

INTERSCHOLASTIC LEAGUER

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NO. 5

50TH NOTES

The Falls City High School band, directed by George W. Reed, staged a 50th Anniversary halftime show on November 13 at the Falls City-Nordheim football game.

The December 4 issue of the BOW WOW, student newspaper of Yoakum High School, devoted both the front and back covers to the League and its Anniversary, and, in addition, included a lengthy editorial by Associate Editor Deloris Martin pointing out the League's values to the schools and to the students.

The December 1 issue of the WARHORSE ROUND-UP, student newspaper at Devine High School, went "all out" to publicize the League's birthday. The cover of the issue called attention to the League and its Anniversary in both words and pictures; a front page article told about the history and program of the League; two separate features called attention to the League's athletic and speech and drama competitions; another outlined Devine's participation in League events; and throughout the paper fillers pertaining to League statistics were used. In addition, the editorial page contained a reprint from a recent issue of the *Interscholastic Leaguer*.

The December issue of *The Texas Outlook*, official publication of the Texas State Teachers Association, had, on facing pages (26 and 27), an article dealing with "The League's Golden Year" and one about the Texas Interscholastic League Foundation. Principal R. B. Norman, Amarillo High School, penned the Anniversary piece and J. O. Webb, former assistant superintendent of schools, Houston, and now chairman of the TILF board, authored the Foundation article.

The Reagan County High School band (Big Lake), directed by James M. Williams, staged a special UIL halftime show on October 2 at the Reagan County-Crane football game.

The Alamo Heights High School band (San Antonio), directed by E. O. "Pat" Arser, presented a 50th Anniversary halftime show on October 2 at the Alamo Heights-Burbank game.

The cover of the official program of the White Deer-Skellytown boys'-girls' invitational basketball tournament (December 10-12) featured a map of Texas and a reproduction of the League's 50th Anniversary insignia. An inside page of the program contained additional information about the League and its Anniversary taken from the aforementioned article in the *Outlook* by R. B. Norman.

Fred A. Havel, Jr., principal of Gonzales Junior-Senior High School, reports the Gonzales High School band and pep squad, the Orange Jackets, did a 50th halftime show at one of their home football games. The show was directed by Band Director Oren E. Johnson.

The Temple High School WILD-CAT RAMBLER took note of the League's 50th Anniversary in an editorial page column of the December 17 issue.

The December 18 issue of the Thomas Jefferson High School (San Antonio) DECLARATION included a short story about Gov. Price Daniel declaring University Interscholastic League Week in Texas during the early part of December. The story quoted part of the Governor's proclamation and included some statistical facts about the League program.

The December 21 issue of the CY-FAIR REPORTER, Cypress-Fairbanks High School, Cypress, had a similar story about the UIL week proclamation and summed it up with a brief note about Cy-Fair's participation in League activities.

Supt. J. Mil Auld, Comstock, notes: "Each school (in district 80-B) to observe this Golden Anniversary locally. We will call our spring meet the Golden Anniversary Meet and will call special attention to the many accomplishments of the League."



ANNIVERSARY LUNCHEON—This standing room only crowd of approximately 600 people turned out for the noon luncheon in Abilene on December 10 honoring the University Interscholastic League on its 50th birthday. The Abilene Chamber of Commerce and the public schools of Abilene and the surrounding area sponsored the event to commemorate the founding of the League in Abilene at a Texas State Teachers Association meeting in 1910. (See separate story this page, and additional pictures in this issue)

Security, TV, Water New Debate Choices

The National University Extension Association committee on discussion and debate materials met in Washington, D.C., during the latter part of December and selected three problem areas to be considered for the 1960-61 national debate question.

These areas are:
1. How can the security of the free world best be maintained?
2. How may television best serve the public interest?
3. How can the United States best use its water resources?

League Director R. J. Kidd, a member of the NUEA committee, and Jerry Powell, League director of speech and drama, attended the meeting and they report that each state will vote on these three problem areas to determine the nationwide preference. In Texas, the League Office mailed ballots to a cross section of member schools early this month.

For each of the areas above, three debate propositions have been formulated. Once the debate area is selected by a national vote, each state will be permitted to choose its own particular proposition from the three listed for the selected area. The propositions are:

Free World
1. Resolved, that the North Atlantic Treaty Organization should be transformed into a federal government.
2. Resolved, that the United Nations should be significantly strengthened.
3. Resolved, that the United States should initiate a federal world government.

Television
1. Resolved, that the United States should adopt the essential features of the British system of television broadcasting.
2. Resolved, that commercial

television as presently conducted is detrimental to the best interests of the American people.
3. Resolved, that the Federal Communications Commission should exercise increased regulatory power over commercial television.

Water Resources
1. Resolved, that the federal government should regulate the use of all water resources in the United States.
2. Resolved, that the federal government should establish river valley authorities similar to the TVA for all areas of the United States.

3. Resolved, that regional authorities should control the use and development of the water resources of the United States.
National ballots are to be returned to the NUEA committee no later than February 5. When the national problem is determined, the final selection of a debate proposition for Texas schools will be made in April, when the League submits the three final questions to member schools for balloting.
The majority vote of the schools will determine the 1960-61 debate question for League competition, and this question will be announced at State Meet, May 5, 6 and 7.

Choral Workshop Series Started During This Month

In response to numerous requests made by choral directors in the public schools, the Interscholastic League has arranged a series of workshops which will be of interest to all choral directors and officials who serve as judges for choral contests.

Participants in these workshops will endeavor to establish certain criteria to guide judges in evaluating choral groups in competition and will make an attempt to clarify the standards which should be used in rating groups in Division I through Division V.

The format for the workshops will follow that which evolved during the two years that workshops in band were held throughout the state and which proved very popular for band directors and band judges.

First Session
The first of the workshops was held in cooperation with the Fine Arts Department of Texas Technological College in Lubbock on January 9. Dr. Gene Hemmle served as host chairman for the choral teachers in Regions I, II, and VIII. F. W. Savage, director of music activities for the League, acted as moderator for the panels of teachers who participated in the discussion of such items as the training and background of judges, the creation of an approved list of judges, personal characteristics of judges and the technical aspects of judging in League contests.

The last section of the workshop, and perhaps the most interesting, was "hindsight" evaluation of choral groups which participated in 1959 choral contests. Participants in the workshops were asked to re-evaluate performances which

Abilene Anniversary Termed 'Finest Hour'

The University Interscholastic League had one of its finest hours of tribute last month in Abilene when an estimated 1,000 people turned out for one or more phases of a three-pronged 50th birthday

celebration sponsored on December 10 by the Abilene Chamber of Commerce, the Abilene public schools and the public schools of the West Texas area.

Three major events marked the Golden Anniversary observance, and it was like a homecoming reunion for hundreds of teachers, school administrators, League officials, former League contestants and their coaches and sponsors.

The activities got underway at noon with a luncheon in the VFW Hall attended by a standing room only crowd of some 600 people. Next on the agenda was an afternoon coffee at the West Texas Utilities Lytle Shores Auditorium and the finale came that night in the Abilene High School auditorium with the presentation of a specially-written pageant depicting the history and growth of the League during the past 50 years.

competition to the individual participant, Miss Grant said "it was not until I competed in my first League drama contest that I really discovered myself," and added that League activities have done much to help other young people discover themselves, too.

Dream Come True

Coach Bible, describing the growth of League athletic program, summed it up with "somebody's dream has come true."

Judge Griffin said the thing that most impressed him about the League was the importance to the smaller schools in giving the old "little red school house a chance to have some sort of competitive activity."

Dr. Reddick said it has been common practice for Texas high schools to show the journalistic road to other states, "and since the introduction of the Interscholastic League Press Conference in 1928, the stature of Texas high school journalism has continued to grow."

Such individuals as Spurgeon E. Bell of the Court of Civil Appeals in Houston; J. Ben Critz, manager of the Dallas Chamber of Commerce; State Sen. A. M. Aikin, co-author of the Gilmer-Aikin bill that raised teaching standards; Judge J. P. Hart, former chancellor of the University of Texas; railroad executive Wayne R. Howell; David Botter, former editor of *Look* magazine; Arthur Laro, editor of the *Houston Post*, and many others were cited as products of Interscholastic League competition.

Students and teachers from seven schools took part in the 10-act pageant depicting the founding and growth of the League. The production was written and directed by Ernest Sublett, director of drama at Abilene High School, and Robert Fielder, director of the Abilene High School band. They were assisted by Mike Johnstone, director of choirs at Abilene High School, and members of the League staff.

League Voices

The orchestra of Central High School, San Angelo, directed by Homer Anderson, provided the opening overture and Abilene High students Edwin McElrath and Mary Strouble provided the "voices of the League" narration.

The "Birth of the League" was portrayed by students from Haskell High School, directed by Mrs. Kathleen Higgin, and students from Abilene High, directed by Dell McComb, presented "Debate, the First League Activity."

"Declaration—Also an Early Speech Activity" was presented by Midland High School students under the direction of Miss Verna Harris and students from South Junior High School, Abilene, directed by Mrs. Jewel Harris, gave "Impressions of a 1918 State Spelling Match."

"On Equal Terms," a musical number portraying the 1918 admission of girls to League contests, was done by members of the Abilene High choir, directed by Johnstone. The original words and music were written by Sublett and Macon Sumnerlin, professor of music, McMurry College.

"Athletics Enters the League" was presented by physical education students from Abilene High School under the direction of Coach Chuck Moser and Miss Beverly Ball.

Drama Next

For "Drama Comes to the League" students from Sublett's dramatics class, directed by Mrs. Barbara Steward, presented a scene from Synge's "Riders to the Sea," one of the first plays done in League drama competition. "Skill Contests in the League" (Continued on Page 3, Col. 3)

Six District Meets Set for Journalism

This year, for the first time in League history, a limited number of spring meet journalism contests will be conducted at the district level in five AAAA districts and one AAA district.

The districts involved are: AAAA—1, 3, 13, 14 and 15. AAA—16.
Provision for these district meets is made in Section 7, Journalism Section, League Constitution and Contest Rules. The decision to hold these district meets was made primarily because of the heavy concentration of participation in the areas involved, as indicated by the journalism acceptance cards.

Travel Decrease

Secondary consideration was given to the decrease in travel to regional centers that could be effected by inaugurating district level journalism meets—particularly for schools in the Rio Grande Valley, the El Paso area and the Texas Panhandle.

A total of 257 schools signed journalism acceptance cards, compared to 283 last year. There are indications, however, that a greater percentage of those signing acceptance cards this year will actually participate than did last year.

The breakdown by conferences (with last year's figures in brackets) shows: 84 schools in AAAA (82); 46 in AAA (44); 66 in AA (76); 32 in conference A (41); and 29 in B (40).

District meet journalism contests, as outlined in the Constitution, will include only two events—feature writing and editorial writing—as compared to five events at the regional and State Meet levels.

Certification

Certification methods for the spring meet journalism contests are:

1. In schools scheduled to participate in district meets the superintendent or principal is responsible for entering the contestants in the meet ten days prior to the day of the meet.

2. Schools not scheduled to participate in district meets certify contestants directly to the regional meet journalism contest director no later than the Monday preceding the day of the regional meet.

3. Journalism contestants qualifying at the district level for the next higher meet shall be certified directly to the regional meet by the district meet director general. (For additional details, see Section 11, Journalism Section, League Constitution and Contest Rules.)



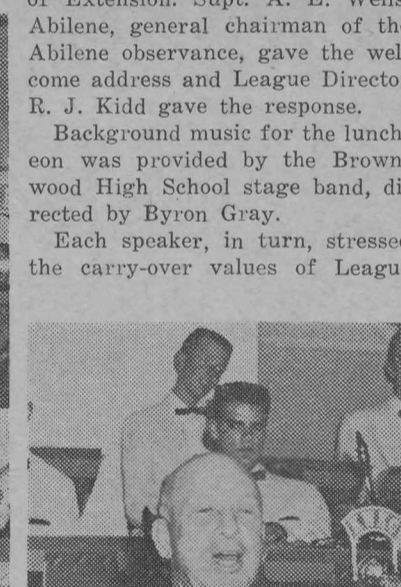
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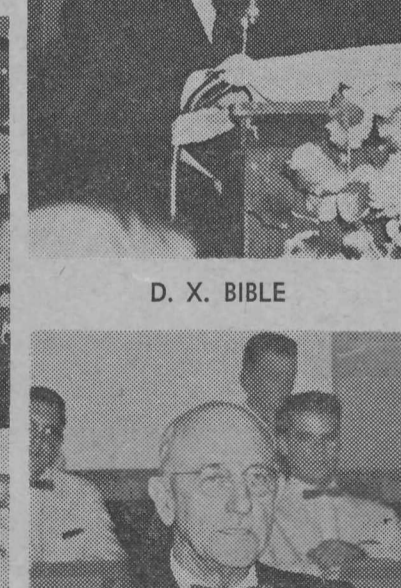
KERN TIPS



KATHY GRANT



D. X. BIBLE



MEADE GRIFFIN

PLAY APPROVAL REMINDER

The State Office will not approve any plays not listed in the Basic List of Plays for use in the one-act play contest this year. There are some exceptions to this policy, such as scenes from long plays and a few more recent one-act plays.

If in doubt, write to the State Office for approval well in advance of the deadline for titles, which is March 3.



SAN ANGELO'S CENTRAL HIGH SCHOOL ORCHESTRA . . . provided overture music for the pageant

For A Better Texas

Flotation of the University Interscholastic League right here in Abilene fifty years ago turned out to have been as shrewd a piece of educational promotion as one could imagine.

The UIL—and the U, of course, stands for the University of Texas, the spiritual godfather of the movement—has been an important factor in the growth of public school education in Texas in several departments of learning, physical and intellectual. Its half-century of service was duly commemorated here this week.

Its most conspicuous success, but not necessarily its most enduring and influential, has been in sports, particularly schoolboy football. Until the UIL demonstrated its authority and made it stick, chaos reigned in the department of school activity. UIL set up strict regulations governing age, scholarship and transfer rules, and several overambitious high schools felt the sting of the League's wrath before they learned their lesson—that is, that the rules meant what they said, and the League meant business.

They never came too big or too influential to buffalo the League's authority in such matters, and as a result Texas has one of the finest systems in the country when it comes to playing the game according to Hoyle.

Other competitions besides sports were added from time to time, and—particularly drama and declamation, or debate—proved highly successful.

In the past schools caught with their standards down put up loud squawks when an individual or a team was disqualified, but there have been few such incidents in recent years, and it is obvious that the UIL is respected and paid attention to.

Congratulations to UIL for its fifty years of fine public service, and may it enjoy another half-century of respect and confidence.

—Abilene Reporter-News

Job Well Done

The public schools of Texas have done a magnificent job of publicizing the 50th Anniversary of the University Interscholastic League throughout the current school year. The result has been to stimulate the interest, increase the awareness and extend the knowledge the general public has of the League.

Credit for this success must go to the public school "people"—administrators, teachers and students—for a major part of the Anniversary publicity has been brought about by school newspapers, bands, pep squads, athletic teams, and other school organizations. For this cooperation and effort, the League is grateful, and says "thanks" for a job well done.

Thanks

Radio broadcasts have become a valuable and far-reaching part of the League program. Statewide broadcasting of, first, the football championship series and, later, the state basketball tournament finals, has focused public attention on the outstanding athletic program of the Interscholastic League.

The Mobil Oil Company has rendered a great service to the League and the public schools of Texas by sponsoring these championship broadcasts. It is with regret that we see this 25 years of public service brought to a close. Mobil has advised the League Office that it will no longer sponsor these broadcasts after the current school year.

We wish to take this means of expressing our appreciation to the Mobil Oil Company for the splendid job it has done through the years in publicizing the activities of the University Interscholastic League.

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. Hafner, E. D. Cleveland, P. J. Dodson, J. E. Dawson, Randell 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 lane 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," "8," "%," 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.

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.

TULSA

Tulsa 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 sponsors 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 sponsors 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.

COAHOMA

Coahoma High School has been placed on probation in football for the 1960 football season for violation of the Football Code.

JOURNALISM CONTESTS

District meet journalism contests will be conducted in the 1960 spring meet in these districts: 1-AAAA, 3-AAAA, 13-AAAA, 14-AAAA, 15-AAAA and 16-AAAA.

MATH CONTESTS

Only first and second place winners in the spring meet state rule and number sense contests qualify for the next higher meet. This change from last year applies to both district and regional level contests.

Public School Theatre Suggestions Offered

(Editor's Note: This is the first of a two-part article on improving high school theatre. The author gives six suggestions; three are discussed here, and the remaining three will be taken up next month.)

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

Public school drama has enjoyed a substantial growth since 1930. Many administrators have found that the scholastic theatre can make a rich contribution to the development of boys and girls when its scope and values are understood and when it is directed by qualified teachers.

On the other hand, there are teachers, superintendents, and principals who still are only partially acquainted with the educational potential of an effective dramatics program. Here are six suggestions that may point to ways in which public school theatre may be made a more significant part of a larger number of Texas schools.

Relate the educational theatre program to the entire school curriculum.

Dramatics in the form of dramatization was introduced many years ago as a teaching method, especially in the elementary grades. Recently, the use of creative dramatics in grades one through six has proved its value as a means of developing desirable character traits, stimulating interest in other subjects, and adjusting students to school life.

Creative dramatics and children's theatre are frequently used in the modern junior high school with modifications to meet the particular needs of the young adolescent. More formal but somewhat simplified play production is especially valuable and interesting to students in the upper junior high school grades. Dramatics in the senior high school, based upon a program which originates in elementary grades and continues through the junior high school, is certain to result in educational activities of maximum practical and cultural value to student participants.

Dramatics activity which consists only of the senior class play or an entry in the one-act play contest, commendable as this small start may be, hardly constitutes enough of a program to permit valid evaluation.

Motivating Interest

Certain Texas drama teachers have recently experimented with the theory that play production furnishes one of the best ways of moti-



Thank you and congratulations for a splendid 50th Anniversary celebration in Abilene. The program was outstanding and the fellowship was superb. I thoroughly enjoyed the occasion.

Charles F. Mathews
 Superintendent of Schools
 Plainview

I want to thank you very much for your kindness in inviting me to appear on the program at Abilene on December 10. It was one of the best occasions of its kind I ever attended.

I appreciate the fact that you thought of me to appear on this program. I hope that the University Interscholastic League continues to develop and grow as it has in the past . . .

Meade F. Griffin
 Associate Justice
 Supreme Court of Texas

I enjoyed reading of the 50th Anniversary affair at Abilene. I know that I certainly have benefited from the League. Included in my efforts were six times in spelling in Rannels County class B meets for Crews (Winters), five times in grade school and high school track, once in extemporaneous speaking, three times in playground ball, one year in basketball and once in number sense.

I have been fortunate enough to coach three boys in track who competed in the State Meet . . . My school days, both as a student and a teacher, have been helped by the University Interscholastic League.

Elvin Mathis
 Superintendent of Schools
 Carney (O'Brien)

ing interest in English, history, speech, and other areas. In these schools drama was offered without prerequisite requirements to tenth grade students. Pupils learned through experiences in play production why they needed knowledge of grammar, physics, speech, composition, art, history, and mathematics.

Obviously, these teachers offered their students opportunities to work in all phases of play production. Their concept of dramatics was not restricted to the all too prevalent idea that work in dramatics is largely confined to "acting in a play." They knew from training and experience that an effective program of dramatics includes a wide variety of activities and knowledge. Perhaps these experiments may encourage other administrators and teachers to put this theory into practice.

Employ a fully qualified teacher of educational theatre.

The drama teacher plays a particularly important part in the teaching of his specialized field. He should be selected with the same care that is exercised in the selection of art and music teachers. He should be qualified by training and education to do one of the most exciting assignments which faces any teacher: the production of a play.

He needs a thorough background in theatre and professional education. A few semester hours in general play production along with majors in English and speech will rarely qualify him to teach drama effectively. To be fully prepared he will eventually need a major in educational theatre courses. The time is coming when a properly qualified drama teacher will be trained to direct plays for senior high school students, direct the less formal dramatics and children's theatre of the junior high school, and supervise creative dramatics and dramatizations in the elementary grades. He will be prepared to direct auditorium activities. There are few schools in Texas which will not have need of a full time teacher with these qualifications.

Teaching Load

A qualified drama teacher requires an adequate amount of time to conduct an educational theatre program. Whether he directs only the traditional class plays or the complete program indicated above, it must be realized that his teaching load should be adjusted accordingly. A three-act play requires a minimum of two hours of rehearsal five days a week for four weeks if the students involved are to derive the advantages which will accrue from participation in play production.

Few administrators expect the music teacher to take untrained students and produce an effective band without an adjustment of his teaching load to permit sufficient practice time. The athletics coaches require weeks of lengthy practice sessions before they are expected to field a well-trained team. Their teaching loads are reduced without hesitation. It is suggested that if administrators select well qualified drama teachers and give them the same amount of time to develop an educational theatre program that they give band directors and athletics coaches to develop their programs, the drama teachers can produce results of lasting benefit to their students.

Encourage the selection and use of worthwhile plays.

One of the disheartening aspects of public school play production is the poor quality of plays which teachers select, or are sometimes coerced into using. There are at least two reasons why the typical school play is often the shoddiest type of publication to be found in the school library.

One reason is that the teacher assigned to direct (the term, coach, is usually erroneously used in this connection) the play is rarely qualified to differentiate between good and bad plays. Not having the proper training and experience, he relies upon the bad advice of others or upon the misleading advertising which most play publishing companies write about their plays.

Also, he accepts without question some false generalizations about the types of plays which students should do. For example, it is commonly believed that plays written about the antics of teenage girls and boys are the "easiest to do." Over 30 years of Interscholastic League one-act play contest results prove that exactly the opposite is true. The least successful contest plays are those with plots which concern the "typical" teen age youngster.

There is no more difficult acting assignment that that which requires

the actor to "be himself." Yet we continue to see many school plays about such subjects as first dates, first shaves, first dress suits, first loves, etc., which are, in the main, badly written, over publicized, inconsequential plays that have virtually no merit.

Farces Not Easy

Another generalization about the type of plays to be used, one which has unquestionably retarded the progress of educational theatre in public schools, is that farces are the best suited for high school production. Even when good farces are chosen, and there are very few good farces, the director should realize that farce is the most difficult type of play to use. Any authority on the subject will attest to the truth of that statement.

Farce requires acting and directing techniques which the most talented actor or director masters only with a great deal of formal training and experience. When the director selects a poorly written farce, he makes his task even more difficult. True, the audience may laugh and applaud, but the laughter will be directed at the futile efforts of the students rather than with the student actor.

The use of tawdry farces and trashy melodramas does nothing to raise the standards of appreciation or production. The continued use of this type of play is one of the principal reasons that high school play production is generally held in low esteem and is often merely tolerated by patrons and students.

A second reason for poor play selection is that too frequently the primary purpose of the play production is to raise money for some school activity usually totally unrelated to dramatics. The senior class trip, the junior-senior banquet, band uniforms, equipment for athletic teams, furnishings for faculty rest rooms, and new shrubbery for the campus are items for which play production box office receipts have been used in Texas schools.

Cheap Merchandise

When such a mercenary motive becomes the sole aim of play production, there is a strong tendency to use a play which requires no royalty payment. Aside from the classics or plays on which copyrights have expired, there are almost no non-royalty plays which have literary or dramatic merit. Non-royalty plays, regardless of the flowery excuses offered by the publishers, are the cheapest merchandise listed in their catalogues. Their better plays require royalty payments.

There are many Texas school administrators who have demonstrated effectively that good plays will draw larger audiences and more money at the box office. It has also been proved repeatedly that the better play is more easily produced by inexperienced directors and actors. There can be no reasonable doubt that students derive a much more wholesome educational experience from participation in the production of a well written play than from the *Avant Maudie Mizes the Mud* type of three-act farce. Even when the purpose of play production must be to raise funds, there can be no logical reason for the selection of a poor play. In no other school program or activity does one find the practice of using the cheapest equipment so widespread.

Next month: physical facilities; promotion of dramatics; and understanding the values of an effective educational theatre program.

Sample Extemp Topics

1. What will be the major results of the President's trips abroad?
2. What effect on world tensions will be made by the proposed summit meetings?
3. What are Nixon's chances to be nominated?
4. Who is the best bet for nomination by the Democrats?
5. Will the recent steel strike be a cause for more restrictive legislation?
6. What is the major legislation problem facing the federal government this year?
7. What steps can be taken to close the "missile gap"?
8. Should the Federal Communications Commission be empowered to increase its regulatory power over television?
9. Should control and development of water resources be left to the states?



SPEECH AND THEATRE

BY JERRY ROLLINS POWELL

I have received objection to the proposed changes in the speech contests from—so far—but one person. The arguments are good but not insurmountably so. Let's see what can be said:

The objector proposes that "book-in-hand prose and poetry reading contests are substitutes of doubtful value for declamation. They would permit students to present material with less preparation and effort."

To answer this it will be necessary to review the tentative rules of the proposed contests. When a school declares its intent to enter the contest it will receive from the State Office a list of three (or perhaps five) authors. The students planning to participate must study the published works of these authors and become familiar with their material. Then, at contest, the student will "draw" one of the names and will be permitted to select from his files whatever selection, written by that author, he desires for his reading.

In the case of the prose reading event the student must study the available published works of these three or more authors and then is expected to be able to present the material from any one of the authors at contest. At the same time the student will be obliged to cut, adapt or arrange the material for public presentation. In short, the student, in order to be prepared for the contest, must become familiar with a vast body of literature—not just one memorized selection.

The poetry reading contest carries the same responsibility whether a list of authors, types of poems, or styles of writing is sent from the State Office.

Differences

The difference in the present poetry contest and the proposed one is in the preparation for each. The poetry reading event now being used requires only that the student study but one poem, and, if the student studies any at all he will have memorized the entire selection and thus the contest is no longer one in poetry reading but rather junior declamation with book-in-hand.

On the other hand, neither of the proposed events would be mere substitutes for declamation; instead they would be improvements in an otherwise limp contest. The ability to memorize has no particular virtue if not accompanied by understanding and interpretation of the material. But, if the student wishes to memorize the material he must memorize more than just one selection.

Does this sound like *less* preparation?

Public Speaking

The proposed new contest to be called public speaking also must be credited with being an improvement over the present declamation event. In this contest the student is given the opportunity to develop his talents by presenting his ideas before an audience and the contestant must do a considerable amount of reading in order to have any ideas to present.

He is charged with the responsibility of informing his audience, not by presenting memorized high-sounding phrases, but by language couched in terms of reality. He will present his own thoughts, his own ideas, and speak. I fail to find any really valid reason for not requiring a student to develop his own reasoning powers.

The manner of presentation is left to the student. He may, if he wishes, memorize the material and present it; he may use notes or read from a typed copy. The most important aspect is that he should be expected to inform.

Easy Contests

I am totally in disaccord with those who would make League contests easy. Easy contests invite the lazy, the incompetent, the unambitious. If a student wishes to enter a contest—a contest which is to determine a winner who is to be considered the best—then the student must be required to study and prepare for a realistic competitive endeavor. How much pride can one have in winning an easy contest? I rather imagine that the potato race event was dropped for this reason.

If a teacher feels that by providing an easy contest he is "attracting" students to the speech field, he is wasting his—and the students'—time. Tell a student that a contest is easy and that "anyone can do it" and you have effectively violated every teaching standard I know. The student who enters an "easy" contest will eventually meet a student who did not think it was easy—and thereby get trounced embarrassingly. I submit that the

declamation contest is easy—not enough is expected of the student.

If the prose reading, the poetry reading and the public speaking events sound "easy" it is because I have not made the requirements clear enough. The three contests should not be considered to be substitutes for declamation. Turn that around. The declamation contest has been substituting for other events that should have been utilized because of a direct outgrowth of classroom activity—and for practical usefulness. Of what practical use is declamation?

Minorities

Finally, the objector says, "My reaction to all of these proposals is generally negative. I am much more inclined to favor promoting the contests we have instead of yielding to the pressure of minority groups who have always wanted change for the sake of change."

Any idea for change usually comes from the minority—rarely is the majority suddenly endowed with an idea that is universally appealing. I'm delighted to know that minority groups can operate for it is from them that the means of relieving an oppressive status quo comes. The majority is often tradition-bound, the minority is not so restricted. The minority does "pressure" the majority and that is good. Self-evaluation is device for improvement and if a change is needed it should be made—whether it comes from the minority pressure-groups or not.

Any speech program, whether in the public schools or in colleges, must be taught by teachers trained in the field of speech. Accordingly, the speech program of the University Interscholastic League should reflect the results of such training. The events participated in by students should be a direct outgrowth of those subjects actually taught in the classroom. The contests should not be devised so that students with no speech training can enter and expect to win simply because they have been encouraged to enter. These contests are speech events, not contests in available man-power.

Obvious Faults

It seems obvious that the present speech program of the League has many faults. Those of you who have judged contests know well how ill-prepared too many of the contestants were. You've also heard the lofty phrasing and the stilted language, you've seen the artificial gesture, and you've felt the stylized performance. Such a performance does not help the student and cannot carry with it sufficient dignity to attract the attention of an audience.

Our program, either at the teaching level or the contest level, seems inadequate and warrants a second look. The League has little control over what teaching is done but can stiffen the requirements of participation to such extent that teaching must be done in order for the student to enter a contest. The athletic program has long and successfully placed a premium on the talented and the trained. Can we ask for less in our intellectual endeavors?

Can we continue to foster inadequate contests—easy ones—and be satisfied with our present secondary role in the curriculum? I maintain that the League must increase the academic level of its speech contests and require more of the students or run the risk of having proprietorship over a subject which is no longer taught by specialists.

Views Wanted

I am vitally interested in hearing from any of you who have comments to make concerning these remarks. It makes no difference whatever to me whether your remarks are pro or con, so long as something is said. I am sure that (assuming anyone reads this column) some of you have ideas you would like to air—well, this is the place. I especially would like to hear from more of the high school teachers, for it is the high school teacher who will be affected by any change—or by no change. An idea: Why not discuss these proposed changes in your planning meetings and let me hear the consensus?

★ Anniversary Pageant in Pictures ★

HIGH SCHOOL PRESS
BY J. ROY MOSES, JR.

A couple of interesting epistles crossed the old desk a few days before Christmas and I think they are worth sharing with others. (Besides, who can think of anything original to write a day before Christmas holidays?) One concerns the spring meet journalism contest plan at the district level, and the other offers some broad generalizations about the state of high school journalism in Texas.

First, from Mrs. Margaret Caspe, adviser of the PANTHER-ETTE, Paschal High School, Fort Worth, comes this opinion of the spring meet plan:

"... First, I hope we don't have one. I'd rather take my chances in even such a tough region as ours than have to make my students go through three such contests, in the event we got that far..."

"Second, if we have to add a district contest, please let's have the 'full treatment.' If a student has to be in another contest, let's make it a real preparation for the one or two that follow. Limiting the district contest to only two events such as editorial and feature writing would force us to select contestants who stood out in those two fields even though they might not be good copyreaders or news writers. After all, news writing and editing are the backbone of any paper; all of us, I think, emphasize those more than anything else. Sometimes I am fortunate enough to have a student who is good in all phases of newspaper work, but more often I have to choose those who write good news stories, are accurate copyreaders and can write a good editorial. Since feature writing and headline writing are the lowest scoring contests, I trust to luck for them..."

Anybody else care to comment? If you look at the "Official Notices" column in this issue of the Leaguer (or at a separate story somewhere herein) you'll note that there will be district level journalism contests this year for the first time in League history, although on a somewhat limited basis. The whys and wherefores of these contests are explained in the aforementioned separate story.

The generalizations about high school journalism resulted from a recent limited-type survey conducted by a South Texas teacher who for the time being, shall remain nameless — primarily because I didn't have time to ask her permission to reprint her conclusions. The survey dealt with problems and conditions with which high school journalism teachers must cope, and this is what the surveyor had to say:

"... Financial problems, gossip columns, unimaginative administrators and lack of time still rival each other for first place in the 'Journalism Teacher Discouragement Contest.'... Both newspaper and yearbook sponsors give three major reasons for financial problems: school board veto of advertising, administrators' dictation of low subscription prices, and lack of student time for selling or book-keeping. Journalism is demanded but not provided for in the school budget.

"Gossip columns still make a bid for immortality in some schools. Their recommendations come from students who have no acquaintance with good journalism, scarcely more with kindness, and limited imagination.

"Frank criticism of administrators is far deeper than the American custom of 'cussing the boss.' Questionnaire answers show something akin to smoldering contempt for administrators who, at faculty meetings, camouflage themselves as highly educated friends of the academic, but consistently show lack of vision and spunk.

"Teacher and student ingenuity is whipping financial problems and gossip columns. The only killer is lack of time, questionnaires revealed. Too many schools have a paper costing nothing and bothering no one but the journalism teacher. The paper is created in after school hours although the schedule boasts one whole hour a day for the task (emphasis added). With an average of about a dozen disciples, the teacher must out-miracle a god. To make her earn her salt as a journalism teacher she teaches English or other subjects each hour of the day, sponsors the annual, sells peanuts at football games, sponsors the Press Club, and cooperates in other ways.

"Problems plaguing some schools stem from petty tyrannies. In one school the student council members choose staff members for the journalism teacher! In another, a schedule subtly rules student destiny. Half-trained counselors forget to support journalism and importantly channel the best minds into

overrated science, math, English, PE or commercial subjects. To journalism and other 'frill' subjects, counselors send the so-called dregs (but often unwittingly send, as dregs, the most honest, most independent and most promising students)..."

There you have it. Most of these statements echo facts and situations turned up in other surveys—both on a local and national level. The unfortunate fact remains that just as there are a few poor journalism teachers in Texas schools, there are also some poor administrators and school boards.

Not only is high school journalism a sound educational undertaking, but it has a number of important by-products and carry-over values. Until all school boards and all administrators realize this, this situation will not be rosy all over, but I think progress is being made—albeit slowly in some places.

HITHER AND YON: The Jones High School TROJAN, Beeville, recently received an exchange paper from San Antonio addressed to "Jo's Journal," which was the name of a two-page promotional paper circulated at the ILPC State Convention last May boosting the presidential campaign of ILPC Prexy Martha Jo Dorsey.

Members of Refugio High School journalism classes have begun year-long study projects on famous journalists—some living, some dead. The best of the completed projects will become part of a class book to be called "History and Principles of Journalism." Some of the outstanding journalists chosen for this class project are Dr. DeWitt C. Reddick, director of the University of Texas School of Journalism and founder of ILPC, Ernie Pyle, Dorothy Thompson, Mark Twain, Joseph Pulitzer, Horace Greeley, Drew Pearson, etc.

The LIONS ROAR, according to the mailing wrapper of a recent issue, now calls itself the monthly newsmagazine of Lockhart High School.

The staff of the CY-FAIR REPORTER, Cypress-Fairbanks High School, Cypress, has added another to the growing list of ideas for raising money. The girls on the staff and in journalism class challenged the majorettes and cheer leaders to a powderpuff football game—apparently an annual event. They also sponsored an all-school dance after the game and proceeds from both the dance and game went to the publications department.

P.S.—'Tis sad but true—the journalists lost, 8-6.

Staffers of the Ballinger High School CAT TRACKS are apparently doing such a professional job that the editor of the weekly Ballinger Ledger considers them extensions of his own editorial staff.

The Thanksgiving issue of the Ledger contained no less than five articles and one picture reprinted from the CAT TRACKS, including one front page story and an editorial feature on Thanksgiving.

This type of service is a reciprocal thing—it's good for the weekly newspaper, it's good for the school and it's good for the school newspaper and its staff. Certainly more school newspapers would be better off in more ways than one if both the staffers and sponsor would cultivate the friendship and cooperation of their local newspaper editor.

The Christmas season always brings a rash of color, special art work and clever ideas for special Christmas issues—especially in the mimeographed papers. Space doesn't permit a complete account of some of the themes, gimmicks and ideas used, but I will mention a couple.

The Thrall High School TIGER TALE, for example, had a six-color cover (including black) drawing of a little girl in mittens and cap, against a background of trees, deer, snow, etc. In the little girl's outstretched hand was a real, sure 'nuff peppermint candy cane (held in place with cellophane tape), although the candy was a bit mangled in the mail.

The Connally High School (Waco) CORONET had an attractive all red cover with gold lettering and decorations and the Newton High School EAGLES EYE, among others, featured hand-glued spangles for stars, candlelight and the ruffle on an angel's dress.



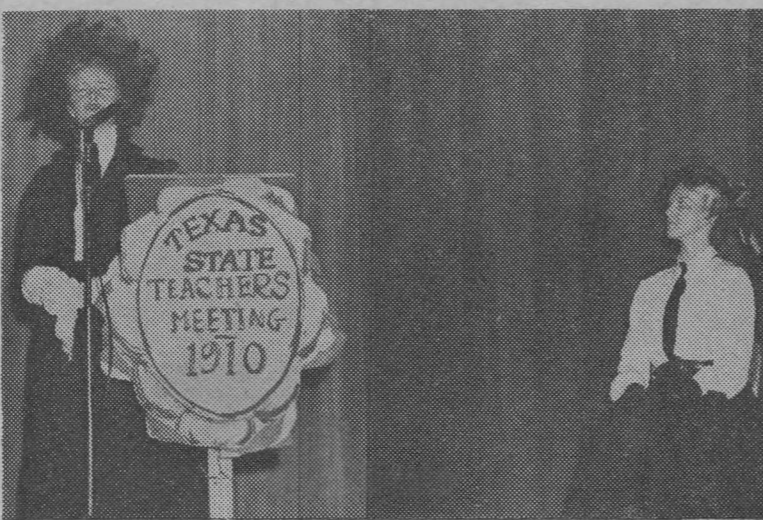
PAGEANT SCENE: AN EARLY LEAGUE SPELLING MEET



HIGH SCHOOL JOURNALISM: CIRCA 1928



RECREATED SCENE FROM FIRST ONE-ACT PLAY CONTEST—1927



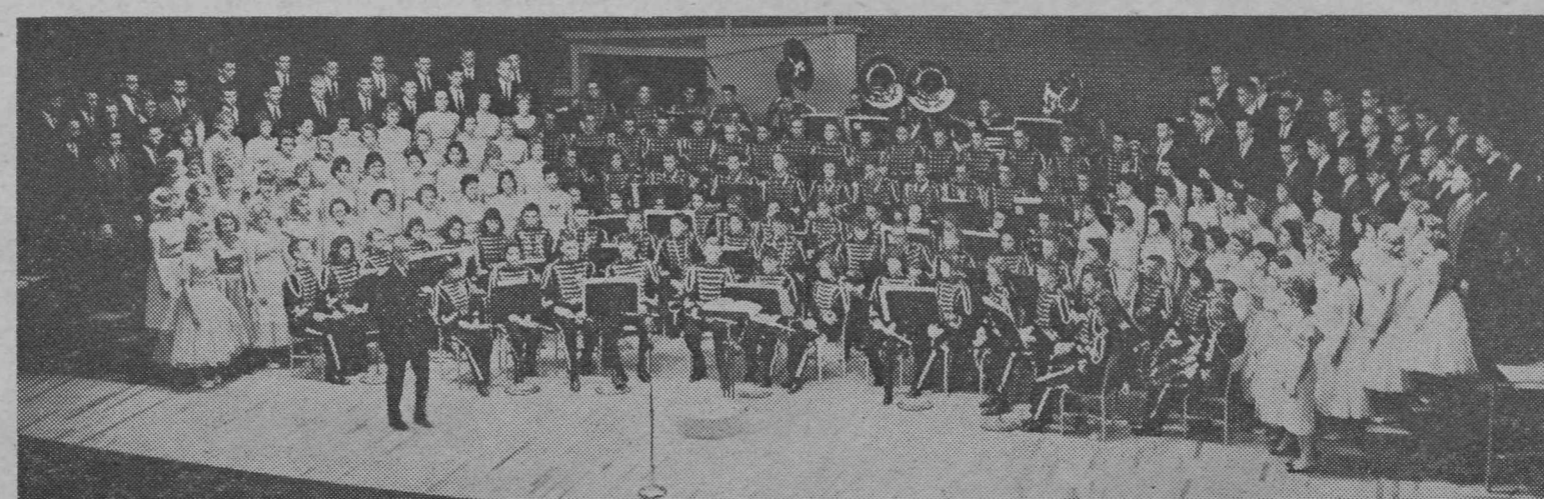
1910 UIL ORGANIZATIONAL MEETING

ABILENE OBSERVANCE...

(Continued from Page 1, Col. 8)

(typing, shorthand, number sense, slide rule and story telling) was presented by students from Odessa High School, under the direction of Mrs. Billie Ethridge, and "Journalism and the League" was done by students from Newman High School, Sweetwater, under the direction of Ben Brock.

Odessa students, directed by Mrs. Ethridge, also gave a skit showing the "Tried and Discarded" contests in the League, such as flower and music identification, hammer throwing and potato races, and the finale of the show depicted the entrance of music competition into the League program. The band and choir of Abilene High School, directed by Fielder and Johnstone, respectively, joined in the final number, "Under the Spreading Chestnut Tree," which was specially arranged by Sumerlin.



ABILENE HIGH SCHOOL BAND AND CHOIR PROVIDE PAGEANT FINALE

MUSIC MATTERS
BY F. W. SAVAGE

All band directors who entered bands in the marching contest this fall should have received a questionnaire dealing with procedures and practices being used in the inspection contest. As this is being written only about 150 directors have returned the questionnaire. If you are one of the 375 who have not, do so at once. We can make improvements in our interschool activities only in direct proportion to the interest being shown by the directors.

The questionnaire concentrates on the relative importance between the marching show and the inspection contest. Preliminary surveys of the returns show that most marching contests are being delayed by the inspection contest. At what point the intensification of the inspection ceases to justify a delay remains to be determined.

Editorial comments returned with the questionnaire indicate that at least a segment of the directors believe there should be no effort made to create and maintain "spectator interest." Directors must determine to what extent this philosophy shall be followed and design the contests accordingly.

Many Disturbed

Some of the comments and letters accompanying the inspection questionnaire reveal that both judges and directors are disturbed; not only about the future of the inspection contest, but the marching contest as well. Irving Dreibradt, director of the Mustang Band at Southern Methodist University and former director at Brackenridge High School in San Antonio writes:

"After having seen a few regions participate in marching contests this year, and having noticed the results between inspection and marching, I want to call your attention to what I consider one of the most important facets of the marching contest—inspection.

"For example, in one regional contest which I attended recently, 20 of the 23 participating bands received a Division I in inspection while the ratings in marching consisted of five Division I ratings; eleven Division II ratings; six Division III ratings and one Division IV rating. It appears that inspection means very little any more and the comparison of ratings above tends to prove this point. It is my belief, and that of many others, that the rating in inspection does not mean anything any longer since it does not affect the marching grade—so why worry with it?"

"Since I am just as interested in seeing good competitive spirit, and the continuance of good competition, and, since competition is the real hope of continued success, I thought I would bring this to your attention. When one sits down and visually compares the results, it appears that inspection is no longer competitive.

"As you know from the figures you released, more people see the marching band than will ever see a concert band. This is the life blood of the entire program. If other schools should happen to follow the suit of Crozier Tech (Dallas) in eliminating football, I wonder what would be the result for the band program. Of course there will always be bands, but some of the movements afoot concern us all very much. However, many times we in our own profession are entirely to blame. When we stop selling our programs and try to push our program down the public's throat, we will always be in trouble.

"Most of our troubles are started by individuals who desire to perpetuate themselves rather than the students. I am firmly convinced that this self-promotion is the motivation for directors seeking the easy way out in competition. If the emphasis in secondary and college education is to ever increase our standards and demand more from the students, then it is worth our time to be exacting to the point of demanding the very best in our own program."

Instructions Mailed

A package of material for every band, orchestra and choir director and every principal was mailed from the State Office about the middle of January. This package contains some items which are very important and should not be shoved aside.

First and most important, there is a requisition blank upon which directors are asked to order official entry forms. This system is designed to save time and money since it would be almost prohibitive to mail a complete selection of all entry blanks to each of the 950 schools on our eligible list.

Directors should order entry blanks just as soon as they know exactly how many entries they will have in each event. By all means, order the entry forms in plenty of time to receive them before the 21-day deadline for postmarking entries. Please remember that the State Office is not staffed to provide miraculous service on these orders. Allow us a few days margin.

Second, the package contains the first of several mimeographed sheets outlining a step-by-step procedure to be followed in making entries in the regional contests. This is an effort to avoid the costly and embarrassing mistakes which were made both during the spring contests last year and the marching contests last fall.

Third, the package contains a revised contest schedule and deadline chart for all of the regions in the state. Many changes have taken place since the schedule chart was published in the November issue of the Leaguer. Be sure you check the entry deadline dates for your region and make corrections wherever necessary.

Choral Workshops Begin

Since the evaluation workshops for bands worked out so well and received so much favorable publicity, we have decided to launch into the choral area with the same type of activity. Every choral director and every person who has or intends to judge choral competition should make it a point to attend one or more of these workshops.

The first was scheduled in cooperation with Dr. Gene Hemmle and the Fine Arts Department of Texas Tech at Lubbock on Saturday, January 9. The second will be conducted in the new Fine Arts Building on the campus of West Texas State College in Canyon on Saturday, January 23. Dr. Houston Bright and Dr. Ted Crager are serving as host-chairmen for this event.

The third choral workshop on the schedule is set for Texas Christian University in Fort Worth on February 20. Dr. Lawrence Handley and Dr. William Guthrie are in charge of local arrangements at TCU. Other workshops will be scheduled and choral judges and teachers in each locale will be notified individually.

Speaking of Corrections

It will always remain a mystery how, after session on session of proofreading, we can still make so many errors when printing our bulletin of prescribed music. Most of the errors are scattered and more or less isolated. One, however, concerns almost an entire section of the music prescribed for boys' vocal ensembles so we will reprint it correctly in this column and ask you to correct your own bulletin.

Class III, Boys' TTBB vocal ensembles, page 86 of the bulletin should read:

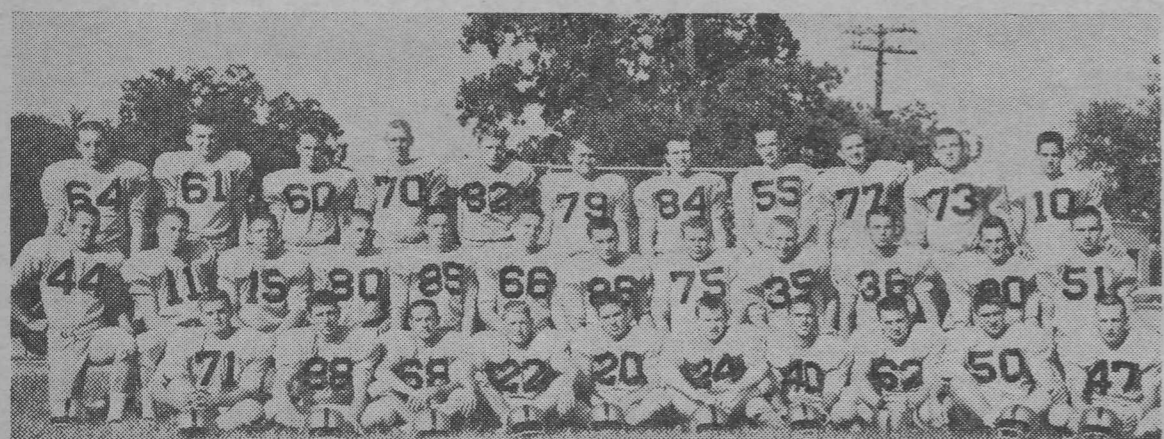
- For Four or More (sing on) arr. House Bel
- March of the Men of Harlech Welsh-Cyr de Brant Wit
- Passing By Purcell-Pitcher SumB
- Folio, *Songs for Young Gleemen* SH&M
- Sing either:
- Ave Maris Stella Florence
- Eternal Father, Strong to Save Dykes
- Go Down Moses Spiritual
- Non Nobis Domine Byrd
- Somebody's Knocking at Your Door Spiritual

Ray, Breckenridge, Cleburne, Stamford Katy Annex League Football Championships

POSTSCRIPTS ON ATHLETICS
BY DR. RHEA H. WILLIAMS



CONFERENCE AAAA CHAMPIONS—Members of the W. B. Ray High School (Corpus Christi) Texas team are, left to right: **BOTTOM ROW**—Mike Blackwood, Danny Pollock, Vohn Grawunder, Rudy Mendez, George Blake, Jim Roach, Don Lee, Max Derden, Johnny Williams; **SECOND ROW**—Doug Christian, Carlos Torres, Bob Benish, Jerry Wagon, Jim Reeves, Steve Christian, Wayne Morris, George Foster; **THIRD ROW**—Bill Davis, Jerry Rogers, Jim Besselman, Gilbert Cole, Bill Samelson, Bill Granberry, Mike Love, Chuck Little; **FOURTH ROW**—Johnny Hutchens, Larry Coles, Mike Kelsey, Benny House, Bill Laws, David Anderson, David Freeman, Jack Sanders; **FIFTH ROW**—Buddy Schorre, Nick Hinojosa, James Seagle, James Hodges, Bob Gabbert, Steve Moore, Stanley Crawford, Bob Devine, Dick Webb; **SIXTH ROW**—Coach A. J. Luquette, Coach Roy Gregory, Manager Paul Young, Manager Dennis Peacock, Manager John Cudd, Manager Billy Latham, Coach Dan Purcell, Head Coach Bill Stages; **TOP ROW**—Trainers Marvin Bein, H. C. Stinson and Tim Clower.



CONFERENCE AAA CO-CHAMPS—Members of the Cleburne Yellow Jacket team are, left to right: **FRONT ROW**—Pat Lutrick, Conny Reese, Ronnie Boyer, Buck McCall, Albert Archer, Cecil Evans, Jimmy Parker, Bill Earley, David McWilliams, Doug Shouse; **MIDDLE ROW**—Billy Cohen, Speedy Yeary, Timmy Doerr, Dan Mason, Robert Parks, Danny Underwood, Johnny Love, Robert Benson, Bill Ewing, John Ed King, Stephen Younger, Charles Chapman; **BACK ROW**—Robert Finklea, Horace McCowen, David Parnell, Harold Brawner, Jerry Smith, Jimmy Reed, Stephen Lee, Ronald Wallace, Richard Ottinger, Tommy Bentley, Bill Parks.



CONFERENCE AAA CO-CHAMPS—Members of the Breckenridge Buckaroo squad are, left to right: **FRONT ROW**—Manager Dan Hallmark, Manager Don Hallmark, Travis Gandy, Jimmy Martin, Billy West, Kenny Palmer, Teddy Goldsmith, Macky McArron, Buddy Langford, Billy Garland, Manager Jerry Welch, Manager David Clark; **SECOND ROW**—Coach Carlo Mircovich, Coach Dan LaGrasta, Eddie Hyatt, Dickie Rogers, Joe Dan Knox, Jerry Gibson, W. H. Roberts, Eddie Clark, Ronnie Emory, Coach David Sullivan, Coach Truett Holland, Manager Gary Brown; **THIRD ROW**—Head Coach Emory Bellard, Gerald Machen, Glen Dixon, John Cook, Leonard Tolbert, Jack Stivers, Jimmy Wright, Ronnie Bills, James Busell, Troy Kennedy, Coach Murry Holditch.



CONFERENCE AA CHAMPIONS—Members of the Stamford Bulldog squad are, left to right: **BOTTOM ROW**—Ralph Myers, Albert Voight, Vincent Perez, Tommy Walters, Billy Jordan, Dwayne Fussell, Joe Carroll; **SECOND ROW**—Doug Gilbert, Butch Polan, Charlie Shafer, Jerry Goynes, Larry Newman, Volan Youngblood, Lenny Steffens, Paul Short; **THIRD ROW**—Trainer Jim Bone, Alfred Peck, Bill Madsen, Thad Smith, Richard Fussell, Farriel Culpepper, Warren Walding, James Griffin; **FOURTH ROW**—Coach Joe Bright, Ross Spencer, Lynn Sturm, Roy Wiesner, Charles Peck, Stanley McDonald, Coach Gordon Brown.

W. B. Ray (Corpus Christi), Breckenridge, Cleburne, Stamford and Katy all ended up in the winners' circle when the 1959 football season drew to a close last month. By conferences, the complete season summary is:

Conference AAAA
District winners: Ysleta, Abilene, Amarillo, Wichita Falls, Carter-Riverside (Fort Worth), W. W. Samuell (Dallas), Highland Park (Dallas), John Tyler (Tyler), Reagan (Houston), Bellaire (Houston), Thomas Jefferson (Port Arthur), Texas City, Temple, W. B. Ray (Corpus Christi), Edison (San Antonio), Burbank (San Antonio).
Bi-district: Abilene 45, Ysleta 0; Wichita Falls 34, Amarillo 6; Carter-Riverside 27, W. W. Samuell 6; Highland Park 41, John Tyler (Tyler) 6; Reagan (Houston) 38, Bellaire (Houston) 0; Thomas Jefferson (Port Arthur) 21, Texas City 6; W. B. Ray (Corpus Christi) 26, Temple 7; Edison (San Antonio) 15, Burbank (San Antonio) 6.

Quarter-final: Wichita Falls 26, Abilene 12; Carter-Riverside (Fort Worth) 6, Highland Park (Dallas) 0; Thomas Jefferson (Port Arthur) 41, Reagan (Houston) 13; W. B. Ray (Corpus Christi) 42, Edison (San Antonio) 0.
Semi-finals: Wichita Falls 27, Carter-Riverside (Fort Worth) 7; W. B. Ray (Corpus Christi) 26; Thomas Jefferson (Port Arthur) 7.
Finals: W. B. Ray (Corpus Christi) 20, Wichita Falls 6.

Conference AAA
District winners: Levelland, Andrews, Lamesa, Breckenridge, Carrollton, Mt. Pleasant, Kilgore, Athens, Cleburne, Brenham, Nederland, La Marque, San Marcos, Sam Houston (San Antonio), Kingsville, Falfurrias.
Bi-district: Andrews 18, Levelland 14; Breckenridge 32, Lamesa 0; Mt. Pleasant 12, Carrollton 12 (Mt. Pleasant won on penetrations 4-2); Athens 33, Kilgore 8; Cleburne 12, Brenham 7; La Marque 20, Nederland 14; San Marcos 38, Sam Houston (San Antonio) 6; Falfurrias 20, Kingsville 19.
Quarter-final: Breckenridge 32, Andrews 6; Mt. Pleasant 21, Athens 7; Cleburne 28, La Marque 0; Falfurrias 21, San Marcos 14.
Semi-finals: Breckenridge 32, Mt. Pleasant 6; Cleburne 53, Falfurrias 8.
Finals: Breckenridge 20, Cleburne 20 (Co-Champions).

Conference AA
District winners: Canyon, Olton, Floydada, Denver City, Quanah, Stamford, Cisco, De Leon, Olney, Azle, Kaufman, Bonham, Hooks, Daingerfield, London (New London), West, Brady, Belton, Taylor, Columbus, Bellville, Liberty, S. F. Austin (Port Arthur), Jasper, Deer Park, Palacios, Hallettsville, Pleasanton, Hondo, Freer, Sinton, Edcouch-Elsa (Edcouch).
Bi-district: Olton 14, Canyon 8; Denver City 14, Floydada 8; Stamford 43, Quanah 13; Cisco 31, De Leon 6; Olney 34, Azle 8; Bonham 13, Kaufman 9; Daingerfield 28, Hooks 12; London (New London) 38, West 22; Brady 66, Belton 8; Taylor 45, Columbus 28; Bellville 28, Liberty 20; Jasper 15, S. F. Austin (Port Arthur) 0; Palacios 7, Deer Park 7 (Palacios won on penetrations 3-2); Hallettsville 13, Pleasanton 6; Freer 26, Hondo 14; Sinton 30, Edcouch-Elsa (Edcouch) 28.
Regional: Denver City 50, Olton 6; Stamford 32, Cisco 22; Olney 27, Bonham 8; Daingerfield 14, London (New London) 7; Brady 30, Taylor 8; Jasper 41, Bellville 6; Palacios 21, Hallettsville 14; Freer 28, Sinton 14.
Quarter-finals: Stamford 14, Denver City 0; Olney 34, Daingerfield 14; Brady 24, Jasper 0; Palacios 21, Freer 14.
Semi-finals: Stamford 15, Olney 7; Brady 22, Palacios 0.
Finals: Stamford 19, Brady 14.

Conference A
District winners: Stinnett, McLean, Farwell, Idalou, Sundown, Roscoe, Fabens, Menard, Mason, Albany, Crowell, Keller, Cooper, Liberty-Eylau (Texarkana), Hawkins, Forney, Gaston (Joinerville), Garrison, Madisonville, Mart, Itasca, Elgin, Anahuac, Crosby, Katy, Ganado, Boerne, Cotulla, Kenedy, Rockport, Bishop, Rio Hondo.
Bi-district: Stinnett 22, McLean 6; Idalou 27, Farwell 18; Sundown 36; Roscoe 0; Menard 30, Fabens 6; Albany 39, Mason 6; Crowell 40, Keller 6; Liberty-Eylau (Texarkana) 16, Cooper 14; Forney 16, Hawkins 7; Garrison 30, Gaston (Joinerville) 14; Madisonville 20, Mart 16; Elgin 13, Itasca 12; Anahuac 49, Crosby 16; Katy 38, Ganado 14; Boerne 19, Cotulla 8; Kenedy 32, Rockport 6; Bishop 46, Rio Hondo 14.
Regional: Stinnett 42, Idalou 20; Sundown 60, Menard 24; Crowell 8, Albany 7; Liberty-Eylau (Texarkana) 34, Forney 20; Madisonville

18, Garrison 14; Anahuac 14, Elgin 6; Katy 30, Boerne 0; Kenedy 35, Bishop 6.
Quarter-finals: Sundown 20, Stinnett 8; Crowell 49, Liberty-Eylau (Texarkana) 14; Madisonville 8, Anahuac 7; Katy 28, Kenedy 24.
Semi-finals: Sundown 27, Crowell 12; Katy 30, Madisonville 6.
Finals: Katy 16, Sundown 6.

Conference B
District winners: Groom, Happy, Whiteface, Cooper (Lubbock), Wink, Bronte, Jim Ned (Tuscola), Bangs, Matador, Knox City, Lockett (Vernon), Saint Jo, White-wright, Wolfe City, Masonic Home (Fort Worth), Ferris, Buckner Orphans Home (Dallas), Union Grove (Gladewater) New Diana (Diana), Waskom, Blooming Grove, Whitney, Valley Mills, Crawford, Academy (Temple), Chilton, Johnson City, Leander, Buffalo, Magnolia, Colmesneil, Hampshire, Flatonia, Orchard, Pawnee, Agua Dulce, Sabinal, Somerset, Miranda City, Sharyland (Mission).
Bi-district: Happy 12, Groom 6; Cooper (Lubbock) 16, Whiteface 0; Wink 40, Bronte 0; Bangs 20, Jim Ned (Tuscola) 0; Knox City 19, Matador 18; Lockett (Vernon) 21, Saint Jo 6; White-wright 45, Wolfe City 0; Ferris 0, Masonic Home (Fort Worth) 0 (Ferris won on penetrations 13-11); Union Grove (Gladewater) 28, Buckner Orphans Home (Dallas) 0; New Diana (Diana) 58, Waskom 36; Whitney 45, Blooming Grove 12; Valley Mills 29, Crawford 12; Academy (Temple) 28, Chilton 0; Johnson City 8, Leander 6; Magnolia 60, Buffalo 12; Colmesneil 24, Hampshire 20; Flatonia 14, Orchard 6; Agua Dulce 21, Pawnee 6; Sabinal 6, Somerset 0; Sharyland (Mission) 60, Miranda City 0.
Regional winners: Region I: Happy over Cooper (Lubbock) 36-6; Region II: Wink over Bangs 19-6; Region III: Lockett (Vernon) over Knox City 21-6; Region IV: White-wright over Ferris 34-12; Region V: Union Grove (Gladewater) over New Diana (Diana) 18-0; Region VI: Valley Mills over Whitney 14-6; Region VII: Academy (Temple) over Johnson City 12-0; Region VIII: Magnolia over Colmesneil 48-0; Region IX: Flatonia over Agua Dulce 34-0; Region X: Sharyland (Mission) over Sabinal 26-0.



CONFERENCE AAA CO-CHAMPS—Members of the Breckenridge Buckaroo squad are, left to right: **FRONT ROW**—Manager Dan Hallmark, Manager Don Hallmark, Travis Gandy, Jimmy Martin, Billy West, Kenny Palmer, Teddy Goldsmith, Macky McArron, Buddy Langford, Billy Garland, Manager Jerry Welch, Manager David Clark; **SECOND ROW**—Coach Carlo Mircovich, Coach Dan LaGrasta, Eddie Hyatt, Dickie Rogers, Joe Dan Knox, Jerry Gibson, W. H. Roberts, Eddie Clark, Ronnie Emory, Coach David Sullivan, Coach Truett Holland, Manager Gary Brown; **THIRD ROW**—Head Coach Emory Bellard, Gerald Machen, Glen Dixon, John Cook, Leonard Tolbert, Jack Stivers, Jimmy Wright, Ronnie Bills, James Busell, Troy Kennedy, Coach Murry Holditch.

With the 1959-60 athletic season in "full swing" for member schools of the University Interscholastic League, it is once again necessary for school personnel to re-acquaint themselves with the Awards Rule, Article XVI of the *Constitution and Contest Rules*. If history repeats itself numerous boys will forfeit their eligibility and some high schools will face penalties because of violation (usually unknowingly) of the Awards Rule.

These awards usually consist of gifts to athletes in the form of tie clasps, fountain pens, watches, clothes, or other such articles which have a merchantable value. Such awards are more commonly given by civic organizations, service clubs, or other groups of well-wishers of the team. The State Executive Committee has ruled that Article XVI applies only to awards given by the school, or awards received by a pupil from any source whatsoever for participating in interschool athletics. Awards, rewards, gifts, or other valuable consideration received for participation in athletic contests other than interschool events, are to be covered by the provisions of the Amateur Rule.

Article XVI
Every administrator and coach should be familiar with the rules of the League which govern athletic awards. They should know, for example, that for the 1959-60 school year, schools may present any one person only one major award, not to exceed \$15 in value; except that an additional symbolic award may be given for each additional interschool activity in which the student may qualify, not to exceed \$2 in value. The penalty for violating this rule is suspension. They should also know that the acceptance of medals, trophies and cups, in addition to the maximum established under the Awards Rule, is prohibited unless they are won through participating in a meet or tournament.

Football is not a tournament activity, and therefore is not in the same category as basketball tournaments. Any school or school official who assists directly or indirectly in the violation of the Awards Rule places the school in violation of the Awards Rule. Any trophy in excess of the Awards Rule may not be presented at school-sponsored functions, as then the school is indirectly assisting in evading the Awards Rule. It is suggested that in all cases where outside organizations desire to present trophies or plaques, they be given to the school with the boy's name engraved on the trophy and then placed permanently in the school trophy case. Possession must remain with the school, and the school cannot hold the trophy until the boy graduates and then present it to the boy without violating the Awards Rule. Experience has shown that it is much better to have the trophy presented to the school with the boy's name on it, as it can be seen for years, while if given to the boy it soon rests in the attic and gathers dust. Most organizations will agree readily to such a plan for presenting outstanding awards in this way, and it can be done

without violating the Awards Rule, and at the same time give the boy educational recognition for his ability. It is not enough for principals and coaches to know these rules. They must see to it that the information reaches players, fans and local organizations. In fact, practically all of the violations of this rule in Texas have resulted from well-meaning fans and clubs which have persisted in giving plaques and trophies to various members of athletic teams for individual achievement. It is the responsibility of the coach and the administrator to see that these fans and organizations are informed about the Awards Rule. In my opinion, most of these awards from individuals and clubs would cease if the name and picture of the individual or club giving the award was omitted from press releases. Many of the individuals and organizations are more interested in publicity for themselves than in the educational aspects of high school athletics. Many school administrators have the idea that a school can accept an award for an individual player and hold it for him until he graduates and then present it to him. This is a violation of the Awards Rule and could result in the suspension of the school accepting such an award. District Executive Committees cannot give awards to all-district teams or individual awards without violating this rule. A school cannot pay part of the price of an award, with the student paying the remainder, in order to purchase an award in excess of the amount prescribed in the Awards Rule. The school cannot act as a purchasing agent or as an advisor in the purchase of any award by the student or parent when the award is purchased for achievement in interschool competition. The Awards Rule is binding on all member schools of the League, regardless of the type of competition, or whether the activity is sponsored by the League or not. If it is interschool competition, it falls under the scope of the Awards Rule.

The League has, and will, exert every possible effort to preserve and promote a high standard of amateurism in its athletic program. It is operating on the premise that the presenting of material awards to players for athletic achievement is non-essential and, if not rigidly controlled, would oftentimes place a heavy financial burden on the school and the community. We believe this position to be educationally sound and we urgently request the cooperation of principals, coaches, citizens and clubs in maintaining it. Let's keep in mind that, in either case where violations occur, the boy or the school is usually the loser.

Playoff Plans Told for Boys' and Girls' Basketball

Plans for determining state champions in interscholastic League boys' and girls' basketball for 1959-60 have been announced by Dr. Rhea Williams, athletic director. In boys' basketball, 24 teams will be brought to the state tournament. Four teams come from conferences AAAA, AAA, AA and A, and eight teams from conference B. In boys' competition, AAAA and AAA will play through regional eliminations to determine representatives to the state tourney. From the 32 district champions in conferences AA and A will come four regional champions in each conference to the State tournament. Conference B will have eight regions, and each regional tournament will certify a champion to the State tournament. March 3, 4 and 5 are the dates for the state tournament for boys. The girls' tournament will be March 10, 11 and 12. Both will be in Gregory Gym, The University of Texas, Austin. District championships must be decided two weeks earlier in each case, the boys' deadline date in all conferences being February 20, and the girls' February 27. Regional champions for the boys must be decided by February 27, and for the girls, March 5.

For the 1959-60 school year, each region in conference AAA and AAAA boys' basketball has a regional chairman appointed to serve, with the district winning schools, in determining which method will be used in selecting a regional champion. The regional committee may elect to play a tournament at a site and time determined by the regional committee, or they may elect a regional playoff series. The regional playoff series must be paired and played under the following schedule. In region I AAAA, as an illustration, the winner of 1AAAA plays 2AAAA and 3AAAA plays 4AAAA in a one game playoff to be played either on February 22 or 23, at sites to be selected by the participating teams. The winners in each case would then play a one game series, February 26 or 27, at a site to be determined by the two participating schools. In case there is a tie vote as to what procedure shall be used, the chairman will break the tie by casting his vote. Conference AAAA and AAA regional chairmen are:

Conference AAAA
Region I—Districts 1-4, Minton White, Principal, San Angelo.

Region II—Districts 5-8, Walter J. E. Schiebel, Principal, Crozier Technical, Dallas.
Region III—Districts 9-12, B. E. McCollum, Superintendent, Port Neches.
Region IV—Districts 13-16, Virgil Currin, Assistant Superintendent, Alamo Heights, San Antonio.

Conference AAA
Region I—Districts 1-4, Omer Douglas, Superintendent, Brownfield.
Region II—Districts 5-8, Thomas Justiss, Superintendent, Paris.
Region III—Districts 9-12, Frank W. Allenson, Superintendent, Brenham.
Region IV—Districts 13-16, Archie Roberts, Superintendent, Beeville.

The following schedule for selecting regional champions in conferences B, A, and AA, for both boys and girls, has been authorized by the State Executive Committee for the 1959-60 season: There will be a one-game playoff for the boys on February 22 or 23 to determine which teams will qualify for the regional tournament to be held the following Saturday, February 27. For the girls there will be a one-game playoff on February 29 or March 1, to determine which teams

will qualify for the regional tournament to be held the following Saturday, March 5. This will mean only four teams will be represented at the regional tournament in conferences A and AA for boys and girls. In conference B there will be eight teams in the regional meet in Regions I, II, III and IV, five teams in Region V, and four teams in Regions VI, VII and VIII. In Region VIII there will be no first-round games as there are only four districts in the region. Therefore, each district champion will certify directly to the Region VIII tournament. As an illustration, in Region I, conference B boys' basketball, the winner of district 1 will play the winner of district 2, 3 vs. 4, 5 vs. 6, 7 vs. 8, etc., with the respective winners going to the regional tournament. This same pattern in followed in each region in each conference for both boys and girls. Sites of playoffs for boys' basketball are:

Conference B
Region I—Districts 1-16, West Texas State College, Canyon; Frank Kimbrough, regional chairman.
Region II—Districts 17-32, Howard Payne College, Brownwood;

Region III—Districts 33-48, Austin College, Sherman; Ralph Hester, regional chairman.
Region IV—Districts 49-64, Kilgore College, Kilgore; James Monroe Parks, regional chairman.
Region V—Districts 65-74, Blinn College, Brenham; Walter C. Schwartz, regional chairman.
Region VI—Districts 75-82, Southwest Texas State College, San Marcos; O. W. Strahan, regional chairman.
Region VII—Districts 83-90, Texas College of Arts and Industries, Kingsville; Stewart Cooper, regional chairman.
Region VIII—Districts 91-94, Odessa College, Odessa; John O. West, regional chairman.

Conferences A-AA
Region I—Districts 1-8, Texas Technological College, Lubbock; Gene Gibson, regional chairman.
Region II—Districts 9-16, North Texas State College, Denton; Pete Shands, regional chairman.
Region III—Districts 17-24, Texas A & M College, College Station; Barlow Irvin, regional chairman.
Region IV—Districts 25-32, Victoria College, Victoria; Hester Evans, regional chairman.