

# INTERSCHOLASTIC LEAGUER

VOL. XLVII

AUSTIN, TEXAS, JANUARY, 1963

NO. 5

## LETTERS TO THE EDITOR

Dear Mr. Kidd:

The Texas Fine Arts Association, your voluntary state organization for the coordination of art activity throughout Texas, is sponsoring a competitive art show for high school artists on the first Thursday, Friday and Saturday of May, 1963.

Each high school will be allowed to enter two works. The two types of art acceptable will be painting and drawing, both in various media. Each high school may enter two works of a single type or one painting and one drawing.

Approximately 150 of the works received will be hung for a showing in Austin. There will be preliminary judging (jury) of the pictures at which time 16 works will be cited by a jury to be submitted for the final judging.

The final judging will be made by a nationally known art expert who will be in Austin at that time to judge the Texas Fine Arts Spring Jury Show. The art expert will select three top works from each of the two categories—painting and drawing. These six top works will be given first, second and third place awards in the two categories and these six winners shall be eligible to compete for the Texas Fine Arts Association scholarships. The remaining ten of the original 16 selected will receive scroll awards for works of merit.

The works submitted must be original. Special care must be taken by art advisors and instructors to see that all work submitted is the exclusive, original work of the student.

The minimum size for works submitted shall be 12 inches by 16 inches, plus a two-inch mat, and the maximum size shall be 20 inches by 24 inches, plus a two-inch mat. All works submitted shall be on permanent type paper, properly matted for hanging. The student shall make certain that the following information is attached to the back of his submitted work:

1. Student's name, age, school, teacher, principal and address.
2. Title of work.
3. Medium used.
4. Name and address of sponsor.
5. Whether or not he will permit his work to be sent on circuit of Texas for one year.

The student should make certain that the work is placed in a sturdy package suitable for shipment to Austin and its return shipment to the student. The student should also completely fill out a sticker label with a return address clearly printed on it.

All works shall be submitted to the Texas Fine Arts Association, P. O. Box 5023, Austin, on or before April 1, 1963. Any work received after that date, regardless of merit will not be considered.

Most sincerely yours,  
W. Mercer Bouldin  
Chairman, Exhibitions Committee  
Texas Fine Arts Association

Dear Mr. Kidd:

I am very sorry that I have not written sooner, but I have been working seven days a week, and this is my first day off in some time.

I am very grateful for the Jesse H. Jones Scholarship which has been awarded to me. It means more to me than any other award I have ever received, not only because of the monetary value but also because of the honor of being selected over worthy candidates to receive it. I am very proud to be offered a scholarship to such an outstanding school as The University of Texas, for it is an honor in itself to be accepted into the University.

I feel that every Interscholastic League contest I have entered has enriched my education greatly, but I believe the Persuasive Speaking contest helped me more than any other I have entered. The research in itself was a valuable experience as was the practice of evaluating, organizing, and presenting information.

Interscholastic League contests offer students unequalled opportunities to excel in fields that interest them and give many benefits which cannot be obtained in the classroom alone.

I have been accepted into the University for the fall semester, and I am looking forward to enrollment very much.

Thank you for everything.  
Very sincerely,  
WILLIAM N. BELLAMY



AA ONE-ACT PLAY WINNER—A&M Consolidated High School's production of "The Bald Soprano" won first place in the State Meet drama contest. Pictured left to right are cast members Allen Coulter, winner of Best Actor Citation and Samuel French Award; Marcy Goode, named to the All-Star Cast; Bill Bostic; Marcia Chalk; Rosemary Redmond, named Best Actress; and Joe Jaros, who was named to the All-Star Cast. The play was directed by Mrs. Ermine F. Worrell.

## Pre-Season Practice Periods Discussed by Grid Trainer

By FRANK CRAMER  
Cramer Chemical Co.  
Kansas City

For many years there has been constant discussion on the subject of pre-season training for football. If we are to arrive at a proper solution to the problem, we must approach the subject from the viewpoint of (1) the administrators, coaches, and (2) the health of the athlete. The problems of all groups must be considered in an effort to arrive at a satisfactory compromise solution.

Consider the position of the administrators. They just don't sit down together and write arbitrary rules as some sports enthusiasts are inclined to think. They are faced with many problems above and be-

yond the thought of over-emphasis. Even the administrators have bosses—people who tell them how to run their business.

### Time Limitations

Parents complain if their boys are taken away from them during late summer harvest. Many of the boys have other summer jobs and need an extra two weeks' wages—perhaps to help outfit themselves for school. Even many coaches have summer jobs and can ill-afford to miss an extra week or two of wages.

This resistance from parents who foot the bills becomes a real factor in the reasoning of the administrator and must be accepted as having considerable merit.

"Over-emphasis" on the part of the administrator is often not aimed at football. He also has the band,

playground program, and many other activities to consider—all part of school life. He cannot place football on a pedestal and allow other activities to suffer.

### Outside Pressure

Coaches face the problem of "outside pressure" to win, which creates the incentive to have two or three practice sessions a day in early season, never considering the health of the athletes. Undoubtedly, the effects of such long and strenuous practice sessions do a boy more harm than good.

Pre-season training and conditioning are important factors in getting a squad in proper physical condition and every coach must realize that "overwork" is not the basis for a good training program. Strenuous work should be given gradually if the health of an athlete is to be considered. A high school athlete should never be permitted to engage in early-season practice sessions of more than one a day where physical activity is required.

### Health Problem

To us, the No. 1 problem is the health of the athletes. *Two practices a day, morning and afternoon, will not condition players. After the third day, vitality is reduced, mental alertness is lost or the injury rate is markedly increased.*

The "two-a-day" practice schedule does not permit sufficient time for recovery from injury. Minor ailments develop into major injuries—many of them lasting until mid-season.

The "two-a-day" practice was started to attempt to crowd into two weeks' time, four or five weeks of preparation. Theoretically, this might be accomplished, but we have not taken into account the fact that we are dealing with growing youngsters, not machines.

We would recommend that practices involving physical activity be limited to one a day and if a more time is needed to properly condition the athletes, start pre-season practice at an earlier date.

Editor's note: Frank Cramer is one of the outstanding athletic trainers in the world.

## Medicare, Fiscal Policy and A-Bombs On Debate Ballot

Three problem areas chosen for possible debate propositions for the 1963-64 school year are "Medical Care," "United States Fiscal Policies" and "Control of Nuclear Weapons."

The Committee on Discussion and Debate Materials and Interstate Co-

operation of the National University Extension Association met in Cleveland, Ohio, Dec. 27, and reported to the 24-state leagues that

26 debate topics had been submitted in a preferential national poll. These topics appeared in the December *Leaguer*.

The advisory council, composed of one representative from each state, studied all recommended topics and finally selected the three propositions worthy to warrant a full year of debating by the high schools.

Paul E. Pettigrew, debate coach of Hillcrest High School of Dallas, represented Texas on the advisory council and served on the sub-committee considering the question of "United States Fiscal Policies."

The three problem areas to be submitted to the state leagues are:

1. What should be the role of the federal government in providing medical care to the citizens of the United States?
2. What should be the fiscal policy of the United States?
3. What should be the policy of the United States with regard to nuclear weapons?

Debate topics under each problem area are:

### Medical Care

What should be the role of the federal government in providing medical care to the citizens of the United States?

a. Resolved: That the federal government should provide complete medical care for all citizens at public expense.

b. Resolved: That Social Security benefits should be extended to include complete medical care.

c. Resolved: That the federal government should assure medical care for any citizen through subsidies to authorized health insurance companies.

### Fiscal Policies

What should be the fiscal policy of the United States?

a. Resolved: That the federal personal income tax should be abolished.

b. Resolved: That federal deficit spending should be terminated.

c. Resolved: That the federal government should establish a national sales tax.

### Nuclear Weapons

What should be the policy of the United States with regard to nuclear weapons?

a. Resolved: That the United States should invest control of its nuclear weapons in the North Atlantic Treaty Organization.

b. Resolved: That the United States should invest control of its nuclear weapons in a new organization of non-communist nations.

c. Resolved: That the United States should invest control of its nuclear weapons in the United Nations.

The League will conduct an opinion poll of member schools, in order to select the one "problem area" for debate during the 1963-64 school year. This opinion poll must be returned to the League office by Jan. 25.

## Amateur Rule Ban Recruiting Of Athletes

At this time of the year there usually is a tendency for alumni and coaches of various institutions to conduct a proselyting or recruiting program with high school athletes.

It should be kept in mind by all high school athletes with remaining eligibility that under Article VIII, Section 8, any athlete who receives valuable consideration as a result of his athletic ability violates the Amateur Rule and can be declared ineligible.

## Legislative Council Passes On Proposed Rule Changes

Article XIV of the *Constitution and Contest Rules* of the University Interscholastic League states that the Annual Meeting of Delegates of the member school shall be held at the time of the annual State Meet in May.

This article further provides that "matters pertaining to the League shall be discussed, and recommendations made to the Legislative Council regarding any changes in the rules. Each member school present shall be entitled to one vote at this meeting, which shall be cast by the superintendent or principal or duly authorized delegate from the member school."

If the superintendents or principals from the respective schools are not present, then the coaches and sponsors having contestants at the State Meet are regarded as "duly authorized delegates."

The Annual Meeting of Delegates has no legislative authority, but can only submit recommendations which are in turn presented to the Legislative Council. This "right or recommendation" is established under Article XIV.

### History of Meeting

For many years, the Annual Meeting of Delegates was the major rule-making body of the League. Issues were proposed, debated at length, and finally voted upon. Frequently, the State Executive Committee accepted the decision of the delegates and incorporated rule changes into the *Constitution and Contest Rules* without submitting a ballot to the member schools. However, any change in the eligibility rules was required to be voted upon by member schools.

This brief history is cited, to explain the present policy of the Legislative Council.

Many of the proposals received from the Annual Meeting of Delegates, together with others which may be added by the councilmen, are

submitted to the member schools for comment. These "opinion polls" do not bind Legislative Council representatives to vote according to the results. The surveys are conducted to get as many "points of view" as possible, so that the representatives may most effectively discuss the issues and proposals before the Council.

Frequently, an item on the poll may receive favorable comment in one region, but the representative, after hearing all the pros and cons from every section of the state, may finally decide that the proposal is unacceptable as a League activity or rule change.

This happens each year at the Council meeting. The Council tabled a number of proposals, such as:

- (1) Conducting a state contest in spelling,
- (2) Ruling on the selection of speech judges and
- (3) Increasing the number of contestants qualifying from district to region and from region to state in speech events.

### Reason for Actions

The Spelling contest was at one time continued to the State Meet. Usually, the spelling "matches" draw a large audience, which cheered loudly when the words were correctly spelled. Frequently, laughter and general hilarity prevailed when words were misspelled and contestants were humiliated, even when the word they missed was very difficult. It appeared to be nonsensical for pupils to memorize the spelling words which might never be used. These "spelling matches" too often developed into endurance contests. Consequently, both sponsors and teachers recommended changing to the present rules.

Considering past experiences, the League office recommended that the present Spelling contest rules be retained and the Council approved the decision.

## TILF Working on Awards For Science, Math Winners

The Board of the Texas Interscholastic League Foundation held its annual meeting in Dallas on Monday, Dec. 10, at the office of Dr. W. T. White, Superintendent of Schools. Messrs. J. O. Webb, Chairman; H. L. Foster, Vice-Chairman; R. J. Kidd, Secretary, were present; also Messrs. W. T. White, R. B. Norman and J. B. Cook.

Since the Foundation was established, more than \$21,000 in scholarships has been provided for outstanding Interscholastic League academic contest winners. Not a single one of these has been forced to withdraw from college because of grades.

Mr. Webb, chairman of the board, pointed out several important needs:

- (1) To keep talented high school graduates in the State of Texas;
- (2) To provide additional scholarships to insure that these academically talented students will remain in the state;
- (3) To provide an additional incentive to the League's contest program, which serves as the finest talent-scout plan in the entire nation;
- (4) To "cash in" on this talent-finding League program, which seeks out and discovers through educational competitions the most talented students;
- (5) To provide these students with sufficient opportunity and recognition so that they will continue their educational and technical training in Texas.

Mr. Foster outlined several suggestions or plans for enlarging and

making more effective the work of the Texas Interscholastic League Foundation. Both Mr. Cook of Houston and Dr. White of Dallas emphasized the need for publicizing the accomplishments of the League's academic and literary contest winners; and also the necessity for prospective donors the records and accomplishments of League contestants. In closing, the Board especially invited interested school administrators to submit suggestions for securing additional scholarships or funds.

## Final SAC Will Be Held At Tarleton

The Student Activities Conference to be held at Tarleton College in Stephenville on Feb. 2 will be the last one for this year.

The conference there will include sessions in journalism, speech, drama, ready writing and number sense.

Consultants from The University of Texas will include Roy M. Brown and Dr. Loren Winship, drama; Dr. J. Rex Wier, speech; Dr. Max R. Haddick and Dr. Ernest Sharpe, journalism; Dr. Joseph E. Slate, ready writing, and James M. Hurt in number sense.

All schools are eligible to send as many delegates as they wish. Registration will be at 8:30 P.M. and sessions will run until noon.

Conferences are aimed at helping students and teachers prepare for the Spring Meet Contests.

### Speech Judges

The Meeting of Delegates recommended that three judges be used in all speech contests. This recommendation was tabled by the Legislative Council, since the responsibility of selecting judges and officials in meets is under the direction of the respective district and regional executive committees. Also, many times it is difficult to get one qualified judge.

### Qualifying Speech Winners

Delegates had recommended that second place speech contest winners also be qualified to the regional and state meets. Increasing participation at the regional and state meets in all speech contests would add considerable expense to the general burden of conducting these meets.

The State Office also pointed out that the speech contestants were already well represented, with competition in six speaking contests, conducted in two divisions, one for boys and one for girls. Motion was carried not to follow through on the recommendation from the Meeting of Delegates.

### Adding Volley Ball

Another item on the agenda from the State Meeting of Delegates was the proposal that girls' volleyball should be carried to a state championship, as part of the Interscholastic League program.

Also, it had been recommended that cameras be provided to record the finish of track events at the Annual State Meet.

After careful consideration, both of these suggestions were tabled by the Legislative Council.

### Spelling List Words

A number of years ago, the Interscholastic League mailed out a form requesting member schools to list common words which the spelling sponsors or other teachers thought should be added to the present League list of words.

The last request brought forth nearly 10,000 words. These words were checked against those in the state-adopted texts, since the spelling list should contain no duplicates in the texts.

Spelling sponsors, English teachers, and others may send in to the Interscholastic League office any list of words which they consider acceptable for certain grade levels.

## Slide Rule Practice Book Now Ready

For the first time, the State Office has published a workbook, containing slide rule tests used in previous district, regional and state meets.

Previously, these tests have been mimeographed and part of each contest had been deleted because of the expense of reproducing it and the cost of mailing it.

The League solicits comments from the sponsors of the slide rule contest on the make-up of this new Slide Rule booklet.

Comments on the size of type, spacing of the problems, placement of the answer key, convenience of handling, cost of the booklet, or any other pertinent details are welcome.

All schools are eligible to send as many delegates as they wish. Registration will be at 8:30 P.M. and sessions will run until noon. Conferences are aimed at helping students and teachers prepare for the Spring Meet Contests.



# The Interscholastic Image

In Texas the Interscholastic League means many things to many different people. To thousands, it means "football"—and that is all. To hundreds of others, it means basketball. Others think of tennis, golf, baseball, track and field events.

The Interscholastic League to many others means music,—"band day," regional competition-festivals, chorus and orchestra; still others think of the individual music solo contests.

Hundreds of others think at once of drama festivals, individual acting, construction of stage equipment and related activities of the one-act play contest whenever "The League" is mentioned.

Those who have competed in the speech contests remember their Interscholastic League competition in debate, in speech tournaments, in the extemporaneous or persuasive speaking contests.

Other students associate any reference to "The League" with working on newspapers, yearbooks, press conferences, or journalism workshops. "The League" to many others recalls their days of participation in the number sense, slide rule, science, spelling, ready writing, typing, shorthand, picture memory or story telling contests.

If the "Interscholastic Image" varies so much from person to person, what one thing is common to all these images? It is that each of the contest participants has had an opportunity to engage in a form of "educational competition" in the field of his own talents and skills.

This multiplicity of "images" and appeal to the talented in many fields contributes to the strength of The League in Texas. The League is based on a broad educational program of varied athletic and academic contests, appealing to the special interests of many. These segments give the League its strength. If one group becomes unhappy with a League rule, other groups rally to support the rule, giving continuity to policies and regulations.

This has been the history of the Interscholastic League for the last fifty years. This many-faceted base has been a great stabilizing force. The League is today committed to the philosophy of "educational competitions, organized in a sensible way; surrounded with proper controls," these furnish inspiration to ambitious and talented pupils in many fields of endeavor throughout the years.

## Intellectual Competition

The Texas Interscholastic League Foundation is dedicated to the sponsoring and promoting of "Intellectual Competitions" in the public high schools of Texas through scholarships to high school students who have shown outstanding talent in the League's various literary and academic competitions.

A survey initiated by the Texas Interscholastic League Foundation reveals that most of the winners in the "Educational Competitions" are, most frequently, accepting scholarships from out-of-state institutions for the purpose of advancing their education. Reports from past winners indicate that, ten years after they have competed in the State Meet, these promising young people have graduated with advanced degrees from many institutions outside the state and now hold places of leadership in many fields. Many never return to Texas.

More than a thousand scholarships are offered outstanding athletes in Texas,—which is fine for the athletes. But why are so few scholarships available to the academic winners? It was to meet this lack that the Texas Interscholastic League Foundation was established and its Board Members have been successful in securing 14 scholarships of \$500 each for one year for such contestants.

Records show that every boy or girl who has received one of these academic scholarships is still in college and that not a single one has been forced to drop out of school because of poor grades or finances. These students had learned how to compete, how to lose and come back, how to be defeated, yet not quit.

The spirit of rivalry is a driving force among these literary and academic contest winners, just as much as with the athletes. The "Intellectual Competitions" have cashed in on the competitive urge, the impulse to excel and have inspired thousands of boys and girls who might without the stimulus of such contests "died on the vine." It is to arouse such students, to awaken such fine minds, and to discover such promising young men and women that the League's competition program is renewed annually.

## Sponsors Aid League

Success of the League program through the years has been based upon the loyal support of the school administrators, coaches and sponsors in the public schools. Without this competent and continuing support, the League program would have collapsed, long ago.

The League wishes to thank each coach and sponsor, each superintendent and principal for his diligence and devotion.

## 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. Villareal, Jerre S. Williams, Dr. Rhea H. Williams, Lynn F. Anderson.  
 Legislative Council: Noel Johnson, Chairman; Harlan Andrews, Joe Barnes, H. E. Charles, Fred Covin, Bert Essell, 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. Stander, D. A. Swope, George Thigpen, G. E. (Tommy) Thompson, W. C. Underwood.  
 Director of Athletics: Rodney J. Kidd.  
 Director of Music Activities: Dr. Rhea H. Williams.  
 Director of Journalism: Dr. Nelson G. Patrick.  
 Director of Drama Activities: Dr. Max R. Haddick.  
 Roy M. Brown

## INTERSCHOLASTIC LEAGUER

Published eight times a year, each month from September through April, by the Bureau of Public School Service, Division of Extension, The University of Texas, Box 8028, Austin 12.

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 Max R. Haddick, Assistant Editor

Second class postage at Austin, Texas. Subscription: \$1 per year plus 2 cents tax.

Vol. XLVII JANUARY, 1963 No. 5

## New Events Bring Questions

# Speech Contests Different in Methods and Purposes

By DR. J. REX WIER  
 Speech Department  
 The University of Texas



### OFFICIAL NOTICES



**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 champions to be the same as for other Conference AAAA districts."

**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.

**SCIENCE REFERENCE**  
 The last text of the Recommended Reading List for the Science contest, page 80 of the Constitution and Rules, should read:

Richards, James A., Jr., Francis W. Sears, W. Russell Wehr and Mark Zemanski, Modern College Physics, Addison Wesley, Reading, Mass. 1962.

**JOURNALISM CONTESTS**  
 There will be no district competition in Journalism this year. All competitors will qualify directly to the regional competition.

**ZEPHYR HIGH SCHOOL**  
 Zephyr High School has been placed on probation in girls' basketball for the 1963-64 season for violation of the Basketball Plan.

**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:

AAA—High schools with an average membership of 950 or more students in grades 9-10-11-12.  
 AA—Junior 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.  
 C—Junior high schools with an average membership of 114 or fewer students in grades 9-10-11-12.

CC—Junior high schools with an enrollment of 650 or more 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.

Students and teachers have been concerned with differentiating the extemporaneous speaking contest from the persuasive speaking contest. In order to understand the differences between the two contests one needs to be aware of the methods of classifying speeches. The major difference lies in the purpose of the speech.

Speeches are classified primarily according to purpose and method of delivery. The main purpose of speeches that are generally used for classification purposes include the speech to inform, to persuade, and to entertain.

**Purpose of Extemp**  
 The major purpose of the extemporaneous speaking contest is to inform the audience. The subtitle, Informative Speaking, has been added to the title of the contest.

**India-China Relations; (Extemp.)**  
 What has been the status of Sino-Indian diplomatic relations for the past ten years?; (Pers.) Should India break diplomatic relations with Red China?

**Peace Corps; (Extemp.)**  
 How does the Peace Corps operate?; (Pers.) Should the Peace Corps be abolished?

**Foreign Trade; (Extemp.)**  
 What are the provisions in the Trade Expansion Act of 1962?; (Pers.) Will the Trade Expansion Act of 1962 hurt American industry?

**Cuba; (Extemp.)**  
 How did Castro achieve power in Cuba? (The speaker must exercise care not to persuade the audience); (Pers.) What should we do about Cuba?

**Cigarette Smoking; (Extemp.)**  
 What relationships exist between cigarette smoking and lung cancer?; (Pers.) The advertising of cigarettes should be eliminated on television.

**Congress; (Extemp.)**  
 What was accomplished by the 87th Congress?; (Pers.) Should the committee system employed by the Congress be revised?

probably be evolved from either a statement about the problem itself or a statement about the solution to the problem. Whereas the informative (extempore) speaker seeks to inform the audience, the persuasive speaker seeks to form the audience's opinions. The persuasive speaker is an advocate, one who wishes to advocate reforms or outline solutions for current problems.

**Topic Samples**  
 Many current events may be treated either informatively or persuasively. In order to illustrate this idea, the following list contains a general area, followed by an extemporaneous speaking topic and then a persuasive speaking topic.

**Criticism of Contests**  
 The criticism has been made that the two contests are essentially the same. This may be partly true, but they are also different. They both employ what is probably the most often used method of delivery to today, extemporaneous delivery. They both deal with current events, but their major goals or main purposes are different.

**Preparation Is Vital**  
 There is no substitute for adequate preparation by the student. Each student should hear and watch newscasts on both radio and television. He should read a daily newspaper if possible. There are several weekly magazines which are most helpful in providing information. One of the best sources may be found in Section 4, "The News of the Week in Review," of the Sunday edition of the *New York Times*.

**Methods of Delivery**  
 Thus we find that the method of delivery has been used extensively to designate a contest, extemporaneous speaking. In this method of delivery, a great deal of thinking, investigating, and careful planning precedes the speech. The

speaker incorporates the results of his research into a logical outline and adapts his speech to the specific audience. The only area which is not specifically prepared is the actual wording of the sentences, which is spontaneously evolved as he speaks. It has been called *oral thought*. Both the extemporaneous speaking and the persuasive speaking contests utilize the extemporaneous method of delivery.

**Campus News Change**  
 The Campus News, published by the Masonic Home and School of Fort Worth, has changed to a small two-column format. It is a neat, well-written paper. Because of their wide circulation, they print a mailing label on the back page. The paper shows that they have real pride in their work.

**Redundant Apologies**  
 I cannot understand why some students feel constrained to apologize for their papers. One group told me shamefacedly that their paper was "not much good because it was mimeographed." In fact, their paper was very good, having won Award of Distinguished Merit for four consecutive years.

**Permian Sends Greetings**  
 Staff members of The Permian Press, published by Permian High School of Odessa, prepared a beautiful mimeographed Christmas card to send to all schools in District 2-AAAA. They were kind enough to send me one. It is very well done.

**League Winners**  
 Two state meet winners of 1952 have "taken to the air"; Maurice Bryson (El Paso, Number Sense) was graduated from Harvard in 1957, magna cum laude, and is now working for Douglas Aircraft in Los Angeles; Tyree Hardy (Debate, Sonora) is now employed by Gault Aviation Company of Austin while working on advanced studies at The University of Texas.

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**Pro or Con Stand**  
 The persuasive speaking contest topics will be stated so that the speaker must take a stand for or against the proposition (topic). In fact the topic will ordinarily be stated as a proposition. Persuasion is usually derived from some problem. The statement of the topic will

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## High School Press



# Issues For Critics Due By February 1

By DR. MAX R. HADDICK

The deadline for getting papers in for criticism is Feb. 1.

If you ordered a criticism and haven't sent in copies yet, be sure to pack them up now and send them in promptly in an envelop marked "FOR CRITICISM." You may send in up to three issues, but all must be sent in at the same time. Rush them in now and you will get your criticism in time for it to be of real value to you in this year's work.

Last year some staffs didn't send in papers for criticism until late in June. I spent many weary hours during the summer getting them done. This summer I plan to do a lot of camping and fishing with my youngun. If you wait till June to send in copies, you may not get a criticism at all. If you do, it will probably smell a bit like stale fish-bait.

**Campus News Change**  
 The Campus News, published by the Masonic Home and School of Fort Worth, has changed to a small two-column format. It is a neat, well-written paper. Because of their wide circulation, they print a mailing label on the back page. The paper shows that they have real pride in their work.

**Redundant Apologies**  
 I cannot understand why some students feel constrained to apologize for their papers. One group told me shamefacedly that their paper was "not much good because it was mimeographed." In fact, their paper was very good, having won Award of Distinguished Merit for four consecutive years.

**Permian Sends Greetings**  
 Staff members of The Permian Press, published by Permian High School of Odessa, prepared a beautiful mimeographed Christmas card to send to all schools in District 2-AAAA. They were kind enough to send me one. It is very well done.

**League Winners**  
 Two state meet winners of 1952 have "taken to the air"; Maurice Bryson (El Paso, Number Sense) was graduated from Harvard in 1957, magna cum laude, and is now working for Douglas Aircraft in Los Angeles; Tyree Hardy (Debate, Sonora) is now employed by Gault Aviation Company of Austin while working on advanced studies at The University of Texas.

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Such actions help to bring about more friendship among schools. Miss Doris Fowler and The Permian Press staff are to be congratulated for this fine gesture.

**Comet Becomes Mustang**  
 The Aldine High School Comet newspaper has come down to earth and changed its name to The Mustang. The Aldine yearbook is The Round-Up and the drill squad is called The Vaqueros. The Mustang should feel right at home in the fully western atmosphere. By any name The Aldine publication is welcome to ILPC.

**Redundant Apologies**  
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MUSIC MATTERS

# To Event's Value Preparation Key

By NELSON G. PATRICK

The time approaches for considerations of the concert contents and the adjudication of these events. We will all agree, I believe, that many of the values gained from these activities are accrued in the preparation. The planning of the preparation should receive a great deal of thought as to time factors, music and scholastic objective, and the musical development of the individual.

The time factor should be planned efficiently so as not to interfere with the students' other academic requirements, social obligations, or home responsibilities, because these are also objectives of education. In planning for the above-mentioned objectives, by no means should we minimize the value of the musical objectives and the accomplishing of these requirements.

Teaching Appreciation

By no stretch of the imagination, can we rationalize the teaching of music appreciation and permit poor intonation, faulty note reading, poor tone quality, faulty phrasing, poor or no concept of musical style and interpretation. Little or no appreciation of music is gained unless the student has an understanding of these and many other techniques which go into the understanding of music. The degree the students understand and perform the music is dependent on the degree to which Jefferson 12; Smithville 34, Midway

he can accomplish these techniques. The Division I organizations should do all of these to the highest degree. The differences between Division I and Division II organizations are musical and not those of quantity. Both organizations play all the notes, good intonation, good phrasing, etc., but the Division I plays in better style, and with musical understanding.

Factors in Music

To accomplish this, there are three factors which must be taught: (1) Basic music (key knowledge, note reading, etc.), (2) Performance techniques, (3) Historical and stylistic knowledge of the music being performed.

The three are overlapping but definite separate components of any musical composition, and teaching one without the other two is accomplishing only a third of the job. The degree to which the foregoing is accomplished becomes a decision of the judges. The judge in a music contest is judging qualities and not quantities. If this is not true, we may as well go back to the old first, second, and third place contest, which can be reduced to quantity.

## GRID . . .

Continued From Page 4

6; Waller 12, Three Rivers 6; Ingleside 6, Blanco 0.

Quarter-final Winners: Rotan 35, Sunray 0; Albany 28, Clifton 21; New London 42, Smithville 20; Ingleside 14, Waller 6.

Semi-final Winners: Rotan 28, Albany 20; Ingleside 14, New London 6.

Final Winner: Rotan 39, Ingleside 6.

Conference B

District Winners: Happy, New Deal, Cooper (Lubbock), Dell City, Wheeler, Matador, Knox City, Lorraine, Throckmorton, Valley View, Aldeo, Allen, Crandall, Overton, East Mountain (Gilmer), Waskom, Dawson, Wortham, Valley Mills, Crawford, Rising Star, Johnson City, Holland, Pflugerville, Bremond, Barbers Hill (Mont Belvieu) Magnolia, Wallis, Menard, Brackettville, Smiley, Riviera.

Bi-district Winners: Happy 26, New Deal 14; Dell City 22, Cooper (Lubbock) 14; Matador 14, Wheeler 6; Knox City 39, Lorraine 6; Throckmorton 42, Valley View 15; Allen 51, Aldeo 0; Overton 30, Crandall 14; East Mountain (Gilmer) 20, Waskom 6; Dawson 14, Wortham 0; Crawford 20, Valley Mills 6; Johnson City 23, Rising Star 14; Holland 12, Pflugerville 6; Barbers Hill (Mont Belvieu) 39, Bremond 14; Magnolia 14, Wallis 2; Menard 34, Brackettville 0; Rivera 42, Smiley 0.

Regional Winners: Region I: Happy over Dell City 64-0; Region II: Matador over Knox City 19-14; Region III: Throckmorton over Allen 54-0; Region IV: Overton over East Mountain (Gilmer) 17-7; Region V: Crawford over Dawson 62-0; Region VI: Johnson City over Holland 12-6; Region VII: Barbers Hill (Mont Belvieu) over Magnolia 35-12; Region VIII: Riviera over Menard 8-6.

Six-Man Conference

District Winners: Fort Hancock, Balmorhea, Merton, Hobbs (Rotan), O'Brien, Wall, Brookesmith, Mullin, Abbott, Putnam, Trinidad, Oglesby, Asherton.

Bi-district Winners: Balmorhea 43, Fort Hancock 34; Merton 48, Hobbs (Rotan) 28; O'Brien bye; Wall 50, Brookesmith 36; Mullen bye; Abbott 58, Putnam 38; Oglesby 67, Trinidad 32; Asherton bye.

Regional Winners: Region I: Balmorhea over Merton 81-44; Region II: O'Brien over Wall 35-26; Region III: Mullin over Abbott 34-12; Region IV: Oglesby over Asherton 79-6.

Eight-Man Conference

District Winners: Three Way (Maple), Borden County (Gail), Booker, Jayton, Forsan, Oklaunion, Lindsay, Pickton, New Waverly, Leakey.

Bi-district Winners: Borden County (Gail) 36, Three Way (Maple) 6; Booker bye; Jayton 56, Forsan 22; Oklaunion bye; Lindsay 28, Pickton 18; Leakey 28, New Waverly 14.

Regional Winners: Region I: Booker over Borden County (Gail) 21-0; Region II Jayton and Oklaunion co-champions 20-20; Region III: Leakey over Lindsay 40-6.



## Joe Hutchinson New Member Of UIL Council

Supt. Joe C. Hutchinson is a new member of the University Interscholastic League Legislative Council.

The San Marcos educator has served on the executive committee of the Texas State Teachers Association and is a member of the executive committee of the Texas Association of School Administrators.

He has worked to help improve the Foundation Program. During his ten years as superintendent at San Marcos a complete set of modern school buildings has been completed and a constant program of school improvement has been in progress.

## School Papers Due by Feb. 1

Deadline for submitting school newspapers for ILPC criticisms is Feb. 1.

Issues for criticism must be sent in an envelop marked plainly "For Criticism." The school may send in up to three issues, but must be mailed at the same time.

Critics are outstanding newsmen and journalism faculty members.

## Books and Magazines

**CREATIVE SCHOOL PHOTOGRAPHY—A GALLERY OF PICTURE IDEAS** by Irving Lloyd, American Yearbook Company, P. O. Box 795, Topeka, Kansas, 1962. \$12.

This book contains a collection of extraordinary photographs of American schools in action. Irving Lloyd has not only captured the face of education in his wonderful pictures, but he has achieved a high standard in layout in the book. Creative School Photography would be a great aid to any yearbook or newspaper sponsor, photographer or editor. The pictures suggest new and creative ways of showing school activities at their best. The layout should inspire more effective arrangement of picture and type elements in any yearbook.

Note: A copy of this book has been added to the DeWitt C. Reddick Journalism Library of the Interscholastic League Press Conference. It is available, by mail, for inspection by any sponsor of a junior or senior high school newspaper or yearbook.

**Stories to Tell or Read Aloud**, by Anne Simley; Burgess Publishing Company, 1962; Price \$2.50.

Associate Professor Simley, speech consultant of the Minnesota State High School League, has assembled an excellent collection of stories from many lands, well adapted to reading aloud or relating to students in the elementary grades. Miss Simley has gathered these from original sources for young people interested in romantic tales or folk lore. Many of these are suitable for the Interscholastic League's story telling contest.

The following list of story titles will indicate the wide range of the stories: The Blue Rose, How the Monkey Got His Short Tail, The Man Whose Trade was Tricks, Ulysses, Lincoln's Jackass Story, The Miraculous Pitcher, Sindbad The Sailor, Why an Indian Woman is Called a Squaw, and Paul Bunyan.

**MODERN JOURNALISM** by the Committee on Modern Journalism, Pitman Publishing Company, New York, 1962.

This book was written by a team of authors, each contributing to the area of his specialty. As a result, *Modern Journalism* presents much excellent material on many aspects of the communications field.

The book should be of real value for a survey course in journalism in that each chapter presents a con-

prehensive coverage of a particular part of journalism.

It is divided into two sections. The first provides a broad but integrated overview of the field of mass communications. The second section applies the general principles presented in the first part to practical newspaper journalism.

This book would be of great value to the high school teacher and student.

**BETTER YEARBOOKS THOUGH BETTER PLANNING, A Book Designed to Assist Yearbook Staffs in Creating, Preparing and Producing Better Yearbooks**, S. D. Warren Company, Boston, 1960.

The S. D. Warren paper company published this book to help yearbook staffs to do better work. It is one of the best books for a beginning staff that is available. It shows how to organize the work, and how to do it effectively.

The book emphasizes the need for planning to insure that yearbooks will be of real value. The easy-to-understand instructions should help any sponsor or staff to do better work.

Note: S. D. Warren Company has sent three of these books to the DeWitt C. Reddick Library at ILPC headquarters. They are available to yearbook sponsors on request.

**HIGH SCHOOL BASKETBALL—COACHING, MANAGING, ADMINISTERING** by William A. Healey, Pe.D., Northern Illinois University; The Interstate Printers and Publishers, Inc., Danville, Illinois; 1962; Price \$6.

Perhaps the most comprehensive coverage of the overall coaching of high school basketball is to be found in the new publication by Healey, entitled "High School Basketball." It is most comprehensive, and covers more phases of administration, teaching, and coaching of basketball, than any book available at this time.

The book is well written, has ample photographs and illustrations, and diagrams of defensive and offensive plays are clear and explicit. The administration of the basketball program is covered completely, and there are samples of forms for every need included.

A chapter which is especially interesting is the one on the evaluation of personnel, which gives some techniques for determining potential assets of basketball players.

This is a book which should be in the hands of all high school ba-

# Children's Theatre Movement Grows to Fill Cultural Needs

MOUZON LAW  
Assistant Professor  
Department of Drama  
University of Texas

In an undated letter, published in the *Chicago Record-Herald*, Mark Twain wrote to a Chicago school principal, "It is my conviction that the children's theater is one of the very, very great inventions of the twentieth century, and that its vast educational value—now but dimly perceived and but vaguely understood—will presently come to be recognized."

If all children's theatres were as much educational value as the one with which Mark Twain had experience as board president—the Children's Educational Theatre of New York—the cultural value of children's theatres would be more generally recognized today. Founded in 1903 in a New York settlement house, the Children's Educational Theatre was the first real children's theatre in the United States. This pioneering organization was hailed as a unique experiment and its founding date became the birth date of a movement.

Children's theatre as it is con-

## ? & A

**QUESTION:** In boys and girls basketball, may teams tied for the district championship play more than two matched games per week?

**ANSWER:** No! Under the boys and girls' basketball plans, no high school boys' basketball team or any team member shall participate in more than two matched games per week. Any team which violates this rule shall not be eligible for district honors.

**Q.** Can the school or a coach accept an award for a football player and hold this award for him until he graduates and then present the award to him?

**A.** No. The State Executive Committee has ruled that if the school or a coach in any way participates in the evasion of the Awards Rule that school is in violation of Article XVI, the Awards Rule.

**Q.** Does participation last fall on a "B" football team representing a Class A school, or participation on a private or parochial school football team which does not belong to the League, make a boy ineligible in a high school to which he changes this year?

**A.** Yes. It does not matter whether a boy participates on the "A" team, the "B" team, the scrub team or the junior high school team as long as he engages in any interschool competition, he is covered by Article VIII, Section 14, of the League Rules. Furthermore, it does not matter whether the school for which he participates belongs to the League or not. He still is engaging in interschool competition and will be ineligible in any school to which he transfers until he has been in attendance for one year.

**Q.** May a boy accept a \$15 award from the school for lettering in football and then receive a trophy from an outside organization for being the best blocker, sportsman, etc.?

**A.** In my opinion, under the Award Rule, Article XVI, it is a violation for a boy to receive any amount in excess of \$15 for lettering in football. Football is not a tournament activity and, therefore, is not included in the same category as basketball tournaments. By accepting any amount more than \$15, a boy violates the Awards Rule and forfeits his eligibility.

football coaches, as there is no other book which covers the coaching, managing, and administration of a basketball program, as this treatise does.

R. H. W.

**SCHOLASTIC JOURNALISM** by Earl English and Clarence Hach, Iowa State University Press, Ames, Iowa, Third Edition, 1962. \$2.95—paper backed, \$3.95 cloth.

This new edition of *Scholastic Journalism* does even better what the widely accepted earlier editions did. It gives excellent coverage of all facets of news gathering and reporting; leads, interviews, speeches, sports stories, human interest stories, features, editorials, photojournalism and radio reporting.

It also includes good instruction in the mechanics of the profession; copyreading, proofreading, typography, headlines, makeup and preparation and selling of advertising.

This new edition incorporates new ideas gleaned from study and from questionnaires sent to high school journalism teachers using the text. Note: A copy of *Scholastic Journalism*, third edition, has been added to the ILPC DeWitt C. Reddick Li-

brary. ceived of today is a twentieth century movement owing its realization to the many people who shared Mark Twain's conviction. Until the turn of this century the concept of entertainment, planned, organized and executed for the express purpose of giving children wholesome pleasure was shared by few, nor did there exist a cultural climate in which theatre for children could be an established part. The years of this century have been marked by a conceptual and climatic change in this regard and the extensive growth and amazing vitality of the children's theatre movement has made possible the emergence of child drama as a cultural force.

Organization Grows

The national organization for the children's theatre movement in the United States is the Children's Theatre Conference, a Division of the American Educational Theatre Association. At its founding meeting in 1944, eighty children's theatre groups were represented. Today, the 1,500 members of this organization represent over 500 producing groups. Hundreds of cities and towns have found ways of satisfying their children's appetite for the drama by providing good plays suited to their age and interests.

From one to six plays for young people are presented each season in many communities over the country by college and university theatres, school dramatic groups, community theatres, city recreation programs, such organizations as the Junior Leagues of America and the American Association of University Women, professional touring companies, and, in some cases, resident theatres for children. A production designed especially to entertain young people is the usual, rather than the exceptional pattern, today.

Purposes Misunderstood

Despite the extensiveness of child drama activities there is still great misunderstanding of the nature and purpose of these programs. Many people still seem to hold the mistaken impression that the function of a program in drama which involves the child is to train children to get up on a stage and act. This is not the objective of any program which is appropriately in line with acceptable present day standards for child drama.

Child drama, as it is viewed and practiced by educational and professional groups today, consists of two aspects; creative dramatics and children's theatre. The first is primarily for children who participate; the second is primarily for child audiences. There is no conflict in ideology between them; rather, they complement each other.

Creative dramatics is based on the child's own free, informal play, but guided into an orderly creative process by an imaginative adult. Out of ideas, experiences and liter-

ature children create plays with improvised dialogue and action. Personal enjoyment and development of the players is the goal, rather than the entertainment of an audience. The only audience present is the part of the group not playing at the moment who afford the needed opportunity for communication and evaluation. Participation is all-important, and the experience of the child who lacks talent is often as fruitful as that of the child with marked dramatic ability. The development of creativity, skill in communication, emotional stability, social cooperation, desirable attitudes, and understanding and appreciation of the art of drama are the objectives of this natural form of dramatic expression for children. This is drama with children.

Role of Audience

Children's theatre is drama for children. Here, it is the audience which is of first consideration. Regardless of whether the play is being acted by children or adults or both, the success of the project is judged by the joy and the cultural value it affords the child audience.

The children's theatre must aspire to perfection in order to create the illusion of reality for the audience. The director, bending every effort toward the primary purpose of offering a finished product for the entertainment of children, selects a script of dramatic quality, engages the best actors available and subjects them to the strict discipline required of any creative artist recognizing his obligation to the spectator. This aspect of child drama is usually best realized through the art of the adult actor.

The beliefs and objectives of present day children's theatre sponsors are to give young people the joy of seeing good stories come alive upon a stage, to develop high standards of taste in children through true art experiences, to develop understanding and appreciation of life values drawn from human experiences as portrayed on the stage, and to build in children a basis for becoming a discriminating adult audience of the future.

More Plays Needed

One play a year will not do this; but three or four each season, if they are well done, can be a strong cultural influence, especially if an educational program goes on as an integral part of the theatre.

Children today face a world which demands wide-awake human beings prepared to communicate and handle new situations of living with understanding and imagination. History has shown that in centuries past mankind has progressed with a flourishing of both the arts and the sciences. The arts as well as the sciences must reach today's youth in consonance. Theatre is an art which keeps a child in close touch with life.

## Proper Practice Essential In Music Theory Contest

By JANET McGAUGHEY and ROBERT PARKER

In our November article on study aids for students planning to enter the theory contest, several recommendations were given for general preparation. In this and in succeeding articles, we will be exploring specific areas to be included in the 1963 theory contest. Melodic writing from recall and from dictation are subjects to be discussed presently.

We would like to offer the students the following brief description of these techniques and suggested methods for their preparation.

One item in the theory contest will be a measuring of skill in writing down familiar melodies from memory. You will also be asked to notate unfamiliar melodies as they are played.

Developing Skills

Development of these skills can be gained in the months before the contest with concentrated practice in several ways. For example, familiar tunes like "Drink To Me Only With Thine Eyes," "Silent Night," "America" and the "Star Spangled Banner" may be written out in several different keys and checked on your instrument or at the piano. If you are more accustomed to reading the treble staff, notate the melody also in the bass staff—or vice-versa. Be sure to select an appropriate note value to represent the beat. For instance, the "Star Spangled Banner" needs an undotted (or simple) note value for

its beat, since the beat divides basically into two equal parts. On the other hand, in "Silent Night," the beat divides into three equal parts and requires a dotted (or compound) note value to represent its beat.

Melodic Dictation

To develop your skill in melodic dictation, notate short melodic passages from recorded music. Determine the type of meter (number of beats in the measure), the type of beat (simple or compound), and whether the key is major or minor. If the music is rhythmically complex, it might be helpful to first notate the rhythm above the staff.

You can find the pitch of the tonic (scale step one or "do") or the first pitch of the melody on your instrument. After notating the melody (using as few hearings as necessary) be sure that you have selected the correct key signature and an appropriate meter signature. Play the melody on your instrument to verify that you have written down what you have heard. You may use longer melodic passages as your skill in melodic dictation increases.

Continue the general preparations outlined in the last article in music you are performing, giving special attention to the details of music notation.

(With this article we introduce Robert L. Parker of the University theory staff who will take a large part in preparing and administering the theory contest this year.)

Educational Theatre



# TETA Promotes Drama In Texas

By ROY M. BROWN

On Saturday, Feb. 9, at 9:00 P.M., the Texas Educational Theatre Association will hold its twelfth annual meeting on the campus of Texas Agricultural and Mechanical College, College Station. Please let me encourage each of you to attend this meeting if at all possible.

A primary topic to be discussed at the convention will be the development of a plan which will permit various schools certified by TETA to produce new plays in Texas cities each summer. One of the prerequisites might well be that each play produced be written by a Texas author.

TETA was founded a few short years ago—October, 1951. Since that time this organization has made tremendous strides in promoting educational theatre, and is exerting every effort to bring about wider recognition of the distinctive educational advantages that drama offers, when it is an effective part of Texas school programs.

During its short existence the Texas Educational Theatre Association has made significant contributions to state, regional and national educational theatres. The Minimum Criteria Policy, a standard curriculum for college theatre departments, was first implemented by TETA. The Play Selection Policy, which the University Interscholastic League uses as a standard for its one-act play contests, originated in a committee of TETA members. The Southwest Theatre Conference and the American Educational Theatre Association adopted both of these policies without revisions.

Memberships Invited

Membership in TETA is open to all who work or teach in the non-commercial theatre in Texas, including all high school one-act play directors and drama teachers in the state. TETA is vitally concerned with the high school drama teacher and drama programs, as well as college and university theatre programs.

The growth of any professional field of endeavor depends primarily upon its professional organization. If educational theatre is your profession or a part of your profession, let me encourage you to join your Texas Educational Theatre Association.

Please remember, this year's annual one-day convention will be held at Texas A&M College, College Station, on Saturday, Feb. 9, 1963, at 9:00 a.m.

I'm looking forward to meeting you there.

Play Selection

This is the time of the year that one-act play directors are feverishly searching through their personal libraries, school libraries, and the Drama Loan Library in quest of contest plays. Many have already made selection and will not have to go through the turmoil and frustration of meeting the March 3 title entry deadline. To those of you who have not made your selection, one bit of advice . . . Please remember, "If the play is right, there is great promise; if the play is wrong, all is wrong."

The play is a cooperative endeavor requiring multiple hours of work for long periods. The final impression of the play upon an audience is therefore much greater than that of a speech or "skit." We, as play directors, must bear in mind the paramount importance of play selection.

Even though the Judging Standards published by the League do not emphasize play selections as one of the elements of the critique, the critic judge must have a basis to work from. If the play you select is not suited to your actors' abilities and to your capabilities as a director, it is likely that the critic judge will have little basis for his critique.

The one-act play contest is not primarily a contest in play selection; however, we must consider that a well-written play will give your students an opportunity to become acquainted with good dramatic literature, and at the same time offer to them the challenge of meeting a demanding performing role.

Screening of Plays

The Approved List of Plays is a series of one-acts that rank from the best to the mediocre type of plays. This office is constantly screening each and every play on the list. The worst scripts will eventually be taken from the list. However, it must be understood that the list still contains some old "turkeys." You, as the director, will be the final judge as to which play you select from the Approved List.

As we have said in the past, if

you are considering a new play not on the list, or a cutting from a long play, your exact copy of the script must be approved by the Play Appraisal Committee.

One of the best ways of selecting a contest play is to apply the following questions to the script:

1. Does the play present a wholesome situation?

2. Does the play have a theme or central idea?

3. Will the play challenge the abilities of the actors and the director?

4. Does the play have literary merit?

5. What effect would this play have on the audience?

6. Does this play meet with the rules governing the contest?

If you, as the director, can answer all of these questions with an affirmative answer, more than likely your selection will be a good one.

Your local situation will also be a major factor in the selection of the contest play. The number of student actors, the stage, the cost of the production—all of these will enter into the final selection of the play.

Law of the Drama

Do you recall Kipling's "Law of the Jungle?" I have pirated a few lines from this particular work and phrased it in such a way that it could truthfully be "The Law of the Drama."

Now this is the Law of the Drama, As old and as true as the sky; And the cast that shall keep it may prosper But the cast that shall break it must die.

As the vine that girdles the tree trunk, The law runneth forward and back;

The strength of the play is the player And the strength of the player is the PLAY.

Planning Meeting

By this time, each district should have had the One-Act Play Directors Planning Meeting. If not, certainly within the next two or three weeks. If you have not received word concerning the meeting, please write directly to your District Director General and inquire as to whom he has selected to host the meeting. This office firmly believes that to make this contest as educationally worthwhile as we know it can be, there must be a planning meeting before the district contest.

Add Critic Judges

The following judges have attended a Critic Judging Workshop since the publication of the Lists of Critic Judges. (Please refer to the December issue of the *Interscholastic Leaguer*.) Their names should be added to the List I of Critic Judges recommended by this office:

Charles Dunham, Texas College of Arts and Industries—IV

Martin W. Landers, Howard County Junior College—I

Mrs. Josephine Moran, Texas College of Arts and Industries—IV

Mrs. Ruth M. Owings, Pan-Am College—IV

James C. Palmer, Texas College of Arts and Industries—IV

Personal Note

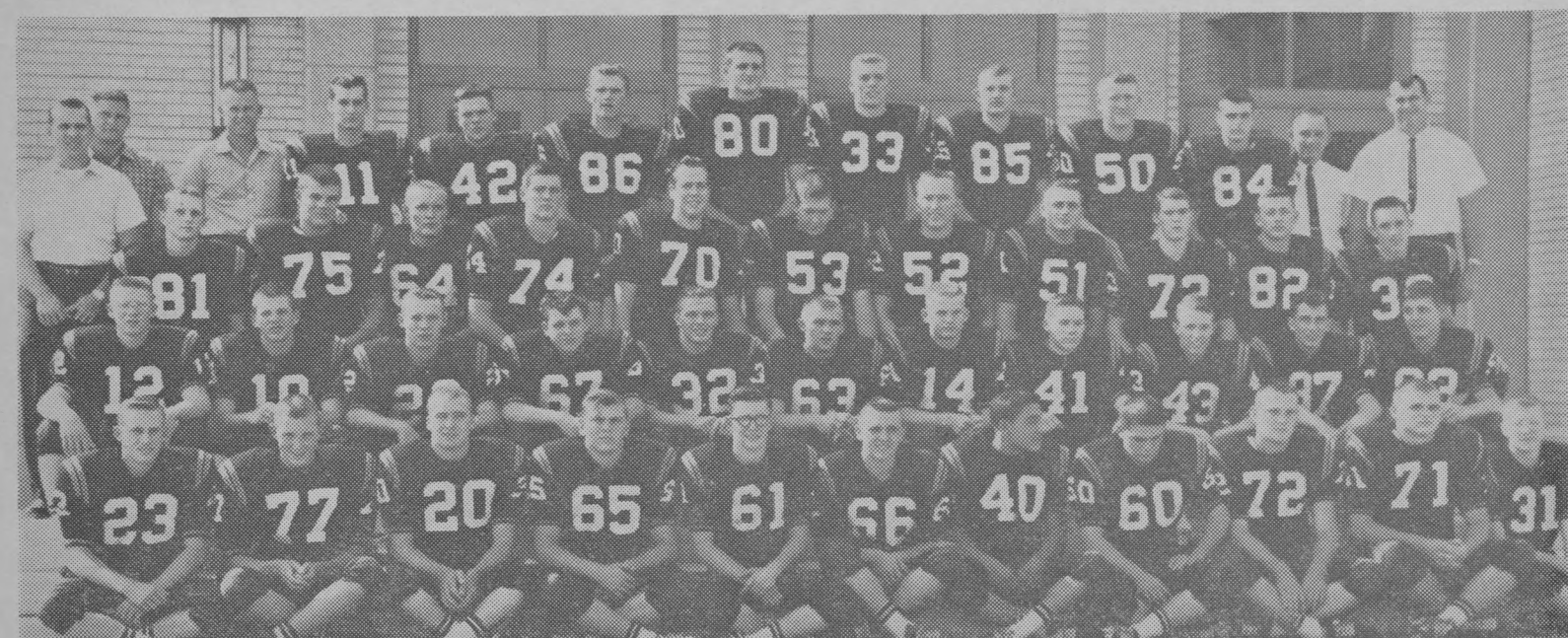
You might be interested in knowing that on December 14 my wife presented me with two fine, healthy, twin boys. Needless to say my life has changed considerably. I am presently making a survey as to the number of diapers two boys can use in a weeks time, and it is something like 17 dozen or a total of 204 diapers. At present, what time I'm not at the League office, I am changing diapers, burping babies, and sterilizing bottles. GOOD SHOW?





**CONFERENCE AAAA STATE CHAMPIONS**—Members of the Brackenridge High School of San Antonio football squad are, left to right: **BOTTOM ROW**—Arlon Henderson, Ray Cantu, Willie Wilson, Charles Eanes, Ricky Davila, Warren McVea, Alfred Valdez, James Fanner. **SECOND ROW**—Manager Lupe Alcalá, Johnny Pesina, Eddie Villarreal, Isidro Villalobos, Atenacio Maldonado, Edward Coleman, Robert Lemmons, Carlos Lavistada, Manager James Holliman. **THIRD ROW**—

Coach Joe Mullins, Pete Bautista, Louis Perez, William Hines, George Cook, Charles Johnson, Claudis Minor, Floyd Boone, Herbert Lacey, Eddie Monroe, Albert Davis, Head Coach Weldon Forren, Coach Herman Humble. **FOURTH ROW**—Victor Castillo, David Hardin, Robert Glenn, Uel Simms, Jr., Robert Wade, Douglas Coffee, Ronald Richardson, and Richard Mayes.



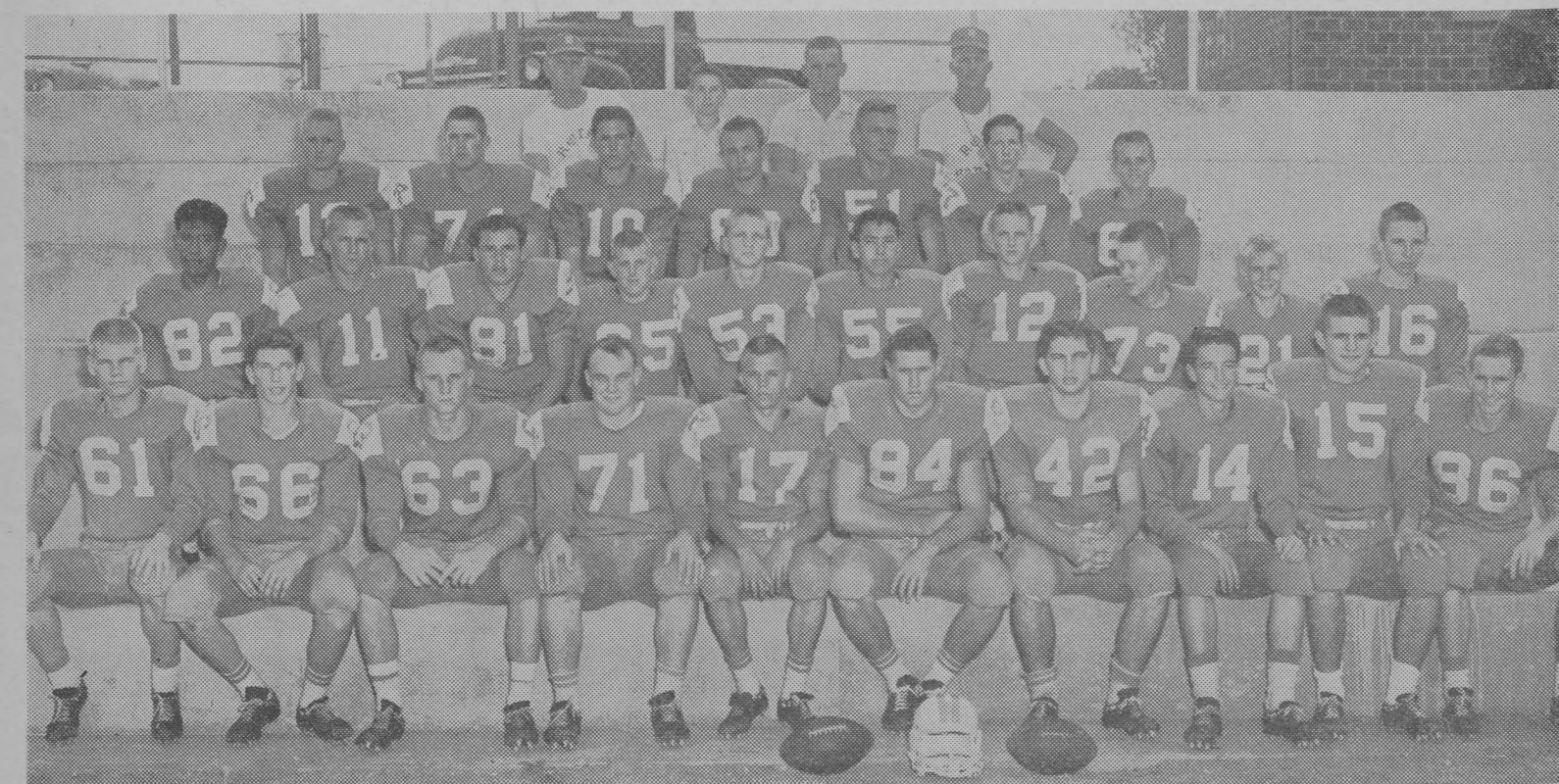
**CONFERENCE AAA STATE CHAMPIONS**—Members of the Dumas High School Demon Football Team are, left to right: **BOTTOM ROW**—Julian Miller, Robert Moffat, Joe Ballard, James McCubbin, Lawrence Thomas, Jim Shaha, Joe Casas, Fred Gontzel, Jerry Glover, Ken Williams, Bruce Bradford. **SECOND ROW**—Doug Holtzclaw, Rick Burgess, Charles Jameson, Daryl Kreutziger, Gary King, Dick Bales, Dan Killins, Bob Giffin, Norman Bonner, John Murray, Tom Harbert. **THIRD ROW**—

Charles Chappell, George Ochs, Paul Green, Gary Andrews, James Hart, Dub Harris, Leon Kirkpatrick, Lyle Peiffer, Wayne Walton, Jerry Kennedy, Ronald Smith. **FOURTH ROW**—Coach Tom Westbrook, Coach Gary Ward, Coach Jim Thomason, Joe Parsons, Robert Houlette, Gary White, Kelly Baker, Paul Jones, Ronnie Barnes, Donnie Schuman, Clyde Gregory, Coach Jerry Good, Coach Bill Spann.



**CONFERENCE AA STATE CHAMPIONS**—Members of the Jacksboro High School football team are, left to right: **BOTTOM ROW**—Buddy Whately, Gary Winton, James Mustin, Robert Leach, Temple Starck, Allen Bush, Sammy Shanafelt. **SECOND ROW**—James Leatherwood, Sidney Hicks, Troy Hensarling, Mike Holbrook, Larry Freeman, Benny

Miles, Paul Leatherwood, Terry Reynolds. **THIRD ROW**—Bill Breeding, Billy Wolfe, Gary Phillips, Jim McCoy, Steve Wheelis, Billy Williamson, Jerry Schmittou, Mitchell Baker, Dale Gideon and Marty Sikes. Not shown are Coaches Chuck Curtis, Dan Owen and Allen Gibbs.



**CONFERENCE A STATE CHAMPIONS**—Members of the Rotan High School Yellowhammer football team are, left to right: **BOTTOM ROW**—Claude Brown, Earl Hammit, A. C. Snapp, Gary Floyd, Eddie Mac Lang, Bill Ashton, Lennis Polnac, Byron Shelly, Bruce Baugh, Jim Nowlin. **SECOND ROW**—Joe Carrillo, Steve Herron, Joe Garcia,

Bob Burnes, Bryce Browning, Tony DeLeon, Bill Burnes, Randy Hughes, Eddie Edwards, Steve Edwards. **THIRD ROW**—Joe Jones, Haword Van Loon, Pete Garcia, Tommy Paske, Jerry Stewart, Buddy Day, Rayford Hargrove. **FOURTH ROW**—Coach Fred Schkde, Manager Jessie Hudnall, Herschel Shipp and Coach Tommy Watkins.

# Brackenridge, Dumas, Rotan, Jacksboro Take Grid Titles

Dumas made it two state AAA grid crowns in a row by defeating Pharr-San Juan-Alamo, 14-3, in the playoff.

Brackenridge of San Antonio won the AAAA title with a 30-26 win over Borger.

Jacksboro took the AA championship with a 52-0 victory over Rockdale.

Rotan captured the A title with a 39-6 win over Ingleside.

By conference the complete summary of the season is as follows:

## Conference AAAA

**District Winners:** Austin (El Paso), San Angelo, Borger, Irving, Eastern Hills (Ft. Worth), Samuell (Dallas), Sherman, Lufkin, Bellaire (Houston), Spring Branch (Houston), South Park (Beaumont), Galena Park, S. F. Austin (Austin), Brownsville, Highlands (San Antonio), Brackenridge (San Antonio).

**Bi-district Winners:** San Angelo 38, Austin (El Paso) 6; Borger 27, Irving 7; Samuell (Dallas) 7, Eastern Hills (Ft. Worth) 0; Lufkin 15, Sherman 6; Spring Branch (Houston) 22, Bellaire (Houston) 15; South Park (Beaumont) 7, Galena Park 0; Brownsville 14, S. F. Austin (Austin) 9; Brackenridge (San Antonio) 21, Highlands (San Antonio) 3.

**Quarter-final Winners:** Borger 21, San Angelo 13; Lufkin 14, Samuell (Dallas) 7; Spring Branch (Houston) 8, South Park (Beaumont) 0; Brackenridge (San Antonio) 38, Brownsville 13.

**Semi-final Winners:** Borger 28, Lufkin 0; Brackenridge (San Antonio) 30, Spring Branch (Houston) 23.

**Final Winner:** Brackenridge (San Antonio) 30, Borger 26.

## Conference AAA

**District Winners:** Dumas, Seminole, Brownfield, Brownwood, Bell (Hurst), McKinney, Jacksonville, Corsicana, Orange, Conroe, Bay City, La Marque, Johnston (Austin), San Marcos, South San Antonio (San Antonio), Pharr-San Juan-Alamo (Pharr).

**Bi-district Winners:** Dumas 39, Seminole 6; Brownwood 38, Brownfield 6; McKinney 18, Bell (Hurst) 7; Jacksonville 14, Corsicana 13; Orange 21, Conroe 6; Bay City 31, La Marque 14; Johnston (Austin) 26, San Marcos 12; Pharr-San Juan-Alamo (Pharr) 29, South San Antonio (San Antonio) 22.

**Quarter-final Winners:** Dumas 36, Brownwood 18; Jacksonville 20, McKinney 14; Orange 18, Bay City 0; Pharr-San Juan-Alamo 26, Johnston (Austin) 0.

**Semi-final Winners:** Dumas 42, Jacksonville 12; Pharr-San Juan-Alamo 20, Orange 13.

**Final Winner:** Dumas 14, Pharr-San Juan-Alamo 3.

## Conference AA

**District Winners:** Dalhart, Canyon, Muleshoe, Denver City, Olney, Winters, Crane, Comanche, Jacksboro, Northwest (Justin), Rockwall, Duncenville, Hewitt (Naples), Daingerfield, Mineola, Rusk, Hillsboro, Mason, Rockdale, Lockhart, Katy, Livingston, Humble, West Orange (Orange), Dulles (Missouri City), Palacios, Pleasanton, Hondo, Sinton, Aransas Pass, Freer, Donna.

**Bi-district Winners:** Dalhart 26, Canyon 7; Denver City 29, Muleshoe 0; Winters 34, Olney 7; Crane 24, Comanche 7; Jacksboro 44, Northwest (Justin) 0; Rockwall 27, Duncenville 0; Daingerfield 8, Hewitt (Naples) 6; Mineola 23, Rusk 8; Mason 26, Hillsboro 14; Rockdale 29, Lockhart 16; Livingston 15, Katy 15 (Livingston won on penetrations 4-2); Humble 27, West Orange (Orange) 16; Dulles (Missouri City) 12, Palacios 0; Pleasanton 12, Hondo 6; Sinton 27, Aransas Pass 0; Donna 12, Freer 8.

**Regional Winners:** Denver City 23, Dalhart 21; Winters 14, Crane 12; Jacksboro 24, Rockwall 16; Mineola 27, Daingerfield 22; Rockdale 22, Mason 20; Humble 53, Livingston 20; Dulles (Missouri City) 21, Pleasanton 8; Sinton 17, Donna 14.

**Quarter-final Winners:** Winters 21, Denver City 12; Jacksboro 40, Mineola 0; Rockdale 27, Humble 14; Sinton 3, Dulles (Missouri City) 3, Pen. 3-3, (Sinton won on first downs 11-7).

**Semi-final Winners:** Jacksboro 6, Winters 0; Rockdale 14, Sinton 0.

**Final Winner:** Jacksboro 52, Rockdale 0.

## Conference A

**District Winners:** Sunray, Lefors, Hale Center, Petersburg, Seagraves, Rotan, Fabens, Big Lake, Burnet, Albany, Munday, Everman,

Clifton, Forney, Frisco, Van Alstyne, Jefferson, Rains (Emory), New London, Garrison, Alto, Midway (Waco), Academy (Temple), Smithville, East Chambers (Winnie), Waller, Pearland, Three Rivers, Blanco, Dilley, Ingleside, Rio Hondo.

**Bi-district Winners:** Sunray 42, Lefors 12; Petersburg 39, Hale

Center 0; Rotan 27, Seagraves 0; Big Lake 26, Fabens 23; Albany 28, Burnet 28, Pen. 6-6, (Albany won on first downs 20-16); Munday 32, Everman 0; Clifton 27, Forney 8; Van Alstyne 8, Frisco 8 (Van Alstyne won on penetrations 3-2); Jefferson 20, Rains (Emory) 7; New London 14, Garrison 8; Midway (Waco) 35, Alto 12; Smith-

ville 30, Academy (Temple) 6; Waller 22, East Chambers (Winnie) 7; Three Rivers 40, Pearland 20; Blanco 6, Dilley 0; Ingleside 16, Rio Hondo 6.

**Regional Winners:** Sunray 8, Petersburg 7; Rotan 29, Big Lake 18; Albany 12, Munday 6; Clifton 28, Van Alstyne 6; New London 26, See Grid on Page 3

# State Basketball Play-Offs Set in Boys', Girls' Events

Plans for determining state championships in interscholastic league boys and girls' basketball for 1962-63 have been announced by Dr. Rhea Williams, athletic director.

In boys' basketball, 22 teams will be brought to the state tournament. Four teams each will come from conferences AAAA, AAA, AA and A, and six teams from conference B.

In boys' competition, AAAA and AAA will play through regional eliminations to determine representatives to the state tourney. From the 32 district champions in conferences AA and A will come four regional champions in each conference to the state tournament.

Conference B will have six regions, and each regional tournament will certify a champion to the state tournament.

## State Tournament Dates

March 7, 8, and 9 are the dates for the state tournament for boys. The girls' tournament will be March 14, 15, and 16. Both will be in Gregory Gym, The University of Texas.

District championships must be decided two weeks earlier in each case, the boys' deadline date in all conferences being February 23, and the girls' March 2. Regional champions for the boys must be decided by March 2, and for the girls, March 9.

For the 1962-63 school year, each region in conference AAA and AAAA boys' basketball has a regional chairman appointed to serve, with the district winning schools, in determining which method will be used in selecting a regional champion. The regional committee may elect to play a tournament at a site and time determined by the regional committee, or they may elect a regional playoff series. The regional playoff series must be paired and played under the following schedule.

In region IAAAA, as an illustration, the winner of 1AAAA plays 2AAAA and 3AAAA plays 4AAAA in a one-game playoff to be played either on February 25 or 26, at sites to be selected by the participating teams. The winners in each case would then play a one-game series, March 1 or 2, at a site to be determined by the two participating schools.

In case there is a tie vote as to what procedure shall be used, the chairman will break the tie by casting his vote. Conference AAAA and AAA regional chairmen are:

## Conference AAAA

**Region I**—districts 1-4, Minton White, Principal, San Angelo.  
**Region II**—districts 5-8, Walter J. E. Schiebel, Principal, Crozier Technical, Dallas.  
**Region III**—districts 9-12, Clyde M. Gott, Principal, Thomas Jefferson, Port Arthur.  
**Region IV**—districts 13-16, Arthur W. Norton, Principal, Edison High School, San Antonio.

## Conference AAA

**Region I**—districts 1-4, Omer Douglas, Superintendent, Brownfield.  
**Region II**—districts 5-8, Thomas Justiss, Superintendent, Paris.  
**Region III**—districts 9-12, F. W. Allenson, Superintendent, Brenham.  
**Region IV**—districts 13-16, Archie Roberts, Superintendent, Beeville. The following schedule for selecting regional champions in conferences B, A, and AA, for both boys and girls, has been authorized by the State Executive Committee for the 1962-63 season: There will be a one-game playoff for the boys on February 25 or 26 to determine which team will qualify for the regional tournament to be held the following Saturday, March 2.

For the girls there will be a one-game playoff on March 4 or 5 to determine which teams will qualify for the regional tournament to be held the following Saturday, March 9. This will mean only four teams

will be represented at the regional tournament in conference A and AA for boys and girls.

In conference B there will be eight teams in the regional meet in Regions I, II, III, IV, and V, with five teams in Region VI.

As an illustration, in Region I, conference B boys' basketball, the winner of district 1 will play the winner of district 2; 3 vs. 4; 5 vs. 6; 7 vs. 8; etc., with the respective winners going to the regional tournament. This same pattern is followed in each region in each conference for both boys and girls. Sites of playoffs for boys' basketball are:

## Conference B

**Region I**—districts 1-6, West Texas State College, Canyon; Frank Kimbrough, regional chairman.

**Region II**—districts 7-12, John Tarleton College, Stephenville, Dr. Clarence Flory, regional chairman.

**Region III**—districts 13-18, Austin College, Sherman; Ralph McCord, regional chairman.

**Region IV**—districts 19-24, Texas Technological College, Lubbock, Gene Gibson, regional chairman.

**Region V**—districts 25-30, Southwest Texas State College, San Marcos, Mr. Milton Jowers, regional chairman.

**Region VI**—districts 31-36, Odessa College, Odessa; L. E. McCulloch, regional chairman.

## Conference A-AA

**Region I**—districts 1-8, Texas Technological College, Lubbock, Gene Gibson, regional chairman.

**Region II**—districts 9-16, North Texas State College, Denton; Pete Shands, regional chairman.

**Region III**—districts 17-24, Texas A&M College, College Station, Barlow Irvin, regional chairman.

**Region IV**—districts 25-32, Texas A&I College, Kingsville; Stewart "AA" Cooper, regional chairman.

**"A"** districts 33-40, Victoria College, Victoria; Hester Evans, regional chairman.



## POSTSCRIPTS ON ATHLETICS BY DR. RHEA H. WILLIAMS

Rule 30 of the Football Plan specifies that football practice or training is interpreted to mean any organized instruction, drills, calisthenics or conditioning periods conducted prior to the opening date for fall practice. Football equipment under this rule is interpreted to mean football shoulder-pads, shoes, head gear, football trousers, or any other equipment used primarily for organized football practice.

This column frequently receives queries on the legality of teaching football in physical education classes relative to rule 30 of the Football Plan. This writer has consistently answered that in his opinion if the following conditions were present it would not be a violation of the letter of the rule:

- (1) if it is conducted as a regularly scheduled physical education class open to all students and not just for football players;
- (2) if no football equipment was issued except the ball;
- (3) if held during the regular class periods (classes held before and after school and during the noon hour would violate this rule);
- (4) if only regular physical education uniforms required of all pupils in school are worn.

## Valuable PE Game

There is no doubt that football is a valuable activity in the regular physical education curriculum. To forbid it to be taught in order to eliminate any possible infraction of rule 30 of the Football Plan would be a gross injustice to the general student body. The teaching of football in a physical education class in the winter or spring is not usually done in a physical education course as sports are generally given during their seasonal periods. Therefore when one physical education class in the school is having football instruction and all other physical education classes are having softball, tennis or volleyball, it indicates that there is at least a violation of the intent of rule 30 by organizing such a class.

## Special Class Excepted

Establishing a special physical education class to which several physical education teachers are assigned with the large majority of students consisting of football players who have been indirectly informed that if they want to play on the varsity football team next fall it would be advisable to sign up for a particular physical education class, is a violation of the spirit of the law if not the letter of the law.

In the opinion of this writer any class which is assigned more than

one teacher in physical education indicates clearly that the purpose is to train or instruct in football techniques as far as it is possible to do so without actual football equipment. A regular physical education class has only one teacher. A District Committee could give serious consideration to whether or not the assignment of more than one instructor to a physical education class is not a violation of rule 30 of the Football Plan.

## Special Equipment

Many questions have come to this office relative to what is football equipment. Many coaches like to issue tennis shoes with cleats, such as are used in softball or Little League baseball. This writer has always given it as his opinion that any equipment which is not standard equipment for all physical education classes in the school would be in violation of the above mentioned rule. It appears obvious that if special shoes or equipment are issued to a particular class that this class is not in the category of a bonafide physical education class and therefore is in violation of rule 30 of the Football Plan. Schools may not furnish equipment for athletes unless supplied for all students in physical education classes.

In many schools a boy who desires to go out for track and baseball is forced to take the last period physical education class directed by the football coach or coaches and then after regularly scheduled school hours compete for a berth on the track or baseball team.

A policy of this type gives the boy no free choice of participation and is a travesty on a well-balanced athletic program. By far and large most schools and coaches do not attempt to evade this rule but there are always some who will try to stay just inside the law who have no scruples whatsoever in violating the intent of the law.

It holds true in athletics as well as in society that no rule or law can supersede the moral integrity of those few who will continue to be just within its legal bounds but clearly outside professional standards of conduct.