

## Ellis Calls on Schools To Aid Moral Growth

In a stirring and challenging address at the Rice Hotel to the annual Interscholastic League Breakfast, O. B. Ellis, General Manager of the Texas Prison System, described the absolute necessity for re-examining and strengthening the moral foundations of American life.

MORE THAN 150 administrators crowded the South American Room Nov. 23 to hear the former school administrator who is rapidly transforming Texas prisons from "worst in the nation" category to that of model penal institutions.

Manager Ellis' remarks so impressed his audience that he was requested to write down, for the Leaguer and its 10,000 readers in Texas public schools, the gist of his talk. It is reproduced below. His title was "Dangerous Trends and Some Possible Solutions."

BY O. B. ELLIS  
General Manager  
Texas Prison System

I appreciate the opportunity of talking to the educational leadership of this State. There is no group in Texas which has a greater opportunity or upon whom greater responsibilities rest than you. I know something of your problems



I should like to register my two cents' worth regarding the Transfer rule as now set up in Interscholastic League Rules. I object to this rule as it now stands, regarding a year of attendance in the school transferred to when the one transferring has represented the previous school in basketball or football. My reasons are as follows:

1. THIS RULE was made primarily, I believe, to stop the infamous practice of recruiting. In discussion of this phase of the rule, it appears to me that we are now concluding that everyone is guilty, or would like to be guilty, if given the opportunity, of this practice. In instances where a school practices this type of skulduggery, the one-year rule amounts to nothing, anyway—they will head it off by getting the boy sooner—not later.

Seems to me if recruiting were suspected in any individual case, that investigation would prove it or disprove it, and not penalize all bona-fide moves on the part of parents. What can a boy do when his parents move, except accompany them?

2. WHAT IS the result on the boy of being held out of a year of competition in active sports (which the League is supposedly trying to promote—not discourage)? The result too often is that he becomes so restless and feels so abused by this nonsensical rule that he becomes a discipline problem—he is no good to himself or his school, nor the one that he left. If he is a Senior when his folks move, he loses his last and presumably best year of competition.

3. WE ARE supposed to teach fair play, sportsmanship, and equal opportunity in our schools. The boy who is affected by this rule is infringed upon as far as his rights are concerned, and there is nothing fair about thus punishing him—he has been guilty of no wrong—yet he is punished. I think the components of any District should be fully capable of determining whether a boy who moved into any particular school district was a "recruit" or not.

Let's quit penalizing these boys. It might cut them out of the opportunity to go on to college with a good athletic scholarship. It might discourage them so that they would quit school before finishing high school—and what good does it do to keep him out of competition? Just name one good that it accomplishes, to the individual concerned.—Jack L. Coppage, Superintendent, East Central Rural High School, San Antonio.

as I have had eleven years of experience in educational work. In operating a prison, I come into contact every day with wasted humanity. I believe if you had undergone some of the experiences I have, you would have a better understanding and deeper appreciation of your tasks.

Prison is a reflex; it mirrors the stupidity, the uncertain course, the lack of education and training to face and master the everyday problems of life.

A journey through life is very much like a ride on a merry-go-round. Whether one stays on the merry-go-round and rides it to successful and useful citizenship, or whether he is thrown off in disgrace, loss of self-respect, or even becomes bad enough to find himself in the clutches of the law and ends up in my place, depends upon three things:

### 1. HOW FAST THE WHEEL SPINS

Never was there a time in the history of this country when there was as much confusion, uncertainty, unrest, doubt, fear, frustration, perplexity, apprehension—as exists at the present time. Pressures exerted on all of us are tremendous. The stronger the pressures, the more likely we are to go off at a tangent. Boys and girls who get through their teens and to their middle twenties without being thrown off the fast-spinning wheel are certainly entitled to more credit than we were for doing the same thing.

### 2. WHAT TIES WE HAVE TO HOLD US ON THE MERRY-GO-ROUND

When the wheel of life spins rapidly and pressures are great, whether we stay on the merry-go-round or not depends upon the strength of our ties. I like to think of the ties that hold us on a stable course as character. You have a big rope to hold you on a true course, while there are thousands of people who are just holding on with cords or even threads. When we ask an inmate, "What happened, boy?" he answers in convict language, "I got off in a storm and blew my top." When the storms come the wheel spins fast; those who are holding on by a thread are thrown off into space because the thread breaks easily.

One thing that discourages me is the little patience the fellow with the big rope has for the fellow who is just holding on with a thread, particularly when you stop to realize that to a large extent we ourselves are not responsible for the size of our rope. The very fact that you are who you are means that you have a very large rope which was woven for you. You grew up in the right kind of homes; you had the right kind of playmates; you lived on the right side of the railroad tracks; you were carried to church and sent to school. I know you were else

you wouldn't be in the position you occupy today. You deserve little credit for staying out of trouble.

In contrast with you there are thousands upon thousands from broken homes, who came from the wrong side of the tracks, whose parents struggled for the bare necessities of life, who have little education and give little attention to spiritual values. These people have two strikes against them from

(Cont. on p. 3, Col. 1)



SUPT. CLYDE ABSHIER

## 938 Grade Schools Already Signed Up For UIL Contests

Participation in the Interscholastic League's grade-school competition program has climbed to 938 thus far this year.

This compares favorably, in view of the time yet left for enrollment, with the 1,405 total for the 1950-51 school year.

The grade-school competition program annual attracts well over 1,200 schools, of which the majority not only sign up but take active part in the competition offered.

### Districts for Baseball Same as in 1950-51

Baseball districts will be organized on the same basis as that used for last year's competition. The district organization for football and basketball does not apply to baseball, nor to Spring Meet competition, for these spring sports will function on a three-conference basis.

Conferences AA, A and B will still be the units for baseball, and districts will therefore be geographically more compact than for football and basketball competition.

## Enrollment Limits for 1952 Football Conferences Revised

Changes are being made in the enrollment requirements for football conferences for the 1952 season. In keeping with the State Executive Committee's new policy of using a sliding enrollment scale, the automatic membership level of all conferences except Six-Man is being raised.

The sliding schedule has been authorized to prevent districts from becoming over-crowded and to maintain an orderly state play-off for each conference. It is believed that this system will make unnecessary any major reclassifications such as occurred the past year.

The new membership limits of the conferences for next year will be, Conference 4-A, 1,000 and up, instead of 850 and up; Conference 3-A, 500 to 1,000, instead of 450 to 850; Conference AA, 225 to 500, instead of 200 to 450; Conference A, 125 to 225, instead of 115 to 200; Conference B, 124 and under, instead of 114 and under. High schools with less than 100 enrollment may enter

Six-Man football, just as was the case this year.

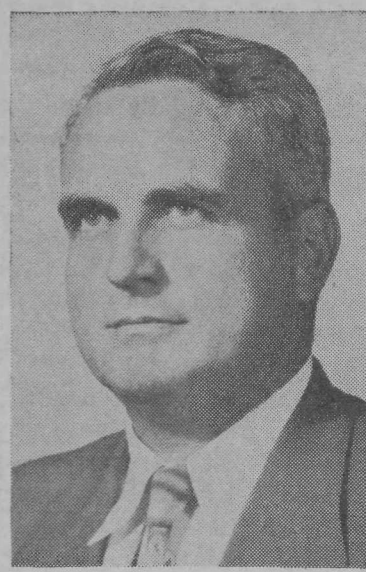
Voting-in privileges are not being changed for next year. The lower limit for 4-A voting-in is still 750 enrollment, and for 3-A, 375. Conference AA voting-in will still extend down to 175, and A voting-in still will go down to 100. In all cases, unanimous vote of the district is required to admit a school below the automatic enrollment figure.

Enrollment as based on average membership for the last four grades for the 1950-51 school year, as found in the Superintendent's Annual Report is the basis used for classifying schools for the 1952 football season.

It will be the policy of the State Executive Committee to announce the conference membership enrollment levels, as adjusted each year, in the spring prior to the issuing of the tentative football assignments for the following school year. It is hoped that by this procedure, equal competition will be maintained throughout the state.



SUPT. I. R. HUCHINGSON



SUPT. E. B. MORRISON

## 4 Members of Council Bring Long Experience

Of the ten men elected in October to fill vacancies in the Interscholastic League's Legislative Advisory Council, last month's Leaguer carried reports and pictures on four. Pictures and some biographical information are now available on four others. These include three men serving on the Council for the first time, and one of the two who were re-elected for a four-year term.

Superintendent Clyde Abshier of Deer Park is one of the newcomers on the Council. He represents Conference B, Region V. Holding a bachelor's degree from Sam Houston State College, and a master's degree from the University of Missouri, Supt. Abshier has also done additional graduate work at the University of Houston, Colorado State College of Education and the University of Texas.

THE DEER PARK administrator has the remarkable record of having spent exactly half of his years in the education field, and all of them in the same school system. He started at the bottom, teaching at Deer Park in the first year after his graduation from Sam Houston State. Within a short time he had moved up to principal, and after seven years in this capacity, he became superintendent. He has served in this position for 11 years.

Another new member of the Council is Ira R. Huchingson, Superintendent of Hamlin schools, and representative of Conference A, Region II. He is a graduate of Abilene High School and Hardin-Simmons University, and holds a Master of Education degree from Texas Tech. He is continuing graduate studies at the University of Texas.

Supt. Huchingson matches Supt. Abshier exactly in number of years in school work—21. He started out at Texline Independent as high school teacher and coach for two years. A third year he spent in this location as superintendent. The next three years were spent as principal of Roscoe High School, followed by nine years as superintendent of the Roscoe schools. He has been at Hamlin as superintendent for six years.

The new Council member is also active in other organizations. As a member of local, district, state and national professional organizations, Supt. Huchingson has served as vice-president of District 7, TSTA, 1949-50; is a past-president, District 7, School Administrators; is now President of School Masters Association. He is active in the Lions Club, having been Zone Chairman, Lions International in 1949-50, and is now Immediate Past Deputy District Governor of the organization. He also takes active part in religious and civic affairs.

THE THIRD new member about whom the Leaguer has information for this issue is E. B. Morrison, Superintendent of Cuero Schools. He represents Conference A, Region VII, and like the two fellow-members mentioned above, has slightly over 21 years in his profession.

After graduation from Llano High School, he received his B.S. degree from the University of Texas, but began his career as a teacher even before receiving his degree. He also holds a Master of Educational Administration degree from the University. His first teaching was done in a four-teacher school at Lone Grove, Llano County. For a year he was teacher and coach at London,

Kimble County, and then spent four years as teacher and head coach at Carthage High, followed by a year in the same school system as elementary principal and baseball coach. In 1936-37, Supt. Morrison was teacher and coach at Mt. Pleasant, and then moved back to Carthage as junior high principal, a post he held from 1937 to 1941. After a year as senior high principal at Carthage, he enlisted as a private in the Air Corps.

In military service, advancement was rapid. Supt. Morrison became first a physical training instructor, and then an instructor in Spanish for officers. By 1943 he had won a commission as second lieutenant. From Dec. 1943 until August 1945 he was overseas with the 15th Air Force as a Combat Intelligence Officer. When he was discharged in Sept. 1945, he had eight campaign stars, two Presidential Citations and a Bronze Star, and the rank of captain.

AFTER THE WAR, Supt. Morrison served three years as superintendent of Granger schools before moving to Cuero Jan. 1, 1948. He holds membership in Cuero Chamber of Commerce, the Teachers Association, the Texas School Administrators, the Organized Reserve of the USAF and the Baptist Church. He is a Master Mason and a Rotarian. During almost his entire professional career, he has been in Interscholastic competition, as football and baseball coach. His students at Cuero have won three straight state championships in One Act Play Contests, and held a first (1951) in boys' tennis singles, and two seconds (1948 and 1950) in girls' tennis. In 1951 a second in the state contest in boys' declamation was recorded. Mrs. Orita Morrison, his wife, was director of the championship plays.

Jack R. Ryan, Superintendent of McKinney schools, was re-elected to the Council to represent Conference AA, Region III. He has served as a Council member for nine years, having been elected to fill one year of an unexpired term, and then having been elected to two four-year terms. He now begins his third full term. He also has a long tenure as superintendent, having been 22 years in his present post, and 28 years with the McKinney school system. Before becoming superintendent, he was principal of both the junior and the senior high schools.

SUPT. RYAN received his B.A. degree from Southwestern University in 1921. He also attended

(Cont. on p. 2, Col. 7)

## 3 Activity Meetings Remain, 1 Postponed

Two and possibly three Student Activities Conferences remain on the Interscholastic League docket for the 1951-52 school year. Definitely scheduled are the January 19 and January 26 dates at Kingsville and Naacogoches, respectively.

POSSIBLY STILL to be held is the West Texas Student Activities Conference at Odessa, originally scheduled for Dec. 8, but

postponed indefinitely because of the outbreak of polio there. Rescheduling the conference depends on the ending of the outbreak and the agreement on a date sufficiently "open" for schools of the area and University of Texas consultants.

Held during December were three of the annual conferences. On Dec. 1, Kilgore and Abilene saw the gathering of students from the Northeast Texas and West Central Texas areas. On Dec. 15, Georgetown's Southwestern University played host to Central Texas students.

Kilgore College had more than 300 delegates to its conference. Dr. B. E. Masters, president of the college, was chairman for the conference which featured consultants from Kilgore College, the University of Texas, and Stephen F. Austin State College. Many students took part in demonstrations and panels. Among chairmen of sections were Supt. J. W. Summers, Mt. Pleasant; Supt. Q. M. Martin, Carthage; Supt. Fred Covin, Pittsburg; Principal W. H. Keene, Lufkin High School; Supt. R. C. Fagg, White Oak Schools, Longview; and Mrs. Raymond Messer, Student Council sponsor, Tyler High School.

Kilgore College faculty members served as vice-chairmen for the sections. Among these were E. P. Christensen, William Jack, Ruth Parks, Mary Beth Malone, Alice Fortney, Mrs. Grady Coleman, and Martha Ivan.

CONSULTANTS included Dr. Robert Capel, Stephen F. Austin College, and Bruce Roach, Interscholastic League, in Debate, Drama, Declamation and Extemporaneous Speech; Dr. Powell Stewart, University of Texas, in Ready Writing; Granville Price, University of Texas, Mrs. Coleman, and Bluford Hestir, Interscholastic League, in Journalism. In addition, panel members in Journalism, included Miss Virginia Knapp, sponsor of Devil's Delight, Gaston High, Joinville; C. W. Sumerlin, sponsor of the Vandal Voice, Van High School; and C. W. Dawson, sponsor of the Bear Facts, Gladewater High School.

Abilene Christian College was host for the West Central meeting of over 200 students and teachers, with Dr. Fred Barton, head of the Speech Department, as general chairman. He and Martin Tozaro, University of Texas, were

consultants in debate. In Drama, consultants were Ernest Sublett, Abilene High; Lewis Fulks, ACC, and Gaylan Collier, ACC. Lowell G. Perry, ACC, was consultant in Radio. The ACC players presented "Nothing But the Truth."

In the Journalism section, Wendell Bedichek, of the West Texas Chamber of Commerce, was the principal speaker. Members of various panels were Norris Davis, University of Texas; Miss Frances Hynds, McMurray; Lowell Hawkins, Abilene High; Homer Hutto, Hardin-Simmons; Heber Taylor, ACC; Walter E. Burch, ACC; Mrs. Tracy Tothill and Mrs. Mary Katherine MacDougal, Abilene Reporter News.

It is not possible to give a complete report on the Georgetown conference, since its date falls between copy and printing deadlines for the Leaguer. Program information on the Kingsville (A&I) and Naacogoches (S. F. Austin College) conferences will be carried in the January Leaguer.

## Director of Music Examines Goals of Contest-Festivals

F. W. SAVAGE  
Director of Music Activities

As a result of recommendations recently advanced by officials of the University Interscholastic League, music competition as sponsored by the League is undergoing considerable discussion and study by both appointed committees and individuals. Questionnaires have been circulated to administrators. It appears that before any radical changes are instigated, the fundamental objectives of the competition-festival should be determined. This article is an attempt to project some lines of thought which may assist in clarifying these objectives.

When the major purposes of the competition-festival are once definitely stated, a great many of the suggestions and criticisms frequently advanced become highly irrelevant.

Retention of the hyphenated words, competition-festival, as a name for this activity implies that there are factors not common to both activities which can and do tend to motivate music learning. Had there been one activity which provided all the forces required, officials down through the years would have certainly adopted a title which would have proved less cumbersome.

To provide a basis for analysis, assume that there are three major types of inter-school music activity: the clinic, the festival and the contest. Each type possesses certain features not common to any great degree in the other.

The festival places greatest emphasis on social contacts; inspiration through auditing other groups and participation in large groups. Probably the greatest weakness of this activity is that there is no intense demand for musical perfection since musical errors can be submerged in the anonymity of a very large performing group. States and communities which sponsor this type activity, in order

(Cont. on p. 2, Col. 6)

## 'Platoons' System Wins Endorsement

Texas high school coaches like the platoon system for football. A majority of them made this quite clear in answering a questionnaire sent out last month by the Interscholastic League. The poll was taken by submitting questions to 870 coaches of League teams.

The 468 replies received to date are tabulated below: To the question, "Do you favor the present rules governing 'Substitution' as handled under the 1951 NCAA Football Rules?", 345 answered yes, 123 answered no. There was apparently a little confusion in answering the next items, for when those who voted no to the first question were asked if they desired a more liberal system, 103 said yes, 65 said no, for a total considerably above the total of those who did not like the present rules. The same discrepancy showed up when the same group were asked if they desired a more restrictive system, and 28 said yes, 117 said no.

Those who answered yes to the question on substitution rules were asked, "Do you desire 'free substitution' as employed in professional football?" and 130 replied yes, 149 said no.

The second major question was, "Are you satisfied with the present definition of clipping, Rule 2-3-1, which permits a block from the rear provided such block's contact comes above the waist of the man being blocked?" To this, 218 said yes, 248 said no. Those who answered no were asked, "Do you desire a return to the 1948 rule which made all blocks from the rear illegal?" A total of 244 said yes to this, and 72 said no, again indicating a bit of confusion, but conclusively indicating that the majority of voting coaches don't like any sort of from-the-rear block.

## Slide Rule Contest

### Rule Changes Few, but Important This Year

The changes made in the Slide Rule Contests for this school year are few but important. No changes whatsoever have been made concerning the type of slide rule permitted, the content of the contest problems, the number of problems on each contest, the method of breaking ties, or the method of grading the papers. The changes that are made concern who is eligible to enter the contests, the equipment and rooms required to conduct the contest, and the actual procedure of conducting the contest.

PUPILS in the top four grades of any member high school in the

University Interscholastic League are permitted to enter the Slide Rule Contest. Before now only those pupils in the top three grades could enter the contests. This means that pupils in the eighth, ninth, tenth, and eleventh grades in the eleven-grade school systems and in the ninth, tenth, eleventh, and twelfth grades in the twelve-grade systems now may participate in the contests. This change of rule was effected by the desire of a large number of high school freshmen to prove their proficiency in the use of the slide rule.

Many of last year's contestants

had criticisms to make concerning the manner in which several directors conducted the contests. In view of these, rather definite requirements are listed in the Constitution concerning conducting the meet. The important items concerned are as follows:

1. Care should be taken in the selection of a contest room and its equipment because the performance of a slide rule contestant depends greatly upon his comfort during the contest.

2. The contest room shall be adequate in size for the comfort of all contestants and shall be selected with quietness of loca-

tion and excellence of lighting as prime factors. Draft-free location should be employed since it is very distracting for the contestant to have to be constantly on guard to prevent the wind from blowing his paper.

3. Tables or desks with accompanying armless chairs (not stools) shall be provided for the contestants; these must not be of grade-school size but should be large enough to accommodate high school contestants.

4. A few classroom armchairs should be provided for those contestants who prefer these to

(Cont. on p. 2, Col. 5)



# Someone Say 'Over-Emphasis'?

In recent months, much has been said about the ills of intercollegiate athletics. So much that two great American games are suffering badly.

Amid all the adverse publicity given these great sports, there has been very little discussion or attention allotted to the important place these and other athletic activities occupy in the student life and educational program of smaller colleges and of high schools.

These smaller institutions have been using the extra-curricular activities as an integral part of the educational program of the school. They have not set up their athletic departments in such a way as to make the department dependent upon gate receipts nor have they gotten so involved with stadium bonds that winning teams are essential to meet the indebtedness against the athletic plant.

In these institutions, the final decision on game schedules and game contracts rests with the superintendent of schools or the college president, who puts the educational welfare of his students first. Game arrangements are not made solely by athletic directors or by athletic committees.

This, in part, destroys the validity of a charge, frequently made, that there is overemphasis on many phases of the extra-curricular program. This may be true in 1% of the institutions, even when the program is under control of the school administrators. In our opinion, however, the opposite is true for the vast majority of schools: they do not place enough emphasis on a school-directed, extra-curricular activity program.

The average boy or girl in today's school has no home chores and no after-school duties to perform. There was a time when a boy or girl had to devote part of the free time after school to walking to and from school. And once he was home, there were many things to be done. This is now seldom the case; most of the students ride buses or are transported in the family car. Most of them no longer perform such after-school tasks as mowing the lawn, milking the cow, cutting wood or weeds, or performing many other worth-while home chores.

Instead, time after school will be spent in loafing unless the school, or unusually wise parents, provide a program of training and activity of a constructive sort. The band, the school team, the school dramatic group, or the school pep squad are in most cases the only substitute for the former duties that boys and girls were required to perform. In many progressive school systems, they are even the only substitute for the home-work that used to occupy the evening hours of most students.

In many schools the boys and girls are turned out at 3 P.M. or, at the latest, 3:30. From then until bedtime, there is nothing for the student to do except loaf, visit the corner drugstore, go to the picture show, ride in the family automobile, or gang up at some favorite spot.

## Thanks for the Help

From all sections of the state, the League office is receiving very fine reports on the Student Activities Conferences and Choral Clinic-Workshops which are being sponsored by the higher educational institutions of Texas.

These institutions are to be congratulated on making their facilities and staff available for these educational events. The schools which are taking part and sending their students to campuses for the benefit of this expert direction and guidance are also to be commended for their vision.

The Interscholastic League will continue to sponsor the Student Activities Conferences and Choral Clinics so long as these meet with the approval of the school administrators and the teachers of the public schools.

We are open to comments, both constructive and critical, which may be used to improve the programs for next year. Write your suggestions to the League Office.

## New Age Rule?

Administrators should begin to give attention to the effect of the 19-year-age rule on athletic competition.

As the rule now stands, a boy may become 19 on September 2nd and take part in all League activities during the remainder of the school term.

This means that a boy during basketball season could be 19 years six months of age at the time of the State Basketball Tournament and 19 years eight months at the time of the Annual State Meet.

In our opinion, age-maturity is a decided advantage in competition and the present rule should be studied and corrected as quickly as possible.

As a suggested solution, we offer the proposal that a contestant be permitted to finish out the season in which his birthday occurs—for example: If his 19th birthday occurs between December 1st and April 1st, the contestant would be permitted to complete the basketball season. In other words, place the age rule on the season or semester basis rather than on the school term basis.



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What a challenge this normal situation offers to the band, to the athletic activities, to the literary and dramatic extra-curricular program! This program offers the best solution in training for leisure-time activities.

Once we knew of a school that did away with the school activity program and decided to devote all of its time to school work. We visited this school and found that school window lights were broken out, the rest rooms were damaged, the student body was completely lacking in school spirit, and the citizens of the town were apathetic. Pent-up energy, which in most schools is at least partially spent in working and preparing for some inter-school activity, was turned into other channels, damaging both the school and the community. This experiment lasted one year.

The next year, the school employed teachers who were interested in the after-school activities of the youth and they established a band, a pep-squad, a football team, a literary team, and in another year the complaints which had been lodged against the school were removed.

The forty-hour week, the short school day, and the disappearance of home chores have placed at the disposal of the school thousands of youths with almost nothing to do. The energies of our young people will be spent in some direction. It is a mistake of the school if it fails to capitalize on this urge for activity, this desire for adventure. Changing social patterns have made the wise use of leisure time, through extra-curricular activities, the greatest new challenge to schools. Unwise use, or failure to accept the challenge, can lead to the tragedy of wasted hours, years—lives.

## MUSIC MATTERS

By F. W. SAVAGE  
Director of Music Activities

As we begin to compose this column for publication, we find that for the first time in five years there is a wealth of material from which we may quote, a multitude of suggestions both constructive and destructive and so many ideas that it will take us another five years even to sort them for consideration. Responding in kind, we have imposed on the Editor to run an extra editorial-article elsewhere in this paper. Music teachers should call the attention of their supervisors to this article.

ALL THIS material is the result of the recent articles and editorials in this publication and the questionnaire which has been circulated to administrators.

It is worthwhile to note that a preliminary scanning of the questionnaires indicates that as usual, administrators have referred the questionnaire to local music teachers. It is our sincere hope that the administrators at least read the numerous suggestions which were sent in over their signatures. This should serve to acquaint them better with the problems and ramifications of music activities.

A particularly complete letter has come to this office from E. B. Cannan, Co-ordinator of Music in the Conroe Public Schools. This letter refers to our recent article in which we were suggesting a possible limitation of the number of solo entrants in the regional activities. We take the liberty of quoting parts of the letter since it is impossible to re-print it here in toto.

"Many of us, and I am guilty as anyone, are entering far more solos and ensembles than are actually ready for contest judging."

"So long as we pit band against band, soloist against soloist, we will continue to have an inferior grade of music taught in Texas."

"Contests have been of major benefit to school music groups. Any revision should be of a constructive nature."

"Let's do away with any program of music competition. Confine our activities to clinics."

"Let's have more aggressive competition in music."

"The eligibility rules are entirely too strict."

"More strict rules concerning eligibility should be made and no exceptions should be made to those rules."

"The central office of the Interscholastic League should take over the arrangements for music competition completely... this includes sites for contests, dates, acceptance of registration fees, hiring and scheduling of judges, etc."

Personnel of this office is contemplating buying a one-way ticket to Mexico.

UT Professor Named To Head Educational Research Committee

Dr. H. T. Manuel of the University of Texas has been named chairman of a new Committee on International Cooperation in Educational Research, formed by the American Educational Research Association.

Dr. Manuel is director of the University's Testing and Guidance Bureau and is an educational psychology professor.

## Slide Rule Contest Rule Changes Few—But Important

(Continued from Page 1)

tables or desks.

5. An electrically-operated clock shall be available to indicate silently the remaining time in the contest. The ticking of non-electric clocks, the writing of remaining time on the blackboard, or any other method of indicating remaining time in the contest are prohibited since the slight amount of noise that these methods make are distracting to some students.

6. During the actual conduction of the slide rule contest, no other contest or other activity shall be permitted to take place in the contest room. Last year there were at least four reports of one or more other contests being conducted in the same room simultaneously with the slide rule contest! Naturally in these cases there was much interference between all contests involved.

7. During the contests, only the contestants, the director, and one grader may remain in the room; the other graders and all other individuals must remain outside. This change of rule was the result of reports of graders' and directors' getting together during the actual contest and talking, thereby distracting the contestants. It is assumed and understood that the director and the one grader remaining in the room will sit quietly in different parts of the room and will not move about in the room, to avoid disturbing the contestants.

8. The other graders not remaining in the contest room during the contest (or several other individuals if there be no other graders available for this purpose) shall be stationed outside the contest room to act as sergeant-at-arms to effect quietness throughout the actual contest period. This requirement was brought about by the very noisy conditions that existed outside many of the contest rooms during the contests.

Last year there was a surprising amount of criticism concerning the method employed to begin the contests. Many contestants said that they were not sure whether or not the contest had been begun and had to look around at the other contestants to see whether they had opened their papers in order to begin work. Perhaps the best manner to open the contest is for the director to say the following:

- "I am about to begin the contest."
- "When I give the signal to begin, immediately open your papers and begin work."
- "Get ready."
- "Begin!"

Although the Slide Rule is not scheduled for discussion at the Student Activities Conferences being held under League sponsorship, if enough interest is indicated, it will be added to the later conferences. If you are interested in having this occur, write the University Interscholastic League, Bureau of Public School Service, The University of Texas, Austin 12, Texas, indicating your desire for this to happen. At such a conference, the slide rule contestants, their coaches, the state director of slide rule, and other interested individuals would have a one to three hour opportunity of meeting each other and discussing mutual problems, such as what are the main uses of the slide rule, how can slide rule instruction best be accomplished, what training aids are available, how can student interest in the slide rule be created, and similar subjects. It is possible that a sample-slide rule contest may be conducted if it is desired. Be sure and let us know of your interest on including slide rule in these Student Activities Conferences, either this year or next.

Placement Service Celebrates 50th Year

The University of Texas Teacher Placement Service, celebrating its 50th anniversary this year, has a record of 23,639 placements, Director Hob Gray reported. Since 1901, when the first faculty committee was appointed to assist students in obtaining teaching positions, 78,701 vacancies have been reported by school administrators. In the same period, 34,770 candidates have registered for positions.

Figures are incomplete, since records have been kept only since 1910. The five-year period from 1945 to 1950 shows 27,000 vacancies reported, 10 times the 2,700 recorded for 1910-15.

A 219 per cent increase was noted for 1945-50, compared with 1940-45. The service was enlarged and reorganized in 1946 to handle greatly increased post-war demand for teachers.

## Director of Music Examines Goals of Contest-Festivals

(Continued from Page 1)

to minimize this weakness, have frequently added either clinical or competitive features. Outside of the motivation provided for the student by the inspiration of hearing other groups, it appears that the chief value of the festival is that it provides a reward as an excursion for the student or groups which have met certain requirements in the classroom during previous weeks and months. Too often these requirements pertain to behavior, cooperation or attendance rather than to musical attainment.

The contest, while possibly offering as much social contact as the festival and slightly less inspiration from auditing, certainly exceeds the festival as a motivating device for a given individual or a group. The contest places great emphasis on musical perfection and presentation. Of more importance to the student perhaps, the contest presents a concrete award for an outstanding performance. The contest presents the best opportunity for a student or a group to demonstrate their ability to produce supreme quality under pressure. This ability is and should be recognized as essential in the American way of life. Competition is present in all three of the music activities; clinics, festivals and contests. It provides the spark for students in any gathering where similar groups are performing but achieves its highest voltage in contests. Any alleged music educator who insists that competition is not inherent in music never directed a high school band which came within a half mile of a similar performing group.

While this high voltage produces the greatest incentive, it also indicates the weakness of the contest as a public school motivating device. This weakness is not peculiar to music but is present in every contest, even football. This weakness is very obviously the tendency to proceed to the extremes. There is a limit to the amount of money and effort any school or community should invest in any one activity.

Of the three types of activities, contests are probably more expensive since they involve distribution of expensive awards as well as demanding groups of qualified adjudicators rather than one critic.

The third major inter-school activity is the clinic. Any definition of a clinic would indicate that a clinic, even in music, is an opportunity for analysis, diagnosis, prescription and initial treatment. While certainly providing some inspiration and some social contact for the students, the clinic appears to be chiefly an in-service training project for music instructors with some small part of the initial treatment taking effect on the student. Continuous attendance at clinics, and only clinics, portends the production of a race of musical hypochondriacs. The clinic, by nature, must be followed by a culminating activity where progress and improvement may be recognized.

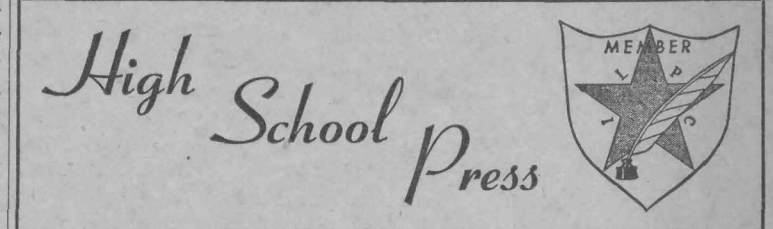
It is interesting to note at this point that the majority of the suggestions or criticisms advanced pertaining to the present competition-festivals refer neither to the contest nor the festival. Practically all deal with the clinical features which have been added: the diagnosis is incorrect; the prescription is inadequate; the prescriber is incapable or the treatment is incomplete. This analysis is verification for the second paragraph of this article since criticism is seldom levied at the social aspects or the inspirational qualities of the festival nor the opportunities for recognition and reward which should be features of strict competition.

Honesty on the part of the reader will lead to the obvious admission that at present Texas does not sponsor competition-festivals. Our activities are misnamed. They should be known as clinic-festivals. The only competition which remains in these events is that which is assumed by the participating student just as he does at a festival or a clinic or is interpreted by the returning music director when reporting to the editor of the local newspaper.

tion which remains in these events is that which is assumed by the participating student just as he does at a festival or a clinic or is interpreted by the returning music director when reporting to the editor of the local newspaper. Few if any of the major features of competition are present to any degree in the current activity. Outstanding music students have no opportunity for recognition. Half of the soloists and ensembles entering in 1951 received the highest possible award. The demand for musical perfection is rapidly ebbing. Outstanding groups are remaining at home since, by the directors' own admission, definitely inferior groups achieve

equal recognition.

It has been the stated policy of the University Interscholastic League to cooperate with its member schools in providing inter-school activities which provide the maximum assistance in accomplishing certain objectives of the public school program. Since the program of music activities is being subjected to critical evaluation, school administrators and music educators will be called upon to express their desires for a program of motivation. Definite opinions should be formed concerning the amount and type of music motivation required for the public school music program of Texas.



Many ILPC members have already received the official emblem of the Interscholastic League Press Conference, for it is being mailed out to all printed paper members. But for most of us, the printing above is the official unveiling of the new emblem, the first ILPC has ever had.

IT IS NOT compulsory that the emblem be used by each member paper. ILPC is supplying it as a service, and leaving its use up to the staff. No paper need worry that it will get a lower rating because it decides not to use the emblem in the editorial page masthead or elsewhere.

For the mimeographed papers, ILPC is investigating the possibility of having "ad inserts" of the emblem prepared. A reply is being awaited from A. B. Dick Co., concerning the cost of making the inserts. If the cost is not prohibitive, the re-usable inserts will be made available to mimeographed paper members.

Questions on the membership blanks continue to worry us. It is hard to know which are the most pressing problems, or even which have interest value for the majority of school paper staffs. ONE STAFF brings up the problem, which many face, of how to master newspaper writing form when there is no journalism course being offered and only a limited amount of time for staff meetings.

There is really no satisfactory answer to this difficulty. Even staffs that have regular class work and plenty of activity time to devote to publishing a paper often fail to do a thorough job of mastering either form or style. The best that can be done is to suggest several possibilities for helping the situation a little.

The most obvious of these puts the burden on the sponsor. He or she can prepare a very brief mimeographed discussion of the news story form, with illustrations, to be handed staff members for their study during leisure hours. This discussion should contain an explanation of the form, of the reasons for the use of the form, of the reasons why the Five W's must be covered by the story, and of the methods a reporter can use in organizing the news story after the facts have been assembled. All this can be re-

printed in good papers. The sponsor will know what papers are available in the area. From these, he or she should stipulate the papers which are well enough edited to contain stories worthy of study. Perhaps it would be best to say that only stories carrying a standard news service logotype (AP), (UP), or (INS) should be used. This will avoid pitfalls for the novice in trying to imitate the highly individualistic styles used by many fine writers working on the staffs of Texas papers.

THE SPONSOR could make certain the reading has been done by requiring clippings of various types of stories to be submitted: speech, athletic events, calamity, election, marriage, court, church, etc., stories. The staff members can do this with little time spent beyond the usual reading time. Doing it can be one of the requirements for advancement up the reporting ladder.

A final suggestion is that more advanced staff members have a responsibility for aiding the apprentice or cub reporters. The "buddy system" has been used in this field successfully: a good writer is assigned to check the work of a beginner, and to help in every way possible. In return, the beginner may help the star dig up facts for his or her "big" stories. But whether or not the buddy system is adopted, the editors should be willing to accept the responsibility, along with the sponsor, for helping beginners to see wherein their stories fail to conform to accepted style or form, and to help them revise or rewrite.

Roger Cillely Joins UT Drama Faculty

A former actor and staff member with the Washington Square Players, New York City, has joined the drama education faculty of the University of Texas College of Fine Arts.

He is Roger H. Cillely, who also has taught at New York University. At the University of Texas, he teaches high school play production, methods and materials, and supervises practice teaching in the drama department.

Cillely holds Bachelor of Science and Master of Arts degrees from NYU, and has done further advanced study there.

## 4 Advisory Council Members Have Long Record of Service

(Continued from Page 1)

as president of the North Texas Division of the State Teachers Association. For two years he was a member of the AASA Transportation Committee, and holds membership in the Rotary Club and the Red Red Rose. In addition to the long service on the Advisory Council, Supt. Ryan has helped the Interscholastic League work for 20 years as chairman of the football district in which McKinney competes.

He was a member of the State Textbook Committee for five years, serving as chairman for four. As a member of TSTA, he has served on the Executive Committee, on the Committee on Elections for two years, and on the Nominating Committee for three years. Supt. Ryan has also served



# Letters on Abuses in Football Suggest Curbs on Roughness

For nearly all school-boy football teams in Texas, the time has come to put away the uniforms and forget, for a time, the grind of training. For coaches, administrators, and Mr. Average Fan, the time of evaluation has come. It's time we took stock of a great game, and started planning for next year, so that it may become even better.

THIS YEAR has seen some very bitter things said of football; it has shown on some very serious failings—on the part of individuals who play the game as it should not be played. People who love the game have done some serious thinking about these problems. Here are letters from two such individuals. Perhaps their thinking can help us all in working toward solutions which will safeguard the game and bar the evils which have attached themselves to it.

"Newspaper and magazine stories of the past two weeks clearly indicate that rules should be tightened on intentional roughness in our football games. You read little about what takes place in high schools, but the problem

there is just the same. I would like for our Interscholastic League to do what it can to increase the penalties for unnecessary roughness in our football games. The penalty needs to be increased to the point that it will prevent violations. Certainly a violation should not happen a second time.

"I realize that football is a rather rough game. I realize, too, that individual stars may expect an excessive amount of rough play because they are usually the hard ones to take out of a play. Our tactics, however, should not extend to the point of eliminating these fellows from the game completely. I know our Interscholastic League does not favor a policy that would permit such an act. I would like for the League to use its influence in improving the situation.

"Please let me know what committee handles our rules for football games. I would like to express this same opinion to that body."—E. D. Cleveland, Superintendent, Palestine Public Schools.

"LET ME START this letter by saying that I am a very rabid

football fan. I have played the game and have a son, whom I hope to see play also. I think it is one of the greatest things in the life of our young manhood for the purpose of building strong bodies and minds, and for teaching sportsmanship, fellowship and character.

"My purpose in this letter is to do my part as a citizen to help football continue doing these good things. I believe that the citizens have put too much emphasis on winning rather than playing football. I have seen them demand and get a coach's job for losing only two games in one season. This sort of thing puts the coach in a very risky situation. Coaches are usually pretty smart fellows and it doesn't take them long to figure a solution for the problem. Too many of them decide that if they don't have the best players and can't secure them, then the only thing left is to get rid of some of the opposition.

"I have seen several games recently where an inferior team won games by this method. I fully realize you can't do anything about the public attitude, but you can do something to deprive the coach of using this means. If something isn't done pretty soon the parents will put a stop to the whole business by removing their sons from the lineups. The reason that I am so certain it is deliberate is that it is always the offensive stars that get injured and only when they are on the offense. The taxpayers furnish the equipment and the rules should protect the players, but we still have boys getting killed when they should be enjoying a good clean game.

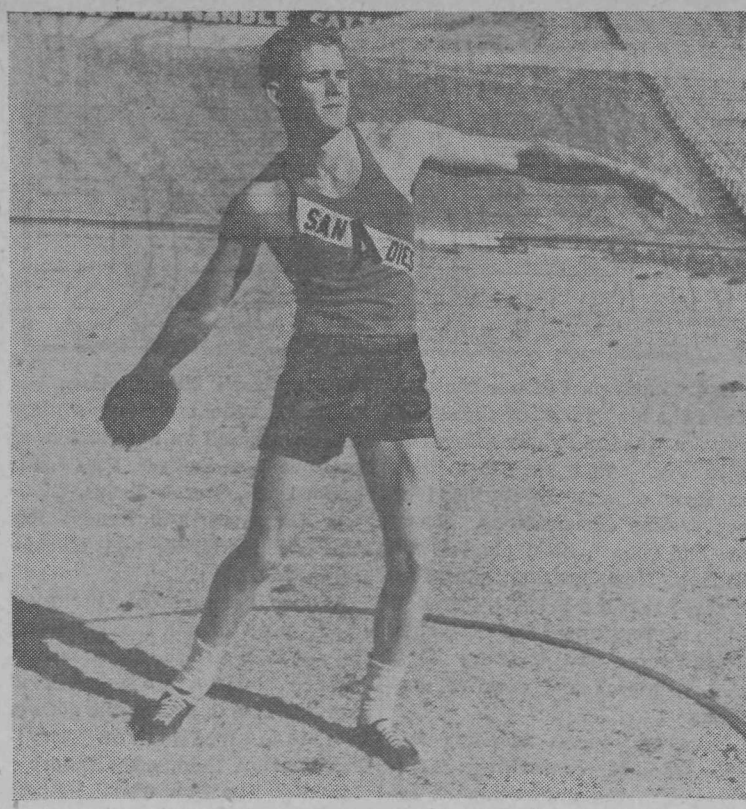
"THE RECENT SLOT machine law proves that we can rid our society of anything we wish if we make the penalty fit the crime. Now, I am not going to try to tell you gentlemen how to make rules to govern our sports because you know much more about that than I. But as a lover of football and a Texas citizen, I would like to make some suggestions.

"For one infraction of the unnecessary roughness rule, I would like to see a player removed for the remainder of the game. After he has had three such penalties, he should be removed from the team for the remainder of the season. If a team should receive five such penalties in any one game, it should forfeit the game. I can't see where any coach, who has his boys' interest at heart, could honestly object to such rules. After all, we don't send our sons to school to learn to fight, we pay taxes to support an army for that purpose.

"It appears to me that you gentlemen are going to have to decide soon, between the rights of one boy to play and the rights of another boy to live. I hope in my humble way I have conveyed my thoughts to you. Yours for cleaner sports.—J. A. Green, Rt. 1, Box 95, Alta Loma, Texas."

## UT Faculty Members Turn Out 38 Books

Faculty members at the University of Texas Main Campus have written 38 books and 441 articles in the past school year, President T. S. Painter reports.



## State Champ in Discus Throw Sees Importance of Coaching

Edward Jackson is an athlete who knows the importance of good coaching. In a personal information sheet filed at League headquarters, Eddie writes, "My fullest appreciation is extended to Coach J. C. Whinnery under whose direction I trained at Amarillo High School."

The 150-pound weight man threw a discus 149 feet, 10 1/2 inches last year, to win first in Conference AA at the state meet. Earlier in the year he set a record of 167 feet at the Sandie Relays in Amarillo. He also broke meet records in discus at Odessa

and Big Spring in 1950, and the Region I meet in 1951.

He has lettered in football, track, and swimming. At a state meet at A&M in 1951 he came in third in diving.

At Amarillo High School he has been president of the Spanish Club, president of the speech club, president of his home room, and a member of National Honor Society and National Athletic Scholarship Society. The 17-year-old graduate is thinking about becoming an architect.

His parents are Mr. and Mrs. L. W. Jackson of 1502 Travis Street in Amarillo.

## Postscripts on Athletics

### DR. RHEA H. WILLIAMS State Athletic Director

The 1951 high school football season is behind us, and by the time this column reaches your desk only the final games in Conference AA and A will remain to be played. It has been by far and large a successful season in all respects. A few outstanding trends clearly arose from behind the horizon to cast their shadows this year: some trends were good, but one in particular was undesirable.

ONE OF THE fine trends this column has observed was an attitude on the part of school boards, administrators and fans to judge a coach's re-election on the basis of ethical character and educational traits rather than on his "won and lost" column. This writer knows personally of three instances where coaches who lost all ten games this past season have been re-hired because they were the "right" kind to lead the youth of the community. One coach handed the board his resignation and was promptly told that he had a job in that community for life; that he was employed because of his ethical character traits and the fine leadership he provided for the youth of his community. This board knew, as any serious thinking board will know, that a coach, regardless of how good he is, cannot win without adequate material.

In this writer's opinion the statement, "I was building character in my boys this fall" made by many coaches who did not win district championship is facetious and ill-advised. Even when made jokingly this is poor taste and makes the coaches' philosophy of athletics appear very shabby.

More and more community and educational leaders are realizing that training good citizens on the athletic fields for better communities in the years to come is much more important than winning championships. Our communities

### Texas Schoolboy Dies Of Football Injuries

Kenneth Knox, Graham High School halfback, died Nov. 20 of injuries received in a District 2, Conference 3-A football game. His death was the first from Texas schoolboy football this year, and the third in the nation to be listed as directly caused by game injuries.

Death was caused by a bruised brain. X-ray disclosed no fracture of the skull. Game movies show that he had made the tackle, playing on defense against Breckenridge, the previous play, but that the tackle was routine, suggesting that the injury could have been caused at any point earlier in the game. As the Graham team went into defensive formation again, Kenneth complained of a headache. During the following play he collapsed, never to regain consciousness. He died in Baylor Hospital, Dallas.

# Courtesy, Uniforms Important In Girls' Basketball Coaching

BY DR. LUCILLE NORTON

Editor's Note: Dr. Norton is Director of Health and Physical Education for Girls at Stephen F. Austin State College, Nacogdoches, and is one of the leading authorities in Texas on girls' basketball. This is the second of two articles which she has written for the *Leaguer* on the sport.

Not only must the coach of girls' basketball be on guard constantly to protect the health of his players, but the coach and his team are faced with important responsibilities concerning etiquette, courtesies and sportsmanship.

In the first categories, the home team should show the same courtesies to a visiting team as one would show to a guest visiting in the home.

A manager, or some individual or group, should be on hand to meet the visiting team, show them where they will dress, and give any assistance that may be desired. Towels, drinking water, etc., should be provided.

When time permits, it is highly desirable after the game that the visiting team be entertained with an informal social including refreshments. The home team should "see off" the visiting team and extend an invitation to come back. If players follow the simple rules of courtesy, it is enough to say "good luck," or "we enjoyed the game."

### SPORTSMANSHIP

Sportsmanship is the responsibility of all—school administrators, coach, players, and spectators. Yet there are several things that the coach should do to improve sportsmanship.

1. The coach must set an example for good sportsmanship.
2. The coach should schedule games to provide equal competition in order to avoid one-sided games.
3. The coach should select competent officials.
4. The coach should assume responsibility for conduct of players and spectators on home court.
5. The coach should stress fair play, abiding by rules.
6. The coach should make every effort to teach good sportsmanship before the basketball season begins by:
  - a. Address to school assembly.
  - b. Notice in school paper.
  - c. Publicity in local newspaper for sportsmanship education of the community.
  - d. Cooperation of faculty members.

There are certain sportsmanlike standards of conduct which are expected of players:

1. Win without boasting; lose without alibis.
2. Accept all decisions of officials—any questions over interpretation of rules should be asked by captain.
3. Play according to rules of game.
4. Control temper and hilarity over opponent's success or defeat.
5. Display no undue emotion.

### PROPER UNIFORMS

The uniform for girls' basketball players should consist of shirt and shorts. The shirt should allow freedom of shoulders and arms and should have short sleeves and collar. It should be sufficiently long to remain "in." Whether the shirt is a slip-over or button type depends upon players' preference.

Shorts should have snug legs or knit leg cuffs. Uniforms should be feminine, but never of "mid-riff" type. Players should be provided with warm-up clothing (jackets and pants) for practice periods and scheduled games.

As the Infantry Soldier depends upon his feet, so does the basketball player. Special attention must be given to the selection and wearing of socks and shoes. Players should wear heavy white wool socks or light cotton white socks under white wool socks. These should fit properly. Clean socks should be worn for each practice

period and scheduled game. Socks with holes or darns at heel and toe should not be worn.

The basketball shoes should have sponge insole, cushion heel, and arch supports. In general, shoes are preferable to oxfords, for increased support of ankles. Leather uppers may be purchased at little more cost than

best grade of canvas uppers.

All players should be supplied with knee-pads. In the writer's opinion the elastic "Bike" knee-pad with a heavy built-in pad is preferable to buckle-type pads. This type is made in three sizes, small, medium and large. Players should be urged not to slip knee-pads on over their shoes.

## News and Views of the Coaches

BY STAN LAMBERT  
Publicity Director, THSCA

### IT'S ALWAYS SUMTHIN'

Ever since "this woman thou gavest me tempted me, and I did eat," the innocent have been penalized along with the wicked for the latter's misdeeds. There is a strong possibility of a recurrence of the aged practice, this time by the NCAA, and that the THSCA's All-star game will be the innocent victim of a ruling by that body because of the mismanagement of similar all-star games in other states.

Here's the pitch: The Big Ten has proposed through the Conference Commissioners of the NCAA, that member schools' coaches not be permitted to coach high school all-star teams, that the NCAA schools not be permitted to use their facilities nor equipment for all-star games, and that coaches of member schools not be permitted to contact all-stars while en route to or from and at the site of all-star games.

The THSCA, through President Hopper and this department, has set out to head off passage of the first two proposals; but this might be an impossible task because of irregularities in other states—particularly in the Middle West. It seems that in some of those states the high school coaches associations have been so indiscreet and short-sighted as to collaborate with some of the state universities (particularly in those states where there is only one major college) to stage all-star games primarily for the benefit of the latter's procurement program. As a result of these practices and their small contribution to the present plight of intercollegiate athletics in general, high school all-star games have been called on the carpet.

### OH THE IRONY OF IT ALL

For the Texas all-star game to be the victim of such a nationwide rule gives an ironical twist to the college people's efforts to put their athletic houses in order. In the first place, it is the colleges—not the high schools—that have muddied up the athletic waters; but still high school athletics must pay. The truth of the matter is that high school athletics the nation over are in the best condition in the history of inter-school competition. Secondly, our coaches association has guarded jealously its policy of keeping its all-star games on a high educational plane. Profits to the Association's treasury, color and glamour have been unhesitatingly sacrificed in order to conduct the coaching school and the all-star games in keeping with commonly accepted educational procedures. The UIL's recognition of this fact is all that kept the association-sponsored games from being included in the recent rule that outlawed all-star games in Texas. At the time the League made that statement this writer stated in this column that this was the finest compliment that it could pay the coaches' association. With this turn of events the compliment rises even higher in stature.

Further proof of the conscientiousness of the Texas coaches is found in the fact that the NCAA's proposed ruling that college coaches not be permitted to contact these all-stars while en route to and at all-star games is Texas-born. The SWC passed a similar rule at the request of the coaches' association. This new rule goes even further than the SWC regulation because it includes the whole all-star game operation whereas the SWC's terminated when the final shot was fired ending the game. But that's okay with the Texas coaches too.

### COACHES ASSOCIATION'S ATTITUDE

Steps are being taken by mail now, and will be carried on in person by President Hopper in Cincinnati next month, to make games sponsored by the official state high school coaches' associa-

tions exceptions to the general rule. No less than 14 members of the rule committee and the American Football Coaches Association's advisory committee on rules have coached the Texas all-stars down through the years. These, as well as other inside contacts will be played to the hilt. Our receiving the information that high school coaches associations in other states have not been as careful as Texas may or may not call for a shift in strategy. However, Texas coaches can rest assured that its association is on the job because President Hopper is determined that no stone will be left unturned, no possibility left unexplored, nor any facility of the Association unused in his fight to defeat the proposal. However, making a fight on the home grounds where only Texas and Texans are involved, and then making one on a nationwide basis are two entirely different propositions.

### EFFECT ON TEXAS GAMES

Passage of the rules as they are would not abolish the Texas all-star games; but it would put a serious "crimp" in them. Prohibiting the college coaches from coaching the all-stars would necessitate the high school coaches' taking over as they do in Georgia and some other states now. The game would probably be just as good; but we have always had the feeling that the coaches attending the school profited by and enjoyed watching the "big timers" operate on the practice field.

Eliminating the use of college facilities and equipment would hurt least of all. In the early days of the school, the facilities at SMU, Texas and TCU were used but in recent years only Houston and Abilene have included that in their bids. Using college dormitories for housing the all-stars has been common practice, and eliminating this would contribute to greater expense and inconvenience.

Of course Texas coaches would welcome the proposal concerning contacting all-stars at the games.

Therefore it boils down to this: The passage of the rules would not abolish the all-star game, but would cripple it far out of proportion to the good that they could accomplish toward cleaning up the intercollegiate situation. It would cause some unnecessary headaches because tried-and-proven procedures would be replaced with new ones. It would complicate the bidding for the school, and possibly eliminate some cities from consideration. It might also call for some subterfuge—and from the way some of the NCAA schools are conducting athletics now it might be possible that subterfuge is preferred to the up-and-above-board policy.

### COACHES REALLY VOTED

This edition of the *Leaguer* will probably carry the results of the UIL's recent poll feeling out the coaches on their opinions of present football playing rules. Our report indicates that the association members took advantage of the opportunity to express themselves; and consequently President Hopper can appear in Cincinnati with the feeling of assurance that he can advocate what the Texas coaches want.

The poll indicates that an overwhelming majority are well satisfied with platoon football, and even many would favor even more liberalization on the present substitution rule. There is a sharp division of opinion, however, concerning the merits of the present clipping rule as compared to the wording of the rule in 1948. How the coaches voted is not nearly so important to him as the fact that they voted and indicated clearly how they felt. Now Hopper knows that he will advocate an exception being made to high schools playing under college rules if the present substitution rule is tightened, and that there is not enough feeling for or against the present clipping rule to worry much about how it goes.

## Committee Discusses Coach, Official Ethics

In the November *Leaguer*, excerpts were given from the first sections of the report of the Committee on Ethics of the American Football Coaches Association. These excerpts and those printed below constitute the basic points which the committee felt must be considered and acted upon if collegiate football is to avoid complete destruction as the result of unfavorable public reactions to the evils which have attached themselves to the sport.

The League feels that the points made by the committee apply fully as well to interscholastic football. The final points covered are:

**OFFICIALS:** Unless we believe in the integrity and innate honesty of officials assigned to work our games, they should not be permitted to take the field. Through commissioners and/or appointive agencies, we have an opportunity to eliminate candidates whom we have reason to question. Once an official has been approved, any coach who, by any means, at any time, gives public voice to criticisms, is hurting the game of football. What is even more dangerous, he is undermining his own position of integrity and good sportsmanship. It is time we quit "riding" and condemning officials. Most of them are former players. All of them are trying to render fair and impartial decisions. A majority of them take just as much pride in their work as we do in ours. To expect or demand a perfectly officiated game is about as unreasonable as expecting our teams to play without error. Human judgment is still the basis upon which many fouls and violations are called. "Position" from which the violation is viewed is of paramount importance in making the judgment. What the official may see on top of the play, may not coincide with what the fan or the coach on the bench may see from an entirely different point of vantage. To flail an official after viewing movies (running and re-

running a specific play) can hardly be classified as ethical. The official "called it" in a maze of action, which was not repeated. If his judgment was wrong, and he consistently makes mistakes in that or other games, a coach's responsibility should be to see that that official does not work again. The right action is to carry our complaint to our commissioners or appointive agents—who have the power and authority to take action. The wrong action is to publicly condemn the official. Officials are human beings and should be protected by coaches, as an integral part of the "Athletic Family."

**COACHES:** Football today commands an influential position in the American way of life. Football coaches, as the kids say, are VIP's (Very Important People). Our every expression and action sets an example. We are Public Characters. We cannot afford to forget for a single minute, that we occupy positions of influence in our respective spheres. Young people, alumni, fans, even the man on the street who reads the sports page, listens to a radio or watches television is interested in what we do, and have to say. Today, more than ever before in history, we have an opportunity to influence and mold American behavior. What kind of a job we do will play no small part in preparing our people for whatever lies ahead. Physical strength, as well as strength of character, are always prime requisites in national security. It is essential that we make good our claims that football produces these qualities. Keeping physically fit; looking the part of athletes; behaving with dignity on the bench; controlling temper both on and off the field, respecting both the letter and the spirit of the Rules of the Game; being ever thoughtful of the boy and the institution and game of football: these are things which will safeguard and perpetuate football.

## Do You Remember When?

It was just a little over 30 years ago that Jimmie Stewart was making things hum in the sports circles at Hillsboro and Waxahachie High Schools. Remember when?

James H. Stewart today is better known for having been Executive Secretary of the Southwest Conference through five eventful years, and for being, now, Executive Vice-President and General Manager of the State Fair of Texas.

But in 1918, he was just a lad who was tearing up the track, gouging out holes in the gridiron sod, and otherwise making life exciting for the opposition teams. As the son of a Methodist minister, the Rev. J. H. Stewart, Jimmie didn't give his abilities to one school only.

First he lettered in football, basketball and track at Hillsboro, and then in November, 1918, moved to Waxahachie. Here he lettered in football, baseball and track before graduating in the spring of 1920. During these years he participated in the Interscholastic League State Track Meet for three straight years—1918 through 1920. In 1918 he



won a third place in pole-vault for Hillsboro. The following year he took a second place in the same event back to Waxahachie. He reached the top in 1920, winning the pole-vault and also getting a

second in the broad jump for good measure.

From Interscholastic League competition, he moved into the excitement of collegiate sports at SMU. There he lettered in football, basketball and track, getting varsity letters in 1921 through 1924.

Immediately after graduation from SMU, he began coaching at Wesley College, Greenville. From there he returned, in the fall of 1925, to the staff of the SMU athletic department, subsequently serving as freshman football coach, varsity track coach, business manager of athletics, and finally, director of athletics. During the war years of 1942-1944, he served as head football coach and head basketball coach, in addition to his duties as director.

In the fall of 1945 he left his university connection to become executive secretary of the Southwest Conference. In the summer of 1950 he moved on to his present position with the largest state fair in the world. All of which adds up to an exceptional career—foreshadowed over 30 years ago by exceptional ability in interscholastic competition.



# Ellis Calls on Schools To Aid Moral Growth

(Continued from Page 1)

the beginning. I don't know the author of these lines, but they tell the story in a fine way: "We drink water from wells we did not dig; we eat fruit from orchards we did not plant."

### 3. HOW MUCH GRIP WE HAVE

Those who direct the destinies of our youth are able to weave for them a big rope of character, but only the individual can develop a grip to hold himself on the fast-moving merry-go-round of life. All you have to do is think through your student body and names of many children flash through your mind. They come from respectable families and live in good homes, they are intellectually bright, but they have had it so easy they have no grip. You know them as the only child, the shielded child, the youngster whose father and mother make all the decisions for him—who ran around the merry-go-round and held him on. The time comes when this parental sheltering can no longer be done, and off into space they are thrown.

Now let's get down to realities—find out how some of these youngsters were thrown off into space. Following are headlines from your daily papers of recent date:

**Kentucky Basketball Stars Admit Taking Bribes.**

**West Point Football Players Discharged for "Cribbing."**

**War Between Teen-Age Groups. Are Sex Groups Prominent in Our High Schools?**

Last week there was a front-page editorial concerning a little fourteen-year-old girl who had been picked up in a house of ill fame, photographed and finger-printed, and under her name was written, "Age 22." Last night's paper carried a headline story of a young narcotic agent who posed as a student and bought \$14,000 worth of dope with marked money at one of your large high schools.

**Income Tax Agents Guilty of Graft.**

**Probe of Influence Buying May Spread to Department of Justice.**

**Another "Five Percenter" Breaks Into the Front Page.**

**Are Cities Controlled by Organized Vice and Gambling?**

What is your reaction when you read these stories? Aren't they indicative of alarming trends? Are the individuals involved the only ones responsible? Do they have real meaning to you as a school leader? Let's try to analyze one or two of them.

## Two More Debate Topics Suggested

Here are some additional topics suggested for next year's debate question:

1. Federal Income Tax from individual incomes should be limited to 25 per cent of such incomes.

This topic should prove to be quite interesting, since tax problems are always vital. Such a proposed change in the income tax structure would drastically affect the Federal income. Those who contend that this plan should be put into effect say that at present individual incentive is being stifled. America is becoming a land of complacent mediocrity. Already some 25 states have petitioned to have a constitutional amendment on this question. The advocates say that this is proof Americans want something done about the exorbitant income tax problem. Those against the proposal say that the Federal Government cannot afford to lose over 4 billion dollars a year (which the proposal would effect in Federal income). At the present time the Government is looking for ways to increase the Federal income, not decrease it. Such an act would mean disaster for our Federal Government.

2. The United Nations should allow Red China to be seated in the U. N. This is a red-hot question and would bring out an examination not only of the U. N. but of our entire Far Eastern policy. There is plenty of material on the subject, though most of it is on the negative side. Perhaps some question which has more direct bearing on our Far Eastern policy would be more equitable. If debate coaches have some ideas for topics in this general area, send them in. If a good wording for a Far Eastern question can be found, it should make an interesting and lively proposition.

### ATHLETIC SCANDALS

An outstanding athlete has a Cadillac parked in his driveway by some over-enthusiastic alumni, or has handed to him several thousand dollars in large bills—easy money, isn't it? Represents false values and standards, doesn't it? Is it too different from the money that comes to a player who, while not losing a game, fixes points so professional gamblers will win? For the boys involved, wasn't the merry-go-round spinning at a terrific speed? Are they to be censured or pitied?

### ORGANIZED VICE

How about the little girl? Life is pretty rough, isn't it? Could it have been that the little girl involved came from across the railroad tracks? Was she holding on to the merry-go-round by a rope or a thread? Could it be that she wasn't dressed quite as well as some of the girls in the group? Do you suppose the boys did not pay her quite as much attention as she would have liked? Could she have felt that she was inferior to the group? These things are all important to teen-agers. Could this feeling have made her so miserable that when some fellow came along and said, "Honey, smoke one of these and you will dream you are a queen"—she smoked and she dreamed, and in a few short weeks she had changed from an innocent little girl to a prostitute and had been labeled, "Age 22." It is a vicious thing, isn't it? We can go on and on with this kind of thing, but let's talk of what we are going to do about it.

I think the answer is to get back to some fundamentals that made this country great. Let me name some of them for you:

### MORAL STANDARDS

The founding fathers of America had a set of moral standards by which they lived. We have changed them; we are living by man-made standards; instead of living by the spirit of the law, we are living just within the law. Think of the things that are today acceptable moral practices which were not when you were children. What has happened to sacred honor? Personal integrity? Dealings on the cuff? Remember the good old days when a man's word meant everything? He borrowed money without security. Perhaps the children went barefooted and wore patched bluejeans in order that the obligation might be paid, but to that person a good name was all-important. How is it today? The first question asked is, "What security have you to offer?" People think about how big a front they can put up; how they finance it is not so important. Remember the part that faith and hope played in the life of the old-timer? Didn't it get them over many a hump? How about today?

### RESPECT

Respect for the flag and all for which it stands; respect for high office. Think of what George Washington, Thomas Jefferson, Abraham Lincoln, and Robert E. Lee meant and stood for in their day and still stand for today. How about now? Remember this: The office itself must be respected. If the man who holds it isn't worthy of the honor—then get someone who is. Do you vote? If you don't you have no right to complain. Respect for law and order; respect for the rights and property of others. We have twelve prison units and nearly seven thousand men. If we were to discharge all those who are in prison for failing to respect the rights and properties of others, we would need only one prison instead of twelve. Respect for age; respect for church and all it stands for; respect for earned success. These are the things that helped make America great.

### DIGNITY OF WORK

Far too many youngsters today do not like to work. Unfortunately, they do not know how to work. Does your school program develop work habits? A large employer said to me a few days ago, "I don't know what's going to happen. People don't want to work any more." A prospective employee should say, "What is this job? What future does it offer? How much security is there in it?" but instead he says, "How many hours do I have to work? How much time off for lunch? How much vacation do I get? How much sick-leave? How much does it pay today, not tomorrow?" A long time ago Benjamin Franklin said, "Friends and neighbors, the taxes are indeed very heavy, and if those laid on by the Government were the only ones

we had to pay, we might more easily discharge them; but we have many others and much more grievous to some of us. We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners cannot ease or deliver us."

How can we get away from this something-for-nothing idea? Where did it originate? That is a long story in itself. In your school program you can develop a respect for the dignity of work, a feeling on the part of the youngsters that the world owes them nothing except an opportunity to achieve success and a good life.

### CORRECT USE OF LEISURE TIME

In the olden days the work-day was long, and when the toil was ended the worker went home and to bed. Today we have a forty-hour week—eight hours to work, eight hours to sleep, and eight hours to play. Only a few people know how to play; many boys and girls do not. When the work-day is over they head for the honky-tonks and pool halls. This is where your extracurricular work comes in, but only after you have done a good job in the first eight hours. Athletic programs of all kinds and sports of all types which carry over into adult life—hunting, fishing, golf, tennis, and the like—nothing represents the game of life more closely than does football. Keep it clean and on an amateur basis. Don't let the professional gamblers in on it.

Can you develop a love for good books? Can there be a more wholesome and constructive use of leisure time? Music, dramatics, and debating contribute to better thinking and develop poise and an appreciation for the finer things of life.

These activities are all-important. An interest in one or more of such worthwhile activities is pretty good insurance against the destructive forces at work in every community in our land. If properly sponsored and directed, they can be made so wholesome and attractive that they will compete favorably with degrading forces everywhere. They are the difference between wholesome living and crime. Never before has youth needed help as it does today, and next to home and in the absence of correct home environment, no group can assist so much as you.

You are digging wells and planting orchards for future streams of human living. May the water be crystal clear and the fruit free of blight.

## Additional Topics For Extemp Listed

The study of current happenings is a general practice in the schools throughout the nation. Unfortunately there is too little system or organized thinking on the part of many schools in the handling of current events. The proper study of current developments provides students with current information, attitudes, understandings, and skills which are basic to intelligent living today.

Teachers should take great care to encourage and guide students in the study of today's problems, and give those superior students who show excellent grasp of situations the opportunity to go further by taking part in the extemp speech contest. So that teachers may have some guide to the major news stories being used as a basis for extemp topics, a few of these topics are being published each month. Here are nine additional topics which teachers may give to students for practice speeches.

1. Is Japan becoming a real democracy?
2. Should Communist China be seated in the U. N.?
3. Are we meeting the proper arms production quota in the U. S.?
4. What should be done with the atomic bomb?
5. Are we successful in our relationship with Argentina?
6. What has happened to the Far Eastern oil situation?
7. Is England right in keeping the Suez Canal?
8. Are Russia's satellite countries showing signs of revolt?
9. What is happening to American economics?



In the early part of our century, one of the high points of the school program was the Friday afternoon "speaking." The programs took the form of slightly confused or over precise declamations. Every now and then a little playlet was the fare. Now, however, educators all agree that the Friday afternoon public performances are no longer adequate for the training of a child in speech and creative dramatics.

More and more, teachers and directors are concerning themselves with the production of artistic and beautiful plays for the joy of child audiences. The old Friday afternoon "speaking" have given way to excellent work by drama clubs in the secondary schools and the creation of "children's theatre" in the elementary schools.

IT IS THIS coming alive of the "children's theatre" that we shall discuss in this column this month. Particularly, we will offer some suggestions for directors interested in using children in plays.

Usually, the director who is organizing a children's theatre will find that the youngsters between the ages of seven and fifteen are the most suitable to use. Some directors prefer to use all adults in children's shows, but this deprives the child of an additional creative experience. Generally a mixed cast of adults and children is not too successful since the director must use a difference in explanation, supervision, and rehearsal scheduling.

If the project is new, the director should take slow steps. Some one-act plays rather than long plays are usually better to try at first. *Hole in the Wall*, *Fernseed in the Shoe*, *Stone in the Road* are three short plays that should prove of interest.

When the group has become sufficiently strong to work on longer productions, a good play to start with is *Jack and the Beanstalk*. This has proved to be the most popular of the children's plays. The play lends itself to easy staging and simple effects which delight the child audience. A little ingenuity will overcome individual problems. For example, if the director cannot find a giant who is big enough, he can easily solve his problem by building up the giant's feet with books covered with oilcloth.

The director should pass around the privilege of being in the plays scheduled for a season. It would be much easier, of course, to use the same children over and over again, but skill comes only through experience, and the director should encourage the experience of as many children as possible.

A GOOD IDEA is to double-cast the various parts. This serves not only as insurance against children's diseases wrecking a production but also gives more children an opportunity to work. Do not, however, double cast unless you can have each cast perform at least once. Sometimes it is necessary to have an understudy for the major roles; in such cases make sure the understudy has a minor role as well. The director need not fear about the learning of lines. By the time he gets his show rehearsed, practically every child will know the speeches of every other character anyway.

The need for good modern plays for children's theatre is great. If the director is having several shows during the year, at least one of the plays should be in modern dress. A good modern dress play is *Seven Little Rebels*. But the plays that really appeal to children's casts are the ones in which they can dress up. Folk and fairy tales, myths, legends, hero tales, all are used as material for good children's plays. Pioneer stories are good not only to allow the children to "dress up" but also to point out elements of good citizenship.

Some excellent dramatizations have been made of *Cinderella*, *Ali Baba and the Forty Thieves*, *The Elves and the Shoemaker*, *Sleeping Beauty*, and *The Three Bears* among the fairy stories and legends.

*Young Hickory* (the story of young Andrew Jackson), *The Indian Captive* (story of Eleanor Lytell) are stories taken from early American history which have proved excellent for children's audiences.

*Marco Polo* combines history and pagentry for an excellent children's theatre vehicle. Two other plays that offer great possibilities for pagentry are *King Midas and the Golden Touch*, and

### The Emperor's New Clothes.

Some excellent children's plays have been based on novels. Among these are *Tom Sawyer*, *Five Little Peppers*, *The Dutch Twins*, *Little Men*, *Ghost of Mr. Penny*, *Rip Van Winkle*, *Heidi*, and *Huckleberry Finn*.

As has been stated, the most widely used of all the children's plays is *Jack and the Beanstalk*.

When children are asked what they like best in a play, the answer is almost always, "The story!" The director, then, must choose a play that has first of all a good story. It must be one that is easily understood. Directors should choose plays carefully that will fit with the understanding and interest of the audience to which the play is to be given. In general, children's plays must have a great deal of color and action. The plot must start at once and proceed without let-up to the climax. Things must happen in a play if it is to hold a youthful audience.

Directors often despair over the closing scenes of an otherwise good production. They should study carefully the last five minutes of the play and see if the climax comes too far away from the end of the play. Above all, the conclusion of the play should be satisfying.

PLAYS THAT AVOID long and involved speeches are appealing to audiences of children. Directors should choose plays that have brief speeches and tell the story mainly with action. If dialogue is too long, directors should use a blue pencil on it. But children like plays that have some talk. Thus, actual plays are much more popular with children than out and out pantomimes.

In choosing the play, the director should look for broad comedy situations. Children enjoy exaggerated comic situations that are obvious and sweeping. Comedy in action is more effective than comedy in line.

Most children's plays are written with a variety in settings. Children like variety, and will be satisfied with suggested settings so long as there are a number of them. Heavy cardboard cut-outs, cardboard screens, and effectively used drapes are simple to use and work very well. One secret of success for effective scenery lies in the paint bucket. Scenery need not be elaborate, but it must be colorful.

Audiences of children will stand a great deal in the way of late entrances, slightly fluffed lines, suggestions of props and the like, but they are very critical of false acting and static scenes. Directors must ever be on the alert to point out just how each character fits into the whole picture.

IF THE PLAY is a costume play, the director must decide how much he can afford to spend on costumes. Choice of play will depend very largely on whether the production will suffer if cheap materials are used, if costumes can be painted or dyed, or if the children can afford to buy or rent costumes.

When the director gets down to the details of staging, he should exercise every device imaginable to make some effective stage effects. For instance, boiling smoke from dry ice always brings forth gasps from children. They like lights that come on and off mysteriously. Battery-rigged lights used as part of costumes are particularly effective.

Children are very fond of animal costumes. One reason *Little Black Sambo* is so popular is that there are a number of animals in it. Of course the costume manager should always have several assistants, since children have a hard time getting into costumes, especially elaborate ones. Directors should be very strict about the use and care of costumes. Nothing makes a production look shoddy more quickly than carelessly handled costumes.

A director may have a good play and cast, but he himself needs more to assure success in children's work. He must be genuinely interested in children and have a real desire to give them the very best. The rewards in watching children grow in creativeness and happy adjustments in living are inestimable to the truly interested director.

Directors who would like help or suggestions concerning children's theatres may write Mouzon Law, Children's Theatre Director, University of Texas, Austin. He will be glad to confer with directors on all children's theatre problems.

# Good Publicity Work Aids Drama Program

BY BRUCE ROACH  
Director of Speech Activities

A good production well done deserves as large an audience as the auditorium will accommodate. Not only do the students and director deserve this tribute, but the show will be better, for it has been proved that actors do a better job when the auditorium is well filled. But perhaps the most realistic reason for having a full house is financial. Certainly the money angle should not be the sole reason for presenting the play, but a good box office helps any dramatics department to grow.

THE DIRECTOR must use all the legitimate and dignified means available for giving the play effective advertising. The director may choose to work through a publicity chairman and a publicity committee, but he must stay in close touch with what is going on at all times.

Fortunately, there are a variety of ways a production can be given effective advertising. Just a few of these will be discussed in the limited space available here. Among the outstanding ways of advertising a show are: (1) posters, (2) newspaper articles, (3) paid advertisements, (4) displays, (5) cartoons, (6) bulletin boards, (7) assembly programs, (8) contests, (9) talks, (10) radio broadcasts, (11) letters and cards, (12) tickets.

1. POSTERS. The requisites of posters are that they can be easily read, that they are eye-catching, and that all of the information is at once easily available. Black letters on white are acceptable. Good color combinations of contrasts and triads are all right if the color is judiciously used. Mere garishness is bad. Pictures that really illustrate the play are excellent additions. The size of the poster will depend on where it is to be placed. The usual size is twelve by eighteen inches. The cardboard should be stiff enough to stand by its own support. The designer of the poster must answer these questions: what, by whom, when, where, how much—in as clever an arrangement as possible so that a passerby can catch the significant details as he goes along.

2. NEWSPAPER ARTICLES. Generally, your local newspaper will welcome well-written news stories. The real key to getting publicity in the newspaper is in the term "well-written." The article should contain the title of the play, name of the author, name of the producing group, the place of presentation, the date

and time of performances and the purpose of the affair. Unless the circumstances are very unusual, all of this information should be in the first paragraph. The following paragraphs should be explanatory and written in such a way that the editor can reduce the length of the story at the end of any paragraph. Least important items should come last.

The writer should tell such news about the play and its production as will be of interest to the readers. Short, simple, snappy sentences are preferable. By all means, make sure the article is neatly typed with good margins and double spacing. Generally, a title is unnecessary, since the newspaper personnel write their own headlines. The writer of the story should place his name, address and phone number in the upper left corner, in case the news editor needs additional information.

It goes without saying that the copy must be turned in on time. Generally, if the story is for the Sunday edition, it should be in the hands of the newspaper by Thursday noon. Where there is more than one newspaper in a community, copy should go to each newspaper at the same time. This is very important if cordial relations are to be kept up with all the papers.

It is more valuable to have a number of short articles than to have one long article. The articles should be spread out over a period of time. At least two weeks in advance of actual publication is a good time to begin if publicity chairmen are dealing with city dailies. Pictures of the actors in good poses should be supplied generously with each story. Generally, close-ups or tightly grouped pictures are preferable to entire cast pictures. In case of a royalty play, the publisher must be mentioned.

3. PAID ADVERTISEMENTS. In large cities the paid display advertisement will probably be prohibitive. In smaller communities, particularly in communities having a weekly publication, at least one paid advertisement may justify itself. Sometimes, a group can get several merchants to run an advertisement as a courtesy to the school or dramatic club. The same requirements apply to the newspaper advertisement as to the poster.

4. DISPLAYS. Photographs of the players and attractive copy on large stands, etc., displayed in the lobby of the school building or of the auditorium where the play is to be presented are often

effective. The same general type of display, simplified somewhat also attracts favorable attention in store windows and hotel lobbies.

5. CARTOONS. These apply mainly to the school paper. Such pictures attract quick attention and prove an excellent publicity medium. Should the school have several cartoonists, a contest might add extra interest.

6. BULLETIN BOARDS. Schools, churches, libraries have bulletin boards in conspicuous places. Notices should be attached to them well in advance of the performance.

7. ASSEMBLY PROGRAMS. Scenes from the play presented to the entire student body intensifies enthusiasm.

Skits, songs, dances (or anything of a light nature) are appropriate for advertising a comedy or farce. However, care should be taken not to forfeit valuable rehearsal time in getting up special assembly programs. Pupils other than members of the cast can be used to advantage in this type of publicity program. The main points to remember about assembly programs for publicity purposes are that they should be short and sparkling.

8. CONTESTS. As has been mentioned under Cartoons, if there are several people interested in any of the publicity media, a contest might be worked out. Contests stimulate great enthusiasm among the student body. The variety is limitless. Heading the list is the ticket selling. Prizes may be offered to the three individuals disposing of the highest number of tickets; or home rooms having 100% ticket sales may be presented a box of candy or special place on the printed program, etc. Prizes may be given for the best poem, poster or song.

9. TALKS. Talks do not necessarily have to deal with the play. If the director or any of the players can give a talk before any organization, such appearances stimulate the spirit of cooperation and good will between the drama group and the organizations. Of course, mention of the forthcoming play would not go amiss. Certain luncheon and civic clubs welcome announcements by students pertaining to school activities; such announcements must be well done.

10. RADIO BROADCASTS. Buying radio time is out of the question for the average amateur group, but often smaller radio stations are willing to give time to announcements having civic interest. Investigate the various programs devoted to local news and make sure the producer of such programs has information about the production. Generally, radio stations will cooperate if the publicity chairman uses the right approach.

11. LETTERS AND CARDS. Letters give a personal touch. Community leaders and principals of other schools very often are invited by personal letters. Postcards with the concise information printed on their backs is a profitable and inexpensive way to advertise the play.

12. TICKETS. The size, shape, color and design of the tickets can help the advertising program. The larger the tickets are the less apt they are to get lost and the advertising value increases. New ideas can be adapted for each play to carry out the theme or title of the play.

Perhaps the most important ingredient for the publicity program is indomitable enthusiasm. The publicity chairman must be a live wire. He must start the program plenty of time in advance of the opening to keep the organization rolling smoothly. And of course, the director and players must guarantee a fine play well presented for the successful efforts of the publicity chairman and his committee. A play well done gives mutual satisfaction to all concerned and is the best medium of all for advertising future productions.

## Articles by Dr. Moore Available as Reprints

Reprints of two articles by Dr. Bernice Milburn Moore, well-known Texas family life consultant, are available from the Hogg Foundation for Mental Hygiene at the University of Texas.

"Free Families Build Free Persons," is from the Journal of Home Economics and is based on an address given by Dr. Moore before the American Home Economics Association. "Concepts and Attitudes to Be Developed" is from the first yearbook of the American Association for Health, Physical Education and Recreation.

## 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.

Revitalizing the speech program in Texas was the main theme of the twenty-sixth annual convention of the Texas Speech Association. Headquarters for the Houston meeting Nov. 22-24 was the Texas State Hotel.

Attendance at the convention—indeed the whole Texas State Teachers Association Convention—was off somewhat. But what the Speech Association lacked in quantity, it more than made up in quality. Leaders in the Speech and Drama fields from every part of Texas were present for the three-day meet.

THE MAIN SESSIONS were highlighted by speeches by Fred J. Barton, ACC, who spoke on "Why a Speech Association?" and R. J. Kidd, University Interscholastic League, whose speech was titled "The Relationship between the Interscholastic League and the Texas Speech Association." Following these addresses, a panel headed by Glenn Capp, Baylor University, discussed "How Can the Speech Association Be Improved?"

At the annual luncheon the resident playwright, Bill Goyen, of the Houston Arena Playhouse, and Miss Kaye Lyder who was appearing in "Importance of Being Earnest" at the same theatre, spoke on some of the problems encountered in arena staging.

At the business meeting the following officers were elected: Harold Weiss, SMU, President; Fred Barton, ACC, Vice-president; Jeanne Lennard, Lufkin High School, Vice-president-elect; Robert Capel, S. F. Austin College, Executive Secretary-elect; Mrs. Maurine Amis, University of Texas, Historian.

Mrs. N. N. Whitworth, President for this year, presided at the

luncheon and at the business meeting. She urged members to take advantage of the generous offer by the University of Houston to attend performances of "Naughty Marietta" as the University's guests.

P. Merville Larson, Texas Tech, was chairman of the discussion on the recent happenings in the Teacher Certification program. Elton Abernathy, Southwest Texas State College; Mrs. Nan Elkins, Baker Jr. School, Austin; Mrs. Fred Parnell, Mineral Wells High School; Genevieve Arnold, University of Houston, all reported on some particular section of the certification proposals. (Teachers who would like further information on the proposals are urged to write Waurine Walker, Texas Education Agency, Austin, and ask for the latest publication on Teacher Competency proposals.)

SATURDAY MORNING a splendid speech correction workshop was held at the University of Houston. Facilities, methods, and materials were discussed and demonstrated. Across town at the Playhouse Theatre, Bob Rittenour, University of Houston, guided the program of the drama workshop. William Rozan, co-producer of the Playhouse, gave a history of the interesting arena theatre and discussed some of the problems and future plans for the Playhouse. The director of the Playhouse, James MacAllen, took over and gave a practical demonstration using some of the cast of Importance of Being Earnest to show how some of the arena staging problems have been overcome. Teachers desiring to join the Texas Speech Association should send membership dues (Regular, \$2.00; Sustaining, \$5.00) to Cranell Tolliver, Executive-Secretary, West Texas State College, Canyon.