

# INTERSCHOLASTIC LEAGUER

VOL. XLIV

AUSTIN, TEXAS, DECEMBER, 1960

NO. 4

## Debate Group Meets Dec. 27

Representatives from state leagues and associations from all sections of the United States will meet with the National University Extension Association committee on discussion and debate materials in St. Louis on December 27-28 to undertake selection of a national debate topic for the 1961-62 school year.

This advisory council is composed of one representative from each league. League Director R. J. Kidd, who is also a member of the NUEA committee on discussion and debate, will represent the ULL at the meeting.

The NUEA committee has asked all state leagues to submit their choices of suitable topics for debate questions. From this list the advisory council will select three major problem areas and about 15 or 20 suggested topics. To select the debate question for next year, states will first vote on a major problem area, then when one is picked states will vote again to determine which topic under the selected problem area will be debated.

To make this selection in Texas, ballots will be sent to member schools in early spring.

### Topics Tabulated

T. Earle Johnson, of the University of Alabama, has tabulated the proposed topics that have been submitted for consideration at the December meeting. They are (first figure after the topic indicates the number of states suggesting that topic; second figure is total point score for that topic):	
Federal aid to education	15 44
Election of president	12 41
Conservation of natural resources	10 39
U.S. foreign policy	12 35
National medical care	12 34

## Membership Scoreboard

As of the first week in December, the League membership totals for the current school year looked like this:

High Schools	955
Total last year	1,091
Junior High Schools	322
Total last year	262
Elementary Schools	942
Total last year	1,039
Total to Date	2,219
Total last year	2,392

## UIL Contests Important Says Supt. Peyton Cain

By PEYTON CAIN  
Superintendent of Schools  
Alpine, Texas

Success in University Interscholastic League academic activities is dependent on several factors, not the least of which is a competent faculty. Such faculty members should be like the students they coach: they should have enthusiasm, energy, and vitality left for hard work over and beyond the ordinary call of teaching duty.

Another important factor is a basic attitude towards the academic competition. Teachers and students alike must enjoy the extra challenge and like to win.

### Subject Enrichment

Again, the whole school must understand that the academic competition provides a fine way for subject enrichment. This might not be



PEYTON CAIN

Disarmament, control and testing of nuclear weapons	9 27
Federal vs. state sovereignty	8 26
Farm policy	7 24
Regulation of mass media	7 20
Recognition of Red China	6 17

### Others Suggested

Public debt and/or taxation; U.S. immigration policy; U.S. tariff policy; capital punishment; lengthening the school year; withdrawing from Berlin; population control; U.S. policy on transportation; improving U.S. military service; monopolies.

## Bargain Offered To All Debaters

The supply of League debate kits has been exhausted but for a limited time only the Forensic Library is making available to all high schools a package of free materials on the debate issue for the current school year.

Each package contains approximately \$20 worth of publications, including "Freedom and Federalism" by Felix Morley, "Union Now" by Clarence K. Streit, "For What Purpose: An Angry American's Appeal to Reason" by James P. Speer, II, "Freedom in a Federal World" by Everett L. Millard, "American Strategy for the Nuclear Age" by Frank R. Barnett and others, the introduction to "World Peace Through World Law" by Grenville Clark and Louis B. Sohn, and "The West in Crisis" by James P. Warburg.

In addition, each package will contain a copy of the forensic issues of "Freedom & Union," the Foundation for Economic Education, Inc., debater's kit, the AFL-CIO debater's kit, and various other leaflets, brochures and pamphlets available at the time the orders are received. All Texas high schools will also receive the League debate brief.

There is no charge for this Forensic Library package, but a \$2.50 fee will be required for handling and postage. All orders, with remittance or signed requisitions, should be sent to: The Forensic Library, Box 8028 University Station, Austin 12, Texas.

true in a system large enough to provide special teachers for accelerated courses; but for the ordinary school, where students spend an hour a day for 175 days in classroom study, these same students may become interested in competition in the same or paralleled subject and spend an additional 100 or 200 hours of study.

Obviously, such students score higher on any sort of educational development tests. It is equally obvious that such students do well in college. A little girl who spends 50 hours studying picture memory will have a fine advantage in world history ten or more years later.

A school administration itself is also an important factor in UIL academic success. The school program must receive help with some small money outlay for materials needed. These include tests, slide rules, plays, debate materials, and similar printed and pictorial matter.

A school and community where such a program is encouraged is repaid many times. Most regional winners in any area will graduate with honors in almost any college, provided they continue study habits already developed. State winners almost invariably graduate with high honors. A higher percentage of students participating in academic competition continue through college. This is a blessing that only parents whose sons and daughters complete or do not complete college understand.

Incidentally, strong academic teams are good morale factors in schools when physical potential becomes low and the athletes can't do as well.

Should an administrator seek to

(Continued on Page 2, Col. 6)



LARGEST CONFERENCE—The 1960 Southeast Texas Student Activities Conference, held on the campus of the University of Houston last October, was one of the largest Activities Conferences in League history, and this enthusiastic delegation of ready writers helped make it so. Dr. Powell Stewart, professor of English at The University of Texas and state director of ready writing for the Interscholastic League, lectured the group on "Choosing a Subject and Discovering What it Calls for."

## Awards Aid Interest Actuarial Club Told

"I first became acquainted with the Actuaries Club of the Southwest and the League number sense contest almost simultaneously when, in 1957, I was reading a copy of the *Interscholastic Leaguer* to see if any changes had been made in the type-writing and shorthand contest rules. At the time, number sense was just some League contest in which no one in our district, or even in our region, seemed interested."

Thus Mrs. J. E. Autry, business and math teacher at Gunter High School, explained the spark that led, in 1958, to her receipt of a \$300 award from the Actuaries Club and to an outstanding record of participation in the League math contests by the students of Gunter High School.

### Interest Created

Addressing the annual meeting of the Actuaries Club of the Southwest in Fort Worth last month, Mrs. Autry discussed in detail how the combination of "Teachers—Number Sense—Actuaries" can create an interest in the field of mathematics and science for today's students who will be tomorrow's leaders.

Too many math teachers have been lured away from the public schools, Mrs. Autry pointed out, by the more lucrative pay of industry and business, leaving "many teachers, such as I, 'pinch-hitting,' so to speak, as mathematics teachers." When she began her "second hitch" of teaching, she was employed as a business teacher, but consented to teach math, too, "for mathematics had always been one of my first loves in school due to a thorough, interested teacher I had in the fifth, sixth and seventh grades who taught me arithmetic, as well as mental arithmetic, so thoroughly that I've never had any trouble with it since."

In 1957, when she first read about the actuarial awards designed to stimulate interest in the study of mathematics, she had an above-the-average algebra II class, so she told her superintendent that if the school would order some practice material she would "see what she could do" about training some students for the contest.

"Training in speed and accuracy," Mrs. Autry said, "should be the goal of both student and teacher. Students take pride in the fact that they can solve problems mentally instead of having to write them down. Quite often, most of the 'number sense' with which children are born is siphoned out of them by the pencil route. . . . The student should be trained to analyze his problem, decide on the necessary operations and then determine the answer or a good approximation to it before putting down an answer on paper."

### State Meet Entry

That first year, because her practice materials arrived so late, Mrs. Autry attempted to train only above-average students in arithmetic 8 and algebra II. To her surprise, one of her junior boys won second place at the regional meet and participated in the State Meet. He didn't place very high at State Meet, she said, but he returned home

determined than ever to do better the following year.

The following year Mrs. Autry and her students attended the mathematics workshops at the North Texas Student Activities Conference (at Southern Methodist University), and went home more determined than ever to do well in number sense and, in addition, to take up slide rule as well. They ordered more tests in number sense, some in slide rule, bought one slide rule, borrowed two and had one given to the school by a slide rule firm, then went to work.

The big problem, Mrs. Autry said, was finding time to practice. In addition to morning sessions before school started, she set up evening slide rule classes in her home, and by the time regional meets rolled around she had ready three entries in slide rule, three in number sense and two in typewriting. Only one of those contestants reached the State Meet, but that was the year Mrs. Autry won the Region III Actuarial Award, and things have been booming in the mathematics contests at Gunter ever since.

### Scholarship Winner

Marshall Lee Anderson, who placed 15th at regional as a sophomore, last year won the conference B state championship in slide rule, won a \$500 Jesse H. Jones-Interscholastic League Foundation scholarship and is now a freshman at The University of Texas. Mrs. Autry's own daughter, who placed last at regional as a freshman, has won second at regional the past two years. Last year in number sense a freshman who had trained for only a month won second at the regional meet and Peggy Payne, who won first at regional, won a third place at the State Meet.

The secret of Mrs. Autry's success, if it could be properly called a

secret, probably lies in the fact that she takes such a personal interest in her students and their work. "It is a joy to recognize the spark of interest and ability in a young student and to set it into full flame," she told the assembled actuaries. "My students have always been reminded that they can be just as smart in a small school as they could in a larger school—if they will but set their minds to work."

Mrs. Autry helps them set their minds to work.

## Awards in Number Sense Again Offered by Actuaries

The Actuaries Club of the Southwest, for the fifth consecutive year, will again offer eight regional awards of \$300 to high school teachers and sponsors who have done outstanding work in the League number sense contest.

Since the beginning of the awards program in 1956 the Club has awarded almost \$10,000 to Texas high school math teachers in an effort to stimulate and improve mathematics teaching in the public schools as well as student interest in mathematics careers.

As in the past, winners of the awards for this year will be determined at the regional level by a committee composed of the regional meet director general, the regional slide rule contest director and the regional number sense contest director. Previous winners will not be eligible to win again.

Teachers interested in applying for one of the Actuarial Awards should check their regional assignments before filing applications, for they are eligible only in the region

## Science Contest Countdown On

The State Executive Committee of the University Interscholastic League has put its stamp of approval on the science contest approved last month by the Legislative Council, and present plans call for adding the new contest to the upcoming 1961 spring meet.

Since time for district meets is only just around the corner, basic information about the science con-

test is printed below. Detailed rules and regulations will be provided for all schools as soon as the printing can be completed.

### Source Material

The contest material will be based primarily, but not entirely, on material in recommended books and periodicals. These are: *Scientific American*, September, 1960,

through March, 1961; Conant's *Harvard Case Histories in Experimental Science*; Gamow's *Matter, Earth and Sky*; Pauling's *General Chemistry*; White and Semat's *Atomic Age Physics*; Newman's *What Is Science*; Hutching's *Frontiers in Science*; and Gabriel and Fogel's *Great Experiments in Biology*. Other details:

1. Representation—each member school may enter three contestants in the district meet in its conference.

2. Eligibility—only U students in grades 9 through 12 may enter and all must be eligible under Article VIII of the Constitution and Contest Rules.

3. Contests will consist of approximately 50 objective type questions designed to test understanding of basic principles in biology, chemistry, physics, the history and methods of science and recent developments in science. They will also test ability to evaluate experimental results. Each year the state director of the science contest will provide a recommended reading list for interested schools. Two hours will be permitted for the contest.

In the event of ties, tie-breaking contests will be used to determine winners. Tie-breaking contests will consist of 15 questions and 10 minutes will be allowed for their completion.

### Administration

4. Conducting the contest—contestants' papers will be identified only by number and contestants will be briefed on contest procedure and allowed to ask questions prior to the beginning of the contest. No questions will be answered and no time signals given once the contest has started. After 90 minutes has elapsed, contestants may turn in their papers, but a maximum of two hours will be allowed to complete the contest. A contestant actually writing an answer when the quitting signal is given may complete the answer. No scratch paper may be used, but notations may be written anywhere on the contest paper except in the space reserved for the answer.

5. Breaking ties—at the regional and/or State Meet levels, ties for first, second and/or third place will be resolved by tie-breaking contests. Should ties occur on a tie-breaking contest, additional tie-breaking contests will be given until all ties are resolved. No ties for first, second or third places shall be resolved in district competition.

After all contest grading is completed, scores are tabulated and winners of first, second and third places are announced, contestants may examine their contest papers if they desire, but they may not retain them.

### Scoring Procedure

6. Grading—on all questions for which there is only one correct answer requested, five points will be given if answered correctly and no points if unanswered or answered incorrectly.

On questions where one or more correct answers are possible, points will be awarded on this basis:

- If only one answer is correct and only one correct answer is given, five points will be awarded.
- If there are two correct answers and both are given, five points; if only one is given, two points.
- If there are three correct answers and all three are given, five points; if only two are given, three points; if only one is given, one point.
- If there are four correct answers and all four are given, five points; if only three are given, three points; if two are given, two points; if one is given, one point.
- If there are five or more correct answers and all correct answers are given, five points; otherwise, one point will be given for each correct answer.

## New Contest Rules Okayed in Speech

The three new speech contests—prose reading, poetry interpretation and persuasive speaking—approved last month by the Legislative Council have now been okayed by the State Executive Committee and will be added to the League program for the 1961-62 school year.

These contests replace senior declamation, junior declamation, poetry reading and original oration. Debate and extemporaneous speaking remain on the League schedule of contests.

The prose reading contest is just what the name implies. The State Office provides each entering school a list of five authors and/or sources and students select a reading from each, not to exceed seven minutes. At the contest, contestants draw an author or source and give their prepared reading.

### Copy Needed

Reading from books or magazines

will not be permitted; contestants must have a typewritten or hand-written copy of their readings, placed in a stiff-backed folder, with them at the contest.

The poetry interpretation contest is identical to the prose reading contest except that poets are used instead of authors and/or sources.

The persuasive speaking contest is similar to both prose reading and poetry interpretation, except that contestants deliver a self-prepared persuasive talk. Entering schools will be sent three topics or areas on which contestants are expected to prepare talks. At the contest, students draw for topics and deliver their prepared talk on the topic drawn. Contestants may not, however, read their speeches, but must deliver them from memory or notes.

### Other Rules

In other areas, the three new con-

(Continued on Page 2, Col. 5)

## TEA Still at Work on Descriptions of Courses For Offerings in Journalism, Speech, Drama

For months work has been in progress at the Texas Education Agency to prepare adequate descriptions of English language arts courses outlined last year in the report of the Curriculum Study Commission on English Language Arts.

Revised and re-revised descriptions have been prepared and last month the latest versions were presented to the State Board of Education. There, additional changes were made; then new drafts were prepared and mailed to all superintendents in the state.

Miss Dorothy Davidson, consultant in secondary education, Division of Curriculum Development, Texas Education Agency, is coordinating this work in English language arts, and invites comments from teachers and administrators relative to the latest version of the course descriptions. Any "reaction" to these descriptions should be made before February 1, and should be made directly to Miss Davidson at the TEA.

Space limitations prohibit publi-

cation of the complete course descriptions in the *Leaguer*, but due to the intense interest among speech, drama and journalism teachers in the tentative descriptions of these courses, portions of the report are printed below. Teachers interested in reading the complete report should obtain it from their superintendent.

### English Language Arts

Introduction—English instruction is offered in grades 7 through 12; in addition, elective courses in areas of speech, drama and journalism may be offered.

The Elective Program—The courses in speech, drama and journalism give local schools a broad base for planning and organizing their programs. Three units in speech, three in drama, two in journalism and speech-drama at grade 8 allow for flexibility in grade placement, sequence and credit. Careful selection of courses to be taught should be made locally on the basis of pupil needs, teacher compe-

tencies, physical facilities and instructional materials. Offerings should be limited to courses for which fully qualified teachers are available.

Journalism I is planned as a full year's course; however, a half unit of credit may be earned by some students if acceptable under local school policy. For example, a transferring student who is unable to continue in Journalism I, second semester, may be granted the half unit for completion of the first semester's work.

### Physical Facilities

Speech—A regular classroom and its equipment can be used for the beginning speech program. Movable arm desk chairs, large tables, several straight chairs without arms and a movable platform are necessary. These facilities are desirable: access to an auditorium; a tape or disc recorder; access to a microphone and speaker or to a public address system; lectern or speaking stand; classroom furniture which

can be adapted to several speaking-listening situations.

Drama—Movable desk chairs, several small tables and folding chairs. Floor space needed should be about double that of other classrooms in order to provide rehearsal space for various laboratory activities. Plans for adequate stages and auditoriums, as outlined by the Texas Educational Theatre Association, are obtainable from the Texas Education Agency.

Journalism—A regular classroom with movable furniture, large tables and several typewriters is necessary.

(Continued on Page 3, Col. 3)



## 'I Will Now'

"I will from now on."

This is an all-too-frequent reply heard from coaches, principals and superintendents in the chambers of the State Executive Committee when they are asked: "Did you read the Football Code and Rule 18 to the police officers on duty? Did you instruct them about providing protection for the game officials? Do you think it important to have a fence around your football field?"

"We've never had that kind of trouble before" is never an adequate excuse for failure to abide by the rules. Fortunately, considering the great number of football and basketball games played each year in Texas, attacks on game officials are few. But they do still take place, and almost invariably it will mean suspension, or at least probation, for one or both schools involved. Needless to say, such attacks are "distasteful," to say the least, to the officials involved, too.

School newspapers, local newspapers, radio stations, PA announcers, service club programs, assembly programs—all are good means of informing both students and fans of their responsibilities as spectators and citizens. But the best insurance is to keep the crowd away from the playing field, away from the officials and away from the teams. Sometimes bad situations just can't be avoided, but don't let them happen because preparations were neglected.

## Debate Kits Gone

The demand for League debate kits has again exceeded all expectations. At the current rate of shipping, they will all be sold by the time you read this.

Schools getting their orders in too late, however, are urged to take advantage of the special package of free materials being offered from the Forensic Library. For the price of postage and handling (\$2.50), schools will receive more than \$17 worth of publications, including a League debate brief as long as the supply lasts. For details, see the article in this issue of the *Leaguer*.

## Any Corrections?

The League spelling bulletin for the current school year was completely revised last summer because of state adoption of a new multiple list of texts for grades 5, 6, 7 and 8. None of the words on the League spelling list are found in the state texts.

During the summer months a great deal of work and study went into the preparation of the current spelling bulletin. We hope it is 100% error free, but if any errors are discovered the League Office should be notified immediately so a correction may be printed in the *Leaguer* "Official Notices" column.

To err is human, you know.

## Help Available

The Forensic Library, maintained at Austin under the auspices of the NUEA debate committee, has the finest collection of material available anywhere on the national debate question. Not only does each school ordering the complete library package get a set of specific items, such as books, manuscripts, pamphlets, reprints, etc., but as long as the supply lasts each complete package contains a number of additional "bonus" items as well. The point is, get your order in early and you'll get more for your money. A copy of the Forensic Library order blank, with complete list of contents, will be found in this issue of the *Leaguer*.

## 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: Joe Barnes, Chairman; Nat Williams, O. W. Marcom, Noel Johnson, R. W. Standefer, Jr., Bert Ezzell, Howard A. Allen, H. A. Hefner, E. D. Cleveland, Fred Covin, Randall Simpson, O. T. Jones, Harlan Andrews, George Thigpen, P. J. Dodson, E. O. Martin, A. W. Norton, John S. Gillett, J. L. Buckley, W. C. Andrews, Garland P. Ferguson, W. C. Underwood, D. A. Swope, C. H. Evans, 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

Published eight times a year, each month, from September to April, inclusive, by the Bureau of Public School Service, Division of Extension, The University of Texas.

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Assistant Editor

(Entered as second-class matter November 6, 1927, at the post office at Austin, Texas, under the Act of August 24, 1912.)

Subscription rate is \$1.00 per year.

Vol. XLIV DECEMBER, 1960

No. 4

## OFFICIAL NOTICES

### 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.

### TULLA

Tulla 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.

### 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.

### STAMFORD

Disqualified for 1959 conference AA state championship in football, ordered to return state championship trophy (championship awarded to runner-up Brady), disqualified for any district honors in football for 1960 and placed on probation in football for the 1960 and 1961 seasons for using ineligible player and violation of recruiting rule.

### FOOTBALL DATES

The earliest starting dates for fall football practice for the 1961 season are: conference AAAA, August 25; all others, August 14. The earliest dates for playing first football games in the 1961 season are: conference AAAA, September 8; all others, September 1. In conferences AAA, AA, A, B, six- and eight-man football no interschool scrimmages shall be held prior to August 21.

### MUSIC RULES

In the *Constitution and Contest Rules*, delete the last five words of the first paragraph of Rule 17, page 95, which read: "... declared ineligible for music competition." Alter the sentence to read "A school that accepts ratings or awards other than those herein provided for shall be subject to suspension upon recommendation of the Regional Executive Committee to the State Executive Committee."

Also, delete Rule 24-e, page 98, of the rules for music contests.

### SPEECH RULES

In the *Constitution and Contest Rules*, delete the first paragraph of Rule 12, page 40, of the Rules in Declamation, which reads "Panel judges shall be secured to judge all speech contests; three or any larger odd number of competent judges shall be used." In its place, insert "It is specifically recommended that a good critic judge be secured to judge all speech contests. If one cannot be secured, three or any larger odd number of competent judges shall be used." This rule is also applicable to the poetry reading, original oration and extemporaneous speaking contests.

### ONE-ACT PLAY SUSPENSIONS

The following schools are suspended from one-act play participation for the 1960-61 school year for failure to participate in the 1960 spring meet after indicating intentions to do so (Rule 7, one-act play rules, page 50-51, *Constitution and Contest Rules*): Albany, South Park (Beaumont), Goodrich, Hamlin, Lamesa, Miranda City, Morton, Poth, Queen City, Northside (now John Marshall) (San Antonio), Timpson and Vera.

### TULOSO-MIDWAY

Tuloso-Midway High School suspended in baseball for the 1960-61 school year for failure to complete its regular baseball schedule.

### SOMERVILLE

Somerville High School placed on probation in football for the remainder of the 1960 season and for the 1961 season for violation of the Football Code.

### STINNETT

Stinnett High School has been placed on probation in football for the remainder of the 1960 season and for the 1961 season for violation of Rule 18 of the Football Plan.

### JOSHUA

Joshua High School placed on probation in football for the 1961 season for violation of the Football Code.

### GODLEY

Godley High School suspended in football for the 1961 season and placed on probation for the 1962 season for violation of the Football Code.

### SAM HOUSTON

Sam Houston High School, San Antonio, suspended in football and disqualified from district honors for the 1960 season and disqualified from district honors for the 1961 season for violation of the Football Code and Rule 18 of the Football Plan.

### UVALDE

Uvalde High School placed on probation in football for the 1961 season for violation of the Football Code and Rule 18 of the Football Plan.

### REGIONAL MEETS

Because the normal weekend for regional meets coincides with the Easter weekend in 1962, the League calendar has been adjusted to set 1962 regional meets for April 13-14, 1962, instead of April 20-21.

## 'Talent Knows No Class' Motto Helped Rankin Students Win

By MRS. JUNE PRENTICE  
Speech Teacher  
Rankin High School

"Talent knows no class" became the motto of the Rankin students as efforts were made to develop a speech department. The stigma of the "small school" many times causes a mental block in both the students and the teacher—the feeling that being bigger automatically means being better.

The problem of the small school complex was coped with in several ways. Our students entered tournaments involving students from all sizes of high schools. This is especially beneficial to the debaters, because there is so little opportunity for actual debate



MRS. PRENTICE



(EDITOR'S NOTE: The following Review is reprinted from the *London Times Literary Supplement* of September 30, 1960.)

Roy Bedichek: *The Sense of Smell*. 271 pp. Michael Joseph, 16s.

This is one of those rambling, agreeable books, packed with out-of-the-way information, which derive remotely from Burton's *Anatomy*. Mr. Bedichek can fairly claim that the sense of smell is the Cinderella of the five senses: as man advanced beyond the primitive stage, smell ceased to have the purely practical importance which it still possesses for animals, and became a largely adventitious faculty. For this reason, no doubt, the vocabulary of olfactory terms is inadequate: smell, in fact, is as incommunicable as a mystical experience—you cannot describe a particular odour, you can only compare it with another. Nor, as Mr. Bedichek points out, is there a word to express the lack of a sense of smell, comparable with blindness or deafness.

Linnaeus classified vegetable smells into seven categories: aromatic, fragrant, ambrosiac, alliaceous, hircine, foul and nauseous; but these are less than adequate. Who shall say whether a rose is fragrant or ambrosiac—even (as Mr. Bedichek adds) Gertrude Stein's rose? Yet Aristotle assigned the nose—since it is so centrally located—a place of honour in the organic hierarchy. Certainly, as Helen Keller said, the sense of smell is a "fallen angel."

Mr. Bedichek has chapters on canine noses, the nose in love-affairs, literary noses, nasal folklore, body and racial odours and so on. He discusses the exploitation of smells by modern advertising, the connexion of smell with taste, the habits of skunks and snakes, and many other diverse aspects of his theme. He quotes widely and copiously, as is proper in this kind of work; the chapter on literary noses is particularly good (for Whitman the "aroma" of armpits was "finer than prayer," and James Joyce is rightly singled out for his acute nasal sensibility). The discussion of smell in its erotic aspects is also illuminating: "the blend of the body odour of a beloved person with that of horses, leather, tobacco..." says Havelock Ellis, "is more affective with lovers than the body odours alone."

This is a most entertaining book. Mr. Bedichek writes well, and is but seldom betrayed into the kind of facetiousness too often associated with his subject.

A Manual of Bandaging, Strapping and Splinting by Augustus Thorndike, M.D.; Lea & Febiger, 1959; \$2.75.

Dr. Thorndike in his most recent presentation of how to bandage, strap and splint athletic injuries has provided a manual which is essential for any physical education teacher, coach or trainer. The book explains and illustrates by diagrams the proper ways to use bandages and splints. Of especial interest are the chapters on how to use dry sterile dressing, septic wound dressings and how to tape sprains, strains and contusions. The emergency splinting for dislocations is thoroughly covered, and a most important phase of this unit deals with the transportation of fractures. The athletic coach who must do a great deal of his own taping will

since it, like the other events, are done after school.

### Workshop Held

Another outlet for practice with larger schools was an all-day debate workshop. We were host school last year to a day of this kind, including Alpine (AA), Monahans (AAA), and Odessa (AAAA). This not only gave excellent opportunity for practice, but the opportunity for help from various qualified debate coaches.

Our curriculum offers two speech courses of which the combined enrollment is 33 students. The public speaking skills are taught in these classes, but actual League assignments are worked on independently outside the school day, and are presented to the speech teacher from time to time in the course of their

development. The independence of the students is aided considerably by their attendance in summer workshops, where they are exposed to other teachers' ideas, new materials, and the experience of working closely with students from other schools.

Our school has been fortunate in winning in the various Interscholastic League events, but this has been an outgrowth of the speech department, not the reason for its existence. The department is not evaluated by the losses and wins, but by the mental, spiritual and intellectual maturity attained by those students involved.

(EDITOR'S NOTE: Last May, at the 1960 State Meet, Rankin High School contestants won first in debate, third in boys' extemporaneous speaking and first in one-act play.)

## SPEECH CONTESTS...

(Continued from Page 1, Col. 7)

tests are identical, and these rules apply to all three:

1. Divisions—senior boys and senior girls.
2. Representation—one girl and one boy from each school; however if no more than four schools are en-



I also express the feelings of others here in indicating the tremendous help this Forensic Library is in getting a forensics program underway. Limited library facilities is a major drawback in many of our schools.

The Hawaii Speech League is starting to move in Oahu. We will have 10 major events this year (not all in forensics however); thus far, it seems we have at least 1/4 more students participating and about four more schools. Furthermore, it is becoming something of a prestige activity which schools not participating become defensive over. Too, the state school system is starting speech classes, which eventually will be greatly influenced by requirements for the Speech League.

Since we also are staging many workshops in connection with League activities, we feel we can about have the type of speech we think the kids should have!

Again my thanks.

Orland S. Leforge  
Executive Secretary  
Hawaii Speech League

## Sample Extemp Topics

These topics were compiled by the extemp class of Monterey High School, Lubbock:

1. How will present political trends of the Democratic Party affect our nation's economy?
2. Are inflationary controls the answer to our economic problems?
3. Should Berlin be made an international city under United Nations supervision?
4. What threat do surpluses hold over our economy?
5. Would a United States of Africa be a solution to the world's biggest trouble spot?
6. Should we change our presidential election system?
7. Should the United States defend Quemoy and Matsou?
8. Should the federal government bar state right-to-work laws?
9. Should underground tests be resumed?
10. Which can break down racial barriers more effectively—state or federal government?
11. Is the United States prestige faltering?
12. How successful has Castro's revolution been?

Almost 20,000 sample typewriting tests were purchased by League member schools during the first three months of the current school year, indicating the popularity of this contest among member schools. In addition, more than 8,000 short-hand tests were purchased during the same period of time.

find this a "must" for his library as there is no other publication available which gives such clear, concise and specific directions on how to handle all phases of athletic injuries. The manual is small and compact but is crammed full of essential training aids for coaches and physical education teachers.

R. H. W.

## SPEECH AND THEATRE

BY JERRY ROLLINS POWELL

The approval by the State Executive Committee of the new speech contests and the two new rules concerning one-act play represented the final official action needed to begin an experiment in competition which promises to be an exciting one. Especially in the case of the new contests, prose reading, poetry interpretation, and persuasive speaking, the Committee's endorsement gives to the high schools of Texas a means of participating in speech competition that is both challenging and, it is felt, highly representative of what is being taught by the teachers themselves, and at the same time sets up a situation that requires more of the student.

The new speech contests are by no means a final answer to the needs of teachers and students; they are, however, an attempt to provide part of that answer, and teachers are encouraged to look not for something that is wrong but rather for those things which are right—and useful—for their purposes and their student's requirements.

### Need Honest Attempts

An honest attempt on the part of the teacher of speech to make these contests serve the purpose for which they are intended will be both fruitful and rewarding. Casual preparation, last-minute-getting-ready, and slipshod presentation can have no place in these events—any more than such have use in debate or in extemporaneous speaking. Debate and extemp have long been recognized as men-and-boy separators; neither contest is easy, neither contest permits last minute or careless preparation.

Extemporaneous speaking grew fat on its core-like correlation with history, government, English, and speech, and the contest grew because it was an outgrowth of what was being taught in the classroom not only by the speech teacher but by others as well. The very preparation for this event, while difficult, was rewarding to the student and few would ever say that the contest was a waste of time; even though the student lost the contest, he learned a great deal about this world we live in.

Debate, of course, has its own values. These values accrue not only from the acquiring of significant information during preparation but they also come from the teamwork involved, from the anti-prejudice training in learning to view both sides of a question, from the training in honesty—and honest research, and certainly from preoccupation with the speech situation. Debate may well be the king of the speech events and this could easily be explained by the fact that the event, like extemporaneous speaking, touches on more than one classroom.

### Coverage Extended

The new contests, then, are hopefully designed to extend the coverage of the old speech events and to permit, or rather encourage, students to widen their horizons. The new contests should bring the interpretive and public speaking areas of the speech arts up to the level of respect that extemp and debate have enjoyed.

Are there objections to these new contests? Well, as my Aunt Bernice used to say, "Yes, indeed." There are some really well-trained speech people who have quite good arguments to bring against one or more of the three events. The dropping of declamation has caused the shaking of a goodly number of heads and in some instances the question has been asked, "Was declamation dropped because it was actually a poor contest or because it was neglected?" The answer to that one is, to me, obvious.

Declamation is now a poor contest and yes, it was neglected. To attempt to shore up that event to maintain it at some artificial level long after it had served its very excellent purposes, was like buying oats for a dead horse. Values change and they have changed on a grand scale in the last ten years or so and declamation, . . . well, just like the anti-Topsy, "just shrunk" until about the only place one found it was at a Fourth of July celebration. There it was fine to hear Patrick Henry speak once more of liberty and our hearts beat a bit stronger and we felt proud to be a part of the heritage of America.

But then came television and radio and motion pictures and the automobile and faster automobiles, and we got busy and busier and busier, and we were exhorted to "go, go, GO!" so we went, went, WENT. We didn't want to listen to Patrick Henry any more—we had heard him on television (or saw him played by Fabian in a movie just the other day . . .). And so, whether for good or for bad, we changed. The "Star Spangled Banner" no longer

sounded good when the high school band played it simply because we had heard the Philadelphia Philharmonic perform it.

### Where Was Value?

And, if no one came to listen to the declaimer where was the value? In the memory? In the weeks of exposure to the thoughts of others which were to be given before an audience? Our colleagues in other fields began to examine this business of "memory" and decided that it was quite useless to require 200 lines of poetry to be memorized. Others found that requiring a student to memorize—interested or not—was a punishment rather than a reward. If the student memorized because he was interested, much was accomplished that was good and useful.

Still, declamation had value—but it wasn't in the memory requirement. The value came from the material that was used by the contestant. Except that, over the period of years, the concept of what was acceptable for use in the event became locked in the embrace of "loftiness." And the swallows returned, fox holes were dug, and flags were frantically waved. "Well then, why didn't the League do something to improve the contest?" It did. The League adopted a prose reading contest which restricts participants to material which is both timely and excellent and the values of the declamation contest are retained; its abuses restricted.

The dropping of the declamation event is a boon to the small school and not a burden, as has been suggested by some individuals because the prose reading contest may also be handled nicely by those teachers who are not speech trained. The use of slightly-trained speech people, or of English majors, is often a necessity in the smaller school and, especially in the case of the latter, both the prose and the poetry contests can fit in well with the work which is done in their classes.

### Broader Scope

The student entering prose reading is required to acquaint himself with a number of writers and must do a considerable amount of digging in order to prepare himself. The English class already requires this, and the history, government, and even science classes can be sources for material. The contestant is not stifled with one writer or one speech but is given the opportunity to broaden his knowledge of good literature, good speeches, good writing.

But the contest which may hold the most promise for general improvement in the level of competition in all conferences is the persuasive speaking event. This contest is truly an excellent representation of what is being done, not only in the speech classes, but in almost every public speaking situation on radio, television, and in normal, everyday communication. People want to be understood; they want to cause people to adopt their way of thinking, to come across to their side, to sell their products, to persuade.

People today do not orate very much any more and oration has become a special occasion speech similar in many respects to declamation. Today's people speak to inform, to persuade, to instruct, and are vitally concerned with the practical side of communication. To continue to teach the arts of declamation and oration to students out of a conviction that "it is good training" no longer seems appropriate; good training also results from instruction in the more practical forms of the speech arts. It makes sense to train our students in the forms of communication that they will most often put to good use as citizens.

Copies of the new rules are available from this office and you should obtain yours and see what is in store for 1961-62. Please send a legal-sized, self-addressed envelope (stamped, of course!) and we'll send you a copy of both the new speech events rules and the rules which cover one-act play.

Have a Merry Christmas—okay? Okay.



## HIGH SCHOOL PRESS

BY J. ROY MOSES, JR.

**ENGLISH LANGUAGE ARTS REVISITED:** Many will recall that in September this space was devoted primarily to a summary of the journalism-related activities of the Texas Education Agency's Curriculum Study Commission on English Language Arts, and that last month mention was made of some journalism course descriptions tentatively worked out at an October meeting. A glance at the page 1 article in this issue will sorta help bring everybody up to date.

But not really. Journalism teachers all over the state are asking "When are they going to approve two years of journalism?" "What can I do to get two years offered in my school?" "What can my principal do to speed things along?" "Is it true that the Commission recommendation for substituting journalism for a fourth year of English has been disapproved?"

**Contact Unavailable**  
Unfortunately, at the time this was written, Miss Dorothy Davidson, consultant in secondary education, Division of Curriculum Development, TEA, who is coordinating the work of the English Language Arts Commission and who is "our man in Havana" at the Agency, was out of the city for a week and couldn't be asked these questions. Maybe next month.

Meanwhile, back at the ranch, here are some excerpts from the course descriptions that didn't get included in the page 1 article. About Journalism I:

**Course Content**  
The content of Journalism I and II may be divided broadly into 1) background and theory, 2) practice and 3) production. Organization and scope of these areas are dependent upon the local program. If a two-year sequence is planned, the first course concentrates on background, theory and practice; if only one course is planned and beginning students assist in producing the school newspaper, some elements of production are introduced early.

Within the subject matter instruction of Journalism I, skills and attitudes are developed. Some of these are: thinking reflectively; writing concisely, coherently and forcefully; employing mechanics (punctuation, capitalization, spelling, manuscript form) to aid communication; using language correctly and appropriately in informal writing; observing events from the viewpoint of the reader; developing personal responsibility (meeting deadlines, keeping appointments, exercising initiative); editing for effective selection and display of the news; developing alertness and awareness of public opinion.

The school newspaper functions both as a laboratory for journalism students and as a service to the school community. The journalism class may be closely involved in its production, but responsibility rests primarily with the staff and sponsor.

**Typing Requirements**  
Since typewriting skills are essential in journalism, students enrolled in Journalism I should have completed a typewriting course, be enrolled concurrently or show proof of typewriting skill.

**About Journalism II:**  
Students refine fundamental skills developed in Journalism I. They investigate opportunities in news media (newspaper, television, radio and magazine) and professional preparation needed in these media.

In the advanced course, students, through the newspaper or magazine, develop responsibility to create a point of view (for example, sportsmanship, scholarship, etc.) and to lead in improvements in the school community.

**Other Things**  
In case anyone is keeping score, ILPC membership, as of December 6, now stands at 321. Of these, 247 (77%) ordered the criticism service. Also, as of the December 1 deadline, 294 schools submitted journalism acceptance cards for the current school year, compared to 257 last year. No decision has been made yet concerning possible journalism district meets; watch for the January issue of the *Leaguer*.

I had the pleasure early this month of attending, for the first time, the Texas High School Press Association annual convention in Denton, and thoroughly enjoyed the program. Sincere congratulations to Frank Rigler and his staff at TWU and to all students and sponsors and others that helped make the meeting so successful.

One of the better ideas I ran

across at Denton came from Mrs. Dorothy Estes, adviser of the PARAKEET, Polytechnic High, Fort Worth. To stimulate interest in school news and to see that everything is covered, she "assigns" each teacher a staff member, and the staffer is required to check with the teacher each week; and staffers must obtain signed slips from their assigned teachers as proof of doing so.

**Stimulates Teachers, Too**  
Not only does this system forestall complaints of "Aw, your reporters never come around our department to see what's going on!" but it blankets the school and sources are checked before they have a chance to forget something that happened a couple of weeks ago. Also, reported Mrs. Estes, it has encouraged some of the teachers to undertake some new and different projects to be publicized. This is a neat system at its best.

Need a feature idea? Look for some well known names among your exes. The SUNSET STAMPEDE, Sunset High, Dallas, recently did a feature on actress Linda Darnell when she revisited the school recently, and in the Gladewater BEAR FACTS was a story about Gladewater Junior High ex Allen Dale Thompson, who was executed in Cuba recently by a Castro firing squad. Look around; ask some questions; check records.

It was amazing to see how much interest high school students and student newspapers took in the national elections, but readers would be more than a bit confused if they read a recent issue of the Kermitt YELLOW JACKET without seeing the editor's note in the middle of page 1. The issue carried almost identical stories side by side on presidential election results—one said Kennedy won, the other said Nixon was the winner.

The editor's note explained to readers that because of deadlines, papers frequently must prepare in advance stories for any eventuality, and the editor felt that readers might like to compare the two advance stories.

**Pictorial Coverage**  
Many papers, particularly mimeo publications, attempted sketches of President-Elect Kennedy, but few that I've seen turned out too well. One of the best appeared on the cover of the Darrouzett LONGHORN.

Connally High (Waco) students did their part in the November 8 election, said a post election issue of the CORONET, by sponsoring a get-out-the-vote campaign. They provided transportation for voters and from the polls and offered baby sitting service to those desiring it.

The CAT'S TALE also reported that the Sulphur Springs High School FHA chapter provided baby sitting service for voters, but mentioned no rides.

It seems the time has come once again to make the annual reminder about copyrights and abuses of same. Suffice it to say that in at least two papers recently there were cartoons reproduced from the Saturday Evening Post, and I'll bet dollars to doughnuts that permission wasn't even asked, much less granted. This is thievery; it's unethical and it's illegal. Cease and desist.

When material is copyrighted it means it can't be reprinted without permission, and merely adding a credit line doesn't constitute permission. I haven't run across the papers yet, but a few, says Dr. Max Haddock of the TCU journalism department, are even publishing stolen material from well-known authors under the names of various staff members. It is entirely possible one could be sued for this type of conduct, so it's a pretty risky business.

That about ties it up until after the holidays. Have an enjoyable Christmas, but when you return to school stop a minute to ponder this all important point "Have I paid my membership to ILPC for this year?" It'll soon be too late; deadline is January 15, you know.

And remember those words of that great philosopher: it's not the gift that counts, but the thought behind it. Example: "I started to get you cuff links, but thought you'd like a convertible more."



**JUNIOR HIGH INTEREST**—At the Southeast Texas Student Activities Conference in Houston 10 October special sections were planned for junior high students in speech, drama and ready writing because of the intense interest shown by the students in the area. All were quite successful, as indicated by this full house at the junior high drama section. To see what they were watching so intently, look at the bottom of this page.

## MORE ON COURSES . . .

(Continued from Page 1, Col. 7)

**Speech IV**  
Organized according to pupil interest and local need; grade placement: 10-12; credit: ½ unit or 1 unit; prerequisite: 1 unit, speech and/or drama. An advanced or specialized course in any one or combination of these areas: debate, activity speech, radio and television speech.

**Drama I**  
Introduction to Theatre; grade placement: 9-12; credit: ½ unit or 1 unit; prerequisite: Speech I. A survey course of 1) the development of the physical theatre; 2) dramatic literature; and 3) the role of the actor in the interpretation of that literature.

**Teacher Preparation**  
Teachers assigned to courses in speech and drama should have completed an approved program for teaching the special subject, speech-drama, all grades, or for secondary teaching in the teaching field of speech-drama. If it is necessary to assign a teacher who has not completed either of these programs, this teacher should have a minimum of 18 hours in speech and/or drama, at least six of which should be in the subject to which he is assigned.

**Course Descriptions**  
**Speech-Drama**  
Grade placement: grade 8; time: 65 clock hours, minimum. Speech-drama may be offered as a broadening or strengthening subject for eighth grade students. If the minimum time, 65 hours, is scheduled, speech is emphasized; if the subject is scheduled for 130 clock hours, maximum, speech and drama are included.

**Speech I**  
Fundamentals of Speech; grade placement: 9-12; credit: ½ unit; prerequisite: none. The introductory course prerequisite to other speech courses and all drama courses in high school program. Instructional units: adjustment to the speaking situation; body action; listening and speaker-audience relationship; voice and diction; reading aloud; preparation and delivery of original talks; parliamentary procedure; discussion.

**Speech II**  
Speech - Drama Interpretation; grade placement: 9-12; credit: ½ unit; prerequisite: Speech I. A course in oral interpretation of prose, poetry and drama designed to develop skill in presentation, understanding selections, appreciation of literature and ability to transmit meaning, mood and tone to the listener.

**Speech III**  
Public Speaking; grade placement: 9-12; credit: ½ unit or 1 unit; prerequisite: Speech I. Designed to develop understanding and appreciation of prepared and impromptu speaking, with emphasis on organized and reflective thinking in preparation and presentation.

**Journalism I**  
Beginner's Reporting and Editing; grade placement: 10-12; credit: 1 unit; prerequisite: English I. An introductory course in news writing and editing designed to develop fundamental skills, knowledge of principles and an understanding of the place of the news media in modern society and the responsibilities involved.

**Journalism II**  
Advanced Reporting and Editing; grade placement: 11-12; credit: ½ unit or 1 unit; prerequisite: Journalism I. An advanced course in which students extend their study of theory and intensify their experience in editing and producing the school newspaper and/or magazine.

**Drama II**  
Producing the Play; grade placement: 9-12; credit: ½ unit or 1 unit; prerequisite: Drama I. Builds upon the background established in Drama I in a study of the cultural contributions of the drama, its plays and playwrights and its styles and techniques. Basic principles of production and direction are studied and applied through laboratory and performance in order to stimulate creativity and independence on the part of the student.

**Drama III**  
Organized according to pupil interest and local need; grade placement: 10-12; credit: ½ unit or 1 unit; prerequisite: Drama I. An advanced or specialized course in any one or combination of these areas: dramatic literature; history of the theatre; advanced production; radio, television and film; children's theatre.

**Journalism III**  
Advanced Reporting and Editing; grade placement: 11-12; credit: ½ unit or 1 unit; prerequisite: Journalism II. An advanced course in which students extend their study of theory and intensify their experience in editing and producing the school newspaper and/or magazine.

The course content of Journalism I may be made a part of the second year course; additional study units are: specialized writing projects, such as editorial and feature campaigns which may involve making and taking polls, interviewing groups, presenting views or developing the composite story; background articles; column writing; photography, illustration and cartooning; the literary magazine or supplement, including creative writing of verse, essays, drama and short plays; history of journalism; readability and style in student and professional writing; evaluation of the newspaper and other news media.

More than 66,000 copies of the official word list for the League spelling contest were purchased by member schools during the first three months of the 1960-61 school year. Last year a total of 112,000 copies of this bulletin were sold.

## All-Star Games Topics of Motions

The National Federation business meeting held at Glacier National Park passed two motions related to all-star games: The first pertained to all-star contests involving recent high school graduates. It contained a request to all associations comprising educational institutions above the secondary level to pass legislation on, "continuing eligibility," that would, in fact, render a recent high school graduate ineligible for one year if he participated in an all-star game. Some will recognize this as a step that has been encouraged by many state associations for years. There is some indication the colleges have now become more interested in such a rule.

The second resolution pertained to the all-star features of the Babe Ruth program. The National Federation passed a resolution at the 1959 national meeting disapproving the all-star features of the Babe Ruth League program. In response, the Babe Ruth League, Inc., indicated it would not, at this time, honor the request of the Federation, but promised continuous study and consideration of the problem. The Babe Ruth League reaffirmed and stated in stronger language its previous stand that it would abide by the separate rules and regulations of state associations.

—New Jersey Bulletin

## MUSIC MATTERS

BY F. W. SAVAGE

The 15th yearly deadline for filing music acceptance cards since the League first offered competition in music was past on December 1. Any and all schools which failed to file cards prior to the deadline are not eligible for any sort of music competition during the balance of the 1960-1961 school year and there is no way to become eligible.

A quick tabulation indicates that there are 72 new schools on the list this year and as usual, some of the schools which did not participate last year have failed to renew cards. Everything was done within reason to notify schools that the deadline was approaching. The State Office circulated three separate letters and concluded with collect telegrams to those schools which seemed likely prospects for competition.

**Entry Procedures**  
The current methods for entering music competition apparently are not fool proof and do not accomplish everything for which they were intended. Nevertheless, the procedures are "in the book" and all directors, administrators and the State Office are obligated to abide by the regulations until they are changed by proper legislative procedure.

The chief problem appears to be the dual system of filing entries both with the regional contest chairman and with the State Office wherein both parties are instructed and obligated to reject all entries which do not conform to the regulations. Failure to postmark either of these sets of entry forms prior to the deadline makes it mandatory to reject the entry whether or not the second set has been properly handled. Evidence accumulated over the years indicates that duplicates of these entries occasionally never reached their destination although the originals were received in good order. Also, there is the very slight possibility that the regional contest office or the State Office can make an occasional mistake!

**A Solution**  
The obvious solution to this dilemma is to eliminate the duplicate system and require only one set of entry forms. These may either be filed directly with the regional contest chairman or may be channeled through the State Office. The difficulty with filing direct with the regional office is that the contest chairman is a volunteer officer and frequently has neither the time nor the inclination to check all entries and enforce all the regulations. The problem of filing all entries through the State Office is that the State Office is understaffed to handle this problem and there would undoubtedly be a considerable delay in relaying the information back to the regional chairman.

**Receipt Possible**  
One problem with the current system is that the local school officials have no idea that either or both sets of entry forms have been mislaid, misrouted or lost until the deadline has been past and it is too late to do anything to rectify the situation. We have toyed with the idea of attaching a sort of return receipt to the official forms which may be detached by the State Office and/or the regional office and returned to the local school. This receipt would indicate that all entries are in order and have been certified. Besides the labor required to return this form, the postage cost would be considerable. If you have any idea along this line or if you think the receipt idea might be worthwhile, please correspond with either the State Office or your representative on the Music Advisory Committee.

**What To Do In 1961**  
The State Office will mail a pack-

age of information to every music director in every school on the eligible list of schools shortly after January 1. This package will contain a requisition which may be used to request the official entry-evaluation forms for the spring contests plus another sheet of information describing the methods for filing entries. It is also anticipated that some information will be contained concerning the rules and procedures for the new experimental state solo contest plus an opinionnaire concerning the selection of judges for this contest and various other items of procedure and policy.

All directors should return this requisition to the State Office just as soon as possible in order to assure receipt of official entry-evaluation forms prior to the regulation 21 day entry deadline. The opinionnaire can be returned at the same time.

**New Rules**  
The legislative cycle has run its course and two new rules have been approved beginning in September of 1961. The State Executive Committee has approved the recommendations of the Legislative Council and the Music Advisory Committee and there will be no more inspection contests for bands.

The legislative groups have also agreed to increase the number of conferences for junior high school competition and beginning with the school year 1961-62 these groups will compete in three groups instead of two. The limits were stated in the November issue of the *Leaguer* and will not be repeated here.

Still of principal interest, at least in the State Office, is the inauguration of the experimental state solo contest beginning in June of 1961. This event bids fair to become as large a contest event as any conducted at the state level by the League. If present estimates are accurate, almost as many of the state's finest young musicians will participate in this final contest in music as there are students in the combined final events in track, speech, journalism, drama and other contests held at the traditional State Meet during the first weekend in May.

It is hoped that this competition will be a "once-in-a-lifetime" experience for all these students and the Division I winners resulting therefrom will be known, without a doubt, as among the finest young musicians in the entire country.

This recognition can be accomplished if the judges engaged for the state contest are truly the finest in the country and if they work closely with officials in maintaining standards of performance which are seldom achieved anywhere in the country by any comparable student. We will never be content to see the state final contest degenerate into "another contest" or another trip or glorified picnic for students and directors. If the time ever comes when the participating students do not consider the state final contest as the crowning achievement of their high school music career, your State Director of Music Activities will be the first to recommend its discontinuance.

**Groups Not Considered**  
Although it seems difficult to persuade some administrators and music directors otherwise, there is no intent to bring bands, orchestras and choral organizations to a state final contest. No plan has been suggested which offers any satisfactory solution to the staggering implications of a move which could result in accumulating literally thousands of young people and teachers in some central location for several days.

No one, however, has denied that the inauguration of a state final contest for bands, orchestras and choirs would certainly standardize the performance of contest groups throughout the state in local contests nor would it fail to encourage the development of exceptional music groups. It is hoped that the state solo contest will accomplish some of these objectives without creating the same insurmountable problems of travel, housing, finance and supervision.

How long it will take for the heightened solo standards to seep back to local levels and affect band, orchestra and choral standards is purely a matter of conjecture. One would hope that the effect could be almost instantaneous. This again is dependent on the alacrity with which the local director becomes aware of the situation and the implications.

## Tennis Training Hints Offered

By BOB CLARK  
Tennis Coach  
Odessa High School

Tennis players, like players in all other sports, must be in good physical condition to be able to participate in strenuous tennis competition. In order to be a good tennis player one must be able to run in all directions, move quickly and still execute the varied shots in the game.

At the start of each practice, 15- or 20 minutes should be devoted to exercises. Tennis requires a great deal of physical ability and only those in good condition will be able to finish many matches when the going gets rough. With this in mind, these suggestions are offered tennis coaches:

**Long Sprints:** The football field is generally used; players are lined up on the goal and asked to start the run slowly, increasing the speed to the 50-yard line and gradually slowing until the finish line is reached. This practice is repeated once more.

**Short Sprints:** Again, line the players up on the goal line, have them sprint 20 yards, walk 20 yards and so on.

**Running Sideways, Backwards:** This exercise is used in order to develop players' ability to get back on lob in proper form. On signal from coach, the players are lined up close to the tennis net and start moving backwards sideways, using a cross-over foot movement—always keeping eyes forward, looking over shoulder while moving back. Players move back for a backhand lob or a forehand lob as coach indicates.

As exercise is continued the coach may signal for a backhand lob and, after movements have started, then signal for a forehand lob. The players must change positions—always keeping the eyes on the imaginary ball.

**Lead-Up Exercises**  
**Knee Bending:** Leading up to the crouch necessary for bouncing balls. This exercise is used for the forehand and backhand strokes.

**Lunging:** (Probably the greatest weakness of most players is the inability to sustain the weight over the front knee long enough to complete the stroke). After the lunge is made the player then executes at least two or three good knee bends while in this position.

**Back Bending:** (This exercise is very vital in executing the advance service). From a standing position, practice regular back bending and coming forward exercise.

**Skipping Sideways:** (Gliding or drifting into position). This exercise is to be done by getting a fairly good knee bend and staying on toes as movement is made from side to side. Signals are given by coach as to left or right.

**Skipping or Jumping Rope:** Players are asked to use this exercise at home, but a practice period is set aside in order to instruct the players on how to skip rope. This exercise develops the shoulders and arms.

**Push-Ups:** Players start with small number of push-ups and increase them each day.

**Handicapping in Tennis**  
Many coaches are confronted with players on their squads who are much better than others. Some method must be used to force the better player to put forth a greater effort in order to win. Several methods have been used in handicapping the better player, but for high school players this method is good:

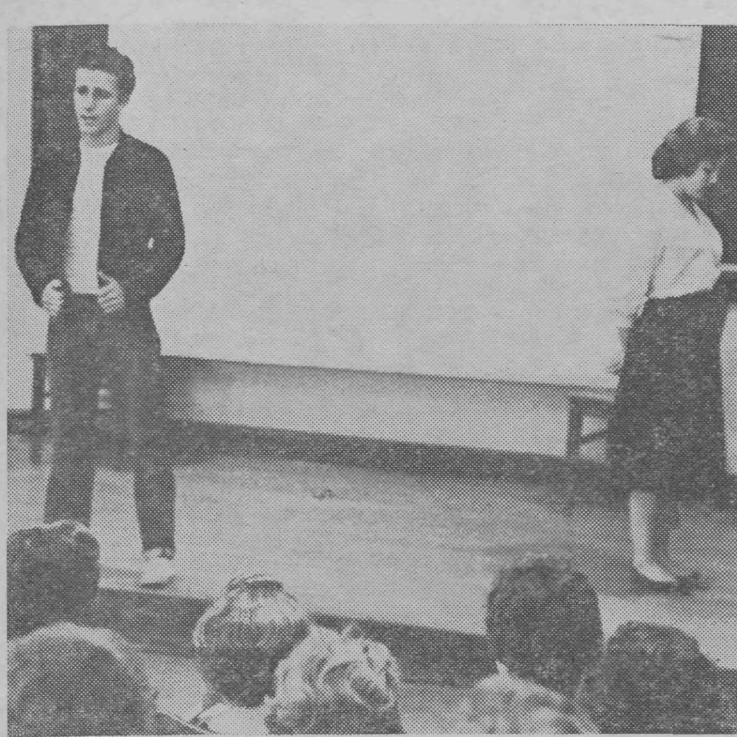
Start the match by handicapping the better player 0-15 or 0-30 at the start of each game. This system must be used very wisely, as improper handicapping of a better player to the point he has no chance to win may cause him to become disinterested. This formula, wisely used, should merely encourage full extension of good players.

Handicapping the better player by games does not prove very satisfactory in high school.

It is suggested that coaches not familiar with the USLTA program write for *Requirements of a Beginner's Test and Requirements of Advanced Players' Test*. Address: USLTA, 120 Broadway, New York 5, N.Y. The USLTA furnishes certificates at a small cost to all players passing the above tests.

League slide rule and number sense contests are about equal in popularity, judging from the number of individual practice tests sold for each. During the first three months of the school year, 17,848 number sense tests were bought by member schools and 17,807 slide rule tests were purchased.

During the first three months of the current school year, member schools have ordered almost 6,000 booklets from the League Office on "Developing Number Sense."



**HOUSTON'S MILBY HIGH PROVIDED DRAMA DEMONSTRATION** . . . Rick Hamilton and Toni Tartaglia showed junior high students how



## POSTSCRIPTS ON ATHLETICS

BY DR. RHEA H. WILLIAMS

During the past several years, there has been a concerted drive on the part of the major cigarette companies to entice the youth of our country to use tobacco in various forms. Especially has there been a great effort made to influence high school athletes with the insinuation that smoking is "the thing to do." Every week you see in national magazines or on television statements from outstanding athletes, usually in professional football, baseball or basketball, to the effect that they smoke a particular brand and find it most satisfying. This leaves the impression that smoking is in no way detrimental to an athlete's training schedule and that he can smoke and still be an excellent athlete.

It is most regrettable that a large majority of these statements are used by the cigarette companies during televised athletic activities with the obvious purpose in mind of attracting young athletes to become addicts of their particular brand of tobacco. It is disappointing to find that so many of our top professional athletes do not think of the effect which their statements have on the youth of our country but seem to be interested only in the fact that they receive money for these testimonials.

### Health Problems

One of the primary purposes of the high school athletic program or any other athletic program is to educate and inculcate in our youth desirable health habits. Generally, most coaches for years have insisted that during the training program there should be a complete exclusion of tobacco and alcohol. Yet it is very difficult for a high school coach to insist that his athletes not smoke when the athlete is bombarded day and night by newspapers, magazines, radio and television with statements to the effect that smoking is not harmful to their athletic career.

It seems that this is typical of a cynical age in which many place financial remuneration above ethical or moral obligations to our citizens. If the high school athletic program ever loses its primary function of training boys and girls to live in a healthful fashion, then we have lost one of our most important objectives. The coach's job is becoming increasingly more difficult in regard to creating desirable health habits because of the advertising techniques of tobacco and beverage companies which are only concerned with one thing, and that is to sell more of their products regardless of the end result which may accrue to the youth who purchase these items.

### Smoking vs. Sports

The committee on the medical aspects of sports of the American Medical Association has recently issued a statement on the subject of smoking and athletics. The following is the statement of the doctors of America on this important health item:

The best way to stop smoking is not to start. Young people need to know that once they begin smoking it is a stubborn habit to break. This is especially important for the athlete who wants to achieve peak performance.

According to the committee on the medical aspects of sports of the American Medical Association, it is unwise for a young man who has ambitions to excel in sports to begin smoking or to continue the habit if he has already started. The committee noted that, while the effect of tobacco vary in different people, the following conclusions seem warranted:

1. That in smoking some carbon monoxide may be absorbed thereby reducing temporarily the oxygen-carrying power of the blood.

2. That habitual smoking when the stomach is empty tends to produce digestive disturbances and distress.

3. That habitual smoking sometimes leads to an irritable nervous system and that this reaction is more likely in young people.

4. That in certain persons the constricting effect of tobacco on the blood vessels may contribute to the development of circulatory disorders.

5. That habitual cigarette smoking with inhalation irritates the delicate membranes of the throat and lungs and may induce "cigarette cough" and render the throat more susceptible to infection.

The relation of the above factors to athletic participation is rather clear, the AMA committee said. Frequently the difference between winning and losing in athletics is a half stride, a fraction of a second, or a few inches. Although a particular athlete may not react perceptibly to smoking, its effects can make this difference. Even a champion athlete who smokes could be better if he were free of the habit.

Apart from athletic performance, there is the important matter of a possible connection between smoking and lung cancer and smoking and heart and blood vessel disease. Fact finding bodies assert that there is an increasing body of evidence indicating such a relationship. Young people who do not form the smoking habit or stop smoking before it becomes too stubborn need have no worry about this problem.

It should be the responsibility of all people who have an interest in athletics, especially on the high school level, to lend their support to our coaches in their quest for better training habits. With the many pressures around our youth to smoke and drink, it is most necessary that they be given wise and sound counsel by parents, school people and especially the coach.

## Tribute to the Coach's Wife

By DR. RHEA H. WILLIAMS  
Athletic Director  
University Interscholastic League

As the end of the football season approaches, there is one group of individuals that we seldom hear about that should be signally honored. That group consists of the wives of the football coaches. No single group contributes as much to our athletic program as the "little woman" who sits quietly behind the scenes. She deserves a special tribute for her many services "beyond the call of duty."

The coach's wife is a "mother confessor." After each game she listens to her husband pour out words of glee or sorrow, depending upon whether his team won or lost. She is the one who keeps the proper balance by encouraging words and smiles. Many a coach has been consoled by the words of a loving wife to the effect, "So what! We lost tonight, but it's only a ball game and we still have each other."

The wife must endure the stony silence, the moody and pessimistic periods, and yea, the optimistic, boisterous, and happy moments of the coach. She must be similar to a chameleon and change her conduct to fit the situation; encouraging and sympathetic when the coach loses; calm and happy when the coach wins. She must be patient, understanding, cooperative and long-suffering.

### Golden Rule

The coach's wife is the pretty woman who sits in the stands and bites her lips to keep control of herself when the person behind her says "How dumb can a coach be to do such a thing." She has to listen to abuse in many ways from spectators about her husband coach and, God bless her, she conducts herself in such a way that it reminds us of the Golden Rule, "Do unto others as you would have them do unto you."

Her tears are concealed, her feelings suppressed, as she listens to a few loud-mouthed morons assail her husband's abilities as a coach. In many ways, the wife hears more and bears more than the husband, as he is usually too far removed from the stands to hear the derogatory remarks.

The assistant coach, without pay from the school, is the coach's wife. She answers the coach's mail, the

telephone at all hours of the night, prepares meals for the extra people who are always "dropping in," and serves as a special consultant in psychological and sociological problems for her husband, members of the teams, and her family. After the game she always has coffee and sandwiches available for the "drop ins." If the team wins, many come, and she has to prepare more food; if they lose, very few come, and the coach's family has to eat sandwiches for a week. As assistant coach she listens to her husband go over all his plays, both defensively and offensively; and after the game when the lights are out at home, the game is replayed by the coach to an attentive listener—his wife.

### Household Duties

Besides these many duties as the coach's "right hand man," she is the mother of his family and must "run" the household duties, look after the health and welfare of the children, serve as P-TA "home room mother," teach a Sunday School class, and perform numerous other duties at home and in the community. She is the one who gives the coach his poise, confidence, hope, balance, and her love is an inspiration that overcomes all obstacles. The coach guides boys into correct ways of thinking, living and doing in athletic events largely through the influence of two women—his mother and his wife.

My hat is off to the wife of the coach. Her many contributions to the athletic program has in general been overlooked by all, with the exception of her husband, the coach. This writer knows from personal experience how much a coach's wife means to her husband during the strains, tensions, and irritations of a strenuous football season. We men usually take those things for granted on the part of our wives, but let's all make a point to let her know how much we appreciate her contributions.

Regardless of whether or not you coaches tell her how much you appreciate her, she will continue to do the same things for you in the years to come because she is a woman and she loves you. Thank God for women who become coaches' wives—without them coaching would often be a dreary and forlorn adventure.



RECORD HOLDER—Richard Inman, a 1960 graduate of Belton High School, set the state 12-pound shot put record at last year's State Meet with a 62' 8 1/2" heave. He was an all-state football and basketball player for two years, won a Helms Foundation Athletic Award for his track achievements, and was a member of Belton's 1958 conference AA State championship basketball squad.

## Junior High Code Offered By Palacios JH Principal

By GEORGE HOLST  
Principal, Palacios  
Junior High School  
Chairman, District 24 J

The junior high school athletic program should be regulated by the University Interscholastic League with a definite code. Junior high school athletic programs in Texas are presently operating between the two extremes of "outlaw" athletics and highly organized athletics.

It is time for the administrators of Texas public schools to get together to study this problem. A program which would include most of the provisions of the League's constitution and rules in athletics contests formulated on a junior high school level could come from such a study. The junior high school stu-

dent deserves this consideration from the administrators of his school.

### Organization Needed

A standardized program of athletics would eliminate most of the "evils" associated with many of the present programs. The public wants the junior high school athletic programs. Regardless of arguments against the junior high school athletic program it will continue, so why not organize it?

In the spring of 1956, when the League organized the first junior high school spring meet districts, a number of principals and coaches of the newly assigned district 30J met to organize the spring meet. After a successful spring meet organizational meeting a football and basketball district was formed.

The following rules and regulations (revised February 22, 1960) were adopted for football, basketball, and track:

### General Rules

**ELIGIBILITY:** A ninth-grade boy must not be 16 years of age on or before the first of September to compete in the ninth-grade division. An eighth grade boy must not be 15 years of age on or before the first of September to compete in the seventh-eighth grade division.

A boy may be moved up a division but he may not be moved down after having competed in the higher division. An eighth-grade boy who is over age for the eighth-grade division may compete in the ninth-grade division if he meets the eligibility requirements for that division.

Any student participating in district competition must be passing  $\frac{3}{4}$  of his subjects at the time of his participation.

An eligibility list must be submitted to the district chairman seven days prior to the first game in each activity and seven days prior to the district track meet.

**DIVISIONS:** One division for the ninth grade and one division for the seventh-eighth grade.

**FEES:** A fee of \$5.00 per division per school must be sent to the district chairman seven days prior to the first district game in each activity. Any balance from one activity will be carried over for the following activity.

**EXECUTIVE COMMITTEE:** An executive committee, composed of the principal of each school or his authorized representative, will meet annually to discuss district business and problems and will hold such call meetings as are necessary in the

# Sportsmanship and Manners Portrayed on Sports Scene

By DR. RHEA H. WILLIAMS  
Athletic Director

University Interscholastic League Sportsmanship is nothing more than your manners showing. This holds true regardless of whether it is an individual, a school or a community. Perhaps in no other phase of our American life is good or bad sportsmanship more graphically portrayed than in our American sports scene. In fact, the word sportsmanship, and all of its connotations, had its origin in the area of sports—hence its name.

Senator W. Stuart Symington, formerly Secretary of the Air Force, has expressed the values of competitive athletics in these words: "I think America's most cherished national possession is sportsmanship. I choose to define sportsmanship as honest rivalry, courteous relations and graceful acceptance of results. As a business man I can vouch for how badly we need those traits in industry; and as a member of government, I can vouch also for their need in Washington. America would not be what it is today without competitive sports. They are a part of the fiber of our tradition. Their nationally known products of mental, moral and physical training, and their obviously great influence on the development of character, are fundamental elements in our heritage. When a young American, though burning up inside, quietly turns away from a called third strike, or accepts without grimace, moan or mutter, the foul called on him for basketball overguarding, he is learning those traits which later make him an asset to his community, to his future business or profession, and to his nation." I choose to accept this definition of sportsmanship.

### Control Necessary

With the advent of the basketball season in our Texas high schools it

is imperative that all administrators, coaches and school people direct their efforts toward improving crowd control and sportsmanship on the part of students and laymen. The mere fact that basketball is played in a concentrated area with the players and the spectators in close proximity makes the control of sportsmanship more of a problem than in other athletic events. The tension, excitement and enthusiasm generated in a small enclosure can explode into undesirable situations if it is not properly controlled.

In Texas, during the last basketball season, there were approximately 15,000 boys' games and 9,000 girls' games played with about 25,000 boys and 15,000 girls participating in these activities. Close to 7,000,000 people saw these basketball games last season. There was no misconduct either on the part of students or fans which was considered serious enough to be brought to the attention of the League.

This is an excellent record in sportsmanship, especially when emotions and tensions are so high. Some people use isolated cases of misconduct to condemn all athletics. The case in Texas last year in basketball proves that, although the situation is not perfect, our athletic conduct by players, coaches and fans is improving.

Sportsmanship education consists of dynamic experiences and by its very nature must be a continuing, everyday program if it is to be effective. Most of our school administrators realize this and are working constantly on the task of improving sportsmanship at athletic contests.

### Good Work Done

Many schools have done an outstanding job through the student councils in improving sportsmanship conduct on the part of the students. In other schools, local civic clubs have sponsored sportsmanship principles through the cooperation of the school administration. At each game a committee is appointed to report on the conduct of each school student body, and a trophy is presented with appropriate ceremonies to the school which is adjudged to have the best seasonal record in sportsmanship.

Talks before civic clubs, Parent-Teacher Associations and other local groups, are especially helpful in improving adult conduct at athletic events. A personal visit to the editor of your newspaper, to your radio station director and to sports writers and radio announcers to obtain their assistance in this matter is a vital phase of community planning in the field of sportsmanship.

Sports articles and editorials attacking officials, visiting teams and fans, can only result in improper conduct at athletic contests. Don't neglect to get the support of your press and radio on this vital phase of school athletic sportsmanship.

### Suggestions Made

In most cases where trouble develops at athletic contests, it is fans, not players, who are at the root of the disturbance. The follow-

ing suggestions are made for the specific purpose of preventing spectator disorder at athletic events:

1. See that officers of the law are present at all home athletic contests, the pumber depending upon the estimated size of the crowd and the rivalry involved. The law officers, in order to be effective, should be seen—hiding away in the crowd does not have the same effect as when officers are obviously present. Small schools have difficulty in securing adequate peace officers, but sheriffs can deputize local citizens or civic clubs can assist in performing this function. Many cases of disorder can be prevented by removing obvious trouble makers before the individual has an opportunity to cause an incident.

2. See that drinking and gambling are definitely not allowed at any high school contest. Public address announcements to this effect, alert ticket sellers, ticket takers and ushers should be utilized to prevent "drunks" or "gamblers" from gaining admittance. Actual cases show that a large percent of the trouble makers have been drinking excessively or else have bets on the game.

3. Gymnasiums should have a barrier around the playing courts to keep crowds back. Adequate police should be available to see that people stay behind the enclosures. Standaees on the sidelines are more liable to cause trouble than people who are seated. One of the worst obstacles in officiating and crowd-control is to have the spectators crowd the sidelines.

### Coaches Conduct Important

4. See that your coaches and players conduct themselves in such a fashion as not to incite the crowd. A coach who goes on the court constantly to consult the officials, who pulls his hair and stomps his hat on each decision which goes against

him, is setting a scene for a possible disturbance. The coach has a tremendous responsibility in demonstrating the proper leadership.

5. See that officials for all games are mutually agreed upon, and that their services are secured early in the season. Once a game is begun, the coaches and administrators of both schools have a moral and legal obligation to support and abide by the decisions of the officials. Unfortunately many of our coaches and administrators wait until the last minute to secure officials and, as a result, trouble arises. There is no excuse whatsoever for removing a team from the court once the game has started, as beginning the game denotes approval of the officials. Such conduct as removing a team from the playing court sets a perfect scene for mob action and trouble.

6. See that the announcers at athletic contests are efficient and capable. Official baiting and personal remarks from this source can incite a crowd to improper conduct.

7. School administrators should be alert and on the job at all athletic contests. It is a part of the school curriculum, a school event, and deserves their supervision the same as a study hall or a classroom. Many troublesome incidents would never occur if the school administrators were mingling among the crowd and detecting possible trouble areas, rather than sitting comfortably in a reserve seat.

8. See that peace officers meet the game officials on the court after each game and escort them to the dressing room. Prior to the game the officials should be notified to accept this protection, not from fear, but as a courtesy offered them by the local school. This protection for officials should continue until the officials are safely away from the local community, if spectator conduct warrants.

## New Schedule Approved For Cage Officiating Fees

As announced in last month's *Leaguer*, the Legislative Council approved a revision of the fee schedule for basketball officials (Rule 30, Boys' Basketball Plan) and the new schedule has now been approved by the State Executive Committee. It will become effective for the 1961-62 school year.

This is the first change in the schedule in more than eight years, and the revised schedule will call for mileage allowances to be raised from six cents to seven cents for one official, from seven to eight cents for two officials and from eight to nine cents for three. The officiating fees, based on game gate receipts, will be:

\$ 75 to \$150	One Game	12.50
	Two Games	12.50
Up to \$75	One Game	\$10.00
	Two Games	15.00
\$150 to \$250	One Game	20.00
	Two Games	25.00
\$250 to \$500	One Game	25.00
	Two Games	30.00
\$500 to \$750	One Game	30.00
	Two Games	35.00
\$750 to \$1,000	One Game	45.00
	Two Games	50.00
Over \$1,000	One Game	50.00
	Two Games	65.00

### Remember when . . .

## Cherry First Participated When UIL Was Still Young

The University Interscholastic League had been in operation for a period of only 10 years when John H. Cherry first participated in the League's "county meets." At that time he participated as a contestant in track and in declamation.

From his active participation as a student, he moved into the League program in earnest when, in 1923, as a local school administrator he became director general of the Matagorda County University Interscholastic League meet. In fact, he paid out of his own pocket the dues for the school to join the League during his first year as an administrator. Cherry has worked with the League program since 1923 in some capacity—as chairman of a district executive committee, as a member of a district executive committee and as director general in the spring meet program.

He earned a Bachelor of Science degree at Southwest Texas State College in San Marcos in 1934 and earned a Master's degree at the University of Houston. He lacked only a small amount of work on his doctorate at the University of Houston when he retired from the superintendency at Bay City on July 1, 1960.

After serving in several Matagorda County rural schools as principal he moved to Bay City in 1936 as principal of the Jefferson Davis elementary school and became superintendent of the Bay City schools in 1944. Cherry served as principal and teacher for three years, as principal and coach for eight years, as principal for another eight years, and as superintendent for 24 years, for a grand total of 43 years of service to the public schools of Texas.

His wife is a teacher and has taught for 20 years. They have one son, J. Harold Cherry, who is a civil and industrial engineer graduate of Texas A&M and who is now employed by the Santa Fe Railroad in Galveston, Texas.

Cherry is typical of the many outstanding educators who have devoted their lives to training and educating the youth of Texas. He believes that the League activities are a vital phase of any school program, and every school he has been connected with has had a live and active League participation. "The League program" says Cherry "is so vital that I would not want to be a part of any school which did not offer the League program to its

students. It is necessary for an educational system to provide competitive activities as the child is soon going to have to face a competitive world, and they need realistic competitive experiences as a part of their educational development. Guided, controlled competition is essential to the education of our youth."



J. H. CHERRY