





# Bellaire Editor Cites Need For OAP Facilities Standards

By KAREN NORTHOTT  
Editor, Three Penny Press  
Bellaire High School, Houston

Too often the site for the district one-act play contest is selected by a committee that operates under a philosophy that is provincial and unprofessional.

This philosophy of "it's my school's turn now" or "there is a home stage advantage" ignores the goals of the one-act play competition as outlined in the *Constitution and Contest Rules* and overlooks the fact that a proper site or stage is an advantage to any quality production.

The goals set up by the University Interscholastic League read: "It is the purpose of the one-act play contest: (a) to satisfy the competitive spirit with friendly rivalry among schools, emphasizing high quality performance in this creative art; (b) to foster appreciation of good acting, good directing, and good drama; (c) to promote interest in that art form most readily usable in leisure time during adult life; (d) to learn to lose or win graciously, accepting in good sportsmanship the judge's decision and his criticism with a view to improv-

ing future productions; and (e) to encourage the adoption of educational theatre as an academic unit in school curricula."

Since four-fifths of the contestants do their work on the district stage only, the job of locating the proper site or stage is an important responsibility placed on the district committee. These committee members must decide whether the location of the competition and the possibility of winning is more important than achieving the goals of a one-act competition.

At the present, only brief mention is made in the *Constitution and Contest Rules* of the requirements for the site selection. The handbook only states: "Sets and props—no play will be performed in contest which violates any of the following provisions concerning sets and props: The basic set shall be the one which is available at the contest site. The basic set to be used for all one-act play contests will consist of a standard box set, or a curtain cyclorama, with set door, window, and small step units as are necessary."

As Harlan G. Andrews, principal of Bellaire High School and a member of the UIL Legislative Committee, commented, "The rule book is

mandatory in its negative elements, not its positive elements." Cecil Pickett, drama director at Bellaire High School and four time State 4-A One-Act Play Contest winner, suggests the following guidelines for site selection be set up:

1. The stage should be separated from the audience in order to create the desired illusion. Cafeteriums often times do not meet this requirement.
2. A large stage should be chosen, as a stage can always be made smaller. Furthermore the size of the stage is most important as the choice of material is governed by the size of the stage.
3. A complete set of curtains should be available.
4. Adequate lighting facilities should be provided; i.e., lights on dimmers, area lighting.
5. The site should be chosen so if daytime performances are necessary, black-outs can be achieved.
6. The site should be acoustically sound.
7. Adequate storage space should be provided for utilities such as props, costumes and lights.
8. Dressing rooms should be close by and equipped with the necessary facilities.
9. The site should be chosen for its facilities. It should not be selected because of its central location nor should it be awarded on a rotation basis.

Without adequate facilities, it is impossible to create an illusion, the major objective of drama. Until the Constitution is revised, better one-act play representatives at the district level particularly can be possible through consideration of these suggestions.

# Poverty, Courts, Crime Suggested Debate Areas

"Poverty", "Courts" and "Crime" are the key words denoting the problem areas selected by the National University Extension Association advisory council to submit to the state leagues for voting by Jan. 31. The wording of these:

- (1) How can the poverty in the United States be reduced?
- (2) How can the court systems of the United States be improved?
- (3) What approaches to combating crime would best serve the people of the United States?

Dean Norris A. Hiett of the Division of Extension of The University of Texas is a member of the National University Extension Association's Committee on Discussion and Debate, which met in Chicago on Dec. 28, 29 and 30.

Bill Henderson, Debate Coach of Bellaire High School, Houston, was the League's representative on the NUEA Advisory Council, which considered reports from the Problem Area Study Committee on "Conservation" by H. David Fry of Illinois; "Foreign Policy" by Frank Sferra of Colorado; "Education" by Kathryn Schoen of Ohio; "Presidency" by Christine Drake of Mississippi; "Poverty" by Victor Jackson of Oklahoma; "Law Enforcement" by Arthur B. Miller of Washington; "Supreme Court" by A. C. Greene, Jr. of Virginia; and other topics by James R. Irwin of Michigan. After discussion and consideration of each of these topics, the three were selected for referendum.

Three debate propositions have been formulated under each area, thus:

### Poverty

1. Resolved: That a subsistence income for all heads of households in the United States should be guaranteed by the federal government.
2. Resolved: That the federal government should enforce uniform standards for anti-poverty programs in the United States.
3. Resolved: That federal anti-poverty programs in the United States should be administered by state and local governments.

### Courts

1. Resolved: That Congress should be empowered to reverse decisions of the Supreme Court.
2. Resolved: That the power of the Supreme Court to review state laws should be restricted.
3. Resolved: That members of the Supreme Court should be subject to an elective process.

### Crime

1. Resolved: That the manufacture and use of surveillance devices should be further regulated.
2. Resolved: That Congress should establish uniform regulations to control criminal investigation procedures.
3. Resolved: That the federal government should regulate the possession and use of firearms.

### Referendum

The League office will mail an opinion poll to member schools. The purpose of this is to indicate which problem area is preferred by each school. In order that administrators may rank these intelligently, the three debate propositions will be included for study. Later, when the problem area has been determined, a second ballot will be sent out and on this ballot member schools will vote upon the three propositions set forth under the selected problem area and this second ballot will determine the debate proposition for the next school year.

"Preferential balloting is important. It is a means of determining by democratic methods what is to be debated next year," explained R. J. Kidd, League director. "Member schools have been well served by being represented by Dean Hiett and Bill Robinson in the Chicago NUEA conference. All ballots should be returned promptly to ensure their being counted."

### High School Press



# Convention Date Set For March 17

By DR. MAX R. HADDICK

The Interscholastic League Press Conference Convention will be in Austin on March 17 and 18. Make your plans now to attend. It will be the biggest and best ever.

The big event will kick off with a reception, variety show and get acquainted party at 7:30 p.m. on Friday, March 17, in the Main Ballroom of the Texas Student Union Building. There we will have room for more than 1,600, so plan to bring a big delegation.

All day Saturday, March 18, will be devoted to business sessions and instructional meetings. We will have lectures and demonstrations for yearbook and newspaper staffs on many phases of their work. Some of the outstanding journalists of today will be here to conduct sessions and confer with delegates.

Saturday night, March 18, will be the time for the Annual ILPC Awards Banquet. This is the moment of truth for when the newspaper ratings, outstanding journalism teacher, and Best Newspaper in Texas awards will be made.

### Deadlines You Should Meet

Feb. 1—All issues of papers for criticism must be in. You may send up to three issues, in an envelope marked "For Criticism." Critics are inundated with work now, but they are working their way through the mass. Surely wish more papers would send in criticism papers earlier. If you paid for the criticism and haven't sent in criticism issues yet, rush them in now.

Feb. 15—Newspapers for Spring Ratings must be in. You should have one copy of each issue in your rating file here. You should send in one copy of each issue as soon as it is printed. If you have not done this, rush in rating issues now.

March 1—Entries in Individual Achievement Awards Contest must be in. A complete set of rules was mailed to you just before the holidays. Be sure to get in your best work. Start picking your entries now. Don't wait until the last minute.

The search for the top teacher in Texas is in full swing. There are so many who could win. It will take more time and much more research to find the top man or woman. If you are asked to furnish information, please rush it in so that we can be completely fair in the selection. If you wish to nominate any

teacher, rush in as much information with your nomination as possible.

### Sports News

Now is a good time to take a close look at your sports news. Some papers practically dropped sports news with the last football game. Football is a great sport—but there are many great sports. Try for coverage of basketball, tennis, golf, swimming, track, field, volleyball, and the intramural program. Look for news and features about the overall physical education program.

This year, for the first time, there will be a state volleyball tournament for girls. You should now be trying to improve coverage of this sport. It will boom in the next few years. A state tournament does much for interest in a sport.

### Cover Drama Work

Drama classes and clubs are putting final work in on their contest entries in the One-Act Play Contest. Be sure that your paper gives these people due coverage. The scholastic theatre program in Texas is magnificent. Their productions are wonderful. You can have a part in promoting the cultural life of your school if you give them due coverage.

## Letters To The Editor...

(Continued from page 1)

stricted activities included in the amateur rule, Article VIII, Section 8. Interested participants can take part under the present rule. They just cannot accept valuable consideration and retain amateur status.

The item dealing with rule 30 of the football plan is probably the most important of all points listed for the referendum and our people feel that the present rule should not be changed.

We feel that most schools would keep the football program in proper perspective and balance initially but "unfair competition" patterns would develop and this generally brings wide-spread disregard of first the spirit and finally the letter of the rule.

We feel the modification would result in too much time, attention, and coaching effort going into the football program and at the expense of other phases of the total program.

There are people who feel football presently tends to get out of hand in some situations under the present rule pattern and that removal of restrictions would encourage more schools to shade the rule. We prefer to strengthen rather than weaken such rules.

It is my hope that superintendents and other school administrators will take a long, hard look at all League problems and be extremely careful before changing either the organizational structure or operations of the League.

I have not always agreed with everything the League does but I know it is properly geared to our needs, exercises good judgment and maintains rigid control of programs that could get out of hand under less capable management.

The public schools that are the beneficiaries of this program are indebted to the foundations that have made the money possible and to the foundation board members who have devoted their time to making the program possible.

## Kent Caperton Poetry Winner

Kent Caperton, senior at Caldwell High School, won the AA Poetry Interpretation contest at the 1966 State Meet.

In 1961 and again in 1963 he won first in district in junior high declamation.

Kent plans to study law and politics at Texas A&M University.

## Rule Changes Need Study

The Leaguer is publishing several articles and letters submitted by Texas school administrators on items to be included in the referendum scheduled for next April. It is hoped that these comments will stimulate discussion among school officials and sponsors and will produce a better understanding of the issues to be decided.

Amending such major rules as the Amateur Rule and the Football Practice Rule demands careful study. Schoolmen should consider how such proposed changes will affect the interscholastic program. Both of these proposals have been in controversy for some time. Now, the school superintendents will, through the referendum, have the opportunity of making final decision on what they think will be to the best interest of the League and the member schools.

Each superintendent should consider what other schools can and may do, if the rules are changed, which might force him to revise his own methods and procedures. Suppose, for example, some schools in his district decide to permit their football coaches, under the proposed amendment, to teach football skills to a selected group of boys the year round. Even if only one school starts using such training to secure championships, then every school in the district will be forced to do likewise to compete.

Some school administrators will remember that, when the member schools abolished the Semester Rule and adopted an 18-year-old age rule instead, abuses soon arose and championship teams were developed by retaining football players in high school until they were ineligible because of age. As a result of this, the present ten-semester rule was reinstated and the 19-year-old age rule was readopted. The age limit was increased to 19 as a concession to the smaller schools in the belief that the rural boys often started to school (first grade) at a later date. School administrators should weigh carefully the possible results of any of the amendments proposed.

## Reasons For Rodeo Rule

In deciding how to vote on another item in the proposed referendum ballot, school administrators might recall that, during the '40s, many rodeo and fat stock shows devoted a part of their annual competition to the students in high school.

Valuable prizes were given winners of the various high school rodeo events. Often, local rodeos were scheduled on the same weekend as the school football and basketball games and tournaments.

Both the school events and the rodeo contests attract the best athletes. If rodeo events are to be exempt from the provisions of the Amateur Rule, then such rodeo events will be again scheduled for high school boys (and perhaps girls). Sooner or later, a football game or a tournament will be set for the same weekend as the local rodeo. Then, the school administrator will find a conflict arising as both the school events and the rodeo events will be competing for, first, the athletes and, second, for the attention of the fans and citizens of the community.

Eliminating rodeo competition from the provisions of the Amateur Rule will make it all the more attractive to the boy or girl who can qualify for or win the valuable prizes which are frequently offered.

## 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.

Legislative Council: Jim Barnes, Chairman; W. C. Andrews, Vice-Chairman; Harlan Andrews; Kent Appleby; Jim Barnes; G. M. Blackman; Sam T. Bryan; Foster Cook; C. E. Davis; Lionel Duncan; W. O. Echols; Horace Francis; Marjorie Giddens; Charles Harris; Roy Johnson; W. M. Johnson; Bill Lafferty; James R. Phillips; G. R. Price; Fred Salling; L. B. T. Sikes; George Thigpen; G. E. Thompson.

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

## INTERSCHOLASTIC LEAGUER

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## Dallas Contest Sponsor Says Spellers Should Go To State

By MISS KAY MAJORS  
Sunset High School  
Dallas, Texas

At the last meeting of the League's Legislative Council, a proposal was made that the spelling contest be carried through the regional competition to the state meet. At present this division ends at the district level, although all papers graded 100% are eligible to be sent to the State Office for re-grading and for an award, the League Certificate of Excellence in Spelling and Plain Writing.

Several advantages could be gained by the passage of this proposed recommendation. The stated object of the Interscholastic League is "to foster among the public schools of Texas interschool competitions as an aid in the preparation for citizenship." Under the existing rule in many districts, competition

in this event is often limited to teams within one city, thus denying the contestants a chance to compete with the superior teams from other areas of the state. The extension of the contest to the state level would result in a greater sense of competition and probably create more interest when a trip to the state meet is offered to the winner.

As in the other events, participants spend a great amount of time and effort in preparation. In addition to learning an extensive spelling list, they are judged on their penmanship. The students deserve the added recognition and reward that participation in the regional and state meets would give. This proposal has been approved for the April referendum ballot, and all schools will be given an opportunity to express their preference at that time.

## Junior Highs Organized For Contest

Conference AAAA junior high schools in the Rio Grande Valley have already organized and planned their spring meet competition.

The following junior high schools have met and have set the dates and sites for their seventh and eighth grade literary and academic spring meet competition: Faulk, Central, Cummings and Stell at Brownsville; Lamar and Travis at McAllen; East Jefferson and West Jefferson at Pharr; San Benito, Edinburg, Coakley, Gay and Vernon at Harlingen.

Events offered will include debate, informative speaking, poetry interpretation, oral reading (formerly called declamation), ready writing, spelling, number sense, and one-act play.

Separate divisions of competition will be offered for the ninth grade contestants. Under League rules and regulations, elementary and junior high school district executive committees are privileged to organize their meets in any manner which they choose, since all members agree to the arrangement and there is no competition beyond the district. From twenty to twenty-five junior high school districts are organized annually for literary and academic competition. Many other districts have only athletic meets. A large number of junior high school and elementary school meets are held in conjunction with the regular high school meet.

The restricted competition in the junior high schools affords an excellent "training ground" for future high school competitors and champions.

## Gerth Tells Great Value Of Award

"I feel very fortunate to have won a Moody Foundation scholarship in the University Interscholastic League competitions. It has helped me in several ways during the last four years. The money has paid a substantial part of my college expenses. This financial support has been important to me and my family because I have a brother in college," said Frank Gerth, mathematics major at Rice University.

Gerth was given the Moody Scholarship in 1963. He is an honor graduate of Jefferson High School of San Antonio. Since entering Rice he has been on the President's Honor Roll every semester.

"In addition, this financial assistance has allowed me to devote my full effort toward obtaining the best possible college education. I have not been forced to seek employment during the academic year in order to pay my college expenses. "Finally, the fact that I am a Moody Foundation scholar has been an important part of my scholastic record and has been valuable to me when I have applied for summer jobs and written to graduate schools.

"To those high school students competing in League contests, I wish success. I hope all of you put forth maximum effort, both in the competitions in your schoolwork. Not all of you can finish at the top, but one feels a definite satisfaction in putting forth his best efforts. If a person continues to put forth his best effort, his work will not go long without recognition."

## 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.

**BLEDSE HIGH SCHOOL**  
Bledsoe High School has been disqualified in Extemporaneous Speech, and Track and Field for 1966-67 school year and placed on probation for the 1966-1967 school year for violation of Art. 8, Sec. 18.

**PICTURE MEMORY ERROR**  
Picture Number 25 is incorrectly listed as "Boyd of Raleigh" in the official list. It should be "Boydhood of Raleigh."

**MUSIC LIST CORRECTION**  
Correction: Prescribed Music Supplement Band List.  
Class AAA; Edgar-Slocum—"Enigma Variations," Op. 37, shorter and placed on Class AAA; Edgar-Slocum—"Enigma Variations, Op. 38" (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 runner in the first inning." 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.  
2. Under Rule 3, Section 1, Article III, the League will use the original modification to permit re-entry.

**Constitution Corrections**  
Final paragraph on Page 13 under Art. IV, *Constitution and Contest Rules*, should be carried as SECTION 5.

Section 19, Page 121, should read: Memberships—All ensemble members competing in events listed in Rule 34 must be members of a band, orchestra or choir (parent organization) that has entered the regional music contest. Members of twirling ensembles are not required to march in the contest performance.

Page 113, Under Classification, add: A—High schools with an average membership of 115-224 students, inclusive, in grades 9, 10, 11, 12.

**SCIENCE CONTEST DATES**  
Dates for Spring Meet district Science Contests are: March 31-April 1, April 7-8 and April 14-15.  
District executive committees should consider these dates when planning their district meet competition.

**SPELLING LIST ERROR**  
The correct spelling of the last word in column 6 (page 18) in the third group of words is: inaccessible.  
It is incorrect with only one "s".

**TRACK AND FIELD**  
For the 1967 track and field season, it should be noted that the 300-yard intermediate hurdles will be run in all League meets. This event will replace the 180-yard low hurdles. The 300-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.

**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.

**TENNIS MATCH LIMIT**  
All high school tennis teams should note and observe Rule 7 of the Tennis Plan which reads as follows:  
"No player or team shall play more than two matches per day and there shall be a minimum of one hour rest for a team or player between the close of one contest and the beginning of another."

**JOURNALISM CONTESTS**  
District Journalism contests will be conducted in the 1967 Spring Meet in these districts: Districts 15, 17, 18, 19 and 20 in AAAA; Districts 18, 14, 15, and 16 in AAA; and Districts 34, 35, 36, 37, 38, 39, 40, 41 and 42 in I.

**ONE-ACT PLAY DISTRICT CHANGES**  
These Transfers APPLY TO ONE-ACT PLAY ONLY and do not affect other contests.  
Region II-AA  
Transfer: Dist. 18—(TEXARKANA) Liberty-Elyau

To: Dist. 14—with Daingerfield, Gladewater, Hughes Springs, Jefferson (NEW LONDON) West Rusk, and Fittsburg

Region II-A  
Transfer: Dist. 10—Baird  
To: Dist. 9—with (BROWNWOOD) Early, Cross Plains, Goldthwaite

Region III-A  
Transfer: Dist. 24—Lexington, Rogers, and  
To: Dist. 22—with Lorena, Mart, Rosebud and (WACO) Robinson

Region II-B  
Transfer: Dist. 10 & 18—Lingleville (10) and Rico (18)  
To: Dist. 14—with Chilton and Riesel

Region III-B  
Transfer: Dist. 19 & 21—Lake Dallas (19) and Celina (21)  
To: Dist. 18—with Coppell  
Transfer: Dist. 23—(SULPHUR SPRINGS) North Hopkins  
To: Dist. 22—with Lone Oak and (QUINLAN) Boles Home

Region V-B  
Transfer: Dist. 34—Milano and (TEMPLE) Academy  
To: Dist. 35—with Florence, Jarrell, Liberty Hill

that does not progress to regional and state competition.

We know our students would have more interest in entering the competition if they know they can advance beyond the local level. Therefore, we at Sam Houston feel that the Interscholastic League should not have spelling competition at all unless that competition goes to the state level.

We thank you for considering our opinion.

Very truly yours,  
Mrs. Constance Trimble  
Chairman, English Department  
Sam Houston Senior High School  
Houston, Texas

R. J. Kidd, Editor  
Interscholastic Leaguer  
Dear Sir:

It has been called to my attention that the spelling contest is the only Interscholastic League contest that does not extend to county, state and national levels. My spelling contestants wished me to write you and inquire if this could not possibly be changed. The students and I feel that the competition would provide a greater challenge to them and a greater spur to study if they could continue the competition on to the county, state and national levels.

Any information you can give me as to the possibility of this would be of great interest to my spelling contestants and to me.

Very Truly Yours,  
Mrs. Margaret A. Fuess  
English teacher and  
junior high spelling  
spelling co-ordinator

Dear Mr. Kidd:

Since many of the events in Interscholastic League competition go all the way to the national level, the English faculty at Jones High School unanimously requests that the spelling and writing competition be extended beyond the local level. Both students and teachers work very hard in these competitions, and we feel some larger recognition is due those who excel. Because they both represent scholastic excellence they should at least be given the opportunity afforded to other events.

Sincerely,  
Callie Brumlow  
English Department  
Jesse H. Jones High School  
Houston, Texas



Music Matters

# Director Cites Progress in Music

By DR. NELSON G. PATRICK

This closes one year and another will be underway by the time you read this. I hope all of you have enjoyed the past year's work as much as I have. In reality it was not the work, but the people with whom I worked that gave the most pleasure. It is difficult to describe the pleasure one receives traveling over the state discussing music contest problems with music educators and administrators. We discuss projected plans for development, and "gripes" about certain features of the present contest. It is further gratifying to visit these schools two or three years later and see these plans initiated.

In the past five years there have been 141 schools inaugurating new aspects to their music program. These innovations range from starting an elementary program with a music specialist to initiating orchestra, band and choir programs. Yes, it has been a good year. Congratulations to you.

The New Year

The new year opens with several fundamental problems settled or on the way to being settled. It is my belief that the referendum in the spring will resolve the junior high school competition problem for several years to come.

In the same referendum the solo-ensemble participation will be resolved in a highly satisfactory manner.

There is every indication that adjudicators are doing an excellent job; but more gratifying is the reaction of the participants to the judges ratings. In every marching contest attended this fall, the directors expressed an appreciation for the tough judges. "... as long as everyone is graded the same, I do not care how tough they get..." This was the general feeling expressed by the majority of the directors. Who could ask for more?

A Reminder

Solo-ensemble participation, as printed in "Official Notices" of the *Leaguer*, is dependent on the band, orchestra or choir, entering the contest at the time entries are sent in for the solo-ensemble contest. This requires a very close check on the eligibility of the organization member. Page 20, Section 3, b., states that a music student must be passing in three-fourths of his work 30 days before the contest. Sending a certified band, orchestra or choir

roster earlier does not nullify this ruling. Any student becoming ineligible between sending in your entries and the 30-day limit should have his name removed from the roster and not participate. Last year (Spring 1966) three organizations were suspended by their Regional Executive Committees for violation of this rule.

Sight Reading

In accordance with recommendations of the Music Advisory Council, the sight reading music will be divided as follows:

**BAND:** AAAA and AAA, one selection; A, AA and CCC, one selection; B, CC and C, one selection.

**ORCHESTRA:** AAAA, one selection; AAA, one selection; AA, A and B, one selection; Junior High Schools, one selection.

**STRING ORCHESTRA:** AAAA, one selection; AAA, one selection, AA, A and B, one selection; Junior High Schools, one selection.

**CHORAL: Mixed Chorus:** AAAA, one selection; AAA, one selection, AA and CCC, one selection; A, B, CC and C, one selection.

**Girls' Chorus:** AAAA and AAA, one selection; AA and CCC, one selection; A, B, CC and C, one selection.

**Boys' Chorus:** AAAA and AAA, one selection; AA and CCC, one selection; A, B, CC and C, one selection.

We will send the regional contest sight reading music to the contest chairman as his name and address appears on the official schedule. If there is any change on this, notify this office as soon as convenient.

Music Theory Notes

# Author Gives Aid In Using Materials

By JANET M. McGAUGHEY

Chapters 1, 2, 3, 4, and 6 of Practical Ear Training deal with subject matter covered in the announced content of the theory test. Some of the more advanced material in these chapters is beyond the scope of the test; it will be no problem for the coach to select practice material in the various categories which is of an appropriate level of difficulty.

As the Preface and Introduction explain, Practical Ear Training presents a program of learning which is based on the identification of the variety of skills which must be combined to provide the musician with a well-trained ear. Thus it is recommended that the coach and prospective contest participants organize their practice sessions in the manner outlined below.

Let us assume that it has been decided to devote a session to developing skills related to rhythm and scales. The first work should be in the Basic Drills sections of the respective chapters, for these drills rehearse the vocabulary to be recognized later by ear. Individual students recite, tap or clap selected rhythms from Chapter One of the Text; sections 1, 2, 4, and 5 of the Patterns To Intone, Tap, or Clap contain rhythm patterns likely to be encountered in the test. I suggest that next the students turn to page 9 of the Workbook, the coach to page 41 of the Text, to begin practice in Critical Listening. (Instructions will be found on page 39 of the Text) Again, exercises may be selected which are representative of the degree of difficulty likely to be found in the theory test.

Pitch Problems

Before continuing rhythm practice it would be well to turn to pitch problems in Chapter Two. Again, Basic Drills should be practiced first, in the scale vocalises on pages 62-64 of the Text. Once more the transition from performing to listening may be made by having the students take page 25 of the Workbook and the coach to page 67 of the Text for Critical Listening, accord-

ing to the instructions on page 66. At this point a return to rhythm and the process of Selective Listening should provide a stimulating change of pace. With the students using the diagrams beginning on page 2 of the Workbook and the coach playing the corresponding music beginning on page 32 of the Text this practice should be enjoyable and profitable if the instructions on page 31 are followed carefully.

Dictation

Arriving now at Dictation, the coach may use several scale problems on page 71 of the Text, perhaps enlarging the drills as indicated in the instructions on page 70. Finally, it might be very effective to close such a session with a dictation problem such as the first melody on page 118 of the Text, wherein the rhythm is not difficult and the melody is largely confined to scalewise motion with a few easy skips.

Coaches will find that as practice sessions proceed, planning each succeeding meeting will grow out of the progress and needs revealed. I hope this study program will lead to steady progress and to the joy of achievement.

# What Is This Drama Course?

## Theater Study Fills Needs In High School Education

By LYNN MURRAY  
State Drama Director

A student selecting a course of study for high school may ask—"What is this drama course?" Even more important may be the parent's asking the same question of his child after he has selected drama as a part of his course plan for high school. A positive answer must be stated which will prove beyond a reasonable doubt that a course in drama is not a "frill."

Drama is an ancient and beautiful creative art. It is one of the most natural outlets for the creative spirit of man. Because drama is the creative art most native to young people and most likely to condition their tastes, beliefs, and interests later in life, the value of a high school drama program is entitled to more serious consideration than it is often given by counselors and others responsible for guiding students in course selections.

The following comments outline some of the major goals and units of content in an educational theatre program:

### 1. THEATRE AS A FINE ART

Theater is an art in itself. It seeks for the meaning of and beauty of existence with the same zeal as the artist or the musician. Its strength lies in the realization of its being a composite of all the arts. Webster calls it "that art which deals with plays from their writing to their final production."

### 2. AN INTENSE STUDY IN THE LITERARY WORKS OF THE DRAMA

The high school theatre program can go beyond the limits of the literature courses which are, as a general rule, able to cover only one drama a year. The drama teacher has an obligation to insure that the student is introduced to such master dramatists as Shakespeare, Shaw, Ibsen, Chekov, Wilder, O'Neill, Moliere and others. A drama survey should also include "Cyrano de Bergerac," "Everyman," "The Second Shepherd's Play," "Ralph Roister Doister," "Gammer Gurton's Needle" and the other dramas which play such a vital part in our cultural background. I do not, of course, say that these are the only ones that should be covered, nor do I suggest that all works by the playwrights mentioned are appropriate for educational theatre in the high school.

The educational theatre program in the high school also has the opportunity to transform the great plays from academic subjects of study into vital experiences for the students. The student's appreciation of literature takes on a new dimension when he sees actual performances, even in a limited manner, of Shakespeare and Moliere. Many actual examples could be cited of the understanding and appreciation for the classics created by production. The benefit derived is immeasurable in terms of both the audience and the participant.

The drama teacher fails in his responsibility to the student if he leaves the impression in the student's mind that entertainment in a shallow sense is the essence of drama. Entertainment in the educational theatre sense means more than to amuse. Entertainment, in a sense, is only a device, not an end result.

It should also be noted that the high school drama course should not dwell on those dramatic experiences intended for adult audiences. The level of study and presentation must be kept within the limits indicated by the students' age level, maturity, and experiences. Plays, therefore, dealing with adult problems and psychotic disorders would be eliminated from study. I don't impose these suggested restrictions lightly and I certainly don't suggest an elimination of Tennessee Williams. However, I do suggest that great difficulties might be incurred by studying "A Streetcar Named Desire," "Suddenly Last Summer," "Orpheus Descending" and "Sweet Bird of Youth" on the high school level.

In brief, it is suggested that each class in drama should study, through class reports, lectures, research, field trips and interpretation, that great storehouse of literature known as the drama.

### 3. A BACKGROUND IN THE HISTORY OF THE DRAMA AND IN THE PRESENT STATUS OF THE DRAMA

The thinking of an era is reflected in its drama; great playwrights have written into their plays the ideas, philosophies, mores, and custom of their day. The development of dramatic taste, judgment, and

appreciation in a student as a member of an audience is important. These two indisputable ideas support the conclusion that it is highly desirable that the student be given a background in "what is drama." This understanding is a part of the cultural pattern of our country; it is also implicit in the student's own reading and living experience. But it must include insight into the growth of the drama from its very beginning to its present form. It should be a "learning experience" which becomes a part of the student's identity, one not easily taken away from him.

### 4. BELONGING TO A GROUP WHICH HAS CHARACTER-BUILDING AND CULTURAL-AWAKENING MERITS

"Modern educational theatre is a creative activity which has personal and therapeutic values,"—F. Loren Winship.

Drama is sometimes a therapeutic course. This is no revelation to the drama teacher who has seen its results year after year. Students in high school find themselves searching for something in which they can excel. They wish to achieve. When this urge is blocked or thwarted, they despair, they flounder, or even worse, they become rebellious. This should not be misconstrued to mean that the drama teacher should take on all of the rebels, but one of these students might find his outlet in drama.

He might find that he has some talent that he can contribute something of value to an identified group. His boundless energy and his ambition thus find in drama a channel—and with his new-found interest, he can be shown how important the other academic areas are to his new interest and his overall growth. He has a new high standard which he must live up to. He becomes more objective and more tolerant. Why? In any creation or interpretation of a role, the basic approach is that of sympathy, not mere mimicry—the actor strives to understand the character's background, way of life, mannerisms, attitudes, beliefs, and ideals. A student in drama who clings to bigotry, prejudices, and false values very seldom succeeds. He must learn to understand others, to start thinking objectively as well as subjectively in order to think creatively.

The drama program can also have cultural-awakening values. The day of considering "culture" a matter only for long-hairs or sissies is past. In this era, when learning is prized and culture respected, the appreciation of the arts can be a vital force planted in the young mind which will develop continually with him through his life.

Many complain that "teaching culture" is the work of higher education, but unfortunately, in preparing the college student for the specialization of his future work, the college gives comparatively little time to fine arts. If the student has

not been given a start in appreciation in secondary school, the chances are against its being found in his college years.

### 5. TRAINING IN THE ART OF SELF-EXPRESSION

The drama teacher does some of his most rewarding and most frustrating work in following basic acting theories in training the young person for the high-school stage. This training of the voice in projection, quality, pitch, inflection, and expressiveness is a project that can only be advanced through active participation. The training of the body in movement, poise, and coordination goes hand in hand with such vocal training.

The classroom exercise, the inter-departmental integrated activity, the assembly program, the stage play become outlets for the student to employ the training he receives in basic acting. Along with the training of the body and the voice, there is diction training, a good, clear pattern of enunciation and pronunciation which is universally accepted. Through such training the student develops, assumes, and gains a poise which becomes an asset to him throughout life. He grows to understand the value of communication. He learns how to control his communicative assets and how to employ them most effectively.

The value of high school drama will be substantial if the above goals are developed and followed. The old idea that drama is a "play course" must give way to a new idea—that of educational theatre. It is not a "frill." It is not a training ground merely for the students who wish to be in the Interscholastic League Contest Play, though I am certain that most of the One-Act Play participants will come as a natural outgrowth and One-Act Play participation will certainly be a helpful motivation to the high school drama teacher. High school drama is a course of study which will benefit each student. It can and should be one of the most creative departments in the school curriculum.



CHARLES T. ADAMS, JR.  
... Died of injury.

# Drama Student Dies of Wound

Charles T. Adams Jr. suffered a head wound on Dec. 10 while hunting near Port Arthur. He died Sunday, Dec. 19, in a Beaumont hospital, the day after his 18th birthday.

Charles was a senior at Stephen F. Austin High School in Port Acres. He was a member of the Student Council and of the National Honor Society. He was a letterman in football and track. He had received the American Legion Award for Outstanding Citizenship and recently won 1st place in a local VFW "Voice of Democracy" contest.

During the 1965-66 school year he won 1st place in Poetry Interpretation at the district meet and 3rd place at Regional. He was selected as a member of the AA All-Star Cast at the State One-Act Play Contest for his portrayal of Corydon in *Aria Da Capo*. Charles' only previous acting experience had been the role of Solomon Boza in *Everybody Loves Opal*.

Charles attended the 1966 High School Theatre Workshop at the University of Texas this past summer. He served as a technical assistant and played the lead role, Master Leonard Botal, in the Workshop's major production of *THE MAN WHO MARRIED A DUMB WIFE*. Charles planned to enter the University of Texas this coming summer as a Drama major.

# 19 OAP Judges Added To List

The following names should be added to the Accredited List of Critic Judges published in the December *Leaguer*:

- Jack L. Cogdill, Texas Christian University, Fort Worth, 76129-1
- Ralph B. Gulp, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- F. A. Ehmman, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- E. W. Gourd, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Edward C. Houser, Jr., University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Ray E. Karter, Howard Payne College, Brownwood, 76801-1
- Frankie Leaky, Texas Woman's University, Denton, 76208-11
- Norma Magnuson, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Jean H. Micaluca, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Lisbeth A. Morris, East Texas State University, Commerce, 75428-11
- Mrs. Paul F. Pettigrew, North Texas State University, Denton, 76208-11
- Joan Helana Quarm, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Albert C. Ronke, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Carolyn C. Silvernole, Texas Woman's University, Denton, 76208-11
- J. Henry Tucker, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Tom Whitaker, Weatherford College, Weatherford, 76086-1
- Nathan R. Wilson, East Texas State University, Commerce, 75428-11
- Theodore O. Windt, University of Texas at El Paso (Texas Western College), El Paso, 79999-1
- Hershel Zohn, New Mexico State University, New Mexico-11

# Winners...

(Continued from page 1)

Paint Rock 70, Highlands (Roscoe) 22; Region II: Sidney 55, Novice 6; Region III: Co-Champions—Tolar 44, Turnersville 44.

6; Region III: La Pryor 36, Nueces Canyon (Barksdale) 32.

**District Winners:** Three Way (Maple), Dawson (Welch), Sterling City, Sierra Blanca, Morse, Harrold, Lone Oak, Nueces Canyon (Barksdale), La Pryor.

**Bi-District Winners:** Dawson (Welch) 44, Three Way (Maple) 32; Sterling City 42, Sierra Blanca 20; Harrold 20, Morse 14; Lone Oak (Bye).

**Regional Winners:** Region I: Dawson (Welch) 44, Sterling City 22; Region II: Lone Oak 28, Harrold

# Wichita Falls High Teacher Inspires Drama, Speech Work

Wichita Falls High School was one of the first schools to participate in UIL, and from the beginning has won repeated honors in drama and speech events in district, regional, and state competition.

Although there are now four high schools in Wichita Falls, each with an active speech department, WFHS maintains a speech and drama department composed of three fulltime teachers, with divergent interests and responsibilities; nine course offerings, and approximately 400 students.

Departments of this size do not just happen. They develop because of an efficient hard-working department head whose efforts extend over a long period of time. In WFHS this person is Mrs. T. Richard Moss. Mrs. Moss, who holds a master's degree from Columbia University, came to WFHS in 1939 and ended that year with 100 students. As a result of her constant efforts and those of teachers working with her, the speech department has grown to its present size and strength. Mrs. Moss has developed a fine rapport with administrators and counselors and encourages departmental unity which stimulates quality and growth.

An effort is made to motivate students to remain in some phase of speech or drama work throughout high school. All beginning speech and drama students are advised at the end of the year which advanced courses would best meet their needs.

Courses offered, above the fundamentals of speech, include oral interpretation, platform speaking, debate, advanced drama, stagecraft, and radio-television. The last two are offered in few high schools.

Two phases of the program which create great interest in WFHS are contest work and play production. Mrs. Moss directs five plays annually, including a musical comedy and a one-act play festival. In addition, each year her students present short plays and other programs for civic and church groups.

Theatrical and National Forensics League organizations work together by combining their best forces for tournament participation. Some students are members of both groups.

Departmental tryouts are held prior to UIL contests. Freshman and sophomore students (approximately 40 in prose and poetry) compete, and six are chosen to enter the finals. Six finalists are also chosen from the junior and senior group. Then an outside judge is brought in to select the UIL contestants. Intramural competition is keen.

Mrs. Moss' insistence on quality work, the enthusiasm and pride of the students, and the fine spirit of cooperation fostered in the department have stimulated classroom activities and won many awards for the school. Mrs. Moss' dream of 1939 is certainly a reality in 1966—a large, well-balanced department of which her administrators, her staff, the student body, and the community are just proud.

Educational Theatre

# TETA, TSTC Convenes February 11 At Baylor

By LYNN MURRAY  
State Drama Director

The Texas Educational Theatre Association and the Texas Secondary Theatre Conference will hold their annual convention Feb. 11 in Waco at Baylor University.

The Texas Secondary Theatre Conference is composed of a group of high school teachers who's major interest is theatre. Some of them are actually teaching theatre, others are handling the extracurricular programs of theatre within their schools.

The major purpose of the organization is to increase knowledge of theatre within the secondary area and to upgrade theatre buildings, programs, and working conditions of those people involved in educational theatre at the secondary level.

The TSTC program will be built around the public relations and publicity aspects of secondary theatre. Requests for information concerning room reservations, etc., should be addressed to Bill Cook, Chairman, Division of Drama, Baylor University, Waco, Texas 76703.

Drama Bibliography Available

Attention All High School Administrators and teachers of Drama! Don Irwin, program director for fine arts in the division of program development of the Texas Education Agency, has sent me a copy of a new bibliography. This booklet, *A Bibliography for Teachers of Secondary Drama*, has been compiled by Irwin and his staff from several sources. It covers all areas of theatre, including acting, directing, history of the theatre, general theatre production, costuming, lighting, make-up, properties, scenery, general references, creative dramatics and theatre supply sources.

Drama Loan Library

The Drama Loan Library is booming with business. It is impossible to fill play orders as fast as we would like. If you have waited until now to make your contest play selection and have an order in to the library, please be patient. We will get your plays to you as soon as possible.

It would help greatly if each of you would make your request for plays by title in alphabetical order and use zip codes on all correspondence. This will save us considerable time in filling orders. We do not make the author, publisher, etc., of each play. The title is sufficient.

Address all play orders to: Drama Loan Library, Box 8028, University Station, Austin, Texas 78712.

Title Entry Cards

It is unnecessary to forward to the State Drama Director requests for the 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. The deadline for the return of this card is March 3.

This pink Title Entry Card is the next step the one-act play director has to take in the UIL One-Act Play competition. Each director is encouraged to complete his card with the title of his play and return it to the State Office immediately. Please do not return the card with the title of a play not on the Approved List, or a cutting of a long play not approved by the Play Appraisal Committee. This will cause unnecessary delay. We will have to return the card.

Deadline for Play Approval

The deadline for requesting permission to produce plays not on the Approved List of Plays is Feb. 13. A director who desires to produce a one-act play not on the approved list or scenes from a three-act play must submit an exact copy of the script to the League Play Appraisal Committee no later than Feb. 13.

Note! The names of the author and publisher must be indicated on a typed or mimeographed script and the names of the editor or the translator should be noted when submitting a "cutting" of a classic.

Feb. 13 is also the deadline for requesting additions to the basic set. Rule 2b(5), Page 71, *Constitution and Contest Rules*, provides that the basic set available at the host school will be used by all the companies in the contest. You may decide additional set pieces are necessary.

District Transfers

A few district transfers have been made in the One-Act play competition. These transfers are necessary to provide more competition in one-act play, reduce expenses incurred by schools at area contests, and reduce the number of schools at the regional contest. The district transfers apply to one-act play only and do not affect other spring meet activities. All schools involved in district transfers have been advised by the State Office. A list of the districts and schools involved in transfers can be found on page 2 in the Official Notices column.

Call for Help

This is the time of the year when many of you will burn more of the "midnight oil" because of the additional work the One-Act Play Contest will add to your already loaded schedule. I hope you will not hesitate to call on me if you run into problems or questions with your production. My services are at your disposal.

Congratulations

Congratulations to the 732 participants in the 1966-67 One-Act Play contest. A special hand to those districts who have 100% participation. Over 65% of the high schools in Texas now participate in the One-Act Play Contest.

GOOD SHOW to each director and cast!

# Basketball Playoff Dates...

(Continued from page 4)

Johnson, Principal, Eastern Hills High, Fort Worth.

Region III—Districts 9-12, Clyde M. Gott, Supt. Port Arthur.

Region IV—District 13-16, W. A. Sloan, Principal, McCallum High School, Austin.

Conference AAA (Boys)

Region I—Districts 1-4, Omer Douglas, Supt., Brownfield.

Region II—Districts 5-8, Wilburn Echols, Supt., Gainesville.

Region III—Districts 9-12, George Thigpin, Supt., El Campo.

Region IV—Districts 13-16, Drew Reese, Supt., Pleasanton.

Conference AAA (Girls)

In Conference AAA, Regions I, II, and IV, for girls, there will be a bi-district game played on Feb. 27 or 28, with the bi-district winners playing each other for the regional championship on March 3 or 4. Please note that in Region I, the District 1 winner is automatically bi-district champion by virtue of a bye, and in Region IV, District 11 winner is automatically a bi-district champion due to a bye. In Region II, there will be a regional one-game playoff between the winner of Districts 5 and 6, with this game being played on March 3 or 4.

B, A, AA Championships

The following schedule for selecting regional champions in confer-

ences B, A, and AA for both boys and girls has been authorized by the State Executive Committee for the 1966-67 season: There will be a one game playoff for the boys on Feb. 20 or 21, to determine which team will qualify for the regional tournament to be held the following Saturday, Feb. 25.

For the girls there will be a one game playoff on Feb. 27 or 28, to determine which teams will qualify for the regional tournament to be held the following Saturday, March 4. This will mean only four teams will be represented at the regional tournament in Conferences A and AA for boys and girls.

In Conference B there will be six teams in the regional meet in Regions I, II, and III, with seven teams in Regions IV, and V, and 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 versus 4; 5 versus 6; 7 versus 8; etc., with the respective winners going to the regional tournament. This same pattern is followed in each region conference for both boys and girls.

Conference B

Region I—Districts 1-12, West Texas State University, Canyon;

Frank Kimbrough, Regional Chairman.

Region II—Districts 13-24, John Tarleton College, Stephenville; Dr. Clarence Flory, Regional Chairman.

Region III—Districts 25-36, Austin College, Sherman; Ralph S. McCord, Regional Chairman.

Region IV—Districts 37-50, Kilgore College, Kilgore; Joe Turner, Regional Chairman.

Region V—Districts 51-64, Southwest Texas State College, San Marcos; Milton Jowers, Regional Chairman.

Region VI—Districts 65-74; Howard County College, Big Spring; Dr. Dawson DeViney, Regional Chairman.

Conference A, AA

Region I—Districts 1-8, Texas Technological College, Lubbock; Charlie Lynch, Regional Chairman.

Region II—Districts 9-16, North Texas State University, Denton; Pete Shands, Regional Chairman.

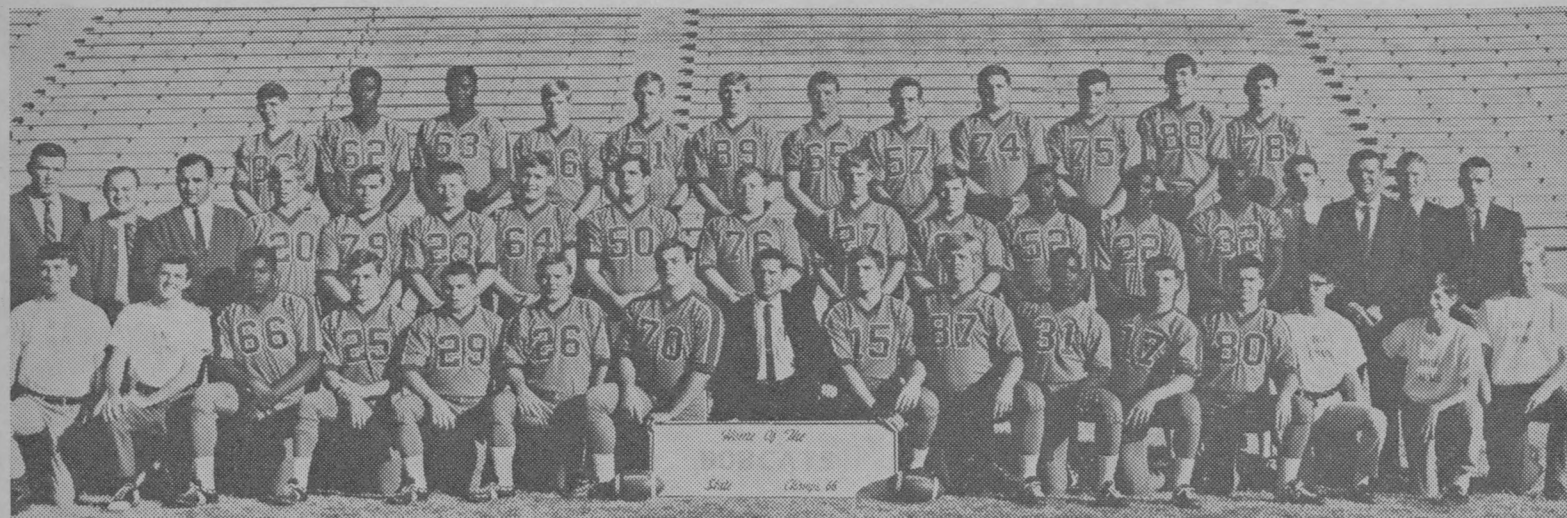
Region III—Districts 17-24, Texas A&M University, College Station; Barlow Irvin, Regional Chairman.

Region IV (AA)—Districts 25-32, Texas A&I College, Kingsville; Stewart Cooper, Regional Chairman.

Region IV (A)—Districts 25-32, Victoria College, Victoria; Hester Evans, Regional Chairman.

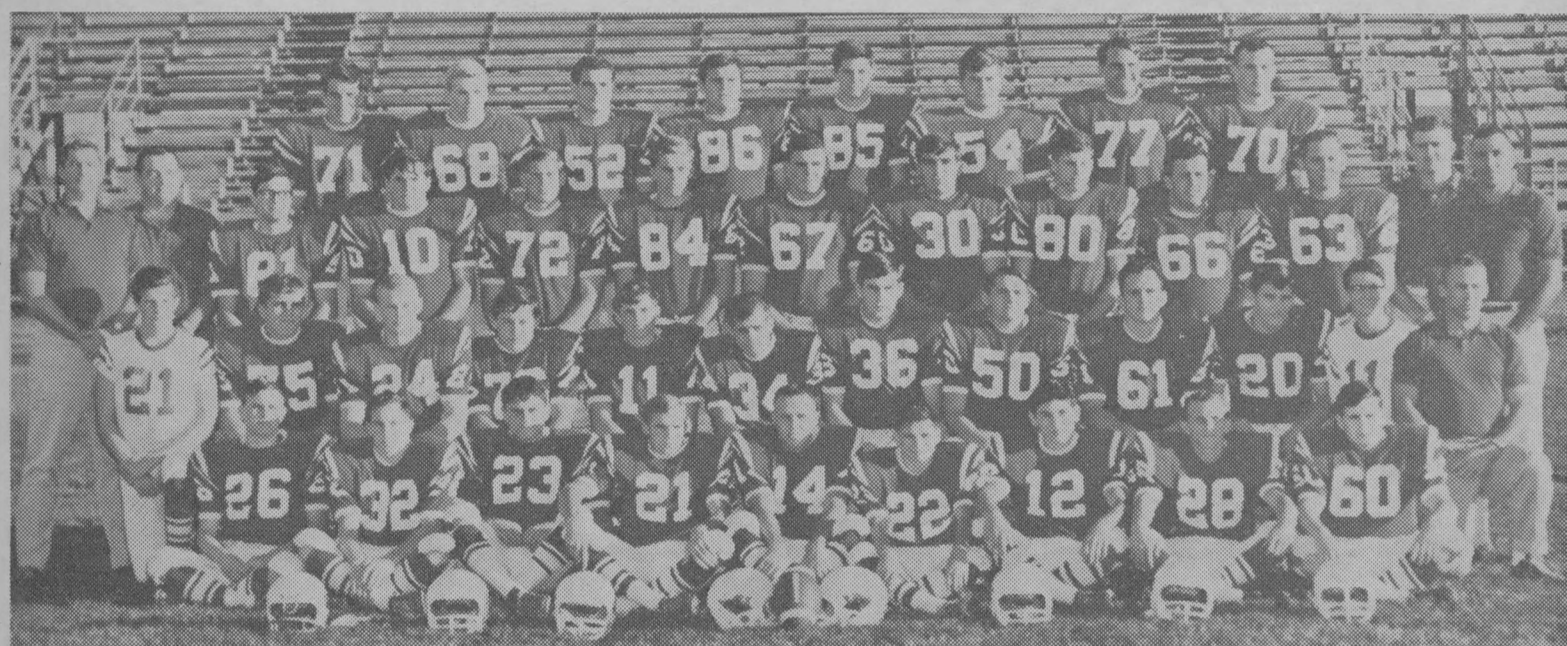


# San Angelo, Bridge City, Sweeny, Sonora Win State Football Championship Honors



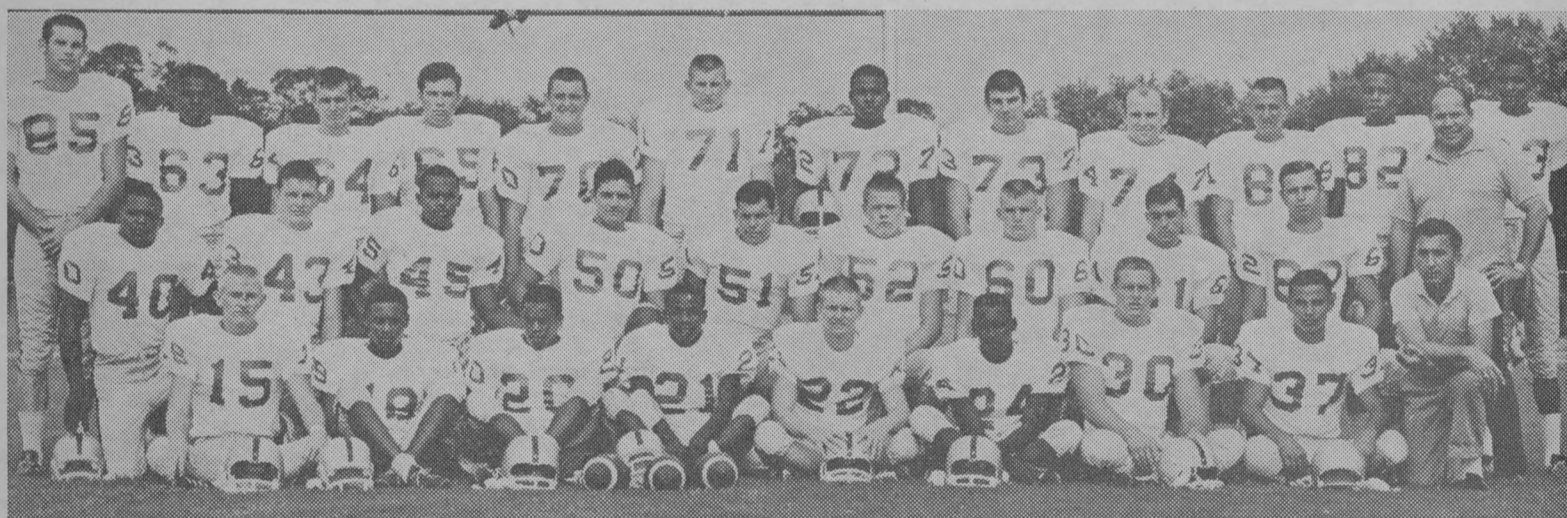
CONFERENCE AAAA STATE FOOTBALL CHAMPIONS—Members of the San Angelo High School football team are, left to right, FRONT ROW—Bill DeMent, Steve Hail, Lewis Williams, Mark Dove, Daryl Kirkan, Terry Collins, Allan Sikes, Head Coach Emory Bellard, Gary Mullins, Don Aylor, David Williams, Emory Bellard Jr., Stacey Allen, Harmon Lowman, Steve Shelton, Johnny Joslin; MIDDLE ROW—Chuck Smith, Jack Cauthen, Don LaGrasta, Gary Wilson, Barry Hetrick, David Bur-

nett, Jerry Head, Tommy Jones, Quentin Banister, Kenny Newman, Chuck White, Billy Green, John Gable, Tyrone Peterson, John Zerr, Bill Scoggins, Fern Smethers, Jerry Gibson; BACK ROW—Mike Ingram, Jimmy Marshall, James Marshall, David Robertson, Mike Phelps, Raymond Mullins, Tony Wallace, Gary Hefflin, Mike Ford, Randy Stout, Bruce Wadzeck, Marvin Schultz. Not shown are Don Hill, Ray Frady and Dick Rittman.



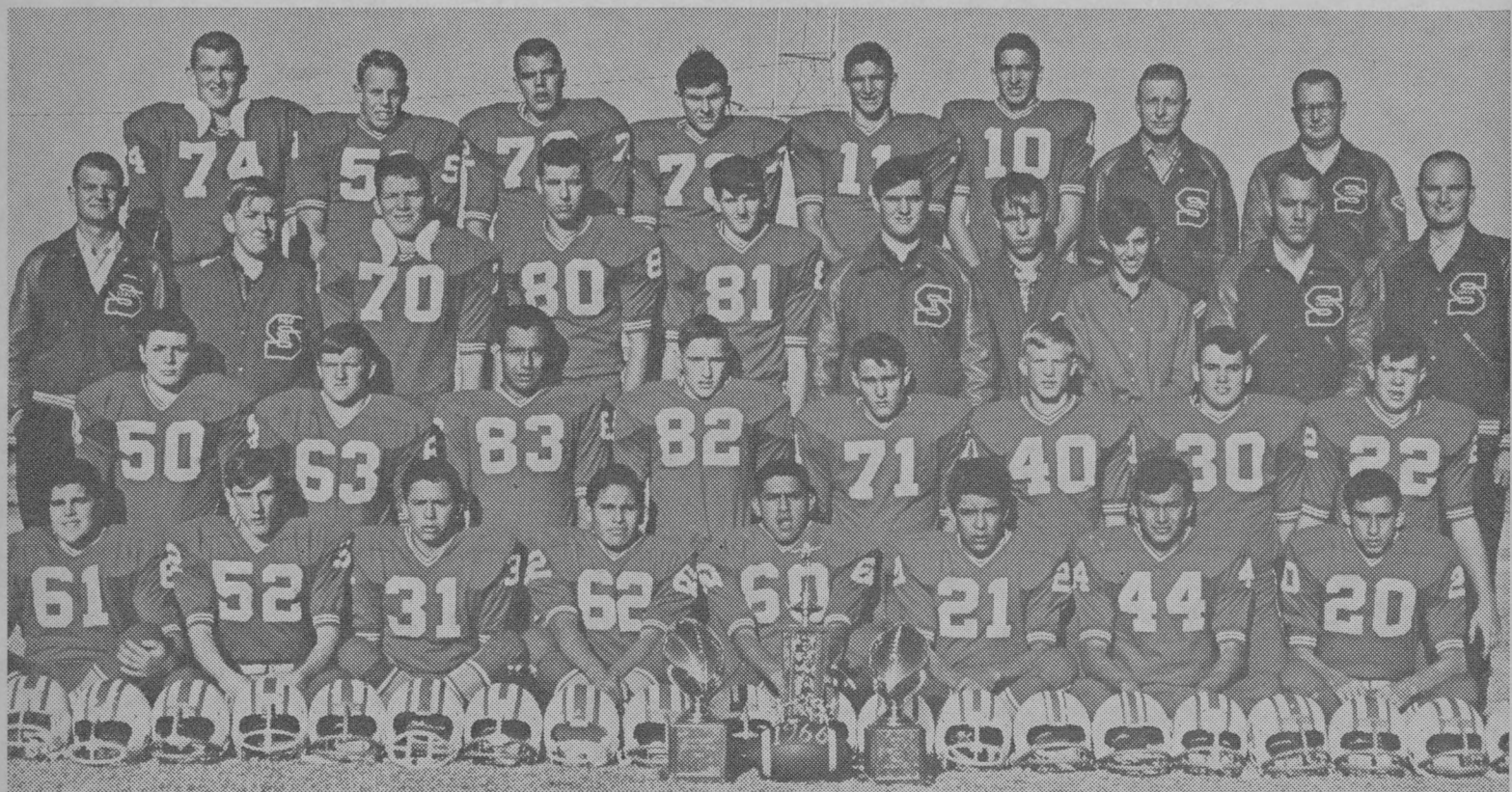
CONFERENCE AAA STATE CHAMPIONS—Members of the Bridge City High School football team are, FRONT ROW—Gayland Sims, Johnny Lane, Donald Hebert, Charles Johansson, Johnny Miller, Darrell Segura, Sidney Bourque, G. T. Owens, Wilbur Nichols; SECOND ROW—Mgr. Leonard Riley, Tommy Fischer, Jerry Jaynes, Rocky Melder, Mike Hebert, Jimmy Flowers, Gary Collins, Jim Scarborough, Mike McEl-

haney, Mgr. Russell Harvill, Coach Bruce Bradshaw; THIRD ROW—Coach Billy Patrick, Coach Larry Ward, Charles Miller, Joe Langston, Dan Dearing, Steven James, Bill Snider, Steven Worster, Robert Plagens, Billy Bishop, Gordon Pike, Coach Troy Woodall, Coach H. W. Wilson; FOURTH ROW—Jerry Burd, Larry Huckabay, Tom Perry, Mike Bishop, Mike Barber, Kent Buford, Matt McKnight, Douglas Schell.



CONFERENCE AA STATE CHAMPIONS—Members of the Sweeny High School football team are, FRONT ROW—Jimmy Lindsey, Samuel Thomas, Elmo Wright, Lexie Bell, Thomas Hill, Louis Helm, Larry Chandler, Jack Bevers, Asst. Coach Kenneth Dabbs; SECOND ROW—Samuel Bell, Dickey Williams, Kenneth Grovey, Mike Summers, Brik Waggoner,

Bart Reddoch, Jim Albritton, Robert Burt, Mike Orr, Coach Edward L. Waggoner; THIRD ROW—Bob Snead, Harry Roberts, Jimmy Collins, James Carlton Key, Billy Kees, Jack Kemp, Ronnie Harris, Jimmy Earnheart, Ray Foote, Mike Klahn, John Burnett, Neal Bess, Greg Fox is not shown.



CONFERENCE A STATE CHAMPIONS—Members of the Sonora High School football team are, FRONT ROW—Brent Johnson, Tim Thorp, Richard Perez, Manuel Sanchez, Alex Castro, Ernest Barrera, Noe Chavez, Johnny Ramos; SECOND ROW—Bill Green, Bud Smith, Nino Perez, Jim Fish, Wade Stokes, David Wuest, Mike Gosney, Ed Lee Renfro; THIRD ROW—Head Coach Jerry Hopkins, Mgr. Robert Brown,

Monte Dillard, Tom Trainer, Steven Whitworth, Louis Wardlaw, Jimmy Trainer, Mgr. Mark Shurley, Coach Dennie Hays, Coach Bob Painter; BACK ROW—Royce Miears, Bert Bloodworth, Mitch Trainer, Al Lettinger, Laney Cook, J. V. Cook, Coach Oliver Wuest, Coach Bob Snodgrass.

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

Dear Coach:

The football season is over and my son Bill has hung up his gridiron "togs" and will soon report for basketball practice. Our school didn't win the district championship, but we won our share of games played and above all our team won the respect of our opponents and our community by their fine sportsmanship and hard play. It was a very successful year for all, and especially for my son.

As a parent, Coach, I am eternally thankful that my boy had the opportunity to play under your supervision and leadership. Each day during the football season my boy learned through example those fine moral and ethical character traits which we all want our boys to know and to follow. I recall the night Bill told me how he nearly lost his temper in a scrimmage, but thought just in time that "Coach" never loses his temper, and neither will I. Thanks, Coach, for setting an example in proper conduct on and off the playing field. Bill tells me that Coach can be firm without being loud, mean and boisterous, that Coach knows when to sympathize, when to pat you on the shoulder, and how to correct you. These are leadership traits I want my son to acquire and he can best learn these on the field of competition under proper leadership.

### Obedience to Authority

For three months, Coach, my boy has really been under your complete control. He has adjusted his life to your suggested plan. Meals, hours of sleep, social activity, etc., have all been adjusted to your schedule and through these he has learned voluntary obedience to rules; in his scrimmage and games he has further learned obedience to constituted authority. How much this obedience to rules and authority is needed in today's society! I believe Bill has learned this lesson. Coach, Bill imitates your every action, you are his ideal. How proud I am that your personal life and conduct are on such a high level! My boy dresses better, speaks better English, and behaves better because Coach sets the example. I wonder if all coaches realize how important a place they have in the school and community, and how many boys are imitating them.

### Scholarship

Especially, Coach, I want to thank you for insisting that athletes study diligently, and stressing constantly the fact that scholastic work is so important. Bill told me that you had impressed on all of the team that football players are superior intellectually to the average student and that they should make good grades because they have the ability to do

so. This teaches the boys not to try and "ride by" because they are athletes. I had told Bill several times that Dr. Terman in his studies on gifted children had found that children with superior physical physiques have superior mental abilities. Hearing this same principle from his coach, however, made an impression which is lasting. Your emphasis on teamwork, cooperation, fair play, sportsmanship, honesty, integrity, obedience to authority, control of emotions, proper health habits, and proper conduct has earned for you a place of honor in the hearts of all the parents, the students, the faculty, and the community.

The impact of your leadership is just as obvious in the community as in the school. Your active participation in civic, church and youth organizations proves that you are really concerned about all youth, and that you want to make our town a better place for every one to live in.

In conclusion, Coach, thanks again for all you have done for Bill and the youth of this community. We appreciate you and want you to know that this is a better community because you chose the profession of coaching and the leadership of youth.

Your friend,  
Bill's Dad

## Regional, District Grid Winners List

San Angelo High defeated Spring Branch of Houston, 21-14, to win the AAAA state football championship. In their playoffs they scored 141 points to 52 for opponents. They beat Bel Air of Ysleta, 42-17; Tascosa of Amarillo, 37-6; Carrollton, 41-15; and Spring Branch, 21-14.

Bridge City outscored playoff opponents, 125-38, to win the AAA grid title. In playoffs they defeated Conroe, 41-17; Clear Creek of League City, 36-7; San Marcos, 28-7; and McKinney, 30-7, in the final contest.

Sweeny scored 114 points to 28 for five playoff opponents to win the state AA football championship. They won over Edna, 6-0; Kenedy, 43-0; Randolph of Randolph Air Force Base, 21-14; Bastrop, 15-7; and Granbury, 29-7, in the finals.

Sonora won the Conference B football championship, scoring 197 points to 70 for five opponents in the playoffs. Sonora defeated Wink, 47-14; Seagraves, 36-0; White Deer, 35-14; Forney 39-28; and Schulenburg, 40-14, in the final game.

### Conference AAAA

District Winners: Bel Air (Ysleta), San Angelo, Tascosa (Amarillo), Wichita Falls, Eastern Hills (Fort Worth), Bryan Adams (Dallas), Carrollton, Marshall, Waltrip (Houston), Spring Branch (Houston), Jefferson (Port Arthur), Freeport, McCallum (Austin), Alice, MacArthur (San Antonio), Harlandale (San Antonio).

Bi-District Winners: San Angelo 42, Bel Air (Ysleta) 17; Tascosa (Amarillo) 20, Wichita Falls 7; Bryan Adams (Dallas) 35, Eastern Hills (Fort Worth) 14; Carrollton 21, Marshall 7; Spring Branch (Houston) 22, Waltrip (Houston) 7; Jefferson (Port Arthur) 62, Freeport 29; Alice 16, McCallum (Austin) 12; MacArthur (San Antonio) 48, Harlandale (San Antonio) 7.

Quarter-Final Winners: San Angelo 37, Tascosa (Amarillo) 6; Carrollton 31, Bryan Adams (Dallas) 6; Spring Branch (Houston) 28, Jefferson (Port Arthur) 17; MacArthur (San Antonio) 21, Alice 12. Semi-Final Winners: San Angelo 41, Carrollton 15; Spring Branch (Houston) 14, MacArthur (San Antonio) 6.

Final Winner: San Angelo 21, Spring Branch (Houston) 14—at Austin.

### Conference AAA

District Winners: Dumas, Monahans, Littlefield, Vernon, Mineral Wells, McKinney, Nacogoches, Ennis, Bridge City, Conroe, Lamar (Rosenberg), Clear Creek (League City), San Marcos, Robstown, Fredericksburg, Raymondville.

Bi-District Winners: Monahans 6 (penetrations tied, 2-2, Monahans won on first downs, 14-12); Vernon 21, Littlefield 12; McKinney 28, Mineral Wells 0; Ennis 5, Nacogoches 0; Bridge City 41, Conroe 17; Clear Creek (League City) 23, Lamar (Rosenberg) 15; San Marcos 27, Robstown 13; Fredericksburg 20, Raymondville 7.

Quarter-Final Winners: Monahans 7, Vernon 7 (Monahans won on penetrations, 4-1); McKinney 34, Ennis 0; Bridge City 36, Clear Creek (League City) 7; San Marcos 36, Fredericksburg 14.

Semi-Final Winners: McKinney 21, Monahans 7; Bridge City 28, San Marcos 7.

Final Winner: Bridge City 30, McKinney 7—at Waco.

### Conference AA

District Winners: Phillips, Iowa Park, Memphis, Post, Stamford, Alpine, Granbury, Ballinger, Decatur, Hillsboro, Plano, Mexia, Hooks, Daingerfield, Clarksville, Mineola, Cameron, Del Valle, Bastrop, Klein (Spring), Rusk, Buna, Hardin-Jefferson (Sour Lake), Dayton, Sweeny, Edna, Kenedy, Tuloso-Midway (Corpus Christi), Randolph (Randolph Air Force Base), Hondo, Freer, Los Fresnos.

Bi-District Winners: Iowa Park 24, Phillips 16; Post 20, Memphis 19; Stamford 15, Alpine 14; Granbury 28, Ballinger 0; Decatur 31, Hillsboro 6; Plano 41, Mexia 7; Daingerfield 10, Hooks 0; Mineola 21, Clarksville 7; Cameron 23, Del Valle 14; Bastrop 14, Klein (Spring) 8; Rusk 18, Buna 13; Hardin-Jefferson (Sour Lake) 8, Dayton 8 (Hardin-Jefferson of Sour

Lake won 2-1 on penetrations); Sweeny 6, Edna 0; Kenedy 14, Tuloso-Midway (Corpus Christi) 6; Randolph (Randolph AFB) 28, Hondo 16; Freer 20, Los Fresnos 14.

Regional Winners: Iowa Park 41, Post 14; Granbury 19, Stamford 9; Plano 14, Decatur 6; Daingerfield 14, Mineola 0; Bastrop 14, Cameron 0; Hardin-Jefferson (Sour Lake) 29, Rusk 7; Sweeny 43, Kenedy 0; Randolph (Randolph AFB) 6, Freer 0.

Quarter-Final Winners: Granbury 31, Iowa Park 16; Daingerfield 21, Plano 16; Bastrop 14, Hardin-Jefferson (Sour Lake) 11; Sweeny 21, Randolph (Randolph AFB) 14.

Semi-Final Winners: Granbury 21, Daingerfield 6; Sweeny 15, Bastrop 7.

Final Winner: Sweeny 29, Granbury 7—at Austin.

### Conference A

District Winners: White Deer, McLean, Kress, Spur, Seagraves, Rotan, Wink, Sonora, Santa Anna, Ranger, Crowell, Keller, Glen Rose, Forney, Frisco, Honey Grove, Hewitt (Naples), Willis Point, Hallsville, San Augustine, Groveton, Rosebud, Dawson, Rogers, Hull-Daisetta (Daisetta), Magnolia, Schulenburg, Tidehaven (El Maton), Stockdale, Judson (Converse), George West, San Isidro.

Bi-District Winners: White Deer 37, McLean 8; Spur 13, Kress 12; Seagraves 14, Rotan 0; Sonora 47, Wink 14; Ranger 19, Santa Anna 14; Keller 20, Crowell 6; Forney 35, Glen Rose 6; Honey Grove 28, Frisco 15; Hewitt (Naples) 31, Willis Point 19; San Augustine 16, Hallsville 10; Rosebud 24, Groveton 16; Rogers 27, Dawson 16; Hull-Daisetta (Daisetta) 36, Magnolia 0; Schulenburg 18, Tidehaven (El Maton) 6; Stockdale 38, Judson (Converse) 12; George West 22, San Isidro 3.

Regional Winners: White Deer 48, Spur 30; Sonora 36, Seagraves 0; Keller 41, Ranger 8; Forney 28, Honey Grove 6; Hewitt (Naples) 15, San Augustine 8; Rosebud 34, Rogers 7; Schulenburg 16, Hull-Daisetta (Daisetta) 12; George West 14, Stockdale 0.

Quarter-Final Winners: Sonora 35, White Deer 14; Forney 41, Keller 0; Rosebud 28, Hewitt (Naples) 6; Schulenburg 31, George West 16.

Semi-Final Winners: Sonora 39, Forney 28; Schulenburg 24, Rosebud 14.

Final Winner: Sonora 40, Schulenburg 14—at San Marcos.

### Conference B

District Winners: Vega, Sundown, Fort Hancock, Bronte, Groom, Chillicothe, Era, Celina, Roysie City, Masonic Home (Fort Worth), Hawkins, East Mountain (Gilmer), Tenaha, Arp, Kemp, China Spring, Bangs, Eden, Salado, Hutto, Centerville, Evadale, Van Vleck, Cold Springs, Buda, D'Hanis, Falls City, Banquete.

Bi-District Winners: Vega 34, Sundown 16; Bronte 38, Fort Hancock 12; Chillicothe 7, Groom 6; Celina 14, Era 8; Masonic Home (Fort Worth) 0, Roysie City 0 (Masonic Home won on penetrations, 3-2); Hawkins 17, East Mountain (Gilmer) 6; Arp 48, Tenaha 6; Kemp 20, China Spring 0; Bangs 15, Eden 3; Hutto 6, Salado 6 (Hutto won on penetrations, 3-1); Evadale 36, Centerville 8; Cold Springs 14, Van Vleck 13; Buda 7, D'Hanis 6; Falls City 35, Banquete 6.

Regional Winners: Region I: Vega 27, Bronte 22; Region II: Chillicothe 19, Celina 6; Region III: Hawkins 20, Masonic Home (Fort Worth) 6; Region IV: Kemp 18, Arp 6; Region V: Hutto 22, Bangs 3; Region VI: Cold Springs 22, Evadale 8; Region VII: Buda 21, Falls City 16.

### Six-Man Conference

District Winners: Marathon, Paint Rock, Highlands (Roscoe), Paint Creek (Haskell), Novice, Sidney, Carbon, Tolar, Venus, Turnersville, Milano.

Bi-District Winners: Paint Rock 22, Marathon 8; Highlands (Roscoe) 40, Paint Creek (Haskell) 19; Novice (Bye); Sidney 60, Carbon 34; Tolar 56, Venus 27; Turnersville 58, Milano 52.

Regional Winners: Region I: (See Winners on page 3)

## Basketball Playoff Dates Listed By State Director

Plans for determining state championships in interscholastic league boys' and girls' basketball for 1966-67 have been announced by Dr. Rhea Williams, Athletic Director.

In boys' basketball 22 teams will be brought to the state tournament. Four teams 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 A 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 2, 3, and 4 are the dates for the state tournament for boys. The girls' tournament will be March 9, 10, and 11. Both will be in Gregory Gym, The University of Texas. Boys championship games will be played in Gregory Gym and consolation games will be played in another local gym.

District championships must be decided two weeks earlier in each case, the boys' deadline date in all conferences being February 18, and girls' Feb. 25. Regional champions for the boys must be decided by Feb.

25, and for the girls, March 4.

For the 1966-67 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 may be paired and played under the following schedule:

In Region I-AAAA, as an illustration, the winner of 1-AAAA plays 2-AAAA, and 3-AAAA plays 4-AAAA in a one game playoff to be played either on Feb. 20, or 21, at sites to be selected by the participating teams. The winners in each case would then play a one game series Feb. 24, or 25, 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 Central High School.

Region II—Districts 5-8, Roy (See Basketball on page 3)