

The Race Is On

Cage Teams Compete For Spot in Tournaments

Plans for determining state championships in boys' and girls' basketball for 1955-56 have been announced by Dr. Rhea Williams, League athletic director.

In the boys' basketball tournament, there will be State championships decided in five conferences. This year girls will play to state titles in three conferences—Conferences B, A, and AA. There will be 16 teams coming to the girls' State tournament with eight girls' teams in Conference B and four each in Conferences A and AA.

In boys' basketball, 24 teams will be brought to the State tournament as in the past, with four teams each coming from Conferences AAAA, AAA, AA, and A, and eight teams from Conference B.

In boys' competition, Conferences AAAA and AAA will play through bi-district elimination to determine representatives to the State tournament. From the 32 district champions, respectively, in Conferences AA and A there will come four regional champions in each conference to the state tournament.

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.

Mar. 1, 2 and 3 are the dates for the State tournament for boys. The girls' tournament will be Mar. 8, 9 and 10. Both will be in Gregory Gym, University of Texas, in Austin.

District championships must be decided two weeks earlier in each case, the boys' deadline date in all conferences being February 13, and the girls' February 25. Regional champions for the boys must be decided by February 25, and for girls, March 3.

B, A and AA Schedules

The following schedule for selecting regional champions in Conferences B, A, and AA for both boys and girls has been authorized by the State Executive Committee for the 1955-56 season: There will be a one-game playoff for the boys on Monday or Tuesday, Feb. 20 or 21, to determine which teams will qualify for the regional tournament to be held the following Saturday, Feb. 25. For the girls there will be a one-game playoff on Monday or Tuesday Feb. 27 or 28, to determine which teams qualify for the regional tournament to be held the following Saturday, Mar. 3. This will mean that only four teams will be represented at the regional tournament in Conferences A and AA for boys and girls.

In Conference B, there will be eight teams in the regional meet in Regions I, II, III, and IV, six teams at the regional meet in Region V and four teams at the regional meet in Regions VI, VII, and VIII. In Region VIII there will be no first-round regional games as there are only four districts in the region. Therefore, each district champion will certify directly to the Region VIII tournament.

This plan will allow teams to eliminate some loss of school time and travel involved in determining the regional champion, and at the same time increase interest in the playoffs by having the games played

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.

near the homes of the competing schools.

As an illustration, in Region I, Conference B boys' basketball, the winner of District 1 will play the winner of District 2, 3 vs. 4, 5 vs. 6, 7 vs. 8, etc., with the respective winners going to the regional tournament. This same pattern is followed in each region in each conference for both boys and girls.

Conference B

Region I—Districts 1-16, West Texas State College, Canyon; W. A. Miller, regional chairman.

Region II—Districts 17-32, Howard Payne College, Brownwood; Dr. Z. T. Huff, regional chairman.

Region III—Districts 33-48, Southern Methodist University, Dallas; Madison Bell, regional chairman.

Region IV—Districts 49-64, Kilgore College, Kilgore; James Monroe Parks, regional chairman.

Region V—Districts 65-76, Blinn College, Brenham; Dean James H. Atkinson, regional chairman.

Region VI—Districts 77-84, (Continued on Page 4, Col. 2)

Fact, Theory Included In League History Book

By MAYRE WALL EARGLE

Roy Bedichek's *Educational Competitions: The Story of the Interscholastic League*, to be published in the early spring by The University of Texas Press, strikes out in a new direction.

In this book the author achieves what has not heretofore even been attempted in the field of education—an unpedantic history that is at the same time a social interpretation of educational competitions. Unlike so many books dealing with educational problems, this one does not ask provocative questions only to leave them unanswered or vaguely answered.

Since inter-school competitions are generally accepted today as logical training in a democratic society, this book's dissection of their universal values transforms what might have been matters of merely local concern into ones of national importance. Hence, though this volume is by nature a piece of Texana as genuine as a longhorn, it will serve as a guide to any school, county, or state seeking a pattern for practice and theory in interschool competitions.

Controlled Competition

The object of this book is to show the benefits of controlled competition. It is not a moralizing book, nor is it a plea for competition. It is, rather, a judgment—a judgment arrived at over the full sweep view of fifty years—that competition is not of itself of sufficient strength to induce moral behavior or permanent benefit to the child. Many instances are cited to prove this.

For instance, the League had to lay down a specific rule prohibiting coaches more ardent than judicious from taking part in their teams' football games when the going got tough.

Bedichek, for a third of a century executive director of all of the activities of the organization whose story he tells so well, has zealously probed the principal sources for his facts—the minutes of the county, district, and State organizations, and the columns of the publication you are now reading. In addition, he has accumulated from individual schools independent data to fill in the gaps. The result is a thorough and copious fund of historical fact and practical theory that can be received with confidence by professional people everywhere.

The author points out that, for better or worse, the public school

Library Personnel Theme Of Meeting Apr. 12-14

"Personnel for Texas Libraries" will be the theme of the Texas Library Association's 43rd annual conference in Austin, April 12-14, University of Texas Professor Robert R. Douglass announced.

Douglass, director of the University's Graduate School of Library Science, is program chairman for the meeting.

Three speakers of national reputation will appear on the program: Dr. Alice I. Bryan of New York City, associate professor in the Columbia University School of Library Service; Dr. Edward A. Wight of Berkeley, professor in the University of California School of Librarianship; and Miss Hazel B. Timmerman of Chicago.

in America has acquired responsibilities which it cannot shed. He makes no claim that the organization of a league is the solution for every conflicting point of view in inter-school competitions. But assuming that every child in the public school will become a citizen of the most competitive society in the world, the League holds simply that he should not be denied the opportunity for the fullest development of himself as such.

It was to produce conditions under which this development could best be effected that the University Interscholastic League was organized. In the light of its objective, it has not hesitated to discard practices that work against this development or that jeopardize either the immediate or future well-being of the child, regardless of how attractive they appeared on the surface or how under what guise they were offered.

Bedichek treats relationships generally excluded from the usual historical account. He shows, for instance, how the attitude of school administrators toward inter-school competitions was first to ignore them, later to tolerate them, and finally to encourage and control them. His realistic telling of this and of many other things is not likely to stir up a nostalgia for the educational attitudes or methods of "the good old days."

Oops! Sorry

The December Leaguer incorrectly identified John S. Gillett, author of the "SAAA Tackles Integration" story in that issue, as superintendent of Kingsville public schools. He is high school principal and assistant superintendent.

George W. Wier is Kingsville superintendent, as most school people know.

Students Lead Patriotic Rites

By MARTHA AGNOR
Student Council Sponsor
McCallum High, Austin

"Color Guard, March!"
"Color Guard, Present Colors!"

These are familiar commands heard at McCallum High School every morning at 8:15. The commands are given by the president of the Student Council to the color guard, composed of four Boy Scouts, in a flag raising ceremony sponsored by the Student Council.

The McCallum Student Council is composed of 37 members, each an elected representative of an advisory or homeroom group. The council operates like any other council, its main objective being a sounding board for student ideas and projects. The Council meets once a week at the activity period, and often has call meetings when some project demands more time and thought than can be given at the regular meeting.

Some of the school projects sponsored by the council are: supervising an Honor Study Hall every morning from 7:30 until 8:15; actively participating in publicizing school social functions;

Texas Teachers Sought for Jobs In Foreign Posts

Army, Air Force To See Applicants At Univ. of Texas

Want to teach overseas next year? At from \$350 to \$377 per month, maybe rent-free? Transportation free?

Both Army and Air Force representatives will be in Texas during January and February, recruiting teachers—principally in elementary grades.

Army will interview applicants Feb. 2, 3 and 4 at The University of Texas Teacher Placement Service in Austin, Dr. Hob Gray, director, announced. This will be the one recruitment center for Texas, Oklahoma, Louisiana, and New Mexico.

Air Force representatives will be at the University on Jan. 30-31 and Feb. 1. They will also conduct interviews at three other points, in Texas: Employment Commission offices: Waco, Jan. 28; Harlingen, Feb. 10-11; and Houston, Feb. 16-17.

Applicants for Army overseas teaching jobs should write to Dr. Hob Gray, Director, Teacher Placement Service, Box 8018, University Station, Austin 12, Texas. If a reply is expected, a stamped, self-addressed, return envelope should be enclosed.

Those interested in the Air Force offer should write W. B. Brooks, U. S. Civil Service Board of Examiners, 6th Floor, Federal Bldg., San Antonio, Texas. Applications must be filed by Jan. 20 with him.

The Army offer is \$350 monthly, transportation paid to and from the overseas job, and rent-free living quarters in most countries. Among qualifications are a minimum age of 25, and maximum ages of 50 for women, 55 for men.

Air Force offers a one-year contract at \$377 monthly, free living quarters, and transportation. Elementary teachers experienced in teaching several grades are in greatest demand by the Army. They will be required to teach several grades, plus music, art and physical education. Secondary teachers will teach all courses in at least one subject field, and often in two fields.

The Air Force needs 85 per cent elementary teachers, but has openings for administrators and secondary teachers.

The Army wants approximately 600 teachers for next year, and about 10 per cent of them will come from this four-state area.

Jobs with the Air Force will take teachers to such places as the Azores, England, France, French Morocco, Germany, Iceland, Japan, Newfoundland, Philippine Islands, Spain, and Tripoli.

Students Lead Patriotic Rites

sponsoring two big socials a year; cooperating with other school groups on school-wide projects and discussing new ideas regarding school routines.

Some of the community projects which are aided by the Student Council are: donating to the Salvation Army Christmas Shoe Fund; stuffing envelopes with Christmas Seals and other literature for the Travis County Tuberculosis Association; collecting toys for the Jaycee Toy Drive; sponsoring Safety Driving Day, not only in McCallum, but encouraging the other high schools to carry on a campaign for safe driving.

Self-Evaluation

The flag raising ceremony came about as a result of the self-evaluating program undertaken by the faculty last spring. As a result of this evaluation, it was recommended that greater emphasis be placed on patriotic observances as a part of the school program. Early this fall the members of the Student Council observed that the flag flying on the pole in front of the school was slightly tattered and was beginning to show the effects

Farm, Labor, Resources Debate Topic Choices



DOUBLE HONORS—Charlotte Mask, staff member of the Lytle Hilghigh, high school newspaper, won first place in her Interscholastic League Press Conference division last year for this picture of Mrs. Fannie Hethcock Neal, veteran Lytle teacher. Mrs.

Neal was also honored, with a special parade and barbecue for which the whole town turned out. Thirty-three of Mrs. Neal's 41 years of teaching have been at Lytle. Here she is reading aloud to some of her pupils.

Debate Exercises Thinking, Crystallizes Opinion--Webb

By DR. WALTER P. WEBB
Professor of History
The University of Texas

(From an address delivered at the Interscholastic League Breakfast at the Gunter Hotel, San Antonio, on Nov. 25, 1955, First of two sections.)

While I think it is a safe guess that athletics, football in particular, produces most headaches for the League and school administrators, debate produces most of that peculiar exercise known as thinking in the realm of learning.

This thinking is carried on not only by the boys and girls who engage in debate, but it is indulged in by those associated with them, their parents, their teachers, the judges and auditors. A debater is in a real sense a teacher engaged in the diffusion of knowledge with the intent to persuade others to his point of view.

When two debaters face each other, expounding opposite views, the auditor has an opportunity to hear both sides of the question, and can draw his own conclusion. There is no better educative process than this.

The debater derives his strength from two sources. One source is his manner, which has to do with the timbre of his voice, diction, inflection, intonation, his gestures and general stage presence. The other has to do with his knowledge and information, with the quality of his evidence and his skill in presenting it. His procedure is that of the lawyer trying to win a case.

In early school debate, up well into this century, manner was more important than substance or evidence. The subjects for debate in the nineteenth century seem positively silly to us now. I have heard school debates on whether men were more intelligent than women,

Unique Foundation Set Up

An Arts and Sciences Foundation, believed to be the first of its kind in the U.S., has been established at the University of Texas.

Dr. Harry H. Ransom, College of Arts and Sciences dean, said the foundation's main purpose will be "to stimulate and focus interest in teaching and research programs which are basic to higher education in Texas."

whether the dishrag was more important than the broom, and I suspect that the relative merits of the horse and the cow or the cat and the dog have been subjects of heated Friday night argument.

Since such subjects have no substance and no evidence, since they do not make good sense or even good nonsense, the debater had to depend almost entirely on assertion and on manner. He had to fall back on the old scholastic system of syllogistic reasoning which obtained when theologians argued about how many angels could stand on the point of the needle.

Bacon's Debate Views

When Lord Bacon described this arid system of scholastic learning, he described debate as it once was practiced in this country.

"This kind of degenerate learning [he said] did chiefly reign among schoolmen, who—having sharp and strong wits, and abundance of leisure, and small variety of reading, . . . and knowing little history, either of nature or time—did, out of no great quantity of matter and infinite agitation of wit, spin out unto us those laborious webs of learning which are ex- tant in their books. For the wit and mind of man, if it work upon matter . . . worketh according to the stuff and is limited thereby; but if it work upon itself, as the spider worketh his web, then it is endless, and brings forth, indeed, cobwebs of learning, admirable for the fineness of the thread and work, but of no substance or profit."

In such debate, the agitation of wit was accompanied by an exaggerated manner, and an artificial one. The system did have some value in teaching people to reason, and once they obtained information, knowing how to reason proved a distinct gain. The debater, now having plenty of matter, "worketh according to the stuff."

Let us now look at the stuff of which modern debates are made. I refer to the subjects chosen for debate. The state and national committees make quite sure that the subject is debatable, that it has two sides, and that there is plenty of evidence available for the contestants. It has turned out that many of the subjects chosen are controversial.

Crystallizing Opinion

The public has already divided into two camps on whether we should or should not have prohibition, should or should not have

School Poll To Name One For 1956-57

Either farm, labor-management, or natural resources problems will furnish the national high school debate question for 1956-57, League Director R. J. Kidd reported on return from the National University Extension Assn. debate committee meeting in Los Angeles.

These three general areas were chosen by the NUEA for polling of the various States before selection of the official topic for next school year.

A poll or representative Texas high schools is being taken by the Interscholastic League this month, for reporting to the NUEA in February. Announcement of the nationwide choice will come after all reports are in.

27 Topics Offered

Prior to the Los Angeles meeting, Dec. 27-30, Dr. Earl Johnson of Kentucky, member of the NUEA committee, asked all State associations to submit three topics for consideration by the committee. The poll produced 27 possible subjects for debate, with these four receiving the highest ranking:

1. The farm problem — 17 states.
2. Labor-management problems — 16 states.
3. Guaranteed annual wage — 11 states.
4. Power development, natural resources — 10 states.

The committee, representing the 48 States, selects from the total list three general topics, with three debate and three discussion topics under each general area. These are submitted to the various State associations for ranking in order of preference.

The topic receiving the highest rank in the nationwide NUEA poll becomes the national debate subject, but each state uses any one or all of the three debate proposals in their respective state contests.

A special working committee was named to prepare the ballot to be submitted to all States, using recommendations from sub-committees. Here is their report:

Farm Problem Area

Problem Area No. 1: What agricultural policy will best serve the interests of the people of the United States?

Debate propositions: (1) Resolved: That the Federal government should adopt the basic principles of the Brannan Plan.

(2) That the Federal government should sustain the prices of major agricultural products at not less than 90 per cent of parity.

(3) That the Federal government should remove from use sufficient acreage to balance agricultural production.

Discussion questions: (1) What should be the policy of the Federal government in regard to price supports?

(2) What should be the role of government in the conservation of soil resources?

(3) What should be the policy of the Federal government in regard to agricultural surpluses?

Labor-Management

Problem Area No. 2: How can labor-management relations be improved?

Debate propositions: (1) Resolved: That a minimum annual wage should be guaranteed in all major United States industries except agriculture.

(2) That labor unions should be subject to Federal anti-trust laws.

(3) That the union shop serves the best interests of the United States.

Discussion questions: (1) What are the best methods of resolving labor-management disputes?

(2) How can labor unions best serve the needs of labor, management, and the public?

(3) How can Federal labor laws be improved?

Natural Resources

Problem Area No. 3: How can

(Continued on Page 3, Col. 3)

Recruiters on the Loose

One of the greatest "crops" of high school athletes in League history will be graduating from Texas high schools this spring. The "college scouts" have a most fertile field in which to work. The "scouts" are already busy, seeking to influence the high school boy to be ready to sign the "letter of intent" on "I-day." The aim of the big State drive on "I-day" will be for the colleges and universities to sign up approximately 125 of the best football prospects in Texas.

According to news reports, "college scouts" were visiting in the homes of football prospects in Conferences AAAA and AAA on the Sunday following the championship games played on Dec. 16.

These high school boys have been playing football for the fun and joy a fine athlete derives from wholesome and vigorous competition, the pride and distinction achieved from being a member of a high school team. To a high school boy, there is a great deal of satisfaction derived from representing his school and community in competition and this is one of the major rewards for participation.

Immediately following the high school athlete's greatest day of amateur sports, he is confronted with the problem of offering his athletic skill to some college for a "B.R.T." scholarship (board-room, and tuition). Sometimes even greater inducements are offered the boy to use his athletic skill for the glory and to the financial advantage of the college seeking his services.

The boy should be seeking the educational institution which best meets his needs, rather than the college seeking certain boys to fill specific vacancies on the football teams. The high school athlete's experience, up to his graduation from high school, has been closely associated with his educational training, but almost overnight his athletic skill becomes a commodity to be sold to the highest bidder.

In changing the date from Apr. 16 to Apr. 1 for signing up high school boys for athletic scholarships, the Southwest Conference did a very unusual thing, so far as the League athletic program is concerned. This change set the "signing date" at the peak of the high school participation in the baseball and track season.

The Southwest Conference Faculty Athletic Committee made a mistake in moving the date for signing up high school athletes from Apr. 16 to Apr. 1. So far as the high schools are concerned, it would have been much better if the date could have been moved back to May 15.

It has been reported that, in some instances, the high school boy participating in spring sports has been told that only a few athletic scholarships are left at a particular college and that, if the athlete wants to go to that particular college, he must sign up early.

School administrators and coaches are urged to advise all high school senior athletes not to sign any athletic agreement with "college scouts" or alumni representatives until after their final participation in League sports.

Hats Off to Committees

The University Interscholastic League receives a great deal of State and national recognition for its fine organization. The people who have made this League a fine organization have been the district committees that have been functioning on the local level throughout the State of Texas in football, basketball, music, and spring meet contests.

Credit for the "lion's share" of the work of the League should go to these administrators, coaches and teachers at the district level who have seen to it that each district was properly organized and functioning according to the rules and regulations of the League. The administrative personnel of the State office could not function were it not for the work of the district committees.

Deadline Ahead

Conference B spring meet chairmen are urged to get their spring meet districts organized prior to Feb. 1. This is the last date for district organization, as set forth in the Constitution and Rules.

Because of the number of district meets in each region, the State office and the regional director must know what districts are qualifying contestants to the regional meet.

The regional directors have been advised not to accept any entries to the regional meet unless that district has advised the State office that it will hold a district meet.

The last day for accepting entries in the regional meet will be Apr. 16.



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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 I, of the Constitution and Rules of the University Interscholastic League limiting membership to 'any public white school in Texas that is below collegiate rank and that is under the jurisdiction of, and receives apportionment from, the State Department of Education is eligible to membership in this League; except schools for defective and correctional institutions';

"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 recently held such segregation to constitute a violation of the Constitution of the United States; 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 I, of the Constitution and Rules;

"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 membership 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 8 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, "ratesratled."

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.

Journalism Head Will Take Leave

A 30-year study of newspaper responsibilities will be crystallized next semester at The University of Texas when Prof. Paul J. Thompson, School of Journalism director, takes leave of absence from his administrative duties to undertake a research project.

Dr. DeWitt C. Reddick, journalism professor and graduate advisor, will be acting director during the spring semester. Professor Thompson will teach one course.

Thompson reports growing general interest in newspaper responsibilities, a subject which has engaged his attention for many years. He has taught a course in newspaper ethics since 1931, and a course in law of the press even longer. He joined the University staff in 1919, after working on newspapers in Texarkana, Missouri, Iowa and Montana.

He has collected a great amount of material relating to newspaper responsibilities, which he proposes to analyze thoroughly. Results probably will be made known through publication.

Professor Thompson received the University of Missouri Award for Distinguished Service in journalism in 1953. He served as president of the Association of Schools and Departments of Journalism in 1945 and 1946, and president of the Southwestern Journalism Congress in 1932. He is a member of the Association for Education in Journalism, Sigma Delta Chi Journalism fraternity, and Texas Press Association.

Perseverance, Versatility Make State Contest Winners

The virtue of perseverance is demonstrated by looking at the records of 1955 State Meet winners.

Take a look, for instance, at John Caldwell of La Feria, who teamed up with Richard Shannon to win first in Conference B debate in the State finals.

Four years in a row John won his way to State Meet in number sense. In 1954 he placed second at Austin. In 1955 he came back for a final try at number sense, but this time he was entered also in debate. Again he took home the runner-up medal in Conference B number sense. But John and Richard, coached by Morris Baer, took home the winning plaque in debate.

John, son of Mr. and Mrs. R. H. Caldwell, was planning to enter Rice Institute this fall. Richard, whose parents are Mr. and Mrs. H. A. Shannon of La Feria, is a freshman at The University of Texas.

Both boys were versatile outside the classroom.

Besides being valedictorian, John was a four-year football left-tackle, and all-district tackle two years. He also competed in track, softball and tennis. He was active in student council, National Honor Society, school publications, dramatics, and 4-H work. He likes hunting, fishing, reading and church work.

Another four-year footballer and all-district guard was Richard Shannon. He, too, was a track man, and participated in one-act play, student council and honor society. He was student council president. His other interests include photography, golf, hunting, fishing and church work.

Conference B number sense winners make a story by themselves. Another "comeback kid" is Mike Merritt of Dayton, first place winner in that event for 1955.

Mike placed third in number sense in 1954, behind John Caldwell, and he also took third that year in slide rule. In 1955 he came back to pass his rival and take first.

Mike, whose guardians are Mr. and Mrs. R. J. Sisk, is a member of the Dayton High School band. His hobbies are "math and magic." He is a senior this year, and plans to enter Rice Institute upon graduation. His high school coach was Mrs. Catherine Griffiths.

Third place winner in Conference B number sense for 1955 was Don Clough of Van Horn. Don showed up at League headquarters in 1954, asking for training material in that contest. He went away loaded down with number sense pamphlets. Fellow students, learning that he was coming to Austin, had asked him to buy material for them, also.

And then there is Beverly Beville of Monahans, first place winner in Conference A shorthand. This made a clean sweep for Beverly, since she captured the typing crown at the 1954 State Meet. Her coach was Miss Marietta Montgomery.

Beverly, daughter of Mr. and Mrs. Ray Beville of Monahans, was planning to enter Texas Christian University to major in music and social service.



DEBATE CHAMPS—Conference B debate winners in last year's State Meet were John Caldwell, left, and Richard Shannon, right, of La Feria. Holding their championship plaque is their high school coach, Morris Baer.



BEVERLY BEVILL, Monahans, won first in Conference A shorthand in 1955. In 1954 she was the champion typist in her conference.

Practice Makes Perfect

Regional Journalism Contest Demands Speed, Accuracy

By TRAXEL STEVENS
Journalism Director
A frequently asked question is, "How can we prepare for the regional journalism contest?"

One way is use of practice material which will be sent to members of the Interscholastic League Press Conference in February. These and other exercises should be used to develop skills in the five contest parts—news writing, editorial writing, feature writing, headline writing, and copyreading.

Each of the writing contests is allotted 45 minutes, while headlines and copyreading have 30 minutes each. Since journalism is not an exact science, a student cannot train as he would, say, for a slide rule contest. But speed and accuracy are important because of the time limits of the various contest divisions (see journalism rules in the League Constitution and Rules, Page 63, or the mimeographed excerpt sent to ILPC members earlier.) But contest time is not the only reason.

Speed and Accuracy
Headline writing and copyreading probably require speed and accuracy more than the other three contests, although these two factors are essential in all newspaper work. It is necessary, however, for a headline writer to quickly and accurately summarize the story, in short, crisp, understandable words, within the headline count specified in the contest.

This requires a good vocabulary to throw up a "Stop, Look and Read Me" sign. It also calls for the ability to correctly interpret the story and to select the most important fact or facts for headlining. Any journalism text will give the basic rules of headline writing—and an ILPC pamphlet on headlines probably will be distributed before contest time.

Remember: Headlines too long for the specified count may be automatically thrown out by contest judges.

ed rules of news writing. Contestants should always be careful to be consistent; if two things don't agree in a copyreading contest, make them agree one way or the other and stick to it. The ability to spell and to recognize misspelling will help.

The contests usually are written principally to test mechanical copyreading ability. However, if the writing can be improved neatly, it may help when the papers are judged. But extensive rewriting is not the object.

Use of copyreading symbols can be learned simply by practice. Refer to one of a number of journalism books for these symbols. Be sure to distinguish between copyreading symbols—those used on the original copy—and proofreading symbols—those used to correct proofs of type already set by the printer.

Sometimes ILPC is asked why a statewide high school newspaper style book is not published to make style uniform. That might make preparation for and judging of the contest easier, but it probably would never win uniform adoption. Differences in style are bound to develop, to suit local tastes. Most newspapers have a different style sheet, and each school paper could reflect its own taste and individuality to that extent.

Style Sheet Important
Some journalism books have suggested style books as an appendix, and these could be drawn on for suggestions. ILPC members without a style sheet may borrow a book with ideas from the ILPC Reddick Journalism Library.

A formally adopted, and enforced, style will train staffers to have a sharp lookout for inconsistencies and errors. And it will build prestige for the paper when readers note the improved consistency, spelling, punctuation, capitalization, and reduction of fact errors.

Writing Contests
The three writing sections of the journalism contest—news, editorial and feature—require different skills than the other two to a large

extent. Of course, the contestants who show the best all-round ability at the regional contest will go to the State Meet in May. The two individuals with the most points, in each conference, are certified as State contestants.

Contestants are urged to read through the contest material quickly but carefully, and then check back on any points still unclear. Then allot a few minutes to think of the best possible lead, the most imaginative angle to feature, the most important fact to give the reader first, the most persuasive editorial argument to fit the contest facts.

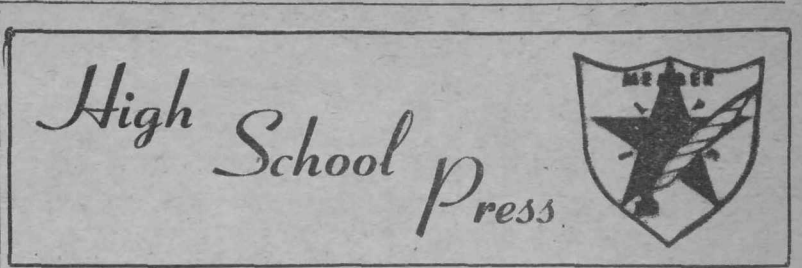
It is valuable to put forth extra effort in polishing up the lead, choosing just the words with the right connotations, and placing them in the best order to give the most exact meaning with the fewest possible words.

The beginning is the biggest hurdle. After that, most stories will "write themselves," or the organization of the story appears to develop with less trouble once you have determined what the most important thing is to begin with.

Judges Are Human
Caution: Don't forget that the judges are human.

There is no eye-appealing headline to help a contest story. The judges will normally be impressed with a neat paper, something which indicates that the contestant knew what he was about and did it in a workmanlike fashion. Occasional misspelling, or consistent misspelling of one word, does not count too heavily against an otherwise superior contest paper. But it would be only natural for some judges to question the value of a paper which had numerous words wrongly spelled.

Keep in mind that the judges are readers. They are adults, but in many ways they are similar to the readers of each high school paper. The contestant wants to catch their interest, convince them that this is something worth reading carefully. Clear, crisp writing and a neat paper will help.



As stated earlier in this column and elsewhere in the Leaguer, junior high schools no longer will compete with senior high schools in district, regional and State meet contests. Junior highs may organize their own districts and hold their own contests, but the winners there can go no farther. And contests there will not include journalism.

ILPC ratings will continue for junior high members of the press conference, in a separate junior high division. And junior high entries in the ILPC Individual Achievement Award contests will continue to be judged in a separate division as before.

This re-statement is doubly necessary now, because sometime in February we will mail to all ILPC members—junior high school papers included—sample contest material to aid in preparation for the journalism contest which begins at the regional meet. Junior high schools should not misunderstand receipt of this material. It does not imply that they are eligible to enter the spring meet contest along with senior highs.

New Contest

A new contest has been added this year to the ILPC Individual Achievement Award series.

Judging of illustrations—hand-drawn pictures, cartoons, or other illustrative matter for either mimeographed, duplicated or printed papers—has been added to the seven other contests.

For this first year of the new contest, entries will be judged on a statewide basis, without breaking them up into divisions as is done with other contests.

Other contests, judged by divisions, are: news, editorial, sports, feature and featurette writing; spot news and feature photographs.

Clip the two best of any of these for the year out of your paper and send them in accordance to instructions which will be sent out next month. This is a change. Previously, three entries were allowed in each contest.

Deadline for submitting entries is less than three months away. They must be received in the ILPC office by Monday, Apr. 16.

"Get Hep, Get Pep"

An old ILPC saying we ran across the other day was "Get hep, get pep."

An oft-posed query is "How can we pep up our paper?" or, "How can we handle 'dull' events?" or, "How can we enliven our news stories and our paper?"

A school paper may follow all journalistic rules, give adequate news coverage, write the news well and display it attractively—and still give the reader a general impression of dullness.

One essential for "life" is originality. It is possible to "let yourself go" and develop a unique personality for your paper, and still remain within accepted journalism standards. The forms for headlines, leads and stories need not freeze your writing into a cold and lifeless mold.

Dr. Norris Davis, of The University of Texas School of Journalism, likes to tell of the routine story handed in for The Daily Texan, student daily, about workmen washing and cleaning statues in the University Main Building.

An imaginative headline writer, given the story, lifted it out of the routine with a feature head: "Janitor's Diary: We Scrubbed Goddesses Today."

The news story itself may be "dragging the feet" of your paper. No longer is it considered essential to include the five W's and the H in the lead, even of a straight news story. And often the "when," or one of the others, is unnecessary in a paper published no oftener than every two weeks.

Unless you have a "scoop" your paper has been able to save, chances are that the simple statement of facts may not be enough in the lead. Even if you avoid writing the story of a club meeting in the form of minutes of the meeting, and even if you report in the lead that such-and-such was done, you may still be overlooking the significant thing for your paper.

The most important thing may be what will happen as a result of the meeting, what is coming in the future. For, with the time lag in school newspaper publication dates, the staff must do more than confirm what has already made the rounds. It must stay a jump ahead of its readers, to merit their confidence by giving them something they don't know. Perhaps the club did elect

officers, but perhaps it also decided to conduct a campaign for better school attendance, for election of a school sweetheart, or for some school improvement. That is the lead.

My daughter came home from school one day bursting with the news that "We're going to have a party." That was the most important thing, and she blurted it out. Later came the details of why the party was to be held, when, and so forth.

Significance First
That is the job of the reporter—to tell the readers the significant thing first. If he cares for details, he can read on deeper into the story. But if he doesn't want them, he doesn't have to. And if space gets short in the composing room, the story can be cut without harm.

The writer's goal should be, of course, to make the story so interesting that the reader will stay with him all the way, even after the big news in the lead.

Some school papers use columns for adding humor, but that won't change the tone of a "dead" paper by itself. They can be helpful if well written, but they should devote more space to unusual facts about students and their activities, and less to affairs of the heart.

Lively interviews, human interest features, the short featurettes or "bites," well written and attractively displayed in make-up can spruce up your paper. The class rooms, exam papers, assembly boners, happenings in the halls and at home, all are bountiful sources of short features. These might be worth a story by themselves, or they might be collected into a column of short items separated by dots... for instance. Perhaps names could be bold-faced and capitalized.

Do you have a head copy-reader and/or headline writer? Or does each staff member write the headline which goes with his story?

One of the best checks against errors is to assign one of the most alert staffers to a copyreading job, to catch errors of fact, misspelling—especially of names, inconsistency in style, and the myriad other things which make a difference between a carelessly and a sharply edited paper.

He should not try to re-write stories unless it is absolutely essential. He should let the reporters develop their own style, consistent with the paper's policy and with journalistic rules. If possible and necessary, he could give the story back to the writer for revision.

Undoubtedly, some papers need some one or more staffers assigned to write headlines, although the job could be rotated. These students could develop speed and skill in turning out polished headlines, consistent with style and headline rules. They would see the story in a different light than did the reporter, and thus might emerge a classic such as the "Janitor's Diary" head.

Here and There

The Austin Round-Up (Houston) is doing an unusual job on advertising in several ways: (1) using pictures of students in ads, (2) running classified ads, and (3) selling as a paid ad a column of chatter.

Math Magic: Says the "Maroon Mania" column in the Austin (Austin) Maroon: "We are proud to announce that the combined circulation of the Austin Maroon and the New York Times has now reached 2,000,004." (Editor's Note: Congratulations.)

Too many school papers apparently are getting bad results on their pictures. Picture trouble could lie with the photographer, the development, the engraving, or with the printer. If pictures don't turn out well, track down the fault and try to eliminate it.

The Gaston (Joinerville) Devil's Delight is experimenting in a variety of ways to get better results with pictures in their mimeographed paper. This new development has looked like a failure in many mimeos in recent months, but Miss Virginia Knapp and her Gaston staff aren't giving up. One reason is that readers like the pictures and insist on them. The Devil's Delighters promise a report on their technique when they have the problem licked.

The Seminole War Whoop carries a front page column, "Dates to Watch," including dates of football games, six-week tests, holidays, Southern school assemblies, district teachers meeting (and holiday), finals, throughout the year.



Publishers have sent us several new one-act plays of various types and subjects which might suit the situation you have in your school.

Some of them are suitable for assembly programs; others may be used for contest; still others are exercises in acting which might be used for classroom work.

The Interscholastic League Drama Service has only a single copy of several of these, so if you order reading copies from us, the particular titles may be out but we will substitute with other titles of similar nature.

I SMELL SMOKE, by Luella E. McMahon. 4m2w, non-royalty, Dramatic Publishing Company, comedy-farce, 40c a copy.

The play is set in a sunny patch in a clearing deep in the Ozarks. The family involved is the Razorback clan who have had a feud for years with another mountain family, the Mullenhaws. Even though

a forest fire is threatening the Razorback house, the men of the family cannot be bothered until one of the Mullenhaws shows up. The whole thing is done with much tongue-in-cheek.

FOUR LITTLE WORDS, by Edward Finnegan. 3m10w, roy. \$5, Walter H. Baker Company, comedy-farce, 50c a copy.

All sorts of actresses come into a Broadway producer's office to try out for a part which has only one line, "Your taxicab is waiting." The various actresses interpret this line in every way imaginable. In fact, they almost drive the producer crazy, but he finds one who does not speak English, and hires her out of desperation.

The play offers some good opportunities for several girls. The author cautions directors to play the script without burlesquing it, and it will probably be much funnier if it is played that way.

Take-off on the Westerns

HALF PINT WINDOW RIDES WEST, by Luella E. McMahon. 13m7w, non-roy., Dramatic Publishing Co., farce, 40c a copy.

The play is really intended for an all-woman cast, though the women play the men's parts. This is a take-off on the old Western melodramas. There is very little scenery, the locations being indicated by signs on an easel. Pint Window is the editor of the Skunk Hollow Gazette.

He gets word that Buddy Gargene and his henchmen are about to beat the poor Widow Winkle out of her farm (they have discovered there is gold under the land).

Pint Window has a son, Half-Pint Window, who turns out to be the sheriff. Needless to say, after much running around, Half-Pint brings law and order to the Hollow.

THIS DECLARATION, by Paul Green. 7m1w, roy. \$5, Samuel French, Inc., play, 50c a copy.

Thomas Jefferson is in the midst of writing the Declaration of Independence. A committee from Con-

gress calls upon him to see how he is coming along with the document. Some of his new ideas are not approved by the committee, and after they leave, Jefferson is greatly discouraged.

As in a dream, his wife appears to him and helps restore his faith. Then in a final scene, a young farmer gives him new inspiration for clarifying the immortal phrase, "life, liberty, and the pursuit of happiness."

WHITE TABLECLOTHS, by W. B. Fletcher. 2m2w, non-roy. T. S. Denison and Co., play, 50c a copy.

A farm wife fights for the rights of her daughter to go to art school. She has to do some pretty drastic things to get the girl out of the clutches of a coarse neighbor, and to get the girl's father to see that the girl ought to have a chance.

The play is a little over-written, but carries along very well. The theme has been used in a number of other plays, such as **BREAD, LAND AND LARNIN**, etc.

Rouge, Marilyn, Saben, and Baby

ROUGE ATOMIQUE, by N. Richard Nash. 2w, roy. on app., Dramatists Play Service, acting exercise in one scene, 40c per copy.

Two women sit and talk over tea in a space setting. The play is a semi-fantasy allegory. The wife and the woman in a man's life are waiting for word as to whether he will live or not after what may have been an atomic blast—an accident that struck across the world.

Then the telephone rings and the news is that the man will live. . . . It is a red-letter day, blood red.

The play offers a good scope of emotional range for two women. It is written in semi-poetic style and the play calls for stylized direction.

MARILYN, by Eve Burkhardt. Non-roy., Walter H. Baker Co., series of five teen-age monologues, 75c a copy.

The monologues contained are all given by Marilyn. "The Lake" shows Marilyn at 13. She is talking to her best friend on the telephone. Unfortunately a boy has asked her friend to a dance and the trip to the lake is off. Marilyn hits life at its lowest ebb.

"A Trip to the Doctor's" finds Marilyn at 15. She is taking her Aunt Martha to the doctor's office. As she drives down the street, she gives us a glimpse of the many friends she yells at.

"The Substitute Teacher" finds Marilyn in class at the age of 16. Boys are the big subject.

"Such a Lovely Wedding" shows Marilyn as a bridesmaid at the age

of 18. She is in the receiving line. Her boy friend has just married her best friend. The asides tell the story. "Secretary" is a monologue showing Marilyn at 19. She is working in an office and goes through quite a routine with the various telephone calls.

SABEN REVISITED, by Tom Jones. 3m5w, roy. \$5, Samuel French, Inc., drama, 50c a copy.

A former student of Greeny University, Louisa Claire, is returning to the campus. She is now a famed actress, and the drama department is in a state of excitement. Saben Hendricks, who was in love with the actress when they were students, is also back at the school. In a reverie, he dreams of the two of them founding an idealistic theater. Then the actress arrives, and his dream is shattered.

A BAUBLE FOR THE BABY, by E. P. Conkle. 1m3w, roy. \$5, Samuel French, Inc., comedy, 50c a copy.

This is a sequel to Dr. Conkle's **SPARKIN'** with the same cast of characters. The play takes place about a year after **SPARKIN'** and centers around Leslie and Orry's new baby. It is Christmas Eve, and Granny insists that the present Orry has made for the baby is for her. But the whole thing is resolved in time, and Granny is not so bad after all.

For those who found **SPARKIN'** a good play to produce, this should prove quite interesting.

One-act Plays Ready for Use

The Drama Loan Service has the following one-act plays available. (Key: "Roy"royalty must be paid; "Non-roy"—no royalty required.)

Samuel French, Inc.	
The Apollo of Bellac	Roy \$25
The Bell of St. Hildegard	Roy \$5
The Emperor's Nightingale	Roy \$5
The Elevator	Roy \$5
And A Song Was Born	Roy \$5
Love Errant	Roy \$10
This Declaration	Roy \$5
T. S. Denison & Co.	
The Traveler	Roy \$5
The Decision	Roy \$5
The Old Grad	Roy \$5

White Tablecloths	Non-roy
The Well Plucked Peacocks	Non-roy
	Roy \$5
The Northwestern Press	
The Mist	Roy \$5
I Shall Be Waiting	Non-roy
Evening Star	Non-roy
The First Mrs. Paris	Roy \$5
The Greener Grass	Non-roy
Wheat Fire	Non-roy
Sod	Roy \$5
Hunger	Roy \$5
Who's Afraid?	Non-roy
Walter H. Baker Co.	
Joe Tracy	Roy \$5
The Dramatic Publishing Co.	
I Smell Smoke	Non-roy

Poll to Choose Debate Topic

(Continued from Page 1)

the United States best utilize its natural resources?

Debate propositions: (1) Resolved: That the Federal government should establish river valley authorities similar to the TVA for all areas of the United States. (2) That development of natural resources in the United States should be undertaken primarily by private industry. (3) That the Federal government should adopt a program for controlling water pollution in the United States.

Discussion questions: (1) How should United States water resources be developed? (2) How should water pollution in the United States be controlled? (3) How can the general public help to conserve our natural resources?

NUEA Advisory Council

The NUEA advisory council is composed of one designated representative from each State participating in the national high school debating program. Voting on the selection of topics in the advisory council is limited to these representatives, with each state allowed one vote.

UT Hospital Design Praised

The University of Texas M. D. Anderson Hospital and Tumor Institute at Houston is a national award winner for the interior design of its new building here.

Institutions magazine sponsored the award, one of 11 in the nation, with a panel of five experts as judges of the contest.

Mood Recordings Lend Reality to Production

By BRUCE ROACH
Director of Speech Activities

Most theatre audiences have been conditioned to the use of music and sound in a production, since the movies have used orchestra backgrounds for many years. Not much can be found on the use of recordings for high school productions, but many directors have been using music and sound effects in one way or another for their plays.

Generally, directors have used the trial-and-error method of choosing the right recordings. They have used music of two types: 'entree' act music and music and sound in productions. This latter means music or sound as a background while actors are on stage and the curtain is up.

Not too much equipment is needed to use recorded music. A turntable, an amplifier, and some sort of speaker will do the trick. In this age of new, hi-fi equipment, nearly every director can find an abandoned phonograph, or an old set that can be converted to use by the drama group.

Turntable Requirements

The turntable should be one on which single-play records can be placed and played manually. If possible, it should have a switch for 78 rpm speed and 33 1/2 rpm speed. Most of the sound effects records are 78 rpm, but much of the better recorded music is on the long playing 33 1/2 rpm records. The best turntable setup is to have two turntables so that the next sound effects record may be put in place

while one is playing. It will be necessary to have control switches to cut each turntable in and out.

A good amplifier is necessary if the proper effects are to come through. The drama group may have to spend a little money for one of these. The amplifier ought to have at least 8 to 10 watts output, so that sufficient volume may be achieved for the average sized auditorium. One company has a public address amplifier, 15 watts output, with volume and tone controls, for less than \$30. If the group needs to buy an amplifier, make sure it gets one that has an input for a microphone (generally a crystal mike) as well as a phono input. Such a unit will be flexible for use with voice or music.

Good speakers, solidly mounted, are also needed. Speakers from old units may be used, but make sure they are of sufficient size to carry the volume required. Generally 8-inch to 12-inch speakers will do nicely.

Speakers should be mounted in an enclosure using at least one-inch material (plyboard is good) to make the speaker box. Nearly every drama group has some boys who are handy with tools and who like to work with electronics. They can make the necessary containers with very little effort.

Of course, the various radio and electronics companies have an assortment of speakers, from very economical ones (under \$10 for excellent coaxial speakers) to as high as the group wants to go. The

better the speaker, the more faithful is the reproduction.

Sound Effects Records

Generally, sound effects records from the theatre service houses are on 78 rpm records. One such house that has an extended list of sound effects records is Theatre Production Service, 45 West 46th St., New York 36, New York. Write them about any special effects you need, or ask them for a list of the sound effect recordings they have available. Their sound effects are all 10" recorded at 78 rpm.

Typical of the sound effects are air-raids, airplanes, animals, automobiles, horns, bugle calls, crowds, construction sounds, various kinds of drums, explosions, fanfares, fire engines, floods, machinery, horses, marching feet, music boxes, police cars, railroad stations and trains, rain, thunder, traffic, boat whistles, and wind.

Baker's Plays, 569 Boylston St., Boston 16, Mass., also has an extensive list of recordings similar to those listed for Theatre Production Service. Baker says in their catalog, regarding sound effects, that if you cannot find the sound effect you need, write them and they will be glad to send you a catalogue or procure for you whatever records you need. They caution directors to write them well in advance of the production and allow at least two weeks for shipment. Ceiling price on 10-inch records is \$2 per record. Once records have been ordered, they are not exchangeable.

In case you are in doubt about specific effects for a specific play, write the publisher of that play and he will be glad to give you advice on obtaining the proper sound records. Although some of the publishers do not maintain a sound effects department, they are all familiar with various recording companies and can help you out.

Mood Music

For mood music, probably the best place to look is in your local record shop. Some of the best music is recorded on 33 1/2 rpm records. There is a drawback in using these slow moving records if you want to use only a portion of the record, or if you want to start the music in the middle of the record. The tiny micro-grooves are so small that it is difficult to hit the proper place you want to start.

If it is impossible to get the separate components for a sound system (the turntable, the amplifier, the speakers) then the next best thing is to get a good, durable, portable phonograph.

Several of the record companies make portable phonographs which will give accurate reproduction at fairly good volume. Unfortunately the so called "hi-fi portables" generally do not have a strong enough amplifier to furnish the volume needed from back stage. By careful buying, however, the director can find a portable which is durable and also which will provide sufficient volume for auditorium use. Such portables are available from several of the radio mail order houses for around \$45. If a portable with the single play turntable (ideal for sound effects use) is ordered, the price is lower.

Operator's Spot Vital

Although you may have the equipment for the use of sound effects and music, the record player will be of little use unless there is a good position for the person operating the machine. The operator must be able to see and hear what is taking place on the stage.

Placement of the equipment and the operator is as important as procuring the equipment in the first place. Make sure you have the proper outlets for power and a good space in which the operator can work before planning your equipment.

Some of the radio mail order houses are: Lafayette Radio Co., 100 Sixth Ave., New York 13, N.Y. Newark Electric Co., 223 W. Madison, Chicago 6, Illinois. Allied Radio Co., 100 N. Western Ave., Chicago 80, Ill. Burstein-Applebee Co., 1012 McGee St., Kansas City 6, Mo. Olson Radio Warehouse, 275 East Market St., Akron 8, Ohio. Sun Radio Co., 650 Sixth Ave., New York 11, N.Y.



CHARLES M. KELSO, Angleton superintendent and Region V music executive committee member.



VIKKIL D. CURKIN, Principal, Alamo Heights (San Antonio), and Region VI music executive committee member.



D. L. WOODSON, superintendent at Taft, and Region VII music executive committee member.



LELDON CLIFTON, Iraan superintendent and Region VIII music executive committee member.

MUSIC MATTERS

By F. W. SAVAGE
Director of Music Activities

Every year music activities in the State office undergo a definite lull during the beginning weeks of the new year. This is, as usual, merely a reflection of the music activities in the public schools.

Most directors pause, catch their breaths and regroup their forces during the last few weeks of the first semester in preparation for the final assault of varied activities contained in the spring semester.

For the first time since September, our attention can wander from the routines of marching contests, acceptance cards and entry blanks to more constructive phases of League music activities. It has been during these weeks that various ideas have been hatched which have been partially responsible for many Texas headaches. . . . especially among those music educators who habitually resist change.

It was during these weeks several years ago that the proposal came to life to re-district Texas into 23 music districts grouped into 29 regions. Competition would begin at the district level for all who had not achieved a Division I rating and continue, at least for soloists in this proposal, to a State final competition. For more details refer to the January, 1953 issue of the Leaguer.

Plan Still Favored

In spite of many revisions which may be necessary, we still believe the proposal has much merit. Others obviously agree with us, judging from the numerous letters we have received proposing one or more of the ideas contained in "Proposal-1953."

Many changes have come about during the intervening months which may or may not be traced back to ideas contained in the original proposition.

For example: This year for the first time Region VII is divided into two sections for competition corresponding almost exactly to Districts 21 and 22 of the original plan. Region X is now operating in two sections similar to Districts 8 and 9. The old Region I has been divided into Region I and Region XI very similar to the division proposed in Districts 1-2 and District 3. The present Region XII is almost identical in boundaries with the proposed District 15.

Check out a copy of this paper from your library and check the map on Page 1. You will at least find it interesting.

The plan was received by school administrators very much like the mythical bill in the legislature which would outlaw sin but contained a "rider" which increased poll taxes to \$15 per person. It met such a storm of opposition that it was withdrawn from the docket and never presented for a vote.

The "rider" which drew so much criticism, we think, was the proposal to continue music competition parallel to declamation, type-

writing and 100-yard dash all the way to a state final meeting. We believe that most administrators might favor such a plan if it were thoroughly explained to them and their specific relation to the plan could be presented.

Many thought that the plan was a "foot in the door" and music competition would rapidly return to the previous system of requiring bands to travel across the state and stay for days at a time.

Most administrators allegedly oppose extensive travel and loss of school time by large groups of students, but we can't resist the opportunity to call your attention to the fact that a one hundred forty high school bands recently descended on a Texas institution of higher learning and participated in a "Band Day." This activity consisted of a parade, a free box lunch and a free ticket to a football game.

While it is true that little, if any, school time was lost, the travel has been conservatively estimated to amount to more than 980,000 man-miles (one band student or teacher travelling one mile).

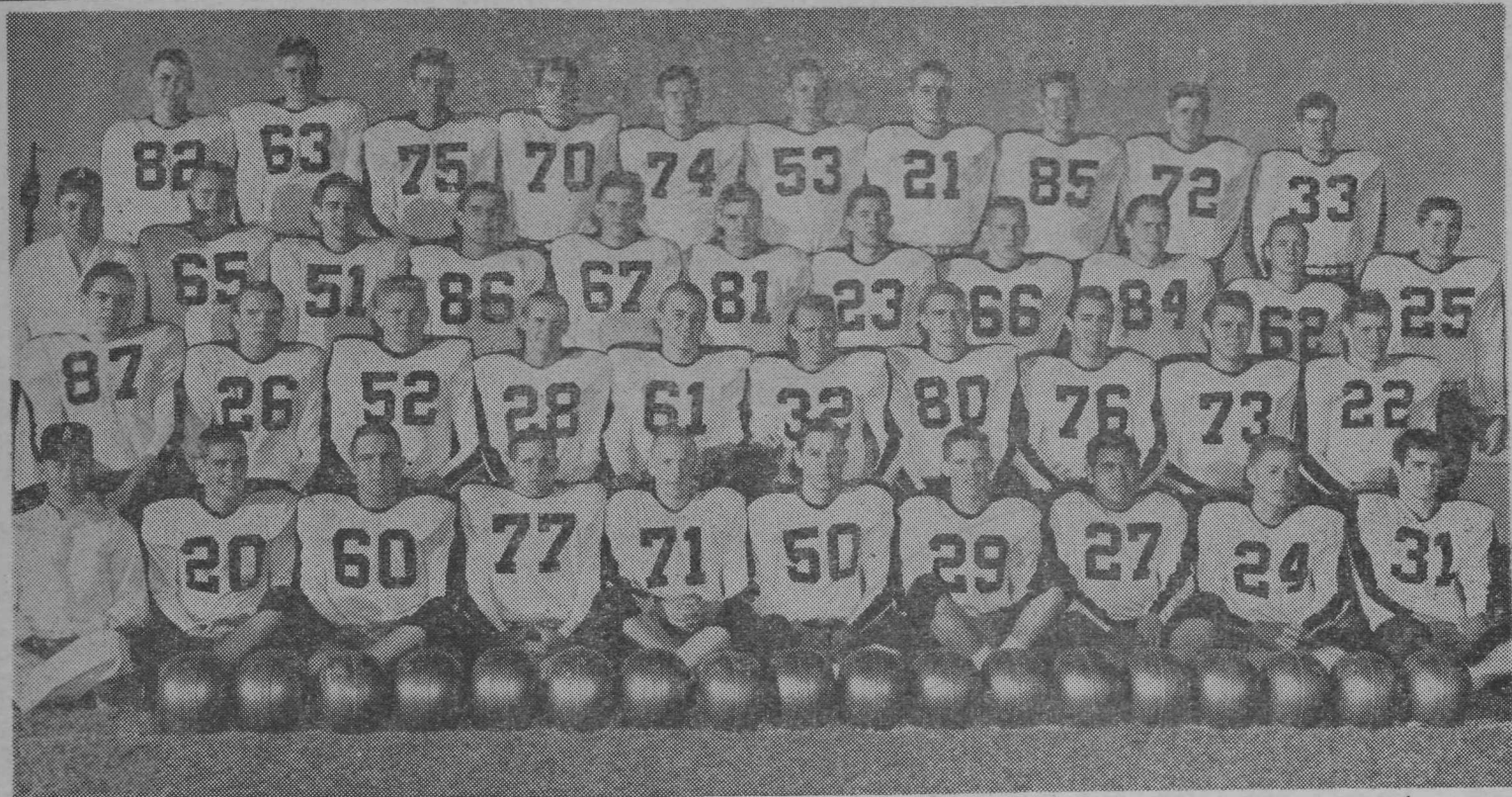
It is very interesting to note in comparison that rebate (1c per mile per contestant and sponsor, round trip) for an entire State Spring Meet indicates that less than 750,000 man-miles were travelled by students and sponsors participating in all phases of the spring meet program.

Perhaps administrators don't oppose travel as much as we originally suspected! It is still our opinion that a revision of the program of music competition similar to "Proposal-1953" could do much to eliminate many of the ills of the present plan and make music competition a more worthwhile educational activity.

Opinions Needed

Before we attempt to revive interest in such a major revision, there must be an indication of considerable interest on the part of music educators and administrators. Confer with your administrators or music teachers, discuss the pros and cons and inform the state office by letter of your ideas. Confirm or deny the following advantages:

- (a) The majority of contestants, those who do not earn a Division I rating, would begin and end their competition at a more local level. . . . 23 districts instead of the present 12 regions.
 - (b) Subsequent evaluations would tend to standardize judging practices throughout the State.
 - (c) Music students would receive recognition comparable to that now given to declaimers, drama students and golfers.
- If sufficient preliminary interest is shown, we shall be happy to revise the plan, mimeograph and distribute it for further study.



ABILENE, AAAA CHAMPIONS—Bottom row (left to right): Manager Roy Reid, Charles Bottoms, Guy Wells, Hubert Jordan, Jimmy Carpenter, Chuck Colvin, Gervis Galbraith, Reyes Diaz, Bill Sides, Henry Pinkston. Second row: Jerry Avery, David Bourland, Elmo Cure, Jim Busby, Sammy Caudle, Henry Colwell, Freddie Green, Vance McFadden, Homer Rosenbaum, James Welch. Third

row: Manager Bill Teague, Mike Pelfry, Gerald Galbraith, Stuart Peake, Kim Winston, Butch Adams, Charles Bradshaw, Ervin Bishop, Kenny Schmidt, David Hughes, John Barfoot. Fourth row: Joe Ward, Jimmy Perry, Clint Murphy, Boyd King, Rufus King, Jim Rose, Glynn Gregory, Mike McKinnis, Buford Carr, and Harold Stephens.



PORT NECHES, AAA CHAMPIONS—Front row (left to right): Manager Joe Kimble, Manager Buddy Bailey, Jimmy Wooten, Richard Bolyard, Bobby Falgout, Dick Clark, Larry Rascoe, Linn Fink. Second row: Manager Carl Dumsnil, Jimmy Williams, Allen Williams, Norvel Dorsey, Jeff Council, Riley Burnette, Leo Simpson, Ed Sanderson, Manager Lewis Felps. Third row: Line Coach

Mervyn Greer, Backfield Coach Gilbert Massey, Gordon LeBoeuf, Bobby Laborde, Billy Quibedeaux, Phil Talbot, Donald Harper, Jimmy Kavanaugh, Donald Lofton, Joe Riley, Manager Ed Hebert, Head Coach Lewis Ford. Fourth row: John Goodwin, Don Cooper, Alfred Pennington, Nolan Adams, Jimmy Wilson, Ronald Robinson, Lance Van Zandt, Jack Sparks.

2 Grid Champs Repeat Wins In Torrid 1955 Title Chase

Four Texas high schools are admiring the new State football championship trophies won by their football teams, two of them for the second year in succession. Playoffs completed in late December found Abilene, Port Neches, Stamford and Deer Park as winners in Conference AAAA, AAA, AA and A, respectively.

Abilene and Deer Park made it two in a row, retaining possession of the titles they won in 1954.

The results gave West and East Texas an even break in the football titles: Abilene and Stamford from West Texas, Deer Park and Port Neches from East Texas.

Championship game results were: AAAA, Abilene 33, Tyler 13; AAA, Port Neches 20, Garland 14; AA, Stamford 34, Hillsboro 7; and Conference A, Deer Park 7, Stinnett 0.

Conference B and Six-man football go only as far as regional championships.

The complete summary by conferences:

Conference AAAA
District winners in this conference were: Abilene, El Paso, Paschal (Fort Worth), Sunset (Dallas), Tyler, Miller (Corpus Christi), Reagan (Houston), and Robert E. Lee (Baytown).

Quarter-final results were: Abilene 61, El Paso 0; Sunset 16, Paschal 7; Tyler 22, Miller 7; Robert E. Lee 15, Reagan (Houston) 0.

Semi-final results were: Abilene 33, Sunset 6; Tyler 20, Robert E. Lee 0.

In the state championship game played at Fort Worth on Saturday, December 17, Abilene won over Tyler by a score of 33-13.

Conference AAA
District winners in Conference AAA were: Snyder, Garland, Gainesville, Texarkana, Temple, Port Neches, Victoria, and Alice.

Quarter-final results: Garland 18, Snyder 13; Texarkana 20, Gainesville 0; Port Neches 36, Temple 19; Alice 37, Victoria 7.

Semi-final results: Garland 44, Texarkana 18; Port Neches 14, Alice 7.

In the state championship game played at Garland on Saturday, December 17, Port Neches won over Garland by a score of 20-14.

Conference AA
District winners were: Phillips, Olton, Burkburnett, Stamford, Spur, Crane, Ballinger, Breckenridge, Grapevine, Olney, Terrell, Athens, Bonham, De Kalb, New London, Jasper, Smiley (Houston), Hillsboro, La Vega (Waco), Killeen, Georgetown, Lockhart, co-champions Brenham and Schulenburg, Bay City, Refugio, La Marque, Nederland, Eagle Pass, Floresville, Sinton, Weslaco.

Bi-District winners: Phillips 52, Olton 7; Stamford 34, Burkburnett 7; Crane 25, Spur 21; Breckenridge 20, Ballinger 6; Olney 28, Grapevine 21; Terrell 19, Athens 7; De Kalb 13, Bonham 13, De Kalb won on downs 3-1; New London 27, Jasper 14; Hillsboro 47, Smiley (Houston) 6; Killeen 27, La Vega (Waco) 14; Georgetown (bye); Lockhart 32, Brenham 6; Refugio 21, Bay City 20; Nederland 14, La Marque 0; Floresville 27, Eagle Pass 20; Weslaco 27, Sinton 14.

Regional play-offs: Stamford 13, Phillips 0; Breckenridge 28, Crane 6; Olney 7, Terrell 6; New London 18, De Kalb 13; Hillsboro 19, Killeen 13; Lockhart 18, Georgetown

6; Nederland 21, Refugio 6; Weslaco 41, Floresville 14.

Quarter-finals: Stamford 13, Breckenridge 7; New London-28, Olney 21; Hillsboro 41, Lockhart 12; Weslaco 26, Nederland 7.

Semi-finals: Stamford won over New London 20-12; Hillsboro won over Weslaco 20-7.

In the state championship play-off at Abilene on December 26, Stamford defeated Hillsboro by a score of 34-7.

Conference A

District winners: Stinnett, Springlake (Earth), Hale Center, Sundown, McCamey, Ozona, Ranger, Albany, Chillicothe, Lewisville, Glen Rose, co-champions—Rockwall and Richardson, Van Alstyne, Talco, Lindale, co-champions—Leverett's Chapel (Overton) and Gaston (Joinerville); Joaquin, Alto, Woodville, Crosby, Franklin, Granger, Burnet, Luling, Sealy, Deer Park, Industrial (Vanderbilt), Bandera, Hondo, Three Rivers, Hebronville, Rio Hondo.

Bi-District winners: Stinnett 34, Springlake 6; Hale Center 33, Sundown 0; McCamey 14, Ozona 7; Ranger 20, Albany 6; Chillicothe 20, Lewisville 7; Rockwall 27, Glen Rose 6; Van Alstyne 47, Talco 6; Leverett's Chapel (Overton) 23, Lindale 6; Alto 19, Joaquin 6; Crosby 32, Woodville 7; Franklin 19, Granger 13; Luling 41, Burnet 6; Deer Park 36, Sealy 0; Industrial (Vanderbilt) 33, Bandera 7; Hondo 27, Three Rivers 6; Hebronville 35, Rio Hondo 6.

Regional play-offs: Stinnett 27, Hale Center 19; Ranger 20, McCamey 16; Chillicothe 20, Rockwall 13; Leverett's Chapel (Overton) 39, Van Alstyne 13; Crosby 34, Alto 12; Luling 41, Franklin 0; Deer Park 19, Industrial (Vanderbilt) 7; Hebronville 20, Hondo 20, Hebronville won on penetrations.

Quarter-finals: Stinnett 27, Ranger 19; Chillicothe 48, Leverett's Chapel (Overton) 28; Luling 20, Crosby 6; Deer Park 20, Hebronville 0.

Semi-finals: Stinnett 20, Chillicothe 20 (Stinnett won on penetrations 4-3); Deer Park won over Luling 33-13.

In the state championship play-off at Borger on December 23,

Deer Park defeated Stinnett by a score of 7-0.

Conference B

District winners, Gruver, Matador, Kress, Wilson, Rankin, Robert Lee, Rochester, Clyde, Newcastle, Era, Ladonia, Roysse City, Ferris, Hawkins, Judson Grove (Judson), Garrison, co-champions—Keller-Boyd and Masonic Home (Fort Worth), Godley, Blooming Grove, Whitney, Early (Brownwood), Marble Falls, co-champions—Meridian and Valley Mills, Midway (Waco), Bremond, Hempstead, Barbers Hill (Mont Belvieu), Sugar Land, Troy, Leander, Poth, Nixon, Dilley, Somerset, Calallen, Agua Dulce, Riviera.

Bi-District winners were: Matador 14, Gruver 7; Wilson 13, Kress 13 (Wilson won on penetrations 6-3); Rankin 40, Robert Lee 21; Rochester 21, Clyde 0; Newcastle 16, Era 0; Roysse City 33, Ladonia 6; Hawkins 34, Ferris 12; Judson Grove (Judson) 20, Garrison 13; Keller 26, Godley 26 (Keller won on penetrations 5-4); Whitney 21, Blooming Grove 6; Marble Falls 48, Early (Brownwood) 0; Midway (Waco) 26, Meridian 0; Hempstead 45, Bremond 0; Barbers Hill (Mont Belvieu) 52, Sugar Land 25; Troy 12, Leander 0; Nixon 14, Poth 6; Dilley 47, Somerset 0; Calallen 19, Agua Dulce 6.

Regional winners: Region I: Matador over Wilson 51-14; Region II: Rochester over Rankin 28-6; Region III: Roysse City over Newcastle 6-0; Region IV: Hawkins over Judson Grove (Judson) 33-0; Region V: Whitney over Keller 26-13; Region VI: Marble Falls over Midway (Waco) 19-7; Region VII: Co-champions Hempstead and Barbers Hill (Mont Belvieu) 32-32; Region VIII: Troy over Nixon 6-0; Region IX: Dilley over Calallen 40-0.

Six-Man

District winners were: Mobeetie, Bula (Enochs), tri-champions—Guthrie, Jayton and Patton Springs (Afton), Paint Creek (Haskell), Clint, Knott, Garden City, Hobbs (Rotan), Norton, Brooksmith, Sidney, Buckholts, Oklaunion, Celina, Trinidad, Turnersville, Elysian Fields, tri-champions—Cooldidge, Kosse and Thornton, Cold Springs, Orangefields,

Friendswood, Pflugerville, La Pryor, Center Point.

Bi-district winners: Bula (Enochs) 62, Mobeetie 12; Jayton 52, Paint Creek (Haskell) 36; Knott 25, Clint 22; Garden City 43, Hobbs (Rotan) 6; Brooksmith 50, Norton 36; Sidney 38, Buckholts 6; Oklaunion 45, Celina 14; Turnersville 27, Trinidad 16; Elysian Fields 48, Kosse 12; Orangefield 48, Cold Springs 6; Friendswood 41, Pflugerville 36; Center Point 68, La Pryor 22.

Regional winners: Region I: Bula (Enochs) over Jayton 48-19; Region II: Garden City over Knott 47-6; Region III: Sidney over Brooksmith 38-22; Region IV: Oklaunion over Turnersville 46-12; Region V: Orangefield over Elysian Fields 52-44; Region VI: Center Point over Friendswood 54-28.



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 the 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.

Pharmacists to Meet at UT
The University of Texas' eighth annual Hospital Pharmacy Seminar will be held Feb. 11-12 in the Pharmacy College Library.

725 Officials Qualify for League Basketball List

A total of 725 girls' basketball officials have qualified to be placed on the certified list issued this year by the League.

This is the second list of certified girls' basketball officials compiled in the history of the girls' basketball in Texas, and those connected with this activity feel that it should be a great step forward in the promotion of a safe and sound girls' basketball program.

Each official on the list has taken a test on the official girls' rules and has made a satisfactory score. League officials strongly recommend that only officials on the certified list be used by member schools, as in this manner employment can be given to those officials who have studied and worked so that they may become better basketball officials.

UT Geologists Study "Lid" on Texas Oil Supply

University of Texas geologists are investigating what may be the "lid" on undiscovered Texas petroleum reservoirs.

It is the Ouachita foldbelt, which sweeps across Texas from the Red River to the Big Bend.

In the past, drillers usually stopped when they hit the formation, Dr. Peter T. Flawn, directing the Bureau of Economic Geology project, said. However, a recent operation went through it and found oil.

Geologists know little about the foldbelt in Texas. The formation is an extension of the Ouachita Mountains of Oklahoma.

The Bureau expects to spend at least three years trying to find extent of the foldbelt in Texas and many other technical geologic details.

Postscripts on Athletics

Properly Used Grid Movies Can Benefit Coaches, Team

By DR. RHEA H. WILLIAMS
State Athletic Director
Motion Pictures

The taking of motion pictures of football games has become a rather standard practice with most of the schools participating in the League football program. Most coaches have justified the expense for taking these pictures on the basis that they are perhaps the best teaching aids available in showing players their mistakes and in commending their good skills. Furthermore, they have been justified in taking these pictures by using them to analyze their opponents' strengths and weaknesses, and therefore, accordingly to plan their defense and offense when they meet these opponents at a later date. Used in this fashion, motion pictures can be defended as having a true educational value as a teaching aid in the skills and technique of football.

Mechanical Football

This column has always felt that in many instances the cost of taking motion pictures has more than offset the educational values which might accrue to the school. In fact some of our high school coaching staffs have made a fetish out of motion pictures taken of their football games.

In some instances they have even gone so far as to spend all Saturday and Sunday studying and analyzing football pictures for errors of omissions and commissions on the part of their players, and use this entirely as the basis for their training program for the succeeding week.

High school players are shown the film and are criticized favorably or unfavorably, depending upon their play during the preceding Friday night game, often before the entire

squad. Boys are promoted or demoted from the A to the B team oftentimes entirely on the basis of what the film shows in regard to their play during that game.

Personally, this writer regrets to see some of our high school staffs aping and imitating our collegiate athletic programs to the extent that the game becomes a purely mechanical scientific activity in which all efforts are based upon mechanical skills and technique for playing football.

If this trend continues, the game will lose much of its pleasure to the students participating and will become hard work and drudgery rather than being an activity which is enjoyable and pleasant to engage in. Adolescent boys should not be judged as merely machines, but should be judged as human beings, and the personal human traits should be given consideration by all teachers, which includes coaches who are teaching the game of football.

Alibi

This year there have been many instances reported to this office where coaches have taken films of their football games to various public groups, and at these showings have criticized very severely the judgment and interpretations of game officials during the game. In fact, in many cases when games have been lost, the coaches have tried to justify the loss of the game before adult groups in their community by publicly stating that the official missed this or that play, and as a result our team lost the game. In my opinion, this type of "alibi" has no place in our high school program, as there have been very few games, if any, among the thousands

played in Texas, which were lost by errors on the part of the officials who called the game. It is true that officials make mistakes just like coaches, players, or anyone else who does anything; however, I have never yet seen an official who I thought was dishonest or who I thought intentionally miscalled a play.

Dangerous Trend

This trend toward publicly criticizing game officials and showing movies to prove the point is a very dangerous trend and one which causes many of the adult fans to jump to the conclusion that all officials are guilty of obvious miscalls.

In fact, many of our coaches have so stressed the poor officiating that in many communities the fans look more closely at the officiating than they do at the ball game, and in towns where the coaches constantly criticize the officials before public groups the fans are always more vociferous in their "boos" and "cat calls."

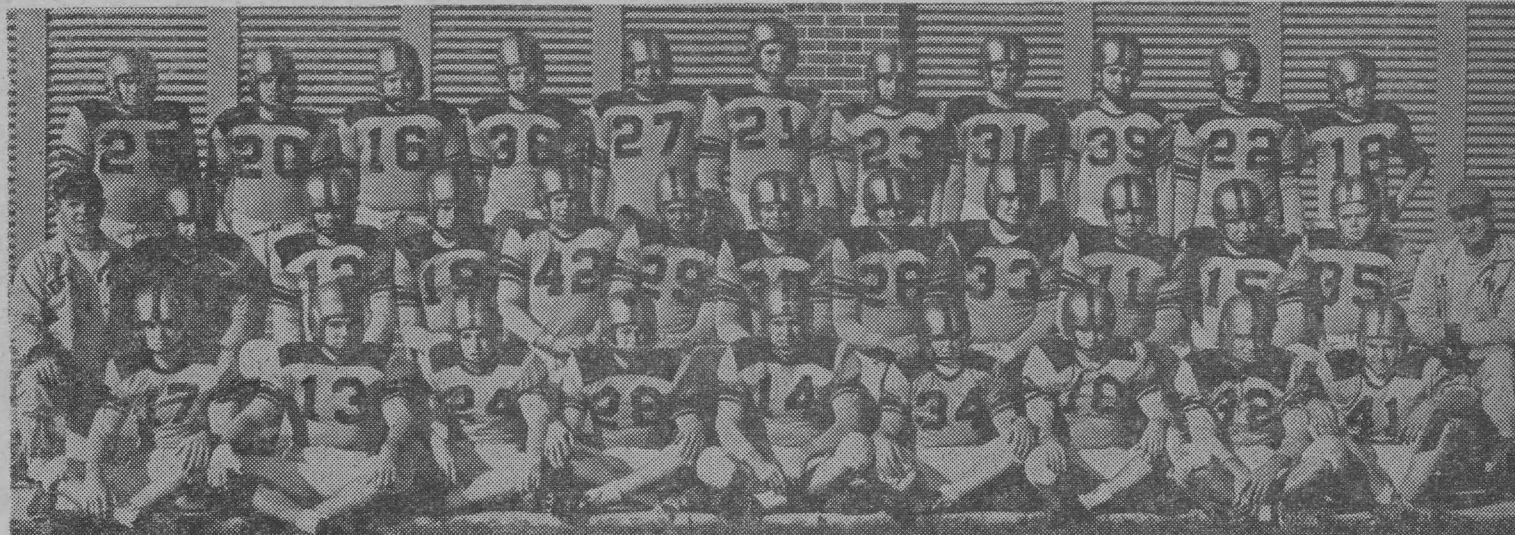
Proper Use

This column does not recommend that we cease taking motion pictures of football games, as certainly, they do have educational value when properly used. The use of films, however, to criticize decisions of officials in order to justify losses and to "alibi" should be discontinued, as certainly, this cannot be condoned in any way as being educational. The coach, of all people, has the responsibility to see that officials are treated with respect, courtesy and dignity, as there could be no football games without officials, and the very life of football itself, and therefore, the livelihood of the coach is endangered unless we give complete support to our game officials.



STAMFORD, AA CHAMPIONS—Front row (left to right): Buford Adams, Darryl Schoonmaker, Nicky Jackson, Milton Hinze, T. C. Rice, Jr., Romeo Garcia, Larry Ivy, Melvin Stevenson, Larry Deppel. Middle row: Truman Childress, Tommy Schoonmaker, Jackie Mills, Ronald Davis, Robert Hardin, Bobby Rogers, Mike

McClellan, Rickey Giles, Wilbur Cox, Jackie Bounds, Donald Wills. Back row: Coach Gordon L. Wood, Donald Campbell, Don Martin, Dale Robinson, Dallas Christian, Charles Stenholm, Jimmy Middlebrook, Royce West, Andy Swenson, Arch Pardue, Jr., Joe Wash, Student Manager Raymond Olson, Assistant Coach O. M. Isbell.



DEER PARK, A CHAMPIONS—Bottom row (left to right): Thomas O'Neal, John Henderson, Charles Parrish, Clifford McCleskey, Steve Stephenson, Kenneth Byrne, Ronnie DeBus, Sigie Nordstrand, Alton Sledge. Middle row: Coach Travis "Shorty" Hughes, Roy Harman, Charles Hord, Maury Purdom, Mike Ham,

Barney Smith, Penny O'Neal, Budda McLean, Ronald Caldwell, Jimmy Steambarge, Floyd Harvey, Rex Gibson, Coach Jim Kethan. Top row: William Henderson, Clarence Shinn, Benny Stephenson, Windell Watkins, Wayne Tunstall, Jimmy Philpot, Jerry Carpenter, Marshall Smith, Kirby Iselt, Jimmy Wyk, Donald Caldwell.