

Regional Meet Sites Selected

Directors general have been named and sites selected for the regional meets scheduled for April 21, League Director R. J. Kidd announced.

The League calendar, found on page 4 of the Constitution and Rules, lists dates for district, area regional meets.

Regional meet sites have been determined for eight Conference AA meets, eight in Conference B and seven in Conference A.

Conference B spring meets will be the largest in the history of the Interscholastic League, Kidd predicted.

Directors general of Conference B meets for Division I and II will be responsible, Mr. Kidd said, for seeing that schools in their districts send their certification of winners to the regional director on time, so that the contestants will be eligible to participate in the regional meet.

The regional director is authorized to refuse to accept entries filed after the deadline, which is April 16. (Refer to Rule 21 of the Spring Meet Plan, Constitution and Rules.)

Sites and directors for the regional meets will be:

REGION I
Site: Texas Technological College, Lubbock.

Director General: Dr. P. Mervile Larson.

Conference AA: Districts 1 and 2.

Conference A: Districts 1 through 4.

Conference B: Districts 1 through 17.

REGION II
Site: Tarleton State College, Stephenville.

Director General: W. P. Showalter.

Conference AA: Districts 3 through 5.

Conference B: Districts 18 through 32.

REGION III
Site: Southern Methodist University, Dallas.

Director General: Barry Holton.

Conference AA: Districts 6 through 9.

Conference A: Districts 9 through 15.

REGION IV
Site: S. F. Austin State College, Nacogdoches.

Director General: Edwin Gaston.

Conference AA: Districts 10 and 11.

REGION V
Site: University of Houston, Houston.

Director General: Walter F. Williams.

Conference AA: Districts 12 through 14.

Conference A: Districts 19 through 23.

Conference B: Districts 74 through 90.

REGION VI
Site: Trinity University, San Antonio.

Director General: Dale M. Morrison.

Conference AA: Districts 15 and 16.

REGION VII
Site: Texas College of Arts & Industries, Kingsville.

Director General: Dr. Eldon Brinley.

Conference AA: Districts 17 and 18.

Conference A: Districts 29 through 31.

Conference B: Districts 106 through 117.

REGION VIII
Site: Texas Western College, El Paso.

Director General: William F. Webb.

Conference AA: District 19.

Site: Odessa College, Odessa.

Director General: Jack Rodgers.

Conference B: Districts 118 through 128.

Conference B: Districts 54 through 73.

Conference B: Districts 54 through 73.

REGION V
Site: University of Houston, Houston.

Director General: Walter F. Williams.

Conference AA: Districts 12 through 14.

Conference A: Districts 19 through 23.

Conference B: Districts 74 through 90.

REGION VI
Site: Trinity University, San Antonio.

Director General: Dale M. Morrison.

Conference AA: Districts 15 and 16.

REGION VII
Site: Texas College of Arts & Industries, Kingsville.

Director General: Dr. Eldon Brinley.

Conference AA: Districts 17 and 18.

Conference A: Districts 29 through 31.

Conference B: Districts 106 through 117.

REGION VIII
Site: Texas Western College, El Paso.

Director General: William F. Webb.

Conference AA: District 19.

Site: Odessa College, Odessa.

Director General: Jack Rodgers.

Conference B: Districts 118 through 128.



DR. LOGAN WILSON

New Policy Defined By UT President

By LOGAN WILSON
President, University of Texas

Beginning with the fall of 1956, The University of Texas will institute a policy of selective admissions. Our decision was not prompted by any desire to fix a limit on enrollment or to curtail educational opportunity. It came as a result of a careful appraisal of our present capacity to cope adequately with the problem of numbers.

The "first-come" basis of selectivity which some state institutions elsewhere have employed obviously is not the best. If physical and staff resources cannot be provided for all, then I think it will be agreed that the fairest procedure is to limit educational opportunity to the most deserving—i.e., those who show the most likelihood of being able to use it fully.

Let me make clear our philosophy. We believe that every Texas youth who has the capacity and wants to go on to higher education should not be denied an opportunity. It is our hope that this will be the philosophy of the people of Texas and that the Legislature will provide the necessary funds to make this a reality. But when educational resources are not increased to meet the demand and the alternative becomes one of lowering standards or instituting selective admissions, we believe that the latter policy is wiser.

Since the great tidal wave of students coming on from high school to college will really not be felt until 1958, we shall have two years to refine and improve our procedures in administering selective admissions. During this two-year period, we frankly do not anticipate having to turn away many students, but we shall need the experience of these two years to be fully prepared to cope with the great expansion ahead.

In conclusion, let me emphasize the fact that we want the advice and cooperation of all the high schools of Texas. We hope that high school teachers and administrative officers will help to allay any fears that students may have about difficulties to be encountered in this testing program. It is intended to be an aid, rather than a hindrance to all deserving youth.

Competitive Urge is Studied In Bedichek's League History

By MAYRE WALL EARGLE
EDUCATIONAL COMPETITIONS: THE STORY OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE, by Roy Bedichek. University of Texas Press.

A wise man has written a wise book, one that will be of interest to every parent, teacher, and administrator in Texas—indeed of interest to anyone anywhere who believes that the strongest instrument for maintaining our democratic society is the training we give our children.

The book is Educational Competitions: The Story of the University Interscholastic League. The author is Roy Bedichek, for a third of a century the director of all activities

of the organization whose half-century story forms the background for showing both theoretical and practical aspects of the subject.

To quote the author: "History attempts to give not only a connected, time-related account, but also an interpretation of the more important steps by which a nation, institution, custom, science, idea, art, or whatnot has become that which it is. This kind of treatment requires facts; and facts, research. It also requires explanations, and explanations involve causes; and causes cannot be understood without theory. In a word, a proper sourcebook consists of the cumulative experience which has brought the institution from its beginnings to what it is."

The thesis of the book, from the first to the final page, is that the paramount function of public education is to give every child an opportunity to develop to the full his capabilities for being a useful, and therefore a respectable, member of a democratic society and to fit him for happy living and effective participation within that society—in short, for good citizenship.

University Admission Exams Start Feb. 4

"Testing time" for high school seniors and graduates begins Feb. 4, 1956, as The University of Texas begins a history-making system of selective admissions.

The system is aimed at choosing, through aptitude tests, only the best students, instead of admitting applicants on the first-come-first-served basis which would be necessary when the anticipated college enrollment boom hits about 1958. (See statement by University of Texas President Logan Wilson, this page.)

Jan. 23 is the registration deadline for the first test Feb. 4. Other tests are scheduled for May 12 and Aug. 10, 1956. (For details on times, dates and places, see related stories, this page.)

Students planning to attend the University now or after must take these tests, or similar ones in the case of those who transfer from another college to the University.

What the tests are about: The tests are designed to measure two very general abilities needed in academic work. The first (known as

verbal or linguistic) is the ability to work with words, to understand their meanings, and to see relations between the ideas which they express.

The second ability (known as numerical or quantitative or mathematical) is the ability to work with numbers, to do simple mathematical operations, and to solve problems.

University officials emphasized that full consideration will be given to a student's high school record.

Reports of test scores: Results of the tests are confidential. The University will give no publicity identifying scores of an individual student or school. Each student will receive a report of his own standing, and a report will go to his high school and to the Admissions Office of the University.

Special Cases: A student handicapped by blindness, paralysis, or similar disability in taking the tests, and a student who through prolonged illness is unable to take the tests at any of the dates specified should present a statement from his high school principal explaining fully the circumstances. The Director of the Testing Guidance Bureau will explain procedure to be followed in each special case.

Who should take the tests? All high school seniors and graduates who plan to apply for admission to the University as freshmen should take the tests. Students undecided but considering the University are encouraged to take the tests.

Students who plan to enroll in another college and transfer later to the University should follow one of two plans:

(a) If they plan to transfer to the University with less than a semester of college work or if they plan to attend a non-accredited college, they should apply for and take the University aptitude tests in the senior high school year.

(b) If they plan to attend an accredited junior or senior college for a semester or more, they should take either the University aptitude tests as seniors, or an approved aptitude test in the regular freshman testing program of the college they attend.

In a Nutshell . . .

Testing Dates: Saturday, Feb. 4, 1956
Saturday, May 12, 1956
Friday, August 10, 1956
Time: Report at 8:30 a.m. Tests begin at 9 a.m.
Application Dates:

	For Test of Feb. 4	For Test of May 12	For Test of Aug. 10
Applications may be sent beginning	Nov. 15, 1955	March 1, 1956	June 1, 1956
Registration for the test closes*	Jan. 23, 1956	April 30, 1956	July 30, 1956

* Applications for taking the tests at the University center in Austin will be received in emergency cases up to the day preceding the test.)

Correspondence: Write to Director, Testing and Guidance Bureau, The University of Texas, Austin 12, Texas.

Four Steps Needed For Entry Testing

Students with a possible interest in attending The University of Texas should take four simple steps:

1. Secure from the high school principal or write directly to the Director of the Testing and Guidance Bureau, The University of Texas, Austin 12, Texas, for a Test Application Blank and Bulletin of Information.
2. Fill in the information requested on the Test Application Blank and send it to the Director of the Testing and Guidance Bureau. The student will then receive a Test Center Assignment Card.
3. Examine carefully the Bulletin of Information in preparation for the tests.
4. Report to the assigned test center at the time set for the tests, present the Test Center Assignment Card to the examiner, and take the tests.

(These steps concern only the taking of the tests. Correspondence concerning admission to the University should be addressed to the Director of Admissions.)

FOOTBALL SQUAD AVERAGES 34

The average high school football team in Texas has 34 boys on it this year.

A total of 30,582 boys are included in the 900 schools entering teams in League competition for 1955.

Ice, Schmice--Exam Calls It Frozen Water

Try this on for size:

"A statement exaggerated for effect is a (an)—(1) hyperbole (2) analogy (3) anagram (4) hypothesis (5) fallacy."

That's a sample of the questions to be asked students tackling the University Aptitude Tests as a prerequisite for admission to The University of Texas.

Dr. H. T. Manuel, director of The University of Texas Testing and Guidance Bureau, is in charge of the far-flung plan set up for "picking the brains" of potential University students in Texas.

Samples presented here will not appear on the tests, but they give an idea of what to expect. These and others are included in the "Bulletin of Information" sent to students who make application to take the tests.

Five categories of questions are included: word-meaning, of which the above example is one; language usage—active vocabulary; reading comprehension; relations of words and figures; and numerical and mathematical questions. There are several different types of questions in each group.

Here are examples from the other four groups:

Language usage: The name given to frozen water is—(1) L (2) I (3) R (4) O (5) C (using the first letter of the words to identify the word).

Reading: The (?) of a word is sometimes of greater significance than its explicit meaning. (1) spelling (2) definition (3) opposite (4) connotation.

Relations of words and figures: Find the missing word: Mother is to daughter as father is to (?)—(1) man (2) home (3) boy (4) work (5) son.

Numerical and math questions: In a series of numbers, notice how the series is formed and find the number which would come next: 1, 6, 4, 9, 7, 12, 10, 15 (?)—(F) 13 (G) 14 (H) 16 (J) 18 (K) 20.

These questions are merely picked at random from the samples. They may or may not be representative of the entire test. More complete information is included in the "Bulletin of Information."

Linguistic Secretary at UT

The University of Texas has become business headquarters for the Linguistic Society of America with addition to the faculty of Dr. Archibald A. Hill, the society's executive secretary.

Testing Schedule

City and Place	Feb. 4	May 12	Aug. 10
Abilene—High School	x	x	
Amarillo—High School	x	x	x
Austin—The University of Texas	x	x	x
Bay City—High School	x	x	
Beaumont—High School	x	x	
Bonham—High School	x	x	
Breckenridge—High School	x	x	
Bryan—High School	x	x	
Childress—High School	x	x	
Coleman—High School	x	x	
Columbus—High School	x	x	
Corpus Christi—Ray High School	x	x	
Corsicana—High School	x	x	
Cuero—High School	x	x	
Dallas—Hillcrest High School	x	x	
Dallas—Sunset High School	x	x	
Dallas—Highland Park High School	x	x	
Dallas—Booker T. Washington High School	x	x	
El Paso—El Paso Technical Institute	x	x	
Ft. Stockton—High School	x	x	
Ft. Worth—Paschal High School	x	x	
Ft. Worth—I. M. Terrell High School	x	x	
Galveston—Ball High School	x	x	
Greenville—High School	x	x	
Greenville—Carver High School	x	x	
Harlingen—High School	x	x	
Houston—Lamar High School	x	x	
Houston—San Jacinto High School	x	x	
Houston—Stephen F. Austin High School	x	x	
Houston—Phyllis Wheatley High School	x	x	
Kerrville—Tivy High School	x	x	
Lampasas—High School	x	x	
Laredo—High School	x	x	
Longview—High School	x	x	
Lubbock—Tom S. Lubbock High School	x	x	
Lufkin—High School	x	x	
McAllen—High School	x	x	
Midland—High School	x	x	
Mt. Pleasant—High School	x	x	
Palestine—High School	x	x	
Port Arthur—High School	x	x	
San Angelo—High School	x	x	
San Antonio—Alamo Heights High School	x	x	
San Antonio—Brackenridge High School	x	x	
San Antonio—Jefferson High School	x	x	
Snyder—High School	x	x	
Temple—High School	x	x	
Tyler—High School	x	x	
Uvalde—High School	x	x	
Waco—High School	x	x	
Wichita Falls—High School	x	x	

District Chiefs: Regional Entries Deadline April 16

The District Meet Director General is responsible for notifying all schools in his district that no entry in the regional meet will be accepted after Apr. 16.

The director general's report to the Regional Director General must be in his office by Apr. 16.

Individual schools must certify their winners to the Regional Director, so that he will know how many entrants there will be in each event and contest. This information is absolutely necessary in order for the Regional Director to provide adequate judges and facilities for the Regional Meet.

The closing date will be mandatory this year and the State office will sustain the Regional Director in enforcing the deadline date.

Kidd to Help Congress Honor Historical Figure

Appointment of League Director R. J. Kidd to the advisory committee for the Alexander Hamilton Bicentennial Commission has been announced by Sen. Karl Mundt (R-S.D.), commission chairman.

Kidd will attend a meeting of the advisory committee in Los Angeles on Dec. 29.

Congress established the commission with an appropriation of \$100,000 for the memorializing of Alexander Hamilton for his contribution to American society and government.

Planning Deadline Feb. 1

February 1 is the last day for organizing the spring meet districts. Districts not organized by that date cannot be accepted for regional and state meet competition.

The State office must have by February 1 a statement from the chairman of the district that the district will have a meet and qualify contestants to the regional meet.

The regional directors are making plans for the regional meet and must know the approximate number of contestants to expect at the meet. The regional meets will be larger than ever before and, for that reason, the public schools must cooperate with the regional directors in certifying winners.

Regional directors are advised not to accept any entries to the Regional Meet after the deadline date set in the Constitution and Rules.

Federal Aid to Education

The December 5 issue of Newsweek has an excellent article on public education that should be read by all who are interested in the problems of the public schools. It opens with this challenging statement:

"The American school system is the world's greatest, most ambitious and most successful form of education." The article then proceeds to outline some of the major problems in meeting the growing needs of public education.

Another question of importance analyzed in the article being discussed in Texas at the present time is, "Does equal education for everybody necessarily mean a mediocre education for everybody?"

High school debaters will find some good material in this article on the present League debate question: Resolved, that the Federal Government should guarantee higher education to all qualified high school graduates through grants to colleges and universities.

Contests Develop Talent

The editor has just completed a tour of certain portions of the State, either investigating football eligibility disputes, attacks on game officials by irate fans, or setting up regional meet sites. In the course of the above duties, there was a fine opportunity to discuss with school administrators the pros and cons of spring meet competition.

In some places, one finds the school officials providing competition for students in both the literary and athletic contests. Other school administrators think competition is good for the athlete but not for the boy or girl with an interest in academic and dramatic activities.

One could argue that there are greater carry-over values in later life to be derived from participating in debate and writing than in running the hundred-yard dash or playing on a football team.

The academic and dramatic contests provide inspiration to talented students who are ready to do things over and beyond the average level of a class. The slide rule and number sense contests have served as a means of finding gifted students in the field of engineering and science.

It is hoped that school administrators will use the academic and literary contests of the League program to help locate the talented students who might be in their school.

Jan. 7 Next Meeting In Workshop Series

"This is education," declared Dean Harry H. Ransom in welcoming Central Texas students and sponsors to the Student Activities Leadership Conference at the University of Texas.

"If it is not," quickly added Dr. Ransom, dean of the College of Arts and Sciences, "then we educate in a vacuum."

Interest continued high in the conference series through November and early December. Attendance was up as more and more students and their teacher-sponsors participated in the workshop gatherings at Abilene, Kilgore, Austin and Odessa.

January begins the final lap of the activities conference series for this school year. On Jan. 7 comes the meeting at Sam Houston State Teachers College, Huntsville. Another is scheduled the next Saturday, Jan. 14, at Texas A. & I. College, Kingsville.

S. F. Austin State College, Nacogdoches, is host for the last conference, on Feb. 4. This session is devoted entirely to speech and drama events. The Huntsville and Kingsville workshops cover most of the usual topics—number sense, slide rule, ready writing, journalism, speech and drama.

General chairmen for the last three conferences are: Huntsville, Ferol Robinson; Kingsville, Dr. S. Boyd Stewart; and Nacogdoches, Edwin W. Gaston, Jr.

Attendance at the November and December meetings was estimated at: Abilene, 500; Kilgore, 850 (a new record); Austin, 950; Odessa, 250.



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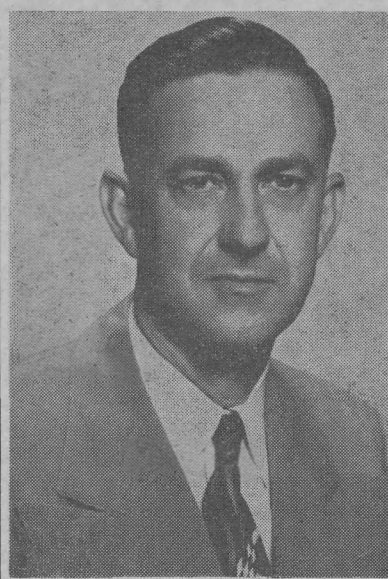
Vol. XXXIX DECEMBER, 1955 No. 4

8-AAA Tackles Integration

No Problems Develop Under District Plans

By JOHN S. GILLETT
Superintendent, Kingsville Public Schools

Chairman, District 8-AAA
After the Supreme Court decision had been handed down and it seemed that integration was to take



JOHN GILLETT

place as soon as practical, it was felt in our district that plans should be made to handle the situation in the best way possible.

On June 28, 1955, school administrators and representatives of school boards from most of the District 8-AAA schools met for the purpose of discussing integration and steps to be taken in handling the situation so that everything would operate as smoothly as possible.

Some of the items to be considered for integrated groups were: lodging, places to feed the teams and bands, dressing and shower room facilities, and bus transportation. Officials from each school were to check on the above items in their community and report back to the district group at a later date.

During the summer months most of the District 8-AAA schools announced that they would have integrated schools in some or all grades for the 1955-56 school year.

On August 20, 1955, the District

8-AAA Executive Committee and coaches met in their regular summer pre-season meeting. At this meeting information was made available to all schools on the question mentioned above in regard to handling integrated groups.

1. It was pointed out that the schools in District 8-AAA did not plan to stay overnight on any of their out-of-town district games, so lodging was not a problem.

2. Representatives from each school submitted a list of places in their town that would feed integrated groups; however, it was found that several eating places would not serve mixed groups.

3. All schools in the district indicated that shower and dressing room facilities would be available for integrated teams.

4. Most schools in the district use school buses on their out-of-town trips; however, in the case of bus charters the bus companies raised no objection to transporting integrated groups of students.

Everything has been harmonious so far during our football season. We have had splendid cooperation on the part of everyone. The program this year, to date, has operated as if integration had always been in effect.



SEGREGATION

The State Executive Committee met on July 6, 1955 for the purpose of considering the question of non-segregation in the El Paso public schools. After carefully considering the petition filed by the Superintendent of Schools of the El Paso Independent School District, the committee took the following action:

"WHEREAS, Article III, Section 1, of the Constitution of the United States prohibits the States from denying to any public white school in Texas that is limited to enrollment to white students but which has modified its rules so as to admit students of the Negro race."

"WHEREAS, that rule was adopted at a time when the policy of segregation on a racial basis was recognized under decisions of the United States Supreme Court, and

"WHEREAS, the United States Supreme Court has more recently placed the responsibility of implementing its decision upon local schools, and

"WHEREAS, the El Paso Independent School District has adopted a non-segregation policy for its school units and has requested an interpretation of Article III, Section 1."

"THEREFORE, BE IT RESOLVED that the State Executive Committee of the Interscholastic League interpret the language 'public white school' as not excluding any public school in Texas which has previously limited its enrollment to white students but which has modified its rules so as to admit students of the Negro race."

ONE YEAR RULE

The State Executive Committee has interpreted the League's "one year rule" as follows, in a San Saba case:

"In desegregated school districts, Article 8, Section 14 shall not operate to render pupils ineligible in a high school to which they are assigned by the local school board, provided the pupil has no other choice of schools."

CORRECTION: March 3 is the last day for Girls' regional basketball play-off. Conference AA, A, and B, instead of March 4 as given in the Interscholastic League Calendar, page 4 of the Constitution and Rules.

CORRECTION: In Spelling List, Page 5, Column nine, delete the last word, "ratesrattled."

BOWIE

Bowie High School placed on probation in basketball for 1954-55 and 1955-56 for violation of the Recruiting Rule.

SIERRA BLANCA

Sierra Blanca suspended in football for 1956 season and placed on probation for the 1957 and 1958 football seasons, for playing two boys in inter-school football games after they were declared ineligible by the district executive committee.

EAST BERNARD

East Bernard placed on probation for the 1956 football season for failure to submit correct eligibility information to League headquarters.

FOOTBALL 1956

Conferences AAAA and AA—First date for fall practice, Aug. 31. Date for first game, Sept. 14. Conferences AA, A, B, Six-man First date for fall practice, Aug. 27. Date for first game, Sept. 7.

Waterfalls and Turtles On Geographers' Agenda

University of Texas geographers will conduct field studies in one of North America's least known areas, the Southwestern Pacific coast of Mexico in the State of Michoacan.

Slide Rule Cheaper, Faster Than Electric Calculator

By H. GRADY RYLANDER
State Director of Slide Rule

"Would a slide rule be of help to me?"—the answer probably would be "Yes."

It is a tool that can be bought and used by both amateur and professional with results gratifying to both. The cheap slide rules for multiplication and division can be purchased for \$1.95, and one of the best slide rules can be purchased for \$28.00.

These costs are compared to approximately \$600 for an electric calculating machine and several thousand dollars for an electronic computer. The increase in cost and complexity of these machines is justified only if the problem requires

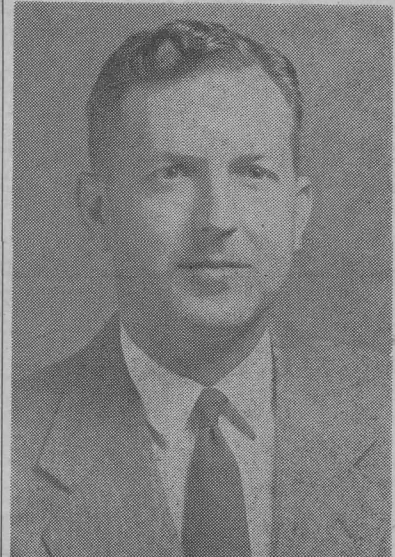
great accuracy, high speed computation, or complex solutions.

An example of the use of a slide rule as compared to other methods would be the multiplication of two four digit numbers. By long hand it took 50 seconds, by slide rule 12 seconds, and by electric calculator 15 seconds. The answer was immediately apparent after setting the numbers on the slide rule; it took the electric calculator 2½ seconds after setting the numbers, and by long hand, the answer was not evident after setting the numbers on the page.

There is another large difference, and that is the accuracy of each method in which the answer is only good for three significant figures on the slide rule and is good for all significant figures on the calculating machine and by long hand.

For years the slide rule has been the symbol of an engineer, but its use has not been limited to this profession. It is frequently used by men in the fields of business, science, and mathematics. A good slide rule will have scales for many other operations other than multiplication and division. Typical scales provided are the trig function, log scales for both base 10 and base e, square root, cube root, and inverse functions.

In short, if three digit accuracy is satisfactory, the slide rule is the instrument to use for most calculations.



H. GRADY RYLANDER

Webb Stresses Debate at Talk

"Through the years, League debate propositions have reflected vital issues in our national and international life," Dr. Walter Prescott Webb, Professor of History, University of Texas, told some 50 administrators and teachers at the Interscholastic League Breakfast in San Antonio last month.

It was the last League breakfast to be scheduled at the annual Texas State Teachers Assn. meeting.

Dr. Webb, main speaker for the breakfast, used as his subject, "Debate: A Social Science Subject for High Schools." He pointed out that the debate subjects are invariably chosen from social science topics, and he advocated that the social science teachers utilize the interest in debate to supplement their teaching in social sciences.

Some of the topics he felt might be good for discussion in the future are those dealing with labor-management, farm problems, and water and natural resource conservation.

For 33 years the breakfast has been held as a part of the fall TSTA convention. Since the advent of the Legislative Advisory Council, however, the breakfast has not scheduled a business meeting as a part of its program.

In years past, this annual meeting was of paramount importance in discussing or altering League policies and rules. Now, however, the advisory council fulfills this function, and the pressing necessity for holding the League breakfast has been removed.

Presiding this year was Dean James R. D. Eddy of the University of Texas Extension Division. He recognized many of those who had been responsible for the growth of the League, and paid tribute to those leaders who had guided the League through the years. Dean Emeritus Thomas H. Shelby, who was present, received a standing ovation in recognition of his contributions to development of the League.

Dr. Webb's remarks in full will be found in later issues of the Interscholastic League.

Spring Meet Plans Near Completion

Planning for district meets next spring has been moving rapidly as time draws closer for actual competition.

Quoted below are excerpts from some of the district executive committee reports, representative of the hundreds that are coming in to the League State Office.

District 14-B

"The executive committee of District 14-B Spring Meet met in Rule, Texas on Nov. 9, with the following schools represented: Aspermont, Mattson, O'Brien, Old Glory, Rochester, Rule, Sagerton and Weinert.

"It was moved that we hold the literary meet at Rule on Friday, Apr. 13, and the one-act play at Aspermont, on Friday, Mar. 23.

"Motion was made and approved that the grade school meet should be held in connection with the high school meet.

"The director general will be responsible for securing speech judges. If no more than four schools are represented in a speech contest, then each participating school may send a double entry in that event. It was decided that in sub-junior declamation, only poetry selections be used."

District 2-A

"The organizational meeting for the Spring Meet of 1956 for the 2-A district was held on Nov. 9, 1955 at Spring Lake High School (We are, of course, in Conference B, Division II).

"I (Sam T. Bryan, superintendent at Happy) was elected director general for this meet. Teams planning to participate are: Sudan, Friona, Springlake (Earth) and Happy.

"The literary events are to be held on April 5, 1956 at Spring Lake High School. The track and field events are to be at Friona High School on April 6, 1956.

Competition Urge Studied

(Continued from Page 1)

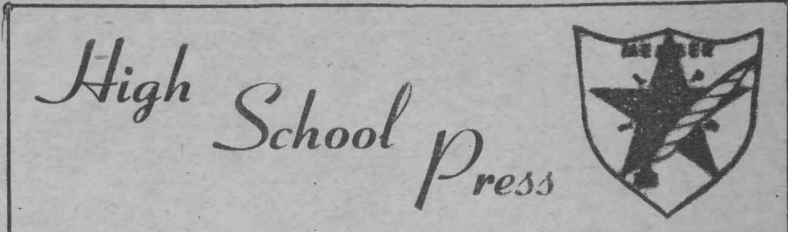
Hence, this study is largely concerned with rivalry as a motivating force in the education of the young, and more especially, with interscholastic competitions as a means of using to advantage the ever-present competitive urge or instinct in youth.

Full treatment is accorded the criteria by which the competitions are selected for trial, how they are tested, organized, or administered in order that the time expended upon them shall yield the richest returns, judged by accepted educational standards. Significantly, the Preamble of one of the earliest constitutions of the League sets forth in

all point their discussions towards one final question: Is it good or bad?

Rules, regulations, methods of control, promotion plans, coaching recommendations, in short, every detail connected with League activities is considered from the standpoint of educational value as it affects the child.

No one except Roy Bedichek could write the story of the University Interscholastic League as it is told in this book, for no one else in Texas has lived with the subject so long or so intimately. The book will be published in the spring by the University of Texas Press.



LAST CALL—Enrollment deadline is Jan. 15 for membership in the Interscholastic League Press Conference.

This is the last reminder we can send you via the League. We hope no one will be disappointed because of failure to meet the deadline. Enrollments must be postmarked by Jan. 15.

Money Problems

A number of school papers ask questions about how to curtail printing costs, how to get help from administrative subsidy, how to make the paper pay, and other related questions of finance. They are real, everyday problems.

There is no magic formula for keeping the paper out of the red. If the staff must make it pay all expenses, as in most cases of printed papers, then there are only one or two solutions: Sell enough ads, or raise ad rates; reduce the size of the paper; or raise extra money through outside projects.

The latter solution is one that many school papers find necessary, and many of their ideas have been mentioned in this column. Sweetheart contests, ugly man contests, pie eating contests, variety shows, and many others. And the papers make good use of their news columns to plug their campaigns, both for the contests and for subscription sales.

It is possible that costs could be reduced by an earnest talk with the printer, although he has his problems, too. Perhaps he can show you shortcuts, tell you things you are doing that are costing him—and you—money. Clean, well-written, clearly-marked copy will help.

Some papers, like the Lake View Pow Wow (San Angelo) and the Gladewater Bear Facts find that offset printing is the solution. It requires more time to get ready, but it saves money and allows almost unlimited use of pictures.

Administrative subsidies are given by some school boards, in whole or in part, and for different local reasons. We know of no way to go about getting a subsidy if you don't have it and want it, except to ask for help financially.

If there is a way to avoid taking such help, however, we would advise against it. The school paper is, necessarily, subject to the wishes of the administration already. However, school publications are, so far as we know, surprisingly free of administrative domination. But if the donation of funds for publication of the paper offered a temptation to make it an administrative house organ, that would not be in the best interests of journalism.

One other alternative was mentioned in an earlier column—the possibilities of mimeographing. A paper might be printed half of the year and mimeographed the other half, or printed and mimeographed alternately, or printed with a mimeographed supplement. Or, a printed paper might want to switch completely to mimeographing.

Mimeographing has the disadvantage that students miss the training in the print shop techniques, either through the printer or the teacher. And mimeos require more time in preparation—justifying lines, cutting stencils, lettering headlines, running the mimeograph machine and assembling the copies.

But, as quite a few schools have discovered, mimeographed papers offer last-minute coverage of spot news. Printed papers can never match that because of the time lag for setting type and reading proof. In addition to the satisfaction of being up-to-date, the mimeo staffers understandably derive keen pleasure at approaching the daily

newspaper schedule of immediate publication.

LPCC and this column should be a clearing house for ideas. If you have turned up any new tricks for making income exceed outgo, write us a letter. We'll be pleased to pass them along.

Here and There

Several high school papers do a good job of publishing with a spirit duplicator, the system in which you type, or draw, on a sheet with carbon backing. This transfers the image in reverse on the back of the original, and that is used as the stencil, placed directly on the drum.

Some interesting things can be done with this method, even in colors, although it is not as versatile as mimeographing.

Spirit papers might try using a ball point pen for hand lettering, or when using a letter guide for heads. If the school has a typewriter with primer type—the large type—that could be used to provide variety in headlines.

LPCC has some instructional material from the manufacturers of the spirit process, and it is available upon request. Or you can get it from your nearby dealer.

LPCC member papers should be scanning each issue of their paper, selecting the best writing and photography for entry in the Individual Achievement Award contests next April.

Details on contest rules will be sent in plenty of time for final selection and submission of these entries. Winners are announced and medals presented at the LPCC State convention which will be May 3-4-5, in Austin.

Another reminder: Many papers, both printed and mimeo, do not divulge the name of their home town or school, either on the front page or elsewhere. This information should be included in the date line at the top of the front page.

One ILPC member made a slip—the exchange editor mailed our copy of the paper in the usual order. But she included something which apparently was not meant for our eyes... a separate gossip sheet obviously intended only for local consumption. Tch, tch!

Some member papers are forgetting to mail us one copy of each issue as it comes out. If we are not on your mailing list, bring us up to date. This is true even of some members who have paid for the written criticism.

Do-It-Yourself Dept.

A three-column by eight-inch picture was run by the Amarillo Sandstorm (tabloid size), in the top right corner of its front page. Girl in picture was Queen of the Band. The head-and-shoulders portrait was cut out and backed with a pen-and-ink copy of the school victory song. This issue was dedicated to the band.

For Halloween, Lanier's El Nopal used an attractive linoleum block cut showing a boy and girl trying to eat apples off a string. Also, in the "ears" were a block cut cat and pumpkin.

A January idea: The O. Henry Jr. High (Austin) Rolling Stone carried a picture calendar of 1954 last January. Pictures showing outstanding events for each month were cut out and pasted over hand-drawn calendar pages for the year. This would be easier for an offset paper, but printed papers might use student artist work instead.

In a similar vein, the Carthage Carthaginian (mimeo) carried a full-page calendar of events, made in the form of a calendar, with space on each day to write in extra items. It also had names of people having birthdays on each day. Since it was the last page of the paper, it could easily be slipped off and tacked on a wall or bulletin board for reference during the month.

Dr. Painter on Council In Academy of Sciences

Dr. T. S. Painter, world-famous University of Texas zoologist and former University president, is a new member of the National Academy of Sciences Council.

He will begin his three-year term on the board officially July 1. The six-member Council, along with the Academy president—now Dr. Detlev W. Bronk of New York City—governs the nation's most distinguished scientific society.



One of the things that has bothered us about the one-act play contest in Texas is that many of the schools give their play only once or twice and then are heard from no more.

Advance indications are that there will be about 700 high schools entering the one-act play contest this year. A tremendous audience will see the combined 700 performances. But from an educational viewpoint, the individual students who are given the opportunity to perform only once or twice before an audience are missing a great deal in an activity that could contribute much to their personality growth.

It is just as obvious, however, that with the great host of schools doing plays in the contest, the elimination contest is the only answer we have here in Texas if we are to arrive eventually at a State Meet.

Even now, with the straight elimination from District to Area to Region to State, the State Meet has 23 one-act plays which are rehearsed and performed in two and a half days. So any additions at the State level are simply out of the question. We must look at the other end of the scale, then, for a greater outlet for performances.

And at their preparation level, the teacher can do much to get more audiences for his production. Generally speaking, the director and the cast work hard on the contest play to make it as representative of the school as possible. In the field of drama, the contest play is often the only sample people outside the local community ever have of the fine drama work being done in that community and school.

Rehearsals Should Begin Early

If the director would start a little earlier with his rehearsals and get his play in working order some time before the contest, he would have some additional time to present his play to a number of audiences before the contest.

Our suggestion to directors is this: Give your contest play as many times and in as many places and on as many different stages as you can before your district contest. Use every one of these performances as a rehearsal for you and your students. If you are in a senior high school, the jun-

ior high schools will welcome a performance from you. If you have no other schools in your town, arrange to exchange performances with neighboring towns.

Try putting your play on at civic clubs or in church basements. It is amazing how much your students will grow in flexibility and adaptability as they move from one situation and stage to another. And if the cast and the play are really adjustable, they will not need elaborate scenery or intricate staging to do the play effectively.

'Elaborate' Sets Defined

And this remark about scenery brings us to the second problem that has bothered us about the one-act play contest. Where do we draw the line and say a set becomes elaborate?

We have a rule in the Constitution and Rules (3b, page 54) which says plays shall be ineligible "that use overly elaborate settings, lights, and costumes. Simple cloth cycloramas, and the simplest of exterior scenes are the basic background for all plays. Simple set pieces built especially for any specific play must be provided by the school presenting the play. However, large, cumbersome properties which make staging difficult and necessitate long periods of time for changes between plays, will not be permitted in any case. The set may be considered too elaborate if it takes longer than 10 minutes to set up. Space settings and functional pieces are permitted. Plays using no scenery at all are permissible. (Note: In case the host school cannot provide the heavy set pieces required, the participating school may make arrangements with the host school to bring necessary furniture. The participating school must bear all expenses incurred in transporting such furniture for its play.) In case of doubt, a picture of the set should be sent to the State Office well in advance of the contest for a ruling."

It seems to us that the key to the question of "elaborate" is

in the sentence, "the set may be considered too elaborate if it takes longer than 10 minutes to set up." There are a great many extenuating circumstances, and we can see how schools can observe the letter of this rule while violating the spirit. A tremendously intricate set can be put in place in a few minutes if there are enough people to take care of it, but it seems to us that this would violate the interests of fair play and good sportsmanship.

The set should be one that an ordinary crew of about five people can take care of in less than ten minutes. Actually, the time between plays at a contest should not be more than fifteen minutes. This will give the first play seven or eight minutes to remove its set and the following play some seven or eight minutes to set up.

Every play is different, and its set problem must be considered individually. Some plays require certain physical properties and setting as an integral part of the production. Others may be done equally well in a simple atmosphere or in a highly intricate one. The first thing the director should do is to trim out all the excess stage paraphernalia he can without hurting the effectiveness of his staging. This is a real challenge to the director and he should make the most of it by exercising his ingenuity and inventiveness in reducing to simple units the elaborate settings called for in the script.

District-wide Plans Needed

At the district level, directors can save themselves and their host school a great many headaches if all the directors in the district will get together well in advance of the contest and discuss the problem of sets along with the other problems of holding the contest. If the host school cannot provide the furniture necessary for a play, the director of that play should make provision for bringing such furniture as he will need—but not before discussing it with the district contest director, and certainly not before finding out whether he can properly store such furniture when he brings it.

A play such as "Submerged" can be done in League competition only if the set is completely altered. The script calls for the set to be the interior of a submarine. It has been our experience that setting up such a set takes a great amount of time, though the actual set itself, once it is up, may look quite simple

and bare. Such a set, however, because of the time involved in setting up, would be "elaborate."

Again, the third act of "The Heiress" offers troublesome production problems if all the elaborate staging is followed. This play has been done by a number of schools each year, but each of them has been cautioned to simplify the set in the interest of time for set changes.

You will be living and working with your play for some time. You will know what you need for your production better than anyone else. You will also know better than anyone how you can simplify your set, yet keep it effective. Do not follow blindly the directions of the book, and do not make your play more elaborate than it already is.

If all directors work in the spirit as well as the letter of the "elaborate set" rule, we will have made great strides toward making the one-act play contest a truly educational experience.

Early Start Required For 'Neglected Three'

By BRUCE ROACH
Director of Speech Activities

Sponsors of debate and of one-act play know that long range planning and early preparation is essential for effective presentation if students are to do their best in these activities.

But equally important is an early start for extemp speech, declamation and poetry reading. These activities are often neglected until almost contest time. Then the teacher discovers he needs a participant in one or the other of them, and tries to train a student too quickly for effective growth.

Extemp speech, declamation and poetry reading are discussed below with some suggestions given for using these activities all year long. Only through such gradual preparation will the student and the teacher realize the full potential of what these activities can offer in real speech growth.

EXTEMP SPEECH

Extemp speech as we know it in the Interscholastic League is a short (under seven minutes) speech outlined in advance, and given with or without notes. Though the speech is informal in nature, a great deal of preparation must be made if the speech is to be effective.

The extemp speech generally has as its purpose the persuasion of the audience to a point of view. Some times, however, the extemp speech is given to inform the audience more than to persuade it. But the most effective extemp speeches have been found to be those that advocate one side or the other of some issue.

With this basic aim in mind, sponsors of extemp speech should allow students to get a thorough grounding in speeches of persuasion. The actual League contest will use current national and international events as a basis for topics. Subjects for the spring contest will deal mainly with such events happening after January 1.

But extemp speakers will generally not be very effective if they wait till January to start preparation. Every major event has a long background leading up to it. Teachers should provide students with opportunities all year long to discuss issues that face the nation—both on a national and international basis.

As many audience situations as possible should be provided for the students. Civic clubs, women's clubs, organizations of all kinds, church groups, and the like will offer the enterprising group of speakers many opportunities to present

discussions of current topics. Many schools have set up speaker bureaus where local organizations can come and get speakers for almost any occasion. Teachers should make it known that they have student speakers available for programs.

Nearly all speeches made for community drives are persuasive speeches. Students will get much needed experience if they speak for the Red Cross Drives, Community Chest, March of Dimes, and other worthy causes. At every one of the appearances of the speakers there should be present a teacher or another student skilled in evaluating effective speech so the student can get valid criticisms and improve from speech to speech.

Extemp speech can be correlated with social science and other curricular subjects in which current events are studied. The speech teacher and the social science teacher should work closely together in encouraging students in effective extemp speech methods. As the year goes along those with superior ability should be given the opportunity to develop their skills in extemp speech to capacity.

The main magazines from which extemp material can be taken are these: Time, Newsweek, Vital Speeches, Our Times, U. S. News, and a good daily newspaper. There are many news magazines and other publications with analyses of the news with which students should become acquainted. The school library of almost every high school has a number of these. They should be made available to the students not only in the library but in the classrooms as well.

Wire recordings of some of the major radio commentators will prove of value for use in classroom situations. Good ideas on organization and delivery can be gained by careful listening to such speeches. Oral reports on radio speeches by various American leaders will also be of benefit.

It should be pointed out that the extemp speech sponsor should study the rules of the contest carefully in the Constitution and Rules. The section on "Instructions to the Judges" gives some invaluable help in training students for the effective extemp speech.

DECLAMATION AND POETRY READING

Since the addition of poetry reading as a contest in the Interscholastic League, there has been some confusion as to the difference between this contest and the junior declamation contest.

The poetry reading contest is

open to all boys and girls in high school. It requires that the student hold the book or paper while giving the poetry selection, for the proper use of the manuscript is part of the contest. In addition, it is divided into two sections, one section being the reading of a poem which the student has prepared back at home, and the other section being the reading of a poem which the student draws thirty minutes before the contest.

By comparing the reading of the two poems, judges can arrive at an evaluation of the student's ability to carry over training on the prepared selection to the extemp selection. The selections are chosen from the realm of good literature.

Of course, sometimes the same selections are chosen for poetry reading as for junior declamation. But the junior declamation contest is different in several ways to the poetry reading contest. In the first place, only those students in high school under 15 years of age on last Sept. 1st are eligible to enter the junior declamation contest. Again, only one poem is given in the contest and it must be given from memory without any prompting. Some students are especially suited to this style of speaking and find a great satisfaction in it.

Early preparation for choosing worthwhile poetry for both the junior declamation contest and for the poetry reading contest cannot be emphasized too much. The teacher in the fall will do well to integrate the learning of good prose and poetry into English and other classes. Good sincere direct interpretation should be stressed. Teachers should see to it that the student develops in a natural way using his own individual abilities in both speaking and reading.

Here again, the "Instructions to the Judges" which follow the Declaration Rules in the Constitution and Rules will be of help to the teacher in preparing students for the declamation and poetry reading contests.

Another section in declamation is called the senior declamation contest. This is open to all students in high school and uses as its material prose dealing with good citizenship.

Such selections may be orations, speeches made by prominent men, original orations, or other pertinent prose such as editorials from the daily newspapers or commentaries in magazines. Here again, the keynotes to strive for in preparation of senior declaimers are naturalness and sincerity.

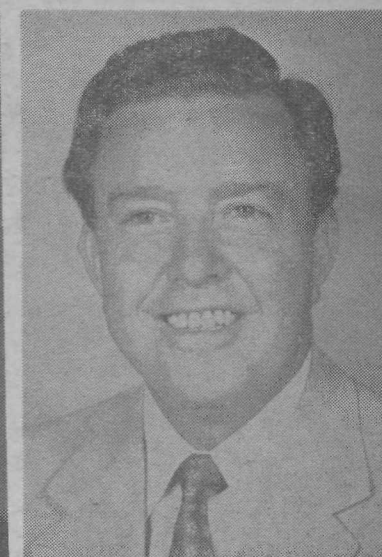
Regional Music Executive Committeemen



WALTER REED
Principal
Levelland High School
Region I



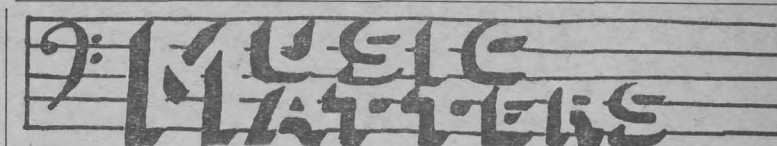
AVERY R. DOWNING
Asst. Supt.
Waco
Region III



JAMES T. OGG
Supt.
Pine Tree Schools, Greggton
Region IV



C. L. YARBROUGH
Supt.
Snyder
Region II



By F. W. SAVAGE
Director of Music Activities

Schedules Distributed

Each superintendent or principal and one music director from every school which filed a Music Acceptance Card this year should have received an official list of eligible schools plus a schedule of music competitive events for all twelve music regions. A reprint of this schedule appears in this issue of the Leaguer.

Note the deadlines for entering the various events. The 21-day entry deadline is completely mechanical insofar as interpretation or adjustment is concerned. The regulations state that both original and duplicate entries must be postmarked by midnight of the twenty-first day preceding the date of competition.

All entries are certified or rejected by the State office on the basis of duplicates. As these duplicate entries arrive in the State office, the postmark is removed from the envelope and clipped to the entry. Those duplicates that are postmarked after the deadline are automatically rejected.

There is no provision for any adjustment of this regulation. Don't wait until the last minute to mail your entries.

Music Booster Clubs

It appears pertinent to reaffirm opposition to any and all forms of music booster clubs. Obviously there are those who do not concur in this opposition, judging from the persistence with which these groups "raise their ugly heads."

No special interest group has any place in the administration of any area of endeavor in the public schools. Legally elected school boards are charged with the responsibility of financing and operating the complete school program

through appointed executive officers: the superintendent, the principals and the teachers. Any group, even a quarterback's club, organized to promote or emphasize one area of activity is circumventing the legally established processes and should be disbanded.

Music teachers, and sometimes even principals and superintendents, unwittingly initiate the organization of these groups and are too often the first to feel the vengeance which can be meted out by an unregulated group acting impersonally in "the public interest."

An entire school program usually suffers when a booster club begins promoting a particular area. These groups are often ill-advised or not advised, concerning the total objectives of the educational program and resent the imposition of any sort of curbs or interference. Officers of these clubs frequently manufacture their own powers under the guise that they were "elected by a group of fellow citizens and taxpayers." This assumption can be most embarrassing to their fellow citizens who are legally chosen members of the local school board.

The story is completely written when a booster club underwrites the purchase of a sizeable amount of equipment or goes so far as to borrow money on the signature of its officers to make such purchases. When this is done and the citizen's pocketbook becomes involved, there is no power on earth which can control or prevent the story-book schemes which may be concocted to regain the collateral which was deposited. These schemes are occasionally devised without the knowledge of, and frequently without the consent of, the local school administration.

In case the point isn't clear, booster clubs are taboo. Any program in the schools worth its salt will receive its proper share of support from an intelligent and interested school board. If, in the minds of a majority of citizens, a program does not receive its share of attention, the board should be replaced through regularly constituted processes of election. A substitute "board" should not be created to usurp the powers of the constitutionally created board.

International Notes

Many band directors also don't share my opinion on the position of twirling in the public school music program. Someone in the State of Montana does! A quotation from the 1955-1956 Montana bulletin, "Special Music Festival Bulletin" reads:

"It is suggested that no events for majorettes or flag swinging be scheduled for either the district or state music festivals. Such events use music as a background for their movements, but are in the area of physical education rather than music. The participants do not use their singing voices or play a music instrument, both of which are the basic criteria for music festival events."

Another note of interest from this same bulletin, reads, "Montana high school music teachers are not approved to adjudicate Montana High School Association (their League) music festivals." The inclusion of both these regulations in Texas plans raises some interesting possibilities!

6 History Awards Given To Texans, Publications

The American Association for State and Local History gave six of its annual awards to Texas organizations and individuals, Dr. H. Bailey Carroll, University of Texas history professor and Texas State Historical Association director, announced.

REGIONAL MUSIC COMPETITION-FESTIVALS 1955-1956

Contest Dates and Entry Deadlines

Region No.	Band Marching		Band Solos and Small Ensembles		Band Concert		Orchestra Solos Small Ensembles		Orchestra Concert		Vocal Solos Small Ensembles		Vocal Concert		
	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Date Contest	Entry Deadline	
I	4A, 3A 2A, C, CC	Apr. 28	Apr. 7	May 12	Apr. 21	Apr. 28	Apr. 7	May 12	Apr. 21	Apr. 28	Apr. 7	Mar. 24	Mar. 3	Mar. 24	Mar. 3
II	A, B, D	May 12	Apr. 21	Apr. 28	Apr. 7	May 12	Apr. 21	Apr. 28	Apr. 7	May 12	Apr. 21	Mar. 24	Mar. 3	Mar. 24	Mar. 3
III		Dec. 3	Nov. 12	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 7	Mar. 17	Mar. 23	Mar. 2
IV		Dec. 3	Nov. 12	Apr. 27	Apr. 6	Apr. 27	Apr. 6	Apr. 27	Apr. 6	Apr. 27	Apr. 6	May 5	Apr. 14	May 5	Apr. 14
V		Dec. 6	Nov. 15	Mar. 17	Feb. 25	Apr. 18	Mar. 29	Mar. 17	Feb. 25	Apr. 18	Mar. 29	May 1	Apr. 12	May 1	Apr. 12
VI		Dec. 3	Nov. 12	Mar. 10	Feb. 18	Apr. 14	Mar. 24	Mar. 10	Feb. 18	Apr. 14	Mar. 24	Mar. 17	Feb. 25	Mar. 17	Feb. 25
VII	Victoria	W-Dec. 2 E-Dec. 3	Nov. 11 Nov. 12	Mar. 22	Mar. 1	Mar. 22	Mar. 1	Mar. 22	Mar. 1	Mar. 22	Mar. 1	Apr. 26	Apr. 5	Apr. 26	Apr. 5
VIII	Kingsville	Dec. 10	Nov. 19	Mar. 17	Feb. 25	Mar. 17	Feb. 25	Mar. 24	Mar. 3	Mar. 24	Mar. 3	Mar. 24	Mar. 3	Mar. 24	Mar. 3
IX		Dec. 3	Nov. 12	Mar. 24	Mar. 3	Mar. 24	Mar. 3	Mar. 17	Feb. 25	Mar. 17	Feb. 25	Mar. 17	Feb. 25	Mar. 17	Feb. 25
X-W		Dec. 3	Nov. 12	Apr. 14	Mar. 24	Apr. 14	Mar. 24					Mar. 17	Feb. 25	Mar. 17	Feb. 25
X-E		Dec. 8	Nov. 17	Apr. 6	Mar. 16	Apr. 6	Mar. 16					Mar. 23	Mar. 2	Mar. 23	Mar. 2
XI		Nov. 15	Oct. 25	Apr. 21	Mar. 31	Apr. 28	Apr. 7	Apr. 21	Mar. 31	Apr. 21	Mar. 31	Apr. 21	Mar. 31	Apr. 21	Mar. 31
XII		Nov. 15	Oct. 25	Apr. 28	Apr. 7	Apr. 21	Mar. 31	Apr. 28	Apr. 7	Apr. 28	Apr. 7	Apr. 28	Apr. 7	Apr. 28	Apr. 7
		Oct. 25	Oct. 4	Mar. 24	Mar. 3	Apr. 26	Apr. 5	Mar. 24	Mar. 3	Apr. 26	Apr. 5	Apr. 17	Mar. 27	Apr. 17	Mar. 27
		Nov. 19	Oct. 28	Mar. 9	Feb. 17	Apr. 27	Apr. 6	Mar. 9	Feb. 17	Apr. 27	Apr. 6	Apr. 21	Mar. 31	Apr. 21	Mar. 31

Remember When?

Kermit School Superintendent Was 1928 Champion Speller

Hill County spelling champion in 1928.

That was quite an achievement for young "Tommy" Thompson of Hubbard High School. But it was only the start in a school career full of achievements.

G. E. "Tommy" Thompson, who just retired as president of the Tex-

as State Teachers Assn., is celebrating his twentieth year with the Kermit school system, now in his seventh year as superintendent.

Flashing back to the late 20's again, here was a champion speller who also knew his way around the athletic fields. In high school and Trinity University (Waxahachie), he played baseball four years, and put in two years each on the football, basketball and track teams. He captained the cage team one year.

In the interim—between his roles as League participant and League supporter in Kermit schools—the Hill County champion received his BA degree from Trinity University, a master's degree from The University of Texas, with doctorate work at the latter.

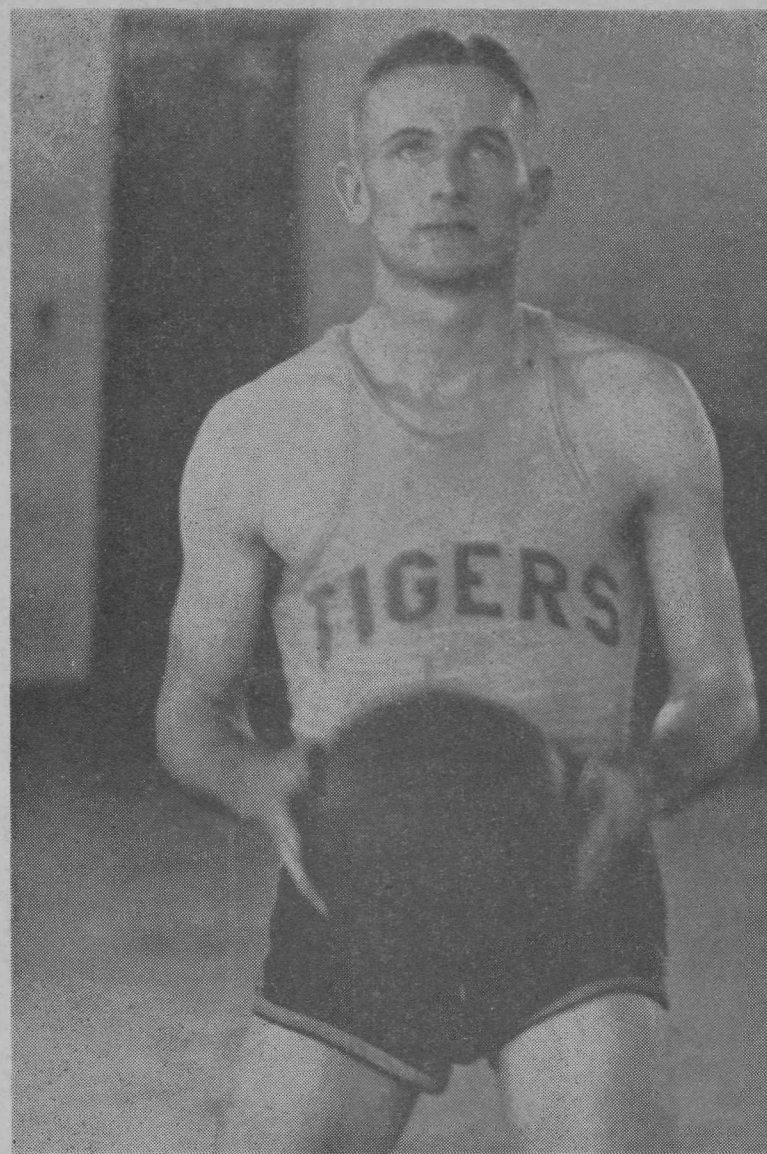
As background for his superintendency, Thompson brought to the job two years experience in elementary schools, four years as high school teacher and coach, four years as high school principal and one year as assistant superintendent.

His 20-year tenure at Kermit includes time out for three years of service in the Navy during World War II.

A past president of TSTA's District VI, Thompson also holds membership in the American Assn. of School Administrators, National Education Assn., Texas Assn. of School Administrators.

Non-school activities include membership in the American Legion, Scottish Rite Masons, Lions' Club, and the Kermit Chamber of Commerce, of which he has been president. He is also very active in Boy Scout work.

Thompson and his wife, the former Louise Baird, have two sons, Barry and Dan. Both are now attending Tarleton State College at Stephenville.



G. E. (TOMMY) THOMPSON

Many UIL Changes Noted by Principal

By R. B. SPARKS

Principal, Robt. E. Lee High School, Baytown

In 1919 I began my work as a principal in Texas high schools, and at once became acquainted with the Interscholastic League. At that time, about the only eligibility rule we had was that a contestant must not have reached his twenty-first birthday.

We had "tramp" athletes who would appear in September, remain for the football season and disappear in December. This would happen each fall until the age rule stopped them. From this, I have seen our league develop until, now, only bona fide students of our schools can compete. This is certainly as it should be.

It was my privilege to serve on the Legislative Advisory Council from 1944 through 1948 and from 1952 through 1955. This has given me the opportunity to see the inner workings of the League and watch its development. It has also led to an acquaintance with a group of good school men from all sizes of schools and from all parts of Texas. I deeply appreciate this opportunity and feel that I am a better principal as a result.

Some of the legislative matters that we have worked on through the years are:

1. Adoption of our present semester rule.
2. Rewriting and clarifying the amateur rule.
3. Rewriting the rules concerning spring practice.
4. Adoption of the awards rule.
5. Sponsoring music as a league activity.
6. Studying classification of schools for different contests.
7. Sponsoring baseball and golf.
8. Adoption of three conferences for the spring meet.
9. Adoption of the All Star-Game rule.
10. Re-arranging the bulletin containing the Constitution and Rules of the League.
11. Sponsoring girls' basketball.
12. Studying the problem of cash prizes for writing essays and other similar contests.
13. Studying the problem of athletes' signing letters of intent.



Programs for the Modern Camp by Gerald P. Burns, Prentice-Hall Inc., 70 Fifth Avenue, New York, 11.

This is a book that presents many new ideas and suggestions to scout leaders, camp directors, and others interested in outdoor camping. It would be very helpful to the many day camps throughout the country.

It covers all phases of camping activities, such as camp sports, aquatics, nature lore and crafts. Each chapter in this book is written by a person outstanding in that particular activity. This book brings together the most recent thoughts and ideas on camping activities. Each chapter includes a fine selection of ready references on topics that will be helpful to the camp leaders.

Rhea Williams

Re New Districts: Pro-Con Letters

Reactions from the happy and the unhappy have been coming in to the League office since recent announcement of district assignments for 1956-57 and 1957-58.

Samples of these reactions are reproduced below:

PRO

"We in Plainview are very happy with the new district as natural rivalries have been restored. May I say thank you for a job well done in the new re-organization.

Charles F. Mathews
Chairman, District 3-AAAA"

CON

"It is my feeling that safety of school children should be of prime consideration in the districting of the State for Interscholastic League purposes. Tied in with safety are geographic barriers and traffic conditions, all of which should be given consideration.

"Furthermore, no school should be forced to cross a large city district to play in still another district

just because the city district does not want it. Let's plan the League program for boys and girls and not put so much emphasis on pleasing athletic directors, coaches, and superintendents who want to make money for their athletic programs or who are too concerned about the number of teams in a district.

J. Davis Hill, Superintendent
Galveston Independent School District"

PRO

"We realize it is very difficult for you to arrange districts satisfactory to all concerned. We feel you have done the best you could in setting up our district for next year and we are pleased with it.

Jack McIntosh
Superintendent of Schools
Magnolia"

(Ed. Note: Other comments are invited for League publication, as space permits and in balance between pro and con.)



Q. Can a boy play football on the "B" team on Thursday night, and on the "A" team on Friday night without violating the Football Plan?

A. No. It is a violation for any boy to participate in more than one game within a 5-day period, regardless of what school team he participates on. Reference to this ruling is the Football Plan, Rule 11.

Q. Is the penetration rule in effect in determining the winner of the football games within the district?

A. Rule 14 of the Football Plan applies only to inter-district games unless the District Executive Committee specifies this procedure for determining the winner of tie games within the district.

Q. Does participation last fall on a "B" football team representing a Class A school, or participation on a private or parochial school football team which does not belong to the League make a boy ineligible in a high school to which he changes this year?

A. Yes. It does not matter whether a boy participates on the "A" team, the "B" team, scrub team, or the junior high school team, as long as he engages in any inter-school competition he is covered by Article VIII, Section 14 of the League rules. Furthermore, it does not matter whether the school for which he participates belongs to the League. He still is engaging in inter-school competition and will be ineligible in any school to which he transfers until he has been in attendance for one year.

Q. Can the school or a coach accept an award for a football player and hold this award for him until he graduates and then present the award to him?

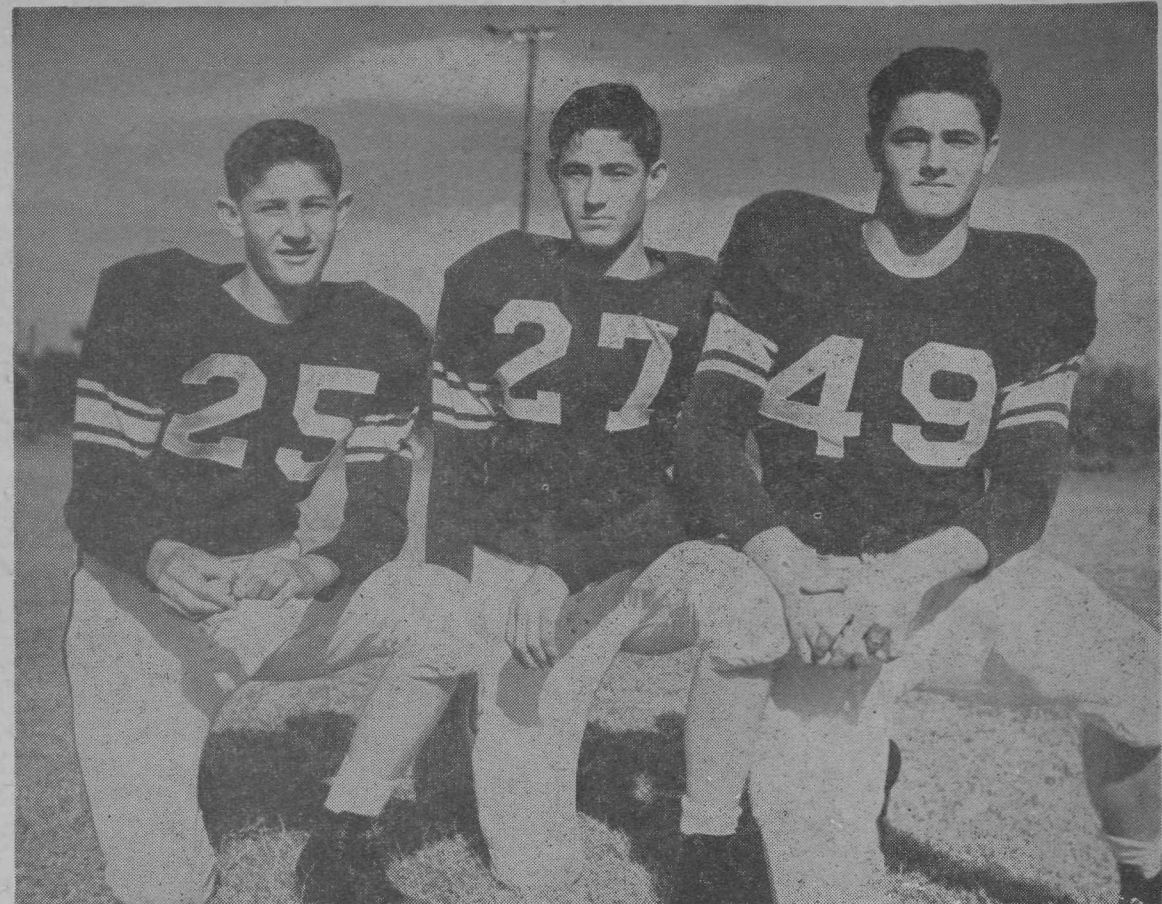
A. No. The State Executive Committee has ruled that if the school or a coach in any way participates in the evasion of the Awards Rule, that school is in violation of Article XVI, the Awards Rule.

Q. Can a girl play on a B team and then play on an A team the same night without the six-hour rest between games as prescribed under the Girls' Basketball Plan, Rule 11?

A. No. A girl may not play in more than one game during a period of six hours regardless of whether it is on the A or B team.

Q. Does participation by a B squad in a basketball tournament count as one of the three tournaments a high school team is allowed to enter?

A. This interpretation involves Rule 11 of the Basketball Plan, and the team-rule definition, Article VII, Section 23. Schools may enter an A squad which is competing for League honors, and a B squad which is not competing for League honors. Each of these squads may enter three tournaments but they must be kept separate and distinct from each other, and no boy may play in more than three tournaments per season. Any team which uses a boy who has played in more than three tournaments has violated the tournament rule.



THREE OF A KIND—Sportswriters covering Estelline football games this year had to check the players' numbers carefully to make sure they correctly identified the Crump boys. The three

brothers are sons of Mr. and Mrs. Arless Crump. They are, left to right: Donald, a freshman; Ronald, a junior; and Kenneth, a senior. The team, coached by R. V. Wood, finished third in District 4-B.

Postscripts on Athletics

Accepting Over \$15 Awards Spells Trouble for Athletes

By DR. RHEA H. WILLIAMS
State Athletic Director

At the conclusion of football season and with the advent of basketball season, it is very important that all school administrators and coaches check carefully Article XVI, the Awards Rule of the League.

If history repeats itself, there will be numerous boys who will forfeit their eligibility for further high school competition because of their acceptance of awards prohibited under this rule. These awards usually consist of miniature footballs or basketballs, trophies, plaques, or cups, which are presented to players upon completion of a successful season, or for being the best blocker, the best tackler, the best sport, the best free throw artist, and on infirmity.

Many of the awards consist of gifts to athletes in the forms of tie clasps, fountain pens, watches, clothes, or other such articles which have a merchantable value. Such awards are sometimes given by the school, but are more commonly given by civic organizations, service clubs, booster clubs, or other groups of well-wishers of the team.

The State Executive Committee has ruled that Article XVI applies only to awards given by the school, or awards received by a pupil from any source whatsoever for participating in inter-school athletics. Awards, rewards, gifts, or other valuable consideration received for participation in athletic contests other than inter-school events, are to be covered by the provisions of the Amateur Rule.

Every administrator and coach

should be familiar with the rules of the League which govern athletic awards. They should know, for example, that schools may present only one major award, not to exceed \$15 in value; except that an additional symbolic award may be given for each additional activity in which the student may qualify not to exceed \$2 in value. The penalty for violating this rule is suspension.

They should also know that the acceptance of medals, trophies, and cups, in addition to the maximum established under the Awards Rule, is prohibited unless they are won through participating in a meet or tournament.

Public Must Know
It is not enough for principals and coaches to know these rules. They must see to it that the information reaches players, fans, and local organizations. In fact, practically all of the violations of this rule in Texas have resulted from well-meaning fans and clubs which have persisted in giving plaques and trophies to various members of athletic teams for individual achievement.

It is the responsibility of the coach and the administrator to see that these fans and organizations are informed about the Awards Rule in order to protect the high school athlete.

In my opinion, most of these awards from individuals and clubs would cease if the name and picture of the individual or club giving the award was omitted from press releases. Many of the individuals and organizations are more interested in publicity for themselves than in the educational aspects of

high school athletics.

Be Careful
Many school administrators have the idea that a school can accept an award for an individual player and hold it for him until he graduates and then present it to him. This is a violation of the Awards Rule and could result in the suspension of the school accepting such an award.

District executive committees cannot give awards to all-district teams or individual awards without violating this rule. A school cannot pay part of the price of an award with the student paying the remainder in order to purchase an award in excess of the amount prescribed in the Awards Rule. The school cannot act as a purchasing agent or as an advisor in the purchase of any award by the student or parent when the award is purchased for achievement in inter-school competition.

The Awards Rule is binding on all member schools of the League, regardless of the type of competition, or whether the activity is sponsored by the League or not. If it is inter-school competition it falls under the scope of the Awards Rule.

Legal Way
Trophies and plaques may be presented to the school with the boy's name engraved on the trophy or plaque designating his achievement provided the trophy or plaque remains in the permanent possession of the school.

The important thing to keep in mind is that the trophy is the permanent possession of the school and cannot later be given to the student.

Amateur Sportsman Code Menaced by Pro Athletics

By EUGENE YOUNGERT
Superintendent of Schools
Oak Park, Illinois

(Second of Two Instalments)

Now I want to look at the cloud on the horizon. For there is a cloud, a portentous cloud that menaces what many of us consider the greatest value in inter-school athletics. I dwell upon it because it can be dispelled, and I emphasize it because, if we do not dispel it, athletics may teach evil rather than good.

The greatest benefit I know in athletics is sportsmanship. Do you remember the sportsman's code: that the true sportsman plays the game for honorable victory; that he respects a worthy foe; that he will not dishonor himself or the game by getting, through dishonorable and unfair means, advantage for himself and disadvantage for the boy and team he plays against? All this we learned as the heart of the amateur code, and we revered it as something to be cherished at all cost.

I do not imply that we were simon-pure. We definitely were not. But the code was there, and it was taught and preached to player and spectator alike.

I think the code is breaking down, and I think I know the cause. I see it as something much more direct than only social at-

mosphere created by the general slithering decline of integrity under the impact of war and inflation. And because I thus see it and analyze it as direct cause, I think it can be exposed and overcome—if the will to defeat it exists.

A Coach and Finesse

Let me illustrate the point before I make it, although in the four illustrations it may come clear of itself.

1. A well-known coach was lecturing on finesse to high-school basketball coaches. Among other things, he taught how his team contrived to beat one of the highest rated teams of the year. He said that his real obstacle to victory was the presence on the other team of one of the most famous players of our day, and that the route to victory lay in tempting that man to make enough fouls to effect his removal from the game. And he taught it as sound game tactics, that although it took deliberate fouling by four successive players (that could be twenty fouls), they tricked their prey into five fouls and then proceeded to win the game.

I wish I could say that someone in the clinic raise a voice for fair play, but I cannot. Where else in the curriculum do we teach students to violate the governing law in order to gain advantage at the

expense of disadvantage to another?

2. Several times I have seen a kind of deceit that seems especially reprehensible. I suspect that it is founded upon a false sense of chivalry, but it nevertheless is a lie and a deliberate violation of the rule. Here it is: A valuable player has four fouls, and commits the fifth. Another boy, with "fouls to spare," raises his hand to the scorekeeper in response to the rule requiring the fouling player to raise his hand.

Unless the official, who is busy setting up the free throw, catches the deceit, it may go undetected and its purpose be achieved. Where else in the curriculum do we teach students to violate the governing law in order to gain advantage at the expense of disadvantage to another?

Orgy of Fouls

3. Who hasn't seen the orgy of fouls committed by a team on the short end of the score? Doesn't it seem rather silly to deliberately give the team that is ahead a chance without opposition to make still another point? No, it doesn't seem silly to boys who have been taught that it is sound tactics to trade one for a possible two when you're behind. You see, the boys understand that the greatest penalty in modern basketball is loss of the ball, and they realize that a

team suffers that penalty when it makes its one point from the free-throw line.

The catch is, as the language of the game goes, that you gain the opportunity to trade one for two by committing a foul, and, if it is his intention to gain that opportunity, the boy makes the trade by an intentional foul. Where else in the curriculum do we teach students to violate the governing law in order to gain advantage at the expense of disadvantage to another?

By the way, there would be little intentional fouling if the rules gave the offended team one free throw, and then, whether the free throw were good or not, possession of the ball out of bounds, say opposite the center circle or a back court line. There would be a situation which it would be hard for a team to see anything but penalty in the commission of a foul.

Of course, all teams don't see deliberate fouls as a legitimate means to victory. I remember one championship game in which a whole team drew only ten fouls, and another soon after in which they drew only eight.

A Settled Practice

The most serious aspect of the situation revealed by these illustrations, and by others in my records, is that players, coaches, and spectators seem to have accepted

it as settled practice that a team which does not commit fouls in order to guarantee a chance to win is just plain dumb.

In other words, practice that is diametrically the opposite of the sportsmanship code is considered smart practice. Where else in the curriculum do we teach students that it is smart practice to violate the governing law in order to gain advantage at the expense of disadvantage to another?

4. Do you know what the "exalted spotter" is? I'll tell you. Some years ago, a coach in a professional football league decided to place an assistant on top of the stands, whence to telephone reports to the bench on the formations of the foe and how to out-manuever them.

Were I in the professional league, I'd probably do the same, for it would be one of my purposes, as a minimum, to stay solvent and, as a maximum, to make a lot of money. To do that I would have to win games in order to attract a big gate.

Our school, in common with others, has pursued the notion that our major purpose in athletics is the education of students. We scorn neither money nor winning, but we think everything else must be ancillary to our major purpose: education.

Therefore, despite its use by many colleges and high schools, we

provide no facilities for an "exalted spotter" on our field; nor will we equip our players with helmets containing receivers through which to hear direct orders from the bench, when they become available. We think the boys should play the game on the field.

Line to the Roof

We have been argued with rather strenuously when a rival coach has insisted that we furnish him with a line to the roof. But we have thus far stood firm on it that boys on the field should use what the coach has taught them and not do what they continually are told. And we have hopes that in the interest of amateur athletics as education "exalted spotter" will disappear from school fields.

Now why have the sorts of practices that I have been relating to you become fact? I think it is because of the intrusion of the spirit of professional athletics into the spirit of amateur athletics to the detriment and even to the possible eventual destruction of the amateur code.

Particularly hurtful has been the growing insistence that every team has to win all of its games, and that the coach who cannot do that should be dismissed. Bad team practices are bound to result from such an impossible condition, as is also the frequently noxious behavior of spectators and towns that

believe that only they are entitled to victory.

Who is to blame? It is easy to say the coaches and athletics directors, but I think they are more victims than inventors. As I see it, we on the policy levels of administration have much responsibility for what has happened; for, by failing at times to lead and at times to hold, we have allowed intolerable pressures to develop.

I think we have erred less consciously than by omission, as we have permitted the weight of other duties to exclude athletics from our considerations of educational philosophy. And I think it is our obligation now to rededicate high-school sport to the amateur code.

Win or Leave Policy

Under pressure, coaches in schools and colleges have done what they could have been expected to do. Asked to win or leave, they have demanded more money, both to compensate for strain and to serve as insurance in the intervals between firings and hirings. And under the policy of win or leave, they have gone out to find or buy players with whom to win.

The strange thing is, of course, that just as men won't let tailors leave off the institutionalized buttons from the sleeves of their coats, so some bad practices have become so institutionalized that,

for instance, the subsidization of athletes, to such an extent as almost to constitute purchase, is often defended as the bed-rock prerequisite of amateur sport!

But I think we are on the way out. We must seek the leadership of our national and state principals' associations, and of our national and state athletics' associations, which in many instances are already prepared to lead even beyond our desire to go.

But, let us, too, find in our confession of bad practices the will and strength to reform, for we then will restore athletics to their full position of influence in the education of American youth.

Then the amateur code will stand without tarnish, honorable victory, respect for a worthy opponent, no personal or team advantage through dishonorable and unfair means. What a heritage in which to clothe our youth for their life beyond our doors.

PUPIL INSURANCE FOR 98 CENTS

The Fort Worth Public School System has complete athletic insurance coverage for all their athletic teams and students at the rate of 98 cents per pupil per year.

Any pupil in school is allowed to purchase the insurance at the figure stated above.