

# INTERSCHOLASTIC LEAGUER

## Moody, Brown-Lupton Renew Scholarships

### League Contests Find Scholars; TILF Helps Them Go To College

"There is nothing like it in the United States."

When such a statement is made, it causes the raising of eyebrows. People are ready to take a look at such a claim. The Texas Interscholastic League Foundation can truthfully make such a statement. No other state in the union has attempted such a project.

The Texas Interscholastic League Foundation now provides college scholarships for University Interscholastic League academic and literary competitors, in the same manner that college athletic departments provide athletic scholarships for the League's athletic champions.

Realizing that the academic and literary champions have never been recognized, the Texas Interscholastic League Foundation was organized for the purpose of affording them the same opportunity high

school athletes have enjoyed for many years.

The Foundation was set up in 1958 and got into business in 1959. At first, awards were small, both in size and in numbers. Foundation directors reviewed the records of past State Meet academic champions, revealing that very few of these were remaining in Texas, most of them being attracted by educational opportunities outside the state. Those who left Texas seldom returned, and thus the state was losing some of its best talent.

This was the story told to directors of some of the largest foundations in Texas. At first, these foundations contributed in small amounts, taking a careful look each year at the boys and girls who were selected for the awards. They were not disappointed, because the University Interscholastic League has for many years conducted strong interschool competitions in a wide range of athletic, academic, dramatic and music activities.

Competition begins in the school, the students who represent the school at local district meets being chosen by local tests and tryouts. Competition at the district meet stiffens, and then gets tougher at regional, which brings together the best district champions from a large section of the state; finally, the regional champions compete at the state meet in Austin.

#### Patterns of Success

Boys and girls have been preparing for these competitions for months. They are prepared to accept the decisions of strict and severe judging. Many have been defeated before, in previous years, but they keep coming back. They never quit trying. This is the quality that sets these high school contestants apart from the majority of the student body.

These boys and girls have already established patterns of success as part of their life experiences. They have not always won the judges' decision, but they learned they must not quit. They kept coming back for more, and competing a little stronger each time.

#### Requirements Rigid

The criteria for earning an academic scholarship from the Texas Interscholastic League Foundation are rigid. A few awards are available for the regional competitors, but most applicants must have won at district, participated in the regional meet, and have qualified for and taken part in the State Meet to be eligible to apply for these scholarships. Second, each applicant must submit a record of his or her high school grades and a record of his or her participation in other school activities. Third, the applicant must attend an accredited Texas college or university.

Applications, complete with transcript and other papers, must be on file in the League office by June 10 of each year. At this time, the entire Board of the Foundation reviews

### Event Winners May Be Given Scholarships

The only way that a high school student may qualify for a League academic scholarship is to compete in the League's academic and literary contests, progressing from district, through regional, and to State Meet.

A few awards are available to students who reach the regional competition, but the majority of these awards are reserved for those students who have taken part in one or more of the State Meet contests.

More academic scholarships will be offered in 1967-68 than have been available in any preceding year. Also, these scholarships will have a greater cash value.

Several hundred high school students are in college today because they earned recognition in Interscholastic League competition, applied for and were awarded the cash scholarships which enabled them to attend college.

each application carefully, ranking applicants in the order in which they think each should be considered. The composite ranking of all board members is then taken. After discussion of all qualifications of each applicant, the awards are made.

#### Selection Criteria

Information on the application blanks gives the Board members a very good "profile" of the applicants. The Board finds that these patterns of success are apparent in the student's extracurricular activities and school records. Leadership qualities are revealed by the class positions held, scholarship abilities by the type of courses taken and passed as well as by grades. Further, the student's determination, will power, perseverance and tenacity, as well as his motives and objectives, are indicated by the record of what he does outside his regular class time.

The process of selecting scholarship winners has proven effective. There are practically no failures among the group of scholarship recipients. The foundations which have provided the money have been

highly pleased, not only with the selection process but with the "follow-up" by the Texas Interscholastic League Foundation. Grades and honors earned by scholarship recipients in college and university are reported to the donors.

#### Best Talent Screened

Through the competitive program of the League, the best talent of the entire state of Texas is screened. Winners from the five League conferences converge at State Meet in Austin for final competition in all League contests.

The League program provides competition in debate, informative speaking, persuasive speaking, poetry interpretation, prose reading, journalism (five different contests), number sense, one-act play, ready writing, science, slide rule, shorthand and typewriting. Winners in these contests have, naturally, talents as various as the contests in which they compete, but they are the best students from high schools all over the state, from Dalhart to Dallas, from Texarkana to El Paso, from Brownsville to Wichita Falls.

### Spring Meet Contests To Be Released June 1

All Slide Rule, Number Sense, Science, Typing and Shorthand contests used in the 1967 District, Regional and State Meet competition will be released for general sale on June 1, 1967.

These tests make excellent practice material, but it is not possible to permit general distribution before the June 1 deadline.

#### Slide Rule Tests

There will be six new regular Slide Rule tests, and three special practice meet "S" tests. These will be sold at \$.05 each, with answer keys provided.

#### Science Contests

Five new Science tests will be available after the deadline. These will sell for \$.05 each, with answer keys.

#### Number Sense Sets

Eight new high school Number Sense tests will be available and five new elementary tests added. The high school tests, including Z-1 through Z-8 will be bound into pads, eight of each test plus answer keys to the pad. Pads will sell for \$1.50 each. Elementary tests will be sold individually for \$.02 each, with answers provided.

#### Shorthand, Typing

Tests M-1 through M-5 in typing will be sold. These are sold by the

### 330-yd. Event Will Replace Low Hurdles

For the 1967 track and field season, it should be noted that the 330-yard intermediate hurdles will be run in all League meets. This event will replace the 180-yard low hurdles.

The 330-yard intermediate hurdles will be run over eight (8) hurdles (height—36 inches), 49.213 yards to the first hurdle, 38.272 yards between hurdles and 12.833 yards from the last hurdle to the finish line.

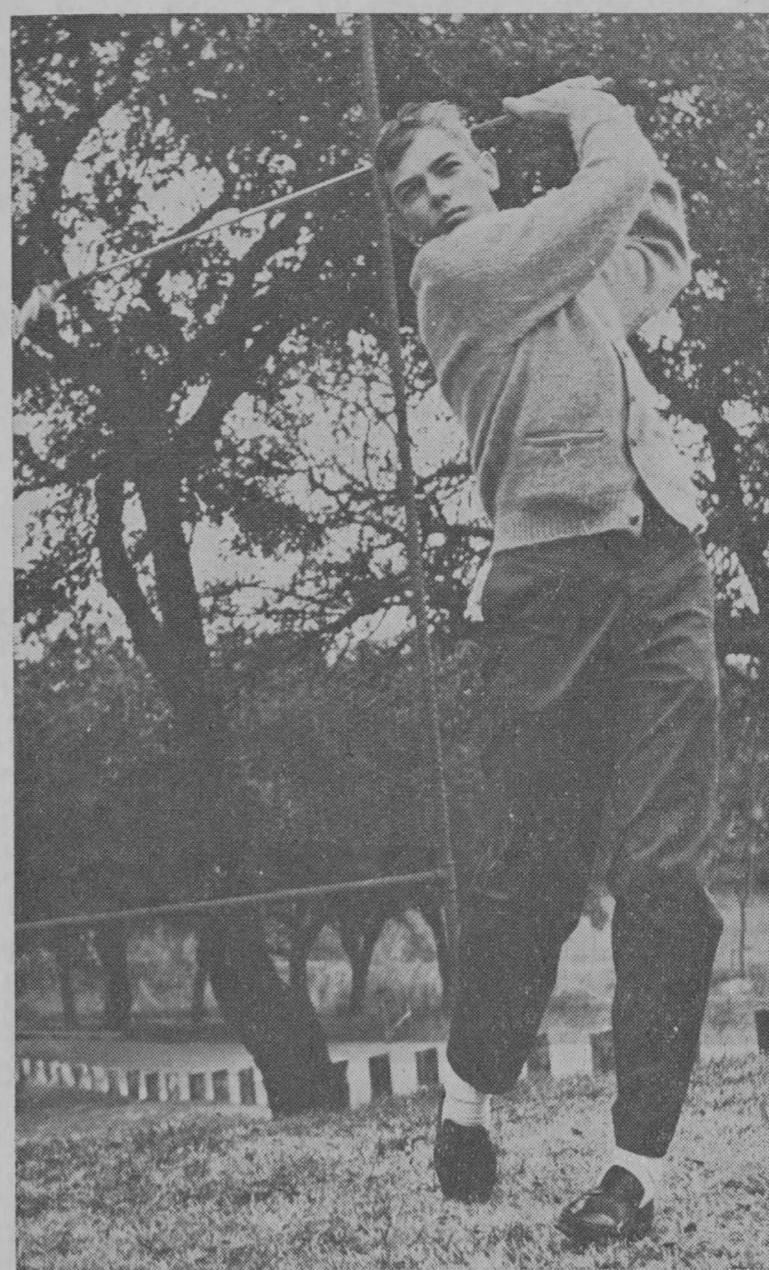
### Writing Champion Also Top Speller

Miss Deirdre Harris, AAA Ready Writing Champion and graduate of LaVega High School of Waco, also won third in the district spelling contest in 1965.

She was valedictorian of her graduating class. She was a member of the student council, class secretary for three years, Pan American Club reporter, and secretary of the Y-Teens.

#### Advisory Council

At the annual conference, usually the last week in December, each member or affiliate sends a repre-



STATE AAA MEDALIST—John D. Mahaffey, golfer from Tivy High School of Kerrville, won Triple-A Medalist honors at the 1966 State Meet. John was also tri-captain of the Tivy basketball team, scoring 40 points in one game to set a school high scoring record. He was named "Most Valuable Basketball Player". In golf he has lettered for four years, winning second medalist in district in 1964 and 1965, regional medalist in 1966, and State Meet Medalist in 1966. He won fourth place in the Texas State Junior Tournament in San Antonio in 1965.

### Debate Committee To Choose Topic Areas For Balloting

The National University Extension Association Committee on Discussions and Debate Materials will meet in Chicago this year. The duty of this committee is to select, from the many suggested, three topic areas from which next year's high school debate topic is determined by results of the referendum of state leagues in January.

According to the acting director, Robert P. Friedman, problem areas now being considered are: conservation, foreign policy, education, the presidency, poverty, law enforcement, the supreme court, and possibly others.

Procedures used by the Committee have developed over the years, and are often reviewed by the Advisory Council. The guide line is the basic assumption that "the high schools have no more important business than to teach young people how to be more useful when they talk."

#### Four Objectives

The committee has four primary objectives:

- (1) to protect and preserve the complete autonomy of constituent members and affiliates;
- (2) to find discussion questions and debate propositions which meet the criteria set up by the committee;
- (3) to find, each year, discussion questions and debate propositions which satisfy the needs of constituent members and affiliates; and
- (4) to provide opportunity for free and open democratic process.

Each spring, league members and affiliates are asked to send in topics or problem areas which they consider might provide excellent, debatable propositions. Further, the National Office is designated to receive, collate, and classify topics suggested by any league at any time. Debaters, coaches, individuals or summer institutes may also suggest topics throughout the year.

sentative and these persons comprise the Advisory Council which selects three problem areas. For each problem area, three discussion questions and three debate propositions are prepared. These are submitted to member leagues by referendum.

#### Sources of Topics

These suggestions are received from three sources:

- (1) topics mailed in during the current year, including those requested in the spring;
- (2) suggestions presented by league representatives at the time the Council meets;
- (3) topics reported on by special committees appointed before the annual conference.

These are usually the topics which ranked high in the previous year's referendum or in the deliberations of the Advisory Council during the preceding year.

#### Wording Committee

At the annual meeting, the Wording Committee reviews, amends, and refines the phrasing and wording in the suggested topic areas. Thus, the Advisory Council determines the final phrasing of the problem area

### Spring Meet School List Ready Soon

Some time in December, the spring meet list will be mailed to each member school.

This list will include the name of the district director general or organizing chairman, as well as the names of the schools which comprise each district and conference.

This year, the administrators' regional executive committee has been listed for each region.

One spring meet list will be sent to each school, usually to the superintendent, but others may be requested if desired. Just address your request to the League office.

### Moody Foundation Gives 10 Awards

The Moody Foundation has just announced the renewal of their \$40,000 grant, providing ten four-year scholarships at \$4,000 each, to be awarded at the beginning of the 1967-68 school term. Including this award, the Moody Foundation has given a total of \$110,000 to the Texas Interscholastic League Foundation.

Those who received the first Moody Foundation scholarships are now seniors and will complete their college work this June. Under the present grant, students with Moody awards will be in college until the spring of 1971.

#### Few Restrictions

These scholarships have few restrictions. Students may select any accredited four-year college or university in Texas and may follow their chosen careers. One requirement is that the student carry a complete load of 15 hours a semester and achieve creditable academic standing. Moody scholarship recipients are presently attending Abilene Christian College, Rice Univer-

sity, Southwest Texas College, A&M University, Texas Tech and The University of Texas.

These larger awards, such as are provided by the Moody and the Welch Foundations, are necessary to keep the best high school graduates in the State of Texas. Once these more talented high school students get started in Texas institutions, they are inclined to remain within the state and do their graduate work here, also. Graduate study centers are set up in Austin, Dallas and Houston and need the "top talent" from Texas high schools.

#### 20 Houston Endowment Grants

In addition to these awards, the Houston Endowment has approved the granting of 20 awards of \$500 each; the Welch Foundation has contributed ten awards of \$4,000 each, totaling \$40,000; the Brown-Lupton Foundation has furnished five grants again this year, and several other excellent awards are available for University Interscholastic League literary and academic competitors.

### Brown-Lupton OKs Five More Grants

The Brown-Lupton Foundation has just announced the renewal of the Brown Memorial scholarships. This \$5,000 grant to the Texas Interscholastic League Foundation, for the year 1967-68, will provide three scholarships of \$1,000 each for students wishing to attend Texas Christian University at Fort Worth and two of \$1,000 each for students at Baylor University at Waco.

Only these five scholarships restrict the recipient to attending the two institutions specifically named and only the Houston Endowment awards require their recipients to attend The University of Texas.

Scholarship donors have the privilege of designating the institution at which their scholarship will be honored.

Each year, a greater number of students apply for these five Brown Memorial scholarships. These awards afford a special, added incentive for those students who, while still in high school, have decided they wish to attend Baylor University or Texas Christian University. Many denominational schools have been forced to increase their tuition rates and many students can not afford to attend such institutions, even though this would otherwise be their first choice. Recipients of Moody and Welch scholarships may, if they desire, also choose to attend denominational colleges or universities.

The present grant brings the total amount provided by the Brown-Lupton Foundation for the Texas Interscholastic League Foundation scholarships to \$15,000.

### Slide Rule Practice Tests Available for 'School' Meets

ordered as far ahead of time as possible. The "S-7" test for invitational or practice meets will be available in December and January. "S-8" is for February meets. "S-9" will be used for practice meets in March. Please indicate the date of your meet when ordering these special tests. Tests cost \$.05 each.

All contest material used in the practice meets and the Spring Meet contests will be added to the stock for general sale on June 1.

Conference	Score	No. of Problems
B	264	66
	244	56
	243	56
	230	55
	201	58
	185	51
	185	38

#### Scores Are Higher

The scores seem to be running a little higher each year, though we have been trying to keep the sets of problems at the same level of difficulty as best we could. Perhaps contestants are practicing more now as they have found that this is probably the most important thing to do for better scores.

As you know, our stock of practice material is now increased by nine contests each year. This permits more and better practicing. The "Invitational Meets" are becoming more popular now that we have the "S" series of contests made especially for them. You should try to participate in as many as you can, for these rather informal practice meets provide the best experience, next to an official contest.

#### Meets Easy To Plan

It is easy to put on a practice meet. You can make it as simple as you wish. The material should be

### LETTERS TO THE EDITOR

Editor's Note: Jim Barnes, superintendent of Seguin Independent School District and newly elected chairman of the League Legislative Council, sent the following letter to all the elected members of the Council. He has given the Leaguer editor permission to reprint this letter here. Supt. Barnes has expressed a problem and a proposed solution very well.

It goes without saying that how we perform our jobs as members of the legislative council of U.I.L. can have far-reaching effect on the growth and development of the school children of Texas—if we stop and really analyze our responsibilities, they look almost overwhelming. I am sure you are very well aware of this and that you do not need me to remind you. But the purpose of this letter is to share an idea with you.

I believe that our major problem at this time is that not enough people know how the U.I.L. operates, or the vast services it performs for our children.

Now, I also happen to believe that the primary sources of ignorance can be found among our own school personnel. The very ones who should be knowledgeable about the inter-workings of the league, and the ones who should be daily ambassadors for explaining and promoting the image of UIL, simply have not had the opportunity, or have not taken the time to become informed. The person most responsible for such ignorance in Seguin and this community is me. So I plan to try and do something about it—and this is the idea I want to share.

Between now and the next meeting of the Legislative Council in November, 1967, I intend to seize every opportunity (or make the opportunity), to explain in very simple terms to the following groups, how the UIL operates and how much it means to the total education of our children.

1. Principals and central office personnel
2. Junior and senior high faculties
3. School board members
4. City Council of P-TA's
5. Local unit P-TA's
6. Band Booster Club
7. Athletic Club
8. Men's service clubs
9. Adult church groups

This will take some time to be done right, but I seem to find the time to do less important things, and I believe that we are responsible for the operation of our schools, should be the ones "telling the story" about UIL, and not expect Mr. Kidd and Dr. Rhea to do all the talking.

If this makes sense to you, I would encourage you to join me and if you have any suggestions for improvement, please pass them on. Hope you have a good year.

Sincerely,  
Jim Barnes  
Chairman  
Legislative Council, UIL

### One-Act Play Title Entry Cards

It is unnecessary to forward to the state drama director requests for Title Entry Cards. Each drama director enrolled in the One-Act Play Contest for 1966-67 will be forwarded a Title Entry Card on Feb. 1, 1967. The deadline for return of the cards to the State Office will be March 3.

# Preparing Youth

A few years ago, little interest could have been aroused by a discussion of "Resolved, that the foreign aid program of the United States should be limited to non-military assistance." This year, however, the debate question is of great concern and immediately commands attention in every high school in Texas.

America's involvement in the Vietnam War and in the affairs of other Far East Countries is of primary importance to every high school student. Within a few years, or for seniors within a few months, these same high school students who are now debating the question of foreign aid may find themselves first-hand participants in the foreign commitments of their nation.

The continuing growth of powerful, worldwide movements requires that the American citizen focus his attention upon the type of foreign aid which America is now and must in the future provide.

Since many boys and girls will be required to devote months of their lives to the armed forces of their country, it is important that they know something about why the United States has chosen to aid certain foreign powers. Further, it is well that the young men and women of tomorrow understand the economic needs and standards of living, the religious beliefs and ideals of nations which their government is assisting.

# Early Work Wins Contests

Competition in academic events requires more time and training than does preparation in athletics.

Schools can not train a debate team in a month. Many debate teams start working on contest material during the summer months. Others start early in the fall. Some small schools, with a small number of students and a limited staff, start only after midterm, but it can be readily seen that the competitors with the longer training period will have a decided advantage.

The League office provides excellent practice materials and many reading references for most of the academic and literary events. Sample topics for writing and for speaking are available, as well as the usual practice tests. Bibliographies are offered for many events.

For convenience in ordering, order blanks are mailed to the office of the superintendent and principal of each school. The administrator may wish to consult his sponsor before ordering, but orders should be mailed in as early in the fall as possible, as some materials are in short supply.

# Flag Raising Ceremonies

The American flag should be raised and the National Anthem played at every athletic contest throughout the school year. Each school should take advantage of this opportunity to teach patriotism and the democratic way of life to participants, students and spectators.

Those who are closely connected with the high school athletic program often maintain that athletics offer better opportunities for teaching certain desirable attitudes than does the classroom. Schools overlooking this means of calling attention regularly of both the young and old, to the importance of loyalty to our country and respect for "Old Glory", are failing to measure up to one of the most significant responsibilities with which they are charged.

Most schools that practice flag raising at sports events use a color guard or flagstaff outdoors and ceiling or wall suspension apparatus indoors. In any case the cost of exhibiting the flag and playing the National Anthem is minimal.

The apparatus needed for the flag raising ceremony can be constructed in the school shop at negligible cost, and a school club can be responsible for having a record player ready to play the National Anthem in case the school band is not available. The ceremony is made even more impressive if the Boy Scouts or Girl Scouts are participants.

There is one thing Americans should always keep in mind—the stars and stripes of the Flag of the United States of America should remain the trademark of liberty, freedom, peace and courage across this land, no matter what price.

# TILF Gifts Total \$226,000

From June 1, 1960 through Sept. 2, 1966, the Texas Interscholastic League Foundation has collected \$226,000.49 to be awarded in scholarships to Texas outstanding students, as located by League academic and literary contests.

During the same period the TILF has paid out \$168,375 in scholarships. The remaining \$55,090.20 balance is committed to payment of four-year scholarships for students still in school.

The above amounts do not include the pledges of renewals of scholarships or new scholarships authorized after Sept. 1, 1966.

TILF board of directors receive no pay for their services. There is not overhead in foundation work. All money collected plus all interest earned goes directly into scholarships for League academic and literary winners.

R. J. Kidd, TILF secretary, said, "The public schools that are beneficiaries of this fine program are indebted to the foundations that give the money for the scholarships and to the TILF board for having devoted so much time to promoting and administering the program."

# 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, Jerre S. Williams, Dr. Rhea H. Williams, Lynn F. Anderson.

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: Lynn Murray.

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R. J. Kidd, Editor. Max R. Haddick, Assistant Editor.

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# Director Cites Results Of Change If Football Rule 30 Is Amended

By R. J. KIDD  
League Director

In April, school superintendents will, on a statewide ballot, decide the future of football training in high school. The Legislative Council at its 1966 meeting, voted to place on the referendum ballot the proposed deletion of the two words "football" and "skills," from Rule

# Planning Now Will Improve Spring Meet

The November League included names of superintendents who will serve on the various spring meet regional executive committees.

Now is the time for coaches and sponsors to contact members of spring meet committees, both district and regional, and make any suggestions they may have for improving the various competitive events.

Such suggestions might include recommendations on selecting speech judges, providing adequate facilities for the one-act play contest, procuring track and field judges, or any others which might serve to improve the quality of the meet or the smoothness of "running off" the various events.

# OFFICIAL NOTICES

## BRYAN HIGH SCHOOL

Bryan High School has been suspended in baseball for the 1966 season and placed on probation for the 1966 and 1967 seasons for violation of the Constitution and Contest Rules recruiting regulations.

## BONHAM HIGH SCHOOL

Bonham High School has been disqualified for district honors in football for 1966 and placed on probation for 1966 and 1967 for violation of Art. 16, The Awards Rule.

## BLEDSEOE HIGH SCHOOL

Bledsoe High School has been disqualified in Extemporaneous Speech, and Track and Field for 1965-66 school year and placed on probation for the 1966-67 school year for violation of Art. 8, Sec. 18.

## PICTURE MEMORY ERROR

Picture Number 25 is incorrectly listed as "Boyscout of Raleigh," should be "Boyscout of Raleigh."

## MUSIC LIST CORRECTION

Correction: Prescribed Music Supplement Band List. Class AAA: Edgar-Slocum—"Enigma Variations, Op. 37." should read: Class AAA: Edgar-Slocum—"Enigma Variations, Op. 36." (Variation VI—Finale)

## Elysian Fields

Elysian Fields High School has been disqualified for district honors in Football for 1966-67 and for 1967-68 and has been placed on probation for the same period because of mistreatment of same officials.

## BASEBALL

1. Under Rule 1, Section 1, Article V, delete the words "and runners" in the first sentence. This means that it is mandatory for the batter to wear a head protector, but it is not mandatory for the runner to wear a head protector.

## Constitution Corrections

Final paragraph on Page 12 under Art. IV, Constitution of Contest Rules, should be carried as SECTION 5.

## Situation Too Common

This situation, with many variations, occurs with alarming and increasing frequency. In most of our high schools athletics have become the dominant feature of the school program. Coaches rarely show any inclination to cooperate with play directors when problems arise concerning students or facilities which both wish to use.

## GARLAND HIGH SCHOOL

Garland High School has been placed on probation in football for the 1967 football season for mistreatment of game officials.

## VOLLEYBALL

VOLLEYBALL RULE BOOKS orders and back-orders will be mailed as soon as the books are received in the League Office, about December 20, 1966.

30 of the Football Plan.

Many school administrators will be too busy to "think through" the significance of this change, should the referendum carry. Removing these two words from Rule 30 will mean that a coach may, during the regular school day and as a part of the regular physical education program, teach football skills the year round.

Changing Rule 30, as proposed, would allow a coach to introduce football into his physical education classes and instruct the class in "football skills" during that period. Such a class period would be part of the school curriculum. The remaining portions of Rule 30 would apply only to football training before and after the regular football season.

## Schools To Decide

The Legislative Council was of the opinion that, since the demand for a ballot modifying the football training rule was of long standing, the time had come when member

schools decide, by statewide referendum, exactly what should be done about using a football during regular physical education class periods and the teaching of football skills during the school day.

Football district executive committees should discuss this proposed change very carefully and should consider what effect a year-round class in football might have upon the football program within the district.

## Training Out of Uniform

Such a change, if made, will permit the coach to teach any of the football skills which may be learned without a full uniform. Punting and passing would doubtless be included. These skills could easily be taught throughout the school year in any physical education class, without "suing out."

## Specialization

If approved, the amended rule would provide the football coach with extra time, during the regular

school day, in which to teach the specialist in football. The place kicker, the passer, the punter, or any other specialist could be trained, during the off season, without taking the coach's valuable time during the regular football season.

However, football coaches contend that this change in Rule 30 would, in effect, give them the same amount of leeway now given to basketball coaches and point out that the basketball is in use the year round on the basketball court.

## Speak Out

The editor invites each superintendent to submit his opinion on this proposed change. The pages of the League are open for discussion of the pros and cons of changing Rule 30 of the Football Plan by deleting the two words, "football" and "skills."

Final decision on this proposed amendment will rest with the superintendents and will be decided by their referendum vote next April.

# Notes By A Drama Critic Judge Show Best And Worst of Contests

By LOREN WINSHIP  
Chairman, Department of Drama  
The University of Texas

(EDITOR'S NOTE: These observations were taken from notes made by Dr. Winship while judging League One-Act Play Contests in recent years. He has served as a critic judge for over 200 high school and college play contests and festivals and about 150 speech contests, and has seen more than 2,000 amateur productions of plays.)

## Play Choice

The play is the thing. Directors in this contest have all selected well-written ones: *Happy Journey*, *Spartan*, *Aria Da Capo*, *Master Pierre Patelin*, and an excellent new play, *Rose of Sharon*. No cheap junk here. Of course, some of these have been used many times in Texas competition. However, the competent critic judge must not penalize a cast merely because the director chooses one of the good, older plays.

If the directors in this contest select their long plays with the same care they have used in selecting these, drama programs at their schools must have vitality and strong educational values for the students.

## Cooperation Possible

A production of *Death of the Herd Man* failed to win first place tonight because the boy playing the husband was obviously under-rehearsed. Also, he was too small, and younger than the other quite good members of the cast. After the critique the director explained why she used this boy. She stated that they are principal, an ex-coach, had taken out of the cast the lad who had won the part in the tryouts. It seemed that a sixth member of a golf team was needed, the actor played golf, so the principal assigned him to the team. This occurred for days before the contest. The director had no other choice but to use the boy who finally took the role of the husband in the contest performance.

I learned later that the golf team placed sixth in a six-school match on the same day the cast lost the play contest. The play-company could have easily won its contest, but the golf team was a last place outfit with or without the actor.

## Constitution Corrections

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emphasis which is being placed upon winning ball games.

## Contest Organization

What a badly organized contest! No rehearsal time for visiting companies, properties not assembled, stage littered with dirty athletic uniforms, no time keeper, house lights remained on during the first two plays, and the contest started 30 minutes late for no good reason. The directors said there had been no planning meeting before the contest. The only information they received was notification from the district one-act play contest director stating the time and place of the contest. He gave them no opportunity to express choices and opinions.

Apparently, no use was made of the carefully prepared contest materials and information furnished free by the League director of drama activities. During the critique following the contest it was suggested that, instead of placing so much blame upon the district director, each play director recognize his responsibility to his school and students by insisting that a planning meeting be held in order to make arrangements which would result in a more educationally beneficial contest. Most of the criticisms about contests can be eliminated if they are properly organized in advance.

## Teen Characters

League records show that few plays about teen-age characters win area, regional, or state contests. Directors continue to use them despite clear evidence that they are usually poor plays for any purpose. *Sugar and Spice* was in this contest. It is a weak play with a flimsy contrived plot, and its three teen-age characters are badly drawn.

High school actors are almost invariably more effective in roles far removed from their own age level and from their immediate surroundings. Few plays whose principal roles are teen-age characters offer a challenge to the actor which he can hope to meet with success. Local audiences will laugh at the actor, not with the character he attempts to portray. Other audiences will laugh not at all because the characters are not believable. Clever acting and creative directing are required to make even the best teen-age roles acceptable.

The director of *Sugar and Spice* is not creative and is obviously incapable of getting her actors to portray these silly characters. These are caricatures, not characters. Certain play publishers to the contrary notwithstanding, the so-called teen-age play is usually trivial material which no administrator or self-respecting drama or English teacher would dream of including on any required reading list.

If it is not fit to put in the school library, it is not fit to put on the school stage.

## Audience Courtesy

Tonight, for the first time in my judging experience, I was forced to halt a performance and appeal to an audience for courteous treatment of a visiting cast. There had been many boos, vulgar expressions, whistling at actors, and stamping of feet. The principal of the host school sat at the rear of the gymnasium-auditorium and made no move to stop the bedlam.

When it was no longer possible to

hear the actors, I stopped the show, rang down the curtain, and spoke of the importance of sportsmanship, proper behavior for ladies and gentlemen, and the responsibilities of the host school to visitors. The situation improved somewhat after these remarks, but the audience was never well behaved.

The noisy enthusiasm which we accept these days at basketball or football games becomes bad manners in a theatre. Students should be taught to behave properly in both situations. It is inconceivable that administrators and teachers would work in a school where rudeness and vulgarity appear to be the rule rather than the exception. Most audiences at League play contests make a point of being considerate of each competing company.

## Bad Play Choice

The director, a physical education teacher who erroneously referred to himself as the "coach" of one of the plays in the contest, said, "I didn't have time to do a good play, so I got one which a publisher's catalogue described as 'easy to do.' Besides, my principal would not let me use a royalty play this year." During the critique he admitted that the play was not at all "easy to do," and actually required more rehearsals than did the "good play" he used last year (*The Potboiler*).

There is probably no such thing as a good, non-royalty play which is "easy to do." Those which require no royalty are low quality plays which do not warrant production fees. Exceptions are those upon which the copyright has expired. (*The Boor*, *The Romancers*, *Master Pierre Patelin*, etc.)

Why do some administrators insist upon using shoddy plays with any expectation that such material will properly represent their schools in play contests? And, why enter any contest unless the school can be proud of its entry? Also, I wonder why a totally unprepared teacher is forced to direct a play. Would he be required to direct the orchestra or coach the basketball team?

Good play production requires the director to be qualified by academic training in an educational theatre just as music directors and coaches are qualified by training in their fields.

## General Observations

The least efficient method of play judging is the use of three judges, and it makes little or no difference that they know good production from bad. Use of this plan promotes the concept that the primary aim of participation in the contest is to win. The educational advantages which come from the critique of the expert judge are almost always missing when three judges are employed.

A three-judge critique is rarely satisfactory to the contestants because more than one person made the final choices. Decisions of three judge panels often result in compromise which deny the best play and actors their just due. Thus ill feeling and unwarranted criticism of the contest are often engendered.

If a suitable critic judge is not available, directors should request that seven or more persons be selected to rank the plays. No conference between the judges should be allowed. Rankings may be totaled and averaged to determine the winners.

Good judging by a single qualified critic is essential if the one-act play

# High School Press



# Convention Date Set For March 17

By DR. MAX R. HADDICK

March 17 and 18 are the dates for the annual Interscholastic League Press Conference convention in Austin. The convention will start with a variety show, reception, fun session Friday night, March 17, in the Main Ballroom of the Texas Student Union. That will hold 1700, so I feel sure there will be room for all.

Jimmy Paschal, Mrs. Betty Donovan Knox, and Bill Holmes have already signed up for sessions on the agenda. Jimmy was executive officer of the Oklahoma Interscholastic Press Association last year. Mrs. Knox is the highly capable public information officer for Texas Christian University. Bill Holmes is now sports publicity director for Texas Tech. He is also one of my journalism professors. I learned a lot from Bill, and so will those who hear him at the ILPC convention.

About 20 others will be on the program. There will be nearly twice as many sessions as last year. I have tentative acceptances from some of the finest journalists for the sessions. It should be the biggest and best convention ever.

## Deadline You Should Meet

Feb. 1—All issues of papers for criticism must be in. You may send in up to three issues, all at one time. They must be sent in an envelope marked "For Criticism." Otherwise they would go into your spring rating file. Critics are hard at work. If you paid for criticism and haven't sent in criticism issues, rush them in now.

Feb. 15—Newspapers for the spring ratings must be in. You should mail one copy of each issue as soon as it is available. If you have not been sending in issues, get them in now.

March 1—Entries in Individual Achievement Awards contests must be in. A complete set of rules is in the mail to you now. Study the rules. Select your best work and send it in before this date.

## Search for Top Teacher

The outstanding journalism teacher in Texas will be honored at the convention. This is going to be a hard choice this year. We have so many to consider and they are all so good. The decision will have to be made soon. Sometimes I think we should name a dozen. There are so many hard-working journalism teachers.

The membership list will be mailed just after Christmas. We are processing the late flood of membership right now. Surely wish so many wouldn't wait until deadline to send in the applications.

## Sports News Good

Sports news in member papers is much better than ever before. The writers are giving excellent coverage of coming events. There is greater coverage than ever. One paper had stories on seven different sports in one issue. Many are now covering physical education and intramural sports—and doing it well.

Are you checking on expansion plans for your school? I have my eye on several papers to see if they will ever get around to writing stories on major expansions scheduled for this year. Don't let these things go uncovered.

## Features Require Research

We still need more research for our features. The reader is not well informed. We have to give him interesting, factual information. The reporter who can take a topic and explore it fully will be able to write a great feature, or series of features.

## Poverty Features

Don McDowell, reporter for the Fort Worth Star-Telegram did a fine job in his series "Portrait of Poverty." I'm proud of this young man. He is one of the finest young reporters around. A copy of his feature was mailed to you, courtesy of the Star-T.

Back in my days riding the copy desk at the Star-T Don was just beginning his internship. One morning the city editor casually informed him that he was to do a feature on "Dog Days." Don set out on a tour of dog kennels and veterinarians' offices. The story he turned in was good. He won honorary membership in SPCA for his work. It was not the best assignment, but he did the leg work and had plenty of information. The reader was the real winner.

Don is on his way up. You will hear great things about him in the future—and not too long about it.

## Enter Best Work

May I suggest that you work hard on finding your best entries for the Individual Achievement Awards contest. Many papers miss out, not for lack of good work, but because they don't find their best work to enter. Get teachers, professional newsmen, professors to help you to find your best. Give yourself the maximum chance to win—and chances are good that you will.

Best of everything. Next issue of the Leagueur will have much more information about the convention. Plan to bring a big group. For the first time in history we will have room for everyone.

# Good Athletes Avoid Smoking

A recent study reports that youth are finding values in competitive sports beyond the glory of winning. Participation in competitive athletics was considered by approximately 200 students to be the most influential factor in discouraging smoking. Even regular smokers tend to discontinue the habit when they engage in team sports.

Unfortunately most students are not members of athletic teams all year round in secondary school or at the college level. The diminished athletic performance of smokers is recognized by coaches and athletes.

Young smokers generally make a poorer social adjustment, as evidenced by decreased interest in extracurricular activities, and by an overall lower scholastic achievement. All types of respiratory illness have been found to be more frequent among regular smokers, particularly among heavy smokers, than among nonsmokers.

Most students believed that identification with fellow students and with older smoking friends was the most influential factor in encouraging them to smoke.

(W. F. Haynes, Jr.—American Review of Respiratory Diseases)

Music Matters

# 'Tough' Judging Improves Quality

By NELSON G. PATRICK

It has been my privilege to attend three of the marching contests this fall. It was a rewarding experience. My congratulations to the directors and judges of these regions. Two of these contests were visited about four years ago when the majority of the bands were given a Division I rating, but the quality of marching and music would not compare in any way to that demonstrated this year.

One of the directors called my attention to the fact and also stated that the following year the judges were very tough and consequently the quality had improved the past two years. This is the result we desire from all of our contests.

It seems to me that following a "tough judged" contest the quality inevitably improves; the reverse appears to happen following a year or two of a large number of Division I's.

Throughout the State there are organizations, bands, orchestras, and choirs, which are consistently good but even these have their good and not so good years. The directors of these groups do not expect to be awarded undeserved ratings. "... It makes teaching too difficult, unless the judges back me up," remarked one of the choir directors.

Although the percentage of Division I has not been reduced radically in the past two years there is every indication that the quality of performance has improved. This is evidenced by the letters and verbal reports received in the League office. This is also obvious in the contests which have been personally reviewed. My sincerest congratulations to the directors and judges who have made this possible.

Legislative Council

The Legislative Council passed on some very important rules and regulations concerning music. One of these is on the junior high school problem which we hope is settled for awhile.

Recommended for referendum: "... Instrumental and vocal competition for high schools, junior high schools, and intermediate school units having eighth grade as a top limit, will be conducted at regional levels."

"No student in grade six and below shall participate in music competition at the regional level."

If passed by the majority of school administrators who vote on this amendment, it will become effective Sept. 1, 1967.

Solo-Ensemble Participation

The Legislative Council did not accept my recommendations to suspend Rules 19 and 28 for the remainder of the school year. However, they proposed and recommended a regulation which will solve this problem.

Their recommendation was: Rule 19.—Membership. All soloists (ensembles, twirlers) competing in approved solo events must be members of a band, orchestra, or choir currently eligible to compete in music regional contest.

"Currently eligible to compete." is interpreted as having filed a music acceptance card on or before Sept. 1 of the current school year.

Any band, orchestra, or choir that does not compete, after having filed a Music Acceptance Card, may be suspended for the following school year unless justifiable reasons are given for the failure to appear.

Rules 28 and 40 will read the same except insert member of ensemble, or twirler, respectively.

It seems to me that this regulation includes everything that has been attempted in recent revisions. Let's hope that it works as it is intended.

Music Selection Committees

This is a reminder to the solo and ensemble committees that their recommendations are due April 1.

The band, orchestra and choir committees that their recommendations are due April 1.

The band, orchestra and choir

one of the Headline series published by the Foreign Policy Association. This is a 64-page booklet.

3. *Current Controversy Over U.S. Foreign Aid—Pro and Con*, contained in the August-September issue of Congressional Digest.

4. *Vital Issues, Foreign Aid—What Have We Done? Where Are We Going?* This study is published by the Center for Information on America.

The above listed four publications are sold only as a special package at \$2.50. They may not be ordered separately. None of the four items is included in the regular debate kits.

The supply of both the regular \$4 kit and the special \$2.50 kit is limited. It is predicted that all will be sold before Jan. 1.

committees will meet June 12-16, for finalizing their reports.

Contest Entry Blanks

Do not forget to order your contest entry blanks early. If you use up the forms you have on hand, order some extra copies of Form 1.

Music Theory Notes

## Queries About Contest Indicate Record Number At State Contest

By BEN BRANCH

From the number of enquiries our office has received concerning the 1967 State Music Theory Contest, it seems that we may set a record for the number of students participating at next June's contest in Austin.

If you have been considering organizing and coaching a theory team or an individual contestant, there is still time to do it. Now is the time to get started.

Those of you who teach a theory class in your high school will find that this contest is made to order for you; you can train your team for the contest as a part of your regular classwork and use the contest as some additional motivation for your students. There is no reason why any high school music educator couldn't prepare a team for the contest—be he orchestra, choir or band director.

Talented Students

Every group has at least two or three bright, talented, and eager youngsters who probably have a piano background. They have that divine spark of curiosity which makes them want to know how things work. These are the boys and girls you can work with as your theory team. Just imagine what this theory training will do for their all-around musicianship!

It isn't necessary that your theory team members be pianists, but from a practical viewpoint it will be most helpful if they have at least a working knowledge of the keyboard.

Knowledge, Skills

At the risk of emphasizing the obvious, may I point out that the complex of knowledge and skills which we lump together under the general name of "music theory," divides rather clearly into two main categories. Granted that there are overlaps, for the sake of convenience we shall use those terms "knowledge" and "skills" in making this distinction.

By "knowledge," we mean the parts of music theory which can be learned. For example, the lines and spaces of the great staff can be, and must be, memorized. The various clefs and, indeed, just about all of the elements of notation can be learned and understood in a purely mental process. For this reason,



ARIA DA CAPO—directed by Jack Posey was presented by Randolph AFB High School at the 1966 State One-Act Play Contest in Conference AA. Pictured (left to right) are Julie Harber as Columbine, Burleigh Smith as Pierrot, Dan Williams as Cothurnus, Mike Carty as Thyrsis, and Bob White as Corydon. Miss Harber was named to the All-Star Cast for Conference AA.

this is the easiest part of theory to master.

Ear Training

By "skills" we mean the side of theory which is usually called ear training. Under this heading we place everything which involves the identification of what has been heard. For most of us this is the hard part, as anyone who has ever sweated out dictation in a college theory class can testify. Here is where your students will need your help the most.

No Sight Singing

Normally we think of sight singing as one of the skills, but it is not included in the theory contest so we will not concern ourselves with it here. But try not to be disappointed. You and your team will have your hands full preparing for the parts which are included.

Last month we recommended some theory books which would be helpful to you and your team. If you have obtained *Fundamentals of Music Theory* by Bertrand Howard, you have probably already discovered what a help and timesaver it will be, because it is in the form of programmed learning. This means that a student can take it and go step-by-step on his own, with a minimum of help from you. When a student has mastered the material presented therein, he will have all of the knowledge he needs for the contest, with two small exceptions.

The book makes no mention of any clefs other than treble and bass. The contest will have some material in the alto and tenor clefs. This can be easily handled by you, however, and the book does all the rest of it. It would be best to have a separate book for each team member, but sharing might be possible.

Teacher-Student Text

It is in the developing of the skills that you are going to have to put in the most of your time, as coach of the theory team. Last month we recommended *Practical Ear Training* by Janet McGaughey for use in skill-developing. This particular book is arranged in an order which presupposes the participation of both teacher and student. Some care will need to be used to get the maximum benefit from it. In fact, you may have wished that someone really familiar with it could give you some pointers on its use.

Guest Columnist

In next month's theory column, that is exactly what you will get. We are happy to announce that the January column will be written by Mrs. Janet McLoud McGaughey, author of *Practical Ear Training*. It will be devoted to telling you how her book can be best approached to help you and your students. Mrs. McGaughey holds Mus. M. and Mus. B. degrees from the University of Michigan and is currently professor of music at The University of Texas.

She is the organizer and administrator of the basic two-year theory sequence given all music students at The University. She played a key role in the establishment and development of the State Music Theory Contest. You can readily see why we feel honored to have Mrs. McGaughey do this for us.

Here are some things you can and should be doing to develop ear-training skills:

1. Scale Drill—The student should work toward instant recognition of scales as to type. That is, upon hearing a scale, the student should know whether it is major, harmonic minor, melodic minor or pure minor.

2. Interval Drill—The intervals to be recognized and their customary written abbreviations are: minor second (m2), major second (M2), minor third (m3), major third (M3), perfect fourth (P4), tritone (TT). (Note: For ear-training purposes, the augmented fourth or diminished fifth is called the tritone), perfect fifth (P5), minor sixth (m6), major sixth (M6), minor seventh (m7), and major seventh (M7), and octave (8va). When the two notes are played one after the other, this is called a melodic interval. When they are sounded together, it is known as a harmonic interval. Both kinds of intervals will need to be included in your drill.

When working on the melodic intervals, be sure to use downward intervals as well as upward ones. When the identification of the interval is made, the direction of the interval must be named also. For example, you play middle C and then the F above it. The student should say "Perfect fourth up." Or if you play middle C and then G below it, the response should be, "Perfect Fourth down."

Obviously, in the identification of a harmonic interval, no direction is involved.

3. Melody Drill—Last month we suggested you work mainly on rhythmic dictation. Let's continue with that and add more. For rhythmic drill, be sure to give the time signature for each example. Have the students write just the rhythmic notation for familiar songs. Then play or tap rhythmic patterns for them to write down. Now let's start having them write down the complete melody of familiar songs. Thus we add the element of intervals to that of rhythmic patterns.

When this seems well under control, start having them write down unfamiliar but short and simple melodies as you play them. Start with short segments, but gradually extend them. Here you are trying to develop two basic skills: First is the ability to write down accurately what is already known by ear; Second is the ability to remember what has been heard.

3. Triad Drill—What you are striving for here is the students' ability to recognize the type of any simple triad they hear. When they can immediately and correctly respond, "Major," "Minor," "Diminished" or "Augmented," when that particular kind of triad is played, you have this part of the problem solved.

## SLIDE RULE...

(Continued from Page 1)

281	67
232	52
195	62
191	48
169	49
307	70
306	72
265	67
259	59
257	67
245	58
226	67
217	57

## Code Of Ethics For Coaches

A Coach Should:

Be loyal to his supporters and support the policies of his administration.

Have lofty ideals and firm principles of right and truth.

Always strive for more education and culture.

Be a goodwill ambassador between his school and the public.

Teach and practice true sportsmanship.

Be humble in victory and courageous in defeat.

Neither knowingly nor unethically strive for another man's job.

Employ only officials of high integrity and honesty.

Respect and support officials at all times.

Never publicly criticize other coaches or officials.

Offer congratulations in public—win or lose.

Never unethically scout a team.

Never "pour it on."

Act with dignity and dress in a manner suitable to his profession.

Conduct himself so as to earn the respect and confidence of all.

Not indulge in conduct detrimental to players, officials and spectators.

Enforce and support all state association rules and regulations.

Conduct himself as to be worthy of a member of the coaching profession.

Be loyal to his profession and the coaches association.

(This Code of Ethics was prepared by the Michigan High School Coaches Association and is a good guide for any coach.)

## Accredited Critic Judge List Announced By Drama Office

The 1966-67 Accredited List of Critic Judges is published here for the benefit of those who seek qualified single expert critic judges for district and regional One-Act Play Contests.

This list includes only those who indicated a willingness to serve as single critic judges, who have educational or professional theatre training and background, and who have attended a League-sponsored critic judging workshop.

Since Oct. 15 the League Office has sponsored seven critic judging workshops in conjunction with the annual Student Activities Conferences. During this time more than 90 qualified judges have been added to the Accredited Critic Judge list.

The League Office believes the educational function of the One-Act Play Contest is incomplete unless a single expert critic judge is used and the judge delivers an oral evaluation of each play produced. One-Act Play officials should capitalize on the educational benefit of the contest by using one of the expert critic judges on this list.

The critic judging workshops and the publication of this list are to improve quality of judging, improve status of judges, stress importance of qualified expert critic judges, stress standards of excellence set forth by the League rules, establish minimum rates for services of critic judges, and make the critique of the contest its greatest educational benefit.

Ford Alinworth, Schreiner Institute, Kerrville, 78028-IV	281	67
Mrs. Robert G. Anderson, 7650 Clarewood, Apt. 10, Houston, 77038-III	232	52
Clifford Ashby, Texas Technological College, Lubbock, 79409-I	195	62
Sylvia Ashby, Texas Technological College, Lubbock, 79409-I	191	48
J. A. Ashford, Del Mar College, Corpus Christi, 78404-IV	169	49
Darrell Baerzen, Southwest Texas State College, San Marcos, 78666-IV	307	70
Raymond H. Bailey, Hardin-Simmons University, Abilene, 79601-I	306	72
Patricia Nash Baldwin, Wharton County Junior College, Wharton, 77488-III	265	67
John P. Barvard, Frank Phillips College, Borger, 79007-I	259	59
James G. Barton, Southwest Texas State College, San Marcos, 78666-IV	257	67
John R. Baughn, Southwest Texas State College, San Marcos, 78666-IV	245	58
John R. Baughn, Southwest Texas State College, San Marcos, 78666-IV	226	67
John R. Baughn, Southwest Texas State College, San Marcos, 78666-IV	217	57

Educational Theatre

# Drama Facilities Ranking Asked

The Interscholastic League Legislative Council met in Austin Sunday, Nov. 6. These school administrators, a representative from each region in each conference, make the rules that govern all League activities. (Note: Section 3, page 13, *Constitution and Contest Rules*). This group of 22 administrators "determine policies to guide the State Executive Committee in making the rules governing the organization and control of contest; to adopt material changes in contest rules, etc."

All rules and regulations pertaining to the One-Act Play Contest are made by the Legislative Council. The Legislative Council made these suggestions:

1. That the District Executive Committees of Spring Meet districts make a survey of the theatre facilities in which one-act plays may be presented within each of their respective districts or geographical areas and "rank" these facilities. The school with the best facilities should be selected as the site for the one-act play contest.

2. That the state office establish recommended standards for theatre facilities which are to be used as one-act play contest sites and that these standards be published in the 1968-70 *Handbook for One-Act Play Directors*.

3. That more care should be taken by the District Executive Committees in planning the one-act play competitions, not only when selecting the best site for the event, but also when choosing the critic judge who determines the contest winner.

Director Concur

This state Drama director certainly wishes to express his appreciation to the Legislative Council for their excellent suggestions. I sincerely trust drama directors and school administrators will take note on these suggestions and will continue to help us seek ways to improve the one-act play contest.

Mrs. Nan Elkins, director of the Texas Secondary Theatre Conference, appeared before the Legislative Council. She endorsed the work of the League drama office and pledged the support of TSTC and its parent organization, the Texas Educational Theatre Association, in the furtherance of one-act play competition and secondary educational theatre.

Thanks to Mrs. Elkins for her support of the League drama program and her efforts in the promotion of secondary theatre.

Plan to Improve Drama

The Texas Educational Theatre Association has long been a supporter of improvement and development of secondary theatre. Since its founding in 1950, TETA and its

Committee on Academic and Production Standards has sought constantly to improve the status of drama and its teaching in Texas public schools and colleges. This committee eagerly accepted the invitation of the Texas Education Agency to collaborate in the preparation of the following proposals, all of which have now been officially adopted by the Agency.

Certification Standards

1. Require Texas teacher training institutions to provide a certification program for teaching drama equivalent to those currently in effect for other high school subjects. Prospective teachers to complete at least 24 semester hours in drama along with 24 semester hours in another teaching field. College departments must offer at least 24 semester hours of drama content courses, all of which will be labeled "drama." Provide a plan whereby drama teachers currently certified, but with deficiencies in drama, may meet new drama teacher certification requirements. (Adopted September, 1966. These requirements are now in effect).

Fine Arts Program

2. Establish a Fine Arts Program for secondary schools which will include art drama music. Appoint a program director of fine arts and art, drama, and music consultants to assist schools in the promotion of each subject. (This Program was established in February, 1966. Don Irwin, former chairman of the Department of Fine Arts at Angelo State College, was appointed program director and consultant of drama. Art and music consultants have also been appointed.)

3. Transfer high school drama courses from the Language Arts Program to Fine Arts, and eliminate the speech prerequisite for all high school drama courses. (Drama was transferred to the fine arts program February, 1966. The speech prerequisite for drama was abolished effective September, 1966.)

Drama Status Improved

These farsighted actions are not only in keeping with Texas Education Agency and Texas Educational Theatre Association objectives for improving the status of the drama in Texas public schools, but also provide them with a better opportunity to take advantage of fine arts promotional plans now available through the various agencies in the Department of Health, Education and Welfare.

The Texas Educational Theatre Association continues to offer its services in matters pertinent to drama courses of study, play production, and auditorium and theatre construction or revision.

TETA Convention

Those interested in joining in support of educational theatre in Texas should plan to be at Baylor University in Waco, February 11, 1967 for the annual TETA meeting.

Planning Sessions

By this time you should have heard from the planning meeting organizer selected by the district director general to host the one-act play planning meeting. If not, contact your principal or the district director general for the name of the planning meeting chairman. The state drama director will be happy to furnish you with the names of schools in your district enrolled in the one-act play contest if that information is unobtainable on the district level.

Don't forget, if you plan to produce a one-act play not on the *Approved List of Plays* or a cutting from a long play, a copy must be sent to the League Play Appraisal Committee prior to Feb. 13. Please allow a minimum of two weeks for the committee to read your play and reply to your request.

A very special holiday greeting to all of you.

## Refugio Graduate Speech Winner

Miss Zane Hall, June graduate of Refugio High School, won first place in AA Informative Speaking competition at the State Meet.

She was also named Best Actress and member of the All Star Cast in 1966 One-Act Play competition. She plans to major in government at Texas Woman's University.



**REGION I SIX MAN FOOTBALL CHAMPIONS**—The Christoval Cougars won seven games and lost three in district play. They defeated Ira, 56-29, in bi-district. In the regional playoff they won over Fort Davis, 64-18. Members of the team are, **BOTTOM ROW**—Coach Bob Helmers, Philip Montalvo, Manuel Duke, Stanley Stafford, Oscar Duke,

Fred Dooley, Ralph Bradford, and statistician Mike Stewart; **TOP ROW**—Manager Richard Sledge, Bobby Manchaca, Herbert Torres, Lynn Wilkinson, Felipe Garcia, Steve Chapman, Abby Galan, Billy Torres, and Manager Donnie Rouse. Tommy Jernigan is not known. Tri-captains were Phillip Montalvo, Bobby Manchaca and Fred Dooley.

## Misunderstanding Of Awards Rule Common Cause of Eligibility Loss

By DR. RHEA WILLIAMS  
Director of Athletics

With the 1966-67 athletic season in "full swing" for member schools of the University Interscholastic League, it is once again necessary for school personnel to reacquaint themselves with the Awards Rule, Article XVI, of the *Constitution and Contest Rules*. If history repeats itself, numerous boys will forfeit their eligibility and some high schools will face penalties because of violation (usually unknowingly) of the Awards Rule.

### Watch Gifts

These awards usually consist of gifts to athletes in the form of tie clasps, fountain pens, watches, clothes, or other such articles which have a cash value. Such awards are more commonly given by civic or-

ganizations, service clubs, booster clubs, or other groups of well-wishers of the team.

The State Executive Committee has ruled that Article XVI applies to awards given by the school, or awards received by a pupil from any source whatsoever for participating in interschool athletics. Awards, rewards, gifts, or other valuable consideration received for participation in athletic contests other than interschool events, are to be covered by the provisions of the Amateur Rule.

### Article XVI

Every administrator and coach should be familiar with the rules of the League which govern athletic awards. They should know, for example, that for the 1966-67 school year, schools may present any one person only one major award, not to exceed \$15 in value; except that an additional symbolic award may be given for each additional interschool activity in which the student may qualify, not to exceed \$2 in value.

This rule shall not be interpreted to prohibit the acceptance of certificates, provided they are printed on paper, do not exceed 9" x 12" in size, and are not framed or laminated, and are given by the school or by the District Executive Committee. The penalty for violating this rule may be suspension. They should also know that the acceptance of medals, trophies and cups in addition to the maximum established under the Awards Rule, is prohibited unless they are won through participating in a meet or tournament.

### Football Awards

Football is not a tournament activity, and therefore is not in the same category as basketball tournaments. Any school or school official who assisted directly or indirectly

in the violation of the Awards Rule places the school in violation of the Awards Rule. Any trophy in excess of the Awards Rule given permanently to a pupil may not be presented at school-sponsored functions, as then the school is indirectly assisting in evading the Awards Rule.

It is suggested that in all cases where outside organizations desire to present trophies or plaques, they be given to the school with the boy's name engraved on the trophy and then placed permanently in the school trophy case. Possession must remain with the school, and the school cannot hold the trophy until the boy graduates and then present it to the boy without violating the Awards Rule.

Experience has shown that it is much better to have the trophy presented to the school with the boy's name on it, as it can be seen for years, while if given to the boy it soon rests in the attic and gathers dust. Most organizations will agree readily to such a plan for presenting outstanding awards in this way, and it can be done without violating the Awards Rule and at the same time give the boy educational recognition for his ability.

### Fans Must Know

It is not enough for principals and coaches to know these rules. They must see to it that the information reaches players, fans and local organizations. In fact, practically all of the violations of this rule in Texas have resulted from well-meaning fans and clubs which have persisted in giving plaques and trophies to members of athletic teams for individual achievement. It is the responsibility of the coach and the administrator to see that these fans and organizations are informed about the Awards Rule.

In all probability, most of these awards from individuals and clubs

would cease if the name and picture of the individual or club giving the award were omitted from press releases. Many of the individuals and organizations are more interested in publicity for themselves than in the educational aspects of high school athletics.

Many school administrators have the idea that a school can accept an award for an individual player and hold it for him until he graduates and then present it to him. This is a violation of the Awards Rule and could result in the suspension of the school accepting such an award. *District Executive Committees cannot give awards, which violate the Awards Rule, to all-district teams or individual awards without violating this rule.*

A school cannot pay part of the price of an award, with the student paying the remainder, in order to purchase an award in excess of the amount prescribed in the Awards Rule. The school cannot act as a purchasing agent or an advisor in the purchase of any award, in violation of Article XVI, by the student or parent when the award is purchased for achievement in interschool competition.

### Play For Fun

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

Let's keep in mind that, in either case where violations occur, the boy or the school is usually the loser.

## POSTSCRIPTS ON ATHLETICS

BY DR. RHEA H. WILLIAMS

The League has always published a yearly financial statement showing the exact amount of receipts and expenditures for each fiscal year. We believe that the members of the League should have an accurate accounting of how this organization's funds are derived and disbursed. Such a policy alleviates false rumors, and places all transactions on public view. An annual itemized list of expenditures is published and is available to all.

Most administrators and coaches are so occupied with minute details that they do not find time to give the school patrons and other interested citizens accurate information about the school athletic program. As a result some good citizens of our towns and communities are forming misguided opinions—and often helping others to form, in most cases, the same erroneous viewpoints.

The average person who goes to a high school football game and sees the large crowd attending gets the impression that public schools are "getting rich." In most cases he attends only games where large crowds are present. Very few schools give out any information on athletic receipts and expenditures, and it is natural that many citizens would conclude that the schools are deriving an enormous net profit from athletic contests. Many people have the misguided idea that the coach gets a part of the gate receipts, and do not know that the League has a rule forbidding such a policy. Ridiculous statements are made about the use of athletic receipts, but as long as school administrators and coaches fail to inform adequately the public they will continue to be made.

### Many Costs

The average fan has no idea of the cost of athletic equipment for the various teams a school system may field. They do not know that the high school "A" team gate receipts usually help equip all "B" and junior high school teams. They do not know that the cost of athletic insurance, transportation, meals, tape, bandages, first aid, game officials, scouting, public address system, and other such items which come partially from gate receipts. In many cases bands and pep squads are financed by athletic funds. Football receipts often help carry baseball, track, golf, and other school activities which are not self-supporting.

### Due Public

Such a public report would cause administrators and coaches to pause momentarily and evaluate carefully all expenditures. Such items as scouting expenses, purchase of equipment, etc., would be given more consideration if administrators knew the items would be publicized in detail to the citizens of their community. Such an annual report would serve as a caution to expenditures from athletic funds.

### Good Administration

It is the sincere hope of this author that all administrators will prepare an annual report of athletic receipts and expenditures incurred in the operation of their athletic programs to give to their Board of Education and then to their local paper. This would do much to dispel false rumors—sometimes spread by well-meaning citizens but more often by disgruntled individuals—as to where all that money goes that they take in at football games. Sound public relations and educational philosophy stress "letting the people know."

It is your responsibility to "let the people know."

## Superintendent Cites Values Of League Council Service

By DR. H. E. CHARLES  
Superintendent, El Paso Public Schools  
Member UIL Legislative Council

The superintendent of schools is concerned, of course, with every facet of his school system's educational activities. Some of the most important activities of most Texas Schools are those of the University Interscholastic League.

The superintendent has an opportunity to become actively engaged in the work of the UIL through its Legislative Council; furthermore, he should consider it a professional obligation to do so.

The superintendent's service on the Legislative Council not only will aid the statewide functioning of the League, but will also prove directly profitable to his own school system through his increased understanding and appreciation of what the League offers the schools of Texas.

The Legislative Council is the policy forming and rule making body of the league. Who is more knowledgeable about conditions, needs and desires of the schools than the su-

perintendents of those schools? What one person in any school system best knows all areas of academic and athletic endeavor in the school system? The League needs and deserves in its work with the students of Texas' schools the help of the men who know schools best. Although the UIL is administered by The University of Texas, the state's public schools influence the program for public school children through the contributions of the members of the Legislative Council.

During my own term of office on the Council, the great value of the League's functions and the excellent administration of the League by The University of Texas became obvious to me. The experience proved most rewarding because through it, I indirectly contributed to the educational enrichment of hundreds of thousands of Texas students.

May I suggest that any superintendent of schools in Texas who receives an opportunity to serve on the Legislative Council of the University Interscholastic League grasp that opportunity as though it were a treasure within reach? It is.

## The Cigarette Habit

# Heavy Smokers Lag Behind In Grades And Conduct

By O. B. KING  
Fort Worth, Texas

The cigarette habit, growing by leaps and bounds among teen-age high school students during the last few years, has in recent months been brought into focus as a national problem through the efforts of a select committee sanctioned and the United States Public Health Department. It is causing considerable concern everywhere and will probably continue to do so until some effective solution has been reached.

As a schoolroom teacher and as a superintendent of schools I noticed some years ago what seemed to be a difference between the heavy smoker and the non-smoker in their school work as well as in their general conduct. I even noticed that in one of our graduating classes not a single heavy smoker was in the upper quarter at report card time. This seemed so unnecessary that it posed an immediate problem for investigation on my part. It gripped my attention for a long time. I didn't know where to start. After deciding that the best source of information might be the valedictorians and the salutatorians from graduating classes of the senior high school of our state, I prepared a questionnaire and sent it to about 200 schools from which I received 172 replies. To increase validity of the test I prepared other questionnaires and sent them to about 100 high school principals. To my surprise their replies were remarkably so close to those given by the valedictorians and salutatorians that I shall let the teen-agers speak for themselves. I like their frankness.

The total senior class population as reported by the 172 honor students was a little above 6,000. The principals reported on slightly more than 2,900 of the same group of seniors. Forty-nine reports came in from them. This means that 6,000 seniors had an opportunity to make valedictory or salutatory standing in the classes. Only 172 made the grade, and not one of that 172 was a heavy smoker. In fact only six of



that it was the same. Three replied that it was as good. One said he could tell no difference. All the others replied with an emphatic "No." The question of which group had the highest standard of morals reported almost unanimously in favor of the nonsmoker. Only two varied, and they reported, "About the same." Then to the question, "Do heavy smokers seem to get lower grades than non-smokers," 31 said "No," and all others said, "Yes."

In all the questionnaire sent out I realized that it would not always be possible for the individual to report the exact number in answer to each question. I felt, however, that they would all do their very best to give what was wanted; and so I suggested that if the information could not be given to the exact number an honest estimate should be made. Some, therefore, have been estimated; but on the whole I feel they have given an honest, thoughtful opinion each time.

My observation over the years has been that when a student takes up smoking and is pretty constant in the use of cigarettes he tends to become nervous and inattentive in classes in general. This is especially true if he waits overtime for a smoke. The habit seems to stir his mind so that he cannot concentrate, and thus he is unable to make a top student. That seems to be to account for the fact that not one single person of all who answered the questionnaires was a heavy smoker.

But the question might arise, "How do you know that these students didn't start smoking because they were poor students instead of becoming poor students because they smoked?" I don't know. I do know, however, that out of 172 replies from valedictorians and salutatorians not one person was a regular smoker. It just didn't happen that way. Either way smoking poses a serious problem which should be of our utmost concern, as should also the problems of good citizenship and morals reflected in the answers to the questionnaires.

the entire 172 reported smoking at all. Three of these said they smoked about one cigarette each week. Two reported smoking four or five each week. One said he smoked about a package each week. Not one single heavy smoker was named valedictorian or salutatorian out of the 6,000 high school senior class population. It seems also significant that only 131 boys and 142 girls among the heavy smokers made grades as high as 90 per cent, and that proportion was from a heavy smoking population of 1,133 boys and 912 girls. Of this heavy smoking population the questionnaire reported 711 boys and 493 girls in the lower quarter of the classes. Thus more than half, 1,200, of more than 2,000 heavy smokers were in the lower part of the class.

In school citizenship the heavy smokers paralleled pretty much the record reported in scholarship attainment. To the question, "Is the standard of conduct and cooperation as good among heavy smokers as it is among nonsmokers," six replied

## 'Hi, Coach' Conveys Respect

By J. DALLAS SHIRLEY

**Prof., George Washington University**  
"Hi, Coach!" is said a thousand times a day in schools across the country. This phrase shows an acceptance by the students of an individual as a definite ideal, a coach.

What qualities are found behind this word coach? There are probably as many answers to this question as there are coaches in the United States. Yet a definition of a coach must include some basic ideas.

The following four qualities are essential in a good coach:

1. A coach is first and foremost a teacher. As a teacher first, a coach is interested in the needs of all students, is educationally prepared for his job, and is a part of the total school program.

2. A coach has a true love for his sport. His interest in his special sport is reflected by the fundamental knowledge the team displays when competing against others. Even when losing, his team exhibits fair play and accepts defeat without excuses.

3. A coach is aware of the physical and mental needs of his players. He takes imme-

mediate action to fulfill these needs by proper conditioning for the sport. The coach also keeps accurate health records and works closely with the local medical and dental associations.

4. A coach commands respect from all persons associated with him and his sport. This respect is gained through the coach's ability to impart his ideas, to exhibit evidence of fair play, to be an informed conversationalist, and to be considerate of others' opinions and wishes.

Many other qualities might have been included in this survey, such as sportsmanship, fairness to students, the ability to communicate effectively, being a gentleman, being a good citizen, and being of good moral character. Any of these attributes can be easily incorporated into one of the four previously listed qualities.

So when a student says, "Hi, Coach!" he is bestowing a compliment on that individual. It is then up to the coach to live up to this ideal and truly be an ideal coach.

(Journal of Health, Physical Education and Recreation)



**SCHULENBURG HIGH SCHOOL PLAY**—Scenes from "The School for Husbands" by Moliere was Schultenburg High School's production at the 1966 State Meet One-Act Play contest in Conference A. The production was directed by I. E. Clark. Pictured from left to right are Irvin Lippmann as Saganarelle, Lyanne Fitch as Isabelle, Lloyd Holz (back row) as Valere, and Herbert Dieringer (front row) as Ergaste. Irvin Lippmann was a member of the Conference A All-Star Cast.