

INTERSCHOLASTIC LEAGUER

VOL. XLII

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NO. 4

Last Conferences

Two remain. That is the current score on the 1958-59 schedule of Student Activities Conferences. School administrators and coaches of League literary and academic contests should plan now to accompany a student delegation to one of these remaining Conferences if it is in the vicinity of their school. The two final meetings of the year are: January 10—Texas A&I College, Kingsville. January 17—Sam Houston State Teachers College, Huntsville.

Alpine, Laredo Teachers Win

The \$300 Actuarial Club award for 1958 in Region VIII went to Miss Johnnie Weyerts, Alpine High School, for her outstanding work with high school math students.

Miss Weyerts, who holds two degrees from Sul Ross College and has done additional graduate work at Texas Tech and The University of Texas, has established a record, of sorts, that is possibly unequalled in Texas. Between 1948 and 1954, 130 of "her boys" graduated from college with majors in math. Of these, 19 became engineers, 1 an architect, 3 geologists and 2 physicians. Another 16 became teachers and 6 of these are teaching math.

Many Victories

Her slide rule and number sense coaching has brought:

1947—two students won district number sense honors.

1948—first and second at district in number sense; first and second and third at district in slide rule.

1949—Ronald Klein was state number sense winner, but slide rule team was unable to compete at regional due to time conflict.

1950—both teams swept district honors, slide rule team won at regional and qualified for third and sixth places at state.

1951—both teams won district and regional contests; in number sense Bob Duncan won first and John Newell sixth at state; slide rule team was unable to compete at state because one of contestants took Polio.

1952—both teams won district and regional contests.

State Winner

1953—both teams won district and regional, and Hobson Wildenthal won first at state in slide rule.

1954—both teams won district and slide rule won regional meet



MRS. BESSIE WATKINS



MISS JOHNNIE WEYERTS

while number sense contestants dropped to third and fourth.

1955-1958—winners at district and regional levels, plus a second place at state in 1958 in number sense by Kern Wildenthal. He had entered competition for four consecutive years.

In addition to her interest in math, Miss Weyerts has taught Spanish, social science, and girls' physical education. At onetime she taught public school music in El Paso County and directed the high school chorus.

Mrs. Bessie R. Watkins, of Martin High School, Laredo, has won the \$300 region VI award for 1958 from the Actuaries Club of the Southwest.

Mrs. Watkins, a graduate of (Continued on Page 4, Column 8)

New Debate Areas List Seven Topics

R. J. Kidd, director of the Interscholastic League, will go to Chicago late this month to help select three major problem areas to be considered for the 1959-60 national debate question.

As a member of the National University Extension Association Committee on Discussion and Debate Materials, Kidd will have a hand in narrowing down the present list of seven suggested problem areas to the three to be considered. After the narrowing down process, the three major problem areas will be submitted to a vote by all states, along with three specific debate questions for each area.

States to Vote

The voting by state associations will determine the major problem area to be used for next year's debate topic, and then each state will be permitted to choose its own debate question from the three submitted for the particular area chosen.

The process began early this fall when Robert H. Schacht, committee chairman, requested all state leagues and associations to suggest problem areas for the 1959-60 debate question. Twenty-five state associations responded to the poll, and from their replies came the present (Continued on Page 3, Column 5)

Five-Conference Competition Needs Detailed Explanation

Junior Highs Get Assigned

Junior high school assignments to districts for participation in the League's literary and academic contests have been mailed out from the League office along with special contest rules and regulations set up for these districts.

Rules are provided for: debate, declamation, poetry reading, extemporaneous speaking, one-act play, ready writing, spelling and plain writing, and number sense.

Winners in these junior high school meets do not advance to a higher meet.

District Organization

The League office makes no attempt to organize junior high school districts as such. The initiative rests with each member school that has been assigned to a junior high school district. If teachers or administrators need help, either in organizing the meet or in interpreting the rules, please write the League Director, Box 8028, University Station, Austin 12.

A few large elementary schools, with only seventh and eighth grades, are ordinarily assigned to an elementary school district. However, these schools may ask to compete in a junior high school district and, with the approval of the junior high school executive committee and the State Office, these large elementary schools may become members of a junior high school district.

Contest Rules

Some of the junior high school contests have special rules, modified to suit their needs. These are fully explained in the materials that have been mailed to each junior high school. In other cases, the contest rules outlined in the *Constitution and Contest Rules* shall apply. These special rules may be further modified, if such changes would better suit the needs and interests of the students in the district. The district executive committee may make such changes as it sees fit, provided all the schools involved are mutually agreed.

Many school administrators and contest sponsors still seem to be confused regarding the provisions in the State Meet Plan for the current year. At recent meetings and conferences, League officials have been asked how, why, and when it was decided to have the State Meet on a five-conference basis. Many have said that this came to their attention for the first time during the fall.

All of the schools in the state receive the *Interscholastic*

Leaguer, but apparently some people have been too busy or have neglected to read it. Some have said they had no idea such a plan had ever been proposed to League members. These same individuals are objecting to the distance to be travelled to the new regional sites. Several districts have asked that they be reassigned to their former regional centers for spring meet competition.

History of Change

The first proposal for separating all conferences for spring meet competition was made at the State Meeting of Delegates in Austin on May 5, 1956. C. E. Ellison, superintendent of schools at Killeen, submitted a motion requesting that the Legislative Council appoint a committee to study the problem of allowing Conference AAA schools to qualify to the regional and State Meet, without being combined with Conference AAAA at the regional level. The motion carried.

The question was then referred to the Legislative Council. At its regular meeting on November 4, 1956, at Austin, the Council authorized the appointment of a three-man committee to study the recommendation submitted by the State Meeting of Delegates. Members of that committee were Nat Williams, superintendent of schools, Lubbock, chairman; I. T. Graves, superintendent of schools, Floydada; and Wright Chrane, superintendent of schools, Pyote.

Opinions Requested

The question was again submitted at the State Meeting of Delegates in May, 1957. Dr. Truett Roach, superintendent of schools at Andrews, reported to the delegates on the results of a questionnaire which he had sent out to the Conference AAA schools, asking if they preferred a separate state meet for their conference. The vote, he reported, was 56 for the proposal and 5 against.

In the fall of 1957, the League office requested each Legislative Councilman to poll administrators in his respective region and conference, to determine the attitude of the schools on the new proposal. Results of the survey served to guide the Council when the members voted on the issue at their November (1957) meeting.

Committee Report

Nat Williams, chairman of the three-man committee appointed to study the proposed Spring Meet revision reported to the Council at its regular meeting on November 3, 1957:

1. That a five-conference State Meet be set up, with all conferences competing at Austin.

2. That district meets be held in all conferences under the present, regular plan of operation.

3. That area meets be inaugurated when and where needed.

4. That the number of regional meet sites be reduced from eight to four in each of the four "A" conferences (AAAA, AAA, AA and A), with eight sites to be retained in conference B.

5. That track and field contestants be permitted to enter, at regional and State Meet, only those events in which each qualified at the preceding meet. Substitution to be permitted on relay teams only.

Vote Taken

Motion was then made that the proposal be put to a referendum vote of the member schools, permitting them to choose to retain the present plan or to adopt the new proposal.

All of these actions and facts were publicized in the *Leaguer*, together with letters giving various opinions of readers on the proposed plan. In April, 1958, the ballot was submitted to the member schools, for a vote on whether they approved the five-conference State Meet plan, with four regional centers for Conferences AAAA, AAA, AA, and A, and eight regional centers for Conference B.

The vote was 357 in favor of the amendment; 177 against.

The Spring Meet List has been mailed to all member schools. This list gives the regional sites for all conferences and the districts which are to be represented at each regional site. Also, it lists the regional (Continued on Page 3, Column 4)



THE TIME IS COMING—The scene above, from the conference A winning one-act play at State Meet last May, is symbolic of the activities that will be taking place in high school auditoriums throughout the entire state during the next few months as the time approaches for the first district meets. This scene is from "The Wonder Hat" by Kenneth Goodman and Ben Hecht, done by Georgetown High School and directed by Mrs. Frances Springer. The characters, left to right, are Howard Bleek, Janice Glass and Mary McCoy. Janice won best actress award for her participation in the contest.

Music Chairmen Appointed For 1958-59 Competitions

F. W. Savage, director of music activities, has announced that appointments of regional contest chairmen have been completed for the school year.

These officers are appointed by the Regional Executive Committees

and are charged with the responsibility of "submitting recommendations to the Regional Executive Committee relative to time, place, judges, entries, financing and general plans for the Regional Competition-Festival; and, to conduct the competition-festival according to plan and schedule."

All inquiries relating to the details of the competition should be addressed to the appropriate contest chairman and all original entries should be mailed to these officers at least 21 days preceding the announced date of the contest.

The contest chairmen for this school year are:

Region I

Marching, band concert—Robert C. Davidson, high school, Plainview. Orchestra—George Robinson, Monterey High School, Lubbock. Vocal—Hugh Elison, high school, Littlefield.

Region II

Marching—Robert Gans, high school, Winters. Band solos, ensembles—Fred Steffey, South Junior High, Abilene. Band and orchestra concert; orchestra solos-ensembles—H. A. Anderson, high school, San Angelo. Vocal—Dorothy McIntosh, high school, Brownwood.

Region III

Marching—Richard Thomas, high school, Killeen. Band solos-ensembles—Durward Howard, high school, Temple. Band and orchestra concert; orchestra solos-ensembles—Hal Spencer, high school, Marlin. Vocal—Don Pugh, high school, Killeen.

Region IV

General chairman; band and orchestra—John Owens, high school, Marshall. Vocal—David Jones, high school, Carthage.

Region V

Marching—Walter Williams, Blinn College, Brenham. Band and orchestra solos-ensembles—Robert Renfro, high school, Texas City.

Band and orchestra concert—Joe McMullen, high school, League City. Vocal—James Loden, high school, Pasadena.

Region VI

Marching: North Zone—James Banks, high school, Luling; South Zone—Richard Young, high school, Pearsall. Band and orchestra, solos-ensembles and concert: North Zone—Ed Holt, Travis High School, Austin; South Zone—M. E. Rodman, Highlands High School, San Antonio. Vocal (both zones)—Harold Greenlee, Alamo Heights High School, San Antonio.

Region VII

Marching—Harold Luhman, high school, Robstown. Band and orchestra solos-ensembles and concert—John Kincaid, Texas College of Arts and Industries, Kingsville. Vocal—Lawrence McQuerry, Texas College of Arts and Industries, Kingsville.

Region VIII

Marching—Everett Maxwell, (Continued on Page 3, Column 5)

Stewart's Enthusiasm Generates New Participation in Ready Writing Contest

The League's ready writing contest has a more widespread appeal to the individual student than almost any other literary or academic competition, and judging from present indications it is destined to retain its spot at the top of the heap. One reason for its popularity is its relationship with a subject matter portion of the high school curriculum—English—but a large share of the credit for the growth of the ready writing contest must be given to the contest's state director—Dr. Powell Stewart, associate professor of English, The University of Texas.

Increased Participation

Last year's survey of contest participation revealed that 636 schools took part in the ready writing contests at the district level in 1957. This represents a 44.9% increase over the participation in 1953 (439 schools) and the total participation figure was second only to typewriting (699 schools)—another contest closely allied with the high school curriculum.

Another measure of the increased interests in the contest is the League's sale of ready writing bulletins to sponsors and contestants. The bulletin, or, more specifically, a 16-page booklet entitled *The Ready Writers Handbook*, was written by Dr. Stewart in late 1956 and was put on sale by the League early in 1957. Now, scarcely a year and a half later (discounting summer vacation months), the original supply of 5,000 is virtually exhausted and an additional order for 5,000 more has been made.

League officials feel that the handbook has been a major factor in stimulating ready writing participation, for it not only explains in detail what is expected of the contestant, but outlines means of achieving these expectations.

Basic Factor

Of course there are other contributing factors, too, such as the ready writing workshops at the annual Student Activities Confer-

ences, but most of these stem from one basic underlying factor—Dr. Stewart's genuine interest and untiring devotion to the ready writing contest.

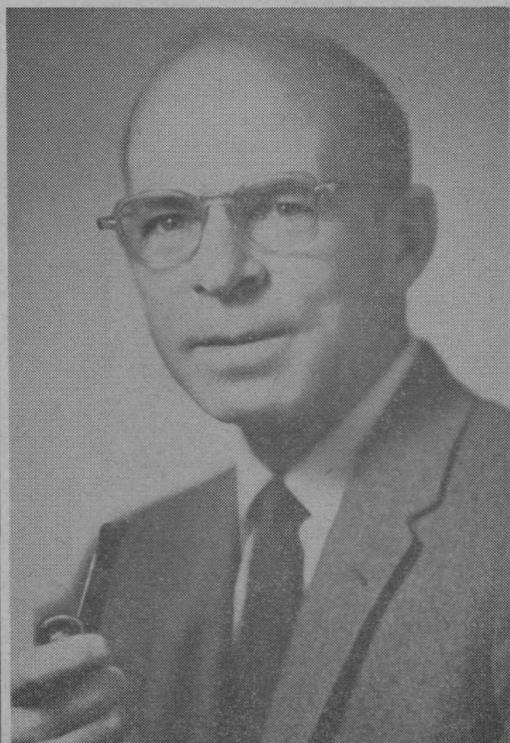
Dr. Stewart, a graduate of Bowdoin College in Brunswick, Maine, has a Master of Arts degree from Harvard and a Doctor of Philosophy degree from The University of Texas. He took over as state director of the ready writing contest in the spring of 1949, succeeding Dr. R. A. Law, who served more than 30 years as contest director.

Miles and Meetings

Since that time, Dr. Stewart has had personal contact with hundreds of high school English teachers and literally thousands of ready writing contestants and other interested students. He has served as workshop consultant or discussion leader at approximately 50 Student Activities Conferences and has travelled some 20,000 to 30,000 miles in the process of encouraging interest in the contest and improving the quality of the writing. The man hours he has devoted to this phase of the League program are incalculable, and he has never received any financial remuneration for these extra efforts.

Then why does he do it? Mainly because he considers the work important. "I first accepted the position," Dr. Stewart says, "because in my connection with freshman English students at The University I saw a need for better writing ability, and through the ready writing contest I saw an opportunity to encourage students to learn to write better."

"In fact," he adds, "the kind of (Continued on Page 3, Column 6)



DR. POWELL STEWART

A Proper Balance

This is the time of year when many people are earnestly discussing winning football teams, championships and the factors which separate the winners from the also-rans. "Desire" is a factor usually placed at the top of the list, and "competitive spirit" is usually associated with desire.

The tragedy is that many people forget (or never consider) the fact that these same desires and competitive spirits are present in numerous high school students who choose other fields of competition, such as speech, drama, journalism, math, English and other academic fields.

Schools provide expensive equipment, adequate coaching personnel and well-kept athletic fields for sports events. And this is how it should be if a school is sponsoring a balanced program of organized athletics.

However, many of these same schools—too many, in fact—provide few, if any, facilities for competitors in literary and academic contests. Students have the "desire" to compete and excel in these areas, but no opportunity to satisfy this desire within the schools. This is not how it should be.

The League Office recently received a letter from one school administrator who stated that he did not believe in interschool competition in literary and academic activities. Instead, his school promotes a strong intramural competition in these events. This is a double standard. What would happen in this school if athletic contests were also confined to intramural competition? Does intramural competition serve the needs of competitive youth in one-act play and debate any better than intramural competition would in football and basketball?

The Interscholastic League strongly favors and recommends a well-balanced school program, with no overemphasis on any part of the program. We do not believe that athletics is currently overemphasized; but we do believe that literary and academic activities are currently *underemphasized* in many schools.

Too many schools are meeting the needs of those with the desire to compete in athletic events while ignoring the needs of those with competitive desires channeled in other directions. It is high time the extracurricular programs are brought into balance.

Scholastic Letters

(The item below is by Archer Fullingim and was printed in *The Kountze News*. Although it concerns Kountze High School, no doubt it is just as applicable to hundreds of other high schools in Texas.)

Whenever Kountze high school starts giving sweaters to its "A" students, then we may be ready to start believing that it puts as much emphasis on scholarship as it does football. We say this, having read last week some place, that some school in the east gives sweaters and jackets to its straight "A" students, the same as to its athletic team members. It's an idea that the school might consider. But as it is now, the A students are not recognized in any way. As far as this writer knows, there has not even been an honor roll in years. It was heartening to read the other day that Saratoga has instituted the old time honor roll. It might be a good thing if Kountze would also go back to the honor roll and let the community know that it has some A students who ought to be recognized, same as the athletes. It might encourage scholarship of which this nation is in such dire need. Or is an A student as important as an athlete? And some of the athletes might be doubly recognized, because a number of the boys on the football team are A students.

New Slide Rulers

The public schools in Colorado are in the process of forming a slide rule league to be patterned after the University Interscholastic League's slide rule contest, according to Paul P. McCurley, superintendent of schools, Gunnison, Colorado.

Supt. McCurley, in a recent note to League Director Kidd, requested some sample contest material and copies of the League's slide rule rules to "use as a guide until we are able to formally draft our own."

School officials who helped formulate League rules, and those who actively support League activities should consider this a supreme compliment.

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, Chairman; Rhea H. Williams, R. J. Kidd, Emmette S. Redford, J. S. Williams, Thomas A. Rouse, Howard A. Galkins, I. L. Nelson.
 Legislative Council: E. D. Cleveland, chairman; Nat Williams, I. T. Graves, Bert Ezell, H. A. Hefner, W. T. Graves, O. B. Chambers, Chester Strickland, Fred Covin, Frank L. Singletary, R. B. Sparks, O. J. Baker, Bill Bitner, Virgil Curran, J. L. Buckley, P. J. Dodson, John S. Gillett, G. M. Blackman, Frank Pollitt, O. T. Jones, Morris S. Strong.
 Director: Rodney J. Kidd.
 Director of Athletics: Rhea H. Williams.
 Director of Speech and Drama Activities: Jerry Rollins Powell.
 Director of Music Activities: F. W. Savage.
 Director of Journalism Activities: J. Roy Moses, Jr.

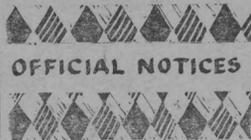
INTERSCHOLASTIC LEAGUER

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OFFICIAL NOTICES

GIRLS' BASKETBALL

Official rules interpretations for girls' basketball for the 1958-59 season:
 1. The three second lane violation rule shall be interpreted in girls' basketball as in boys' basketball.
 2. Team technical fouls are to be handled exactly as individual technical fouls, as described in Rule 2 of the supplement. If a foul is not a contact personal foul, it is a technical foul.
 3. Please note that if a foul is committed by a forward who is in the act of shooting for goal or on the follow through of a shot for goal, the goal, if made, shall not count and the opposing team shall be awarded one free throw. Please refer to Rule 10, Section 1, Item g (4-b) of the D.G.W.S. 1958-59 Rules.

WHITE OAK

White Oak required to forfeit all district football games for 1958 for using ineligible player, thus relinquishing district 15-A championship and the bi-district championship. Edgewood awarded bi-district title and permitted to advance to regional playoff level.

ERA

Era High School disqualified as district 12-B 1958 football champion for playing ineligible student, and all district football honors denied district 12-B because of failure of district committee to act in a judicial manner in hearing an eligibility protest filed before it. Valley View (Jowa Park) named bi-district champion for forfeit.

ONE-ACT PLAY SUSPENSIONS

Nine schools have been suspended in the One-Act Play Contest for the 1958-59 school year for failing to participate after having submitted an acceptance card for the 1957-58 school year. They are: Martins Hill (Ben Wheeler), French (Beaumont), Crosier Tech (Dallas), Gatesville, Lawrence D. Bell (Hurst), Northwest (Justin), Marathon, Magnolia and Sanger.

NUMBER SENSE RULES

In order for an answer to be considered correct in the elementary number sense contest series, all answers must indicate "kind" if called for in the problem, such as "square yards," "8," "%," etc.

FOOTBALL DATES

The earliest starting date for fall football practice for the 1959 season in conference AAAA is August 28; in conferences AAA, AA, A, B and 6-man, August 24. The earliest date for playing a football game in conference AAAA for the 1959 football season is September 11; in conferences AAA, AA, A, B and 6-man, September 4.

JOURNALISM CORRECTION

On page 65 of the 1958-59 Constitution and Contest Rules (under Section 8, Journalism Program and Contests), delete fourth line from top of page "Journalism Contests . . . for their own" and substitute "Office no later than December 1, 1958 (postmark deadline). A list of districts."

FLUVANNA

Fluvanna High School placed on probation in boys' basketball for the 1957-58 and 1958-59 seasons for violation of the Basketball Code in respect to treatment of basketball officials.

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.

GRAFFORD

Grafford placed on probation in boys' basketball for the remainder of the 1958 season and for the 1959 season for misconduct of fans at a game.

FOOTBALL RULES

The 1958 NCAA football rules with the 1952 NCAA substitution rule shall govern all League football games for the 1958 season.

NUMBERING JERSEYS

This year's basketball rules provide that no digit greater than 5 may be used in numbering jerseys. The rules also provide that no jersey may be numbered 1 or 2. Of course, 1 and 2 may be used as a digit in another number (such as 12), but they may not be used alone. The rules also provide that violation of this rule is a technical foul. The rules recommend that even numbers be used on light jerseys and odd numbers on dark jerseys.

During the transition period this rule will not be enforced in League play. When schools purchase new jerseys they will be expected to have them numbered in keeping with the rule. However, schools will not be required to purchase new uniforms in order to comply with the rule. When ample time has elapsed to enable all schools to comply with this system of numbering, the rule will be enforced.

UT Curtain Club Notes 50th Year

The University of Texas Curtain Club, whose ex-members include stars of screen and stage, celebrated its 50th year of dramatic activity early this month with a production of "Teahouse of the August Moon."

Closing night featured a reception-reunion of past members.

Among those who have gone forth from Curtain Club ranks to achieve success in the theater are Eli Wallach, Pat Hingle, Zachary Scott, Fess Parker, Charles (Word) Baker, Rip Torn, John Boles, Kathy Grant Crosby, Valgene Massey, Harvey Schmidt, Ann Wedgeworth and the late Margo Jones.

Other ex-members include Walter Cronkite, radio and television newsman, and two former Texas governors, Allan Shivers and the late Beauford Jester. A number of Curtain Club "exes" have become distinguished doctors, lawyers and business men.

Poor Scripts Cause Even Poorer Shows

By DR. LOREN WINSHIP, Chairman,
 Department of Drama
 The University of Texas

It is class play time at a typical Texas high school. The senior class is raising money for a trip, a party, or for some plaster gew-gaw to hang in a corridor of the building. "Play practice" is being held in a class room each afternoon during the 50-minute activity period. The only night "practice" will be the one dress rehearsal just before the opening.

The play was chosen from those listed by the Sure-Fire-Hit Play Publishing Company in their "1958 Catalogue of Best Plays." The play "coach" and a

student selection committee read descriptions of many plays. The two which the students liked best were *Tubs of Trouble*, a "screamingly uproarious farce involving the hilarious antics of teen-age students," and *Tons of Tillie*, a "screamingly hilarious farce concerning the uproarious antics of a group of high school students."

The "coach" favored the former play because it was "easy to stage" and had been produced by so many schools with such sensational success. When the play books arrived the students were of the opinion that *Tubs of Trouble* was even funnier than last year's senior play, *Aunt Nettie's Nose For News*. It was also published by the Sure-Fire-Hit people.

No Exaggeration

Those not familiar with the state of the theatre in our public schools may conclude that the foregoing is an exaggerated description of how high school plays are often selected. There is no exaggeration. The illustration described above is an actual situation which, in varying degrees, represents conditions that exist in many Texas high schools.

Why will administrators and teachers, who exert every effort to secure the best possible equipment and materials for other student activities, persistently select inferior, cheap materials for use in their educational theatre program? Any teacher or administrator moderately interested in selecting worthwhile plays can readily obtain ar-

ticles describing acceptable standards of play selection. Why do "coaches" select *Tubs of Trouble* in preference to the numerous good plays available to all amateur groups?

Significant Reasons

There are at least two significant reasons which may be offered in reply to these questions. One is that too few college and university drama teacher training programs adequately prepare prospective theatre teachers to recognize and select good plays for production. The other is that many play publishing companies make no effort to publish worthwhile plays. We shall concern ourselves with the latter reason in this article.

Certain play publishing com-

panies have learned that most of the teachers appointed to direct dramatics have difficulty in recognizing good plays, and that a majority of public school administrators have little interest in sponsoring effective educational theatre programs. That this lamentable situation has been deliberately exploited by the publishers may be confirmed by glancing through the columns of almost any town newspaper.

Worst Examples

Thus in many of the smaller high schools, which constitute over one-half of the total number, we find the presentation of plays that by all known standards are the worst examples of the playwright's art.

In a recent survey the catalogues of eighteen play publishers were studied in detail, and hundreds of the plays listed were read. For purposes of comparison these companies were divided into four groups.

Group I included those few companies which listed carefully selected titles that were the work of reputable playwrights. While some plays were ordinary, the emphasis was obviously upon quality rather than quantity. Descriptions of plays were reasonably accurate and not intentionally misleading to directors. Advertising materials were in good taste, and there seemed to be an awareness of a responsibility for encouraging the use of good plays and production procedures.

The companies in this group did not control the rights to a large number of plays, but, in common with most of the publishers, they were prepared to supply the plays of all other publishing houses.

Good, Poor, Indifferent

Group II included four publishers. The catalogues of these companies listed large numbers of good, poor, and indifferent plays. Some were trashy, but plays of this sort were the exception rather than the rule. Descriptions were seldom exaggerated, advertising emphasized the value of using good plays, and the impression was gained that a serious effort was made to provide plays worthy of amateur production. Director's manuals were available for some plays and these were usually helpful.

Seven publishing houses were included in Group III. These firms specialized in badly written plays. Production rights to only a very few good plays were controlled by the companies in this group. Advertising concerning the 250 to 400 titles which each of these firms apparently owned was in bad taste, exaggerated, and completely misleading in most instances.

Other Products

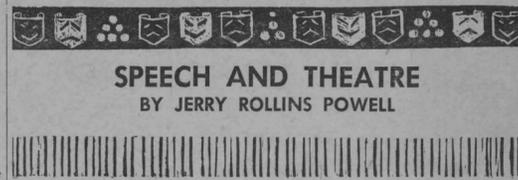
The five publishers in Group IV handled the same type of inferior play, and they were classified separately only because they advertised a wide variety of other products for school and speaking contest use.

The plays and publicity policies of the twelve publishers in Groups III and IV had certain characteristics in common. From 85 to 90 percent of the titles they controlled were farces or "farce-comedies." Almost half of the plays concerned teenage characters involved in jerry-built plots with flimsily contrived situations.

Most of the plays included many of the same ridiculously exaggerated characters: the eccentric aunt or uncle, the comic servants who often spoke in a foreign dialect, the glib parent or adult relative, the villainous landlord, teacher, banker, or parent, the country bumpkin, and the usual hero and heroine. High school actors who might attempt to portray these unbelievably empty and unchallenging characters have no recourse but to substitute cheap caricaturing for acting. Dialogue was replete with clichés, slang, and what the writers imagined was ordinary conversation of the common people.

Simple Scenery

One set of scenery was usually sufficient, and it could easily be (Continued on Page 3, Column 3)



SPEECH AND THEATRE

BY JERRY ROLLINS POWELL

A few weeks ago some 30 speech people throughout the state received a preliminary poll that they were to fill out and comment on. Most of the recipients replied—and replied in detail. The reason for the preliminary poll was to determine what problems seemed to be the most important and to use them in making up a longer, more comprehensive questionnaire which will be sent to all directors in each school in Texas. Go ahead and groan.

Looking back into the records of the beginnings of the League one can see that the rules which were used, say, in 1936 are almost exactly the same rules we follow in 1958. It may be time for a change in these rules. That something needs to be done may be reflected in the rather large number of letters in the complaint files in the State Office. Each of you who read this has a number of gripes that you would like to see aired and this questionnaire is just about the only way your views can be effectively used.

Judging Personnel

Among the biggest headaches the speech competition is confronted with is in judging. It is doubtful that any subject can generate more steam than this one, for nearly everyone who has ever been in competition has had a reason to object in some way to the judging.

Soon, before the spring meets begin, a list of all the speech and drama personnel of all Texas colleges and universities will be made available to you. You may then be able to choose those persons whom you feel best qualified and who are closest to your contest site. No matter what the qualifications of the men and women on this list, chances are they are infinitely better than the local barber or the minister's wife.

Director's Meeting

This column has several times said before, and will say again, that a director who does not meet with the other directors in his district to select judges, plan the program, etc., is just asking for dissatisfaction at the contest. Actually, holding a meeting with the other directors is one of the best remedies known for preventing (or at least helping to prevent) an unfriendly contest.

The Constitution and Contest Rules states this idea as a rule on page 56, paragraph 16. Better have the planning session before the end of January because February 1 is the deadline.

Judges' Fees

At such a session, you might decide to assess each school a certain fee in order to pay for a good judge to come and critique the event. This is a good idea for several reasons. In the first place, every judge should receive some remuneration for his services—judging is hard work.

In the second place, it is unlikely that you will be able to obtain the services of a qualified judge if you do not pay for him. The generally accepted fee-schedule is five dollars for each play plus mileage. In the case of the speech events the fee should be five dollars per contest plus mileage. Interested in the planning session? Talk it over with your principal.

One-Act Play Entries

There are at the moment (preliminary count) a total of 527 plays entered in our files. Here is the breakdown:

AAAA—80 schools; AAA—60; AA—110; A—109; B—168.

Others were expected to enter before the December 1 deadline. Looks like quite a year in one-act play competition. In the March issue of the Interscholastic Leaguer there will be printed the names of all the schools who have entered and the titles of their plays.

USELESS INFORMATION DEPARTMENT: Overheard at a coffee break the other day was the remark that the trouble with drama in Texas is that there isn't enough conduit—Paul Baker has it all cornered. Anyone who attended the Texas Speech Association meeting in Waco will appreciate that remark.

Critic Judges

Coming back to the discussion of judges it might be a good idea to bring some directors to task on the matter of critic judges. While competition among students and among schools is an excellent device to improve performance, some directors have the idea that the only thing that they need to find out at the conclusion of the speech contest is who won. Then they go home. It is perhaps these directors who prefer multiple judges.

The main reason for using the

critic judge is to find out why a performance did or did not win. If a student (or the director) is making the same error each year and never stays for the criticism, he'll go on making the same error each year. If a judge has been selected to decide the winner in a speech event, then the students and director of these students owe him the courtesy of allowing him to explain why he came to his conclusions. Not only does the director and student owe this courtesy to the judge but they owe something to themselves—praise when it is earned and help where it is needed.

One-act play casts and directors are the ones most usually guilty of the crime of not staying for the critique, but speech people can be equally rude. Don't drag your students away from the critique—they have a right to find out how they rated by analysis.

Play Selection

Much criticism has been leveled at the BASIC LIST OF PLAYS (and the same publication for the last 15 years) and probably the same criticism will continue to be given. Actually the complaint is not directly aimed at that publication but rather at bad play selection in general. High schools are constantly scored for the type of play they pick for contest and for every other production. And well they should be. While the script itself, in the final analysis, is not nearly so important as the production of it, still, a bad script invites a bad production.

This column has often decried the paucity of good one-act plays. It will continue to do so. This column has also pointed out, often, the necessity of selecting a good script. I cannot train the directors personally on how to tell a good play from a bad one—the director must be able to do this himself or his ability to direct will be impaired.

Dr. Loren Winship, elsewhere in this issue, has some sharp words to say about publishers and plays and his words should be well heeded. Dr. Winship is chairman of the Department of Drama at The University of Texas, and has judged, probably, more plays in contest and elsewhere than any other man in Texas. He is much in demand as a critic and teacher and those who have heard him know that his remarks are always accurate and to the point. The article by Dr. Winship is a must.

Events and Pictures

I've asked you for pictures of your productions and some letters of information about your affairs at your school. Haven't received much response from anyone. I have already published a number of notices of speech invitational tournaments and welcome more. Still would like to hear more of local student doings.

The only tournament that has come to my notice this month is: Texas Christian University High School Forensics Tournament, March 13-14, 1959; Dave Matheny, director of forensics, TCU.

Dave suggests that any school that does not receive an invitation by December 1 contact him. Contests to be held include debate, poetry reading, extemporaneous speaking and oratory. One-act plays are to be performed clinic-style.

Drama Scholarships

Mrs. Bing Crosby (Kathy Grant of the movies) has established a fund at The University of Texas. The fund provides scholarships for students majoring in drama at the University. Kathy Crosby received a BFA degree in drama in the 1956 summer session at the University. Drama, anyone?

National Math Contest Scheduled for March 5

The national contest in high school mathematics for 1959 will be held on March 5, 1959, and all Texas high schools should receive official invitations prior to Dec. 15, 1958. The contest is sponsored by the Mathematical Association of America and the Society of Actuaries, and additional information can be obtained from H. J. Ettlinger, Box 7512, Austin 12, Texas.



Little has been said so far this year about 1958-59 ILPC enrollment, so for the record perhaps it should be brought up to date. As of the first of this month the membership stood at 271-83 of the \$2 variety and 188 of the \$5 specie. In other words, approximately 70% of the current members have ordered the criticism—and therein lies a problem.

Members have until Feb. 1, 1959, to submit issues for criticism, but if everyone waits until the last minute there will be a tremendous bottleneck. We just don't have that many competent critics. So, may I urge as many sponsors as possible to please consider getting their criticism issues in early. It may make the difference in waiting two weeks or two months for the finished job.

Final Reminder

Back to membership for a moment, this is as good a time as any to make a final reminder about membership deadline—January 15, 1959. It looks like a banner year for ILPC membershipwise, but with only about a month to go it is difficult to judge—too many activities during this time of year, such as finals, holidays, etc., that could cause sponsors to forget. The record ILPC enrollment (321) was set in 1955-56, and last year's was 315. Can we break it?

The Dec. 1 deadline for post-marking Journalism Acceptance Cards has come and gone, and the membership deadline is approaching rapidly. So, while on the subject of deadlines, here are a few more you might want to make note of:

Coming Deadlines

Feb. 1—Last day for submitting school papers for ILPC criticism.
Mar. 1—Last day for submitting file copies of school papers for ILPC rating.
April 1—Last day for receipt (in ILPC office) of entries in Individual Achievement Award Contest.
There'll be others later pertaining to certification of contestants in regional meet journalism contests.

Things to Come

The "pamphlet mill" has been pretty idle this fall, for a number of reasons, but Claude Sumerlin, sponsor of the VANDAL VOICE, Van High School, has submitted one on "Putting Out a Good First Edition" that should be coming your way after the first of the year. Also scheduled for mailing early in 1959 are sample contest materials to all ILPC member schools. Many sponsors have inquired about this material and we'll try to get it out early enough to allow ample practice time prior to the first scheduled meets.

Contests Coming

Coming too will be detailed rules and regulations for the Individual Achievements Award Contest. Start now to consider your entries in news, editorial, sports, feature and featurette writing, photography (spot news and feature), and illustrations (in printed and mimeo publications). At the risk of sounding repetitious, may I urge once again that you read the rules carefully. It is extremely discouraging to reject numerous entries for failure to submit them properly.

Spring Meet

Tabulations are not complete at this writing due to the allowance of a "buffer" period for late, but properly postmarked, Journalism Acceptance Cards, but it looks like it'll be a good year for spring meet journalism contests.

At last count, 278 schools had properly submitted the acceptance card entitling them to participate in the journalism contests. The breakdown: 81 in AAAA; 44 in AAA; 75 in AA; 40 in A; and 38 in B.

Last year there were many more eligible schools (286), but mainly because all ILPC members were automatically added to the eligibility list, whether they actually intended to certify contestants or not. In the final analysis, less than half of those 286 schools entered contestants in the contests—137, to be exact. That breakdown was: 83 in AA (which then was AAAA and AAA combined); 32 in A (which was conference AA); and 22 in B (which was a combination of A and B).

Record Breaking

Of course some of the 278 schools that have signed up will fail to enter contestants in the meet, but even if most of the acceptance cards indicate honest intentions it should be a record-breaking year in that department, too.

As pointed out earlier in the

Practice Material Demand Setting New Sales Records

The demand for Interscholastic League contest practice material for the literary and academic events has far exceeded amounts ordered in previous years. Below are listed the major publications of the League and the quantity of each

Spelling Lists	24,901
Slide Rule Tests	10,036
Number Sense Tests	7,511
Shorthand Tests	4,538
Typing Tests	4,538
Developing Number Sense	1,582
Girls' Basketball Guide	1,257
Constitution and Contest Rules	904
Debate Kit	844
Ready Writers Handbook	738
Number Sense Test Booklets	624
Prose & Poetry Bibliography	322
Slide Rule Manual	287
Picture Memory Booklets	272
Prescribed Music Lists	224
Play List	143

\$36,000 Grant Helps Teachers

The University of Texas has received a \$36,000 National Science Foundation grant to initiate a summer institute for college teachers of physics.

Dr. Robert N. Little, physics professor, will coordinate the nine-week institute which begins next June 15.

"This new institute marks the first time NSF has financed a special course at the University for college level teachers in one specific science," Dr. Little said.

Negotiations Underway

For two summers NSF helped finance a Science-Mathematics Teaching Center for high school teachers. Renewal negotiations are under way for a similar 1959 teaching center.

Dr. Little, citing the need for a physics institute, said "numerous faculty members in the science departments of small colleges in this area started with minimal science backgrounds and have had little opportunity to obtain further training. This situation is probably most acute in the field of physics."

To Receive Payment

College physics teachers accepted for the 1959 Institute will receive payment for travel and living expenses for themselves and dependents, plus free tuition and fees. Teachers may earn six to eight semester hours college credit in addition to the course on "Current Developments." They may select courses on atomic physics, electronics, nuclear physics, electromagnetic theory and others from the physics department's regular curriculum.

Teachers may apply for NSF Institute stipends by writing Dr. Robert N. Little, Institute Director, Physics Department, University Station, Austin 12. Deadline for applications is Feb. 16, 1959.

item purchased, up to and including October 31, 1958:

The bulletin, "Developing Number Sense," is another very popular League publication in mathematics. The total sale averages about 5,000 copies per year.

MUSIC...

(Continued from Page 1)

high school, Andrews. Band and orchestra solos-ensembles and concert—co-chairmen: Robert L. Maddox, Odessa High School and Gene C. Smith, Ector High School, Odessa. Vocal—Jerry Jackson, high school, Monahans.

Region IX

Marching—band solos, ensembles and concert—Ray Bostick, high school, San Benito. Vocal—Robert Irby, high school, Harlingen.

Region X

Marching—James Jacobsen, Texas Christian University, Fort Worth. Band, orchestra, vocal solos, ensembles and concert—Floyd Graham, North Texas State College, Denton.

Region XI

Marching—Fred Carpenter, Amarillo College, Amarillo. Band, orchestra, vocal solos, ensembles and concert—Dr. Ted Cragger, West Texas State College, Canyon.

Region XII

General contest chairman—Frank Giovia, high school, Port Neches.

Region XIV

Marching—Donald Hatch, high school, Wichita Falls. Band, orchestra, vocal solos, ensembles and concert—Russell E. McKiski, Midwestern University, Wichita Falls.

Region XV

Marching—James Taylor, Bonham High School and Buddy Ryland, Mineola High School. Twirling—Alton Polk, high school, Pittsburg. Instrumental solos, ensembles—Donald Black, East Texas State College, Commerce. Band concert—Kenneth Hall, high school, Hooks. Vocal—Lee Gray, high school, Mt. Pleasant.

Region XVI

Marching—Fred Junkin, high school, Victoria. Band and orchestra solos, ensembles—W. B. Skelton, high school, Port Lavaca and James Mathis, high school, Goliad. Band and orchestra concert—A. J. Fassino, high school, Vanderbilt. Vocal—Betty Ann Whitis, high school, Victoria.

DEBATE...

(Continued from Page 1)

list of seven suggested problem areas. These are:

Seven Areas

1. Labor-management relations.
2. Policies of national defense.
3. Federal vs. state sovereignty.
4. Development and use of natural resources.
5. Recognition of Red China.
6. Role of the United Nations.
7. Power of the Supreme Court.

Wording Committees

The exact wording of these problem areas and their related debate propositions will be done by subcommittees being set up by Dr. Bower Aly of the University of Oregon, executive secretary of the committee. There will be a separate committee for each of the seven areas, and committee nominations are being requested from all states. John R. Holcomb, speech teacher at Reagan (Houston) High School, has been nominated to serve on one of the groups.

The Chicago meeting is scheduled for Monday, Dec. 29, and after the problem areas are selected a cross section of Texas high schools will be canvassed in January to determine which of the three areas is preferred.

In addition to Chairman Schacht of the University of Wisconsin, Dr. Aly and Kidd, the NUEA committee includes: Edward Rogge, University of Missouri, assistant executive secretary; E. R. Rankin, University of North Carolina, treasurer; Thorel B. Fest, University of Colorado; T. Earle Johnson, University of Alabama; James Robinson, University of Oklahoma; Lloyd Schram, University of Washington; and Hugh F. Seabury, State University of Iowa.

UIL's Fifty-Year Members Sought

One suggestion has been made concerning the League's Golden Anniversary coming up next year—to make an award to each school that has been a League member for 50 consecutive years. No action has been taken on this suggestion, but it would be interesting to know how many 50-year members there are. All administrators are urged to check their League history and notify the League Director if their school would qualify for such an award.

Spring Meet List Sent to Schools

Major changes have been made in the 1959 district, regional and State Meet plans. All school administrators are urged to check their school's district and regional assignments carefully in the 1959 Spring Meet Lists mailed to member schools this month.

Many schools will go to new regional sites for the first time. In some cases, it may be necessary for the schools to provide for an overnight stay for their sponsors and contestants. In this case, they should ask the regional director for a list of available hotels and tourist courts.

Regional meets are scheduled for April 24 and 25 and the State Meet for May 7, 8 and 9. Dates for holding the district meets are listed on page 4 of the Constitution and Contest Rules.

All district chairmen are listed on page 10 of the Spring Meet List. Names and regional sites are also given. For further information regarding the district or regional meet, schools are urged to write to the director of the meet.

Junior high school assignments have been made up separately from the high school list.

STEWART...

(Continued from Page 1)

writing the contest seeks to promote—expository writing—is not only the most frequently encountered but also the most important in the world today. Exposition is nothing but explanation, and we spend most of our lives making explanations or having them made to us. In addition, it is becoming increasingly clear to the high schools that colleges are interested in the students' ability to write exposition, for now both the College Board Entrance Exams and the College Board Advanced Placement Exams stress expository writing.

Other Efforts

Dr. Stewart's extra-curricular interests go far beyond the League's ready writing contests. He is vitally interested in the English training given in high schools and is currently working with a number of schools on their curriculum problems. In addition, he is a member of the Texas Education Agency's Study Commission on English, Speech, Journalism and other Language Arts.

His principal research interests are newspapers and periodicals of the 18th Century, and his current project is to index periodicals of that era. Dr. Stewart's *An Index of British Newspapers and Periodicals for 1700* was issued last year by Readex Microprint Corp., and The University of Texas, in 1950, published his *British Newspapers and Periodicals, 1632-1800*. Dr. Stewart is also the author of *A Goodly Company: A Guide to Parallel Reading*, published by the American Book Co. in 1934.

Dr. Stewart is a member of the Modern Language Association, Texas Association of College Teachers and College Conference of Teachers of English. For the past three years he has headed a committee planning an annual University conference for high school and college English teachers.

Admissions Test Dates Announced

University of Texas admission tests will be given in 45 cities on February 14 and in 21 cities on May 9, with the specific sites to be announced later.

More than 5,300 students took the tests during 1957-58, an increase of about 500 over the previous year. Testing and Counseling Center officials report they expect another slight increase this year. In addition, some students take the College Board Scholastic Aptitude Test, which is accepted in place of the University test.



The deadline for registration to participate in music competition during the school year 1958-59 has passed. If your school unit did not file a music acceptance card prior to December 1, all of your entries in music competition will be rejected either by your regional contest chairmen or the State Office. Complete lists of eligible schools by regions are being prepared and will be distributed to all executive committees and contest chairmen within a few days.

Conference C Largest

A grand total of 901 junior and senior high schools have registered as eligible schools. Conference C shows the largest number, having 170. When this number is added to the conference CC total, 122, the junior high school section for competition shows 292 units interested in music competition.

Conference AA, with 167 units, is the largest high school category, followed by conference A with 163 schools. Conference B is third with 116 schools.

Conference AAA ranks fourth with 87 schools and, while perhaps representing the largest number of students, conference AAAA has the smallest number of participating units with only 76 registered for competition this year.

1947 Jubilation

As the totals are computed each year, it is impossible to keep from recalling the jubilation in the State Office back in the winter of 1947 when the total number of acceptance cards reached a total of 200 and then finally reach a grand total of 359 high schools.

Even so, only an estimated fifty percent of those schools which registered eventually participated in some phase of competition. Now, with almost twice the number of schools registered, it is estimated that almost 100% of them will participate in some phase of competition.

Orders Due

The State Office has combined the acknowledgment of music acceptance cards with a form upon which entry blanks for the spring competition may be ordered. If your school unit has not received this form, contact the State Office. We are in no hurry to ship the entry blanks since the first deadline for filing any of them is February 13, and experience shows a considerable percentage of these packages will be mislaid or misfiled and have to be re-ordered before time for entry.

Incidentally, did you cut out the schedule of entry dates from the November issue of *The Leaguer*? If you didn't, may we suggest that you find a copy and do this at once. Outline your entry deadlines in red, circle the same dates on your calendar and tack the schedule to your bulletin board.

Several Prohibited

Several schools were prohibited from marching this year because they failed to heed the entry deadline. Postmarks are tangible things and cannot be ignored or "interpreted" and there are absolutely no exceptions provided for the 21-day entry deadline on all music events. If you have mislaid your entry blanks and the deadline is upon you, fill out your entries on plain paper with a duplicate for the State Office and mail them at once. The official forms are merely techniques to facilitate entry and management.

No Comments

We suspected that there might be a flood of comment concerning the item in last month's Leaguer column relative to the proposed limitation of participation in band days, parades, invitation contests, etc. To date we have not received a single comment either pro or con. Perhaps Fred Covin, Chairman of the Music Sub-committee of the Legislative Council has received some. We hope so. How do you feel about the matter?

Classification Problem

Thanks to a discrepancy in the current copy of the Constitution and Contest Rules, there has been considerable misunderstanding and confusion concerning classifications for music competition. Article III, Section 2 states that "fees (are) based on a high school's assignment to Football and Basketball Conferences."

Article VII, Section 19 states, "In classifying high schools for competition in League contests the number enrolled in the last four grades in high school is determined by the figures given in Average Membership of the Superintendent's Annual Report for a two year period."

Average Average

Section 3 of the Football Plan (the section referred to in the first quotation above) states, "The 'average' of the 1955-56 and 1956-57 'average membership' shall be used for assigning schools for the 1958-59 and 1959-60 school years."

Rule 2 of the Music Plan of competition states, "Participating schools shall be assigned on even numbered years to conferences for competition for a two year period on the basis of average membership in the unit during the year preceding assignment."

Frankly speaking, the use of the phrase, "average of the average" crept into League terminology without our knowledge hence schools may be misclassified if they adhere strictly to the Music Plan. It was the intent of the administrators committee on classification that schools should participate in the same conference in all League activities. You should be participating during the school years 1958-59 and 1959-60 in the conference in which you played football this year—1958. If this is not true, please notify the State Office and we will change your classification accordingly.

Opionnaire Tabulated

It still appears extremely important that music teachers continue to do "public relations" work concerning the recommendations being made by the various curriculum commissions appointed by the Texas Education Agency. If the recommendations for a five period day are approved along with the recommendation that "gifted" students be not only allowed, but required, to take five subjects, the quality and quantity of music education in the public schools will take a nose dive!

Also, if a six period day is maintained, gifted students are encouraged to take five "solid" subjects, and the recommendation of the Health and Physical Education Commission that nothing be allowed to substitute for H&PE is adopted, the same nosedive is imminent.

60% Return

A preliminary tabulation of the recent exciter and opinionnaire circulated by this office shows the following results. Quite a few replies have been received since the tabulation was made. For some reason only about 60% of the opinionnaires were returned, about 250 altogether. Seventy-three percent of the schools replying permit the substitution of band for health and physical education.

Ninety-four percent of these schools allow this substitution to continue during the entire school year. Most band directors replying would continue to teach marching procedures to their bands whether or not a time schedule during the fall prevented them from staging football shows each week. Almost all, 97 percent, of the directors replying stated that band is taught one period each day, five days each week. Seventy-six schools allow four credits for graduation; 14 allow three; 99 allow two and 38 allow less than two. The schools replying allow an average of 2½ credits in band for graduation.

Marching Would Continue

Most band directors replying would continue to teach marching procedures to their bands whether or not a time schedule during the fall prevented them from staging football shows each week.

Almost all, 97 percent, of the directors replying stated that band is taught one period each day, five days each week. Seventy-six schools allow four credits for graduation; 14 allow three; 99 allow two and 38 allow less than two. The schools replying allow an average of 2½ credits in band for graduation.

Extra Periods

Forty-one percent of the band directors replying stated that they scheduled an extra period for marching during football season but only four and one-half percent stated they are allowed to schedule this extra period during the regular class day.

The average band participates in sixteen and a half marching shows each year and is on display before an average of 7,000 citizens.

Forty percent of the band directors stated that it is impossible to have extra marching periods because students ride buses or otherwise find it impossible to remain overnight.

The directors estimated that fully 75 percent of the time spent while teaching marching procedures is spent in physical activity such as marching, turning, bending, kicking, etc.

ENGINEER DEMAND UP

The demand for engineering and science graduates skyrocketed last month, The University of Texas engineering and science placement office reports.

H & PE Commission Makes 12 New Recommendations

By O. T. FREEMAN

Chairman, State Study Commission on Health and Physical Education

The State Study Commission on Health and Physical Education is charged with the responsibility of developing an adequate program in health education and an adequate program in physical education for grades one through twelve in the public schools of Texas.

The establishment of an adequate plan of instruction for these two areas in Texas schools constitutes a vital and growing concern among thinking educators who have realized for a long time the tremendous importance that these two subject matter fields hold in the training and development of our boys and girls.

No Uniformity

It is true, also, that there is no uniformity in the manner in which health education and physical education are being scheduled nor in the course content and amount of credit allowed in the various schools at the present time.

It is apparent that if any worthwhile improvement is to be made in these areas, then the program must be one that takes all of these factors into consideration. The plan must be one that can be put into effect on a gradual basis so that schools will have time to make adjustment at a moderate pace. Too many school systems already have a fine health and physical educational program, and safeguards must be taken to assure that the present health and physical education requirements in these schools will not be jeopardized.

Tentative Conclusions

The commission has come to some tentative conclusions:

1. The instruction of health education and the instruction of physical education should not be combined nor should health education be combined with any other course or courses.
2. The certification requirement for teachers of health education

must be strengthened.
3. Because of the scarcity of properly trained teachers, health education should not be taught to classes of mixed sexes.

Textbooks

4. The textbooks available for physical education on the elementary level, and for health education and physical education on the secondary level are partially inadequate, at least.

5. Any course that is taught for an hour each day for five days each week should earn the same amount of credit as any other subject in the curriculum.

6. The permission of other subjects (no matter how important they may be) to be taken in lieu of health and of physical education should be discontinued.

Competitive Sports

7. The competitive sports are definitely a part of the physical education program and these courses offer the same opportunity to physically superior students as advanced subjects in other areas serve the mentally gifted children. However, the commission feels that all competitive sports should be confined to definite periods of time in the school year, and that students who participate in the sports should meet the same physical proficiency and motor skills tests as other physical education students. The following is a suggested time schedule:

- Football — 3 months (September 1 - December 1)
- Basketball — 4 months (November 1 - March 1)
- Track and Field — 3 months (January 15 - April 15)
- Baseball — 3 months (March 1 - June 1)
- Tennis — 3 months (January 15 - April 15)
- Swimming — 3 months (January 15 - April 15)

Of course, the time in each instance to be extended for state play-offs.

Graduation Credits

8. The number of units required

for graduation from Texas high schools should be raised to 20 at the time these recommendations go into effect and that 24 units should be required ultimately.

9. A CTU should be allowed for a qualified teacher of physical education to serve on elementary campuses of twelve teachers or more.

10. The commission is attempting to formulate standards in health education and in physical education which may be used by the Texas Education Agency to evaluate these programs, and which also may be used by a school for self-evaluation purposes.

11. The commission is also preparing a recommended scope, sequence, and content chart for the courses in health and in physical education.

12. The matter of facilities and equipment is receiving careful consideration, and it is felt that certain recommendations should be made in this area.

Commission Members

Other Commission members are:

Ted Andress, Andress, Lipscomb, Peticolas & Fisk, El Paso; Miss Helen Byington, Houston Independent Schools, Houston; Paul Carlisle, principal, Field Elementary School, Beaumont; Mrs. Marguerite Clawson, Temple Public Schools, Temple.

Also, Gilbert Conoley, county superintendent, Williamson County, Georgetown; Mrs. Ralph E. Gray, board member, Brazosport Independent School District, Brazosport; Dr. Martin Juel, Southwest Texas State College, San Marcos; Supt. Knox Kinard, Pampa; Supt. J. O. McKenzie, Grapeland.

Also, Prin. A. E. Norton, Worthington Junior-Senior High, Houston; Prin. W. L. Reed, Levelland; Prin. Joe Reneau, Jr., Seminole; Dr. Lloyd Russell, chairman, H&PE department, Baylor University, Waco; Mrs. Margaret Stapper, Northeast Public Schools, San Antonio; Mrs. George D. Thompson, La Vega Independent Schools, Bellmead Branch, Waco; and Lewis Spears and W. R. Goodson, Texas Education Agency.



POSTSCRIPTS ON ATHLETICS BY DR. RHEA H. WILLIAMS

Several weeks ago it was the privilege of the writer to visit the Texas Training School for Boys at Gatesville, Texas, to observe first-hand the facilities and methods which are being used in Texas to rehabilitate those boys who have been convicted of various juvenile delinquencies. In conversing with the director of physical education and recreation at this institution, several important facts stood out as regards the desire for athletic participation of most of the inmates.

Belonging

The facts which were vividly brought to my attention are principles which are well-known to psychologists and psychiatrists; however, it might be well to review these principles as they are vitally connected with the interschool athletic program.

The first statement which the director of physical education and recreation made was that only a very small percent of the boys sent to Gatesville had ever participated in football and it was very difficult to get boys to participate in group activities which demanded cooperation, sacrifice and teamwork.

The statement was made that those boys who came out for football, in most cases, had not gone out for football in the junior or senior high school which they had attended and they know very little, if any, of the skills and fundamentals of the game. In nearly every game in which the Gatesville football team participated, some boy in the game would come by the bench and ask the coach to take him out as he was tired and "had had enough football for the day."

Recognition

These two items point out some of the great values which can result from group or team activities in athletics. It is obvious that most of the boys in the correctional school did not desire to participate in team athletic activities while in the public school system and it further points out the fact that most of them did not want to make the sacrifices necessary to gain team membership.

Instead, they preferred to try to gain "peer" recognition by resorting to undesirable types of activities which required very little sacrifice on their part and also which could be done alone or at least with only one or two companions.

Group Activities Needed

This points out with great emphasis the fact that the school should make definite efforts to provide some type of group athletic activities which will pull into some team at sometime all of the students.

There is a spiritual element of warmth which can only be secured in cooperative undertakings by groups and this is one of the strongest motivating factors for keeping boys in the proper atmosphere and environment. The desire to belong is very strong at this age; and if it is not fulfilled, the rejection may result in resentment which often is expressed in undesirable activities.

Aloneness

Another interesting comment that the director of the correctional school made was the fact that there was a much greater preference on the part of the boys to participate in individual sports, especially boxing and wrestling, with boxing being the predominant favorite single athletic activity. This is in line with the psychological findings which indicate that teenage boys who are convicted of juvenile violations usually are "loners" and prefer to "fight alone."

Combative activities such as boxing also gives this type of boy a chance to let his emotions be expressed in a fashion which is in line with his philosophy of thinking. He wants to depend on no one but himself and to express himself violently. It is true that in many cases the gang element does involve a team spirit, but this spirit usually does not involve any sacrifice as far as working for the good of each individual member and does not involve any sacrifice in regard to carrying out desirable activities.

In most cases, the gang is held together not by morale but by the threat of violence on the part of a leader. The great difference in this type of group activity and the athletic group activity is that the athletic group activity is based upon a voluntary cooperation for the mutual good of the group, the school and the community, while a juvenile gang is held together by violence and usually is composed of individuals who cannot make the proper adjustments or those who choose not to make the sacrifices necessary to gain "peer" respect from acceptable activities.

Provide Activities

The important principles which we in athletics have a great opportunity to expand and develop from these observations of teenage delinquency in Texas are many. It is the obligation of schools to provide more group athletic activities both on the interschool, intramural and physical education level so that boys and girls will be drawn into desirable group activities and will learn the value of teamwork, cooperation and sacrifice for the benefit of the group.

It should be a challenge to every physical education teacher and coach to make a specific effort to see that "loners" are encouraged to participate in group activities. In fact, they should be placed in group activities and guided so that they will become cooperative individuals rather than allowed to go their individual ways and become farther and farther removed from society.

No one would go so far as to think that we can eliminate all of our juvenile problems merely by getting students into group activities and teaching them to become cooperative citizens; however, we could salvage many of our youth if they could feel that they were actually a part of the group situation and thus could establish their "peer" status by bona fide respectable educational activities rather than trying to secure this status by undesirable and oftentimes illegal activities.

MALH....

(Continued from Page 1)

Southwest Texas State College in San Marcos, has been teaching in Texas public schools for 32 years. Prior to assuming her duties at Laredo, where she has been for the past 9 years, she taught 2 years in Wood County, 2 in Dimmitt County and 19 years at Crystal City.

For 13 of her 19 years at Crystal City Mrs. Watkins coached number sense contestants, until the abolishment of county meets.

More and more students are entering the math contests each year, Mrs. Watkins reports, and she personally tries to promote additional interest by attending workshops and conferences, having picnics for the contestants in local newspapers and school publications.

Mrs. Watkins has had Martin High students qualify to the regional meet every year since 1950, and to the State Meet one year during that time.

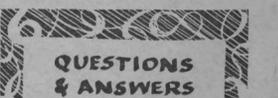
J MEETS...

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Average Costs

Other averages show that a school with entries in all events will spend approximately \$44 per year, with the average per pupil, per event being: debate, 60 cents; declamation, 15 cents; extemp speech, 25 cents; number sense, 15 cents; one-act play, 35 cents; poetry reading, 10 cents; ready writing, 2 cents; spelling, 5 cents.

These expenditures, reports Dr. Tenney, are the lowest per pupil cost for any interscholastic competitive event of any type, but do not include the cost of awards, since only 20% of the participating schools give awards for participation.



QUESTIONS & ANSWERS

Q. Can a school be given a trophy by an outside organization for athletic achievements of either a school team or individual accomplishments of high school students, without violating the Awards Rule?

A. Yes, provided that the trophy is a permanent addition to the school's trophy collection. The school can not hold it for the boy and give it to him after graduation. If it is a permanent trophy given to the school, it is not a violation of the Awards Rule, Article XVI.



RECORD BREAKER—Jimmy Brown of McCallum High School, Austin, turned in one of the few record-breaking performances at the 1958 State Meet last May when he tossed the discus 174 feet, 8 1/2 inches, to better the mark of 170 feet, 10 1/2 inches, set by Darrow Hooper in 1949. Brown also placed third in the shot put event (where Hooper also holds the current record) and, in 1957, placed sixth in the discus at the State Track and Field Meet.

Varied Opinions Reflected in Survey

By LULA B. KOLODZIEJCZYK
Girls' PE Teacher and Coach
Nordheim High School

(EDITOR'S NOTE: Miss Kolodziejczyk recently completed a Master's thesis at Southwest Texas State College, San Marcos, on the subject of competitive girls' basketball. Some of her findings are contained in the article below.)

The participation of girls in athletic competition has become one of the most controversial subjects in the area of physical education and athletics in recent years. Most of this controversy has centered around girls' basketball and has involved administrators, physical educators, coaches, parents and players. As a result, there are many opinions and much confusion.

Heart of the Matter

The root of the controversy is probably the word "competition." Children find themselves face to face with competition very early in life and must continually find ways to adjust to it. In a school program interscholastic athletics have a stronger natural appeal than most other activities because of the competitive element involved.

Girls' basketball serves this need for competition for a greater number of girls than most other sports do; but the schools differ widely on their policies concerning girls' basketball, depending generally upon the opinion of the administrator. Some allow intensive competition, others competition, and some none.

There are many differences of opinion relative to the effects of intensive basketball competition on the personality, emotions, health, safety, and physical well-being of the girls involved. The effects can be beneficial and wholesome provided educational values are not lost in the struggle to win at all costs.

The Problem

The purpose of this study was to ascertain and compare the attitudes of school administrators, coaches, former players, and parents toward intensive basketball competition for high school girls. These four groups were asked to give their opinions about the effects of competitive basketball under the following five divisions:

1. What are the effects on the personality of the girls? Do they become too upset emotionally, or does

it help to control the emotions? Does basketball develop finer personality traits?

2. What is the effect on the physical development and status of the girls participating?

3. How does competitive basketball affect the general health of the girls? Is basketball too great a safety risk?

4. Does competitive basketball enhance the social development of the girl player?

5. Is the program being conducted according to proper standards and values?

The Procedure

A questionnaire consisting of five divisions was devised with the entire questionnaire containing 59 statements. The statements asked for opinions concerning the effects of interscholastic competitive girls' basketball on the personality, emotions, health and safety, and physical status of high school girls. There were five possible ways of answering: strongly agree, agree, no opinion, disagree, and strongly disagree.

Questionnaires were sent to 120 coaches and 120 principals of representative schools (240) of all sizes throughout the state. In addition, questionnaires were also mailed to all of the writer's former players from Nordheim High School who had played at least half of one season, and to the parents of these former players.

Conclusions

The replies supplied the basis for these generalized conclusions:

1. A majority of principals, coaches, players and parents expressed a favorable attitude toward competitive basketball for high school girls.

2. A majority of the four groups agreed that girls' basketball contributes favorably to the personality development of the players.

3. The coaches, principals, players, and parents indicated agreement that competitive basketball improves the physical condition of the girls.

4. Most of the coaches, principals, players, and parents agreed that competitive basketball has no ill effects upon the health and safety of the players.

5. The majority of the coaches, principals, players, and parents agreed that competitive basketball

enhances the social development of the players.

Other Reactions

The coaches, principals, players, and parents reacted in varying degrees to a number of miscellaneous questions and problems related to girls' basketball. On a statewide basis, the coaches and principals:

1. Agreed that basketball should be conducted according to women's standards, rules, and values.

2. Rejected the idea that girls' basketball should be taught, coached and officiated by women.

3. Felt that officials need to call games more closely.

4. Indicated that more efficient officiating should be demanded from the state level.

Players and Parents

The former players and their parents:

1. Were of the opinion that girls' basketball should be conducted according to women's rules, standards and values.

2. Expressed favorable reaction to the statement that the sport should be taught, coached, and officiated by women.

3. Indicated a need for closer and more efficient officiating.

4. Felt that better officiating should be demanded from the state level.

Recommendations

In view of the results of this study, these recommendations are made:

1. That more factual studies be made of the many aspects of competitive girls' basketball touched upon in this study. For example, there is need for a study on the relationship of dietary habits to physical condition and performance of the players.

2. That coaches and administrators check their girls' basketball programs against the standards and policies set forth by the Division of Girls' and Women's Sports, a division of the American Association of Health, Physical Education, and Recreation.

3. That steps be taken, through the proper channels, to improve the officiating of girls' basketball in Texas.

4. That further statewide study of this type be done with players and parents.

5. That college personnel make an earnest attempt to study and adjust their programs to take care

of the exceptional girl athlete.

6. That college personnel take steps to train more women to become qualified coaches and officials of girls' athletics.

7. That control of girls' basketball in Texas be placed in the hands of women coaches, and possibly officials, as speedily as possible. This move would eliminate women coaches from having to compete against men coaches, a situation which is driving able women coaches from the coaching field. This recommendation is made with due respect to those fine men coaches and officials with whom the writer has worked.



SPORTS AND RECREATION FACILITIES: FOR SCHOOL AND COMMUNITY, by M. Alexander Gabrielsen and Caswell M. Miles; Prentice-Hall, Inc., 1958.

The editors, Gabrielsen and Miles, have compiled for the first time in one publication detailed and comprehensive information for the planning and designing of modern physical education, sports and recreation facilities.

An important concept stressed throughout the entire book is the cooperation which should be found between the community and the school; and all suggestions are directed toward facilities which can be used both by the community and by the schools. This is as it should be because sports and recreation facilities should always be planned so that the maximum use can be made of these facilities during each day in every month of the year.

The various contributors to this publication are all outstanding authorities in their respective fields, and nowhere can you find more definite recommendations for building sports and recreation facilities than in this treatise. The units covered run the gamut from complete community facilities to school play areas, school athletic areas, golf courses and public beaches. Any phase of the sports and recreation facilities which you are interested in is covered in detail.

Specifications are listed for each of the various projects in which your community and school might

Remember When...

Moore Was Star In Three Sports

J. D. Moore, president of Victoria College, was a three-sport letterman in high school and college, and his sons seem to be following in his footsteps.

Moore graduated from Mineral Wells High School in 1929 and was a letterman in football, basketball and track. His participation began in track and basketball as a "sub-junior" at Valley View Rural School about three miles north of Mineral Wells in Palo Pinto County.

Scored 23 Points

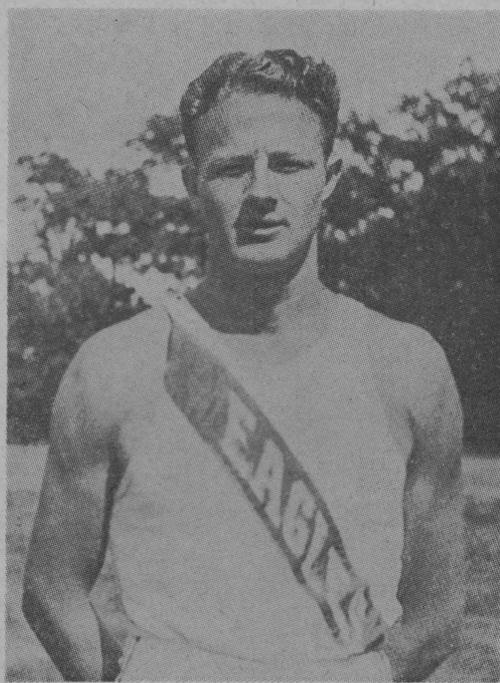
In high school, he was an end on the football team, a center in basketball, and ran both hurdle events and threw the weights in track and field. One of his outstanding performances, he recalls, was in the 1929 Palo Pinto County Meet where he scored 23 points by winning both hurdle events, the shot put, discus and a second place in the javelin throw.

Civic Leader

In addition to his professional activities, Moore also takes an active interest in civic and religious affairs. He is past president of the Victoria Rotary Club and has been active in directing fund campaigns for such organizations as the Red Cross, United Fund, Boy Scouts, etc.; he is a director of the Victoria Chamber of Commerce, a Deacon in the Baptist Church, a member of the State Board of Examiners for Teacher Education, and a member of the American Association of School Administrators.

Principal and Coach

After graduating from college,



J. D. MOORE

be interested; and architectural plans are listed for each facility. It is the most all-inclusive coverage of sports and building facilities for sports and recreation that this writer has ever found in one publi-

cation. It is well documented, well written and has ample diagrams and photographs. For a school administrator or for a director of physical education or recreation, this is a "must" book for the library.