

INTERSCHOLASTIC LEAGUER

VOL. XLIII

AUSTIN, TEXAS, DECEMBER, 1959

NO. 4

50th Notes

School bands and student newspapers continue to lead the parade at the local level in publicizing the League's Golden Anniversary, but others are helping to commemorate the event, too. For example:

W. J. Morris, band director at Sanderson High School, staged a 50th show on November 6.

Two Corpus Christi bands—Roy Miller High, directed by C. R. Bailey, and W. B. Ray High, directed by James Ayres—did a cooperative 50th Anniversary show at the November 13 Miller-Ray game. The bands, performing before a capacity crowd of 22,000, were assisted by the Ray High choir, under the direction of Mrs. Aurelia Scogin, and the Miller choir, directed by Mrs. Lois Rhea. F. W. Savage, director of music activities for the League, was a guest participant and outlined the League's program in music, athletics and the literary and academic fields.

The Lindale High School band, directed by Wade Hampton, performed a 50th show on October 30.

The Brahma Band of East Bernard High School honored the League's 50th birthday on November 6 during halftime in the East Bernard-Dulles football game. Director James C. Brabb also saw to it that the special show was covered in the local school newspaper.

David Schoonover, director of the Wylie (Abilene) High School Bulldog Band, put on a UIL halftime show in late October. He, too, is working with the local school newspaper for additional publicity for the occasion.

The Sweeny High School band, directed by H. O. Spencer, did a 50th show on October 30. A couple of other recent additions to the list: G. Gilligan, director of the Kermit High School band, reported on a joint effort of the Kermit and Pecos bands; M. L. Winger, director of the Silsbee High School band, said more than 200 students were used in the finale of a recent 50th halftime show.

Pete Wilson, athletic director at Abernathy, reports good cooperation from his local paper in using material about the League's Anniversary and, as a result, he has heard numerous comments about the progress of the League.

The PONY EXPRESS, of Newman High School, Sweetwater, used a page one story on the League's 50th in the November 13 issue. It gave a summary of the League program and a list of Sweetwater's state finalists in all contests in 1959.

The October 22 issue of the Paducah High School WEST WIND contained a lengthy article on the League's Golden Anniversary, mostly done from the angle of the League's journalism program, its history and growth.

A story in the October 22 issue of the AUSTIN MAROON of S. F. Austin High School (Austin) covered the history of the League, Austin High state winners of last year and a complete list of competitions sponsored by the League.

The November 11 issue of the Childress High School CORRAL had a brief note about the League's anniversary, the upcoming State Meet and the schedule of contests sponsored by the League.

The November issue of the *Athletic Journal*, a nationally distributed monthly magazine, made a lengthy mention of the League's Golden Anniversary in its "From Here and There" column. The item covered such points as the number of athletic teams in League competition, the number of high school football games played last year, estimated attendance at all games, estimated revenue, etc.

The Pilot, published by the Port Isabel Rotary Club, devoted a full page in the October 24 issue to the League's Golden Anniversary. It included a number of facts and figures pertaining to the League program and participation therein. A copy was submitted to the League Office by Deane D. Fletcher, superintendent of schools, Port Isabel.

Supt. J. Malvin Hare, Caldwell, reports a recent assembly program devoted to the League anniversary. "The students were very much pleased with the program," he said, "since we tried to give them a back-

ground of the organization and also show them how some of the contestants dressed during their day."

The *Ohio High School Athlete*, official publication of the Ohio High School Athletic Association, plugged the League's Golden Anniversary in the November edition. Included in the item were some facts about League participation and best wishes for continued success.

Electra Plans New Banquet

In commemoration of the 50th Anniversary of the University Interscholastic League, officials of the Electra Public Schools have decided to abolish the traditional football banquet and in its place inaugurate a new type of appreciation banquet honoring all students representing Electra in League activities.

Explaining the new plan in a recent letter to the League Office, Supt. William L. Hudson said:

"This will take in first chair band members, section leaders in choral work, lettermen in all athletic contests and school representatives in all literary contests. This banquet will be called the Banquet of Appreciation. I do not know of any other banquet of this kind in existence in the public schools of Texas.

"... Some 150 to 165 students will, we think, be eligible for this banquet, out of our high school enrollment of 295. This 165 does not take into consideration the many boys and girls who were original contestants but who, for some reason or other, were eliminated from our own local contests."

Debate Tape Now Available

The NUEA committee on discussion and debate has announced arrangements to supply at cost (\$3.50) tape recordings of the labor-management broadcast of October 8 which signalled the opening of the forensic season. The recording is on standard seven inch tape and the speed is 7.5 inches per second.

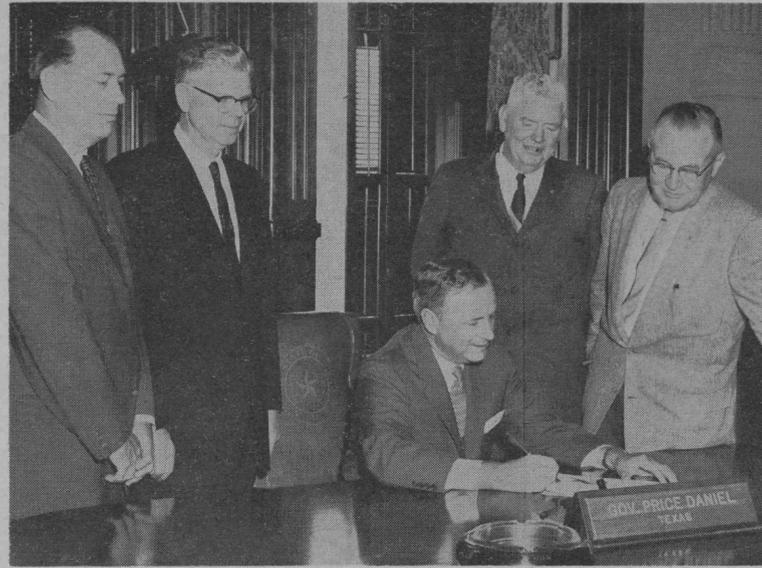
The broadcast featured Mrs. Carol Thompson, editor of *Current History Magazine*; Sen. Samuel J. Ervin, Jr., of North Carolina; A. J. Biemiller, legislative director, AFL-CIO; and Edward Maher, vice-president, National Association of Manufacturers.

Tapes should be ordered from Dr. Bower Aly, executive secretary, committee on discussion and debate, Box 5032, University Station, Eugene, Oregon. A check or school requisition should be enclosed.



WINNER—Mrs. Margaret L. Carver, McAllen, was one of eight 1959 winners of a \$300 number sense award from the Actuaries Club of the Southwest. Mrs. Carver has coached number sense at McAllen for twelve years and, in nine of the past eleven years, she has qualified a dozen contestants to the State Meet number sense contest. She is a graduate of Southwestern University and has done graduate work at Southern California and Texas Woman's University.

A slide rule contest was added to the competitive program of the University Interscholastic League in 1944 with approximately 350 students competing. Last year there were 392 schools and 1,176 students taking part in the activity.



ANNIVERSARY SIGNING—Gov. Price Daniel is shown signing the official memorandum declaring the week of December 6-12 University Interscholastic League Week in Texas in conjunction with the current observance of the League's 50th Anniversary. To commemorate the League's founding in Abilene in December, 1910, a special program was held there on December 10. Deadline complications prevented coverage of that event for this issue of the LEAGUER, but the complete story, with pictures, will be published in the next issue. Looking on at the memorandum signing were, left to right: Rhea H. Williams, assistant director and athletic director of the League; Virgil Curran, chairman of the Legislative Council's 50th Anniversary committee and assistant superintendent of Alamo Heights Schools, San Antonio; Supt. P. J. Dodson, a member of the 50th Anniversary committee, Bastrop; and League Director R. J. Kidd.

Edgar Lauds UIL Services Provided for Public Schools

By J. W. EDGAR
Commissioner of Education

Beginning 50 years ago and continuing throughout the years, the public schools of this state have been provided with unique services from the Extension Division of The University of Texas. In the early days, the Division promoted study and practice in public speaking and debate and in athletic contests. Since 1912, the Bureau of Public Service has organized annual interschool competitions which have provided opportunities for schools to enrich the educational program through a number of worthwhile extracurricular activities.

A great deal has been said about the educational value of extracurricular activities, but we sometimes hear that these activities interfere with school work. No doubt some extracurricular activities can be disruptive, but when they are closely related to the curriculum, the opportunities for learning provided by the usual classroom procedures can be extended and enhanced. It is interesting to note in this connection that reports from schools which recently took part in Youth Participation Week indicate that high school students themselves prefer extracurricular activities which are related to educational goals.

Sound Philosophy

The purpose of the University Interscholastic League of Texas has been to organize and direct, through the medium of properly supervised and controlled contests, desirable school activities, and thereby assist the schools of Texas in preparing pupils for citizenship. The philosophy of those persons who have been responsible for the program is that the paramount function of public education is to give every child an opportunity to develop to the fullest his capabilities for being a useful, responsible, and respectable member of a democratic society and to fit him for



DR. J. W. EDGAR

living happily and participating effectively in that society.

Since the beginning, the Interscholastic League program has been developed and operated close to the public schools. In fact, the League has contributed to setting educational standards not only for athletic sports and games, but in debate, speech, the fine arts, and in language arts. The League's activities and contests, which are adapted to schools of different types, have moved forward as the school program has changed and grown because there has always been provision for the participation of local school personnel in the development of the program.

Throughout the years, thousands of teachers, principals, and superintendents have served as regional representatives on the League's Legislative Council and as members of committees for the evaluation of the program. The constructive criticism of local school personnel has constantly been sought in all contest activities.

Local Control

Through county meets, school people have participated in hundreds of experiments for the improvement of contests, and thereby have had a determining effect on the direction in which the whole

DEBATE KIT STOCK GOING RAPIDLY

All debaters who have not yet purchased a debate kit should do so as quickly as possible. The supply of debate material is rapidly being depleted, and when this supply is gone it will not be restocked.

Order your debate material now. The price is \$2.75 and orders should be mailed to the Interscholastic League, Box 8028, University Station, Austin 12.

Extension Loan Library Has Program Assistance

Well planned and well executed assemblies come from well organized administration and planning. And where can you get assistance? The Extension Loan Library has such information for loan.

Besides material for assemblies on the more usual holiday celebrations, there's material on the purposes and values of assemblies, on organization and presentation, on suggestions for programs for commencement, vocational guidance and departmental programs.

Program material for assemblies in the elementary, junior and senior high school is available. School librarians, and teachers in schools without a librarian, may write: Extension Loan Library, Division of Extension, The University of Texas, Austin 12.

League program has developed. Teachers and administrators have suggested new and efficient ways of conducting competitions, subject matter suitable for use, refinement of rules, and the machinery for settling debates. District executive committees are composed of faculty members from the participating schools. As further indication of the League's belief in local control, the school's application for membership in the Interscholastic League must be authorized and approved by the local school board.

An examination of the present contest rules will indicate how closely the League's activities are related to the school curriculum. It is evident that public school personnel have influenced the type of subject matter which is used as well as the general conduct of the contests to make possible a program based on acceptable educational standards and of general educational value. As Roy Bedichek said in his history of the Interscholastic League, "The admission of any event into a system of interschool contests should, so far as content is concerned, be judged by the standards applied to a new subject proposed for inclusion in the curriculum."

It would have been difficult for schools to develop satisfactory contests among themselves. The Interscholastic League has provided the state leadership needed for establishing sound local control and the adoption of definite policies for interschool contests. The services of the League not only have unified and strengthened competitive activities but have provided schools with helpful materials for contestants such as pamphlets, topics for debate, and package libraries. Also, schools have been assisted in their physical education programs through the organization, control, and standardization of athletics. In turn, The University of Texas, through the Bureau of Public School Service, has succeeded in getting in touch with high school students who are talented in certain fields while developing a cooperative project with teachers of these subjects.

While high school pupils differ in abilities and interest, there are also wide differences among the abilities of any one pupil, and a few of them have exceptionally high ability in a given area. These are the so-called talented or gifted students. It is interesting to note that, in recent years, the concept of who is gifted or talented is not limited to intellectual ability. The term now includes those pupils with special artistic, athletic, or social talents.

Talent is to be looked for in many fields—art, music, drama, languages, numbers, science, social studies, manual skills, and others. It is especially important that consideration be given to providing the right kind of educational challenge for boys and girls who have special (Continued on Page 3, Col. 3)

Dec. Meeting Set On Debate Topics

League Director R. J. Kidd, a member of the committee on discussion and debate materials of the National University Extension Association, will go to Washington, D.C., this month to help select three

major problem areas to be considered for the 1960-61 national debate topic.

The three problem areas will be selected from a number of suggestions received recently on a

national questionnaire circulated by Dr. E. R. Rankin, chairman of the national debate committee.

26 Replies

Dr. Rankin sent questionnaires to state leagues of all states, and each of the 26 leagues that replied suggested from three to five problem areas for the national committee's consideration. (Last year only 22 leagues replied). Topics were ranked in order of preference on a 5-4-3-2-1 basis, and all will be screened by committee members at the Washington meeting.

When the three problem areas are selected, they will be submitted to a nationwide vote of state leagues to determine the area to be used for the 1960-61 debate question. Each problem area will have three separate debate propositions. When the national problem area is determined by vote of states, each state will be permitted to choose one proposition from that area for use in next year's debating. That final vote among Texas schools will be conducted next April.

Suggested Areas

The leading problem areas suggested by state leagues (with the number of leagues suggesting them and their total points in parenthesis) are:

1. Federal-state relationships:
 - A. Power of Supreme Court (17 leagues—56 points)
 - B. Federal policies on education (7-22)
 - C. State vs. Federal authority (4-12)
 - D. Federal regulation of social problems (3-13)
2. Free world security:
 - A. Maintaining security of free world (14-49)
 - B. World disarmament (11-45)
 - C. United Nations (7-14)

Natural Resources

3. Conservation of natural resources (10-27)
4. U.S. foreign policy:
 - A. Concerning foreign affairs (8-30)
 - B. Concerning Communist China (4-12)
 - 5. Juvenile delinquency (8-22)
 - 6. Federal regulation of mass media (6-17)
 - 7. Agricultural price supports (3-11)
 - 8. U.S. immigration policies (5-8)
 - 9. Presidential elections, powers and limitations (3-6)
 - 10. Federal regulation of industry (3-6)
 - 11. Revision of tax structure (2-6)

Some other suggested areas (all received fewer than six points) are: The role of intercollegiate athletics; realignment of political parties; economic challenge of communism; civil defense; world planning for increased population; problems of senior citizens; academy for diplomatic services; unification of Germany; unification of armed forces; restriction on advertising alcoholic beverages; and parliamentary form of government for the United States.

Spring Lists Out to Schools

Spring meet lists for the 1960 spring meet have been printed and will be distributed to schools during the month of December. Changes have been relatively minor, but all administrators are urged to check their 1960 assignments carefully.

The list also contains a complete list of district and regional chairmen. If questions arise concerning the district or regional meets, administrators should contact the chairman involved.

March 19 is the first weekend for holding district meets and April 16 is the final weekend for holding district meets. Regional meets will be held on April 22-23.

(Continued on Page 2, Col. 5)

Music Groups Set for 1959

Music Director F. W. Savage has announced that appointments of regional contest chairmen have been completed for the 1959-60 school year.

These officials, appointed by the Regional Executive Committees, are responsible for making the necessary arrangements and conducting the competition-festivals according to plan and schedule.

All inquiries about the competitions should be addressed to the appropriate contest chairman.

The chairmen are:

Region I
Executive committee—Principal W. L. Reed, Levelland High School.
Marching, band concert, solo-ensembles—Scott Couch, Levelland High School.
Orchestra—Mitchell Zablony, Monterey High School, Lubbock.
Vocal—George Willson, Post High School.

Region II
Executive committee—Supt. Wendel Seibert, Eastland.
Marching—Pat Patterson, Sweetwater High School.
Band solo-ensembles—Russell Griep, Lincoln Junior High, Abilene.
Band concert, orchestra, orchestra solo-ensembles—Homer Anderson, San Angelo High School.
Vocal—Dorothy McIntosh, Brownwood High School.

Region III
Executive committee—Supt. C. E. Ellison, Killeen.
Marching—Joe Haney, Mexia High School.
Band solo-ensembles—Durward Howard, Temple High School.
Band concert, orchestra, orchestra solo-ensembles—Hal Spencer, Marlin High School.
Vocal—Leta Spearman, Waco High School.

Region IV
Executive committee—Supt. W. A. Lanagan, Pine Tree, Greggton.
General band chairman—Bob Ingram, Sabine High, Gladewater.
Marching—Jim Blackwell, Henderson High School.
Solo-ensembles—Carroll Colvert, Pine Tree High, Greggton.
Band concert, orchestra—Dan Rotondo, Longview High School.
Vocal—Ken Bennett, Gladewater High School.

Region V
Executive committee—Supt. J. C. Rogers, Jr., West Columbia.
General chairman—Joe McMullen, Clear Creek High, League City.
Marching—Fred McDonald, Freepport High School.
Solo-ensembles—Robert Renfro, Texas City High School.
Band and orchestra: class C and CC—Robert Renfro, Texas City; class A and B—Roy Norton, Katy High School; class AA—Joe McMullen, Clear Creek; class AAA and AAAA bands—J. E. Stuchberry, Pasadena High School; AAA and AAAA orchestras—Harry Lantz, supervisor, Houston.
Vocal—Ed Stone, Galveston High School.

Region VI
Executive committee—Principal Clyde Gott, Jefferson High, San Antonio.
Marching—Ray Bostick, Pearsall High School.
Band solo-ensemble—Melvin Meads, South San Antonio High School.
Band concert—E. O. Arseners, Alamo Heights High, San Antonio.
Vocal—Mrs. Carl Trulson, Edgewood High, San Antonio.

Region VII
Executive committee—Supt. Morris Strong, Falfurrias.
Marching—Adam Salazar, Falfurrias High School.
Band solo-ensembles, band concert—John Kincaid, Texas A&I College, Kingsville.
Orchestra, vocal—Dr. Lawrence McQuerry, Texas A&I College, Kingsville.

Region VIII
Executive committee—Supt. H. L. Wheat, McCombs.
Marching—Bill J. Dean, Odessa High School.
Band solo-ensembles—Don Baird, Bowie Junior High, Odessa, and Kyle Crain, Bonham Junior High, Odessa.
Band concert—J. R. McEntyre, Permian High, Odessa.
Orchestra—Newts Guilbeau, Bonham Junior High, Odessa.
Vocal—Lewis Jordan, Permian High, Odessa.

Region IX
Executive committee—Supt. Jim Barnes, Mission.
Marching, band concert, orchestra solo-ensembles—Ralph Burford, Edinburg High School.
Vocal—Tony Castellanos, Brownsville High School.

Region X
Executive committee—Principal H. V. Vick, Decatur.
Marching—Jim Jacobsen, Texas Christian University, Fort Worth.
Band concert, orchestra, vocal, solo-ensembles—Floyd Graham, North Texas State College, Denton.

Region XI
Executive committee—Principal A. Lehman Gregg, Fannin Junior High, Amarillo.
General chairman—Dr. Ted Crager, West Texas State College, Canyon.

Region XII
Executive committee—Supt. R. D. Chapman, Hemphill.
Marching—Orville Kelley, Nederland High School.
Band and orchestra solo-ensembles—Howard Hutchinson, Lamar State College, Beaumont.
Band concert, orchestra—Devon Floyd, Austin Junior High, Beaumont.
Vocal—George Parks, Lamar State College, Beaumont.

Region XIV
Executive committee—Supt. A. H. Kavanaugh, Vernon.
Marching—Don Hatch, Wichita Falls High School.
Solo-ensembles, band concert—Lloyd Cook, Graham High School.
Orchestra—Dale Brubaker, Wichita Falls High School.
Vocal—Lloyd Cook, Graham High School.

Region XV
Executive committee—Supt. Fred Covin, Pittsburg.
Marching—Bill Briggs, Texarkana High School.
General contest chairman—Kenneth Hall, New Boston High School.
Band concert, orchestra, solo-ensembles—Ray Luke, East Texas State College, Commerce.
Vocal—Celia Donaldson, Paris High School.

Intelligent Decision

It was gratifying to note recently that the Indiana High School Athletic Association has emerged victorious from a court battle similar to one undergone by the Interscholastic League a number of years ago.

The case, taken all the way to the Indiana Supreme Court, concerned the right of the IHSAA to make and enforce eligibility rules. It came about when two brothers moved from Illinois to a school in Indiana and were declared ineligible for basketball participation by the IHSAA. A Circuit Court judge held that IHSAA had no right to determine who shall or shall not play on high school teams, but this decision was reversed by the Supreme Court.

The IHSAA position and the final court decision were both supported by the daily press. The *Indianapolis Star* said editorially: "... It (the court decision) reconfirms the distinction between public activities and voluntarily entered private activities. It reconfirms the right of . . . groups in voluntary activities to make and enforce their own internal rules without interference from the courts on questions of inherent "rights" of participants . . ."

The *Indianapolis News* observed: "... The Supreme Court held that the right of pupils to attend school does not include the right to participate in interschool activities . . . The decision strengthens the position of IHSAA and is . . . good for . . . basketball and all other high school sports."

Farsighted Plan

The student literary and academic leaders of our high schools are continuing to receive more and more recognition for their efforts and abilities. A few years ago some schools inaugurated a plan to award letter jackets to academic leaders, and now Electra High School is undertaking an all-school honors banquet to replace the annual football banquet (see story on page 1).

This is an intelligent and farsighted move. Electra school administrators are to be commended for their initiative, and others should be urged to take stock of their local situations and see what needs to be done in this direction.

Read Notices

School administrators and teachers should all make a point of reading the "Official Notices" column in each issue of the *Leaguer*. Any notice published therein is considered OFFICIAL NOTICE to ALL member schools.

Ignorance of the rules cannot be offered as a plea in extenuation of any violation of League rules.

Particular attention is called to the notices column this month in regard to changes in the typewriting contest rules. A special notice of this change has also been mailed to all member schools.

The University Interscholastic League Directory

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

State Executive Committee: Dean James R. D. Eddy, chairman; Dr. H. A. Calkins, R. J. Kidd, Dr. Lynn Wade McCraw, Dr. Emmette Redford, T. A. Rousse, Grady Rylander, Jerre S. Williams, Dr. Rhea Williams.

Legislative Council: Fred Covin, Chairman; Nat Williams, O. W. Marcom, I. T. Graves, Huelyn Laycock, Dale Douglas, H. A. Hefner, E. D. Cleveland, P. J. Dodson, J. E. Dawson, Randall Simpson, W. I. Stevenson, George Thigpen, Joe Barnes, Clyde M. Gott, John S. Gillett, Morris Strong, J. L. Buckley, O. J. Baker, W. C. Andrews, Bert Ezzell, O. B. Chambers, O. T. Jones, E. O. Martin, Garland P. Ferguson, W. C. Underwood, D. A. Swope, G. M. Blackman, D. C. Moore.

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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R. J. KIDD Editor
 ROY MOSES, JR. Assistant Editor

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OFFICIAL NOTICES

GIRLS' BASKETBALL

Official rules interpretations for girls' basketball for the 1959-60 season:

1. The three second lane violation rule
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. Technical fouls are handled exactly as personal fouls as described in Rule 2 of the Supplement. In the Supplement under Rule 7, the third sentence in the third paragraph should be deleted. This sentence is, "Ball is awarded out of bounds on the side line; to the free thrower's team opposite the center circle after a technical foul and to any opponent out of bounds at either end of the free throw line extended after a personal foul." Please note that all technical or personal fouls are to be handled as described in Rule 2 of the Supplement and all contradictions to this are to be disregarded.

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 (4-5) of the D.G.W.S. 1958-59 Rules.

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," "\$," "%," etc.

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.

BULA (ENOCHS)

Bula (Enochs) disqualified from holding district and regional honors in girls' basketball for 1959-60 season for violation of Rule 33 (all-star game rule) of the Girls' Basketball Plan.

MULESHOE

Muleshoe High School placed on probation in girls' basketball for the 1959-60 and the 1960-61 seasons for violation of Rule 33 (all-star game rule) of the Girls' Basketball Plan.

SUDAN

Sudan High School placed on probation in girls' basketball for the 1959-60 and the 1960-61 seasons for violation of Rule 33 (all-star game rule) of the Girls' Basketball Plan.

TULIA

Tulia High School placed on probation in girls' basketball for the 1959-60 and the 1960-61 seasons for violation of Rule 33 (all-star game rule) of the Girls' Basketball Plan.

LAMAR (ROSENBERG)

Lamar High School (Rosenberg) suspended in track for the 1959-60 school year and placed on probation for the 1960-61 school year for using an ineligible contestant under an assumed name in a track and field meet.

HEMPSTEAD

Hempstead High School has been placed on probation and disqualified for district honors in football for the 1959 season and placed on probation for the 1960 season for violation of the Football Code.

TYPING RULE CHANGES

Effective immediately, Rule 9 of the typing contest rules has been changed to read:

9. Length of Text.—All district and regional tests must be exactly five minutes in length; all State Meet tests must be exactly ten minutes in length. Typing must cease at the closing signal, even if a word is not completed. No error is counted for the incomplete word. If the contestant continues to type, his paper shall be penalized one error.

a. District and Regional Meets.—Each contestant will be given two tests of five minutes each. After the first five-minute test, each contestant will proofread his test as the director reads the test copy aloud. At the end of the second test, time will be allowed for each contestant to proofread his second test as the director reads the copy aloud, and to score the first and second tests. The contestant will then select the test he considers the better of the two and hand the selected paper to the director for final grading. At no time will the sponsor be permitted to enter the room. The alternate paper will also be turned in and destroyed by the contest director. Sponsors will not be permitted to examine the discarded paper. However, each sponsor will be permitted to examine his contestant's paper (after it has been graded by the grading committee) before final test results are announced.

b. State Meet.—Each contestant will be given two tests of ten minutes each. After the first ten-minute test, each contestant will proofread his test as the director reads the test copy aloud. At the end of the second test, time will be allowed for each contestant to proofread his second test as the director reads the copy aloud, and to score his first and second tests. The contestant will then select the test he considers the better of the two and hand the selected paper to the director for final grading. At no time will the sponsor be permitted to enter the room. The alternate paper will also be turned in and destroyed by the contest director. Sponsors will not be permitted to examine the discarded paper. However, each sponsor will be permitted to examine his contestant's paper (after it has been graded by the grading committee) before final test results are announced.

In Texas public schools there are approximately 5,420 junior high and 13,845 high school students engaged in the publication of school newspapers.

Dr. Streeter Offers Comments On Commission Study Report

(EDITOR'S NOTE: Below is a copy of a letter from Dr. Don Streeter, chairman of the speech department, University of Houston, to Miss Waurine Walker of the Texas Education Agency concerning the recently-completed study of the Language Arts Commission. It is reprinted by permission.)

Dear Miss Walker:

Thank you for the opportunity to meet with the conference on Saturday, October 17. We were very much impressed with the work done by the Agency in developing the many curricula for the schools of Texas. Let me try to express some of my impressions of the language arts curriculum as it affects the field of speech and drama. Here is a list of them, followed by some elaboration of each.

1. Commendations for taking account of the field of speech and drama.
2. Concern for the implication that speech and drama should be associated with English only.
3. Concern for the implication that oral English, and speech and drama are the same thing.
4. Concern for the lack of specific instructions for the teaching of speaking and listening.
5. Concern over the absence of a separate curriculum in speech and drama.
6. Concern that the speaking activities in the curriculum will be slighted by teachers whose training and preference lead them to written work.

Now for the discussion:

1. Speech is surely an important phase of living activity and the committee is to be commended for including it. As we all know, speech is such a personal matter. It is learned rather than inherited, and good speech is learned best through instruction by competent, trained teachers. It is so important in a person's realizing many of the

objectives of education. It is needed by responsible members of a society in which the discussion of issues is allowed.

2. We all know that speech and drama are not universally taught in Texas high schools. We who train speech teachers tell them that they are likely not to get their first job on the basis of a speech or drama major. They must get a job teaching another subject, and then add a course or two in speech as the opportunity comes up. Now, we suggest English as a logical associate-area but we often recommend history and the social studies because one of our widespread activities is debate, together with extempore speaking and the original oration. The language arts curriculum, in aligning speech with English, almost eliminates the possibility of a student's being certified in the social studies.

3. The curriculum calls for oral reports and such work as oral compositions. But this is not speech. It is true that they both use the same language—English. But they use it differently. The speaker has all the problems of oral preparation to consider. For example, the content of the theme and of the talk may be the same or similar, but the organization, use of supporting material, use of language, etc., are different. Effective speech, we must remember, is more than a spoken essay.

4. The language arts curriculum lines up speech and listening with writing and reading. We observe, to be sure, where the bulletin states that speaking and listening were only sketchily dealt with, and that the advice of the Speech Association would be sought. We surely hope that is true and that the results will be a separate curriculum in speech and drama. We have some doubts, however, since separate curricula were set up for the other fine arts.

5. The committee indicates that speech and drama are important. Yes, they make it possible for the local school system to substitute a year of speech for one of the four years of English. Yes, they suggest a series of six courses in drama and speech which might be organized and taught. Yes, but they indicate that they feel obliged to advise that all students take all four of the planned years of English. We in the field of speech surely do not wish to take away a year of the English curriculum. Too many students arrive at college without the ability to read and write

with college competency. What we sincerely believe is that the field of speech and drama are worthy of separate curriculum studies of the caliber of the ones in the Language Arts.

6. Finally, I am concerned in noting that although the committee lists four types of learning in the language arts, only reading and writing are adequately treated. Listening is almost completely neglected, and the work in "oral composition" is listed as an alternative with a theme. It seems likely to me that an English teacher by training and inclination would select the theme as the thing to do. Thus, I am led to fear, the field of speech and drama may be set aside, discouraged, and curtailed in the progress that has been made in its significant contribution to the enriching of the education of Texas children.

Let me close by expressing the hope that the committee will offer us in the field of speech and drama the opportunity to present some of the published recommendations of the Speech Association of America concerning curricular offerings in the schools of America.

Sincerely yours,
 Don Streeter, chairman
 Department of Speech
 University of Houston



AN OPEN LETTER:

... (Recently) officials of the University Interscholastic League, of which the Seguin schools are members, were here to investigate violations of the Athletic Code at Interscholastic League games in which Seguin schools participate.

The charges are brought against fans and spectators at the games and are of two types: 1) attack on officials and 2) verbal abuse of officials. The League penalty for these abuses may be probation or suspension. In either case the school will be eliminated from district honors and, if the latter, barred from scheduling games with members of the Interscholastic League while under suspension.

It is to be regretted that we must ask schools to provide police protection for officials in order to prevent an attack on officials or verbal abuse of them.

Officials are as much a part of the game as the players. We could not have athletic contests without them. Officials are carefully screened, instructed and examined by the officials association and can be relied upon to do a good job of officiating. They are human and may err when making split-second decisions, but they are not dishonest. To them the welfare of the boys and the game is uppermost in their minds.

Officials for a game are selected by the coaches from the two schools and are paid by the two schools involved in the contest. They deserve to be treated with courtesy and respect.

Verbal abuse by a few—six to eight—of our spectators has not only been heaped upon the officials but also on the visiting coaches and players, as well as our own coaches and players. Let us bear in mind that the officials, visiting coaches and team and their fans and followers are OUR GUESTS. So let's be a good host to them.

Coaches are employed by school boards to develop good teams; and the coaches are doing their job, and well-coached teams make for interesting and well-played games. Why can't the fans go along with that? Remember, the game is for the boys and for no one else. But every one is welcome who desires to have an evening of entertainment and fun.

There is one other thing of which we want to be mindful. A community which earns it is given the "Sportsmanship Award." This award must be earned by the players on the field, the band, the pep squad, the student body and the fans in the stands. At this time I can count on all but the last. If we miss the award, I will blame the few fans in the stands who bring discredit to Seguin.

The fans of Seguin want to support the team and we want them to do so. We want them to encourage the boys to play hard by yelling, rooting and cheering for them. It can all be done without physical attacks or verbal abuse of officials or any one else.

Let's show our Sportsmanship by being Good Sports!
 A. J. Briesemeister
 Superintendent of Schools
 Seguin, Texas



ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS, by Earle F. Zeigler; Prentice-Hall, Inc.; 1959; \$4.95.

The author has introduced a most interesting approach in his treatise dealing with the administration of physical education and athletics. In this approach to training future administrators, those pertinent problems which will face athletic and physical education administrators are stated in cases with suggested questions for discussion at the end of each case. This new approach has the advantage of bringing into play "group dynamics" which allows all participants to express their viewpoints and then through interplay of ideas come to a definitive conclusion as to how the problem should be solved.

The interesting thing to me about this book is that the cases listed are lifelike situations and not artificial cases as are often found in college textbooks. There is an interesting index which provides ready access to any possible administrative problem which might be proposed to a particular administrative situation. The cases are wide and varied and run the gamut from personnel relationships to class discipline, legal liability and competitive athletics. These illustrations of problem areas are only a few of the many found in this book. The discussions on administration are handled in a rather unusual fashion as it is a known fact that no two people perform administrative work in the same fashion yet get desirable results in spite of the difference in methods. If for no other reason, this writer recommends that everyone read the chapter on administration because different people, by their very nature and personality, will use different techniques for achieving their goals.

The book is written in interesting terminology, and I believe it will be enlightening to any person interested in the administration of physical education and athletics.

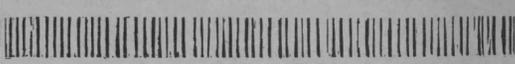
R. H. W.

School journalism in Texas is a big business. The Interscholastic League Press Conference, a scholastic journalism organization sponsored by the University Interscholastic League, reports combined production costs of Texas secondary school publications is estimated at more than half a million dollars annually, while the combined circulation of these publications is approximately 827,750 per issue.



SPEECH AND THEATRE

BY JERRY ROLLINS POWELL



Quite a number of directors of speech events have been approached concerning their views on the proposed new schedule of speech events for League contests. Their replies are for the most part overwhelmingly in favor of making sweeping changes, and although they differ in some respects to methods and to titles, the major proportion of change is pretty well agreed upon. Here, again, is an outline of the proposed changes:

I. *Prose reading*. This contest would be with book-in-hand and the State Office would provide a list of authors (changed from year to year) from which selections would be made. For even more variety, the State Office might even specify a type of material—also changed each year—to be used by the contestants.

II. *Poetry reading*. This contest would also be with book-in-hand and would follow the same general outline of rules as in the prose reading. The extemp portion of the previous style of poetry reading would be dropped.

III. *Public speaking (or address)*. This would be an answer to the long-needed contest in *speech*. The purpose of the event would be to persuade and would be similar in nature to those speeches generally made to audiences who have requested a speaker. Here again, the device of periodic change of subject would be used. The speech might be made in any fashion: memorized, notes, or fully typed.

No change is contemplated in extemp speech and in debate. These contests serve their purposes quite well and no particular adjustment seems necessary.

Prose reading seems to be a convenient way of getting away from the old declamation and oration contests that do little other than provide a retirement plan for the officials of "Wetmore Declamation Bureau." The contest, and the poetry reading event, can certainly be defended on the grounds that it is an outgrowth of what is actually taught in the classroom. In no way would these events cut down the number of students who would enter; instead, it would appear that participation would increase and at the same time the material used would be far superior. Surely, the event is more up-to-date.

The contest that seems to be the most exciting and one that should provide an opportunity for the training of speakers is the event labeled, "public speaking." This contest, more than any other, is a definite outgrowth of classroom activity. Even the English teachers can vouch for this one! Most often, when one is asked to address a club or organization, what is meant is "please come and speak to us."

Very rarely is one asked to deliver an oration or give a declamation; one is asked to make a talk—to speak. In class, the student gives oral reports, makes talks on assigned subjects, and generally is expected to inform or to persuade. This seems to me to be a very important proposed addition to the League's roster of events.

If adopted, these speech events would represent no increase in the number of contests we now have, so no opposition should come from that quarter.

These ideas (two new contests and one drastically changed one) are, I am sure, defensible as being part of the results of class work. What remains to be done is to defend the whole speech program on the basis of importance to the students and teachers involved. We are, in the field of speech, running a very real risk of losing our identity as specialists.

The colleges of education of the large universities are beginning concerted efforts to relegate the entire speech program to the English departments of the public schools. As the policy of placing the speech and drama programs (as far as the specialists are concerned) into the realm of the extracurricular, and leaving the actual teaching of the art to the core-oriented classroom teacher progresses, the effectiveness of the speech specialist begins to deteriorate. Speech will be reduced to the rank of oral reports and drama will become little more than classroom skit depicting "how we convinced our principal of the need for growing red dahlias."

It is always amazing to me how sure *everyone* is that he can teach speech and yet have no formal training in it.

Ordinarily I would consider it quite corny to shout the familiar phrase, "Workers of the world, unite!" but now I feel a compulsion to urge us all to take up some sort of slogan. Our art is close to being absorbed and we'll wind up being sponsors with no other credentials to teach any other subject.

What to do? A partial answer to that question is in the observation that too few speech teachers at the

high school and junior high school levels are members of the Texas Speech Association. It is painfully obvious that TSA does not adequately represent the speech teachers of Texas at any level. If TSA is to perform the role of being a formidable representative of the speech teachers, it must have members not only in large numbers, but members who are willing to put much time and effort into the attempts to solve the problems facing us all.

Your speech director, in very large measure, is dependent upon the Texas Speech Association for guidance and advice. I feel a sense of responsibility toward it. What- ever is done in this office in the name of TSA must be an action which can be backed up by a large majority of the high school speech teachers. At the moment, TSA cannot be said to be representing a large number of voting, active high school teachers in the speech field. This must be corrected. Join your association and become part of the growing speech program in Texas. To go it alone may be disastrous.

Write to Reg Holland, executive secretary, Texas Speech Association, North Texas State College, Denton, Texas, for a membership blank. He'll be delighted to accommodate you! I'd be glad to hear any comments you have to make concerning any part of what I have said. Your letter will be published if you so desire—or, if you will let me. It matters little whether you agree or not. Discussion, adult and intelligent, is what is now vitally needed.

Among other things besides the proposed changes in the speech program to be taken up this summer are such items as the complete reorganization of the district organization on the basis of actual participation in the literary events. Such a reorganization is long overdue. The literary and academic events have long been superimposed upon the district organization of the athletic program, and consequently, many districts have had little or no competition in speech and other events, and the participation, or lack of it, has often been looked at in disdain.

To leave the literary program in its present district organizational form is quite unfair to those schools who wish to, and do, participate actively. It is clear that the music competition program has no problem in "participation" at the district level—the district is made up of only those schools which do participate. If the music program were superimposed upon the athletic districting as is speech, it too would look discouragingly spotty.

Duet Acting, also, will be considered. I would appreciate hearing from you about this event. Do you want it or not?

Had your directors' planning meeting yet? Better do it, time is running short. And by the way, a deadline just passed: December 1. That was the day that any additional entries in one-act play ceased. Hope you were not disappointed. Another date to keep in mind is March 3, which is the last day on which to file your title selection in the State Office. A card (a pink one) will be sent to you in plenty of time for you to take care of this.

Those of you who delight in abstract things may find it fun to try your hand at making the ranking of contestants by three judges more sensible. Get out your copy of the *Constitution and Contest Rules* and on page 41 and 42, read rules 15 and 16. I'll wait . . . Now, what did it say? Think you know, eh? I wonder why, then, we have so much trouble in the interpreting of these "simple" rules? Talk about interpretation! We should have an event called "Interpretation of the Ranking Rules." Be a dilly.

Here is a set of rules that you might play with. These rules might conceivably be used—if everyone agreed. Which is doubtful. Anyway, try them out for fun and see what you can come up with.

Rule 1. Add the two lowest numbers. Compare. The lowest sum ranks best.

Rule 2. If sums are equal (or tied): Compare highest remaining numbers. The lowest sum ranks best.

Rule 3. If still tied (the highest remaining numbers equal): Use "judges' preference."

HIGH SCHOOL PRESS

BY J. ROY MOSES, JR.

Dr. DeWitt C. Reddick, director of The University of Texas School of Journalism, has forwarded a note about fellowships to be offered for the second consecutive year by The Newspaper Fund, Inc., to high school teachers who wish to improve their professional knowledge of journalism. These are available to those who teach high school journalism, or sponsor school publications, or both, and certainly should be investigated by those who desire to take some summer work in journalism.

At Least 100
Through grants provided by the Wall Street Journal, the Fund will offer a minimum of 100 fellowships for summer study in 1960; each will have a maximum value of \$1,000, depending upon the individual needs of the recipient. Last year they initially offered 25 fellowships, but interest was so great they ended up giving 131.

Under the program, teachers may indicate their choice of university and the courses they propose to take. Additional details may be obtained from: Don Carter, Executive Director, The Newspaper Fund, Inc., Room 2700, 48 Wall Street, New York 5, New York.

Dr. Reddick also reported that the University School of Journalism will offer some work next summer for high school teachers and more details will be given on this later. Might be a good place to use a Newspaper Fund fellowship.

New Book
A new volume has been added to ILPC's Reddick Lending Library that should prove to be the most popular book we have, since one of the most frequently asked questions from sponsors and staffers is "Where can we get some new feature ideas?"

"The Feature Writer's Handbook" is a 342-page volume by Stewart Harral. The first 68 pages deal with writing and interviewing techniques, and the remainder of the book is given over to a "treasury of 2,000 feature ideas," all neatly alphabetized and categorized. Who'll be the first to borrow?

A recent note from Miss Jean Dugan, sponsor of the TROJAN, Jones High School, Beeville, states that Jo Dorsey, ILPC president, is planning a post-Thanksgiving mailing urging schools to join ILPC this year. Also included in the mailing will be a couple of "time tested" money raising ideas and a request for other schools to submit their ideas to the TROJAN staff. If enough good ideas are received, tentative plans are being made to compile them into an ILPC pamphlet, so send 'em in and share 'em.

A thought that just occurred (although a little late for this year): when taking football team pictures, have the photo made with helmets off—give your readers a chance to see the players' faces. This is especially true if the helmets are equipped with nose guards.

Originality Plus

I never cease to be amazed at some of the originality, thought and effort that some staffs put into the production of their mimeographed newspapers. The FARMERS' HARVEST staff at Lewisville High School, for example, recently added a bulletin to its front page to announce the new district football alignments received from the League Office. The "flash" was on a 3 1/2 inch strip of paper stapled across the bottom of the front page. The EL VAQUERO staff at Cotulla got out a two-page extra to announce that the Cotulla Cowboys had won the district championship in football for the first time in the school's history.

Cotulla High, incidentally, has a new mimeograph machine and not only does the paper have a much improved appearance, but the staff seems to be enjoying the opportunity to experiment with the use of colors. Another point, and I think I've mentioned this before, is that more and more school papers are having their page one nameplate printed commercially—either by letterpress or offset—and this certainly enhances the appearance of the front page... probably isn't too expensive, either.

The DEVIL'S DELIGHT staff, Gaston High School at Joinerville, came up with a tricky and intricate fold-out cover page on a recent edition. In the "folded in" position, the cover showed a traditional Halloween night scene of a field surrounded by trees with a big yellow moon overhead.

A spot on the cover said "pull here" and after "pulling there" a witch, boiling cauldron and the paper's nameplate were added to the scene. All of it was done in color—black, red, and yellow, and was quite unique.

More and more high school and junior high newspaper staffs are

becoming involved with regional and/or local press organizations, and this, I think, is a good sign. It shows the staffers and sponsors are interested in journalistic activities and self improvement, and it also provides a fine social vehicle for getting to know other staffers, becoming acquainted with their problems and, perhaps, adapting some of their solutions and ideas to local use.

Unfortunately there seems to be a feeling in some quarters that such activities should be undertaken surreptitiously; that such associations are in competition with ILPC and are therefore frowned upon from this end. Such is not the case. In most instances the objectives and purposes of regional and local press associations are the same as those of ILPC, and this office stands ready to cooperate with any group to help achieve those objectives.

I, for one, encourage the organization of these groups and would like to see more of it. Some of you may recall that the possibility of a city press club for Houston was discussed in October at the Student Activities Conference there. I don't know if any steps have been taken to organize such a group, but I don't think it would conflict with ILPC any more than it would with the present Texas Gulf Coast High School Press Association.

Some of the groups already in existence are: Tarrant County Independent High School Press Association (a new one, I think); the Lubbock Scholastic Press Association (also new, according to the information I've seen on it); West Texas High School Press Association; Panhandle High School Press Association; and Capital City Press Association in Austin (this one has been formed for years, but hasn't been too active; it is now underway again with renewed energy).

Membership Note
Routine Report Dept: As of the Thanksgiving holidays, we had 270 bona fide paid-up members of ILPC, with the January 15 deadline rapidly approaching. Some 71% of these, incidentally, (192) have ordered the criticism, so it would help if more members would submit their criticism issues early. Critics are in short supply this year. Staffers of the PIRATE PUSHER, Mathis High School, employed a unique idea in the handling of the football queen story. Instead of the usual "play-by-play" of the coronation candidates, their escorts, the "hush that fell over the stadium as the announcer named the winner," etc., the Mathis staffers used a brief introductory paragraph to say who was chosen, followed by a first person story by the sweetheart saying what the honor meant to her! It was quite well written and quite effective.

Quote of the month: (By a sponsor of a mimeographed school newspaper) "I don't mind staying after school until 8 o'clock to help those kids get their paper out, but it makes me mad as heck to have to stay 30 minutes for a faculty meeting."

Looking ahead: It's not too early to start doing some thinking and planning about:
• Joining ILPC for 1959-60 if you haven't already; deadline is January 15, 1960.
• Entries for the ILPC Individual Achievement Awards Contest; deadline is April 1, 1960, and complete instructions will be coming soon.
• Preparing contestants for spring meet journalism contests; district meets (if you have one) start on March 19 and end on April 16; regional meets are scheduled April 22 and 23.
• Sending in suggestions for the ILPC State Convention program; the dates are May 5, 6 & 7, 1960.

The spelling contest is one of the oldest competitions of the University Interscholastic League. Contests are sponsored in three divisions and each year the League office sells approximately 100,000 spelling bulletins for contest preparations.

Journalism contests were first added to the University Interscholastic League's program in 1924, but were suspended in 1925. The contests were resumed in 1928 and have been conducted each year on a regular basis since that time.

EDGAR...

(Continued from Page 1, Col. 5)

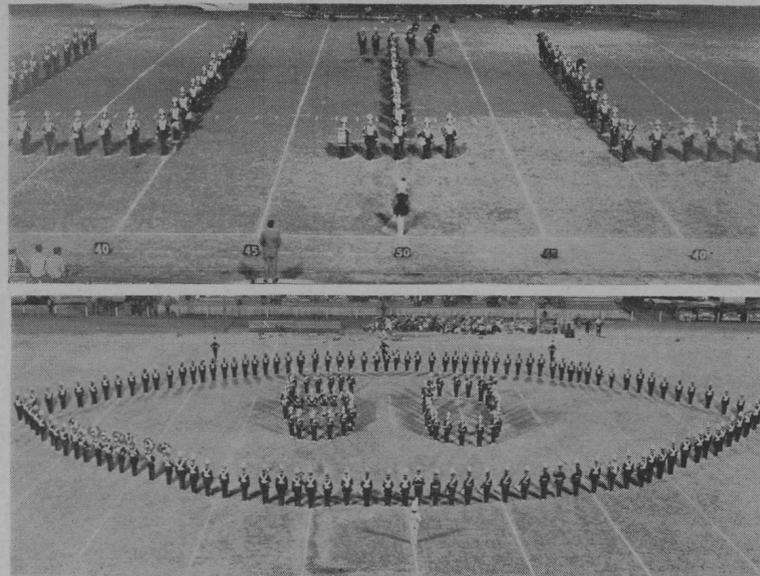
talents. This means that schools must offer a wide variety of learning activities. The program of the Interscholastic League has always recognized this need and has supplemented or enlarged the opportunities provided by local schools.

Talented pupils need to participate in activities which go beyond those of the usual classroom. They do their best when surrounded by other students of high ability. They like to work on projects which challenge their interests and abilities, to carry out their own ideas and to select their own materials. We cannot, however, always rely on the self-motivation of these pupils as many of them need organized educational activities which are competitive.

Since the beginning of time, rivalry has served as a motivating force in education, and competition is a part of our American way of life. Those qualities which society values such as inventiveness, leadership, physical prowess and dexterity, artistry, managerial skills and forensic skills, have been developed through rivalry, competition, and challenging situations. The Interscholastic League competitions have aided schools in providing the means for motivating pupils with special abilities and talents. The contests have emphasized the significance of controlling rivalry as a means of stimulating effort, discovering aptitudes, and of encouraging pupils to conform to the ideals of good citizenship.

All educators will agree that the schools have a responsibility for contributing toward character-training to make all pupils better citizens. The Interscholastic League contests have been able to help schools in their preparation of pupils for competitive situations which they will encounter as citizens of a competitive society by offering every pupil the opportunity of learning what it is to win or lose either personally or through group participation. In speech and athletic contests, where well-trained and adroit contestants clash in tactics and strategy, students receive valuable training in adaptability. School athletic teams, properly handled, and with the League's insistence on scholastic standards, can sometimes solve problems of discipline, interest boys and girls in staying in school, develop a healthier school spirit and foster ideals of sportsmanship. In all the contests, pupils develop a feeling of responsibility and an understanding of the obligations they assume in representing the school and the community.

During the years I was associated with local schools as a teacher, principal, and superintendent, and later from a statewide viewpoint, I have held in high esteem the organization, administration, and activities of The University Interscholastic League of Texas. I have been grateful for the helpful services provided by the League to Texas public schools in the control of interschool competition and the sound educational basis on which the program is founded. I am happy to have the opportunity to congratulate the League on fifty years of service to Texas public education.



50TH HALFTIME SHOWS—The Brownsville High School band (top), directed by Robert Vezzetti, included this UIL formation as part of a 50th Anniversary halftime show at the Brownsville-Highlands (San Antonio) game in late October. The bottom formation, a 50 surrounded by a football outline, was part of a joint halftime show done by the Kermit High School band, directed by G. T. Gilligan, and the Pecos High School band, directed by W. T. Carrico.

History of Rule May Help Understand Its Applications

Questions arise continually concerning the eligibility of football and basketball players on "B" or scrub teams who participate in interschool games. In view of this, perhaps an explanation of the history of Article VIII, Section 7, of the Constitution and Contest Rules would help clarify the matter for all coaches and administrators.

Many schools throughout the state schedule interschool games for as many as three separate and distinct teams. Some "B" or scrub teams play the "B" teams of schools within their conference, others schedule games with the "A" teams of smaller schools. The idea behind it all is to provide game participation for as many students as possible.

Section 7 was first incorporated into the Constitution in 1938, and became effective in 1939. Prior to that, many schools used ineligible players in non-conference competition. If the games were played outside the county, district or conference, the forfeiture penalty was seldom invoked. Local executive committees seldom took action in such cases.

With the addition of Section 7, schools began to question its application to various "B" and scrub teams. Finally, in January, 1940, a "test case" went before the State Executive Committee.

In the case in question, the "varsity" squad was eligible in every respect, but the school had used an ineligible player in some of its "B team" games. The "B team" played an interschool schedule, but

in no way figured in the regular League playoffs or claimed League honors. The State Executive Committee was asked to determine if such use of an ineligible player would disqualify the varsity team for the county championship.

After carefully considering the facts submitted and the wording of Article VIII, Section 7, the Committee decided not to attempt to

enforce this rule in application to "B" teams or scrub teams. The decision was based largely upon the fact that the bookkeeping load (game reports, eligibility blanks, etc.) would be increased immeasurably if the rule were applied to teams other than varsity, and such enforcement would deprive a number of youngsters of the opportunity to participate.

District 26-AA Inaugurates Sportsmanship Trophy Plan

District 26-AA (Boling, Edna, Ganado, Palacios and Sweeny) has instituted a sportsmanship trophy plan designed to promote the highest type of friendly competition between schools and place the proper value on all aspects of the game.

Many districts have set up a sportsmanship trophy plan and for the benefit of those considering such a move, the district 26-AA plan is outlined below.

For district games, each school is graded on the conduct of its fans, student body, team and school administrators. The head official grades the teams on the field, each head coach rates the opposing team and the school principals rate the general atmosphere of the opposing school's student body and fans.

Rankings are given from one to ten, with ten being ideal behavior, and are sent to the secretary of the district. The home team principal is responsible for providing grading

forms for the head official and for explaining the purpose and procedure of the report to the official. The official is also provided a stamped envelope addressed to the district secretary, and he may complete the forms and mail them in or put them into the envelope and return them to the home team principal immediately after the game.

The University Interscholastic League is the only school activities association in the world that sponsors contests to a state championship level in such fields as typing, shorthand, essay writing, number sense and slide rule.

There were ten contestants representing ten schools participating in the first journalism contests held by the University Interscholastic League; last year there were 300 contestants from 157 schools.

MUSIC MATTERS

BY F. W. SAVAGE

The show's over. If your school unit failed to file a music acceptance card before the December 1 deadline, you may not participate in any music activities during the school year 1959-60 nor until after December 1 of the 1960-61 school year. There has never been an exception to this rule and none are provided for in the regulations.

Rules on Appeal

Based on an appeal originating in Roscoe, the State Executive Committee made the following interpretation and exception to Rule 17, Page 95 and Rules 19, 28 and 41b on Pages 96, 99 and 106 of the Constitution and Contest Rules.

"In cases where bands and twirlers have entered regional marching contests in good faith but were prohibited from entering because of a conflict with football playoff games, regional executive committees may excuse them from these requirements (rules listed above) and permit the band to receive a sweepstakes trophy by earning a Division I rating in sight-reading and concert performances only. If timing permits, solo and ensemble twirlers may participate in competition even though the parent organization does not."

For Sale

It might be of some service if we used this column for a clearing house to assist schools in disposing of or securing equipment "peculiar to the trade." Therefore, we commence this service with the following announcement.

The Austin Independent School District, 701 East 11th Street, Austin, Texas, will sell for a reasonable price, 70 band uniforms. Coats and trousers only, maroon and white, sizes vary but majority designed to fit students of junior standing. Also available are 125 jackets for girls' marching or cheering organizations, sizes 12-16. If interested, contact F. R. Brown at above address.

Congratulations

Texas band directors have responded magnificently to our appeal to stage halftime football shows based on the Fiftieth Anniversary of the Interscholastic League. We are still receiving notices and pictures of these shows. The notices are being published in the special column in this paper entitled "50th Notes," and the pictures are being used as often as possible.

We hope to continue this practice during the school year so be sure to send any pictures, notices or newspaper clippings to the State Office. Incidentally, it has become quite a game to try to see that Durward Howard's name is spelled correctly in the various outlines and articles dealing with the anniversary. Our apologies to Durward for the inconsistencies. Three different proofreaders are involved and each seems to hold tenaciously to his individual convictions!

Durward Howard, Temple High band director, authored one of the shows which was sent to all band directors and also staged the premiere performance to initiate the 50th Anniversary observance.

Preliminary telephone conversations with band directors who participated in a recent marching contest indicate that judges really cracked down on the bands and, as a result, some of the directors nearly "cracked up."

Bands which had been consistently earning Division I ratings wound up in Division III.

This may or may not be good, depending on the individual situation. It is a fact, however, that it does highlight the high impossible situation which exists in trying to standardize procedures and policies over the state as a whole as long as sixteen different sets of individuals are engaged as judges.

The obvious answer to this problem is to employ one set of judges who will officiate in each region of the state. The number of participants, the number of regions and the complexities of scheduling render this solution impractical if not impossible.

The next most logical solution is to advance competition at least one step further and bring Division I groups from each region to a central location for an evaluation by one panel of judges. In this manner, a standard rating can be established and this standard will eventually carry over to the regional contests.

Administrators currently oppose any extension of competition for music groups. If the benefits of further competition outweigh the disadvantages and the expense, an extensive selling job must be done. Music educators themselves will have to devise and carry out this public relations program.

During the June, 1959, meeting of the Music Advisory Committee

it was recommended that music directors be asked to fill out a master entry sheet for all soloists and members of ensembles in addition to the individual entry which is made on the entry-evaluation blank. In some instances, band directors discovered this requirement to their chagrin.

Complete explanations (we thought) were contained on the blank itself, but since so many band directors neglected to send in the requisition for official entry blanks which was sent to them with the Fiftieth Anniversary letter, it is little wonder that confusion exists.

Although it would add an additional burden to our part-time secretarial staff, it appears that about the only solution to the problem of split-responsibility for certifying entries is to ask that all original entries be channeled through the State Office and that all evaluation blanks be mailed directly to the regional contest chairman.

If you have a better solution to this problem, rush it to us at once. Incidentally, requisitions for entry forms for the spring contests will be mailed from the State Office in January. If there is any change in entry procedures, each eligible school unit and each music director will receive individual notification at that time. In order to be completely safe, however, read this column in the January issue for complete instructions.

Whatever happens, all entries must be postmarked at least twenty-one days before the announced date of the contest whether or not official entry forms are available!

50TH FACTS

1. This school year (1959-60) is the 50th Anniversary of the League. The League, founded in 1910, is the oldest and largest organization of its type in the world.
2. More students participate in the various League activities in Texas than in any other state. One student out of every two participates in some phase of the League program during his school career.
3. Texas will field in 1959 the largest number of high school football teams for any state, with a total of 916 teams, including 142 six- and eight-man teams.
4. Texas leads the nation in the number of boys' and girls' high school basketball teams participating, with 1,091 boys' and 799 girls' basketball teams.
5. Texas leads the nation in the number of junior and senior high school track and field teams, with 1,405 units participating in 1959.
6. In 1959 Texas fielded 722 high school baseball teams, the second largest number of any state in the nation.
7. Your League was the first to pay rebates to schools to help defray their expenses to the State Meet. The philosophy of the League always has been, and is now, to turn all income earned by school activities back to the participating teams.
8. Your League offers the most economical program to member schools, based on number and type of activities, of any state in the nation.
9. Your League sponsors the greatest number and types of contests of any state organization.
10. Your League was the first state organization to arrange statewide radio coverage for athletic and literary events.
11. Your League was the first state organization to sponsor a program of academic contests for high schools.
12. Your League has the largest membership of any state organization in the world. This year 2,451 school units are members.
13. School administrators elected by member schools shape every policy of the League through the Legislative Council and special committees.
14. Every change in League eligibility rules, and the various athletic plans, is submitted to the member schools for ballot.
15. Your League is one of the few state organizations which refuses to use any commercial advertisements in its printed publications.
16. Your League sponsors one of the few remaining purely amateur athletic programs left today in the United States.



SUPT. D. C. MOORE
... Valentine

SUPT. D. A. SWOPE
... Bartlett

SUPT. BERT EZZELL
... Matador

PRIN. DALE DOUGLAS
... Wilson, Dallas

SUPT. RANDELL SIMPSON
... Keller

PRIN. CLYDE GOTT
... Jefferson, San Antonio

SUPT. GEORGE THIGPEN
... El Campo

PRIN. W. I. STEVENSON
... Milby, Houston



AMARILLO GOLDEN SANDIES—STATE CHAMPIONS OF 1934

Remember When . . .

Amarillo Took Own Drinking Water To Championship Game in 1934

Twenty-five years ago this month the Amarillo High School Golden Sandstorms won their first state championship in football in a game that for sheer one-sidedness was one of the biggest surprises, if not upsets, of all time. The score: Amarillo 48, Corpus Christi 0.

For Amarillo, it was a sweet victory; Corpus was established as a slight favorite by the majority of sportswriters around the state, although many conceded it to be a toss-up game. Also, the Sandies wanted the championship badly; in 1932 they had advanced as far as the semi-finals, only to be eliminated by Masonic Home 7-6, and in 1930 they were defeated in the finals 25-13 by Tyler.

The game was played at Fair Park Stadium in Dallas on Saturday, December 29, 1934, and was a "natural" from the publicity standpoint. Both teams were undefeated and untied going into the finals with 12 games under their belts and both were looking for a first championship. The Corpus Christi Buccaneers, led by the great Buddy Haas, a 165-pound triple threat back, employed the short punt and single wing formations, while the more balanced Sandies ran mostly from the double wing.

In South Texas the game caused such a stir that some half a dozen high school bands from neighboring towns followed the Bucs to Dallas; round trip special train tickets from Corpus to Dallas were selling for \$4.20; and a Corpus sportswriter noted that more fans turned out to watch the Bucs practice on Christmas Day than turned out for the games a year or two earlier.

Similar events were taking place in the Panhandle as Coach Blair Cherry prepared to take 50 gallons of Amarillo water along to Dallas for fear a change in drinking water might affect the players' health; for the stay-at-homes, the Grid-Graph, a "forerunner" of modern football on TV, was being readied in the Municipal Auditorium. This device enabled fans to follow the game through a series of flashing signs and moving lights on a large board set up on the auditorium stage.

The game was as one-sided as the score indicates. The Bucs could never get their offense untracked and the Sandies proceeded to score once in the first quarter, three times in the second, once in the third and twice more in the fourth. They racked up 27 first downs to 12 for Corpus and gained 464 yards rushing to 81 for the Bucs.

One of the leading scorers, Glenn Bufkin, who tallied twice, had the distinction of becoming a father while engaged in the contest. His wife gave birth to a son back in Amarillo at 3:30 that afternoon.

The Sandies reached the playoffs by going through their season undefeated. They beat El Paso 27-0, the West Texas State College freshmen 25-7, Paschal (Fort Worth) 27-13, Norman, Okla., 20-0, Borger 12-0, Shawnee, Okla., 19-13, Lubbock 25-0, Plainview 37-0, and Pampa 13-6.

The Buccaneers had their closest call of the season at the bi-district level when they beat Jefferson (San Antonio) 10-9. They beat Jeff Davis (Houston) 30-6 in the quarter finals and downed Greenville, who some say had the best team in the state, 34-14.

Team members and coaches in the accompanying picture are, left to right:

Front Row
George Wright, address unknown; Harve Bailey, U.S. Army; Willard Corbett, Norman, Oklahoma; Joe White, colonel, U.S. Air Force, Air Force Academy, Colorado Springs, Colorado; Dudley Underwood, Department of Immigration, El Paso; Stark Fitz, railroad engineer, Great Northern Railroad, Butte, Montana; John Harlow, Electrolux salesman, Beaumont; John Peterson, Amarillo attorney.

Back Row
James S. Rogers, now a dentist practicing in Amarillo; Bill Kilman, address unknown; John Storseth, Amarillo building contractor; John Stidger, high school football coach, Tyler; R. C. Waggoner, employed by Sears-Roebuck, Oklahoma City; Ray Rains, Dallas pharmacist; W. R. Gamblin, mechanic, Amarillo; Charles Fyfe, III, building supplies, Amarillo; Noble Hargrove, Colorado Interstate Gas Co., Amarillo; Neal Mager, Dal Carnegie, Seattle, Washington.

Frank Brunson, Colorado Interstate Gas, Masterson, Texas; Curtis Powell, skating rink, Denver, Colorado; Gene Donovan, oil com-

New Marks Set
The 2:30 p.m. game drew 21,986 paying customers. (The Corpus

Close Call
In the playoffs the Sandies downed Ranger 19-14 for bi-

pany, Dumas; John Denton, oil company, Saudi, Arabia; Bud Coffman, address unknown; Wendell Cannon, rancher, San Benito; Coach Blair Cherry, independent oil operator, Lubbock.

1958 Survey Shows Grid Injuries Down

A 25% decrease in the number of high school "A" football teams in the United States. This means 11,000,000 man hours of exposure to possible injuries. This is a ratio of one death per 9,250,000 man hours of exposure, which is practically infinitesimal. The incidence of fatalities is 1.66 per 100,000 participants, which is as safe as any activity, even such things as taking a walk or shaving or the many other activities which people perform.

The number of direct fatalities which occurred was 12. This figure represents a slight decrease in the average number of fatal football accidents for the past 27 years, which is 17.38 per year. For statistical purposes, these figures are meaningless unless they are compared with other known accident information.

Such comparisons show football to be much safer than other activities. During the 1958 football season there were 720,000 boys participat-

ing on the high school "A" football teams in the United States. This means 11,000,000 man hours of exposure to possible injuries. This is a ratio of one death per 9,250,000 man hours of exposure, which is practically infinitesimal. The incidence of fatalities is 1.66 per 100,000 participants, which is as safe as any activity, even such things as taking a walk or shaving or the many other activities which people perform.

1. There are 236.5 deaths associated with motor vehicle accidents to ONE in football.

2. There are 337 deaths associated with drowning accidents to ONE in football.

3. There are 241 deaths associated with firearm accidents to ONE in football.

4. There are 75 deaths associated with fire accidents to ONE in football.

and neck muscles.

5. At least six days of fundamentals before starting the season's first squad scrimmage.

6. At least three weeks of pre-season practice before the first scheduled game.

7. Spring practice for those not engaged in other sports.

8. More complete medical examination and medical histories, with special attention to previous injuries.

9. A qualified sports physician on the bench at all scheduled games, and immediately available during practice.

10. Football helmets that can withstand high velocity blows.

With proper coaching, medical examinations and equipment, football fatalities can be held to a minimum, or none at all. As a case in point, we know of but one fatality in the "pro" ranks over the past twenty years, and this was not directly attributed to football. And yet the "pro" game is the hardest and fastest of all.



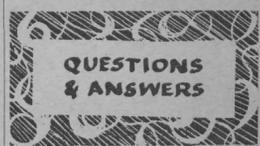
MATH WINNER—Nay B. Benich, Canadian, was one of eight high school math teachers to win a 1959 \$300 number sense award from the Actuaries Club of the Southwest. Benich, a native of Mississippi, is a graduate of Oklahoma State University and taught 32 years in the Oklahoma school system. He retired in 1952, moved to Canadian, and resumed his teaching career there. Last spring his contestant, Johnny Glenn, won first place in conference A number sense at State Meet.

Unfortunately a football fatality is often "played up" in the local press, to the detriment of the game. Too often various spokesmen will condemn football as a dangerous game. Yet it is interesting to note that most football coaches have never seen a fatality.

The American Football Coaches Association has made the following recommendations to make football even less hazardous.

1. A five to ten minute warm-up of activity before allowing body contact in a practice of fundamentals, a squad scrimmage, on entering a scrimmage or game.

2. More emphasis on developmental exercises for the shoulder



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

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

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

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

Relay Races Have Provided Track Stimulant

By CLYDE LITTLEFIELD
Track Coach
The University of Texas

The national relay games have done more to popularize track and field athletics in the United States than any other events or methods.

The system of conducting the relay carnivals and creating intense rivalry among competing teams, and arousing interest among spectators in seeing exciting relay teams compete has caused the general public to attend the contests. In many instances there have been from 30,000 to 50,000 people present to see such relays at Pennsylvania, Drake, Kansas, Texas and in the Coliseum at Los Angeles.

The relay games started in 1895 at Pennsylvania. At the Pennsylvania relays there have been as many as 300 schools and colleges and 3,000 contestants on the entry lists of the 100 events.

Following the example of Pennsylvania, John L. Griffith, in 1909, started the Drake relays at Des Moines, Iowa, which have grown to be as large as those held at Philadelphia.

Successful
The relays have been successful wherever tried and the idea of holding them has spread to all parts of the United States. Relay games have been held at Ohio State, South Dakota, Michigan State (indoors), Illinois (indoors), Washington (Seattle), Georgia Tech, California, and others.

Many of the relay carnivals have had among their contestants the outstanding performers in the country. Several have had novelty events, such as the football relay at Drake. At the present time, the majority of the contestants are eligible competitors from schools and colleges.

The relay races have created interest and enthusiasm among boys and men in track and field athletics. (In the writer's opinion, the relays are going to continue to be popular to the track athlete and to the general public.)

The most common relays are one mile, one-half mile, and the quarter

mile. These relays are used in many dual and conference meets. The mile relay, used in all sections of the country, is probably the outstanding relay event in a majority of the meets. The other relays are: Two-mile relay (4 x 880 yards); four-mile relay (4 x 1 mile); sprint medley (440 yards, 220, 220, 880); and distance medley (440 yards, 880, 3/4 mile, 1 mile).

Shuttle Relays
In the shuttle relays, each man runs 100 yards, back and forth. Two men of each team are stationed at each end of the 100 yards. Numbers 1 and 3 at one end and numbers 2 and 4 at the other end. Number 1 runs 100 yards and takes baton to number 2, number 2 back to number 3, number 3 forward to number 4, and number 4 back to the starting point for the finish. Sometimes the runners merely touch each other rather than to carry the baton.

The high hurdle shuttle relay race has become interesting at many of the games. It is run in the same manner as above described, except the high hurdles are used and the distance covered in one lap is 120 yards instead of 100 yards. Each team has two flights of hurdles. With the two flights, the setters have a chance to put up knocked down hurdles.

Men should train for the relays in the same manner as they train for individual events. If an athlete is training for the one-mile relay, he should train as if he were to enter the quarter of a mile race. The difference comes in learning how to pass the baton, team play and his position on the team.

Placement Important
It is important for the coach to have his men placed correctly and in the order in which they are going to run in the relay. Many relay teams, especially the one-mile teams, follow the plan of starting their third-best man first, their fourth-best man second, their second-best man third, and finish with their best man.

The usual way has been to start with the second-best man first, the fourth-best man second, the third-best man third, and the best man last.

Getting the pole is an advantage in the mile relay, therefore, it might be well to begin with a fast starter. The man who starts should be strong and not easily tripped. If a man gets too nervous waiting for the baton, it probably is better to start that man first.

Another important factor in deciding the order in which to run men is to know whether they run best from front or behind. Some men may not be able to judge their pace when running in the rear of others; or, because of being behind, not being fighters, they may lose their confidence. It is important to place these men where they will be able to do their very best. Because of the excitement of the race, some men run better as it progresses.

Analyze Opposition
The team should analyze the opposition. The coach or men should decide whether the best tactics are to run the opposing team "off their feet" or not. Some teams are composed of men who do not know much or anything about their pace and often run themselves down in the first part of the race. In the longer relays, this is often true.

The form in passing the baton in the sprint relays is very important. In the mile relay, a great advantage may be gained by good passes.

The baton is 11.81 inches long and in circumference is 4.724 inches. The weight must not be less than 50 grams. Each team is required to carry a baton and each contestant must pass it to the next man up within a 20-yard zone.

The form used in the distance relays differs only slightly from that followed in the sprint relays. The principle involved is the same. The idea is to make the exchange of the baton from one member of a team to the next man when both runners are as near full speed as possible. This results in the receiver getting a "flying start." In making a good exchange, there should be daylight between the man making the delivery and the one accepting the baton. The receiver should start from the back end of the touch off zone. This enables him to use the remainder of the distance to make sure of the pass and thus gain momentum for the start. A plausible advantage is gained by pass-

ing the baton properly. Many teams lose time in making the exchange.

Time Speed
As the runner approaches, the receiver should start running slowly, being careful to time his speed with that of the runner. This applies to the one-mile or longer relays. If the runner has a fast finish, make the exchange in the front part of the "touch-off" zone. If he has a slow finish, make the exchange in the back part of the "touch-off" zone.

The runner is required to carry the baton in his left hand. It is held on one end, with the back of the hand up. The runner places the baton in the receiver's hand with a downward motion of the arm. The receiver holds his right arm and hand extended backward with palm up and thumb in to make the exchange with the runner who approaches him running to the right of the receiver. When he accepts the baton, he immediately makes the exchange to his left hand and starts off fast as in a regular race.

When the receiver has accepted the baton, he should race off down the track in a straight line, and the runner with whom he has made the exchange, should always stay in the lane until after his opponent has passed by. When the exchange is being made, always run in a straight course.

In many of the meets, the teams are required to alternate in the use of the lanes when receiving the batons. After he rounds the last curve, it is well for the runner to pursue a straight course. This method will lessen the chance for a break in the stride and may eliminate many serious injuries in the touch-off zones. In recent years, relays have been made where runners pick their lanes as team mates come in to straight-away around last curve. That is, first runner, 1st lane; second, 2nd lane, etc.

The sprint relay men use a somewhat different method in passing the baton. The method they generally resort to follows:

The runner carries the baton in the same manner as above explained. The delivery is made with an upward swing of the arm and hand. The receiver places himself in the back part of the "touch-off" zone. Prior to the exchange, the re-

ceiver marks off a line or places a white handkerchief back of and beyond the end of the back line about six or seven strides.

When the runner approaches, and immediately upon the runner's arrival at this newly-made marker, the receiver starts ahead at full speed. He glances backwards for the first three strides to align himself with the runner and then looks straight ahead as he presses forward. When he has taken about four strides, after his start, the receiver extends his right arm and hand to the rear. With the palm of the hand down, the back of the hand up, the fingers extended out and the thumb in, he has taken a position as if grabbing for something with the open hand, and his elbow is bent a little as arm is extended back. The exchange is made in the front part of the zone, while both runners are going at full speed. Through practice with his teammate, the receiver will learn to time himself with reference to the place mark behind the "touch-off" zone.

Practice Required
Men who run on relay teams must practice together. If the exchange of the baton is made too soon, then move the mark back. If the pass is made beyond the front end of the zone, move the mark up closer. Practice continually on handling the baton. Develop team play.

The responsibility of making a good exchange should be placed chiefly on the one making the delivery. The receiver takes the baton in his right hand.

In the early part of the season, practice with short relays. The runner should keep near the inside of the lane in rounding curves, when relays are run in lanes. The runner receiving baton should always be on inside of lane, the incoming runner on outside lane at time of pass to prevent injuries.

The receiver of the baton should always be in a low, running position as he starts on his run from the back of the zone.

We find that there are several other methods followed in passing the baton. All are good if the right principle of the pass is mastered, that is, full speed for both men when the exchange is made.

Since the League is in the midst of its 50th anniversary observance, many people might be interested in knowing what football was like about the time the League was organized.

Supt. T. H. Jenkins, McGregor, has supplied some information about the 1909 McGregor Bulldogs (see related picture)—a team that ended the season with a 5-2-1 record. They beat Gatesville 16-0, played a scoreless tie with Douglas Select, a private school in Waco, and later beat Douglas 6-5, beat Belton twice by identical scores, 6-5, lost twice to Temple, 11-0 and 8-0, and beat St. Basil, another private school in Waco, 2-0.

Writing about the 1909 team, Supt. Jenkins said: "All games were played on Saturday. McGregor's team travelled by train only in 1909.

"The Temple and Belton games were played at Midway and the field was reached by interurban from Temple . . . it was the custom for the home team to feed the visiting team, either at a cafe or in private homes, especially when the visiting team stayed overnight, then each player was assigned to a home team boy for entertainment and keep. . . ."

"St. Basil and Douglas Select of Waco each came to McGregor, travelling by surreys and teams from a local livery stable. . . . It is said that the St. Basil game marked the first time a set charge was made to see a McGregor game. Prior to that, the hat was passed among the crowd for free will donations. The St. Basil game was a Thanksgiving Day game which drew some 200-300 onlookers, a record crowd for the season. . . ."

50 YEARS OF FOOTBALL—This McGregor High School football team was a formidable threat in the fall of 1909 and ended the season with a 5-2-1 record after having lost twice to Temple, 8-0 and 11-0. Team members, left to right, are: BACK ROW—Coach L. W. Rogers, Ralph McEntire, George Roach, Albert Connally, Edgar Isbill, King Johnson, Bob Gulledege; MIDDLE ROW—Edwin Pace, Crit Connally, Allen Johnson, Jack Cavitt, Tull Johnson; FRONT ROW—Olive Bradshaw, Tom Black, Billy Schepers, Dee Spradley, Lucian Roach. (See related story).

1909 Football Conditions Far Cry From Those Existing at Present

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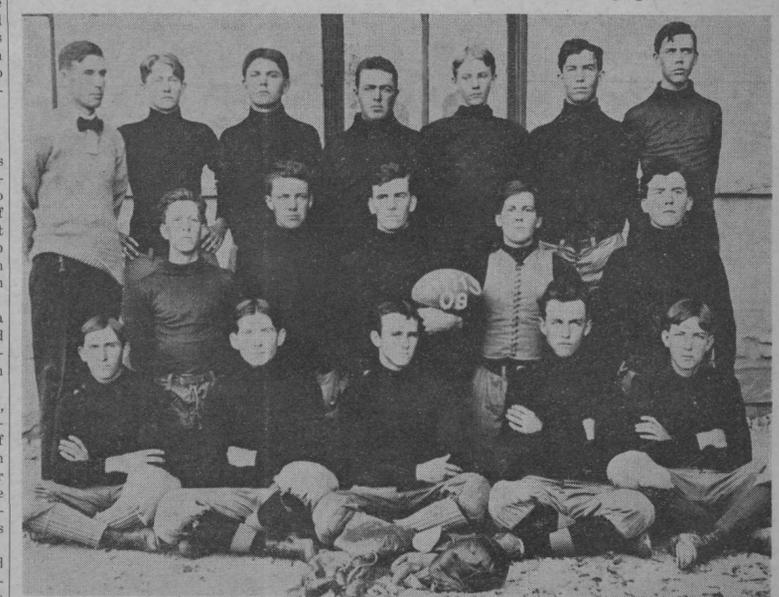
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"Gatesville travelled to McGregor in 1909 by horse and buggy, spent the night, and returned home on Sunday. . . . In the McGregor picture, the helmets are homemade by a local leather worker, except for one store-bought one which 'was acquired' by someone during the season, possibly from an opposing team. Each player also had a nose guard which was ordered from a mail order house. . . ."

"It is interesting to note that the McGregor coach became the state superintendent of schools and that the St. Basil coach became famous in the 1930's when he was known as Father Coughlin of the Church of the Little Flower, a radio personality in Detroit who associated himself with President Franklin Roosevelt in his presidential campaigns."



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