

INTERSCHOLASTIC LEAGUER

VOL. LVI

AUSTIN, TEXAS NOVEMBER, 1971

No. 3

James Phillips, James Martin Head Council

Regional Committeemen Named To Represent League at Meets

Forty-five Texas school administrators will serve this year on the League's eleven regional executive committees, assisting the regional director and other regional executive committee members from the host institution. They will help organize and schedule the various events at each regional site with the least possible confusion, minimum of expense and least loss in school time by contestants.

Each regional meet is jointly sponsored by the college or university serving as host and the League, represented by these superintendents and principals. The League competitive program rests upon the efforts of the administrators and the faculty members who devote considerable effort and no little attention to its planning and execution.

Odessa
Supt. George Cullender, Monahans.
Supt. James E. Bramlett, Seminole.
Supt. Delwin Webb, Abernathy.
Supt. Bob Conger, Denver City.

Lubbock
Supt. Ed Irons, Lubbock.
Supt. James H. Mailey, Midland.
Supt. Weldon McCreary, Shallowater.
Supt. J. N. Wilson, Petersburg.
Supt. R. N. Pierce, Jayton.
Supt. R. K. Sams, Whiteface.

Denton
Asst. Supt. Jesse F. Cardwell, Dallas.
Asst. Supt. Frank Kudlaty, Fort Worth.
Supt. J. C. Helm, Jr., Stephenville.

Supt. W. W. Byrd, Jr., Duncanville.
Supt. Fred R. Nickels, De Soto.
Supt. Tim McPherson, Jacksboro.

Stephenville
Supt. Gerald Slater, Pilot Point Farm.
Supt. James K. Highsmith, Farmersville.
Supt. Bill B. Thomas, Brook Schools, Weatherford.
Supt. O. C. Cook, Hico.
Supt. Billy McKown, Abbott.

Houston
Supt. Johnny Clark, Jr., Baytown.
Supt. Clyde M. Gott, Port Arthur.
Asst. Supt. Horace E. Elrod, Houston.

Huntsville
Supt. Joe Leonard, Liberty.

Supt. Kenneth C. Welsch, Columbia-Brazoria Schools, West Columbia.
Supt. Mart Hitt, Pine Tree Schools, Longview.

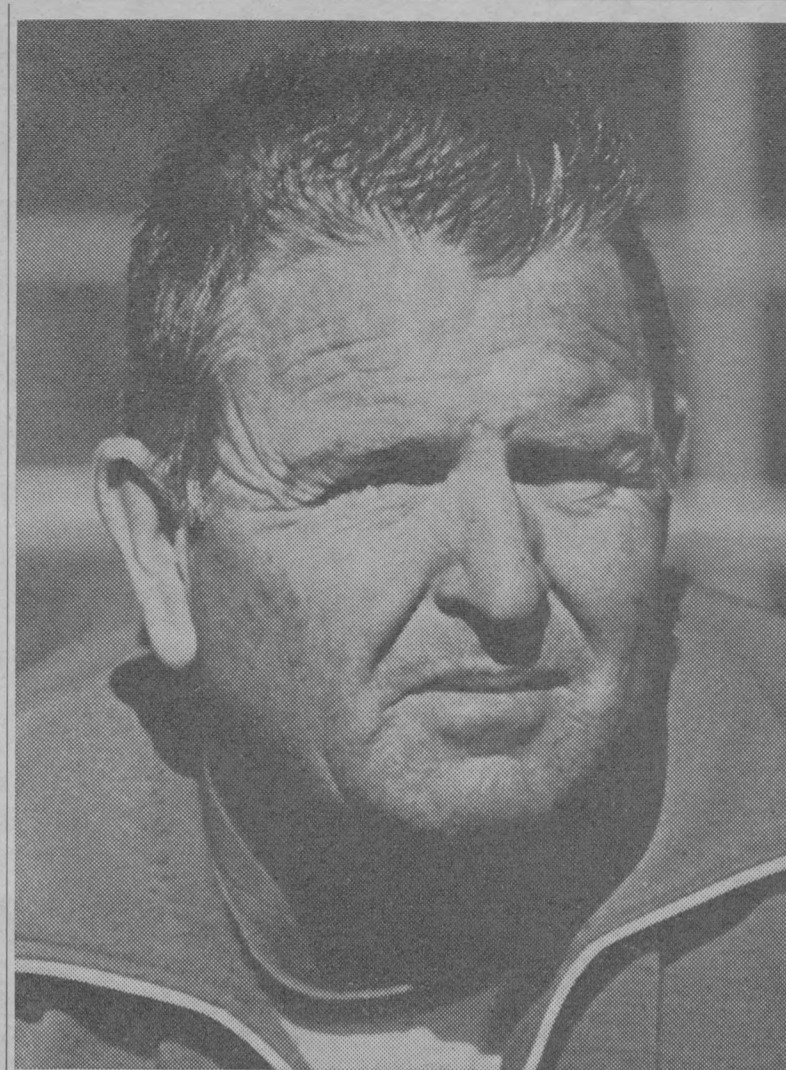
Brenham
Supt. George W. Mabe, Smithville.
Supt. Jack Faulds, Caldwell.
Supt. C. M. Jackson, Orchard.
Supt. W. E. Dalchou, Snook.

Kingsville
Supt. Norman Davis, Goliad.
Supt. C. R. Schneider, Premont.
Supt. J. D. Gray, Aransas County Schools, Rockport.

Kilgore
Supt. L. L. Williamson, Spring Hill Schools, Longview.
Supt. G. P. Ferguson, Union Grove Schools, Gladewater.
Supt. James E. Barnett, Lovetts Chapel Schools, Overton.
Supt. Weldon Bynum, Slocum.

Corpus Christi
Supt. John S. Gillett, Kingsville.
Supt. Jim Barnes, Seguin.
Supt. W. G. Burden, Raymondville.
Supt. W. C. Andrews, Gregory.

Victoria
Supt. Jack Schulze, Pettus.
Supt. George K. Nelson, Tidehaven Schools, El Maton.
Supt. Max E. Eidenberger, Shiner.



TOP TENNIS COACH—Charles (Chuck) Avera, Wichita Falls coach, has an outstanding record in producing high school tennis winners. During his 18 years as tennis coach at Wichita Falls High School his entries have won 15 district championships, five state titles and six runner-up honors. In 1955 Avera's entries won all four tennis divisions in Region II, Conference AAAA. "His record is one of the best ever achieved in Texas," said Athletic Director Bailey Marshall. "The League is proud of Coach Avera and his outstanding record."

Eight Questions On School Ballot

James R. Phillips, superintendent of Kaufman schools, was elected chairman of the University Interscholastic League at the Nov. 7 session.

Supt. James Martin of Arlington public schools was elected vice-chairman.

The Council approved eight items to be submitted to member schools on a referendum ballot.

1. That cross-country competition be added to the UIL athletic competition.

2. That baseball coaches be allowed to coach from the coaching box during games.

Girls' Golf

3. That the League establish a girls' division in golf competition.

4. That a swimming team be permitted to participate in 10 meets each year, with up to five of them being invitational meets, and that requests for approval of out-of-state meets be referred to the State Executive committee.

5. That the girls' state swimming meet be moved from fall to spring.

Baseball Scrimmages

6. That 15 days elapse after start of baseball workouts before a team engages in a scrimmage, and that not more than two scrimmages per week be allowed until the first game, and that no scrimmages be allowed after the first game.

7. That volleyball teams be allowed to play 24 matches plus three tournaments, not including League playoff games.

8. That girls' basketball teams be permitted to play 24 games plus three tournaments, excluding games that count on League standings.

The Council voted to reject a proposal that Art. VIII, Section 19 be changed to permit swimming teams to take part in out-of-state meets without State Executive Committee approval.

Tennis, Golf Winners

The group voted to appoint a committee to make a study of tennis and golf representation at State Meet and to report back at the next meeting.

A proposal that private and parochial schools be admitted to the League will be submitted to a compositelander committee that will study the proposal and report back. The report will come in time so that if schools vote to admit the private and parochial schools they would be included in the next every-two-year assignments in athletics.

Playoff TV

Live television of football playoff games was approved, providing that it was by mutual consent of the two schools and that the game was sold out 48 hours prior to game time.

The girls' 300-yard freestyle swimming event was changed to a 400-yard freestyle event to conform with scholastic practice.

Music Proposals

In music the Council approved a committee to be chaired by J. R.

McEntyre to consider the following:

1. Should an outstanding performer in each organizational music contest in each conference be recognized by the League.

2. Study and make recommendations on the solo-ensemble entries in regional contests.

3. Study the feasibility of including medium size ensembles in the regional music contest.

They ruled that elementary schools, where there is no parent high school, should be permitted to vote only on all matters on referendum ballots that affect elementary schools.

Yearbook Vote

The Texas Association of Journalism Directors proposal that yearbooks be admitted to full membership in the Interscholastic League Press Conference was rejected. Dr. Williams, League director, asked Dr. Max Haddick, ILPC director, to prepare an alternate plan for study.

A committee to study the poetry and debate contests was approved. The committee is to consider the advisability of making the poetry list optional and the possibility of making the debate contest a cross-examination type of event.

A special committee was approved to study the One-Act Play Contest and make recommendations.

Fluoridation Proof Cited

Dramatic evidence of success in the New York City Fluoridation program initiated in September, 1965, is being made known.

Among thousands of Head Start children four and five years of age examined during the last summer, between 50 and 60 per cent were found to be cavity free, compared with only 25 per cent prior to fluoridation.

Fluoridation in New York was adopted only after a long and bitter battle which started in the early 1950's and had to overcome the obstacles to extended hearings and efforts to block the decision by court action.

Poetry List Available

Pending the preparation of a more extensive list, Dr. Rex Wier, the League speech consultant, has made available a tentative bibliography of European poets.

This sheet will cost only 10¢ and will be of considerable help to sponsors and students interested in the Poetry Interpretation contest.

Teachers may write for the temporary list for immediate use. The completed bibliography may be ordered as soon as it is announced as available in a later issues of the LEAGUER.

Location Changes to Affect Four Regional Conferences

In setting up the regional sites this year, several conferences are assigned to new locations.

Conference AA, Region I, has been moved from Lubbock to Odessa, while Conference AAAA, Region I, has been transferred to Lubbock.

Further, Conferences AAAA and AAA, Region II, are assigned to Denton, while Conference A, Region II, will go to Stephenville.

There are three new regional directors: Dr. William DeMougeot at Denton, Johnny L. Johnson at Kingsville, and J. M. Leese at Stephenville.

League Director Rhea Williams thanks the eleven host institutions, and their respective faculty members, for assistance given the competitive educational program. The public schools appreciate their providing the facilities needed for running off the athletic events, the literary and academic events, and the dramatic or one-act play-competition.

Regional Assignments
Odessa
Dean Bernhard T. W. Sedate, Evening College, Odessa.
Region I, Conference AAA, Districts 1 through 3
Region I, Conference II, Districts 1 through 8

Lubbock
Nat Williams, College of Education, Texas Tech University, Lubbock
Region I, Conference AAAA, Districts 1 through 5
Region I, Conference A, Districts 1 through 8
Region I, Conference B, Districts 1 through 11

Denton
Dr. William DeMougeot, Department of Speech and Drama, North Texas State University, Denton
Region II, Conference AAAA, Districts 6 through 15
Region II, Conference AAA, Districts 4 through 8
Region II, Conference AA, Districts 9 through 17

Stephenville
Dean J. M. Leese, Tarleton State College, Stephenville
Region II, Conference A, Districts 9 through 16
Region II, Conference B, Districts 12 through 21

Houston
Dr. Troy A. Womack, Vice President Houston Baptist College, Houston
Region III, Conference AAAA, Districts 16 through 24
Huntsville
Dr. William R. Carmichael, Department of Education & Psychol-

ogy, Sam Houston State University, Huntsville
Region III, Conference AAA, Districts 9 through 12

Brenham
Dean W. C. Schwartz, Blinn College, Brenham
Region III, Conference AA, Districts 18 through 25
Region IV, Conference B, Districts 34 through 39

Kilgore
Dean Kenneth Whitten, Kilgore College, Kilgore
Region III, Conference A, Districts 17 through 24
Region III, Conference B, Districts 22 through 33

Corpus Christi
Dr. Leo Bradley, Asst. Supt. of Schools, Corpus Christi
Region IV, Conference AAAA, Districts 25 through 32
Region IV, Conference AAA, Districts 13 through 16

Kingsville
Johnny L. Johnson, Coordinator, Extension Teaching, Texas A&I University
Region IV, Conference AA, Districts 26 through 32

Victoria
Carl DuBose, Evening School Director, Victoria College, Victoria
Region IV, Conference A, Districts 25 through 32

'Voice' of Schoolboy Network

Sportscaster Warren L. Hasse Leader in Community Activities

Warren L. Hasse is known in Texas as the voice and chief announcer for the Texas schoolboy network, sponsored by the Diamond Shamrock Corporation. He has been the chief announcer for the last five years, after being active since 1948 in broadcasting football, basketball and other athletic events on the network.

Hasse was born in Mauston, Wis., where he took part in all sports and was captain of the baseball and golf teams and co-captain in basketball. Upon graduation he enrolled in the University of Wisconsin, but college work was interrupted by World War II. He enlisted in the Air Corps and received his commission in 1943 at Childress. He received the Distinguished Flying Cross, Air Medal with four oak leaf clusters and Presidential Unit Citation before being discharged in 1945 as first lieutenant.

In 1944 he married Romella Johnson and they have two children,

John L. and Mary Sue, both now students at West Texas State University at Canyon.

Experienced Newsmen

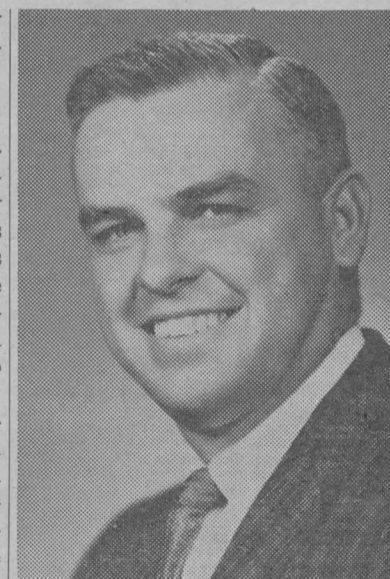
Hasse has been active in communications media, serving as advertising manager for the Daily Register of Portage, Wis., sports editor of the Pampa Daily News and later as managing editor. He was business manager for the Pampa Oilers Professional Baseball Club, co-owner and owner of Radio Station KPND.

Hasse has been active in community life, serving four years on the Pampa school board, of which he is now president. He was Kiwanis president, and has been lieutenant governor for the district. He was president of the Pampa Chamber of Commerce and received the "Outstanding Young Man" award from the Junior Chamber of Commerce; he served as high school Key Club adult leader for a year and is in the Panhandle Sports Hall of Fame as Sportsleader; and he earned the Lambda Chi Alpha West Texas award.

Charity Work

Hasse has also headed the March of Dimes, the United Fund, and served on the Boy Scout Council, the Red Cross, the Top O Texas Rodeo, the Governor's Committee of '67, and in other community organizations.

Dr. Rhea Williams, Director of the League states: "No one has made a greater contribution to the interscholastic athletic program than has Warren Hasse. He is a fair, impartial and stimulating sportscaster. He never forgets the fact that high school athletics is composed of teen-age youths. Further, he understands and promotes all phases of the League program and is interested in all youth activities. I have known him as a



WARREN L. HASSE
... Sports Announcer

Kiwanian, a sports announcer, an educator, and perhaps more important than all, as a friend. It is people of his stature who have helped to make interschool athletics such a great program."

Liquor Law Made Clear

Administrators and other officials are not being arbitrary when they will not permit liquor upon public school grounds. House Bill No. 531 forbids the bringing or carrying of intoxicating beverages into any stadium or field where high school athletic events are being carried on. The bill is quoted below, for the benefit of all public school officials:

"Section 1. It shall be unlawful for any person or persons to bring or carry into any enclosure, field or stadium, where athletic events, sponsored or participated in by the public schools of this state, are being held, any intoxicating beverage in his possession while in or on said enclosure, field or stadium.

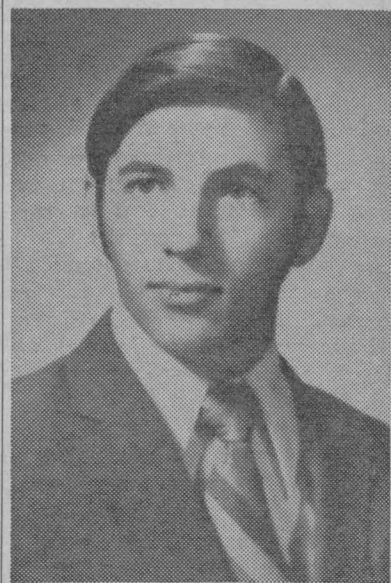
"Section 2. Provided that if any officer of this State sees any person or persons violating the terms of Section 1 of this Act, he shall immediately seize such intoxicating beverage and shall within a reasonable time thereafter deliver same to the County or District Attorney."

Volleyball Deadline Set

The deadline for accepting the Girls' Volleyball Plan is Nov. 15. The tentative list for the 1971-72 school year will be mailed from this office on or about the same date.

The first day a team or girl may practice before or after school is Dec. 15.

Feb. 1, 1972 is the first day a school may engage in an interschool scrimmage or game.



SLIDE RULE CHAMPION—Eduardo Yzaguirre III of Zapata scored an all-time high of 355 in state competition, setting a state slide rule record. Winning is not new to Eduardo who placed first at district, regional and state in 1969-71. He served as junior class and slide rule club president, student council member, and 1971 salutatorian. The Texas A&M freshman's hobbies are archery, coin collecting and guitar playing. He plans to become a lawyer. Eduardo's coach in Zapata was Eliseo J. Perez.

NDEA Grants to Include Drama

Matching Funds Now Available For League Approved Unit Set

By LYNN MURRAY
State Drama Director

Drama Directors should be aware that matching grants are available for drama under National Defense Education Act, Title III (P.L. 85-864, revised July, 1971) for fiscal 1972. Art, Music and Drama were added to the ten critical areas (making thirteen) in 1971, but unfortunately funds for these areas were not made available for fiscal 1971. It is important that all drama directors be aware that their administrators will be receiving information concerning available funds under this program during November.

Funds Notice Due

Addition of music, art and drama to the list of critical subject areas for fiscal 1972 supplants the old Section 12, Arts and Humanities program. Superintendents have been sent copies of the Program Priorities for NDEA, Title III, and schools will be notified of their available funds probably within a month's time of their application. Processing of proposals from school districts usually takes about a month after the proposal is received by the Texas Education Agency. Schools getting applications in early will obviously be funded earlier than those submitted later.

Matching funds from NDEA-III are available for the League Approved Unit Set, whether you build it or buy it commercially in fiscal 1972. (Please note that fiscal 1972 is for NEXT YEAR.)

Allowable Items

Other items allowable are: power tools, hand tools, sewing machine for costume construction, irons for drama costumes, lighting equipment (excluding lamps), switchboards (usually portable types), record players and tape recorders, stage rigging, permanent storage cupboards for make-up and costumes, makeup kits (no makeup) and stage hardware.

NDEA-III funds are not available for play scripts, costumes, makeup, color mediums (plastic and gel), stage drapery, or paint and pigment. Matching funds are available for permanent equipment, but not for consumable materials. Materials to build the Unit Set are not considered consumable, but rather for construction of a permanent set.

Objectives of Funds

Arts, Music and Drama—Funds will be made available for equipment and materials to attain the following objectives: (a) Strengthening the fine arts program in elementary and secondary schools, (b) Providing fine arts programs to

meet aesthetic needs of all children, (c) Providing for a balanced fine arts program—art, music, and drama.

In carrying out the above objectives schools should have:

(a) A written plan for fine arts instruction (art, music, drama) which provides a variety of sequential creative experiences,

(b) Teachers with valid Texas certificates for level of teaching (for secondary teachers, completion of all-level or secondary drama certificates),

(c) Teaching guides for grades K-12, and

(d) Appropriate facilities equipped for fine arts (art, music, drama) instruction.

Further information concerning what might be an appropriate request for NDEA-III matching funds in drama may be obtained by contacting Don Irwin, Director, Program Development for Fine Arts, Texas Education Agency. Check with your superintendent before you write. He likely will have the information you need. Please note that all Title III-NDEA funds are requested by your administration at the same time. Talk to your administrator about next year and the budget now. This is a good chance for you to get started early.

UIL Membership Deadline Dec. 1

Organization Time Here

Time approaches for organizing spring meets. The first day for such organization was October 25. Each district should organize at the earliest possible moment.

The successful operation of spring met events depends on proper organization, supervision, and direction. A poorly run program gives participating students an unfavorable impression of controlled competition; a properly organized and directed meet can give them a sense of accomplishment and achievement which they will carry throughout their lives.

Now is also the time to assign sponsors to prepare students for the various literary, academic, and dramatic events. It is not fair to either the sponsor or the student to suggest, shortly before time for the spring meet, that the teacher select a gifted student and ask him, "How about entering the slide rule contest?"

Proper preparation takes practically the entire school year. Such preparation can be stimulating and educationally motivating, if properly approached by sponsor and student. It is not too late to attend several of the student activities conferences. These offer valuable information in techniques of preparation in various contests. Administrators should encourage both pupils and teachers to begin early, intensive preparation rather than a later, slipshod approach which may prove futile and unrewarding.

The League's literary contest program is designed for all gifted students and is to them what basketball and football are to athletes. No school administrator can conscientiously justify spending all the effort and money usually devoted to athletics and offering no opportunity to students talented in essay writing, one-act play, number sense or other academic activities.

To be properly honest and fair, the administrator will realize that he wants to give every student who is especially gifted an opportunity to develop his talent, regardless of what it may be.

Competition: Fact of Life

The League believes very strongly in controlled competition. Competition is part of life. People are going to strive to excel, regardless of conditions which surround them. From the time we are born to the present, we all have to struggle, and we will have to compete until we leave the earth. The baby competes for the attention of its father or mother. The child in school vies for grades, for social approval and for friends; this continues through the entire educational system, from first grade through college.

After schooling is finished, we compete in seeking a husband or wife, in securing the job we prefer; we seek social or professional status, ad infinitum. We are born to be competitive creatures. No rules or regulations or philosophical beliefs can destroy this competitive instinct, this spur to accomplishment.

Some sincere people, however, think that we should cooperate and should not compete. This may sound good, but, in reality, even when we cooperate we are competing. Cooperatives set up in agriculture and in other areas compete against one another to see which can obtain more advantages for its members. Cooperative houses at the university, where students pool their resources and live together, strive to see which can provide the most efficient operation. Further, cooperation requires complete and absolute understanding and giving. Rarely can we find any such unselfish group, which will take no opportunity for personal gain.

Cooperation does have its place. Members of the debate team cooperate with each other, as do members of a band, a choir or an athletic squad. Competition and cooperation are not contradictory, but, in reality, are supplementary. We are first to admit that uncontrolled competition is uncontrolled competition, but in competition guided by be injurious both physically and mentally. However, the League does not believe in uncontrolled competition, but in competition guided by rules and regulations which promote fair and equitable rivalry. League rules are to educational competition what civil laws are to business: A means to equalize competition.

The primary purpose of the League is to insure and promote controlled and equal competition. For sixty-two years, the League has sponsored and stressed controlled and educational competition. We believe it to be a vital factor in education and for the world in which we live—a basic ingredient which can not and should not be ignored.

A pupil who is doing his best in school is not interested in getting into trouble.

A teacher who is not hard of listening will find his pupils are not hard of hearing.

Honor roll students get there by inspiration and perspiration—with perspiration playing a big part.

A person in trouble finds out quickly who his real friends are.

The smaller a man is, the bigger excuses he can manufacture.

A true good sport has little trouble finding good in the efforts of his opponents.

TILF scholarships are never awarded to students who did not apply. Years of education are like compound interest. The more you put in, the greater the yield.

A student can loaf through four years of school and then spend a lifetime sweating out his mistake.

University Interscholastic League Directory

State Executive Committee: Dean Wm. Barron, chairman; A. R. Schrank, Dr. Lynn Wade McCraw, Dr. Emmette Redford, Dr. J. J. Villarreal, Dr. Jerre Williams, Dr. Rhea H. Williams, Lynn P. Anderson, Bailey M. Marshall.
Legislative Council: W. O. Echols, Chairman; James R. Phillips, Vice-Chairman; Alvin Cannady, Foster Cook, A. G. Elder, Charles Evans, J. E. Ferguson, Horace Francis, Jerry Giffen, Dean Hoyt, James Martin, B. E. McCollum, Mance Park, Drew Reese, W. A. Reeves, Eugene Stoeber, George Thigpen, Odell Wilkes, J. N. 'Pete' Wilson, C. E. Womack.
Director of Journalism: Dr. Rhea H. Williams
Director of Athletics: Bailey M. Marshall
Director of Music: Dr. Nelson G. Patrick
Director of Journalism: Dr. Max R. Haddick
Director of Drama: Lynn Murray

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Rhea H. WilliamsEditor
Max R. HaddickManaging Editor

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OFFICIAL NOTICES

POTH JUNIOR HIGH

Poth Junior High School was disqualified from all honors in music for the 1970-71 school year and is placed on probation for the 1971-72 school year for failure to file an acceptance card.

LINCOLN HIGH

Lincoln High School of Port Arthur has been placed on probation in football for the 1971 season for mistreatment of game officials.

GALVESTON BALL HIGH

Ball high school of Galveston has been placed on probation for the 1971 season by the State Executive Committee for violation of the Football Code.

WAEELDER HIGH

Waeelder High School has been placed on probation by the District Executive Committee for the 1972 season in boys' basketball for violation of the basketball code.

WOODSON HIGH SCHOOL

Woodson High School has been placed on probation in football for 1971-72 school year by the District Executive Committee for violations of the Football Code.

GOREE HIGH SCHOOL

Goree High School has been placed on probation in football for 1971-72 school year by the District Executive Committee for violations of the Football Code.

MOORE HIGH

Moore High School of Waco has been placed on probation in football for the 1971 season for violation of the Football Code.

GRAND SALINE HIGH

Grand Saline High School has been placed on probation in girls basketball for the 1971-72 season for violation of the Basketball Code.

BASEBALL RULES, 1972

The League's baseball schools will use the "optional modification" regarding substitution. Base runners will not be required to wear helmets on the base paths.

ALVARADO HIGH SCHOOL

Alvarado High School was placed on probation in one-act play for 1972 school year by the district executive committee for violation of the One-Act Play Contest Rules 1-3-2.

DENVER CITY HIGH SCHOOL

Denver City High School was disqualified from district boys' basketball for the 1971-1972 season by the district executive committee for violation of the Basketball Code, Rule 11.

BOVINA HIGH

The District 3A Executive Committee has disqualified Bovina High School in boys' basketball for the 1971-72 season for violations of Rule 11 of the Boys' Basketball Plan.

ONE-ACT PLAY

One-Act Play Rule 2,a,2) "... items called for in Rule 2,b,4," should read "Rule 1,b,5).

LA JOYA HIGH

The League's State Executive Committee has placed La Joya High School on probation in baseball for the 1972 season for violation of the Baseball Code.

SAINT JO HIGH

Saint Jo High School has been suspended in One-Act Play for the 1971-72 school year for failing to participate in competition after filing acceptance card, under provisions of Rule 1-3-2.

GIRLS BASKETBALL RULES

The 1970-71 DGWS Girls Basketball Rules with the League supplement will be used for the 1971-1972 girls' basketball season.

TRAVIS HIGH (AUSTIN)

Wm. B. Travis High School Band of Austin was disqualified from Concert and Sight-reading honors for the 1970-71 academic year, and suspended from University Interscholastic League Competition for the 1971-72 academic year for use of ineligible performers.

MERCEDES HIGH

Mercedes High School Band was disqualified from Concert and Sightreading honors for the 1970-71 school year for use of ineligible performers.

SWIMMING RULES

The 1972 NCAA swimming rules will be used in all League swimming activities for the 1971-72 school year.

SLIDE RULE

The accurapsed slide rule can not be legally used in League Slide Rule competition.

SPELLING LIST

Page 18, Column 15, first word should be "electrolyze."

DISTRICT CONTEST DATES

No high school music contest events may be scheduled during the two weeks reserved for district spring music competition—April 8-8 and April 9-18, 1972.

SUNDOWN HIGH SCHOOL

Sundown High School has been disqualified for district honors in football for the 1971 season by the District Executive Committee for violation of Rule 13 of the Football Plan.

WHITEFACE HIGH SCHOOL

Whiteface High School has been placed on probation in football for the 1971 season by the District Executive Committee for violation of Rule 13 of the Football Plan.

JOURNALISM ACCEPTANCE CARDS

Journalism Acceptance Cards will not be required for the 1971 Spring Meet Journalism Contests. All League member high schools are eligible to enter the League Journalism contests without any acceptance card.

SWIMMING LIST ADDITIONS

Add the following schools to the Girls' Official Swimming List:
Region I: (Amarillo), Amarillo, Caprock, Palo Duro, Tascosa
Region II: Arlington, De Soto, Grand Prairie, Berkner (Richardson)
Region V: Bryan, Conroe
Region VI: Miller (Corpus Christi), Del Valle (Austin)
Add the following schools to the Boys' Official Swimming List:
Region I: (Amarillo), Amarillo, Caprock, Palo Duro, Tascosa
Region II: Burleson, De Soto, Berkner (Richardson)
Region V: Conroe, Bryan, Spring Wood, Westchester
Region VI: Miller (Corpus Christi), Del Valle (Austin)



FOURTH TIME IN A ROW—The 1971 State One-Act Play Contest marked the seventh appearance for Meadow High School and director Mrs. Noyce Burleson. For the past four years they have captured the winner's plaque. A WAR MOVIE was the 1971 Conference B OAP winner. Pictured above are Shirla Caswell, Dana Holland, Denise Verner (All-Star Cast member), Major Howard (All-Star Cast member), Harriet Burleson, and Polly Marchbanks (Best Actress and Samuel French Award winner). Miss Verner also won the 1970 Conference B Best Actress and Samuel French Awards. Major Howard and Polly Marchbanks were honorable mention members of the All-Star Cast in 1970 and Polly won the Best Actress Award in 1969. Meadow High School actors have won a total of 23 individual awards in their seven appearances since 1964.

Theatre For Children

Questionnaire Seeking Data on Youth Drama

According to Coleman A. Jennings, Director of Theatre for Children at University of Texas at Austin: "High school drama teachers and students are discovering a new, exciting, specialized and demanding area of theatre to explore together—theatre for children. This activity challenges and stimulates the producing high school actors, technicians and directors and entertains, inspires and delights the audience for which it exists.

Theatre for children is produced by high school drama groups across the country, especially for younger children, ranging from age six to about thirteen."

Questionnaire Out

What type of activity in theatre for children is taking place in Texas high schools today? Drama directors in high schools participating in the University Interscholastic League One-Act Play Contest recently received a questionnaire designed to

Money, Time Problems

Early returns reveal that many teachers are not able to produce special plays for young children because they lack time and money for such a project. Many teachers, however, have indicated an interest in

learning more about theatre for children in order to begin working with their high schoolers in this area.

Questionnaires received from drama directors which have produced plays for younger children indicate they find playing for children a rewarding experience. It also seems that school administrators are enthusiastic about a project which benefits both the teen-agers presenting the plays and the children in the audiences.

Lynn Murray urges all high school drama directors who received the theatre for children questionnaires to return them in order for this survey to accurately reflect the current state of theatre for children as produced by the high schools of Texas. If you did not receive this questionnaire and would like to include your program and comments, contact Murray for a copy. The results of this survey will be published in the LEAGUER when complete.

Teacher's 'Slips' Showing

Oklahoman Notes Problems Of School Choral Contests

By BETTY WOODS
Ada (Oklahoma) High School

Looking in the mirror at 7 a.m. is a most ego-shattering experience for a man or woman. How thankful we are that the world doesn't see us in this light! An hour later we are ready to present ourselves to this world as we would like to be seen. Sometimes we pull this off, and sometimes we don't. As one judge told a female conductor: "You had one obvious slip—and it showed!"

After the last round of contests, I think we all should take a good look in the mirror and see if our "slips" aren't showing.

Educational Goal

The one and only purpose of contests is educational motivation. It is to have a qualified outsider give an objective opinion of the work we and our students are producing. It is under no circumstances to be used as a means to prove what great teachers we are. However, it does sometimes show what teachers we aren't, and most of us can't take this. But, if we are ever to improve our program, we must begin to do away with a few of the following rationalizations which tend to distort the reflection.

Are You Guilty?

How can you sing with poor tone quality, no understanding of vocal pedagogy, and expect your choir to sing well?

How can you skip professional meetings where new and exciting music is well presented and do the same old stuff year in and year out? Classification doesn't prove quality. Out-of-tune singing or playing is poor, regardless of what class you are in. One of the best choirs I ever heard was from a small Arkan-

sas school with an enrollment of 269, and 59 of these were in the choir. It can be done!

Music teaching is not an 8 a.m. to 4 p.m. job. I teach from 8 o'clock to 6 p.m. generally, and when a concert is looming, my day may be 15 hours long. But long hours will never substitute for the quality of those hours.

Professionalism Needed

It takes discipline. No one can waste class time to visit, yawn, daydream, throw erasers, or misbehave. A thorough teacher knows what result he is after and gives attention to detail until it haunts him. You'll go to bed saying: "Sit up straight," "Drop the jaw," "Carry this phrase," "Do it again . . ." infinitum ad nauseam. You just don't let the group give anything but its best constantly.

Kids aren't dumb. They are embarrassed when the group does a consistently poor job every time it performs. No wonder they want to drop music. And, all things being equal, whose fault is it if they do a consistently poor job?

Professional Embarrassment

I was embarrassed for us, as a profession, when I heard how some of the vocal teachers reacted as a result of ratings in various district and state contests. Some directors were indignant over soloists who did not receive superior ratings.

Goodness, don't be so naive. I know every one I take is not worthy of a "1." Truthfully, only 5% of all entries really are. Besides, what a learning situation for us—to guide a student into accepting a disappointment and learning to look realistically at an evaluation. We must not allow them to save their egos by shifting the blame to everything

from the acoustics to the "stupid judge."

Adjust to Conditions

Which brings another rationalization. We all know that Homburg Auditorium isn't an acoustical haven for a choir, nor is the band room in Fine Arts. However, part of our human inheritance is a brain system which should adjust to situations as they confront us. So we should warn our choirs to be more alert because "we could have problems."

Contests are not a life and death situation, only an elating or disappointing one. How we, as adults, handle ourselves under these circumstances makes a terrific impression on these kids. In fact, it could be the only lasting impression a student has of you.

It's time we took an honest perspective of ourselves and the job we are doing as music teachers. We also should reexamine our philosophy for supporting and participating in contests. Take a good, long look in the mirror.

—Oklahoma Secondary School Activities Bulletin

UT Ranks 1st In Journalism

The Journalism Department at The University of Texas at Austin has the nation's largest number of students enrolled as majors.

In a report by Dr. Paul Peterson of Ohio State University for Journalism Quarterly, the UT Austin department was credited with an enrollment of 997 majors last semester. Enrollment at the University of Florida was second with 871.

High School Press



ILPC Membership Deadline Nears

By DR. MAX R. HADDICK

The deadline for joining the Interscholastic League Press Conference is December 1. That is the last, final, ultimate and penultimate date for getting your membership in.

I have mailed membership application blanks to all high school and junior high school journalism departments. It is now your turn to work. Fill in the blanks completely, attach a check and mail it to ILPC, Box 8028, University Station, Austin, Texas 78712.

If you want to join, but do not wish a criticism, send in a check for \$5. If you want to join and also get the criticism of your newspaper, send in a check for \$10. Sorry, you can't order the criticism unless you join us.

My indefatigable secretary and illustrious assistant have been happily packaging up the receipts and pamphlets and mailing them to members. Get your membership in soon, and we will send you our surprise package of goodies.

The student activities conferences are going great. Hope all of you got a chance to attend at least one. There have been some wonderful sessions with lots of ideas for improving publications and instruction in journalism. I really think these conferences are one of the keys to progress in scholastic journalism.

The ILPC Summer Newspaper-Yearbook workshop will be on July 30-31 and Aug. 1-2 this year. It will be headquartered in Jester Center on the UT campus again, but many outside sessions and fun whing dings are in the mill for this year. It should be a continuation of this workshop's growth in numbers and value. Put the dates on your calendar. It doesn't cost much, but it does much good.

Newspapers are looking good this year. There are more magazine and semi-magazine format papers. These can give much variety and interest, if the staffs do remember to make them news magazines and do not fill their pages with trivia. There seems to be a tendency for some staffs to believe that magazine format is the magic formula that sets them free from all rules, restrictions, obligations and gives total license to mutilate the English language. Taint so. This format is just one interesting way to put out your Newspaper. It has much to offer and can give you much—but don't abuse it.

The critics are busily working on the papers you have sent in. We hope to keep the flow running and not take too long to get your analysis back to you. Those who have not sent in papers for criticism (those who ordered and paid for criticisms) should rush them in a soon as you can. The earlier you get your criticism the more value it can be to you.

Questions and Answers

Q. Will the League Office send cards acknowledging receipt of a school's athletic acceptance cards?

A. No. Due to increased mailing costs the League no longer sends out these acknowledgement cards. If the League Office does not receive a card from a school that participated the previous year the school will be contacted prior to the last date for submitting an acceptance card.

Q. If a student earns money writing for a local newspaper will he be eligible for the League Journalism Contests?

A. Yes. There is no amateur rule in Journalism. If he meets all other requirements he will be eligible for the League Spring Meet Journalism Contests.

Q. Is it necessary for a school to send in a Journalism Acceptance Card this year?

A. No. On a one-year trial basis the League will not require the Journalism Acceptance Card. Any high school that is a member of the League is eligible to enter students in the Spring Meet Journalism Contests.

Q. Is it necessary for a school to have a journalism class or publish a paper to be eligible to enter the Spring Meet Journalism Contests?

A. No. Any League member high school may enter students in the Spring Meet Journalism Contests.

Q. Will there be a copyreading contest in journalism?

No. The copyreading contest has been discontinued. There will be contests in Newswriting, Headline Writing, Feature Writing and Editorial Writing in the League Spring Meet competition.

To send in papers for criticism remember: You just gotta put all issues for criticism (up to 3) in an envelope marked on the outside "For Criticism" and send it in. You can't send in criticism issues one at a time. They must all come in one envelope at the same time.

Plans for the spring convention are shaping up wonderfully well. The ILPC officers prepared a good outline of activities when they met here in Austin. Their plans will be the guide for preparing the sessions for you.

Something to think about: If you write features for your newspaper, using only information you got from reading features in other newspapers, and they wrote their features on features they read in other newspapers—aren't we going to go around in circles? There is no substitute for you doing your own research.

We have have had some excellent articles on misuse of drugs, drop-outs, and a number of other topics—but too many show no research other than the reading of other school papers' material on the same topics.

The Texas Interscholastic League Foundation awarded \$164,024 in new scholarships and about \$96,000 in renewals in June. Next year we hope to increase those totals very much. To get in on this you must be a runnerup at a regional meet or be a competitor at the State Meet. That makes you eligible. Then your overall school record, extra curricular activities and other personal history will be important. You won't be eligible for the TILF grants if you don't get in there and compete. You will never get a scholarship if you do not apply.

ILPC Officers Say Yearbook Membership Requested

By ROSINE WILSON
ILPC Secretary

During its 44-year existence, ILPC has been primarily a newspaper-oriented organization. Only recently have its programs been broadened to include yearbooks as well.

Currently, the Texas Association of Journalism Directors is trying to procure ILPC membership for yearbook staffs. At present, only newspapers are officially allowed to join, even though yearbook staffers represent a sizeable portion of the high school journalism community.

In this article, I will attempt to answer briefly two very important questions: "What can ILPC do for yearbooks?" and "What can yearbooks do for ILPC?"

Yearbook Needs

To answer the first question, "What can ILPC do for yearbooks?" let me quote from the ILPC Constitution. "The object of this conference is to raise the ethical, professional, and mechanical standards of high school and junior high school journalism."

To date, it has done an excellent job for Texas high school newspapers by providing instructional competition and holding workshops and clinics. There is no reason to believe that it could not perform the same function for Texas yearbooks.

ILPC Services

In fact, ILPC already performs some of these services for yearbooks, specifically, the summer workshops and convention sessions. And yet yearbooks are not officially entitled to membership. ILPC can give yearbook editors and staff members the same opportunity that their newspaper counterparts enjoy, the chance to confer with journalism students from all over the state, to compare problems, ask questions, and exchange ideas.

Benefits Cited

Thus, both ILPC and yearbook staffs stand to benefit if yearbooks are admitted as full-fledged members. ILPC would receive a financial boost as well as an influx of ideas and interest. Yearbook staffs would be entitled to ILPC services and would be represented as a segment of high school journalists at the spring conference.

Because of the mutual advantages, I submit the following amendment to the ILPC Constitution:

Resolved, that yearbooks be given full membership in ILPC and that they enjoy all the privileges and advantages thereof.

Music Matters

Contest Limitations
Need Consideration

By NESON G. PATRICK

This is the fourth attempt to write this column and I sincerely hope that it is better than the previous three. The November column is always difficult to write because it has to be done prior to the meeting of the Legislative Council and any further discussion of what will be presented will be past history by the time you read it. Also, the marching contests are just getting underway and the results likewise will be past history; therefore, I will pass on to you some general conclusions that I have reached through visiting several schools and groups of administrators and teachers throughout Southeast and East Texas. In addition, I was at the planning meeting of the TMEA which always includes some discussion of music contests.

Areas of Study

In general, music educators and administrators individually agree that a contest must have some sort of plan to distinguish between the average First Division rating and those performances that are truly outstanding. Few, however, can agree on how this should be done. Everyone seems to think it most important that we retain the prestige that the public has given to the Division I rating. In the development of music education, this has proved to be an important part of our progress.

At the same time, since the range of differences of those who make First Division is so wide, students and directors who do outstanding work are not recognized. This tends to place a lot of limitation to our standards of evaluation by not recognizing outstanding performances.

A few directors have expressed their disappointment in trying to rise above the average when their efforts are not rewarded through some sort of recognition. They seem to think that some plan that would recognize an outstanding performance is necessary if they are to continue motivating their students toward maximum efforts.

Contest Results

A study of our contest results will support these criticisms. In some conferences, the average rating is Division I. In Solo-Ensemble competition, almost one out of every two entering the contest receives a Division I, although our standards specify the Division I as being "Superior Performance."

Limitations

Most of the people I have contacted agree that either limitations, or some sort of arrangement should be worked out, to assure that students participating in solo-ensemble contests are better prepared to do so. The process of entering anyone who attempts to learn a solo, regardless of ability, in the contest tends to lower the standards and

overload the contest with students who are not prepared. Furthermore, it increases the DNA's to almost unbelievable proportions.

Regions report from 23 to 47 percent DNA's. Two judges have reported that in two days work, they actually judged approximately one full day. A vocal judge reported that he heard 13 soprano solos from the same school sing the same song. Another judge reported that he heard nine Class III Clarinet solos from the same school play the same tune.

In each case, both judges reported that students made the same mistakes and played in the same style. This indicates that instead of solo work being done, these students were actually taught in groups, defeating the purpose of solo performance. We have no way of knowing how widespread this practice is, but I sincerely hope that these are isolated cases.

Solutions

The solution to these two problems will be difficult to find. It is imperative that in solving them we do not cripple the work that is being done by outstanding teachers or in any way deny worthy students an opportunity to participate. It is also rapport with the general public; but more important, it is necessary that the contests establish high standards and procedures that will be respected by students, teachers, administrators and the public.

My visits this year have been most gratifying because of the general attitude of music directors. At no time, since being in this office, have I witnessed such cooperative responses and expressions of willingness to work toward a satisfactory solution to our problems. Everyone seems to recognize that our changing social scene has strong implications for music competition and that we should be prepared to face them as they develop. With this kind of attitude, we can always look forward to a continuum of music education development.

Music Theory Notes

Contest Information
Handbooks Available

By JERRY DEAN

Music Theory Director

The good work of Ben Branch lives on! In response to the many requests for information about the Texas State Theory Contest, I have been mailing copies of the "Handbook for the State Music Theory Contest," which was prepared by Ben Branch in 1969.

There have been several changes in the exam content since 1969, however; therefore, this column will be devoted to a list of corrections which you should make on your copy.

If you do not have a copy, but would like one, please send 25¢ to Bureau of Public School Service, Box 8028, University Station, Austin, Texas, 78712.

Changes in Handbook

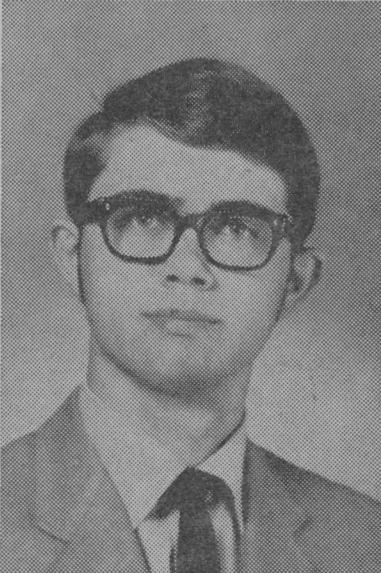
1. p. 5—Second paragraph, under "meter"; No. 2, should read "Whether it is simple or compound beat." (Only beats can be simple or compound; meter is duple, triple, quadruple, etc.)

2. p. 5—Delete the last paragraph, which deals with modes. The 1972 exam will not involve any modes other than major or minor.

3. p. 6—No. 2 under "Skills"; delete this sentence concerning modes.

4. Also on p. 6, two new skills should be added to the list at the bottom of the page. First, contestants will be asked to identify meter and beat types of musical excerpts; for example, an excerpt might be simple-triple, compound-duple, etc. Second contestants will be asked to identify the intervals present in certain non-tertial triads. Suggestions for the acquisition of these skills will be presented in future Music Theory Notes columns.

5. More information and suggestions will be made about the melody harmonization (p. 8) in a future Music Theory Notes column.



SCIENCE WINNER—David Huffman of Corpus Christi won first place in AAAA state science competition. His Ray High School Coach was Mrs. Josephine Horn. David was named best science student at Ray High School, participated in the National Science Foundation summer program at Texas A&M and was a National Merit Finalist. He served as president of the Library Club and Historian Society and was a member of the Science and German Clubs, humanities discussion group and Student Union board of directors. David is a freshman at Rice University majoring in chemistry on a Cohn Merit Scholarship.

1971-1972 Accredited Critic Judges

By LYNN MURRAY
State Drama Director

The 1971-72 Accredited List of Critic Judges is published here for the benefit of zone, district, area, and regional personnel making decisions involving choice of a critic judge for the One-Act Play Contest. Only the judges on this list may be used to adjudicate University Interscholastic League One-Act Play Contests [Refer to Rule 3, c, 1) page 74, CONSTITUTION AND CONTEST RULES.]

This list includes only those who indicated a willingness to serve as a single critic judge, who have educational or professional theatre training and background, and who have attended a League-sponsored Critic Judge Workshop. These judges are familiar with League judging standards and are vitally concerned with the promotion and improvement of the One-Act Play Contest and educational theatre.

The League believes that the educational function of the One-Act Play Contest is incomplete unless a critic judge is used and he delivers an oral evaluation of each play produced. One-Act Play officials are encouraged to capitalize on the educational benefits of the Contest and use a single critic judge rather than a panel.

The League specifically DOES NOT recommend the use of a panel. [Refer to Rule 3, c, 2, b).]

Ford Ainsworth, Schreiner Institute, Kerrville, Texas 78028-IV
Jack A. Ashford, Del Mar College, Corpus Christi, Texas 78404-IV
Richard C. Ayers, Southwest Methodist University, Dallas, Texas 75222-II
Darrell Baergen, Southwest Texas State University, San Marcos, Texas 78666-IV
John P. Banyard, Frank Phillips College, Borger, Texas 79007-I
J. G. Barefield, Pan American University, Edinburg, Texas 78539-IV
James G. Barton, Southwest Texas State University, San Marcos, Texas 78666-IV
Bonnie Beardsley, Austin College, Sherman, Texas 76900-II
Joseph H. Beck, Sam Houston State University, Huntsville, Texas 77340-III
Sidney Berger, University of Houston, Houston, Texas 77005-III
E. Robert Black, Northwestern State University, Natchitoches, La., 71457-II

Hang on to Your Emotions

By SUSAN SEDER
(Family Safety, Fall, 1971)

A young Midwestern businessman awoke one morning with a splitting headache after tossing all night worrying about a pending business deal. He strode to the breakfast table and was confronted with detested soft-boiled eggs again. He complained angrily to his wife, and, when she snapped back, he stamped out of the house in a rage.

Emotions Kill

"You may never see me again!" he yelled as he slammed the door of his car. His prediction was correct. A few minutes later, speeding along at 75 mph, he crashed into another car at an intersection. Both drivers were killed instantly.

The cause? Though it did not appear on the accident report, it could justifiably be listed as "out-of-control emotions."

Almost every one will admit that at some time when he's been angry or tense he has pushed down a bit harder on the accelerator, cheated on a stop sign or passed another car when it wasn't safe. But most people feel that driving under stress is one of those necessary risks of modern life and that minor infractions are just natural ways to "let off steam."

Experts disagree. Research studies indicate that flaring tempers, "get-even" attitudes and general upset, which render drivers temporarily heedless of danger, contribute to a significant number of all traffic accidents.

Years of Stress

In a study at the Department of Motor Vehicles in Seattle, Washington, the driving records of 400 persons involved in divorce proceedings were analyzed. It was found that "during the year of stress, which included six months before and six months after filing the divorce petition, significantly higher than average accident and violation rates were found. The first three months after filing proved to be the greatest accident violation activity." The types of violations that were more common than average were speeding, failure to yield, making a prohibited turn, and following too closely.

When emotions such as worry, depression, and frustration are at work in the body, the stress of a difficult driving situation can be just enough irritation to put the driver in serious trouble.

Could This be You?

Imagine the late afternoon rush

Mark G. Blakeney, 703 W. French No. 1, San Antonio, Texas 78212-IV
Robert Boyd, West Texas State University, Canyon, Texas 79015-I
Lynn Bracewell, Houston Baptist College, Houston, Texas 77030-I
John W. Brokaw, University of Texas at Austin, Austin, Texas 78712-IV
Karl J. Buchanan, Texas A&I University, Kingsville, Texas 78363-IV
Anthony J. Buckley, East Texas State University, Commerce, Texas 75428-II
Wendell Cain, West Texas State University, Canyon, Texas 79015-I
Vera Hays Campbell, Lamar University, Beaumont, Texas 77705-III
Jack Carroll, South Texas Junior College, Houston, Texas 77002-II
Nick Carter, Amarillo Little Theatre, Box 2424, Amarillo, Texas 79105-I
Raymond Carver, Angelo State University, San Angelo, Texas 76901-I
William L. Clark, Hardin-Simmons University, Abilene, Texas 79601-I
Roy C. Cook, Midland Community Theatre, Inc., Box 4847, Midland, Texas 79701-I
Gaylan Collier, Texas Christian University, Ft. Worth, Texas 76129-II
Bill G. Cook, Baylor University, Waco, Texas 76798-III
Germaine Corbin, Incarnate Word College, San Antonio, Texas 78209-IV
J. Peter Coulton, Southwest Texas State University, San Antonio, Texas 78204-II
Jan Courtney, Pan American University, Edinburg, Texas 78539-IV
Ralph B. Culp, North Texas State University, Denton, Texas 76203-II
David T. Deacon, Texas A&I University, Kingsville, Texas 77603-I
Bobbie Morrow Dietrich, Blinn College, Brenham, Texas 77833-III
Michael C. Dierks, Texas Woman's University, Denton, Texas 76204-II
Berne W. Enslin, Angelo State University, San Angelo, Texas 76901-I
C. K. Eaten, Texas A&M University, College Station, Texas 77843-III
Rex R. Fleming, Houston Baptist College, Houston, Texas 77058-II
Peter F. Fox, Jr., Amarillo Little Theatre, Box 2424, Amarillo, Texas 79105-I
Tom D. Fudge, Southwest Texas State University, San Marcos, Texas 78666-IV
Charles Fuller, Texas Southern University, Houston, Texas 77004-III
Alice F. Gabbard, 315 Baycliff, Corpus Christi, Texas 78412-IV
Michael C. Gerlach, Midwestern University, Wichita Falls, Texas 76093-II
Fred Getchell, Cooke County Junior College, Calvesville, Texas 76822-II
Lewin Goff, University of Texas at Austin, Austin, Texas 78712-IV
Fred Goodson, Southwestern University, Georgetown, Texas 78626-IV
Jeanne D. Hale, Kilgore College, Kilgore, Texas 75662-III
Stanley K. Hamilton, North Texas State University, Denton, Texas 76203-II
Henry E. Hammett, Texas Christian University, Fort Worth, Texas 76129-II
John B. Hankins, 204 Park Drive, San Antonio, Texas 78212-IV
Arthur R. Hayes, 209 Enfield Road, Edinburg, Texas 78539-IV
James Henderson, McLennan College, Waco, Texas 76798-III
Jennie Louise Hindman, Midwestern University, Wichita Falls, Texas 76093-II
John H. Hines, Southern Methodist University, Dallas, Texas 75222-II
Mary L. Hoyle, University of Texas at Arlington, Arlington, Texas 76013-II
White A. Jacobs, Lamar University, Beaumont, Texas 77705-III
Carl A. Jaka, Texas Lutheran College, College, Seguin, Texas 78155-IV

S. Walker James, Lamar University, Beaumont, Texas 77705-III
Cecilia A. Jennings, University of Texas at Austin, Austin, Texas 78712-IV
Ray E. Karrer, Paris Junior College, Paris, Texas 75666-IV
Stanley A. Kelson, Laredo Junior College, Laredo, Texas 78040-IV
Jan B. Kemerling, West Texas State University, Canyon, Texas 79015-I
Linda Konkac, Sam Houston State University, Houston, Texas 77002-II
Clark Kyker, 762 EN 15, Abilene, Texas 79601-I
Rex P. Kyker, Abilene Christian College, Abilene, Texas 79601-I
Larry M. LaGrave, Eastern New Mexico University, Portales, New Mexico, 88130-I
Martin W. Landers, Howard County Junior College, Big Spring, Texas 77424-I
P. Merville Larson, Texas Tech University, Lubbock, Texas 79409-I
Lawrence V. Leach, University of Texas at Austin, Austin, Texas 78712-IV
Milton Leech, The University of Texas at El Paso, El Paso, Texas 79969-I
Ruth Lemming, Wharton County Junior College, Wharton, Texas 77485-III
Linda L. Lillig, Tarleton State College, Stephenville, Texas 76401-II
Jerry L. Long, Wharton County Junior College, Big Spring, Texas 77424-I
Jean M. Longwith, San Antonio College, San Antonio, Texas 78284-IV
Clayton L. Longwith, San Antonio College, San Antonio, Texas 78284-IV
E. Clayton McCarty, Sul Ross State University, San Antonio, Texas 78204-II
Martha McDaniel, San Antonio College, San Antonio, Texas 78284-IV
Kirk McElroy, Amarillo College, Amarillo, Texas 79101-I
Joe El Manry, University of Texas at Austin, Austin, Texas 78712-IV
Gregory B. Ector, Southwest Texas State University, San Marcos, Texas 78666-IV
Frederick J. March, Southwest Texas State University, San Marcos, Texas 78666-IV
Marvin R. Thompson, East Texas Baptist College, Marshall, Texas 75670-III
J. Richard Waite, Eastern New Mexico University, Portales, New Mexico, 88130-I
Jack H. Walker, West Texas State University, Canyon, Texas 79015-I
Mary Ann Walsh, Texas A&I University, Kingsville, Texas 78363-IV
W. K. Waters, Jr., Stephen F. Austin State University, Nacogdoches, Texas 75961-III
Billy W. Watson, El Centro Junior College, Dallas, Texas 75202-II
Jerry P. Watson, Wayland Baptist College, Plainview, Texas 79072-I
Robert W. Wenck, Texas A&M University, College Station, Texas 77843-III
Deverly Whitaker, University of Texas at Austin, Austin, Texas 78712-IV
Paul A. Wilmoth, Bee County Junior College, Beeville, Texas 78102-IV
John W. Wilson, Jr., University of Corpus Christi, Corpus Christi, Texas 78411-IV
Nathan R. Wilson, East Texas State University, Commerce, Texas 75428-II
Gifford W. Wingate, University of Texas at El Paso, El Paso, Texas 79969-I
Marty Winnick, 1205 N. 12th, Temple, Texas 76701-I
Loren Winnish, University of Texas at Austin, Austin, Texas 78712-IV
Jack B. Wright, University of Texas at Austin, Austin, Texas 78712-IV
Herschel Zohn, New Mexico State University, Las Cruces, New Mexico, 88001-I

T. W. Rigby, Baylor University, Waco, Texas 76798-III
David G. Rigney, East Texas State University, Commerce, Texas 75428-II
Helen S. Roberts, South Plains College, Levelland, Texas 79336-I
Robert B. Sanders, West Texas State University, Canyon, Texas 79015-I
Charles A. Schmidt, Sam Houston State University, Huntsville, Texas 77340-III
Ronald Schulz, Texas Tech University, Lubbock, Texas 79409-I
Norma Selvidge, Clarendon College, Clarendon, Texas 79226-I
Dan Shockley, Howard County Junior College, Big Spring, Texas 77424-I
Vera L. Simpson, Texas Tech University, Lubbock, Texas 79409-I
Richard Slaughter, University of Texas at Arlington, Arlington, Texas 76010-II
Lawrence Ray Smith, Texas A&I University, Kingsville, Texas 78363-IV
Marion M. Smith, Pan American University, Edinburg, Texas 78539-III
V. A. Smith, Texas A&I University, Kingsville, Texas 78363-IV
William A. Snare, Jr., North Texas State University, Denton, Texas 76201-II
Beulah Pruett Snokke, Lon Morris College, Jacksonville, Texas 76166-III
Zell Soelle, West Texas State University, Canyon, Texas 79015-I
J. Jay South, Sam Houston State University, Houston, Texas 77002-II
Angus Springer, Southwestern University, Georgetown, Texas 78626-IV
Clarence L. Sprickland, Tyler Junior College, Tyler, Texas 75701-I
James W. Swain, Baylor University, Waco, Texas 76798-III
Henry B. Taylor, Houston Baptist College, Houston, Texas 77058-III
James M. Thomas, University of Texas at Austin, Austin, Texas 78712-IV
Marvin R. Thompson, East Texas Baptist College, Marshall, Texas 75670-III
Tyler Thindall, West Texas State University, Canyon, Texas 79015-I
Wayne L. Thoon, Howard Payne College, Brownwood, Texas 76801-II
J. Henry Tucker, University of Texas at El Paso, El Paso, Texas 79969-I
J. Richard Waite, Eastern New Mexico University, Portales, New Mexico, 88130-I
Jack H. Walker, West Texas State University, Canyon, Texas 79015-I
Mary Ann Walsh, Texas A&I University, Kingsville, Texas 78363-IV
W. K. Waters, Jr., Stephen F. Austin State University, Nacogdoches, Texas 75961-III
Billy W. Watson, El Centro Junior College, Dallas, Texas 75202-II
Jerry P. Watson, Wayland Baptist College, Plainview, Texas 79072-I
Robert W. Wenck, Texas A&M University, College Station, Texas 77843-III
Deverly Whitaker, University of Texas at Austin, Austin, Texas 78712-IV
Paul A. Wilmoth, Bee County Junior College, Beeville, Texas 78102-IV
John W. Wilson, Jr., University of Corpus Christi, Corpus Christi, Texas 78411-IV
Nathan R. Wilson, East Texas State University, Commerce, Texas 75428-II
Gifford W. Wingate, University of Texas at El Paso, El Paso, Texas 79969-I
Marty Winnick, 1205 N. 12th, Temple, Texas 76701-I
Loren Winnish, University of Texas at Austin, Austin, Texas 78712-IV
Jack B. Wright, University of Texas at Austin, Austin, Texas 78712-IV
Herschel Zohn, New Mexico State University, Las Cruces, New Mexico, 88001-I

Studies Show Stress Role
In Majority of Accidents

rely on the automobile to bolster their self-esteem.

For some young people, the automobile becomes a symbol of sex, wealth, power, and, probably most of all, freedom from parental control and supervision. Excessive speed, risk-taking, or "laying a patch" makes them feel in command and grown-up—an equal in the adult world.

'Proving' by Auto

But even the mature driver sometimes finds himself using the automobile as a means of "proving" himself, especially if challenged. If he is already feeling insecure and anxious when another car zooms up close behind, maneuvering to pass, he may suddenly feel his ego threatened and become angry enough to speed up or hold his ground—possibly contributing to an accident—rather than let the speeder pass.

Psychologists explain that there are other not-so-obvious misuses of the automobile by people who often consider themselves "socially mature." Dr. Harry Levinson, former Menninger Foundation psychologist, comments, "A great many accidents serve some unconscious purpose for the person who is involved. If that purpose could be served in some other way, he would use it, but in his own unconscious mind, the accident seems an easier way of solving his particular problem than do other methods available to him."

Stress Triggers Accident

Some people use the automobile as a means of symbolically escaping from their problems. In the Houston area, persons who had had members of their families killed in traffic were interviewed. It was found that emotional stress (marital, financial, occupational, etc.) was prevalent in 80 percent of the fatality group.

More than half of those killed had had a serious interpersonal conflict in the 24 hours immediately prior to the accident. The study reported that the conflicts "were typically marked by violent altercation, followed by immediate 'escape' into a car, with the fatality-to-be roaring off in an obvious fit of rage or rejection."

Dr. R. F. Tregold, a London psychiatrist, comments that one reason some people turn to the automobile to release aggression is that our society has limited man's emotional outlets. He says, "Opportunities for expressing aggression are fewer than ever before: sport is more

often watched than played, creative work is replaced by repetitive automation, war is too dangerous. But driving a car is still a possible outlet."

Take a Walk

When extremely angry, depressed or anxious, you should certainly think twice about driving at all. Try to find a more harmless activity—such as a long walk—to use up your excess energy. If you must drive, be aware of your vulnerable condition and make every effort to keep your emotions under control.

Dr. Tregold comments, "If (a driver) could be led to see that recognition, acceptance and control of these feelings gives a higher satisfaction than releasing them into uncontrolled activity, he might choose control."

This "control" can be aided if you try to divert your thoughts from the worrying subject. Listen to the radio, enter into conversation, recall a pleasant experience. Be extra strict with yourself about adhering to the rules and think through your traffic movements. Most of all, honestly answer the question, "Am I driving, or are my emotions?"

Ease the Tension

Passengers can do a great deal to keep a driver's emotions from reaching the boiling point and possibly causing an accident. Children should be made to understand that squabbling is not permitted; arguments should never be carried on in a car. Observant spouses can also prevent accidents by learning to detect and ease a driver's tension.

Every one experiences stress—and many people experience it on the road. The people who avoid accidents are the ones who have learned how to cope with it.

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Thanks To SAC Men

We now have completed all but one of the Student Activities Conferences. These have been exciting and rewarding meetings. There is no way possible to thank all of the people who participated in these conferences at The University of Texas at Austin, Odessa College, University of Houston, The University of Texas at Arlington, Kilgore College, Sam Houston State University, Texas A&I University and Midwestern University. All I can say is a grateful THANK YOU to all the theatre people at each of our one-act play sessions.

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Educational Theatre

Judging Report
Key to ProgressBy LYNN MURRAY
State Drama Director

You will find the 1971-72 Accredited List of Critic Judges in this issue of the Leaguer, one month earlier than ever before. This was possible because no Critic Judge Workshops were held this Fall. Twenty-five judges were deleted for the List, but ten previously qualified and experience judges were returned to the List. The loss of 15 still leaves us with enough accredited judges to use a different critic judge at each League One-Act Play Contest, if this were desirable.

Drama directors should be aware that the Critic Judge Questionnaires are becoming effective instruments of evaluation. Critic Judges are being dropped from the List for repeated violation of League rules and for consistently poor reports. The greatest failure of this system is that of the director who fails to return the questionnaire to the State Office. A major evaluation of the judges on the Accredited List will be made after the 1972 State Meet. This year will mark the tenth anniversary of the Accredited List of Critic Judges.

One-Act Play Enrollment to date is over 700. This is more than 40 schools above the enrollment figure as of this date (Nov. 1) last year. We have over 30 new schools enrolled in One-Act Play, but almost 80 schools that participated last year have not yet returned their enrollment card. It is still my belief that the enrollment should be over 800 schools and we may well see that figure by the Dec. 1, One-Act Play deadline.

Enrollment Cards

If you have not returned your official green One-Act Play Enrollment Card and want to participate, you should send it to the State Office immediately. Each school returning the Enrollment Card will receive an acknowledgement. If you sent us your card and did not receive the acknowledgement, let us know. We may not have your card!

Schools that participated in the 1970-71 One-Act Play Contest will receive a collect phone call on Dec. 1, if an Enrollment Card (checked YES or NO) has not been received by the State Office. Help us avoid this rather difficult task by letting us know whether or not you wish to participate. This action has been State Office policy for the past several years. It has kept many schools eligible for the One-Act Play Contest and administrators and directors seem to be appreciative of the call. Is a collect call necessary?

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Postscripts on Athletics

Game Officials Need Respect, Protection

By BAILEY M. MARSHALL
Director of Athletics

Athlete officials are a part of our educational program. They are contacted and hired by school personnel to serve as consultants. They are professionals. They take time from their occupations and from their family life to meet to discuss rules, study rule books and officials' manuals, and call ball games at least one night a week and often three. Most officials are ex-athletes or coaches. They officiate because they want to, and certainly not for monetary reward. Most officials could spend the hours doing something else and make more money.

It would seem that a dedicated group such as athletic officials would receive greater respect. They are verbally abused by some fans on, and sometimes off, the field. They are verbally abused by some coaches on, and occasionally off, the field. And in some rare instances, they catch verbal abuse from the players. And occasionally this verbal abuse becomes physical abuse.

Why the Predicament?

Why does such a predicament prevail? Part of the blame can be contributed to the sociological phenomenon of crowd behavior. Part of this behavior arises from lack of education of the spectators. Players' lack of knowledge of the rules adds to this enigma. The greatest responsibility for this problem can normally be placed on the coach and other school personnel.

Actions and inactions of administrators and teachers in the stands and especially the coach on the field or court can do much to affect behavior toward an official. Violent reactions by fans or players are often an end result of poor conduct by school personnel. If not a result of poor conduct, at least a result of no action being taken by school officials to correct or divert a particular situation.

Code Is Clear

Within each athletic plan of the League there is a code that schools must follow. In part the code states: "... to accept decisions of officials without protest and to see that proper precautions are taken for their protection and safety." A penalty for violation of this part of the *Constitution and Contest Rules* is evoked more often than any other rule or section.

The school administration is responsible for the conduct of its fans, players and coaches.

Steps to Control

What are steps the schools can take to eliminate unacceptable behavior?

1. Educate the fans to playing rules and League rules. This can be accomplished in club meetings or spot announcements before and during ball games. Assembly programs in which proper student body behavior is discussed will also do much to eliminate crowd behavior problems.

2. Educate the players on rules of the game and their responsibilities on the field. It is not their duty to argue with the officials or to show their outward disgust at a call.

Police Protection

3. Have proper facilities and police protection. The officials need a place to dress that will keep them away from fans, players and coaches. Proper authorities should be present to see that the officials get to the dressing room without reproach from fans or coach.

4. Discuss with all school personnel their responsibility in maintaining a reserved and sportsmanlike outward display of behavior at all athletic contests. For the coach this is a must. He is the key to actions of the fans and players.

Judgment Decisions

Judgment calls on the part of officials are not subject to question or discussion. If the coach desires to discuss a rule, he should instruct his captain to request time-out and inform the referee that his coach wants a conference at the sideline. The coach should never go storming on the field to complain about a call.

Immediately following the game the coach should refrain from discussing particular calls or officiating in general with officials, sportswriters or fans. It is best to withhold statements that may be made at the emotion-packed ending of a ball game. The rule of counting to ten before answering is a good policy to follow in this instance. Instead of counting to ten, wait for 24 hours before commenting. After a period of time a specific play or the game in general can be discussed more objectively.

Solution Is Education

The solution to this problem would be attainable if everyone concerned would keep in mind at all times that the athletic program in high school is an educational program and it must continue to be educational if it is to survive.

Controlled Competition Goal

League Philosophy Educating for 'Life'

By DR. RHEA H. WILLIAMS
Director UIL

The basic philosophy of the League is that competition is an essential part of all life and should be provided for in the curriculum of all schools. Human nature is competitive and in all aspects of life, whether social, political, economical,

vocational or professional, people compete. We compete from the time we are born until the day we die. We compete for grades in school, for jobs in our profession, for social prestige, and yes, even for the person we marry.

Free Enterprise

All political systems compete in varying degrees, and our competitive system in America is the very core and foundation of our capitalistic system. Under this system of free enterprise the American people have reached the highest economic, social and political achievement of any nation in the world. Under the competitive system, all individuals have the opportunity to develop their potential and to choose the profession or vocation they desire, and by hard work and initiative, to attain their goal or goals.

Competition

Competition, *per se*, can be either good or bad; it depends upon the way it is used. Competition may be vicious, harmful and detrimental; or it may be stimulating, motivating and exhilarating. The purpose of the League, therefore, is to provide controlled educational competition. The League was created by school administrators of Texas to insure that all schools and individuals competed on a fair and impartial basis and that all follow the same rules and regulations.

Prior to the creation of the League it was very common practice for schools to use players that never attended school, who did not pass their work, and who were not *bona fide* students. Teams were coached by outside individuals and the school had no direct control over such persons. From these obvious evils in the interschool competition the school administrators organized the League to insure that all schools and all individuals operated under the same set of rules. Rules and regulations were adopted which stressed the educational aspects of the interschool program.

Fair and Equal

The League rules and regulations serve the same functions for interschool activities that the courts, laws and antitrust acts serve in the

operation of our competitive free enterprise system. The League insures fair and equal competition on an interschool basis, just as courts, laws and antitrust acts insure equal competition among businesses and individuals in our capitalistic system.

The League provides controlled competitive activities for individuals and for groups. It provides educational activities for all talents, whether it be in athletics, music, debate or science. Activities are available for practically all individual needs. Thus, interschool activities are democratic in that there is opportunity for everyone with the desire, initiative, and ability to compete.

Democracy has never guaranteed equality for everyone but only equality of opportunity. No two people are created equal, physically or mentally, but are equal only as to the rights granted them as American citizens.

Controlled educational motivation in the form of rivalry as a means to motivate educational activities goes back as far as we have written history. The Chinese, the Jesuits, the English, the Greeks and the Romans all have stressed competitions as a basic motivation in learning. Even today the college board examinations are nothing more than controlled competitive devices, used as motivating factors in order to meet requirements for college entrance.

Training for Life

In summary, therefore, it is a proven practice that competition is one of the greatest motivators for inducing effort that the human race has yet discovered. It is the basis for our capitalistic system and upon this foundation rests the past, present and future of the United States. John Dewey stated in his pragmatic philosophy "that practice in living" is the purpose of public schools. If this is true, then the schools must provide a laboratory for controlled educational competition, as competition is a very definite part of life.

The League is, therefore, dedicated to the promotion of controlled educational competition, as it is an essential part of all life and should be included in all school programs.

Amateur, Awards Rules Ban Booster Junkets

It is a violation of both the Amateur Rule and the Award Rule of the UIL for either outside organizations, such as booster clubs and civic clubs, or individuals to pay for or sponsor trips of high school athletic teams to other athletic events such as college or bowl football games.

Special care should be taken by the coaches and administrators to see that their athletes do not, individually or as a group, accept game tickets or expense money from colleges or college alumni, as this will violate the Amateur Rule.

It is not a violation for such teams to be taken to college or bowl games if the trip is financed, sponsored and supervised exclusively by the school.

Outside organizations and individuals desiring to contribute to the athletic program may give the money to the school for permanent installations, such as scoreboards and similar items on athletic fields and in gymnasiums, with such items remaining in the permanent possession of the school.

Alcohol vs. Athletics

In the operation of the educational interscholastic amateur athletic program, alcohol causes more problems than any other one factor. In practically every case involving misconduct at public athletic events toward officials or others in the stadium, such misbehavior has been the result of "too much juice."

Sellers and distributors of alcoholic beverages are making a concerted effort to associate intoxicating drinks with attending athletic events. If you doubt this, look at the sports page and note how many advertisements on alcohol are placed on the same page!

The advertisers are trying to leave the impression that, in order to enjoy sports events, one must have a "drink or two," to achieve the proper mood. While the trend is more prevalent at professional athletic performances, our homes are also saturated with such propaganda, and, to a great extent, our high school and college games are also influenced by the barrage.

All school administrators, athletic directors and coaches must make a definite effort to see that no alcohol is brought into the stadium or gymnasium. People who bring such drinks should be fined and removed from the premises. A program directed toward all educational groups associated with the school or community should make each fan and student aware that alcohol has no place at educational athletic events.

Unless we do this, we will always have to deal with individual or group misconduct which may embarrass our public schools and which is foreign to our philosophy of educational competition. Further, state law (House Bill 531) prohibits the bringing of any alcoholic beverages on public school premises. We urge each administrator to enforce this law.



ODESSA'S 1946 AA FOOTBALL CHAMPS—FRONT ROW—Alfred Arnold, Pug Gabriel, Wilson Hall, Jackie Walker, Paul Matejowsky, Tommy Moorman, Bill Moorman, Charles Perry, Jim Patterson, Hayden Fry, Pat Evitt, and Joe Coleman, head coach. SECOND ROW—Vernon Allman, Jim Everett, Gerald Campbell, Robert Schutte, J. D. Patridge, Bobby Moorman, Emitt Tyler, Tom Wiggam, Carroll Ford, Julius Johnson, assistant coach. THIRD ROW—Mgr. Young, Mike Evitt, Gene Campbell, Roy Whisenhunt, Harold Dozier, Wayne Jones, Herman Faster, Clinton Hill, A. V. Patterson, assistant coach. BACK ROW—Byron Townsend, H. L. Holderman, Gordon Headlee, Glenn Taylor, Harry Pace, Darrell Evans, Ed Roland, Bill Iske and Steve Downden.

Do You Remember When?

Odessa, San Antonio's TJ Met in 1946 State Playoff

Odessa High School defeated Thomas Jefferson of San Antonio for 1946 AA State Football Championship.

Odessa's undefeated eleven took the 1946 football crown under its arm by defeating Thomas Jefferson of San Antonio 21-14. The game was witnessed by 3,900 fans in Austin Memorial Stadium.

Odessa defeated Ysleta of El Paso 27-0 in the bi-district round, then went on to defeat Wichita Falls 21-0 in the quarter-finals and Highland Park 31-13 in the semi-finals.

Team Members

Many of the coaches and members of the Odessa squad went on to establish fine records in other endeavors.

Odessa team members were: Alfred Arnold, Oil Field Construction, Hobbs, New Mexico; Harvey Gabriel, Assistant Coach, Texas A&M, College Station; Wilson Hall, Career, Air Force Officer, Tucson, Arizona; Jack Walker, Insurance Salesman, Odessa;

Paul Matejowsky, Construction, Albuquerque, New Mexico; Tommy Moorman, Teacher, Dallas; Billy Moorman, Religious Work, Fort Worth; Charles Perry, President, Portable Treaters Perry Gas Processors, Odessa; Jimmy Patterson, Manager, Welx, Inc., Monahans; Hayden Fry, Coach, SMU, Dallas; Pat Evitt, Construction, Viet Nam.

Also Joe Coleman, Owner, Sporting Goods, Odessa; Vernon Allman, Engineer, Tidewater, Crane, Jimmie Everett, Assistant Engineer, City Service, Odessa;

Gerald Campbell, Construction Materials, El Paso; Robert Schutte, Book Salesman, Honolulu, Hawaii; J. D. Patridge, Assistant Coach, UTEP, El Paso; Bobby Moorman, Head Coach, Houston Area, Houston;

Emitt Tyler, Welding Supply Business, San Angelo; Thomas Wiggam, Oil Field Drilling, Construction, Farmington, New Mexico; Carroll Ford, Salesman, Oakite

Chemical Co., Dallas; Julius Johnson, Deceased; Dan Young, Brokerage Manager, Los Angeles, California; Mike Evitt, Car Salesman, Odessa;

Gene Campbell, Head Geologist, Reading & Bates, Tulsa, Oklahoma; and Roy Whisenhunt, Chief Building Inspector, City, Odessa.

Also Harold Dozier, Manager, Oil Field Electronics Equipment, Tulsa, Oklahoma; Wayne Jones, Midland; Herman Foster, Manager, PGAC, Hobbs, New Mexico; Clinton Hill, School Principal, Dell City, New Mexico; A. V. Patterson, Retired School Teacher, Odessa; Bry-

on Townsend, Welder, Fairbanks, Alaska; Sonny Holderman, Chief Deputy Sheriff, Odessa; Gordon Headlee, Rancher, Odessa; Glenn Taylor, Manager, Rockwell Manufacturing, Odessa;

Harry Pace, Owner, Oilfield Trucking Co., Midland; Darrell Evans, Unknown; Ed Roland, Career, U.S. Army Officer; Bill Iske, Teacher, Dallas; Steve Downden, Oil Scout, Midland; Gail Smith, Assistant Coach, School Administrator, Odessa; Don Thames, Manager, Phillips Petroleum, Odessa; Don Rowell, Deceased; Lawrence Severe, Postal Department, Odessa.

Education Includes More Than Just Teaching Skills

Most of the recent discussion of accountability in education has focused on learning skills. There is no question but that the "Three R's" are important; however, education that stop there has fallen short.

One of the maxims of Napoleon Bonaparte states, "The moral is to the physical as three is to one." The Constitution of the Commonwealth of Massachusetts specifies that authorities shall exert the greatest care to select teachers of high moral character.

Horace Mann advocates that schools should endeavor to develop citizens who are "Neither the unprincipled genius nor the unprincipled ignoramus." The ideal citizen, obviously, is somewhere between the two extremes.

In any school worthy of the name, the essential ingredient is the teacher. To be sure, schools must have students; but a group of students without a teacher represents merely an aggregation which pools its collective ignorance.

Schools where the students receive top scores in tests of all sorts, which, as Arthur Guiterman puts it, have marble halls, teach multifarious things in a "vast curriculum's scope and reach" still must be rated as unsuccessful if "The boys who come from your splendid schools are well-trained sharpeners

or flippant fools." Guiterman continues:

"No printed word or spoken plea Can teach young hearts what men should be, Not all the books on all the shelves But what the teachers are themselves For education is making men."

Any plan for measuring the effectiveness of a school is omitting the vital factor if it fails to assess the moral impact of teachers, individually and collectively, on the students. The school that sets the development of good citizens as its first priority is exhibiting the highest order of accountability. (From Massachusetts Secondary School Principals Ass'n BUGLE.)



PATTI STONE

... News writer

Anton Writer News Winner

Serving as editor of the Anton school paper, BULLDOG BARK, was excellent preparation for competing in the journalism contest at State Meet for Patti Stone who, under the coaching of Mrs. Murriel Landers, placed first in news writing.

"Having a press conference added interest to the contest," she commented.

She also placed first at region in editorial and news writing, and at district in typing and one-act play. She was in the all-star one-act play cast in 1970 and placed first in persuasive speaking that year.

Patti has been secretary of the Student Council, the National Honor Society, and Area I FHA. She has also played basketball and been cheerleader, winning the Outstanding Leadership Award and selection as Most Outstanding Girl in 1971. She has been band twirler and served on the Student Council for five years.

She hopes to earn a degree in nursing, probably from Texas Tech. Her hobbies are cooking, public speaking, and spectator sports.

School Paper Deadline Set

Dec. 1 is the deadline for joining the Interscholastic League Press Conference. Membership applications have been mailed to all high schools and junior high schools.

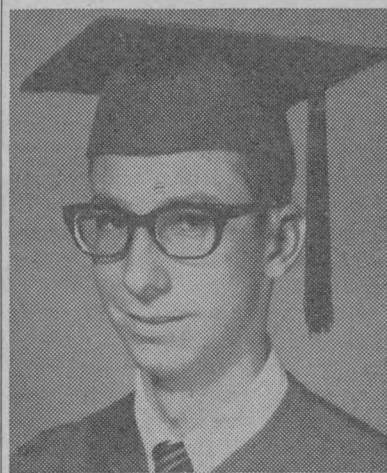
Should any school fail to receive the membership application it may join by writing to ILPC, Box 8028, University Station, Austin, Texas 78712 and enclosing a check for \$5 to cover the fee. If the paper staff desires to have the optional \$5 criticism service the check should be made for \$10. No other fees of any kind are charged.

"ILPC services are invaluable to staffs and sponsors," said Dr. Max R. Haddick, ILPC Director. "I urge all schools to rush in their membership applications."

Books & Magazines

ODDITIES AND CURIOSITIES OF WORDS AND LITERATURE by C. G. Bombaugh, edited by Martin Gardner, Dover Publications, Inc., New York, New York, 1961.

ODDITIES AND CURIOSITIES is a reprint of chapters of the third and last volume of Charles Bombaugh's most popular book GLEANINGS FOR THE CURIOUS, originally published in 1890. This book contains a collection of poetic and prose recreations including works where the author omitted certain letters, poems where every word begins with a certain letter, acrostics, and many other unusual forms. Gardner says "it is not simply a collection of remarkable misapplied ingenuity; many of the techniques which Bombaugh illustrates are of first importance in modern literature. CJK



JOHN POLASEK

... Science Winner

Polasek Wins Science Meet

It took three years of competition for John Polasek to place first at state meet in science but, coached by Terrell Wayne Schellhase, he reached his goal in 1971.

John's record includes winning second at district and tying for first at regional and placing third at state in 1969; placing first at district, third at regional, and tying for third at state in 1970; and placing first at district, regional, and state in 1971.

For John winning involved a great deal of study and preparation. He attended a summer science institute at Baylor University during the summer of 1970 and, during his high school career, won the biology, chemistry and physics awards at Poth High School.