in the dugout when his team was two runs behind shocked spectators within hearing distance.

Stakes are high during a state playoff; tension is great; and tempers are short. But when the outstanding schoolboy teams in the state meet in tournament, no displays of poor sportsmanship should mar the excellent play on the field. Perhaps more thought should be given during the coming school year to instilling in the fans, players, and faculties a greater sense of sporting ethics both on the field and off.

ONE SUCCESSFUL effort here in District 11-AA was the formation of a Good Sportsmanship League, which operates in conjunction with student councils in each of the member schools. Since organization of the League in 1947, student conduct at all UIL sporting events has improved rapidly and only occasionally are there reports of violations of the League's code of ethics.

Formation of similar leagues in each district would do much to improve relations between schools not only in regular sport schedules but in state playoffs as well. But whether or not we organize a state-wide Good Sportsmanship League, we must do something to remove the poor sportsmanship which made a blot on the 1951 baseball tournament.



FOUR REASONS—Here are four of the five reasons why Highland Park High School has dominated Conference AA golf during the first two years of League sponsorship of this sport. Left to right are Kirby Edwards, Jim Hjelmseth, Floyd Addington and Stewart Carrell. These four boys won state team championship in 1950, and Addington took second in singles. In 1951, Arthur Barnes filled in the vacancy resulting from Edwards' graduation, and the Scot team repeated for championship honors. Carrell won 1951 state singles.

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Highland Park Scotties Compile Amazing Record in Many League Athletic Events

Highland Park High School's Scotties are strong contenders in almost all phases of Interscholastic League athletics. With one of the best-balanced athletic programs among Texas high schools, and with a strong competitive spirit, Highland Park has rolled up a League record that is equalled by only two or three schools in the state.

Cyrus T. La Master, director of athletics for the Scotties, had the pleasure last year of seeing Highland Park competitors reach at least the semi-finals in tennis, basketball, baseball, football and golf. And this was not just a one-year record. Every year for the last decade, Scottie teams were high on the record book.

IN TENNIS, the Highland Park team played 15 dual matches during the 1950-51 season, exclusive of the Interscholastic League tournaments. Scotties won 13 of the 15, tied one and lost one. The single loss was at the hands of Baytown tennis stars. Since 1946, the Highlanders have had three undefeated seasons in dual matches, and have won approximately 95 per cent of their matches.

In 1951 the Scot netters made a clean sweep of the League district tournament and won three out of four events in the regional tournament, continuing a five year domination of their region in this sport.

Every year since 1945 the Scotties have been represented at the state tournament, winning their first state championships in 1947. Since that day they have won five additional state titles. In tennis, the Highland Park record of state championships now stands:

1947—Boys' singles, won by Dixon Osburn; Girls' doubles, won by Carol Claybaugh and Joan Akin.

1949—Boys' doubles, Dan Stansbury and Wayne Bennett.

1950—Boys' singles, Walton Miller; and Girls' doubles, Shirley Martin and Nancy Quinn.

1951—Girls' singles, Jacqueline Johannes.

Jacqueline is still around for the 1951-52 tennis campaign, and is the Scot's leading threat for a seventh state title.

Coach of the tennis teams is Raymond Akin. His record speaks for his ability.

Coach of Highland Park basketball teams since 1936 has been Ralph Binnion, except for the

years 1942-45, when he took time out for Navy service. Coach Binnion has brought his teams to the state tournament during each of the last three years. The Scotties of 1949 won 18 games, lost 5; in 1950 the record was 15 won, 7 lost; in 1951 the totals stood 19 won and six lost. Among other records in basketball are six straight victories in bi-district play.

IN BASEBALL, the Scots are led by Coach Ernest Kennedy. Last year was their best, losing out only in the final game to South Park of Beaumont, 2-0. Each of the three years of League sponsorship of baseball, the Scotties have won their district championship. 1951 was the first time they succeeded in winning regional play-offs. Last year's team won 16 games and lost 11. It tied with Denison for district honors, but won two out of three games in a play-off series, to move into the bi-district. Here again the Highlanders won two out of three, this time over Waxahachie. Victories at the state tournament were won over North Side, Fort Worth (15-1) and Odessa (7-4).

Highland Park's accomplishments in football are well known. Since 1940, the Scotties have racked up 12 district championships, nine bi-district championships, seven quarter-final victories, three semi-final championships, and tied Waco 7-7 in 1945 to share the state championship. During this period, Highland Park has turned out such football greats as Bobby Layne, Harold Clark, Bill Moxley, Bill Elliott, Jimmy Flowers, Jack Archibold, Ed Moore, Ed Bernet, Malcolm Bowers, Al Opper and Doak Walker.

Highlanders' record in football for 1950 was 11 victories, two defeats. They lost a semi-final game to Wichita Falls, the eventual state champion, 27-34.

Coach of the teams which have made these splendid records is Floyd Hightower.

IN THE NEWEST of League sports, golf, Highland Park has taken two straight team championships, and has one singles championship during the two years of competition in this field. In 1950, Kirby Edwards, Floyd Addington, Jim Hjelmseth and Stewart Carrell combined to take team honors, with Addington placing second in

state singles. In 1951, the team was composed of Addington, Hjelmseth and Carrell, with Arthur Barnes making up the fourth. Carrell was state champion in singles. These boys, coached by Newman Casey, also placed fourth in the Fort Worth Fat Stock Show tournament, and won their own Highland Park Invitational High School Meet.

Six times during the last six years Highland Park has been represented at the State Track Meet. During each of these years the Scots also won district track championships and did well in regional competition. Only in two years, however, did they actually win the regional title. The 1951 team won the district meet, placed fifth in region, but only six points behind the first place winner, and placed in both mile relay and discus at the state meet.

News and Views

There Are Two Sides to Limits on Relay Teams

By STAN LAMBERT
Publicity Director, THSCA

STATE TRACK MEET

The UIL state track and field meet is causing almost as much discussion in coaching circles as the state basketball tournament that we discussed in last month's column. Most of the controversy centers around the relays; but the discus throw and shot put are also under fire from some quarters. The track coaches are advocating making both first and second place winners of the mile and sprint relay teams eligible for competition in the final meet. Others want to substitute a half-mile relay or a medley relay for the discus. The former group has won over a surprising number of followers particularly in the southeast and southern sectors of the state.

THE COACHES' ARGUMENT

The advocates of adding the second place regional winners in the relay events have some pretty potent arguments. They contend that since the relays figure so prominently in team scores at the final meet, and since only one race determines the winner, that adding the second place team will make possible the best track team's winning the state meet. It is pretty rough on a team to work all spring on a relay event using four men and then not be permitted to go to the state meet and make a contribution to its team's winning the big prize when only a fraction of a second separated them from a team that was just a little better. This group is also taking full advantage of the argument that the weather, the breaks, possible illness or injury the one day that this race is run puts too much emphasis on the element of luck. Of course such an arrangement would also permit more boys to realize

the ambition of all boys who participate in track—competing in the state meet.

THE COUNTER PLAY

The League authorities are not too sympathetic with the idea. This is just another example of a conflict in basic philosophies of athletics. The coach, looking at it from a professional standpoint has two primary interests: (1) He wants to make it possible for the team with the best runners and the coach who does the best coaching job to be crowned state champion. (2) He also knows that the more boys that he can take to the state meet the easier it will be for him to interest more boys in this excellent spring sport. The League, on the other hand, is not nearly so interested in who wins the state meet—it just wants a winner; and it also faces a housing problem when more boys are brought to Austin. If the League permits this addition to go through, it also lets the bars down for contestants in its other many activities to demand wider representation. This of course would further complicate the housing problem.

WHAT IS A STATE MEET?

Another conflicting philosophy is found in the answer to the above question. The League defines a state meet as "the bringing together of the best athletes in their various events from every sector of the state to compete for a state championship by determining which of these various sections has the best boys." In other words the League is primarily concerned with geographical distribution so that the sport will flourish in all sections rather than grow out of proportion to its importance in some sections and wither away in others. The coaches are not as interested in geographical distribution as they

are in the best team's winning. In other words this is a philosophy where track and field power is the main consideration. Which philosophy is right is a matter of individual opinions.

We might pause here to point out that the THSCA uses the geographical philosophy in selecting the players for both the all-star football and basketball games rather than the power philosophy. The power idea was employed at first when the all-star selectors picked the best boys in their respective areas regardless of classification or geography. Under present restrictions all classes must be represented, all regions must have a certain minimum number of players, and only one boy can be selected from any team other than the state finalists. This system, just as in the present track meet, admits that it does not select the best boys in all cases; but it does give a distribution that keeps up interest in the game in all classes and all sections of the state.

ABOUT DIVIDING EVENTS

Some have proposed that the literary meet be held on one weekend and the athletic events on another as the answer to the housing problem. Such a proposal would be fine for the large schools and those near Austin; but it would not work so well for the small schools far removed from the capital city. Suppose for instance that a small school in the Panhandle had a declaimer, a typing winner and two track boys eligible for the state meet. By having both at the same time all come in one car; but if two trips had to be made one group either would not come or it would put an unnecessary strain on the school's extra curricular budget.

We will also again remind our smaller school readers right here that the League is certainly leaning over backwards to protect your interests and you should appreciate it. Oftentimes, problems could be solved with the greatest of ease if the League would just forget about the smaller schools; but the opposite is true. No better example of that is found than the state basketball tournament.

NO HODGE-PODGE

On one point we agree with the League 100%: That is, that it must, at all costs, remain the grand climax to spring sports program; and that competing in it must not be cheapened to the point of making it possible for every Tom, Dick, and Harry that goes out for track to come to the state meet. We also agree that it must not degenerate into an athletic nightmare on "Fat Stock Show" proportions. This meet must be preserved for the cream of the crop—

else there will be no honor in competing in it.

Although agreeing with that idea, we don't believe that adding another relay team would increase the number of contestants nearly as much as has been claimed. There will be about 50% duplication of personnel of boys attending the state meet in capacities other than as members of the relay team.

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AN OBSERVATION

The truth of the matter (both the state basketball tournament and the state track meet) is that some of the League's hard work and efficiency is backfiring. We started to make the statement that the League had created a "Frankenstein monster," but that would be an exaggeration—but what has happened is just that in a mild form. In other words, both state meets have grown to the extent that competing in them has become such a great honor that more people are clamoring for this recognition. Less efficiency would have kept this from happening, but we believe that everybody wants to keep it that way.

The answer: We certainly don't know; but we know both the coaches and the League well enough to believe that better minds than ours in both camps can find a satisfactory answer if both groups will be tolerant. A "blind goat" attitude will get neither anywhere. The coaches must realize that the League Fathers have much broader and deeper problems than the coaches have; and the League must recognize the fact that the coach is devoting his life's work to track, and that he is due some consideration for doing a good job.

Do You Remember When?

It has been just 35 years since Madison Bell graduated from North Fort Worth High School. If you remember that far back, you'll remember the beginning of one of the most fabulous sports careers in Texas history. It's easy enough to recall details during the past decade or two, when "Moanin' Matty" Bell's record as a coach was giving other coaches ulcers. It takes a bit of doing to go back to the beginning.



MADISON BELL

Dame, 28 years later, which closed Matty's coaching career in a blaze of glory. In between lay years of coaching at Carroll College near Milwaukee, Texas Christian, A&M, and, from 1933 on, at S.M.U. There were three Southwest Conference championships and a tie for a fourth; there were three times the Mustangs finished second; and there were three bowl games. There were also three years in the Navy (1942-44). In these "between" years Bell produced the only Southwestern team ever to play in the Rose Bowl, and the only team to repeat, in peace-time, for the Southwest Conference championship (1947-48).

Came 1949, and Matty was finally making good on one of his doleful predictions: this one that S.M.U. would lose four games during the year. Came the close of the season, Matty's last game as a coach after 26 campaigns. The final score was Notre Dame 27, S.M.U. 20. But the story of how Matty's badly crippled team (playing without All-American Doak Walker) out-played and out-fought the greatest Notre Dame team of all time, instead of bowing by 40 points as the experts predicted, is the greatest tribute to the man who coached the Mustangs that can be found. The Mustangs finished fifth in the conference that year; but Moanin' Matty, as always, produced a team everyone could be proud of. It all began in North Side, some 35 years ago.

Young Madison graduated in June, 1916, having played end on what was probably the greatest football team in North Side's history. It lost but two games in two years, both of them to Austin with the state championship at stake. Of course, the 1914 and 1915 races were in the days before the Interscholastic League began sponsoring either football or basketball, but "unofficial" championships meant as much as "official" ones do today—in the rough and tough competition of that day.

Matty Bell lettered in football, basketball and baseball. In basketball he played forward, and was an important reason why North Side was state champion in basketball in the 1915-16 season. From Fort Worth, Matty and his team-mates migrated, almost en masse, to Danville, Ky., and became the almost legendary Praying Colonels of Centre College. On that magnificent team from North Fort Worth were Bell, Red Weaver, Bill Boswell, Sully Montgomery, Bill James

and a fellow known as Bo McMillin. What those Texans did to football is still an important conversational topic at the time of "all-time-all-American" selections.

The coaching career of Madison Bell began in 1920, and ran through 1949, when Matty became athletic director for S.M.U., turning the coaching chores over to "Rusty" Russell. The Haskell Indians, at Lawrence, Kansas, were his first charge; he began his winning ways with eight victories, two defeats. In 1921, three losses marred the nine-game schedule, but they were to Notre Dame, Nebraska and Marquette.

It was another loss to Notre

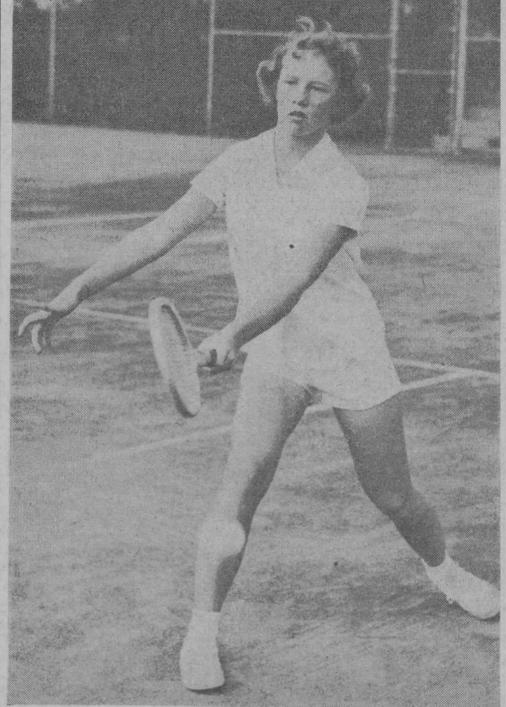
Dean Eddy Heads Up Job Training Parley

University of Texas Extension Dean James R. D. Eddy served as a leader at a national job training and safety conference Oct. 1-5 in Indianapolis.

The five-day meeting was set up to train Rural Electrification Administration employees.

RHONE FED LEGIONS

The delta of the Rhone River was the granary of Rome's legions in Gaul, but later was given over to stock raising.



SINGLES CHAMPION—Jacqueline Johannes is the Conference AA girls' singles champion of Texas. Representing Highland Park as a junior, the 15-year-old Dallas girl came through in 1951 after losing out in the finals in 1950. The winner of major tournaments at Shreveport, San Diego, Cal., Corpus Christi and Dallas, Jackie brought the Scotties their sixth tennis title.

Postscripts on Athletics

By DR. RHEA H. WILLIAMS
State Athletic Director

The League has always published a yearly financial statement showing the exact amount of receipts and expenditures for each fiscal year. We believe that the members of the League should have an accurate accounting of how this organization's funds are derived and disbursed. Such a policy alleviates many false rumors, and places all transactions on public view. An annual itemized list of expenditures is published and is available to all.

Most of our administrators and coaches are so occupied with minute details that they do not find time to give the school patrons and other interested citizens accurate information about the school athletic program. As a result some of the good citizens of our towns and communities are forming misguided opinions—and often helping others to form, in most cases, the same erroneous viewpoints.

THE AVERAGE PERSON

Who goes to a high school football game and sees the large crowds attending gets the impression that our public schools are "getting rich." In most cases they attend only games where large crowds are present. Very few schools give out any information on athletic receipts and expenditures, and it is natural that many citizens would conclude that the schools are deriving an enormous net profit from athletic contests. Many people have the misguided idea that the coach gets a part of the gate receipts, and do not know that the League has a rule forbidding such a policy. Ridiculous statements are made about the use of athletic receipts, but as long as school administrators and coaches fail to inform adequately the public they will continue to be made.

The average fan has no idea of the cost of athletic equipment for the various teams a school system

may field. They do not know that the high school "A" team gate receipts must equip all "B" and Junior High School teams. They do not know that the cost of athletic insurance, transportation, meals, tape, bandages, first aid, game officials, scouting, public address system, and other such items come wholly from gate receipts. In many cases bands and pep squads are financed by the athletic funds. Football receipts often carry baseball, track, golf, and other school activities not self-supporting.

SUCH A PUBLIC REPORT

would cause administrators and coaches to pause momentarily and evaluate carefully all expenditures. Such items as scouting expenses, purchase of equipment, etc. would be given more consideration if administrators knew the items would be publicized in detail to the citizens of their community. Such an annual report would serve as a caution to expenditures from athletic funds.

It is the sincere hope of this column that all administrators will prepare an annual report of athletic receipts and expenditures incurred in the operation of their athletic program to give to their Board of Education and then to their local paper. This would do much to dispel false rumors—sometimes spread by well-meaning citizens but more often by disgruntled individuals—as to where all that money goes that they take in at football games. Sound public relations and educational philosophy stress the viewpoint of "letting the people know."

If we don't inform the local citizens how athletic receipts are expended we shall continue to have false, erroneous, and often vicious rumors "floating" around; such rumors can do much to harm your athletic program. It is your responsibility to "let the people know."

Bibliography Offered for Use Of Girls' Basketball Coaches

(Continued from Page 1)

Meissner, Wilhelmine and Elizabeth Meyers, *Basketball for Girls*. A. S. Barnes and Co., N.Y., 1940. 87 pp. Price \$1.50. This contains a good presentation of individual skills and tactics. It is well illustrated by drawings and diagrams.

Murphy, Charles, *Basketball*. A. S. Barnes Company, N.Y., 1939. Price \$1.50. Explains in logical sequence the fundamentals of shooting, ball handling, footwork, team offense and defense.

MAGAZINES:

General techniques of ball handling and some principles of play are applicable to both women's and men's games. Some articles of this nature are suggested in the following references:

Bunn, J. W., "Why Give Conditioning Exercises for Basketball?" *Athletic Journal*, 30:6, December, 1949. Exercises described are adaptable to use for girls. In some cases the exercises should be modified. In some, the duration of the exercise should be shortened. Based upon research work done under C. H. McCloy at

Iowa.

Foster, H. E., "Basketball Fundamentals, Shooting," *Athletic Journal*, 30: 18-22, Dec., 1949. The style of shooting can be adapted to women's use. Discusses and illustrates one-hand shot, lay-up shot, long and short hook shots, the drive-in and set shots.

Harrison, Lawrence, "Individual Defense," *Athletic Journal*, 30: 11-12, Dec., 1949. This article presents the positions of hands, feet, and body for defensive movements. Discusses distribution of weight. Illustrations are excellent.

Horowitz, L. D., "Get that Tap!" *Scholastic Coach*, 19:23, Dec. 1949. Presents a new idea on how to increase the ability to gain control of the ball from the toss up.

Peterson, A., "Preparing for Tournament Play," *Athletic Journal*, 30:30, Feb., 1950. A functional application of the principles of psychology to competition. Application to competition for women and girls.

"Pivot Play," *Scholastic Coach*, 15: 7-10, Dec., 1945. This is written for the men's game, but it is adaptable to the women's game. Well illustrated by action photographs.