

AN HISTORICAL STUDY OF ATHLETIC PARTICIPATION
FOR SENIOR HIGH SCHOOL GIRLS UNDER THE
JURISDICTION OF THE UNIVERSITY
INTERSCHOLASTIC LEAGUE
OF TEXAS

A THESIS
SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS
IN THE GRADUATE SCHOOL OF THE
TEXAS WOMAN'S UNIVERSITY

COLLEGE OF
HEALTH, PHYSICAL EDUCATION AND RECREATION

BY
NORMA CAROLE HARTER THRONBURG, B. S.

DENTON, TEXAS

MAY, 1971

Texas Woman's University

Denton, Texas

April 28, 19 71

We hereby recommend that the thesis prepared under

our supervision by Norma Harter Thronburg

entitled An Historical Study of Athletic Participation for
Senior High School Girls Under the Jurisdiction of the Uni-
versity Interscholastic League

be accepted as fulfilling this part of the requirements for the Degree of

Committee:

Bert E. Lyle Jr.
Chairman
Gene A. Hoyer
J. Virginia Kuhn

Accepted:

J. L. Maxson
Dean of Graduate Studies

ACKNOWLEDGMENTS

In expression of my profound gratitude, recognition is richly deserved by all who have contributed to this study, particularly:

Dr. Bert E. Lyle, Jr., who gave of his wisdom and untold hours of his time to guide and direct this thesis.

Dr. Virginia Hicks and Gene A. Hayes for their interest, assistance and criticisms of the study.

Dr. Rhea H. Williams and the University Interscholastic League personnel for their assistance in procuring vital historical data.

those who granted interviews, wrote letters and supplied pertinent documents and historical data.

my parents, Mr. and Mrs. H. L. Harter, Mart, Texas, for a lifetime of encouragement and love that enabled me to attain numerous, seemingly insurmountable goals.

my dear husband, Paul, for his genuine love, support and understanding, and

our beloved son, Scott, whose mere presence provided infinite inspiration.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF ILLUSTRATIONS	vi
Chapter	
I. ORIENTATION TO THE STUDY	1
Introduction Statement of the Problem Definitions and/or Explanations of Terms Limitations of the Study Purposes of the Study Survey of Related Literature Summary	
II. PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE STUDY	34
Selection of the Instrument Sources of Data Preliminary Procedures Procedures Followed in the Collection of Data Procedures to be Followed in Developing the Written Report of the Study Summary	
III. GIRLS' BASKETBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	45
The Early Years, 1914-1920 Thirty Years of Turmoil, 1921-1950 Twenty Tournaments, 1951-1970	
IV. GIRLS' TRACK AND FIELD COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	142

Chapter	Page
V. GIRLS' TENNIS COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	164
VI. GIRLS' VOLLEYBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	191
VII. GIRLS' SOFTBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	218
VIII. GIRLS' SWIMMING COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE	238
IX. SUMMARY	245
Conclusions Recommendations for Further Study	
APPENDIX I	254
APPENDIX II	297
BIBLIOGRAPHY	313

LIST OF ILLUSTRATIONS

Plate	Page
I. Mart High School Girls' Basketball Team, 1914-1915	49
II. Fort Stockton's Winning Girls' Basketball Team, 1918	52
III. 1951 Conference B State Basketball Champion, Claude	84
IV. 1951 Conference A State Basketball Champion, Comanche	85
V. Finish of a Girls' 50-yard Dash, a 1915 County Meet	148
VI. Girls' Tennis Group, 1920 State Meet . . .	170
VII. Tennis in the Street, 1922 State Tournament	173

CHAPTER I

ORIENTATION TO THE STUDY

Introduction

History is the looking glass through which we step to mingle with the past. But man seldom recognizes the urgency to record the present with the alacrity with which he seeks to recover the past. Man's footprints, once seemingly pressed indelibly into the sands of time, have dried and begun to fade away as have the living pages of history gradually vanished and memories dimmed with the horizon.

The history of the University Interscholastic League has progressed, but those who endeavored to bring it into reality and to shape its destiny are gradually diminishing in number. And, with the passing of years those men and women can no longer recall with complete accuracy what was once a vivid picture. Records and accounts of the early age of girls' athletics in the League have become scarce, possibly because of their having been lost, carelessly kept, or their never having been recorded due to their seeming irrelevance to the future. Prominent figures in the early history of the

University Interscholastic League--E. D. Shurter, Roy Bedichek, Roy Henderson, Walter Prescott Webb--are no longer living, while Rodney J. Kidd, D. K. Brace, C. J. Alderson, Anna Hiss, Jeannie Pickney, Thelma Dillingham and others also active in the early years of senior high school girls' athletics in the University Interscholastic League have entered retirement.

The investigator, therefore, feels compelled to record the history of competitive girls' athletics as governed by the University Interscholastic League of Texas before graphic facts and personal recollections are cast into oblivion forever. This would be a tragic loss to future generations. Prior to this time writers have focused their energies on status studies of girls' athletics, histories of the University Interscholastic League and its organization and administration. Although a history of boys' athletics has been compiled, no effort has been made to chronicle the history of each individual sport in which girls have participated under the jurisdiction of the University Interscholastic League.

Is it possible that the attitudes reflected in the history of girls' physical education also affected the progress of girls' athletics? Since the earliest settlers set foot on colonial American soil, girls engagement in physical activities has been queried. For the fairer sex to participate in competitive sport was unspeakable. Puritans considered play not in work form to be the work of

the devil and should be avoided.

During the Colonial Period in America, conditions were not conducive to organized physical education programs. . . . There were few leisure hours during this period which could be devoted to various forms of recreational activities. In certain sections of the country, such as New England, religious beliefs were contrary to participation. The Puritans, especially, denounced play as the work of the devil. Participation in games was believed just cause for eternal damnation.¹

Early schools did not consider physical education to be educational; it was envisioned as an expensive superfluity as the agrarian life afforded sufficient physical activity. Immigrants in some sections of the country did bring sporting activities to their new homeland, but generally there was little emphasis placed on physical education, especially in the schools and certainly not on athletic competition.

Little emphasis was given to any form of physical activity in the schools. The emphasis was on the three R's on the elementary level and on the classics on the secondary level.²

Physical education for boys gained stature during the period preceeding the American Revolution through to the Civil War. The secondary schools, known in many places as academies, instituted physical education as a means of preparing pupils for life rather than solely for college. "They encouraged participation during after-school hours on

¹Charles Augustus Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1960), p. 239.

²Ibid., p. 238.

the premise that it promotes health and rest from the mental phases of school life."¹ German gymnastics flourished during this period. Although Turnverein societies were established for both boys and girls, perhaps the most accepted form of physical activity for girls was Catherine E Beecher's contribution of calisthenics. The exercises were simple movements set to a musical accompaniment.

The exercises, made up of simple movements to be accompanied by music, acquired much popularity throughout the country and were accepted by many schools. . . . The aims were to produce grace of motion, good carriage, and sound health. This marked the first attempt by an American to devise an exercise program for Americans.²

A somewhat similar method was the Dio Lewis system of calisthenics.

In 1860, Dr. Dio Lewis devised a new system of gymnastics and introduced it in Boston. . . . Lewis was not concerned with building muscles and strength. He was interested in the weak and feeble persons in our society. Instead of large muscles, he aimed at developing agility, grace of movement, flexibility, and improving one's general health and posture.³

The Swedish Movement Cure appeared after the Civil War as did the Delsarte System of Physical Culture and the playground movement. Sports in America began to achieve popularity as tennis, golf, bowling, baseball and basketball

¹Ibid., p. 239.

²Emmett A Rice, John L. Hutchinson, Mable Lee, A Brief History of Physical Education (New York: The Ronald Press Company, 1958), p. 190.

³Bucher, op. cit., p. 240.

made their appearance.

Tennis was introduced in 1874, and in 1880 the United States Lawn Tennis Association was organized. Golf came to America in the late 1880's and in 1894 the United States Golfing Association was formed. . . . In was not until 1895 that the American Bowling Congress was organized. Basketball, one of the few sports originating in the United States was invented by James Naismith in 1891.¹

"The first Young Women's Christian Association was formed in Boston in 1866 by Mrs. Henry Durant."² One of the purposes of that organization, like that for the men was to promote a broad physical education program for its members. Organized physical education programs also began to appear in the elementary and secondary schools at this time.

At the beginning of the twentieth century physical education was being recognized as an important facet in the American way of life. Modern dance movements appeared in the first decade as a medium of artistic expression; movements were based on the simple, natural body movements--walking, skipping, running, leaping. It was during that same decade that the forerunners of the University Interscholastic League were established. "According to The Texan of April 28 and May 5, 1905, [Homer F.] Curtiss had organized these high schools into 'The Texas Interscholastic Athletic Association.'"³

¹Ibid., p. 241.

²Ibid., p. 242.

³Interscholastic Leaguer, XIV (November, 1930), p. 1.

In the early part of 1910, John A. Lomax, then Registrar of the University, as an agent of the then President of the University, Sidney E. Mezes, made a tour of practically all the big state universities of the West. When he returned to report, President Mezes put one question to him, as follows:

"What is the best extension project that you found?"

Immediately Mr. Lomax replied, "The fostering of a league among public schools for the promotion of educational contests." And he proceeded to describe this work. It was then and there decided that the logical man in the University faculty to start such an organization in Texas was the professor of public speaking, Mr. Shurter. President Mezes commissioned him to undertake the work.¹

This league was first organized in 1910. Its activities being confined to a state contest in debate among schools affiliated with the University [of Texas, Austin]. The first contest was held in May 1911.²

Early in the spring of 1913, Prof. E. D. Shurter, then head of the Department of Public Speaking in the University, who had in 1910 started the "Debating and Declamation League of Public Schools," proposed to me [C. W. Ramsdell] the amalgamation of our two organizations under the general supervision of the University Department of Extension. The advantages of the proposal seemed obvious, but he was told that it would rest with the athletic council and the school members of the Interscholastic Athletic Association. At that time our organization had better financial prospects than his, and I was not sure that any pooling of funds would be satisfactory to our group. It turned out, however, that the membership was largely the same in both organizations, the athletic council consented, and the merger was effected at a joint annual meeting on May 3, 1913.³

¹Interscholastic Leaguer, XI (November, 1927), pp. 1, 4.

²Department of Extension, Constitution of the Debating and Declamation League of Texas Schools (Austin: The University of Texas Press, October 8, 1911), p. 3.

³Interscholastic Leaguer, XIV (November, 1930), p. 3.

The organization of the University Interscholastic League coincides with the public attitude evidenced from 1900 to 1919 when physical education was placed in the curricula of the public schools and considered to be of worthwhile, educational value. It was also during that span of time that the Cardinal Principles of Secondary Education were published in 1918 and stressed the importance of physical activity.

After World War I came the "roaring twenties" and the slouching flappers which embraced a mood of relaxation and good times. The time was ripe for big time athletics and spectator sports blossomed. Whether it was merely coincidental or indicative of public sentiment, University Interscholastic League competitive sports for girls waned. Girls' basketball and track were abolished; justification appeared in the 1920 bulletin.

Abolition of girls track and basketball. This is done in deference to the best thought and opinion of the present day upon physical education for girls. Volley ball is recommended as a substitute for basketball as being less harmful and just as interesting. Indeed, volley ball for girls may be made a wonderfully helpful game. The same is true of indoor baseball. If these games become popular among the schools, the League will later schedule regular contests in them for girls. Girls tennis in county, district and state is retained.¹

Neither volleyball nor tennis were played with the vigor of today. Perhaps it was another indication of the trend

¹Bureau of Extension, The University Interscholastic League Constitution and Rules for County, District, and State Contests in Debate, Declamation, Spelling, Essay Writing, and Athletics (Austin: The University of Texas, May 25, 1920), 11.

of that era as more emphasis was placed on sports and games that could be played throughout the adult life. Ethel Perrin, then chairman of the Woman's Division of the National Amateur Athletic Federation and head of the Department of Physical Education of the Detroit public schools, supported more interschool play days when she wrote:

We want more athletics and we want the right kind. . . . Equal opportunity for all means just as much time, equipment and leadership given to the athletic dub as to the star. In the school it does not mean that "the team" is to have first consideration. If, however, a school has the where-with-all to give every student what he needs and desires in an athletic program and can give still more to the super-group, well and good--but let them take care of the majority.

Have more inter-school athletics, but play with instead of against.¹

The thirties, the depression years were ushered in with the stock market crash of 1929. Where prosperity once flourished, poverty now reigned. The Women's Athletic Section of the American Physical Education Association, later the American Association for Health, Physical Education and Recreation, was organized; but Texas' University Interscholastic League girls' competition in volleyball and tennis retained its status quo. In the spring of 1938 an advisory committee on girls' athletic contests was appointed to consider how the League program could be better adapted to the requirements of physical

¹Interscholastic Leaguer, XXII (December, 1928), p. 4.

education for girls. And the committee advised that "in light of the evidence presented to date, Interscholastic League does not reinstate interscholastic basketball into the League program of athletics for girls."¹

Although sobered by the depression, physical education programs again surged forward as World War II loomed on the horizon. More formal conditioning programs resulted; and, ironically, there appeared an increasing demand for more girls' competitive athletics in the schools of Texas. Rodney J. Kidd reflected the attitude of women physical educators when he said,

That was the period when women's physical education was dominated by the idea of grace and poise. These women physical education people were Columbia University products down here in Texas. . . . Those women up there more or less dominated the physical education program for women and they thought that the girls shouldn't participate in anything except dance and rhythms.

On the other hand you had the small schools with no physical education programs, no gymnasiums, with most of the time men teachers. Whatever kind of physical education program women had, the girls had, the men handled. So as a convenience they put in girls' basketball. They began to organize these little basketball districts, independently of the League because the League could not find among the women any kind of agreement or unanimity, on what would be the basic skills. . . . On the outside was the independent school administrators organizing girls' basketball.²

p. 4 ¹Interscholastic Leaguer, XXXII (September, 1938).

²Interview with Rodney J. Kidd, Director Emeritus and Director of Texas Interscholastic League Foundation, June 26, 1969.

The early 1940's saw interest in physical education and health stimulated as a result of the Selective Service medical statistics.

For many years the Leaguer has contended that if you do not satisfy the competitive urge of youngsters by placing them in competitive situations under controlled conditions, in fields suitable to their talents (the athletically inclined in athletics, the artists in artistic competitions, the talented intellectually in some form of intellectual contests and so on)--if the schools do not provide exercise for an instinct that is deep as life itself, the youths will themselves provide their own competitions.¹

Strangely, American women have long neglected their health and physical fitness. This may have been partly due to the cult of the "fragile female" which had a stranglehold on the nineteenth century.

Women's sports helped to break down this feminine idea of frailty but not sufficiently. The emphasis on body beauty that came with bathing and glamour girls contributed the suntan and vitamin fads and some sporadic exercising, but brought little basic attention to health. But finally wartime demands on women brought an awakening to feminine physical handicaps.²

After World War II came the cold war era which necessitated the continuance of physical fitness. It was also a time of increased automation which demanded increased preparation for more leisure time.

The great mechanization of life at mid-twentieth century has brought much leisure to the people. The fourteen-to-sixteen-hour work day of the 1880's has changed to the six-to-eight-hour work day of today on a forty-hour a week basis with talk of even a six hour day for four days a week. Children as well as adults have greatly increased leisure.³

¹Interscholastic Leaguer, XXVI (December, 1942), p. 2.

²Interscholastic Leaguer, XXIX (November, 1945), p. 1.

³Rice, op. cit., p. 338.

Girls' basketball again was sponsored by the University Interscholastic League and competition was carried to the state level in 1951. The American Association for Health Physical Education and Recreation vigorously supported the President's Council on Youth Fitness and the fitness movement further stimulated the physical education programs. The League authorized regional directors to conduct regional volleyball tournaments in 1957. In 1966 a volleyball code was established and competition was elevated to a state level tournament for five conferences.

Statement of the Problem

Due to the investigator's interest in the historical development of senior high school girls' participation in athletic competition as it was conceived and governed in the State of Texas by the University Interscholastic League, she proposed to study and to analyze the factors that stimulated and/or retarded its growth. The investigator further proposed to report the chronological growth and development of athletic participation for girls from the League's inception through the academic year of 1969-1970. Although it has been treated briefly as an integral part of the whole concept of the University Interscholastic League, no previous attempts have been made to trace the historical development of senior high school girls' athletic competition in Texas. Specific implications were

presented as a result of the study which should provide guidelines for the future conduct of athletic programs for senior high school girls.

Definitions and/or Explanations of Terms

For the purpose of clarification, the following definitions and/or explanations of terms have been established for use in the proposed study.

History: Good states that

history may be defined as an integrated narrative or description of past events or facts, written in the spirit of critical inquiry, to find the whole truth and report it.¹

University Interscholastic League: The membership of the University Interscholastic League, more commonly known as the U. I. L. or the League, is comprised of the public secondary schools within the State of Texas. The organization of the University Interscholastic League was sponsored by the Athletic Department of The University of Texas at Austin to promote and to control high school athletics. The breadth of its objectives is indicated in the following excerpt:

The object of this League is to foster in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship; to assist in organizing, standardizing, and controlling athletics in the schools of the state; and to promote county, district, and state interscholastic contests in debate declamation, and athletics.²

¹Carter V. Good, Introduction to Educational Research, New York: Appleton-Century-Crofts, 1963), p. 180.

²The University Interscholastic League: The University of Texas Bulletin No. 274 (April, 1913), p. 9.

Interscholastic Athletics: Scott defines interscholastic athletic competition as

that in which teams of picked athletes representing a school play a regular schedule in an organized league with the results of each game counting in the final standing of the teams.¹

Conferences: Various plans of competition preclude any simple numerical division of schools into specific conferences. According to the University Interscholastic League, a conference is a "term used in classifying schools as to size as 'Conference B,' 'Conference A,' 'Conference AA,' 'Conference AAA,' 'Conference AAAA.'"²

Competition Levels: The University Interscholastic League established the following levels of competition:

1. District--The most fundamental level of competition is a district "in which two or more schools in the same conference participate for the purpose of qualifying for the 'regional' meet."³

2. Regional--Regions for each conference are established within the state "in which the winners from a group of 'district' meets compete for qualification to the

¹Harry A. Scott, Competitive Sports in Schools and Colleges, (New York: Harper and Brothers, Publishers, 1951), p. 482.

²Bureau of Public School Service, Constitution and Contest Rules of the University Interscholastic League for 1969-1970, p. 15.

³Ibid., p. 16.

State Meet."¹

3. State--Each conference may compete in the state meet "in which regional winners compete for state championships."²

Age Rule: Current eligibility rules stipulate that

no one shall take part in any contest in this League who, on the first day of September preceeding the contest, has reached or passed his nineteenth birthday. A contestant who is eligible under this rule at the beginning of any Interscholastic League season remains eligible throughout the season.³

Semester Rule: Current eligibility rules state that

no one shall take part in any contest in this League after the end of the tenth consecutive semester following his first enrollment in the eighth grade.⁴

Senior High School: The University Interscholastic League defines a senior high school as "one in which at least the time of two teachers, or the equivalent, is devoted to instruction in high school grades."⁵

Limitations of the Study

The investigation was subject to certain limitations due to the availability and completeness of records housed in the offices of the University Interscholastic League. It

¹Ibid.

²Ibid.

³Ibid., p. 18.

⁴Ibid., p. 25.

⁵Ibid., p. 14.

was further limited by the availability of primary sources of data, in terms of selected individuals, those who could recall accurately girls' athletic participation from the beginning of the League and/or its progress through the 1969-1970 academic year. Many of those individuals associated with the early history of the University Interscholastic League are deceased, and of those who remain, many historical facts have escaped their memories. The study was restricted also to the League's sponsorship of those sports in which only senior high school girls participated on a competitive basis. And finally, the study was dependent upon the availability of books, newspapers, bulletins, periodicals, and articles prepared by persons directly concerned with girls' athletic competition in Texas public senior high schools under the jurisdiction of the University Interscholastic League. The lack of primary documentary sources further limited the scope of the study.

Purposes of the Study

The general purpose of the study was to investigate and record accurately the history and development of senior high school girls' participation in interscholastic athletic contests as governed by the University Interscholastic League from its inception to the present time. Based on the findings, the investigator presented specific implications for the further conduct of this competition.

Specifically, the investigator provided information indicating the reasons for athletic participation being

deemed desirable or undesirable and the reasons for its addition to or deletion from the University Interscholastic League program. A chronological report was developed regarding the University Interscholastic League sponsorship of athletic contests for senior high school girls. In addition, information concerned with persons or groups of individuals primarily responsible for the development of girls' athletic competition under the jurisdiction of the University Interscholastic League was divulged. Evidence of specific policies which governed girls' athletic competition under the sponsorship of the League were enumerated. Sports in which senior high school girls first participated were identified. Persons or groups which were responsible for sports being added to or deleted from League competition and the rationale for such action were revealed. An estimation of the number of schools which participated in each sport from the inception to the present time was made. Information was disclosed relative to the domination of those conferences in which interscholastic athletic competition for girls was most prevalent. Finally, the changes and alterations in rules of the sports governed by the University Interscholastic League were disclosed.

Survey of Related Literature

A thorough examination of previous studies disclosed that the present research does not duplicate any preceding investigation. A review of previous literature follows.

In 1962, Trotter¹ undertook a study to determine the conduct of an interscholastic athletic program for high school girls on a state wide basis. In the State of Texas, the promotion and control of such a program of athletics was only one of the many charges of the University Interscholastic League of Texas. This project was undertaken to gather needed information concerning current policies, procedures, and selected aspects of the program; to indicate directional trends; and to analyze and to evaluate the program according to standards provided by the Division for Girls and Womens Sports of the American Association for Health, Physical Education and Recreation and by the Educational Policies Commission of the National Education Association; and to make appropriate recommendations for its improvement. The questionnaire technique was employed. Visitations, interviews, and correspondence with officials in the League headquarters, with program leaders throughout the state, and with girl athletes were undertaken in order to gain additional first hand information.

Trotter concluded that interscholastic athletics for high school girls conducted on a basis of sound standards was not only acceptable but desirable as an educational experience. According to Trotter, such an experience contributed to the physical, social, and emotional

¹Betty Jane Trotter, "A Study of Interscholastic Athletics for High School Girls in the State of Texas," (Unpublished Doctoral dissertation, Teachers College, Columbia University), 1962.

well being as well as to knowledge, insight and skill associated with becoming an educated citizen in our society

The study showed that the Texas program embraced both strengths and gross weaknesses and that there was a wide deviation with respect to practices among the five classifications of school enrollment as well as among the four sports activities comprising the athletic program at the time of Trotter's study.

The present investigation differed from that by Trotter in that it was concerned with the history and development of senior high school girls' athletic participation in Texas public high schools. The intention of Trotter's study was to determine the extent of girls' interscholastic athletic program in the Texas high schools for the 1957-1958 school year and the policies and procedures utilized in the administration of the interscholastic athletic programs. Trotter employed the questionnaire technique whereas the present investigator employed a documentary analysis of information from human sources and published and/or unpublished materials pertaining to interscholastic athletic competition for girls in Texas senior high schools.

The present study and that conducted by Trotter are similar only in that both are concerned with the governmental jurisdiction of the University Interscholastic League of Texas.

In 1952, Yeary¹ analyzed the control of interschool athletics for girls by state interscholastic leagues. The investigator made a careful study of the Constitution and Rules of the University of Texas Interscholastic League, noting the changes in sports sponsored by the League to control girls' interschool athletics. A study was made also of the constitutions and rules of the associations of other states to discover what sports they sponsored and the means by which they are controlled. From a study of the literature relating to the standards on athletics for girls, eighteen standards commonly accepted as being essential were established and used as a basis for evaluating the regulations published by the states included in the study.

After the investigation Yeary concluded: (1) definite provisions should be made for programs and regulations controlling interschool sports for girls, (2) acceptable standards had been developed for the control of girls' athletics, (3) a majority of the states examined provided for interschool athletics for girls, (4) the majority of states providing for girls' interschool athletics required girls' rules, (5) a majority of the schools limited the number of games played in a day and in a week, (6) some states limited the length of each sport's season, (7) a minority of the states required professionally trained

¹Melanie Edna Yeary, "The Control of Interschool Athletics for Girls by State Interscholastic Leagues," (Unpublished Master's thesis, The University of Texas), 1952.

women to coach the girls, (8) a minimum number of states required medical examinations for players, (9) two states required trained women officials, (10) three states required parental permission for participation. Generally, those in charge of the athletic associations studied approved interschool athletics for girls, but a majority did not incorporate sufficient numbers of the standards accepted by leading authorities.

The present study differed from that by Yeary in that the present investigator was concerned with the historical aspects of senior high school girls' athletics under the jurisdiction of the University Interscholastic League of Texas whereas Yeary attempted to analyze the regulations of interschool athletics for girls imposed by the governing bodies of other states, and to compare those regulations with those established by authorities on girls' and women's sports.

Similarity between the present study and that conducted by Yeary was evident in their concern with the rules and regulations controlling girls' athletic competition which evolved under the jurisdiction of the University Interscholastic League of Texas. The present study was concerned with the history and development of senior high school girls' athletic participation in Texas public high schools.

In 1951, Harris¹ conducted a study to determine the initial status of basketball for girls under the jurisdiction of the University Interscholastic League. The purpose of the study was to survey the basketball program for girls as sponsored by the University Interscholastic League in order to determine how closely schools were adhering to the objectives and standards established by the University Interscholastic League and by the National Section of Women's Athletics of the American Association for Health, Physical Education and Recreation. More specifically, the investigator sought to obtain information about participation, medical examinations, previous experience of schools in interschool basketball, training and experience of coaches and officials, the scheduling of games and practice sessions, transportation, facilities and equipment, and benefits of the program to the school and to the community.

Data were collected by means of a questionnaire which was mailed to personnel in 400 of the 706 high schools which participated in the League's program of basketball for girls during the 1951 season. For the purpose of making comparisons among large and small schools, the 195 usable returns were divided into three groups according to the number of students enrolled in the senior high school. The investigator reported the following results: (1) a larger percentage of girls participated in basketball in

¹Betty June Smith Harris, "Initial Status of Basketball for Girls under the University Interscholastic League," (Unpublished Master's thesis, The University of Texas), 1951.

the smaller schools than in the larger schools, (2) most of the girls who participated received medical examinations, (3) the majority of schools assumed the expenses of an injury during play or practice. (4) most practice periods were scheduled in the afternoon and substituted for physical education, (5) all schools were within the limit of thirty-six games and three tournaments, (6) a majority of schools reported compliance with the rules of the National Section of Women's Athletics as supplemented by the University Interscholastic League, (7) a minority of the schools used women officials, (8) over one half of the coaches were men, (9) school busses were used for transportation for out-of-town games, (10) personnel in most schools participating in the study reported previous experience in girls' basketball in some league, (11) the personnel in all schools reported complete acceptance and satisfaction with the League's program of basketball for girls, and (12) personnel in most all of the schools reported that their respective communities accepted and supported girls' basketball.

The present study and that by Harris differed in that the present investigation traced the history of all sports for girls under the jurisdiction of the University Interscholastic League whereas Harris sought to evaluate the initial status of girls' basketball as sponsored by the University Interscholastic League at the state championship level.

In 1937, Douglass¹ completed a survey and analysis of athletic activities offered girls in the Interscholastic League in Texas and made recommendations concerning athletic activities for girls.

Data for the study were collected from four different types of questionnaires mailed to four groups--administrators, coaches, and physical education instructors, University Interscholastic League participants, and former participants. Administrators were asked to provide information concerning attitudes, opinions, and beliefs related to girls' athletic participation in their schools and in other public high schools in Texas. Coaches and physical education instructors also provided data concerning their attitudes, opinions, and beliefs relating to girls' athletic participation. The participants were asked to reveal their individual reactions toward the conduct and administration of the activities, their reasons for participating, and the effects of participation upon their lives. Former participants were asked to make observations concerning conditions which existed during their participation, to evaluate the effects of athletic participation upon their lives, and to make suggestions for the modification and improvement of girls' athletics in the University Interscholastic League. Moreover, the investigator sought to determine the aims and objectives

¹Lucile Douglass, "Critical Analysis of the Athletic Activities for Girls in the University Interscholastic League in Texas," (Unpublished Master's thesis, The Texas Woman's University), 1937.

established, the organization and administration of the program within the schools, the status of the University Interscholastic League program among the participants and the schools, and the benefit or harm which may have resulted as a consequence of League participation.

The investigator reached the following conclusions: (1) citizenship, individual benefits, and opportunities for an individual to participate beyond the instructional program were cited as the primary motives for the schools participating in the University Interscholastic League athletic competition, (2) the standards established by the authorities to govern girls' sports were not met by schools competing in University Interscholastic League athletics, (3) a girls' athletic director was needed in the University Interscholastic League, (4) women coaches were preferred, (5) the eligibility rules were enforced by a majority of the schools, (6) girls' rules were used in approximately one-half of the schools, and (7) medical examinations were required by a small percentage of the schools although they were generally favored. Douglass concluded that the majority of administrators and coaches favored girls' athletic activities under the sponsorship of the University Interscholastic League although they indicated the necessity of intramurals or other provisions for those who failed to make the first team. Specific suggestions for the addition of activities and for the modification of the existing activities were made.

The present investigation recorded the historical evolution of girls' athletic competition as governed by the University Interscholastic League in Texas whereas Douglass sought to establish the status of athletic activities for girls by means of questionnaires sent to administrators, coaches and physical education instructors, participants, and former participants. Douglass' study further differed from the present one since it was concerned with attitudes, opinions, and beliefs related to girls' participation in athletic contests sponsored by the University Interscholastic League rather than an historical study of athletic participation of senior high school girls under the jurisdiction of the University Interscholastic League.

In 1935, Whitton¹ completed an historical study of the Interscholastic League in Texas. His sole purpose was to present an authentic and organized history of the University Interscholastic League from its inception to 1935.

Data for the study were collected from the Constitution and Rules of the University Interscholastic League from 1911 to 1935, "The Interscholastic Leaguer," a scrap book prepared by League officials, and newspaper files of the University of Texas.

Whitton found that the University Interscholastic League was founded in 1910 for the purpose of fostering

¹Paul Lewis Whitton, "History of The Interscholastic League in Texas," (Unpublished Master's thesis, The University of Texas), 1935.

"interschool competition as an aid in the preparation for citizenship." Presenting the history of the University Interscholastic League in a series of twenty-five annual summaries, the author observes policies of the organization and administration, the additions and deletions of contests, the increase in membership and contestants, the alteration of the classifications of schools, rule changes and rules affecting literary contests and athletic events, and fees. Whitton observed further that the University Interscholastic League was the only agency which aided and governed the extracurricular activities of the Texas public schools.

The present study differed in scope from that of Whitton which was limited to the general historical development of the League. Whitton made no attempt to evaluate the role of girls' athletic competition per se. While certain of Whitton's sources of data and those for this study were identical, the information sought by this investigator did not demand similar treatment nor was it used for the same purposes. Whitton's study covered only that period from the academic year of 1910-1911 through the 1934-1935 academic year, thereby encompassing but a brief period in the history of the League.

In 1933, Stanley¹ completed an analysis of the constitution and by-laws and the rules and regulations of

¹Pleas Carroll Stanley, "Organization and Control of High School Interscholastic Athletics," (Unpublished Master's thesis, The University of Texas), 1933.

the state high school interscholastic associations of the forty-eight states, and investigated the characteristics of those agencies which promoted and controlled high school interscholastic athletics. Stanley recommended organizational improvements and stipulated minimum constitutional provisions and eligibility rules which, if adopted, might result in a more desirable organization with a more efficient operation for each state athletic association than those which existed at the time of the investigation. The documentary sources of Stanley's data included the constitution and by-laws of forty-eight state high school interscholastic associations, the form reports and eligibility blanks of those associations, the constitution and by-laws of the National Federation of State High School Athletic Associations, supplements to the constitution and rules of six states, monthly or quarterly publications of seven state associations, books and bulletins concerned with interscholastic athletics, magazine and newspaper articles, and records and reports of the University Interscholastic League of Texas. Additional data were secured from those persons associated with the forty-eight state athletic associations who responded to a questionnaire.

The investigator found the objectives of the state high school interscholastic athletic associations were to regulate and protect the interscholastic athletic interests and to promote pure, amateur sports. The officers of the associations were elected by member schools. Executive committees of the state associations maintained complete

and final jurisdiction over all questions of law. Stanley found that state championships were determined in fifteen sports for boys. Of the five states in which high school girls' athletic associations were found, three were departments of the high school interscholastic athletic association. Athletes were declared ineligible for entering contests under an assumed name, for participating with any other team during the regular season, for participating in contests open to professionals or for prize money, for receiving money above expenses, or for officiating. In order to maintain eligibility, Stanley observed that athletes were required to enroll in school during the first two weeks of the school year, to pass a minimum three of four subjects, to be no more than twenty-one years of age at the time of the contest, and to limit their participation to no more than four years in any sport.

The investigator recommended that pupils be declared ineligible for receiving money, for playing as professionals, for being paid to coach a team, and for accepting awards in excess of one dollar. He further advised that athletes be regularly enrolled in school no later than the first day of the third week, pass a minimum of three subjects during the preceeding semester, be no more than twenty years of age, be subjected to a semester rule, take physical examinations, participate only with parental consent. Stanley proposed that the number of games in which the students participate per week be limited; that no tournament, meet or championship

be held without the sanction of the state athletic association; that dates be set for opening and closing athletic seasons; and that girls' basketball either be regulated by state athletic associations or be abolished.

This study differs from that by Stanley in that the latter was confined primarily to athletic contests for boys in the forty-eight states and not those athletic contests solely for senior high school girls in the Texas public high schools.

Stanley's purpose was to show the influence of the most important agencies involved in promoting and controlling high school interscholastic athletics; and, on the basis of the facts disclosed, to make recommendations with respect to the form of organization and minimum constitutional provisions and eligibility rules needed. The purpose of the present study was to investigate and to prepare a written account of the historical growth of senior high school girls' participation in athletic competition as governed by the University Interscholastic League in Texas.

The two studies were similar in that both were concerned with the organization and administration of the University Interscholastic League and the rules and regulations governing participation in girls' athletics.

In 1932, Hatley¹ conducted a study designed to

¹Roy O. Hatley, "Some Effects of the University Interscholastic League on the High Schools of Texas," (Unpublished Master's thesis, The University of Texas), 1932.

investigate the development of the University Interscholastic League of Texas, to discover its effects upon the high schools of Texas, and to suggest means by which the League's work might be made more effective.

The sources of data for the study were both documentary and human in that data were collected from publications of the League, from questionnaires, from books on extracurricular activities, and from letters and conferences with high school officials.

Hatley concluded that the general administrative structure was satisfactory although an additional member of the Executive Committee was needed to direct curricular contests and organize clubs and societies common to the high schools. On the basis of his analysis, the investigator suggested the establishment of contests, both scholastic and intramural, within each school, and the presentation of a "state letter"--an award based upon points accrued from athletics, good health, good posture, student leadership, student activities, and participation in contests. Additional contests were suggested in music.

The purpose of the present study was to record the growth and development of girls' athletic contests under the jurisdiction of the University Interscholastic League of Texas. Hatley confined his study to a general review of the development of the League, a discussion of the objectives of the League, the effects of the League upon Texas high schools, and suggestions for improving the League.

The studies were similar in that both were concerned with the University Interscholastic League's history and development.

Summary

The University Interscholastic League has sponsored competitive girls' athletics since early in the 1900's. However, girls' competition was not as wide spread as boys' nor did the girls compete beyond the county level whereas the boys reached the state level of competition.

Competition for girls appeared to be commensurate with the attitude toward the physical education programs as related to educational contribution in the public schools. It also followed the national state of affairs and its demand for physical fitness with relation to military preparedness--preparation for warfare or the aftermath of military conflicts. Girls' competition has also prospered with the availability of increased automation resulting in more leisure time. School administrators and the general public now have accepted girls' competition as being desirable as a meaningful, educational experience, a means for encouraging mental and physical fitness, and a further challenge for the athletically gifted.

Although organizations other than the University Interscholastic League continue to sponsor girls' competition, some with the intention of eventually securing League

acceptance, girls now compete at the state level in basketball, tennis, volleyball, and swimming. The League provided, in addition, for district competition in softball.

As a result of the investigator's interest in University Interscholastic League athletics for girls, its historical aspects, and its relationship to the total educational process, this study was undertaken to analyze the factors contributing to its growth and/or its decline and to record its growth and development for posterity.

Definitions and explanations were prepared to clarify University Interscholastic League terminology concerning the League itself, interscholastic athletics, conferences, competition levels, age rule, semester rule, and senior high school.

The primary purpose of the study was to investigate and accurately record the history and development of senior high school girls' participation in interscholastic athletic contests as governed by the University Interscholastic League from its inception to the present.

Specifically, the investigator was concerned with the reasons for bringing girls' athletics under the jurisdiction of the University Interscholastic League, other organizations sponsoring girls' athletic competition, the University Interscholastic League's sponsorship of each sport for girls, those persons or groups being opposed to or encouraging girls' athletics, certain policies governing

girls' athletics, the selection of those rules which regulated sports in which girls participated, sports being added to or deleted from girls' competition, particular conferences dominating some sports.

An investigation of related literature disclosed that this study does not duplicate any previous study.

The procedures followed in the development of the study are presented in Chapter II.

CHAPTER II

PROCEDURES FOLLOWED IN THE DEVELOPMENT OF THE STUDY

This study was undertaken due to the investigator's interest in girls' athletic competition and its development under the jurisdiction of the University Interscholastic League in Texas. The purpose of the study was to investigate and study the historical development of senior high school girls' participation in interscholastic athletic contests under the direction of the University Interscholastic League, and on the basis of the findings, to report specific implications to enhance future conduct of that competition and make recommendations for further studies.

The nature of an historical study best lends itself to a chronological exposition. To insure clarity in its presentation, procedures followed in the development of this chapter of the thesis are as follows: (1) selection of the instrument, (2) sources of data, (3) preliminary procedures, (4) methods of collecting data, (5) procedures for developing the study.

Selection of the Instrument

For the purpose of collecting historical data to

determine the growth and development of senior high school girls' athletic participation under the authority of the University Interscholastic League of Texas, the investigator employed the interview technique to compliment data gathered from the Constitution and Contest Rules of the University Interscholastic League, The Interscholastic Leaguer, personal correspondence, files, records and other pertinent material housed in the League office. The most desired sources were those persons actually involved in the internal affairs of the University Interscholastic League and those who would be able to report information not otherwise recorded. Such procurement of data would best lend itself to the personal interview technique.

The success or failure of a personal interview is dependent on the circumstances associated with its preparation and actual conduction.

Careful preparation of questions for the interview is fully as important as has been emphasized in preparing the questionnaire. A well-conducted interview is not just a haphazard series of questions and answers of a pleasant conversation. The interviewer has a set of carefully prepared questions to serve as a thread of conversation, although he may vary the order of the questions to adapt to special circumstances.

Inadequate responses which call for probing or secondary questions may be partial response, non-response, irrelevant response, inaccurate response, or verbalized response. . . . Causes of inadequate response include . . . (1) the respondent may fail to understand the purpose of the question or the kind of answer needed; (2) the respondent may lack the information or background necessary to answer the question; (3) the respondent may not remember the information requested.¹

¹Carter V. Good, Introduction to Educational Research (New York: Appleton-Century Crofts, 1963), p. 295.

The reliability of the information obtained through the interview is affected by . . . [the] attitude of confidence in and respect for the interviewer, on the part of the interviewee.

There are other possible sources of error or bias --content and form of questions, procedures established for the interview, physical setting, mode of recording, accidental distractions, and temporary state of the parties involved.¹

Sources of Data

Documentary Sources of Data

Since athletic participation for girls has been sporadic during the approximately fifty-five years that it has been governed by the University Interscholastic League, documentary accounts that appeared in books, periodicals, newspaper articles, bulletins, committee minutes, theses, dissertations, and other published or unpublished reports pertaining to its evolution were intermittent and erratic, reflecting the flux. In addition to the above sources, the investigator was fortunate to have access to the files and records of the University Interscholastic League office.

Information, either reproduced or in its original form, was chronicled with regard to date and sport, thereby facilitating the investigator's orderly access to pertinent data.

¹Ibid., p. 296.

Human Sources of Data

Human sources of data included selected personnel concerned with the organization and administration of the University Interscholastic League offices. Other selected persons who were directly concerned with the growth and development of senior high school girls' athletic competition as it evolved under the jurisdiction of the University Interscholastic League were also consulted. In addition, members of the thesis committee and other faculty members at the Texas Woman's University generously provided counsel.

The investigator recognized the most effective means of securing the data sought from the foregoing human sources was by means of personal interview. However, it was mandatory in several instances to rely upon personal correspondence or other means of communication when interviews were precluded. The letters prepared by the investigator included questions which applied to specific sports and/or specific periods of time. Sample copies of these letters may be found in the appendix.

Preliminary Procedures

For the purpose of securing data related to the study of the historical development of senior high school girls' athletic participation under the jurisdiction of the University Interscholastic League, the investigator did adhere to these preliminary procedures.

A telephone call was placed to Dr. Rhea H. Williams, Director of the Bureau of Public School Services, Division of Extension, and Director of the University Interscholastic League, to secure permission for conducting the present investigation. Inquiry was also made about the possibility of its duplicating any previous study or any other current study that could have escaped the investigator's scrutiny of related literature.

The investigator then surveyed, studied, and assimilated information from the documentary and human sources of data from 1910 to the present time which was directly associated with the study of senior high school girls' athletic participation during that span of time and governed by the University Interscholastic League.

A tentative outline of the present study was prepared and presented on July 31, 1968, in a Graduate Seminar conducted by the Dean and other faculty members in the College of Health, Physical Education and Recreation at the Texas Woman's University. Members of the staff in the College of Health, Physical Education and Recreation, together with members of the thesis committee and other persons present made recommendations for specific changes in the tentative outline. After the recommended changes were made, the approved prospectus of the study was filed in the office of the Dean of Graduate Studies at the Texas Woman's University.

Procedures Followed in the Collection of Data

The data collected in order to accurately record the historical growth and development of senior high school girls' athletic participation under the jurisdiction of the University Interscholastic League was obtained from annual publications of the Constitution and Contest Rules of the University Interscholastic League, periodical publications of the Interscholastic Leaguer, books, newspaper files, University Interscholastic State Executive Committee meeting minutes, theses, dissertations, and other information in the files and records of the University Interscholastic League office.

Dr. Rhea H. Williams granted permission for the investigator to make a documentary analysis of the files and records in the Office of the University Interscholastic League by means of a telephone conversation; he later reiterated the decision during a personal interview.

The aforementioned materials pertinent to various aspects of the study were obtained in original form or copies were secured by means of electrical reproduction from the office of the University Interscholastic League, from the Main Library of the University of Texas, or from individuals.

Selected persons whom the investigator wished to interview were contacted in advance by telephone to arrange for a meeting at their convenience and suggested time. Permission was also secured for the interviews to be

recorded on magnetic tape.

Interview questions were prepared in advance and submitted to the thesis committee for constructive criticism. The questions were then rewritten in light of the criticisms offered, aiming for more clarity and maximum drawing power.

The interviews were recorded on tape with the permission of the person interviewed. Desired information collected on the tape was then extracted, transcribed, and submitted to the colloquists for approval.

Data or reference to specific data was compiled in chronological order according to each sport in which senior high school girls have participated. The purpose was to facilitate preparation of the written report related to each sport and to correlate athletic competition not only in various sports during various time periods but also for comparison with the national state of affairs reflected in the public sentiment.

Topical outlines of chapters were prepared to assist in the organization of data collected.

Procedures to be Followed in Developing
the Written Report of the Study

A written account of the data collected from both documentary and human sources was prepared in chronological fashion for each athletic contest in which girls have participated under the jurisdiction of the University Interscholastic League of Texas from its inception to the

present time. A classified bibliography of documentary sources of data utilized in the development of this study was prepared. The bibliography may be found at the conclusion of the written report of the thesis. The appendix includes examples of the types of setters sent to individuals who served as human sources of data.

Factors that stimulated and/or retarded the development of senior high school girls' participation in the University Interscholastic League athletic program were carefully analyzed and recorded in the written report of the study. Individuals, groups of persons, or those who made contributions otherwise to the growth or abatement of girls' athletic competition were cited and their specific roles identified.

Having accurately analyzed, chronicled and summarized the findings and made a meaningful interpretation of the significant data, implications were made and recommendations employed with respect to those involved in senior high school girls' athletic participation in the future.

On the basis of the interpretations and organization of data collected and the findings resulting from that knowledge, the investigator was able to make appropriate recommendations for further studies concerning senior high school girls' competitive athletics as governed by the University Interscholastic League of Texas.

Summary

With the approval of Dr. Rhea H. Williams, Director of the Bureau of Public School Service and Director of the University Interscholastic League, the investigator undertook the present study concerned with athletic participation of senior high school girls under the jurisdiction of the University Interscholastic League of Texas.

The personal interview technique was selected rather than the questionnaire method. The choice was based on the compatibility with the research design and its flexible application to an historical investigation. The interviews were tape recorded and transcriptions of the contents were prepared for later reference.

Sources of data included documentary sources-- books, periodicals, newspaper articles, bulletins and other documents published by and housed in the University Interscholastic League offices; theses, dissertations and other published or unpublished materials pertaining to senior high school girls' athletic participation.

Human sources of data included Mr. Rodney J. Kidd, Director Emeritus of the University Interscholastic League, Dr. Rhea H. Williams, the current University Interscholastic League director, and other selected individuals and authorities in the field. In order to obtain the desired information, the investigator employed the use of a tape recorder in conjunction with the personal interviews.

Otherwise it was necessary to rely on personal correspondence.

Preliminary procedures entailed securing permission from the administration of the University Interscholastic League to conduct the study concerning their organization; surveying, studying, and assimilating the information from all available documentary and human sources; preparing and presenting a tentative outline of the study in a Graduate Seminar in the College of Health, Physical Education and Recreation at the Texas Woman's University; revising the outline and preparing a prospectus which would be filed in the Office of the Dean of Graduate Studies. The prospectus thus became a working outline in the development of the study.

Procedures followed in the collection of data included the need to determine the scope of the data to be collected; to obtain permission to scrutinize the files and records in the League office; to procure pertinent resource materials, either originals or reproductions; to arrange for personal interviews; to develop an oral questionnaire to be utilized in the interviews; to record the interviews and delete the extraneous data, transcribing the relevant information; to organize the data chronologically according to sports; and to develop a topical outline for the organization of data.

Procedures followed in developing the written report included preparation of data organized chronologically

including a classified bibliography and appendix analyzation of factors stimulating and/or retarding girls' competition in University Interscholastic League athletics; summarizing the findings and interpreting the data; drawing implications concerning senior high school girls' athletic participation; and making recommendations for future studies.

The approval of the written report by the members of the thesis committee was secured.

The ensuing chapters present an historical study of athletic participation for senior high school girls under the jurisdiction of the University Interscholastic League of Texas.

CHAPTER III

GIRLS' BASKETBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

Competitive girls' athletics appeared early in the history of the University Interscholastic League. With the emergence of competitive sports for girls came continual controversy which enshrouded its existence for five decades. Proponents and opponents of girls engaging in competitive athletics battled incessantly with chess-like finesse; and each generation of girls sought to prove their athletic mettle in the throes of competition.

Although much has transpired, little has been recorded chronologically concerning senior high school girls' athletic competition and participation in all sports--basketball, softball, swimming, tennis, track and field, volleyball. Each event was characterized by numerous factors that influenced its development. Girls' sports and competition varied with geographical location and conference classification. The University Interscholastic League policies reflected the concern for girls' competition and the degree of organization in each sport. Finally, there was an absence of documents

recording the trends displayed in girls' athletic competition--information concerning the rules used and the changes therein, coaches and officials employed, styles of play and athletic fashions of the times.

The Early Years, 1914-1920

Competitive girls' basketball, unquestionably the most controversial of all sports in which high school girls have participated under University Interscholastic League sanction, was one of the first contests to be recognized and governed by the League. Provisions for competition on the county level were first published in The University Interscholastic League Constitution and Rules for County, District, and State Contests in Debate, Declamation, and Athletics for the 1914-1915 school year. Indication of League sponsorship appeared in the introduction which noted principal changes from the previous Constitution and Rules and stated that "athletic events for girls are added to the county contests."¹

Another change stated that "uniform eligibility rules for all contests are established."² Athletic competition in the early history of competition in the

¹Department of Extension, The University Interscholastic League Constitution and Rules (Austin: The University of Texas, August 20, 1914), p. 5.

²Ibid.

League was divided into junior and senior divisions and differentiation was according to the age of the pupil, not by grade classification.

"Rules in Basket Ball" in the 1914 Constitution and Rules described County Basket Ball Contests for Girls.

The county contest in basket ball for girls shall be according to the following conditions:

(a) The first game of the contest shall be played not earlier than January 16, and the last game shall be played not later than the day of the annual county meeting of the University Interscholastic League.

(b) It shall be the duty of the county athletic director, or such other duly authorized body as may be elected by the county teachers' institute, to call a meeting of representatives of the schools at some time before January 16, and arrange a schedule.

(c) No team shall be considered for the county championship which has not played at least four games with other teams in such contest.

(d) Junior and Senior divisions. There shall be two county championships: Junior, to include girls under fourteen years of age, and Senior, to include girls under twenty-one years of age.¹

The eligibility rules applied to all contests and contestants. Participation was limited to those who had not passed their twenty-first birthday before the first day of September, to undergraduates, to students taking and passing at least four subjects, to those who had passed at least three subjects the previous semester, to regular attendants, to amateurs only, to those who were certified eligible, and was restricted to anyone who had participated four years. If participating students were below high

¹Ibid., pp. 32-33.

school age they were required to count their participation as part of the four year rule. Schools that incurred eligibility violations were suspended for one year and no League member was to engage a suspended school in any contest.

Rules designated by the University Interscholastic League to govern all basketball games played by girls' teams in the League were the Official Basket Ball Rules as published in the Spalding Athletic Library. A 1914 League bulletin, Physical Training and Athletics, described the differences between boys' and girls' basketball.

(1) Boys are allowed to run all over the court, and the field is not divided into three courts. The number of players for boys is five on a side; for girls, five, six, seven, or nine on a side.

(2) Length of halves is greater for boys.

(3) Rules for out-of-bounds and fouls as to guarding are not as strict for boys, thus making the game much more strenuous for them than for girls.¹

The county basketball contests for girls proved satisfactory and they were continued in 1915. Means for conducting county basketball contests were outlined in the Constitution and Rules for 1915-1916.

The county athletic director should call a meeting of representatives of schools interested in basket ball, at the time of the Teachers' Institute, or at the earliest convenient time thereafter. At such meeting the following matters should be determined: (a) Shall both junior and senior contests be held? Both girls' and boys' contests? (b) When shall the first

¹ Department of Extension, Physical Training and Athletics (Austin: The University of Texas, 1914), pp. 34-35.

PLATE I



FIRST TEAM GIRLS' BASKET BALL 1914-15

MART HIGH SCHOOL GIRLS' BASKETBALL TEAM, 1914-1915

championship game be played, i. e., what shall be the earliest date for official games in the championship contest? (c) What shall be the method for determining the championship, the percentage method, or the elimination method? (d) What shall be the minimum number of games and the minimum number of teams that each team must play? (e) What prizes shall be given the winners? If possible, a complete schedule should be made out at this meeting. It will usually be advisable to divide the county into four or more districts, and after the district championships have been determined, to let the winners play the finals at a centrally located place, either at the time of the final county contests in debate, declamation, etc., or where so many events cannot be well handled together, to have the basketball championships settled a week earlier. Each team should send a report of each game to the county athletic director, promptly.¹

As in the previous year, points which applied toward the all-round championship were awarded the winning girls' basketball team and the runner-up. Eligibility for participants remained the same and the rules for participation were published by Spalding. Several counties were grouped according to geographical location and comprised a district. As provided according to the contest, winners in county meets progressed to the district meet and district and city winners to the state contest. In populous counties where League membership was especially large, sub-county contests could be arranged.

Such contests, however, are for the purpose of practice, arousing local interest, and to furnish a means of developing community spirit, and not for

¹Department of Extension, The University Interscholastic League Constitution and Rules (Austin: The University of Texas, May 20, 1915), pp. 42-43.

the purpose of eliminating contestants for the county finals, except, perhaps in basket ball.¹

In 1918 a Fort Stockton resolution made at a Pecos County teachers' institute proposed that girls' athletics, particularly basketball, be introduced into the district meets in West Texas where the population was sparse. It read as follows:

I. Whereas, the officials of the University Interscholastic League have made no provisions for girls' athletic events in the District Meets; and,

II. Whereas, West Texas is a country of magnificent distances, and the County Meets provided for by the University Interscholastic League offers no incentive for competition in athletics among girls because there is usually not more than one fair sized school in each County; and,

III. Whereas, the girls in this section of the country are particularly well qualified to take part in athletic contests; and,

IV. Whereas, the girls should be given a square deal, and should be well represented in the District Meets as the boys, in so far as they are able to do so, be it resolved that we, the teachers of Pecos and of Upton County, send a copy of these resolutions to the Executive Committee of the University Interscholastic League at Austin, Texas, and thereby protest the unfair discrimination against the girls in the athletic events of the District Interscholastic Meets, and that we further suggest that the girls be allowed the same representation in the athletic events of the District Meets as in the County Meets.²

According to the February issue of the 1918 Interscholastic Leaguer, many schools and individuals were sympathetic with the Pecos and Upton County teachers and endorsed girls' basketball in the district meets.

¹Department of Extension, The University Interscholastic League Constitution and Rules (Austin: The University of Texas, April 10, 1917), p. 20.

²Interscholastic Leaguer, I (January, 1918), p. 1.

PLATE II

FT. STOCKTON'S WINNING
GIRLS BASKETBALL TEAM

FORT STOCKTON'S WINNING GIRLS' BASKETBALL TEAM, 1918

Although opposition to the Fort Stockton resolution was not published, opposition to girls' basketball was present as evidenced in the Physical Training and Athletics bulletin published in 1914.

Until recently, little attention was given to athletics for girls. But we recognize now the truth that girls' athletics are equally important with athletics for boys, although for somewhat different reasons. Boys' athletics afford an outlet for his inherited fighting instinct, and must be more or less violent and the rivalry keen. But for girls it is not the case. Great harm has been done to girls' athletics by making them merely an imitation of boys' athletics. For girls, no events should be included that call for violent effort or great endurance. Interclass contests are preferable to inter-school contests. Team games are better than individual rivalry, and games in which large numbers can take part are most to be encouraged.¹

Persons interviewed about the opposition to competitive girls basketball during that time implied that most opposition to the sport filtered down from the college and university physical educators. That implication appeared to be supported in an article by Anna Hiss, acting associate director of the physical training for women at the University of Texas, Austin, Texas.

The physical vigor of the women as well as that of the men of a country does not reside in a few highly trained athletic individuals but in the health, physical versatility, and stamina of the masses. The women's gymnasium department of the University of Texas does not sanction this "training of the few" in any sport, therefore, intercollegiate athletics for women will not be permitted in the future. Intercollegiate athletics for women are both impractical and detrimental to the physical well-being. . . .

¹Department of Extension, Physical Training and Athletics (Austin: The University of Texas, 1914), p. 39.

Competitive games bring upon the coaches a terrific nervous strain and also the temptation to allow their girls to play when physically unfit, just for the sake of victory. Also intercollegiate games for girls do not develop nervous stability, sportsmanlike spirit, and womanliness. . . . Rather than attach too much importance to basketball, which is apt to be too vigorous for the average Texas girl, the University lays great stress on swimming, canoeing, aesthetic dancing, and hiking.¹

Miss Hiss did suggest that girls' rules be used for basketball games played in Texas.

The advice was prodigal to League member schools as the University Interscholastic League ceased sponsorship of competitive basketball for girls in 1920. The decision for its course of action was published in a terse statement in the 1920-1921 Constitution and Rules.

Among the more important changes in this year's Constitution and Rules are the following:

Abolition of girls track and basketball. This is done in deference to the best thought and opinion of the present day upon physical education for girls. Volley ball is recommended as a substitute for basketball as being less harmful and just as interesting.²

Thirty Years of Turmoil, 1921-1950

Paul Whitton expressed his opinion on the situation, one that appeared popular at the time, that "girls' track and basketball had proved too strenuous for the girls;

¹Interscholastic Leaguer, IV (November, 1920), p. 1-3.

²Department of Extension, The University Interscholastic League Constitution and Rules (Austin: The University of Texas, May 25, 1920), p. 11.

therefore it was abolished."¹ Even though the University Interscholastic League no longer endorsed girls' basketball in its athletic program, competition continued. This was evidenced in an article that appeared in the Leaguer.

Miss Martha E. Davis, of the Oakville school in Milam County, makes an earnest plea for more athletics for girls. This young lady has very decided opinions on this subject and she expresses them well. Her letter follows:

"I am a girl sixteen years of age, live in the country, and go to a country school. I was in the senior spelling at the track meet this year. I played basketball too. But we girls like to be in other things besides that, such as a 50-yard dash, broad and high jump; and there are mighty few of us that a one-half mile run will injure. And please do not abolish basketball for girls. Basketball is not going to hurt us girls; it does us good and it develops our muscles and makes us healthy. I was the captain of our basketball team this year and a plucky little team it was. Although we were defeated several times, we didn't become discouraged. We hope next year to have an undefeated record."²

In support of the contests, Miss Agnes Unger, principal of the Farrar School in Limestone County, felt that her school's girls' basketball team "helped materially in building up a healthy school sentiment."³

Rodney J. Kidd, Director Emeritus of the University Interscholastic League and now Director of the Texas

¹Paul Lewis Whitton, "History of The Interscholastic League in Texas," (Unpublished Master's thesis, The University of Texas), 1935.

²Interscholastic Leaguer, V (October, 1921), p. 1.

³Interscholastic Leaguer, VII (October, 1923),
p. 3.

Interscholastic League Foundation, coached a girls' basketball in Georgetown in the 1920's and provided insight into both coaching and girls' athletics in that era.

Now as far as coaching, way back there in the high school in Georgetown, I coached girls' basketball. But that is when the girls just had a county tournament; played around the county some. This was about '24, '25, '26. I coached girls' basketball and boys' basketball. Of course in those days one coach coached everything. I didn't know anything about the girls; I was a young fellow. The ones who wanted to play got some of these bloomers and they really had a game.¹

In contrast, a conflicting argument was supported by Miss Josephine Schmidt, assistant director of physical training for women, University of Texas, Austin, who condemned basketball as being too strenuous for girls.

Basket ball is the most strenuous sport for girls, even after a girl has fully developed and is of college age. Even when at a matured stage, there are few individuals who are physically fit to indulge promiscuously in this sport. In addition to the natural physical strenuousness of the game itself, we must add the harm done by the nervous excitement of the competition felt in playing a rival; and again, to this sum is attached the weariness and excitement of travel.

Is it worth the health of the children to endanger their lives simply to arouse school spirit, or to amuse a sprinkling of spectators on the sidelines? At least do not sacrifice the growing child! Let the strong, more mature girl or boy accomplish this purpose if it be considered a necessity.²

Proponents of girls' basketball introduced a recommendation to the University Interscholastic League's State Meeting of Delegates in 1925. It suggested that

¹Interview with Rodney J. Kidd, Director Emeritus of the University Interscholastic League, June 26, 1969.

²Interscholastic Leaguer, VIII (March, 1925), pp. 1, 4.

"girls' basketball shall be restored to the counties and districts, and said game shall be played strictly under girls' rules."¹ However, the resolution failed to pass.

Dr. Curtis Jackson "Shorty" Alderson related his involvement with girls' athletics, girls' basketball and the University Interscholastic League in the 1920's.

I became involved with the Interscholastic League in 1922; that is when I was over at Calvert [Texas].

It was in those early years that Anna Hiss and a man named Roy Henderson, who was with the Interscholastic League at that time, and Leah Gregg and L. T. Bellmont-- I forget who the rest of them were, but there was a committee of us to study Interscholastic League basketball for girls, which was quite a bold idea at that time. It was way out in left field. And we did make a study of that and came up with a bunch of recommendations. And that went before the state association, what is now the TAAHPER, and the recommendations also went before what is now the AAHPER, which was the National Physical Education Association at that time. And that got a hearing up there and we got a lot of hearings in from all over the nation, from different states. Particularly from the women, some of whom were doing the same sort of study in their state. Now that was in 1924, '25, '26, '27, and it went on until 1930 before this committee disbanded. We hadn't made much progress. We had gotten some of the small schools, that is where it started, to playing. They played their counties and sometimes they would play through to a district. But no state programs for a good many years yet.

I talked to Roy Henderson for a long time. Roy was the director of the athletic program under the Interscholastic League in the early '20's. Roy Bedichek was director of the Interscholastic League program. That was before the Rhea Williams and the Rodney Kidd Regime came in much later.

The women physical educators and some other women of the state were expressing a desire and they seemed to feel a need for girls' athletics way back there. Anna Hiss was very active, very instrumental, but very cautious about promoting it here at the University of

¹Minutes of the State Meeting of Delegates, April 1, 1925, The University Interscholastic League, Austin, Texas.

Texas. Anna Hiss was head of the required program of physical education for women. At that time she had just succeeded Miss Eunice Aden. Anna Hiss was her first lieutenant and went right on in and took a good deal more active part in girls' programs and in women's programs off the campus.

Of course the Interscholastic League people were interested in girls' athletics. Roy Henderson was interested; Bedichek was interested; and then Bellmont, who was head of the men's required program, was interested in a way--very mildly interested.

Like the boys' program, the girls' program has grown from within. The program was never superimposed on the public school girls of the state. It has come from within and it came from the little schools. . . . Girls have had a very humble origin really in athletics for a very different purpose--for a felt need for the girls, not for show, not to establish records, not to get ready to go to college. . . . They didn't get any scholarships.

There was very little difference between the physical education program and the athletic program so far as its objectives were concerned for girls.¹

Josephine Schmidt wrote another, less vehement article for the Leaguer concerning a survey of the problems involved in the actual playing of the game of basketball.

Not so many years ago the one great point of dissension was the insistance of many coaches to teach their girls by the same rules as adopted by boys, ignoring the advice of doctors and experts. It very rarely now occurs that girls are coached by the boys' methods.

The main problems that confront the players of today may be summed up as follows:

1. Are men coaches capable of coaching girls' basketball teams?
2. Are men referees as desirable as women referees?
3. Are interschool games for girls harmful?
4. Is there any apparent danger of commercialization of girls' athletics?

¹Interview with Dr. C. J. Alderson, Professor Emeritus of the University of Texas, June 26, 1969.

Each question is open for discussion and a great deal may be said for both sides. In case of numbers 1 and 2, there is no doubt that many men are more capable of the understanding of the technique and application of the game than women, but do the men understand the physiological aspect of their players? Do they realize the extent of the emotional and the nervous strain under which girls suffer during excitement? In other words, can men coaches develop and maintain the health of their girls as well as their performance in skill, as a trained woman instructor can do?

Number 3 is very hotly contested at the present time, with men's sports depending upon competition with other schools, for their popularity and success. There are many supporters of interschool contests for girls who have arguments to uphold their standards.¹

Dr. Alderson commented on why some discouraged competitive athletics for girls, especially basketball.

Some of it we laugh at, but it was very real. In the first place we had a lot of these people and a lot of the older physical education women who thought that girls just must not do anything strenuous, athletics or otherwise, during their menstrual periods. That is one of the things they had to pass. Then one of the things that we had to fight along pretty much the same line was that girls couldn't stand to be driven. They couldn't stand to be forced to the nth degree of their physical energies. And in athletics you have to do that. And finally, they would have to be forced beyond their total organic well-being.

Then of course we got into the social aspect that it would make a girl coarse and muscular. A lot of people said that. And the newspapers--it made good news print so they jammed it full. They said it would necessitate indecent exposure of the body of the female to participate in athletics. It was contended that they would be objects of ridicule, particularly from men and from boys, that they would be hissed and laughed at on the court. Fat girls would be made fun of and ridiculed. Girls with any kind of deformities at all would be ridiculed and hissed, and that they would be propositioned like the girls on the stage used to be propositioned all the time. And, it would

¹Interscholastic Leaguer, X (February, 1927), pp. 1, 4.

have about the same standing in the eyes of men.

They said that girls simply couldn't take it and that it would undermine their future abilities to be mothers. It was very real with a lot of people and a lot of others. Then they said, of course, that girls could never be depended upon in athletics and particularly basketball because they weren't sure when they would be able to play and when they wouldn't be able to play. All of that was just dug right out of the dirt. On this committee I was on we really went into it; we went all over the state. Roy Bedichek did too. Roy Bedichek was in favor of girls participating in athletics.

In the 1920's I was just out of college then and I just didn't know. I was a pusher. I was trying to promote, but I promoted with a great deal of care. Anna and I saw it about alike; each of us knew about the same little bit about it. We called in doctors and these doctors began to disillusion us a little about all these terrible things that were going to happen to the girls. They weren't going to come unglued or anything. They were put together better than that unless they were abnormal in some way, or underdeveloped, diseased, or had some medical history that would keep a boy or anybody else from participating. Most of the girls wouldn't suffer from it. Our own school physician here at the University told us that. Our team physician of the athletic teams told us the same thing. After talking around with those people, pretty soon I got to the point where I thought there didn't have to be very many limitations with the girls.

Of course in those days there were the moral aspects. How were you going to take these girls on trips overnight? Where are you going to bed them? How are you going to care for them? And who is going to do it? All those things, they just built up great white elephants and straw men about all the bad things that could happen to them and how hard it would be to control girls on trips.

We had to go through a terrible fight and a lot of harassment in those days, and some of it came out. They did hiss the girls and they would make slurring remarks. . . . We never did have a girl go beserk and tear their hair and cry and fight. . . . No one was ever seriously hurt.¹

Another plea for University Interscholastic League sponsored basketball appeared in a 1933 Leaguer. In

¹Alderson, loc. cit.

keeping with the trend, it was a small school, Tilden, "Old Dogtown,"¹ located in McMullen County in deep south Texas, which voiced the desire of girls' sports activities, especially basketball. Superintendent R. V. Whitehead wrote:

The crowning event of the year was our girls' basket ball tourney. It was held on the 25th of February on a common dirt court. We had eleven high school teams entered. A sixteen inch silver trophy was given to the winner. We also served free barbecue.

The play started at ten o'clock Saturday morning and went off like clock work, due to excellent cooperation on the part of the other coaches. The tourney wound up in a blaze of glory with a story book finish. . . . Fredericksburg nosed Pawnee out of first place by the narrowest of margins.

This year we are going to try to have a tourney for eligible high school teams again. We want to make this year's tourney one of the biggest in this section of the state. In place of one day this year, we are planning on having a two day tourney,²

Roy Bedichek, Chief of the Bureau, concluded the article with a reply which indicated he felt that a person in his position must support the opinions of the physical educators who were so much opposed to girls' basketball competition.

While I sympathize with your enthusiasm for girls' basketball, I am compelled as a matter of policy to refrain from giving this enterprise a boost in the Interscholastic Leaguer. As you know, we discussed girls' basketball some years ago and discontinued it at the earnest solicitation of some of the very best authorities in physical education for women. Whatever my opinion may be or yours about this, I think we are compelled to defer to the best authorities in the matter. There is not a director of physical education in the whole United States who approves of girls'

¹Interscholastic Leaguer, XVII (December, 1933), pp. 1, 4.

²Ibid.

inter-school basketball tournaments. There are too many problems involved for me to discuss the matter at length, but the literature on the subject is all one way, and that is that it is not a good thing.

I wish that you could put the same enthusiasm that you have put into basketball for girls into volley ball. This game is a non-combat game and is much better suited for the proper physical development of girls than is basketball, which is a combat game. At least this is what the physical education authorities tell us and we are compelled to defer to their judgment.¹

In 1934 an effort was made to bring girls' basketball that was being played in the state under the regulatory auspices of the University Interscholastic League.

Superintendent A. W. Adams of Childress brought up the matter of some regulation of girls' basketball in the state. He stated that the A. A. U. at present is running a state championship in girls' basketball. He moved that a committee be appointed to study the problem of working out regulations concerning a championship in girls' basketball. The motion was lost for want of a second.²

Rodney Kidd described the conflict taking place in the public schools at this time.

During my regime in there with Mr. Bedichek, when I was athletic director, 1938-1948, that was the period when women's physical education was dominated by the idea of grace and poise. These women physical education people were Columbia University products down here in Texas. . . . Those women up there more or less dominated the physical education program for women and they thought that the girls shouldn't participate in anything except dance and rhythms. And when you put a girl in a basketball uniform and put her out, all the reasons were for display purposes. The sportswriters and all would be out there snapping pictures.

On one side you had the women physical education people like the girls up at North Texas State and the others over at Texas Woman's--C.I.A.--and they were

¹Ibid.

²Minutes of the State Meeting of Delegates, May 5, 1934, The University Interscholastic League, Austin, Texas.

the wheels in physical education for women. And on the other hand you had the small schools with no physical education programs, no gymnasiums, with most of the time men teachers. Whatever kind of physical education program women had, the girls had, the men handled. So as a convenience they put in girls' basketball. They began to organize these little basketball districts, independently of the League because the League could not find among the women any kind of agreement, or unanimity, on what would be the basic skills, what they thought to be for girls. So it was a conflict in skills and demonstration of those skills, the amount of publicity you give them and all that. Well, up on the outside was the independent school administrators organizing girls' basketball.

They organized down in San Antonio the Golden Skirts.¹ Some sports writer down there, a fellow by the name of Perry Winkle with the old San Antonio Express, organized the girls' league down there called the Golden Skirts and he ran it. He was the head at one time.

And then the superintendent of schools up here at Gatesville². . . organized another girls' league. And this was really a real hot potato because those fellows got it organized. They got a director and I don't know what all. They had their own little group going and it was their baby. . . . But he and another fellow by the name of Marvin Brocklin, now with the Texas Education Agency, had what they called a state championship for girls' basketball up here at Waco for that league.³

L. C. McKamie had observed the growing number of girls' basketball teams which sought competition and the manner in which tournaments were conducted. While he was at Abbott High School, approximately twenty-four miles north of Waco and well within a "hot bed" of feminine basketball activity, his organizational skill resulted in the

¹The team was actually known as the Golden Girls, a corruption of Golden Gloves.

²Reference is made to L. C. McKamie, Superintendent of the Gatesville Independent School District.

³Kidd, loc. cit.

creation of the High School Girls Basketball League of Texas. Mr. McKamie rendered the following account:

Up until 1939 there was no organized girls basketball in Texas. Each county made their own rules, and very seldom consistent with any other county. The only outside sponsor was the AAU. The AAU would get some school to sponsor a tournament, and use this as a means of advertising, etc. By the time a sponsoring school ran off the tournament it would lose money. The AAU rules were never consistent and usually a tournament ended up in a mess.

It [the High School Girls Basketball League of Texas] was organized for the purpose of control--all players eligible, and in school; uniform rules, control by Texas school people in Texas schools. Before this organization came into existence there were no uniform eligibility rules. Often "ringers" played. There was a general state of confusion.

Since I was interested in girls basketball I decided to try for a State organization. We had 56 schools enter, but ran off a good tournament at Baylor University. We reached a membership of 575 schools two or three years later.

After the State tournament the winning team would usually play the winner of Iowa. . . . Texas usually won the inter-state game.¹

Organized girls' basketball unquestionably attracted a growing number of League member schools. In 1940, Roy Bedichek editorialized to that effect and reaffirmed the position of the University Interscholastic League with regard to that matter.

This is by no means the only case of its kind. For years there has been a strong effort made to induce the State Committee to submit to a referendum the matter of installing a state championship in Girls' Basketball. On investigation we find that there is not a single authority in the field of Girls' Physical Education which will even countenance such a contest. Not only is it undesirable, they say, but it is extremely pernicious, and in a state the size of Texas, an

¹Letter from L. C. McKamie, Superintendent, Gatesville Independent School District, Gatesville, Texas, July 29, 1969.

educational crime. Here again, we are up against a question of University policy. To promote an activity which every authority in the special field declares to be pernicious would be to forsake any pretense to leadership and degrade the entire program. Indications are that such a referendum would carry, but since it could not be defended from the standpoint of educational policy, the League could not undertake it, even if it were voted by a majority of the schools. So, we have declined to submit it to a vote. Now it is being promoted outside the League, which, of course, is the privilege of schools which believe in it. In short, we have to part company with them, as much as we regret to.

There are other activities now in the League program that are severely criticized, the declamation contest, for example. . . . If the competent authorities in the field were to reach a unanimous agreement (as in the case of a statewide championship in Girls' Basketball), we should have to drop this contest, no matter what a vote might show.¹

At a meeting of the State Executive Committee "it was moved and carried that the chairman of the committee be authorized to appoint a committee to study the girls' athletic program."²

Early in 1940 a special committee was appointed to study girls' athletics. R. J. Kidd and C. J. Alderson were responsible for a special report on girls' basketball. "The subject of this conference was for the purpose of making a study of physical activities for girls which may be used to support the regular curricular physical education

¹Interscholastic Leaguer, XXIII (February, 1940), p. 2.

²Minutes of the State Executive Committee, March 9, 1938, The University Interscholastic League, Austin, Texas.

program."¹

The report was presented in May of 1940 at the University Junior High School.

The fourth discussion of the afternoon dealt with interscholastic basketball for girls and was presented by Mr. L. C. McKamie of Abbott, who organized the girls' basketball league in Texas.

Mr. McKamie urged the advantages of having an inter-state organization control girls' basketball instead of allowing it to be controlled by some out-of-state organization which, however good its intentions, could scarcely function so efficiently or with so broad an understanding. Citing his own experiences at Abbott, Mr. McKamie stated that his purpose in helping to organize the basketball league had been to correct conditions which had seemed to him unfavorable for the welfare of his girls.

"If we can get an organization which we personally control and through which we may work out a practical situation, we have, I believe," Mr. McKamie said, "done a worthwhile thing for the girls of Texas." Mr. McKamie reported that a survey of those interested in girls' basketball indicated that a large majority were in favor of a centralized control through such an organization as the basketball league. A survey of the girls who have played at Abbott after a period of fifteen years found, he declared, no bad after-effects. In this connection, he stressed the necessity of the universities' sending out trained girls who are ready to work out an intelligent physical education program and who have a sound understanding of the physical well-being of the girls with whom they will work. In its efforts to protect the girls, the basketball league, he said has set up rules providing for more time out, demanding doctor's certificate before the girls may play (applause here from the audience), providing for more substitutions, prohibiting bodily contact, and shortening the playing period.

During the period allotted to questions and answers, Mr. McKamie was asked, "Why the emphasis on basketball?" His reply was that the smaller towns, lacking the facilities for carrying on many of the activities now substituted for basketball in some of the larger towns, demand basketball, and that his work had been directed

¹Minutes of Meeting of Special Committee on Girls' Athletics, January 26, 1940, Austin, Texas..

toward establishing an intelligent control to eliminate various abuses. He summarized his position as follows, "I believe basketball will continue to be a leading girls' activity among certain types of schools. In many cases coaches do lose sight of how hard they are playing the girls. We have been trying to check such a situation and set up more favorable conditions. The basketball league has worked hard and has, I believe, made some progress."

The concensus seemed to be that it is desirable to retain basketball for girls and that Mr. McKamie's idea that centralized control is essential is [sic] correct. In reviewing the discussion, Dr. Roemer stated that the problem was one of education rather than prohibition. "We have seen," he said, "numerous remedial procedures applied to the boys' program of interscholastic competition during the past decade or so with respect to such perplexing problems as over-emphasis, proselyting, unwise use of gate receipts, unsportsmanlike conduct of contestants, and other affairs of a similar nature. There is no reason to believe that competition for girls cannot be properly conducted. In so far as boys are concerned it has been recognized quite generally that athletics in themselves represent a valuable educational laboratory when such competition is wisely administered. With this policy in mind, attention has been focused upon the establishment of standard of [sic] procedure which would eradicate the undesirable features of the program while preserving all that is good in it."

"To prohibit interschool competition for secondary school girls would, therefore, indicate that we consider interschool contests entirely lacking in educational value, and that the evils that readily creep into the situation are beyond control. If an activity is really worthwhile it is worth the sacrifice necessary in attempting to improve the activity so that it may be conducted on a sound educational basis. To condemn athletics, especially interscholastic competition for girls, as wholly bad without even trying to correct certain undesirable elements is a mistaken policy. To preserve the essential values of educational athletics for girls while ridding it of numerous unwholesome practices is a saner plan. Educationally, athletic competition is as valuable for girls as for boys. Rather than being prohibited it should be guided and controlled efficiently."

Dr. Roemer also advocated, however, the inclusion of play days, sports days, rhythmic dancing, and intramural sports in the program for girls and urged that the community be brought to realize the value of such activities. "As the entire community," he said, "comes to understand the real objectives of the physical

education program, it will cease placing so much emphasis upon winning and stress instead the truer values of participation."

Dr. Roemer's advice to those genuinely interested in finding a solution for the various problems was that the women in this field work out a program which they are willing to endorse as wholesome, safe and sane and that they, standing firmly behind the program themselves, invite a strong organization to take it over and execute it. "There is no reason," he said, why basketball for girls should not be placed on a par with other sports with the Interscholastic League putting it on its schedule and administering it on a state-wide, uniform basis just as football is." Specifically, Dr. Roemer suggested that only women officials should be used in games for girls, that girls should set up their own standards of excellence instead of following those for men, that a girls' contest should never be used as a pre-attraction for boy's games, and that the individual health, capacity, and ability of the players must be taken into consideration in planning a program.¹

The efforts of the committees assigned to investigate girls' basketball and the results of various surveys which indicated substantial interest in girls competition were to no avail in the restoration of basketball for girls to University Interscholastic League athletics. The "outlaw leagues," the nomenclature subsequently applied to "McKamie's League," the Golden Girls, and no doubt others less well known, continued their activities and thrived during the late 1930's and 1940's in the void of League sponsorship.

Dorothy Needham, an assistant professor of physical training for women at the University of Texas deviated from the convictions held by her previously outspoken

¹Interscholastic Leaguer, XXIV (November, 1940), pp. 1, 4.

colleagues by supporting a proposed girls' basketball plan and admonished potential coaches.

The inclusion of girls' basketball (B schools only) under the wing of the Interscholastic League is, I believe a step forward in the promotion of a fine type of competition for girls. However, the responsibility for the success of this program rests not only with the League, but also with each and every physical education teacher, school principal, and school superintendent of the schools involved.

Competition in athletic skills can be one of the greatest factors in developing a conception of fair and unfair play and an ability to meet the daily competition in all fields of endeavor. Very few of us question the value of competition since it is an inevitable element in everything we do.

In athletics we do and can well afford to question any form of competition which is so lacking in its control and guidance that the values of the game are lost because winning has become predominant. It is this type of competition that undermines the physical and mental health of our young people. Surely we want them to experience a joy in playing so that a loss can be taken as graciously as a win.

I have been assured that this program will receive full cooperation from the League, but the challenge that has been given to our physical educators is of tremendous proportions. This article is primarily directed to those of you who will be directly responsible for girls' basketball teams in League competition. You are the people who can most directly influence the attitudes of girls in competitive activities. Therefore, your own philosophy must be sound and convincing. You must be willing to give first consideration to the physical health of your girls regardless of your chances for winning--it becomes very demanding of your sense of fair and unfair play.

Many of you have indicated at one time or another that you feel that basketball is a most strenuous activity for girls. If you are familiar with the rules for girls as set forth by the National Section on Women's Athletics, and if you are familiar with progressive teaching methods for the gradual building up of the strength and endurance that is demanded, I think you may agree with me that it is not excessively strenuous. The League is willing to use these rules and also vary them by reducing the playing time, thereby creating a game well adapted for girls.

This newest undertaking of the Interscholastic League is very timely if our interest in girls is such that

we want to see them partake in healthy competition that is carefully supervised. It is our very best defense against commercial exploitation and other forms of competition where gate receipts are the main issues.¹

As it had been the preceeding year and many years before that, girls' basketball was again discussed at the 1947 State Meeting of Delegates. Of special concern was the problem of teams competing in other leagues and the rules used for governing the game; Dean T. H. Shelby presided.

Dean Shelby then called for a report of the Committee on Girls' Basketball in Class B. Mr. Bedichek was substituted for Mr. W. C. Cummings of Bonham, Chairman of the Committee, who was unable to be present. The recommendations of the Committee followed in some particulars the rules for boys' basketball but differed in other respects. Especially mentioned, was the rule forbidding teams to compete in other leagues, and requiring competitors in girls' basketball to submit as part of their eligibility data a doctor's certificate certifying that they were qualified to participate in strenuous athletics. The State Executive Committee would arrange for the state play-off and it was suggested that the girls' tournament be arranged one week later than the boys'.

Mr. A. L. Faubion of Cooper High School, Lubbock, one member of the Committee, signed the report but with the qualification that he does not favor girls' basketball if it is set up for Class B only.

Mr. C. H. Kellam of San Antonio, said with reference to girls' basketball that the whole principle should be examined as to whether a girl should be allowed to compete in strenuous athletic contests.²

Suggestions were encouraged from delegates attending the state meetings. In the spring of 1947 one opponent of girls' basketball succinctly expressed his obvious disgust

¹Interscholastic Leaguer, XXX (December, 1946), p. 4.

²Minutes of the State Meeting of Delegates, May 3, 1947, The University Interscholastic League, Austin, Texas.

with the sport by writing" "Put girls' basketball in 'File 13'--Forget it."¹

Late in 1948, B. B. Lawson, Jr., coach at New Boston High School, prepared an article for the Leaguer and proposed giving girls' basketball a try.

Although I have heard expert opinion time and time again to the contrary I still believe our girl athletes are pampered far too much in their being kept out of activities that would be wholesome and recreational. Those activities such as girls' basketball on an interschool level are prohibited because men experts are afraid that the girls can't take it. Now, how do scientists predict anything without previous experimentation? I say try the idea of girls participating in interschool athletics and eliminate them as soon as real, not supposed, dangers show up.

It is my firm belief that if schools would furnish enough carefully supervised athletic programs for girls, we could eliminate the egotistical, self-centered, cigarette-smoking, beer-drinking, "clothes-horse" type that Hollywood had made out of our adolescent high school and college girls. So far no such program has ever been attempted. If interschool athletics for boys is supposed to foster the principles of good citizenship through true sportsmanship and to build Christian gentlemen, then why should a girls' sports program be considered degrading and harmful to the American lady?

Aside from this theoretical standpoint, I also have the practical viewpoint of the small school which cannot offer a comprehensive girls' athletic program, but can easily finance a girls' basketball team. Those schools and a large number of others are going to have basketball teams and are going to play whatever opponents they can secure. Without League control, they usually find commercial sponsorship that has neither the interests of the school nor of the girls at heart. Since a great many schools and girls are going to play interschool basketball in spite of expert opinion, I feel it would be wise for the League to take over this practical situation and set the proper standards for the conduct of the sport.²

¹Ibid.

²Interscholastic Leaguer, XXXII (October, 1948), p. 4.

Public school educators in southwest Texas mounted an intensified effort to have the University Interscholastic League sponsor girls' basketball. At their meeting in the fall of 1949 they drafted and passed a resolution urging the League to direct girls' competition in interscholastic basketball. They justified their action by declaring that they felt it was more desirable "that this phase of our school program should be under the direction of our Interscholastic League rather than the sponsorship of outside individuals or organizations."¹ The resolution read:

BE IT ORDERED by the Southwest Texas Schoolmen's Association at its regular meeting in Uvalde, Texas, on October 18th that the following resolution be presented to the University Interscholastic League:

WHEREAS, there is an increase in the interest in girls' basketball in this section of the State, and

WHEREAS, the need for direction and supervision of play is keenly felt by the schools of our section, and

WHEREAS, we believe the University Interscholastic League to be the proper body to give direction and supervision to this sport, therefore, be it

RESOLVED, that we request and urge the University Interscholastic League to assume the sponsorship of basketball for girls in our high schools beginning with the 1949 season.²

In the chapter devoted to girls' athletics, and almost entirely to the basketball controversy, Roy Bedichek expressed his precepts of the situations and its undulating resurgence. He considered the action taken by the Southwest Texas Schoolmen's Association to be the single most

¹Interscholastic Leaguer, XXXIII (November, 1949), p. 4.

²Ibid.

influential solicitation in finalizing the University Interscholastic League's decision to sponsor girls' basketball.

This argument was, I think, the determining factor in the decision finally made. Not everyone was, and not everyone is, convinced that such intense competition as is offered by the state-championship series is proper for high-school girls. But this simple choice is not offered. It is rather this: Do you prefer such a championship series with or without the safeguards that an organization such as the League can throw around it? Many other professional organizations of school teachers are on record as favoring the enterprise as it finally shaped up.¹

From the standpoint of organization and planning it was too late for the League to provide for participation in girls' basketball beginning with the 1949 season as proposed by the Southwest Texas Schoolmen's Association; but in the November meeting of the State Executive Committee, "the Committee next authorized the Athletic Director to proceed with setting up a girls' basketball plan for competition for 1950-51."²

One must remember that the shadows of World War II had faded sufficiently to allow for the interest in girls' athletics to be reawakened by the increase in leisure time. The time was ripe. It was also commensurate with the inauguration of a new bureau chief and athletic director--Rodney Kidd and Rhea Williams respectively. Mr. Kidd

¹Roy Bedichek, Educational Competition (Austin: University of Texas Press, 1956), p. 394.

²Minutes of the State Executive Committee, November 9, 1949, The University Interscholastic League, Austin, Texas.

inferred that the relationship between his regime, the public school educators, and the women physical educators was ameliorated by the change.

We were after this thing when Rhea [Williams] came in a Ph. D., I mean a Doctor of Physical Education, and he had a little more liaison with the women and professionalism. And meeting with these school administrators, they just got together and said the League was going to take on girls' basketball, period. And finally these other leagues dissolved and of course we've got our present program.

We recognized the fact that girls' basketball was here and had to be controlled and had to be organized. Of course they had all these arguments that it was detrimental to the girls' health. And another point was physiological factors--health aspects, men coaches and they wouldn't understand the girls, they wouldn't have adequate physical examinations. And they say the girls cry; it's an emotional thing. The girls couldn't win and therefore they would cry. And that was bad emotionally. So you had the emotional phases of this thing as an argument. You had the physical thing. And then you had the display side of it--sportswriters taking pictures of girls falling down and all that kind of thing--unladylike! That was a tremendous argument. It seems funny, but it really was a tremendous argument. It wasn't in keeping with what an educational organization ought to do.

Now the big cities won't have anything to do with it. Of course now they were dominated by these women . . . [who] kept drifting in and out.

Of course the conflict here is that in the University Interscholastic League is not a program for everybody. It is not an intramural program; it's not a p. t. [physical training] program. The Interscholastic League program is for the highly talented, really highly talented youngster. And you want to go over and beyond the regular school work.¹

Preparation for League sponsorship of girls' basketball was announced in the Interscholastic Leaguer along with tentative plans of operation in conferences A and B.

¹Kidd, loc. cit.

The League will sponsor girls' basketball commencing with the 1950-1951 school year. At its last meeting the Advisory council recommended that this activity be added to the League's program, and the State Executive Committee has now authorized this sport to be included for Conferences A and B schools. For many years this office has had persistent requests to sponsor girls' basketball, and recently the South Texas Schoolmasters' Association, composed of 150 member schools requested that the League sponsor this sport.

The League is a service organization and when there is sufficient demand from member schools to add or drop an activity this organization attempts to meet this need.

The State Executive Committee will soon appoint a girls' basketball committee to meet and draw up a plan of competition for all activities sponsored by the League. This plan of competition will then be submitted along with an acceptance card to all member schools in Conferences A and B. Districts will then be set up in those areas where sufficient schools accept the plan. Six to eight teams will usually be assigned to each district. Competition will continue to a state championship.

It should be specifically noted that the League is now "taking over" girls' basketball. The League is sponsoring this sport, and a school may accept the plan or reject it. This same procedure is used in all League activities and each year schools are given the option of accepting the various plans or rejecting them. You can be assured that the League will do everything in its power to make this program a success. The statement, sometimes made, that the League wants to control girls' basketball in order to eliminate it ultimately in Texas high schools is absurd.

Thirty years ago the League sponsored girls' basketball but the activity was dropped from the calendar at the request of the large majority of the member schools. None of the present League staff was then connected with this organization. This illustrates very clearly the flexibility of the League, and indicates how readily the organization can adjust to demands of the member schools.

The Advisory Council, which is composed of school administrators from all classifications of schools in Texas, recommends to the League on all matters of legislation. The State Executive Committee accepts their recommendations in practically all instances. Thus, the League is operated by the school people of Texas.

The League hopes to offer a plan of competition in girls' basketball which will meet the needs of member schools, and which at the present time will preserve the health of the girls participating and fit into the

educational program of each school.¹

G. M. Blackman, superintendent of the Pettus Schools located in Bee County in deep south Texas, expressed his opinion of basketball for girls in another 1949 Leaguer article. He pointed out the necessity of having leaders beyond reproach. Mr. Blackman also pronounced the desirability of having women coach and officiate rather than employing men for the jobs. He wrote:

The controversy over interscholastic athletics for girls is an old, old story. My interest in it has grown out of a deep and sincere concern for the girls in my own school. Realizing that other girls in other schools are much the same as those in mine, I believe there is a state-wide problem existing in girls athletics, especially basketball. The tremendous interest in girls' basketball shown by so many schools in this section, places increased demands on the school authorities to do something about it.

Our biggest problem, as readers of this article agree, is that of leadership. Leadership provided by teachers, coaches, and officials will determine the kind of influence the game of basketball will have over the physical, intellectual, and emotional development of girl participants. If this program is going to meet the needs and interests of this group and result in a worthwhile experience for them, trained, well-qualified women should teach the game and also serve as officials.

At this time, all over the country we know that there is a far greater demand for capable women to take these jobs than there are trained women to fill them. One means of closing the gap between the supply and demand was taken, I think, when the Interscholastic League Executive Committee voted in favor of the League's sponsoring girls' basketball competition. This interest shown by the League should focus the attention of more women on the field of basketball.

You know the condition that exists now in far too many schools--girls' sports are taught by the English teacher, the boys' coach, or just anyone who is willing to take the extra job. When this situation exists, it

¹Interscholastic Leaguer, XXXIII (December, 1949),

usually happens that winning the game is considered more important than enjoyment of play, and pleasant social relationships among contestants. In many cases, too, the girls' game serves as "curtain-raisers" to boys' games; this should not be the case.

It is my belief that if these four recommendations are followed girls' basketball will contribute much good to the recreational needs and interests of high-school girls:

1. An efficient health and medical examination be given each season to every participating girl.
2. Coaching be done by trained women leaders.
3. When possible, the umpires and referee at games be women officials rated by the Women's National Official Rating Committee.
4. That the Standards in athletics for women, and rules as set up by the NSWA be followed.

Herein lies a tremendous problem of leadership--but remember, before anything worthwhile was ever accomplished, there first had to be a need for it. Certainly, we have the need here. It's really a challenge to women teachers, and most especially to those who are now in training to teach.

I would like to close these thoughts with a section of an article taken from the 1949-50 NSWA Basketball guide:

"A school may use three ways to teach girls' basketball and other games. The plan may be likened unto a pyramid. The base is the part of the plan in which all of the girls in physical education classes are given an opportunity to learn and participate in the games.

"The intramural program is the middle section. This satisfies the girls who are interested in additional competition and play.

"The apex of the pyramid is reserved for the highly skilled who are chosen to compete with other schools. None of these parts may be viewed separately. They must be in harmony, and overlapping for the plan to be truly effective."¹

After the League's announcement to resume sponsorship of girls' basketball, the National Section on Women's Athletics, the forerunner of the Division of Girls and Women's Sports, endorsed the move. Mrs. Ruth Mottley, an

¹Ibid.

NSWA representative for Texas wrote from Houston that

" the NSWA representatives in Texas feel that the League's sponsorship of girls' basketball is about the only way we could ever expect to attain controlled competition governed by standards which will contribute solely to the welfare of the players."

.....
Mrs. Mottley endorsed the League action, saying that the one main purpose of NSWA is to "encourage, promote and expand athletic programs for girls, with special emphasis upon safeguards for health and safety."

"In order to achieve these goals, we will work with the League through our established Board of Representatives. These organizations are geared to hold clinics for players and coaches, introduce rules and qualify officials," she wrote.¹

The girls' basketball committee was appointed by the State Executive Committee, and they met early in 1950 to draft a plan for conducting competition in the 1950-1951 school year. The primary objective of the meeting was to select the rules for play and make appropriate modifications for use in the University Interscholastic League of Texas. In addition, they were responsible for establishing standards for participation to be included in the girls' basketball plan that would be incorporated in the League's Constitution and Rules. When the committee assembled,

Superintendent John T. Morris of Claude was elected President and the following members were present: Superintendent G. M. Blackman, Pettus; Superintendent D. T. Lloyd, East Mountain (Gilmer); Mrs. A. A. Krause, Fredericksburg; Superintendent J. Milton Edds, Academy (Temple); Mrs. Ester Weir, High School, Georgetown; Mrs. Ruth Motley, 1715 Alabama, Houston (NSWA); Mr. R. J. Kidd, Director of the Interscholastic League; Dr. Rhea H. Williams, Athletic Director, Interscholastic League.

¹Interscholastic Leaguer, XXXIII (January, 1950).

The first order of business was a discussion of the rules to be used by the girls in League sponsorship.

Superintendent Lloyd moved, seconded by Mrs. Krause, that the NSWA rules for girls' basketball be adopted . . . with exceptions.¹

As published in the February Leaguer, the girls' basketball committee appointed by the State Executive Committee prepared these modifications to be attached to the NSWA rules.

(1) The establishment of a circle with a 6-foot radius directly under each basket, in which circle the ball can be tied by the guards without penalty.

(2) The ball should be put in play in the center circle by the team scored upon after each goal has been made, except when a multiple throw has been allowed and the last throw missed. In the event a foul occurs in the last three minutes of the ball game, if the player taking the shot makes the goal she will be awarded the ball at the sideline mid-court. If the goal is missed the ball is in play.

(3) Five time-outs shall be allowed per game.

(4) A caught ball must be thrown within five seconds.

(5) Five fouls (personal, technical, or combination) shall disqualify a player from the game.

(6) Tie games shall be determined by playing a 3-minute overtime period. If the score is still tied another 3-minute overtime period shall be started, and the first team to score a field or foul goal shall be declared the winner.

(7) Players are allowed to talk to the coaches during time-outs and between quarters.

The limited dribble is included in NSWA rules and will be used in League games.

The above additions, in the opinion of the committee will make for a game which is interesting and stimulating yet will be in keeping with accepted standards of health and safety.

The following standards were set up to be included in the girls' basketball plan to be incorporated as part of the Constitution and Rules of the League:

(1) That no member school competing for League honors shall play more than 36 games in a season up to

¹Minutes of the Meeting of the Girls' Basketball Committee, January 21, 1950, The University Interscholastic League, Austin, Texas.

the certifying of the district champion. This shall be all-inclusive and shall include non-district games, invitational tournaments and district games both matched and tournament.

(2) That no team shall play more than two matched games (or distinguished from tournament) per week, and that a team shall be allowed to enter no more than three invitational tournaments per season.

(3) That no team shall play more than two games per day with at least six hours between the end of the first game and the beginning of the second game.

(4) There shall be on file in each school a medical certificate and a permit from the girls' parents or guardian granting their permission for her to play, for each girl who participates in any game which counts on League standing.

(5) It is recommended that in the case of a male coach, a woman appointed by school officials be assigned by school officials to accompany the team on all trips and at games.

The same rules relative to member schools playing non-member schools who are eligible for League membership will be in effect as is true of all other athletic plans listed in the Constitution and Rules. A defeat by a non-participating Texas high school, except by a junior high school or a dormitory school, regardless of size or date, shall eliminate from the district, regional or state race. A defeat by a school not eligible to league membership shall not count.¹

The Leaguer published a brief note of clarification concerning NSWA rules and standards as there apparently was some confusion regarding exactly what had and had not been adopted to govern girls' basketball for the coming year.

In order to clarify several false rumors which have been distributed, this is official notice that the girls' basketball committee did not adopt NSWA standards but only the NSWA playing rules with the exceptions to these rules as listed in the February issue of the Leager. Girls' basketball teams can be coached by men; they can play on the same program with boys' teams and both men and women can officiate. The only requirements as regards standards are listed in the February issue of the Leager.

¹Interscholastic Leaguer, XXXIII (February, 1950),
p. 4.

If the membership justifies it, the League will classify and assign schools on the basis of Conferences A and B; if not, all schools will be assigned to one conference. It is planned to assign, where possible, schools participating in both girls' and boys' basketball to the same conference and district so as to reduce travel and loss of time from school.

Competition will extend to a state championship which will be held in spacious Gregory Gymnasium at The University of Texas in Austin. This gymnasium will seat 8,000 people. The state championship will be held on March 8, 9, and 10, 1951.

There will be no additional fee for joining the League's girls' basketball program. This is covered by League membership fee for each school and is another service rendered by your League for the public schools of Texas.¹

In September 1950, schools were notified of an alteration in the newly adopted modifications of the NSWA basketball playing rules, specifically concerning the tie ball situation.

The Girls' Basketball Committee of the League has authorized one change from the playing rules tentatively adopted last spring. The change provides that "a player may tie the ball at any time except when a player has fallen to the floor, and when the ball is being put in play at the center circle." (This means that players may snatch, bat, or gain possession of the ball held by an opponent, as in boys' rules.)

This change will eliminate the six-foot radius circle which is unsightly on the playing floor, and will at the same time provide adequate protection against the tall girl dominating the game. This rule has been tried out in actual play for two years and has proven to be successful. It will greatly facilitate officiating as both boys and girls will use practically the same rules as regards tie-balls.²

As in almost any newly instituted program,

p. 1. ¹Interscholastic Leaguer, XXXIII (March, 1950),

p. 4. ²Interscholastic Leaguer, XXXIV (September, 1950),

unforeseen problems arise. One such instance involved the acquisition of officials with sufficient knowledge of the girls' basketball rules. This was underscored in the Leaguer. As there was no regulation to stipulate an opening date for girls' basketball in any conference until 1955, it is entirely possible that a shortage of qualified officials had already been encountered in early season play.

Conferences for basketball officials will also be held to insure that there will be unanimity in the officiating of League games. The shortage of adequate girls' basketball officials is perhaps the single greatest need for the girls' hoop game.¹

Additional changes for competition were observed in the Leaguer after the publication of the girls' rule supplement to the NSW rules. A minor alteration provided for a two minute intermission between the fourth quarter of a tie game and the succeeding overtime. It further allowed for another two minute intermission between the first and second overtime periods should the second be needed. The teams were prohibited from leaving the court during the intermissions, however. The modification of the free throw rule stated that "the ball will not be in play until the ball has hit the rim or the backboard."²

Twenty Tournaments, 1951-1970

So from the era of baggy, black bloomers and middy

¹Interscholastic Leaguer, XXXIV (October, 1950), p. 1.

²Interscholastic Leaguer, XXXIV (November, 1950), p. 4.

blouses to the brilliant hues of cotton twill or satin uniforms, white Converse high top shoes and rolled down bobby six, University Interscholastic League sponsored basketball for girls once again invaded the heretofore masculine-dominated hardwood courts. Approximately 700¹ teams competed in the inaugural year of League sponsored girls' basketball, far surpassing University Interscholastic League expectations.

The first Interscholastic League State Championship Tournament for Girls' Basketball provided some highly exciting basketball, an excellent display of good sportsmanship, and as fine team spirit as has been seen in a State Tournament in many a year. The whole tournament left most of those who saw it or took part in it with a most pleasant feeling about the present and future of girls' basketball in Texas.²

Claude and Comanche won the first state championships in Conference B and Conference A respectively. Records and other firsts were also established as indicated in the Leaguer.

The first Interscholastic League State Championship Girls' Basketball Tournament was a thrill-packed success. From two of the most exciting final games that huge Gregory Gymnasium has witnessed, the Indians of Comanche and the Mustangs of Claude emerged the first champions of Texas.

Even though this was the first girls' tournament the girls matched in a single year some of the long-standing records of the boys' division. Most outstanding accomplishments were those of the sharpshooting Comanche Indians, who tied the aggregate

¹The February 1951 Leaguer indicated 706 teams participating while the February 1952 Leaguer placed the figure at 696.

²Interscholastic Leaguer, XXXIV (April, 1951),
p. 1.

PLATE III



1951 CONFERENCE B STATE BASKETBALL CHAMPION, CLAUDE

PLATE IV



1951 CONFERENCE A STATE BASKETBALL CHAMPION, COMANCHE

scoring record for the three-game series which had stood in the boys' division until this year--162 points. Only a week earlier this total was boosted to 169 by the Bowie boys' team in winning Class A championship honors. And Florence Jo Coan of Comanche equalled, in the girls' first year, the all-time individual scoring record of 86 points in one series. This high mark was set by the great Marcus Freiburger of Greenville in 1947.

The entire tournament was marked by the good sportsmanship of the girls and by the fine competitive spirit which they displayed.

Comanche's victory marked the first time in League history that a major sports title has been won by a team coached by a woman. Miss Marguerite Ross, of Howard Payne and North Texas State College holds this high honor. Her team's record for the year of 36 victories to but two defeats is a great tribute to her coaching and the girls' skill.

Coach of the Claude Mustangs is Lawrence (Jake) Halter of Tulsa University. His team closed the season with 26 victories to five losses.¹

As play for the second year began, changes in the organization and rules of play occurred. In fact, the 1951-1952 basketball season may well be dubbed the year of the unlimited dribble in girls' basketball. It also marked the creation of conference AA competition.

There'll be at least one highly interesting difference in the way girls' basketball is played in Texas this year. As the result of action taken by the Interscholastic League Girls' Basketball Committee, the old limited dribble rule is out the window; unlimited dribble, as in the boys' version of basketball, is now permitted.

Some other changes as listed below, were voted by the 1951-52 committee during its summer meeting in Austin. The Committee is composed of Superintendent John T. Morris of O'Donnell (chairman), Superintendent P. J. Dodson of Bastrop, Superintendent G. M. Blackman of Orange Grove, Miss Marguerite Ross of Comanche, and Mrs. Ester Weir of Georgetown.

This year girls' basketball competition will be

¹Interscholastic Leaguer, XXXIV (April, 1951), p. 4.

offered in Conferences AA, A and B.¹ Schools having more than 450 enrollment in high school and desiring to participate will be assigned to Conference AA. Conference AA and A will be merged into one championship at the regional level.

Competition in all conferences will extend to a state championship to be played in Gregory Gymnasium at the University of Texas, Austin. March 13, 14 and 15 are the championship dates.

The Girls' Basketball Committee for 1951-52 met on July 14, and authorized that the NSWA Girls' Basketball Guide be the official rules of the League, with the following modifications:

(1) A player may tie the ball at any time except when a player has fallen to the floor, and when the ball is being put in play at the center circle. (This means that a player may snatch, bat, or gain possession of the ball held by an opponent as in boys' rules). The boxing up foul is eliminated since the ball may be tied. Clock is not stopped on tie balls.

(2) The ball shall be put in play in the center circle by the team scored upon after each goal has been made, and when a foul is called the free throw shall be taken and if made the team scored upon shall be awarded the ball in the center circle. If missed the ball is in play. The free throw must be taken. In the event a foul occurs in the last three minutes of the ball game, if the player taking the shot makes the goal she will be awarded the ball at the sideline mid-court. If the goal is missed the ball is in play. Clock is stopped on tie balls in last three minutes and extra periods.

(3) Five time-outs shall be allowed per game.

(4) A caught ball must be thrown within five seconds.

(5) Five fouls (personal, technical or combination) shall disqualify a player from the game. Extra periods are to be considered part of the regulation games and no additional fouls are allowed.

(6) If the score is a tie at the end of the fourth quarter a two minute intermission shall be declared during which the teams may not leave the court. Play shall then be resumed without change of baskets for an extra period of three minutes. If the score is still tied the teams shall rest two minutes and start another period, and the first team to score a field goal shall be declared the winner. Exception: If a double foul or fouls are involved each team shall complete its

¹Conference B included schools having an enrollment of 114 and under; A, 115 to 450; AA, more than 450.

free throws before the game is declared ended.

(7) Players are allowed to talk to the coaches during time outs and between quarters.

(8) Traveling--same as boys' interpretation as found in Rule 4, Section 16, page 19 of the NCAA Basketball Handbook for 1951.

(9) Charging, Blocking, Screening--same as boys interpretation, Rule 10, Section 7, page 31; and comments on the rules for blocking and screening and the dribble, page 34.

(10) UNLIMITED dribble.

(11) Three-Second Rule--see Rule 9, Section 7, page 29, boys' rules.

The same rules relative to member schools playing non-member schools who are eligible for League membership will be in effect as is true of all other plans listed in the Constitution and Rules. A defeat by a non-participating Texas high school except by a junior high school or a dormitory school, regardless of size or date shall eliminate from the district, regional or state race. A defeat by a school not eligible for League membership shall not count.¹

The 1951-1952 season, with 781 teams participating, was concluded at the state tournament in March. Numerous records were produced in the AA-A championship round when Hamilton, representing Conference AA defeated Morton of Conference A 27-19. Those records which stand today include:

Team Low Score One Game: 19, Morton, 1952; Aggregate Low Score One Game [AA and A]: 46, (Hamilton (AA), 27, Morton (A) 19), 1952; Championship Game--Lowest Scoring Winner [AA]: 27, Hamilton, 1952; Championship Game--Aggregate Low Score [AA and A]: 46, (Hamilton (AA) 27, Morton (A), 19), 1952; Championship Game--Lowest Scoring Loser: 19, Morton, 1952.²

As these scoring records are now recorded in both AA and A records, the cumulative total could be tallied as seven--three in AA and four in A. Attendance records also

¹Interscholastic Leaguer, XXXV (September, 1951), pp. 1, 4.

²Official Program: 19th Annual Girls' Basketball State Championship Tournament (Austin: The University Interscholastic League, 1969), p. 26.

tumbled during the second annual girls' state tournament

Attendance and scoring records set during the first tournament, in 1951, didn't last long when the Second Annual League Girls' Basketball State Championship Tournament got under way. Each session of the tournament found record numbers of fans in Gregory Gymnasium in Austin. The total attendance just about doubled that of the first tournament.

Participation records also fell during the 1951-52 season. A total of 781 teams competed in Conferences B, A, AA. The total last year was 696.

In the scoring records department, four new state marks went into the books, and 16 changes were made in conference records. The tight defensive play of Hamilton and Morton as they battled for the championship of AA-A, resulted in three new state low-scoring marks. . . . The new high scoring mark, for individual scoring in one game, was made by Faye Wilson, Duncanville, with 35 points.

Miss Wilson was also responsible for five changes in the Conference B records. She rang up the individual scoring mark of 35 in one game and 85 in one series, got the most field goals (13) in one game, and the most (33) in one series. She also sank 29 points for a new high in individual scoring in the championship game. The Duncanville team got a total of 128 points during the series for a new high in this department, and by scoring 42 points in the championship game, became the losing team with the highest score.

Other changes in Class B records included the 126 points Claude scored in the series for a new high for a championship team, and Claude's 47 points scored in the championship game for a new mark for the winning team. Claude and Duncanville together set a new aggregate scoring mark of 89 for the championship game.

All low-scoring marks in the Conference A-AA book were changed by Hamilton and Morton. The three new state records were automatic in Class B [A]. In addition, Morton's 19 was a new Class B [A] low for one game. Hamilton's 103 points was a new low for a championship team's scoring in the series.

Claude's Mustangettes ended their successful defense of the Class B crown by defeating Duncanville 47-42 in a thrilling game.

The final game between Hamilton and Morton, was very much in doubt until the final quarter. . . . Despite the low score, the game was thrilling and fast, marked by the best defensive work by both teams in tournament history.¹

¹Interscholastic Leaguer, XXXV (April, 1952), p. 4.

Few alterations were made for the 1952-1953 season in girls' basketball, as indicated in the Interscholastic Leaguer.

There will be very little change in the way in which girls' basketball will be played in Texas this year. As a result of the action taken by the Interscholastic League Girls' Basketball Committee, the unlimited dribble, as in the boys' version of basketball will be continued. Over 95 percent of the coaches contacted preferred the unlimited dribble to the limited dribble, and the Committee was unanimous in its recommendation that it be maintained.

.....

This year girls' basketball competition will be offered in Conferences AA, A and B. Schools having more than 500 enrollment in high school and desiring to participate will be assigned to Conference AA. Conferences AA and A will be merged into one championship race at the regional level.

.....

The Girls' Basketball Committee for 1952-53 met on August 14, and authorized that the NSWA Girls' Basketball Guide be the official rules of the League, with the following modifications:

(1) A player may tie the ball at any time except when a player has fallen to the floor, and when the ball is being put in to play at the center circle.....

(2) The ball shall be put in play in the center circle by the team scored upon after each goal has been made, and when a foul is called the free throw shall be taken and if made the team scored upon shall be awarded the ball in the center circle. If missed the ball is in play. The free throw must be taken. In the event a foul occurs in the last three minutes of the ball game (or overtime play), if the player taking the shot (the free throw must be taken) makes the goal she will be awarded the ball at the sideline mid-court. If the goal is missed the ball is in play. Clock is stopped on tie balls in the last three minutes and extra periods.

(3) Five time-outs shall be allowed per game.

(4) A caught ball must be thrown or put in motion by dribbling within five seconds.

(5) Five fouls (personal, technical or combination) shall disqualify a player from the game. Extra periods are to be considered part of the regulation game and no additional fouls are allowed.

(6) If the score is a tie at the end of the fourth quarter a two minute intermission shall be declared during which the teams may not leave the court. Play shall be resumed by a toss-up at the center without

change of baskets for an extra period of three minutes. If the score is still tied the teams shall rest two minutes and start another period by a toll-up at center, and the first team to score a field or foul goal shall be declared the winner. Exception: If a double foul or fouls are involved each team shall complete its free throws before the game is declared ended.

(7) A player shall not while making a free throw touch the floor with any part of her body on or beyond the free throw line until the ball has touched the ring or backboard, or until it is apparent it will not touch either. If the ball does not touch the ring or backboard it shall be awarded to the opponent.

(8) Traveling.--Same as boys' interpretation as found in Rule 4, Section 16, page 19 of the NCAA Basketball Handbook for 1952.

(9) Charging, Blocking, Screening.--Same as boys' interpretation, Rule 10, Section 7, page 31.

(10) Unlimited Dribble.

(11) Three-Second Rule.--See Rule 9, Section 7, page 29, boys' rules.¹

Claude and New Deal displayed the fierce brand of basketball played in the Panhandle and on the South Plains of west Texas by claiming the state championships in Conference B and Conference AA-A. Hamilton, the defending AA-A champion, was eliminated in the semi-finals as was Muleshoe; those two schools were the only two AA schools to reach the semi-finals. Claude returned to Austin for its third state tournament appearance and left with a third successive title in Conference B.

Thirty-four of 63 conference and state records in girls' basketball were changed as the result of the Third Annual State Tournament, March 12-13-14.

When three days of basketball were over, Claude had successfully defended its Conference B state title for the second time, to become the second team in Interscholastic League basketball history to win three consecutive championships. In Conference A-AA, defending champion Hamilton was knocked out in the

¹Interscholastic Leaguer, XXXV (September, 1952), p. 4.

second round of tournament play, and New Deal became the new champion.

Claude's victory over Bryson in the final game, 40-30, continued the reign of the Panhandle team that has dominated the Class B play since the beginning of League's girls' basketball. New Deal's victory over Whitesboro, 58-44, resulted in the crowning of the third champion in as many years in Conference A-AA. Comanche was the first big school champion and was followed by Hamilton.

Bryson and New Deal, however, were the teams which did the most damage to the record book. LaRue Matlock, Bryson's star forward, and Wanda Arant of New Deal each scored 36 points for new state individual high-scoring records, and their total was, of course a new record in their respective conferences. Miss Arant also appears now in the state records as highest scorer in tournament history, with an aggregate of 87 points, as the high individual scorer in a championship game, with 32 points, as the individual with greatest total of field goals in a tournament (41) and the most field goals in a single game (17). All these are, of course, new marks in the Conference A-AA records.

Bryson's re-writing of the records also included the highest team score in tournament history--68 points, and the highest aggregate for a single game, when the 68 points were combined with Magnolia's 43, for a new total of 111 points. Bryson also scored the most field goals in a single game--29. These were all new state records. Additional records in Conference B resulted from Bryson's showing in the tournament, when LaRue Matlock hit 15 field goals for a conference mark for a single game.

By coincidence, the only other changes in Conference B records resulted from the low-scoring contest between Bryson and Claude for the championship. Each team went into the books for aggregate low scoring in a Class B championship game, and for winning and losing teams' low scoring.

Other changes in Conference A-AA records included a new high for team scoring in championship game--58 points, a new high aggregate scoring in one game for the conference--102 points, when New Deal and Whitesboro played, a new low team scoring mark in one game--16 points, by Vidor and two new free throw marks, Billie Earl of Whitesboro sank 13 free throws for a new record, and Joella McMillan of Carrize Springs hit eight consecutive free throws for a new mark in this field.¹ Mis McMillan's achievement is also a new state record.¹

¹Interscholastic Leaguer, XXXV (April, 1953), p. 4.

Girls' basketball proceeded into its fourth year of supervision by the University Interscholastic League. Although there were no changes in the Constitution and Rules of the League, more exceptions were applied to the basketball guide for 1953-1954, and the coaches were admonished to observe those playing changes. They provided:

(1) A player may tie the ball at any time except when a player has fallen to the floor (Penalty, technical foul), and when the ball is being put in play at the center circle. (This means that a player may snatch, bat, or gain possession of the ball held by an opponent as in boys' rules.) The boxing up foul is eliminated since ball may be tied. The ball may be passed while player is on the floor. A "tie ball" occurs and shall be called when two opponents have one or both hands firmly on the ball.

(2) The ball shall be put in play in the center circle by the team scored upon after each goal has been made and when a personal or technical foul is called the free throw shall be taken and, if made, the team scored upon shall be awarded the ball in the center circle. If missed the ball is in play. The free throw must be taken. In the event a foul occurs in the last three minutes of the ball game (or over-time play), if the player taking the shot (the free throw must be taken) makes the goal she will be awarded the ball at the sideline mid-court. If the goal is missed the ball is in play.

(3) Five time-outs shall be allowed per game, for each team.

(4) A caught ball must be thrown or put in motion by dribbling within five seconds. The count commences when the ball is caught and continues while the player is on the floor. (Penalty: Ball awarded to opponent, outside.)

(5) Tie game: If the score is tied at the expiration of playing time, the game shall be continued without change of baskets for one or more extra periods with an intermission of one minute before each extra period.

The first extra period shall be two minutes in length. One or more additional extra periods of two minutes or less shall be played if the score is tied at the end of the first extra period. The game is terminated if either team is ahead by one point at the

end of any extra period or when a team scores a total of two points after the first extra period.

Exception: If a double four or fouls are involved, each team shall complete its free throws before the game is declared ended.

(6) A player shall not while making a free throw touch the floor with any part of her body on or beyond the free throw line until the ball has touched the ring or until it is apparent it will not touch the ring. If the ball does not touch the ring it shall be awarded to the opponent.

(7) A player shall not violate the free throw provisions. After the ball is placed at the disposal of a free thrower: (a) she shall throw within 10 seconds and in such a way that the ball enters the basket or touches the ring before it is touched by a player; (b) neither she nor a teammate shall touch the ball or basket while the ball is on or within the basket; (c) she shall not touch the floor on or across the free throw line and no other player of either team shall touch the free throw lane or touch the ball or disconcert the free thrower or enter or leave an H or V space. The restriction in (c) applies until the ball touches the ring or until it is apparent it will not touch the ring.

.....
(8) Charging, blocking, screening: A player shall not hold, push, charge, trip or impede the progress of an opponent by extending arms, shoulders, hip or knee or by bending the body into other than normal position; no use of any rough tactics. She shall not contact an opponent with her hand unless such contact is only with the opponent's hand while it is on the ball and is incidental to an attempt to play the ball. Contact caused by a defensive player approaching the ball holder from behind is a form of pushing and that caused by the momentum of a player who has thrown for a goal is a form of charging.

A dribbler shall not charge into nor contact an opponent in her path nor attempt to dribble between two opponents or between an opponent and a boundary, unless the space is such as to provide a reasonable chance for her to go through without contact. The dribbler must attempt to avoid contact in passing an opponent and, if contact occurs, the greater responsibility is on the dribbler. If a dribbler has established a straight line path, she is entitled to such a path unless an opponent is in that path in time to give the dribbler a reasonable chance to stop or change direction.

A player who screens and who makes little effort to play the ball has the greater responsibility if contact occurs and if she takes a position so near an opponent

that pushing or charging occurs when normal movements are made by her, or so quickly in a moving opponent's path that pushing or charging cannot be avoided.

(9) Unlimited Dribble: A dribble is ball movement caused by a player in control who throws or taps the ball in the air or to or on the floor and then touches it once or several times before the dribble ends. The dribble ends when the dribbler: (a) touches the ball with both hands simultaneously or (b) permits it to come to rest while she is in contact with it or (c) tries for goal or (d) otherwise loses control, or when the ball becomes dead.

(10) Three-Second Rule: It is a violation for a player to remain for more than 3 seconds in that part of her free throw land between the end line and the farther edge of the free throw line while the ball is in control of her team. Allowance may be made for a player who, having been in the restricted area less than 3 seconds, dribbles in to throw for goal.¹

Participating teams representing 845 schools sought berths in the 1954 state tournament which marked the conclusion of the fourth season of competition. It was particularly interesting to note that Dimmitt and East Chambers both had been strong contenders in the once powerful High School Girls' Basketball League of Texas, and after joining the University Interscholastic League they dominated their respective conferences. Claude failed to gain its fourth consecutive championship title in four years of competition in Austin.

Two new champions and 40 new records--that just about spells out the Fourth Annual Girls State Championship Basketball Tournament held March 11-13 in Austin.

In the most successful meet of its kind thus far, the titles were decided in two high scoring final games in Gregory Gymnasium at The University of Texas.

Dimmitt staged an uphill second half battle to overcome Grandbury, 66-60, for the Conference A-AA title. And East Chambers of Winnie fought off a last-

¹ Interscholastic Leaguer, XXXVI (December, 1953),

half surge by defending champion Claude to capture the Conference B first place trophy by a score of 46-45. The winning point was on a free throw after the gun had ended regulation play.

Growing attendance and increased support by partisans for participating teams was evident throughout the tournament, which opened with two Class A-AA games Thursday night at Stephen F. Austin High School Gymnasium.

Every high-scoring record in the all-tournament list was surpassed during the hotly contested games. Only one old standard in Conference A-AA was left standing. Four Conference B marks remained supreme, but one of them was tied in the furious onslaught against the record book.

Top record breaker was Dimmitt, which established seven team and individual tournament marks, and shared in five others. The Bobbies also set eight new Conference A-AA records and shared four more.

The outstanding individual performance by Margaret Odom, Dimmitt forward, contributed to her team's success. She set new tournament and Conference A-AA one-game and championship game scoring records of 48 points, a three-game total of 109, and a new mark of 46 field goals in a series, and shared with Alice Roemer of Burton a new standard of 19 field goals by an individual in one game.¹

Although the 1953-1954 season was the last in which Conferences AA and A were merged at the regional level there were no AA teams to reach the semi-finals of the state play offs. And the green and gold clad Buccaneers from Chambers County in deep southeast Texas emerged the victors of eighty-eight district winners in Conference B, thirty more than represented the combined winners in class A and AA in that school year.

After fifteen years of operation the High School Girls' Basketball League of Texas foresaw its demise when the University Interscholastic League proposed that teams

¹Interscholastic Leaguer, XXXVII (April, 1954), p. 4.

participating in any other league would be ineligible for League membership.

The 1954 season was the last year of operation [for the High School Girls' Basketball League of Texas]. The UIL started girls' basketball and most of the weaker teams joined. Then the regulation was passed that if a team lost to a team in another league they were disqualified. Since most of the strong teams were in the Texas High School League the teams in the UIL would not play them. This split the teams and made games hard to schedule. Then at the close of the 1954 season Mr. McKamie recommended that the league cease to operate and all schools join the UIL.¹

The University Interscholastic League did make two vital changes that were put into effect for the 1954-1955 school year.

First, the 1954-55 boys' rules for applying personal fouls will be used in girls' play. This step was approved in a ballot by League member schools 213-102.

Second, any school which participated in another State high school girls' basketball championship tournament or league shall not be eligible for League membership in girls' basketball for the succeeding year. This same rule applies to boys' basketball, baseball and football.

The two-to-one vote for using boys' rules on personal fouls came on a ballot authorized by the Interscholastic League Girls' Basketball Committee. This revises the system used for the last four years in the League's program for girls. The rule reads:

"The ball shall be put in play in the center circle by the team scored upon after each field goal has been made, and when a technical foul is called the free throw shall be taken, and if made, the team scored upon shall be awarded the ball in the center circle. If missed the ball is in play. The free shot must be taken. When a personal foul is made the shooter is awarded a second free throw provided she makes the first basket. If she misses the first throw the ball is in play. If she makes the first throw she is awarded a second free throw. If she makes the second free throw the team scored upon is awarded the ball at the center

¹Letter from M. T. Rice, Superintendent, Midway Independent School District, Waco, Texas, August 13, 1969.

circle. If missed the ball is in play. In the event a personal foul occurs in the last three minutes of the game (or overtime play) the shooter shall be awarded two free throws regardless of whether or not she makes the first free throw. If the last throw is made the ball is awarded the team scored upon at the center circle. If missed the ball is in play."

Girls' basketball under the League will continue to use the unlimited dribble and the 3-second rule in the free throw lane as found in the boys' rules.

Approximately 845 high school girls' teams will play under League rules this year. Of this total, 117 are Conference AA schools, 168 Conference A, and 560 Conference B.

.....
This year girls' basketball competition will be offered in Conferences AA, A and B. Schools with more than 500 enrollment in high school will be assigned to Conference AA. Conferences AA and A will be merged into one championship race at the regional level.¹

In addition to the change of Rule 1 of the Girls' Basketball Plan, that which involved the eligibility of schools to join the League's girls' basketball program, a modification appeared in Rule 11 of the Constitution and Rules which pertained to the forfeiture of district games to play non-district games. It read, in part, "The forfeiting of district games in order to play non-district games shall render a school ineligible for district honors."²

Although the Constitution and Rules did not carry the alteration of Rule 4, the December Leaguer announced that a state champion would be declared in all three participating conferences--AA, A, B. That action abolished

¹Interscholastic Leaguer, XXXVII (September, 1954), p. 4.

²Bureau of Public School Service, Constitution and Rules (Austin: The University of Texas, August, 1954), p. 135.

the merger of conferences AA and A at the regional tournaments.

Three girls' basketball teams will win State championships in Interscholastic League play this year, instead of two as in the past.

The State Executive Committee has authorized for the 1954-55 school year that all three conferences in girls' basketball go to a State championship in Conferences B, A, and AA.

Heretofore, Conferences A and AA have merged at the regional level and there has been a joint A-AA conference State girls' basketball championship. Dimmitt was the winner of that title last March.

There will still be sixteen teams participating in the State Girls' Basketball Tournament, with eight teams in conference B, and four teams each in Conferences A and AA.¹

Bowie, Dimmitt and Midway of Waco won the state championships in Conferences AA, A, and B respectively. It was Dimmitt's second state title in as many years of competition in the University Interscholastic League. As the League had sponsored girls' basketball at the state level for only four previous years, many new records were established; with the addition of competition in class AA at the state level, many new records were created.

Bowie and Midway (Waco) are new possessors of the two State championship trophies won in the Fifth Annual State Girls' Basketball Tournament in Austin last month.

Dimmitt, in a repeat of last year's final, beat Grandbury to retain the Conference A crown, 62-44. In 1954 Dimmitt's victory was in the combined A-AA play-off. The two conferences were maintained intact through the State tourney for the first time this year.

The first Conference AA titleholder is Bowie, winner over Angleton 54-52, in a championship thriller.

Midway, conqueror of defending champion East Chambers (Winnie) took the measure of Cotton Center, 58-50, in the Conference B finals.

¹Interscholastic Leaguer, XXXVII (December, 1954),
p. 4.

Eighteen old records were broken in the three-day meet, while 26 original records were established. The 26 brand new standards were set where marks were vacant in the division of Conferences A and AA, or to take care of the two-game series pattern now in effect in those two classes. Previously, Conference A-AA teams might play three games, the same as still in effect for Conference B.

Of the 18 records broken, five were tourney marks, one each in Conferences AA and A, and 11 were in Conference B.

Bowie earned its way to the AA finals with a hard-fought 59-56 victory over Gatesville in the tournament opener. Angleton reached the championship game with a dramatic 54-53 opening round over Abernathy.¹

Gatesville, George West and East Chambers won third place honors in AA, A and B conferences.

Tourney records broken were: Individual score in one game--Rosilyn Range, Skidmore-Tynan, 53 points; Individual score in three game series--Joyce Thompson, Midway, 118; Most free throws by individual in one game--Joyce Thompson, Midway, 23; High team score in one game--74, East Chambers; High total score in one game--140 (East Chambers 74, Skidmore-Tynan 66).²

There were several important changes in the Constitution and Rules of the University Interscholastic League that became effective in 1955-1956. In the girls' basketball plan rules 31, 33 and 34 were affected and they included a schedule of fees to be paid officials, dates for inter-school games and scrimmages and all-star game competition. Heretofore there had been no maximum amount fixed as payment to any one official for officiating League game or games; payment was based on gross gate receipts.

The State Athletic Director, Dr. Rhea Williams, explained the other changes involving girls' basketball in

¹Interscholastic Leaguer, XXXVIII (April, 1955), p. 4.

²Ibid.

addition to mandatory classification and two-year assignments to increase League operating efficiency. Prior to that time, no opening or closing dates for practice, scrimmages or competitive games had been established. Therefore, the obvious advantage lay with those schools whose teams remained intact throughout the year.

The most important change this year in the boys' and girls' basketball plans concerns the opening and closing dates for interschool games and scrimmages.

In both boys' and girls' basketball in Conference B no inter-school game or scrimmage can be played prior to Oct. 15 or after Mar. 10. In all other conferences, in both boys' and girls' basketball, no inter-school basketball games or scrimmages can be played prior to Nov. 1 or after Mar. 10.

These rules mean that no school can either scrimmage or have a game with any other school prior to dates listed above or after March 10, 1956. These rules do not prevent intra-school practice or scrimmages. It should be specifically noted that intra-school refers to players who are enrolled in the same school. Simply stated, it means that you may have basketball practice and scrimmage among students of the same school, but there can be no competition with other school units or groups prior to and after the dates given above.

Any student who is a member of a school team who has competed for League honors during the current school term is considered to be covered by the all-star basketball rule. Players who have been out of school for a year and who did not participate during the present school term (the 1955-56 school year), would not be considered as being under this rule. Texas High School Coaches' Association games and regularly scheduled church and recreational league games are specifically excepted, and are not covered under this rule.

Any member of the school faculty or any school district which may directly or indirectly assist in the management, direction, selection of players, promotion, officiating, or allow public school facilities to be utilized in any all-star game would be in violation of this rule. It is the intent of this rule, just as it is the intent of the football all-star game rule, to prevent high school athletes, both boys and girls from being utilized for promotion of commercial purposes by outside agencies or groups.

.....

By a large majority, member schools voted this past spring to require mandatory classification of schools into conferences as based on their "average membership" for the last four grades. This means that all schools must participate in the conference to which their "average membership" qualifies them, and no school can be voted into a higher conference.

Another important change is that all football and basketball assignments commencing with the 1956-57 and 1957-58 school years are to be on a two-year basis. In other words, your football or basketball assignment which you will receive some time this fall will be for a two-year period, and no new assignment will be made until the 1958-59 school year, with the exception of new schools and consolidations of schools which may be assigned to district for the 1957-58 school year.¹

As in the past the problem of being able to secure a sufficient quantity of officials qualified to call girls' games was noted. The University Interscholastic League, in cooperation with various colleges throughout the state, conducted several clinics designed to help coaches, players and officials become better acquainted with the League's basketball rules.

This year the League will conduct a training program for girls' basketball officials. Tests will be administered at each clinic to be held this year for the officials. In addition, selected personnel in each of the SBOA [Southwest Basketball Officials' Association] chapters will administer the tests to officials interested in calling girls' basketball games. Officials who pass the tests will be placed on a certified list of girls' basketball officials.

In the opinion of many, the greatest weakness in the girls' basketball program is the lack of trained officials. League officials hope, over a number of years to remove this problem by training better officials for girls' basketball. Officials should use extreme caution in officiating in girls games and should never allow the games to become extremely rough.²

¹Interscholastic Leaguer, XXXIX (September, 1955), p. 4.

²Interscholastic Leaguer, XXXIX (October, 1955), p. 4.

Dr. Williams column "Postscripts on Athletics" looked at girls' athletics, both inter-school and intra-class, and cited a research study by Dr. McCloy which examined the effects of competition on girls.

This is the sixth year the League has sponsored girls' basketball. The growth in this fine activity for girls has been phenomenal. At present, approximately 875 girls' basketball teams are being fielded by various high schools in Texas, with about 20,000 girls taking part.

The League offers, in addition to basketball, volleyball, tennis, and softball for girls. For many years the athletic program for girls has been limited in its offerings, as far as inter-school competition is concerned, but with introduction of girls' basketball into the program there is now ample opportunity for any girl with exceptional ability to participate.

There are several other fine activities, such as golf and swimming, which certainly will receive consideration in the future as additional events for our young women athletes.

The athletic program for girls on an inter-school basis has been in general a neglected phase of our health and physical education program. There has been a prevalent philosophy for years that women are too frail and fragile to participate in athletic programs. Most of our programs for girls in our high school athletic programs have been limited to activities which do not give them much of a challenge.

Most programs have been limited to such activities as ping-pong, badminton, shuffleboard, and other similar activities, which, although good recreation, do not necessarily provide sufficient physical activity for those girls who are superior physically, and who would like to have additional competitive athletic opportunities.

Many other nations have much more strenuous programs of physical activity for their women than we have in the United States, and there is no sound reason why we cannot offer our superior girls an athletic program to meet their needs. Even the recent publication on "School Athletics" by the Education Policies Commission, cites the fact that the girls' athletic program has been slighted and ignored and should receive more consideration in the over-all school athletic program.

With the challenge of offering girls more athletics, however, there comes a tremendous responsibility on the

part of the school to see that the athletic program is supervised and guided in such a way that no harm comes to the girl participant.

It is essential that girls use proper playing rules, that they have adequate health examinations before they participate, that they are adequately supervised at all times and that they are provided the proper environment in which to carry on their athletic program.

Due to the fact that the girl is usually given more protection by the home, it becomes paramount that the school use extra precaution in seeing that measures to insure her health in all respects are provided. The surest way to completely kill girls' athletics is to ignore the above precautions and to allow girls to participate under improper conditions.

There has been very little scientific research on the effects of athletics on girls participating in basketball and other similar sports. Many people have spread incorrect information to the effect that basketball is too strenuous and too emotional for girls. There is no scientific evidence to justify their claims, which are made by those who are opposed to girls participating in basketball.

The only scientific research on the effects of girls participating in strenuous girls' athletic programs is that made by Dr. C. H. McCloy, Professor of Research in Health and Physical Education at Iowa University. He studied over 2,500 girls who had participated in girls' inter-school basketball and softball programs, and came out with the definite conclusion that girls' athletics, played under girls' rules and under the proper supervision and coaching, is not in any way injurious to the girl.

It is assumed, certainly that every girl has a thorough medical examination and is qualified physically before she is allowed to participate. Dr. McCloy has come to the conclusion that if the game is played under the conditions mentioned above there are no bad effects on the reproductive organs, the heart, the circulatory system or any other physical aspect of the girl. He proves conclusively that the charge that girls' basketball produces sterility is not so.

Furthermore, the girl is as stable as a boy from the emotional viewpoint, and it is largely a matter of training and guidance on the part of the coach as to whether the emotions are controlled or run rampant. Arguments to the effect that girls' basketball is injurious to a healthy girl are just not true if she plays under proper supervision and guidance. Improper guidance and supervision could result in physical and emotional harm to either boy or girl.

The future of the girls' athletic program in Texas to a large extent, rests upon the type of leadership and guidance that our administrators and coaches give in the coming years. If girls are sacrificed on the altar of winning at all costs and if the game is played for the coach and not the girls, then certainly we are not justified in the playing of girls' athletics in the high schools.

If the game is played, however, for the girls and she is given the proper guidance from a mental, emotional, physical, and ethical viewpoint, then there is no reason why it should not become a very vital part of a school's program.

Superintendents and coaches should remember that the future of girls' athletics is in their hands. With wise guidance and direction it can become a fine educational experience in our high schools. Many people are watching very carefully the present girls' athletic program to see if we as administrators and coaches are conducting the program in such a way as to merit its place in our educational system.

It is the sincere hope of this writer that we can meet this challenge, as, certainly girls do deserve the opportunity to participate in athletic programs just as much as our boys.¹

Except for the changes in the Constitution and Rules, little was changed in girls' basketball for the 1955-1956 season. The only playing rule that affected the game was the installation of a five second rule with the primary purpose being to give the defensive team a reasonable opportunity to play the ball without the necessity of committing a foul.

Only one important new rule change in girls' basketball for this year needs an official interpretation. This rule is found in the second paragraph of Rule 4 of the League supplement.

"The official shall call a held ball in the front court after five seconds of dribbling by a player if she is dribbling away from the lane area and making no appreciable advance toward the scoring area. (Penalty: Jump ball with nearest opponent.)."

¹Interscholastic Leaguer, XXXIX (February, 1956).

It should be kept in mind by officials and coaches that this rule was inaugurated to eliminate delaying or stalling tactics by a team. This same rule is found in boys' basketball and the same interpretation on the rule will be used in girls' basketball as is used in boys' basketball. The front court is always interpreted as the offensive end of the court for the team which has possession of the ball.¹

More records were broken and three new state titlists emerged. Collinsville, Buna, and Angleton, the latter sporting knee sox to match their uniforms, won the trophies for the Conference B, A, and AA state championships.

The record books have been thoroughly revised since the girls' state basketball tournament in Austin March 8-9-10, largely on the scoring ability of Juvean McWhorter, a sharpshooter for Collinsville, new Conference B champion.

The sixth annual girls' tourney at Gregory Gym on The University of Texas campus was full of unusual twists.

The Buna girls, coached by R. C. Hyden, won the Conference A title, matching the championship won by the Buna boys in their state tourney the week before. It was the first such double win in League basketball history. Buna defeated New Deal in the finals, 54-44.

The third time was the charm for Coach R. M. Watson's girls from Angleton. After two successive years at the state tourney, Angleton came back to win their first championship in Conference AA by edging Seagoville, 51-48.

When Collinsville beat North Hopkins (Sulphur Springs), 83-75, in the Conference B championship game, 17 tournament records had been established out of the 28 standards maintained. Coach Milton Pearce's Collinsville Pirates figured in 12 of the new marks, either as a team or through Juvean McWhorter, who broke all scoring records with 68 points in one game and 168 for a three-game series.

Conference B, A and AAA records were similarly demolished in the three-day scoring spree witnessed by an estimated 15,000 spectators.²

¹Interscholastic Leaguer, XXXIX (November, 1955), p. 4.

²Interscholastic Leaguer, XXXIX (April, 1956), p. 4.

Some of the records established in 1956 remain today. State tournament records include:

Individual High Score One Series (3 games): 168, Juvean McWhorter, Collinsville, 1956; Championship Game--Individual High Score: 68, Juvean McWhorter, Collinsville, 1956; Championship Game--Highest Scoring Loser: 75, North Hopkins (Sulphur Springs); Championship Game--Aggregate High Score: 158, (Collinsville 83, North Hopkins of Sulphur Springs 75).¹

The conference B records, many duplicates of the state tournament records, have withstood the test of time and also remain. The individual and team marks were:

Individual High Score One Game: 68, Juvean McWhorter Collinsville; Individual Field Goals One Game: 28 Juvean McWhorter, Collinsville; Individual High Score One Series (3 games): 168, Juvean McWhorter, Collinsville; Championship Game--Individual High Score: 68, Juvean McWhorter, Collinsville; Championship Game--Highest Scoring Loser: 75, North Hopkins (Sulphur Springs); Championship Game--Aggregate High Score: 158,² (Collinsville 83, North Hopkins of Sulphur Springs 75).

The seventh year of competition, 1956-1957, may be remembered as a year of relative calm for girls' basketball as few innovations appeared in either the Constitution and Rules or the rules supplement. Even the best laid plans of mice and men require time to mellow and become stable. Basketball for girls also required a period of trial and error in order to mold itself to the circumstances peculiar to Texas, to reasonably satisfy the proponents and opponents of the sport, and yet produce an educational, athletic event worthy of University Interscholastic League

¹Official Program: 19th Annual Girls' Basketball State Championship Tournament (Austin: University Interscholastic League, 1969), p. 24.

²Ibid., p. 27.

sponsorship.

One change made in the Constitution and Rules, rule 3, the division of schools into conferences, should be viewed with no concern as it is one of absolute necessity that occurs with vacillating frequency. Conference competition in any sport is affected by the number of League members participating in football. The average enrollment figures of the upper four grades for the preceeding two years are the basis for establishing a single elimination bracket leading to a state champion in football for each of the four conferences, AAAA, AAA, AA and A, competing to that level. In an attempt to avoid a bye in the draw and also to maintain an average number of teams in each football district, the League frequently must make new assignments every two years, beginning with even numbered years, depending on population flux and consolidations of school districts. The division into conferences AA and A competition under the girls' basketball plan is dependent on the football alignment. Since conference B and six-man football do not compete for a state football championship, the number of schools competing in class B basketball is oddly disproportionate to those in classes AA and A.

Rule 3 of the girls' basketball plan stated that "participating high schools shall be divided into Conferences as provided in the Football Plan, Rule 3, except that schools having over 370 students in high school shall be

assigned to Conference AA."¹

In May, the State Executive Committee authorized the following be included in the Girls' Basketball Plan, rule 11:

A team which is not eligible for district honors this current year shall be ineligible for district honors for the next basketball season if they violate any section of this rule. No team of girls shall play in any inter-school game against a boys' team.²

That October the State Executive Committee acted on the recommended amendment of rule 27 of the boys' and girls' basketball plan.

The committee then turned its attention to the recommendation of the Legislative Council that Rule 27 of the girls' and boys' basketball plan be amended to read:

"Schools violating the provisions of this rule shall forfeit the game."

After some discussion it was moved, seconded and carried (with Mr. Rousse dissenting) that this amendment be made immediately to the Constitution and Rules, in order that it become effective during the current basketball season.³

The only changes in the playing rules for the 1956-1957 season were listed in the Leaguer and were of little consequence.

For the 1956-57 school year the narrow free throw lanes will be used in all high school basketball games. The wide lanes will become effective for the 1957-58 school year.

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1956), p. 134.

²Minutes of the Meeting of the State Executive Committee, May 23, 1956, The University Interscholastic League, Austin, Texas.

³Minutes of the Meeting of the State Executive Committee, October 3, 1956, The University Interscholastic League, Austin, Texas.

Girls' Basketball Rules, League Supplement, Rule 6:
 In the last sentence of the last paragraph in Rule 6,
 "technical foul" should be deleted and this sentence
 should read: "On free throws following a double foul,
 players shall not take positions along the free throw
 lane."¹

Girls' basketball had gained acceptance in the
 University Interscholastic League athletic program. Mary
 E. Buice, [now Mrs. C. J. Alderson,] assistant professor of
 physical education at the University of Texas, wrote in
 favor of competitive girls' basketball but felt that it
 would be wise to evaluate the aims of the girls' programs
 in view of the standards accepted by the National Section
 for Girls' and Women's Sports.

This spring marks the sixth [seventh] consecutive
 year of competitive girls' basketball sponsored by The
 University Interscholastic League for secondary schools
 of Texas. It is time to check our bearings to see if
 the program is headed in the right direction--the
 direction which results in proper consideration for
 the welfare of the girls who play the game.

The girls' basketball program is not conducted for
 the spectators, nor for the officials. It is conducted
 for the players. Basketball is a means of motor
 activity through which valuable learning experiences
 are provided.

Properly handled, basketball is an activity which
 provided a sufficient amount of strenuous physical
 activity to promote the desired development of organic
 vigor. With wholesome leadership, basketball is an
 activity which can contribute much to the mental, as
 well as the physical, health of the girls.

It can guide the girls in the understanding of self.
 The competitive basketball program is laden with
 opportunities for adolescent girls to:

1. Accept themselves with a knowledge of their
 strengths and weaknesses.
2. Accept others and be accepted by others for
 their true qualities of personality.

¹Interscholastic Leaguer, XL (December, 1956), p. 2.

3. Establish a good balance between independence and dependence.

4. Begin the development of a system of values to serve as "rudders" for steering a wise course in human relations.

This system of values should help the girls see the proper balance between winning and losing, between what she gives to the team and what the team gives to her, and between cooperation and competition.

In order that the competitive basketball program for girls may retain its full educational values, the National Section for Girls' and Women's Sports, a part of the National Education Association, has proposed certain essential standards for the program.

These standards cover every phase of girls' basketball--from player condition to team travel--and it might be a good idea for school administrators and coaches to check their program against the standards. The standards, it is believed, should be applied not sometimes, not frequently but AT ALL TIMES, and copies of the standards may be obtained from the NSGWA.¹

With the seventh spring came the seventh annual girls' state championship basketball tournament. The Buna Cougarettes won their second consecutive state championship while Ropesville claimed the title in Class A and Lubbock Roosevelt won the Class B championship.

Last year they [Buna] set a League precedent by sewing up the girls' conference A State title a week after the Buna boys had won their State Championship. This year, though they had been moved up to conference AA, they again annexed a State Championship one week after the Buna boys turned a similar performance in the boys' tournament.

In other divisions, Ropesville, in its second tournament appearance, went home with a conference A title and Roosevelt (Lubbock) won the conference B championship in its first tournament appearance.

Though no sweeping attack was made on the tournament record books as in last year's meet, there were still nine team records and three individual records either broken or tied.

Bab Janes, Cooper, dropped in eight consecutive free throws to tie the standing conference A record

¹Interscholastic Leaguer, XL (February, 1957), p. 4.

in that department set by Joella McMillan, Carrizo Springs in 1953, while Mickey Pelley, Dimmitt made 10 consecutive charity tosses to set a new record in the AA division.¹

No changes occurred in the Constitution and Contest Rules, but the basketball playing rules were altered. Those changes were reported accordingly in the Leaguer.

Beginning with the 1957-58 season both boys and girls will use the 12-foot wide free throw lane for high school games. [previously the lanes were 6 feet wide.]

This year's rule provides that while the entire list of players for the scorebook must be submitted at least 10 minutes before game time, the designation of the starting players may, if desired be delayed until 3 minutes before starting time.

This year's rules provide that no digit greater than 5 may be used in numbering jerseys. The rules also provide that no jersey may be numbered 1 or 2. Of course 1 and 2 may be used as a digit in another number (such as 12) but they may not be used alone. The rules also provide that violation of this rule is a technical foul. The rules recommend that even numbers be used on light jerseys and odd numbers on dark jerseys.

During the transition period this rule will not be enforced in League play. When schools purchase new jerseys they will be expected to have them numbered in keeping with the rule. However, schools will not be required to purchase new uniforms in order to comply with the rule. When ample time has elapsed to enable all schools to comply with this system of numbering, the rule will be enforced.

The rules have been revised to provide that no free throws shall be awarded for double fouls. Fouls will be entered in the scorebook against the players committing them. This does not apply to false double fouls, only to true fouls.

This year's rule in regard to throw-ins will be revised. The restriction on a throw-in from within the free throw lane extended will be removed from the rules.

The provision that allowed the first player who touched the ball after a jump ball to cause the ball to go to the back court prior to any loss of player

¹Interscholastic Leaguer, XL (April, 1957), p. 4.

possession by him if he was in his front court when he first touched the ball has been revised. This provision now applied only if such action follows a jump ball in the center circle.

Players of the team which has attempted a try for field goal or free throw are prohibited from touching the ball while it is on the ring or is touching the cylinder which has the ring as its base. This provision is in addition to the restrictions on touching the ball while it is over the basket during a try (before it touches the ring) which were included in the rules last year. This does not apply to a player who lifts the ball above the basket himself in a "dunk" shot.

When there is a long interval of inactivity the officials will warn the team responsible for the inactivity. If they continue to stall, a technical foul will be called against them.

The rule in regard to the penalty for "common" fouls has been revised. In high school games the penalty for the first four "common" fouls committed by one team will be one free throw. Thereafter, during the half, each "common" foul charged against that team will result in the bonus free throw penalty.

A "common" foul is always personal, is not intentional nor part of a double or multiple foul nor during the continuing motion associated with a try for field goal. The "common" foul always results in the bonus penalty unless it is during the first part of a half during which, by rule, only one free throw is awarded for such foul.¹

For the eighth consecutive spring, the regional tournament winners in girls' basketball went to Austin to vie for the state championships in conferences B, A, AA. The Cooper Bulldogs, coached by Davis Floyd and runners-up in 1957, finally made the winner's circle on their third trip to the state tournament that March.

The Eighth Annual UIL Girls' State Championship Basketball Tournament in Austin last month ended with one of the oddest games in tournament history and three first-time champions--Abernathy in Conference AA,

¹Interscholastic Leaguer, XLI (September, 1957),
p. 4.

Cooper in A and North Hopkins (Sulphur Springs) in conference B.

The oddity came in the tournament finale--the conference B title game between North Hopkins and 1956 champion Collinsville--when Collinsville scored only nine points in the second half, all on free throws, and attempted only one field goal, and it in the waning seconds of the game.

An explanation requires backtracking to the 1956 championship game featuring these same two teams. Collinsville won that one and set a new conference B team scoring record in doing so, 83-75. This year North Hopkins tied that record in a first-round game with Rankin, 83-39, and was shooting for a new mark in their final appearance.

North Hopkins opened fast to lead 20-7 at the end of the first period, and Collinsville's usually potent offense really fell apart midway in the second quarter when top point-maker Marsha Scoggin fouled out. It was 54-19 at halftime and Collinsville stalled from that point on in both ends of the court.

But it wasn't quite enough. With less than two minutes to play North Hopkins passed the old Collinsville mark and went on to register an 86-28 victory to erase the old overall tournament record of 85 set by Buna in 1956.

In all, 17 overall tournament and conference records were broken and North Hopkins had a hand in smashing nine of them.¹

Five of those seventeen tournament and conference records remain. They include:

Team High Score One Series (3 games) [state tournament and conference B record]: 249, North Hopkins (Sulphur Springs); Championship Team--High Score One Series (3 games) [state tournament and conference B record]: 249, North Hopkins (Sulphur Springs); Championship Game--Team High Score: 86, North Hopkins (Sulphur Springs) [conference B record].²

Procedures affecting guarding, time-outs, stalling and delaying the game marked the important rule changes for

¹Interscholastic Leaguer, XLI (April, 1958), p. 4.

²Official Program, op. cit., pp. 24-25, 27.

the 1958-1959 girls' basketball season. The coaches and administrators were reminded of the ruling concerning the numbering of the jerseys, but this season was considered to be a period of transition in which the rule would not be enforced. The other rule changes were:

Five charged time-outs may be granted each team during an untied game. During each extra period, each team is always entitled to at least one time-out. Unused time-outs accumulate and may be used at any time. Time-outs in excess of the allotted number may be granted at the expense of a technical foul for each.

The definition of closely guarded now provides that a player in control of the ball is closely guarded when his opponent is in guarding stance not exceeding six feet.

A player or team shall not delay the game by preventing ball from being promptly made alive, or by allowing the game to develop into an actionless contest. If a team is behind in the score, or is on defense with the score tied, and after a warning by the referee, fails to be reasonably active in attempts to secure the ball if on defense, or to advance the ball beyond the mid-court area if on offense and there is no opposing action in the mid-court area, delaying the game shall be called.

When there is a long interval of inactivity the officials will warn the team responsible for the inactivity. At all times, the responsibility for providing sufficient action is that of the team which is behind in the score, or if the score is tied, that on the defense.

The official shall consider it lack of sufficient action when the team in control is holding, passing or dribbling the ball without opposition in its mid-court area for an extended interval as outlined below. After a warning, the team responsible at any given time shall, for the remainder of that period or extra period provide action.

Failure of the responsible team to act after being warned is a technical foul for each infraction. Repeated refusal to act may result in forfeiture of the game.¹

¹Interscholastic Leaguer, XLII (September, 1958),

Although the University Interscholastic League printed a supplement to take precedence over the Division for Girls' and Women's Sports basketball rules, formerly the National Section for Girls' and Women's Sports, the Leaguer often published rules interpretations on potentially confusing items.

The three second lane violation rule shall be interpreted in girls' basketball as in boys' basketball.

Team technical fouls are to be handled exactly as individual technical fouls, as described in Rule 2 of the supplement. If a foul is not a contact personal foul, it is a technical foul.

Please note that if a foul is committed by a forward who is in the act of shooting for goal or on the follow through of a shot for goal, the goal, if made, shall not count and the opposing team shall be awarded one free throw. Please refer to Rule 10, Section 1, Item g (4-5) of the S.G.W.S. 1958-1959 Rules.¹

The following spring, sixteen teams arrived in Austin to compete for the three girls' basketball state titles. Abernathy, East Central of San Antonio, Buna and Duncanville represented conference AA; Sudan, Clyde, Central of Pollock and Sugarland vied for the class A title; and conference B boasted eight teams with North Hopkins of Sulphur Springs, Burton, Hawley, Barnhart, Skidmore-Tynan of Skidmore, Dime Box, Bovina and Grandview.

Two 1958 champions successfully defended their titles and one newcomer won a state championship to highlight the ninth annual Interscholastic League Girls' State Championship Basketball Tournament in Austin last month.

In conference AA defending champion Abernathy

¹Interscholastic Leaguer, XLII (December, 1958),
p. 2.

downed a strong Buna team 59-57 to retain its title; in conference B defending champ North Hopkins (Sulphur Springs) outgunned Bovina 64-47 to hold on to the crown; and in conference A Central (Pollok) beat a determined Sudan team 58-57 to win its first state championship.¹

Although twenty-three tournament records were either tied or broken during the ninth annual girls' state championship tournament, the ensuing years have erased all but five. Those remaining are:

Team Field Goals One Game [state tournament record]: 38, Bovina; Individual High Score One Game [AA]: 55, Margie Guinn, Abernathy; Individual High Score One Series (2 games) [AA]: 83, Margie Guinn, Abernathy; Team High Score One Game [B]: 90, Bovina; Aggregate High Score One Game [B]: 170, (Bovina 90, Skidmore-Tynan of Skidmore 80.)²

The fiftieth anniversary for the University Interscholastic League provided no changes in the girls' basketball plan, and there were no changes in the playing rules or rules' supplement. Interpretations of the official rules published in the December Leaguer again called attention to the three second lane violation rule, the treatment of the team technical foul, and the action to be taken when a forward fouls either in the act of shooting or in the follow through. There were 881 schools that participated in the 1959-1960 season of girls' basketball, 161 in class AA, 191 in class A and 529 in class B. The smaller schools again displayed their greater need for competitive

¹Interscholastic Leaguer, XLII (April, 1959), p. 4.

²Official Program, op.cit., pp. 24, 27.

team sports for girls by fielding the largest number of teams representing thousands of participants.

North Hopkins of Sulphur Springs tied a state tournament record for the most consecutive state championships, three, by winning their third successive conference B title. The only team to hold that distinctive honor prior to 1960 was Claude which won the state title in 1951, 1952 and 1953, the first three years the UIL sponsored girls' basketball at the state level.

North Hopkins (Sulphur Springs, Cooper and Buna, three veterans of the Interscholastic League state championship girls' basketball tournaments, again finished in the money with the 10th annual tournament held in Austin last month.

North Hopkins, making its fifth tourney appearance, won a third state title in conference B. They have been runners-up once. Cooper, in conference A, made its fourth tourney appearance and won its second title. They have been runners-up once. Buna, in conference AA, made its fourth tourney showing and won its third state title (its first was in conference A). They too, have been runners-up once.¹

The three day tournament did produce eight record tying performances and sixteen additional records were broken. Those included six overall tournament records, eight in conference AA and one in conference B. In addition to North Hopkins consecutive state championship those which still remain are:

Aggregate High Score One Game [state tournament record]: 179. (Buna 92, Brazosport (Freeport) 87); Individual Field Goals One Game [AA]: 18, Ellen Nichols, Brazosport (Freeport); Aggregate High Score One Game [AA]: 179. (Buna 92, Brazosport (Freeport) 87); Championship

¹Interscholastic Leaguer, XLIII, (April, 1960), p. 4.

Game--Highest Scoring Loser [AA]: 63, Friona;
 Championship Game--Aggregate High Score [AA]: 129,
 (Buna 66, Friona 63); Championship Team--High Score
 One Series (2 games) [AA]: 158, Buna.¹

For the 1960-1961 season the schools assigned to play in conference AA were required to have an average membership of over 405² as compared to the 390 the previous year. As stated earlier, this number is subject to change every two years although it will not necessarily do so.

In May prior to the beginning of the eleventh season for girls' basketball, the State Executive Committee recommended that Rule 27 of the Girls' Basketball Plan be amended. Rule 27 concerns breach of contract.

"Schools violating the provisions of this rule shall lose all rebate privileges for said play and may be suspended from girls basketball for a period not to exceed one calendar year."³

The rules were unchanged for girls' basketball and the interpretations were identical to those in 1959-1960. Coaches and administrators were again reminded of the numbering system suggested for the purchase of new playing jerseys, but the rule was not stringently enforced.

Buna became the first team in the short history of girls' basketball to appear in the state tournament five

¹Official Program, op. cit., pp. 24-26.

²Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1960), p. 130.

³Minutes of the Meeting of the State Executive Committee, May 18, 1960, The University Interscholastic League, Austin, Texas.

times--1956, 1957, 1959, 1960, 1961--and to win four state championships--1956, 1957, 1960, 1961. In the AA finals Buna soundly defeated Spearman 66-47; Sundown edged Moulton 51-46 in class A; and Midway of Henrietta effected a 54-48 victory over Claude in class B. It was Claude's sixth tourney.

Two records were tied and nine broken during the 11th annual UIL girls' state cage tournament, with the conference A division leading the field. Four records were broken in conference A, two in AA, one in B and two in the overall tournament department. One B record and one overall tourney record were tied. The complete summary . . . includes.

Tournament. Individual high score one series (2 games): 85, Sue Janes, Sundown.

Most times in state tourney: 6, Claude, 1951-52-53-54-60-61; Skidmore-Tynan, 1955-57-58-59-60-61; Hawley, 1952-56-57-59-60-61.

Most consecutive times in state tourney: 5, North Hopkins, 1956-60; Skidmore-Tynan, 1957-61.

Conference AA. Individual high score one game: 49, Sue Janes, Sundown

Individual free throws one game: 23, Sue Janes, Sundown.

Individual high score one series (2 games): 85, Sue Janes, Sundown.

Championship game--lowest scoring winner: 50, Sundown.

Conference B. Most times in state tourney: 6, Claude, 1951-52-53-54-60-61; Hawley, 1952-56-57-59-60-61; Skidmore-Tynan, 1955-57-58-59-60-61.

Most consecutive times in state tourney: 5, North Hopkins, 1956-60; Skidmore-Tynan, 1957-61.¹

The 1961-1962 Constitution and Contest Rules indicated that two rules in the girls' basketball play were altered. Rule 31 contained a new schedule of fees to be paid officials, and Rule 11 limited the days on which invitational tournaments could be held. Specifically it

¹Interscholastic Leaguer, XLIV (April, 1961), p. 4.

stated that no "high school girls' basketball team shall participate in an invitational basketball tournament held on a Monday, Tuesday or Wednesday except during a school holiday season."¹

There were several important changes relative to the girls' basketball rules for the 1961-1962 season which coaches and officials were cautioned to observe. These were the most significant changes to be instituted in several years.

First, the ball is put in play at the center circle at the beginning of the first, second, third and fourth quarters on an alternating basis. Thereafter the ball is put in play after each field goal or free throw under the basket. There is no time limit in getting the ball across the center line, and once the ball has been carried across the center line into the offensive end, it can be thrown back across the center line into the defensive end of the court by the offensive team.

Second, all fouls are "shot" in girls' basketball, regardless of where they occur. The ball is never given out of bounds as it is in the case of boys' basketball in the offensive end. Double fouls are "shot" in girls' basketball, with the ball being tossed in the center circle after the shots have been made.

Third, intentional fouls made during the last portion of a game in order to gain an unfair advantage shall be called technical fouls, and two free throws shall be granted.

Officials are urged to call the girls' games very closely and to see that no unnecessary roughness occurs.²

Claude's Betty Ransom, three time all-state selection, led that Panhandle team to its fourth class B

¹Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1962), p. 144.

championship in a 55-41 triumph over Wells. For the second straight year Sundown won the Class A title behind the brilliant scoring effort of Sue Janes, a five foot, three inch junior who scored 59 points during the tournament. Sundown bettered another west Texas team, Fannindel of Lamesa, 51-46 in the final game.

Sundown stood off valiant attacks by Moulton and Fannindel (Lamesa) to defend its state Conference A title in girls' basketball.

Devine squeaked by Duncanville 59-58, and Tulia 38-37, to ride to the state AA girls' basketball championship by a two-point margin.

Claude eliminated Friendswood, Salado and Wells to take the Conference B title. This gave the Claude girls a record of four crowns in seven trips to the play-offs.¹

In addition to Claude's four state championships, the other three appearances in the state tournament resulted in their finishing as runners-up in 1954, 1960 and 1961.

Individual records remained intact at the twelfth annual girls' basketball tournament in Gregory Gymnasium, but eight other records, four tournament and four conference records were established. No new records were set in the AA division.

Tournament. Championship Team--Fewest Points in Series (2 games)--97 by Devine, 1962; and 97 by Sundown, 1962. Old record of 103 set by Angleton, 1956.

Most times in State Tourney--7, Claude (1951-52-53-54-60-61-62, Skidmore-Tynan of Skidmore (1955-57-58-59-60-61-61). Old record held by Claude and Skidmore and Hawley.

Most Consecutive Times in State Tourney--6, Skidmore-Tynan of Skidmore (1957-62). Old record held by Skidmore and North Hopkins.

¹Interscholastic Leaguer, XLV (April, 1962), p. 4.

Most State Championships--4--Claude (1951-52-53-62).
Old record of 3 held by Buna (1956-57-60), North Hopkins
of Sulphur Springs (1958-59-60) and Claude (1951-52-52).

Conference A. Most State Championships--2--Dimmitt
(1954-55), Cooper (1958-60) and Sundown (1961-62).

Conference B. Most times in State Tourney--7--
Claude (1951-52-53-54-60-61-62), Skidmore-Tynan of
Skidmore (1955-57-58-59-60-61-62).

Most Consecutive Times State Tourney--6--Skidmore-
Tynan of Skidmore (1958-1962).

Most State Championships--4--Claude (1951-52-53-62).¹

There were two rules in the girls' basketball plan
affected by a statewide referendum held in the spring of
1962. Rule 13 concerned interschool scrimmages after
schools had played games, and Rule 34 was altered with
regard to organized formal basketball practice before and
after school.

Delegates to the Fifty-Second Annual State Meet
were welcomed by Dr. Norman Hackerman, vice president
and provost of The University of Texas, on Saturday,
May 5, 1962. Following the introduction of special
guests by Dean James R. D. Eddy, Chairman of the
Interscholastic League State Executive Committee, the
results of last April's statewide referendum were
announced, as follows:

.
No interschool scrimmages shall be allowed after
a school has played its first interschool game in
football and/or basketball. Passed 534 to 331.

.
Formal basketball practice in Conference B shall
not begin before October 1. Passed . . . 213-131
(girls).

Formal basketball practice in other conferences
shall not begin prior to November 1, nor shall any
games be played before November 15. Passed . . .
218 to 47 (girls).²

The roving player was incorporated into the
1962-1963 DGWS Basketball Guide, but the University

¹Ibid.

²Interscholastic Leaguer, XLVII (September, 1962),

Interscholastic League notified all players, coaches and officials that any rules relative to the roving player game were to be disregarded. Players were allowed to move from one half of the court to the other only if they reported to the scorer and were recognized either by the referee or umpire. That would have to be done during a time out or between halves. There were no rule changes that affected the game per se.

Sue Janes, three times all-state selection, scored sixty-six points in two games to lead Sundown to its third straight conference A championship. It was the fourth time Moulton had finished as runner-up in its five trips to the state tournament.

The Roughette girls' basketball team of Sundown High School stood off a fighting Moulton team to win their third consecutive Sonference A state championship. They bucketed 51 points to 48 for Moulton.

West won the AA crown in the final game by defeating Little Cypress of Orange, 49-42.

The Slidell girls defeated Wells 71-65 to take Conference B title.¹

Claude set another state tournament record by making its eighth tournament appearance; it also holds that mark in conference B. Sundown also set two records by winning their third successive state title. They are sole owners of that title in class A, but they share that mark in the state tournament record with Claude and North Hopkins. Judy Ballard, Friendswood, scored

¹Interscholastic Leaguer, XLVII (April, 1963), p. 4.

twenty-five¹ free throws in one game to set a new conference B record for an individual performance.

The girls' basketball rules supplement emphasized the treatment of the double foul, stating that

no free throw shall be taken. Each foul shall be recorded and counts toward the bonus situation. Play shall be resumed with a center toss between any two opposing players who were in the game at the time the fouls were committed.²

Other rules interpretations were noted in the official notices printed in the Leaguer:

Traveling shall be interpreted as in the boys' rules, and personal and technical fouls shall be distinguished as in the boys' rules.

Only one completed pass is required before throwing for basket following the center throw. (Rule 9, Section 7, item c.)

The three foot rule applies only to a three foot radius from where the ball is thrown in. (Rule 7, Section 6).³

The 1964 state tournament will be reminiscent of Baird's brilliant forward, Paula Corn, who established many individual records en route to the class A state championship.

Baird high school's girls basketball team set the rapid pace for the 14th Annual State Tournament as they tossed in a two-game total of 134 points to sweep the Conference A title out of Jourdanton's hands. It was agile Paula Corn who led Baird with record-breaking, single game total of 61 points and a two-game score of 95 points.

The AA crown went to quick-stepping Friona as they downed Clear Creek 50-45 in the final contest.

Trent overwhelmed Burkeville 76-27 in the final game to take the Conference title.⁴

¹Official Program, op. cit., p. 27.

²Division of Extension, Girls' Basketball Rules Supplement (Austin: University Interscholastic League, 1963-1964, p. 2.

³Interscholastic Leaguer, XLVIII (February, 1964), p. 2.

⁴Interscholastic Leaguer, XLVIII (April, 1964), p. 4.

But the real story was Baird and Paula Corn.

Paula Corn and her Baird teammates chalked up a handful of Conference A records in their move up the state girls' basketball championship.

Paula established a new individual high score one-game total with 61. The previous high score was 49. Individual Field Goals One Game: 23, Paula Corn. Individual High Score One Series (2 games): 95. Team High Score One Game: Tied 85. Aggregate High Score One Game: 153. Championship Game--Individual High Score: 61, Paula Corn. Championship Game--Highest Score Loser: 68, Jourdanton. Championship Game--Aggregate High Score 153.¹

Three rules were amended in the Constitution and Contest Rules' Girls' Basketball Plan for 1964-1965. Rule 4 noted the creation of girls' basketball for class AAA which necessitated altering the number of students for competition in that level of competition. Rule 11 involved the postponement of district basketball games.

[Rule 4] Conferences AAA, AA, A, and B districts will be arranged and competition shall extend to a state championship.²

[Rule 3] Participating high schools shall be divided into conferences as provided in the Football Plan, Rule 3, except that schools having over 415 students in high school shall be assigned to conference AAA. Member schools shall be classified for competition in basketball on the basis of the "average" of the 1961-62 and 1962-63 "average membership" for the last four grades as found in the Superintendent's Annual Report, and there shall be no exception to this procedure.³

The district executive committee may permit district basketball games postponed by weather or public disaster

¹Ibid.

²Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1964), p. 150.

³Ibid.

(not including illness) to be played as an exception to the two-matched-games-a-week rule, provided that they are played on non-school nights (Friday or Saturday).¹

The Leaguer's official notices observed the interpretations and rules changes in the girls' rules of play for the current season, 1964-1965.

1. For the 1964-65 girls' basketball season, each quarter is started by a jump ball at the center circle between two opposing players. In order to make the UIL girls' basketball supplement confirm this, please place a period after "foul" in the first sentence of Rule 2 of the Supplement and delete the remaining portion of the sentence which reads, "and when the ball is put in plat at the center circle."

2. In jumping the ball in the center circle, the opposing players shall be staggered if a player requests this placement of a game official.

3. The entire game and overtime periods shall be conducted as prescribed under the League's Girls' Basketball Supplement, Rule 3. Rule 10, Section 1 of the DGWS Girls' Basketball Rules shall be disregarded concerning penalty applicable for the last two minutes of a game and overtime periods.

4. The penalty for a team foul in girls' basketball shall be the same as for a technical foul.²

Fourteen years of competition lapsed before the conference AAA state championship became a reality, and Faye Shumbera scored forty-one points as Victoria won that first AAA title. Edna, Lubbock Roosevelt, and Trent won the AA, A, and B championships respectively.

Victoria defeated Weslaco, 63-46, to win the first Conference AAA girls' basketball title.

Edna took the AA title with a 60-57 win over Friona. Roosevelt High School of Lubbock won the A crown by

¹Ibid., p. 154.

²Interscholastic Leaguer, XLIX (December, 1964), p. 2.

defeating Jourdanton, 77-71, in the finals. Trent successfully defended its Conference B title by defeating Round Top-Carmine, 69-65.

Faye Shumbera was the key to Victoria's success, scoring 41 points in the final game. She had earlier dropped in 48 points in Victoria's 61-60 win over Jasper. Dorothy Vermillion got 12 and Charlene got 10 for the Victoria Stingarettes in the final game.

Linda Gilcrease scored 18 points to lead Weslaco's final game scoring. Betty Reisser hit for 14 and Judy Vettetoe got 12 for the Weslaco Pantherettes in their game against Victoria.

Jeanne Brown scored 31 points for Edna in their title winning game with Friona. Annette Jennings led Friona's scorers with 21.

Roosevelt of Lubbock not only won the title, but finished the season with a perfect 40-win, no loss record. Alice Wooley hit for 38 points in Lubbock's title-winning tilt with Jourdanton. Carolyn Dornak led the Jourdanton scorers with 43 points.

Dianna Lewis led Trent scorers in their title game with Round Top-Carmine with 36 points. Marilyn Aschenbeck of Round Top-Carmine was top scorer with 51 points.¹

"The 1964-1965 DGWS Basketball Rules Committee is pleased to announce that there are no rule changes for this year."² Likewise, there were no changes in the University Interscholastic League rules supplement or in the girls' basketball plan of the Constitution and Contest Rules. After sixteen years of operation, girls' basketball had finally reached some measure of stability.

Three of last year's finalists returned to the sixteenth annual girls' state basketball tournament, but their fortunes were reversed. Victoria failed to defend the AAA title while Jourdanton and Round Top-Carmine were

¹Interscholastic Leaguer, XLIX (April, 1965), p. 4.

²Interscholastic Leaguer, L (April, 1966), p. 4.

successful at last by winning their respective championships in class A and class B.

Tulia, Apearman, Jourdanton and Round Top-Carmine won championship trophies in the State Girls Basketball Tournament in Austin, March 10, 11, 12.

Tulia defeated Victoria 76-75, for the AAA title. Spearman won the AA crown with a 50-46 win over Little Cypress.

Jourdanton beat Springlake, 79-74, for the A title. Round Top-Carmine preserved its perfect season record and won the B title with a 57-32 win over Deport.¹

Tulia and Victoria virtually rewrote the conference AAA records in the high scoring championship game. Bebe Zajicek of Ganado set a class AA record and a new state mark with twenty-nine individual free throws in one game; neither record has yet been broken. The all-state Ganado forward also joined Margie Guinn, Abernathy, and Carolyn Allen, Bowie, to share individual high score honors for a two game series by scoring eighty-three points. The class A runner-up, Springlake, established a conference record in the championship game as the highest scoring loser with seventy-four points. The remaining AAA records are:

Individual Free Throws One Game--25, Jean Shumbera, Victoria; Team High Score One Game-- 76, Tulia; Team High Score One Series (2 games)--141, Tulia; Aggregate High Score One Game--151, (Tulia 76, Victoria 75); Championship game--Team High Score--76, Tulia; Championship Game--Aggregate High Score--151, (Tulia 76, Victoria 75); Championship Team--High Score One Series (2 games)--141, Tulia.²

¹Interscholastic Leaguer, L (April, 1966), p. 4.

²Official Program, op. cit., p. 25.

The 1966-1967 Constitution and Contest Rules

stipulated that no games, practices or instruction take place on Sunday, rule, 35, and the girls' basketball plan, rule 3, provided that "schools having over 450 students in high school shall be assigned to conference AAA,"¹ based on the 1963-1964 and 1964-1965 "average membership" average.

More specifically, Rule 35 stated that:

no League member school shall play any girls' basketball game, or conduct any formal practice, or teach any plays, formations, or skills in girls' basketball on Sunday.

Any showing of film to, or skill practice for or meetings of athletes for the purpose of instructing in or reviewing of play, formations, or skills in . . . basketball . . . will be construed as a violation.

Note that this does not prevent coaches from meeting on Sunday or from seeing films or planning an instructional program, provided that no athletes are involved in this meeting.²

The DGWS Basketball Guide added an additional line perpendicular to the free throw lane so that there "shall be three lane space marks eight inches long and two inches wide, three, six, and nine feet respectively from the face of the backboard."³ This prohibited the teammate of the player shooting the free throw from consuming more than her allotted portion of the lane so as to place her opponent to a distinct disadvantage.

¹Division of Extension, Constitution and Contest Rules (Austin: University Interscholastic League, 1966), p. 157.

²Ibid., pp. 164-165.

³Mildred J. Barnes (ed.), Basketball Guide (Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1966), p. 122.

The final games of the AAA and AA divisions were repeat performances of the 1966 tournament as the same teams met to decide the champions. The class A runner-up also returned to make a successful bid for the state title.

Tulia, Little Cypress of Orange, Springlake of Earth, and High Island won the championship trophies in the 17th Annual Girls' State Basketball Tournament in Austin, March 9-10-11.

Little Frieda Rousseau played a big part in earning the AAA title for Tulia, dropping in 52 points in Tulia's 70-57 win over Victoria in the final game.

Phyllis Parish sparked a second-half uprising that led Little Cypress to a 52-43 title game win over Spearman in the AA final. She scored 39 points.

Springlake girls went wild in winning their A title game with Cross Plains, 105-52. They broke four all-tournament records in Conference A play.

High Island ruled the backboards to defeat Quitaque, 48-39, in the conference B championship game.¹

Conference B records appeared to be insurmountable, but four tournament records and six Conference A marks fell in that division's final game. Duncanville and Raymondville played the lowest scoring state tournament game in conference AAA history; Duncanville won third place honors by winning 39-37. It also set a new record for the lowest aggregate score for one game. Other records set were:

Tournament. Individual High Score, One Series (2 games): 99, Freida Rousseau of Tulia. (Old record: 95, Paula Corn of Baird, 1964).

Team High Score One Game: 105, Springlake. (Old record: 92, Buna, 1960).

Team High Score One Series (2 games): 171, Springlake. (Old Record: 161 by Brazosport, 1960).

Championship Game--Team High Score: 105, Springlake. (Old Record: 86, North Hopkins of Sulphur Springs, 1958).

¹Interscholastic Leaguer. LI (April, 1967), p. 4.

Championship Team--High Score One Series (2 games): 171, Springlake. (Old record: 158, Buna, 1960).

Conference AAA. Individual High Score, One Series (2 Games): 99, Frieda Rousseau of Tulia. (Old Record: 89, Faye Shumbera of Victoria, 1965).

Individual High Score, One Game: 52, Freida Rousseau, of Tulia. (Old Record: 51, Jean Shumbera of Victoria, 1966).

Individual High Score in Championship Game: 52, Freida Rousseau of Tulia. (Old Record: 51 by Jean Shumbera of Victoria, 1966).

Conference A. Team High Score One Game: 105, Springlake. (Old Record: 85, Buna, 1956, and Baird, 1964).

Team High Score One Series (2 games): 171, Springlake. (Old Record: 152, Jourdanton, 1966).

Aggregate High Score One Game: 157--Springlake 105, Cross Plains 52, (Old Record: 153, Jourdanton 79, Springlake 74, 1966, and Baird 85, Jourdanton 68, 1964).

Championship Game--Team High Score: 105, Springlake (Old Record: 85, Baird, 1964).

Championship Game--Aggregate High Score: 157 (Old Record: 153, Baird 85, Jourdanton 68, 1964, and Jourdanton 79, Springlake 74, 1966).

Championship Team High Score One Series (2 games): 171, Springlake. (Old Record: 152, Jourdanton, 1966).¹

As girls' basketball, under the jurisdiction of the University Interscholastic League, entered its eighteenth year, stability was indicated by the lack of changes instituted. The girls' basketball plan and the DGWS basketball rules for League play remained status quo ante.

Ane with the spring came the girls' state championship basketball tournament. The 1967 state champions in class A, Springlake of Earth, and High Island in class B returned to Austin to win their respective divisions for the second time. In conference AA it was the unbeaten team from Rivercrest (Talco-Bogata) which ended its

¹Ibid., p. 3.

perfect 35-0 season with a 58-46 victory over Gregory-Portland and a state championship title. AAA Stephenville scored a lackluster 41-27 win over West Orange in the final game.

High Island, Springlake of Earth, Rivercrest of Bogata and Stephenville won the state championships in their conferences at the 18th Girls State Basketball Tournament in Austin on March 14, 15, 16.

High Island successfully defended the Conference B crown, and Springlake of Earth won the A state title for the second year.

Third time was a charm for Rivercrest (Talco-Bogata) when the team won the AA championship. They had won through to the state tournament also in 1966 and 1967, but this was their first state title.

Stephenville won the marbles on its first trip to the state tournament capturing the State AAA title.¹

Although there were no new records established in conference B, there were eleven records broken during the tournament. They were as follows:

Tournament: Individual High Score One Series (2 games)--103, Mary Rosebrock, George West. (Old record of 99, set by Freida Rosseau, Tulia, 1967).

Championship Team--Fewest Points in Series (2 games)--79, Stephenville. (Old record of 97 set by Sundown and Devine, 1962).

Conference AAA. Team Low Score One Game--27, West Orange. (Old record of 46 set by Weslaco, 1965).

Aggregate Low Score One Game--68 (Stephenville 41, West Orange 27). Old record of 103 (Victoria 53, Duncanville 50), 1966).

Championship Game--Lowest Scoring Winner--41, Stephenville. (Old record of 63 set by Victoria, 1965).

Championship Game--Lowest Scoring Loser--27, West Orange. (Old Record of 46 set by Weslaco, 1965).

Championship Game--Aggregate Low Score--68, (Stephenville 41, West Orange 27). (Old record of 109 (Victoria 63, Weslaco 46) set in 1965).

Conference AA. Championship Game--Individual High Score--41, Mina Akins, Gregory-Portland. (Old record of 39 set by Phyllis Parish, Little Cypress, 1967).

¹Interscholastic Leaguer, LII (April, 1968), p. 4.

Conference A. Individual Field Goals One Game--
23, Paula Corn, Baird, 1964. Tied by Mary Rosebrock,
George West.

Individual High Score One Series (2 games)--
103, Mary Rosebrock, George West. (Old record of 95
set by Paula Corn, Baird, 1964).

Most Times in State Tourney--6, Moulton (1958, 60,
61, 62, 63, 64). Tied by George West (1954, 55, 56,
57, 67, 69 [68]).¹

For some the nineteenth annual girls' state basketball tournament will be remembered well. Waco Midway's highly successful coach, M. T. Rice, closed out his last year at the helm of girls' basketball as the Pantherettes won their second state championship and the thirteenth district title in the fifteen years of University Interscholastic League competition. And although High Island failed in its bid to capture a third Conference B championship, forward Susan Smith was named to the all-state team for the third consecutive year to mark the end of her high school career.

Canyon, Waco Midway, Stratford, and Lamesa Klondike won the state basketball championships in their conferences at the 19th Girls' State Basketball Tournament in Austin on March 13, 14, 15.

The 1969 tournament saw 5 teams return from the 1968 tournament. The Class B champion, Lamesa Klondike, saw action last year as it was defeated in the final game of the 1968 tournament by High Island. Rivercrest (Talco-Bogata) returned for the Conference AA matches.

The Class AA runner-up, Spearman, was the AA consolation winner of the 1968 tournament. Carthage was the sole AAA team to return to the state tournament.²

In conference AAA, Canyon defeated Angleton 59-42; AA Midway downed Spearman 56-55. The elkettes of Stratford

¹Ibid.

²Interscholastic Leaguer, LIII (April, 1969), p. 4.

claimed the conference A title by defeating the Deweyville Pirates 47-37. Conference B champions, Lamesa Klondike, gained revenge for last year's defeat by High Island in the finals by beating the defending champion 62-48.

A total of 781 girls' teams played basketball in 1969-1970, and the state tournament represented twenty years of girls' interscholastic basketball competition in Texas. After winning the AA state championship in 1966 and the regional titles the succeeding four years, the Lynxettes from Spearman were foiled again in the finals by another team near Waco--Coach Bill Bradley's Robinson Rockettes.

Tuloso-Midway (Corpus Christi), Robinson, (Waco), Wylie (Abilene), and Follett won the girls' basketball championships at the Girls State Basketball Championships in Austin, February 27-28.

Tuloso-Midway was the only team of the eight that returned from the 1969 playoffs to grab a title. The Cherokees won the AAA title as they defeated Canyon in the final game 66-54. All-state forward Martha Gray led the Corpus Christi team with 39 points.

Canyon's All-Stater Cam Davis led her team in the final game with a total of 26 points. Jan Steinberg helped the cause with 19.

With the title in hand, Tuloso-Midway was also the only team in the state to remain undefeated throughout the entire season.

Waco Robinson came in from the cold to capture the AA title by defeating Spearman 57-49. Robinson was the only AA team that was not returning to the meet from the '69 tournament.

Susie Snider and Sam McKinney, both AA all-state forwards, led the Rockets in the final game with 21 and 20 points respectively. All-State guard Dicque Lucenay grabbed eight rebounds as she led Robinson on defense.

Spearman's All-Stater Sandie Shufeldt led the Lynxettes with 22 points in the final game.

Wylie of Abilene romped over Grandview 80-57 as the Bulldogs ran away with the Conference A state title.

Wylie's three starting guards [sic] all scored in double figures with Anita Cowan and Sharon Martin

swishing in 30 and 29 points apiece.

Grandview's Doris Tribble led the Zebra's with 33 points in the losing effort.

Follett won the Class B final game over Trent by a score of 59-50. Mary Krienke and Darlis Todd popped in 33 and 23 points respectively. The Pantherettes closed out the tournament and a successful season in their first trip to the state meet.

Trent, returning from the '69 playoffs, never came close after Follett went ahead to stay midway in the third period. Trent's All-State forward, Sheila Hamner, was the top scorer for the Gorilla's with 22 points.¹

Since 1950 the girls' basketball program has shown a rise and decline in the number of participating schools. However, the trend toward consolidation of schools and an increased migration to the metropolitan areas may well account for the abatement rather than simple lack of interest, as noted by Dr. Williams.

Girls' basketball fluctuates up and down depending on whether coaches are available or whether that particular school wants to do it in certain areas. It is not as consistent as the boys' basketball; it depends a whole lot on whether enough girls want to play in a certain school or whether they've got a coach. And as they move up higher in conference classification there is a tendency for them to discontinue. The reason is primarily because they get larger, the athletic department is opposed to it. The football coach doesn't want any part of it; he's got more control as it gets higher up. He's got finances bothering him. And also, generally, you get a person who's trained in health and physical education and in many cases she doesn't want it because it means additional work for her. In AAA and AAAA you have plenty full time teachers and on other levels you don't have full time. And I guess most of our girls' teams are coached not by health and physical education teachers but someone else. . . . Girls' basketball has begun to drop from its peak in the latter 1950's because of the consolidation of B schools and also the metropolitan areas have grown so.

¹Interscholastic Leaguer, LIV (March, 1970), p. 4.

It's been losing from both ends.¹

Mr. Kidd indicated that there were conflicts between the boys' and girls' programs.

The men wouldn't give any encouragement to girls' basketball because it meant they had to have the gymnasium. Except in the small schools; now they would in the small schools because the girls sometimes attracted bigger crowds than the boys. And they would play a double header. In the big AAAA schools they realized it would be a losing proposition financially; wouldn't anybody go to see the girls play. But that is what the big factor was; they didn't think they needed it. They thought the girls had all the competition they needed in intramurals and that they didn't need to develop their skills any further.²

He went on to say, however, that

If the colleges would have competitive girls' basketball the growth of it would be tremendous.

All the other things the League has fed into college programs--ready writing feeds into the English department, public speaking into speech, one act plays into drama, journalism into the college program. Everything we've got feeds right on in. But when the girls come on up, when they pass their high school athletic career, they are through. There is no more unless they can get attached to an outside organization or some of the junior colleges. And I know some of them are choosing junior colleges because they want to play basketball.³

Dr. Williams commented on the status of girls' basketball and its future.

I think as a whole the attitude of the DGWS has helped a lot. They've changed completely in the last fifteen years on competition. They've had many sports policies and philosophies to that effect. Our men have made a contribution to girls' basketball too.

Many communities are very sold on girls' basketball. I don't know of any particular reason except just an

¹Interview with Dr. Rhea H. Williams, Director of the University Interscholastic League, June 26, 1969.

²Kidd, loc. cit.

³Ibid.

overall change of girls. Girls are not fragile and they can do these things and they've got a right to do them.

Many of our administrators, our athletic directors don't want it because of money and time and space. As schools move up into higher classification this becomes a problem all the time. As a whole I think the psychology has been working toward girls' basketball, girls' activities, more than against it. The Olympics have done a lot in recent years to give emphasis to it too. . . . It has been brought into the homes and has changed the attitudes of a good many people on these things.¹

Summary

University Interscholastic League girls' basketball had an humble beginning in the county contests where it enjoyed prosperity until its sudden demise in 1920. Prior to that date attempts had been made to elevate girls' basketball competition to the district level, but opposition sprang forth from the dominating female educators in the college hierarchy of the prestigious state universities. For the lack of scientific evidence to support girls' basketball and to refute its alluded detrimental qualities, League officials yielded to the opponents of girls' basketball, and consequently the University Interscholastic League's sponsorship was withdrawn. The demand for continued play was met through other and sometimes devious means.

Lacking League support, the succeeding thirty years were ones of turmoil, tumult, and shouting of yeas and nays. Opponents proclaimed its sinister effects on feminine frailty while proponents adamantly persevered. Rancor resulted in

¹Williams, loc. cit.

"bootleg basketball," sponsored by commercial enterprises for personal gain at the expense of eager high school athletes who just wanted to play. The High School Girls Basketball League of Texas was a more legitimate organization and its intentions were sound. But for means of survival and in order to attract the better teams in the state, it received contributions from commercial sources, especially at the state tournament level. The advantages of University Interscholastic League control over girls' basketball became increasingly evident and definitely more desirable under the circumstances. An activity's mere association with the U. I. L. instantly imbued it with an aura of educational value.

Cognizant of the maligned intrigue, Texas educators conceived a league to combat the inadequacies. Ultimately, however, a combined effort of educational personnel culminated in girls' basketball being reinstated to the protective fold of the University Interscholastic League's athletic program.

Twenty tournaments in as many years reflect the prosperity of girls' basketball competition. The initial effort produced only two state champions, representative of the two existing conferences--A and B. The following year AA teams declared district champions; but then they merged with conference A at the regional meet, an arrangement which continued through 1954. The 1954-1955 season saw the University Interscholastic League membership in the

girls' athletic program swell and gain strength after the High School Girls Basketball League of Texas disbanded. Also, conference AA became a separate entity and ceased to merge with conference A. Three state champions were crowned that year and, interestingly enough, all three victors once had been members of the High School Girls Basketball League of Texas. Ten years later conference AAA was created and the number of state basketball champions rose to four. To date, some sixty-two championships have been awarded at the state tournaments.

Rule changes have also occurred as basketball competition for girls has continued. In 1950-1951, play began with the ball thrown in from the center circle and after each score. Later, the ball was put into play by each team on an alternating basis at the beginning of each quarter and after a goal was made the guards cleared the ball to the forecourt. Ultimately the similarity of boys' and girls' basketball increased as a jump ball opened each quarter of play.

Girls' basketball in Texas has enjoyed a remarkable evolution, yet never what one would consider drastic, in the more than fifty years since it first became part of the University Interscholastic League athletic program. Outdoor playing surfaces of dirt, usually located on the grounds of the school, were crudely marked into the three areas of play. But those old relics of the past, void of dressing rooms and indoor plumbing, have yielded to beautiful gymnasiums with

glass backboards, year-round air conditioning and all the equipment needed for the modern game. Even basketballs have lost their laces. Bunglsome bloomers and middle blouses have faded with the past and have given way to the practical two-way stretch nylon knit uniforms of today. The number of players on a team and in each division of the court varied in the early 1900's; but a definite number of six, three forwards and three guards, now begin the game. If the observed trends continue, it is quite likely that one day girls' basketball will be no different from the game boys have played for years.

CHAPTER IV

GIRLS' TRACK AND FIELD COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

Track and field for girls, in addition to girls' basketball became a part of the University Interscholastic League county athletic contests during the 1914-1915 school year. Girls were allowed to take part in county oratorical events, whereas prior to that time only male students were permitted to participate in League debate, declamation and athletic contests. It was indeed a bold, progressive experiment undertaken by the League and the public educational institutions for that era.

The purpose of the University Interscholastic League, as stated in Article II of the 1914 Constitution and Rules, was

to foster in the schools of Texas the study and practice of public speaking and debate as an aid in the preparation for citizenship; to assist in organizing, standardizing, and controlling athletics in the schools of the State; and to promote county, district, and State interscholastic contests in debate, declamation, and athletics.¹

¹Department of Extension, Constitution and Rules (Austin: The University of Texas, 1914), p. 9.

It was mandatory, therefore, that the addition of girls' competition fulfill the objectives of the League and its members. Otherwise the contests which proved unsatisfactory would have to be discontinued. In 1914 the competitive event was not specifically called a track and field meet. Mr. Rodney J. Kidd described it as "big field days; everybody in the country turned out. All were conducted on the local, county level. After that it was all through; just the county meet."¹

Uniform eligibility rules being applicable to all contests, the girls' athletics which included track and field, were divided into two divisions according to the "rules in county athletic contests for girls. . . . J is for Junior, or girls under fourteen, and S for Senior, or girls under twenty-one."²

The events listed in the Constitution and Rules also dictated the order in which they were to occur in the annual county meeting of the League. They were:

1. Basket ball throw for distance (S).
2. Potato race (J).
3. Standing broad jump (J).
4. All-up Indian club race (S).
5. All-up Indian club race (J).
6. Potato race (S).
7. Basket ball throw for distance (J).
8. 150-yard relay (J).³

¹Interview with Rodney J. Kidd, Director Emeritus of the University Interscholastic League, June 26, 1969.

²Constitution and Rules, 1914, p. 33.

³Ibid., p. 34.

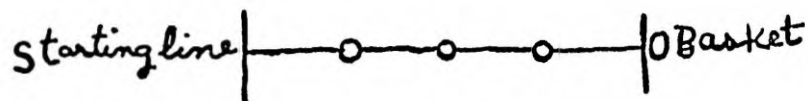
Rules for conducting three of the above events were to be found in the University of Texas Bulletin 311,

Physical Training and Athletics. Rules for the basketball throw stated that

a girl must stand back of the throwing line and throw with one hand. She must not run before the throw. She must not step over the line in throwing; to do so is a trial without result. Three trials are allowed.¹

The potato race could be run as a relay by agreement; otherwise, it would be conducted as described. The Constitution and Rules did give instructions to "substitute the words 'two yards' for 'five yards.'"²

At one end of a line 20 yards long, place a basket containing three potatoes. Draw three 2-foot circles at intervals of five yards along this line, the nearest one being 5 yards from the basket. At the opposite end of the line from the basket is the starting line. The circle nearest to starting line is No. 1, the next No. 2, and the next No. 3. A girl starts at the starting line, runs to the basket, gets one potato and places



it in circle No. 1. She then gets another and places it in circle No. 2, and then places the third potato in circle No. 3, passing between basket and starting line each time. She then runs to starting line, and returns and replaces potato No. 1 in the basket, then No. 2, then No. 3, passing around the basket each time. She then finishes in a dash across the starting line. Only one trial allowed.³

The all-up Indian club race could also be run as

¹Department of Extension, Physical Training and Athletics (Austin: The University of Texas, 1914), pp. 44-45.

²Constitution and Rules, 1914, p. 34.

³Physical Training and Athletics, op. cit., p. 45.

a relay by agreement; each team would be allowed five members. Otherwise, it was run as follows:

Two tangent circles, each three feet in diameter, are 30 feet in front of starting line. In one circle are three 1-lb. model BS Indian clubs, upright. A girl runs from starting line, and transfers clubs to the other circle, using only one hand. She returns to the starting line, then makes two more trips, transferring clubs each time. The clubs must be left upright each time. She then finishes in a dash across the starting line. One trial allowed.¹

The same rules that governed the boys' running broad jump governed the girls' standing broad jump except that no run was allowed. The rules stated that

when jumped on earth, a joist eight inches wide shall be sunk flush with it. The outer edge of this joist shall be called the scratch line, and the measurement of all jumps shall be made from it at right angles to the nearest break in the ground made by any part of the person of the competitor. The distance of the run before the scratch line shall be unlimited. A foul jump shall be one where the competitor in jumping off the scratch line makes a mark on the ground immediately in front of it, or runs over the line without jumping, and shall count as a trial jump without result.²

"Each team shall be composed of five members, and each girl shall run thirty yards"³ in the 150 yard dash. "For other rules governing this event, see rules for relay on page ____ of this Bulletin."⁴

¹Ibid.

²Constitution and Rules, 1914, p. 46.

³Ibid., p. 34

⁴Ibid.

No page number was supplied, but all relays in boys' competition were based on the mile relay instructions, substituting appropriate distances for each participant. On the basis of that assumption, rules for the 150 yard dash for girls would read:

This race shall be run by teams of four men [five members] each. Each man [member] shall run 440 [30] yards. Each man of a team shall run until he touches the next member of his team standing in position on his mark or until he crosses the finishing line. The first man shall be started by a pistol shot and each succeeding man shall start from a stand on his mark, but only when touched by the member of his team immediately preceding him.¹

The schools were not allowed to enter more than three girls in each event except as provided in the relays. Also, the school which accumulated the largest number of points would be declared the county champion in girls' track. As specified in Article VIII, All-Round Championship, the points awarded for the girls' track events were:

five, four three, two, and one point, respectively, for first, second, third, fourth, and fifth place, except that in all relay races first, second, and third places, respectively, shall score six, four, and two points.²

Track and field was continued in 1915 indicating its apparent success in meeting the purposes and fulfilling the objectives of the University Interscholastic League. Further indication of its success was the resultant

¹Ibid., p. 49.

²Ibid., p. 21.

expansion of the events which were specifically classified as either track events or field events. The track enents included:

1. Potato race (J).
2. Potato race (S).
3. 30 yards dash (J).
4. 30 yards dash (S).
5. 140 yards relay (J).¹
6. 140 yards relay (S).¹

The potato races in both divisions were retained, but the 150 yard relay for juniors was deleted from the 1914-1915 events. More running events were added, however, with the addition of the thirty yard dash and the 140 yard relay in both the junior and senior division.

The all-up Indian club races held the preceeding year were also replaced with a baseball throw for accuracy in the junior and senior divisions. The 1915-1916 field events, listed in the order they were held, were:

1. Basket ball throw for distance (S).
2. Standing broad jump (J).
3. Basket ball throw for distance (J).
4. Baseball throw for accuracy (S).²
5. Baseball throw for accuracy (J).²

Points were awarded only for the first four places instead of five as in the preceeding year's contests, and the point distribution for placing was also changed.

In each event, the first four places shall count, respectively, five, three, two, and one point, except,

¹Department of Extension, Constitution and Rules (Austin: The University of Texas, 1915), pp. 45-46.

²Ibid., p. 46.

PLATE V



Finish of a girls' 50-yd. dash. Notice the hands thrown up so as not to hit the tape with the arms

FINISH OF A GIRLS' 50-YARD DASH, A 1915 COUNTY MEET

(1) where only four teams are in the relay, third place shall count one point and fourth place shall not count; (2) where only three are in a given event, third shall count one point.¹

Rules governing the events did not change except for the potato race, in which the distances were altered.

A contestant must run from the starting line to a basket twelve yards distant and getting one potato at a time, distribute them in three circles placed three yards apart, the first circle being three yards from the starting line. After placing a potato in circle No. 3, the runner must race to the starting line, then return and replace the potatoes one at a time in the basket in the order in which they were distributed, going around the basket each time a potato is placed in it. The finish of the race is across the starting line.²

Instructions for the 140 yard relay stated that "each team shall have four runners, each runner going 35 yards."³ For the basketball throw for distance, the person throwing "must stand back of a line and throw with one hand. She must not step over the line before or after throwing."⁴ Rules for the baseball throw for accuracy directed that

on a vertical board 20 feet distant, shall be drawn two concentric circles 6 and 12 inches, respectively, in diameter. The thrower must stand and throw with one hand. She must not step over the line before or after throwing. The one hitting nearest the center of the circles on three trials shall win first place.⁵

¹Ibid.

²Ibid.

³Ibid.

⁴Ibid.

⁵Ibid., pp. 46-47.

Except that the 1916 Constitution and Rules listed track and field events as an optional county contest, girls continued to enjoy the participation. Since there were no heats mentioned in the rules for competition, one assumes that all racing contestants participated at one time. Only in the Physical Training and Athletics bulletin was there any mention of a stop watch being used for the running events, and it stated that "where only one stop-watch is used, each contestant must run alone."¹ The statement did not indicate, however, whether reference was to girls' or boys' races.

No records of the performances are believed to exist and if accounts of distances and times in the various events were kept, it would be difficult to think that the results would have been astonishing when compared with today's standards.

Old photographs indicate the girls' costumes were homemade black bloomers, white middy blouses with ties, black cotton stockings and light colored canvas shoes--principally the same attire worn by basketball players. Action photographs of participation, even in boys' events are scarce. Those which were taken indicated the areas of competition were crudely marked tracks on open fields or school yards on which most of the county meets were held.

¹Physical Training and Athletics, op. cit., p. 44.

At the 1917 National Convention of University Extension Directors, Pennsylvania conceded to Texas the leadership in state interscholastic organizations;¹ League membership had increased to 2268² schools from the 1914 total of 503. And the first edition of The Interscholastic Leaguer also appeared in 1917

The events for girls' track and field remained the same. There was one minor difference, however, as one was instructed to "see rules for dashes in A.A.U. [Amateur Athletic Union] Rule Book"³ for conducting the thirty yard dash as those rules had been adopted for all track meets conducted under the auspices of the University Interscholastic League.

The 1918-1919 and 1919-1920 Constitution and Rules sharply curtailed the number of track events for girls, listing but four contests. They were to be conducted in the order listed.

1. 30 yards dash (J).
2. 30 yards dash (S).
3. 140 yards relay (J).⁴
4. 140 yards relay (S).

¹Interscholastic Leaguer, I (October, 1917), p. 1.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1919), p. 7.

³Department of Extension, Constitution and Rules (Austin: The University of Texas, 1918), p. 58.

⁴Ibid.

The fortunes of girls' track ebbed as only two running events were listed for both the junior and senior divisions. This decline was commensurate with the assault being waged on the strenuous activities, especially basketball, in which girls were engaged. It also succeeded the years during which Eunice Aden, head of the University of Texas department of physical training for women had served on the University Interscholastic League's State Executive Committee. It was a well known fact that she was vitally concerned with the health and well being of the young women and girls in the state of Texas, a facade behind which the opponents of girls' athletics sought shelter from opposing factions.

Girls' track and field met its kismet as did basketball. It was abolished "indeference to the best thought and opinion of the present day upon physical education for girls."¹ Although no specific activity was suggested as a substitute for track and field events, as volleyball was recommended to fill the void created by the abolition of basketball, indoor baseball was touted as a "wonderfully helpful game."² The University Interscholastic League made a piecemeal offering to sponsor the games of

¹Department of Extension, Constitution and Rules (Austin: The University of Texas, 1920), p. 11.

²Ibid.

volleyball and indoor baseball if they became sufficiently popular in the public schools.

Dr. C. J. Alderson commented on the attitudes and ideas of those who opposed girls' athletics saying:

back in the '20's [we had people with ideas] like this woman in Michigan. She was a doctor, and she was writing about girls dislocating their female organs by high jumping, broad jumping. They couldn't stand that; they simply weren't built to. They didn't have the structure that would support that kind of shock; the organs were too heavy. The supports of the organs simply wouldn't hold the organs in place.¹

His investigations which continued through the succeeding years revealed that those beliefs could not be substantiated.

Martha Davis, a student in the Oakville school located in the central Texas county of Milam, pled her case for more athletics. In part, she said,

I am a girl sixteen years of age, live in the country, and go to a country school. I was in the senior spelling at the track meet this year. I played basketball too. But we girls like to be in other things besides that, such as a 50-yard dash, broad and high jump; and there are mighty few of us that a one-half mile run will injure.²

In the early 1920's most Texas schools were located in the rural, agricultural communities. The sports which flourished there were those which required the least equipment. Hence, the desire of rural children for the continuation of track and field, and basketball for that

¹Interview with Dr. C. J. Alderson, Professor Emeritus of the University of Texas, June 26, 1969.

²Interscholastic Leaguer, V (Octiberm 1921), p. 1.

matter, as little or no equipment was required. Improvised equipment easily satisfied any demand.

As with other activities outside the judicious bounds of the University Interscholastic League, track and field activities continued within the schools, communities and counties of the state. Victoria County, located near the central coastline of Texas, was the site of a track meet in which girls participated. The year was 1929, three years before the Olympic games were to be held in Los Angeles, but the influence perpetuated by the anticipation of the X Olympiad was evident.

The League does not approve track and field contests for girls, but in the opinion of Supt. E. T. England, Bloomington, such a contest is desirable. He says: "Last year in Victoria County we had about six events for girls in our county meet, for both the junior and senior divisions. The events were not strenuous and were entered by many girls. It seems that since we have track in the Olympic games for girls we should do something toward training our girls. Last year there was a girl, 13 years old, entered in our county meet and she convinced everyone that she was the equal of even the best senior boys for a short race of about forty or fifty yards. We plan to continue athletics for girls this year and believe they will contribute much toward helping their brothers make the county meet a success."¹

Coincidentally, another infrequent article concerning girls' track and field appeared in the Leaguer approximately thirty years later, in 1964, the year of the XVIII Olympiad which was held in Tokyo, Japan.

The First East Texas Girls' Track and Field Meet was held on May 16, at Talco, and the following schools

¹Interscholastic Leaguer, XIII (April, 1930), p. 2.

participated in the Meet: Plano, Duncanville, Sherman, Avinger, Avery, Annona, Mr. Pleasant, Talco, Bogata, Ore City, James Bowie, and Queen City.

The Second East Texas Girls' Track and Field Meet will be held next spring and the following schools plan to participate in addition to the schools that participated this year: White Oak, Hallsville, Bloomburg, Hooks, Pittsburg, Karnack and DeKalb.

The school administrators of East Texas who participated in this program for girls are resolved to bring this program to the attention of other school administrators and coaches throughout the State of Texas. The American Medical Association recommended recently that more emphasis be given to girls' athletics as they feel this is neglected in most high schools. Further emphasis has been placed on girls' track and field because of the failure of women to make a good showing in the olympics.

Supt. J. K. Hilman will present the Girls' Track and Field program to the Legislative Council in the fall and urges all school personnel in the state to write him relative to their desires for the League to sponsor a track and field program for girls. It is his hope there will be sufficient support throughout Texas so a State Meet can be held in this sport for girls.¹

Heretofore the United States women had made a less than admirable showing in the Olympics and efforts to improve had been stressed increasingly. In addition, more emphasis had been placed on the physical fitness of American youth through the President's Council on Physical Fitness which was initiated in 1956. Most items in the testing program were closely related to track and field events.

Opinions varied with regard to the strong interest in girls' track and field evidenced in the 1960's. M. T. Rice expressed his thoughts by explaining,

¹Interscholastic Leaguer, XLIX (September, 1964), p. 4.

Most of the schools that were particularly interested in track were schools that were not really doing a lot of participating in basketball. . . . I think that it really came from the fact that they felt like the girls needed some activity. Those that started out with it found out the interest the girls had in it and how they were really going for it. I think that is the main reason they wanted to push it.¹

Bill Bradley took a different view. He felt there were at least two factors which prompted renewed interest in track and field for girls.

Of course the olympics [were a factor]--the poor showing of our American women and coaches. . . . Maybe that is a farsighted or far fetched reason, but I believe a lot of us don't like to see the Russians whip us every year. It may be a long time before we recover.

And I think the other selfish motive is that basketball coaches are looking for conditioning and they don't like to see their girls leave them from February until next November. We needed some other program for our girls and we didn't think volleyball answered that prerequisite.²

Mr. Hileman continued his plea for girls' track and field in another article. This one for the Texas Coach was reprinted in the Texas High School Girls Track Association 1970 state meet program as an historical note.

We schools here are determined to have a track program for the high school girls of Texas. Dr. Rhea Williams has assured us, "If the High Schools of Texas want the program, rest assured we will sponsor it." The Leaguer will carry a message of Girls' Track in

¹Interview with M. T. Rice, Superintendent, Midway Independent School District, Waco, Texas, October 31, 1970.

²Interview with William C. Bradley, Jr., Superintendent, Robinson Independent School District, Waco, Texas, November 2, 1970.

its earliest issue. The Legislative Council is allowing me to talk to them at their November 2 meeting regarding the Girls' Track program.

With the coming of the Physical and Health Education program to our High Schools, we believe that Girls' Track certainly has a place in our program. This summer, I'm sure all of us felt a little guilty when we saw the Russian girls defeat ours in California. This defeat was not the fault of our girls; it was the fault of us who have failed to give our girls a chance. I truly believe within five years the high school girls of Texas can beat the Russians' best by themselves. We believe Texas High Schools can give our women a chance in a field that has been sorely neglected.

I am bringing this message to the people in our high schools who ought to be the most interested. If we have neglected the girls, it is we administrators who are most guilty. It took us many years to adopt our new fine girls' basketball program. Surely we won't fail them again.

.
We envision about eight regional meets for Girls' Track for the spring of 1965, with probably the two best times in each event going to a state meet some place in Central Texas. We feel if we can hear from every school whose girls are interested we can go forward rapidly with the program.¹

J. K. Hileman's efforts to have the University Interscholastic League sponsor girls' track the following year obviously failed. He was not without support, however, as the Texas High School Girls Track Association which was subsequently formed held its first state track meet in the spring of 1965. Mr. Hileman was the first president and certainly one of the most prominent figures in that organization.

J. K. Hileman, with those ten or twelve teams in 1964, the spring before [the first Texas High School Girls Track Association state meet], is the originator.

¹Official Program: Texas High School Girls Track Association, 1970.

or as far as I am concerned, the father of girls' track in Texas. . . . Every school in the state of Texas was sent a letter asking us would we like to join. I think we had an original ten dollar entry fee. Then he in turn set up the zone, divided it by regions, had a district competition, then he had a regional competition, and then we went to Waco the first year for the state meet at M. T. Rice's track. I don't know how many participants we had but not a whole lot.

In 1966-67 we had 230 schools, in 1967-68 we went up only twelve to 242, then in 1968-69 we had 296 and in 1969-70, last year, we had 346 members. I talked to Larry [Tucker, the 1970-71 president of the Texas High School Girls Track Association] on the phone Saturday, and the way the membership is coming in comparison to last year, he's expecting it to go close to 400 this year.¹

Mr. Rice, who served two terms as the third president of the Texas High School Girls Track Association, recalled the initial structure of the organization.

We were divided into eight regions. . . . There were, at that time, people from each region selected, really appointed, by the president to serve as regional directors, people they could depend on to carry out the district meets. And then after about two years of that procedure we started meeting preceeding the Girls' Basketball Coaches Association.²

For two years the state meet was held at Midway High School's track in central Texas. Then it was moved to larger facilities in Abilene and the Abilene Christian College track as the membership and the number of competitors continued to increase.

Robinson High School's superintendent and coach, Bill Bradley, the immediate past president of the Texas

¹Bradley, loc. cit.

²Rice, loc. cit.

High School Girls Track Association, represented that organization at the 1970 Executive Council Meeting of the University Interscholastic League. That body is composed of twenty superintendents--one from each conference, B, A, AA, AAA, AAAA, in each of the four regions of the state. Mr. Bradley pointed out that "they alone have the power to change rules, make amendments, add sports, delete sports, and what have you. If they don't do it that day, [the first Sunday in November of each year,] it'll not be done for a year."¹ The purpose of his presentation was to urge the League to adopt the girls' track program just as the High School Girls Track Association had established it.

I haven't heard the vote, but my opinion was formed by listening to the superintendents talk and they are going to approve it, I believe as we recommended to their sub-athletic council. . . . They changed only one thing--the 30 meter hurdles to 80 yard hurdles. And, the state meet, I presume next year will be changed after this year from Abilene to Austin and it will be set the week after the boys' state track meet which is the second week in May. We have triple representation from district to regional, regional to state; and they are going back to dual representation, in other words only first and second will go to the next meet. Those will be the only changes.²

Girls' track and field competition will continue to function in two divisions--A, made up of conference

¹Bradley, loc. cit.

²Ibid.

AA, AAA, AAAA schools and B, made up of conference B and A schools. There has been much controversy surrounding that issue, Mr. Rice explained.

They've had quite a move to get that changed. This year at the coaching school we had quite an argument about it. . . . They were clammering for it [track] to be set up just like girls' basketball--B, A, AA, and AAA and AAAA together. That would be alright as far as our [central Texas] area is concerned, but there are so many areas where the schools are so scattered that to do that you wouldn't have enough for participation. This last year we had more than 300 schools in the state; if you divide 300 schools into four different classes, you are going to cut some of them to below 50 schools. What kind of a district meet and what kind of a regional meet could you run all over the state if you are going to have that few? My contention was that in the years to come it should be changed but right now is not the time to do it. The people that attend those meetings are people that are coaching and they just take one thing into consideration --that is winning. They never had any experience with trying to administer the thing and trying to carry out district and regional meets. . . . They did vote to follow this year [in the Texas High School Girls Track Association] whatever plans the University Interscholastic League was going to set up for their '71-'72 program.¹

Opposition has not plagued track and field for girls as it did girls' basketball. The image of young women competing in athletics has changed dramatically. Coach Bradley said, quite frankly, "I don't think these little ladies are the feminine, weak, frail little things that people sometimes make them out to be; they can give you a dollar's effort."²

¹Rice, loc. cit.

²Bradley, loc. cit.

Perhaps the Texas High School Girls Track Association has perpetuated the strongest effort to have track and field returned to the University Interscholastic League athletic program. Dr. Williams stated,

We have the Texas High School Track Association, which of course I assume is under the coaches who are running it now because the League doesn't sponsor track [for girls] now.

.
They want us to take it over now because from a psychological viewpoint, when the League assumes an activity, right or wrong, it imposes conduct and it has a status situation in education. That means, of course, administrators who would not go into it if sponsored by an outside group would consider because the League approves. Therefore, it is bound to be educational and part of the total program. Just the fact the League sponsors it has a psychological effect in increasing the number of participants.

The League has been asked to do it for several years; we just haven't made a decision yet [1969]. Once again, primarily because the big schools aren't very strong for it. It's primarily run by A, AA, B and some AAA schools but very few large city schools. You've got to keep in mind now that seventy percent of the population is in the metropolitan cities. So, I don't know what to do with the thing.¹

Dr. Alderson commented on some of the problems the girls are having.

The men have never accepted the girls on the track. These high schools that have tracks still feel the track is for the boys. And the girls are having a hard time getting a place out there on the track. And they are still having a hard time from the board of education getting track shoes--they cost money--and other equipment too. Now what a lot of people are doing, the parents themselves are furnishing equipment; the school is not furnishing. Of course they do that in the little schools with the boys too. But boys generally get athletic equipment. . . . The girls are having a much more difficult time getting it than

¹Interview with Dr. Rhea H. Williams, Director of the University Interscholastic League, June 26, 1969.

boys.¹

And finally, Rodney Kidd said, "I think girls' track and field is on its way because girls are seeking recognition in that field like they are in other fields."²

Summary

Track and field, like basketball, became part of the girls' interscholastic league sports during the 1914-1915 school year, but competition never advanced beyond the county level during the six years of its existence. With the exception of the dashes, relays and broad jump, the activities conducted at the county meets during the early 1900's scarcely resemble those events which make up the present day contests. As the activities in which the girls engaged were classified as too strenuous, according to those who opposed girls' athletics, University Interscholastic League support was withdrawn after the 1920 spring meet.

Seldom did accounts of girls participating in track and field events appear in print. However, like other disdainful athletic activities which the young ladies pursued, there is little doubt that competition of varying magnitudes existed within the boundaries of the state with more interest in the predominantly rural areas.

¹Alderson, loc. cit.

²Kidd, op.cit.

Serious efforts to reorganize girls' competition in track and field were manifest in the creation of the Bluebonnett Belle Relays, the Sunset Relays, the East Texas Track and Field Meets, the Texas High School Girls Track Association, the better known aggregations. The ultimate goal, whether stated openly or perpetrated under the guise of satisfying local interest, was to gain sufficient recognition among schools, administrators and other influential bodies to have track and field for girls returned to the judicial authorities of the University Interscholastic League.

In the spring of 1972, after an absence of nearly fifty years, track and field for girls will make its return debut under the jurisdiction of the University Interscholastic League. And the costumes of the 1970's will be in sharp contrast to the attire worn in the early 1900's. Light weight, bright colored fabrics fashioned into shells and brief shorts and featherweight shoes outfitted with the lengths of spikes required by the varying surfaces and events represent a considerable change from long sleeve middy blouses, billowing, knee-length bloomers and canvas shoes fitted over black cotton stockings.

Regardless of the future of girls' track and field, the general consensus indicates that University Interscholastic League control best meets the needs of the participating schools.

CHAPTER V

GIRLS' TENNIS COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

The history of tennis competition in the University Interscholastic League of Texas will always be synonymous with the name of Dr. Daniel Allen Penick, the Grand Old Man of Texas Tennis.¹ It was he who carefully guided the sport through its infancy in the newly formed University Interscholastic League and later recommended that girls be allowed to participate.

The constitution and rules issued on August 20, 1914, contained the first mention of football, baseball, or basketball to be found in any League publication. Nor had the old Interscholastic Athletic Association mentioned these sports in any of its publications. At the conference when these sports were undertaken, the Grand Old Man of Texas Tennis, D. A. Penick, professor of Greed, was evidently present and saw to it that tennis was included in the regular schedule of interscholastic competitions and properly pyramided along with the literary contests and track and field, all the way from the preliminaries in county meets up to and including the final state meet. But there was present no advocate of the other three sports to give the organization a strangle hold on them. They were mavericks, left to roam at will and get into whatever trouble attractive adventure might bring upon them.²

¹Roy Bedichek, Educational Competition (Austin: University of Texas Press, 1956), p.350.

²Ibid.

The "good grey doctor," as Dr. Penick was fondly called, was duly rewarded for his efforts as boys' doubles became a part of the state meet in the spring of 1914.¹ Almost as if following a prescribed procedure, another five years would pass before girls would be allowed to participate in tennis doubles at the county level meets. Each member school was authorized to "enter a team of boys and a team of girls in the county contest in doubles."² Again, Dr. Penick was credited with supplying the impetus with an article he prepared for Play and Athletics. According to Roy Bedichek,

One of the notable additions to this 1918 edition is a five-page piece by Daniel A. Penick, entitled "Tennis." His discussion replaces the section on tennis in the 1915 issue written by John H. Keen, then a professor of philosophy at Southern Methodist University, and one of the best-known tennis players in Texas. Keen gets out on a limb in the first sentence of his essay: "The notion that tennis is a lady's game has passed. Enduring wind and trained muscles are necessary to the modern game." Thus we have the philosopher on record as implying strongly that women can develop neither the "enduring wind" nor the "trained muscles" necessary for a respectable game.

It is to Penick that we must give the credit for the first outright and authoritative expression in any League publication praising the value of high-tension tennis as a sport for girls. He maintained that tennis is adapted to both sexes.³

¹Interscholastic Leaguer, XL (April, 1957), p. 1.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1918), p. 57.

³Bedichek, loc. cit., p. 387.

The contents of the article were general in nature. Advancing tennis for both sexes and all ages, the professor of Greek at the University of Texas wrote,

Tennis is the most universal out-door game for all countries where games are played to advantage, because it can be played by as few as two people, because it is adapted to both sexes and to all ages, because it can be as strenuous as the individual desires, both as to time and intensity.

As exercise it is preferable to most sports, because it can be adapted to the needs of each individual.

In skill, tennis gives place to no game. It is now receiving recognition everywhere as a man's game as well as a game suited for girls, women and older men. International tennis matches now attract crowds and entrance fees commensurate with their importance.

Another admirable feature of the tennis game is its freedom from danger and roughness; even with this attraction it allows and requires as much headwork as any game in existence. Court generalship makes demands that most players cannot command, but the dullest has a chance to sharpen his wits in a game of tennis.

Tennis is especially suited to students in the schools and colleges because of its powers of development physically with a minimum amount of time, because of its mental training, because it offers a good opportunity for exercise to the average student, because it introduces the student to the only game that he can keep up after his school days are ended.

Tennis etiquette requires gentlemanly and ladylike conduct at all times. The benefit of the doubt in decisions is always given to the opponent. It furnishes excellent training in self-control. The man who cannot control himself is discouraged from playing the game of tennis and no uncontrolled person will ever make a strong dependable player. The game requires perfect control of mind and body, an impossibility with a man who has no control over his will or his language. Consideration for the man on the other side of the net is one of the first requisites of the game, and the player who does not exercise such consideration is not worthy of the game.

.....

There is no reason why every small town in Texas should not have its tennis club, even if there are only two people who want to play. Sixteen people make a good number. This number can play three times

a week if they have two courts, and sixteen people can afford to keep up two courts well and buy the books referred to as well. Such clubs properly encouraged in any community will go far towards eliminating objectionable loafing, will give the boys and young men something healthful to occupy their attention, will keep their minds on something worth while that is at the same time play, will help to quicken their wits, will make them better gentlemen. Town officers can make no better investment with the end in view of restraining crime and cultivating clean sports among the young of their communities than the building and keeping of tennis courts for the use of the public. Such a practice is in vogue in practically all of the large cities of our country and is in large measure responsible for the increased interest in the game during the last ten years. Public tennis courts have been responsible for the wonderful development of the game on the Pacific coast. Dallas is the only city in Texas that has started this plan and Dallas is the best tennis city in Texas. . . .

The University is trying to encourage tennis in the schools of the State by making it a part of the Interscholastic League. Tennis has been a feature of the league meets for about four years and has been the means of developing some good tennis players among the school boys. There would be much better results if school authorities and local communities would help the boys and girls with courts and equipment. Every district in the league has the right to send two boys to the State Meet in Austin the first of May each year, and we hope soon to allow the sending of two girls. Contests are held in both doubles and singles and the winners are State Interscholastic champions.¹

He got his way about sending the girls two years later. Thus, insofar as the pronouncements of the League are concerned, Daniel A. Penick, a classical scholar, was the first person to advocate in print the admission of girls to a highly competitive athletic sport that pyramided to a state championship.²

The 1918-1919 Constitution and Rules implied that girls could participate in the county meet singles.

¹Department of Extension, Play and Athletics (Austin: The University of Texas, July 25, 1918), pp. 71-74.

²Bedichek, loc. cit., p. 388.

The rules governing tennis stated:

By permission of the respective committees and by agreement among the contestants, the players who participate in the county or district contests in doubles may also hold a contest in singles. Also, the players who participate in the State contest in doubles may by arrangement with the State director of athletics, participate in a State contest in singles.¹

That paragraph, although emulating the precedencies established earlier when rules referred only to male competition, surely was intended to accommodate the boys' singles competition as it progressed to the state meet. It was not until the 1919-1920 Constitution and Rules appeared that specific reference was made to girls' competition, in both singles and doubles, at all levels-- county and city, district, state.

There was some discrepancy between that article of the constitution entitled contests and the section of rules in tennis dealing with the contests at various levels. The constitution stated that county, district and state contests would be held annually in "tennis doubles for boys and girls."² Winners of city contests, held in those cities with a population of 25,000, were allowed to send "one boys and one girls' tennis team"³ to the district

¹Department of Extension, Constitution and Rules (Austin: The University of Texas, 1918), pp. 57, 58.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1919), p. 22.

³Ibid., 23.

contest. In the tennis contest rules, however, this information was printed:

County Contests.--Each school in the League may enter a team of boys and a team of girls in the county contest in doubles and one boy and one girl in singles. The singles player may or may not be a member of the doubles team.

District Contests.--The winning teams in each county contest and the winners in the singles (boys and girls) may enter the district contest.

State Contest.--The winning teams in the district contests and the winners in the singles (boys and girls) may enter the final State contest, to be held at the University of Texas on the first Thursday, Friday, and Saturday in May.¹

The constitution stated only that the winning girls' tennis team in the city contests was eligible to enter the district meet, but the athletic rules governing tennis did not mention city contests, doubles or singles. It must be assumed that city contests were treated as county contests for the first place girls' singles winner at the 1920 state meet in tennis was Maria Taylor,² Main Avenue High School in San Antonio.

Both the 1918 and 1919 bulletins designated the number of sets to be played

in all matches except the finals in the county, district, and state contests, the best two out of three sets shall determine the winners; in all final matches the best three out of five sets shall determine the winners.³

¹Ibid., pp. 58, 60.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1920), p. 77.

³Department of Extension, Constitution and Rules (Austin: The University of Texas, 1919), p. 60.

PLATE VI



GIRLS TENNIS GROUP, 1920 STATE MEET

GIRLS' TENNIS GROUP, 1920 STATE MEET

The 1919 bulletin called attention to foot faults on the service and maintained that for League play

one foot must remain on the ground behind the line until the ball is delivered. There must be no step, hop, or jump. This rule will be strictly enforced at the State Meet and should be in the county and district meets.¹

It also requested that member schools "send [tennis] contestants who are not in track or debate, if possible."²

The 1921 Constitution and Rules declared that cities "having a white population of 4000 or more"³ were not eligible for county contests but they could send contestants directly to the district meet "provided each such city has a membership in the League of at least one-half of its white schools."⁴ The same year, the sets required in the final matches for girls were changed from the best three of five sets to the "best two out of three sets in all girls matches."⁵

Nearly every school which enters tennis competition today has a hard surfaced area, most often constructed of concrete or asphalt, on which singles and doubles courts are marked. The whole area, often which includes two or

¹Ibid., p. 61.

²Ibid.

³Department of Extension, Constitution and Rules (Austin: The University of Texas, 1921), p. 24.

⁴Ibid.

⁵Ibid., p. 66.

more courts, is frequently enclosed with chain-link fencing which provided excellent backstops. That was not the case at the University of Texas in 1922. The prestigious clay courts which had been rolled with meticulous care for the state tournament were inundated by torrential rains.

A tennis ball skipped across a boundary line, bounced over a curb and landed on a wet lawn. A scholarly-looking man in white slacks and sport shirt picked it up and tossed it back to the high school players waiting in the playing area. Dr. Daniel A. Penick then checked an official schedule sheet and shook his head in amazement.

When you conduct a tennis tournament in the middle of a city street, with no backstops and only temporary nets and markings, you don't expect to be on schedule, but the University Interscholastic League's 1922 State Meet tennis tournament was moving just as planned.¹

The spring of 1922 provided perhaps the most memorable state tennis tournament of all time. Two tornados and a record rainfall failed to stop the matches.

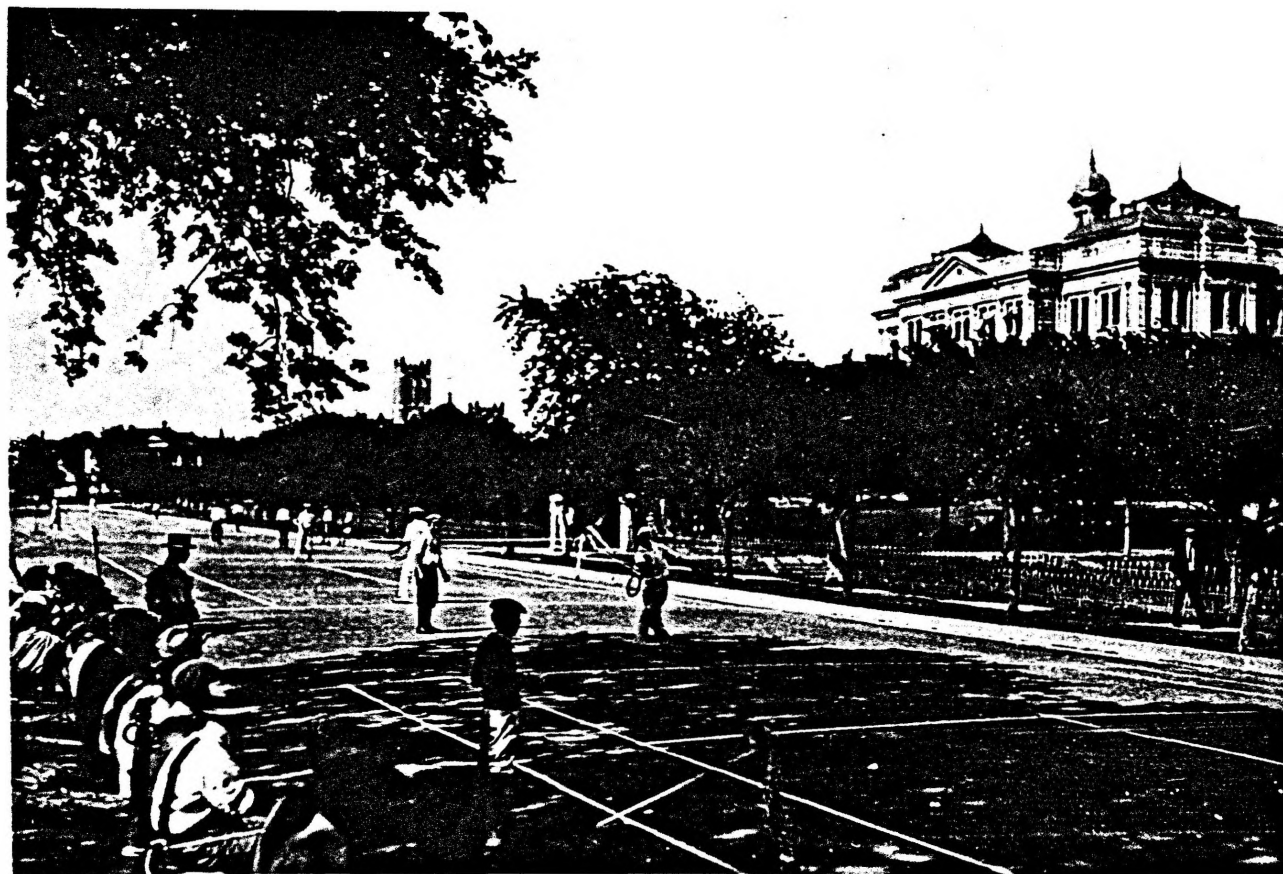
For many years before the introduction of the present [1945] system by which district and regional meets have reduced the numbers in these events who reach the final tournament in Austin to eight in each group, 32 doubles teams of boys and 32 of girls and 32 singles players each of boys and girls came. It was then quite a chore to run the tournament on the available courts in two and one-half days even in good weather.

One year, 1922, the matches were just starting Thursday afternoon when Austin was struck by two tornados and, of course, the tennis courts were flooded. There was no indoor court; there was no Gregory Gymnasium; there were no hard surfaced courts.

The street immediately west of the capitol between 11th and 13th had just been paved. It was in fine condition, smooth and wide enough for a doubles court. The city authorities kindly blocked off that street

¹Interscholastic Leaguer, XLIII (April, 1960), p. 7.

PLATE VII



TENNIS IN THE STREET, 1922 STATE TOURNAMENT

and five tennis courts were laid off end to end and marked. Net posts of the old type, probably unknown to most tennis players today, were set up and nets were stretched properly. There were no backstops, but a dozen or small boys were hired to chase back the balls.

Play continued there all of Friday and the tournament was up to schedule for the semi-finals and finals on Saturday, and the concluding matches were held at the originally scheduled times and places. Truly necessity was the mother of invention.¹

Josie Probst and Kindois Riggs of George West High School literally weathered the storm to defeat Helen Jackson and Lucile Goodwin of Plainview High School² for the 1922 girls' doubles championship. Ida Hoghland, Abilene High School, was the girls' singles winner and Gazelle Williams, Sabinal School³ was second.

At the 1925 meeting of the State Executive Committee of the Interscholastic League, entries in girls' tennis were restricted. "Upon motion, contestants in girls' tennis were limited to entry in one division only; that is, a contestant in girls' tennis cannot enter both singles and doubles in the same meet."⁴ Before that date it was quite common for the singles contestant to be a member of the doubles team also.

¹Interscholastic Leaguer, XXXIII (April, 1945), p. 1.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1922), p. 74.

³Ibid.

⁴Minutes of the State Executive Committee, August 11, 1925, The University Interscholastic League, Austin, Texas.

The 1928 Constitution and Rules inaugurated bi-district matches into tennis competition. "Bi-district eliminations in tennis shall be arranged by the State Office, winners of these matches shall be qualified for the State Meet."¹ This was evidently an effort to reduce the participants reaching the final competition in Austin to a more plausible number by progressing through three meets--county, district and bi-district-- before reaching the state tournament.

Prior to 1928 the only annual prizes mentioned in tennis was for boys--the Caswell and Smith silver cup.² The 1925 bulletin did mention that the "University cup"³ would be awarded the school winning girls' tennis doubles that year although it was not mentioned again. The 1928 Constitution and Rules specified that a "silver cup in each division of tennis"⁴ would be awarded.

Regional eliminations are introduced this year [1933-1934] for the first time. . . .

Briefly, the new plan requires contestants . . . qualifying in district meets to win in one or another of eight regional centers before being eligible for state competition. . . . Smaller meets will make possible better judging. This plan renders unnecessary bi-district eliminations in tennis. . . .

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1928), p. 94.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1927), p. 61.

³Division of Extension, Constitution and Rules (Austin: The University of Texas, 1925), p. 60.

⁴Constitution and Rules, 1928, p. 95.

The plan will qualify a smaller number for the State Meet. . . .¹

In the midst of the depression years, the silver cups awarded to the tennis champions in the past were, for all practical purposes, eliminated. The 1933 bulletin issued the dictum that "in the State Meet a suitable trophy is awarded first place in . . . girls singles, and girls doubles."²

At the 1935 Meeting of Delegates,

Mr. Green of Abilene then offered a motion that in girls' tennis three shall constitute a team in doubles, and that two players be selected for the singles to represent a school, the details of substitution to be worked out. This motion carried.³

It was moved and carried that, effective September, 1935, three players be allowed on girls' doubles tennis teams and two girls for tennis singles; that is, one player and one alternate, subject to the approval of Dr. Penick.⁴

The paragraph entitled contestants in the 1935 Constitution and Rules suggested that "if possible, [member schools should] enter contestants who are not in other contests."⁵ The previous writing proposed that tennis contestants not be engaged in track or debate.

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1933), p. 6.

²Ibid., p. 86.

³Minutes of the State Meeting of Delegates, May 4, 1935, The University Interscholastic League, Austin, Texas.

⁴Minutes of the Meeting of the State Executive Committee, May 8, 1935, The University Interscholastic League, Austin, Texas

⁵Division of Extension, Constitution and Rules (Austin: The University of Texas, 1935-1936 Revision), p. 84.

All-round championship points awarded the winner and the runner-up in county meet tennis singles for senior girls were reduced from ten to five and from five to three points¹ respectively. The winner and runner-up in each division had previously earned the same number since the first tennis competition for girls in 1919. That change more-or-less placed a premium on doubles competition.

In the Junior Ballroom of the Union Building at the University,

Dr. D. A. Penick, tennis coach of the University of Texas, presented the matter of disqualifying of State winners in tennis. He stated that there were good arguments both for and against disqualifying of State winners. He suggested the matter be deferred for another year, and that a committee be appointed to study the question. Motion was made by R. L. Williams, principal of John H. Reagan High School, Houston, that a committee be appointed to study the matter. The motion carried.²

The appointed committee apparently failed to concur with the literary demagogues. The only state winners disqualified from future contests for having won first place were those engaged in such literary contests as debate, declamation, etc., according to the eligibility rules, Article VIII of the University Interscholastic League constitution.

Also in 1938 several changes occurred in the tennis rules. The number of sets played per match had long been

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1936-1937 Revision, p. 24.

²Minutes of the Meeting of the State Executive Committee, May 7, 1938, The University Interscholastic League, Austin, Texas.

established, but the University Interscholastic League had never placed a limit on the number of matches played.

Rule was ammended to read:

No player or team is to play more than two matches per day. There shall be a minimum of one hour's rest for a team or player between the close of one contest and beginning of another. (This rule shall apply also to playground ball and volleyball.)¹

Rule 14 admonished coaches, players and supporters to beware their conduct at League sponsored matches.

Tennis etiquette does not permit cheering or razzing during the match. Applauding a good play is always in order. Applauding an error is never in order. A tennis audience has always been a discrete and refined one. Any person who takes it upon himself to berate the officials or makes himself conspicuous by razzing the teams should be requested to leave the court.²

Rule 15 dealt with the question of substitution. The exception for girls singles was adopted at the August, 1938 meeting of the State Executive Committee. The rule read:

The local school authorities may make a substitution to fill a vacancy in tennis doubles but not in tennis singles. (Exception: In tennis singles for girls the school authorities may make a substitution.) After a given tournament has begun no substitution on a team which began the tournament shall be allowed.³

The Fourth Annual Extracurricular Conference was provided with a provocative discussion related to girls'

¹Minutes of the Meeting of the State Executive Committee, August 3, 1938, The University Interscholastic League, Austin, Texas.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1939-1940 Revision), p. 93.

³Ibid.

tennis. Dorothy Wooten Jones wrote:

In the opening discussion of the Saturday morning session of the Extracurricular Activities Conference (May 4, 1940), Dr. C. J. Alderson, of Austin, stated frankly the abuses still existing in interschool tennis for girls and made practical suggestions for improving conditions in what should be one of the most beneficial physical activities for girls.

"Tennis for girls needs improving," he said, "but so does the teaching of math or English or Latin. As a game having definite carry-over value as a leisure time activity for later life, tennis certainly warrants making a conscientious effort to eliminate any abuses. Tennis is a game requiring great skills not a power game, and must be treated as such."

Dr. Alderson pointed out the necessity in coaching tennis of having thorough background knowledge. "Some of the most patent abuses," he said, "start from an inadequate knowledge of the person with whom one is dealing. This is why we in physical education today are trying first to give a general training in the psychology and physiology of the people they will work with to the men and women who will become directors of physical education, and then to give adequate training in the particular skills to be taught."

"Some of the abuses are over-indulgence, working the players too long at a time, over emphasizing winning rather than the joy of doing a thing well. The last abuse demands community education and the development of some standards other than the ability to turn out a winning team for judging the worth of a coach."

Dr. Alderson particularly deplored the tendency to overplay the girls. "When the play is carried beyond the place where it is a pleasure, harm rather than good is done," he said. "Such evils grow out of a lack of understanding of the human being and out of the fact that there is an urge to win at any cost. The philosophy of give and take must be taught the community and the children. The worst thing that can happen is to make the girls stay in long matches past the point of physical endurance."

Suggestions from the floor during the open discussion were that tennis matches be conducted as archery matches are or as a round robin, making it possible for a large number to play rather than the few stars that are traditional; that the number of games played should be limited to one a week.

Provocative questions raised were, "Why play off ties?" "Why is it so much more essential to have an audience for athletic activities than for any other legitimate school activity?" "Are we justified in

blaming the public for some of the abuses we recognize?" The last question was raised by Dr. Alderson, who suggested that the schools, after all, are responsible for the ideas the public has concerning school affairs.

The consensus, here as in the case of basketball and other activities, was that it is the responsibility of the educators to decide what is a sound policy and then to work out a plan that will insure its being followed.

In his review of the morning discussions Dr. Roemer reiterated the possibilities provided by tennis not only in giving the girls an activity that will continue to be beneficial after school but also in being an important part of a sound educational program designed to instill the spirit of cooperation, fellowship, leadership, control of emotions, poise, good will toward others. Here as in other activities the prevailing spirit must be one of participation through love of play, the tension and strain of too great competition being eliminated. Dr. Roemer seconded Dr. Alderson's emphasis upon the necessity for sound and thorough background training for all coaches.¹

Although the rules for the game remained the same, tennis, like other areas of competition in athletics, was reorganized into conferences B, A, AA in the early 1940's as football competition had been in the later 1930's. The order of progression to the state meet was in the following manner:

The winning senior teams in each conference contest and the winners in the singles (boys and girls) of the senior division may enter the area contest.

The winners of first places in the area contests, singles and doubles, boys and girls, are eligible to enter the regional contest; also eligible in regional contests are winners of senior divisions in AA conference meets.

The winning contestants in the regional contests may enter the final State contest, to be held at The University of Texas on the second Friday and Saturday

¹Interscholastic Leaguer, XXIV (December, 1940), pp. 1, 2.

in May.¹

Article IX of the constitution explained the relationship between conference, area, regional and state contests more clearly.

Contestants selected by member-schools are entitled to enter the Conference meets. . . . In area meets, the competition is conducted in one class, and the following qualified from Conference A and B meets shall be entitled to enter, . . . first place winners in Tennis, senior division. . . . In the regional meets, the competition is conducted in one class, and the following qualified from AA Conference meets and from area meets shall be entitled to enter: . . . first place winners in Tennis, senior divisions. . . . In the State Meet the following from regional meets shall be entitled to enter: . . . first place winners in Tennis, senior division. . . .²

Seldom was an article about included in the Interscholastic Leaguer. With the 1945 state meet forthcoming, however, a brief paragraph did appear in the editor's column.

Tennis is an almost ideal sport for certain types of boys and girls, and the League has industriously promoted it for the past thirty years. Many are the distinguished players who have come and risen to national fame (and a few to international fame) through Interscholastic League competitions. A large proportion of tennis players rank high scholastically. The Director of League Tennis, Dr. D. A. Penick, has had charge of this sport since the beginning.³

That following December, Dr. Penick wrote an article for the Leaguer. In it he described the appropriate

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1943), p. 84.

²Ibid., p. 20.

³Interscholastic Leaguer, XXVIII (April, 1945), p. 2.

tennis attire being worn in the middle 1940's. It was different indeed from the styles donned twenty-five seasons earlier. Lassies of that early era were pictured in white, long sleeve middie blouses with an occasional long black tie about the collar and white skirts of mid-calf length. They were also shown wearing black Lisle stockings with white canvas shoes, often high tops. Dr. Penick wrote:

The appearance of tennis players on the court is of the greatest importance. All players, men and women, boys and girls, should dress in white. Every part of the costume should be white: dresses, shoes, sweaters, socks, shorts, and trousers.

The best costume for girls is a one-piece dress with shorts, all white. It is better to have the dress made because the "ready-made" ones are apt to be so snug that they will not allow full freedom of movement. The material may be cotton or gabardine.

A less desirable costume is the two-piece outfit consisting of shorts and a shirt, which is not too neat in appearance, especially when the shirt is allowed to float in the breeze. Every costume should be as attractive as possible as well as comfortable.

.
Girls and boys alike should have white sweaters to warm up in and to put on as soon as play is over. Players should never sit around in wet clothes after a match.¹

He concluded the article by giving advice to players about the necessity of cultivating the qualities of patience and determination in order to derive the most from the game.

All conferences merged at the state meet and the victorious individual and team were truly the state champions. Competition for senior girls in singles and doubles in conferences A and AA took place on the district,

¹Interscholastic Leaguer, XXX (December, 1946), p. 4.

regional and state levels, but according the 1947 Constitution, Article IX, "Conference B Tennis competition ends with the regional championship."¹ Rule 15 of the tennis rules explained the qualification in tennis for conference B schools.

Conference B Tennis contestants will enter first in Conference District Meets. District winners wishing to compete for State Championship enter the Conference AA and A Regional Meet and compete in one classification for representation to the State Meet. Contestants not desiring to compete for State title may enter regular Conference B Regional Tennis tournament.²

The following year, 1948, "conferences A and B are merged into one Tournament at Regional Meet in Tennis."³ One girls' singles contestant and one girls' doubles team from each merged conference A and conference B tournament was certified to participate in the state meet as were AA regional winners and city conference winners.

City conferences were "city school systems comprising five or more AA high schools."⁴ That classification for competition was deleted from the University Interscholastic League's Constitution and Rules after 1951.

As time drew neigh for the 1953 tennis competition,

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1947), p. 21.

²Ibid., p. 104.

³Division of Extension, Constitution and Rules (Austin: The University of Texas, 1948), p. 22.

⁴Ibid., p. 14.

Dr. Penick, Director of Tennis reminded the persons involved that there were some procedures which required their attention.

As time for tennis competition throughout the state in the Interscholastic League begins, it seems desirable that something be said about procedures.

It is satisfying that this competition is so general. We would like to see matches played in every school in every city and village and more remote sections. That time will come sooner or later, because appreciation of tennis is growing by leaps and bounds. Of course, tennis cannot be introduced without tennis courts. And they should be accompanied by nets and rackets and balls, all of which the schools should furnish.

But to come to the point of conducting the matches. They begin in the local schools, and move up through the districts, the regions, etc., until the finals in Austin. In every instance, they should be conducted in the same way. A responsible person should be in charge and he or she should have plenty of helpers so that the tournament can be run properly.

The first essential is a tennis year book. This book contains all the rules of the game and tells how to make the draw and how to do everything that needs to be done.

The next essential is a referee who has the nerve to run the tournament as it should be run. And umpires who know the game and are not afraid to call the matches properly are required. (Teach everybody the difference between an umpire and a referee.) Have a footfault judge for every match. He must be a man or a woman who knows a footfault when he sees it, and has the courage to call it as he sees it. A footfault is a violation of this simple rule: "The server must keep both feet behind the service line, and one foot on the ground until the ball is hit." Could anything be more clear?

One of the biggest problems in a tennis match is the spectator. The spectators should be kept far from the court. They should not be allowed to talk to the players or make comments on their play or call points as they are played. No one except the umpire can do that. There must be NO coaching from the sidelines by coaches or spectators.

The ethics of the player is never to question the decision of the umpire. If an umpire is not posted on the rules of the game, or is not fair in his decisions, he should be removed by the referee. No one else has any right to interfere. A good sport always treats his or her opponent as an honest person

and a clean sport. If anyone behaves otherwise on either side, his or her coach should remove the player from the game and not cause embarrassment to the referee or the player's opponent. We assume that no such players choose tennis as their sport. Tennis players are clean sports.

Follow scrupulously the rules of the official tennis yearbook and guide. Don't trust yourself to remember the rules.¹

Spring tennis meets continued to be divided into three classifications--B, A, AA. In 1953-1954 however, a change in the classification of teams occurred. "The winning contestants in the regional contests in B, A, and AA may enter the final State contest;"² and three conference titles were awarded instead of the two given previously in AA and A-B, with champions declared in both singles and doubles.

The 1957 state meet represented the forty-third annual tennis tournament conducted under the supervision of Dr. Daniel A Penick, the University Interscholastic League's tennis director, who had been in charge of that sport since it had been introduced into League competition. The spirits of tennis enthusiasts throughout Texas, and especially those associated with League competition, may have have been dampened for the announcement was made that

Dr. Daniel Allen Penick, father of University Interscholastic League tennis competition, has retired from the University of Texas coaching staff after

¹Interscholastic Leaguer, XXXV (February, 1953), p. 4.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1953), p. 125.

more than a half century of service.

For Penick, 87, that half century has been devoted to teaching Christian principles as well as the tennis game.

When tennis first made its way into the League spotlight, Dr. Penick was the driving force. Boys' doubles led the way, hitting the State Meet level in 1914. Five years later, boys' singles were sponsored to a State championship for the first time. The following year--1920--both girls' singles and doubles championships were determined at the State Meet for the first time.

Dr. Penick has been Director of Tennis for the League since that time and has also served the League in other capacities.

Known as the "dean of United States tennis coaches," Dr. Penick was honored in 1952 when "The Penick Bowl," named in his honor, was placed in competition at the National Collegiate Athletic Association tennis tournament. It has been awarded annually to the winning team at the NCAA meet.¹

The spring meet plan which first regulated the 1957 spring meets once again altered the procedure by which district tennis winners might qualify for the state finals.

Conference A and B merge into Conference B at the regional meet; Conferences AAA and AAAA merge into Conference AA at the regional meet. Conference AA at the district level will be designated as Conference A at the regional meet.²

Winners from the Regional Meet in Conference B, A, and AA shall be entitled to enter the State Meet held annually.³

The 1958-1959 plan for competition in tennis epitomized the ultimate in University Interscholastic League athletics as it provided for state tennis champions in singles and doubles at five conference levels. Contest

¹Ibid., p. 1.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1956), pp. 32-33.

³Ibid., p. 34.

rules for the spring meet plan required that "conference assignments will correspond to the district assignments in [boys] basketball."¹ Girls' basketball competition still operated on a ~~three~~-conference basis as compared to five for boys.

In 1963, tennis competitors were required to secure permission from their parents in order to participate in the spring activities. Included in that amendment to the tennis rules, rule 17, was the demand that players receive and pass the requirements of a physical examination before being allowed to play.

There shall be on file in each school a medical certificate and a permit from the participant's parents or guardian, granting their permission to play, for each pupil who participates in any game that counts on League standing.

Volleyball participants were required to fulfill the same obligations the preceeding year, 1962, as were basketball players when the girls' basketball plan was adopted in 1950.

Tennis continued to flourish through the years in its silent, unhearded fashion. Some four and a half decades passed since girls were forbidden to participate in both singles and doubles. And twelve years prior to the 1969-1970 school year, the contest rules stated that "at the District Meet each school may enter one boys'

¹Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1958), p. 28.

²Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1962), p. 155.

single and double team and one girls' single and double team.¹ Finally, after fifty years of tennis competition for girls, the University Interscholastic League allowed "two girls' singles, . . . and two girls' (doubles) teams at the district level."²

Summary

The 1970 spring meet represented the fifty-first consecutive year of University Interscholastic League tennis competition for girls at the state level. Doubles competition was introduced in 1919 at the county level. The following year, 1920, tennis competition for girls was extended to include state championships in both singles and doubles.

The actual game of tennis changed little through the years; organizational procedures were most often adjusted. Contests began at the county level in the early history of tennis. The county winners and winners of city competition, held in cities with a population of 25,000 or more, later revised to read a white population of 4000, played for district championships. District champions advanced to the state meet with no division of players according to the size of the schools they represented. In

¹Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1957), p. 142.

²Minutes of the Meeting of the State Executive Committee, June 5, 1969, University Interscholastic League, Austin, Texas.

1929, bi-district matches were scheduled to keep the participants reduced to a manageable number at the state contests, but those matches were replaced by regional competition in 1934.

In 1940, tennis competition, like other competitive athletics for girls, was organized into conferences--AA, A, B. Winners in each division progressed from conference, area, regional, to state contests with contestants playing in one class at each level. The result was one singles champion and one doubles team championship. After numerous adjustments and mergers of conferences at various competition levels, the 1954 spring meet produced state champions in each of the three conferences. Finally, in 1959, singles and doubles champions were crowned in AAAA, AAA, AA, A and B.

In 1921 the number of games constituting a finals match for girls was reduced from the best three out of five to the best two out of three. And, in 1925 a girl was forbidden to participate in both singles and doubles in one meet, a practice that had been quite common prior to that time.

An attempt was made in 1935 to bar previous state tennis champions from future competition in that sport. The suggestion emerged from practices carried on in literary contests, but fortunately those persons assigned to investigate such a possibility in athletics found no merit in the plan.

Of all the prominent figures associated with tennis, the name of Dr. Daniel Allen Penick is by far the most outstanding. He was credited with having tennis included in interscholastic athletic competition soon after the University Interscholastic League was created. And, he was reported to be the first to actively and publicly promote tennis for girls in Texas.

If there was any opposition to his plan for girls playing tennis, it was not evident. In fact, there was apparently never any resistance or hostility exhibited toward the girls' role in tennis competition as compared to track and basketball. Except for its grand appearance each spring, one is scarcely aware of its presence--a tribute in itself to the organized operation and to the careful planning of its institution into the University Interscholastic League sports family.

CHAPTER VI

GIRLS' VOLLEYBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

An article published in the 1914 Physical Training and Athletics described the game of volleyball as it was played during that period of time although it sounded as an account of present day "jungle ball," the suburban backyard variety of volleyball. Today's volleyball competition is considerably more vigorous and physically demanding. It did represent, however, one of the foremost public attempts to incorporate competitive games for girls as well as boys into the public schools in the early 1900's.

This game is becoming very popular, and rightly so. It is the best of exercise for students who have spent hours seated at desks with shoulders bent, or for other classes of people who get little exercise of the arms, chest, and back. It may be played on courts of every size, and by any number on a side. The standard court is 25 feet by 50 feet, with a net 27 feet long and 7 feet 6 inches high at the middle, stretched across the middle of the court parallel with the ends, and attached to posts 1 foot from the sides. Enlarge the court to suit large numbers of players. The ball is of rubber, from 25 inches to 27 inches in circumference, and from 9 to 12 ounces in weight. It costs from \$2.50 to \$4.00. The server stands with one foot on the back line. He bats the ball with open hand over the net into any part of the other court. A server may have two trials if the ball hits the net and rolls over into the court. If it does not go into the other court he loses his serve. A player continues to serve until he is retired by his failure to serve properly. If the other

side fails to return properly, it counts one point for the server's side. Twenty-one points make a game.

A service that would strike the net may be hit by another player of the server's side and if it falls over the net in the other court it is a good service.

To be returned, a ball must be hit by a player's hand or hands before touching the ground, and knocked over the net with or without touching it, into the other court. You must not allow the ball to touch your body, and you must not touch the net with your arms or body. You must not hit the ball twice before another of your side has hit it, but after the ball has been hit by another of your side, you may hit it and knock it over. Players on a side take their turns in serving.

A good player will cover a certain part of his court, and work with his team-mates. He will strike the ball with both hands, and pass to his team-mates at proper times. He will watch for uncovered spots in the other court, and try to put the ball there.¹

When girls' basketball was eliminated from University Interscholastic League competition after the 1919-1920 school year, volleyball was recommended as a substitute for basketball as it was considered to be "less harmful and just as interesting. Indeed, volley ball may be a wonderfully helpful game."² The 1919 League bulletin stated further, with reference to volleyball and indoor baseball, that "if these games become popular among the schools, the league will later schedule regular contests in them for girls."³

Volleyball had been created only about twenty-five years prior to the action taken by the University

¹Department of Extension, Physical Training and Athletics (Austin: The University of Texas, 1914), p. 31.

²Department of Extension, Constitution and Rules (Austin: The University of Texas, 1920), p. 11.

³Ibid.

Interscholastic League. Basketball was deleted from League competition for girls as it was considered too strenuous for girls' competition and for the older business men who were playing the game at the Holyoke Y.M.C.A. where volleyball was invented for them. Volleyball was conceived as a mild form of exercise and recreation; its primary purpose in League competition was that of leisurely competition. Then, as now, volleyball was characterized as fun and fellowship blended with the spirit of sportsmanship and friendly competition.

In attempt to pacify both the protagonists and antagonists of basketball, volleyball became a part of University Interscholastic League athletic competition for girls during the 1921-1922 school year. Girls "over fourteen and under twenty-one"¹ were eligible for competition in the senior division. In 1921 the League announced that it would "hold, annually, . . . county contests in . . . volleyball for girls."² It specified that the following rules be used:

Ball--Regulation Volleyball. It shall be not less than 26 inches and not more than 27 inches in circumference, and shall weigh not less than eight ounces and not more than ten ounces. (Heavier ball may be used if agreeable to both teams.)

Court--The court shall be marked off on level ground free from obstructions fifty feet long and

¹Department of Extension, Constitution and Rules (Austin: The University of Texas, 1921), p. 11.

²Ibid., p. 23.

twenty-five feet wide. A net is stretched across the court from side to side so as to divide the space into two equal parts 25 feet square. The upper edge of the net shall be seven feet six inches from the ground. (Lower if used for small children).

Players--Teams shall be composed of six players, one of them the captain to direct the play. The players distribute themselves over the court without special arrangement.

Object--Each team tries to keep the ball in lively play in the air toward its opponent's court and over the net by batting the ball with the open hand or hands and to place it so as to cause their opponents to fail to return it.

The Game--The game shall consist of twenty-one points. In match games the best two out of three games shall determine the winners. The captains shall toss for service and courts. The winner of the toss may choose either to take the first service, or choice of courts. Teams change sides after each game, and the losing team has first serve.

The ball is put in play by being served by a player who shall stand at the rear of the court back of the end line. From this position the ball is tossed upward and batted from the open palm over the net into the opponents court. The server has two trials. A served ball may be assisted, provided it was batted at least 10 feet, but should the ball then fail to land good in the opponents court, the server loses the second trial. No player shall touch the ball more than once in succession. The players on a side must take turns in serving. The ball is dead when it strikes the ground or any object outside of the court. Only the serving side can score. A server shall continue to serve as long as points are made. The service changes to the other side whenever the serving side fails to return the ball or to make a good serve in two trials. A served ball touching the net and falling into the opponents court shall not count. A returned ball touching the net and falling into the opponents court is good. The ball may be recovered from the net by any player except the one who touched it last before it touched the net.

The service changes to opposite side when:

1. The server fails to make a good serve in two trials.
2. The serving side allows the ball to touch the ground within their court.
3. A player of the serving side knocks it out of bounds.
4. The serving side fails to return it to their opponents over the net.

5. A player on the serving side touches the net.
Score--One point is scored when:

1. A good serve is not returned.
2. Any time the receiving side fails to return a ball which is in play.
3. When a player of the receiving side touches the net. (Failure of the serving side to return a ball merely puts them out. The service passes to the opponents and no score is made.) If two players on opposite sides touch the net simultaneously, no point shall be scored, and the ball shall be served again by the same player.

Officials--In all match games the officials shall be a Referee and two linesmen.

Before the game the Linesmen shall secure from the Captain the serving order of the team on his side of the court, and shall see that the players follow this order.

A Player Shall Not--

1. Strike the ball while being supported by any person or object.
2. Catch or hold the ball.
3. Reach over the net to strike the ball.
4. Serve out of the regular order.
5. Interfere with the play of the opposing team by entering their court.

Penalties--If any of the above are violated by a player of the serving side "side out" shall be called and the service goes to the opponents. If violated by a player of the receiving side "point" shall be called for the opponents.¹

In 1924 the University Interscholastic League ceased publication of rules for girls' volleyball. The only notation included for that sport in the Constitution and Rules was that "all games shall be played under the rules published by Spalding's Official Rules, latest edition."²

¹Ibid., pp. 62-63.

²Bureau of Extension, Constitution and Rules (Austin: The University of Texas, 1924), p. 45.

In 1925, points awarded toward all-round county championship were altered from ten to fifteen for the winner and five to ten¹ for the runner-up in senior girls' volleyball. All-round championships were awarded to the school which accumulated the highest number of points amassed in athletic and literary events in each class--"Class A High Schools, Class B High Schools, Rural Schools, Ward (or grammar school)."²

The 1926 Constitution and Rules provided more specific information for conducting county volleyball competition for senior girls. Senior girls who won the county meet or who represented the winner of a city championship were allowed to compete at the district level. The district executive committee was permitted to modify the playing rules as deemed necessary.

1. Eligibility.--The rules laid down in Article 8 of the Constitution shall be strictly observed in this contest.

2. Division.--There is but one division in this contest open only to senior girls.

3. Representation.--Each member school (except schools in cities as described in Article VI, Section 5, page 12)³ may be represented in the county meet by one team. The district executive committee has authority to include this event in the district meet if it sees fit.

4. Official Rules.--Unless mutually agreeable otherwise all games shall be played under the Official rules published by Spaldings, latest edition. If the

¹Bureau of Extension, Constitution and Rules (Austin: The University of Texas, 1925), p. 52.

²Ibid., p. 20.

³Independent districts having a white scholastic population of 4,000 or more.

game is played at the district meet the district executive committee has authority to modify the playing rules if it deems such action advisable.

5. Points.--The winning team at the county meet shall receive fifteen points to be counted towards county all-round championship in its class. The runner up shall receive ten points.

[Note.--All schools, Class A, Class B, Rural, etc., compete in one division in this contest. Only the winner and runner-up score points towards all-round championship. A ward school may enter a team if it is composed of girls of senior age. Junior girls are not eligible.¹

Henry S. Curtis, State Director of Hygiene and Physical Education for Missouri, prepared an article for School Life that was later reproduced in the Interscholastic Leaguer and which lauded the benefits of playing volleyball. He expressed his belief that greater interest in volleyball would be created if it had a definite season. It seemed to typify the sentiment of the times.

Volley ball is a type of game that schools should promote. It causes no bruises or serious injuries. It leads to no quarrels. It involves no nervous strain. It can be taken as a class exercise on nearly all school grounds. It improves posture by getting the head back and shoulders back. It can be begun at 8 or 9 and continued until 80. It can be put into almost any back yard and played by the whole family. Not every game needs to be a spectacle.

New games are always difficult to start. Until you become a hero or heroine from getting on the team, or until you get your name in the paper from playing, there is not much general interest. Volley ball is going better, and a much larger number are playing but there are few schools that play volleyball up to the standard of the average business men's club. We believe they should play better. Our syllabus states that by the end of the seventh grade all children should play well. The following suggestions may help:

¹Bureau of Extension, Constitution and Rules (Austin: The University of Texas, 1926), pp. 47-48.

Have the server always give the score, as in tennis. This teaches him to keep the score, and the other players know just how valuable that particular point is toward winning the game. The rules for volley ball are derived mostly from tennis. Almost exactly the same conditions and rules apply. There will never be much in the game if the players do not know the score.

Often there are too many players on a side. Matched games are usually played with teams of six. Ten on a side is about the limit. If there is a class of forty, there should always be two courts. Another common difficulty is that often the court has not been marked, so that no one knows whether the ball is in or out. Tennis cannot be played in this way; nor can volley ball, successfully. In many cases the net is too low. One of the advantages of volley ball is that the ball is usually higher than the head, so that it keeps the head and shoulders back. Where the net is not higher than the tallest student can reach, he can drive the ball down over the net so hard that no one can return it. The proper height for high school pupils is eight feet.

Perhaps the greatest fault is that many fail to get the team combinations, but each player seeks to return the ball. Those on the back line should usually pass the ball for those on the front line to knock over.

As in all games, students should have practice in umpiring, which is quite as important a part of the training as it is to play the game. Other students should be taught to accept the decisions of student umpires, however faulty, without remarks, as a part of the sportsmanship of the game.

Greater interest can be created in any game when it has a definite season. If there may be a volley ball season, with a city championship at the end, it will help. Contests between high school teams and business men should be encouraged; also contests with other cities. Volleyball is one of the games recommended for inclusion in the contests of the State High School Athletic Association.

In girls' games assistance on the serve may be permitted at first. It is not necessary to insist on the three-person rule in the beginning.

During the season the volley ball nets should generally be left up during the day, and the balls should be where they can be easily obtained. Some one person in each room or squad should be responsible for having the ball ready and in condition and to see that it is put away at the end of the game.

When boys start to play football or basket ball, they do not usually begin by having a regular game,

but they practice passing, signals, scrimmage, and other elements. The weakness of the play in volley ball in most places is that the students have not yet learned the proper serve or return. The elements may well be put into the program as natural gymnastics and practiced until the student gets correct form.

In organization it is best always to have permanent teams with a regular captain, to keep the score from day to day and week to week, and to publish the score in the school paper. It is a waste of time for the teacher or coach to be score keeper or umpire. The server should always name the score, and a student should act as umpire, if one is needed; the teacher should serve as coach and oftentimes play in the game.¹

Early in 1927, Burkburnett High School hosted a University Interscholastic League sanctioned volleyball tournament. The Wichita County winner would then compete for the District 4 championship with those representatives from "Archer, Baylor, Clay, Jack, Montague, Throckmorton, Young"² counties. An excerpt from the Interscholastic Leaguer provided some interesting comments upon the popularity of the sport.

An idea of the possibilities of volley ball as an inter-school sport may be gathered from the following news item clipped from the Wichita Falls Times, of January 30:

Burkburnett High School this week is preparing to act as host to one of the biggest volley ball tournaments ever staged in the South. The county tournament of the Interscholastic League is slated for the Burkburnett courts Friday and Saturday, with the preliminaries starting at 2 o'clock on the first day and the finals scheduled for Saturday night.

County Interscholastic League officials are expecting approximately thirty girls' teams to compete in the annual event that determined Wichita County's representative in the district tournament, according to W. Hogg, Burkburnett principal.

¹Interscholastic Leaguer, X (November, 1926), pp 1, 4.

²Ibid., p. 4

Volley ball is by far the most popular sport among the school girls of the county, according to Mr. Hogg, and practically every school in the county has its teams, and these probably outnumber the boys' basket ball teams.

Competition is expected to be keen in the county tourney, with Burkburnett, Clara, Electra and Iowa Park starting out as favorites. The winner of the Withita County event has won the district championship for several years.¹

The United States Volleyball Association, more frequently called by the initials USVBA, was created in 1928, but it was several years before the rules of that organization would be officially recognized as governing University Interscholastic League girls' volleyball competition. That set of rules was most often called men's rules.

Previously, the Constitution and Rules had stated that:

unless mutually agreeable otherwise all games shall be played under the Official Rules published by Spaldings, latest edition. If the game is played at the district meet, the district executive committee has authority to modify the playing rules if it deems such action advisable.

The University Interscholastic League took further steps to stabilize the neophyte game and to avoid confusion with competition rules by stating emphatically:

The "official rules" are commonly thought of as "men's rules." The modified rules for women and girls printed in the Volley Ball Guide are not to be used

¹Interscholastic Leaguer, X (February, 1927), p. 4.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1928), pp. 82, 83.

unless mutually agreeable. The official rules are better adapted for elimination play, such as is required in the League¹

Volleyball was apparently gaining in popularity in some areas of the state, but the League made an exception to the rules for areas of sparse population or counties where enthusiasm flagged. In 1933 the rules were ammended to read:

If as many as four schools of a particular class (Class A, Class B, Rural or Ward) register for participation at the county meet, they shall compete in a class of their own except if there are only two classes of schools entered one of which has only one school, the competition shall be conducted in one class.²

The League also relaxed the girls' eligibility when it allowed the team to be "composed of seniors or juniors or both."³ Juniors were classified as elementary students under fifteen and over ten years of age.

A winter edition of the Interscholastic Leaguer carried an article which clearly defined the differences between men's and women's rules, indicating that a debate was smoldering. It also implied that some coaches felt the League should modify the playing rules governing volleyball competition for girls.

Some complaint has reached the League office on the score of using men's instead of women's rules in volley ball as a basis for League competitions in

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1933), p. 87.

²Ibid.

³Ibid.

this sport. We place in parallel columns the differences which exist between men's and women's rules:

Men's Rules	Women's Rules
Net, 8 ft.	Net, 7 ft., 6 in.
1 serve	2 serves
If wind etc., interferes may change in middle of game.	May change at end of quarters.
Game--15 points (2 points ahead).	Game--2 halves, 15 min. each, 5 min. rest period.
Provision to prevent "spiking" or "killing" ball while playing back position. (This prevents tall player from monopolizing net position.)	No tie played off. No such provision but not against change of positions "for any considerable period of play."

It will be noted that differences are very slight except in one important particular: the women's rules provide for two halves of fifteen minutes each with a five-minute rest period between with no provision for playing off a tie; the men's rules provide a game of fifteen minutes, giving the decision to the team which is then two or more points ahead. It is obvious that for eliminative play, this feature of the men's rules must be retained. In many cases the game under men's rules is less strenuous, for two ill-matched teams finish a game in five minutes, whereas under the women's rules, no matter what the score, the teams must consume thirty-five minutes. In counties having a large number of entries, this would slow up the tournament and in the end likely produce no decision.

The net should be lowered, it is believed, to the height prescribed for women. Not much is to be gained by giving two serves instead of one. The difference in the rules concerning changing sides of the court seems immaterial. The rule against monopolization of the net position appears to be more definite and enforceable in the men's than in the women's rules.¹

In 1935, the University Interscholastic League acknowledged that competitive games would be played under the jurisdiction of the "Official Volley Ball Rules adopted

¹Interscholastic Leaguer, XVII (January, 1934), p. 1.

by the United States Volley Ball Association."¹ It was reiterated that the modified rules were not suitable for elimination play in the University Interscholastic League. The League also directed that "unless mutually agreeable otherwise the height of the net shall be 7 feet 6 inches in the center of the court"² instead of eight feet high.

The seven and a half foot net was designated for use only in "classes A, B, and Rural and 6 feet 6 inches for the ward [grammar] school classes."³ A "Class A high school is one whose enrollment during the preceeding year reached 120, or more, . . . all other high schools are Class B."⁴ Rural schools had less than five teachers, three of which did not provide high school instruction.

It was common to hear of tournaments in which teams played consecutive matches without intervening rest periods. In an effort to curb such practices an ammendment to the rules provided that:

No team shall play more than two matches in one day. There shall be a minimum of one hour rest between the close of one match and the beginning of another.⁵

Through the 1940's, girls' volleyball continued competition on the conference AA, A and B levels as

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1935-1936 Revision), p. 86.

²Ibid.

³Division of Extension, Constitution and Rules (Austin: The University of Texas, 1939-1940 Revision), p. 94.

⁴Ibid., p. 15.

⁵Ibid., p. 95.

opposed to earlier participation on the county and district level. That organizational effort was more convenient and surely more realistic.

In 1951, conferences AAA and AAAA were added primarily to facilitate boys' basketball and football. As those two sports culminated in state meets it simplified the structuring of brackets for regional and state competition. The Constitution and Rules specified that one senior girls' team from each member school in "the respective conferences"¹ was eligible to participate in competitive volleyball, just as it had since 1943. There were no further instructions for conference participation.

Even though the University Interscholastic League had never recommended using any rules other than the "men's rules," and those of the United States Volleyball Association, few schools or coaches kept abreast of the current rules and interpretations. Qualified or certified officials were rare at interschool games and it was not at all uncommon for confusion and ill feelings to erupt among players, spectators and coaches regarding infractions of the rules.

Girls' volleyball appeared to falter and languish in the tumultuous resurrection of basketball. It was not until 1957 that the League announced that "Spring Meet regional directors are authorized to conduct regional

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1943), p. 85.

volleyball tournaments if there is sufficient interest to justify a tournament."¹ Sufficient interest! That was a curiously descriptive qualification, and yet perhaps the keystone of girls' volleyball in Texas. Interest was sufficient, but organization was somewhat lacking. The extension of volleyball competition kindled that interest as basketball's glitter had begun to tarnish.

With the addition of volleyball to the 1964 Olympic Games, the subsequent transoceanic televised games, the fierce competition spawned by international rules and the sight of superbly coached teams consisting of outstanding players contributed to the game of volleyball being brought to the fore. The game had become more stimulating to both players and spectators.

Marshall L. Walters of Appalachian State College, prepared an article for The Coach which was later reprinted in the Interscholastic Leaguer. Although he bemoaned the fact that volleyball lagged badly in the United States, a note inserted below the headline proclaimed "the League will sponsor girls' volleyball to a State Championship in 1966-1967--extending the athletic program for girls."²

Volleyball has become one of the leading team sports of the world. Outranked only by soccer in number of participants and number of spectators the

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1957), p. 143.

²Interscholastic Leaguer, XLIX (February, 1965), p. 3

popularity of volleyball has leaped into world prominence in the world's sport scene. Reflecting this phenomenal growth was the recent decision of the World's Olympic Committee to add volleyball to the program of Olympic Sports at a time when the committee was cutting the number of events in the Olympics. Volleyball had already been part of the European Sports championships and of the Pan-American Games, and in each of these events had outdrawn many other sports on that program.

Even though volleyball was invented in the United States (as was basketball) many countries of the world now produce teams and players that are superior to that of our country. It is well for those of us interested in our country's sport program to take an honest look at this fact.

Why has volleyball become such a popular sport? Many persons have proposed many answers to this question. A few of the so-called reasons follow:

First, volleyball is a game of great flexibility and adaptation. It can be played for fun, recreation and relaxation as is done in the back yards and at picnics, or it can be played on a highly skilled competitive basis that calls for the highest degree of stamina, speed, endurance and split-second timing.

Second, the game can be played a lifetime. Little children can enjoy the sport, the more progressive high schools are using it in their intramural and team programs, colleges find it one of their most popular sports, adults can play it indefinitely. Volleyball can be played from 6 to 96.

Third, the cost of equipment is low. The "have-not" nations are able to provide a sports program at very little cost, inasmuch as a ball, a net or even a rope, and most any kind of surface, indoors or outdoors, smooth or rutty can be used for a court.

Fourth, the rules are relatively simple and have been altered very little from year to year. There are none of the complicated rules, exceptions, difficult interpretations of American football or basketball.

Fifth, it is today one of the few remaining truly amateur sports.

Sixth, both male and female can enjoy it. A look at the Volleyball Guide will reveal that women can and do play high level volleyball. The author can testify that he has seen co-ed matches on the beaches of California and Hawaii where no letdown in attack was evident, it was highly competitive competition and no watering down of the play.

If volleyball has become a worldwide sport why do we not have a crop of more and better players in our country? The facts we present on this question are not going to be complimentary or pleasing to many people, but they are facts.

First, the level and ability of the teaching of volleyball to the youngsters of our country is, in most masses, pathetic. A sagging net, a ragged ball, any number on a side, no skill and no real officiating . . . this is the picture you may see in most schools you may visit.

The cause is based on the proverbial round and round phenomenon. That is to say, the colleges, most of them, are not teaching teachers how to teach the basic skills, nor do they teach the present official rules. These persons go out to teach with poor preparation and a low estimate of the potential in the sport. We then turn out a majority of our children and young people with little or no skill in the sport.

Eliminate the YMCA volleyball, the Armed Services program and a very few of the high schools, colleges, YMHA's and athletic clubs, and one will find no highly skilled, well-taught volleyball in our country. In many other countries the opposite is true.

Second, in many cases little attention is paid to use of current official rules of the game. There is no question that there is a place in recreation for fun-type variations of volleyball. But there is also a place in our sports program for teaching correct skills and using official rules. It is regrettable that even the Women's Section of the American Association for Health, Physical Education and Recreation issues a special set of rules which do not fit any other set of volleyball rules used around the world. A recent survey of the offices of high school and college athletic and physical education personnel revealed that less than 6 percent had in their offices or had seen a set of official volleyball rules issued within the last five years.

Third, volleyball in the United States draws practically no spectators. It is a players sport. (In recent tournaments in Italy, Brazil, Russia, more than 60,000 spectators have seen the matches). With little income at the gate, athletic directors have in the main been unwilling to give much time and no budget to the sport. Not all athletic heads are guilty of this, but most are.

What can be done? School and college teachers who teach sports or physical education should get to a modern tournament and see what has happened in volleyball in recent years. They should also attend

clinics which are held in their area. Tournaments within schools and between schools should be held. Elementary, junior high and senior high school tournaments are being held in some states. The above also holds for colleges.

Volleyball is a growing, not a dying sport. Our sports' leaders need to act as if they were aware of this fact!¹

The [Legislative] Council authorized that volleyball be extended to a state championship and the Volleyball Plan be presented to the Council for approval at its next meeting in 1965.²

Prior to that action, competitive volleyball had been played in organized groups in various sections of the state. One of the most prominent organizations was the Texas High School Girls Independent State Volleyball Association. Dr. Williams verified that,

We had a group in girls' volleyball for years in west Texas--Abilene. There is always some group that is going to do these things if the League doesn't do them.

Girls' volleyball was just operating until they could get the League to take it over. They much preferred we run it than for them to run it.³

Anna Smith, Director of Women's Physical Education at Howard County Junior College in Big Spring, Texas recalled the difficulties encountered while volleyball struggled for admission to the University Interscholastic League state championship level of competition.

¹Ibid.

²Interscholastic Leaguer, XLIX (November, 1964), p. 1.

³Interview with Dr. Rhea H. Williams, Director of the University Interscholastic League, June 26, 1969.

Many of the smaller schools were primarily involved with men coaches who also worked with basketball. They did not feel the need for volleyball being carried above district level. In fact many felt basketball should be the only sport, therefore volleyball did not gain the thrust it should have been given.

Larger high schools felt that too much money was involved in carrying the sport beyond district level. Also, loss of time from classroom subjects was involved. Many felt the girls could play tennis, thus eliminating the expense of travel by girls which would cut down on expenses.

It was not until much pressure from women coaches in various high schools, working with and through high school principals and superintendents, and many long hours of correspondence with the State Interscholastic League Office in Austin that the tide began to turn. Again, Arah Phillips was instrumental in getting the ball rolling for creating the Regional Volley Ball play.

I believe it was in 1965 that I was invited along with Miss Geneva Knox, then President of the Texas High School Girls' Independent State Volley Ball Association, and several members of the Executive Committee to study and set up policies for the initial sponsorship of the State UIL Volley Ball Tournament.

Much correspondence and long hours of study went into this initial step. As the doors opened for the first game in the State Tournament, Arah Phillips, myself, and many high school coaches were on hand to witness what may be termed a dream come true.¹

With competition extended, the University Interscholastic League increased its demands of volleyball players.

Players were required to submit a medical certificate and a parents permission slip as required in other Interscholastic League sports for boys and girls.

There shall be on file in each school a medical certificate and a permit from the participant's parents or guardian, granting their permission to play, for each pupil who participates in any game that counts on League standing.²

¹Letter from Anna Smith, Director of Women's Physical Education, Howard County Junior College, Big Spring, Texas, September 10, 1969.

²Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1964), pp. 160-161.

At last, in 1966, the volleyball code was established and accepted, "by accepting this plan, the coach and other officials of each school pledge themselves to act in the spirit of the 'Volleyball Code' and to foster this spirit among the players."¹ The participating high schools were divided into conferences as provided in the football plan. Usually five to eight teams composed a district and those assignments were made by the League office. Girls' volleyball had become a definite and accepted component of girls' athletic competition under the sponsorship of the University Interscholastic League.

Conferences AAAA, AAA, AA, A and B districts will be arranged and competition shall extend to a state championship. A school that has won its district championship is eligible to enter the regional tournament which will be held under the direction of the regional athletic director. The girls' regional champions are eligible to compete in the girls' State Championship Volleyball Tournament at Austin.²

Participation in the 1966-1967 school year reached an astounding total of 803 schools, just six less than girls' basketball. By conferences, 40 schools participated in AAAA, 71 in AAA, 165 in AA, 174 in A and 353 in class B.³ The first annual University Interscholastic League state volleyball championship tournament was held in the

¹Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1966), pp. 171-172.

²Ibid., p. 168.

³Official Program: First Annual Girls' Volleyball State Championship Tournament (Austin: University Interscholastic League, 1967), p. 16.

University of Texas' Gregory Gymnasium Annex in Austin, on April 28 and 29, 1967. There were six teams representing conference B in the tournament and four teams each in conferences A, AA, AAA, AAAA.¹

Leon High School of Jewett claimed the conference B championship while Plains High School took the conference A title and Gregory-Portland High School of Gregory the AA crown. Lamar High School of Richmond-Rosenberg won the AAA championship and Abilene Cooper was victorious in AAAA.²

The number of participating volleyball teams decreased by fourteen teams to 789 in 1967-1968, but that surpassed the total participating in basketball, 753, by thirty-six. Thirty-one teams represented Conference AAAA; 78, AAA; 169, AA, 176, A; 335, B.³

At the second annual state volleyball tournament that spring, Plains High School successfully defended its class A championship. The ensuing report of the tournament was published in the Interscholastic Leaguer.

Harlandale High of San Antonio, Clear Creek of League City, Phillips, Plains and Kyle won the AAAA, AAA, AA, A and B state championships in girls' volleyball at the state tournament in Austin, April 26-27.

Harlandale beat Spring Woods of Spring Branch [in Houston], 15-12, 15-2, to take the AAAA championship. Harlandale ended its play with a perfect 19-0 season

¹Ibid.

²Interscholastic Leaguer, LII (October, 1967), p. 4.

³Official Program: Second Annual Girls' Volleyball State Championship Tournament (Austin: University Interscholastic League, 1968), p. 16.

record.

Clear Creek of League City dropped South San Antonio in three games to win the AAA title, and earn a 21-3 season record. Clear Creek won best two of three of the finals, 10-12, 15-4, and 15-13.

Defending AA champ Gregory-Portland didn't quite make it this time, losing its perfect record and the title to Phillips, 15-5, 15-7. Phillips closed play with a 25-1 record.

Defending A champ Plains repeated, defeating Meridian 15-0, 15-0. Plains allowed only seven points to be scored against them in the tournament.

Kyle won the B title, defeating Klondike, 15-5, 15-8, in the final game. The Kyle won-loss record was 26-2.

Noodle-Horn, Malakoff, Katy, Kermit and Robert E. Lee of Midland won third place honors in B, A, AA, AAA, and AAAA playoffs.¹

In 1968-1969, girls' teams participating in volleyball exceeded the number in basketball, 811 to 766, for the second consecutive year and bettered the record number which participated in the first year of state competition. Conference B had the largest representation, 310 schools; A, 168; AA, 166; AAA, 100; AAAA, 49.²

The third annual state volleyball tournament was held in Austin, April 25-26. Midland Lee, Monahans, Phillips, Buena Vista won the conference AAAA, AAA, AA, A and B championships.

Lee of Midland beat defending champion Harlandale of San Antonio, 13-15, 13-6, 16-14, in the championship match. The final game of the three-game match was one of the most exciting games ever witnessed in the State Tournament since its inception.

Monahans dropped Gregory-Portland, a yearly visitor to the State Tournament, 15-6, 15-5, in the championship

¹Interscholastic Leaguer, LIII (September, 1968), p. 4.

²Official Program: Third Annual Girls' Volleyball State Championship Tournament (Austin: University Interscholastic League, 1969), p. 15.

match. The tall Monahans team ended the season with a record of twenty-one and five.

Defending champion Phillips defeated a tough Katy team in the final match--15-12, 15-3. In the first round of play in AA, Katy defeated Brady while Phillips downed Kountze.

Defending Class A Champion, Plains, continued its habit of winning the State Championship. For the third consecutive year Plains won the championship. This year Plains defeated Malakoff for the championship, but not without a struggle, as the Tigers pushed them to a three-game final match, 15-4, 5-15, and 15-2.

Buena Vista defeated Banquete 15-9, 15-12, to win the championship match. Buena Vista defeated Rio Vista and Banquete defeated Lovelady in the first-round match to gain the finals.

Rio Vista, East Bernard, Kountze, West Orange and Arlington won third place honors in B, A, AA, AAA, and AAAA playoffs.¹

There were 746 girls' volleyball teams in competition in 1970. The state champions, however, were almost identical to the previous years' winners. At the fourth annual tournament, Monahans and Buena Vista returned along with the Plains Cowgirls, coached by the diminutive Wanda Armstrong, who directed the class A team to an unprecedented fourth consecutive state title.

Buena Vista [of Imperial] defeated Banquete in the opening round and Rio Vista in the finals to take its second straight Conference B state title.

Plains took its fourth straight Conference A title, defeating Malakoff in its opener and then winning over Louise for the championship.

Crane bested Boswell of Saginaw in the first round, then beat Kountze in the playoff to win the AA title. The Crane team was runner-up in the 1967 AA state playoff.

Monahans successfully defended its 1969 AAA championship by winning over Tivy of Kerville and then defeating Channelview in the playoff match.

¹Interscholastic Leaguer, LIV (September, 1969), p. 4.

Arlington High of Arlington won its first state volleyball title, defeating Lee of Midland and Spring Woods of Spring Branch.¹

Dr. Rhea Williams said of girls' volleyball,

I think girls' volleyball will eventually be the biggest thing we'll have because metropolitan areas go in for that more. We still don't have any major cities participating but Houston. . . . I imagine girls' physical education teachers will go along much more with girls' volleyball than girls' basketball. Why? I don't know. . . . There is a psychological feeling that girls' volleyball is more ladylike than girls' basketball. It's just part of the psychology of what a girl should do--the old Southern viewpoint, a girl should be pretty, and seen, and nothing else. It is still prevalent in some circles. . . . I don't see any reason why it [volleyball] should take the place of basketball. It should be alright to supplement it as another activity for the girls because they dovetail in the program very nicely. That gives the girls something to do in the winter and something in the spring.²

Dr. C. J. Alderson characterized the growth of volleyball in his usual animated fashion:

They have done a good bit in volleyball. There are a lot of places now that carry their volleyball on up to district. And, of course, now they are bringing it down to the state and we're having tournaments. And it is rather popular two ways. Its rather popular with the participants, and, contrary to what most people ever thought, it's a pretty darn good spectator sport [as it is played now].³

¹Interscholastic Leaguer, LV (September, 1970), p. 4.

²Williams, loc. cit.

³Interview with Dr. C.J. Alderson, Professor Emeritus of the University of Texas, June 26, 1969.

Summary

In an effort to placate the offended basketball enthusiasts, volleyball was introduced into the University Interscholastic League athletic competition for girls in 1921. Leaders of women's physical education throughout the state felt that volleyball was considerably less strenuous than basketball as it required less running and that the game was just as interesting, at least for the participants. The girls' game was so leisurely, in fact, that it could just as easily have been classed as recreational as competitive.

The courts' dimensions first used in League play were smaller, twenty-five feet by fifty feet, than those in use today, thirty feet by sixty feet. A game consisted of twenty-one points instead of the fifteen points which now constitute a winning total. The server was allowed two service attempts and service assists were permitted.

Rules of play have always been a primary source of irritation among players, coaches, officials, and even the spectators. At the onset, volleyball rules for League competition were published in the Constitution and Rules. In 1924, however, one was referred to the latest edition of Spalding's Official Rules. Men's rules, as United States Volleyball Association rules were called after the organization was founded in 1928, were also used to govern competition among girls' teams. By mutual consent, however, modified rules for girls and women could be employed. In

1935 the University Interscholastic League stated that U. S. V. B. A. rules would be official although the net height for girls should be seven feet six inches unless mutually agreeable otherwise.

Since some physical educators improvised for class purposes and combined rules to suit their needs, many players who met in competition were often unsure of their game. Also, as volleyball competition occurred only at the district level for nearly forty years, no pressure was placed on the University Interscholastic League to enforce specific playing regulations. Neither were all the schools especially enthusiastic about keeping abreast of rules changes.

In 1957, regional spring meet directors were authorized to establish volleyball competition at the regional level if interest justified such action. By the spring of 1967, the first annual University Interscholastic League state tournament for girls' volleyball was held in Austin, and champions were declared in all five conferences--AAAA, AAA, AA, A and B.

Observation indicated that volleyball has been more widely accepted in the more metropolitan areas than basketball, softball or track. Dr. Rhea Williams speculated that that trend was due to the psychological association of volleyball as a feminine activity. The shift to power volleyball and strict adherence to U.S.V.B.A.

rules would tend to discredit that notion, but it has greatly enhanced the flow of the game for both spectator and player alike.

CHAPTER VII

GIRLS' SOFTBALL COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

The University Interscholastic League adopted the official softball rules in 1947, but the League's bulletin containing the contest rules has continued its reference to softball for girls by its antiquated nomenclature of playground baseball, a metamorphic transmigration of baseball.

Before the turn of the century, Canadian¹ baseball players are believed to have devised a game, to which they referred as indoor baseball, for those who wished to continue baseball-like action in enclosed areas during the harsh winter months. Through necessity, equipment was modified as the largest enclosures were small by comparison to the vastness of regulation baseball fields. Larger, softer balls were created for that purpose and some credit George W. Hancock² with devising rules and

¹Frank G. Menke, The New Encyclopedia of Sports, (New York: A. S. Barnes & Company, 1947), p. 882.

²A. Viola Mitchell, Softball for Girls, (New York: A. S. Barnes and Company, Inc., 1952), p. 11.

equipment for the game. Many participants used lighter bats, smaller diamonds and players could run clockwise or counter-clockwise around the bases. As teams frequently created their own rule variations, arguments and confusion resulted.

Even though indoor baseball was suggested as an alternate activity when University Interscholastic League track and field for girls was abolished in 1920, it failed to gain favor in the public schools, possibly resulting from the lack of adequate indoor facilities as gymnasiums were virtually non-existent in the early 1920's. When some groups put indoor baseball to outdoor play, however, the game's popularity increased.

An announcement regarding indoor baseball for junior girls, ages ten to fourteen and classified as elementary students, appeared in the category of county contests in the Constitution and Rules for 1925-1926. Bulletin 2522 of the Interscholastic League stated simply that the "League shall hold, annually, the following contests: . . . indoor baseball for junior boys and girls."¹ No further instructions or regulations for play and school participation were provided until the following year when rules for playground ball first appeared in the section for athletic contests. The League demanded that:

The standard regulation baseball rules shall apply in all games in this League with the following exception:

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1925), p. 12.

1. The Diamond.--The bases, except the home plate, shall be $1\frac{1}{2}$ feet square. The home plate shall be one foot square. Each side of the diamond shall measure 45 feet. The pitching distance shall be 30 feet.

2. Equipment.--The ball shall be a standard playground or indoor baseball 14 inches in circumference, either inseam or outseam. The bat shall be a standard indoor or playground bat.

3. Pitching Regulations.--The pitcher shall take his position facing the batter with both feet on the pitcher's plate. In the act of delivering the ball, he may step forward with one foot but the other must be kept in contact with the plate until the ball has left his hand. The arm must be swung underhanded and kept parallel with the body. (The pitcher is not required to throw underhanded except to a batter.)

4. Base Running.--A base runner shall not leave his base while the pitcher has the ball standing in his box. On a pitched ball the base runner shall not leave his base until the ball has reached or passed the batter. A runner who leaves his base too soon shall be sent back unless he is put out on the play. The umpire should not make his decision until the runner has reached the next base or is put out. When a base runner is entitled to return to a base the pitcher shall wait a reasonable time for him to reach the base.

When a base runner is forced off a base by reason of a batsman becoming a baserunner he cannot be sent back for leaving too soon on that particular play.

5. Hit by Pitched Ball.--If the batter is hit by a pitched ball, the ball is dead and no runner may advance. If the batter intentionally gets in the way of the ball, it counts as a strike. If it is the third strike the batter is out.

6. No spiked Shoes.--Spiked shoes shall not be worn by any player.¹

Organized softball gained in popularity during the depression years of the early 1930's when idle workere busied their hands to help bridge the gap from depression to prosperity. Leo H. Fischer was quoted as saying,

Girls had taken up play at almost the same time as did the men. And they played it well. This was so because many had participated in playground ball during earlier years on the recreation grounds.

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1926), pp. 49-50.

"When we sketched out the rules for the men's world series of 1933," related Fischer, "we decided to include one for girls teams as well. We didn't think it would go very well, but we didn't want to slight the ladies. They could have their chance, if they wanted it. It developed that they wanted it, and the play for the ladies' championship of 1933 really featured our program."¹

Enthusiasm for softball in Texas was not equal to that exhibited in Chicago at the 1933 Century of Progress Exposition. For at the 1934 State Meeting of Delegates, "Chairman Shelby asked that those interested in altering the playground ball rules remain after adjournment. Joe Ward of San Antonio was the only one interested, so no meeting was held."²

In 1936, O. C. Southall, superintendent of the Patton Springs Consolidated Schools, Afton, Dickens County, Texas, prepared an article for the Interscholastic Leaguer concerning the organization of an interschool softball league in that West Texas area east of Lubbock. He was seeking League supervision for high school boys' and girls' softball to fill the void in spring athletic activities.

As you know there is little, if any interest, in this section of the State in baseball among the schools. On the other hand there is much interest in softball. Why not have a softball contest for high schools? There is a period following the county meets in the spring each year during which there is

¹Menke, loc. cit., p. 884.

²Minutes of the State Meeting of Delegates, May 5, 1934, The University Interscholastic League, Austin, Texas.

little organized interschool activity.

A very few pupils are enlisted, of course, in the various district and regional contests, but the majority of the student body of most high schools would enthusiastically welcome the addition of softball to the list of League-sponsored activities.

Last spring we tried the game out in Dickens County by organizing a high school softball league with the high schools of Dickens, McAdoo, Roaring Springs, and Patton Springs participating. A twelve-game schedule was arranged. Much interest and enthusiasm was engendered. So much so that it was formally arranged that four softball games were played on the occasion of each high school game; high school boys and girls teams, grade school boys and girls teams. The games were played simultaneously. Since these schools are all located relatively close together, and have good roads and all operate school busses, it was found possible to play the games during the scheduled physical education periods and a part of the noon intermission. The home school lost no time from school work. The visiting school usually lost two periods on the days games were played.

I sincerely believe this game--softball-- will make a place for itself in the high schools, but it seems to me that it would develop in a more orderly and systematic manner under League supervision.

It is ideally suited to the small high school since it is an outdoor game requiring no gymnasium. The equipment is inexpensive and lasts well. Large numbers of pupils may participate actively. It is well adapted to use by girls' teams as well as boys; by grade pupils as well as high school pupils, though called playground ball as sponsored by the League now for grade school competition.¹

Early in 1938, G. D. Guy of West Columbia, a city located in the south Texas county of Brazoria, urged the League to adopt the official softball rules which had been established approximately four years earlier by the Joint Rules Committee of the Amateur Softball Association.

This time I would like to suggest that the League change its playground ball contest to conform with softball as it is played. I have had the experience with playground ball and I find that its rules are

¹Interscholastic Leaguer, XX (October, 1936), p. 4.

more or less complicated. In fact many unfortunate conditions have arisen as a result of this game. I do not mean to say that soft ball will be a panacea, but I believe that it will tend to alleviate those conditions. Many people do not understand the rules of playground ball, but they do understand hard baseball rules and softball rules. For this reason I believe that friction will be eliminated and the public will be far more interested in the game.

In this community about five or six softball teams are organized this summer. It seems to be a common game of the Americans. One newspaper recently stated that softball games drew more people than hard baseball games. Let's keep abreast with the times and change to soft ball, and use the 12-inch ball as the standard and leave using the 14-inch ball option with the coaches. Rule books are easier to secure; therefore all coaches could inform themselves as to the rules of the game.¹

The mere suggestion that high school girls be allowed to play softball and that new rules for League play be adopted resulted in schism, an undulating debate which simmered for nearly a decade before the University Interscholastic League sponsored softball for high school girls. Another four years lapsed before the League adopted the official softball rules.

In opposition to Mr. Guy, George F. Norris of Placedo Junction, in nearby Victoria County, expressed his resistance to changing the League's playground ball rules,

I am heartily in favor of keeping the playground ball rules just as they are because I believe that the more we can make playground ball like baseball, the more interesting we can make the game to the folks who pay the bills and the more worth while we can make it for the lads who might decide to "hit

¹Interscholastic Leaguer, XXI (February, 1938), p. 1.

the glory (or is it the 'gory'?) trail to the majors."

The present playground ball rules, in their similarity to baseball rules, put a premium on offensive strategy by permitting bunting, and, at the same time, keep the defensive infielders on their toes. The present rules also place a premium on the pitcher's control by allowing the base runner to take advantage of a wild pitch even after reaching third base. Is this not real baseball as we all have known it since it became an American institution?

Simplicity and permanence in its rules have, I think, kept baseball the nationally understood game it is while other games' rules have changed so much from year to year that only coaches and each year's crop of players are able to enjoy and appreciate said games to the fullest extent. Each winter Mr. Average Fan finds himself wondering what it is all about as he watches the first few basketball games, and, because those who are familiar with the rules are too busy watching the game to explain that which he does not understand, he goes home shaking his head, mumbling something about the game's not being what it used to be and resolving not to go back.

By the end of October he either catches on to the new football rules or charges whatever he does not understand to the referee's stupidity, blindness, partiality and whatever other undesirable traits referees are charged with harboring. Yes, Mr. Average Fan howls about the baseball umpire, but not because he does not understand the rules. Is it not a tribute to baseball to say that its rules have changed very little, if any, the past two decades? Then let us keep at least one school game that is equally practicable in the small and large school, a game that is as American as the school's flagpole, in the school for the mutual benefit of pupils, parents and pedagogues.

The confusion between soft ball rules and baseball rules has been pretty well cared for in Victoria County by pasting a copy of the exceptions to baseball rules found in the "Constitution and Rules" of the Interscholastic League into a regulation baseball rules book. This improvised book of rules will permit a game as much like the national pastime as junior boys are capable of playing and small schools are capable of paying for and a game that can provide very young boys with many of the fundamentals necessary for very good baseball when they reach baseball age and size. Soft ball might provide the brawn but not the brain required in real American baseball.¹

¹Interscholastic Leaguer, XXI (April, 1938), pp. 1, 4.

Undaunted by Mr. Norris's obvious preference for baseball and its associated masculine identity, G. D. Guy continued his crusade for the revision of playground ball rules. He urged that softball rules be substituted for the hybrid game being played indicating that the changes would benefit both sexes.

Playground ball is one of the finest sports in America. Probably more people play and see this game than play and see any other single sport. The playing season is long, weather conditions are ideal, and it furnishes many people an opportunity to let off their "pent up energy." It is a game that calls for true sportsmanship, team cooperation, and physical coordination.

It is popular in the Interscholastic League, but as an interschool sport under present rules, it has its weaknesses. It is not weak in itself, but in the organization and in the rules of the game, especially the way some of them are construed by some of the officials who know nothing about the game.

One of the rules as found in the "Constitution and Rules," (4, a and b) reads as follows: "Each side of the diamond shall measure 45 feet" and "The ball shall be a standard playground or indoor baseball 14 inches in circumference, either inseam or outseam. By agreement a ball 12 inches in circumference may be used." When is the agreement to be made? Who is to make the agreement? If these questions are answered by stating the County Executive Committee has that authority, does it not seem a little weak to have directors of literary events deciding questions of athletics? Would it not be just as fair to have the athletic coaches be the judges of debating, declaiming, story telling, choral singing, and other literary events? These questions may seem absurd, but they are the result of experiences had in more than one county of this state. Suppose one team practices with the 14-inch ball and another with the 12-inch ball, a contest between the two teams would be a distinct disadvantage to one of them. Decisions for hard baseball exceptions are made on the field of play by the team captains, but their basic training is the same.

How can these weaknesses, if they may be considered as such be overcome? It is suggested that playground baseball, as played by Interscholastic League

rules, be abandoned, and the game of soft baseball or softball, be instituted in its place. This game has its rules, and there are no exceptions unless made on the field of play by the team captains. This would seem to lift it to the level upon which it deservedly belongs.

Not only would this change correct the weakness that now exists, but it would tend to correct another apparent weakness. This weakness is not necessarily with the game again but with the rules that the general public does not understand. Many of the spectators do not understand the rules of this hybrid game, and the umpire is accused of being unfair. Many of the spectators, and sometimes the coaches, have never seen a game of hard baseball; therefore, they do not understand its playing rules. On the other hand, they have seen or played softball, and they are accustomed to its rules. To apply professional baseball rules to a game they conceive as softball places the hybrid game or playground ball on a plane that they do not understand. This causes dissatisfaction and lasting ill feelings are created as a result of this misunderstanding.

A few years ago, after one of these games that had brought out every trait except sportsmanship, a lady said that one of the principals was the biggest cheat that ever lived. "I've made this town my trade center, and I'm going through there today, pay my bills, and never spend another cent there as long as I live." Is a game of playground ball worth that price? The dispute came up over a third strike that was fouled and caught. The umpire ruled it a foul; naturally, this caused a protest, and the lady was of the type that once an umpire had called or made a decision he could not take back, and she could not see why the batter was out in the first place. In other instances spectators understood the rules of softball and hard baseball, but they did not understand the combination. This has brought about ill feelings and arguments.

Another reason that a change to softball is suggested is that softball is played in practically every small town in many sections of the State. These towns have erected lighted fields for night games. Both men and women are organizing into some type of league for competition. The competition is so keen in many places that one of the chief qualifications which secures a boy a job is his ability to play softball. This should not be a factor, as every one will admit, but it is a factor and we have to accept it as such. The educator's attitude toward this situation does not alter facts, and in place of ignoring the fact, as it has been done in the past, education should cooperate and prepare, as far as possible and still be consistent with

the educational program, boys and girls to secure employment. One of the aims of education is to prepare for life.

Softball offers a great possibility to build up a statewide program and organization within the jurisdiction of the Interscholastic League. It is suggested that spring training in football be eliminated and a division for softball be placed in the League's calendar. This would tend to deemphasize football, and give the boys and girls of the State a wonderful opportunity to develop an ability they can carry over into life. Few boys play football after they leave high school, but many can continue to play softball.

The proposed organization of softball would include county or district champions, regional, and state champions. The method of determining the championship would have to be worked out. Such a scheme would round out the athletic program of the school. If it is true that athletics draw the boy into school, hold him and cause him to pass, they are justified. This proposed program would keep the boy nine months, and the after season let down in studies and the resulting failures would not occur.¹

Rhea H. Williams, then the League Athletic Director for District 23, expounded on the popularity of softball and reported the need for a high school division. He observed further that it was a "fine game for girls."²

Let's put softball into our high-school athletic Interscholastic League program. We are neglecting one of the most attractive athletic events in American sports, and in so doing are turning our high school athletes over to proselyting commercial agencies. The average commercial league team is composed of many high school students, whose talents and abilities are seldom guided educationally, but instead, are used to sell "Seven-up," "Coca-Cola," or "Wonder Bread." It is time to awaken and get back the administrative direction and guidance of many of our high-school students. Must we make the same mistakes over again, as we did in football and basketball in the earlier days? Let's meet our responsibilities and give these children (both boys and girls) what they need under a school supervised program.

.....

¹Interscholastic Leaguer, XXV (November, 1941), p. 1, 4.

²Interscholastic Leaguer, XXV (December, 1941), p. 1, 4.

Due to the softer ball, the smaller bat, and to the shorter distances of the playing area, softball has become an extremely popular woman's game in recent years. Feminine teams from all over the nation compete annually in Chicago for the amateur championship, and Wilber E. Landis, president of the Amateur Softball Association believes that more women play this game than any other sport. The fact is that everyone of every age takes to it. If your waistline is no longer what it once was, softball is the sport for you.

The benefits and advantages of softball are many. First of all, softball is an American game. Everyone understands it instinctively. The rules are simple, the differences with ordinary baseball [are] quickly grasped. Next, it's cheap. A bat, a ball, that's all. Then the time element has helped. A full softball game lasts less than an hour and may be completed in 40 minutes, so that two or three games may be played on the same diamond in one afternoon or evening. It can be played under artificial lights, or at other times of day like the noon hour. In some industrial plants night workers have a game at seven or eight in the evening before going home to dinner and bed. . . . Last, the space required for a softball diamond is small.

There can be little dispute as to the desirability of placing softball, with its countless benefits into the school program. It is a health building and invigorating game; one that presents numerous educational possibilities, and one that offers untold recreational and social advantages. In most localities it can be played any season except winter, and where facilities are available the indoor game may be played in inclement weather. The game, if properly supervised and if ordinary precautions are taken has no outstanding hazard. It is a scientific game demanding the use of mental alertness as well as physical skill; it allows individual skill and yet instills cooperation; it calls for judgment and quick thinking; it develops coordination; and it permits action for all players at almost all times.

Softball meets the criteria of a contest to be included in the League program. Its content is filled with educational, social, physical and character making potentialities. Cooperation, initiative, team-work, good sportsmanship, dependability, and hard work are all attitudes and habits that will accrue from softball. Participation in terms of numbers will increase tremendously if this event is added, and many schools and

students not participating in spring events will commence to participate. The argument that it will kill track is not sound. The program can easily be synchronized with track, as most softball games can be played at night without any interference with track. The number who participate in track are small anyway, and in most schools enough students are available for both activities. In my opinion, if track cannot stand the competition, it should die as a major sport. The weather element is more favorable to softball throughout Texas than to hard baseball, and a statewide participation plan could be easily worked out. The cost of softball will encourage participation of schools in the program for it can be played as economically as any sport on the league calendar today; in fact, much cheaper than most. The elimination of long spring football training periods leaves a gap in the school program which softball is a "natural" to fill.

Honesty of performance and equality of competition can be insured by applying the same eligibility rules and organization as is found in football and basketball regulations. Competent referees and umpires are easily available in all sections of the state. Fretwell says, "All extracurricular activities should spring from the school program," and where can you find a better illustration of this than in softball. Originally introduced into the school program by the physical education departments, its popularity soon led to highly organized competitive contests. Truly it is closely articulated and integrated with all high school curriculums, and is an integral part of most school programs.

Therefore, because of its content, its participation appeals, its ease of organization and equality of competitive units, the availability of competent judges and its close articulation to the average school's curriculum, I urge that softball be put into our high-school league program. It will be another forward step for a league which has always been willing to meet the needs of our dynamic society whenever that need has been properly presented. From it will come leaders and followers who have developed "healthy minds in healthy bodies"¹ to take their respective places in the world of tomorrow.¹

An unidentified opponent to the revision of playground ball rules made a quick reply and expressed

¹ibid.

a preference for the rules of baseball. Obviously thinking in terms of male competition he suggested the progression from playground ball through softball to hard baseball.

In response to the article "Playground Ball Needs Revision," I would like to make the following remark: I am inclined to disagree with the writer of the article which appeared in the November issue of the Leaguer.

In response to his questions:

(1) "Who is to make agreement?"

This question concerning agreement of the size of playground ball is clearly answered in the present League rules. A 14 inch ball rules if an agreement can be reached between two teams a 12 inch ball may be used. In other words if team A desires to use a 14 inch ball and team B desires to use a 12 inch ball, team A is entitled to use a 14 inch ball, which is in accordance with the rules.

(2) With reference to the question, "Who is to make the agreement?"

I would say that this is left up to the team captains and if no agreement can be reached the rules must be enforced by the umpire in accordance with the League rules.

(3) In answer to, "When is the agreement to be made?"

I would suggest agreeing upon the size ball to be used before each game or at the time the game is engaged. All teams know that the 14-inch ball rules, therefore, they must be prepared to play with it, but if two teams can prearrange and agree concerning the size of the ball, well and good.

Also, I see no more reason for directors of literary events to pass on the rules of playground baseball than on the rules of football, basketball, tennis, and other well-defined sports. Each has its own set of well-defined rules.

I see no need to abandon playground baseball because a few people do not understand the rules as defined in the "Official Professional Baseball Rules" and in the Constitution and Rules of the Interscholastic League.

Rather, I believe more people will be able to enjoy our national pastime "baseball" if the official rules of baseball are exercised in our playground baseball games in the public schools of Texas. If the boys and girls of Texas get a clear understanding of the basic rules of baseball in grade and high school it will be a source of better understanding and enjoyment of our "century old" game of baseball.

I believe that the 14-inch ball was adopted for several good reasons and among them the following:

(a) Because it requires less space to play the game, which is important on many crowded playgrounds of our Texas schools.

(b) Because it reduces the speed of the game which is in accordance with the ages of the school children.

(Softball is played with a 12-inch ball consequently a faster game and more easily adapted to older players, namely those players who have just completed high-school work.)

(c) Because it reduces the danger involved in the game due to the fact that with a larger ball, it is necessarily thrown and pitched more slowly. This is an important factor, especially among girls' teams as they and even boys of the early teens are not as alert and active as they probably will be in their later teens. The larger ball is favored because it gives the baseball minded students a chance to play and learn baseball at a pace which is in keeping with their ability.

As the individual increases in age and ability--increase the speed of the game by going from playground baseball to softball and "hard" baseball eventually. The three steps in baseball--1st playground baseball, 2nd softball, and 3rd "hard" baseball follow one another as logically as does infancy, childhood, and manhood.

Playground baseball could be put on a statewide basis as easily as softball if it were the desire of the Interscholastic League members. The size of the ball and the various rules would be no hinderance.¹

The effects of World War II appeared when the University Interscholastic League issued in the interest of economy a fifteen page supplement to the 1938 revision of the Constitution and Rules with the bold faced imprint, "Revised for the 1941-1942 Contests." It briefly noted the changes and revisions for the following year, 1942-1943. Although it contained no alterations which affected the status of girls' playground ball, the succeeding edition

¹Interscholastic Leaguer, XXV (January, 1942), pp. 1, 4.

did make provisions for senior girls to participate in playground ball. According to the definitions included in Article VII, section 10 of the 1943 Constitution and Rules, "pupils fifteen or over and under eighteen the first day of the preceding May are eligible to the senior division,"¹ The section of rules governing athletic contests, however, was contradictory within itself, as the the playground baseball rules showed:

1. Eligibility.--The rules laid down in Article VIII of the Constitution shall be strictly observed in this contest. This contest is open only to boys and girls under 15 years of age on September 1 preceding.

2. Divisions.--There shall be the following divisions in the respective conferences (including Grade-School Meets): (1) senior boys; (2) senior girls; (3) junior boys; (4) junior girls; and each school is entitled to enter a team in each division.

3. Playing Rules.--The rules of organized baseball (professional baseball rules) shall apply in all playground baseball games in this League with the following exceptions:

a. The Diamond.--The bases, except the home plate, shall be $1\frac{1}{2}$ feet square. The home plate shall be 1 foot square. Each side of the diamond shall measure 45 feet. The pitching distance shall be 30 feet.

b. Equipment.--The ball shall be a standard playground or indoor baseball 14 inches in circumference, either inseam or outseam. By agreement a ball 12 inches in circumference may be used. If the smaller ball is used the pitching distance shall be 35 feet. The bat shall be a standard indoor or softball playground bat.

c. Number of Players.--A team may be composed of seven to ten players, inclusive.

d. Pitching Regulations.--The pitcher shall take his position facing the batter with both feet on

¹ Division of Extension, Constitution and Rules (Austin: The University of Texas, 1943), p. 15.

the pitcher's plate. In the act of delivering the ball he may step forward with one foot but the other must be kept in contact with the plate until the ball has left his hand. The arm must be swung underhand and kept parallel with the body. (The pitcher is not required to throw underhanded except to a batter.)

e. Illegal Delivery.--If a pitcher violates the pitching regulations the umpire shall call a ball on the batter for each violation. In such cases a base runner may not advance unless he is forced off his base by reason of the batter becoming a base runner. If, however, the batter strikes at an illegally delivered ball the umpire shall not consider the violation by the pitcher.

f. Base Running.--A base runner shall not leave his base while the pitcher has the ball standing in his box. On a pitched ball the base runner shall not leave his base until the ball has reached or passed the batter. A runner who leaves his base too soon shall be called out.

g. Hit by Pitched Ball.--If the batter is hit by a pitched ball, the ball is dead and no runner may advance. The batter is not entitled to first base but the play counts as a "ball" against the pitcher except as provided in the following: If the batter intentionally gets in the way of the ball, it counts as a strike. If it is the third strike the batter is out.

h. No Spiked Shoes.--Spiked shoes shall not be worn by any player.

i. Ground rules are to be agreed upon by the schools before each contest. These rules are not provided for in the rule book. Some of the more important rules to be agreed on are:

- (1) How many bases are to be allowed on an overthrow?
- (2) Shall the batter be declared out on the last strike if the catcher misses the ball?
- (3) Can a runner score on a passed ball at home?

The playing grounds and playing conditions may make it necessary to provide for these contingencies.

j. No team shall play more than two games in one day. There shall be a minimum of one hour rest between the close of one game and the beginning of another.¹

¹Ibid., pp. 86-87.

In 1944, the rules for eligibility stated only that "the rules laid down in Article VIII of the Constitution shall be strictly observed in this contest."¹ The contradiction of the ages of students eligible to participate was clarified. In 1946, the rules stipulated that "only juniors may play on junior teams and seniors on senior teams,"² especially for the purpose of eliminating younger players from participating on teams of older students.

The last major point of contention was settled in 1947 when the University Interscholastic League announced in the Constitution and Rules that "the official Softball Rules as adopted by joint Rules Committee of Softball and Amateur Softball Association, shall apply in all playground baseball games in this League with . . . exceptions for juniors."³

Once the controversy concerning the standardization of playing rules was settled and after provisions were made for high school girls, those classified as senior girls, to play, playground baseball gradually slipped into relative obscurity.

Dr. Rhea H. Williams commented, saying, "We have

¹Division of Extension, Constitution and Rules (Austin: The University of Texas, 1944), p. 85.

²Division of Extension, Constitution and Rules (Austin: The University of Texas, 1946), p. 88.

³Division of Extension, Constitution and Rules (Austin: The University of Texas, 1947), p. 106.

softball for high school girls on the district level although it is primarily played in the elementary grades."¹

Dr. C. J. Alderson added that

girls' softball has been very highly entertaining and it's been very spotty; that is, one part of the country would take it up and do pretty good, and another part of the country would never hear of it or never see it. . . . They have never done very much so far as I know. If they have, I haven't known about it.²

Rodney J. Kidd made this comment:

Girls' softball was always played more or less on a county or district basis and that was all. Most of it was on a county basis. . . . I would say that all through central Texas and over in east Texas was where it was [most popular].³

When asked who coached the teams during his tenure as the Director of the University Interscholastic League, Mr. Kidd said,

they just assigned one of the teachers. They were not necessarily coaches--could have been a geography teacher; could have been a spelling teacher. They were more likely to have been women; there were some men. The officiating was done by anybody they could get--anybody that was warm, or cold and could walk!⁴

In general, softball for high school girls has never been exceptionally popular as represented by the percentage that have participated. Its popularity has, in fact, diminished. Less than .8 per cent of the total

¹ Interview with Dr. Rhea H. Williams, Director of the University Interscholastic League, June 26, 1969.

² Interview with Dr. C. J. Alderson, Professor Emeritus of the University of Texas, June 26, 1969.

³ Interview with Mr. Rodney J. Kidd, Director Emeritus of the University Interscholastic League, August 13, 1969.

⁴ Ibid.

University Interscholastic League member schools have participated in playground baseball for the past five academic years, according to the records housed in the League office. Those few schools, primarily the smaller class A and class B schools, which have participated have been situated away from large metropolitan areas.

Summary

Five years after being suggested as a possible substitute for track and field, softball contests, or playground baseball as it was called, were held for junior girls in 1925, almost twenty years before senior age girls began League sponsored competition in 1945. Although University Interscholastic League softball for senior girls has existed within the structure of girls' competitive athletics for years, it has done little more than just exist. When softball participation did occur, it was only at the district level and statistics indicate little activity even among the conference A or conference B schools.

Long before provisions were made for the senior girls to play softball, the rules governing play were a continual source of contention. Playground baseball was a mutation of baseball, but instead of using a "hard" baseball for play, a fourteen-inch or a twelve-inch softball was substituted. The associated confusion ultimately led to the adoption of the official softball

rules in 1947. That action added little, if any, interest to the game. Perhaps the only result was the standardization of rules for League members who fielded senior girls' teams.

If athletic facilities are representative of the extracurricular interest and enthusiasm, then softball, like the "Mighty Casey," has struck out. Attractive football stadiums, gymnasiums, tracks, tennis courts and baseball diamonds dot the campuses or school properties of small and large schools alike. Softball diamonds are pathetic by comparison. Yet softball almost unquestionably has been considered an indispensable component in junior high and senior high school physical education programs, a prime contributor to interscholastic athletics. Perhaps an evaluation of its status is indicated.

When compared to other competitive athletics, the equipment required is minimal, but so are the number of students participating. Boys' summer baseball programs seem to have spawned an interest among girls of high school age that has resulted in the formation of softball leagues for girls. Perhaps these sister organizations will result in the rejuvenation of high school girls' softball; otherwise, it may be eliminated from the University Interscholastic League athletic program for girls. It is the only sport in which girls participate that does not progress to a state championship.

CHAPTER VIII

GIRLS' SWIMMING COMPETITION UNDER THE JURISDICTION OF THE UNIVERSITY INTERSCHOLASTIC LEAGUE

The University Interscholastic League inaugurated swimming into its scheme of athletic competition in the spring of 1970. It was the first time in the League's history that an athletic event for boys and girls was introduced simultaneously. In the past, boys competition--basketball, track, tennis--appeared much before girls were allowed to participate, and seldom had girls' competition attained the state championship level in the initial year as it did in swimming.

Another peculiarity which surrounded the emergence of girls' swimming was the progression to University Interscholastic League sponsorship. Previously, the small schools were the predominant participants which urged League acceptance of athletic activities for girls. But, swimming sprang from the interest generated primarily among schools in the metropolitan areas. Few smaller schools had either the facilities or swimming in the physical education progra, and perhaps fewer were financially able to construct natatoriums whereas city schools could

share facilities or use public indoor pools.

The swimming plan adopted by the University Interscholastic League demanded that girls' eligibility for swimming competition, like basketball, volleyball, tennis be determined according to Article VIII of the Constitution. The employment of swimming coaches and the requirements of physical examinations and parental permission for participation paralleled other League sports. The 1969 Constitution and Contest Rules described the rules which governed competition for both boys and girls although girls were not always mentioned specifically.

3. Divisions.--There shall be one division for high school boys and one division for high school girls.

4. Representation.--First and second place winners, individuals or relays, will advance to the next higher meet leading to the State Championship. NCAA Rules will govern the number of entrants at the various other meets.

5. Substitution.--There shall be no substitution allowed in the individual events. If the second place or first place individual winner can not compete in the next higher meet, the third place winner may be certified. A substitution will be allowed on a relay team. This substitute must have been on the entry blank as a substitute for this particular meet.

6. Number of Meets.--A team or boy shall participate in no more than ten meets, exclusive of District, Regional or State Meet. Only three of the ten meets may be invitational. An invitational meet is defined as having four or more schools entered. Meets with three or less schools may be held provided there is no loss of school time.

7. Official Rules.--All meets shall be conducted under rules in the Collegiate Scholastic Swimming Guide published by the NCAA. Please observe exceptions as noted in this section of the Constitution and Contest Rules.

8. Honors.--In the State Meet there will be a boys' team champion and a girls' team champion selected on the basis of most total points. Each team will receive a first place trophy.

First, second and third place winners in each event will receive a gold, silver and bronze medal, respectively.

9. Eligibility Blanks.--Each school shall fill out eligibility blanks in duplicate furnished by the League. These blanks are to be signed by the superintendent or his designated administrator, one mailed to the State Office, and one filed with the proper Chairman of the District or regional executive Committee prior to the meet. Failure to furnish correct and complete information shall constitute grounds for suspension.

10. Consolation.--There shall be no consolation finals in the State and Regional or District Meets. Scoring will be: relays, 14-10-8-6-4-2. Individual, 7-5-3-2-1.

11. Championship Structure.--The district and regional setup will be adjusted yearly according to the number of teams in the swimming program. Plans for regional and state meets will be issued during the season.¹

Girls were able to participate in eleven events, as were the boys, which included the 100 yard medley relay, 200 yard freestyle, 50 yard freestyle, 200 yard individual medley, one meter springboard diving, 100 yard butterfly, 100 yard backstroke, 400 yard freestyle relay, 100 yard freestyle, 100 yard breaststroke, and 300 yard freestyle. Boys swam a 400 yard freestyle instead of the 300 yard distance. A description of the proposed meet was published in the Leagueur.

The First Annual State High School Swim Meet will be held in Austin, March 20 and 21. The events will be in Gregory Gym. The preliminaries and semi-finals in diving will be at 2:00 p.m. on Friday, March 20. The preliminaries in swimming will follow that evening at 7:00 p.m. All finals will be held Saturday starting at 2:00 p.m. The established time for each session is two hours.

Plaques will be presented to the first place boys' team and the first place girls' team. Individual medals will be presented to the first three place winners in each event. Each will receive a gold, silver and bronze medal respectively.

¹Division of Extension, Constitution and Contest Rules (Austin: The University of Texas, 1969), pp. 164-165.

Six places will be scored in all individual and relay events. The Relays will count 14-10-8-6-4 and 2. The individual events will count 7-5-3-2 and 1. There will be no consolation finals.

The times from the regional meet will be used in heating and laning the contestants. This information will be included in the information packet along with contestant tickets. Heat and lane assignments will be made as prescribed in the NCAA rule book.¹

San Antonio MacArthur garnered forty-four points to win the team title in girls' swimming. Richardson placed second and San Antonio Lee was third. Team totals were:

1, San Antonio MacArthur, 44. 2, Richardson, 31.
3, San Antonio Lee 32.5. 4, Midland Lee, 23.
5, Houston Lamar, 22. 6, San Antonio Churchill, 17.
7, Houston Bellaire, 16. 8, Hurst Trinity, 13
9, Dallas Hillcrest, 8.5. 10, Austin McCallum,
Fort Worth Paschal, 8. 12, San Antonio Roosevelt,
Fort Worth Castleberry, Dallas Carter, 7.
15, Longview, 6. 16, Dallas Wilson, Corpus Christi
King, Fort Worth Western Hills, League City Clear
Creek, Dallas Lake Highlands, 5. 21, Burnet, College
Station A&M Consolidated, 4. 23, San Angelo, 3.
24, Fort Worth Eastern Hills, 2. Dallas Kimball, 1.²

Winners and records of the performances at the first state meet were recorded in the newly published Athletic Records. Some girls' records were set in the preliminaries although most occurred in the finals.

Girls' Division

200-yard Medley Relay

Record: 2:05.6; Churchill (San Antonio; Terry Chamberlain, Laura Tash, Genie McKinney, Dale Dickerson,

¹Interscholastic Leaguer, LIV (March, 1970), p. 1.

²Interscholastic Leaguer, LIV (April, 1970), p. 4.

1970 Prelims.

1. San Antonio Churchill (Terry Chamberlain, Laura Tash, Genie McKinney, Dale Dickerson), 2:06.0;
2. Midland Lee, 2:07.6.

200-Yard Freestyle

Record: 2:07.1; Ginny Brown, Richardson, 1970 Finals.

1. Ginny Brown, Richardson, 2:07.1; 2. Kate Green, Houston Lamar, 2:07.5.

200-Yard Individual Medley

Record: 2:20.6; Meg Vinson, Lee (San Antonio), 1970 Finals.

1. Meg Vinson, San Antonio Lee, 2:20.6; 2. Cindy Waters, Longview, 2:31.2.

50-Yard Freestyle

Record: 26.1; Denise Breslin, Bellaire (Houston), 1970 Finals.

1. Denise Breslin, Houston Bellaire, 26.1; 2. Laurie Gibson, Austin McCallum, 26.5.

100-Yard Butterfly

Record: 1:05.5; Kate Green, Lamar (Houston), 1970 Finals.

1. Kate Green, Houston Lamar, 1:05.5; 2. Tina Truet, San Antonio MacArthur, 1:05.7.

100-Yard Freestyle

Record: 58.6; Sally Billmeir, MacArthur (San Antonio), 1970 Prelims.

1. Sally Billmeir, San Antonio MacArthur, 58.9;
2. Barbara Burnett, Dallas Wilson, 49.4 [sic].

100-Yard Backstroke

Record: 1:08.2; Debbie Alston, Roosevelt (San Antonio), 1970 finals.

1. Debbie Alston, San Antonio Roosevelt, 1:08.2;
2. Maureen Watkins, Midland Lee 1:09.4.

300-Yard Freestyle

Record: 3:17.5; Adrian Ridgeway, King (Corpus Christi), 1970 Finals.

1. Adrian Ridgeway, Corpus Christi King, 3:17.5;
2. Ginny Brown, Richardson, 3:18.5.

100-Yard Breaststroke

Record: 1:12.8; Tina Truet, MacArthur (San Antonio), 1970 Finals.

1. Tina Truet, San Antonio MacArthur, 1:12.8;
2. Bobalea Walker, Hurst Trinity, 1:13.4.

400-Yard Freestyle Relay

Record: 4:02.0; Lee (San Antonio); Meg Vinson, Angie Taylor, Jeanie Hayden, Claudia Conrad, 1970 Finals.

1. San Antonio Lee (Meg Vinson, Angie Taylor, Jeanie Hayden, Claudia Conrad), 4:02.0;
2. San Antonio MacArthur, 4:10.9.

One-Meter Diving

Record: 388.30; Christine Look, Castleberry (Fort Worth), 1970 Finals.

1. Christine Look, Fort Worth Castleberry, 388.30;
2. Linda McQuerry, Fort Worth Western Hills, 337.70.¹

In the late spring of 1970, after the first state swimming meet, the schools which participated in swimming voted "50-33 the changing of girls' swimming to the fall."² The change will become effective in the 1971-1972 school year as most arrangements are made at least a year in advance.

There were a myriad of literary and athletic activities which took place in the spring. For the athletically inclined young lady, especially those in the larger schools which do not participate in basketball, there have been few sports activities in the fall and early winter. Moving swimming to the fall affords those athletes an opportunity to participate in athletics the year around.

¹Division of Extension, Athletic Records (Austin: The University of Texas, 1969), pp. 263-265.

²Interscholastic Leaguer, LV (September, 1970), p. 1.

Summary

The first state swimming meet for girls was held at the University of Texas' Gregory Gymnasium in the spring of 1970. Unlike other University Interscholastic League sponsored athletic contests, the district, regional and state competition was completely dominated by the large, mostly metropolitan, high schools.

Instead of being divided into conferences, all competition was in one division. The girls swam against both the clock and their opponents in a total of ten relay and individual events, and competition was also keen in the one meter diving competition. All events were conducted according to the swimming rules published by the National Collegiate Athletic Association.

The 1970 first place girls' team, San Antonio MacArthur, was awarded a trophy. First, second and third place winners in each event were awarded gold, silver and bronze medals respectively. Although most records were established in the finals, all best times and scores in each event were record performances in the initial year of swimming competition among Texas high schools on the state meet level.

The second annual state meet was also set for the spring of 1971. Beginning with the 1971-1972 school year, however, girls' swimming competition will be held in the fall.

CHAPTER IX

SUMMARY AND CONCLUSIONS OF THE STUDY

Writers and historians long have chronicled boys' athletics and the feats associated therewith, but little has ever been written about senior high school girls' interscholastic athletic participation as governed by the University Interscholastic League in the state of Texas. And, unfortunately, when attention was focused on girls' athletics in Texas the subject was dominated by basketball, the most controversial of the six girls' contests sponsored by the League.

The purpose of this study, therefore was to investigate and accurately record the history and chronological development of senior high school girls' athletic participation in interscholastic contests--basketball, softball, swimming, tennis, track and field, volleyball--under the jurisdiction of the University Interscholastic League from 1914-1970. Conditions surrounding the addition and deletion of girls' athletics to the League program were also investigated. Also, noted were the conferences which dominated each sport, the rules which governed each contest and the University Interscholastic

League policies which governed competition.

Documentary data was collected from University Interscholastic League publications--Constitution and Contest Rules, Interscholastic Leaguer, bulletins, record books--minutes of the State Meeting of Delegates, minutes of the State Executive Committee meetings, books theses, dissertations, and state tournament programs. In addition to written correspondence, recorded personal interviews also produced information about and insight into the University Interscholastic League's purposes, organization and judicature. These persons were able to provide data unavailable in printed material and which has not been available for public scrutiny until the present.

The collection of information and pertinent data was arranged in chronological order according to the sport in which girls had participated. A narrative report then was written, summarized and analyzed.

Track and basketball were the first two sports sponsored for girls under the authority of the University Interscholastic League. Both were conducted on the county level, but the contests were terminated in 1920 after six short years of competition. Women physical educators were especially opposed to the strenuous demands placed on the young ladies who participated in basketball and track. It was their opinion that the reproductive organs lacked sufficient internal support, especially preceeding and during menses, and that the girls' capacity for child

bearing in the later years could be impaired. They failed to produce medical or scientific evidence to support their thesis, but their crusade to have basketball and track abolished was successful.

Basketball continued to be played outside the protective framework of the University Interscholastic League. Most contests were innocent, but others were infected with creeping commercialism. The most legitimate and highly organized group to sponsor girls' basketball was the High School Girls' Basketball League of Texas which sponsored girls' competition for more than a decade before its disbandment. The number of public schools playing girls' basketball grew to such proportions that the University Interscholastic League's jurisdiction was sought once more to insure uniform competition standards and to protect the participants. Hence, in 1951, the first of the twenty basketball tournaments since completed was held at Gregory Gymnasium in Austin, Texas.

Track and field lacked the popularity of basketball, but meets were also continued even though infrequently and without League countenance. The Texas High School Girls Track Association represented the most outstanding effort to organize girls' track competition. That association will conclude a seven year existence when the University Interscholastic League assumes the responsibility for track and field for girls with the 1971-1972 school year. The number of participating schools will undoubtedly increase

once the League again assumes control.

Before basketball and track were phased out of interscholastic athletic competition, tennis was introduced at the county level in 1919. The following year girls' tennis competition was elevated to the state tournament level. The first state championship provided for a single and a doubles team championship. Presently all the divisions of competition yield singles and doubles champions in all five conferences. Little publicity has ever been given tennis yet that sport continued without opposition when other girls' athletics were beset with vicissitudes--a tribute to the foresight of Dr. Daniel Penick who pioneered tennis in Texas and in University Interscholastic League athletics.

Volleyball and softball succeeded tennis in the University Interscholastic League athletic program for girls. They were instituted to fill the void created when basketball and track were eliminated. Volleyball was considered less strenuous than basketball as the style of play required a minute expenditure of energy and the development throughout the state was as lethargic. It was 1957 before sufficient interest prompted the League to authorize competition at the regional level, and yet it was only ten years later that volleyball competition was expanded to a state tournament. Whereas basketball and track were more popular among small schools, volleyball, like tennis, was more readily accepted in the larger school systems.

Softball for senior girls has never been exceptionally popular in any conference although it has been played most often in the smaller schools. Since its inauguration in 1945, it has never risen above the district level of competition. The great amount of attention which was focused on softball, or playground baseball as it has continued to be designated by the University Interscholastic League's Constitution and Contest Rules, was concerned with the rules of play. Official softball rules were eventually adopted in preference to the hybrid form of baseball played previously, but the number of participants still fail to justify the effort made to maintain League sponsorship.

Swimming, the newest sport for girls, was the University Interscholastic League's maverick as it catapulted to a state meet in the initial season and was completely dominated by large schools. All competition was in one division and all scores were record performances. After the conclusion of the second state meet, plans call for the competition to be moved to the fall from the spring semester.

Athletic competition for girls suffered unnecessarily during the early years of the 1900's as a result of the jaded attitudes of the women physical educators who perpetuated rhythm games and bean bag contests. Steeped in old wives tales instead of proven medical fact regarding the actual muscular strength and qualities of endurance inherent in the female anatomy, they intimidated

administrators and League officials to the extent that strenuous activities were eliminated from sanctioned competition. Not until those persons passed on and more informed people appeared did girls' athletics gain sufficient endorsement for University Interscholastic League sponsorship. Published accounts of and televised competition among the nations of the world also assisted the regeneration of athletics for girls in Texas.

Girls' athletics will always be indebted to the administrators and coaches in the state who continued their efforts to establish legitimate programs and who were largely responsible for the present organization of girls' competition today. Oddly enough, more men have played prominent roles in initiating, supporting and administering various sports in the infant stages than have women.

The greatest burden of coaching and officiating also fell on masculine shoulders mainly because they had had experience from having participated, not because they were better qualified. More women are gradually entering the profession. However, the men are largely responsible for the sports and coaching curriculum in the colleges and universities, but the majority of young women graduating have not been sufficiently prepared to assume the duties of coaching or officiating interscholastic athletics. The increased interest and participation of college women in interscholastic sports should have some bearing upon the women's coaching profession in the future.

There has also been a conflict of athletic seasons hindering girls' competition, especially in the spring, when volleyball, tennis, track and field, swimming and softball are scheduled. Seldom does one school offer girls the opportunity to participate in all of those sports, but a more considerate realignment of the athletic schedule would enhance girls' participation and provide a more balanced program. Swimming will be moved to the fall in 1971-72. Perhaps girls' tennis could also begin with the opening of school when the weather is usually better. Such a move could contribute to softball being revitalized. The possibility of public schools operating on a twelve month basis would also provide the need for changes in the future.

Recommendations for Further Study

The investigator submits the following recommendations for future studies:

1. Survey of two-year and four-year colleges or universities concerning intercollegiate athletics for girls.
2. Survey of high school girls to determine what sports are available in their schools, in which ones they participate, and in what additional athletic contests they would like to participate.
3. Study of feasible seasonal realignment of University Interscholastic League athletic

competition for girls.

4. History of organizations that preceeded the admission of girls' sports into the University Interscholastic League.

APPENDIX I

Interview Questions

I. Questions relating to the colloquist's personal association with girls' and women's sports.

A. What is the present position or status of the colloquist?

B. What is the colloquist's past association with girls' athletics?

C. What is the colloquist's official position with the University Interscholastic League, if applicable?

D. What is the colloquist's personal opinion towards competitive athletics for high school girls?

E. Has the colloquist's opinion or attitude toward competitive athletics for high school girls changed?

F. What were his or her reasons for the change in opinion?

G. What are the colloquist's specific opinion of each competitive sport for girls?

II. Questions of historical significance.

A. Questions of specific sport knowledge.

1. What is the extend of your knowledge relative to the growth of basketball in Texas? Volleyball? Tennis? Track and field? Playground baseball?

2. Can you recall any specific events that

aided in the growth and development of basketball? Volleyball? Tennis? Track and field? Playground baseball?

3. Can you recall any specific instances of opposition to these sports?

4. Can you recall or do you have any knowledge of the growth or decline of any sport under the jurisdiction of the University Interscholastic League?

5. Can you recall the chronological stages of basketball, volleyball, tennis, track and field, playground baseball--when they flourished or declined?

6. What, in your opinion, was the prevailing philosophy of each stage that might have influenced competitive athletics for high school girls?

7. Can you recall the public reaction toward competitive athletics or towards various sports for high school girls during these various stages aforementioned?

B. Questions of individuals involved.

1. Can you recall any individuals who provided unusual influence on the development of a sport or sports?

2. Can you recall any individuals or groups who discouraged competitive athletics for high school girls?

3. In your opinion, what influence did these people or organizations have on the University Interscholastic

League program?

4. Can you recall any individuals or groups who were associated with sports not under the jurisdiction of the University Interscholastic League?

III. Questions concerning other human and written documentary accounts.

A. Are you aware of any records, press releases or other information regarding the addition or deletion of any competitive sport for high school girls under the jurisdiction of the University Interscholastic League?

B. Can you recall any other individual(s) who could supply any information concerning the growth and abatement of competitive athletics for high school girls under the jurisdiction of the University Interscholastic League?

Interview with Dr. Rhea H. Williams, Director
of the University Interscholastic League,
June 26, 1969

[Dr. Rhea H. Williams became] director of athletics for the University Interscholastic League in 1948 and held that position until September 1968 when he assumed the post of Director of the University Interscholastic League.

Girls athletics "played under the right conditions, that is girls' rules, if they have health examinations, have adequate coaching, it is not harmful to a girl. Direction is the main thing; the person who is in charge.

When I was in college it was very common for all the teachers to philosophize against girls' basketball, particularly against girls' basketball. When I was in graduate school they were still doing it. . . . The women in particular were very vehement during that period, that was about 1932-1940, against it. I don't think they had much evidence; they just didn't want it. . . . A lot of women thought if they went into it, it would be like boy's athletics--they would have to be out all hours of the night and they would have to be involved in community things, which I don't think many wanted to get involved in. There are more of them now, but I'm talking about back in those days.

Then, of course, when it finally did begin to change, unfortunately, a large majority of our women in the physical education department, who were fine people but they didn't have the background. They had not played basketball or the other activities and they didn't have the background to teach it. They were psychologically opposed to that because they weren't really qualified to handle it. There were quite a good many reasons why I think they were against it. That logic has changed in the last fifteen years very greatly.

During this period of time, I came with the League in 1948--during this three year period [prior to the time basketball for girls was again sponsored by the UIL and taken to the state tournament] I began to look into girls' basketball. Then I came across Dr. McCloy's work and that convinced me further. I've always felt like there was no justification why you give all the emphasis to the boys and none to the girls in the high school program. . . . Some parents do accept girls being in the pep squad; that's about all they had or the band. A lot of girls have exceptional abilities in athletics just like boys and they like to do it.

Girls' basketball fluctuates up and down depending on whether coaches are available or whether that particular school wants to do it in certain areas. It is not as consistent as the boys' basketball; it depends a whole lot on whether they've got a coach. And as they move up higher in conference classification there is a tendency for them to

discontinue. The reason is primarily because as they get larger, the athletic department is opposed to it. The football coach doesn't want any part of it; he's got more control as it gets higher up. He's got finances bothering him. And also, generally, you get a person who's trained health and physical education person and in many cases she doesn't want it because it means additional work for her because in AAA and AAAA you have plenty full time teachers and on other levels you don't have full time. And I guess most of our girls' teams are coached not by health and physical education teachers but by someone else. . . . Girls' basketball has begun to drop from its peak in the latter 1950's because of the consolidation of B schools and also the metropolitan areas have grown so. It's been losing from both ends.

Now girls' volleyball, I think, will eventually be the biggest thing we'll have because metropolitan areas go in for that more. We still don't have any major cities participating but Houston. . . . I imagine girls' physical education teachers will go along much more with girls' volleyball than girls' basketball. Why? I don't know. . . . There is a psychological feeling that girls' volleyball is more ladylike than girls' basketball. It's just part of the psychology of what a girl should do, the old Southern viewpoint--a girl should be pretty, and seen, and nothing else. It is still prevalent in some circles. . . . I don't see any reason why it [volleyball] should take the place of

basketball. It would be alright to supplement it as another activity for the girls because they dovetail in the program very nicely. That gives the girls something to do in the winter and something in the spring.

We've had tennis since 1920.

We've had softball for girls on the district level although it is primarily played in the elementary grades.

We don't put activities in as our request, but at the request of the public schools

I think the whole attitude of the DGWS has helped a lot [in aiding the growth of basketball and other sports]. They've changed completely in the last fifteen years on competition. They've had many sports policies and philosophies to that effect. Our men have made a contribution to girls' basketball too. They've helped a lot; you've heard a lot about the men and women coaches. My own opinion is it doesn't matter; it depends upon the type of person. I've seen some women do some things that were just as unethical as men. I don't think sex determines that; I think it is the character of the person.

Girls' basketball was going on [in the "outlaw" leagues] it was just a matter of getting it under an educational direction. Many communities are very sold on girls' basketball. I don't know of any particular reason except just an overall change of girls. Girls are not fragile and they can do these things and they've got a right to do them. . . . I do know that emotionally wise they do claim that

girls are emotional. They cry and everything, but of course I've always felt like that's a good way to get it over with; forget it and get it out of your system.

No, except that I mentioned that many of our administrators, our athletic directors don't want it because of money and time and space. As schools move up into higher classification this becomes a problem all the time. As a whole I think the psychology has been working toward girls' basketball, girls' activities, more than against it. The Olympics have done a lot in recent years to give emphasis to it too. . . . It has been brought into the homes and has changed the attitudes of a good many people on these things. It has been covered more.

But we still don't get any coverage in the metropolitan papers on girls' athletics. You can't even find out who won in the Dallas Morning News. That, once again, is because the sports writers are prejudiced. They are all men; they are prejudiced against girls' athletics. They just don't like it, period! And, of course, they've got another argument too. They claim that the percentage of people who read [about girls' athletics] is a very small representation. And they're right about that. Dallas has no girls' basketball teams, therefore, . . . there is a very small section of coverage.

I'd have to look back on our committees, but there is no doubt that there are several people who helped a lot. I'd have to go back to the minutes to identify all of them

when we first started out. I'd suggest what you do on that, if you'll go back and look in our Leaguers from 1948-1951 you'll find these committees listed and so forth and what they did. I don't recall who they all are now. . . . But we had quite a few who were very active in certain activities and they helped a great deal.

Well, not except those people who were members of the Texas High School Coaches League, which they didn't want to give up. Mr. McKamie, of course who is now at Gatesville, was president of that group. He was very unhappy. Now understand he wasn't against girls' basketball, just against the League sponsoring it. They wanted to sponsor it themselves. I don't know for sure, there might have been some who discouraged it underhandedly but not publicly. He [McKamie] was president of the group. He felt like they had carried it on when the League wasn't doing it and therefore they should be allowed to continue. Of course the schools made their voluntary choice which league they wanted to join; they could have stayed with that maverick league. But after about two years all of them came over except some. They were some of his friends who were on the board of directors; I don't recall their names. I don't think that was against girls' basketball. That was just a matter of using the power of what they had in the program over our organization.

Now, of course in track we have the Texas High School [Girls] Track Association, which of course I assume is under

the coaches who are running it now because the League doesn't sponsor track [for girls] now.

Then, of course, we had a group in girls' volleyball for years in west Texas--Abilene. There is always some group that is going to do these things if the League doesn't do them.

Girls' volleyball was just operating until they could get the League to take it over. They much preferred we run it than for them to run it.

Track is the same way. They want us to take it over now because from a psychological viewpoint, when the League assumes an activity, right or wrong, it imposes conduct and it has status situation in education. That means, of course, administrators who would not go into it if sponsored by an outside group would consider because the League approves. Therefore, it is bound to be educational and part of the total program. Just the fact the League sponsors it has a psychological effect in increasing the number of participants.

The League has been asked to do it for several years; we just haven't made a decision yet. Once again, primarily because the big schools aren't very strong for it [track]. It's primarily run by A, AA, B and some AAA schools but very few large city schools. You've got to keep in mind now that seventy percent of the population is in the metropolitan cities. So, I don't know what to do with the thing. I wouldn't hazard a guess.

I wouldn't think the intramural program [in the cities]

in many cases--some, maybe, some maybe not--meets the needs of the exceptional girl. There should always be a basic physical education program and intramural program, but on top of that the exceptional ones need interschool. I think they are just afraid of getting involved. They [women physical educators] don't want to be away at night; they want to quit at a certain time; they have families at home; many of them want to go home to take care of the families; many of them get pregnant and they've got to drop out of activities and so forth. Same thing works in regard to officiating with women. . . . It's a tough problem for women, officiating and coaching.

Mary Buice Alderson helped a great deal. M. T. Rice at Midway of Waco, he's been involved in both leagues. He was in the other league for a long time and very active in our league. Betty Thompson could provide some information.

Interview with Rodney J. Kidd, Director Emeritus
of the University Interscholastic League,

June 26, 1969

His [Bedichek's] whole purpose in this book [Educational Competition] was to emphasize the value of educational competition, properly supervised, properly controlled, properly managed as a means of motivating students in any particular field with whatever talent to do their best.

So that is the reason why the League has incorporated through the years all these many different types and kinds of contests, recognizing individual needs in students as it relates to environment--where they live, the kind of school they have, faculty and staff and all that. So, you see, way back yonder we had the little three-R contests. We had rural pentathlon and we had girls' track meets, way back then. And girls' basketball. All those things were in, all on the local level and district level.

And of course this transition from district competition to regional and state for girls' basketball is a whole new book. I think girls' track and field is on its way because girls are seeking recognition in that field like they are in other fields.

During my regime in there with Mr. Bedichek, when I

was athletic director [1938-1948], that was the period when women's physical education was dominated by the idea of grace and poise. These women physical education people were Columbia University products down here in Texas. . . . Those women up there more or less dominated the physical education program for women and they thought that the girls shouldn't participate in anything except dance and rhythms. And when you put a girl in a basketball uniform and put her out, all the reasons were for display purposes. The sportswriters and all would be out there snapping pictures.

And then Helen Byington, down in Houston, served on several of our state committees way back there on trying to put in girls' basketball. On one side you had the women physical education people like the girls up at North Texas State and the others over at Texas Woman's--C.I.A.--and they were the wheels in physical education for women. And on the other hand you had the small schools with no physical education programs, no gymnasiums, most of the time men [teachers]. Whatever kind of physical education program women had, the girls had, the men handled. So as a convenience they put in girls' basketball. They began to organize these little basketball districts, independently of the League because the League could not find among the women any kind of agreement, or unanimity, on what would be the basic skills, what they thought to be for girls. So it was a conflict in skills and demonstration of those skills, the amount of publicity you gave to them and all that. Well, anyway, this battle went

on and on the other side, growing up on the outside was the independent school administrators organizing girls' basketball.

They organized down in San Antonio the Golden Skirts [Girls]. Some sportswriter down there, fellow down there by the name of Perry Winkle with the old San Antonio Express, organized the girls' league down there called the Golden Skirts and he ran it. He was the head at one time.

And then the superintendent of schools up here at Gatesville. . . organized another girls' league. And this was really a hot potato because those fellows got it all organized. They got a director and I don't know what all. They had their own little group going and it was their baby. . . . But he [McKamie] and another fellow by the name of Marvin Brocklin, now with the Texas Education Agency, had what they called a state championship for girls' basketball up here at Waco for that league. And the other league down there--well, those leagues really got crossed up and the school superintendents just got together.

All this happened after Rhea [williams] got in; I mean bringing them in. But all these other things happened before Rhea got in.. We were after this thing when Rhea came in a Ph. D., I mean a doctor of physical education, and he had a little more liaison with the women and professionalism. And meeting with these school administrators, they just got together and said the League was going to take on girls' basketball, period! And finally these other leagues dissolved and of course we've got our present program.

We recognized the fact that girls' basketball was here and had to be controlled and had to be organized. Of course they had all these arguments that it was detrimental to the girls' health. And another point was the psysiological factors--health aspects, men coaches and they wouldn't understand the girls, they wouldn't have adequate physical examinations. But it has been going on now a good many years now and as far as I know, or Rhea knows, they've had no big breakdowns. And they say the girls cry; it's an emotional thing. The girl couldn't win and therefore they would cry. And that was bad emotionally. So you had the emotional phases of this thing as an argument. You had the physical thing. And then you had the display side of it--sports writers taking pictures of girls falling down and all that kind of thing--unladylike! That was a tremendous argument. It seems funny but it really was a tremendous argument. It wasn't in keeping with what an educational organization ought to do.

Now the big cities wouldn't have anything to do with it. Of course now they were dominated by these women. . . . These women kept drifting in and out.

What about girls' athletics? They're still arguing. They can't head it off. It is a trend and there is no way in the world you can stop this thing. With the Olympics and all the publicity on the Olympics.

Of course the conflict here is that in the University Interscholastic League is not a program for everybody. It is

not an intramural program; it's not a p. t. program; but the Interscholastic League program is for the highly talented, really highly talented youngster. And you want to go over and beyond the regular school work.

The p. e. people say that is too much time and too much money spent on too few. On the other hand, they are going to do something; and they've got the mind and the physique. And if the school people don't do something someone else will.

We've observed that where the school failed to move in, outside organizations took over. . . . No doubt [that it is more detrimental] because they are not in harmony with the school's objectives; they don't understand the youngsters. And it's all used for personal gain--advertising for Coca-Cola, individuals, Pearl Brewery, or something. We don't allow that in the Interscholastic League. And of course there is always an outside group who would like to have a captive audience; and a captive audience is any school organization.

We haven't had track and field for girls. It was big field days; everybody in the country turned out. All were conducted on the local, county level. After that it was all through; just the county meet. The girls had volleyball and track and field.

Tennis has been in a long time and has had a tremendous growth in girls' tennis. Girls' tennis has been developing tremendously over the last ten years because schools like Corpus Christi, El Paso, Odessa, a lot of big

cities have all put in very fine tennis courts. And even a lot of the small towns--Falfurrias. And many of those have gone into tennis. So today we have many tennis tournaments that are sponsored by schools or organizations

I think [girls' sports] have grown just as part of the natural growth of Texas-- population wise, and radio and TV all giving this publicity to women's sports. They see women playing tennis and swimming. . . . Everybody envisions their boy or their girl as a national champion.

The big thing that has closed the lid on it right now with girls' tennis is the fact that the colleges and universities don't sponsor any intercollegiate girls' tennis. . . . If the colleges would have competitive girls' basketball, the growth of it would be tremendous.

All the other things the League has fed into college programs--ready writing feeds into the English department, public speaking into speech, one act plays into drama, journalism into the college program. Everything we've got feeds right on in. But when the girls come on up, when they pass their high school athletic career, they are through. There is no more unless they can get attached to an outside organization. Or some of the junior colleges. And I know some of them are choosing junior colleges because they want to play basketball.

Of course the superintendents of the big schools were against it just as a matter of being superintendents of schools in their school system. But they realized the

need for it in the smaller schools. The large schools said they had all the intramural sports they needed and they had all the competition they could possibly get. . . . They figured that was all the girls needed.

Was there conflict between boys' and girls' programs? Sometimes there was, probably in gymnasiums. The men wouldn't give any encouragement to girls' basketball because it meant they had to have the gymnasium. Except in the small schools; now they would in the small schools because the girls sometimes attracted bigger crowds than the boys. And they would play a double header. In the big AAAA schools they realized it would be a losing proposition financially; wouldn't anybody go to see the girls play. But that is what the big factor was; they didn't think they needed it. They thought the girls had all the competition they needed in intramurals and that they didn't need to develop their skills any further

I' m on modified service serving as the director of the Interscholastic League's Contest and Scholarships program; that's scholarships for the academic channels.

My own feeling is that deep down if the girls. . . . have the abilities and skills to go into athletics and perform and win recognition, and enjoy the thrill of a championship contest, why shouldn't she be allowed to have that just like boys.

There was a time when I was opposed because I thought it was detrimental to the girls' health; I didn't understand it. I wasn't a specialist in it and didn't claim to be. There

was no particular knowledge or information. Nobody knew very much about it. We had leagues back up in Indiana, Kansas, Nebraska, . . . but we didn't know very much about it. So I didn't know; and rather than make a decision that I would regret, we waited until the thing had been pretty well tried. And there was no evidence of bodily harm, but there were evidences of need of control by an educational organization or otherwise the newspapers and others would take it over and they would go so far you couldn't shake them of it.

Now as far as coaching way back there in high school in Georgetown, I coached girls' basketball. But that is when the girls just had a county tournament; played around the county some. This was about '24, '25, '26. I coached girls' basketball and boys' basketball. Of course in those days one coach coached everything. I didn't know anything about the girls; I was a young fellow. The ones who wanted to play got some of these bloomers and they really had a game.

Second Interview with Rodney J. Kidd

August 13, 1969

Girls' softball was always played on a county or district basis. That was all. Mostly on a county basis. Way back there when we had it, I would say that [it was] all through central Texas and over in east Texas--that was just junior girls' softball. It was not senior.

Way back there it was mostly [conference] B. In 1940 we had A, B, and C. A's were all the big schools like Dallad, Houston and Fort Worth. B's were schools like Georgetown, Taylor and Lockhart. C's were schools like Thrall, Round Rock, little schools like that. Most of [the schools which played softball] were in B and C.

[The schools] assigned one of the teachers [to be the coach]. They just picked out the teachers on the faculty. It could be a geography teacher or a spelling teacher. It was more likely to have been a women. There were some men, but I imagine most of them were coached by women because women were about the only teachers they had in the elementary grades in those days.

[Officials for softball games were] anybody they could get that was warm, or cold and could walk.

I don't know what kind of rules were used [in tennis]

in the early days]; some kind of tennis rules. I don't remember too much about tennis then. I imagine they just used some kind of Spalding's rule book in tennis. Spalding was one company that published rule books. You can go back to our files, Constitution and Rules files, and look under tennis and they'll tell you what rules they played under.

Anybody that had any experience playing tennis, they used [to officiate]. Once in a while they used callers, but most of the time the tennis players did their own officiating. Only in recent years [have women officiated].

Most of [the tennis teams] coached themselves. Tennis has been such an individual sport since its development. Only in the last fifteen or twenty years have they had tennis coaches at the schools.

[Women tennis players] wore bloomers and dresses in the twenties and early thirties. [Shorts were first worn] about in the middle thirties, I guess. That's when the girls began to change from bloomers to basketball shorts to play basketball like boys.

[Early volleyballs had laces]; the seamless ball is real new.

Women were not strong on athletics of any kind. They discouraged it. They thought it was not good posture. Many of the women, physical education women, wouldn't take any leadership in it.

There was no spectator interest in volleyball. There was no general interest promoting it. Nobody cared very much

about it. Nobody went to see the games; there was no motivation.

Anybody they could get [did the officiating at the girls' volleyball games].

They had coaches. Just anybody that felt like they wanted to offer a suggestion they would make a coach out of them--a self-appointed [volleyball] coach. They didn't get paid or anything.

Interview with Dr. C. J. Alderson, Professor Emeritus
of the University of Texas

June 26, 1969

I became involved with the Interscholastic League in 1922; that is when I was over at Calvert.

It was in those early years that Anna Hiss and a man named Roy Henderson, who was with the Interscholastic League at that time, and Leah Gregg [Tucker] and L. T. Bellmont-- I forget who the rest of them were, but there was a committee of us to study Interscholastic League basketball for girls. Which was quite a bold idea at that time; it was way out in left field. And so we did make a study of that and came up with a bunch of recommendations. And that went before the state association, what is now the TAHPER, and the recommendations also went before what is now the AAHPER, which was the National Physical Education Association at that time. And that got a hearing up there and we got a lot of hearings in from all over the nation, from the different states. Particularly from the women, some of whom were doing the same sort of study in their state. Now that was in '24, '25, '26, '27, and it went on until 1930 before this committee disbanded. We hadn't made much progress. We had gotten some of the small schools, that is where it started, to playing. They played

their counties and sometimes they would play through to a district, but no state programs for a good many years yet.

Now we also, back in that time Dr. D. A. Penick, who was a tennis coach here for many years, got girls' tennis started. And I don't know when they began playing, but I know that in as early as 1920 I was helping him run off girls' tennis meets here for the Interscholastic League every spring. I continued to do that until I got to be starter of the track meet here which took place about 1924, and I've been starting that ever since. There is just a little beginning and a little background of the girls' tennis in the Interscholastic League and of the girls' athletics in the Interscholastic League.

Now in 1922, when I began teaching over in Calvert, I had everything over there. I had football, basketball, track, tennis; everything they had, I had. Over there we played some volleyball, in Robertson County; and that was in the name of the Interscholastic League. It wasn't very closely associated with it I must say. But we did play and we won the county championship there. We didn't go outside there [the county].

Our tennis girls of course did. Our tennis girls played and they went outside the county and even went past district, but they didn't get to the state meet.

I talked to Roy Henderson a long time. Roy Henderson was the director of the athletic program under the Interscholastic League in the early '20's and all through the '20's. Roy

Bedichek was director of the Interscholastic League program. That was before Rhea Williams and the Rodney Kidd regime came in much later.

The women physical educators and some other women of the state were expressing a desire and they seemed to feel a need for girls' athletics way back there. Anna Hiss was very active, very instrumental, but very cautious about promoting it here at the University of Texas. Anna Hiss was head of the required program of physical education for women. At that time she had just succeeded Miss Eunice Aden. Anna Hiss was her first lieutenant and went right on in and took a good deal more active part in girls programs and in women's programs off the campus, period.

Of course the Interscholastic League people were interested [in girls' athletics]. Roy Henderson was interested, Bedichek was interested, and then Bellmont, who was head of the men's required program, was interested in a way--very mildly interested.

Like the boys' program, the girls' program has grown from within. The program has never superimposed on the public school girls of the state. It has come from within and it came from the little schools. . . . Girls have had a very humble origin really for a very different purpose--for a felt need for the girls, not for show, not to establish records, not to get ready to go to college. . . . They didn't get any scholarships.

The softball has been very highly entertaining and

it's been very spotty; that is, one part of the country would take it up and do pretty good, and another part of the country would never hear of it or never see it. . . . They have never done very much so far as I know. If they have, I haven't known about it in softball.

They have done a good bit in volleyball. There are a lot of places now that carry their volleyball on up to district. And of course now they are bringing it down to the state and we're having tournaments. And it is rather popular two ways. It's rather popular with the participants; and contrary to what most people ever thought, it's a pretty darn good spectator sport.

Now that swimming has become an Interscholastic League sport, the girls don't ask the boys too darn much odds in that water. You watch their diving and their swimming; they're going to come along. Of course, that is girls' athletics.

Oh, yes! Now I can begin and tell you some of the battles they had to fight. Some of it now we laugh at, but it was very real. In the first place we had a lot of these people and a lot of the older physical education women who thought that girls just must not do anything strenuous, athletics or otherwise, during their menstrual periods. That is one of the things they had to pass. Then one of the things that we had to fight along pretty much the same line was that girls couldn't stand to be driven. They couldn't stand to be forced to the nth degree of their physical energies. And in athletics you have to do that. And finally, they would have

to be forced beyond their total organic well-being.

And then, of course, we still had back in the '20's this idea like this woman in Michigan. She was a doctor, and she was writing about girls dislocating their female organs by high jumping, broad jumping. They couldn't stand that; they simply weren't built to. They didn't have the structure that would support that kind of shock; the organs were too heavy. The support of the organs simply wouldn't hold the organs in place.

Then of course we got into the social aspect--that it would make a girl coarse and muscular. This lady didn't write this; she knew better. But a lot of other people said that. And the newspapers--it made good news print so they jammed it full. They said it would necessitate indecent exposure of the body of the female to participate in athletics. It was contended that they would be objects of ridicule, particularly from men and boys. That they would be made fun of, hissed and laughed at on the court. Fat girls would be made fun of and ridiculed. Girls with any kind of deformities at all would be ridiculed and hissed, and that they would be propositioned like the girls on the stage used to be propositioned all the time. And, it would have about the same standing in the eyes of men.

It never did turn out anything like that at all. We did have some girls who were overcome. I've seen them; I still see them down here in girls' basketball. I see boys do the same thing.

They said that girls simply couldn't take it and that it would undermine their future abilities to be mothers. It was very real with a lot of people and a lot of others. Then they said of course that girls could never be depended upon in athletics and particularly in basketball because they weren't sure when they would be able to play and when they wouldn't be able to play. And you hardly ever had a considerable size squad that you wouldn't have some that wouldn't be able to play. All of that was just dug right out of the dirt. On this committee I was on we really went into it; we heard from committees from all over the state. And we went about all over the state, particularly on this.

I don't know. [In the 1920's] I was just out of college then and I just didn't know. I was a pusher. I was trying to promote, but I promoted with a great deal of care. Anna and I saw it about alike; each of us knew about the same little bit about it. We called in doctors and these doctors began to disillusion us a little about these terrible things that were going to happen to the girls. They weren't going to come unglued or anything. They were put together better than that unless they were abnormal in some way, or under developed, diseased, or had some medical history that would keep a boy or anybody else from participating. Most of the girls wouldn't suffer from it. Our own school physician of the athletic teams told us the same thing. After talking around with those people, pretty soon I got to the point where I thought there didn't have to be very

many limitations with the girls.

Of course in those days there were the moral aspects. How were you going to take these girls on trips overnight? Where are you going to bed them? How are you going to take care of them? And who is going to do it? All those things-- they just built up great white elephants and straw men about all the bad things that would happen to them; and how hard it would be to control girls on trips.

We had to go through a terrible fight and a lot of harassment in those days. And some of it came out--they did hiss the girls and they would make slurring remarks. . . . But Mr. Bellmont and the University authorities themselves exercised relatively good control over the spectators' discipline. It never broke out. And we never did have a girl go berserk and tear their hair and cry and fight.

You're darn right I think [public attitude had an effect on the decline of girls sports]! It kept them back for a long time because of these older people. I'll tell you what we had to do--this will go on record, I guess-- but we had to let a lot of old people die before we could really promote the girls' program without too much intermission. That's put to be very frank. They delayed it for years and years. The attitude of the people at that time was that women were to keep covered up, keep quiet, and not smoke cigarettes.

The girls' athletic program was retarded by many years; I wouldn't undertake to say how many, but many. And

of some of the "elderly deans, elderly officials, the functionaries, influential functionaries" within the institution which just couldn't take it. Bad enough for the boys. And when women went to degrading themselves, that just shouldn't be done, just shouldn't be taught.

Youngsters are going to do something. It's not a question whether or not they are going to do something; it's a question of what they are going to do. If we don't furnish them with a means and encourage them to do things that are socially acceptable, they are almost dead certain to do the things that are very unsociable acceptable.

Interview Questions

1. Who conceived the THSGTA and when?
2. Did it grow out of another group or organization?
3. What was the purpose of its origin?
4. Was there any connection with basketball as the meetings were once held in conjunction with basketball?
5. In what parts of the state was the growth or interest the greatest?
6. What accounts for track's growth and popularity, and why was it inactive so long (1920-1971)?
7. Have the events changed since the beginning?
8. How was the conference competition determined-- by UIL classifications or by arbitrary means?
9. Why was competition immediately opened to the state meet level in the first year of competition for THSGTA?
10. Will the same rules govern the events in UIL competition as the THSGTA competition?
11. Was the THSGTA organized purposely so that it could easily be adapted to UIL competition?
12. Do you know of any other track organizations that have been in operation?
13. What persons have been most prominent in promoting THSGTA and future UIL competition in track?

14. What do you see as the future in track?
15. Do you see any danger in girls competing?
16. Was there much opposition to the formation of girls' track competition?

Interview with Mr. M. T. Rice, Superintendent,
Midway Independent School District
October 31, 1970

Next year [1971-1972] will be the first year that it's [track] really going to be sponsored by the University Interscholastic League. They have accepted it; . . . it was accepted last year.

We started out and we were divided into eight regions. . . . There were, at that time, people from each region selected--really just appointed--by the president to serve as regional directors. Then those regional directors in turn appointed district directors, people they could depend on to carry out the district meets. And then after about two years of that procedure we started meeting the Girls Basketball Coaches Association. And now it has been accepted as part of the coaches' association. It is no longer Texas High School Girls Basketball Coaches Association; it is Texas High School Girls Coaches Association and it will include track and basketball. Now the volleyball did not come. . . . Volleyball coaches said they didn't want any part of it that they had a good organization of their own and they'll keep it that way.

Most of the schools that were particularly interested

in track were schools that were not really doing a lot of participating in basketball. . . . I think that it really came from the fact that they felt like the girls needed some activity. Those that started out with it found out the interest the girls had in it and how they were really going for it. I think that is the main reason they wanted to push it.

I've found that girls have a lot of pride in what they do. They'll just train a little harder than boys. I've coached both and I'm sincere when I say they take more pride in what they do than boys do. In all the kids I've seen run, I've seen fewer girls fall on the track because of exhaustion than I have boys. I've seen a lot of boys that weren't in condition to run as hard as they tried to run at the end of the race and they just keel over. You very seldom see that in a girl.

Last year we added the 880 run. . . . Really I was a little bit opposed to it, but I found out that there are a lot of kids that aren't fast that want to participate that are willing to work. . . . I don't think it [long distance runs] will hurt the girls provided they are conditioned. Of course that was old talk back there years ago [about running hurting girls] . . . but it was just talk as it was never proven. I think track builds muscles in your body that you aren't going to build any other way.

I'm a real firm believer in track. I think it's great for a kid; I think it's great for them to participate.

I don't care if it takes them fifteen minutes to run a hundred yards; if they have a desire to improve on this, I think this is good.

I'd say it [the number of men and women coaches] is pretty well divided. A lot of the men coaching track have not had a lot of experience with track. Women have not had experience with it because during the time they were in school they didn't have much opportunity, but most of them have made themselves pretty good students of track; they've watched and talked to track coaches.

[There is great interest in track] in south Texas around Corpus Christi--Calallen, Tulosos--Midway--all those schools right in there have a lot of participation. They have a lot on up the coast and they have a good bit around the Houston area. Deep east Texas, southeast Texas, they don't have a lot of interest there. Move on to northeast Texas there is a little bit, but right here in central Texas we have a lot of interest. Fact is, our original districts, as they were originally drawn up, have grown now to where they are just too big. We just about have too many [15] schools in the class B part of the district [VII].

They've had quite a move to get that changed. This year at coaching school we had quite an argument about it. . . . They were clammering for it [track] to be set up just like girls' basketball--B, A, AA, and AAA and AAAA together. That would be alright as far as our area [central Texas] is concerned, but there are so many areas where the schools are

so scattered that to do that you wouldn't have enough participation. This last year we had more than 300 schools in the state; if you divide 300 schools into four different classes, you are going to cut some of them down to below fifty schools. What kind of a district meet and what kind of a regional meet could you run all over the state if you are going to have that few? My contention was that in the years to come it should be changed but right now is not the time to do it. The people that attend those meetings are people that are coaching and they just take one thing into consideration--that is winning. They never had any experience with trying to administer the thing and trying to carry out district and regional meets. . . . They did vote to follow this year [in the Texas High School Girls Track Association] whatever plans the University Interscholastic League was going to set up for their '71-'72 program.

I think they [the Texas High School Girls Track Association] had a state meet the first year because they felt like they could get more publicity and get more schools interested.

We intended to try to [get the University Interscholastic League to adopt track]. Our idea was that it should be included and if we could get enough schools participating, . . . they [University Interscholastic League] would gradually become interested in it just like they did in basketball.

I don't think there was very much opposition [to

track]. There were a lot of them [school systems] that didn't get into it and a lot of them still are not into it that have made the statement or have told their girls' physical education teachers that if the University Interscholastic League takes it over then we'd be interested in letting you participate, but until then we're not. That was enough to say that the organization of it is not quite as good as we think it should be.

I think that you'll see that in the next five years we'll have five or six hundred schools in Texas running.

A lot of kids have learned to discipline themselves through a track program.

Interview with William C. Bradley, Jr., Superintendent,
Robinson Independent School District

November 2, 1970

J. K. Hileman, with those ten or twelve teams in 1964, the spring before [the first Texas High School Girls Track Association state meet,] is the originator, or as far as I am concerned, the father of girls' track in Texas. . . . Every school in the state of Texas was sent a letter asking us would we like to join. I think we had an original ten dollar entry fee. Then he in turn set up the zone, divided it by regions, had a district competition, then he had a regional competition, and then we went to Waco the first year for the state meet at M. T. Rice's track. I don't know how many [participants] we had but not a whole lot.

In 1966-67 we had 230 schools, in 1967-68 we went up only twelve to 242, then in 1968-69 we had 296 and in 1969-70, last year, we had 346 members. I talked to Larry [Tucker, the 1970-71 president of the Texas High School Girls Track Association] on the phone Saturday, and the way the membership is coming in comparison to last year, he's expecting it to go close to 400 this year.

When I went to the State Athletic Executive Council meeting yesterday [November 1, 1970] in Austin, I appeared

representing the Texas High School Coaches' Association. They voted last night on how they were going to organize the state program now that the UIL is taking over. And they are taking over. I haven't heard the vote, but my opinion was formed by listening to the superintendents talk and they are going to approve it, I believe, as we recommended to their sub-athletic council. . . . They changed only one thing--the 80 meter hurdles to 80 yard hurdles. And, the state meet, I presume next year will be changed after this year from Abilene to Austin and it will be set the week after the boys' state track meet which is the second week in May. We have triple representation from district to regional, regional to state; and they are going back to dual representation, in other words only first and second will go to the next meet. Those will be the only changes.

Of course the Olympics [were a factor in the renewed interest in track and field for girls]--the poor showing of our American women and coaches. . . . Maybe that is a farsighted or far fetched reason, but I believe a lot of us don't like to see the Russians whip us every year. It may be a long time before we recover.

And I think the other selfish motive is that basketball coaches are looking for conditioning and they don't like to see their girls leave them from February until next November. We needed some other program for our girls and we didn't think volleyball answered that prerequisite.

We are going to merge with them [the Texas High School Girls Basketball Coaches Association] next June. They have already voted to accept us and our five or six thousand dollars, and they will act in our behalf [in track] before the Executive Council which meets once a year. . . . There was a discussion to go Texas High School Girls Athletic Association and change the name Basketball to Athletic. And it was discussed to go Basketball and Track Association. I believe at this time there is nothing official.

Their stock answer to everybody is if the superintendents, who are the administrators of the schools, want it we'll put it on; but until enough of them want it to justify a state program we're not going to mess with it. Now that's the attitude they [the University Interscholastic League] take in Austin. When we started getting three or four hundred schools and getting big, they saw that it [basketball and track] was something that was taking interest and growing by leaps and bounds. When we ask them to take it, they took it.

The UIL is run by a superintendent from each division--B, A, AA, AAA, AAAA--in the four regions of the state. So it means there are twenty superintendents that sit on the Legislative Council once a year, the first Sunday in November. They alone have the power to change rules, make amendments, add sports, delete sports, and what have you. And if they don't do it that day, it'll not be done for a year.

I believe our track organization will be six, seven, eight hundred teams inside of five years. . . . I believe we'll surpass girls' basketball.

I think if it [competition] is good for boys it is good for the girls. If you'll use a professional coach who knows athletics and what the capabilities of girls are, there is not going to be any injury. I don't think you can coach a girl in the same manner you can coach a boy. I don't coach my young ladies like I used to coach football at one time. But I think there is a maximum effort you can get out of them without injuring them. . . . I don't think these little ladies are the feminine, weak, frail little things that people sometimes make them out to be; they can give you a dollars effort. They can run up and down that court as long as you can or anybody else can if they want to. . . . I don't think track would injure you as quickly as basketball.

APPENDIX II

7817 Rockdale Road
Fort Worth, Texas 76134
July 20, 1969

Mr. L. C. McKamie, Superintendent
Gatesville Independent School District
Gatesville, Texas 76528

Dear Mr. McKamie

I am a graduate student at Texas Woman's University and am seeking a Master of Arts degree in physical education. As partial fulfillment of the degree requirements I am writing An Historical Study of Athletic Participation for Senior High School Girls under the Jurisdiction of the University Interscholastic League of Texas. The purpose of the study is to provide a brief chronological study of competitive athletics for high school girls from the inception of the University Interscholastic League to the present.

Preliminary investigation has indicated a lack of documentary sources thereby necessitating an intense search for human sources able to provide any historical information regarding basketball, softball, tennis, track and field, and volleyball. During a recent visit with Rodney J. Kidd, you were suggested as possibly being able to provide information about the history of basketball, its organization, and what occurred during the time it was not sponsored by the University Interscholastic League of Texas.

The following questions may be suggestive to you. Please do not feel, however, that these questions limit you in any way since any information concerning basketball will be invaluable to the historical study which I am undertaking. You may rest assured that the material you provide will be held in the strictest confidence and will be utilized with discretion and discernment. The salient points emphasized in the study will be accredited to you as the source of the material.

1. Prior to the time the University Interscholastic League assumed the sponsorship of competitive girls' basketball in 1950, you organized and were president of a girls' basketball league. What was the name of that

organization and why did you feel its existence was desirable?

2. What rules and regulations governed this league and who was responsible for their selection and enforcement?

3. Were you in favor of the University Interscholastic League sponsoring girls' basketball, and what were your reactions and opinions concerning that action?

4. Can you recall specific innovations or rule changes that occurred after the University Interscholastic League began its sponsorship of girls' basketball? When did these changes occur and did they improve the game significantly?

5. What do you consider to be the prognosis of competitive basketball for high school girls under the jurisdiction of the University Interscholastic League?

6. Have you ever been closely associated with any other girls' competitive athletics as governed by the University Interscholastic League?

7. Can you recall any anecdotes that would reveal significant historical data concerning competitive girls' basketball under the jurisdiction of the University Interscholastic League?

Mr. McKamie, I am dependent on you for information which only you can provide. I hope, therefore, that you may find the time in your busy schedule to return the self-addressed, stamped envelope to me with information concerning basketball.

With deepest gratitude and appreciation for your time and efforts, I am

Sincerely yours,

(Mrs.) Norma H. Thronburg

BOARD OF EDUCATION:

DOUG H. SMITH, PRES.
DAN EDWARDS, VICE-PRES.
RAY BYROM, SECY.
FRED KOCH, JR.
ROLAND WRIGHT
JAMES R. POWELL
JACK SAUNDERS

L. C. McKANIE, SUPT.

Gatesville Independent School District

ACCREDITED BY STATE AND SOUTHERN ASSOCIATION

OFFICE OF THE SUPERINTENDENT

Gatesville, Texas
76528

7-29-69

SENIOR HIGH SCHOOL
SIDNEY PRUITT
PRINCIPAL

JUNIOR HIGH SCHOOL
GLENN WHITTENBERG
PRINCIPAL

ELEMENTARY SCHOOL
ORAN D. BATES
PRINCIPAL

TAX ASSESSOR-COLLECTOR
CLOVIS KING

Mrs Paul S..Thronburg
7817 Rockdale Road
Fort Worth, Texas 76134

Dear Mrs Thronburg :

Your letter received in reference to girls basketball.

The past three or four years I have had so many requests for literature on the girls league I am sorry that I do not have any to send you. However, I will give you a summary:

Up until 1939 there was no organized girls basketball in Texas. Each County made their own rules, and very seldom consistent with any other county. The only outside sponsor was the AAU. The AAU would get some school to sponsor a tournament, and use this as a means of advertising etc,. By the time a sponsoring school ran off the tournament it would loose money. The AAU rules were never consistent and usually a tournament ended up in a mess.

Since I was interested in girls basketball I decided to try for a State organization. We had 56 schools enter, but ran off a good tournament at Baylor University. We reached a membership of 575 schools two or three years later.

Each County in the state had their county tournament, but every school played by the rules set out by this organization. We then allocated counties as a district with a percentage of the district gates going to the winning team to attend the state meet. After expenses were paid at the state meet all money was prorated back to the teams attending. This made it entirely a schools organization -run by school men, and women.

The State board was made up of area superintendents, and/or coaches. This board revised the rules each year if needed.

Cont'd

Referring to your questions :

1. Organizations name : High School Girls' Basketball League of Texas

Organized for the purpose of control. By control : All players eligible, and in school. Uniform rules. Control by Texas school people in Texas schools.

Note: Before this organization came into existence there were no uniform eligibility rules. Often "ringers" played. There was a general state of confusion.

2. School people made the rules by vote. The state board enforced them through the State director. Any appeal was made to the State board

3. I was not in favor of the the University Interscholastic League sponsoring Girls' basketball, and I am not in favor now.

Comment : The UIL was never in favor of girls' basketball. In fact it did all it could to kill the organization. When this could not be done the League came out with a ruling that if a school joined anyother organization it would make all other athletic teams in-eligible. I think this is dictatorial, and did not represent the real feelings of the school people of this State. I feel that any University would be entitled to sponsoring athletics as well as the University of Texas.-(I am a Univ of Texas graduate). Even so, I do not believe in tactics used.

4. The UIL has not chaged the rules to any great extent. Ours were excellent to start with.

5. I do not know exactly just how you mean prognosis in light of girls' basket-ball. However, I will take it from this angle : The UIL did not want girls' basketball, but our organization had grown to such an outstanding event in Texas I believe the UIL was afraid that the school people might take over the inter-school activities. The P.E. department during the early 40's fought our organization every way, but the League finally decided the only way to stop the organization would be to make the rule they made.

6. I have been in Texas school since 1922, and have coached all athletics -including girls athletics. I coached volley ball under the League. Gatesville won three years ago the first girls State track meet. However, I have not coached since 1940.

Mrs Thronburg, I am sending you the last of my literature. It is my last for keeping in old age. Please send it back . I have mailed out much of this, and had decided not to mail this. However, I am sending it. You will find some of the history inside the front cover by Jinx Tucker. Mr. Tucker was sports writer for the Waco News Tribune for many years, and was an ardent fan of girls

basketball. You will note he states that preceding the 20's there was some form of girls basketball. I am sure it was the same confused state as I found it in 1922.

I am due to leave town, and I have just written this letter without re-reading it. My secretary is on vacation-- therefore please look over errors

Sincerely,



L.C. McKamie

8-4-69

I failed to get this letter out before I left last week

Other points :

After the State tournament the winning team would usually play the winner of Iowa. When one of our winners went to Iowa all expenses were paid by the Iowa organization. When Iowa came here we paid all expenses. Texas usually won the inter-state game

Please return the material as soon as possible--there is another person requesting it

LCM

7817 Rockdale Road
Fort Worth, Texas 76134
July 20, 1969

Mr. M. T. Rice, Superintendent
Midway Independent School District
Waco, Texas 76710

Dear Mr. Rice,

I am a graduate student at Texas Woman's University and am seeking a Master of Arts degree in physical education. As partial fulfillment of the degree requirements I am writing An Historical Study of Athletic Participation for Senior High School Girls under the Jurisdiction of the University Interscholastic League of Texas. The purpose of the study is to provide a brief chronological study of competitive athletics for high school girls from the inception of the University Interscholastic League to the present.

Preliminary investigation has indicated a lack of documentary sources thereby necessitating an intense search for human sources able to provide any historical information regarding basketball, softball, tennis, track and field, and volleyball. During a recent visit with Rodney J. Kidd, you were suggested as possibly being able to provide information about the history of basketball, its organization, and what occurred during the time it was not sponsored by the University Interscholastic League of Texas.

The following questions may be suggestive to you. Please do not feel, however, that these questions limit you in any way since any information concerning basketball will be invaluable to the historical study which I am undertaking. You may rest assured that the material you provide will be held in the strictest confidence and will be utilized with discernment and discretion. The salient points emphasized in the study will be accredited to you as the source of the material.

1. Prior to the time the University Interscholastic League assumed the sponsorship of competitive girls' basketball in 1950, I understand that you were active in another girls' basketball league. What was the name

of that organization and why did you feel its existence was desirable?

2. What rules and regulations governed this league and who was responsible for their selection and enforcement?

3. Were you in favor of the University Interscholastic League sponsoring Girls' basketball, and what were your reactions and opinions concerning that action?

4. Can you recall specific innovations or rule changes that occurred after the University Interscholastic League began its sponsorship of girls' basketball? When did these changes occur and did they improve the game significantly?

5. What do you consider to be the prognosis of competitive basketball for high school girls under the jurisdiction of the University Interscholastic League?

6. Have you ever been closely associated with any other girls' competitive athletics as governed by the University Interscholastic League?

7. Can you recall any anecdotes that would reveal significant historical data concerning competitive girls' basketball under the jurisdiction of the University Interscholastic League?

Mr. Rice, I am dependent on you for information which only you can provide. I hope, therefore, that you may find the time in your busy schedule to return the self-addressed, stamped envelope to me with information concerning basketball.

With deepest gratitude and appreciation for your time and efforts, I am

Sincerely yours,

(Mrs.) Norma H. Thronburg

Dear Norma,

I am very sorry that I have not answered your letter sooner, but have been pretty busy and failed to do so.

I will give a leading to the
I am sending you the copy of a
of the program for the 1952
1953 State Tournaments. These give
a good history of the Texas High Girls
Basketball League. The 1954 season
was the last year of operation. The
U.S.I. started girls basketball and
most of the weaker teams joined.
Then the regulation was passed that
if a team lost to a team in another
league they were disqualified. Since
most of the strong teams were in
the Texas High School League the
teams in the U.S.I. would not play
them. This split the teams and
made game hard to schedule. Then
at the close of the 1954 season.

Mr. McRanie recommended that the
league be reorganized and all schools
join the U.S.I.

The rules and regulations for high school leagues were about the same as the U.S.L. There were some minor differences. The rules were enforced by the league directors.

I thought we had a very fine league operating and I was particularly interested in the U.S.L.

sponsoring the girls basketball. They were asked to do so before their league was formed. Of course the main thing was to get girls basketball started and to have some kind of league with regulations so that all teams would be playing by the same rules. Before this plan was done teams were being sponsored by some downtown merchant or by someone else and this was not good.

About the only rule changes that amounted to anything are: In the early days there was a jump ball at center and each point was scored. Then the team scored on got the ball at the Center Circle and then the League came giving the ball to the team scored on out of bounds under the basket. There has been

a change on the free throw allowing the
one and one shot after the five fouls
in the half. These are the
most significant changes. I do not
know the years these changes came
in.

I have coached girls tennis and
had two girls go to the state meet
three years in doubles 1957 - 1959
and 1960. I really did not have much
to do with it. They were just that good.

This is about all I know. I hope you
will excuse the writing, my secretary is out.

Sincerely yours,
M. J. Rice

7817 Rockdale Road
Fort Worth, Texas 76134
July 20, 1969

Miss Anna Smigh, Director
Women's Physical Education
Howard County Junior College
Big Spring, Texas 79720

Dear Miss Smith,

I am a graduate student at Texas Woman's University and am seeking a Master of Arts degree in physical education. As partial fulfillment of the degree requirements I am writing An Historical Study of Athletic Participation for Senior High School Girls under the Jurisdiction of the University Interscholastic League of Texas. The purpose of the study is to provide a brief chronological study of competitive athletics for high school girls from the inception of the University Interscholastic League to the present.

Preliminary investigation has indicated a lack of documentary sources thereby necessitating an intense search for human sources able to provide any historical information regarding basketball, softball, tennis, track and field, and volleyball. During a recent visit with Dr. Bert Lyle, you were suggested as possibly being able to provide information about the history of volleyball, its organization, and what occurred during the time it was not sponsored by the University Interscholastic League of Texas.

The following questions may be suggestive to you. Please do not feel, however, that these questions limit you in any way since any information concerning volleyball will be invaluable to the historical study which I am undertaking. You may rest assured that the material you provide will be held in the strictest confidence and will be utilized with discretion and discernment. The salient aspects of your information which corroborate the main points emphasized in the study will be accredited to you as the source of the material.

1. When did you first become professionally associated with volleyball?

2. Can you recall any innovations or rule changes during the time you were associated with or coaching volleyball that significantly changed competitive volleyball for high school girls as governed by the University Interscholastic League?

3. If so, what were the innovations or rule changes, approximately when did they occur, and what effect did they have on competitive volleyball for high school girls?

4. Although the University Interscholastic League sponsored volleyball as early as 1921, it was not until the 1957-1958 school year that it provided for competition at the regional level. Can you account for its relatively slow progress?

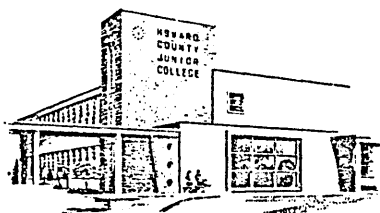
5. Can you recall any anecdotes that would reveal volleyball's growth or abatement as sponsored by the University Interscholastic League in the high schools of Texas?

Miss Smith, I am dependent on you for information which only you can provide. I hope, therefore, that you may find the time in your busy schedule to return the self-addressed, stamped envelope to me with information concerning volleyball.

With deepest gratitude and appreciation for your time and efforts, I am

Sincerely yours,

(Mrs.) Norma H. Thronburg



HOWARD COUNTY JUNIOR COLLEGE

BIG SPRING, TEXAS

Sept. 10, 1969

Mrs. Norma H. Thronburg
7817 Rockdale Road
Fort Worth, Texas 76134

Dear Norma:

I am sorry for the delay in answering your letter of July 20th, but I was away at school this summer and my time was taken up with studies. Too, our school term opened Aug. 25th and I have been weighted down with the opening of school and problems that had to be taken care of.

In 1943 Big Spring High School started girl's volley ball on a competitive basis. This initial move was started by Miss Arah Phillips, who at that time was director of physical education for girls in the local high school.

I was director of girl's physical education in the Big Spring Junior High during this time, and immediately started volley ball with my seventh, eighth, and ninth grade girls.

Volley ball was new to our girls as well as to many parents and business people who immediately became interested in the program, and pledged to support it.

The second year of competitive volley ball, a high school tournament was held. In order to promote the sport as we felt it should be, two volley ball teams from North Texas--Byers and Ringgold were invited to play exhibition games only. We paid expenses for these two teams and a beautiful trophy was awarded the team winning two of the three exhibition matches.

Following the exhibition of these teams all our girls got on fire, so to speak, by trying to spike and jump as the visiting girls did. Schools who were at the tournament improved tremendously during the following months from having seen volley ball played at its best.

No significant rule changes were made during that time except: a) service from any place on base line--from side line to side line (30 feet), and b) a quick serve was changed to give opponents time to resume playing position.

Yes, many of the smaller schools were primarily involved with men coaches who also worked with basketball. They did not feel the need for volley ball being carried above district level. In fact many felt basketball should be the only sport, therefore volley ball did not gain the thrust it should have been given.

Larger high schools felt that too much money was involved in carrying the sport beyond district level. Also, loss of time from classroom subjects was involved. Many felt the girls could play tennis, thus eliminating the expense of travel by girls which would cut down on expenses.

It was not until much pressure from women coaches in various high schools, working with and through high school principals and superintendents, and many long hours of correspondence with the State Interscholastic League Office in Austin that the tide began to turn. Again, Arah Phillips was instrumental in getting the ball rolling for creating the Regional Volley Ball play.

I believe it was in 1965 that I was invited along with Miss Geneva Knox, then President of the Texas High School Girl's Independent State Volley Ball Association, and several members of the Executive Committee to study and set up policies for the initial sponsorship of the State UIL Volley Ball Tournament.

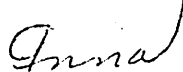
Much correspondence and long hours of study went into this initial step. As the doors opened for the first game in the State Tournament, Arah Phillips, myself, and many high school coaches were on hand to witness what may be termed--a dream come true.

Even though Arah nor I coach volley ball at present we serve as consultants, and I sponsor the local High School Girls' Cap Rock Volley Ball Tournament annually, and we are thrilled to see the tremendous skills displayed on the playing court with Power Ball. To me, it is our greatest sport for women, and one that always creates spectator interest when two top teams approach the playing court.

I am pleased to know I have had a small part in a tremendous assignment of promoting high school volley ball as a UIL sponsored sport. This alone has enhanced the game, and has created greater interest not only from school people but also from business people. It is a highlight in my teaching career, and I shall always appreciate the opportunity I have had to be of service to my co-workers, coaches, and team members throughout the state in promoting this sport for our young women.

Norma, I trust that this information may help you even if it has been delayed. Best wishes to you in your work and study.

Sincerely,

A handwritten signature in cursive script, appearing to read "Anna".

Anna Smith, Director
Women's Phy. Education

AS/cm

BIBLIOGRAPHY

BIBLIOGRAPHY

Books

- Barnes, Mildred J. (ed.). Basketball Guide. Washington, D. C.: American Association for Health, Physical Education, and Recreation, 1966.
- Bedichek, Roy. Educational Competition. Austin, Texas: University of Texas Press, 1956.
- Bucher, Charles Augustus. Foundations of Physical Education. St. Louis: The C. V. Mosby Company, 1960.
- Bureau of Public School Service. Athletic Records. Austin, Texas: The University of Texas, 1969.
- Good, Carter V. Introduction to Educational Research. New York: Appleton-Century-Crofts, 1963.
- Menke, Frank G. The New Encyclopedia of Sports. New York: A. S. Barnes & Company, 1947.
- Mitchell, A. Viola. Softball for Girls. New York: A. S. Barnes and Company, Inc., 1952.
- Scott, Harry A. Competitive Sports in Schools and Colleges. New York: Harper and Brothers, Publishers, 1951.

Articles and Periodicals

- Division of Extension. Constitution of the Debating and Declamation League of Texas Schools. Austin, Texas: The University of Texas, 1911.
- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1914.
- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1915.
- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1917.

- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1918.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1919.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1920.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1921.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1922.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1924.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1925.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1926.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1927.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1928.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1933-34 Revision.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1935-36 Revision.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1936-37 Revision.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1939-40 Revision.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1943.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1944.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1946.
- _____. Constitution and Rules. Austin, Texas: The
University of Texas, 1947.

- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1948.
- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1953.
- _____. Constitution and Rules. Austin, Texas: The University of Texas, 1956.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1957.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1958.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1960.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1962.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1964.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1966.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1967.
- _____. Constitution and Contest Rules. Austin, Texas: The University of Texas, 1969.
- _____. Girls' Basketball Rules Supplement. Austin, Texas: The University of Texas, 1963.
- _____. Play and Athletics. Austin, Texas: The University of Texas, 1918.
- _____. University Interscholastic League Bulletin 274. Austin, Texas: The University of Texas, 1913.
- Interscholastic Leaguer. I (October, 1917).
- Interscholastic Leaguer. I (January, 1918).
- Interscholastic Leaguer. V (October, 1921).
- Interscholastic Leaguer. VII (October, 1923).
- Interscholastic Leaguer. VIII (March, 1925).
- Interscholastic Leaguer. X (November, 1926).

<u>Interscholastic Leaguer.</u>	X (February, 1927).
<u>Interscholastic Leaguer.</u>	XI (November, 1927).
<u>Interscholastic Leaguer.</u>	XII (December, 1928).
<u>Interscholastic Leaguer.</u>	XIII (April, 1930).
<u>Interscholastic Leaguer.</u>	XIV (November, 1930).
<u>Interscholastic Leaguer.</u>	XVII (December, 1933).
<u>Interscholastic Leaguer.</u>	XX (October, 1936).
<u>Interscholastic Leaguer.</u>	XXI (February, 1938).
<u>Interscholastic Leaguer.</u>	XXI (April, 1938).
<u>Interscholastic Leaguer.</u>	XXII (September, 1938).
<u>Interscholastic Leaguer.</u>	XXIII (February, 1940).
<u>Interscholastic Leaguer.</u>	XXIV (November, 1940).
<u>Interscholastic Leaguer.</u>	XXIV (December, 1940).
<u>Interscholastic Leaguer.</u>	XXV (November, 1941).
<u>Interscholastic Leaguer.</u>	XXV (December, 1941).
<u>Interscholastic Leaguer.</u>	XXV (January, 1942).
<u>Interscholastic Leaguer.</u>	XXVI (December, 1942).
<u>Interscholastic Leaguer.</u>	XXVIII (April, 1945).
<u>Interscholastic Leaguer.</u>	XXVIX (November, 1945).
<u>Interscholastic Leaguer.</u>	XXX (December, 1946).
<u>Interscholastic Leaguer.</u>	XXXII (October, 1948).
<u>Interscholastic Leaguer.</u>	XXXIII (November, 1949).
<u>Interscholastic Leaguer.</u>	XXXIII (December, 1949).
<u>Interscholastic Leaguer.</u>	XXXIII (January, 1950).
<u>Interscholastic Leaguer.</u>	XXXIII (February, 1950).
<u>Interscholastic Leaguer.</u>	XXXIII (March, 1950).
<u>Interscholastic Leaguer.</u>	XXXIV (September, 1950).

Interscholastic Leaguer. XXXIV (October, 1950).
Interscholastic Leaguer. XXXIV (November, 1950).
Interscholastic Leaguer. XXXIV (April, 1951).
Interscholastic Leaguer. XXXV (April, 1952).
Interscholastic Leaguer. XXXVI (September, 1952).
Interscholastic Leaguer. XXXVI (February, 1953).
Interscholastic Leaguer. XXXVI (April, 1953).
Interscholastic Leaguer. XXXVII (December, 1953).
Interscholastic Leaguer. XXXVII (April, 1954).
Interscholastic Leaguer. XXXVIII (September, 1954).
Interscholastic Leaguer. XXXVIII (April, 1955).
Interscholastic Leaguer. XXXIX (September, 1955).
Interscholastic Leaguer. XXXIX (October, 1955).
Interscholastic Leaguer. XXXIX (November, 1955).
Interscholastic Leaguer. XXXIX (February, 1956).
Interscholastic Leaguer. XXXIX (April, 1956).
Interscholastic Leaguer. XL (December, 1956).
Interscholastic Leaguer. XL (February, 1957).
Interscholastic Leaguer. XL (April, 1957).
Interscholastic Leaguer. XLI (September, 1957).
Interscholastic Leaguer. XLI (April, 1958).
Interscholastic Leaguer. XLII (September, 1958).
Interscholastic Leaguer. XLII (December, 1958).
Interscholastic Leaguer. XLII (April, 1959).
Interscholastic Leaguer. XLIII (April, 1960).
Interscholastic Leaguer. XLIV (April, 1961).
Interscholastic Leaguer. XLV (December, 1961).

- Interscholastic Leaguer. XLV (April, 1962).
- Interscholastic Leaguer. XLVII (September, 1962).
- Interscholastic Leaguer. XLVII (April, 1963).
- Interscholastic Leaguer. XLVIII (February, 1964).
- Interscholastic Leaguer. XLVIII (April, 1964).
- Interscholastic Leaguer. XLIX (September, 1964).
- Interscholastic Leaguer. XLIX (November, 1964).
- Interscholastic Leaguer. XLIX (December, 1964).
- Interscholastic Leaguer. XLIX (February, 1965).
- Interscholastic Leaguer. XLIX (April, 1965).
- Interscholastic Leaguer. L (April, 1966).
- Interscholastic Leaguer. LI (April, 1967).
- Interscholastic Leaguer. LII (October, 1967).
- Interscholastic Leaguer. LII (April, 1968).
- Interscholastic Leaguer. LIII (September, 1968).
- Interscholastic Leaguer. LIII (April, 1969).
- Interscholastic Leaguer. LIV (September, 1969).
- Interscholastic Leaguer. LIV (March, 1970).
- Interscholastic Leaguer. LIV (April, 1970).
- Interscholastic Leaguer. LV (September, 1970).
- Official Basketball Program. Austin: The University of Texas, 1969.
- Official Program: Texas High School Girls Track Association, 1970.
- Official Volleyball Program: Austin: The University of Texas, 1967.
- _____. Austin: The University of Texas, 1968.
- _____. Austin: The University of Texas, 1969.

Unpublished Material

- Douglass, Lucile. "Critical Analysis of the Athletic Activities for Girls in the University Interscholastic League in Texas." Unpublished Master's thesis, The Texas Woman's University, 1937.
- Harris, Betty June Smith. "Initial Status of Basketball for Girls under the University Interscholastic League." Unpublished Master's thesis, The University of Texas, 1951.
- Harley, Roy O. "Some Effects of the University Interscholastic League on the High Schools of Texas." Unpublished Master's thesis, The University of Texas, 1932.
- Stanley, Please Carroll. "Organization and Control of High School Interscholastic Athletics." Unpublished Master's thesis, The University of Texas, 1933.
- Trotter, Betty Jane. "A Study of Interscholastic Athletics for High School Girls in the State of Texas." Unpublished Doctoral dissertation, Teachers College, Columbia University, 1962.
- University Interscholastic League. Minutes of Meeting of the Girls' Basketball Committee. January 21, 1950.
- _____. Minutes of Meeting of Special Committee on Girls Athletics. January 26, 1940.
- _____. Minutes of State Executive Committee Meetings, 1925-1969.
- _____. Minutes of State Meeting of Delegates. 1925-1947.
- Whitton, Paul Lewis. "History of the Interscholastic League in Texas." Unpublished Master's thesis, The University of Texas, 1935.
- Yeary, Melanie Edna. "The Control of Interschool Athletics for Girls by State Interscholastic Leagues." Unpublished Master's thesis, The University of Texas, 1952.

Other Sources

- Letter from L. C. McKamie. Superintendent of the Gatesville Independent School District. Gatesville, Texas, July 29, 1969.

Unpublished Material

- Douglass, Lucile. "Critical Analysis of the Athletic Activities for Girls in the University Interscholastic League in Texas." Unpublished Master's thesis, The Texas Woman's University, 1937.
- Harris, Betty June Smith. "Initial Status of Basketball for Girls under the University Interscholastic League." Unpublished Master's thesis, The University of Texas, 1951.
- Harley, Roy O. "Some Effects of the University Interscholastic League on the High Schools of Texas." Unpublished Master's thesis, The University of Texas, 1932.
- Stanley, Please Carroll. "Organization and Control of High School Interscholastic Athletics." Unpublished Master's thesis, The University of Texas, 1933.
- Trotter, Betty Jane. "A Study of Interscholastic Athletics for High School Girls in the State of Texas." Unpublished Doctoral dissertation, Teachers College, Columbia University, 1962.
- University Interscholastic League. Minutes of Meeting of the Girls' Basketball Committee. January 21, 1950.
- _____. Minutes of Meeting of Special Committee on Girls Athletics. January 26, 1940.
- _____. Minutes of State Executive Committee Meetings, 1925-1969.
- _____. Minutes of State Meeting of Delegates. 1925-1947.
- Whitton, Paul Lewis. "History of the Interscholastic League in Texas." Unpublished Master's thesis, The University of Texas, 1935.
- Yeary, Melanie Edna. "The Control of Interschool Athletics for Girls by State Interscholastic Leagues." Unpublished Master's thesis, The University of Texas, 1952.

Other Sources

- Letter from L. C. McKamie. Superintendent of the Gatesville Independent School District. Gatesville, Texas, July 29, 1969.

Letter from M. T. Rice, Superintendent of the Midway Independent School District. Waco, Texas, August 13, 1969.

Letter from Anna Smith. Director of Women's Physical Education, Howard County Junior College. Big Spring, Texas, September 10, 1969.

Midway Independent School District. Personal interview with M. T. Rice, Superintendent, Midway Independent School District, Waco, Texas. October 31, 1970.

Robinson Independent School District. Personal interview with William C. Bradley, Jr., Superintendent, Robinson Independent School District, Waco, Texas. November 2, 1970.

The University of Texas. Personal interview with Dr. C. J. Alderson, Professor Emeritus of the University of Texas. Austin, Texas, June 26, 1969.

The University of Texas. Personal interview with Rodney J. Kidd, Director Emeritus of the University Interscholastic League. Austin, Texas, June 26, 1969.

The University of Texas. Personal interview with Dr. Rhea H. Williams, Director of the University Interscholastic League. Austin, Texas, June 26, 1969.