

The Leaguer



USPS 267-840

The Official Publication of the University Interscholastic League

VOL. LXIV. NO. 2

SEPTEMBER, 1979

AUSTIN, TEXAS



NUMBER ONE—Scenes such as this are indicative of the emotion high school football evokes statewide, and of the quality photography entered into Interscholastic League Press Conference contests. This shot of Pat Ray (top) and Mike Chapman was taken by Howard Castleberry, a 1979 graduate of L. B. Johnson High School in Austin and freshman at the University of Texas at Austin.

'Dough' boys

This fall, 250 young Texans will attend colleges and universities, with the financial assistance of Texas Interscholastic League Foundation scholarships.

TILF awarded scholarships, valued at \$233,650, to 141 graduating seniors and renewed 109 scholarships worth more than \$85,400, said Dr. Rhea Williams, TILF secretary.

Since its inception, the program has granted 3,110 scholarships worth more than \$2,468,800 to outstanding Texas high school graduates, Williams added.

"We started in 1959 with one \$250 grant," he said. "Through the dedicated efforts of a group of individuals, TILF has been built into the outstanding program it is today.

"We may never have enough money to award scholarships to all eligible students, but we will not stop trying," Wil-

Foundation donations surpass \$2 million

liams said. "Fortunately, there are a number of individuals and foundations in Texas who are interested in the young people of the state, and willing to invest in their futures."

During the past year, the Foundation has expanded its list of contributing foundations and associations to 22, with the addition of grants awarded by Philip R. Jonsson Foundation of Dallas, two grants to be awarded next year by Paul L. Davis, and four grants sponsored by the Permian Merit Scholarship Foundation.

The Jonsson Foundation will present two scholarships of \$250 to be awarded to a participant in the UIL science contest and one journalism contest participant.

The Paul L. Davis scholarships will be \$500 grants to two students.

Rules 'not applicable'

Opinion clarifies foster child bill

Foster children assigned to homes by state agencies or judges are not bound by League rules governing attendance, residency or transfer matters, the result of action by the Legislature and Attorney General's office.

The Legislature passed and Gov. Bill Clements signed a bill (S.B. 1218) introduced by Sen. Grant Jones of Lubbock which stated:

"A child placed in foster care by an agency of the state or a political subdivision shall be permitted to attend the public free schools in the district in which the foster parents reside free of any charge to the foster parents or the agency. No durational residence requirement may be used to prohibit such a child from fully participating in any activity sponsored by the school district."

Passage of the bill itself superceded the League's residency requirements, but questions remained whether a Lorena youth, for whom the bill was written, would be eligible under the prior participation rule (Art. VIII, Sec. 14).

In an opinion released August 14, the Attorney General ruled the League rules did not apply in the case of foster children at the time of the placement, even when the previous residence was another foster home or an orphan's home.

The opinion states in part:

"In our opinion, the law reaches durational residency requirements that take a form other than the straightforward requirement of physical presence in the district for a set time period. . . . We believe the statute is designed to apply to students at the time they are placed in a foster home. Thus, a foster child could not be disqualified from participation in interscholastic activities when his placement in the foster home causes him to

fail to meet a durational residency requirement.

"On the other hand, a foster child who has been with a family for a period of time may be subject to being declared ineligible in the same manner as any other child if the family with whom he has been placed moves to a new district.

"Section 6, the attendance rule renders ineligible for participation in a League contest a person who has not attended the school for 30 calendar days immediately preceding the contest or since the first day of the second week of the school year. A child may attend tuition free the public schools in the district where he resides or where his parent, guardian or other person having lawful control of him resides.

"Thus, in the usual case, school attendance in a district is based on residence there. In our opinion, the attendance rule constitutes a durational residency requirement when imposed on foster children whose nonattendance in school results from their nonresidence in the district prior to placement with the foster parents there.

"However, it would not constitute a durational residency requirement as applied to foster children who move into a new school district with their foster parents subsequently to placement with them.

"Section 13, which provides a one-year waiting period for students changing schools if the parents reside outside of the school district or school attendance zone, is clearly a durational residency requirement as applied to foster children who change schools upon placement with foster parents. However, a foster child who changes schools by moving with his foster parents after placement with them would still be subject to section 13.

"Section 14 provides a one-year period of ineligibility in football or basketball for a student who changes schools after having represented another school in that sport. Like the 30-day attendance rule, this rule imposes a durational residency requirement on a student who changes schools because he has changed his residence. It may not be applied to students who change schools due to placement with foster parents. However, it can be imposed upon students who change schools by moving with their parents after placement."

The Attorney General ruled that "agency of the state" included all state instrumentalities which assign students to foster homes, including the courts.

Forms have been mailed to member schools from the UIL state office. These forms should be completed on all foster children prior to approval of the eligibility of the students by the respective district executive committee.

Questions should be directed to the League office. Also, if it becomes apparent that the administration of this law tends to create inequities or undue problems, please notify the League office in writing.

(Turn to TILF, Page 8)

inside

Critics

Whose interests do those who criticize the UIL have in mind? Dr. Bailey Marshall comments on page 2.

Back-sliding

Slip-sliding away. John Cogdell discusses the final year of slide rule competition, and what lies ahead. Page 8.

Fair comment?

The student press should develop fair editorial coverage, and avoid mistakes of its professional counterparts. See page 3.

Elsewhere

Editorials _____ page 2
Journalism _____ page 3
Music _____ page 4
Drama _____ page 5
Athletics _____ pages 6-7

Director's corner

Critics should know philosophy of program

By BAILEY MARSHALL
League Director

The public school competitive program has come under some criticism in the not-so-recent past. But just who are those making the most noise?

Is it the vocal parents who want their children to excel in a certain activity? Is it professional coaches and directors? Overzealous fans and out-of-school "amateur" competitive directors and coaches? Sportswriters and other media representatives? Or is it our own school administrators, coaches and students?

Most likely, it is a combination of all the above, save the students who are actually participating. The students very often form their opinions in line with adult persuasion, or media advocacy. In other words, most students find things pretty good until someone tells them otherwise.

Criticism is a valuable part of administering any program. It keeps those in charge in close proximity of their problems. But criticism for the sake of criticism—without intelligent comment or suggestions—is a waste of time and effort.

The critic should make every effort to familiarize himself with the given situation, to empathize with the situation, and then comment in relation to the reality of the situation. In short, spare us your pie-in-the-sky suggestions.

The major problem the League faces is criticism by persons not familiar with the philosophy of the program. The UIL was not structured to grind out profes-

sional athletes but rather to provide a program of equal educational competition for the majority of students.

Likewise, it is not the vocal parents, the college or professional coaches or even the public school coaches of the individual activities who set the philosophy and objectives of the League. Certainly, each group has some input in League business, but it is the school administrators—those responsible for the overall educational program—whose responsibility it is to keep the program in line with its original purposes.

In the past, the school administrators established the objectives of the program for interschol competition because they were aware and understood the multiple problems inherent in the total program. It was their duty to keep each activity in perspective with the rest, and to keep the extracurricular program itself in perspective with the overall educational program.

Now, it is vogue to criticize school administrators and much of this criticism comes from persons whose interests are far more limited than the full scope of educational competition.

More often than not, it is the intermittent sniping of so many special interest groups that leaves administrators to feel they are under full scale attack.

We cannot afford to succumb to this pressure.

School administrators must sell the philosophy and objectives of the Texas public school competitive program to its lay public, if we are to maintain a sound, educational and amateur program.

Solicit the support of education-oriented groups in your community, and inform your public of the goals, the structure and the philosophies of the Interscholastic League. We have a good program—the finest of its type in the nation. It is not by accident that Texas' extracurricular program blossomed into its prominent role.

It's high time we start bragging on ourselves a bit in order to acquaint our

public with what it has and what it stands to lose, if special interest groups are allowed to play havoc with the rules and regulations our educators have set forth.

So, we can sell our program, which will result in public concern and intelligent, constructive criticism, or we can stand back and allow special interests and other lobbyists decimate what others have worked to build.

League official notices

SAN ANGELO CENTRAL

The 5-A district executive committee has placed Central (San Angelo) on probation for the 1979-80 school year in one act play for violation of the Spring Meet Plan, Item 8.

ODESSA PERMIAN

The 5-A district executive committee has placed Permian (Odessa) on probation for the 1979-80 school year in one act play for violation of the Spring Meet Plan, Item 8.

ARANSAS PASS

The 30-AA district executive committee has placed Aransas Pass on probation for the 1979-80 year for violation of Section 18 of the Tennis Plan.

WELLINGTON

The 2-A district executive committee has placed Wellington on probation for the boys' track season 1979-80 for violation of Article VIII, Sec. 15.

WHITE DEER

The 2-A district executive committee has placed White Deer on probation for the boys' track season 1979-80 for violation of Art. VIII, Sec. 15.

MANSFIELD

The Region V music executive committee has placed the Mansfield High School choir on probation for the 1979-80 and 1980-81 school years for violation of Article V, Section 14, b, of the Music Plan.

WEST RUSK

West Rusk High School of New London has been placed on probation for the 1979-80 school year for violation of the One-Act Play Plan.

D'HANIS

D'Hanis High School has been disqualified for district honors in one-act play during the 1979-80 school year for violation of the One-Act Play Plan.

SEALY

Sealy High School has been placed on probation in football for the 1979-80 school year for violation of the Awards of Amateur Rule.

WILLOWRIDGE HIGH

Willowridge High School of Stafford has been assigned to District 10-AAA for the 1979-80 school year.

BROOKELAND

Brookeland High School has been placed on probation for the 1979-80 season for failure to provide adequate police protection involving the mistreatment of a basketball game official last year. Specifically, a fan from Brookeland struck an official in the face at a bi-district game between Brookeland and Big Sandy on Feb. 20, 1979.

CRYSTAL CITY

The State Executive Committee has suspended Crystal City High School for the 1979-80 school year and placed them on probation for 1980-81 school year for violation of the Basketball Plan.

Distribute the wealth

Two items of importance:

Much of the contest information sent from this office—including this publication—is mailed to the respective administrators of the school, who are expected to distribute it to advisers and coaches. Every effort should be made to see that this is done.

Rarely does a director visit local or statewide school people that the subject of UIL mailing procedures does not arise. Most often, advisers complain that information fails to reach their desks and directors, in turn, explain the operation of funneling mail through the administrator's office. As you might imagine, this seldom assuages the adviser's ill feelings of the situation.

Admittedly, administrators face a deluge of mail each day. It is a chore separating the important from the trivial. But each administrator should make every effort to see that League instructional material and contest guidelines are distributed to the proper adviser or coach.

Secondly, if you as an adviser or administrator have a comment concerning any phase of the League program, please submit them to us in writing. It is highly unlikely that every administrator agrees to every rule or procedure, and the League is intended as a forum for the discussion of matters dealing with extracurricular activities.

So, in order to put forth the various opinions about the program, we urge you to submit letter to the editor. Comments should be by-lined, typed (double-spaced) and reasonably to the point. We will contact the author by phone prior to the printing of any letter in order to preclude the possibility of misrepresentation.

Responsibilities taking backseat to privileges

Ed Note: The following editorial appeared in the December 8, 1978 Observer-Dispatch of Utica, N.Y.

Rights are getting all mixed up with privileges and responsibilities in this country.

You can look into almost any nook or cranny of the Republic—government, labor, management, education, health, the courts—and you can hear people demanding their 'rights'—jobs, raises, subsidies, diplomas, security, justice, well-being.

But rarely do you hear anyone mention the responsibility or note the privilege attached to the pursuit of those 'rights.'

For many Americans, the concepts of privilege and responsibility have been tossed into a self-serving stew. Those concepts don't exist anymore. All that is left is the aroma of what every citizen 'has coming to him.'

Take the case of the Nebraska youngsters who were kicked off their high school team for breaking the coach's rules. In microcosm, the story seems to symbolize part of what is wrong with this country today.

The school had a regulation, copies of which had been signed by the parents of every athlete, stating that the use of alcoholic beverages or drugs were grounds for suspension from the team.

That's what happened to several young basketball players who drank beer at a party. And then, lo and behold, their parents brought suit against the school, arguing that their darlings' rights had been abused.

Incredibly, a lower court agreed, saying that the students could not be suspended from the team just because they had violated the rules. In fact, the judge decreed that high school students had a "constitutional right" to take part in

their school's extracurricular sports activities.

Fortunately, the ruling was overturned by Nebraska's highest tribunal. But the parents and the kids haven't given up. They are petitioning the U.S. Supreme Court to hear their case.

It would be well, indeed, if the high court would hear this case, listen dutifully to all the mushy arguments of the students, and their parents, and then say in a loud, clear and unanimous voice:

"Yes, you youngsters have a right, if you are dedicated enough, to play basketball for your school team—just as one day you will have a right, if you are ambitious and interested enough, to participate fully in the game of life in this democracy.

"But when you go into that game, you should remember that the rights you seek must be earned. If you want the good life, you will have to work hard. If you want more responsive government, you will have to contribute. If you want your freedoms protected, you will have to exercise them.

"And remember that your rights as Americans are a privilege that can be taken away. This will happen if you violate the rules set up to protect the collective rights of the 'team.' And that is what you youngsters did.

"You earned a spot on the school team. But then you forgot that you had to keep on earning it. You forgot about your responsibility to your teammates and to the school you were privileged to represent. You forgot about the rights of others. You let them down.

"In short, you were unfair to your school. And one day you may be unfair to your fellow citizens and your country if you are not made to realize now, by our decision upholding your suspension, that a right is a privilege, and with it must come responsibility."

The Leaguer

Published eight times per year, each month, from September through April, by the University Interscholastic League, Division of Continuing Education, University of Texas at Austin, P.O. Box 8028, 2622 Wichita, Austin, Texas 78712. Second class postage paid at Austin, Texas. Subscription: \$2 per year.

Dr. Bailey Marshall Editor
Robert Hawthorne Managing Editor

State Executive Committee: Dr. Thomas M. Hatfield, chairman; Lynn F. Anderson, William Farney, Dr. Bailey Marshall, Dr. Lynn M. McCraw, Betty Thompson, Clifton Van Dyke, Dr. Jesse J. Villarreal and Jesse S. Williams.

Legislative Council: C. N. Boggess, chairman; Joe B. Scrivner, vice chairman; Ed Irons, W. H. Byrd, Carter Lomax, Bill Vardeman, Gordon Cockerham, M. J. Leonard, J. C. McClesky, Don Whitt, Bill Farmer, Kenneth Flory, Roy Dodds, Jack Johnson, Jerry Gideon, Eugene Stoeber, James McLeroy, Burton Hurley, R. D. Ellison and James Kile.

Director Dr. Bailey Marshall
Director of Athletics William Farney
Director of Music Dr. Nelson Patrick
Director of Journalism Bobby Hawthorne
Director of Drama Lynn Murray
Director of Activities Barbara Schwarze

Scholastic journalism

ILPC membership deadline a month away

By BOBBY HAWTHORNE
Director of Journalism

November 1 falls on a Thursday this year. It's the day after Halloween. Three before Thanksgiving. Nothing else too special about it.

Except that it's the last day for joining the Interscholastic League Press Conference.

At present, we've received a good many applications but the bulk has yet to arrive. I'm basically an optimist so I'll assume they're in the mail now.

At any rate, you have until November 1 to send us your newspaper, newsmagazine and yearbook membership applications. Membership requests received after that will be discarded, unless you can come up with a really good excuse for being late, and believe me, I've heard some doosies so your's will have to be good.

If for some reason, you failed to receive membership information, contact the ILPC office immediately.

Please, do not include ILPC membership fees with the school's UIL membership fees or with Texas Association of Journalism fees. Write separate checks.

Do not send your yearbooks to the ILPC office. Send them directly to your respective judge. The deadline for receipt of books by judges is October 20 and judges are under no obligation to critique books received after the deadline.

If it is impossible to forward your book to the judge before the October 20 deadline, contact the ILPC office and we'll do everything in our power to alleviate the problem. Again, however, please do not delay. The sooner the judge receives your book, the sooner you'll receive his critique.

As is generally the case, we've received several questions about the mimeograph competition category for newspaper. Admittedly, it is a bit confusing.

If your publication uses typewriter type and hand lettered or transfer type for headlines, then it may compete in the mimeograph category. It need not have been reproduced on a mimeograph machine.

Several staffs produce the newspaper as would any other mimeograph publication, but in the actual reproduction stage, xerox or run it offset. This is admissible.

Still confused? Send the ILPC office a copy of your paper and we'll give our opinion.

Any journalistic endeavor by an ILPC member qualifies for consideration for a proficiency citation. The ILPC Awards Committee will scan each newspaper received by this office for possible recipi-

ents, but advisers are urged to suggest outstanding works.

Not every recommendation receives a citation, but a great many do. Be selective.

In last month's column, I mentioned the updating of the ILPC newspaper/newsmagazine rating forms. We also plan to develop a separate junior high newspaper rating form.

Why? The high school rating forms, when completed, will give greater emphasis to editorial and leadership qualities. I do not think we should expect our junior high papers to reach this plateau.

The junior high ratings will stress basic writing, coverage, editing and layout. Junior high advisers contacted generally agree this is the best idea. Work

on the rating forms has begun, although actual production of the form will not be completed until the summer of 1980.

In the meanwhile, any thoughts you have on this would be appreciated.

Finally, some thoughts on responsibility.

In October of 1979, Mike Simpson, director of the Student Press Law Center in Washington, D.C., spoke to a group of young journalists at the Eastern Regional Conference in Iowa City.

The gist of his talk, as I understand it, concerned the students rights under the First Amendment. Dr. Robert Carroll, director of the University of Oklahoma School of Journalism, amended Simpson's talk.

(Turn to Rights, Page 8)

New books arriving for Library

Journalism advisers looking for supplementary reading material need look no further than ILPC's DeWitt C. Reddick Journalism Library.

More than 200 books are available, with more arriving daily, said ILPC director Bobby Hawthorne.

Books will be lent to advisers only on a no-charge basis, subject to various regulations:

—Borrowers pay postage both ways. When returning books, enclose stamps or coin equal to postage required to send books to you. A special mailing label enclosed with the books reduces the return postage cost. Advisers are urged to save and use it.

—Advisers may borrow books for 20 days, with four additional days allowed for mailing time.

—A fine of five cents per day is assessed for overdue books. Include any fine with the postage refund when you mail the books to the library. Advisers

will be responsible for replacing or paying for books lost or damaged in the mail.

—Books are loaned to publications advisers only.

Among the books recently received are:

IN SEARCH OF HISTORY—Theodore H. White, Harper & Row, New York, 1978.

For years, Ted White has stood among the greatest American journalists/authors. His latest effort is a personal search for the connection between American power and American purpose, and consequently, a perceptive view of several U.S. heroes: Douglas MacArthur, Dwight Eisenhower, John Kennedy.

Rich, detailed, engrossing. The reader is mesmerized by the events reported, and the reporter's style. Excellent reading for young journalists and advisers alike. BFH

INVESTIGATIVE REPORTING AND EDITING—Paul N. Williams, Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 1978.

Written for professional journalists, but suggested for advisers and advanced students. Williams, an investigative reporter, charts the history of investigative reporting, supplements the text with examples, and deals with the subject matter in unquely straightforward style that borders on news reporting itself.

Concise, to-the-point and enjoyably informative. BFH

WOMEN & THE NEWS—Laurie Keir Epstein, editor, Hastings House, New York, 1978.

An outgrowth of the 1977 conference of journalism educators and professionals on women and how the press treats them. An interesting study of the press' role in defining the female status.

A much needed discussion of the importance the press plays in defining women's status and, more significantly, provides pragmatic suggestions on how women can foster better press relations.

RACE FOR THE PRESIDENCY—James David Barber, editor, Prentice-Hall, Inc.

A discerning view of the deciding factors that land a candidate in the White House. Closely examined are the manipulations by press managers to shape press coverage, and how the media plays a role in whittling down the number of possible candidates, as well as providing a key factor in shaping the public choice.

Probably too advanced for students, but interesting reading for advisers interested in the media/electoral relationship.

DISCOVERING THE NEWS—Michael Schudson, Basic Books, Inc., New York, 1978.

A social history of American newspapers, tracing the "news" concept and ideal of objectivity from its beginning through tomorrow's headlines. Well written and packed with instructive and entertaining anecdotes. A glance at objectivity—newspaper journalism's obsessions—from a unique vantage point.

Editorial development stressed

Student publications should fulfill position of school leadership

By BOBBY HAWTHORNE
Director of Journalism

Last month, a short section of the "Scholastic Journalism" column discussed editorial coverage and leadership development in the high school publication. This deserves elaboration.

As I mentioned, ILPC will be undergoing a revision of its newspaper and magazine rating forms soon. Odds are, new emphasis will be placed on editorial and leadership qualities, since these areas are largely mistreated or overlooked altogether in a great many publications.

The high school publication has an opportunity to serve the school in a function greater than reporting club meetings and football game scores. This is not to say that those are not impor-

tant tasks, but if your publication is concerned only with reporting news, without going the next step in evaluating and commenting on it, then you're not fulfilling the potential of the student press.

At present, there are a number of publications doing excellent jobs with their editorial pages. San Marcos High School's *The Rattler* won ILPC's top newspaper award last year, largely on the strength of an aggressive editorial approach.

Unfortunately, the majority of student comments involve spirit, or the lack of it, unity grounds, and what various holidays mean to the writer himself.

Granted, there may be times when one or more of these topics loom pertinent.

But a steady diet of the stuff, without so much as a cursory nod to a true editorial stance, is reprehensible.

Granted also, the opinions some school administrators hold in reference to the student press as an intelligent voice in the school system are less than desirable. It's safe to say some administrators want the publication to print the honor roll and the lunch menu and little else.

This is a self-defeating attitude but an everpresent one, nevertheless. It will be the responsibility of ILPC and other journalism organizations to educate our educators. A responsible student press is nothing to fear. A student press that is choked into submission by an over-censuring administration often leads to the establishment of an underground newspaper. Fairness, objectivity and accuracy are rarely the long suit of such an underground publication.

So, what will be ILPC's role in the improvement of editorial content?

We will make available updated information on editorial writing and coverage. A pamphlet on the subject has recently been completed. We will also provide tips via *The Leaguer*.

I will be discussing editorials at each of the nine student activities conferences, and the full details concerning ILPC's efforts in this area will be detailed to students in the general sessions, and to advisers in the special meetings at each conference.

Also, editorials will be given considerable attention at the ILPC state convention in March. I also plan to work closely with TAJD and other journalism associations in an effort to reach advisers and confront them with our concerns in this area.

ILPC officers, director schedule planning session

State officers of the Interscholastic League Press Conference will meet in Austin October 6 to discuss plans for the 53rd annual state convention, to be held March 20-21 on the campus of the University of Texas.

Scheduled to attend the meeting are Lisa Moore of Carrollton High School, president; Cary Hancock of Fort Worth Richland High School, vice president; Julie Blalock of Houston Rogers Junior High School, junior high vice president; and Liz Oropeza of Houston Austin Junior High School, secretary.

Also attending the meeting will be

ILPC director Bobby Hawthorne.

"The student officers generally reflect the opinions of our ILPC student members," said Hawthorne. "There were various problems with the convention, as I'm sure there always will be.

"But having the officers on campus allows us time to examine each of the problems, to suggest solutions and by doing so, make the convention a more enjoyable and rewarding experience."

Major points to be discussed are the student officer electoral process, and the grand awards assembly, Hawthorne added.

Finally, we will extend the ILPC approach to editorials to the UIL spring meet journalism editorial writing contest. The contest will be improved by providing this information in a more challenging manner.

For example: An editorial contest subject might be teacher salaries. The contestant will be provided both sides of the issue and he will construct his argument from that which tends to corroborate his point of view.

He will also be expected to review the alternative viewpoint and argument the article with quotes and other information as necessary.

Practice contests are available upon request from the League Office.

I do believe this overall movement will reap positive results in the near future. By stressing editorial development, we place added pressure on solid news coverage. The two go hand-in-hand.

Now, let me give a few tips on editorial approach, using the major Austin newspaper as a bad example.

In the past year, the *Austin American-Statesman* has conducted a campaign to discredit the University Interscholastic League. The bulk of their comments concerned the League's transfer rules and its no-exception policy.

Coverage could hardly be described as accurate, fair or objective. Editorials were presented under the guise of news. In one article, a reporter included the statement of one state legislator—critical of the UIL—though the quote had nothing whatsoever to do with the subject at hand.

Not once was the League's point of view expressed in an article written by

(Turn to Editorial, Page 8)

Music matters

Marching band part of American traditions

By NELSON G. PATRICK
Music Director

The marching band: An American tradition. The marching band: A symbol of American youth. The marching band: A parade. The marching band: Symbolic of community and school spirit.

The marching band is all of these things and even more to most people. It has become a way of life for teenagers in American schools but symbolic of deeper and more spiritual emotions to the remainder of us.

Marching bands have become a traditional American institution but no more now than it has always been. From

the time of Hannibal (second century) to the present, the marching band has had an eminent position in the society: One of our social functions that society has maintained throughout the centuries.

In American culture, we sponsor the marching band through our educational system primarily, albeit they still serve traditional function within the military while other societies reserve this for other institutions.

School marching bands are a part of the great American tradition of football. Each year as autumn approaches, our pulse rates increase and it rises and falls with the fortune of our favorite

teams. But the color and music of the half-time bring to many the thrill of the moment; to others it brings the symbolism of days of glory, tears, and agony in defeat, but exultation and collective pride of winnings to all of us.

We all thrill to the marching band, each for his own reasons, but for personal felings and emotional reinforcements. In a recent international marching contest all present shared each band's presentation of perfection in sound and marching.

We cheered the Canadian Band playing Canadian music because of the quality of the performance and moreover the pride in their step, they seemed to

say, "Look I'm Canadian."

The bands from Holland brought a new music, different styles of marching, but the spirit and entire bearing of the organization caused the audience to share the music of their bands.

The American bands, each playing the music of its region, marching the style it preferred most, were equally as individualistic in pride and spirit of execution as the foreign bands. But common among all groups was the display of emotional bonding of unity.

The Canadian said "we are Canadian," the Dutch of Holland said, "we are proud to be Dutch," and the Americans screamed with their loud trumpets, "we are American." But deep within, each of the 40,000 watching this great show left the stadium agreeing with each other's feelings—"we are humans, we share in the spiritual dignity of the heart of man."

— Where else but Texas —

Contest rules changed slightly

By CHARLES SCHWOBEL
Assistant Music Director

The newness of the new school year is fading in our memories by this time. Most of our schedules have calmed enough to allow us to get on with music education and by this time all the contest dates have been organized.

A number of rule changes will affect music contests this year. However, the sight reading change proposed at the Music Advisory Committee meeting last spring must go to the Music Subcommittee of the Legislative Council for approval. The rules for the sight reading contest this year will be the same as in previous years.

The time limit for marching bands has been extended to a maximum of 10 minutes. The new rules state "Each competing band must occupy the marching field for not more than ten minutes nor less than five minutes."

Changes in rules for instrumental small ensembles allow students to perform in two ensembles provided they are different events and different music is performed. Percussionists may perform in two percussion ensembles provided the music and instrumentation is different.

Saxophonists may perform in two saxophone ensembles provided the music is different. Note that the restrictions

regarding duplication of membership in ensembles has been eliminated.

Currently, there is no provision for solos or ensembles using rifles or flags. The present rules are designed for baton twirling. Thus, in order to hold these contests for rifles or flags, the Legislative Council must approve a new contest.

At organizational events, the judges may use cassette tapes to record their comments in addition to their written comments. The use of a cassette recorder it at the discretion of the region and with the mutual agreement of the individual judge. It is conceived that this type of arrangement may be of greatest benefit at marching contests.

Texas educators loom prominent at speech association convention

The Speech Communication Association will hold its 65th annual meeting at the Convention Center in San Antonio, November 10-13, 1979. The 2000 educators from all parts of the country who are expected to attend will choose from some 200 panels, symposia, seminars, and workshops that range across the full spectrum of communication arts and sciences, including forensics.

"Communication Life Skills through Forensics Instruction: K-12" is the title of a convention panel that features two Texas teachers, Maridell Fryar of Robert E. Lee High School in Midland, and Virginia Myers of West Texas State University.

Other sessions of interest to the forensics community include the following: "Passages: The Life of a Director of Forensics"; "What are the Criteria of a

Good Debate Resolution?"; "Forensic Debate as Communication Process"; "Is Argument Logical? Is Logic Argumentative?"; "Academic Debate and Its Relevance to Speech Communication"; "Recent Research in Argumentation"; "Policy Systems Debate: Its Logic and Process"; "Forensics Skills and Instructional Goals"; "Applied Forensics"; and "Argumentation and Debate Theory."

A number of forensics-related organizations are sponsoring meetings of various kinds in conjunction with the SCA convention. These include: The American Forensic Association, the National Forensic Association, the National Forensic League, Pi Kappa Kelta, Phi Rho Pi, and Delta Sigma Rho-Tau Kappa Alpha.

Co-chairperson of local arrangements for the convention is Ira Evers, until this fall, debate coach and speech

teacher at San Antonio's Jefferson High School. This past June, a Jecerson team captured the top sweepstakes award at the National Forensic League tournament held in Cincinnati. Evers is now at Alamo Heights High School in San Antonio.

Among the special events that will be featured at the convention are an opening reception (co-hosted by the Speech Communication Association of Texas) and a Mexican Fiesta dinner. A post-convention mini-tour to Mexico City has also been arranged.

Additional information about the convention, including registration and hotel reservation forms, may be secured from: Speech Communication Association, 5205 Leesburg Pike, Falls Church, VA 22041. (Phone: 703-379-1888; an after-hours recording device is maintained.)

Panel to rule on proposal

By NELSON G. PATRICK
Music Director

On March 30-31, 1979 the Music Advisory Committee recommended that Article VII, Section 36, paragraph j (2)(b), which reads: "The director may instruct the group as he sees fit, including singing phrases or illustrating rhythmic figures. He may not allow students to tap rhythms or perform any part of the music in any fashion," be changed to read: "The director may instruct the group as he sees fit. Students may reproduce any part of the music in any fashion."

It was originally agreed that the change could become effective for the 1979-80 contest year, but Dr. Bailey Marshall, director of the League, has ruled that the change must be presented to the Legislative Council for action. The recommendation, although limited to performance, does change the intent of the contest, therefore, it must be presented to the Legislative Council for action.

There will be no change in the sight reading contest procedures for the 1979-80 contest year. Should the Council approve the recommendation it could not become effective before the 1980-81 school year.

Take the Monet and run

Picture memory contest teaches elementary students art appreciation

Could you distinguish a Monet from a Manet? A van Gogh from a Goya? A Renoir from a Rousseau?

Fourth and fifth grade students participating in the League's picture memory contest can, and more. For the asking, they'll give a brief description of the artist and the time in which he lived.

"An appreciation of art is as important to a well-rounded education as learning one's multiplication tables," Bessie May Hill, picture memory contest director, said.

"Taken on face value, art is a joy—a pleasure to experience," she added. "It is the opportunity to view the talents of persons living centuries ago. But art is also the gauge of civilization.

"Whatever the times, man has de-

pendent on art as a means of expressions and in most instances, these expressions were of the social and economic conditions of the particular place and time."

"Art is man's historical mirror," said Dr. Bailey Marshall, League director. "Art is not a thing apart but rather the pulsebeat of civilization. The creator and the culture may pass but art remains.

"Archaeologists and historians recognize that creative expression is inherent in man and that art is as necessary to the primitive tribesman as to the metropolitan intellectual."

For example: Through the works of the American artist, Thomas Cole, who lived in the early 1800's, we can grasp the personality of the American wilderness.

Or, we can understand the suffering of the brilliant French artist, Vincent van Gogh. In a masterpiece, *The Olive Orchard*, van Gogh described on canvas the torture of a poverty-stricken, twisted life—probably his own.

"Every child should share this universal heritage and explore these beauties and riches of the world about him," said Marshall. "If artistry is discovered or talent is rescued from oblivion, teacher and student may consider this an additional reward. Art should be an integral part of the curriculum."

Dr. Marshall said the picture memory contest is not designed to encourage the study of art merely for the student to memorize certain data to be recalled during the actual contest. But rather, to

expand the visual perception of the student.

"Picture memory is to expose the student to pictures representing various ages and schools and to awaken his aesthetic instincts," he said. "Through experience and appreciation, the student should learn to project his own judgment in exploring the world of art and natural beauties about him."

The League's Picture Memory Contest Bulletin is available to schools for 25 cents. The 53-page publication lists and gives the official spellings, titles and an appreciative discussion of the prints used in the contest.

The League Constitution and Contest Rules provided full information pertaining to rules and contest procedures.

Educational theatre

Worthy plays backbone of quality theatre

By LYNN MURRAY
State Drama Director

Play selection is the most difficult task of the director in the one-act play contest. It runs parallel with the process of building a quality theatre program. The Secondary School Theatre Association, a division of the American Theatre Association, has spent considerable energy and time evaluating the position of the theatre teacher in the secondary school.

The following thoughts are a *Reader's Digest* version of the report of an SSTA Play Criteria Committee, chaired by Doug Finney, assistant executive secretary of the International Thespian Society. The liberties I have taken with this report were to make it applicable to our theatre program in Texas.

Secondary school theatre programs must strive to provide the finest theatre experience. The most educationally beneficial include theatre classes, co-curricular theatre activities, and a yearly production schedule of one-act and/or full-length plays. Quality theatre programs advance the culture, taste and art appreciation of school and community.

Theatre teachers must excel at public relations. Gaining the cooperation, confidence and respect of the school administration, students, parents, and community is best accomplished by quality productions. Quality productions attract the administration, and quality students as actors, technicians and business managers. Quality productions attract and build quality audiences. And quality productions emphasize the importance of including theatre as an area worthy of academic study.

Producing quality theatre begins by selecting plays of literary value and theatrical merit. The theatre teacher is responsible for choosing scripts worthy of the educational experience involved. If English students must study the best literature, so must theatre students and theatre audiences be exposed to the best dramaturgy.

Theatre is a reflection of life. When students experience superior plays written by outstanding authors, they learn, through character exploration, of the physical, mental and emotional development of the human personality, of people's motives, reactions, standards and ideals, all of which enriches the students' lives and helps them gain poise, social understanding, self-awareness and self-esteem.

Plays worthy of presentation in secondary schools are plays which may be accorded a place in dramatic literature.

Such plays are legitimate teaching tools for expanding the literary, theatrical and social horizons of the students, challenging the talents and artistic abilities of the participants, and offering a vital and important message of social and redeeming value to the adolescent and adult community. Such plays help fulfill the objective of aesthetic education.

Numerous plays of literary value and theatrical merit can be performed well on the secondary school level. Some plays may be technically beyond the budget while other plays may have themes which are unacceptable and unsuitable for secondary school actors and audiences.

Plays with acceptable themes may include elements which are offensive to the administration, student body, or community. Some elements may be altered without changing the meaning of a script. Editing may be in violation of the copyright laws. Some playwrights and publishers will not permit alterations. The theatre teacher should never present a play in such an altered state as to destroy the premise of the play or the intent of the author.

School districts often have standards as to what can appear on the secondary school stage. These standards may vary greatly from district to district. What may be acceptable in one community may not be acceptable in another. Theatre teachers must be sensitive to the needs and standards of the community and must be aware of the philosophy of the school district and administration. Theatre teachers must never be satisfied with mediocrity and must educate the public and upgrade community standards through the consistent presentation of quality theatre.

The theatre teacher is the school's resident theatre expert, but the administration has the ultimate responsibility for the public relations image created by the theatre department and must answer to all needs, tastes, backgrounds and prejudices of the community.

The administration must have complete trust in the theatre teacher and delegate responsibility for the theatre program.

The theatre teacher must earn this trust by working cooperatively with the administration and demonstrating teaching skills, theatre expertise, integrity, and enthusiasm for working with students within the secondary school and community environment. The theatre teacher should establish with the administration ground rules on school policy and philosophy, budget, censorship, artistic freedom, expectations and

standards of the school and community.

An administrator should not have to read and approve a play for production, but should have confidence in the judiciousness of the theatre teacher to select material which will be of value to the theatre program, the school and the community. The beginning theatre teacher should schedule times with the administration to discuss play choice, theatrical qualities, educational merits, and what will be accomplished by producing the play.

The theatre teacher should keep the administrator informed and involved in all aspects of production and might invite an administrator to attend an occasional rehearsal. The administration should also be invited to attend performances. The theatre teacher will win the support, admiration, and confidence of the administration by keeping lines of communication open.

Quality theatre programs are developed over a period of time through the professionalism of the theatre teacher and the school's commitment to excel-

lence. An inexperienced teacher should select an established play of literary value that is well known to the public, not difficult to produce, involves many students and matches student talents. The theatre teacher should establish short and long range goals and objectives, striving to improve the school's yearly production schedule by incorporating various types of plays and styles of acting (period, contemporary, drama, comedy, musical, etc.) and including a variety of theatre experiences (one-acts, full-lengths, children's theatre, mime presentations, student-directed plays, reader's theatre, etc.) for the students.

As the program grows, the theatre teacher should expand the subject matter and upgrade the standards of the school and the community. Plays should be produced which have an inter-curricular appeal and can be studied in social studies, English classes, etc. The theatre program should involve members of the faculty as well as parents and drama boosters who are willing to assist with the school's productions.



INDIANS—Don Raphel and Cody Hammond are shown above in Boys Ranch High School's production of scenes from *Indians*. This was the fourth appearance for both director and school, and the second time for first place title. Both Don Raphel and Cody Hammond were named to the All-Star Cast in Conference AA. Pat Stuart directed the production.

Selecting the one-act play

By LYNN MURRAY
State Drama Director

This criteria for selecting plays for the secondary school theatre was compiled in 1979 by the Secondary School Theatre Association, 1000 Vermont Ave., N.W., Washington, D.C. 20005.

Secondary school theatre teachers should consider the following criteria when selecting plays for production. This criteria is aimed for the selection of plays to be presented to the public; however, it is also applicable for selecting plays to be studied or produced within the curriculum.

As all the points are important, they are listed in random order rather than in order of preference or priority. Rarely will any play, no matter how worthwhile or suitable it may be, incorporate all points in this criteria.

I. To make the best possible choice of play, each title proposed should be evaluated with the following considerations in mind:

A. Characters worth doing—challeng-

School theatre association's guidelines pinpoint crucial consideration

ing to the performers.

B. Theme worth expressing—of lasting value to the audience, cast, and production staff.

C. Lines worth learning—good literary quality.

D. Potential for interesting technical production—challenging the interests and abilities of the production staff.

E. Suitable cast size—suited to the number, experience, and ability of those who may be expected to audition for roles.

F. Sufficiently different from other recent plays appearing locally—adding variety to the long-range program.

G. Helpful in expanding this secondary school's theatre program—capable of extending and enriching interest in theatre.

H. Audience appeal—capable of inspiring a lively publicity campaign and bring a suitable audience to the theatre.

I. Capable of production within the budget and with the facilities:

1) time element (rehearsal period);
2) physical plant (size of stage, fly space

and wings, lighting and sound facilities);
3) set, costume, makeup and properties requirements; and 4) business aspects (box office, tickets, programs, publicity).

J. Performable with language and action suited to the educational theatre—suitable for performance with little revision.

II. In order to strive for a theatre arts program of the highest quality and provide students with a comprehensive and wide-ranging exposure to outstanding dramaturgy, plays for production should be considered which will fulfill the following criteria:

A. Enrich and support the curriculum.

B. Be appropriate for the varied interests, abilities, and maturity levels of the cast, production staff and audience.

C. Stimulate growth in factual knowledge, literary and dramatic appreciation, aesthetic values and ethical standards of the cast, production staff and audience.

D. Provide opposing viewpoints on important issues in order that the cast, production staff and audience may develop

critical standards for making judgments.

E. Provide information reflective of the many and various religious ethnic and cultural groups.

III. When selecting a play for production on the secondary school level, principle and reason will be placed over personal opinion and prejudice. Isolated lines or words taken out of context are not adequate reason for rejection of a play. Consideration will be given to:

A. Truth and art.

B. Factual accuracy, authoritative-ness, balance and integrity.

C. Quality of presentation, imagination, vision, creativeness and style appropriate to the idea.

Membership in SSTA may be secured for \$40 annually. *The Secondary School Theatre Journal* and *Theatre News* are automatic benefits of membership and the SSTA Course Guide is available at a reduced rate. Other support materials created by SSTA are made available to participating secondary school theatre teachers.

Spring edges Sterling

Tense shutout highlights first five-conference baseball tourney

The Spring Lions overcame brilliant defensive plays and superb pitching by Baytown Sterling to capture its first ever Conference AAAA state baseball championship, in the highlighting game of the UIL state tourney, held June 7-8 at Dirsch-Falk Field in Austin.

The tournament was the League's first five-conference affair. In the past, only AAAA and AAA played to the state championship, while AA, A and B ended play at the regional level.

Other state champs crowned were DeSoto (AAA), Kermit (AA), Riviera (A) and Palmer (B).

Spring's Kenny Crafton fired a one-hitter to offset several "professional" defensive plays by Sterling, as well as the excellent pitching of Charlie Corbell, who tossed a two hitter himself. The game's single run scored was unearned.

DeSoto scored one run in the bottom of the third inning to inch ahead of Cleburne, 2-1, and then held the lead the

last three innings to chalk up their first championship. Cleburne outhit DeSoto, 5-2, including a solo home run by Scotty Self, but couldn't push across the deciding run.

In Conference AA, darkhorse Kermit surprised the field of challengers, knocking off East Chambers in the title game, 3-1. Kermit entered the tournament with a 19-10 record but, in the final contest, took advantage of four East Chambers' errors in taking an early 3-0 lead, and holding on for the win.

Riviera's Lloyd Gardner survived a two-run first inning scare, then limited Ore City to one run in the final six innings while his teammates rang up nine points in their 9-3 win for the Conference A title.

Mario DeLaPaz, John Cordaway and Joe Villarreal led the Seahawk barrage with two hits each. Ricky DeLaPaz aided the cause with three RBIs.

The Conference B championship con-

test was more a one-man show. Palmer's Paul James collected three hits in four trips to the plate, scored two runs and knocked in three RBIs in his team's 6-3 win over Colmesneil.

James also pitched the full seven innings, giving up seven hits, walking two and fanning four.

Semifinal action included:

AAAA—Sterling 5, Brazoswood 2; Spring 2, R. L. Turner (Carrollton) 0.

AAA—DeSoto 3, South San (San Antonio) 2; Cleburne 5, Pecos 2.

AA—East Chambers 6, San Augustine 3; Kermit 5, LaGrange 0.

A—Riviera 3, China Springs 1; Ore City 10, Elkhart 3.

B—Palmer 24, Windthorst 2; Colmesneil 7, Fayetteville 4.

Full 1979 baseball results are as follows:

Conference AAAA

District Winners:

1. Austin (El Paso); 2. Ysleta (El Paso); 3. Pampa; 4. Monterey (Lubbock); 5. Cooper (Abilene); 6. Turner (Carrollton); 7. Southwest (Fort Worth); 8. Houston (Arlington); 9. Duncanville; 10. North Garland (Garland); 11. Jefferson (Dallas); 12. Sunset (Dallas); 13. Plano; 14. Texarkana; 15. Richfield (Waco); 16. Spring; 17. Spring Woods (Houston); 18. Westbury (Houston); 19. Scarbrough (Houston); 20. Milby (Houston); 21. Sterling (Baytown); 22. Port Neches; 23. Deer Park; 24. La Marque; 25. Brazoswood (Clute); 26. Lanier (Austin); 27. Ray (Corpus Christi); 28. Edinburg; 29. South San Antonio (San Antonio); 30. Marshall (San Antonio); 32. MacArthur (San Antonio).

Regional Winners:

Turner (Carrollton); Brazoswood (Clute); Spring; Sterling (Baytown)

State Winner: SPRING

Conference AAA

District Winners:

1. Borger; 2. Pecos; 3. Snyder; 4. Burkburnett; 5. Diamond Hill-Jarvis; 6. DeSoto; 7. Mount Pleasant; 8. Henderson; 9. Bridge City; 10. Bren-

ham; 11. Cleburne; 12. Westlake (Austin); 13. South San Antonio West (San Antonio); 14. Wharton; 15. Gregory-Portland (Gregory); 16. Falfurrias.

Regional Winners:

Cleburne; DeSoto; Pecos; South San Antonio West (San Antonio)

State Winner: DESOTO

Conference AA

District Winners:

1. Alpine; 2. Bye; 3. Kermit; 4. Bye; 5. Bowie; 6. Aledo; 7. Bye; 8. Wylie; 9. Grand Saline; 10. Bye; 11. Whitehouse; 12. Bye; 13. North Lamar (Powderly); 14. Linden-Kildare (Linden); 15. San Augustine; 16. Bye; 17. Bye; 18. East Chambers (Winnie); 19. Huffman; 20. Bellville; 21. Crockett; 22. LaVega (Waco); 23. Hearne; 24. Pflugerville; 25. La Grange; 26. Bye; 27. Cole (San Antonio); 28. Medina Valley (Castroville); 29. Yoakum; 30. George West; 31. Zapata; 32. Port Isabel.

Regional Winners:

Kermit; La Grange; San Augustine; East Chambers (Winnie)

State Winner: KERMIT

Conference A

District Winners:

1. Bovina; 2. Bye; 3. Wall; 4. Bye; 5. China Spring; 6. Whitney; 7. Nocona; 8. Pottsboro; 9. Carroll (Southlake); 10. Bye; 11. Whitewright; 12. Bye; 13. Elkhart; 14. Alto; 15. New Diana (Diana); 16. Bye; 17. Ore City; 18. Bye; 19. Waskom; 20. Bye; 21. Huntington; 22. Shepherd; 23. Bye; 24. Bremond; 25. Evadale; 26. Bye; 27. Shiner; 28. Liberty Hill; 29. Comfort; 30. Bye; 31. Falls City; 32. Riviera.

Regional Winners:

China Spring; Elkhart; Ore City; Riviera

State Winner: RIVIERA

Conference B

District Winners:

1. Bye; 2. Bye; 3. Booker; 4. Mobeetie; 5. Windthorst; 6. Alvord; 7. Novice; 8. Santo; 9. Collinsville; 10. Bye; 11. Prosper; 12. Trenton; 13. Bye; 14. Cumby; 15. Harmony (Gilmer); 16. Palmer; 17. Bye; 18. Blum; 19. Mildred (Corsicana); 20. Leon (Jewett); 21. Woden; 22. Centerville (Groveton); 23. Colmesneil; 24. Big Sandy (Livingston); 25. Iola; 26. Fayetteville; 27. Salado; 28. Johnson City; 29. Waelder; 30. D'Hanis; 31. Bye; 32. Bruni.

Regional Winners:

Colmesneil; Fayetteville; Palmer; Windthorst

State Winner: PALMER



AA CHAMPS—Member of the Conference AA state championship Kermit Yellow-jackets include: (neeling) Lee Roy Rivera, Ruben Berzoza, Duff Michel, Danny Valenzuela, Ricky Kidd and Roy Bursleson; (standing) Odis Marshall, Mike Payne, David Watson, Montie Wren, Paul Thompson, Lendale Widner, coach Bob Highley, Jeff Manning, Dub Dietrich, Greg Hawley and Lane Nutt.



CONFERENCE A—Members of the Conference A state baseball championship Riviera Seahawk team include: (kneeling) coach Rex Buchholz, Ricky DeLa Paz, Craig West, Robert Villarreal, Cesar Silva, Joe Villarreal and John Cordaway; (standing) Mario DeLa Paz, Larry Childs, Everett Baker, James Turcotte, Jeff Holtz, Pablo Vela, Lloyd Gardner, Martin Hubert, Tim Robertson, and Gregg Wallace (not shown).

Broadcasters, UIL improving relations

Steps to improve relations between the University Interscholastic League and radio and television broadcasters are being taken.

Bill Farney, UIL athletic director, and journalism director, Bobby Hawthorne attended the Aug. 17-18 meeting of the Texas Assn. of Broadcasters, held in Irving.

Hawthorne explained works underway to assist broadcasters during various state tournaments and meets, and detailed briefly the League's structure and philosophy.

Farney discussed two issues deemed critically important by broadcasters: The mutual agreement clause in the state tournament network. While neither is likely to be altered in the immediate future, it is in the best interests of the broadcasters to voice their concerns to the Legislative Council during the November meeting.

In the meanwhile, several acts were outlined by League directors to assist broadcasters:

- A list of broadcasters will be developed for mailing purposes, and broadcasters will be provided full information concerning the League's structure and concerns.
- A comprehensive list of canned announcements will be sent to each station for use whenever they will be applicable to any broadcast situation.
- The League staff will prepare a suggested list of items for school administrators concerning working with the local media for the betterment of the school program.

"Mr. Hawthorne and I were quite pleased with our meeting with the broadcasters," said Farney. "We managed to get our point of view across, while assuring them that we're sympathetic with the problems, and will work with them the best we can. Dr. Marshall, League director, is aware of the problems and potential in the area of public broadcast. We can count on his cooperation for 'open-door' communication to further progress in this area."

One-hitter earns pitcher all-tourney accolades

Spring's Kenny Crafton whose one-hit shutout of Sterling (Baytown) guided the Houston area Lions to the 1979 Conference AAAA state basketball championship, headed the all-tournament team, selected by sportswriters and broadcasters covering the two-day event.

Crafton lost the no-hitter in the top of the seventh inning on a single by Bill Beauchamp, but managed to survive the threat and notch his 12th win of the year.

The complete all-tournament teams per conference are as follows:

Conference AAAA

Pitcher—Kenny Crafton, Spring; catcher—Kenny Jacobs, Spring; 1B—

Bill Beauchamp, Sterling (Baytown); 2B—Jimmy Twardowski, Sterling; 3B—Frank Hernandez, Sterling (unanimous); SS—Bobby Williams, Brazoswood; RF—Nelson Force, Spring; LF—Lloyd Hollister, Sterling; CF—Craig Cervenka, Sterling; DH—Bubba Gallard, Spring.

Conference AAA

Pitcher—(tie) Paul Ewell, DeSoto, and Eddie Pruitt, Cleburne; C—Chris Spear, DeSoto; 1B—Scotty Self, Cleburne; 2B—Dahlen Gardner, San Antonio South San; 3B—Rene Molinar, Pecos; SS—Spike Owen, Cleburne; RF—Jeff Wanek, South San; CF—Joey Pangburn, DeSoto; LF—Lance Shipp,

DeSoto; DH—Bobby Mosby, Pecos.

Conference AA

Pitcher—Monte Wren, Kermit (unanimous); C—Paul Kotz, East Chambers; 1B—Marty Viator, East Chambers (unanimous); 2B—Darrell Luker, East Chambers; 3B—Duff Michael, Kermit; SS—Ricky Kidd, Kermit (unanimous); RF—Dub Dietrich, Kermit; LF—Danny Valenzuela, Kermit (unanimous); CF—Clinton Taylor, LaGrange.

Conference A

Pitcher—Lloyd Gardner, Riviera (unanimous); C—Gregg Wallace, Riviera (unanimous); 1B—(tie) Steve Btl, Ore

City, and James Turcotte, Riviera; 2B—John Morgan, Ore City; 3B—Everett Barker, Riviera; SS—Gaylon Graham, Ore City; Joe Villarreal, Riviera (unanimous); CF—Dale Pyland, Ore City; LF—John Cordaway, Riviera.

Conference B

Pitcher—Paul James, Palmer (unanimous); C—Wayne Mathis, Palmer (unanimous); 1B—Brian Almond, Palmer (unanimous); 2B—Kevin Davis, Colmesneil; 3B—David Vasek, Fayetteville (unanimous); SS—Roger Hornsby, Colmesneil (unanimous); RF—Charles Hanks, Colmesneil (unanimous); CF—Coray Bruton, Palmer; LF—Joey Vasek, Fayetteville (unanimous).

Postscripts on athletics

Extracurricular participation its own reward

By BILL FARNEY
Director of Athletics

The League's amateur rule states: "No one shall take part in any athletic contest in this League who has ever received money or other valuable consideration for teaching or participating in any athletic sport or game . . . or who for money or other valuable consideration has allowed his name to be used for the promotion of any product, plan, or service" (for participation in athletic activities for which the League has a program).

The League's award rule states: "No member school of this League shall be permitted to issue (and no pupil shall be permitted to receive) awards for participation in interschool competition in excess of \$32 (or the equivalent in value) during his high school enrollment

in the same high school; except that additional symbolic awards to to exceed \$4 each may be presented for each additional interschol activity each year . . . This rule shall not . . . prohibit the acceptance of symbolic awards such as medals and cups as tokens of achievements to contestants in meets or tournaments provided the awards are made by the organization conducting the meet or tournament.

The amateur rule and award rule were designed by schol officials to see that all students have the same opportunity to receive recognition through free dinners, free tickets, free school services and clothing, and other awards, regardless of what phase of the school program the students participate in. Students should participate in activities because of the intrinsic rewards of participation and not because of some

awards they will receive for participation.

What most laymen do not realize is that the schools and the athletes have received their reward through their participation in a sport. If we had no amateur rule, the student athletes and teams would be so "wined and dined" they could do poorly in their school work and in other sports.

Very few losing teams have offers of meals, tickets, or trips, but a winning team is overwhelmed with offers of this type. The same is true for the average or below average athlete. He seldom gets these offers, but everyone wants in on the act of honoring the outstanding athlete. The winners and losers are rewarded through their participation and involvement; consequently, they really need no additional awards.

Many non-school laymen criticize the rule because small items are considered violations of the rule, e.g., a meal, a book, or a haircut. Where would you draw the line? Currently the line is at zero. You are either an amateur or you are not. There is no partial amateurism.

From past experience, we can expect that if exceptions are made to a rule, before long one can expect to no longer have a rule. If we lose the amateur standing in our athletic programs, we are likely to lose athletics in our schools.

After observing other athletic organizations, it is obvious that the University Interscholastic League is one of the few truly amateur organizations remaining. If the intrinsic rewards are not adequately prevalent to justify athletics educationally in our schools, we should seriously consider eliminating these programs.

Sports shorts

Two serving on National committees

Texas will be well represented on national athletic rules committees this year.

League athletic director Bill Farney has been appointed to the National Federation Basketball Rules Committee, the Basketball Manual Committee, and the Swimming and Diving Committee.

Bonnie Northcutt, assistant athletic director, has been named to the Federation's Volleyball Rules Committee.

It is the duty of each committee to evaluate, modify and adopt rules for its respective athletic event.

"A prime consideration by all committees is safety regulations that provide for an ever-increasing demand to reduce injuries," said Farney.

Committee members, representing the 50 states and Canada, serve without pay. Appointments are for four years and overlap, so that new members complement experienced ones.



BEST IN B—Members of the Conference B state championship Palmer Bulldogs include: (kneeling) Wayne Mathis, Dennis Robinson, Brian Almand and Van Baird; (standing) John Gould, Carl Butler, Timmy Oates, coach Jack W. Bardwell, Darrell Lassetter, Paul James, Jimmy Wilt, Coary Bruton, Jimmy Spurgeon and Alan Stine.



CONFERENCE AAAA—Members of the Conference AAAA state baseball championship Spring Lion team include: (standing) Greg Hardy, coach Dan Twardowski, Mike Capel, Randy Lee, Matt Harris, head coach Alex Jordan, Bubba Gallard, Kenny Jacobs, coach Keith Lampard, Kenny Crafton; (kneeling) Russell Olson, Chris Morgan, Mike Cox, Todd Harris, Mark Ohnovtka, James Thompson, Nelson Force, Mike Schaefer and Johnny Green.

National coaches day proclaimed

Texas high school coaches, as well as athletic coaches nationwide, will be honored Saturday, Oct. 6 during National Coaches Day, it was announced recently.

The National Federation of State High School Association (NFSHSA) and the National Sporting Goods Association in conjunction with various state athletic and coaches associations, are providing the impetus on the national level for promotion of the event. The NFSHSA officials said more than 10,000 schools are expected to sponsor some kind of special event in connection with the affair.

This would mean as many as 150,000 men and women would be thanked publicly for their work with athletics at the high school level.

"The purpose of the event is to acknowledge and thank those individuals who are doing the best job of educating boys and girls through interscholastic athletics, and to motivate all high school coaches to do the best job possible," said Brice B. Durbin, Federation executive director.

Efforts are being made to involve civic groups, local newspapers, colleges and universities, governors, state coaches and athletic directors, and state high school associations in the promotion of the event.

"Texas high school coaches are doing an outstanding job working with the young people of our state, and I think we all owe them a debt of gratitude," said UIL director Dr. Bailey Marshall.

Alcohol banned at sports events

State law prohibits the presence of alcoholic beverages in any stadium or field where high school athletic events are taking place. The law, outlined in House Bill No. 531, states:

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

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

Diamond-Shamrock inks broadcast pact

Rounding out a decade of service, Diamond Shamrock Co. will broadcast all Conference AAAA football games from the regional playoffs through the state finals.

The company also has an exclusive contract for the 1979 Conference AAA championship contest.

"The League is proud to cooperate with Diamond Shamrock in bringing broadcasts of football championship games to thousands of fans across the state," said Dr. Bailey Marshall, League director.

"Shamrock has done a most professional job in the past and we look forward to another year of cooperation and quality broadcasts with their organization."



AAA's BEST—Members of the Conference AAA state championship DeSoto Eagles include: (kneeling) Paul Ewell, Steve Lawrence, Barry Ausmus, David Nix, Tracey Ausmus, Steve Wright, Chris Spear, Curtis Cunningham, and Mark Sikes, manager; (standing) coach Roy Holland, Dirk Younts, Joey Pangburn, Barry Staehs, Mike Hunsucker, Lance Shipp, Ben Coggins, Kevin Smith, Philip Taylor, Jay Barringer and coach Benny Jones.

Drafting of calculator contest rules begins

By JOHN COGDELL
Slide Rule Director

When I took on the job of slide rule director, I did so with the understanding that an important part of my job was to modernize the contest. Last year, my first to be involved with the contest, was a year of intense research into the best way to do this.

Basically, I went around the state collecting the best ideas of coaches who have been involved with the contest. The result of this effort was a list of "specifications" for the new contest—basically a description of what we wanted to accomplish with this contest.

A list of these specifications includes: Use of calculators, relevance, making it possible for a beginner to get involved and interested, making certain that practice is an important factor over primary mathematical genius, and having objective grading procedures.

As a result of the collected input, I now have a clear idea of what to propose for the new contest. This fall, I will be presenting my design at the fall student activity conferences and proposing rule changes to the Legislative Council.

Let me describe the proposed contest: Of course, the contest will utilize the calculator in numerical calculations. Three types of problems will be used. Straightforward calculation problems similar to those which have been used in the slide rule contests; problems involving knowledge of trigonometry and simple geometry; and state situation (word) problems.

The first three pages will have problems of increasing difficulty involving addition, subtraction, multiplication, division, squares and square roots. The fourth and fifth pages will contain calculations involving the more advanced mathematical functions of the calculators—powers, logarithms, and trigonometric functions.

The sixth page will use triangles and other geometric figures and related problems. The final page will contain stated situation problems. In addition, we expect to place several of the simpler stated problems at the bottoms of the first six pages so that beginning students will become accustomed to solving them.

The rules of the new contest will be similar to those of the slide rule contest.

Scoring will be plus five points for a correct answer; minus four points for incorrect or skipped. Students may use any calculator (and bring along a spare) but may not use prestored programs in their calculators during the contest.

All problems will have numerical answers, although a range of answers will be allowed on some word problems to allow for approximation.

At the present time, I am working on two types of training materials for the proposed contest. A manual for the new contest, giving explanatory material and a section on how to solve stated problems, will soon be completed.

This is organized according to the different types of problems, for example, translation problems, unit conversion problems, problems involving rates, problems involving geometric modeling, problems with functions and the like. This instructional section consists of sample problems with solutions and considerable discussion of the problem-solving techniques employed.

I am also working on a drill manual of straight calculator problems. This, I feel, is necessary for students to have for practice since we do not have years

of previous contests for use as practice material.

My goal is to have the equivalent of 20 or so contests with answers in this drill manual. I don't expect to complete this project before late fall. Probably, this drill manual will be published in two parts: Pages one, two and three first; pages four, five and six later.

Current plans include producing several calculator applications contests for use at invitational meets this spring. Information pertaining to ordering these will be released later.

Furthermore, the League will furnish gratis a calculator applications test for unofficial use at district meets this spring. This is in response to requests from coaches at last year's state meet.

At each of the fall activities conferences, I will be presenting information about the new contest and offering a practice contest for students who are working on calculator skills. Bring along your potential calculator prospects at these conferences in order to stimulate their interest in the contest.

At the time, contest rules have not been finalized. Of course, these must be approved by the Legislative Council. I expect to complete the rules structure in

October and have them available on request to anyone who wishes to examine them prior to official action by the council.

I would like to thank the many interested people who have contributed ideas and materials toward the development of this contest. We have a way to go before the developmental work is completed, but much progress has been made.

TILF — From page 1 —

Also, Joe B. Cook Scholarship Award, two grants of \$1,250 each; T. H. Shelby Award, one grant of \$750; John Porter King, Jr. Memorial Scholarship, six grants of \$800 each; and Keitha Morris Memorial Award, one grant of \$750 going to the outstanding actress in UIL Region 1, Conference A one-act play contest.

Also, J. O. Webb Memorial Scholarship, one grant of \$500; Lola Wright Scholarship, six grants of \$500 each; Gus Comiskey, Sr. Scholarship, one grant of \$750; and the Sara Spencer Scholarship, one grant of \$300.

Editorial development

From page 3

an *American-Statesman* reporter. The newspaper was generous enough to print a reply to one of their editorials written by myself, but carefully dropped it near the bottom of the page under the innocuous headline, "In defense of UIL."

Articles of letters critical of the League somehow found themselves at the top of the page, under such heads as "UIL Gods have their own rules." I think you can appreciate the subtle difference in treatment.

The newspaper made no effort to correct misinformation in letters received, but instead presented false information as truth. Letters offered by Dr. Bailey Marshall and Bill Farney, aimed at correcting errors, were noticeably neglected.

In fact, the editorial staff kept itself busy criticizing League rules, and comparing the UIL with the world's nefarious doings, it didn't have time in any

editorial or article to intelligently suggest a solution to the problem as they viewed it.

The attitude was: the rules are bad. Remove the rules, and we could care less whatever problems that breeds.

The final straw came when the paper began a personal attack on Dr. Marshall. I assume the *Statesman* needed a distinct enemy. Since the rules of the League are made by the majority votes of more than 1,000 Texas high school administrators, they found it difficult to pin the blame on any one person for the rules as stated.

Thus, the attack was concentrated on the man whose job it is to enforce the rules as written.

The *Statesman* stated in a letter to Dr. Marshall that it was unfortunate if he perceived the campaign as a personal attack. No harm indeed, to be sure. But the inclusion of a sentence such as "orphans have enough problems without having to contend with the Bailey Marshalls of the world" certainly has all the characteristics of a personal attack.

What is the gist of all this?

Number one, it gets this off my chest.

Number two, it serves as a good example of abuse of the editorial right. The *Statesman's* campaign against the UIL is biased, distorted, inaccurate. The student press should not follow this example.

The last lines of a letter to the editor I submitted April 23 capsules my thoughts:

"Much has been written recently about the eroding basis of the press and its First Amendment rights... I believe this erosion, in large part, is the result of an informed group of people—such as school administrators—who read day-in and day-out false or distorted reports in your publication disguised as news. Little wonder they do not cry out when the Supreme Court chips away at the press' fundamental rights. How long can you expect them to fight for your right to be wrong?"

"Your irresponsibility is doing yourself a grave disfavor."

We'll all do well to keep that in mind.

Rights — From page 3 —

His comments are as follows:

"What Mike Simpson said to you this morning is correct. The Constitution does apply to the scholastic press as it does to other media. He did not, except nominally and mostly by inference, deal with ways to avoid clashes between first amendment rights of students and the rights of both advisers and school administrators. Also, he made no clear expression of where responsibility lies.

"To that end, please consider these points:

"Rights have concomitant responsibilities. Those responsibilities for the scholastic journalist reside in the concepts of accuracy in reporting, fairness of treatment in both reporting and commentary, and the exercise in recognized journalistic ethics.

"These same responsibilities hold for the teacher/adviser but there is the further obligation to communicate them clearly and understandably to student journalists.

"Responsibilities of administrators are simply to be a realistic and candid source of information and to create a positive environment in which student journalists can learn responsibility. One exercises rights through law. One learns responsibility.

"Litigation should be the last resort in the exercise of scholastic journalists' rights. Therefore, those charged with teaching journalism and advising scholastic media and those charged with administration should exhaust every avenue to promulgate a set of policies and guidelines to which scholastic journalists, teachers/advisers and administrators can mutually adhere. It is better to prevent litigation than to engage it."

If we have nothing else to teach our student journalists, it should be responsibility. Without it, no amount of talent or work can possibly serve to improve the state of journalism. Now or ever.

Sliding for the last time

After 35 years of consecutive contests, the UIL slide rule contest will be held for the last time this year, if all goes according to plan. We expect, however, keen competition from those slide rule veterans who have perfected their skills with dedicated practice.

To set the record straight, this will be a "normal" year for the slide rule contest, apart from its status of being the last year for the contest. We will have sessions on the slide rule at each of the fall student activity conferences, during which a full half hour practice contest will be administered.

There will be the district, regional and state contests in the spring. The only change is that ties will be broken only at the State Meet, rather than at regional and state as has been the practice.

Debaters to examine foreign trade policy

Should the United States significantly change its foreign trade policies?

That's the question debate students will argue this year, as decided in a preferential polling of Texas high school debate directors. The ballot was mailed to coaches in April and results tabulated during the summer.

Directors were asked to select the "most debatable" among three propositions:

RESOLVED: That the United States should significantly reduce its foreign policy policies.

RESOLVED: That the United States should significantly reduce public and private distribution of weapons to foreign countries.

RESOLVED: That the United States should significantly reduce its foreign assistance programs to totalitarian gov-

ernments.

Texas debate coaches had, prior to the April mailing, voted to debate reforming the national tax system. However, the majority of the states involved in that preferential poll voted to debate problems dealing with the U.S. foreign policy direction.

"We stood to lose financially had we elected to pursue the problem area involving the national tax system," said Dr. Bailey Marshall, League director.

"We would have been forced to use our own materials and not the free materials sent from the National University Extension Association. As it is, I think the issue of changing the direction of our nation's foreign policy will allow more than enough room for debate," he said.

Debate packets will be mailed after October 15.