

4 New Cage Champs Named

Buna Retains Class A Title; 2 Tourney Records Broken

The crowds came, listened and watched part-time on TV while the 36th annual State boys basketball tournament crowned five high school champions for 1956—one of them a repeater from last year.

The champs: Martin (Laredo), Conference AAAA; Palo Duro (Amarillo), Conference AAA; Jacksonville, Conference AA; Buna, Conference A; and Central (Pollok), Conference B.

Gregory Gym at The University of Texas had an estimated attendance total of 45,000 (same as last year) for the three-day tourney (Mar. 1-3). Magnolia Petroleum Co. broadcast the finals on a Texas radio network, and also televised the Conference AAAA championship game via Dallas, Austin, Temple and San Antonio stations. (See editorial this issue.)

Championship Games
Buna held onto its 1955 title by turning back Troup, 52-42, after beating Deer Park, 55-39.

A speedy group of unsung "shorties" from Laredo outran their taller rivals and clinched the Conference AAAA title by beating North Dallas, 65-54. Palo Duro defeated a shorter team from French (Beaumont), 59-51, for the AA championship.

Jacksonville had a fight all the way before edging Phillips, 70-68, in the Conference AA final. Central (Pollok) outmaneuvered a strong Krum aggregation to win, 74-68, in Conference B.

When tabulations were completed, they showed 19 conference and tournament records broken, two tied.

New tournament standards are: Total high scores—165 (Phillips 84, Webster 81). Previous record: 159 (Sweeny 92, Sundown 67), in 1954.

Science Course At Oak Ridge Aids Teachers

A new, unique program to assist secondary schools in science teaching will begin this summer at the Oak Ridge Institute of Nuclear Studies, Oak Ridge, Tenn.

A selected group of high school teachers—eight or ten—will be selected on a nationwide basis for a three-month course of training in Oak Ridge. Then they will spend nine months touring the country, giving lecture-demonstrations in science classes at various high schools.

The program is sponsored jointly by the National Science Foundation and the U. S. Atomic Energy Commission. The Institute is described as a non-profit educational corporation owned by 34 Southern universities, operating under contract with the AEC.

The high school science teachers selected will, beginning this summer, be given one-year leaves from their normal teaching position, effective until September, 1957. The touring instructors will receive pay at least equal to their regular teaching salaries, and a travel allowance to cover expenses.

(Ed. Note: The press release gave no information about whether applications may be made for this program. Write to Information Department, Oak Ridge Institute of Nuclear Studies, P.O. Box 117, Oak Ridge, Tenn.)

The new teaching program will operate generally like this:

1. A four-week institute at Oak Ridge, with up-to-date reviews of scientific developments, including lecture and laboratory.

2. Visits to specific laboratories to acquaint the teachers with modern lab techniques and experiments. They will work with demonstration equipment, have supervised self-training, and do some practice teaching.

3. The teachers go "on the road," provided with a station wagon and demonstration equipment consisting of easily handled classroom aids in physics and chemistry.

4. The traveling teachers will prepare individual reports and participate in an evaluation study.

Most free throws in one game—17, Frank Portilla, Milby (Houston). Previous: 13—Carl Mitchell, Phillips, in earlier game.

11 New Teams

Eleven of the 24 teams in the tournament were appearing for the first time in the state meet. Of those, three carried off championship awards in their conference. They were Central (Pollok), Jacksonville and Palo Duro.

Buna, back for the third year in a row, won its second title in succession. Laredo had been to the tourney only once, in 1924, but celebrated its return with a championship.

The entire Conference AA bracket was made up of teams gaining the state playoffs for the first time.

Beside the new champions, first-time teams were: Kyle, Pawnee and Van Horn in Conference B; Phillips, Waxahachie and Webster in Conference AA; Marshall in Conference AAA; and Odessa in Conference AAAA.

Game Scores

Tourney game results:
Conference B: First round—Avoca 55, Pawnee 51; Central (Pollok) 69, Gruver 56; Krum 66, Laneville 55; Kyle 65, Van Horn, 37. Semi-finals—Central 53, Avoca 48; Krum 66, Kyle 64. Third place—Avoca 70, Kyle 64. Championship—Central 74, Krum 68.

Conference A: Buna 55, Deer Park 39; Troup 54, Reagan County (Big Lake) 49. Third place—Deer Park 70, Big Lake 59. Finals—Buna 52, Troup 42.

Conference AA: Phillips 84, Webster 81; Jacksonville 81, Waxahachie 68. Third place—Webster 76, Waxahachie 73. Finals—Jacksonville 70, Phillips 68.

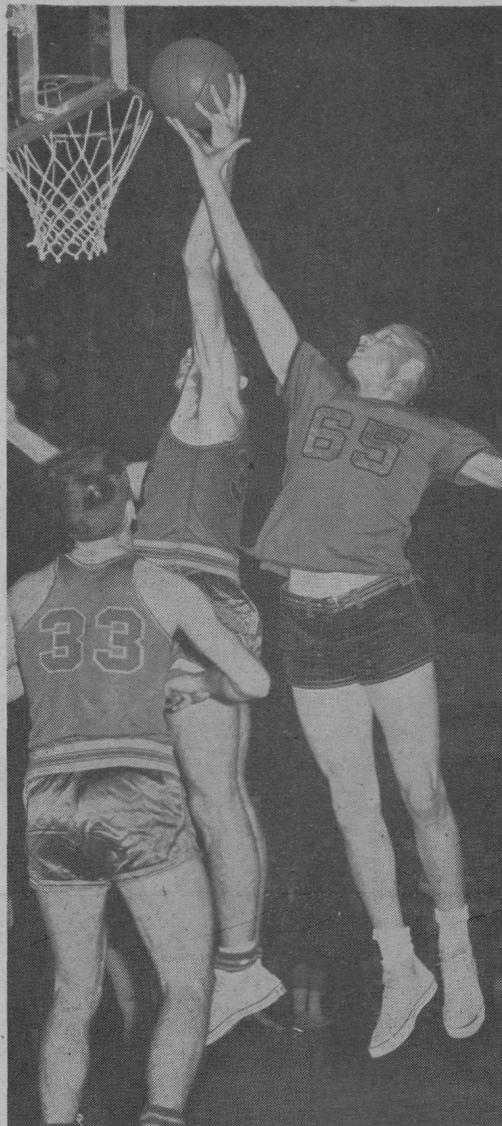
Conference AAA: Palo Duro 66, Marshall 47; French 58, Harlingen 47. Third place—Marshall 54, Harlingen 51. Finals—Palo Duro 59, French 51.

Conference AAAA: North Dallas 81, Odessa 60; Laredo 65, Milby 53. Third place—Milby 72, Odessa 62. Finals—Laredo 65, North Dallas 54.

District and regional winners in Conference B, A and AA, and district and bi-district champions in AAA and AAAA are listed below:

Conference AAAA
Odessa, El Paso, Polytechnic, North Dallas, Wichita Falls, Laredo, Milby, Thomas Jefferson (Port Arthur).

(Continued on Page 4, Col. 7)



TWO LONG, TALL ONES: David Bennefield, 6 ft. 4 in. center for Phillips (No. 65), demonstrates perfect guarding technique without fouling against this shot by Johnny Johnston, 6-6 center for Jacksonville (No. 34). Note how Bennefield's finger tips reach inside Johnston's hand, touching the ball but not his opponent's hand. Johnston scored 29 points in this championship game to lead Jacksonville to the Conference AA title. This kind of shooting gained him a place on the AA all-tourney team. Teammate in foreground (No. 33) is Marshall Harris. Action was at State boys' basketball tournament.

Conference B One-Act Plays Have Area Meets Apr. 6-14

Conference B district one-act play winners will participate in area one-act play meets between April 6 and April 14, Bruce Roach, director of League speech and drama activities, announced.

Only in Region III will Conference A schools hold area meets. No Conference B area meets will be held in Region III, due to school distribution.

In addition, Districts 126-B and 128-B have not been assigned to an area meet for geographical reasons, Roach explained.

Where districts are assigned to an area meet, the district winners should get in touch immediately after the district contest with the appropriate area director listed below. The eligibility blank should be sent to him.

Here is the list of area one-act play centers, the directors, dates of the meets, and the Conference B districts assigned to each area meet:

Region I
Amarillo Junior College, J. C. McDonough, director. Date to be arranged. Districts 1 and 10, 2, 3, and 14.

West Texas State College, Canyon, Dr. Crannell Tolliver, director. Date to be arranged. Districts 4, 5 and 15, 8 and 11.

Littlefield High School, Mrs. Mary Ruff, director. Monday, April

9. Districts 6, 7 and 16.
Seymour High School, Oren Beall, director. Tuesday, April 10. Districts 9, 12 and 13.

Region II
Ranger High School, Mrs. David Norton, Ranger Junior College, director. Saturday, April 7. Districts 19, 20, 23, 30.

John Tarleton College, Stephenville, Dr. O. A. Grant, director. Saturday, April 7, 7:30 p.m. Districts 24, 25, 26, 29.

Hardin-Simmons University, Abilene, Dr. Harlan Shaw, director. Friday, April 6. Districts 17, 18, 28, 31.

Region III
No Area Meets for Region III (Go to Regional Meet at N.T.S.C., Denton, April 21).

Region IV
East Texas State Teachers College, Commerce, Dr. Rosemary J. Owens, director. Saturday evening, April 14. Districts 57, 58, 61, 70.

Pittsburg High School, Mrs. Janet Hargrove, director. Date to be arranged. Districts 55, 56, 69.

Kilgore College, Mrs. Lillian Hope, director. Saturday morning, April 14. Districts 63, 64, 67, 71, 72.

Region V
Sam Houston College, Huntsville, Miss Ruth Smith, director. Friday, April 13, 7:30 p.m. Districts 76, 77, 85 and 86.

Katy High School, J. E. Bouligny, director. Tuesday, April 10. Dis-

tricts 82, 83, 88, 89.
Lamar Tech, Beaumont, Charles B. Lane, director. Friday, April 13. Districts 78 and 79, 80, 81, 87.

(Continued on Page 3, Col. 3)

Engineer Power Show To Attract Students

The 47th Power Show and Exposition of the College of Engineering will be held on May 4 from 5 to 11 p.m. in the several engineering and related science buildings on The University of Texas campus.

Tours for high school and junior college groups can be arranged for 5 p.m. on May 4 by contacting Dean W. R. Woolrich of the College of Engineering. Crowds at later hours have made conducted tours impracticable in the past.

In recent years school buses from all over Central Texas have brought in many science groups from high schools and junior colleges to participate in and review the exposition.

The traditional Power Show and Exposition originated at The University of Texas in 1909 and has consistently grown so that today it is one of the major exhibit periods on the University campus. It is esti-

Texas Astronomy Society Formed; Admits Teachers

High school science teachers interested in astronomy have been invited to participate in the Astronomical Society of the Southwest.

The group was organized recently to foster astronomical research and improve teaching of astronomy in Texas and neighboring states.

Although organized at the college level, the society has invited high school teachers, particularly those active in amateur telescope making or astronomy club work, to attend future meetings.

Teachers interested in attending meetings of the astronomers and receiving proceedings of meetings should write to the group's executive secretary, Frank N. Edmonds, Jr., 103 Benedict Hall, The University of Texas, Austin 12, Tex.

U.S. Farm Problem Chosen Debate Topic

High school debaters in Texas and the rest of the nation will debate the U. S. farm problem next school year.

The farm question was chosen as the "general problem area" in a nationwide poll conducted by the National University Extension Assn. committee on discussion and debate.

Robert H. Schacht, chairman of the NUEA committee, reported that labor-management and natural resources, the other two choices, ranked second and third, respectively.

Thus the Texas vote represented majority opinion. The Interscholastic League, based on returns from a representative ballot among Texas schools in January and February, voted in the national poll for farm, labor-management and natural resources problems, in the

identical order as the final result.

Wording of the general farm topic was: "What agricultural policy will best serve the interests of the people of the United States?"

Schools to Decide

The final debate proposition for Texas schools will be decided by a preferential ballot to be submitted to League member schools in April. They will be asked to choose between these three debate propositions:

1. Resolved: that the federal government should adopt the basic principles of the Brannan Plan.
2. Resolved: that the federal government should sustain the prices of major agricultural products at not less than 90 per cent of parity.

3. Resolved: that the federal government should remove from use sufficient acreage to balance agricultural production.

As 1956-57 high school debate begins next fall, national sentiment on the farm issue will be expressed in the presidential campaign and November balloting. By contest time in the spring of 1957, the issue will have been temporarily resolved, at least in the choice of the political party to carry out the wishes of the voters as expressed at the polls.

National Poll Results

In the national preferential poll, the farm question was the first choice of 18 of the 35 states expressing preference before the vote closed Feb. 10. Labor-management was No. 1 choice of nine states (including the National Forensic League vote), while eight states considered natural resources the most important.

Second place choices were: Farm 11; labor-management, 15; natural resources, 9.

Third place selections: Farm, 5; labor-management, 10; natural resources, 18.

Weighted score gave the farm question a final score of 81, labor-management 67 and natural resources 60.

Other states which ranked the questions in the same order as Texas and the weighted score were Alabama, Idaho, Iowa, Minnesota, Missouri, North Dakota, Oklahoma, Tennessee, Utah, Virginia and Wisconsin.

Other states which picked the farm problem as No. 1 were: Indiana, Kentucky, Mississippi, Nebraska, New York and West Virginia.

UT to Build 776-Woman Dorm

The University of Texas will have one of the largest women's dormitories in the country when a 776-woman dorm is completed in 1958.

Preparation for Ready Writing

... Involves Directors, Coaches, Participants

By DR. POWELL STEWART

State Director of Ready Writing
Preparation for a ready writing contest has to be made by three groups of people: (1) the district and regional directors, (2) the sponsors or coaches, and (3) the participants.

With this year's contest drawing near, some suggestions to each group may be in order.

Directors

Since the routine duties of directors are laid out in the "Constitution and Rules" of the Interscholastic League, only a few points need to be made here by way of re-emphasis.

The most crucial duty of a director is the selection of truly competent judges, judges who really know what good writing is, who are not likely to be swayed by pietistic mumbings or by demagogic mouthings full of sound and fury, signifying nothing. The judges must also, of course, be free of prejudice and bias; and they must, at the critique which follows the announcement of winners, be able to explain clearly to the participants the reasons for the decisions reached.

The director must also go over with the judges the criteria for evaluation, being sure that each judge thoroughly understands those criteria and their implications. It is the director, too, who is responsible for seeing that the critique makes a real contribution toward helping the participants to write better.

The director should see to it that the critique is the most important part of the contest—that all concerned look upon it as far more important and valuable than the winning of a place.

Sponsors

The sponsors have the hardest and longest job, for their preparation for the contest is nothing less than designing and running a training program. There will be as many different programs as there are sponsors, for not two people ever went about teaching writing in exactly the same way; but outline of one possible program may be of service.

Fundamental to any training program is getting across to students the nature of the contest. They must not only know that it is a contest in expository writing, but they must clearly understand what exposition is (and how it differs from such other forms as description and narration). They must also know and understand the criteria by which the judges will evaluate their papers.

The remainder of the program consists of giving the students practice—supervised practice. Ideally, all practice writing should be read by the sponsor and discussed with

the student. In practice, however, most sponsors will find that good results can be attained by reading and discussing only a fraction of the practice writing, so long, of course, as the students never know which examples will be chosen for attention.

The most important thing is that the student does practice, for it is a truism that one learns to write by writing.

As a first step, it is well to give the student practice in selecting a subject suited to his knowledge and ability. Having him explain why he chose one subject rather than another will get him into the habit of selecting carefully.

Analyze the Subject

Almost of equal importance is giving him practice in analyzing the subject selected to find what it demands. Writing down the things

(Continued on Page 2, Col. 4)

Sonora Speech Teacher Pay Same as For Sports Coaches

By NORMAN S. DAVIS
Sonora High School

Nothing is more important than being able to communicate one's ideas to others.

One of the most effective methods of communication is speaking; conversation, classroom discussion, conference groups, private interviews, and formal addresses.

Whatever one's profession—be it law, engineering, medicine, teaching or business—there will be many occasions in which it will be advantageous to be able to express oneself verbally. Those who have prepared to meet this challenge efficiently and effectively will likely find themselves leaders in their fields.

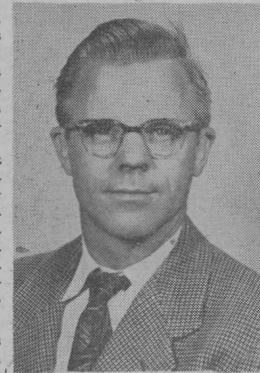
Sonora High School has one class of introductory speech on the ninth grade level, which is an elective and used to teach the basic fundamentals of speech. Yet, we encourage all students to participate in our extra-curricular speech program, whether or not they have had the introductory course. Many of our successful students have never had a formal course in public speaking, but they spend many long hours working on speech activities.

Important as Athletics
It is our firm belief that speech activities are as important as athletic activities; therefore, our speech teacher receives the same pay as our coaches. Because of this fact, the same number of extra duty hours are expected from the speech teacher as from the coaches.

One of the greatest assets in helping to encourage the art of public speaking in SHS in our annual speech meet. It is sponsored by the student council and is organized to enlist the aid and service of a great many local citizens.

We use some 60 or 80 men and women as judges, our visiting stu-

dents stay in 80 to 100 homes, and the affair is closed with a free bar-



NORMAN S. DAVIS

becue and dance. This entertainment is usually held on one of the ranches, with everyone who helped in any way (judges, time-keepers, those housing visitors, those contributing food) being invited to attend. And our school patrons do come, too.

The winning medals are presented between the evening supper and dance, and the winners in both boys and girls humorous declamation, after-dinner speaking, and dramatic interpretation are asked to perform. This gives the public an opportunity to see these students in action.

Because of our limited facilities, due to the size of our community, we cannot accommodate more than 150 visiting students. Therefore our speech meet must be kept on an invitational basis. Those schools par-

(Continued on Page 3, Col. 3)

Special Offer To League Members

Enclosed is \$_____ for which please send _____ copy (ies) of "Educational Competition: The Story of the University Interscholastic League of Texas," by Roy Bedichek, when it is published in May.

The special price to Texas public schools and to individuals connected therewith is \$5.00 per copy including postage (regular price \$6.50). Payment must accompany order. Make checks payable to University of Texas Press.

(Name)

(School)

(City)

Clip and mail now.

After a Fight: What Then?

During the past football season there has been a rash of fist fights following high school games. In a few instances the fans have attacked the game officials, and in other instances the gangs have attacked one of the high school coaches connected with one of the participating teams.

Public school officials are urged to take the following action immediately after the game:

1. Contact the local peace officers and district attorney and file maximum charges against the parties involved if the event occurred on the school premises.
2. If the attack has been on a game official, press for the maximum penalty and for damages if such have occurred to the official. In some instances there has been damage to the car or to the person.
3. Contact the League office and report the incident, giving details as to what action has been taken by the School against the violator.
4. Do not try to cover up the incident, because that leaves the violators free to try again and will make the school a party to the crime.

When schools follow this procedure plus the other recommendations in the football plan regarding the proper treatment of game officials, no school has been suspended from League competition.

Schools have gotten into trouble with the League when they have tried to avoid proper punishment of the parties involved in these incidents on public school grounds.

School boards should be urged to set up a school policy to be followed when fans and other persons outside the schools are involved in fights and drunken brawls on school premises. This policy will prevent any favoritism, and reduce pressure to "cover up," should a prominent local citizen become involved in misconduct at a high school game.

TV and School Athletics

Many thousands of Texas sports fans saw the advent of a new medium into coverage of Texas high school athletics this month when the Conference AAAA championship game in the State boys basketball tournament was televised over four stations.

It was the first televising of any kind out of Gregory Gymnasium at The University of Texas. Likewise, it was the first telecasting of a high school championship contest in Texas.

For years the newspapers of Texas have carried many columns devoted to Interscholastic League contests. The medium of radio extended the horizon by bringing on-the-spot accounts into the living room. The relatively new medium of television is here to stay, and its possibilities were apparent in coverage of the one basketball tournament game, when more than 100,000 viewers saw the game at home while Gregory Gym was packed.

Reactions to such innovations are always welcomed. The League office would especially like to hear from school people around the state.

League History Told

The whole story of the Interscholastic League will be told truly and clearly in "Educational Competition: The History of the University Interscholastic League of Texas." The book is written in a style interesting to the general reader, but its aim goes far beyond simply interesting the reader.

Roy Bedichek traces the history of educational competition from the earliest history of mankind to the present day use of inter-school contests.

The 600-page volume covers every phase of the League program. Teachers, coaches and administrators will find this book a valuable reference on questions and problems relating to the promotion of inter-school contests.

Bedichek has spent six years in preparing this book. Not only does the publication incorporate the history of the League but it also develops the educational philosophy of the contest motive in education.

A special price of \$5 a copy has been set for teachers and administrators in the public schools of Texas. This includes the cost of shipping. Place your order today by filling out the order blank found in the Leaguer. The regular retail price for this book will be \$6.50 a copy.

Corporation Taxes Studied
"A Comparison of Corporation Taxes in Texas and Four Surrounding States" is the title of a new chart published by the University of Texas Institute of Public Affairs.

UT Largest Enrollment in 1955
In the fall of 1955, the University of Texas chalked up the largest enrollment in its 72-year history: 17,551.



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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 defectives and correctives."

"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 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 I,

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

In Spelling List, Page 8, Column eight, the word "turrent" should read "current."

In Spelling List, Page 15, Column nine, the word "degradation" should read "degradation."

In Spelling List, Page 6, Column 15, the word "scotter" should read "scatter."

In Spelling List, Page 5, Column 11, "dim" should be "dim"; "dini" should be "dini"; "instil" is not the preferred spelling and "instill" would not be considered an error; Page 15, Column 11, "ostracize" should read "ostracize."

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.

NEW DIANA
New Diana suspended for the 1956 football season because of an attack by fans on a football official.

HASKELL
Haskell suspended for the 1956 football season and placed on probation for the 1957 football season because of an attack by a spectator on a football official, and because of verbal abuse of officials by fans.

APPLE SPRINGS
By action of the district executive committee, Apple Springs was ordered to forfeit all District 68-B boys basketball games played during 1955-56 season, and placed on probation in boys basketball for the 1956-57 season for violation of Rule 34, Boys Basketball Plan (starting dates for basketball games and scrimmages).

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.

Re-use of Waste Water Studied By UT Engineers

Seeking an answer to Texas' troublesome water problem, University of Texas engineers are making an intensive study of the reclaimable water in the state.

Going on the "bird in the hand" theory, the engineers will study primarily the re-use of industrial and domestic waste water. The project, conducted under a contract with the U. S. Bureau of Reclamation, is directed by Dr. Earnest F. Gloyna, associate professor of civil engineering.

Specific goals of the investigation will be to establish the amount of waste water that will be available for re-use to municipal, agricultural and industrial users of the state, and the cost of preparing that water for re-use.

Best Essay Writers Choose Same Topic

Three students scribbled ideas on a sheet of paper at the State Meet's ready writing contest, hurriedly wrote down their thoughts, and came up with first place papers.

Bill Bassetti, Conference AA, Joe Hairston, Conference A, and David Armstrong, Conference B, tackled the identical lucky topic during the contest: "What My Community Thinks About Desegregation."

William (Bill) Bassetti, now at Harvard University on a scholarship, has been "writing more or less seriously since grade school." While at Abilene High School last year, he was editor of the literary magazine, Aquila, and staff member of the school paper, The Battery.

He plans to continue in English or writing, and during his senior year he was president of Creative Writers and vice-president of the debate class. As a contestant at the regional journalism contest, he placed first in editorial writing.

He likes "fun and knowledge," with his hobbies consisting of "writing, schoolwork, girls, and fencing."

Joe Hairston, from Taylor, said in his winning essay that he didn't know how his community felt about desegregation, because of the diversified feelings. Now a senior at Taylor high, he is planning to major in journalism at the University of Texas.

In 1954, he lost out in district ready writing, but says "I had better luck the next year." As a delegate to Boys' State in 1955, he got acquainted with the working mechanism of government.

"I play tennis, but not very well, and like swimming and horses," he

comments. At his parents' farm near Rice's Crossing, he fiddles around as a ham radio operator and likes to collect match folders.

David Armstrong, now a junior at Sugarland High School, likes to collect Roman coins, "play chess and listen to longhair records."

As soon as he finished the ready writing contest in Austin, his "rather tight schedule" took him up to Texas State College for Women in Denton where he was on the Writers' Conference program. In other League contests, he has also entered in district number sense and declamation in 1954 and 1955.

He wants to attend Texas Western College, but doesn't know his major. Last year he was basketball and track manager, and this year is a member of Junior Historians at Sugarland High.



JOE BECK HAIRSTON



DAVID ARMSTRONG



BILL BASSETTI

Ready Writing Tips Given

(Continued from Page 1)
that must be done if the subject is to be treated adequately will be of value here.

The next step might well be drill in the planning of a number of papers upon subject chosen and analyzed by the student. Making careful outlines for ten papers and completing only two papers from those outlines is likely to be more worthwhile than writing ten papers with no outlines or from hastily made and inadequate outlines.

It is frequently of value to give practice in handling units of no more than paragraph length, for the habit of writing fully developed paragraphs can be established most quickly by concentrating on isolated paragraphs.

Paragraph Practice
One satisfactory way of getting this practice is to give the student three or four unrelated sentences,

In Journalism

Timed Tests Simulate Working Conditions

Jimmy Lyn Hicks, Conference AA state winner in journalism, commented on the League contests: "Interscholastic League journalism contests are a real challenge because of the way they simulate actual working conditions. Only under a deadline system is a journalist's skill given a true test."

Journalism students who have competed in State Meet feel the pressure of the "timed tests," and to most the editorial or news story which results from this competition gives an idea of their fundamental writing ability as a journalist.

Carolyn Frailey, first place winner in Conference A journalism, knows the deadlines of a journalist; her father is editor and publisher of the Sulphur Springs News-Telegram and Hopkins County Echo.

Now a senior at Sulphur Springs High School, she will probably be

have him use each as the first sentence of a paragraph and develop fully each paragraph from its opening sentence. It might be well, too, to provide practice in writing just an opening paragraph (after a careful plan has been made for the whole paper).

Although a student should have no difficulty in writing only a closing paragraph once he has made a careful outline, closing paragraphs can scarcely be evaluated by the sponsor unless the preceding paragraphs are also present. In all paragraph drill, the main emphasis should be on explanation of a generalization by means of a wealth of specific details and examples.

As the time for the contest draws near, the training program should provide practice in writing 1,000-word papers. The habit must be formed of planning for a paper of this length, and it may be necessary to have students plan (out-

line), write, and then count words. They will more than likely find that what they have written is far short of 1,000 words.

If so, one of two things can be taught them: either their plan was not large enough in scope and should be revised, or, more probably, their paragraphs did not contain enough details and examples to be fully developed.

Students must be warned against making a paper longer by mere "padding," and must be shown that full development by means of details and examples is what counts.

Rewriting of papers, after criticism, is likewise important. True, papers cannot be rewritten in the contest, but students will learn to write better the first time by dint of practice in doing what they have failed to do previously.

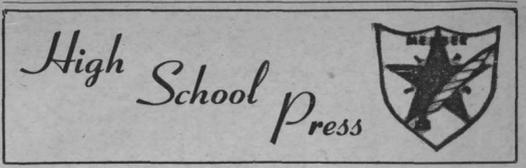
Finally, a dress rehearsal might be staged, in which the student is required to choose a subject, make a plan for, and write a 1,000-word paper within the time limit of two hours. Of all the training suggested, however, this seems least important.

Participants

In general, the participant can best prepare for the contest by attending the Student Activities Conference in his locality and by entering wholeheartedly into whatever training program his sponsor advises.

Specifically, it would be well to keep in mind the following bits of advice, stated here for the purpose of emphasis:

1. Be sure that you know what the subject calls for, and that you write what it calls for. If, for instance, the subject is "Educational Improvements Which are Needed in My School," don't write that new drinking fountains or a new gymnasium is needed, but stick to things having to do with education.
2. Don't kid yourself that you can write a winning essay without first planning it; you'll be fooling no one but yourself. With practice, you can learn to make a good outline in a very short time.
3. Practice the fast pitch; eliminating the long wind-up. Get right into your subject in your first sentence.
4. Load your writing with specific details and examples. You can hardly overdo it, for details and examples not only insure full development of paragraphs, but are the main source of INTEREST, the quality which the judges rate highest.
5. Don't try to be "cute." If the thing you are writing about is amusing, well and good; but don't try to get the reader to laugh at your cleverness.
6. Quit when you've reached the end of what you have planned (the end of your outline). Don't tack on some more just because you have time left over or because you think of something else which you might have said.



Sometimes we think we stress deadlines too much—deadlines for League and ILPC articles, that is.

But experience teaches that re-emphasis can never be overdone, because there are always a few who "miss the boat." If we prevent that by repetition of the deadlines below, then it is space well used:

Mar. 20—Last date for mailing certification of regional journalism entries by non-ILPC members. See Sec. 3, Journalism Rules of the League Constitution and Rules, Page 64.

Apr. 16—Contest eligibility certifications by ILPC members must reach the regional journalism director.

Apr. 16—Entries in the ILPC Individual Achievement Award contests must reach the ILPC director in Austin.

Apr. 20-21—Regional meets.

May 5-6-7—State Meet in Austin, and also the ILPC State convention at the University of Texas.

For details on these deadlines, see the February issue of the Interscholastic Leaguer.

Style Books Next

As another service to ILPC members, we have just completed arrangements to secure a supply of the newly revised style book of The Daily Texan, student newspaper at the University of Texas.

The book, not yet off the presses, will be distributed to ILPC members as part of their membership. Additional copies will be available through ILPC for 25 cents each.

Every paper should have some sort of style book. If one is not in use now, ILPC members may want to pattern their styles after The Daily Texan, or they may want to use it as a guide to developing their own style. Style is nothing more than a plan for consistency.

The Texan style book contains sections on such things as punctuation, capitalization, abbreviations, military nomenclature, confusing words, illustrated proofreading marks, names and structure of community churches and other organizations, with correct titles of their officials.

A mimeographed insert will tell high school advisers how they may adapt the Texan style to their own high school paper.

Gossip—One Answer

The gossip column is a continuing problem in high school papers, and therefore demands repeated consideration. Many people, adult and adolescent, derive sordid satisfaction from gossip, or rumor, or sales of certain "popular" magazines bear this out. But whether adult or adolescent, the person who makes gossip a necessary part of reading or conversing is demonstrating a form of immaturity.

The Lewisville Farmer's Harvest met the situation head on with a statement by the editor, based in part on the ILPC pamphlet, "How to Replace the Gossip Column."

Recently Max Haddick, an ILPC newspaper critic, made a case against the gossip column so well that we feel it deserves re-stating here. Writing to a school paper staff, he said:

We Quote . . .

"The . . . (name of column) is still a gossip column. It is very hard to convince student writers of the very great harm that can come from this type of feature. "Teen-age loves are not proper subjects for humorous treatment, nor are they public property. They may be short lived, but they are very serious. The publication of such material can do no good—it inevitably hurts. "Often it is not what is written, but the implications that are dangerous. The reader is left to form his own opinion from fragmentary information. Please consider carefully the value of this column to your paper, and then consider the harm that it can do. I'm sure that you will find it better to omit it. "Many staffs attempt to justify gossip columns on the basis of their high reader interest. This presumes that the paper is entirely bound by reader interest. This is not true. "Morbid and vulgar material can always find an interested audience, but it cannot be justified on that basis. A newspaper has a duty to present material that will inform, entertain, educate and better its readers. It has a moral obligation not to print material that is needlessly harmful, degrading, humiliating, or untrue."

What They Say

Some of the shortcomings found frequently by ILPC critics in high school newspapers are:

- Over-use of "form" stories, both in personality features and other so-called features. This style of story involves merely the filling in

of a form, answering the same questions each week, or otherwise demonstrating either laziness or lack of desire to do any worthwhile writing. ILPC has numerous pamphlets to guide the way toward better features. Write for them.

Too much copying from other papers, and re-printing of even whole articles by commercial magazines. This not only takes up valuable space that could be used for live, real news about real people in your school. It is a dead end for the exchange editor, or whoever does the job of copying. It stifles creativeness, offers no outlet for real writing. Exchanges should be the "tip sheet" for local stories, not a source for fillers.

Failure to properly identify persons in news stories. Faculty members, for instance, usually have first names or initials. They'd like to see their full name in print. But all too frequently they are referred to simply as Mr. Jones or Miss Smith. It is a well-established journalistic rule that the first mention of a person in a news story should include the full name, or at least all of their name that they use and which will identify John Jones from Jack Jones.

Failure of the newspaper to identify itself. Each paper should show, on its "dateline" on the front page, the date of publication, name of the school and town, if necessary, plus volume and issue number.

Failure to list staff members in what is commonly called the "masthead." This is usually about the only recognition staff members receive, and it should not be crowded out. Make it a standing item and save space for it.

Some papers over-play it by putting it on front page, or by putting staff names at the top over editorials on the inside page. Most frequent placement is at the bottom of editorial page, often under editorials.

Display of emblems of journalism organizations such as ILPC is fine—we like to see ILPC shown—but it is not recommended if the emblems become so numerous or so large that they infringe too much on news space.

A first-hand experience recently points up the current situation as to journalism opportunities. An ILPC assistant, graduating from journalism school at mid-term, had his choice of jobs with several top-notch publications.

He finally chose a reporting job on a leading daily newspaper, after being wooed by personal visits and long-distance telephone calls by those seeking his services.

From the Notebook

The Hillcrest (Dallas) Hurricane carried a four-page magazine section titled "New Voices." It was a local product, including the best literary work—prose and poetry—and the best art work—photography and illustration—done by Hillcrest students this year.

To stimulate advertising reading, the Highland Park (Dallas) Bagpipe, ran a one-column picture of a high school student, labeled "Mystery Babe," with this outline: "This kid's great at the Highland Fling; She's sharp as a tack and has plenty of zing. Is her name Nancy, Gertrude, or Sal? See if you can guess this pin-up gal!" In small type was this notation: "An-"

The mimeographed Bobcat Roundup at Bloomington devotes several pages to "Department News." A special reporter for each section, apparently a student enrolled in each class, does the leg work. Some examples of what they wrote about:

1. Officers elected in FHA and home Ec.
 2. Number of students enrolled in shorthand course.
 3. New book introduced in the typing course.
 4. Freshmen writing short stories in English class.
 5. What literature the English classes are studying.
 6. Group discussions on citizenship, with the principal invited.
 7. A quip by someone in chemistry class.
 8. A social science teacher's philosophy—what she thinks a student should learn and what a teacher should teach.
 9. A new course offered in industrial arts.
- This is a good illustration of what can be done in reporting on the essence of school work—classroom activities.
- An observant writer is needed for the "Things to Notice Here and There" column in the White Oak Gauger. Samples: "The new algebra books with nursery rhymes in them?" "How small the trig and physics classes are this year?" "There are ushers at the football games now."



Recently, Dr. Elton Abernathy, Chairman of the Speech and Drama Department of Southwest Texas State College, San Marcos, sent us an article which we think presents a pretty good picture of the situation faced by the average speech and drama teacher.

Elsewhere in this issue, there is an article by Norman S. Davis, Principal of Sonora High School, telling how one school has developed its speech program and what is done to help compensate the director for his labors. But this is an unusual situation, and Dr. Abernathy's evaluation of the speech teacher's job is the one more commonly encountered in our schools.

Recently, Dr. Elton Abernathy, Chairman of the Speech and Drama Department of Southwest Texas State College, San Marcos, sent us an article which we think presents a pretty good picture of the situation faced by the average speech and drama teacher.

Over-working A Good Horse

By Elton Abernathy

"As a member of a college department engaged in training potential speech teachers, I am of course interested in talking to our ex-students who are already in the field. I rejoice in their successes, commiserate with them in their woes, and listen to their problems. Recently I have become increasingly aware that most of their problems stem from the fact that they are grossly over-worked.

"Let me quickly insert the comment that I know almost all teachers are over-worked. Only when we reach Utopia will the situation be fully relieved. But perhaps the typical speech teacher is a little special.

"In the first place, he or she probably is not a full-time speech teacher, but has from one to four English or history classes along with his speech. If, however, the school enters Interscholastic League speech events, he is automatically given sole charge of debate, declamation, poetry reading, extemp speech, and one-act play.

"There are also other certain extra-curricular events that usually fall to his lot: senior play, junior play, PTA play, speech club sponsor, drama club sponsor, assembly program chairman, directly or participating in any sort of pageant, frolic, or stage entertainment. And he usually gets his share of jobs that other teachers get, such as PTA programs, ticket collecting, home room and study hall supervisor, playground supervisor and on and on.

"If you take these lists, add them together, then make minor adjustments for your local situation, you will get a pretty good picture of the job that a college speech major or minor inherits when he first enters the teaching profession.

"What happens? Probably one of the following, usually within the first five years of the young teacher's career:

Here's What Happens

1. He or she quits. Some of the best graduates we have sent out are no longer teachers. When a well-trained young person makes an outstanding record for two or three years, then abruptly quits, it is usually because he or she is over-worked. What a loss to the teaching profession and to our children!

"2. He or she changes to another field. In visiting public schools, I constantly meet teachers who tell me, "I used to be a speech teacher, but I had to give it up." I freely concede that we need elementary teachers, English teachers, history teachers. But do these fields need ex-speech teachers?

"Industry and business, of course, are making heavy inroads on all the teaching profession, but speech teachers, more than any other group, because they are over-worked, often get out of teaching altogether so they can have a little time to call their own.

"3. He or she has a nervous breakdown.

"4. He or she continues teaching speech. In certain very isolated cases the speech teacher may have an unusually strong constitution and will continue to do the jobs demanded of him. In most cases, however, as the years roll on the speech teacher gradually develops cynicism, crankiness, or lethargy. His teaching deteriorates rather than develops as he gains years of experience. And he keeps a receptive ear for a chance to quit the profession!

"Unfortunately, I do not know the answers to the problems I pose. I know of two hopeful starts that have recently been taken. The Interscholastic League is pressing the idea that social science teachers should coach high school debate.

"I look at this solution with mixed emotions, because debate was my first love in the speech field. Admittedly, the subject matter of most debating is in the area of social science. But where this solution is adopted, I hope the debate coach will use the poor over-worked speech teacher as consultant, because the development of sound arguments, clothed in effective language and persuasive delivery, are fully as important as knowledge of the subject matter.

"Another beginning was recently made by The Texas Speech Association in choosing a committee to study the problems of the speech teacher and to report their findings at the 1956 convention. (Ed. note: The Texas Speech Association Convention is scheduled to meet in Nacogdoches, Oct. 5-6.)

"But I suspect that the only real solution will be had as school boards and administrators recognize the problems and set out in each school community to give the speech teacher a better break. After all, he has as much right to recreation, cultural opportunities, and a little more home life, as if he had chosen math or history as his field."

The Potential Is Great

The above are Dr. Abernathy's views as he sent them to us. Speech teachers everywhere will agree with his evaluation of jobs, but, as he says, mere agreement is no solution for the problem.

We know here in the Interscholastic League office that interest in speech and drama activities is growing all over the state. For example, this year there are some 700 entries in the one-act play contest alone. Not all of these plays are being directed by speech or drama teachers, of course, but the interest shows that there is a potential for that many speech and drama teachers to be hired in these schools some day.

Interest is not only increasing in drama, however. The League office sold out its supply of some 950 debate packages before Christmas, and the 1,500 copies of the Debate Analysis are all gone.

Is there a real chance for making this interest in speech and drama activities a permanent program for educational good, if, as Dr. Abernathy points out, the speech teacher (who has to be the spark-plug for the program) quits, or develops cynicism, or lethargy simply because he is over-worked?

Dr. Abernathy has given us a good deal to think about. Surely there are some answers that the speech teachers themselves can find. It is indeed easy to say, "It is all the administrator's fault" and thus shift the burden. Maybe the speech teachers need to re-evaluate themselves and their profession.

Anyway, we would very much appreciate your reactions to Dr. Abernathy's views and we would appreciate your own suggestions for solutions to our problems. Send them along to us at Box 8028, University Station, Austin, Texas.

1-Act Plays to Vie In Area Meet Plan

(Continued from Page 1)

Blinn College, Brenham, Mrs. Martha Burgess, director. Wednesday, April 11. Districts 73, 74, 84.

Region VI

Southwestern University, Georgetown, Angus Springer, director. Friday, April 6. Districts 92, 83 and 94, 99, 100, 101.

Schulenburg High School, I. E. Clark, director. Tuesday, April 10. Districts 90, 91, 102.

Del Rio High School, Mrs. Nellie F. Knight, director. Friday, April 13. Districts 95, 96, 97, 103 and 104.

Region VII

Pan American College, Edinburg, Dr. Arthur Hayes, director. Saturday, April 7, 8:00 p.m. Districts 111, 112, 116.

Bishop High School, Bob Renfro, director. Date to be arranged. Districts 109, 110, 114, 115.

Yoakum High School, Miss Nan-nie Ray Baker, director. Date to be arranged. Districts 105 and 106, 107, 108, 113.

Region VIII

Sul Ross State College, Alpine, Dr. Kathryn Boyd, director. Saturday, April 14. Districts 117, 118, 119, 120.

San Angelo College, Don Irwin, director. Friday, April 6. Districts 121, 122, 123, 125, 127.

District 128—winner goes directly to Region.

District 126—winner goes directly to Region.

Junior High District Organization Outlined

By HARVEY C. SMITH
Principal, Crockett Jr. High
Beaumont

Chairman in 1954.

The district dues are \$15 this year to take care of awards. We award medals to first place and ribbons to second, third, and fourth place one-act play winners.

There is some division of opinion about a Regional meet, but our district in general feels that district is advance enough for junior high schools, and certainly are in opposition to a state meet.

District 10J, formerly 37A, organized into a junior high school district in the fall of 1953. Some of the principals had discussed the possibility for some time and asked Mr. Kidd to meet with us.

We met at MacArthur Junior High School and formed a rather loose organization asking the Interscholastic League to sponsor us along similar lines to the high schools. A. S. Hurst, principal of MacArthur Junior High School in Beaumont, was named general chairman with J. A. Cawyer, principal of Carr Junior High School, Orange, as assistant.

The first year was successful and enjoyable. We especially appreciated the opportunity to compete with students on the same grade level and age rather than with high schools, even if they were the smaller high schools.

We discovered the difficulties of having everything on the same day, and the second year held most of our literary events at nights scattered throughout March, with athletic events on Saturdays. L. H. Griggs, principal of Port Neches Junior High School, was named General



HARVEY C. SMITH

At Sonora

Everyone Gets Into the Act

(Continued from Page 1)

participating cooperatively and requesting an invitation are usually invited to return. Some schools have participated annually for the past eight years.

Student Council Aids

The student council takes great pleasure in promoting this event (usually the second weekend in March) and much time, money and effort are spent to make it a success. It is considered the major project of the year and certainly much pride is taken by this organization in the reputation the activity has established. Practically every student in high school has a part in helping to make this project a success.

There are committees for judges, time-keepers, props for the stage, housing, hospitality, transportation, food, music and dance. This amount of work and planning utilizes everyone who will give of his time and effort. All the students become more vitally interested in the events because of this close association with them, and there is a greater desire on the part of most to enter actively in the competition. There are more students entering

more events each year.

During the past few years Sonora High School has sent many students to Austin for the state finals in literary contests, and many have been fortunate enough to place in the top three. This is a record that Sonora is proud of, and to continue to be successful in the future is our aim.

Only the Best

In addition to the state Interscholastic League competition, our students are encouraged to enter other speech meets (or tournaments) such as those held in Denton, Waco, Trinity University, and Corpus Christi. Only students who are well prepared and ready to meet the best of competition are given the privilege of representing Sonora High School.

Because of their pride in the reputation established, a great many students work hard to qualify for the trips. It is our policy that no student may attend one of these speech meets unless he participates in two or more events. This policy stimulates an interest in a variety of speech events, and enables the student to develop his abilities in varied speech situations. It has been a most rewarding ex-

perience to observe many of our outstanding speech students entering universities throughout the southwest and achieving many honors and positions of recognition. These young people might never have attained these places of honor without the ability to think on their feet and to express themselves fluently and clearly.

Therefore, we intend to continue our speech program, to improve it in whatever way we can, and to work toward a goal of preparing the majority of our students to take their place and meet the challenge of our modern age.

Frosh Car Ban Lifted At UT For Summer

The University of Texas restriction on freshman possession and maintenance of automobiles will not be in force during June, July and August.

The University Board of Regents, which ordered the car ban for the current long session, has approved the recommendation of administrative officials to lift the restriction for the summer session.

"We have a very limited number of freshman students in summer school," Capt. H. Y. McCown, dean of student services, explained. "Most of the summer students are upperclassmen or graduates. Also our total enrollment during the summer is much smaller, hence the traffic congestion in the University area is not as great."

Next fall the restriction will include sophomores and freshmen whose homes are not in Travis county.

Many Contestants Have No Coaching

Frequently the Interscholastic Leaguer reports the accomplishments of students who, with fine coaching by their teachers, win awards at the State Meet in literary, or academic, events.

The unsung heroes of these spring meet contests, although they don't often win, are those students who have the initiative to enter contests on their own, without the benefit of coaching.

Pete Rameriz of Asherton High School is an example. Supt. C. E. Roberts of the Asherton Independent School District reports that young Rameriz is entering the slide rule contest this year without any coaching.

Pete is a junior at Asherton, a two-year letterman in football, and the drum major of the school band.

The opportunities for guidance and personal counseling in the field of health and social adjustment are unlimited in the field of physical education activities. The only limitation is that of an inadequately trained or uninterested teacher.

Extemp Topics Deal With Current Events

Current events today provide a wealth of practice material for extemporaneous speaking contestants. Listed below are some topics which might lend themselves to use in preparation for the League extemp contests:

How can integration in schools be best accomplished?

Do the Southern States have a right to use "interposition" in the segregation matter?

Should the peacetime use for atomic energy be released from governmental secrecy?

Are the lobbyists in Washington a real menace to good government? How can a stable government be brought to France?

How will Russia's latest foreign policy affect the U.S.?

Who are the most likely candidates for Democratic and Republican vice-presidents?

Job of Health Instruction Lies With Schools--Williams

By DR. RHEA H. WILLIAMS
State Athletic Director

It is universally agreed by all educators and most laymen that it is the responsibility of the public school to provide desirable health experiences for all the children in the areas of health services, health instruction, and to insure a healthful environment for the child to grow in.

Specific instruction, guidance and co-ordination in health education should be found in all schools. No one would dispute the point, however, that to have a truly functional health program, all of the school administration and faculty must provide for integrated health experiences in their separate instructional fields. Even with a health co-ordinator and "direct" health instruction, the program cannot achieve its maximum results without the assistance of other members of the school faculty.

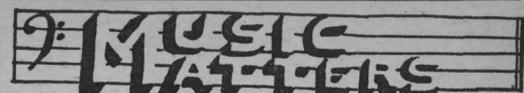
The physical education teacher and the coach hold a key position in the health instructional program. Perhaps no single teaching group has as close personal contact with all the students as does the coach and physical education teacher. Teacher and pupil meet in more intimate contact and in a more "natural" situation in athletics and physical education than in any other area of the school program.

The opportunities for guidance and personal counseling in the field of health and social adjustment are unlimited in the field of physical education activities. The only limitation is that of an inadequately trained or uninterested teacher.

Health Examinations

The health examination provides an excellent health experience for the athlete and the regular physical education student if it is properly organized and planned. Coaches and physical education teachers have an opportunity here to evaluate the student's health, to guide him in correct health activities, habits and knowledge, and to give him guidance in individual health problems.

Educational health examinations create wholesome activities on the part of students which they assimilate into a pattern of regular health examinations in the years to come. Routine, non-educational health ex-



By F. W. SAVAGE
Director of Music Activities

ENTRY DEADLINES

It has started again. Music directors (and administrators), being people, wait until the last possible moment to fill out and mail entry blanks. Some always wait until a day or so has passed after the deadline.

When this happens, we have no choice but to refuse to certify the students for entry. Invariably, the next step is a telephone call requesting special consideration for the students upon whom the penalty weighs most heavily. This is not peculiar to music competition.

Every penalty allowed within the framework of the League, from suspension in football because of an attack on an official by an inebriated fan to suspension of a school for failure to file an acceptance card, penalizes the innocent students first. Teachers and administrators who may be primarily responsible for the violation seldom suffer directly.

There is no acceptable excuse for failure to file music entries on time. There is no provision in the rules for any exception to the 21-day deadline. A complete schedule of entry deadlines was printed in the December issue of the Leaguer. May we suggest that each director and administrator refer to that chart and avoid embarrassment.

Don't neglect to send duplicate entry blanks to the state office and postmark them at least 21 days before the contest. It is these blanks which are used to certify your groups for competition.

RULE CHANGE

Regardless of the amount of time devoted to comparison of the wording of a regulation with the intent of the rule-making group, occasional slips occur. Such is the case with Paragraph 4, Rule 20, Page 99 of the Constitution and Rules.

It was the intent of the advisory group to limit participation in Class III solos and ensembles to the younger students, preferably those in junior high grades and below; grades one through nine. Instead, the wording excludes all these students who are members of a composite high school band, Conference D, B, A and up.

The wording would have expressed the intent of the group had it included two more words and

read, "Class III competition may be entered by students who are eligible to compete in Conference C or CC bands, orchestras or choral groups."

As a result of this omission, we have been interpreting the rule so that students who are members of either a high school or a junior high band, orchestra or choral group and are enrolled in grades nine or below may perform a Class III solo or ensemble.

Also

The last sentence in Rule 12, Page 97 of the Constitution omits some words but the intent should be obvious. This rule should include bands, orchestras and choral groups and should read, "No student shall compete for ratings in two bands, two orchestras or two choruses of the same type." All these rules, plus others, will be referred to the music advisory committee at its next meeting.

ADVISORY COMMITTEE

Two routes are followed in constructing rules for music competition. Those dealing with eligibility of persons and schools, and those dealing with major policies, are made and amended only through the Legislative Advisory Council and/or the State Executive Committee and most frequently resulting in a referendum vote to the member schools.

The "playing rules" of music competition, those dealing only with the procedures and techniques of competition, are considered by your Director of Music Activities of the Interscholastic League in conference with a committee of music educators appointed and presided over by the president of the Texas Music Educators Association.

W. Edward Hatchett has appointed the following persons to this committee and the next meeting will probably be held some time during the month of May.

A. J. Fassino, Luling; Kenneth Ragsdale, Austin; Herbert Teat, Longview, serving one-year terms.

Robert Maddox, Odessa; Durward Howard, Temple, and Ken Bennett of Gladewater, serving two-year terms.

Any suggestions concerning changes in playing rules should be referred to any of these people: W. Edward Hatchett or the state office of the League.

aminations will cause just the opposite effect.

Growth is the single best motivator for youth. To "make the team," whether it is the varsity or intramural team, is the goal of most junior and senior high school students. What an opportunity for functional health teaching!

The coach or physical educator is daily queried on the proper diet, correct amount of sleep, pros and cons on tobacco and beverages, proper exercises, and other health factors. These questions have real meanings to the children as they are vitally interested because they want to "grow" to "make the team."

The responsibility for health includes an appreciation of the need for protection against unnecessary exposure to infection and instruction in the correct skills which eliminate many needless injuries. The player who stumbles in the locker room, or who falls over a bench or water bucket, is just as much a school casualty as if he is absent because of illness. The player who gets a bad cold because of carelessness in sitting on the bench without adequate cover, or who gets an infection because of failure to know how to disinfect a cut or blister, is just as much a team liability as if he had lost his eligibility.

First Aid Teaching

Most of these ailments can be prevented if each individual will study his own powers of resistance and constantly keep up his guard against them. Early cleaning, disinfecting and bandaging of a cut, bruise or blister contributes to the strength of a team. First aid instruction, when given at the time of "need," is most effective teaching.

If an injury is received during a game, the long-range welfare of both the individual and the team demands that it receive attention. These are typical incidents which offer teachable moments in health during practical and life-like situations.

Good health practices often have an influence on community support of school contests and activities. Those who have learned the value of proper care of the human mechanisms will not be favorably impressed when there is no evidence

of reasonable health practices on the athletic field and the gymnasium.

Heroes "Sheer Stupidity"

Every once in a while one reads of some athlete who got up out of a sick bed to play in the big game, or who carried on bravely despite an injury which would have put out of the game one of lesser courage. These heroes are, for the most part, sheer stupidity.

There never was a game played that was worth the risk of permanent injury to any player. There never was, or never will be, a coach or school who has the moral right to ask any boy plays for him or it in the face of sickness or injury. If such a boy plays when he is not physically able, there is always the same result—the next day the school has forgotten but the boy himself never can.

It takes courage and fortitude for the physical educator to practice desirable health policies under conditions as described above, but only when we, as educators, can meet such challenges by following proven health rules, can we justify our status as professional educators.

The coach and the physical educator should be vigilant in trying to secure desirable patterns of health behavior on the part of all students. They should keep in mind that a healthful environment trains for healthful living. This cannot be secured by using towels for a week at a time, by having a dark, damp, dirty dressing room, by using the same equipment for both practice sessions and games, and by coaches and physical educators using athletic fields and dressing rooms to advertise their favorite cigarettes or cigars.

The area used for teaching physical education experiences must meet the highest standards as to sobriety and healthful living. One of the best ways to develop good health habits in your students is to be a living example yourself of what you expect from your students.

The coach and physical educator cannot help but teach health, day in and day out—how adequately they teach and direct health experiences depends upon the individual.

Declamation Winners Plan Varied Futures



EVELYN SIMON

Dramatics, tennis, music and church work claim the spare time of two state winners in girls declamation.

Evelyn Simon, Conference AA winner from El Paso High School, lists her hobbies as dramatics and the speech teacher (who has to be the spark-plug for the program) quits, or develops cynicism, or lethargy simply because he is over-worked?

Dr. Abernathy has given us a good deal to think about. Surely there are some answers that the speech teachers themselves can find. It is indeed easy to say, "It is all the administrator's fault" and thus shift the burden. Maybe the speech teachers need to re-evaluate themselves and their profession.

Anyway, we would very much appreciate your reactions to Dr. Abernathy's views and we would appreciate your own suggestions for solutions to our problems. Send them along to us at Box 8028, University Station, Austin, Texas.



JANET DEPEW

years before taking home the state title. She also won first in junior declamation at Fabens invitational tournament and at Austin High School invitational in 1953; second in declamation at Fabens in 1954 and 1955 and first at Austin High's invitation in 1955; first in poetry reading at Fabens in 1955. She was in the one-act play which won regional, and last summer she did summer stock with Texas Western College.

Janet Depew won first place in district and regional declamation, on her way to the state meet. She was a member of the Grapevine High Choir and received a four-year medal in music. In addition, she was president of the local Methodist Youth Fellowship.

Coaches of these two winners were Mrs. Isla Bickers, Grapevine, and Miss Lucia Hutchins, El Paso High. Their parents are: Mr. and Mrs. E. F. Depew, Route 1, Grapevine, and Mr. and Mrs. Marcus Simon, El Paso.



PETE RAMERIZ

Cancer Meet in Houston

The University of Texas M. D. Anderson Hospital and Tumor Institute will hold its 10th annual fundamental cancer research symposium in Houston, March 29-31, Dr. R. Lee Clark, director, announced.

Cellular metabolism of tumors is the general topic for the symposium that will include many nationally-recognized authorities.

Victors: Laredo, Palo Duro, Jacksonville, Buna, Pollok



CONFERENCE AAAA CHAMPS: Laredo won its first basketball title in its first trip to the State tournament in 32 years. Team members, left to right, back row: Ass't. Coach John Valls (rear), Jose Luis Novoa (manager), Hector Chacon, Phillip Tramel, Willie

Dickenson, Andy Santos, Leonard Anderson, Cruz Soto, Coach Bill Batey. Front row: Pifin Guajardo, Enrique Mejia, Isidro Garcia, Remiro Hernandez, Augustin Molina, Jimmy Rodriguez.



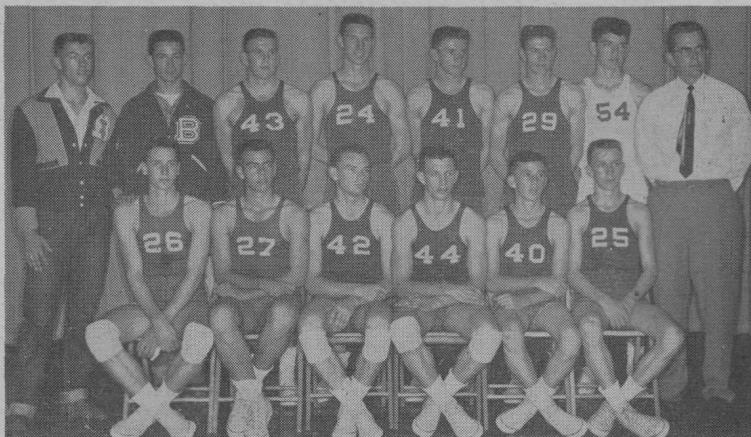
CONFERENCE AAA CHAMPS: Palo Duro (Amarillo) became a champion in its first year to play at a new school. Team members, left to right, back row: Eugene Smith (trainer), Coach Tom Gilley, Larry Irwin (manager), Charley Summers, Jimmy Reid,

Robert Hover, Gene Arrington, Morgan Spruill (manager), Jim Turner (manager), Coach Jack Anderson. Front row: Don Beck, David Stafford, Bob Whittenburg, Robert Echols, Warren Hunkapiller, Dusty Ham.



CONFERENCE AA CHAMPS: Jacksonville was another first-timer winning a State title. Team members, left to right, back row: Coach Bill Ingram, Marshall Harris, James Cone, Johnny Johnston,

Ronnie Lawson, James Brightwell. Front row: Richard Myers, Larry Stirling, Ted Thompson, Barnett Pate, Mike Cone.



CONFERENCE A CHAMPS: For the second year in a row, Buna took home the Conference A trophy, with this team, left to right, back row: Victor Rogers (manager), George Jones, Revis Whitmire, Robert

Goins, Pat Stanley, Don Stanley, Dan Stancil, Coach M. N. "Cotton" Robinson. Front row: James Mellard, Jerry Buckner, Jerry Smith, John Rich, Bull Muckleroy, Williams Withers.



CONFERENCE B CHAMPS: The Central (Pollok) team whipped last year's champion, Avoca, on their way to the title. The team, left to right, back row: Assistant coach Leonard Lamb, Lee O. Simms, Robert Free, Mac Morrison, Wilburn Littles, Billy Simms,

Frank Smith, Allen Parker (manager), Coach J. G. Hobson. Front row: Bobby Edwards, Mack Redd, James Carl Saxton, Junior Sanders, Alfred Jarvis, Pat Allen, H. C. Jacobs.

'Tut' Bartzen to Talk At UIL Tennis Clinic

By DR. D. A. PENICK
State Tennis Director

This is a note of information for tennis coaches and players.

The tennis finals at the University the first week in May will be played on hard surface courts instead of on clay.

We are fortunate this year in having for the clinic in Gregory Gym at 7:30 Thursday evening, May 3, Bernard "Tut" Bartzen, fourth ranking player in the nation and a former Interscholastic League State winner. He will lecture on the game and how it should be played and will demonstrate his lecture on the court as he sees fit. He may use both college and high school players to illustrate his points, possibly also coaches. He may also make use of Miss Sheila O'Gara and Wilmer Allison as assistants. No coach or player should miss the clinic.

Med School Offers Master Degree

The University of Texas Southwestern Medical School in Dallas is the only school in the country offering a Master of Medical Art degree.

Final Count: 690 To Play Baseball In League This Year

For the 1956 baseball season, 690 schools will participate under League sponsorship. This is 8 schools fewer than last year.

The distribution is as follows: Conference AA has five schools more than last year, with 103; Conference A, six schools less than last year, with 160; Conference B, seven schools less than last year, with 427. The last date for certifying district baseball champions is May 16 for Conferences AA, A, and B. Conference AA bi-district champions must be certified by May 30, with the state championship to be held in Austin, June 6, 7, and 8. Conference A regional championships must be completed by June 8. Conference B bi-district championships must be determined by June 8.

Hearing Damage Studied at UT

The University of Texas Office of Government-sponsored Research has a new contract with the Department of the Air Force, Air Research and Development Command, School of Aviation Medicine, Randolph Field, for a one-year study on hearing damage risk of ground-crew personnel.

Postscripts on Athletics

Texas High Schools Advance In Nation's Track Circles

By DR. RHEA H. WILLIAMS
State Athletic Director

The 1955 State High School Track and Field Meet was one of the best in terms of records achieved of any high school track meet up to this time in Texas. This fact is attested to in the 1955 comparison of records made throughout the nation with other state track meets.

Texas ranked first with a total of 84 1/2 points while its nearest competitor was California which ranked second with 73 1/2 points. The point system used allows 10, 8, 6, 4, 2 and 1 points for the first best 6 places respectively in the 46 State High School Track Meets.

In years past, the mile relay has not been counted in the compilation of total points and this has always handicapped Texas and favored California as they have run the 880-yard relay, which points have been counted, and Texas has not had the 880-yard relay. This year, the mile relay was counted.

Win Laurels

Texas last year had some outstanding high school track and field athletes and the boys listed below, along with their coaches, deserve full credit for this mythical national high school track championship which Texas earned in 1955.

The boys who had the best records in their respective events among the 46 states which hold state track meets, and who earned first places and 10 points for Texas are as follows:

- 120-yard high hurdles: Eddie Southern, Sunset, Dallas. Time 14.2.
- 440-yard dash: Eddie Southern, Sunset, Dallas. Time 47.2.
- 880-yard run: Bob Mosshart, Abilene. Time 1:55.8.
- 220-yard dash: Eddie Southern, Sunset, Dallas. Time 20.7.
- Mile relay: Robert E. Lee, Baytown. Time 3:17.9.
- Broad jump: Bobby Stillwell, Lamar, Houston. Distance 22 feet, 7 1/2 inches.

The following boys earned the additional points which gave Texas the mythical national championship:

- Discus: Joe McLary, North Dallas, Dallas; 8 points. Distance 168.6 feet.
- 180-yard low hurdles: G. F. Als-

brook, Ball, Galveston; 8 points. Time 18.8.

High jump: W. L. Thornton, Aspermont; 4 points. Height 6 ft., 5 inches.

100-yard dash: Hollis Gainey, Colorado City; 3 1/4 points. Time 9.8.

Pole vault: Charlie Bruce, Del Rio; 1 point. Height 12 ft., 10 1/2 inches.

National Records

For the first time in many years Texas established two national records and tied another during the 1955 track season. Eddie Southern of Sunset in Dallas set a new national record in the 440-yard dash with a phenomenal time of 47.2; and he tied the long standing records of Jesse Owens to jointly hold the national title in the 200-yard dash, with a time of 20.7.

The Robert E. Lee High School (Baytown) mile relay team broke their own national record with a remarkable time of 3 minutes, 17.9 seconds. This was the second consecutive year in which Robert E. Lee has set a new national record in the mile relay.

Increased Interest

There are many reasons why there has been such an increase in interest in the track program by the high schools in Texas. Perhaps one of the most important factors has been that we have had no spring football practice in conferences B, A, and AA and only 21 days of spring football practice in conferences AAA and AAAA for the past several years.

It is impossible to have a well-rounded spring program with spring football practice being conducted at the same time, and this fact alone has given track and baseball a tremendous impetus in Texas.

The records of achievements in track plainly indicate that if track is given a fair opportunity in our high school program, we can have a program comparable to any in the nation.

Coaching and Facilities

Another very important reason for the increase in track interest, and also in the improved performances in track, is that we are now getting better coaching in our Texas high schools. In recent years we

have had many of our finest coaches devote their time exclusively to track.

In the past, practically anyone who was on the coaching staff was assigned the track program, but now only those persons who have a qualified background and who know track are assigned to coach this activity. In our smaller schools there still are many people coaching track who are not too well informed on this activity but each year our track coaches are becoming better qualified.

Track facilities in Texas have made great strides and in most of our medium and large schools you will find either a good dirt or cinder track.

There still is not enough equipment available in most high-schools such as hurdles, jumping and vaulting pits, discus and shot-put rings and stop watches. However, even this phase of the program is improving as new equipment is being purchased each year and most schools now have adequate facilities.

More Meets

Perhaps one of the most important reasons for the advancement of track in Texas results from the many invitational track meets which are now available to schools in all parts of the State.

In past years there have been only three or four good invitational meets for high school track athletes. Now, there are many outstanding invitational meets being held in all parts of the State. These additional meets give the boys the experience in competition and conditioning which is needed to develop a fine track athlete.

As track continues to advance in Texas there will be more invitational meets and these in turn will produce a better track program.

The press deserves a great deal of credit for the increased interest in track in Texas, as they have been giving more and more publicity in recent years to this fine activity.

This writer is especially grateful to the press for their publicity on track, because we have always contended that track is a fine sport and should be given its due credit and place in the high school athletic program.

Three Teams Win With First Entry

(Continued from Page 1)

Bi-District winners: Laredo, Milby, North Dallas, Odessa.

Conference AAA

Palo Duro (Amarillo), Grand Prairie, Paris, Marshall, Brownwood, French (Beaumont), Thomas Edison (San Antonio), Harlingen.

Bi-District winners: French (Beaumont), Harlingen, Marshall, Palo Duro (Amarillo).

Conference AA

Phillips, Tulia, Childress, Stamford, Abernathy, Seminole, Ballinger, Stephenville, Handley (Fort Worth), Nocona, Carrollton, Athens, Mt. Vernon, De Kalb, Jacksonville, Livingston, Humble, Waxahachie, Marlin, Lampasas, Belton, North East (San Antonio), Caldwell, El Campo, Refugio, Webster, Nederland, South San Antonio, Devine, Sinton, Weslaco.

Regional winners: Jacksonsville, Phillips, Waxahachie, Webster.

Conference A

Wellington, Happy, Hale Center, Seagraves, Big Lake (Reagan County), Ozona, Cross Plains, Throckmorton, Iowa Park, Springtown, Granbury, Plano, Cooper, James Bowie (Simms), Emory, Troup, Joaquin, Madisonville, Woodville, Buna, Teague, Thorndale, Mason, Bastrop, Katy, Deer Park, Ganado, Cotulla, Three Rivers, Sundeen (Corpus Christi), La Feria.

Regional winners: Buna, Deer Park, Big Lake (Reagan County), Troup.

Conference B

Darrouzett, Gruver, Bovina, Cotton Center, Whitharral, Roosevelt (Lubbock), Ropesville, Borden County Rural (Gail), Silvertown, Jayton, Briscoe, Samnorwood, Knox City, Weinert, Westbrook, Avoca, Moran, Knott, Norton, Eola, Burkett, Olden, Lipan, Priddy, Pearl, Kopper, Mosheim, Crawford, Blum, Brookesmith, Johnson City, Northside (Vernon), Bellvue, Woodson, Grafrod, Alvord, Krum, Everman, Burleson, Howe, Wylie, Gober, Ector, Cedar Hill, Forreston, Blooming Grove, Purdon, Delmar (Paris), West Delta (Klondike), Detroit, Maud, Campbell, North

Brook, Ball, Galveston; 8 points. Time 18.8.

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Hopkins (Sulphur Springs), Alba, Cayuga, Chandler, Bullard, Hawkins, Spring Hill (Longview), Elysian Fields, Laneville, Gary, Bronson, Dime Box, Lott, Bedias, Pennington, Central (Pollok), Big Sandy (Dallardsville), Fainet (Beaumont), Barbers Hill (Mont Belvieu), Cold Springs, Richards, Hitchcock, Pattison, Somerville, Sheridan, Holland, Hutto, Kyle, Medina, La Coste, Brackettville, Sabinal, Dilley, Poth, Pawnee, Odom, Calallen, Bruni, San Isidro, Marathon, Grandfalls, Balmorhea, Van Horn.

Regional winners: Avoca, Central (Pollok), Gruver, Krum, Kyle, Laneville, Pawnee, Van Horn.

Mellard Repeats On Tourney Team

James Mellard, Buna forward, was the only repeater from last year on the all-tournament teams chosen by sports writers covering the State boys basketball tourney this month.

Mellard helped his team to also repeat their championship in Conference A.

Three players were unanimous choices in their respective conferences: They were: Carl Mitchell, Phillips, in Conference AA; and Gene Arrington and Robert Hover, from Palo Duro (Amarillo), Conference AAA winners.

Sixteen schools were represented among the 25 boys named to the five all-tourney teams, one for each conference. The teams are:

Conference B: Max Williams, Avoca; Wilburn Littles, Central (Pollok); Bobby Young, Kyle; Ballard Hopkins, Krum; Mac Morrison, Central (Pollok).

Conference A: James Mellard and Pat Stanley, Buna; John Toole, Troup; Wilbert Biggott and Franklin McLean, Deer Park.

Conference AA: Carl Mitchell, Phillips; James Cone and John Johnston, Jacksonville; James Davis and Paul Blanchard, Webster.

Conference AAA: Gene Arrington and Robert Hover, Palo Duro (Amarillo); Bobby Courville and David Reynard, French (Beaumont); and Johnny Bourg, Harlingen.

Conference AAAA: Andy Santos and Phillip Tramel, Laredo; Frank Portilla, Milby (Houston); Allan Harris and Bobby Smith, North Dallas.

Remember When?

Killeen's Leo Buckley No Longer A Coach

"Presented to Leo Buckley in sincere gratitude and appreciation for 21 years of outstanding service to the young men of Killeen as teacher, coach and friend."

So read the inscription on a plaque presented to the man who retired in December after a quarter-century as a Central Texas high school coach. Killeen Quarterback Club provided the plaque, but the sentiment inscribed on it was widespread.

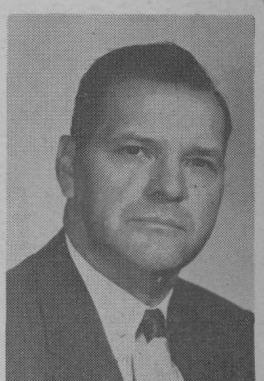
Interscholastic League opponents of Buckley's teams have been acutely aware of his presence on the coaching scene. During his 25 years of coaching he has compiled an enviable record.

Killeen played 177 football games in League competition during Buckley's tenure. The Kangaroos won 109, lost 59, and tied 9.

Buckley leaves active coaching at a pinnacle. His teams have lost only five of their last 50 games. In 1952 Killeen went to the state grid quarterfinals, in 1954 to the state finals, and last season the 'Roos lost to Hillsboro in the regional playoff game. Before that, in 1944, Killeen won the regional championship, which was as far as their conference went at that time.

In baseball, Killeen won the state baseball championship tournament in Austin in 1936. Next year they won their regional baseball title, and have captured several district championships since then.

The best year for Buckley in track



LEO BUCKLEY

events was in 1954, when Killeen won the regional meet.

The retiring coach will be remembered as an all-round participant in sports at Holland High School. He entered into football, baseball, basketball and track.

At Texas Christian University, Buckley lettered three years in baseball, but a broken shoulder cut his football lettering to one year. After receiving his BBA degree, he played professional baseball two years.

Buckley remains with the Killeen school system as athletic director and instructor. He and his wife have two children, Tommy and Lisa Ann.