

INTERSCHOLASTIC LEAGUER

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NO. 4



WHISPERIN' IMAGES—Grapeland High School dramatists, directed by Mrs. J. C. Shoultz, won the Conference A one-act play title at State Meet. Their production of "Whisperin' Images" was rated tops. Johnny Byrd and Carolyn Franks, shown in the picture, had leading roles. Not shown are Eula Kate Anderson, Peggy Herod, Martha Jones, and Jerry Pridgen, all of Grapeland, who won All-Star Cast honors for their portrayals in the play. Miss Anderson was rated Best Actress honors and the Samuel French Award for her work.

Spelling Lists Being Bought In All States

The morning mail recently brought requests from the following states for copies of the University Interscholastic League spelling list:

- Santa Rosa, California
- Norwich, Connecticut
- Cordele, Georgia
- Morrison, Illinois
- Middletown, Indiana
- Royal Oak, Michigan
- Carlsbad, New Mexico
- Las Cruces, New Mexico
- Nanuet, New York
- Peekskill, New York
- Plattsburg, New York
- Saranac, New York
- Findley, Ohio
- Hudson, Ohio
- Mansfield, Ohio
- Bethlehem, Pennsylvania
- Shaft, Pennsylvania
- Neenah, Wisconsin

Nearly every state in the Union orders copies of the League's spelling bulletin. This spelling list is unique in that it includes words which are not found in the state-adopted texts. More than 80,000 copies of the 1962-1963 list have already been sold.

New Material For Debaters Is Available

Debate materials concerning the Common Market for the Western Hemisphere are somewhat limited. Dr. Bower Aly has made a special effort to find some additional items of free material that might be useful. Schools interested in this material may want to read the following:

- "Some Aspects of United States-Canadian Relations."
 - "A Realistic Foreign Trade Program."
 - "The Impact of Proposed U. S. Tariff Changes on Organic Chemical Imports." Library of Congress Pamphlet.
- In addition to the above items some other valuable pamphlets are becoming available and will be included in packages sent out from the National Office. Also the packages will include a copy of the transcript of the broadcast of October 28, on the question: "What should be the foreign trade policy of the United States?"

Schools wanting this material should address their requests as follows: The National Office, The Committee on Discussion and Debate, Box 5152 University Station, Eugene, Oregon. Include 25c with order to cover postage and handling.

Director Finds Debate Key To Learning How to Reason

By R. J. KIDD

Dr. Bower Aly, Director of the National Office of the Committee on Discussion and Debate of the National University Extension Association replies to a young man who asks the question, "How to justify the expenditure of so much effort on debate?"

I have been thinking about that question, and here is the answer I have come up with—though a bit late, like most of my repartee:

"In an age when science is wor-

shipped, the questions of probability are not, possibly cannot be, dealt with by any science, are likely to be neglected and are in fact being neglected in the curriculum of the schools. In many instances, the only education our young people receive in dealing with the imponderable issues of policy is in extracurricular discussion and debate. Hence every effort should be made by those who can to improve the instruction and thus eventually the practice of forensics.

"Quite possibly an informed and intelligent student may yet be a poor debater; but no debater can be useful to himself and others unless he is both informed and intelligent. Hence it is worthwhile to make the effort to provide to young people studying profound questions of public policy with the materials for informing themselves."

This reasoning seems to me to be a rationale for our enterprise. If any of you wish to suggest a better answer than my belated one, I will be glad to have it.

Newest SAC To Be Held In Uvalde

Newest site for a Student Activities Conference is Southwest Texas Junior College in Uvalde.

The conference there will be held on Saturday, Jan. 19. There will be sessions in the various speech contests, drama, journalism, slide rule, science and number sense.

Consultants from the Interscholastic League, The University of Texas and Southwest Texas Junior College will present instructional sessions and practice contests to help sponsors and contestants in their preparation for the official Spring Meet competition.

All schools in the area are invited to send delegations of students and sponsors. There will be no registration fee and there is no limit on the number a school can send to the sessions.

Sessions will start at 9 a.m. and end at 12 noon to give time for students to get back home reasonably early.

Sample Topics For Extemp

Listed below are 10 practice Extemporaneous (Informative) Speaking topics. These topics were prepared by Mr. D. M. Howell and members of his speech class at Monterey High School, Lubbock.

1. Red China—starvation or technology?
2. Russia and Red China—friend or foe?
3. What is Russia's next move?
4. What are Khrushchev's troubles?
5. Of what value is Indochina to the U.S.?
6. Will Japan be able to solve its problems without foreign interference?
7. How far reaching are the effects of the new trade bill?
8. What are the provisions in the new U.S. foreign trade bill?
9. What was accomplished in the 87th Congress?
10. Is there widespread cheating in relief programs?

Smoking Cause Of Cancer Medics Say

New York (UPI)—The American Cancer Society has begun distribution of a question-and-answer booklet warning high school students against the dangers of cigarette smoking.

"The fact that cigarette smoking causes lung cancer has been proved beyond a reasonable doubt," the society said in the first of the 12-page booklet's 50 answers to questions "most frequently asked" by teen-agers.

Persuasive Speaking Topics Listed for Practice Sessions

The following 10 practice Persuasive Speaking topics were prepared by Mr. Guy Bizzell and members of his speech class at McCallum High School, Austin.

1. How should urban renewal be handled?
2. How valuable is the Peace Corps?
3. Is there a need for greater regulation of drugs?
4. Are the aged financially able to care for their financial needs?
5. What is the wise course of action to take with respect to Cuba? With respect to Berlin?
6. What can our society do, practically, to discourage the habit of smoking?
7. What should be done about the United States farm policy?
8. What does the United States gain or lose because of its refusal to recognize Communist China?
9. Should anything be done to provide sidewalks for the residential areas of our cities?
10. How should the educational institutions prepare for space age development in the state?

National Debate Committee To Study Topics for 1963

Newspaper Fund To Offer Journalism Scholarships

The Newspaper Fund will provide scholarships for high school and junior college journalism teachers and publications sponsors.

This is the fifth year that the fund, under terms of a gift from The Wall Street Journal has provided this opportunity for teachers to take refresher courses.

Grants will vary in amounts up to \$1,000, based on the expense involved. The number of teachers assisted will depend on the size of individual grants.

Any teacher in the United States at high school or junior college level, who has not previously received one of these grants, and whose duties include being adviser

to a scholastic publication, or whose teaching program includes a course or courses in journalism is eligible.

Lack of previous formal training or practical experience in journalism does not constitute a bar to eligibility. The Fund seeks especially to encourage teachers who have journalism responsibilities in their schools, but who have not had an opportunity to obtain such training or experience.

Teachers who applied unsuccessfully for grants in prior years are invited to apply again. Application letters should be sent to: Paul S. Swenson, Executive Director, The Newspaper Fund, 44 Broad Street, New York 4, New York. Telephone: HANover 2-3115.

The Fund is offering two types of training under its fellowship program of 1963. One provides for a full summer's study at a college or university offering varied courses in journalism. The other offers an applicant attendance at a specialized seminar for high school journalism teachers.

The seminar is concentrated in a shorter period and offers general background courses in journalism along with work in publication techniques.

Applications may be obtained from Mr. Swenson. Deadline for making application is January 20, 1963.

League Urged To Include Swimming in Contest Roster

Mr. Rodney Kidd, University Interscholastic League, University of Texas—Box 8028, Austin 12, Texas

Dear Rodney:

A lot of water has passed under the spring board since we first talked together 24 years ago concerning swimming as a League activity. I was a discouraged young swimming coach when you pointed out the lack of participation would not justify adding the sport at that time. Swimming has grown since then, and each few years we have asked you and Rhea Williams to consider putting it in.

The number of youngsters involved in competitive swimming in America has doubled several times during the past ten years. The most recent, and greatest increase has been in Texas. This organization (Texas Age Group Swimming) has the names of 2,116 boys and girls between the ages of 9 and 16 who entered big meets held in Texas during 1962. Entry lists of some meets were not received and many small meets were not considered, so we feel that the number of such interested youngsters would approach 3,000, and a sharp increase is expected in 1963. These children certainly need an immediate future for their wholesome talent, and an opportunity to develop into college and even Olympic swimmers. Interscholastic League Swimming would certainly fill the gap, and be a fine inspiration for all these youngsters.

We would offer the following comments to favor swimming as an Interscholastic League activity:

1. This is another opportunity for the League to do so very much for so many Texas youngsters through this worthy sport. It would add another sport at a time when we need more participation, not spectators.
2. Swimming rates at the top in body development by all health and physical education organizations,

and in the Physical Fitness Program of the President, and our governor. It is by far the state's largest recreational sport.

3. Swimming is a recognized college and Olympic sport.

4. Texas is the only state with so many young swimmers not having a qualifying state high school championship meet. Other states having such meets are Illinois, Iowa, Minnesota, Wisconsin, Michigan, Oklahoma, Ohio, Kansas, Nebraska and Missouri.

5. A school swimming pool is a wonderful asset for the physical education program and the community, but not essential in having a team as many other pools are available, and the date of the UIL spring program allows about two months of outdoor time.

6. Swimming is economical—no balls, rackets, shoes, or other equipment. \$3.95 buys a top nylon swim suit and most swimmers have their own.

7. Swimming is safe and wholesome. It demands physical endurance and discipline. Injuries and delinquency are almost unheard of.

8. A swimming team inspires all students to learn to swim, one of the goals of all secondary schools.

9. There would be no conflict with existing Texas high school meets.

10. The University of Texas swimming pool is adequate. Ed Barlow, Hank Chapman and other athletic officials have indicated their support of arranging and conducting such a program according to League procedures and directions.

More important than all of these points is the fact that this large number of children need the Interscholastic League because many are leaving the sport at 14, 15 and 16. Unlike the other states, the University Interscholastic League is unique. It is the high school association of all sports, which is proof of the fine work that you and the other members of the League committee are doing. I feel, like many others, that swimming is ready for you, but would expect the League to start on a trial basis, also a qualified one. For example, start with boys, and have only two qualifying meets the first year, one for the northern half of the state, and one for the southern half, with the finals at Austin during the State Meet.

On behalf of Texas youngsters interested in swimming, we respectfully request the University Interscholastic League to consider swimming as a League activity.

With very best regards, I am,
Sincerely Yours,
Tex Robertson

Award Winner Cites League, Grant Donor, For Talent Aids

By PATTI LEWIS

Whenever outstanding high school students are being singled out for praise and recognition, the laurels nearly always seem to fall to the gridiron stars or to the valedictorians and salutatorians. The students who are not quite so athletic nor quite so scholarly as their classmates, even though they may have a distinctive talent in some other field, are often overlooked.

The Interscholastic League offers opportunities for achieving distinction, not only to the scholars and athletes, but to the students whose talents lie elsewhere. Entrants in the literary events each spring are lauded for their acting ability, skill with numbers, creative ability, and practical skills such as typing and shorthand. The league also offers contests for those who are musically talented.

Through the meets sponsored by the Interscholastic League, the boy who can manipulate a slide rule can earn just as much distinction as the boy who can pass a football or hurl the discus. Likewise, the girl who has become an excellent typist can earn as many honors as her classmate who has maintained a straight-A average throughout high school. An especially talented journalist student can earn a medal which he will wear just as proudly as the basketball star wears his school letter.

The same talented students who are so often overlooked when honors

are being awarded, are also missed too frequently when the colleges and scholarship agencies are searching for young people to whom to grant financial aid so that they can continue their educations beyond high school. Once more, the majority of the stipends seem to fall to the athletes and top scholars, until these students are being offered more assistance than they could ever use, while equally deserving students are receiving no aid at all.

The Interscholastic League, by offering scholarships to participants and winners in nearly every event, enables many students to attend college who otherwise would not be able to do so. The League's scholarships give these talented teens opportunities to develop further their special talents under the guidance of college professors.

By offering them opportunities for receiving recognition of their talents and for winning financial assistance to help meet college expenses, the Interscholastic League encourages boys and girls to achieve much-deserved recognition for their abilities and skills. Through participation in Interscholastic League events, students not only earn recognition and prestige, but they cultivate and increase their talents and their interests.

Editor's Note:
Miss Patti Lewis is a 1962 winner of the Texas Laundry and Dry Cleaners' Association Award. She is now a student at Rice University.

Leagues Will Select Final Problem Area

Leagues throughout the nation have submitted to the National University Extension Association Committee on Debate and Discussion Materials their suggestions for the 1963-64 debate proposition.

Final selection of three problem areas will be made in December. The three problem areas will then be resubmitted to the Leagues for a final vote which will determine the problem area from which three debate topics will be named.

Texas will be represented at the December meeting of the Advisory Council by Paul E. Pettigrew, debate coach at Hillcrest High School of Dallas and by R. J. Kidd, League Director and member of the NUEA Committee on Debate and Discussion Materials.

The topics are listed in their order of preference as submitted to the debate committee:

1. Medical Care for the Aged
 - a. National medical care
 - b. Compulsory health insurance
 - c. Medicare under Social Security
2. Federal vs. State Sovereignty; Civil Rights; Power of Supreme Court
 - a. Federal/state relationships in the United States
 - b. Integration of the Negro in the United States
 - c. Limiting the power of the Supreme Court
 - d. Abolishing the states
3. Election of the President
 - a. Election by direct vote of the people
 - b. Abolition of the electoral college
 - c. Recall of the 22nd Amendment
4. Disarmament; Arms Control; Testing
 - a. Testing and control of nuclear weapons
 - b. Placing atomic weapons under international control
 - c. Armed forces for the United Nations
5. Federal Regulation of Labor Unions
 - a. Outlawing industry-wide bargaining
 - b. Compulsory arbitration of labor disputes
 - c. Placing unions under anti-trust laws
6. Conservation of Natural Resources
 - a. Conservation of water resources
 - b. Pollution of air and water
 - c. Land and forestry policy
7. Foreign Economic Aid
 - a. Reduction in foreign economic aid
 - b. Discontinuing program of foreign aid
 - c. Aid to underdeveloped countries through United Nations
8. Cuba and Communism
 - a. What should be the policy of United States toward Cuba?
 - b. What should be the policy of the United States toward Communism in the Americas?
9. The National Debt
 - a. Deficit spending
 - b. Abolition of the federal income tax
 - c. Limitation of the federal debt
 - d. Establishment of a national lottery
10. Ownership and Control of Communications
 - a. Communication by satellite
 - b. Federal regulation of television
11. Admission of Red China to the United Nations
12. United States Farm Policy
13. Abolition of Capital Punishment
14. American Patent System
15. New World Organization
16. "Welfare" Legislation
17. Control of Space Exploration
18. Revision of Present Immigration Laws
19. Nations of Europe should form a Federal Union
20. Berlin Should be a Free City
21. Uniform Penal Code for the United States
22. Legal Voting Age should be Reduced
23. Federal Department of Urban Affairs
24. Internationalizing the Panama Canal
25. Pension for Artists, Poets and Musicians
26. Statehood for Puerto Rico

Dallas Teacher Will Serve On Debate Topic Committee

Paul E. Pettigrew, Dallas speech teacher, will serve on the committee that selects and phrases the national debate topics at the National University Extension Association convention in Cleveland on Dec. 27-28.

Mr. Pettigrew and R. J. Kidd, director of the University Interscholastic League, will represent Texas schools at the sessions.

Mr. Pettigrew, speech, drama and debate teacher at Hillcrest High School in Dallas for six years, is a graduate of Arlington Heights High School of Fort Worth. He received a BA from North Texas State University in 1954, and earned his MA in speech at the University of Colorado in 1961.

He is president of the Dallas Speech Teachers Association, member of the Interscholastic League Committee of the Texas Speech Association and chairman of the Northern Texas District of National Forensic League.



PAUL E. PETTIGREW
... Debate Representative.

A New Challenge

"Society has made alcohol an important vehicle of self-expression for our children." With this statement a recent New York Legislative Committee studying the problem of teen-age drinking began its report. The group of researchers, headed by Dr. Paul Lemkau of Johns Hopkins University's Psychiatry and Public Health Department further stated, "Fifty-nine percent of the underage teen-agers (in the study) drink, and report that most of their drinking takes place in private places." This report resulted from a study of 1132 students.

The study reveals that most of these students received the first alcoholic drinks from their families. The report indicates the gravity of school problems which administrators and coaches may encounter in attempting to regulate or curb drinking and smoking among teen-age students.

The medical association has also warned that both drinking and smoking are dangerous to the health and welfare of the average citizen. To meet this challenge, the school administrator might enlist the cooperation of local parent-teachers associations by bringing up a discussion of both smoking and drinking at their meetings. This is a real problem and it is growing.

School activities in music, speech, drama and athletics can do much to offset the glamour which the unsophisticated student attaches to drinking and smoking. These activities encourage the wholesome use of leisure, clean living, team work, loyalty to school traditions. They emphasize the willingness to make personal sacrifice (that is, regulate diet and avoid harmful habits) for the sake of victory.

We need to keep before our youth "the vision of greatness," the desire to excel, and the impulse to teamwork. All of these motivating forces can aid in developing a well rounded, responsible boy or girl, and the League extracurricular program has an important part in inspiring such students.

The Team Doctor

Much has been said about medical care of athletes, but not too much has been reported on the "Team Doctor." He is the gentleman who is as close to the boys as the "Team Coach."

"Doc" is on the sideline on cold wet nights, when they bring Johnny off the field with a sprained ankle or a bruised shoulder. Dad is soon on the sideline to ask Doc how the boy is getting along and to inquire whether the boy will have to miss the next game.

The "Team Doctor" is on the sideline during most of the home games and many times he makes the out-of-town games, too; he knows the families of the players; he knows many of the boys' personal problems; he is always interested in helping out on these problems when he can.

The school, the coaches, the families and the players owe much to the loyal, devoted "Team Doctor," who has been a strong supporter of the high school athletic team through all the years.

The close of the football season is a fitting time to pay tribute to the many "Team Doctors" who have given freely of their time and generously used their training to assist the finest athletic amateur program in America.

Interscholastic League Credo

In 1944, the Interscholastic Leaguer carried a credo which is, it seems, as timely today as then. Hence, we republish it in this issue:

WE BELIEVE that the competitive motive is basic, instinctive, biologically determined, and that it is resident in every normal human being. WE BELIEVE that competitions should be used, not abused; directed, not suppressed. We are convinced that the competitive motive is so strong that it should not be invoked formally at all unless there exists a machinery for its adequate control.

WE BELIEVE with the ancient Hesiod that there are good contests and evil contests, and that it is the part of wisdom to stimulate in our children an ambition to excel in contests in preparation for which there is opportunity for growth in a direction which will make them more competent members of a democratic society and happier individuals in that society.

WE BELIEVE that the use of the competitive motive to enlist interest and then the diffusion of awards until they become practically meaningless is hypocrisy which the quicker-witted individuals, both pupils and teachers, resent and of which they become contemptuous.

WE BELIEVE that speech and physical skills are in themselves intrinsically competitive, and that genuine excellence cannot be gained without using competitions in one way or another.

Good fences make good neighbors . . . comfortable while they lean and talk.

Defeated competitors are never really losers, unless they quit trying.

University Interscholastic League rules should be considered as standards that a school sets to govern its conduct, not as arbitrary restrictions.

University Interscholastic League Directory

State Executive Committee: Dean James R. D. Eddy, chairman; Dr. H. A. Calkins, R. J. Kidd, Dr. Lynn Wade McCraw, Dr. Emmette Redford, Dr. J. J. Villarreal, Jerry S. Williams, Dr. Rhea H. Williams, Lynn F. Anderson.
Legislative Council: Noel Johnson, Chairman; Harlan Andrews, Joe Barnes, H. E. Charles, Fred Corbin, Bert Ezell, Garland P. Ferguson, Horace Francis, J. D. Gray, H. S. Griffin, Joe Hutchinson, D. E. Jones, J. D. King, E. O. Martin, Truman Newsum, A. W. Norton, Drew Reese, Fred Salling, Randall Simpson, R. W. Standerfer, D. A. Swope, George Thigpen, G. E. (Tommy) Thompson, W. C. Underwood.

Director: Rodney J. Kidd.
Director of Athletics: Dr. Rhea H. Williams.
Director of Music Activities: Dr. Nelson G. Patrick.
Director of Journalism: Dr. Max R. Haddick.
Director of Drama Activities: Roy M. Brown.

INTERSCHOLASTIC LEAGUER

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Max R. Haddick, Assistant Editor

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OFFICIAL NOTICES

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

BRIDGEPORT
Bridgeport High School disqualified for League honors in football and basketball for the 1961-62 school year and placed on probation in both sports for 1962-63 and 1963-64 for falsification of records submitted to the League Office.

JUDSON (GREGG COUNTY)
Judson High School has been placed on probation in boys' basketball for the 1962-63 season for violation of the Boy's Basketball Code.

BURKBURNETT HIGH SCHOOL
Burkburnett High School suspended in football for the 1962 season and placed on probation for the 1963 season for violation of the Football Code.

BOYS' BASKETBALL
Last date for certifying boys' basketball district champions in all conferences for the 1962-63 school year is Feb. 23, 1963.

GIRLS BASKETBALL
Last date for certifying girls' basketball district champions in all conferences for the 1962-63 school year is March 2, 1963.

"ZONED" DISTRICTS
The State Executive Committee approved the following to become effective for the 1962-63 football season:

"That Conference AAAA districts composed of ten or more teams that elect to divide into two zones may play ten football games, while determining two zone championships, and the zone champions then may play a final game to determine the district championship, the beginning date for the first football game and the last day for certifying such district champion to be the same as for other Conference AAAA districts.

CANUTILLO HIGH SCHOOL
Canutillo High School disqualified for district honors in football for 1962 by the district executive committee of football district 7A for violation of Rule 30 of the Football Plan.

FOOTBALL PRACTICE
Rule 30, Football Plan, Football Practice Periods, Section relating to preseason football practice in elementary and junior high schools. The State Executive Committee on May 16, 1962, ruled that this section applies only to elementary and junior high schools eligible for League membership.

ONE-ACT PLAY SUSPENSIONS
The following schools are suspended from one-act play participation for the 1962-63 school year for failure to participate in the 1962 Spring Meet after indicating intention to do so. (Rule 1, g. 1, page 61, Constitution and Contest Rules): Rochelle, Vernon, Bogata, Lufkin, Redland.

PLEASANTON
Pleasanton High School placed on probation in football and basketball for the 1962-1963 school year for violation of Rule 19 of the Football Plan and the Basketball Plan.

CALENDAR CORRECTION

In the League calendar the date should be November 15 for the first day for interschool boys' basketball games in conferences AAAA, AAA, AA and A.

RULE INTERPRETATION

"Generally, and 'special services' or 'benefits,' offered only to athletes or members of an athletic team, will be construed as being 'valuable consideration' and, consequently, a violation of Article VIII, Section 8, The Amateur Rule.

"The following are not to be construed as violations of The Amateur Rule:

(1) medical examinations, athletic insurance or services similar to athletic insurance furnished by schools that carry on athletic insurance;

(2) expenses of athletes or teams on trips away from home as representatives of their school; and

(3) supplies and services furnished during a game or practice period, related only to the game and the practice periods.

The 'game and practice period' denotes the actual time in which the contestants are in athletic uniform."

This interpretation is not to be retroactive.

SPELLING BOOKLET ERRORS

Page 13, Column 2—Denouement is incorrectly spelled.

Page 15, Column—Solemnity is incorrectly spelled.

CLASSIFICATIONS

Enrollments for assignment to competition classifications are incorrect in the Constitution and Contest Rules, page 104, Section 2. It should read as follows:

CLASSIFICATION.—Participating schools shall be assigned for competition for the school year 1962-63 as follows:

AAA—High schools with an average membership of 950 or more students in grades 9-10-11-12.

AA—High schools with an average membership of 400-949 students, inclusive, in grades 9-10-11-12.

A—High schools with an average membership of 200-399 students, inclusive, in grades 9-10-11-12.

CC—Junior high schools with an enrollment of 300-649 students in grade 9 and below at the time of application for membership; and school units composed of grade 8 and below with 650 or more students.

CCC—Junior high schools with an enrollment of 299 or fewer students in grade 9 and below at the time of application for membership; and school units composed of grade 8 and below with 649 or less students.

Kenneth Narahara and David Blevins of Mission Sharyland High School won the Conference B debate championship in May, 1962.

Carole Lacey and Sujane West were State Conference A debate champions in the 1962 State Meet. They represented Rankin High School.

Formulas Ruin Good Stories

Feature Writing Depends On Research, Creativity

BY DR. MAX R. HADDICK
Director of Journalism

Many school paper editors have written to the State Office for lists of suggested subjects for feature articles and editorials. The same reply had to go to all of them. There is no effective way that a set of subjects for editorials or features can be compiled.

Every staff has its own problems and its own unique conditions. Each has its own opportunities for serving its readership with local features and editorials.

In past years the State Office has prepared a mimeographed list of subjects for features and one for editorials. These were not of much value. In some cases the staffs used the subjects as they came, without any special adaptation to local needs.

Features should be the most individual aspect of any newspaper. They should be planned and written for one particular audience. There is no good reason for all high school newspapers to run features on the same subjects. However, it is true that the interests, needs and capacities of high school students are generally common among many schools. This will inevitably lead to some similarity in features.

Probably the worst fault in features in school newspapers is their lack of originality. They tend to be trite and stylized. They tend to be written to set formulas.

The very nature of the feature article demands a creative approach. It should be carefully written to fit a specific set of facts, a particular mood, and for a particular audience.

However, nothing in the nature of a feature justifies its being written from imagination alone. There must be solid facts learned through careful research. The student reporter who draws a feature story wholly from his imagination is missing the entire reason for features. This type of story should be of value. It should present new and unusual facts in an interesting way.

The invisible barrier of the "600 Iron Curtain" has been broken in drama. Shallowater High School's one-act play enrollment card was the six

Student reporters need training in ways to find and recognize good feature material. They should search for the colorful, humorous, offbeat human interest elements. They need to strive to see the feature angle in a given set of facts.

Many reporters find it easy to write all stories as straight news. It requires less effort to set down the facts in normal summary news story form. Unfortunately, this often kills good material.

For example, one high school reporter was assigned to do a feature on a football hero. He learned the number of times the hero had carried the ball, yards gained, letters earned, weight, height, class rank, nickname, favorite food, favorite girl and other trivia.

He did not even bother to talk to the boy. He got all his information second hand. He did not find out that this boy was a top scholar, had a winning exhibit in the science fair, had built a complete ham radio unit, and was a most unusual student in many ways. He didn't find out any of the things that made the boy an individual.

Many papers run "Spotlight" columns each issue in an attempt to give readers good personality features. However, all such items fail to some degree. They tend to become trite and dull. In many cases the reporters simply fit new names and data into a form. They run the same trivial facts in the same order, issue after issue. They miss the point. Such features should show individuals, not statistics.

In every school there are students who have achieved far beyond the average. There are individuals who have assumed positions of re-

sponsibility and trust and they have done well. Few papers carry features about them, and those that do often reduce the features to the same formula that kills interest.

It is rare to find a school paper that gives deserved coverage to the achievements of the school's entries in academic contests. Every year thousands of Texas students enter journalism, number sense, slide rule, spelling, persuasive speech, extemporaneous speech, one-act play, science, essay and other competition. News and feature stories, about their achievements are rare.

Many school reporters study exchange papers for features. This can be a worthwhile practice, providing the reporter seeks ideas only. It is detrimental if he borrows features whole. There are some features that have appeared in high school papers, year after year, for the past 40 years. These are space wasters.

The good reporter will scan the "opposition" press for ideas, for the trigger to thought that will send him off hot on the trail of a good original feature. He is creative. He has no need for material that others have written.

The high school paper of today is, generally, far better written, better edited, and has more solid content than ever before. It is significant that sponsors and students not only accept criticism when offered, but are willing to pay for it. This professional attitude can lead only to a continual bettering of the school press.

Concentration on the writing of good informative features will be one more step forward for school papers.

Shallowater High is 600th To Sign Up For Drama Event

The invisible barrier of the "600 Iron Curtain" has been broken in drama.

Shallowater High School's one-act play enrollment card was the six

hundredth to arrive at the State Office this year. After they broke the 600 mark Boles Home High School of Quinlan and Lott High School sent in acceptances to boost the total to 602 on that date.

The Shallowater dramatists will compete in Conference 7B, Region I. Mrs. Alton Neal Hunt will direct them in their competitive efforts.

The Dec. 1 total of 628 represents only those senior high schools that will compete in League One-Act Play contests this year. There are approximately 90 junior high schools who will compete this year, which will bring the total to about 719 participating schools.

"This is evidence that school administrators recognize the contribution that educational theatre and one-act play competition can make to the development of students," Roy M. Brown, League director of drama, said. "I think a trend has been established. Those secondary schools that do not now compete in one-act play contests will soon recognize that it is a most beneficial event. They will want to give their students the opportunity to derive the many educational benefits offered by drama and play contests."

University Interscholastic League music contests drew 83,795 individual contestants in 1962. Over 225,000 Texas students entered University Interscholastic League academic and literary contests in 1962. There were 310,000 individual competitors in University Interscholastic League Athletic events in 1962.

The fact that the student already is getting more than his fair share of the expenditures a high school provides for the average student, makes it imperative that no additional considerations are given to an athlete. It should always be the main responsibility of the home to provide the supplies and services necessary for the health and welfare of children, and the school has no legal or social responsibility, to take over this responsibility of the home. If this is done, it will mean one more way in which the government has taken over another prerogative of the home, and in the opinion of this column, they have taken enough of its prerogatives away already.

Support Needed

We sincerely hope that the League will have the complete support of all School Administrators, as only by keeping our athletic program amateur, and keeping it within a reasonable cost, can we expect to justify the continuance of the fine program which is now available for high school athletics in the State of Texas. The League knows from experience that most of the High School Administrators are firmly behind the Amateur Rule, and we sincerely hope that they will take an active part in the District Executive Committee to see that the interpretations which are now official, recently given by the State Executive Committee, will be honestly and sincerely enforced in their respective district.

High School Press



Cub Chatter Sells On Writing Merit

By DR. MAX R. HADDICK

Critics are hard at work on the papers that have come in. They will grind out the present stock in short order. Many more will be needed soon to keep them busy.

If you ordered a criticism and haven't sent in copies, do it soon. Put up to three issues in an envelope marked "For Criticism" and rush them to the State Office. The sooner you get your papers in, the sooner you will get your analysis.

A few sponsors and students still hold to the idea that gossip is necessary. They argue that it sells papers. Mrs. Ned H. Huguélet, sponsor of the Electra Junior High School Cub Chatter, writes that it just ain't so.

Cub Chatter staffers tried for three years to cut out gossip gradually. It was painful and just didn't work. Steve Tipps, a Cub Chatter editor, said, "Let's set our own standards. If we write well enough, we'll sell our papers." They chopped out all gossip, tightened up their style, and turned out a top newspaper.

"Our sales are incredible," reports Mrs. Huguélet.

Got Early Criticism

The Cub Chatter staff rushed their paper in for criticism early and have already received it back. Not only did they read the comments carefully, but De Ann Crow, Andrea Grisham, Jerry Fisher, Bales Beauer, Pam Wright, Ava Brown, Lynwood Givens, Robert

Sachse and Coy Blevins, all Chatter staffers, wrote to thank the critic for his work. That's really professional attitude.

Mrs. Huguélet not only sent in thanks for the criticism, but noted that I had failed to send her copies of "Comments from the Critics." I made up for that by sending her several copies, plus some other material I think she might use in her work.

Cardinal Chatter Out

Greer Junior High School of Vidor has published Vol. I, Number 1 of the Cardinal Chatter. It looks good and should be a top competitor. They have joined ILPC and will be in all activities this year. Charles Cargois is Number 1 editor. The paper is sponsored by R. Bowman and F. Waits. It is a bright and colorful mimeographed newspaper.

The brand new Randolph High School at Randolph Air Force Base has published the first issue of The Bird's Eye View. The new offset newspaper is edited by Jeff Anderson and sponsored by Miss Madelyn Kosh. They brought out Number 1 on Oct. 31.

Calhoun High School at Port Lavaca has a new four-column printed paper. Volume I, Number 1 is very good. Dick J. Reavis and Linda White share the editing. Chester Hunt is sponsor. It runs four to six pages and is printed each week. It carries good news coverage and a fine balance of features.

Chapel Hill High School has given The Bulldog Barks a new five-column offset format. It is a fine newspaper filled with pictures, well-written news and interesting features. Mari Vonnee Redding edits the paper.

Identifications Weak

Editors should check news and feature stories carefully to make sure that the whole story is given. Too many stories leave the reader in doubt. A story about a play did not include the time. A story about a football game gave every detail except one—the score.

Many stories fail to identify subjects properly. "Mr. Jones was given the annual award by the faculty." First, just who is Mr. Jones? Don't expect readers to know. Second, just what award did he receive? Third, what did he do to merit the award? None of these facts were given.

School names and initials are still used entirely too much. It isn't necessary to identify the school each time it is mentioned in a story. Overuse of initials spoils many an otherwise good page. There are papers in our files in which every headline on page 1 includes the school initials. Use them only when absolutely necessary.

Spell out any school or organization name the first time it is used in a story. Just when I found out that TALA was not the initials for Texas Amalgamated Lithographers Association, a dozen more confusing initial clubs broke out in print.

I surely appreciate all the kind comments I have heard about the Student Activities Conferences. The audiences have been bigger and more attentive than ever before. I particularly liked the comment of one young lady. She was all dolled up with a bee-hive hairdo. She told her friend, "I really liked Dr. Haddick's talk best." Her friend asked why. "He shouts so loud I can hear him through all this hair," she replied. Thanks.

Thanks For News

Mrs. Vi Griffith, the efficient secretary, and I are reading the papers carefully and finding some articles for reprint in the Leaguer. We use those that we think would be of maximum interest to our readership. The Farmers Harvest of Lewisville High School and The Reveille of Richland High School in Fort Worth have contributed fine articles. Thanks to them.

The West Wind of Paducah High School conducted a long patient campaign for a new gymnasium. That gym is now in use. They have set a standard for all to follow. Their campaign was conducted with dignity and understanding.

East Chambers Girl Wins First in Slide Rule Event

Miss Linda Jo Pickney, a graduate of East Chambers High School,

was coached by Don Boles.

She won third in district spelling and number sense contests in her freshman year. As a junior she took first in district in number sense. As a senior she took second in district and third in regional in number sense, second in district, second in regional and first in state in slide rule.

She was secretary of the National Honor Society, FHA pianist, student director of the band, editor of the school paper, lettered in basketball for three years and was team captain one year.

In tennis she won second on a doubles team in her freshman year, first in doubles as a sophomore, second place as a senior in singles and third in senior doubles.

Miss Pickney is now majoring in journalism at North Texas State University.



LINDA JO PICKNEY . . . winning competitor.

Music Matters

Contests Showing Yearly Increase

In the past year, participation in the University Interscholastic League music activities has increased considerably. Although several schools from the 1961-62 school year did not sign the Music Acceptance Card for 1962-63, the total number of schools in Music Activities increased by 56.

Since the September deadline date for signing the acceptance card has passed, nine schools whose cards were received too late have indicated they would like to participate in music activities next year. Approximately 20,000 more students participated in the contests last year than during the 1960-61 school year.

These are estimates, because the reports from the regions were incomplete, but they do give some indication that we are having more participation at the regional level. The largest increase seems to be in Class III participation in solo and ensemble contests. Likewise, the number of new schools added to the League List of Eligible Schools for 1962-63 accounts for a slight increase in total participation.

Music Advisory Committee

Each region is requested to provide the State Office with the name of its representative on the Music Advisory Committee, which will meet June 15. Please write this office or Durward Howard, chairman, Music Advisory Committee, Temple High School, Temple, any suggestions which you may have for changes or improvement of the music contests. All suggestions will be presented to the Music Advisory Committee for consideration.

The Music Subcommittee of the Legislative Council has been cooperative in representing the music people at the council meetings. Through them we have established a rapport that has not been equaled in many years. Let us continue this worthwhile relationship with this group.

Members of the Music Subcommittee for the 1963 meeting of the Legislative Council will be appointed in January and will meet with the Music Advisory Committee in June to discuss mutual problems.

Music Theory Contest

Considerable interest has been shown in the State Music Theory Contest, and several requests have been made to include this at the regional level. Chairman Durward Howard is appointing a committee to make a study of a Music Theory Literature Contest to be administered at the regional level. Winners from this group would proceed to the state level as in all other League contests.

A contest of this nature would be on a par with any other League academic contest and would be administered under the same regulations. Likewise, such a contest would encourage some of the better students to give serious consideration to the study of music theory and possibly composition.

Several requests have also been made that we include composition contests at the regional and state level. This has received favorable attention from both the Music Advisory Committee and the Music Subcommittee of the Legislative Council. However, they would like to have more details on such a contest before action is taken.

It appears to me that such a contest would be quite worthwhile in encouraging students to give some consideration to the reading and writing of music, as well as to encourage them to delve into the construction of harmonic sequences and instrumentation. These two contests open up to the student a realization that music is composed of factors including performance, music reading and writing, and stylistic considerations. A student who learns to transpose for various instruments is learning a reading skill which cannot be duplicated in any other way. A nucleus of five or six students in an organization would give musical leadership that would be desired by any director. Let us give this matter some serious consideration.

State Solo Contest

The State Solo Contest has been set for June 10, with the entries being due on or before May 1. However, there are some regional contests extending into May, for which consideration will be given to those students who have to make late entries. In a later issue a copy of the Rules and Regulations governing State Solo Contests will be published. Please bear in mind that any student making a Division I in a Class I solo is eligible to participate in the State Solo Contest. If he does not receive an entry blank, please write to this office for the

Two Lists of Critic Judges Compiled for One-Act Plays

By ROY M. BROWN

As the Bard said, "The play is the thing." We could, in turn, reword this statement so that in relation to the one-act play contest, "The play plus the critique is the thing."

The quality of judging and the vast importance of the critique has been a matter of constant concern for the League Drama Office this past year. In an effort to improve the educational advantages derived from one-act play contests, the League is sponsoring ten critic judging workshops this year. From these workshops will come a list of qualified critic judges who have had prior theatre training and are willing to serve as single critic judges for the contests.

The following two lists include, first, judges who have attended a critic judging workshop within the last year; and second, those who were unable to attend but are known to have judged one-act play contests before.

The League Office suggests that contest officials select their critic judges from the first list. After having attended a critic judging workshop recently, these judges are more familiar with new rules and standards set forth by the Interscholastic League than judges on the second list.

There have been only four of the ten workshops conducted so far this year. Many of the judges on the second list will attend later workshops. Their names will be added to the first list, and recognition of attendance given in the *Interscholastic Leaguer*.

The final decision this year will rest with the various one-act play officials as to whether they will use the single expert critic judge or use a panel of judges.

If the one-act play officials desire to gain as much of the educational advantage from this contest as possible, it is strongly urged that they use the single expert critic judge. Under the League rule (Constitution and Contest Rules, 3, c, 1, b), if a panel of judges is used, there will not be a critique following the contest. Therefore, the contest is broken down into a strictly competitive endeavor, deleting the final educational advantage derived by students and teachers from the critique. By all means, each school should derive the maximum educational advantage offered by this contest, and use the single critic judge.

In the future, the League Drama Office will publish a list of accredited critic judges. At present we can only recommend to those one-act play officials that they use the judges who have attended a work-

shop recently.

The critic judging workshops and publication of these two lists will improve the status of judges, establish reasonable minimum rates for the services of critic judges, stress standards of excellence set forth by League rules, and make the critique of the contest its greatest educational benefit.

I

Critic Judges

Thomas B. Abbott, Baylor University—II*; Elton Abernathy, Southwest Texas State College—IV; James D. Baines, McMurry College—I; James G. Barton, Southwest Texas State College—IV; Mrs. June Bearden, Lubbock Christian College—I; Paul W. Beardsley, Austin College—II; Art Cole, Midland Community Theatre—I; Mrs. Mary L. Davis, University of Houston—III; R. J. Dodson, Kilgore College—II; C. K. Esten, Texas Agricultural and Mechanical College—III; Charles C. Harbour, Panola College—II; Cleve Haubold, Kilgore College—II; Miss Rosemary Henenberger, East Texas Baptist College—II; Don E. Irwin, San Angelo College—II; Albert E. Johnson, Texas College of Arts and Industries—IV; Charles W. Jones, Decatur Baptist College—II; Rex P. Kyker, Abilene Christian College—I; Mrs. Rex P. Kyker, Abilene Christian College—I; Mouzon Law, The University of Texas—IV; Robert Milton Leech, Texas Western College—I; Mrs. Ruth Lemming, Wharton County Junior College—III; Miss Doris Kirk Maxey, Texas Technological College—I; James W. Moll, The University of Texas—IV; Mrs. Pat Nash, Wharton County Junior College—III; Wayne Pevey, The University of Texas—IV; James Franklin Pierce, Texas Agricultural and Mechanical College—III; Mrs. Freda Powell, Odessa College—I; Alex Reeve, Howard Payne College—II; David G. Rigney, East Texas State College—II; Josh P. Roach, Texas Woman's University—II; Ronald Schulz, Texas Technological College—I; Mrs. Vera Simpson, Texas Technological College—I; Angus Springer, Southwestern University—IV; Don

II

Critic Judges

Ford Ainsworth, Schreiner Institute—IV*; Carl Atkins, San Antonio College—IV; Mrs. Shirley Austin, San Marcos Academy—IV; Joseph Harry Beck, Sam Houston State College—III; E. Robert Black, North Texas State University—II; Miss Katharine Boyd, Sul Ross State College—I; Mrs. Paul Burgess, Blinn College—III; Robert Capel, S. F. Austin State College—II; James L. Duderstadt, Texas Lutheran College—IV; Charles Luthier Etheridge, Odessa College—I; Miss Sally Gearhart, Texas Lutheran College—IV; Frank R. Harland, Texas Western College—I; McDonald W. Held, Howard Payne College—II; DeWitte T. Holland, Hardin-Simmons University—I; R. V. Holland, North Texas State University—II; W. T. Jack, East Texas State College—II; Stanley A. Keelson, Laredo Junior College—IV; Martin W. Landers, Howard County Junior College—I; P. Merville Larson, Texas Technological College—I; Ron Lucke, San Antonio College—IV; E. Clayton McCarty, Trinity University—IV; Mrs. Martha McDaniel, San Antonio College—IV; Jerome C. McDonough, Amarillo College—I; M. Daniel McLallen, Mary Hardin-Baylor College—IV; Lawrence F. McNamee, East Texas State College—II; Lee J. Martin, Texas Agricultural and Mechanical College—III; W. A. Moore, West Texas State College—I; Charles Myler, St. Mary's University—IV; Mrs. David L. Norton, Lee College—III; Mrs. Ruth Owings, Pan-AM College—IV; Mrs. Arch Pearson, Lon Morris College—II; Curtis L. Pope, East Texas State College—II; Glenn H. Rogers, McMurry College—II; Stanley K. Hamilton, North Texas State University—II; James W. Swain, Sam Houston State College—III; Crannell Tolliver, West

Texas State College—I; J. Henry Tucker, Texas Western College—I; Mrs. Grace P. Wellborne, Texas Technological College—I; Harold Weiss, Southern Methodist University—II; S. D. Woodmansee, 808 W. 10th St., Austin—IV.

* Denotes approximate region

Drama Library Adds Plays To Collection

The plays listed have not been approved for contest use. Any director desiring to produce one of these plays must first secure written approval from the Play Appraisal Committee.

From Samuel French, Inc., 25 West 45th Street, New York 36, N. Y.:

TAKE HER, SHE'S MINE, by Phoebe and Henry Ephron, 2-act, 13M-6W; Royalty on application.

EXIT THE BODY, by Fred Carmichael, 3-act, 5M-5W; Royalty, \$25.

A FAR COUNTRY, by Henry Denker, 3-act, 5M-5W; Royalty, \$50.

A COOK FOR MR. GENERAL, by Steven Gethers, 3-act, 27M, Royalty, \$50.

THE BURNING MAN, by Tim J. Kelly, 2-act, 4M-3W; Royalty, \$25.

DAUGHTER OF SILENCE, by Morris L. West, 3-act, 17M-6W; Royalty, \$50.

SOMETHING ABOUT A SOLDIER, by Ernest Kinoy, 3-act, 11M-1W, and extras; Royalty, \$50.

PURLIE VICTORIOUS, by Ossie Davis, 3-act, 6M-3W; Royalty, \$50.

ADVISE AND CONSENT, by Loring Mandel, 3-act, 20M-4W; Royalty, \$50.

THE GHOST OF THE CHINESE ELM, by Adele Gordon, 3-act, (children's play), 9M-3W; Royalty, \$15.

SIR SLOB AND THE PRINCESS, by George Garrett, 3-act, (children's play), 6M-4W, and extras; Royalty, \$15.

ROSEMARY AND THE ALLIGATORS, two one-hour plays, by Molly Kazan, 2M-2W, 3M-2W; Royalty each, \$20.

LONG ISLAND ABROAD, by Robert J. Myers, 1-act, 3M-3W; Royalty, \$5.

LULLABY, by Anthony Clark, 1-act, 3M-2W; Royalty, \$5.

KITTEN IN THE ELM TREE, by E. P. Conkle, 1-act, 3M-3W; Royalty, \$5.

From Dramatists Play Service, Inc., 14 East 38th Street, New York 16, New York:

SEVEN NUNS SOUTH OF THE BORDER, by Natalie E. White, 2 acts, 4M-10W, extras, Royalty on application.

FIRST LOVE by Samuel Taylor, 3 acts, 26M-3W, Royalty on application.

GIDEON by Paddy Chayefsky, 2 acts, 15M-1W, Royalty on application.

BLOOD, SWEAT, AND STANLEY POOLE by James and William Goldman, 3 acts, 10M-2W, Royalty on application.

GENERAL SEEGER, by Ira Levin, 2 acts, 7W-2W, extras, Royalty on application.

EVERYBODY LOVES OPAL by John Patrick, 3 acts, 5M-2W, Royalty on application.

SWEET BIRD OF YOUTH by Tennessee Williams, 3 acts, 15M-7W, Royalty-\$50-\$25.

CRITIC'S CHOICE by Ira Levin, 3 acts, 3M-4W, Royalty-\$50-\$25.

THE 49th COUSIN by Florence Lowe and Caroline Francke, 3 acts, 7M-3W, Royalty-\$50-\$25.

DRUMS UNDER THE WINDS by Sean O'Casey—adapted by Paul Shyre, 2 acts, 5M-2W, Royalty-\$50-\$25.

PERIOD OF ADJUSTMENT by Tennessee Williams, 3 acts, 4M-5W, Royalty-\$50-\$25.

THE AMERICAN DREAM, THE DEATH OF BESSIE SMITH, FAM AND YAM in play collection by Edward Albee, 2M-3W, 5M-2W, 2M, Royalty-\$25, \$15, \$10.

Those who would like to read these plays may order through the Drama Loan Library, Box 8028, University Station, Austin 12, Texas, at no expense other than the 10c charge for postage and handling.

Richard Tucker was the League's state champion in Number Sense in 1952. He lettered in football in 1950, 1951 and 1952 and later attended The University of Texas where he took his Masters. He is working toward his Ph.D. and is now teaching at Arlington State College at Arlington.

William J. Gardner and Kyle Gideon won the boys Conference AA state debate championship in May, 1962. They represented Coleman High School.

Educational Theatre



UIL Drama Event Marks 35th Year

By ROY M. BROWN

This year marks the 35th year the University Interscholastic League has sponsored the one-act play contest. Since 1927 Texas has been the only state with such widespread interest in secondary school drama. The League reports that over 530 secondary schools participated in this educational contest during the spring of 1962.

Educational theatre in the secondary schools and colleges of Texas is making rapid strides to show administrators the wealth of educational advantages that can be reaped by the individual student when participating in the drama program. More and more, administrators are recognizing that the educational theatre program is related to the entire school curriculum. They are also recognizing that drama is a creative art—not just a frill course, a senior play, a skit, or an extra-curricular activity.

A perfect example of this is a quote from a speech made recently by Dr. Joseph R. Smiley, president of The University of Texas: "I should like to comment briefly on the theatre as a form of art and to emphasize at the outset that it is clearly one of the most difficult and complex of all the fine arts. I have said elsewhere that I wish the English language followed the custom of many European tongues and called them the 'Beautiful Arts.'" With understanding by administrators such as Dr. Smiley, I can see nothing but the rapid growth and development of educational theatre.

Drama Aids Education

Many years ago one of my secondary education professors made a remark that struck vividly in my mind. He said, "The student in the secondary school learns a little bit about a lot of things; when in college he learns a lot about one or two things." This remark, in simple terms, is so true and appropriate for the modern educational system. At no time in history has it been more important for the student in secondary school to acquire as much of this "little bit of learning," and receive the benefits of a general education.

Surely the drama teacher in the high school is one of the very few teachers that has the opportunity to add so much to this "little bit of learning." He has the unlimited pleasure of not only teaching drama, but the opportunity to make practical application of the students' knowledge in other fields. The drama teacher can combine elements of mathematics, physics, speech, art, journalism, music, English, history, homemaking, industrial arts, and foreign languages into the everyday activities of his program. With the production of one play, the drama teacher calls upon his knowledge and the knowledge of his students in many fields of subject matter.

600 Mark Broken

For the first time in the history of the one-act play contest, the 600 mark has been broken. Congratulations are in order to Shallowater

Speech Book Is Available

Martin T. Todaro and J. Rex Wier, speech professors at The University of Texas, have prepared a booklet to aid speech teachers in preparing students for speech contests.

"A Guide for Teachers Who Direct Prose Reading, Poetry Interpretation and Persuasive Speaking Contests," a 24-page booklet, contains a full discussion of each of the events and annotated bibliographies of books to aid teachers and students.

In a manner of speaking, I am an employee of every drama teacher in Texas. It is my job not only to organize the various contests over the state, but to help you in any way to promote drama and the one-act play in your school. Unless you correspond with me about your problems, your ideas, and your complaints, I will not be able to fulfill my responsibilities to the utmost. Please let me hear from you!

High School and its one-act play director, Mrs. Alton Neal Hunt, for being the six hundredth school and director to enter the contest this year.

Statistics Show Growth

Some very exciting statistics to go with the 35th year of one-act plays:

During the 1961-62 school year, 539 schools participated in one-act play competition. As of Dec. 1, 628 enrolled to participate this year, which is the largest number of high schools ever enrolled in the contest. One hundred eleven new schools enrolled this year. Some of these schools have participated before, but were not enrolled in one-act play competition last year.

The most extensive list of schools participating in League activities is the 1,093 schools that participate in basketball. Out of this 1,093, there are 124 conference AAAA schools. One hundred one of these schools will enter one-act play this year. Out of 108 conference AAA schools, 93 will compete. From the 193 conference AA schools, 153 entered. There are 197 conference A schools and out of this number, 119 will compete. The last, but the largest in number, are the conference B schools. There are 471 conference B schools, and from this number 162 will compete in one-act play this year.

It is obvious that the two weakest areas are the conference A and conference B schools. The problems that many of these schools face are insurmountable. However, the many problems faced by one school are often the same problems faced by another. If 162 B schools and 119 A schools have solved their problems, surely more of these schools can do the same and offer their students the educational challenges of the one-act play contest.

Correspondence Invited

Since this is my first year with the League, I am interested in the problems of all schools concerning their drama programs. To those who have previously competed in the contest, and found it necessary to drop competition, I would like to know what problems caused you to stop competing.

Particularly to those of you who have never competed, I would like very much to hear your problems. And to those of you who have conquered the problems and are providing your students with the unlimited opportunity to compete in this educational contest, I would like to know the problems you faced, if any, and how you overcame them. I'm sure that the ideas and methods passed on to me would, in turn, be profitable to the other schools in planning for competition in the future.

In a manner of speaking, I am an employee of every drama teacher in Texas. It is my job not only to organize the various contests over the state, but to help you in any way to promote drama and the one-act play in your school. Unless you correspond with me about your problems, your ideas, and your complaints, I will not be able to fulfill my responsibilities to the utmost. Please let me hear from you!

Add to List I—Critic Judges

The following judges have attended a Critic Judge Workshop recently and should be added to the List I of Critic Judges: Ford Ainsworth, Schreiner Institute—IV; Carl Atkins, San Antonio College—IV; James L. Duderstadt, Texas Lutheran College—IV; M. Daniel McLallen, Mary Hardin-Baylor—IV; S. D. Woodmansee, 808 W. 10th St., Austin—IV; Henry Eason, Wayland Baptist College—I; Lewis L. Fuiks, Abilene Christian College—I; William A. Moore, West Texas State College—I; Crannell Tolliver, West Texas State College—I.

League Winners Keep Winning

State Contestants Go On To Success

Questionnaires returned by League contestants furnish additional evidence that "the state meet winners continue to win." Five of these were reported in the November *Leaguer*. These replies are from the following 1962 competitors:

James Hartfield was editor of the Spring Branch high school paper and took part in the Journalism contest at State Meet. He was class valedictorian of 1953, a member of the state winning One-Act Play All-Star Cast in 1953, was selected for the Lions Club Citizenship Award and received the Samuel French Award as outstanding actor at State Meet.

Mr. Hartfield went on to Wheaton College (Wheaton, Illinois), where he took his Bachelor of Science degree, edited the newspaper and was president of the pre-med society, and a member of the faculty-student administrative Council. He was graduated from Baylor University Medical school in 1957. Presently, Dr. Hartfield is at the

Mayo Clinic (Rochester, Minnesota) as a fellow in pediatrics.

Dr. Hartfield makes this statement: "I regard the competitive activities and training gained in writing, public speaking and other activities in the League as invaluable for my professional preparation today. Please continue your excellent work."

Another State Meet winner in journalism was Miss Connie Russell of Fort Stockton. She, too, was class valedictorian. She attended Texas Christian University and was graduate *magna cum laude*. Now married, she resides with her three children in England, where her husband is stationed by the Air Force.

John Butler was a State Meet winner in Extemporaneous Speaking from McAllen, where he also participated in band, debate, slide rule and baseball. Later, he attended Texas College of Arts and Industries and The University of Texas Law School; he ranked second in his class in state bar exams. Mr. Butler now lives in Austin and is legal adviser to the State Security Board.

Miss Peggy Campbell was not only state champion in the League's Typing contest but also was selected as a member of the All-State Band for four years. She was a member of the National Honor Society and her class valedictorian. Later, she attended McMurry College where she earned the Harry Saladay Award and was chosen as the Outstanding Senior. She was selected by the Board of Missions of the Methodist Church to be a three-year missionary in the Congo. She resides presently at the Frances DePauw Home, 4952 Sunset Blvd. in Los Angeles.

Richard Tucker was the League's state champion in Number Sense in 1952. He lettered in football in 1950, 1951 and 1952 and later attended The University of Texas where he took his Masters. He is working toward his Ph.D. and is now teaching at Arlington State College at Arlington.

William J. Gardner and Kyle Gideon won the boys Conference AA state debate championship in May, 1962. They represented Coleman High School.

Picture Memory Booklet Printed

The new printed "Picture Memory Contest Bulletin" is now available to sponsors of contestants.

The 20-page booklet supersedes the old mimeographed picture memory contest material. It contains an official list of paintings and authors, rules of the contest, and a discussion of each painting. The booklet also contains a key to pronunciation of artists' names.

The "Picture Memory Contest Bulletin" may be ordered from: University Interscholastic League Publications Department, University of Texas, Box 8028, Austin 12, Texas

Districts Plan Event Schedule For Contests

Junior High school spring meet districts are now organizing for competition in literary and academic contests in every section of the state.

The following schedule of events has been prepared by schools in the San Antonio area:

Debate, Declamation (poetry, prose and humor), Extemporaneous Speech, Poetry Interpretation, Ready Writing, Spelling and Number Sense will be conducted for three grade levels, seventh, eighth and ninth.

Amateur Rule Application Causes Most Misunderstanding

By R. J. KIDD

The League's Amateur Rule has possibly been the subject of more discussion than any other eligibility requirement. More "sentimental reasons" have been given for violating it than any other League rule.

The "poor boy" approach has been used, when someone wanted to buy clothing or other articles for some fine boy who needed help. A golf player has been given the opportunity to acquire a few golf balls or some other modest prize for winning a golf tournament. Well-meaning fans have offered to show their appreciation of a great high school team by paying the team's expenses to some football bowl classic.

In other instances, the coach has been convinced that he should provide his team special services, such as flu shots, vitamin pills, special meals for home games, in order to maintain better health standards and physical conditioning.

Such special concessions and considerations to high school athletes are a kind of recognition and reward not in keeping with the spirit and aim of the League's Amateur Rule.

This rule, one of several adopted by member schools in 1914, was framed in an attempt to insure that the high school interscholastic program would be based on bona fide student participation. Such bona fide student must receive no special favor, gratuity or other inducement

from the school which he represents and must meet all eligibility requirements of Article VIII. All eligibility rules must be uniformly enforced among member schools, with exceptions being granted to none. League rules make no provision for any additional services or benefits which fans and sometimes member schools propose to provide for their athletes.

In considering these "fringe benefits," the State Executive Committee has given the opinion that such services to athletes are not available to all students and, consequently, must be considered as "valuable consideration" and therefore a violation of Article VIII, Section 8, the League Amateur Rule.

SPEECH—Craig Buck, Carthage High School, won first place honors in the extemporaneous speech contest held last May at The University of Texas. He was coached by Mrs. Orita Morrison.



