

Basketball Playoff Procedure Revised

Both boys' and girls' basketball regional play-offs to determine the representatives to the State Tournament in Austin will have a slightly different look this year. Reclassification in the boys' division, and the addition of a new conference in the girls' division have resulted in changes on both the regional and State Tournament levels.

FOR THE BOYS, competition in basketball is divided into five conferences; for the girls, three. In boys' competition, Conferences 4-A and 3-A will play through bi-district elimination to determine representatives to the State Tournament. This will reduce teams in each conference to four. The four winners in 4-A will be placed in the upper bracket of the State Tournament's top division, and

the 3-A winners in the lower bracket. Winners in these brackets will play for the Division I championship.

Conferences AA and A in boys' basketball will also play to a division championship. Each of the 32 districts in each conference will send a team to one of the four regional tournaments in each conference. Thus, four regional champs from each conference will come to the State Tournament, playing in two brackets and to the Division II championship.

Conference B will have eight regions, and each regional tournament will certify a champion to take part in the eight-team State Tournament play-off for this conference.

COMPETITION in girls' basketball is being offered in three conferences, B through AA. Conferences AA and A will be merged into one championship race at the regional level, with eight teams from the united conferences coming to the State Tournament. Eight teams will also come from Conference B.

The State Tournament for boys will be March 6, 7, and 8; the tournament for girls, March 13, 14, and 15. District championships must be decided two weeks earlier in each case, the boys' deadline date in all conferences being February 23, and the girls' March 1. Regional champions for the boys must be decided by March 1, and for the girls by March 8.

Both tournaments will be played in Gregory Gymnasium at the University of Texas, Austin. The regional play-offs will be held through the cooperation of regional colleges, which are offering their facilities and staffs. The sites of these play-offs are listed below for boys' basketball. Sites for the regional girls' basketball play-offs will be announced in the February Leagueur.

CONFERENCE B

Regional tournaments for boys' Conference B will be held at the following centers:
Region I—Districts 1-13, West
(Cont. on p. 3, col. 3)

Know Your League

University Support, Backing Play Vital Role in UIL Work

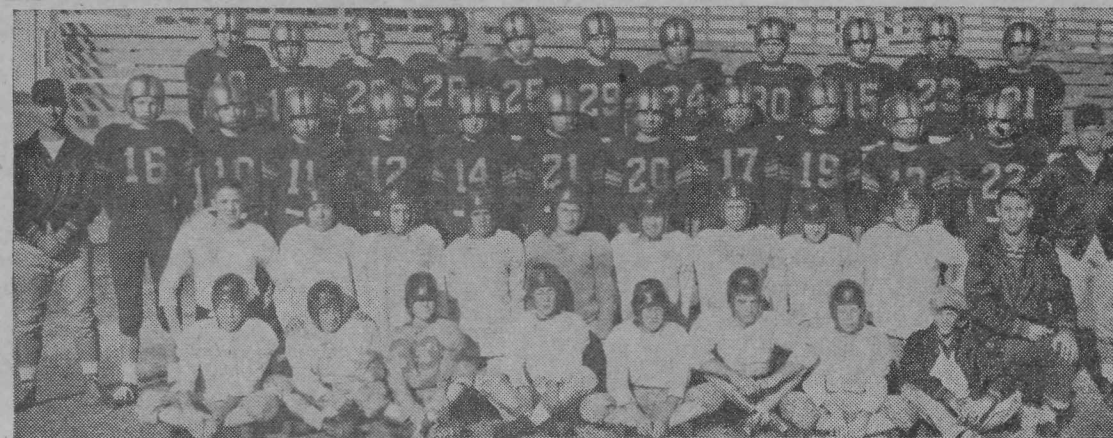
For an organization which directly affect the lives of most of the citizens of Texas, the University Interscholastic League is a surprisingly little-known and rarely understood body. No better example of this is to be found than in the almost universal habit, among news and sports writers, of calling it by the wrong name: TIL, or Texas Interscholastic League.

Occasionally folks ask questions about what the League is, how it is financed, how it is governed, and how many schools, students, etc., take part in its activities. But the greater portion of the lay public is scarcely aware that there is such an organization of the schools of the state. Certainly most folk, including many schoolmen and most students, are but dimly aware of the part the UIL plays in the lives of all of us.

IN AN EFFORT to improve the general understanding of the League and its purposes, the League is planning a series of articles on "Know Your League." This is the first of the series.

There is no good "starting place." Perhaps as good as any would be a brief statement concerning the reasons why the League is UIL instead of TIL.

When the League began, in December, 1910, as a debating league, and in May, 1911, as an athletic league, the two leagues being permanently combined in 1913, it was begun by faculty members of the University who recognized the need for a coordinating agency and a centralized administration for planning and organization of inter-school competition. The need was widely felt and recognized as inter-school contests became more and more frequent. It just happened that two University of Texas faculty members did something about the need others saw. Dr.



CONFERENCE A CHAMPIONS—Giddings High School Buffaloes won the 1951 Conference A state title by defeating Newcastle 25 to 14. Squad members are, left to right, front row: Melvin Schatte, Everett Melcher, Albert Christianson, Paul Kappler, Robert Kuhn, Bill Droemer, Buddy Lorenz and Manager Howard Knippa.

Second row: John Goodson, Robert Schulze, LeRoy Mitschke, Junior Turner, Emil Richter, Jr., Myron Schneider, Charles Moerbe, Bobby Winters, Roger Schulze and Manager Bobby Cizmar.

Third row: Coach Bill Brademan, W. A. Schneider, Jackie Placks, Ben Perez, Martin Kappler, Charles Kuhn, John Allen Carleton, Virgil Mutshink, Martin Lee Moerbe, Clyde Hannes, Terry Davis, Ed Biar and Assistant Coach Sam Blackman.

Back row: Bill Arndt, Valentine Gonzales, Neal Namken, Lala Escalante, Howard Burttschell, Arbie Gest, Ronnie McKeown, Herbert Carleton, Vernon Dungan, Carl Roy Durrenberger and Gilbert Gerlach.

Lubbock, Arlington, Giddings, Breckenridge Win in Football

The 1951 Interscholastic League football campaign is now history, and four magnificent teams have been crowned the champions of their conferences. With the victories of Lubbock over Baytown, Breckenridge over Temple, Arlington over La Vega, Giddings over Newcastle, in the final state championship games, the first season of operation under the AAAA, AAA, AA, A, B, and Six-man Conferences set-up came to a close.

During the season, which saw 26,571 boys participating in approximately 4,500 games, public interest and attendance throughout the state remained high. Many areas of the state reported the greatest attendance ever.

In the 1951 season there were 870 schools fielding teams, as compared with 862 in 1950. The number of boys participating increased 791 over last year. The breakdown as to conferences shows that there were 52 Conference AAAA, 51 AAA, 165 AA, 201 A, 240 B, 161 Six-man teams.

Here, for the record book, are play-off statistics:

CONFERENCE AAAA

District winners in this conference were: Lubbock, Ysleta, Ar-

lington Heights (Ft. Worth), Woodrow Wilson (Dallas), Waco, Ray (Corpus Christi), Lamar (Houston), Robert E. Lee (Bay-

town). Quarter-final scores were: Lubbock 40, Ysleta, 21; Arlington (Cont. on p. 4, col. 1)

League's Structure Rests on Firm Foundation

The New Year is a time not only for forward-looking and planning but also for a backward glance over traveled roads in order to bring to mind whatever of guidance remembered experience has to offer. This holds true for an organization as well as for an individual; and of course it is with the League in mind that we bring the matter of the new Year up at all.

In December forty-one years ago, a few school executives and teachers met during a session of the Texas State Teachers Association and agreed to form a voluntary organization for the purpose of conducting one particular extra-curricular activity, namely, inter-school debating.

AS IT IS WITH every voluntary organization formed for a specific purpose, it was necessary to restrict its membership in order that it might carry out the purposes for which it was founded. Otherwise, the League, as we know it today, would never have come into existence. Since competition was to be the mainspring of its activities, it was necessary to make every effort to provide fair and equal competition, for no one in his senses cares to enter a competition unless he has some chance of success. That feeling, or hope, indeed, is the basis of all competitive endeavor.

The founders of the League were apparently aware of this fundamental requirement: it must be able not only to eject members guilty of infraction of its rules, but must also be able to keep its membership free from those who are out of sympathy with its purposes. Otherwise, the organization can be attacked from within by the so-called "fifth column" technique, intent on converting it to some alien purpose or wreck it completely. Thus, any voluntary organization without this safeguard is defenseless against conspiracy.

There was, however, little danger of such conspiracy insofar as the League was concerned. Its danger was from another source; that is, admitting to membership schools of such different type from the normal public school that no set of rules could be devised, or supervision established, that would guarantee fair and equal competition between and among its members.

A glance at the mutations of Article III, Section 1, in successive issues of the Constitution and Rules, reveals the

(Cont. on p. 2, col. 1)

Next Debate Topic May Be One of These

Three topics were chosen at the National University Extension Association Committee on Debate Materials meeting in Chicago, December 27, 28, 29, to be submitted to the various states in picking the National Debate Topic for next year. In addition to debate subjects, several discussion topics will also be formulated out of one of these and will be the National Discussion and Debate Problem for the year. Here are the areas chosen by the committee:

1. How can we as a nation improve the ethical and moral standards of our government?
2. What form of international organization should the United States support?
3. What should be our Federal tax policy?

We shall appreciate hearing from debate coaches at once as to which of these topics they favor, as the State Office must send in an official vote very soon.

(Cont. on p. 3, col. 6)

Check Asked on List Of District Chairmen

Tentative assignments for Spring Meet competition have been made for all Interscholastic League members, and the assignments made known through a re-

cent mailing of tentative Spring Meet Lists to all members.

Special attention is asked however, to the roster contained in these Spring Meet Lists, of organizing chairmen or directors-general of the various district meets. This material, beginning on page 8 of the lists, is being reprinted below, so that administrators may make a careful study of the listings. Since the publication of the tentative list and its

release, some changes have already been made in the organizing chairmen or directors-general roster. Further changes are undoubtedly in order. It is in discovering where these changes are necessary, and in getting this list into final, accurate shape, that help is asked from administrators. Please advise the State Office of any inaccuracies discovered in this list, or of any changes made in individuals as the result of advancing organizational plans.

Final Conferences Slated at Kingsville And Nacogdoches

Kingsville and Nacogdoches will play host to the final scheduled Student Activities Conferences for the 1951-52 year. Texas College of Arts and Industries, Kingsville, will welcome students from the Valley and South Texas areas on January 19; Stephen F. Austin State College, Nacogdoches, opens its doors for the Central East Texas conference on February 9.

PLANS FOR the Kingsville meeting are complete; those for the Nacogdoches session are in progress.

Dr. Ted Skinner, head of the Department of Speech, is general chairman for the South Texas conference, which will include speech, drama, journalism and ready-writing sections. Professor Delmer Ashworth is heading up the journalism program; Dr. Jack Gallaway is organizing the ready-writing section.

The South Texas conference opens with registration at 9 a. m., and will close at 3:30 p. m.

For the journalism section, special speakers will be Bob McCracken, managing editor, Corpus Christi Caller-Times, and Norris Davis, School of Journalism, University of Texas. A Question and Answer period in the morning will be led by Bluford Hestir, Director of Journalism, Interscholastic League. Afternoon workshop sections will be led by Ashworth, Davis, Hestir, and Jim Rogers, Department of Journalism, A&I.

CONSULTANT for the ready-writing section will be Dr. Powell Stewart, Department of English, University of Texas.

The speech and drama sections, under Dr. Skinner's leadership, will present demonstration debates by students from W. B. Ray High School, Corpus Christi, and Alice High School. Demonstrations in technical theatre problems, including construction, painting techniques and lighting, will be under the direction of Frank Bock of the A&I Department of Speech. Special consultants include Professor Thomas Rouse, head of the Speech Department, University of Texas; Roger Cilley of the Department of Drama, University of Texas; and Bruce Roach, Director of Speech Activities, Interscholastic League. A radio demonstration by A&I students from the new A&I studio will also be presented.

Dr. Robert Capel, head of the Speech Department, Stephen F. Austin State College, is general chairman of the conference at that school. This conference will include only speech activities.

District Meet

Organizing Chairman or Director General
CONFERENCE AA

District

1. C. B. McClure, West Texas State College, Canyon
2. W. A. Miller, Superintendent, Odessa
3. Bryan Dickson, Superintendent, San Angelo
4. J. F. Bailey, Superintendent, Breckenridge
5. Hugu Lindsey, Principal, Carter-Riverside, Fort Worth
6. Thomas L. Ware, Principal, Waco
7. Dr. Wayne Adams, T. C. Station, Denton
8. Mrs. Cecil Ross, East Texas State Teachers College, Commerce
9. R. H. McKay, Assistant Superintendent, Dallas
10. E. D. Cleveland, Superintendent, Palestine
11. C. L. Newsome, Principal, Kilgore
12. D. E. Bailey, Principal, Beaumont
13. H. J. Gore, Principal, Freeport
14. J. H. Goette, Principal, Austin High School, Houston
15. John B. Sullivan, Principal, Edison High School, San Antonio
16. E. T. Robbins, Superintendent, Alamo Heights, San Antonio
17. Geo. R. Broad, Principal, W. B. Ray High School, Corpus Christi
18. Gordon Nix, Principal, Harlingen
19. J. M. Hanks, Superintendent, Ysleta

CONFERENCE A

1. E. A. Wooten, Superintendent, Canyon
2. Charles Roberts, Superintendent, Wellington
3. I. T. Graves, Superintendent, Floydada
4. O. W. Marcom, Superintendent, Levelland
5. T. D. Hamilton, Superintendent, Andrews
6. W. P. McCollum, Superintendent, Haskell
7. I. R. Hutchinson, Superintendent, Hamlin
8. I. L. Lasher, Superintendent, Winters
9. W. D. Raley, Superintendent, Dublin
10. C. E. Brown, Superintendent, Llano
11. W. R. Bradford, Superintendent, Iowa Park
12. J. B. Sharp, Superintendent, Jacksboro
13. Dr. M. L. Goetting, Baylor University, Waco
14. H. O. Whitehurst, Superintendent, Groesbeck
15. W. R. Wimbish, Superintendent, Arlington
16. Ben B. Hines, Superintendent, Kaufman
17. D. E. Brooks, Superintendent, Mineola
18. Truman C. Jones, Principal, Glimmer
19. E. H. Bush, Principal, Junior High, Lufkin
20. Q. M. Martin, Superintendent, Carthage
21. L. H. Griffin, Superintendent, Hooks
22. L. K. Westmoreland, Principal, Huntsville
23. J. C. Rogers, Jr., Superintendent, West Columbia
24. Earl G. Schlegelmilch, Principal, La Marque
25. G. B. Rasco, Principal, Lake Jackson Junior High, Freeport
26. Alex Koerth, Principal, Austin High, Port Arthur
27. T. R. Coffman, Principal, Elgin
28. J. C. Barnes, Superintendent, Georgetown
29. Fred Kaderli, Superintendent, San Marcos
30. J. D. Klingeman, Superintendent, Devine
31. Clem C. Jones, Principal, Uvalde
32. Carl S. Chilton, Superintendent, Port Lavaca
33. Alvin Ericson, Principal, Aransas Pass
34. J. Mil Auld, Superintendent, Mission

CONFERENCE B

1. L. H. Brotherton, Superintendent, Gruver
2. W. W. Pinkerton, Superintendent, Darrouzett
3. Huelyn Laycock, Superintendent, White Deer
4. T. W. Cross, Superintendent, Quitaque
5. H. A. Owens, Superintendent, Petersburg
6. J. S. Bridges, Superintendent, Anton

(Cont. on p. 2, col. 3)

Rogers Reviews Value of School Papers

BY CHARLES M. ROGERS
Superintendent, Amarillo Schools

(Editor's Note: The following is the first of two parts of an address given to student journalists and their sponsors at the UIL Student Activities Conference for the Panhandle area, held at Texas Tech on Oct. 20. The title of the address was "The Value of Student Publications to the High School." The second part will be carried in the February Leagueur.)

It is a special honor and privilege to speak to this group of students who are leaders in your high schools. You are making valuable contributions to your schools. I congratulate you upon your opportunities and privileges in the modern high school. There was a time when high school students did not have such opportunities as you now enjoy.

I refer to the fact that there has been a very definite change in attitudes toward student activities, including school publications. If you trace the history of student activities, you will find that there have been three distinct stages of development.

FIRST, THERE was the stage of suppression. This attitude was

based on the theory that the time of students should be devoted to their "studies." No doubt all of us are well past this stage.

Then, there came a period of toleration and control. Student activities being spontaneous and irrepressible, it was necessary that they be controlled if they were allowed a place in the schools. All of us have progressed at least this far.

The third step of development saw a policy of constructive supervision and control based on recognition of the constructive possibilities of student activities. I think it would be safe to say that most of us have reached this stage in our thinking as a result of our acceptance of the philosophy of education through doing and participation.

As we come to the subject of school publications, the question may be raised as to what publications are referred to. I shall discuss only the yearbook and the school paper.

The school annual is not par-



ROGERS

ticularly educational through publication of educational information. It is not as current as the school newspaper. But, the annual definitely is valuable in at least two respects.

It serves as a reflection of the

whole year's activities and personalities. It builds a spirit of pride in and loyalty to the school. The annual should represent the whole school, not the Senior Class only. An appreciation of the school is reflected in the dedication in the Amarillo High School Annual of a recent year:

"To our school and its striving attempt each day to teach us honor and loyalty, to strengthen and to prepare us for the greatest test of all, the examination of life, we humbly dedicate this book."

THERE IS FURTHER evidence of the annual's popularity in sales, 1,700 copies being sold in Amarillo last year. It is a permanent record of school life and a source of continued loyalty and support. It goes into the homes where it builds favorable community attitudes and inspires support.

It is of principal value as an educational medium to the students working on its production.

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League Builds on Firm Foundation

(Continued from page 1)

fight that has been made to preserve for the normal public schools fair and equal competition. This same intent is obvious in various changes in the classification rules, the separation into conferences, the endless creation of divisions based on the kind of school, as "grade," "rural," "high school" and upon the size of the schools in these divisions. Divisions based on sex and on age will be found to occur inside the other divisions. It all seems very complicated, but it is essential if the original purposes of the organization are to be upheld, viz., "the use of competition as a spur to industry and whetstone of talent."

IT MUST BE pointed out, however, in justice to the ever-present desire of the organization to serve all the public schools, that if a certain type of public school, as for instance, the so-called "rural" school, is sufficiently numerous to warrant a separate classification, they have been admitted and competitions arranged accordingly. But when types occur so few in numbers that they constitute an exception, the League has steadily refused to force them into competition with normal schools.

In pursuance of this policy throughout nearly a half century, we find the membership rule adjusted and the classification rules changed to meet demands which arose as the League grew in size and importance; and as it invaded wider and wider fields with its offer of fair and equal competition. Particularly with the introduction of the major sports of football and basketball in the early twenties did the membership rule need bolstering, since it was then that the non-public schools seemed determined to "break in," so to speak.

There had been a saving clause introduced in 1919 providing that no school was eligible to membership unless it was "under the supervision of and received an apportionment from the state department of education." This was the bar against which there was for years a terrific hammering. This clause guaranteed that only bona fide public schools could be admitted, which meant that all the schools in the organization were of the same general type and that their standards were set and enforced by one agency. Other state organizations of similar nature, overlooking this important protection, have been beset by wrangling almost to the point of complete disruption.

An examination of the present odorous scandals in intercollegiate athletics will convince any serious student that the trouble is due largely to the fact that many college conferences are attempting the impossible. They are trying to conduct a high-powered competition, professing an educational purpose, between and among institutions varying widely in size, purpose, means of support, wealth, administration—in a word, between widely different types. It can't be done.

SO SENSITIVE was the organizational meeting on this point that membership was originally limited to those high schools which were fully affiliated with the University of Texas. This seemed at the time unduly restrictive, and this provision was liberalized by vote of the assembled delegates participating in the First Annual Meeting of the League on May 6, 1911, five months after the organizational meeting. Article III, Section 1, was then revised to read as follows:

"Any public or private school in Texas that is below collegiate rank, or that does not confer a degree or call itself a college (preparatory departments in colleges and schools of oratory being excluded) may become a member of the League upon due application to the Executive Committee and the payment of an annual membership fee," etc.

The private schools which, under this revision were eligible to become members, went in mainly for athletics, largely perhaps because of the advertising value, an incentive of little importance with the public schools.

Separate contests were provided for the private schools by creation of an "Academy Division." The all-state records compiled in 1911, including both public and private schools, give some indication of comparative strength in track and field events, the only athletic contest held that year. Sixteen track and field events are shown in the listing of contestants setting state records. Of these sixteen records, twelve were made by athletes from private schools, and only four by contestants from public schools. If you take into consideration the further fact that there were less than a dozen private schools entered in the meet and more than a hundred public schools, it is quite clear that the competition between public and private schools, operating under the same set of eligibility rules, would have been unfair, and it is just as sure that if this competition had been forced upon the public schools, it would have disrupted the League completely. It is significant that seven of the twelve state records in the Academy Division were made by one private school.

BY SEGREGATING the private schools into an "Academy Division" and permitting no competitive contacts with the public schools, the Academy Division eliminated itself. When the private schools found that they could not ride into the headlines on the widespread interest in public schools, fewer and fewer entered until, six years later, entries

dwindled down to one contestant who therefore took the "Academy Division" by default, and walked away with a hundred dollars worth of medals pinned on him without having actually competed in a single event. So, in 1918, the member-schools voted to limit membership to public schools and Article III, Section 1, reads, simply, "Any public school in Texas that is below collegiate rank is eligible to membership in this League."

It is easy to imagine what would have happened to private secondary schools had they been permitted to participate in the League during those years which followed their exclusion, when the great major sports began monopolizing public attention, and one college after another began relying upon intercollegiate competition as a source of revenue. It is quite likely that each one of the "academies" would have become a "farm"; and recruiting athletes for it would have become the care and responsibility of the "loyal" alumni of the respective college for which it was serving as a "farm." Thus the League, organized only for conducting competitions among normal public schools, would have found itself in a crush of powerful and conflicting groups interested in promotions entirely alien to the purposes for which it was founded. It was not equipped to enter into the "bush league" business, and could not have withstood the pressures which would have inevitably borne down upon it.

Article III, Section 1, of the next issue (1919) specifically excludes "schools of oratory" and "preparatory departments of colleges."

And so on down the years.

EVEN THOSE public schools with superior advantages,

such as the "practice schools" on the campuses of the higher institutions of learning, although organized as public schools, were excluded because of variation in "type." And since it is impossible to provide fair and equal competition inside the League for the few schools organized especially for defectives, or schools of correction, they, also, have been excluded.

The Interscholastic League is an association of normal public schools, for normal public schools and by normal public schools. Its right to determine its own membership has been attacked in the courts, but never successfully. This wall has not been breached.

In the language of Howard A. Johnson, Chief Justice of the Montana Supreme Court, "School leagues have a high legal standing because they are organized on a proper foundation with powers and responsibilities residing in the high schools themselves through their legally elected or appointed administrators. . . . The courts have always upheld the right of any group to organize and accept voluntary members who, by virtue of their becoming members, subscribe to the laws of the voluntary organization."

Judge Johnson goes on to point out that the higher courts of Oklahoma and of Florida have upheld the right of such associations to expel members for infraction of rules. And there is much more ample authority in law for the right of any voluntary organization to prescribe conditions for membership.

Time has proven the soundness of the League's organizational and competitive principles. They cannot be hastily brushed aside without dooming the entire structure which safeguards competition between public schools.

MUSIC MATTERS

By F. W. SAVAGE
Director of Music Activities

BULLETINS SOLD OUT

We regret to announce that the entire stock of both Bulletin No. 4919 containing the prescribed lists of solos and ensembles and the Supplement to this bulletin containing the prescribed lists for organizations has been sold out. No more of these bulletins are available through the Bureau of Public School Service and it is impossible to re-print. May we suggest that you borrow one of these bulletins from your neighbor. Most of the music dealers have purchased copies and they may be able to give you assistance.

ALL-STATE BANDS

It has been rather disconcerting to this office recently to learn that many music directors and administrators are not aware of the relation of three state-wide organizations to their local music departments. We take this opportunity to pass on what knowledge we possess relevant to the function and responsibility of these three organizations.

The Texas Music Educators Association is a voluntary professional organization of music in-

structors with ultimate goals similar to any professional organization. This Association sponsors annually a Convention-Clinic. The clinic organizations used during this annual event are selected from various regions of the State and are popularly referred to as All-State Bands, All-State Orchestras and All-State Choruses. The officials of the Texas Music Educators Association prescribe methods of selection and all other details for these groups. The University Interscholastic League has absolutely nothing to do with the establishment of policies for this organization. This office has had many letters, telephone calls and suggestions appearing on questionnaires relative to some function of the T.M.E.A. Please address all such petitions to either D. O. Wiley, Secretary of the T.M.E.A., Tech Box 4410, Lubbock, Texas or Estill Foster, President, Box 295, Bishop, Texas.

The Texas Education Agency, an agency of the State Government headed by Dr. J. W. Edgar is responsible for the supervision, accreditation, distribution of State Funds and general administration of the public schools of Texas. This agency has within its proposed set-up a division for music. The head of this department, a Consultant in Music Education, has not yet been appointed and the functions of this department have been assumed by other members of the personnel. The Texas Education Agency has no direct relation with the Texas Music Educators Association nor the University Interscholastic League. It does not participate in the determination of policies for either group.

The University Interscholastic League is a voluntary organization of the public schools, sponsored by The University of Texas. It sponsors inter-school competition and activities throughout the State. The League sponsors a complete program of music competition including Area Elementary School Meets and Regional Competition-Festivals. Neither the Texas Education Agency nor the Texas Music Educators Association have official responsibilities in the determination of League policies although the personnel of each group may be very active in one or the other organizations.

We hope this brief description will be of some help to music instructors and administrators who are slightly confused about the functions and responsibilities of these three agencies.



NEW LOW HURDLE RACE

The 180-Yard Low Hurdle Race shall be over eight hurdles. For high school meets the hurdles shall be 30 inches high and they shall be placed in such a way that the distance from the starting line to the first hurdle, the distance between any two hurdles, and the distance from the last hurdle to the finish line is 20 yards each.

INTERPRETATION:

At an October meeting, the State Executive Committee moved and passed the following addition to the interpretation of the Ten-Semester Rule, Article VIII, Section 19, Page 142 of the Constitution and Rules, as follows:

That this section becomes applicable following the eligibility of the pupil to enroll in the Eighth Grade and limits the eligibility of the contestant to not more than eight consecutive semesters in a four year high school and to not more than six semesters in a three year high school.

GIRLS' BASKETBALL

N. S. W. A. Girls' Basketball Rule Book, with the League supplement for Texas girls' basketball competition is now available from the League Office, at 5 cents each. Write Interscholastic League, Box H, University Station, Austin.

SPELLING LIST READY

The 1951-52 Word List for Interscholastic League Spelling Contests, is now ready for distribution. Price is 5 cents per copy; 50 cents per dozen; \$5.00 per hundred.

PLAY LIST

The 1951-52 Prescribed List of Plays, Bulletin No. 5117, is ready for distribution. Price is 10 cents.

CHINA

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

partment with less than 4% of its space devoted to that field. Still another helped to boost the general average of the column department with over 30% of its space.

And, of course, the survey makes no allowance for the excellence or lack thereof of the material presented.

Still, ILPC believes that, when other things are fairly equal, the better the balance, the better the paper. How does your average compare with the "ideal"?

Check Asked on List Of District Chairmen

(Continued from page 1)

- District
7. Toby Waggoner, Superintendent, New Deal
 8. J. S. Hinds, Superintendent, Jayton
 9. O. F. Fuller, Superintendent, Rocksville
 10. Jack Williams, Superintendent, Farwell
 11. S. E. Reed, Superintendent, Benjamin
 12. C. L. Brannan, Superintendent, Gordon
 13. N. H. Odell, Superintendent, Cross Plains
 14. L. W. Vineyard, County Supt., Brownwood
 15. Howard J. Sanders, Superintendent, Eden
 16. D. E. White, Superintendent, Tuscola
 17. W. R. Taylor, Supt. Hobbs School, Rotan
 18. Clyde Kennamer, Superintendent, Wall
 19. Ralph Wilmet, Supt. Mozelle School, Fisk
 20. H. F. Groth, Superintendent, Coppers Cove
 21. L. C. Howard, Superintendent, Lometa
 22. A. L. Wilhelm, Superintendent, Priddy
 23. T. E. Holcomb, Superintendent, Eldorado
 24. Joe F. Canafax, Northside High, Vernon
 25. W. J. Wheat, Coach, Midway School, Blue Grove
 26. W. B. Sharp, Superintendent, Chico
 27. Lyman Robinson, Superintendent, Whitesboro
 28. L. R. Hudleston, Principal, Princeton
 29. J. Keith DeLay, Superintendent, Lewisville
 30. J. Elvin Dawson, Superintendent, Lancaster
 31. J. O. Phillips, Principal, Graford
 32. O. R. Scott, Supt., State Home School, Corsicana
 33. Howard Ezzell, Courthouse, Cleburne
 34. W. C. Perry, Superintendent, Meridian
 35. C. K. Burns, Superintendent, Crawford
 36. L. B. T. Sikes, Superintendent, Calvert
 37. M. L. Funnell, Superintendent, Milford
 38. Randall Simpson, Superintendent, Keller
 39. L. L. Wilkes, Superintendent, Hubbard
 40. Keith D. Swim, Superintendent, Saint Jo
 41. J. G. Brunson, Delmar School, Howland
 42. Guy Lemmond, Superintendent, Avery
 43. J. K. Hileman, Superintendent, Queen City
 44. V. C. Elledge, Superintendent, Campbell
 45. George Tipton, Henderson Jr. College, Athens
 46. A. B. Awalk, Woodhouse High, Palestine
 47. F. G. Dillard, Superintendent, Overton
 48. A. M. Anderson, Supt. Judson Grove, Longview
 49. A. W. Bell, Jr., Superintendent, Waskom
 50. Louis Robinson, Junior High School, Carthage
 51. L. C. Billingsley, Supt. Redland School, Lufkin
 52. Jack J. Smith, Superintendent, Pickton
 53. A. A. King, Supt. West Delta School, Klondike
 54. Grady Fowler, Superintendent, Lamia
 55. W. C. Irons, Superintendent, Quitman
 56. M. M. Reese, Supt. New Hope School, Mineola
 57. J. E. Miller, Superintendent, Burkeville
 58. Herbert L. Wheat, Supt. East Chambers, Winnie
 59. John E. Watson, Principal, Shepherd
 60. B. H. McGuire, Superintendent, Woodville
 61. Dean Evans, Principal, Lovelady
 62. Roy C. A. Butler, Superintendent, Thorndale
 63. Deane D. Fletcher, Superintendent, Eagle Lake
 64. James E. Taylor, Superintendent, Katy
 65. Charles M. Kelso, Superintendent, Angleton
 66. Luther Pearson, Supt. Klein School, Spring
 67. W. J. Harlan, Principal, Liberty
 68. P. J. Dodson, Superintendent, Bastrop
 69. Clay Doyle, Superintendent, Weimar
 70. R. E. L. Jones, Superintendent, Fort Hood
 71. O. F. Perry, Superintendent, Round Rock
 72. Roy E. Hiesman, Principal, Boone
 73. W. E. Ferguson, Superintendent, Buda
 74. William James, Superintendent, Somerset
 75. H. C. Brantley, Superintendent, LaPray
 76. Z. B. Gray, Superintendent, Camp Wood
 77. A. D. Blue, Superintendent, La Coste
 78. V. T. Baldwin, Superintendent, La Vernia
 79. E. Rudd, Superintendent, Van Vleet
 80. S. H. Smyre, Supt. Austwell-Tivoli, Austwell
 81. E. V. Wranosky, Supt. Flour Bluff, Corpus Christi
 82. D. L. Woodson, Superintendent, Taft
 83. R. W. Milligan, Superintendent, Benavides
 84. C. E. Vail, Superintendent, La Feria
 85. Ed Gay, Superintendent, George West
 86. James L. Crawford, Principal, Alpine
 87. Robert E. Holloway, Principal, Reagan Co. Sch., Big Lake
 88. L. V. Arnett, Superintendent, Balmorhea
 89. V. J. Graham, Superintendent, Sierra Blanca
 90. A. J. Barron, Supt. Union School, Lemasa
 91. Homer L. Miller, Superintendent, Coahoma



MENN

Joe Menn Winner Of Extemp Speech, Slide Rule Medals

Joe K. Menn, Yorktown, is a one-man interscholastic meet. Last year at the state meet he won first place in both extemporaneous speech and slide rule, as well as a fifth place in number sense. He set a new record in Conference B slide rule with a score of 1,175. He won five firsts in district competition in 1951.

In the past six years he has won five firsts in League grade school competition, eight firsts in district competitions, four firsts and a second in regional meets, and two firsts, a third, a fourth, and a fifth in state meets. He has competed in spelling, ready writing, music appreciation, number sense, declamation, slide rule, extemporaneous speaking, tennis, and volleyball.

Superintendent A. E. Teltschik coached him in slide rule. Coaching him in speech were Mr. L. M. Staggs, Mr. James Godsin, and Miss Carol Hoff.

In Yorktown High School he was a member of the paper staff, student council, and the band. He was president of the council, news editor of the "Wildcat Record," and vice president of the senior class. He was elected most popular boy in his sophomore year. He lettered three years in basketball.

Seventeen and a graduate, he was valedictorian of his class with a 97.5 average.

His parents are Mr. and Mrs. H. L. Menn of Yorktown.

High School Press

By BLUFORD B. HESTIR
Director of Journalism

You may find some thought-provoking facts in a few figures ILPC has dug up. Especially if you have ever given much thought to the "balance" of the contents of your paper, or the percentage-wise break-down of the material which fills your columns of available space.

AS WE PROMISED you earlier in the year, the Interscholastic League Press Conference office has been doing some study of the contents of representative school papers. The results are highly interesting. We haven't space to give you the full picture in this column, but the condensed version can tell a lot.

School papers were divided into five general categories, according to size and according to size of school publishing the paper. Three and four column printed papers constituted one classification. Five column papers from small cities or towns made up a second group. Five column papers published in large city high schools made up a third. Six and seven column papers (all but one published in large high schools) made up the fourth category. And mimeographed papers made up the fifth. For each group, ILPC personnel chose the best papers in the state (judged in rough, year-in, year-out estimation), and then went to work.

Contents were tabulated in seven categories—ads, art, news, sports, features, columns and editorials. The column inches of each in each issue of each "guinea-pig paper" were carefully measured.

Individual papers showed some variation from issue to issue, but each paper soon began to show a fairly consistent percentage in the various categories of material. There was more variation still between the papers in each group under study, but again, the percentages in the long run began to look surprisingly similar.

When the analysis of the five groups was completed, general trends in contents were noticeable. Or rather, trends which have long been noticeable were heavily underlined by figures.

ONE OF THESE was the overall "best" papers in the state are

doing the best job of keeping coverage balanced in the seven departments. Another is that the weaker papers have fallen behind chiefly in the features department, and have led in the columns department, so far as total percentage figures are concerned. Still another fact of significance is that the best job with editorials is being done in the small city and town group of five column papers, and a comparatively poor job by the big city five column publications. The over-all picture for editorial and feature percentages was that these areas are somewhat neglected. One unexpected finding is that actual advertising percentage is about 5% lower than earlier estimates indicated.

Now, as to some concrete figures:

The actual averages for the large paper groups (two five-column groups and the six- or seven-column group) show:	
Ads	20.6%
News	24.4
Sports	10.4
Features	9.2
Columns	16.2
Editorials	6.4
Art	12.8

An examination of the best individual papers, and the per cent of the various units in which each was doing the best job, plus a bit of seasoning by personal opinion of what the best balance should be, resulted in the recommendation of the following as more or less "ideal":

Ads	20%
News	25
Sports	10
Features	10
Columns	15
Editorials	7
Art	13

FOR PAPERS which carried no advertising (chiefly the mimeo papers), the average and the "ideal" ran as follows:

News	28%	29%
Art	12	14
Sports	18	15
Features	12	15
Columns	24	20
Editorials	5	7

Among the three and four column papers, the actual average came out practically parallel with the "ideal," taking into consideration the fact that art work represents a very heavy proportional cost to these papers, and therefore cannot run as high as in papers with more available cash to spend:

Ads	9%	10%
News	27	27
Sports	18	16
Features	15	16
Columns	18	17
Editorials	6	6
Art	8	8

It's fairly obvious that all types of papers, and especially the smaller ones could carry a little more advertising if it can be sold. However, if it is not necessary for support, the school papers are wise to save as much of the available space as possible for other categories. Ads should probably not exceed 25%.

THE SAD FACTS uncovered by the survey are that, although the group averages look pretty good, there was scarcely a paper which wasn't pretty far out of line in at least one category. For example, one of the otherwise sound papers had 1.1% editorial content. Another brought the general average down sharply in the feature de-

'Value of Student Publications'

Rogers Reviews School Papers' Contributions

(Continued from page 1)

The work requires planning, thinking through, an editorial policy organization of staff, planning content, and a budget. Probably more constructive thinking occurs here than in any regular school course. It gives students actual business experience in handling contracts, advertising, collecting, paying bills, keeping accurate accounts. It has civic and social values—working together, leadership, co-operation. It gives a sense of responsibility. More will be said about these educational values in connection with the school paper.

The school paper makes the greatest contribution to the school and to the students. It is a dynamic factor in school life. It is a vital educational force in many

schools and could be in all schools. It is of inestimable value in unifying the school and fostering school spirit, and good inter-school relations. As an example, in the Pampa paper, just before a football game, there was an announcement of a bonfire, the roasting of "Sammy Sandie," Amarillo Golden Sandstorm conducted a campaign for honor system through stories and editorials. Principal has a special column of information, inspiration and appeal.

Ysleta High School Pow-Wow contained an editorial on pop bottles and sandwich wrappers on the grounds.

ideals for a better school.

Following are some examples: The Lubbock Westerner World carried an appeal to student pride and responsibility by use of pictures and written suggestions to keep grounds clean.

Amarillo Sandstorm conducted a campaign for honor system through stories and editorials. Principal has a special column of information, inspiration and appeal.

Ysleta High School Pow-Wow contained an editorial on pop bottles and sandwich wrappers on the grounds.

THE SCHOOL PAPER molds public opinion. It points out needs of the school. It interprets the school to the students. It explains school policy. It gives account of curriculum changes and innovations. It campaigns for



Published eight times a year, each month, from September to April, inclusive, by the Bureau of Public School Service, Division of Extension, The University of Texas.

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BLUFORD HESTIR Assistant Editor

(Entered as second-class matter November 6, 1927, at the post office at Austin, Texas, under the Act of August 24, 1912.)
Subscription rate is \$1.00 per year.

Vol. XXXV JANUARY, 1952 Number 5



We have observed with considerable interest the increasing numbers of teachers over the state who are taking part in Community Theatre projects. These Civic Theatres, Little Theatres, or Community Theatres offer one of the best outlets in the various communities for real work in the educational theatre. As our century progresses, citizens are finding themselves with more and more leisure time, and drama teachers would do well to encourage their students to prepare themselves for an interest in their own community drama work.

In every community theatre, play selection is one of the basic, fundamental and most important departments. Every community, of course, has peculiar problems of its own that will affect the play selection. Different theatres appeal to various kinds of clientele. Experience of both the actors and directors often affect the selection. The amount of money a group has to spend is often a deciding factor in the play to be given.

UNLIKE HIGH school and college theatres, most community theatres like to produce plays recently given on Broadway. There are several sources for information of latest releases. First of all, directors or playreading committee chairmen should get the latest catalogues from the major play publishing companies:

- Walter H. Baker Co., 569 Boylston St., Boston, Mass.
- Dramatic Pub. Co., 1706 So. Prairie Ave., Chicago 5, Ill.
- Dramatists Play Service, 14 E. 38th St., New York, N. Y.
- Samuel French, 25 W. 45th St., New York 19, N. Y.
- Longmans, Green Co., 55 Fifth Ave., New York 3, N. Y.
- Row Peterson Co., 1911 Ridge Ave., Evanston, Ill.

Many Community Theatres have groups that study the New York theatrical season, and read the plays which are popular there. In addition, these groups clip reviews from papers and keep reviews of plays that sound as though they might be of interest to the Community Theatres.

Even though the Community Theatre may not have a library, there should be some place set aside for scripts and a few production books. Particularly, with reference to play selection, each group should possess the Burns Mantle series of Best Plays of each year. Usually the ten best plays are selected, and abbreviated versions are included along with a review of the season in all parts of the country. The Burns Mantle series is published by Dodd, Mead Co., N. Y., at about \$4 per copy.

EVEN THOUGH the group is primarily interested in recent plays, the good standard plays should not be neglected. Groups capable of producing them might find it profitable to study Shaw and Pinero or other British and Irish dramatists; dramas of different nationalities, national characteristics, and the like offer good possibilities.

But a good Community Theatre is not really welded together until a definite program has been worked out. Thus, it behooves a group to select the plays they plan to do early, and do some long-range planning for the entire season.

In choosing the plays, Community Theatre groups should be cautioned about assuming that just because a play was acceptable in New York it will be acceptable in their communities. Such is not always the case. And even if content and theme are acceptable, groups should strive to find good plays—well written and worth working on.

Fifty Scholarships Open to Freshmen

Wilbur S. Davidson Freshman Scholarships for the 1952-53 session at the University of Texas are available for 50 or more 1952 graduates of Texas high schools.

The scholarships for beginning freshmen range from \$100 to \$200 each, with awards based on financial need, desire for college education, scholastic ability and good character. The committee on loans and scholarship information has sent data on the awards to high schools throughout the state.

Applications should be filed by March 15, 1952, for the 1952-53 session. The committee will announce the winners by June 1, 1952, William D. Blunk, chairman, said. Inquiries should be sent to Committee on Loans and Scholarship Information, Box 2114, University Station, Austin 12, Texas.

that the greater portion of the plays selected for a season must please the patrons regardless of standards.

NOTHING WILL BUILD good will among the citizens of a town as quickly as the practice of giving shows that they like. This is one of the most essential things in a public relations program for a community theatre. And on this point, there is a tremendous difference between publicity and public relations. Of course a good publicity campaign must not be neglected, but unless the end product appeals to the public, then money spent on publicity is simply pouring funds down a rat hole. Too often, community theatres become so involved with their own problems that they forget the word "community" in their titles. Right in line with the point of giving good shows for good public relations comes this suggestion: make the theatre activities available to aid other groups for the promotion of interest in theatre in other groups.

Good one-act plays given at civic clubs and before non-theatre groups is an excellent public relations medium. Assistance by members in helping with the make-up or staging problems for clubs and organizations in the town is another. When the community theatre makes it known that such assistance can be secured from its ranks, not only will more of the members have activities in which to participate, but the theatre will become an integral part of community life.

Picking at random some of the titles of plays being given this year by various community theatres, here are some suggestions that might prove of interest to persons seeking plays for communities:

- Two Blind Mice; The Curious Savage; Light Up the Sky; The Two Mrs. Carrills; Harvey; Eli; The Silver Whistle; Idiots Delight; Miranda; Finian's Rainbow; Happy Birthday; Pygmalion; Torchbearers; Blithe Spirit; Hay Fever; The Man; The Winslow Boy; The Hasty Heart; Born Yesterday.

IN THE PAST some of the outstanding productions as far as audience appeal is concerned have been:

- Still Stands the House; Harriet; Late Christopher Bean; Claudia; Papa Is All; Kiss and Tell; For Love or Money; See How They Run; The Glass Menagerie; Suspect; Mr. Barry's Etchings; Chicken Every Sunday; Anna Christie; This Happy Breed.

In a discussion with some community theatre people recently, these suggestions were also made:

- Gramercy Ghost; Slight Case of Murder; Father of the Bride; The Country Girl; and Cuckoos on the Hearth.

Regardless of the script chosen, however, the real job of selling the show is up to the director. The director must be able to make his actors see what he wants them to develop and become. Then he must pull out of the actors as much of that picture as he possibly can. Good actors will bring to life a director's interpretation of the roles within a play. In the final analysis every production is a reflection of the ability of the director. He must not only have confidence in himself, but he must extend that confidence to the actors and crew, and through them to the community at large. If that happens, then community theatre is well on its way to taking its rightful place in community life.

Darrouzett Debaters, Class B Champs, Are Two-State Team



TARBOX



MELLER

Basketball Playoff Procedure Revised

Jeanette Meller and E. J. Tarbox, Jr., constitute a two-state debate alliance. Jeanette hails from Logan, Oklahoma, and E. J. hails from Lipscomb, Texas, but they do their speaking for Darrouzett high school. Last year they talked their way into a state championship in Conference B debate. They were coached by Mrs. Gladys Phillips.

Speech honors are nothing new to either debater. Jeanette won a district grade school declamation contest in 1947-48. E. J. got to the semi-finals in the state debate contest in 1950. As a team they won district and regional debate titles last year.

Jeanette, 16, is a junior at Darrouzett this year. She is a member of the Glee Club, 4-H Club, and the high school honor society. In 1947-48 and 1949-50 she

was president of her class. She won a citizenship award in 1949-50 and 1950-51. In addition to speech work she has been a member of basketball and volleyball teams for two years.

Jeanette's parents are Mr. and Mrs. Henry F. Meller of Route 1, Logan, Oklahoma.

E. J., 16, graduated from Darrouzett last year. He then passed an NROTC college aptitude test with a grade of excellent. In high school he was a member of the honor society, editor of the annual in 1951 and assistant annual editor in 1950. In 1950 and 1951 he was elected the Best All Around Boy. In sports, he has racked up three years of football and track and two years of basketball.

His father is Everett Tarbox of Lipscomb, Texas.

Speech Convention Draws Many Texans

(Continued from page 1)

Texas State Teachers College, Canyon; W. A. Miller, regional chairman.

Region II—Districts 14-27, Howard Payne College, Brownwood; Dr. Z. T. Huff, regional chairman.

Region III—Districts 28-43, Southern Methodist University, Dallas; Madison Bell, regional chairman.

Region IV—Districts 44-58, Kilgore College, Kilgore; James Monroe Parks, regional chairman.

Region V—Districts 59-70, Sam Houston State College, Huntsville; Hayden Malone, regional chairman.

Region VI—Districts 71-80, Southwest Texas State Teachers College, San Marcos; O. W. Strahan, regional chairman.

Region VII—Districts 81-87, Texas College of Arts and Industries, Kingsville; Coach Jess Mundy, regional chairman.

Region VIII—Districts 88-91,

Ward School Meet Planning Complete

The Speech Association of America, The American Educational Theatre Association and The American Speech and Hearing Association met in combined convention at the Conrad Hilton Hotel (formerly the Stevens Hotel) in Chicago, December 27, 28, 29, 1951. In spite of the bad weather and heavy snow, there was excellent attendance by representatives from all parts of the nation. Texas was especially well represented. Among the Texans attending the three day meet were:

Peggy Harrison, Edythe Renshaw, Robert Card and Norma Jean Ballard from S.M.U.; Tom Rouse, Jesse J. Villarreal, Maurine Berzette Amis, Mouzon Law, B. Iden Payne, Bob Norris, Francis Hodge, Byrle Cass and Bruce Roach from The University of Texas; Genevieve Arnold, and Otis Walter from the University of Houston; Mrs. Empress Zedler, SWTC, San Marcos; Mrs. Sybil Ghoulson, Texas Education Agency, Austin; Mrs. Juliette Grathe and her daughter Juliette from Dallas; Jack and Mrs. Bangs, Houston Hearing Center; Helen Lindell, Texas Tech; Josh Roach, TSCW; Robert Capel and Joe Baldwin, S. F. Austin College, Nacogdoches; Louise Hillyer, Dallas Public Schools.

Among former Texans attending the convention were these: Horton Talley, Southern Illinois College; Joe Ball, University of Pittsburgh; Yetta Mitchell, New York University; Mary K. Sand, University of Arkansas; George Dellavou, Penn State; Edd Miller, University of Michigan; Chase Winfrey, Mississippi Southern College; Norma Bunton, University of Iowa; Sara Lowrey, Furman University; Art Angrist, Ohio State University; Donald Held, Furman University.

Training a Production Crew Offers Acid Test of Director

By BRUCE ROACH
Director of Speech

The Interscholastic League Drama Service has received many requests for plays that have enough parts to utilize every member of the dramatics club or the senior class, as the case may be. Although the Service tries to fill all requests according to the information sent in, this practice of utilizing everybody in a speaking part is discouraging for two reasons.

FIRST OF ALL, directors are often forced to select inferior and unsuitable plays if they are limited by an exact cast number. The idea that everybody in a group must appear on the stage is a bad premise to build a dramatics program on. Small schools are more guilty of this practice than the large ones; but a limited number of students to work with is hardly a valid excuse for picking poor plays.

The second reason, it would seem, is more important, however. We are convinced that directors who make actors out of an entire group ignore a very important part of drama training, the development of a good production crew.

Usually, when a director casts the entire group in a show, he assumes the greater part of the burden of production. It would be much better to let some of his students take a hand. Some directors say that their actors double as backstage crew, but this practice is never very satisfactory, and still leaves the major portion of the backstage chores to the director.

It goes without saying that all kinds of people go into a really successful production—actors, directors, carpenters, artists, costumers, publicity writers, electricians, ticket-takers, ushers, and on and on. The director who uses only the actors and one or two errand boys has failed to reach one of the main objectives of educational theatre. He has failed because he has denied numbers of students the satisfaction that comes from assuming responsibility. In casting everybody to play a part on the stage, the director many times has given students of otherwise great ability a small walk-on part when they could be playing a much greater part behind the scenes and playing it with much more success.

THE DEVELOPMENT of a production crew is certainly not a simple matter. Often the director thinks it is easier for him to build the sets, collect the properties, select the costumes, fix the lighting, do all the make-up, see to it that the actors are in their proper places, and pull the curtain himself, than to delegate these jobs to student helpers.

In order to develop a production crew, the director must first persuade many people that a good stage manager or prop man is as important as the actor. As directors know, persons good at these jobs are often far harder to find than actors. Maybe that is one of the reasons so many directors lay themselves liable for the hospital or the asylum by doing all the work themselves.

But the diligent director knows that if a real production crew is to be developed, he must expend energy on something other than the show. He must pry people out of a lethargy, create an interest where it does not exist, and put some glamor into jobs that at first flush look like drudgery. He must encourage crews, check up on them, teach them how to go about their jobs, and in general see that all co-ordinates of a play are well organized. Perhaps most important, he must genuinely and sincerely thank all his workers when the job is done (interspersing honest praise all along the way).

Developing a crew entails the double duty of interpreting backstage work to the actors and acting to the backstage crew. Sometimes it means taking over a job that has been done badly or perhaps not at all—often at the last minute. Again, maybe all of this adds up to the reason many directors throw up their hands and prefer to do all the jobs themselves from the beginning. Let us hope that the director who really wants to see a dramatic program grow is endowed with patience.

EARLIER WE SAID that directors must glamorize backstage work. Much of the difficulty in finding people to work backstage lies in the fact that there is a lot of glamor in the footlights and grease paint. Directors must get across the idea to the senior class or the drama club that good productions are cooperative ventures. If senior classes insist that all

fifteen of the class have speaking parts, they are hurting their own productions. Few schools have fifteen or twenty actors (particularly all in one class) who can act well. Not many stages in average high schools can adequately hold this many people. In addition, if such a situation exists, the director is not trained to maneuver fifteen or eighteen people in good picturizations. The hazards of getting a great number properly rehearsed go up with each addition to the cast.

It is, of course, obvious that the actors are important, for without them the director would have no show. It is entirely possible to have a play on a bare stage, with no particular lighting and no thought as to costumes and props, but few productions go on in this manner. No matter how limited the time or money, most productions have some kind of set and some props. Since this is so, a backstage crew is a necessary part of the production.

When actors—and their parents—see only the glamor of appearing on the stage and bowing to the applause, it is hard to convince students that they should don a pair of dirty coveralls and move furniture or paint scenery as their contribution to the show. It takes some doing for a director to sell the whole cast and crew on the fact that every one of them is an integral part of the total show. A prompter who has done a fine job should realize a satisfaction from the knowledge that without her contribution the show would not have been as effective as it was. When directors sell the students on the idea that their jobs will do more than make the difference between successful shows and "turkeys" (as indeed they do) then directors will be well along the way to making the backstage crew feel important.

SO DIRECTORS MUST first implant the idea that any assignment given to any student, whether it is the lead in the show or curtain boy, must be carried out well or the whole production will suffer. Perhaps this boils down to the fact that each student, regardless of his job, must be made to feel that his job is necessary. And the director must impress on all concerned that the actor's job is to act, the backstage crew's job is to smooth the wheels of production.

Directors should bring all students into the planning of a show. Too often directors carry all their plans in their own heads, never revealing what they expect out of a production as if such knowledge were top-secret material. It may be that such directors really do not know what they want of a production. Getting things down on paper and talking the show over with the entire group does two things. It helps the director clear his own thinking and imbues a spirit of cooperative totality to the whole group.

Backstage jobs vary from show to show, but there are several which are basic to every production. There should be a stage manager and a prompter (or book-holder) and at least one person responsible for each of the areas—sets, lights, costumes, make-up, and properties. If the number of persons is limited, one person may take costumes and make-up, another sets and lights, or other workable combinations.

NOW THAT WE have encouraged directors to work out backstage crews, let us inject a word of caution. Directors should not divide small jobs too liberally. They

may find that there are too many fingers in the pie. If this backstage business is overdone, directors may find an appalling number of people crowding the backstage area, all wanting to "do things." In the preliminary planning the director must determine the number of persons that he needs to do the jobs well. Then when he appoints his helpers he must impress on each one of them the importance of each man's doing his job and his job only. Each crew member should have definite things to do and then get entirely out of the way. Unrehearsed help with props or sets can often cause delays and mistakes which should not have happened.

Two of the most important helpers a director can have are a good stage manager and a good book-holder. If a student can be found to serve as stage manager who can command the respect of his fellow students, and assume responsibilities gracefully, a director's work can be cut in half. The good stage manager sees to it that actors are ready at rehearsal time; sees that the basic furniture and props are set up; and keeps a production book up to date at every rehearsal on technical questions and set problems. During the dress rehearsals and performances he should be in complete charge backstage, subject only to the director. After each head of crew work has completed his work, the stage manager checks to see

that all is in order, gets the actors into position, and sees that the curtain is raised. When the performance is started he maintains order, gets actors ready for entrances. A stage manager's job is difficult to fill, but nearly every director has at least one dependable student who can be groomed for this important job.

ANOTHER IMPORTANT person on a director's staff is the book-holder or prompter. The book-holder holds the script which the director has used to block the action. A good book-holder concentrates on the script and can at a moment's questioning continue the lines of the actors on the stage. This means that the book-holder keeps his eyes glued to the script throughout the rehearsal. He inserts all new action and direction. (Usually a prompt book is made by cutting the leaves out of two scripts and pasting them in a big scrapbook so that there is plenty of margin space in which to write directions.) The good book-holder frees the director to concentrate on the work of the actors and the direction of the show.

Developing the right attitude in students toward backstage work takes time, but it pays off in well-rounded interest in the theatre among the students, in freedom for creative effort on the part of the director, and in greater enjoyment for the audience in viewing well coordinated productions.

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 11, University Station, Austin, Texas, who is editor of this column.

The joint convention of the Speech Association of America, The American Educational Theatre Association, The American Speech and Hearing Association and the NUEA Committee on Debate Materials was held December 27-30, 1951, in the Conrad Hilton Hotel, Chicago. Needless to say, Texans were very prominent in every section of the convention.

Schools in Texas have been unusually active this fall in their drama programs. Briefly, here are a few of the productions that have been given:

Amarillo High School: *The Man in the Bowler Hat; Dust of the Road; Fine for Bad Luck; Women Folk; All But the Truth; Which Is the Road to Boston?*

Abilene High School: *Merry Wives of Windsor; Aladdin and His Wonderful Lamp* (which showed to all the elementary school children in Abilene).

McAllen High School: *Stage-door.*

Thomas Jefferson (San Antonio): *John Doe.*

Lufkin High School: *Our Town.*

Austin Senior High School: *You Can't Take It With You.*

El Paso High School: *Mother Is a Freshman.*

Big Lake High School: *Beauty and the Beast.*

Seminole High School: *Nine Girls.*

Levelland High School: *Black Wing.*

Arlington High School: *Brother Goose.*

University Junior High School (Austin): *Importance of Being Earnest; Antic Spring; Cathedral Clock; Five Little Peppers; Law Diggers; Heroes Just Happen; Keep Your Fingers Crossed; Our Heritage* (Pageant with 130 People); *Boccaccio's Untold Tale.*

North Junior High School

(Abilene): *The Little Shepherd That Was Left Behind.*

Midland Senior High School: *The Promised One*, an original script co-ordinating the Art, Music, and Speech Departments; *Christmas Carol.*

Georgetown High School: *Man in the Bowler Hat; Minnie Field; Overtones; The Valiant.*

UT Volcano Expert To Film Stromboli

A University of Texas expert on volcanoes will make a movie on Stromboli.

Dr. Fred M. Bullard, professor of geology, will film the island's volcanoes as part of scientific studies to be conducted in the area of the Italian peninsula and Sicily.

The volcanologist who has made investigations in Hawaii, Mexico, and Central America, will leave in February for a year's study of the "classic" volcanoes, including Vesuvius and Mount Etna.

On a Fulbright fellowship, he will be attached to the University of Naples.

"Volcanoes offer our best means of studying the earth's interior," Dr. Bullard said. "And there appears to be a definite relationship between them and earthquakes."

Dr. Bullard will seek basic information on the classic volcanoes for comparison with those on the American continents. "There is relatively little information available on Western Hemisphere volcanoes," he explained. "Some are yet to be explored."

THESE CLEVER CHINESE

The Chinese used natural gas as fuel to evaporate brine for salt more than 2,000 years ago.

Know Your League

University Role Vital in UIL Work

(Continued from page 1)

service.

2. The University permits the League to use its printing facilities to publish the *League, Constitution and Rules*, eligibility blanks, report forms, State Meet programs, numerous bulletins, pamphlets, contest material, training material, tournament programs and tickets, etc., which are used in carrying on the work of so large an organization.

3. The University allows the use of great portions of its classroom space, its buildings and facilities for State Meets, and for the State Championship Basketball Tournaments. No charge is made. (Many state leagues have to pay thousands of dollars to secure the use of a gymnasium, track, stage, etc., for state contests.)

4. The University faculty members serve on the State Executive Committee without com-

mercial recognition for the fine service rendered to the schools of Texas. This important committee contributes many free hours of service to the public schools, and through the years has made many fearless decisions, without bias, for the good of the League.

5. THE UNIVERSITY faculty members serve as state directors of many of the contests, and as judges and administrators of many contests, without pay.

Among these unpaid workers who make possible the smooth functioning of the largest of all State Meets, are Dr. D. A. Penick, Director of Tennis; Dr. Powell Stewart, Director of Ready-Writing; Dr. W. E. S. Dickerson, Director of Number-Sense; Miss Ruby Barham, Director of Typing and Shorthand; Mr. Leonard Kreisler, Director of Slide Rule. Literally scores of faculty members serve, unpaid, as judges in the many speaking, math, track,

journalism, drama, and commercial contests. Such special service of such high caliber could not be obtained without great cost by any high school league lacking the affiliations with the University which the UIL enjoys.

6. The University faculty members are given time from their classes to take part in a state-wide program of Student Activities Conferences. Top professors in speech, drama, journalism and English travel hundreds of miles each year to assist League officials and host college faculties in giving students and sponsors the best possible guidance in brief, one-day sessions.

7. The University appropriated, during the past 12 months, \$38,129.04 to pay salaries of administrative and clerical staff members of the League. In many states, this heavy expense must be borne by school members of the local league, at a sacrifice of services and commercial ly the league.

Arlington, Breckenridge, Giddings, Lubbock Take 1951 Football Titles

(Continued from page 1)

Heights 34, Woodrow Wilson 21; Ray 21, Waco 20; Robert E. Lee 7, Lamar 7, won on penetrations. The semi-final results were as follows: Lubbock 42, Arlington Heights 0; Robert E. Lee 32, Ray 0.

In the final game in Dallas, December 15, Lubbock won over Baytown 14-12.

CONFERENCE AAA

District winners were as follows: Midland, Breckenridge, Grand Prairie, Marshall, Temple, Conroe, Thomas Edison (San Antonio), Brownsville.

Results of quarter-final matches were: Breckenridge 34, Midland 14; Grand Prairie 31, Marshall 0; Temple 34, Conroe, 13; Brownsville 34, Thomas Edison 7.

Semi-final scores were: Breckenridge 34, Grand Prairie 6; Temple 58, Brownsville 6.

In the final game played at Abilene, December 15, Breckenridge won over Temple 20-14.

CONFERENCE AA

Conference AA district winners were as follows: Shamrock, Tulia, Childress, Quanah, Anson, Tahoka, Littlefield, Kermit, Winters, Ranger, Arlington, Olney, Pleasant Grove (Dallas), Terrall, Pittsburg, Atlanta, Jacksonville, Livingston, Ennis, Huntsville, La Vega (Waco), Lampasas, Cameron, Gonzales, Brenham, Lamar (Rosenberg), La Porte, French (Beaumont), Uvalde, Cuero, Robstown, Donna.

Results of bi-district matches were: Shamrock 27, Tulia 7; Childress 19, Quanah 7; Anson 27, Tahoka 0; Kermit 31, Littlefield 6; Winters 35, Ranger 20; Arlington 38, Olney 13; Pleasant Grove 25, Terrall 21; Pittsburg 13, Atlanta 7; Jacksonville 40, Livingston 7; Huntsville 14, Ennis 14, won on penetrations; La Vega 43, Lampasas 6; Cameron 40, Gonzales 12; Lamar 21, Brenham 13; French 12, La Porte 0; Cuero 10, Uvalde 7; Donna 13, Robstown 6.

Regional scores were: Childress 25, Shamrock 7; Anson 26, Kermit 6; Arlington 21, Winters 6; Pleasant Grove 26, Pittsburg 0; Huntsville 34, Jacksonville 20; La Vega 13, Cameron 7; Lamar 34, French 18; Donna 52, Cuero 6.

The quarter-final scores were: Anson 26, Childress 6; Arlington 23, Pleasant Grove 12; La Vega 21, Huntsville 0; Donna 21, Lamar 13.

Semi-final matches resulted as follows: Arlington 26, Anson 6; La Vega 37, Donna 7.

The state championship game in Conference AA was played at Waco, December 22, with Arlington winning over La Vega by a score of 7-0.

CONFERENCE A

District winners in Conference A were: Canadian, Dimmitt, Abernathy, Denver City, Wink, Eden, Wylie (Abilene), Albany, Newcastle, Grapevine, Wilmer-Hutchins, Whitney, Plano, Farmersville, Daingerfield, Hawkins, White Oak (Longview), Newton, Groveton, Cedar Bayou, Fairfield, Franklin, Burnet, Giddings, Tom Ball, Angleton, Industrial (Vanderbilt), Hondo, Pearsall, Taft, Benavides, Rio Hondo.

Results of bi-district matches were: Dimmitt 28, Canadian 7; Abernathy 19, Denver City 6; Wink 47, Eden 6; Albany 27, Wylie 13; Newcastle 21, Grapevine 0; Whitney 13, Wilmer-Hutchins 12; Farmersville 7, Plano 7, won on penetrations; Hawkins 51, Daingerfield 14; White Oak 25, Newton 14; Cedar Bayou 6, Groveton 2; Franklin 27, Fairfield 7; Giddings 52, Burnet 13; Angleton 13, Tom Ball 12; Industrial 13, Hondo 7; Pearsall 53, Taft 19; Benavides 18, Rio Hondo 0.

Extension Officials Receive Top Honors

Dean James R. D. Eddy of the University of Texas Division of Extension is new president of the National Association of Industrial Teacher Educators.

Dean Eddy was elected at an American Vocational Association convention at Minneapolis, Minn. He also was selected to serve a second year as chairman of the National Advisory Council for Trade and Industrial Education.

Dean Emeritus T. H. Shelby of the University's Division of Extension has been given life membership in the Texas Association of School Administrators. The honor is conferred on one person each year for outstanding work in school administration.

CHINESE WISE FOLKS

An odorless onion is cultivated by the Chinese.

Regional scores were as follows: Abernathy 20, Dimmitt 19; Wink 21, Albany 13; Newcastle 31, Whitney 0; Hawkins 26, Farmersville 6; Cedar Bayou 14, White Oak 14, won on penetrations; Giddings 46, Franklin 7; Industrial 26, Angleton 0; Pearsall 27, Benavides 6.

In the quarter-final matches the scores were: Wink 70, Abernathy 20; Newcastle 18, Hawkins 6; Giddings 33, Cedar Bayou 0; Industrial 39, Pearsall 13.

Semi-final matches resulted as follows: Newcastle 33, Wink 26; Giddings 22, Industrial 13.

The state final game in this conference was played in Graham on December 21, and was won by Giddings by a score of 25-14 over Newcastle.

CONFERENCE B

Conference B district winners were: Spearman, Lakeview, Happy, Whitharral, Hermleigh, Sanderson, Melvin, Blanket, South Taylor (Tuscola), Rochester, Valley View (Iowa Park), Sanger, Bells and Van Alstyne winners of District 13, and Bells chosen to represent the district; Roysie City, Masonic Home (Ft. Worth), State Home (Corsicana), Forney, Judson Grove (Longview), Garrison, Deport, Corrigan, Sugar Land, Bremond, A. & M. Consolidated,

Valley Mills, Midway (Waco), Fort Hood, Cherokee, Round Rock, Tidehaven (Blessing), Pettus, Natalia, Brackettville, Woodsboro, Agua Dulce, Los Fresnos.

Results of bi-district matches were as follows: Spearman 26, Lakeview 6; Happy 44, Whitharral 7; Sanderson 20, Hermleigh 13; Melvin 45, Blanket 6; Rochester 66, South Taylor 9; Sanger 20, Valley View 20, won on penetrations; Roysie City 27, Bells 0; Masonic Home 7, State Home 0; Forney 40, Judson Grove 13; Garrison was awarded bi-district championship for forfeit on the part of Deport; Sugar Land 34, Corrigan 0; A. & M. Consolidated 32, Los Fresnos 20.

Regional scores follow: Region I, Spearman over Happy 13-9; Region II, Melvin over Sanderson 47-13; Region III, Rochester over Sanger 14-6; Region IV, Masonic Home over Roysie City 73-13; Region V, Forney over Garrison 64-7; Region VI, Sugar Land over A. & M. Consolidated 48-0; Region VII, Valley Mills over Fort Hood 33-0; Region VIII, Pettus over Round Rock 20-13; Region IX, Brackettville over Agua Dulce 43-0.

Six-man district winners were: Darrouzett, Lazbuddie, Patton Springs (Afton), Knox City, Pyote, Fort Davis, Union (Lamesa), Rankin, Mazonie (Fisk), Gustine, Manor, Harper, Lockett (Vernon), Prosper, Venus, Karnack, Cold Springs, Saratoga, Hamshire, Friendswood, La Pryor, D'Hanis, Falls City, Riviera.

Bi-district results were as follows: Lazbuddie 33, Darrouzett 32; Knox City 45, Patton Springs 6; Pyote 34, Fort Davis 6; Rankin 48, Union 12; Gustine 52, Mozelle 27; Harper 18, Manor 18; Lockett 34, Prosper 18; Karnack 64, Venus 13; Cold Springs 51, Saratoga 12; Friendswood 45, Hamshire 26; D'Hanis 37, La Pryor 30; Falls City 53, Riviera 0.

Regional play-offs resulted as follows: Region I, Knox City over Lazbuddie 57-6; Region II, Rankin over Pyote 57-26; Region III, Harper over Gustine 28-6; Region IV, Lockett over Karnack 34-22; Region V, Cold Springs over Friendswood 43-18; Region VI, D'Hanis over Falls City 40-28.

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