

J.H. District Lists Mailed

District assignments for junior high school competition in 1955-56 UIL literary contests were mailed late last month from the League Office along with special contest rules and suggestions for organizing the districts.

Based on the district memberships for last year, the new junior high districts total 46. Not all schools on the district list have paid membership fees for this year and delinquent schools are urged to send their dues soon.

The League Office has not appointed any individual to act as organizing chairman of each district. The initiative for organizing the district rests with each member. Many districts have already organized, however.

be modified if this would better suit the needs and interests of the students in a district. The District Junior High School Executive Committee, comprised of the principals of the schools in a district or properly designated delegates, can change the rules to fit their needs by mutual consent of all schools involved.

Teachers or school administrators who need help in organizing their district or in clarifying the rules should write the Director of Speech and Drama Activities, University Interscholastic League, Box 8028, University Station, Austin.



RE-ELECTED COUNCILMEN—Three members of the Legislative Council were re-elected by their fellow school administrators in last October's balloting. They are, left to right: Supt. O. B. Chambers, Early High School, Brownwood, representing the B schools in Region II; Prin. R. B. Sparks, Robert E. Lee, Baytown, AA from Region V; and Supt. E. M. Smith, Sinton, A from Region VII. Present terms for all three men will expire in 1960.

Directors, Sites Ready for Spring

Twelve directors general have been named and twelve sites have been selected for the 1957 regional meets—eight each in conferences AA and B, and seven in conference A. The dates are April 12 and 13.

Other dates for district and area meets will be found in the League calendar in the Constitution and Rules.

This year's regional meets are expected to be the largest in League history, according to League Director R. J. Kidd.

Kidd also pointed out that district directors should note that March 23 is the last weekend for conference A and B district one-act play contests and April 6 is the last weekend for area one-act play contests in conferences A and B.

All directors of district and area meets will be responsible for certifying the winners to the regional director properly and promptly, so that the contestants will be eligible at the regional meet. Regional directors have been authorized to refuse to accept regional entries filed later than the Monday, April 8, preceding the regional meets.

Sites and directors for the regional meets are:

REGION I

Site: Texas Technological College, Lubbock
Director General: Dr. P. Meriville Larson, Texas Technological College

Conference AA: Districts 1-5, inclusive
Conference A: Districts 1-4, inclusive
Conference B: Districts 1-18, inclusive

REGION II

Site: Tarleton State College, Stephenville
Director General: W. P. Showalter, Tarleton State College

Conference AA: Districts 6-9, inclusive

Site: Howard-Payne College, Brownwood
Director General: Dr. Z. T. Huff, Dean, Howard-Payne College

Conference A: District 5-8, inclusive
Conference B: Districts 19-34, inclusive

REGION III

Site: Southern Methodist University, Dallas

Director General: Barry Holton, Southern Methodist University
Conference AA: Districts 10-13, inclusive
Conference A: Districts 9-13, inclusive

Site: North Texas State College, Denton
Director General: Dr. J. Harold Farmer, North Texas State College

Conference B: Districts 35-55, inclusive

REGION IV

Site: Kilgore College, Kilgore
Director General: Randolph C. Watson, Dean, Kilgore College

Conference AA: Districts 14-16, inclusive

Conference A: Districts 14-17, inclusive
Conference B: Districts 56-76, inclusive

REGION V

Site: University of Houston, Houston

Director General: Walter F. Williams, University of Houston
Conference AA: Districts 17-23, inclusive

Conference A: Districts 18-21, inclusive
Conference B: Districts 77-92, inclusive

REGION VI

Site: Trinity University, San Antonio

Director General: Dale M. Morrison, Trinity University
Conference AA: Districts 24-28, inclusive

Site: Southwest Texas State College, San Marcos
Director General: Dr. Pat H. Norwood, Southwest Texas State College

Conference A: Districts 22-26, inclusive
Conference B: Districts 93-105, inclusive

REGION VII

Site: Texas College of Arts and Industries, Kingsville
Director General: Dr. Eldon D. Brinley, Texas College of Arts and Industries

Conference AA: Districts 29-31, inclusive
Conference A: Districts 27-29, inclusive

Conference B: Districts 106-115, inclusive

REGION VIII

Site: Texas Western College, El Paso
Director General: W. F. Webb, Texas Western College, El Paso

Conference AA: District 32

Site: Odessa College, Odessa
Director General: Jack Rodgers, Vice-President, Odessa College

Conference B: Districts 116-127, inclusive

STATE MEET

May 2, 3 and 4, 1957
UNIVERSITY OF TEXAS
Austin, Texas

Directors: Entries Due By April 8

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 April 8.

The director general's report to the Regional Director General must be in his office by April 8.

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.

OFF THE CUFF

EDITOR'S NOTE: Retirement doesn't necessarily mean inactivity, especially for League Director Emeritus Bedichek. And to prove it, here is the first installment of what is planned as a regular feature of The Leaguer.)

By ROY BEDICHEK
Director Emeritus
University Interscholastic League

That a teacher who belittles students is not only disliked but ineffective was shown by a study at the University of Washington, Seattle. In a survey by Virginia W. Vocks of San Diego State College, San Diego, Cal., belittling, or the use of sarcasm or overt ridicule, was cited as the primary cause for listing a teacher as "poor" by 1,503 students. Don't do it. Reserve your disparaging quips for someone your size.

Robert E. Presswood, Director of Education at Cardiff, Wales, who visited American schools in the United States quite extensively last year, declared recently that the difference in education in America from that in England lies principally in classing.

"In America," he said, "teachers have to teach the average, while in Great Britain they are classified in groups made up of the academically clever, the less clever, and then the technically minded." He did not point out that American schools generally provide extracurricular activities of one kind or another for those pupils who, doing good academic work, still have time on their hands. The Interscholastic League itself has rich offerings for those pupils Dr. Presswood designates as "clever."

When President Eisenhower issued his call for more emphasis on competitive sports as a means of improving the physical fitness of American youth, it stirred up considerable uneasiness among educational leaders in the country. A committee of children's doctors was quoted as saying that the President's statement is open to being interpreted "as condoning high pressure competition for children twelve and under." This, the committee declared, is harmful. The chairman of the committee, Dr. J. L. Reichert, of Chicago, observed, "Some recreational leaders could just run away with a statement like that, and figure that everything should be highly organized, high pressure competition."

Dr. Reichert, whose remarks were endorsed by Dr. George Massim of the Committee on School Health of the American Academy of Pediatrics, continued: "A certain amount of healthy competition is necessary, but it must take into account the physical capacity, development stages and needs—physical, emotional, social—and the social aptitudes of the child." The committee frowned on all body-contact sports for children twelve and under; also on state, regional, and national tournaments, bowl, charity and exhibition games.

There's a lot of this kind of thing going on—outside the League, however.

Glancing over a list of debate-topics used in annual debates since the League began scheduling debates in 1910, one is struck by the narrow range of the fields from which queries have been chosen. Economics, government, and sociology furnish ninety per cent of the topics. In an age of science and technology this preoccupation with the social sciences is what the anthropologists call a "cultural lag." We are now crying for more and more scientists and for greater and more widespread popular interest in science. Just for a change and in order to catch up with the world, why doesn't the Interscholastic League break away from the traditional pattern and begin debating problems in science? A questionnaire asking for such questions lying within the range of high-school information, addressed to eminent scientists, would bring a whole portfolio full of debatable questions in science. It would most certainly improve attendance upon debates.

Illustrative of just how far fraternity fanaticism may go if unchecked and unneutralized by a program of wholesome activities, we quote from a letter received a short time ago from a mother whose children are now attending school in a university town of another state:

"As I told you, we have kept all the boys ten years old in one public school out of the fraternity by unanimous agreement of the parents. We have kept them out successfully for one year now. These boys have managed to live happy, normal lives without being in the fraternity and without wearing tuxedos to dances and sending orchids to the girls. The parents of ninety per cent of the nine-year olds have agreed to go along with us. The fraternity has reacted to this as follows: First, they have put into effect a lot of reforms, such as abolishing beatings and most of the initiation. Second, they have started spreading to other areas of the

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Amateur, Award Rule Applications Viewed

By R. J. KIDD, Director
University Interscholastic League

For some time now there has been considerable demand in the League Office for further clarification and explanation of the Amateur Rule and the Awards Rule, including their application, how they differ, and how they are interpreted.

The Amateur Rule is, of course, Section 8, Article VIII, of the Constitution and Rules, and the Awards Rule is Article XVI of the Constitution. To fully understand the extent and application of these two important League Rules, it is first necessary to understand clearly the differences in purpose and objective of the two rules.

The Amateur Rule, one of the oldest rules in the League's Constitution, applies only to athletic contests and was designed to "place the game above victory." The Rule was adopted to prevent high school con-

testants and outside organizations from capitalizing on the athletic skills of the player. Its purpose is to keep the high school athlete a simon pure amateur.

Every athletic organization has its own amateur rule, and each is different in some respect. There is no amateur rule in the nation as strict as the one adopted by the public schools of Texas.

The Awards Rule applies only to inter-school competitions and was designed to eliminate the "keeping up with the Joneses" type of competition between schools and between fans in rewarding high school athletic teams for successful seasons. Prior to the adoption of the present Awards Rule some schools would spend as much as \$75 per player for football awards.

Amateur Rule

A contestant violates the Amateur Rule when he receives money (in any amount) or other valuable consideration, exclusive of symbolic awards, for participation in any of the athletic contests specifically listed under Article VIII, Section 8, page 18, of the Constitution and Rules. These contests are: baseball, basketball, volleyball, boxing, football, golf, rodeo events, softball, swimming and diving, tennis, track and field, weight lifting, and wrestling.

Valuable consideration is roughly interpreted to mean anything of monetary value or anything that may be exchanged or sold for cash or cash value. Valuable consideration would include expense paid trips to see college football games, free tickets to such games, scholarships given before graduation or other financial awards given in recognition of athletic skill, clothes, watches, boots, belt buckles, golf clubs, balls and other athletic equipment, and any similar items.

No Application

The Amateur Rule does not apply to any contests not specifically listed under the Rules, such as rifle shooting, archery, horseshoe pitching, and others, nor does it apply to music, oratorical, essay writing, or other related academic or literary contests of a non-athletic nature. This Rule does not apply to contestants under 15 years of age.

Also, the Amateur Rule does not apply to student-supervised contests of the vocational agriculture program, unless the contest is an athletic event named under the Rule, such as "rodeo events." However, the Amateur Rule for a contestant

Travel Expenses

It is not considered a violation of the Amateur Rule does not apply to participate on or travel with a non-school team (such as American Legion baseball or a merchant's basketball team), provided neither he nor any other team member is given money, either directly or indirectly, for participating, for travel, for meals, or for lodging. These items must be supplied for the team members through some adult who accompanies the contestant or team on trips, or by some one in charge of the organization or team while he is travelling with such a group.

If money is given to any team member for travel or travel expenses, regardless of the amount, it is considered as an award or payment for participation and deemed a violation of the Amateur Rule. Such a violation is not only charged against the team member receiving the payment, but against all members of the team for competing "on an athletic team with a paid player." (First paragraph of Section 8, Article VIII, page 18, Constitution and Rules.)

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Ready Writers Booklet Ready

A new handbook prepared especially for contestants and coaches in the Ready Writers Contest is being published by the League and should be ready for sale by late December or early January.

"The Ready Writers Handbook" written by Dr. Powell Stewart, State director of the ready writing competition, will be a valuable aid to both teachers and students concerned with the contest. It offers coaching suggestions, defines the nature of the contest, provides instructions for the contestant, and contains a discussion of judging procedures.

The booklet will sell for fifteen cents per copy or \$1.50 per dozen and may be ordered in any quantity from the League office. Orders are now being accepted and will be filled immediately after receipt of the booklet from the printer.

Spring Meet Lists Coming

The University Interscholastic League Spring Meet List of Participating high schools for 1957 has gone to the printer and should be ready for distribution about mid-December.

Unlike other years, there will be only one list published this year and schools or individuals concerned will be notified by mail of any changes. In previous years a tentative list was published early and an official list was printed later in the year.

The Spring Meet List contains the district assignments of all participating schools in spring meet conferences AA, A, and B, the district meet chairmen, and a list of the regional meet sites and directors.

San Antonio Meet Slated

League officials and school personnel are swinging into the stretch drive of the 1956-57 Student Activities Conference schedule with one more conference added to the January agenda.

The Odessa meeting at Odessa College on December 8 closed the series for the 1956 calendar year, and now five conferences remain in January and February. The newest addition is a city-wide meeting in San Antonio on January 26.

Other conferences on tap after the first of the year are: January 5, Sam Houston State Teachers College, Huntsville; January 12, Southwestern University, Georgetown; January 19, Texas A&I College, Kingsville; and February 2, Stephen F. Austin College, Nacogdoches.

All but the Nacogdoches meeting will include speech, drama, ready writing, math, and journalism workshops. The Nacogdoches conference is limited to speech and drama activities.

RECORDINGS PREFERRED

The majority of teachers in Texas elementary and junior high schools prefer to use recordings, rather than radio broadcasts, in the classroom, a University of Texas study indicates. Gale R. Adkins, director of the University's Bureau of Research in Education by Radio, found "inconvenient broadcast time" to be the major difficulty encountered by teachers in the classroom use of radio. An article by Adkins appears in the current issue of the Journal of the Association for Education by Radio-Television.

League Calendar Notes Offered

In the Interscholastic League Calendar, 1956-1957, on page 4 of the Constitution and Rules, attention is called to the items relating to the One-Act Play contest:

December 3, 1956: Last day for filing entry in One Act Play Contest.

March 8-9, 1957: First week-end for holding district meets.

March 23, 1957: Last week-end for holding district A and B one act play contests. (These refer to these conferences as they will appear in the State Meet. AAAA and AAA combine to become AA at the regional level. AA on the district level will become A at the regional level. Conferences A and B will be combined to form

the Conference at the Regional level. See Spring Meet Plan, Page 28, Constitution and Rules. Thus, on the district level, March 23 is the last week-end for holding District one act play contests in the District AA, A, and B Conferences.)

March 26, 1957: Last day for filing entries in area one act play meets.

March 29 through April 6, 1957: Dates for holding Conferences A and B area one act play meets (This means the schools designated as AA, A, and B at the district level. See explanation under March 23 date). In the calendar the word "area" was

omitted through an error. This date, however, refers to the area meet. The area meet may be held on any of the inclusive days between March 29 through April 6, depending on the host school, and the participating schools.

April 6, 1957: Last weekend for holding AA district one-act play contests. (This refers to AAAA and AAA schools. Note explanation under March 23 date.)

April 12-13, 1957: Regional meets. At these meets winners from AAAA and AAA will merge to become AA. The AA Conference will become A, and the A and B Conferences will become B. See page 28, Constitution and Rules. May 2-3-4, 1957: State Meet.

Conference Values Listed by Sponsor

By MRS. BEULAH BRATTON
Adviser, The Hornet Herald
W. C. Stripling Junior High
Fort Worth, Texas

The North Texas Student Activities Conference fell on the thirteenth day of the month this fall, but it held no superstition for me or my Hornet Herald staff.

In fact, it was good for us.

We attended the journalism section of the Conference program at Southern Methodist University on October 13, along with some 400-odd other journalists and advisers from about three dozen high and junior high schools, and went away thinking, acting, and talking like better journalists for our trouble.

Provide Spark

Coming as they do at the beginning of the school year, these Activities Conferences provide the students with just the necessary spark that kindles the fire of ambition for a more successful year. This seems especially true for the student staffers at the junior high school level, since they no longer have the inter-school competitions at the regional and state levels to help provide an impetus for individual excellence. (EDITOR'S NOTE: see the High School Press column for further discussion of this point.)

It seems regrettable that these competitions have been discontinued, but with or without them the Conferences nevertheless have and serve their individual purposes.

Ideas Born

"Luring the Readers with Features," "Columns that Click," and "News Stories with Reader Interest," were the titles of some of the talks that caught the eyes and ears of my interested reporters at the

October Conference. More than half a dozen articles were born in their minds as they listened to the more seasoned students, advisers, educators, and professionals give these "how-to-do-it" talks.

We feel we have profited from these meetings. Our November issue of the Hornet Herald contained features, columns, sports stories, and editorials that were brightened up by the information gleaned from the Conference workshops. Furthermore, in the following issue, we put into practice some of the make-up and layout ideas and principles we learned.

Frown on Gossip

One sharp discussion of the time-worn gossip column was so well received that many of the listeners—my staff included—went away convinced of the uselessness of this out-dated type of writing.

We give considerable credit and a large vote of thanks to E. L. Callihan, journalism chairman at SMU, the SMU chapter of Sigma Delta Chi, and to the University Interscholastic League for sponsoring these meetings which engender enthusiasm in student journalists and their sponsors throughout the region. And, speaking for myself and my staff members—past, present, and future—we hope the Student Activities Conferences will be continued for a long time to come.



MRS. BEULAH BRATTON

NEW GUIDE PUBLISHED

The Legislative Council and University of Texas Institute of Public Affairs are joint publishers of a new "Guide to Texas State Agencies." The volume brings up to date information contained in two former publications, the Institute's "A Layman's Guide to the Texas State Agencies" and the Council's "Manual of Texas State Government."

Keep Athletics in Balance

We are approaching a golden age in interscholastic athletics, if the building of new athletic gymnasiums and stadiums indicate the signs of the times. Statistics for 1956-1957 reveal an all-time high in football participation and this increase will no doubt be duplicated during the basketball season.

All over the state, schools plan to improve their athletic facilities, and to obtain the best coaching staffs possible. Throughout the state, fans are crowding the ticket-takers on football and basketball nights.

A dangerous word, which has been cropping up in educational circles for the last twenty-five years or so, is again making the rounds—and that word is “over-emphasis”. Too much importance is again being placed on the necessity of having a winning team because of the money which it brings into the school funds. This over-emphasis, if carried beyond all reason, will “put the squeeze” on other forms of school activities.

How does all this affect the high school athlete, the youngster whose skill and coordination is bringing in the crowd? College football coaches will descend upon the best high school “prospects” as soon as the football playoffs are completed. Regardless of his desire to enter college and his wish to get started in some profession, can these students resist the pressure of local fans to enroll in some college because it needs his athletic skill and ability.

Let's keep our interscholastic head about this thing. The athlete plays a power-house roll in the entertainment of America. The team bringing back the trophy is deluged with hero-worship, and that is good. But America is also in desperate need of its young debaters, extemporaneous speakers and journalists. These, as well as the athletes, will become world-citizens in the future. Let's keep our balance and mind our emphasis.

New Booklet

English teachers will be interested in ordering the new League publication, “The Ready Writers Handbook”, devoted to the subject of better composition in the essay writing contest. Dr. W. Powell Stewart, state director of the Ready Writing Contest, has prepared the pamphlet and it should be helpful to both students and teachers who desire to participate in or coach the Ready Writers contest.

Copies may be secured by writing the state office and cost 15c a copy, \$1.50 a dozen.

Spring Meet Deadline

February 1 is the last day for organizing spring meet districts. The spring meet list has been mailed out to all member schools and director generals and organizing chairmen have been designated by the state office for each district.

Districts failing to organize by February 1 could forfeit their right to qualify contestants to the regional meet. Districts desiring to compete in the spring meet contests should notify the state office and name a director general for the spring meet immediately.

The University Interscholastic League Directory

Organization Agency: Extension Division, The University of Texas Bureau of Public School Service.

State Executive Committee: James R. D. Eddy and T. H. Shelby, co-chairmen; Rhea H. Williams, R. J. Kidd, Emmette S. Redford, B. C. Tharp (Emeritus), J. S. Williams, Thomas A. Rousse, Howard A. Calkins, I. I. Nelson, Charles Heimsch.

Legislative Council: Chester Strickland, chairman; Nat Williams, I. T. Graves, Bert Ezell, H. A. Hefner, W. T. Graves, O. B. Chambers, J. J. Pearce, S. H. Fletcher, E. D. Cleveland, Fred Covin, Frank L. Singletary, R. B. Sparks, L. S. Richardson, Bill Bitner, Virgil Currin, J. L. Buckley, P. J. Dodson, John S. Gillett, E. M. Smith, G. M. Blackman, Frank Pollitt, Wright Chrane.

Director: Rodney J. Kidd.

Director of Athletics: Rhea H. Williams.

Tennis: Dr. D. A. Penick.

Director of Speech and Drama Activities: Bruce Roach.

Director of Music Activities: F. W. Savage.

Director of Journalism Activities: J. Roy Moses, Jr.

Regional Directors

Region I: Dr. P. Merville Larson, Texas Technological College, Lubbock.

Region II: W. P. Showalter, Tarleton State College, Stephenville.

Dr. Z. T. Huff, Howard Payne College, Brownwood.

Region III: Barry Holton, Southern Methodist University, Dallas.

Dr. Harold Farmer, North Texas State College, Denton.

Region IV: Randolph C. Watson, Kilgore College, Kilgore.

Region V: Walter Williams, University of Houston, Houston.

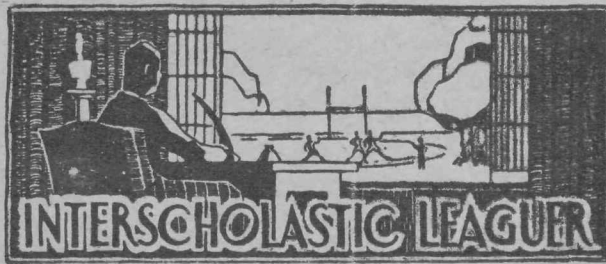
Region VI: Dale M. Morrison, Trinity University, San Antonio.

Dr. Pat H. Norwood, Southwest Texas State College, San Marcos.

Region VII: Dr. Eldon D. Brinley, Texas College of Arts and Industries, Kingsville.

Region VIII: W. F. Webb, Texas Western College, El Paso.

Jack Rodgers, Odessa College, Odessa.



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ROY MOSES, JR. Assistant Editor

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EUSTACE
Eustace High School suspended in football for the 1957 season and placed on probation for the 1958 and 1959 seasons for failure to submit correct and complete information on football eligibility reports and game reports.

DATE CHANGE
April 5-6 is the last weekend for holding District Meets instead of April 13 as given in the Interscholastic League Calendar in the April issue of the Leaguer.

WHARTON
Wharton High School suspended in girls' basketball for the 1956-57 season for violation of Rule 27 of the Girls' Basketball Plan.

ONE-ACT PLAY
One-Act Play Rule No. Seven—ENTRY AND SELECTIONS OF PLAY. Failure to participate in the district meet after signing this acceptance card shall be grounds for suspension in One-Act Play for the following year. Acknowledgment of entry is mailed immediately by the State Office. Title must be sent before district contest.

SIERRA BLANCA
Sierra Blanca 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.

HASKELL
Haskell 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 63-B boys basketball games played during the 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).

BASKETBALL
For the 1956-57 school year the narrow free throw lanes will be used in all high school basketball games. The wide lanes will become effective for the 1957-58 school year.

VAN HORN
Van Horn placed on probation in boys basketball for the 1956-57 season for playing an ineligible player.

AMENDMENT
The Amendment to the Constitution and Rules, Articles VIII, Section 2, shall become effective for the 1957-58 school year. It states: “A contestant shall not be barred by this rule until he has completed six semesters of eligibility in a three-year high school or eight semesters of eligibility in a four-year high school, provided he has not received a diploma or participated in graduation exercises.

This amendment applies only to the Graduation Rule and not to the Ten-Semester Rule. The purpose of this amendment was to allow pupils to take summer school work or extra courses during the long term, without impairing their eligibility under the Graduate Rule because of qualifying for a high school diploma before the end of the normal high school attendance period, which is considered eight semesters beyond the eighth grade.

FOOTBALL DATES
The earliest starting date for commencing fall football practice for the season of 1957 in conferences 4A and 3A is August 30; in conference 2A, 1A, B and 6-man, August 26.

The earliest date for playing a football game in conferences 4A and 3A for the 1957 football season is September 13; in conferences 2A and 1A, B and 6-man, September 6.

BASKETBALL AMENDMENT
Rule 27 (Breach of Contract) in both the boys' and girls' basketball plans has been amended to make the last sentence read: “Schools violating the provisions of this rule shall lose all rebate privileges from basketball play-offs and shall forfeit the game.”

GIRLS' BASKETBALL
Girls' Basketball Rules, League Supplement, Rule 6: In the last sentence of the last paragraph in Rule 6, “technical foul” should be deleted and this sentence should read: “On free throws following a double foul or a false double foul, players shall not take positions along the free throw lane.”

Speech Teaching Can Work in Many Areas

By BRUCE ROACH
Director of Speech and Drama Activities

Speech instruction in any school should not be limited just to the speech teacher. Valuable assistance in the job of teaching speech can be secured from the other classroom teachers. This conclusion is strongly supported by several recent studies of speech education in the public schools.

These studies point out that regardless of the extent and quality of their own speech training, all teachers exert considerable influence on their pupils' speech. This influence is felt through the classroom teacher's own manner of speaking, his use of speech in teaching, and his overt and implicit guidance of the pupils in their speech development.

Practice Makes Habits

And though good speech habits may be taught in the speech class, if the habits are to take hold they must be practiced all day. Every class in a public school, by virtue of its content, can make some unique contribution to the speech development of the pupils. In fact, nearly every class in a school uses speech and listening as the basic instructional methods.

If the whole child is to be developed, as is the aim of modern education, then the result of this

integrated learning requires the best possible uses of the communication skills—primarily speaking and listening.

Basic Knowledge Needed

If the classroom teacher is to fulfill his instructional responsibilities in regard to communication, he must have basic knowledge concerning speech in his personal and teaching applications. However, recent studies show that the average teacher is quite unprepared to assume such a responsibility. This is understandable in view of the fact that teacher preparation has not required any special work in speech training.

From evidence presented, it would seem that the problem of supplying the kind and quantity of speech training which will meet the needs of the pupils is largely a matter of teacher preparation. Teacher candidates in college need to receive training in personal and professional uses of speech. However, it is fully as important that classroom teachers now in service receive guidance in speech in some sort of an in-service guidance program. And this is where the speech teacher can do a good service.

Speech Teachers Job

The responsibility and guidance for such training should be assumed by the speech teacher. The

speech teacher cannot do a good job of this, however, unless he is a competent teacher of pupils and has the confidence and good will of the faculty. If he has these two requirements he may take steps to help classroom teachers to participate in the speech program.

The speech teacher must first take stock of the speech status in his school. He should determine the attitudes of classroom teachers toward their part in the speech training of pupils. He must find out the extent of speech training of various teachers. And he must determine the amount and nature of the speech work now being done in classrooms other than speech.

With this information, the speech teacher can then proceed to recommend measures which will, in all likelihood, be acceptable to the teachers for whom they are intended.

Basic Fundamentals

Although every school will be unique in its detailed program, certain basic things will be found in helping the teachers become more aware of their speech responsibilities. Any recommended measures should help teachers to become acquainted with the aims of good speech usage.

First, the teachers should be helped to evolve a program that will make departmental contributions to speech growth of pupils. Second, the teacher himself should improve his own speech for effective teaching. Third, the teachers should guide and reinforce the individual pupil's speech development.

In accomplishing these things, the teachers in various departments must be helped to realize that certain aspects of their subject matter can make significant contributions to the speech growth of pupils. For example, science teachers will undoubtedly go along with a program when it is pointed out that the basic methods of science—the reflective thinking process—furnishes the pupil with the basic way for much of his speaking and listening behavior.

Speech Fits In

Social science teachers need to see the close relationship between their subject matter and those of speech training; both are concerned with the problems of human relations and methods for dealing with them. English teachers will find that they make important contributions to the growth of speech usage in their pupils by instruction in grammar, organization, and literature study. A careful study of every department will show the actual or potential contribution which such a department can make to the speech program. Crediting departments with these contributions is an important step in helping teachers take an active part in the total school speech program.

Teachers should always be receptive to methods that will make their teaching more effective. When they are approached in the right way, they will see the value of the proper use of speech in teaching to improve their teaching methods. Most educational methods are centered around speaking and listening. It follows that any improvement in the use of speaking and listening in the classroom will result in some improvement in teaching.

Careful Recommendations

The speech teacher, in recommending types of speech activities that can be used by classroom teachers, should be careful to recommend those things which lend themselves readily to the subject matter being used. He should also be aware of the maturity level of the pupils for whom it is intended. For example, group discussion (Continued on Page 3, Col. 1)

Success Factors Found at Cy-Fair

By BETTY BAILEY
Speech-Dramatics Department
Cypress-Fairbanks High School

University Interscholastic League competitions have served Cypress-Fairbanks High School well.

Students are enthusiastic about any competition, and the League gives them their opportunity. Because of this natural enthusiasm it is not really a problem to get students interested in the League competitions, but certain things still must be done to create an atmosphere of competition—the type of competitive spirit that has built America.

Progress is Recent

Four years ago, there was practically no literary or academic competition in the school. Since then, students have entered in each of these events and through good luck and hard work we have had at least one victory in every literary event. We have produced State Winners in Girls' Declamation, Boys' Declamation, Journalism, Girls' Debate, and One-Act Play.

But why are football players interested in poetry reading? Why are girls willing to spend leisure time studying debate? Certainly not for school credit, for none is given for these activities.

Four Factors

The first factor is the philosophy of our school—“Total Education of the Child.” In giving individual attention to students, it seems logical to direct a student with “potential” into competitive events where he may excel.

The second factor is an enthusiastic faculty who continually encourage students to participate, even though it means long hours of practice and hard work after school. Given the opportunity, it is reasonable to assume that a teacher's faith in a student's ability will, in time, foster a student's faith in his own ability. This is a major step in successful competition.

The third factor is recognition—recognition for all participants, not just winners. The school newspaper, which incidentally is a two-time winner in journalism ratings, provides a publicity medium for the student contestants, many of whom have never received any type of recognition before. Then, after every contest, results are announced in an assembly and winners and other participants are recognized as contributing in a constructive way to our school.

Most Important

The last and most important factor is the attitude of the students themselves. They work hard to win; but win or lose, they work hard to represent their school well. They have determination, energy, ability, and initiative—just as all high school student bodies have—and these factors make them keen competitors. One Cypress-Fairbanks student, who placed third in the Journalism contest at the 1956 State Meet, said on the way home, “I'll work harder next year. Third place is not good enough for our school.” These factors may not represent

the best way for getting students interested in Interscholastic League competitions. Certainly they do not represent the only way. They have, however, worked quite successfully at Cypress-Fairbanks, and it is hoped they may serve as a basis for other teachers and other schools to help students better prepare themselves for a highly competitive American society.

EDITOR'S NOTE

Miss Bailey has been with the Cypress-Fairbanks school system since 1953, but has only been teaching in high school since 1954. And she has done right well for herself.

She reports she “fell heir” to all League speech events except poetry reading that first year in the high school and her students won the district championship, won State with their one-act play, placed second in State in boys' declamation, and took second in district in girls' debate although it was the first year for girls' debate in the school.

In 1955-56 she coached all speech events and won a State title in girls' debate and boys' declamation. Mrs. Jewel Gibson directed the one-act play, which went to the State Meet, and sponsored Journalism. The “Cy-Fair Reporter” earned an award of distinguished merit that year.

This year Miss Bailey is teaching three classes of speech and two of sociology, and is directing all League speech events and the one-act play.

She is a graduate of Livingston High School and Sam Houston State College and is working during the summer months on a Master's degree in drama education at The University of Texas.

TELEVISED LABS

Televised laboratory sections are helping University of Texas chemistry students to a quicker grasp of lab techniques. Six laboratory rooms have been equipped with television receivers enabling some 380 students to have a “front-row seat” for experiments performed by the chemistry department's ablest instructors.



LYNETTE MCGINTY, PATTY TANDY, MISS BETTY BAILEY
... congratulating 1956 state winners in debate



In carrying out a complete program in drama education, the drama sponsor or instructor must know many facets of production and organization. The League office has been receiving a number of requests for addresses of costume houses, paint companies, make-up sources, and the like. This month we are publishing a limited list of aids for the drama teacher.

This is by no means all of the companies which may be contacted. If you have had dealings with any other companies and have found the service satisfactory, we would appreciate hearing from you, giving the name of the company, the type of commodities they sell, and the most recent address you have.

Badges and Pins

L. G. Balfour Co., Attleboro, Mass.; or contact Mr. M. E. Hamilton, Box 6832, Houston, Texas.

Costume Rentals

Brooks, 1152 6th Ave., New York, N. Y.
Colorado Costume Co., 1751 Champa St., Denver, Colo.
Eaves Costume Co., 151 West 46th St., New York 19, N. Y.
Van Horn and Son, Costumes, 811 Chestnut St., Philadelphia 7, Penn.
Western Costume Company, 5335 Melrose Ave., Hollywood 38, Calif.

Dimmers, Switchboards, Lighting Equipment

Midwest Stage Lighting Co., 55 Wacker Drive, Chicago 1, Ill.
Century Lighting, Inc., 419 W. 55th St., New York, N. Y.
Kliegel Bros., 321 W. 50th St., New York, N. Y.
Theatre Production Service, 1430 Broadway, New York, N. Y.

Stage Equipment, Drapes, Hardware

J. R. Clancy Hardware Co., Syracuse, N. Y.
Pittsburg Stage and Equipment Studios, 37th and Charlotte Sts., Pittsburg 1, Penn.
Theatre Production Service, 1430 Broadway, New York, N. Y.
Abbot Scrim Profile Co., 226 W. 44th St., New York, N. Y.
American Stage Equipment and Iron Works, 1691 Park Ave., New York, N. Y.
Bessemer Steel Co., 1958 W. 59th St., Chicago 36, Ill.
Calcasieu Lumber Co., 311 W. 2nd St., Austin, Texas
Jim Brown Toy Co., 1094 Home Ave., Akron, Ohio
Montgomery Ward, Chicago, Ill.
Sears Roebuck and Co., Chicago, Ill.
Stagecraft Studios, 1828 Amsterdam Ave., New York, N. Y.
United States Plywood Co., Box 68, New York 1, N. Y.
Walter Tips Iron Works, 200 Colorado St., Austin, Texas

Scene Studios

Acme Scenic Studios, 2921 W. Van Buren St., Chicago, Ill.
American Theatre Equipment Co., 165½ North High St., Columbus, Ohio
Kansas City Scenic Co., 1002 E. 24th St., Kansas City, Mo.
Novelty Scenic Studios, Inc., 320 W. 48th St., New York, N. Y.
Texas Scenic Co., 1419 W. Mulberry St., San Antonio, Texas
Southern Stage Equipment Co., 1510 Capital St., San Antonio, Texas

Properties

The Brunton Studios, 315 W. 47th St., New York, N. Y.
Encore Studios, 410 W. 47th St., New York, N. Y.
Henry L. Gebhart, 523 W. 45th St., New York, N. Y.
Imitation Food Display Co., Brooklyn, N. Y.
Praetorius Paper Mache Properties Studio, 605 W. 46th St., New York, N. Y.
Tudor Art Galleries, 206 E. 47th St., New York, N. Y.

Sound

Allied Radio Corp., 833 W. Jackson Blvd., Chicago 7, Ill.
Amplifier Corp. of America, 396 Broadway, New York, N. Y.
Communications, Inc., 4131 Fremont Ave., Seattle, Wash.
Gennet Records, 1600 Broadway, New York, N. Y.
Midwest Radio Corp., 900 Broadway, Cincinnati 2, Ohio
Speedy-Q Sound Effects, 67 W. 44th St., New York, N. Y.
Standard Radio, 360 N. Michigan Ave., Chicago, Ill.
Thomas J. Valentino, 729 7th Ave., New York, N. Y.

Make-Up

Max Factor Studios, 1666 N. Highland Ave., Hollywood, Calif.
M. Stein Cosmetic Co., 430 Broome St., New York, N. Y.
Miners, 12 E. 12th St., New York, N. Y.

Paint (dry pigment), Painting Materials

Gothic Color Co., 90 Ninth Ave., New York 11, N. Y.
Theatre Production Service, 1430 Broadway, New York, N. Y.
Aljo Manufacturing Co., 130 W. 21st St., New York, N. Y.
The Muralo Co., New York, Chicago, Los Angeles
Peden Iron and Steel Co., Houston, Texas
Pittsburgh Plate Glass Co., Newark, New Jersey
George E. Watson Co., 164 W. Lake St., Chicago, Ill.

Gelatins and Lighting Effects

Brigham Sheet Gelatin Co., 17 Watson St., Randolph, Vermont
Rosco Laboratories, 367 Hudson Ave., Brooklyn, New York
Transolene Co., Barrington, Ill.
Empire Radiolite Co., 11 E. 49th St., New York, N. Y.
Strobolite Co., 35 W. 52nd St., New York, N. Y.

Art Drafting

Higgins Ink Co., 271 9th St., Brooklyn 15, New York
Keuffel and Esser, Hoboken, New Jersey
Lufkin Rule Co., Saginaw, Michigan
The Frederick Post Co., 3650 N. Avondale Ave., Chicago 18, Ill.
Reed Mfg. Co., 11350-J Burbank Blvd., N. Hollywood, Calif.

Tools

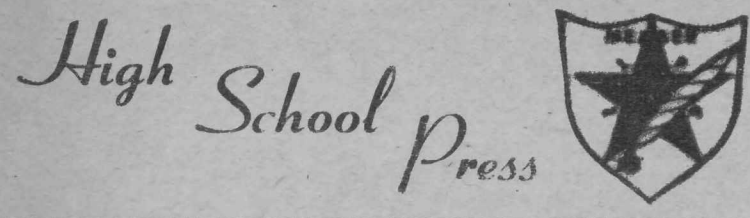
Atlas Press Co., Kalamazoo, Michigan
Bradford Machine Tool Co., Cleveland, Ohio
Craftsman Wood Service, 2727 S. Mary St., Chicago 8, Ill.
Delta Mfg. Co., Milwaukee, Wis.
Kit-Kraft, 3203 W. Washington Blvd., Los Angeles 16, Calif.
Modern Technical Book and Tool Co., 55 W. 42nd St., New York, N. Y.
Power King Tools, Warsaw, Indiana
Red Star Products Co., Cleveland, Ohio

Special Materials

Albert Constantine and Son, 796F E. 135th St., New York 54, N. Y.
Balsa, Inc., 122 E. 42nd St., New York, N. Y.
Edmund Salvage Co., Audubon, New Jersey
House of Plastics, 8648 Linwood Ave., Detroit 6, Michigan
Gem-O-Lite, Box 686H, N. Hollywood, Calif.
Meir Brass and Copper Co., 1155 Bellevue, Detroit 7, Michigan
Plasticast Co., Box 987, Palo Alto, Calif.
Starcraft, Edinburg, Texas
Wisconsin Latex Co., 622 W. Oregon St., Milwaukee, Wis.

OFF THE CUFF

(Continued from Page 1)
town in order to get recruits and are dipping down into lower income brackets. Third, they are asking even younger boys than formerly (eight-year olds.) Even with all this the fraternity is pitifully weak. They have only a handful and are pale ghosts of their former much-feared organization.” We are moved to wonder what the school authorities were doing while these mothers organized and provided activities for the tiny tots to save their children from the non-sense of fraternities in the intermediate grades!



By ROY MOSES, JR.
Director of Journalism

Christmas is about upon us—and I'm sure advisers and staff members alike are deep in the midst of a flurry of pre-holiday activity, including special Christmas editions or themes.

But, a word of reminder to the delinquent ILPC members: don't get into such a dither that you forget the coming enrollment deadline—January 15. It happens every year, they tell me, but rules are rules and no exceptions can be made for those who are late. If you have lost your enrollment blank, don't let that deter you. Go ahead and send in your check and we'll see that you receive another blank. Or write us today for one. Two dollars for membership, three for the criticism—a total of five if you want both. Do it today!

Junior High Note

A word to junior high advisers: I have been approached at some of the Student Activities Conferences by disappointed sponsors wanting to know "what happened?" They referred, of course, to the action last year of the Legislative Advisory Council in eliminating junior high schools from regional and state meets.

Well, space doesn't permit a discussion of the line of reasoning behind the contest elimination, but it was sound. The point now is this—would the junior high school journalism teachers and sponsors be interested in holding a meet of their own? If there is enough interest, a program might be worked out similar to the junior high speech and drama program.

It would have to be on the district level, and it would not qualify contestants to any higher meet, but it would provide an individual competition to supplement the Individual Achievement Award con-

SPEECH TEACHING

(Continued from Page 2)
lends itself well to the subject matter in social science classes.

Another type of speaking that lends itself to various subject matter classes is that of demonstration speaking. This type of speaking, whose purpose is primarily to inform, taught along with listening for information, can make a real contribution to learning. Another type of speaking is interpretation, which can be used in English classes, or any classes where vitalizing the written word is important. Nearly every class has use of serious conversation in some part of the period. Therefore, this type of speaking should be pointed out and demonstrated to the classroom teachers as an effective means for teaching improvement.

Assistance Methods

The speech teacher may wish to employ a variety of means for bringing assistance to the classroom teacher. For example, when circumstances permit, the demonstration lesson may be found to be a valuable method of helping other teachers.

Other means will be found in distributing bulletins on sample outlines for informative speeches, brief explanation of the nature and methods employed in group discussions, outlines for oral reading, basic conditions which should prevail in a classroom to promote the best social and speech development of the pupils, evaluative criteria, and the like.

Regardless of the approach, the speech teacher should be prepared to give guidance concerning the methods for employing different types of speaking; procedures for cultivating good listening; criteria for evaluating speaking and listening behavior of students; methods of integrating speech and subject-matter learning; provision for helping pupils with speech and hearing problems; and methods for the classroom teachers' own personal speech problems.

Real Contribution

The speech teacher can make a real contribution to his school in helping the classroom teachers guide their pupils to better speech habits. Perhaps an even greater contribution will be that of helping teachers improve their teaching.

Such assistance however, should never be imposed on teachers. The speech teacher must proceed slowly and carefully; but teachers can be led to want and to request such assistance. The best way to create a demand for assistance is for the speech teacher to do such a good job in his own classroom that the significant speech growth in pupils enrolled in speech will be an inspiration to the rest of the school.

When that is done, teachers throughout the school will be receptive to the idea of extending speech education into every classroom.

test and the newspaper rating program now conducted by ILPC. Prizes for such a contest would, in all probability, be in the form of certificates, but there is plenty of time for the students to win cups and medals in high school.

Speak Your Mind

I would like to hear from all of the junior high school newspaper advisers who might be interested in such a program. Possibly there will not be enough interest to justify setting it up, but either way, pro or con, I'd like to have the teachers' viewpoints. Box 8028, University Station, Austin 12.

Good news for ILPC members and prospective members: we have a couple of new pamphlets in the works. One, being written by C. Richard King, assistant professor of journalism at The University of Texas, deals with the place of society news in the high school paper. Prof. King has done a great deal of research in the areas of high school society news and the upcoming pamphlet should be a real aid to student editors.

The other pamphlet now in the mill is a discussion of the basis on which ILPC ratings are made. This topic has been frequently requested by paper advisers and it is hoped it will be completed for distribution in January.

Library Additions

We have made two recent additions to the DeWitt Reddick Journalism Loan Library that should be of interest to student journalists and their sponsors. The first is a booklet written by Dr. Alan Scott, associate professor of journalism at The University of Texas, on "Secondary School Journalism." It deals with current practices and trends in teaching journalism in Texas High Schools and was printed last year by the Texas Study of Secondary Education. We have three copies available on the usual book loan basis.

The other new addition is a "Careers Packet" that should be of special interest to students considering journalism as a career. The packet includes: "Careers in Journalism," edited by Dr. L. R. Campbell, dean of the school of journalism, Florida State University, and published by Quill and Scroll Foundation in Chicago.

"Choosing a Career in Journalism," published by the American Council on Education for Journalism.

"Career Opportunities in the Daily Newspaper Business," published by the American Newspaper Publishers Association, New York.

We have one of the packets—containing all three publications—on the shelves and ready to mail. The other two will be ready in a short time, and, in the future, the three packets will be added to whenever a good "careers" publication is obtained.

National Ads

A question came up at the recent Lubbock Conference on the Texas Tech campus about the possibility of securing national advertising for the high school newspaper. I checked with Ernest Sharpe, associate professor of journalism and advertising at The University of Texas, and he reported that he knew of no agency handling such accounts, but it might be possible. As a result, the ILPC office is attempting to get additional information about this possibility or probability and we'll keep you informed. Wouldn't it be nice, business managers? I can't imagine a school paper so full of ads or so "well-heeled" that a national advertising contract wouldn't look good.

Here and There

The Pasadena BEACON staff came up with a six page "extra" edition marking an important football game that was to decide the championship of district 12-AAAA. Judging from the by-lines, almost the entire issue was done by sports-minded females. And, they did a nice job, too. Good pictures, well written stories, and a couple of nice feature angles.

The Sabinal CYPRESS moved outside the area of school life in a recent issue to get in an up-to-the-minute story of a bank robbery. The paper (mimeo) contained a well-written news story about the robbery on an inside page and on the front cover was stapled a narrow strip of paper that directed the reader's attention to the inside story. The robbers timed their work just right for the CYPRESS deadline and my guess is that the CYPRESS scooped the local paper on the story.

Amateur, Award Rule Notes

(Continued from Page 1)

The Awards Rule

The present Awards Rule places a maximum limit on the value of awards a pupil may receive and a school may give for participation in inter-school contests.

The major award a student may receive, whether it is a letter jacket, a plaque, or a trophy, is limited to a value of \$15.00 per calendar year. Such an award may come from participation in band, debate, football, or any other school activity. Additional symbolic awards are allowed for participation in other activities, provided no one of which will exceed a value of \$2.00.

For example, a school may give a boy a \$15.00 award in the fall for lettering in the high school band. Later he may qualify for a letter in basketball but is qualified only for a \$2.00 symbolic basketball award. This formula applies to all similar cases.

Awards Rule Scope

The Awards Rule applies to all awards given in recognition of participation in strictly inter-school contests. Competitions conducted on an "open-age basis," which may be entered by any one within a certain age limit regardless of school affiliation or attendance, are not inter-school contests and therefore are not governed by the Awards Rule.

There is an amendment to the Awards Rule that will become effective at the beginning of the 1957-58 school year after being passed 428-107 last April in a membership vote. It states:

"This rule (Awards Rule) shall apply to all inter-school contests in which a pupil or school may participate including non-League sponsored events scheduled on an inter-school basis."

Inter-School Contests

The League office has been besieged by individuals and organizations inquiring as to whether or not their contest programs are considered as "inter-school competitions." This is a difficult point on which to generalize, since each separate contest is organized under its own special rules, but it would seem:

When one or more individuals are selected by their school to represent the school in competition in a meet or tournament with selected representatives from other schools, such a contest would be called "inter-school competition" and the Awards Rule would apply.

This general definition implies that several teams or individuals are assembled at a given place at one time for an elimination contest to determine a winner from a specific school. If all the contestants are from one school, the contest would be "intramural" and the Awards Rule would not apply.

Proposed Amendment

The Legislative Council, at its regular meeting on November 3,

1956, recommended that the Awards Rule be amended to better define its scope and limitations.

It was proposed that the Awards Rule be made applicable in inter-school competition to the same group of contests that are now governed by the Amateur Rule, plus the literary, dramatic and music contests. The amendment, to be voted on in April, 1957, would limit the Awards Rule to the following contests when conducted on an inter-school basis: baseball, basketball, volleyball, boxing, football, golf, rodeo events, softball,

swimming and diving, tennis, track and field, weight lifting, wrestling, poetry writing, debate, declamation, essay writing, extemporaneous speech, one-act play, journalism, spelling and plain writing, number sense, slide rule, typewriting, and music events.

Still Overlaps

It should be pointed out, however, that even if the amendment passes there will still be overlapping jurisdiction of the Awards Rule and the Amateur Rule. For example: a non-inter-school rodeo would be exempt from Awards Rule application, but the Amateur Rule would still apply in full. When in doubt, write the League office for clarification.

It should be noted that the amendment, if passed, would exclude the vocational agriculture student-sponsored programs from application of the Rule. Under the provisions of the amendment, stock and grass judging and similar contests would not be governed by the Awards Rule, but if a F.F.A. Club sponsored inter-school athletics and public speaking contests, such as already offered by the League, the Awards Rule would apply.

Any organization sponsoring an essay writing, public speaking, or oratorical contest on an inter-school basis would be required, under the amendment, to either limit the awards to \$15.00 as prescribed by the Awards Rule or to give a scholarship upon graduation in lieu of cash. It should also be pointed out that an individual winning a \$15.00 prize from an outside organization sponsoring an inter-school contest, as listed in the amendment would then become ineligible for any further awards from his school for football, band, or any other activity, for the remainder of the year, except for the \$2.00 symbolic award.

Try These 10 Extemp Topics

Some practice extemporaneous speech topics are:

1. Is the Kremlin trying to start a war in the Middle East?
2. Are the farmers happy with the Republican farm policy?
3. Is the "tight money" policy good for U. S. economy?
4. Were England and France justified in invading Egypt?
5. Can the Democrats win the presidential election in 1960?
6. Has Russia lost prestige by its actions in Hungary?
7. Should labor unions be partisan?
8. Will Eisenhower change any of his cabinet?
9. Is Communism breaking down?
10. Can the U. S. cut its budget and remain secure?



Q. If a boy participates in a sail boat or motor boat race and wins a prize, is the acceptance of this prize a violation of the Amateur Rule?

A. No. Article VIII, Section 8, the Amateur Rule specifies those activities which are considered athletic events. Sail boating or motor boating is not listed, and therefore is not covered under the Amateur Rule.

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. Does participation on the B team in inter-school football games make a person ineligible under Article VIII, Section 14, the Transfer Rule?

A. Yes. Any participation in an inter-high school football or basketball game, regardless of type team, renders a boy ineligible under the Transfer Rule, Article VIII, Section 14.

New Debate Questions

Three Major Areas Being Considered for 1957-58

Three of the major areas being considered for the debate proposition next year concern labor-management relations, atomic energy, and free trade.

These three, among others, will be discussed at the meeting of the National University Extension Association's Committee on Debate and Discussion in Chicago, December 27-30. In the voting, Texas gave priority to the labor-management question, and will vote for it at the National Convention.

All Three Good

Any one of the three areas should furnish good questions for debate. The labor-management area can be discussed on many issues. Some of these are required arbitration of labor disputes, guaranteed annual wage, closed shop, right-to-work propositions, and the like. It would be impossible in this space to give all of the various aspects of the labor-management question.

Some proposition based on the collective bargaining demands of unions in relation to the American economy, however, should prove to be an interesting debate subject. This would open up the whole story of American labor unions and their relation to the American way of life.

Some observers say that the unions have been a great boon to modern life, others, that they have done great harm. A debate on the subject should bring out all interpretations. Whether the authorities are for or against labor unions, everybody is agreed that organized activity of workers has become a permanent and acceptable part of American society.

Policy Proposition

With regard to the area on atomic energy, this would eventually end as a proposition of policy—how the program should be administered.

The obvious seat for such international control would be the United Nations. Perhaps this body is not yet strong enough to take over such a potent guardianship. Or, perhaps it can be shown that all the nations working together in supervising atomic control would weld the world together for greater peace.

Another Approach

Another approach to this question is the government monopoly versus private industry. Should atomic energy be released for greater industrial usage? Not only is the atom a great force in war, but it can become a great force in medicine, in industry, in agriculture, and in scientific research. How long should the government keep atomic energy under wraps? Many authorities believe that civilian use of atomic energy is

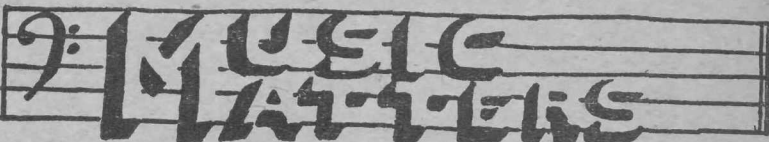
being stunted more than is necessary. Others do not. Thus, there is the makings of a good debate in this question.

Foreign Economic Policy

Free trade is an area that would bring the whole of the foreign economic policy of the U. S. into discussion. Several years ago the question of freer trade with friendly nations was used as the basis for the debate proposition. That question is still with us. The policy of trade toward the Communist-bloc nations has become an even more pressing problem today with the unrest in the Middle East, and the consequent effects on friendly nations in Western Europe.

Should tariffs be lowered to West-

ern European nations in view of recent developments? Should the United States encourage more trade with the Communist-bloc nations that seem to be breaking away from Soviet Russia? Is free trade a way of increasing friendliness with nations that are now somewhat neutral toward the United States trade policy would best serve the interests of the American people? What trade policy would best serve the interests of the free world? Free trade, reciprocal trade agreements, lowered tariffs, and the like, might be the answers to these questions. As was indicated when the question was debated before, this area would furnish a great deal of material for discussion and debate questions.



By F. W. SAVAGE

Director of Music Activities

As of December 1, no additional schools may register to participate in music competition during the calendar year December, 1956 to December, 1957. Music acceptance cards have been filed for this period and no more can be accepted.

As usual there are many schools which have not renewed their cards in spite of three special notices from the state headquarters. We hope that these schools did not intend to participate.

At the cost of considerable effort and some expense, duplicate notices of filing time for acceptance cards were sent to music directors as well as to administrators. This extra reminder seemed to have some effect on the return of these cards. More returns have been received as a result of the first reminder than ever before. If possible, an attempt will be made to make similar duplicate mailings in the future.

Entry Blanks

The state office has duplicated the acknowledgement of acceptance cards by mailing a package of official entry blanks to the principal or superintendent who accepted the responsibility for music competition by signing the acceptance card. If music directors wish to file these blanks where they will be handy, they are in the office of a supervisor.

Remember, the receipt of entry blanks is NOT a prerequisite for filing entries. Also, failure to receive official blanks is NOT an excuse for late filing of entries. If you do not have blanks on hand prior to the deadline, make your

entries on any type of paper. Remember to send a duplicate to the state office!

Bands Disqualified

The marching season of 1956 will go down in history as a bad year for some directors. Approximately a dozen high school bands were excluded from the marching competition for failure to post-mark entries at least twenty-one days before the date of the contest. This deadline, like that for filing acceptance cards, is definitely stated and has not been changed in ten years.

With the adoption of a recommendation made by the Music Educators Advisory Committee that there would be no performance for criticism, there is no possible remedy for late filing. Acquaint your students with the fact that there are a few things which have to be done in this world and there are no "ifs" nor "ands" involved.

This could be one of the prime values received by the student from his participation in music activities. Naturally, it is usually the director who is at fault when deadlines are missed. The results of such an oversight are nearly always disastrous, so don't get caught.

Lists of Eligible Schools

As soon as possible a complete list of eligible schools in every region will be mailed to all the schools appearing on that list. Accompanying this list will be a schedule of contest dates and entry deadlines in every region. This chart represents a tabulation of information received from chairmen of the Regional Executive Committees and is accurate as far as the state office is concerned.

This chart is a reprint of the schedule as it appears elsewhere in this issue of the Leaguer. Cut out one or both of these charts and post them in a prominent place in your office or music room. In addition, circle the dates of your entry deadlines on your wall calendar in red pencil and make a note of the reason for the designation. Also, there is no regulation stating that you are prohibited from filing entries a month or two in advance!

Technicalities

The current and persistent hassling over the marching regulations constitutes an excellent example of what can happen when a person or group of people get involved in ferreting out loopholes or inconsistencies in a rule or law.

The revision of the marching regulations was made by a group of sincere, intelligent, band directors who were actively participating in marching competition. Their intent in including "Increase Front" as one of the marching requirements was to insure that every band in the state was capable of adjusting the lateral distance the band covered as it encountered various obstacles while marching down a street during a Chamber of Commerce or any other kind of parade. This committee did not prescribe that "normal" formation be with one pace or fifty paces between files nor did it prescribe that "increase front" could only be done after decreasing the front.

Interpretation

The interpretations this office has consistently given is that a band should widen the front of the band at any time during the marching demonstration, before or after a "Decrease Front," without increasing the number of marchers in that front and without halting the forward motion of the band. There seems to be no reason to get technical about this simple maneuver. It is not the intent of the music division of the League to develop a parcel of lawyers.

**INTERSCHOLASTIC LEAGUE
MUSIC COMPETITION - FESTIVALS
1956 - 1957**

Region No.	Orchestra Concert		Vocal Solos and Small Ensembles		Vocal Concert		Band Solos and Small Ensembles		Band Concert		Orchestra Solos Small Ensembles	
	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline	Contest Date	Entry Deadline
I	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Mar. 23	Mar. 2	Mar. 23	Mar. 2
II	Apr. 5	Mar. 15	Apr. 26	Apr. 5	Apr. 5	Mar. 15	Apr. 26	Apr. 5	Apr. 13	Mar. 23	Mar. 29	Mar. 8
III	May 3	Apr. 12	May 3	Apr. 12	May 3	Apr. 12	May 3	Apr. 12	Apr. 27	Apr. 6	Apr. 27	Apr. 6
IV	Mar. 9	Feb. 16	Apr. 9	Mar. 19	Mar. 9	Feb. 16	Mar. 9	Feb. 16	May 8	Apr. 17	May 8	Apr. 17
V	Mar. 9	Feb. 16	Apr. 27	Apr. 6	Mar. 9	Feb. 16	Apr. 27	Apr. 6	Mar. 16	Feb. 23	Mar. 16	Feb. 23
VI	Mar. 21	Feb. 28	Mar. 21	Feb. 28	Mar. 21	Feb. 28	Mar. 21	Feb. 28	Apr. 11	Mar. 21	Apr. 11	Mar. 21
VII	Mar. 22	Mar. 1	Mar. 22	Mar. 1	Mar. 9	Feb. 16	Mar. 9	Feb. 16	Mar. 9	Feb. 16	Mar. 9	Feb. 16
VIII	Apr. 6	Mar. 16	Apr. 6	Mar. 16	Apr. 6	Mar. 16	Apr. 6	Mar. 16	Mar. 16	Feb. 23	Mar. 16	Feb. 23
IX	Apr. 5	Mar. 15	Apr. 5	Mar. 15	Apr. 5	Mar. 15	Apr. 5	Mar. 15	Apr. 26	Apr. 5	Apr. 26	Apr. 5
X	May 4	Apr. 13	Apr. 27	Apr. 6	May 4	Apr. 13	May 4	Apr. 13	May 4	Apr. 13	May 4	Apr. 13
XI	Mar. 23	Mar. 2	Apr. 24	Apr. 3	Mar. 23	Mar. 2	Apr. 24	Apr. 3	Apr. 9	Mar. 19	Apr. 9	Mar. 19
XII	Mar. 1	Feb. 8	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Apr. 26	Apr. 5	Mar. 30	Mar. 9	Mar. 30	Mar. 9
XIII	No contests scheduled. Will participate in Region VIII.											
XIV	Apr. 6	Mar. 16	Apr. 27	Apr. 6	Apr. 6	Mar. 16	Apr. 6	Mar. 16	Apr. 6	Mar. 16	Apr. 6	Mar. 16
XV	Mar. 9	Feb. 16	Apr. 11	Mar. 21	Mar. 9	Feb. 16	Apr. 11	Mar. 21	Mar. 9	Feb. 16	Apr. 11	Mar. 21
XVI	Mar. 16	Feb. 23	Mar. 16	Feb. 23	Mar. 16	Feb. 23	Mar. 16	Feb. 23	Mar. 14	Feb. 21	Mar. 14	Feb. 21

Remember When

McCall's Victories Began with League

Abner McCall, new Associate Justice of the State Supreme Court, is still winning honors in Texas that started when he was a schoolboy competing in University Interscholastic League contests.

Justice McCall is recorded in the history of Fort Worth's Masonic Home and School as one of its most outstanding students. Graduating from the Masonic high school in 1933 as valedictorian, with one of the highest scholastic averages ever attained up to that time, he was a member of the 1932 football team that tied Corsicana, 0-0, for the state championship.

Not Just Sports

But Abner McCall's activities weren't limited to sports. He won the district essay writing contest in the spring of 1932 and was outstanding as a debater, "probably the best extemporaneous debater the school ever had," Masonic Home administrators recall.

McCall's long list of achievements was climaxed this year when Governor Allan Shivers appointed him to fill an interim term as Associate Justice. When the tall, genial Texas lawyer and educator was given the oath of office to the Supreme Court, a crowd of former students and friends packed the courtroom for the ceremony.

Temporary Justice

McCall is taking time off from his duties as Dean of the Baylor University Law School to serve as Associate Justice until January 1, 1957, when a newly-elected judge will take office. Judge McCall will then go back to resume his position as law dean at Baylor, where he started his long career as a legal scholar more than 20 years ago.

On graduation from the Masonic school, McCall was awarded a scholarship to Baylor Law School. Even then he "believed that law offers the highest opportunity for service of any profession." He received a law degree from Baylor in 1938, serving that year also as briefing clerk to Judge James P. Alexander. He made one of the highest grades ever tabulated on the state bar examination.

His university record caused Baylor University President Pat M. Neff to offer McCall a teaching position, which he accepted along with a law practice with Gibson, McCall, and Dawson in Longview, commuting between there and Waco from 1938 to 1942.

Continued Studies

McCall didn't quit studying, however. In 1942, Baylor granted him a Bachelor of Arts degree, and the same year he received a graduate law scholarship at the University of Michigan, where he received a Master of Laws degree in 1943.

World War II interrupted his law study, and the Federal Bureau of



JUDGE ABNER McCALL

Investigation employed his services until 1946, when he returned to Baylor as a faculty member of the Law School. In 1948 he was appointed dean.

The 41-year-old justice, the first law school dean to go directly from teaching to the state's highest bench, was first widely recognized as an expert of Texas law in 1952, when he played a key role in revis-

ing and modernizing the state election code. As committee chairman, he is generally regarded as author of the new statutes that brought many improvements to Texas election methods.

Other Activities

Still holding a wide range of interests, Justice McCall is teacher of the Friendship Sunday School Class at the First Baptist Church in Waco, Baylor representative on the board of governors of the Southwest Athletic Conference, and president of the Baylor Ex-Students' Association.

He also is president of the Texas Civil Judicial Council, president of the Waco-McLennan County Bar Association, supervisor of the Waco Legal Aid Clinic, director of the Waco Council for Social Welfare, chairman of the Waco Planning and Zoning Board, chairman of the Committee to Improve the Texas Law of Evidence, trustee of the Waco United Fund, member of the Waco Charter Revision Committee for both Boy Scouts and the Parent-Teachers Association, and a member of the Lions Club.

McCall was married in 1940 to the former Frances Bortle and is the father of three daughters and a son.

Exploitation Cited In All-Star Game

The National Federation of State High School Athletic Associations, in a recent news release, took a strong stand opposing the "All-America High School Football Game" played each year in Memphis, Tenn.

Since the only all-star game officially recognized by the League is the annual contest at the Texas High School Coaches Association meeting, the League endorses the Federation's stand and urges all

TEACHER SEARCH INTENSE
The search for public-school teachers intensified during the past year, the University of Texas Teacher Placement Service reports. During the fiscal year just ended, calls were received from 207 of the 254 counties, and placements were made in 134 counties. Calls also came from 45 other states and 36 foreign countries and U.S. territories. Statistics for the year showed 1,143 candidates for teaching positions registered in 1955-56, compared with 1,172 in 1954-55, a decrease of 1 1/2 per cent. Vacancies numbered 10,788, compared with 11,203 in 1954-55, a decline of 4 per cent.

Texas coaches and administrators to do likewise.

Recent Release

"ACCESSORY AFTER THE FACT: If a penalty were prescribed for being an accessory to projects involving exploitation of high school athletes, many school men would be indicted.

"Sometimes their participation in questionable projects is inadvertent. Last year, thousands of principals or athletic directors or football coaches received an invitation to supply the names of outstanding players on the high school football squad and related data. The request was in the form of a 'business reply card' sent out by 'Mose Simms' who is alleged to represent the Wigwam Wisemen of America, with headquarters in Memphis, Tennessee.

Not Just High School

"Last year's card did not stop with high school players but requested similar information for players in the junior high school. The information is used in the promotion of an 'All-American High School Football Project' which includes an all-star game played in Memphis, Tennessee, in August. No responsible high school or college coach or administrative officer will have any connection with the contest.

"Other city organizations which have been approached in past years have refused to be associated with it. Despite the fact that the project is in dispute with all school groups, various publicity agencies, including a number of the newspapers, have chosen to give the promotion considerable publicity. Any coach, director or principal who lends his assistance through supplying names and data becomes an 'accessory.'

"If this type project were to be carried to the extreme it would filter down through the elementary school and involve a similar type of promotion in all the other major sports. The full weight of school opposition should be thrown against it."

ful seasons—both in team victories and team sportsmanship—is Coach James E. Fuller, a graduate of Ladonia High School.

Fuller was employed by Ladonia in the summer of 1954, and proceeded to guide his team to a district football title that fall. In 1955 his team repeated as district champions and won the first sportsmanship award.

Again this fall Coach Fuller's team has become a repeater. They won the district football title to make it three in a row, and were recently voted co-champion, with Trenton, in the sportsmanship department. Other teams in district 11-B are Celeste, Leonard, and Wolfe City.



COACH JAMES FULLER

Sportsmanship Award Plan Popular in 11-B

The Executive Committee of District 11-B has worked out a commendable program for emphasizing not only football as such, but sportsmanship in the game as well.

The plan involves the annual presentation of a sportsmanship award to the team judged most deserving at the close of the season, and for the past few years Ladonia has not only dominated district play but has proved a sportsman-like group as well. In addition to winning the district championship for the past three years, they also won the sportsmanship trophy last year and have been voted co-winner of the award this fall.

Award Basis

The sportsmanship award is set up on this basis: at a meeting of the District Executive Committee a motion was passed to give a trophy to the school in the district that was most outstanding in sportsmanship during the football season. It was further decided to increase the district fee to ten dollars per school to defray the cost of the award, and, in case of ties, a plan was adopted to divide the trophy money equally for duplicate awards.

In deciding the winner of the award, each school is allowed three votes, with the superintendent of schools, the head football coach, and the pep squad's faculty sponsor administering the ballots. The plan has been used successfully for two years now, and indications are that it will become a regular feature of District 11-B.

Winning Coach

The man who has led Ladonia through three consecutive success-

GUEST EDITORIAL

(EDITOR'S NOTE: The following editorial is reprinted from the September 28, 1956, issue of the Muenster Enterprise.)

In the current issue of the Interscholastic Leaguer is a list of schools which have been suspended from eligibility to participate in certain activities of the Interscholastic League competition in the state for the current year. Also listed are schools which have been placed on probation.

Of special interest are the reasons given for placing schools on probation or suspension, and the most common among them is the bad behavior of spectators at games. Usually the offense is an attack by a fan on an official. In one case the charge was "attack by a spectator on a football official, and verbal abuse of officials by fans."

That last item is one that really merits attention. So many people seem to think that a ticket entitles one to the privilege of mouthing off whenever he pleases, especially to criticize and abuse officials who do not call the game to his liking.

Such people ought to think long enough to realize in the first place that they make themselves conspicuous as poor sports, and secondly that their example tends to defeat a basic purpose for placing athletics on the school program . . . to instill a spirit of sportsmanship and fair play in the students.

This isn't saying that officials have never been wrong nor that a fan's criticism is always unfounded. Normally, however, the official is right, and the fan's disagreement is due in most part to the fact that he cannot see any fault or infraction by his favorite team. At the same time he has a tendency to amplify, or even to create faults in the other team. So he abuses the official who does not see the game from the same slant.

Even when the official happens to be wrong these self-appointed champions of the home town honor are out of line. The very existence of interscholastic competition depends on abiding by the judgement of officials . . . and to register complaints through the proper channels if and when the occasion arises.

League administrators know what they are doing when they demand that officials must be respected. Without such regulation the game would become a bedlam. Without strict enforcement of the regulations, sports would degrade into a vulgar scene of violence . . . certainly not an activity for civilized people.

Fellows who have a yen to throw fists or insults at the official should take the time to consider just what can develop from their rashness. Besides making spectacles of themselves and giving a shabby example of sportsmanship before youngsters, they invite a bitter penalty on their own home team. It's pathetic for a group of boys to be athletic outcasts for a year or two because some over zealous supporter failed to exercise reasonable control over himself.

EXCHANGE ITEMS

In an effort to keep informed about interscholastic activities in other areas of the country, the League carries on a continuous exchange of publications with similar organizations in other states.

It is interesting to note some of the regulations, interpretations, and editorial stands taken by these brother organizations. Although the League does not necessarily agree with some of the theories of other organizations, various news items from their official bulletins will be reprinted from time to time in the Leaguer as a matter of interest.

The following item is reprinted from the October issue of the Wisconsin Interscholastic Athletic Association Bulletin:

"Any student who is representing his school in interscholastic athletics and who smokes at any meet site (dual or multiple) or during the course of any competition between schools will be disqualified from participation in that sport during the remainder of the season in which the violation occurs.

"This regulation was adopted by the Board of Control on August 16, 1956. For several years a comparable regulation has been in effect for all multiple meets, but now the regulation applies to dual competition as well."

DISPOSAL MEANS SOUGHT

Disposal of radioactive waste, a problem of critical importance, is being studied at the University of Texas. The Atomic Energy Commission has provided \$19,440 to support Dr. Earnest F. Gloyne's research on the disposal of radioactive wastes into underground salt formations.

Not the Inventor

Maj. Wingfield cannot properly be called the "inventor" of modern tennis, however, since various forms of the sport were being played well before this time. "Field" tennis was known in 1793 and "long" tennis was being played in 1864. In patenting Sphairistike the Major claimed only a "new and improved court for playing the ancient game of tennis."



BACK AGAIN—Tommy Minter, Gladewater, will be back again for the coming track season to give competitors a run for their money in the broad jump, low hurdles, 220, and sprint relay events. As a sophomore last year, Minter took regional honors in the broad jump and low hurdles; he was on the winning sprint relay team and he placed second in the 220. That same relay team took second at State Meet, where Minter won the class A broad jump event and set a new conference record with a leap of 23 ft., 9/4 in. The young trackman is five feet, eleven inches tall and weighs 160 pounds.



1955 CHAMPIONS—The Whitney Wildcats showed a potent offense and tight defense in winning the Region V-B football title in 1955. Their season record was eleven victories and one tie; they scored 376 points and allowed their opponents only 68. The Wildcats beat Blooming Grove 21-6 in the bi-district tilt and sewed up the title with a 21-13 win over Keller. Team members are: front row, left to right—Vic Mohon, Ronald Watson, Charles Miller, James

Marsh, Don Gant, Deayne Freeman, Ellis Faulkner, Jr.; second row—Terry Lovell, Alton Sanders, Jerry Taylor, Eugene Berry, Bud Webb, R. Q. Grantham, John T. Pelham; back row—Coach Alvin Carmichael, Jerry Ward, Gerald Owen, Kenny McCown, Donnie Halbert, Jimmy New, Rory Younger, Charles Degner, Donald Cooper, and Assistant Coach Fred Smith. Not pictured: Lewis Crow.

Postscripts on Athletics

'Dumb' Label Proved Wrong for Athletes

By DR. RHEA H. WILLIAMS
State Athletic Director

For many years statements have been made that athletes are "dumb" and not up to the intellectual standards of other students in school. The athlete often is the butt of cartoons, jokes and other satirical forms of ridicule. In reality, this is a misnomer and a viewpoint which should be dissipated in the eyes of the public.

Above Average

It is a proven fact, on the basis of scientific study, that children who are superior mentally are superior in physical growth and ability. Dr. Terman of the University of California, in a study of gifted children, has proven conclusively that there is a high correlation between gifted children and general health and physical ability. Therefore, such sayings as "a strong back—weak mind" have no foundation, although this idea is still prevalent in the minds of many people.

Gates, in his research on this subject, also found that individuals who stand high in mental ability also tend, on the average, to be superior in motor abilities. Scientific research indicates that athletes are above the average in mental ability, although there are isolated cases where this is not true.

Too Much Praise

Perhaps one of the reasons why athletes are selected out of the entire student body to be classified as below average in intelligence is the fact that everyone knows about the athlete. When he fails it is a matter of public information to all, while other students could fail and it would be known only to a few.

One star football player who fails in his scholastic work has this fact broadcast to the whole community or state while the many who passed their work satisfactorily are not even mentioned. It is natural, therefore, for the public reading about this one athlete failing to draw the conclusion that athletes are "dumb."

Outside Pressure

Another reason for athletes sometimes not producing their maximum in their scholastic work is the false impression given them by the press and the public about their importance because of their athletic ability. As a result, many athletes come to the conclusion that they will be given their grades because they are essential to the success of the athletic team.

Unfortunately, in some instances, they are given their grades and, as a result, build up a lifelong impres-

sion that they can "get by" without having to put forth any efforts. In fact, in some communities pressure is placed upon the teachers and administrators by outside groups or individuals to see that no athlete fails in his work.

Equal Treatment

Certainly, no one can condone situations which lead to giving students grades which they do not earn, as this is dishonest and creates the very opposite attitude in the boy to what the properly conducted athletic program should develop. Schools and communities have the responsibility to see that an athlete is not given any grades merely because he is an athlete; neither should he be discriminated against because he is an athlete, as is the case with some teachers who dislike the athletic program. The athlete should be treated exactly like any other student.

Success In Life

It is a proven fact that athletes do have superior mentality to the average student in high school. It is time that our young men who participate in athletics work to their maximum to remove forever the stigma that athletes are "dumb." There are untold numbers of athletes who have been and are members of Phi Beta Kappa, who have gone on to attain success in the areas of teaching, banking, medicine and all other professions. Yet the public still thinks that athletes are below normal in their mentality.

Faculty Responsibility

Coaches especially, along with other school personnel, have the responsibility to encourage athletes to work to their maximum ability, and to make acceptable scholastic averages. Coaches also have the responsibility to set examples in this area by doing a good job of teaching, and themselves putting forth their maximum in educational areas.

Coaches should participate in their school faculty meetings, their district and state professional associations and should be active in all school activities. By so doing, they raise the level of their profession in the minds of the public.

Proof by Example

The 1955 Abilene High School football team, which won the State championship in Conference AAAA for the second consecutive year last year is typical of what athletes can do in the scholastic department under the right direction and guidance.

The entire squad had an overall average of 84, while many of the first-string players were well above

90. As an illustration, their two all-state players, Sam Caudle, an all-state guard, had an average of 94.4, and Glynn Gregory, an all-state halfback, had an average of 92.25. Ten other players on the squad had scholastic averages above 90. Seven members of the squad are National Honor Society members and many others are now eligible and belong to this group.

Encouraging Achievements

Such fine achievements are encouraging in regards to the quality of the youth of our state, and give the "lie" to the incessant chatter about our "lost youth" and juvenile delinquency. The fine scholastic record of this football team can be traced directly to the coaching staff and the teaching personnel of Abilene High School. The final achievements of the Abilene High School football team on the field and in the classroom offer conclusive proof that athletes have the ability to make scholastic grades which are above the average.

Remove Stigma

Let us, as coaches, school administrators and teachers, challenge our athletes to their maximum scholastic achievements. Athletes have the potential ability to be fine students if they are only required to do so. Practically all state athletic associations have scholastic requirements for participating in League athletic events, and it is up to our school people to see that these standards are met fairly and honestly.

Moral Obligation

Otherwise, we leave an impression with the athlete which lasts all through his life that he can achieve success without maximum effort if he knows the right people or has made himself essential to a certain group. Athletes and coaches have a moral obligation to do the job they are capable of on the scholastic level and by so doing to raise the status of "athletics" in the minds of the people.

Athletes do have the mental ability to make credible grades; therefore, it is fervently hoped that all school people interested in the welfare of athletics will do everything in their power to encourage athletes to work to the maximum of their ability and by so doing, remove the stigma that "all athletes are dumb."

POETRY PRIZE SET

The University of Texas has received from Miss Georgia B. Lucas of Austin a gift for the establishment of the Georgia B. Lucas Prize for Poetry. The contest will be open to undergraduate students, and the prize will be awarded in the spring.

Modern Lawn Tennis Shows Great Growth in 75 Years

By MRS. WILMER ALLISON

Tennis players and spectators who enjoy the fast-paced game of tennis owe a big vote of thanks to a sports-loving British army major who devised the game back in the early 1870's.

Tennis, in substantially the form it is played today, was introduced at a lawn party in Wales by retired Maj. Walter Wingfield. It scored an immediate success. The Major's game, which he unfortunately named "Sphairistike," (Greek for "play ball") was specifically designed to supplant croquet, which was highly popular at that time but lacked the physical challenge to the robust major.

Wingfield borrowed from three principal sources in devising his new sport. From badminton, which had been introduced in England from India a few years before, he

took the outdoor grass surface, the approximate size of the court, and the height of the net. From the indoor game of court tennis, or Royal tennis, which had evolved over the centuries in French monasteries and courtyards, he took the racket, ball, and the rough outline of the game itself. From the old game of rackets, popular in debtors' prison, he adopted the scoring system of fifteen points to a game.

Not the Inventor

Maj. Wingfield cannot properly be called the "inventor" of modern tennis, however, since various forms of the sport were being played well before this time. "Field" tennis was known in 1793 and "long" tennis was being played in 1864. In patenting Sphairistike the Major claimed only a "new and improved court for playing the ancient game of tennis."

But Wingfield's action in patenting his set of net, racket, balls, and playing rules in 1874 focussed public attention on the game and led directly to the formal organization of tennis clubs.

The public was unable to cope with, or pronounce, Sphairistike, which they called "stickey," and the game then became known simply as lawn tennis, which is still its proper name regardless of the type of surface on which it is played.

First National Tourney

The first official national championship with uniform rules and approved equipment was held at the Newport Casino in Rhode Island in 1881. It was conducted to settle disputes growing out of conflicting claims of the winners of various tournaments held throughout the year, and it not only decided the

first undisputed American men's singles and doubles champions, but sharpened public interest in the sport.

The winner of that first singles title was Richard D. Sears, who went on to win it seven times—a record that has been tied but never surpassed. The first men's doubles title was won by C. M. Clark and F. W. Taylor.

No less than 66 national championships of all kinds are now conducted each year in this country under the sanction of the United States Lawn Tennis Association, which celebrated its 75th anniversary during 1956 with a diamond jubilee program.

More Encouragement

During the past few years special attention and encouragement has

been given to younger players, particularly through the Junior Tennis Development program. This plan encourages the growth of tennis by holding clinics throughout the nation in local communities, schools, and colleges, and through local, sectional, and national tournaments for the various age groups of boys and girls. Maureen (Little Mo) Connolly and Tony Trabert are only two of the many players of championship calibre that have come up through the ranks of the program.

Another new force in the production of youthful tennis players is the United States Junior Chamber of Commerce plan. Each year 2,750 Jaycee chapters sponsor a series of tournaments on a national scale in which nearly 75,000 boys from 12 to 18 years of age participate. After a series of elimination contests, 150

qualifiers meet in the national Jaycee championships. The finalists are then named to the USLTA Junior Davis Cup training squad.

International Scope

Girls and young women players have their own national championships as well, and eventually the most promising junior boys and girls are selected for the Junior Davis Club and Junior Wightman Cup squads. From that point they have the opportunity to continue on to international competition.

This brief outline of some of the many facets of the game partially illustrates how Major Wingfield's brain child has grown into a mighty giant—the internationally popular sport of lawn tennis that is played and enjoyed so heartily by millions of people.