

Texas takes a long look at  
**Activities**

## 'What I envision'

### Perot leads debate on UIL activities

**A**round the first of February, certain public school administrators will receive a referendum ballot from the UIL. It'll be a two or three page thing, printed in that hard-to-read processor type on standard white paper.

The principal or superintendent will mark it, sign it, drop it in the mail and wait. The process will seem entirely routine and, regardless of the outcome, the results will seem anti-climactic. The real story of the 1984 ballot will have taken place already.

For more than a month, beginning in mid-September, extracurricular activities of all sorts came under the scrutiny of Governor White's Select Committee on Public Education and its chairman, billionaire H. Ross Perot. But it was not until the guns were leveled at football in particular that the feathers began to fly.

Now, Texas high school football is something everyone can sink their teeth into. Reporters from all three major "free TV" networks and even the *New York Times* wanted to know what was going on. As *Houston Post* columnist Lynn Ashby wrote, "When he (Perot) charged that our colleges of education teach 'Mickey Mouse courses,' no one cared. When he suggested drastically revamping our bilingual education program, everyone yawned. But when he indicated that our students spend too much time on extracurricular activities and not enough time on studying, the story wound up on ABC's *Nightline* and the masses were moved to outrage."

And it wasn't only football. Marching bands and drill teams took their licks too. Said Mr. Perot: "Let's get real. This extracurricular system is just gutting the high school day, tearing up junior highs and now has penetrated the elementary schools. If the people of Texas want Friday night entertainment instead of education, let's find out about it."

Well, they found out. Letters started pouring into daily newspapers. Some made sense. Some didn't.

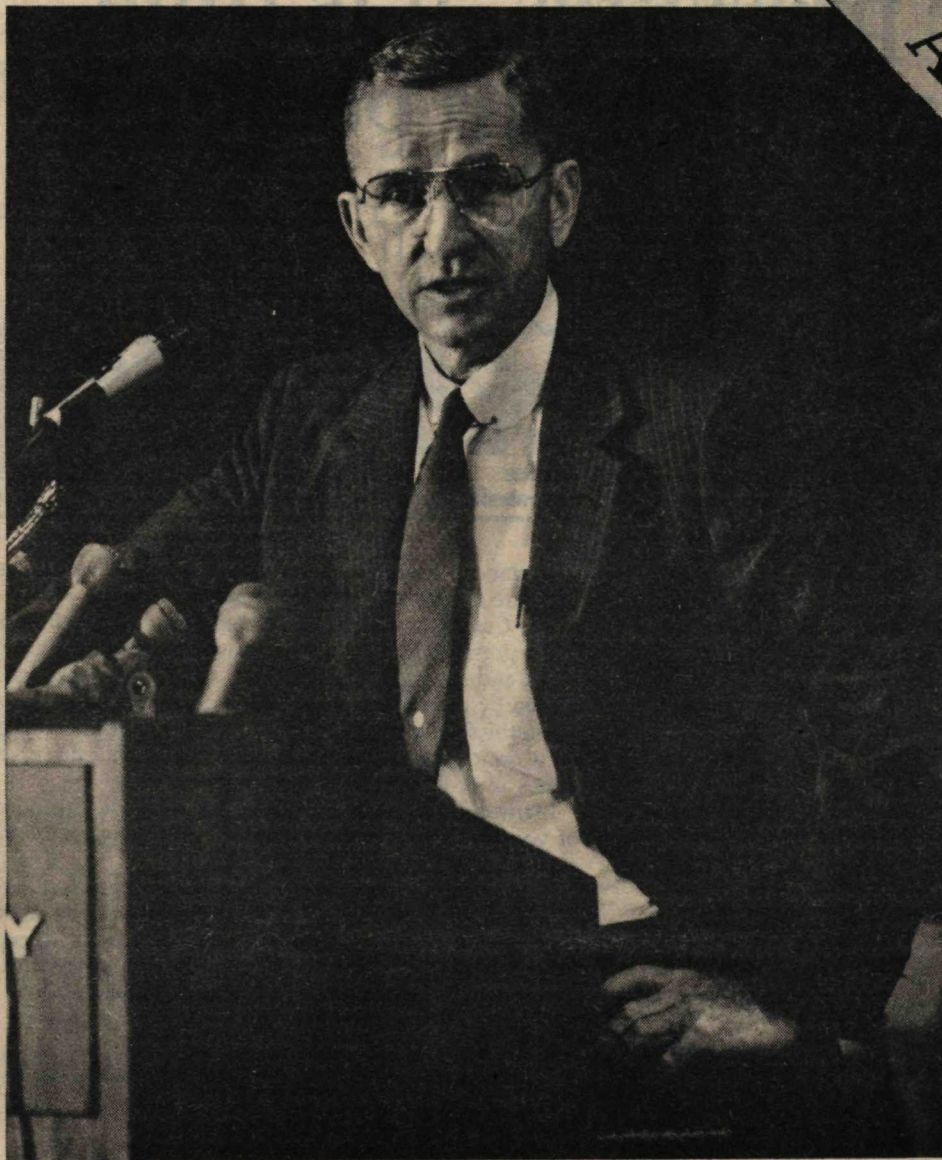
"Ross Perot, et. al., will need all the support they can muster to get extracurricular activities in the public schools back into perspective."

"To see football downplayed and education upgraded would be a shot in the arm to the system."

"The preponderance of evidence associates athletics with positive student attributes. Numerous studies have found athletic involvement to be positively correlated with good school attendance, high scholastic expectations, academic success, etc."

"If participation in band or football is a cause for failure to excel in academic courses, then all band or football students should be inferior to those who do not participate. This is simply not the case."

"It (contests) leads to unhealthy attitudes; to wit, you wear red and blue, and my color is blue and gold, so I hate you as you are my enemy."



**A-plus.**  
That's the grade H. Ross Perot gave extra-curricular activities. He asked members of the Legislative Council to help put the same emphasis on academics.

Photo by Bobby Malish

"Cheerleaders spend a small fortune on costumes and supplies. Boys are taught to be jocks and girls are taught to smile and be prissy."

Well, we all had opinions. And to spread a little gasoline on the fire, Reid Laymance of the *Dallas Morning News* broke the story of a straight A seventh grader, being red-shirted so that he'd have a better shot at a football scholarship to Texas A&M.

"We ought to take middle-school athletics and turn them back into intramural sports and physical education and stop trying to run farm clubs for the high schools," Perot said, adding that high school programs would be kept intact, only de-emphasized. "What I envision is that the teams still will play on Friday nights, the bands and drill teams will perform at halftime, the cheerleaders will still yell, and the adults and the fans will get entertained. The only difference is that the football team won't have a playbook that is as complicated as the Dallas Cowboys'. That some of the players won't be as developed because they wouldn't have such a junior high farm system. The band might sound a few sour notes because it didn't have as much practice time. The drill team might have one curve in its line. But everybody will be there, and everybody still will have a good time."

In other words, change the "roar" to a "hum."

That brings us to Wednesday, September 28. The Select Committee met in the Texas Education Agency Building in North Austin. After leveling a salvo at the teacher training colleges (even State Board of Education President Joe Kelly Butler termed Perot's criticism "unfair"), the panel called forward UIL director Bailey Marshall.

Though he had prepared a long statement, Marshall laid it aside and said, "I'm tired and I'm emotional because I did a lot of soul-searching last night." He then set forth a long list of proposals, all aimed at cutting excesses in activities. Perot called Marshall "courageous." The newspapers joined in. The *Dallas Times-Herald* said the Marshall plan was as straight "as a sideline marker."

"Marshall's quick response to Perot's strident criticisms, his willingness to propose reforms is refreshing," stated the *Waco Tribune-Herald*.

"It has taken courage for (Marshall) to agree with Ross Perot that there should be cutbacks in some school athletic programs.... There is room for sports to be competitive without being disruptive to education. And it is the responsibility of Perot, Marshall and others to try to find the right mix," agreed the *Dallas Morning News*.

Newspaper surveys of most school administrators seemed to agree. "Local educators agree with reform proposals," stated a headline in the *Longview News-Journal*.

But not everyone agreed.

"What happens when Dallas computer magnate H. Ross Perot starts talking tough to UIL director Bailey Marshall?"

"Marshall jumps," wrote *Amarillo Globe-News* sports editor Kenneth Tidmore.

And coaches soon feared that athletics would become a scapegoat. "I just don't want to see athletics become the whipping boy for everything," Fredericksburg coach Carlin Wicker said. And Austin Reagan coach Wally Freytag said of Perot's "Dallas

Continued on page 7



# Despite pressures, it is time to take a leadership position

The Legislative Council met October 16 and 17 to consider changes in the UIL programs. The Council made some changes and authorized many proposed changes for the ballot. The ballot will be mailed to each school in early February. Superintendents and their staffs should study each proposal very closely and see that the proposed rule changes will meet a broad set of criteria that will assure a strong educational program.

The following are some of the criteria considered by the Council during the recent Legislative Council meeting in Austin when discussing and making decisions on proposed changes for the UIL program.

Criteria to be considered when developing or changing rules for extracurricular activities:

1. Does the change affect the education of the student in that activity?
2. Does the change affect the academic education of the student who participates?
3. Does the change affect the academic education of the students who are not participating in the activity?
4. Are the values derived from the change worth the monetary cost of the activity?
  - A. at the local school?
  - B. at the state level?
5. Does the change affect the equity balance?
  - A. within the activity?
  - B. among the schools in a classification?
6. Is the change physically safe?
7. Is the vote necessary to answer the demands for being democratic?
8. Does it provide a better process for: a) developing rules, and b) enforcing them?

These criteria were not overtly applied by each member on each possible change, but it was evident from the discussions in the committee meetings and within the Council meeting that these were the criteria being considered.

Some of the criteria were "weighted." The educational criteria seemed to be the most important factor, as it should be.

Often times, it is difficult for each of us, including the Council members, to not let our personal bias or others' personal biases affect our thinking. This is the reason it is important that we establish the criteria and weigh each one (as to



**Bailey Marshall**

## Director's corner

importance). If not, we are more likely to allow our biases or pressure groups' biases to affect our thinking.

The Council members performed their tasks well under intense pressure and circumstances. Many conflicting philosophies and ideas were presented. Many ideas were well presented by persons representing large groups of persons. But when the time arrived for considering the concepts presented, the Council and/or the committees thoroughly discussed the issues and covertly applied the criteria.

Many of the issues were placed on the ballot. I am sure each of you will consider the criteria for each item before voting, especially the first four criteria listed.

I know the UIL programs will be greatly improved, and the educational programs in all our schools will be enhanced through the efforts of so many people. Those of us who are professional educators must take a leadership role at this time, even though we may be unpopular with those who are more concerned about a special interest.

# The Leaguer

The Leaguer is the official publication of the University Interscholastic League, Box 8028, University Station, Austin, Texas 78712-8028. The UIL office is located at 2622 Wichita, on the campus of The University of Texas at Austin. Phone (512) 471-5883. The newspaper is distributed to Texas school administrators, program directors, coaches and contest sponsors, as well as to other persons interested in extracurricular competition.

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Editor . . . . . Dr. Bailey Marshall  
Managing Editor . . . . . Bobby Hawthorne

# Official notices

### BASKETBALL

The Legislative Council voted that 25-3-3(3) on page 184 to read: To permit schools to play first game on November 21 because this is the same comparable date as in 1982-83. Thus, the first date of basketball interschool games has been moved from November 22 to November 21.

### BASEBALL

The Legislative Council changed Rule 25-2-15 on page 183 to read as follows: "Playing Rules. The current "Official Baseball Rules" of the National Federation of State High School Associations govern UIL baseball. (a) Metal cleats are permitted. (b) The Baseball Manual specifies additional UIL regulations.

### MUSIC MEMORY

Item Number 13 on the Official List should read: "Puccini — La Boheme: "Mi Chiamano Mini."

### MUSIC MEMORY

Selection number 17 in the Music Memory Bulletin is stated incorrectly. The correct listing should read: Holst — *The Planets: "Jupiter."*

### SPELLING

Spelling error on the high school spelling list, column 36, word six should read "pervasive."

### MUSIC MEMORY

Item Number 20 on the Official List should read, "Davidovsky — "Synchronisms No. 1." On page 48 of the Music Memory Bulletin, it should read, "Synchronisms #1 by Davidovsky.

### PICTURE MEMORY

The official list should read: Rouen Cathedral, West Facade, Sunlight.

### Football Receipts

The Legislative Council at its October 16-17 meeting approved a proposal increasing the percent of gross receipts of interdistrict games in the state football championship races from 10 percent to 12½ percent.

### HENDERSON HS

The district executive committee has ruled Henderson High School as ineligible to compete in the One-Act Play contest during the 1983-84 school year for violation of Article 23-1-1 (6b) of the *Constitution and Contest Rules*.

### OAP

Definitions concerning the One-Act Play Contest have been deleted from the *Constitution and Contest Rules*. Refer to the current *Handbook for One-Act Play* for definitions.

### HARDIN JEFFERSON HS

Hardin Jefferson High School has been placed on probation for the 83-84 season in baseball for violations of Rule 16-1-1.

### KENNEDY HS (San Antonio)

Kennedy HS has been placed on probation in volleyball for the 1983 volleyball season for violation of Article 6-3-1 of the *Constitution and Contest Rules*.

### JOHNSON HS (Austin)

The District 26-AAAAA Executive Committee has placed L.B. Johnson HS on probation in basketball for one year for violation of Article 25-1-12.

### POETRY

Add to the UIL *Constitution and Contest Rules*: P. 69, 20-5-3 (1) Selections from plays are not appropriate for poetry interpretation selections.

### CALCULATOR APPLICATIONS

Make the following deletions and additions to page 93 at 22-1-6 (2) effective December 1, 1983:

1. Delete the sentence "No ties are to be broken."
2. Add in its place: "If two papers that place have the same score, the higher place shall be given to the paper on which more stated and geometric problems have been worked correctly. If the same number of stated and geometric problems are worked correctly, then a tie exists."

### ONE-ACT PLAY

Remove *Plaza Suite* from the Ineligible Plays and also delete "Simon Neil" — all full length plays including individual acts of *Plaza Suite*. Add *Plaza Suite: Visitors From Forest Hills* and delete *The Pot Boiler* from "An Approved List of Short Plays for Contest" in the *Handbook for One-Act Play*, Ninth Edition.

### JOHN TYLER HS

The John Tyler High School Band has been placed on probation for the 1983-84 school year for violation of Article 24-2-1 of the *Music Plan*.

### CARROLLTON SMITH

The District 8 AAAAA District Executive Committee has placed Smith High School on probation for the 1983-84 school year for violation of Article 25-3-3 of the *Constitution and Contest Rules*.

### SHORTHAND

Replace 22-7-16 on page 117 with the following effective December 1, 1983: "REFERENCE MATERIALS. — Standard dictionaries or word division manuals may be brought into the contest room by the contestants. No shorthand dictionaries are permitted in the room."

### HARLINGEN

This is official notice that Harlingen High School football team has been placed on probation by the district 32AAAAA district executive committee for violation of Rules 25-5-2 (2) 25-5-3.25-1-A (1) (c) and 16-1-1 for the 1983 and 1984 football seasons.

### MUSIC PLAN

Page 146, Article 24-3-12 (3) should read: Texas shall be divided into 22 regions for music competition.

### MUSIC COMPETITION PLAN

Article 24-7-5 (h), page 160, of the 1983-84 *Constitution and Contest Rules* should read: "An organization may NOT repeat a selection performed by that group during the preceding three school years. EXCEPTION: Conference C and CC organizations, composed of grades 7 and 8 only, may not repeat a number performed during the preceding two school years.

### MUSIC PLAN

Page 150, Article 24-7-5 (10)(c)(3), should read, "At the completion of the instruction period, choral groups will be given the pitch and each section may hum the starting tone. The selection will then be sung twice; first with the piano accompaniment utilizing the group's preferred method of sight singing; then a capella. The director will have one minute for discussion between the accompanied reading and the unaccompanied performance, the a capella in Conferences A, AA, AAA, AAAAA, and AAAAAA using the printed text or in Conferences C, CC, CCC using the preferred method of sight singing or text.

### MUSIC PLAN

Page 147, Article 24-3-12 (3), Region VI should read: Region VI — Andrews, Borden, Brester, Crane, Dawson, Ector, Glasscock, Howard, Irion, Jeff Davis, Loving, Martin, Midland, Mitchell, Pecos, Presidio, Reagan, Reeves, Scurry, Sterling, Terrell, Tom Green, Upton, Ward and Winkler counties.

Page 147, Article 24-3-12 (3), Region XXII should read: Region XXII — Culberson, El Paso and Hudspeth counties.

### MUSIC PLAN

Page 143, Article 24-5-7 (5)(a), should read, "All Class I instrumental solos may be performed with the music. Class II and Class III instrumental solos and all vocal solos must be performed from memory; a judge may not audition a soloist on a Class II, III or a vocal soloist who has not memorized the music."

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## Goodbye, my good friend

**W**hile beginning the column for this issue, I was informed that Phil Manning had passed away. Although not unexpected, it still really shook me. I was not quite with my work until the middle of the next day.

You see, Phil and I were a club unto ourselves. If you noticed, we always sat at the end of the table; the end person was determined by a flip of the coin. This stems from a private joke we both shared when a long-ago forgotten president, or someone, decided to seat the table in hierarchical order. The biggest argument we had, however, was the marching order of the Grand Concert, which was not settled until you voted to eliminate the Grand Concert, and in that controversy, we considered the tail end of the line-up to be the most desirable.

Due to the nature of our positions, it was not only desirable, but imperative that we work closely together collaborating on problems and projects that mutually concerned both of us. It is difficult to recall our first collaboration. It might have been one of his bulletins on space and acoustical requirements for music housing facilities. Phil, very early in his tenure, wanted to emphasize the importance of adequate music facilities. It has been gratifying the number of schools requesting information on planning new music facilities.

Most of our collaboration occurred during our returning trips from TMEA Conventions. Sometimes decisions on some problems were resolved during the length of one trip, but usually two or three trips would elapse before conclusions were drawn. One such problem, or we might say project, was that of individual study. The old program of certified teachers just was not popular, therefore, few, if any, schools offered credit for individual study. The revisions as you now know opened the program to many schools which earlier rejected it.

Favorite topics were those pertaining to the various "guides." I guess Phil worked harder on getting committees responsible for these guides to complete their work. It seemed that by the time he obtained the last committee report, the first would be out-of-date. But Phil was a patient man, as well as persistent, until the last guide was published.

Probably our unresolvable problem was that of music theory. Phil wanted to make a requirement that band, orchestra, and choir students pass a theory examination to receive credit in the performance course. He also pushed strongly for a theory exam to be attached to all solo contests. Although we



**Nelson Patrick**

### Music matters

managed a theory contest for TSSEC, he worked hard for some contest that would encourage a broader acceptance of theory as a regular school subject.

These discussions were somewhat similar to an ongoing chess game. We covered the high points by installments dependent upon the frequency of our trips. It is strange, and I have just thought of it, I do not recall discussing the theory problem elsewhere. Music theory — hmm?

Other interesting discussions centered around TMEA reoccurring proposals. Now these are proposals that reoccur periodically. I do not know whether you have noticed or not, but now and then someone will propose an action that was proposed and defeated 5 to 10, maybe 15 years past. For a time, there seemed to be a cycle or recycling period of old TMEA problems. We often secretly predicted the problem or resolution even before it was presented. At first, these problems were bothersome, but you know, they were nearly always settled in the same way — rejected. The MENC thing came up periodically until we categorically made a decision.

Another of these was whether TMEA should join forces with TSTA; another was TMEA-MENC relationships. You have no idea how many times we heard the pros and cons of these discussions, until they were finally resolved by a vote of general assembly. There were others that do not readily come to mind, but were, nonetheless, interesting at the time.

I will miss Phil. We shared for many years the trials, tribulations, sorrows, joys, problems and funs of presidents, executive secretaries, vice-presidents and college student officers. We enjoyed all of it. Yes, I'll miss Phil. No one else can share these experiences or those of the future in the same relationship that we were privileged to enjoy.

## State Band Contest Nov. 14-15

By **CHARLES SCHWOBEL**  
Assistant Music Director

The Fifth Annual State Marching Band Contest will be held November 14 and 15, 1983 at Memorial Stadium on the University of Texas at Austin campus.

Regions certify two bands and one alternate, from each high school conference, selected by the judges from Division I winners. A few regions are planning a preliminary contest for some conferences with a final to select the region representatives. The contest chairman will notify the State Office of the regions representatives within 24 hours of the last day of the contest; a contest held on a weekend may be certified the following Monday. Directors of bands selected to attend the State Contest must inform the State Office within 24 hours of receiving notification or on the Monday morning following a weekend contest of their intention to participate in the state contest.

Certified bands may obtain information packets from region marching contest chairmen or the executive secretary. This packet contains instructions, maps and entry forms for the State Marching Band Contest.

The principal must certify on the entry form that all students are eligible. In the event of a protest the school must be prepared to produce a roster and verification of students on the list.

Fees are not required to accompany the entry form but should be mailed at the earliest convenience.

The State Marching Band Contest chairman is Glenn

Richter, director of UT Longhorn Bands, and he will determine the order of performance in each conference. Bands from Conferences A, AA, and AAAA will perform on November 14, with Conferences AAA and AAAAA performing on November 15. The possible sites for the preliminaries are Burger Center, Nelson Field, and Memorial Stadium. The exact location of the preliminaries will be determined the week prior to the contest. Finals will begin at 6:00 p.m. at Memorial Stadium. For more information about the location and time for preliminaries, call the contest chairman's office on or after November 11 (512-471-4093).

Bands receiving a Division I in the preliminaries but not going on to the finals will receive a Division I State Marching Band Contest plaque. State Marching Band Contest trophies will be awarded to the three bands in each conference receiving the highest numerical score in the finals. State Marching Band Contest plaques will be awarded to the fourth and fifth place bands in the finals.

The judges for the 1983 State Marching Band Contest are: Keith Bearden, Texas Tech University; Dave Catron, Michigan State University; Bob Fought, University of Nebraska; Eddie Green, University of Houston; Gordon Henderson, University of California at Los Angeles; Phil Hewett, Rockport-Fulton ISD; Gary Hill, East Texas State University; Eldon Janzen, University of Arkansas; Lee Boyd Montgomery, Texas Lutheran College; and Rod Stewart, Musical Director, Cadet Drum and Bugle Corps, U.S. Air Force.



**Happy birthday, UT. So sang the Austin Westlake HS madrigals during Texas' Centennial celebration, October 1. The choral group, directed by Marsha Nelson, performed as part of the UIL salute to UT. Shown here are Laura Matthews and Mike Morris.**

### TILF receives \$100,000 from Stark Foundation

The Nelda C. and H. J. Lutcher Stark Foundation of Orange has made a grant of \$100,000 to be awarded to students who qualify for the UIL State Meet science, number sense, calculator applications and ready writing contests.

The funds will provide 10 scholarships of \$2,500 each, given for four years. "The Texas Interscholastic League Foundation and all persons interested in quality education appreciate this most generous gift," Dr. Rhea Williams, TILF secretary, said. "This grant will help insure that Texas' finest young people will receive college financial assistance at a time when help is difficult to find."

The scholarships, to be presented beginning with the 1984-85 school year, will be given, with preference shown to students qualifying from Orange, Jefferson, Newton and Jasper counties. Preference will also be given to students planning to major in math, science or engineering.



## Panel survey results hazy

It is obvious from the Legislative Council survey that I am not in tune with administrators and their opinion about requiring OAP panel judging. A slight majority appears to favor tripling the cost of operating the One-Act Play Contest and requiring panels at all levels of the contest. I still do not know the current opinion of OAP directors, but I plan an attempt to discover an answer.

How much information is required to make an intelligent decision? Are administrators and directors aware of the current OAP judging rule and the reasons for the philosophy behind the critic concept? Was the decision made as a part of a quick response to a six page twenty-five question survey? Where do you stand on the question of requiring panel judging in the One-Act Play Contest?

Did each administrator ask the OAP director prior to completing the questionnaire? Was my September article delivered after the questionnaire was completed or did anybody even read the thing?

I admit to being surprised at the results of the "required panel" question. Thirteen years of workshops, conferences and discussions with teachers have led me to believe that most OAP directors favor the single critic. Have I been talking and not listening? Did I fail to explain why, or were directors intimidated by the group, a strong few or my big mouth? What do you really believe? Do you really care?

It is time for you to make your wishes known. What is educationally best for our students and what is administratively possible? I have spent the last thirteen years believing in the extension teaching concept of the OAP critic and trying to convince teachers of what I believed to be the best educational road to follow. If administrators want to require panels, I must be wrong! I hope to find a group or individual to teach me the error of my ways: Perhaps I have been spending my time with teachers and should have been focusing on the administrators.

Do you wish to eliminate the OAP certified judge list? Do you wish to pay judges to write critiques? Do you want to eliminate the critique? Do you want to allow anybody to judge if a certified judge cannot be found to serve on a panel? Do you want all judges to give a critique? Have you really looked at the "fairness" of panel scoring? What do our judges think? These and other basic questions must be answered before I can support the majority decision and I am sure the Legislative Council and its Literary and Academic subcommittee will be open to the majority opinion with proper documentation.

Theatre directors cannot afford to be passive. The One-Act Play Contest is your program. What program do you want?



Lynn  
Murray

## Educational theatre

□ More OAP news on pages 9 and 12

The only UIL one-act play contest critic judging workshop is planned for Thursday afternoon of the annual TETA convention, Jan. 26-28 in Austin. Theatre directors and prospective critic judges should plan now to attend.

Demonstration scenes for the workshop will be provided by Port Arthur Lincoln High School, directed by Henry Mayes and Pharr-San Juan-Alamo High School, directed by Gilberto Zepeda, Jr. This workshop will certify new judges for OAP and allow those previously certified to renew.

Most critic judges have attended a workshop in the past five years and all listed that have failed to do so must attend a workshop to remain active. A new or renewal judges list will be published in February.

Prospective judges must have a minimum of 36 college semester hours of drama/theatre courses or the equivalent in professional training and experience in educational theatre. Prospective one-act play critic judges are invited to attend the workshop Jan. 26 at 2 p.m. in the Opera Laboratory Theatre in the Performing Arts Center on the University of Texas campus.

*The Handbook for One-Act Play*, Ninth-Edition is out-of-print and copies are no longer available. The 10th edition will not be available until later this fall. You may continue to use the 9th edition until the new publication becomes available. All plays on the approved lists in the 9th edition will continue to be eligible for production in the One-Act Play Contest through this school year. David McKay is no longer in the play publishing business, but most of their plays are now available from other sources. Approved plays that are out-of-print may be used so long as permission is obtained from the publisher and royalty paid. New OAP directors that do not have access to the 9th edition should borrow a copy from the closest school and copy the approved lists.



Photo by Bobby Hawthorne

**Lady Capulet, played by Maia Adamina, comforts Juliet in scenes from Shakespeare's *Romeo and Juliet*, performed by the Robert E. Lee (San Antonio) HS troupe. Director Joe E. Manry and cast performed the scenes for visitors attending the UIL display during the University of Texas Centennial activities, October 1. Playing Juliet is Margaret Shick.**

## 'Hill Street Blues' star headlines TETA

The College of Fine Arts and Department of Drama at UT-Austin will host the 34th annual convention of the Texas Educational Theatre Association, Jan. 26-28. This theatre showcase is scheduled to open at the Villa Capri Motor Hotel with registration Wednesday evening Jan. 26. More than 100 workshops, 15 performances, and numerous special events are set for this three day celebration. The best in Texas and nationally recognized theatre professionals will be involved.

Twenty-seven members of the UT faculty and staff will offer their expertise. Add to that, thirty-one professional educators from twenty-one outstanding university/college theatre programs and thirty-four master teachers from Texas public schools, to imagine the magnitude of this convention. Seventeen of the secondary school theatre teachers are UIL state meet OAP directors.

The fifteen convention performances will include the nationally acclaimed Metro Theatre Circus from St. Louis. MTC was the featured professional theatre of the 1981 American Theatre Association convention in Dallas. The company will repeat their Dallas SRO performance of Remy Charlip's imaginative "Arm and Arm" and produce a modernization of the 1617 Ben Jonson masque, "Vision of Delight," following the Saturday evening TETA awards banquet. Company members will also provide workshops in creative drama, scripting plays and improvisation.

Thomas Decker's "The Shoemaker's Holiday," the impres-

sionistic tragedy "Woyzeck," professional actor James Daniels' "Sam Houston: Standing in His Own Blood," Kathy Kendall's "Characters," and Sharon Vasquez's acclaimed Dance Repertory Theatre are the five UT-Austin provided performances.

Austin LBJ High School will produce "Annie," the "famed" Houston High School for the Performing and Visual Arts will provide a showcase production, Zachary Scott Theatre Center will present "Wiley and the Hairy Man," Southwest Texas State University will bring the original children's musical "Backyard Story," and East Texas State University will send Nathan Wilson in his one man show "O, Dammit."

Special guests will share their talents with convention participants. Wendy Hilton, internationally recognized British movement specialist will present two master class series in renaissance and restoration movement. Dialect specialist Jerry Blunt will provide two workshops and will be joined by his wife, poet-tv writer Betty Andrews, for a performance workshop on interpretation. Professional designer and costumer Irene Corey will demonstrate the use of foam sculpture for imaginative costumes. New York manufacturer and makeup artist Bob Kelly returns to provide two special workshops. A playwriting series will be conducted by tv scriptwriter Ted Shine and adaptation will be covered by playwright Bill Gleason, Dramatic Publishing Company president and Broadway playwright Christopher Sergel and publisher Kit Sergel. Orin Corey, editor, publisher and professional producer of theatre

for youth; will tell us about theatre planned for the World's Fair in New Orleans.

A very special guest will be "Hill Street Blues" actor and Emmy nominee Rene Enrique. Tentative agreement has been reached with Robert Foxworth to participate, but final agreement will not be possible until November, when the January schedule for taping FALCON CREST is set.

Twenty Texas theatre professionals will provide programming. Add to those Texans already mentioned; sessions scheduled with Phil Adamo, Ringling Brothers clown; Marty Bass, theatre photographer; Joe Edna Boldin, casting director; I. E. Clark, publisher; Robin Crews, lighting specialist; Mavourneen Dwyer, Zachary Scott director; Nancy Hodges, talent agent; Richard Huff, Texas Commission on the Arts executive director; Rody Kent, casting director; Marla MacDonald, Capital City Playhouse playwright; Representative Jim McWilliams (Cultural and Historical Resources Committee); Texas Scenic's John Owens and Steve Surratt; Cecyle Rexrode, Texas Film Commission; Debbie Sullivan, puppeteer and author at Nancy Renfro Studios and you have a very full three days.

Tours will be available for those wishing to explore the Hobbittelle Theatre Library, Performing Arts Center and the UT centennial exhibit of memorabilia from "Gone With the Wind."

The 1984 TETA convention promises to be the largest and most exciting to date. Registration and detailed program information will be mailed to all schools in November.



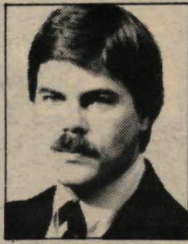
## Curriculum proposal flaws found

Thanks in large part to the efforts of Carol Narsutis of Denton and Tom Prentice of Austin, we are alerted to a flaw in the planned implementation of House Bill 246, which is the proposed state curriculum guide. As Ms. Narsutis explains, "Beginning next year, the state is going to require four years of English, an additional semester of social studies plus other requirements."

She notes that seven classes — business communications, research/technical writing, creative/imaginative writing, practical writing skills, literary genres, correlated language arts IV and speech — are valid substitutes for English IV. Journalism is not.

"I think you see how the addition of more required courses to the state curriculum will greatly reduce the number of free classes students have to take electives," Narsutis said. "If students are allowed to enroll in one of the seven English IV substitutes, the number of students taking journalism will be severely limited, unless we can obtain an English credit for it as well."

Though public hearings have been completed, journalism teachers and publication advisers are urged to contact local school board members and administrators, as well as State



**Bobby Hawthorne**

## Scholastic journalism

School Board members and Texas Education Agency directors. Urge them to permit substitution of journalism for the fourth year of English in the proposed new state curriculum.

If you have additional questions, contact me or Dr. Pat Mengwasser, TEA, 201 East 11th Street, Austin, 78701.

Again, thanks to Tom and Carol for bringing this to our attention.

Elsewhere, results of the ILPC straw poll on UIL spring meet journalism contest changes are filtering in. So far, it looks like this:

- Two to one in favor of establishment of a graduated scale of difficulty in the headline writing contest.
- Two to one against the elimination of word limits on all writing contests.
- Even on the changing of State Meet interview from feature to news.
- Ten to one in favor of establishment of a sports writing contest.

So far, we've received approximately 60 responses, and you can rest assured we'll seek a wider range of opinion prior to making recommendations to the Literary Committee of the Legislative Council.

Moving on, please forward any information concerning UIL practice meets to the UIL office immediately. We will print a list of sites/dates/times as promptly as possible.

No doubt, you've noticed the instructional articles in each of the first three Leaguers. We will publish one article per Leaguer this year and then reformat each article for use in a comprehensive ILPC Newspaper Manual. In addition, we are now completing an ILPC Yearbook Manual, with planned distribution this spring, and an ILPC yearbook copy bulletin, which will provide writing tips and outstanding examples.

Finally, we remind yearbook advisers that individual achievement awards entries must be received at the ILPC office no later than December 1. We will send all entries to judges on December 2. The deadline for receipt of newspapers for rating and newspaper individual achievement awards is February 1, and the ILPC spring convention is March 16-17.

# Develop a system and make it work for you

By JACK HARKRIDER  
Austin Anderson HS

Organization? Who needs it? I don't have time to do all the things I need to do, much less take the time to get organized.

Sound familiar? Then getting organized is your most important, immediate need.

It makes no difference if you're a teacher and adviser with 20 years experience, or if this is your first, knee-shaking experience. Not much gets done without organization, and that which gets done is completed only at the expense of your physical and mental health.

If you want to accomplish more in your life, or if you just want more time for yourself, then get organized.

First, some assumptions. Many advisers are responsible for both yearbook and newspaper. Some have one publication only, while others have both, plus a literary magazine. This article is aimed at the adviser who has both yearbook and newspaper, but while it deals specifically with newspaper, the principles are the same for any publication. Thus, use them wherever you wish.

Another assumption is that the advisers in greatest need of organizational tools are the "freshmen." So, if you're an old hand and have your own way of doing things, great! Use whatever you find helpful and leave the rest for the newcomers.

The third assumption is that you already have staff positions filled. Each publication has an editor or editors, along with staff members, and there's some simlance of an organizational structure.

Finally, recognize that you're in a unique situation. What works for others may not work for you. But if you think one or more of the ideas herein will help make your job easier, then give it a try. You can always modify an idea to your situation, or throw it out if it doesn't work.

Now, let's get organized.

Publications organization can be broken down into two concepts — time management and staff organization. Both are essential.

If you prepare lesson plans, then you're practicing a basic rule of time management: Plan your work and work your plan. Apply that same concept to your publication and staff members. Work that isn't planned, looks like it; so sit your staff down and start planning.

Create a time when you and your staff members can meet, on a regular basis, and discuss nothing but planning and organization. It can't be done while you're trying to put out a newspaper, or meeting a yearbook deadline.

You might even want to try evening meetings at school, at someone's home, or at the local Pizza Pitt. The point is to

meet regularly (probably once a week) and to include as many key staff members as possible. "Key" staffers should include not only editors, but "up-and-comers," as well. With personal scheduling being what it is, you obviously won't get everyone to attend, but work with those who do show up.

Make the first meeting short, no more than an hour, but give everyone something specific to do. Tell everyone it's time to get organized, and since it's their publication, they're going to lay the groundwork for the organization.

The first order of business is to come up with a staff manual. The manual should contain the following ingredients:

1. Statement of purpose. Why are you publishing a particular publication? What is its purpose, and what is its audience? How do you plan to achieve your purpose and reach your audience? You've got to know where you're going before you can determine the best way to get there.
2. Organizational or flow chart. What are the staff positions? Who reports to whom?
3. Job descriptions or responsibilities. Who's supposed to do what? Who makes what decisions? To whom does a staffer (or you) go for answers?
4. Production schedule. When is copy due? What about layouts, headlines, cutlines, rewrites and photos? The more detailed the schedule, the easier it is for your staff members to know what's expected of them and when. It's also easier for you to know exactly where you stand at any point during the production process. This is the most important ingredient of a manual. If you can only do one thing at a time, do this first.
5. Publication schedule. If you publish every two weeks, what are your publication dates for the year? How will semester finals and holidays affect your schedule? List your publication months and dates for the entire year.
6. Format. What typeface is being used for headlines, copy and cutlines? What are the sizes? What are the column widths? How wide should the copy be set? If you're using tool likes, what size are they? Hint: Make a list of the most-asked questions at deadline time, then use the answers as the basis of your format list.
7. Style sheet. Are months spelled out or abbreviated? What about numbers and dates? The Associated Press Stylebook is fine, but extremely detailed. Use a simpler version, covering the most used situations and most asked questions, for the manual. 'Nother hint: The ILPC has a fine, basic style sheet by Claire Montgomery. Get it and have your staff adapt it.
8. "Beat" sheet. Even yearbook staffers should have a "beat" for better club and organization coverage. Be sure and include the names of each staff member, along with the clubs or organizations they cover.
9. Headline style sheet. Show not only the sizes and

counts of your headlines, but the counting system, as well.

10. Penalties and rewards. A list of penalties and rewards for making or missing deadlines, exceptional or objectionable work, etc. You give the grades and you'll probably have to draw up this list, but get input from your staff members, then let them know — in writing — what they're working for.

11. Staff list. Every staff member (and you, too), address, telephone number and birthdate should be listed, in alphabetical order. There are all sorts of morale-building things you can do with birthdays, but if nothing else, just having staff members say "Happy Birthday" can brighten someone's day.

There are other items which can be added to a staff manual, such as production check lists, advertising rates, newswriting and leadwriting tips, examples of page design, a list of commonly misspelled words, but that depends on individual staff needs. Your objective is two-fold: Getting your staff members involved in planning, and getting that plan on paper.

At your first planning meeting, assign the various manual ingredients as projects to your staff members. Discuss the general concepts and purpose of each ingredient, then agree on a deadline to have working models completed. It's best to have one or two staffers work on each ingredient, rather than having the one group attempt to work on all ingredients.

Let the staffers know you don't expect perfect plans the first time out. In fact, don't expect their first attempts even to be workable. But DO expect them to come up with basic plans, on paper, that can be discussed, modified and tried. And stick to the deadlines which are set.

Okay, let's assume you've held your first staff planning meeting. What's been accomplished? With surprisingly little time and effort on your part, you've let several staff members know they are important to you, and to their particular publication and the school, because they are now responsible for planning the future of the publications program.

Secondly, for what may be the first time in their lives, they're having to deal with planning, organization, personnel management and time management, concepts they can use when they get out of high school, and which can be of immediate benefit.

Thirdly, while you are serving as overseer, your staff members are doing the organizational groundwork, resulting in little or no increase in your workload.

Lastly, as the staffers develop a working plan, their work becomes more directed (because they now have a plan to follow), they'll be accomplishing more in less time, and they'll be meeting deadlines. Well, at least we can hope.

Continued on page 12



# Up-graded

## Academic credits, loss of classtime issues on ballot

Raising academic standards and restricting loss of school time were major issues addressed by the University Interscholastic League's Legislative Council, which held its 43rd annual meeting in Austin, October 16-17.

The council voted to place on a referendum ballot proposals that would raise academic credit requirements and restrict classroom absences by those participating in golf and tennis. In addition, the council voted to allow speech students to miss no more than 10 days per year in order to participate in speech/debate tournaments.

The referendum ballot will be mailed from the UIL office to school administrators in February. Results will be announced March 3. A simple majority is needed for proposals to pass, and items approved will take effect during the 1984-85 school year, unless otherwise specified.

"The meeting had the largest attendance, the greatest participation and the most comprehensive press coverage of any in League history," said Dr. Bailey Marshall, UIL director. "I was pleased to see the increased interest. Those who may have questioned or doubted the League's rulemaking processes surely were impressed by the openness and the free exchange of ideas."

Among the proposals slated for referendum ballot examination are:

- An item that would require students to be passing four rather than three courses, excluding physical education, in order to compete in a League contest.

- A proposal that would prohibit students from missing a class that they are failing in order to participate in a League activity.

- A proposal that would require students to have passed four courses rather than three the preceding semester in order to compete. If passed, this item will not go into effect until the spring semester, 1985.

- A proposal that would restrict golf and tennis students to 10 days lost per year for participation in each activity respectively. For instance, a tennis player may miss no more than 10 school days in order to compete in tennis tournaments.

In addition, the council voted to place on the referendum ballot proposals that would relax summer basketball, football and volleyball camp rules. Summer camps would be open to athletes who have not participated in a varsity contest. Also, students may not be coached in a summer camp by a person employed by the students' school.

The council also placed on the ballot a proposal that would open the door to summer basketball leagues. Summer league play would be permitted between June 1 and August 1 under the following guidelines: Students may participate in one league only. Students may not be coached by a coach employed by the player's school. Students may not play more than two games per week. Students may not play on a team that has more than three players from one school. School equipment may not be used. Students may not compete against a team that has more than three players from a single school.



Photo by Bobby Malish

Other major council proposals going on the referendum ballot include:

- Amending the rules to allow for parochial and private school membership into the League.

- Studying the concept of disqualification of coaches or contest sponsors who knowingly violate League rules.

- Revising the UIL spring meet calendar, with the combining of boys' and girls' district, regional and State Meet athletic events. District meets would be held either April 1-6 or April 15-20. Regional meets would be held April 29-May 4. The State Meet would be held in Austin, May 9-11.

- Revising the Five-Year Rule so that a child being retained in the seventh grade for competitive purposes would lose the final year of high school eligibility.

- Adding gymnastics and wrestling as UIL sports for Conference AAAA only.

- Placing the amateur restrictions on all students beginning in the ninth grade, regardless of the student's age.

- Eliminating mandatory penalties in basketball and volleyball for players or teams violating game and tournament participation restrictions. The council recommended passage of this proposal, which would give the district executive committees greater flexibility in assessing penalties.

- Revising the college course enrollment regulations so that courses taught by a high school teacher during the regular school day and conforming to Texas Education Agency guidelines are not considered college courses, even though college credit is given.

- Changing soccer seasons to begin on either the first Monday following certification of the district football champion (with the season to end the last week of February) or beginning on January 1 (with the season ending with the state championship tournament, held the last week of April).

- Allowing athletes to sign a letter of intent and a college scholarship agreement that contains the condition of the scholarship, provided the athlete receives no part of any valuable consideration guaranteed by that scholarship until after all UIL eligibility is completed. If passed,

the item would take effect in 1984-85.

- Revising future basketball starting dates, allowing basketball practice to begin on the seventh Monday following the first Thursday in September.

- Giving administrators the choice of keeping the present outside soccer restrictions as is, applying restrictions only to players who have participated in varsity contests, or abolishing outside participation restrictions. At present, soccer players who participate in club soccer prior to the start of the UIL soccer season are ineligible to represent the varsity soccer team.

The council also voted to move the first day to play basketball games from November 22 to November 21, to allow baseball players to wear metal cleats this spring, and to restrict music organizations to one non-League meet held on school time. The music restriction takes effect next year.

The council also voted to meet March 7, 1984 in order to take action on the following items:

- Recodification of the League's Constitution and Contest Rules.

- The findings of the Junior High Athletics Study Committee.

- Procedures for implementation of a penalty on coaches or contest sponsors who knowingly violate UIL rules. The final item will be considered only if the concept of contest sponsor punishment is approved on the referendum ballot.

In final action, the council referred to a Committee on Excessive Expenditures a proposal that would penalize schools for spending on "luxuries" above basic athletic equipment and supplies. This panel, to be named soon, as well as a Committee on Loss of School Time — Missing School — Number of School Contests will meet this spring and issue a report to the Athletic Committee of the Legislative Council, May 30-31. The Council also voted that if a district executive committee imposes either a post-district disqualification or a district disqualification, that action may be appealed to the State Executive Committee.

The council defeated a proposal that would have increased from \$40 to \$50 the limitation a school may spend per student as an award for participation in interschool competition.



# Of course, the press has opinions too

- The educational system in Texas and the nation needs improvement. What system doesn't? However, the balance of academics and extracurricular activities is necessary to provide a total education of our young people. Academics alone will not turn out youngsters into well-rounded people capable of the contributions our society needs and will need in the future.

Extracurricular activities alone will not make exemplary citizens out of today's youth. One without the other is useless. It takes both ingredients to blend our children...our future into productive, inventive adults. — Kenneth W. Tidmore, *Amarillo Globe-News*.

- It's unbecoming to all of us when principals argue, as they did last week, that "co-curricular programs hold the last glimmer of hope for discipline in our schools." If we have given up so wholly on learning and discipline, if we must admit so easily that we cannot interest some students in books but we sure can teach them to throw a pass, then hadn't we better make classrooms extracurricular? Or have we? — Barbara Elmore, *Waco Tribune-Herald*.

- Perot no doubt realizes the value of these

lessons. He also knows that athletics is a powerful deterrent to school dropout, and a motivator in the classrooms. Regardless of the circumstances, a kid who loves sports will remain in school for no reason other than to compete on the field. And they usually end up making good grades simply to maintain eligibility.

Generally speaking, however, the public schools aren't doing the job that today's highly technical world demands of them. In too many cases, skills which graduates take with them aren't sufficient to meet the competition. To say the fate of the nation rides on a reversal of this trend is not an overstatement.

Interscholastic sports have a place in education and in the communities of Texas, but the lessons learned on the field, however valuable they may be in the development of a youngster, must be regarded as mere supplements to those acquired in the classrooms. — Joe Calvit, *Longview News-Journal*.

- "In waging war against all (these) perceived threats to fair competition on the field, the UIL hasn't seen the forest for the trees. The Texas public-school system is obsessed with sports. It

rules the roost. It intrudes in the classroom. The UIL will regulate the heck out of athletics but will do little or nothing to discourage its undue influence on our children, who are supposed to be getting an education. — Paul Schnitt, *Austin American-Statesman*.

- "And what does the pep squad add to this formula? What does football offer?"

Character? Sure. Discipline, teamwork, sacrifice can contribute to character. Pride? Certainly. Being a part of something greater than yourself is a source of pride.

But pride and character, if they begin and end on the football field, don't add up to much. Throwing a good pass under pressure or fighting till the end in a losing cause mean nothing if there's no similar drive to learn algebra, good grammar or the history of this country. — Mike Tolson, *San Antonio Light*.

- "Football goes hand and hand with education. If you don't perform in the classroom, you don't get to perform out here." — Vincent Baylor, a fullback with Dallas South Oak Cliff, speaking to D. W. Nauss of the *Dallas Times-Herald*.

# Waiting on the all-important ballot

Continued from page 1

Cowboy playbook" comment, "That's telling me as a coach that if I coach a team and it looks sloppy and screws up in a game, well, that's all right. I can't buy that. I wonder how he would respond if you were to put that in perspective in his computer corporation."

Added Fort Bend athletic director Buddy Hopson: "They're picking on sports. Do you reckon someone thinks those kids are going to go home and study at 4 o'clock in the afternoon?"

Like Perot, Marshall took his lumps. "He's running scared," it was said. All the while, he contended that the proposals he made to the Select Committee originated elsewhere. He used the opportunity to galvanize them into a single reform statement. "None of my staff members knew what I was going to say until I got up and said it," Marshall said. "I'm not worried about the decision I made to go to the committee and say what I said."

He added that some of Perot's statements are extreme. "Still, we need to take positive action. We do have problem areas in UIL activities. If you listen closely to what he (Perot) said, he's not that far out."

Many found it ironic that Marshall — the so-called autocratic, rigid director of the equally to steal a cliché from the *Austin American-Statesman* "arbitrary and capricious" UIL — would be the leader of reform.

But as Marshall told Pete Szilagyi of the *Statesman*, "It will be 99.9 percent from the school people and .1 percent from Bailey Marshall. People think Bailey Marshall up there in Austin makes all these rules. I don't."

"What I see coming out of this is going to be more state level controls, either by the Legislature, the State Board of Education or the UIL.



Broc Sears, Dallas Morning News

We need to find a path that will be the best for education and I think that's the No. 1 thing, but if I didn't think athletics and other interschool activities were worthwhile, I wouldn't be here."

That brings us to Sunday, October 16. The 20-member Legislative Council, the rule-making arm of the UIL, meets at the plush Hyatt Regency Hotel in Austin. The media was there, en masse. Standing room only. Mr. Perot was there too.

Forty-four persons asked to address the council. Chairman J. C. McClesley said each would be limited to five minutes. Mr. Perot was number eighteen on the list. He spoke at approximately 9:45 a.m.

"Unfortunately, while you have demanded and gotten A-plus performance in these activities, our schools in some areas across the state have deteriorated to the point where four Ds and an F are considered adequate performance in the learning activities," he told the Council. "In some schools, nonacademic activities have taken over the school day."

"Your leadership, your dedication to our children and time on task have produced A-plus

results in our extracurricular activities. Show us the way to put the same emphasis and achieve the same results in academic learning."

Forty-five minutes later, San Antonio school trustee Sylvia Ward called Perot's recommendations "a unique form of segregation." She said raising academic standards would force many students out of UIL activities and, ultimately, out of school. "Will taking something a student really loves away from him encourage him to hit the books harder? I doubt it. Let's keep kids off the streets and involved in wholesome activities," Ward said.

The next day, the council passed the better part of the reform package, although several of the more controversial items — rules for junior high athletics, punishment of coaches who knowingly violate UIL rules, and excessive spending — were dispatched to committees.

Finally, that brings us to the present. The UIL isn't in the media now. The Select Committee has turned to in-fighting.

Meanwhile, the ballot is being prepared. And certain public school administrators are waiting to cast that all-important, anti-climactic vote.



# Making problems

By DR. JOHN R. COGDELL  
Calculation Applications Director

This is the time of year when we are hard at work creating the 84A-84G series of tests. Without doubt, the most difficult part of that job is producing 112 stated problems of suitable difficulty and scope. We are pleased to report that this task is nearly completed, and well done, we think.

Part of this process of producing the stated problems is to pull out the tests which you have sent us during the past year. (Perhaps we should remind you that when you order a partial test for your invitational meets, you are obligated to send us two copies of the test for our file. This is as much a cost of the test as the \$1.00 the League Office requires.) At this time, as we were saying, we pull these out and review them. We're looking for good problems, and when we find one we pay you the compliment of imitation. Of course we do not copy your problem word for word, but we use it as seed for a similar problem.

This year we got two strong impressions from this review of your work. First, we were impressed with the quality of your problems. We saw many original, well designed problems. In previous years, most of the problems were well worn standard problems, obviously taken wholesale from math books or old UIL tests. This improved quality of your tests indicates to us the contest is accomplishing one of its goals — that of stimulating practical mathematics in Texas high schools. Perhaps this is a grandiose claim, but certainly some of you have developed our habit of writing down problems now and then as they present themselves during ordinary activities. These scraps of paper come in handy, don't they, when it comes time to make up a test? Good work!

On the other hand, we are disappointed to discover how few tests had been sent to us. Either you got your partial tests from another source, or else many of you forgot to send us the final tests. It is easy to neglect a small duty like that — we've all got far too much to do. If you put it off and forgot, all will be forgiven if you send it now or hand it to us at one of the fall conferences. We don't want to audit the UIL order forms and write letters to those who forgot. We have more interesting things to do — like make up geometry problems.

# Mental short-cut

By DR. CHARLES LAMB  
Number Sense Director

In the spring of 1983, I received the following number sense algorithm from Pamela Kajs and her teacher, Jimmie Gafford of Crowell. If you have any additional tricks or comments, please send them to me at C&I, EDB, UT-Austin, Austin, TX 78712-1294.

Mental short-cut to the multiplication of any two numbers whose last digit is five:

- Subtract the preceding digits to five of the smallest number from the preceding digits to five of the largest number.
- If that difference is odd, the last two digits of the product is 75. If that difference is even, the last two digits of the product is 25.
- Multiply the preceding digits to five of the smallest number by the preceding digits to five of the largest number.
- Take one-half of the difference of step one. Use only the integral quotient (forget about the remainder).
- Add the integral quotient from step four to the preceding digits to five of the smaller number.
- Add the product of step three and the sum of step five together. This sum will be the digits which precede the two digits from step two.

There are currently several commercially available materials relating to number sense competition. Information may be obtained by writing:

Senior high materials — Don Skow, Math Dept., Pan American University, Edinburg, TX 78539; Leo Ramirez, 3103 West Hwy 83, Lot 24, McAllen, TX 78501; Kyle Longley, Rt. 1, Box 144, Midland, TX 79701.

Elementary/junior high materials — Frances Walzer, Rt. 1, Box 173, Cameron, TX 76520; Donna Smith, 501 Blue Bird, DeSoto, TX 75115.

## Literary briefs

### Invitation contest forms to be mailed November 1

Watch the mails in the next few weeks for the League's invitational meet order forms which will be mailed November 1.

The order form will offer invitational contest materials for speech, ready writing, number sense, journalism, calculator applications, science, shorthand, and typewriting contests. It lists everything from individual evaluation sheets and ballots for the literary contests to actual tests.

Calculator Applications and Number Sense will offer new tests that have been written expressly for this year's invitational meets. New Extemporaneous Informative and Persuasive topics will also be available. These new materials will be released for use starting January 7, February 4, and March 3. Schools that want to make certain that tests used at their invitational meet have not been seen previously by contestants should schedule meets for those weekends.

Other contests will offer materials that were used three or four years ago, and when possible, at the state level. "This makes it nearly impossible for a student to have seen the material previously," explained Janet Wiman, academic activities director.

Only schools hosting invitational meets may order materials. Certification by the school principal that an invitational meet will be held is required on the order form.

"We will have most of our new invitational meet material ready around December 1, but we will not ship orders until approximately two weeks before the date of the meet," Wiman said.

Those not hosting an invitational meet who nevertheless need practice can order a wide variety of materials using the literary order form, which was mailed to all schools in July.

"All of our materials for literary and academic preparation are listed on this form," said Wiman. "Schools should place their orders as quickly as possible, as orders are processed on a first come, first served basis. Schools can expect an order processing time of anywhere from two to four weeks."

### Extemporaneous sample packets now available

For those who have yet to begin to prepare for the extemporaneous speaking contest, practice materials available now from the League should help.

Two sets of 25 practice extemporaneous informative and 25 extemporaneous persuasive topics will be available this fall. The first class was released October 15 and the second will be available November 15. Either set may be ordered at no charge by mailing a self-address stamped envelope with your request to Janet Wiman at the League Office.

For those who can't wait to get topics in the mail, here are some examples to try now.

#### Informative Topics

1. Who are the leading candidates for the 1984 Democratic Presidential nomination? What are their main strengths and weaknesses?
2. What major problems does Reagan face in his re-election effort?
3. What is merit pay for teachers?
4. What are the pros and cons of nuclear energy?
5. What are the major problems facing the U.S. judicial system?
6. Who is Yitzhak Shamir?
7. What are the factions involved in the Lebanese crisis?
8. What is happening in El Salvador?

#### Persuasive Topics

1. Are arms control talks dead?
2. Does the U.S. need a national energy plan?

3. Does the U.S. need a new immigration policy?
4. Can the U.S. improve its international trade position?
5. Is Reaganomics finally working?
6. What will be the long-range impact of the KAL incident?
7. Does the U.S. belong in Lebanon?
8. Should the U.S. continue to support foreign leaders (e.g., Ferdinand Marcos) whose domestic support is questionable?

### Picture memory prints best material available

The National Gallery in Washington, D.C. houses thousands of art treasures that can come to the Texas classrooms of participants in the Picture Memory contest. The contest prints now being used represent the best illustrative material available to acquaint students with both old and contemporary masterpieces.

In the first of a two-year cycle, the 1983-84 and 1984-85 prints are available in 11 x 14 inch display size at a cost of \$27.50 for a set of 40. The same prints are available for individual use in a 4 x 6 inch size at a cost of \$2.75 per set. The pictures may be purchased through Texas School Pictures, Box 34270, San Antonio, Texas, 78233.

The Picture Memory Bulletin, published by the League office, gives biographical information on each artist and suggestions for approaching the study of each painting in the set. This bulletin can be ordered using the literary order form.

Several school librarians have found the large prints particularly suited for bulletin board displays which can introduce the entire school to famous paintings throughout the year. "This practice gives more than just the competitive teams an opportunity to be involved in the program, and provides an expanded use of the prints," Janet Wiman, academic activities director, said.

### Number Sense, Calculator release dates given

As in previous years, the League will make available a number of invitational calculator applications and number sense tests, according to John Cogdell and David Bourell, calculator applications contest directors, and Charles Lamb, number sense director.

Invitational number sense tests will be released for use by schools hosting invitational meets January 7, February 4, and March 3. The tests will be released for use by individuals on January 27, February 24, and March 30 for the respective tests.

Complete invitational calculator applications tests will also be released for use by those hosting invitational meets on January 7, February 4, and March 3. These tests will be released for individual's practice on January 27 for the first test, February 24 for the second test, and March 30 for the third test.

Seven partial calculator applications tests will be made available for invitational use only. Those who choose to use the partial test, creating the rest of the test themselves, are required to send a copy of their test to Dr. Bourell at the Department of Mechanical Engineering, the University of Texas, Austin 78712. For help in creating the tests, please contact the League Office for guidelines.

The release dates for the partial calculator applications tests are as follows: October 15, October 29, November 12, December 3, January 21, February 18, and March 17.

Full tests are mailed at library rate unless special provisions are made. The partial tests are sent first class. Partial tests may be purchased for \$1.00 and include two masters of the seven-page test, two copies of the front page, and two answer keys. Complete tests cost 25¢ per copy.

The number sense and calculator applications invitational tests may be ordered using the invitational meet order form which will be mailed to schools November 1.



# Fairness applies to one-act play critics too

**Editor's Note:** The following letter was sent to Lynn Murray from Dr. Charles G. Taylor, director, Department of Theatre, University of Mary Hardin-Baylor.

I have read your article in the current *Leaguer* and am moved to make a few remarks from the critic's point of view. You may have many such letters, although it has been my experience that most of us simply do our very best and leave the making of policy to those in charge of doing so.

It has been duly noted (in theory) by every director with whom I have come into contact that the judge's job is one of "damned if you do, damned if you don't," thankless, and even perilous at times. I'm sure that I have been cursed at least as much as any other judge, so perhaps I should speak for all of us regarding "fairness" (a word much used in directorial complaints regarding some of us).

What is "fair" to the critic judge? Except when I have been a contest manager I have never known that question even to be considered. You and I both know that it is at the managerial level that the contest breaks down — if it does. In my meetings with directors I have found it necessary (for my own peace of mind and because no one else says it) to say the following: "I am perfectly well aware of the fact that when my decisions are announced I shall have destroyed my credibility with a number of casts. You certainly are not obligated to agree with my opinion, but, if we are all to remain on the windy side of sanity, you had better give me credit for being honest in my opinion." (General smiles and nods — usually.) "There is no doubt in my mind that I shall make the correct decision; whether or not we blow the critique will depend on you and your casts." (General nods, if not smiles.)

I have committed the above to memory because having been on the accredited list since what feels like "year one," I know well what it is like to absorb the electric sparks which fly from the bee-bee eyes of those who do not "win." There is no way on earth for a judge to assuage the tremendously empty feeling of those who do not advance because, at that "moment of truth," all of the effort seems (to them) wasted.

“There is no way on earth for a judge to assuage the tremendously empty feeling of those who do not advance ...”

Though, of course, this is never true, I can understand their thinking so on the spot, and the antagonism of some directors and casts toward the judge is, to say the least, obvious. The purpose, then, of the contest (to learn) is defeated. They learn nothing and, in some cases, are so hostile toward a judge's remarks that he sometimes "backs off," and they make noisy exits, licking imagined wounds. None of us minds an honest, well-meant question and we try not to bruise any egos (we all have them) with honest answers. But what of our own egos? None of us enjoys sensing that anyone has decided (high-handedly) that our decisions are wrong and our reasons worthless. To some degree or other we must endure it (noddling and smiling).

I should not like to give the impression that this gross behavior is "the rule" where I have judged. Far from it, most groups are and have been kind to me; but I have had the experience as, I'm sure, have most critic judges. We don't do the job for the money; most of us take time from our jobs to help. My own philosophy is that I'd rather do it than have an incompetent do it — despite its negative (subjective?) aspects. But I assure you that, if ever I become in the slightest cynical toward the colossal value of high school theatre, I shall remove my name from the list.

I have done this lengthy preamble because I sensed (in your article) that there is some sort of hicky in (on) the means by

which casts receive their notes. I offer the following suggestions, not because I favor their adoption necessarily, but because they might help to alleviate whatever embarrassment and rancor might be inherent in the total system of the contest:

1. In most contests there is a clear winner. Let that cast advance (an "alternate" being named) and those two casts only be criticized. If the other groups hear what was done right and why, then by implication, they can access their own lack of success, thus obviating the necessity of a personal pointing of the judge's finger. I, personally, have no objection to mailing my work sheets on each show to the other schools. However, they must risk not understanding certain jargon and misinterpreting my points altogether.

2. Panels are unwieldy and impractical. Such a group might reach the right conclusions for the wrong reasons. I shall never serve on one. At the risk of vanity, I think I know what I'm doing and am capable of exactitude without bias.

3. From time to time (generally because a cast has lengthy travel time) I have sent a written critique to a cast which didn't advance (there is generally no time problem when they advance!). From my point of view this is unsatisfactory as I am never sure whether or not I have been precise — or too precise.

4. With regard to choice of play, I, myself, don't need to comment on it — as is now the practice, though I see no reason why a director should not be complimented on doing valuable dramatic literature. It is utter rot, and everyone should know it, that the worth of a script means nothing to a judge. If we could say so young actors would get far finer parts to play. The "subjectivity" you mentioned comes into play here. All things being equal (they never are), what can we do except vote for the author?

Now, having probably alienated myself from a large portion of the state's directors and young actors, I shall close with two statements. While we're working so hard to make things comfortable for actors and directors, why not toss a sop to the judges as well? If we're going to call a contest we'd all better have a sense of proportion and a sense of humor."

# Urge students to participate in pilot accounting contest

By DR. ARVELLA JONES  
Business Teacher  
Commerce High School

Accounting is one of the most important courses taught in the business programs of a high school. There are over 35,000 students in Texas currently enrolled in secondary school accounting. Yet there is no competitive event included in UIL competition.

Developing knowledge and ability in accounting is demanding of students, and a UIL event would be a very good way of rewarding students for their efforts. With the great demand by business, industry, and governmental agencies for people trained in accounting, educators should encourage students to become interested and pursue careers in accounting. One way to instigate interest, competition, and rewards is to encourage students to enter competitive events such as those provided by UIL.

With the approval of the Legislative Council, a pilot testing was conducted in accounting in District X last spring in conjunction with the other academic events in UIL. The test was constructed by the Department of Accounting of East Texas State University. Students competed in the contest by taking an objective test with a sixty-minute time limit. There were no problems encountered as the tests were easy to administer, grade, and assign rewards.

A questionnaire was completed by business teachers to

determine if there was widespread support for this contest. There was not only wholehearted support, but many teachers wrote letters offering to assist in any way possible.

Students can be prepared for the Accounting test in their regular accounting classes. There would be no loss of time in preparation, but rather a reinforcement of the principles of accounting taught in the class. There would be no need for any additional teachers, equipment, nor any other financial burden. There would also be no loss of school time on the part of the contestants except during the contest day. This contest will be open to students enrolled in their first year of accounting.

At the August 15, 1983, meeting the Legislative Council voted unanimously to recommend that accounting be piloted for two years in Region II, AAA with a report to be given at the summer meeting in 1984. The next year the contest would be conducted as a pilot on the state level. Districts in Region II, AAA are urged to participate during this testing this year by training and entering students in this important area of competition.

A session on the accounting pilot contest is planned for the North Texas State University Student Activities Conference November 19. Teachers and administrators may receive information about this contest by attending this conference or by writing the League office.

Encourage your students to test their academic skills by entering the Accounting competitive event when offered in your district.

## Grading new science test needs clarification

Grading of the new sixty-question Science test needs some clarification, according to Dr. Peter Antoniewicz, one of three UIL science contest directors.

The test will include three sections of twenty questions each covering the areas of biology, chemistry and physics. As in the past, the test will include some questions having only one correct answer and others requiring more than one correct answer.

The last four questions of each twenty question section will require more than one correct answer, Antoniewicz explained. These questions will be scored as in the past.

The Science Scoring Instructions listed on the literary order form are now being updated with this information, and will soon be again available.

## Ex-spelling director dies

Karl Ames, former associate professor of English at the University of Texas and UIL spelling contest director, died recently in Austin. He was 71.

Ames had been at UT since 1966 and served as contest director from 1967 to 1976. He was honored by the League's Legislative Council in 1978, and was author of the popular bulletin, "Spelling Is Language."

A recipient of two John Hay Fellowships, Mr. Ames was a member of the American Name Society, the South Central Name Society, the American Folklore Society and the Texas Folklore Society.



# Seeking specific answers to specific questions

Schools are in a state of shock. The system is being questioned. Someone has come into our house and told us we are not doing things right. Moreover, we are being told that we might have to give up some of the activities we now enjoy. Some say we are spending too much money, stressing the wrong activities, missing too much academic time. Our priorities are askew. In short, we are being told to clean up our act.

Now, let's pause for a while and consider what *really* is happening. Let's calm down and find out what has actually been said, and — as educators should do — cut through emotion and get to the truth. It is time to devise *specific* approaches to what is a *specific* problem. We are *not* to presume that any facet of the current athletic program is detrimental to basic educational objectives. We are, however, prepared to include *all* facets of our athletic programs in a study to see if any part of that program hinders quality education.

If all of our programs are sound, we have nothing to fear. If some part of the program is not sound, then it should be changed. A good evaluation will provide invaluable insights into our athletic programs. No one has said that we *must drop* athletics. Several persons have advocated dropping programs which contribute to excess, abuse, or unsound educational practice.

On October 17, the Legislative Council authorized the formation of committees to provide information and answers in three problem areas. These committees will be appointed by the Chairman of the Legislative Council to study:

1. Junior high athletics
2. Loss of school time
3. Excessive expenditures

The Junior High Committee will meet and will report to the Legislative Council on March 7, 1984. This committee's work will include studying the following questions concerning junior high activities:

- Should games on school nights be eliminated?



**Bill Farnoy**

## Postscripts on athletics

- Should there be a limit on the number of hours it takes to travel and play in an athletic contest?
- Should junior high students, while playing for a school team, be permitted to play on outside teams?
- Should junior high standards be mandatory standards?
- Which penalties should be levied against junior high schools?
- Should junior high team violations bring penalties to high school team(s) which serve as feeder schools?
- Should there be additional limits on the number of junior high school games per week? Per season?
- Should there be mandatory academic standards for junior high athletes?
- What should be the status of junior high athletics during the school day (e.g., the athletic period)?

The second committee authorized by the council will address concerns about loss of school time, missing school, and the number of contests in high school:

- Should contests be allowed on school nights?
- Should contests be allowed on school nights if "x" number of hours is required for travel and play?
- Should there be further limitations on the number of games and contests played per year in any or all of the sports sponsored by the League?

- Should golf and tennis be moved to the summer?
- Should team tennis be combined with tennis? During the regular school term? During the summer?
- What other factors cause loss of class time?

The third committee will attempt perhaps the most difficult task of all — determining if there are excessive expenditures and, if so, what can be done to curb them. For example:

- Should there be a limitation on the number of coaches in a school? For each sport?
- What factors should be considered? Size of school? Particular sport? Number of athletes? Coaches coaching more than one sport?
- Should some sports now sponsored by the UIL be discontinued? Is there available competition outside school for these students? What is the school's cost to sponsor these programs?
- How many games are necessary for a meaningful educational experience?
- Are schools making expenditures for athletic items which are not necessary? What is required and necessary? What should be considered a frill?
- Which guidelines should be used in deciding to implement a new League athletic program? Participation projections? Cost of programs?

One truth is evident. The studies will not be cosmetic. They will be impartial in their attempt to provide answers. They will not begin with the idea that "we must get rid of a sport," or "we must find a scapegoat." They will try to get to the essence of what schools and citizens want for their children. They will work from the precept that "Education is important, and all of education does not take place in the classroom." The League office needs your input, your suggestions, your ideas. We assure you that every suggestion will receive attention. The schools belong to the people of Texas. The curtailment of sub-standard practices and the continuation of high-standard programs is everyone's responsibility.

# New timeout rule to speed up basketball games

Rule changes and modifications have been approved for the 1983-84 season by the National Federation Basketball Rules Committee which met last spring at National Federation headquarters in Kansas City to review and update the rules governing national interscholastic competition in the sport.

National Federation rules are utilized by approximately 18,000 high schools and nearly 540,000 participants in boys' basketball, as well as over 17,000 schools which offer girls' programs to over 415,000 participants. From the standpoint of school programs, basketball ranks as the most popular sport on the interscholastic athletic scene.

The most significant change approved during the two-day session was the modification of Rule 5-11, which reduces team timeouts from five per game to two per half. The new ruling also prohibits the accumulation of unused timeouts from the first to second half and does not allow consecutive timeouts by the same team.

"In recent years the committee has been concerned with the excessive length of time required to play the final minutes of a game," said Dick Schindler, assistant director of the National Federation and liaison to the Basketball Rules Committee. "The committee has compiled statistics on thousands of games from around the country, which clearly show that fourth-quarter playing time is dramatically longer than any other quarter, even in games which are not closely contested."

"You must remember that the original purpose of a timeout was to allow a team to rest its players," Schindler continued. "The game has progressed to the point now that the large majority of timeouts, particularly those in the closing minutes of a game, are utilized not as rest periods, but for strategic purposes. We feel the new rule will speed up

the playing time of the closing minutes of a game and still allow teams sufficient timeout periods for both rest and strategy."

Another major rule change involves Rule 4-13-8, which expands the player control foul to include the "airborne player who has released the ball on a try for goal and charges prior to returning to the floor." In such an instance the new ruling disallows points scored by the airborne player guilty of the charging infraction.

"The committee instituted the ruling as a result of concern for the safety of players, particularly those involved in violent collisions caused by a degree of recklessness on the part of the offensive player," explained Schindler. "In light of the physical play of today's game around the basket area, we feel it is both a necessary and satisfactory safety measure."

"The rule change places more responsibility on the offensive player to have a clear path to the basket," he added. "By requiring the shooter to return legally to the floor on a drive to the basket, the possibility of trading off points for a personal foul has been eliminated."

The Basketball Rules Committee also modified the Rule 10 penalty to specify that a single flagrant rule — whether personal or technical — will carry the same penalty of two shots, disqualification and ball out-of-bounds. Rule 10-4 has been modified so that all bench technical fouls are now charged to the offender and the head coach.

The nine-member committee considered but did not adopt the 19-foot, three-point field goal, which was utilized on an experimental basis throughout the 1982-83 season by all classes of boys' basketball in Iowa and North Dakota's large class schools.

"The committee received very favorable reports from both state associations that used the three-point play and thor-

oughly considered the proposal," said Schindler. "We are encouraging further experimentation during the 1983-84 season and will include the item on the national rules questionnaire next year."

### Basketball Rules Revisions

- 2-6: Added, "The official will notify the coach and players on a disqualification."
  - 4-13-8: Expanded the player control foul to include the airborne player who has released the ball on a try for goal and charges prior to returning to the floor.
  - 5-9: The length of a charged timeout shall be reduced only if both teams are ready to play.
  - 5-11: Teams allowed two (2) timeouts per half (not accumulative — no consecutive timeouts by the same team).
  - 6-7: Deleted Exception 2.
  - 8-3: Moved from Rule 10: "Captain will designate the free thrower(s) for a technical foul."
  - 10: Completely reorganized.
  - 10-3-7: Placing a hand on the backboard to gain an advantage is a technical foul.
  - 10-4: All bench technicals are charged to the offender and to the head coach.
  - 10 Penalty: A single, flagrant foul, whether personal or technical, will carry the same penalty — two (2) shots, disqualification and ball out-of-bounds.
  - Comments: Lack of action — C. 1: added, "There is no lack of action until the appropriate signal is given by the trail official."
  - Comments: Lack of action — added supplementary material to explain the administration of the new rule.
- ### Editorial Changes
- 7-5-3: Deleted "player control" in fifth line.
  - 10-1: Charged technical foul to the team.
  - 10-4 Penalty: Changed "court" to "bench."



# Teamwork, pride, sportsmanship, fellowship, self-responsibility

## Sports must build character-building values

**W**hat educational purpose does athletics have in the secondary school? What are the educational values of interscholastic competition? In my opinion there are many values and the purpose of athletics is important.

Properly handled, athletics should teach the following values: teamwork, the uniting of effort to achieve a common goal; sacrificing oneself for the common good; optimum physical fitness; pride and graciousness in achievement; sportsmanship; acceptance of defeat without loss of motivation; fellowship with others of similar goals; friendship and admiration for opponents; and others too numerous to mention.

Some may challenge schools by saying, "What's the sense of spending all that money for such frills?" or "What does playing games have to do with the three R's?" These can be short-sighted views and often cause Boards of Education to cut extra-curricular activities first in a tight money situation.

Athletics and other extra-curricular activities are a real-life competency test. The artificial stress situations athletics provide help students learn to better handle real-life situations they will encounter as adults. There are no other activities that prepare students as well as athletic activities.

In an article by Wayne Jennings and Joe Nathan entitled "Startling/Disturbing Research on School Program Effectiveness" in *Phi Delta Kappa* in March of 1957, four factors in predicting an individual's success were studied in cooperation with the American College Testing Service. The researchers measured self-satisfaction in participation in community activities among persons who had graduated from college two years earlier. The only factor which could be used to predict success in later life was achievement in extracurricular activities. The study also found that the best predictor of creativity in mature life was a person's performance during youth in independent, self-sustained ventures. Those youngsters who had many hobbies, interests, and jobs, or were active in extra-curricular activities were most likely to be successful in later life.

Luther B. Otto and Dwane F. Alwin, in a study entitled, "Athletics, Aspirations and Attainments in Sociology of Education," in 1977, found that participation had a positive effect on educational aspirations and attainments. Athletics also had a positive effect on occupational aspirations, attainment and income.

There has been a strong, positive relationship found be-



Susan Zinn

### Sports notebook

tween athletic participation and educational expectations. The findings suggest that a student's role in high school and the recognition he/she receives for athletic accomplishments are important sources of encouragement. Without athletics, many students would not have remained in school, and would not, therefore, have benefited from the formal learning experience it provides.

It is also believed that athletics challenge academic success. In a study by Richard A. Rehberg entitled "Participation in Interscholastic Athletics and College Expectations" in the *American Journal of Sociology* in May of 1968, evidence appeared to support the belief that participation in interscholastic athletics was conducive not only to higher scholastic performance, but to higher educational expectations as well.

In a study by Russell M. Eidsmoe in the *Journal of Health, Physical Education and Recreation*, in May of 1964, grade point averages of basketball players and football players on teams qualifying for state play-offs were higher than grade point averages of their nonparticipating classmates.

Neil T. Laughlin, in a study printed in 1976 entitled "Athletic Participation and the Grade Point Average, Absences, Cuts and Disciplinary Referrals of High School Athletics," revealed that for 243 high school athletes studied, fewer absences, cuts, and referrals for disciplinary infractions occurred during season than out of season.

The sample had, in fact, significantly more absences out of season than in season. Junior varsity athletes had fewer cuts and more referrals, played fewer sports, and were more likely to quit a sport than varsity athletes. The report also indicated that: varsity athletes had higher GPAs in season than out of season; athletes who quit a sport had lower GPAs and more

referrals than those who did not quit; and athletes who quit had significantly more referrals in season than out of season.

In an article by Dr. Lawrence H. Horine appearing in *The Athletic Journal* in October of 1968, attendance and scholarship of high school athletes were discussed. He determined the effects of participation in varsity athletics on absences, tardiness, and grades, and found that the grade point averages for lettermen were significantly higher than for those students not involved in activities.

In a study by Lowell G. Biddulph entitled "Athletic Achievement and the Personal and Social Adjustment of High School Boys," appearing in *Research Quarterly*, Vol. 47, No. 1, students ranking high in athletic achievement demonstrated a greater degree of personal and social adjustment than did students ranking low in athletic achievement.

Dropout rates are also reportedly less for students involved in athletics. In February 1979, the National Federation of High School Associations surveyed 14 selected school districts in seven sections of the country regarding their 1977-78 enrollment. In this survey the total number of dropouts and the number of dropouts that had participated in high school activity programs were identified. Data representing 24 high schools and 45,443 students were collected. Isolating the number of students who dropped out of school, the Federation study found that only four percent were involved in activity programs. In other words, 96 percent of the dropouts in the 24 schools surveyed were not participating in high school activities programs. Seven of the 24 schools reported that none of the dropouts were athletic participants. This data demonstrated that students who were involved in high school activities do not drop out of school.

Coaches of interscholastic teams and administrators of physical education have attested to the value of sports in deterring students from dropping out of school. Surveys in Cleveland, Ohio, and New York City in 1969 showed the amazing holding power of interscholastic activities. The dropout poses a great problem not only to him or herself, but also to the community and the nation. Certainly, he usually doesn't reach his full potential.

The maintenance of discipline is one of the prime problems schools face today, and the discipline of sports often curbs this problem, carrying over into the classroom and ultimately into life.

Acceptable social and personal characteristics can be enhanced through participation. A study by Jack Schendel administered during 1965 demonstrated the differences between athlete and non-athlete groups. Schendel concluded that athletes possess desirable personal, social, and psychological characteristics to a greater extent than do non-participants.

In a study by Bruce Ogilvie in the *Journal of Health, Physical Education, and Recreation* in 1967, results were reported on competitive female swimmers in various age groups. Results indicated that as girls moved up the competitive ladder on high school teams, they became less reserved, more emotionally stable, less self-assertive, more tough-minded, more self-assured and self-confident, more self-controlled and self-disciplined, and less anxious.

In an article appearing in the *Athletic Journal*, Paul F. Bender discussed opportunities for character education and development in athletics. The opportunity for character development in athletics seemed to reside in the conditioning of traits which takes place when an individual is thrown into contact with another through sports. Traits such as courage, self-control, self-reliance, cooperation, loyalty, perseverance, aggressiveness, decisiveness, tolerance, and honesty were amplified according to the study.

A master's thesis study by Max F. Shifrer entitled "What Happened to Seventy-Four Former Country Town Athletes and What Did They Think of Their High School Athletic Experience," and presented at Brigham Young University in 1956, reported that more than 80 percent of the athletes believed that their participation in high school athletics had helped them develop calmness and poise under pressure, courage and greater self-confidence.

What are the responsibilities of the administrations of participating schools? Administrators must have the courage to control the operation of the program in a sound educational manner. Society's values are not changing. It is commitment to these values that is changing society. Some parents are not teaching values, some churches are losing their effectiveness, and many schools are saying it is not their job. If athletics is a training ground for life situations, administrators must start training Boards of Education, coaches and others who set policies. Administrators must reassess their programs. High school interscholastic athletic competition does not have great value as long as education is the goal. Building character and re-emphasizing values are roles educators must assume.

## Stand up

and be counted!

BY CLINT HUMPHREYS  
Director of Athletics  
Longview ISD

The past two years we have read so many negative things about athletics in public school, and most recently we have read negative statements from Mr. H. Ross Perot, chairman of the Governor's Educational Committee.

I feel that it is important, as an athletic director, that we point out some of the many positive things that athletics contributes to the education of young people.

I have been involved in athletics as a coach or athletic director for the past twenty-one years and during that time I have been a part of both winning and losing programs. I can assure you the school districts that had winning athletic programs also had a more positive attitude among their teachers and students concerning academics.

I have worked for four different superintendents since I

have been with the Longview Independent School District and all four superintendents have been dedicated to establishing sound reliable academic institutions. The superintendents have also wanted to have a competitive athletic program. Every administration that I have worked for has understood the importance of organization, teamwork and discipline that athletics provides the students.

We in the athletic department share the philosophy of Dr. Bill Ford, our superintendent, who believes that academics should come first, but that athletics is a good sound educational experience. The athletic department is an important spoke in the wheel of the total educational system.

Our rank of priority always will be the student-athlete. This is the only way we can justify our existence. Our athletic department is an extension of the public school system in the area of public relations, entertainment and good sound competition.

I believe if you will ask our ex-athletes if they gained something "lasting" from being a part of our athletic program you will find more positive statements than you will negative.

Mr. Perot is certainly entitled to his thoughts about athletics in our public schools, and I for one will be happy for him to run a survey to see what the public thinks of athletics in our public schools.

If you believe in athletics please stand up and be counted.



# One-Act Play Accredited List of Critic Judges

The 1983-84 Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest.

Only the judges on this list may be used to adjudicate University Interscholastic League one-act play contests (refer to Rule 23-1-3 (3a) in the current Constitution and Contest Rules).

The League specifically DOES NOT recommend the use of a panel. (Refer to Rule 23-1-3 (3b2))

Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, 915/686-9382

Judy Anderson, 1105 Dominik, College Station 77840 III, 409/693-4804

Darrell Baergen, Southwestern Baptist Seminary, P.O. Box 22000, Ft. Worth 76122 II, 817/923-1921

Paul Bailey, The University of Texas, Austin 78712 IV, 512/471-9122

Patricia C. Baldwin, Angelina College, Lufkin 75901 II, 409/639-1301

Ellen Baltz, Theatre On Wheels, 11020 Old Katy Rd., #210, Houston 77043 III, 713/467-5727

Sally Barbay, Strake Jesuit College Prep., 8900 Bellaire, Houston 77036 III, 713/774-7651

Perri Bell, Route 4 "The Owls," Gonzales 78629 IV, 512/672-6227

Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813 III, 504/771-3190

Rod Blaydes, St. Mark's School of Texas, 10600 Preston Road, Dallas 75230 II, 214/363-6491

Michael T. Bolen, Tarleton State University, Stephenville 76402 II, 817/968-9131

Georgia A. Bomar, East Texas State University, Commerce 75428 II, 214/886-5344

James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736

Joe E. Brandesky, Jr., Bee County College, Beeville 78102 IV, 512/358-7031

John W. Brokaw, The University of Texas, Austin 78712 IV, 512/471-5341

Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-3403

Anthony J. Buckley, East Texas State University, Commerce 75428 II, 214/886-5346

David Buratti, Hardin Simmons University, Abilene 79698 I, 915/677-7281

Richard F. Butler, Sam Houston State University, Huntsville 77341 III, 713/294-1330

Raymond Caldwell, Kilgore College, Kilgore 75662 III, 214/984-8531

Vera Campbell, 1265 Brockman, Beaumont 77705 III, 409/835-6154

M. Caroline Canfield, Angelo State University, San Angelo 76904 I, 915/949-4465

James W. Carlsen, Corpus Christi State University, Corpus Christi 78412, 512/991-6810

Nicholas G. Carter, San Antonio College, San Antonio 78229 IV, 512/733-2717

Joel A. Cash, Texarkana Community College, Texarkana 75701 III, 214/838-4541

Marion Castleberry, McMurry College, Abilene 79605 I, 915/692-4130

Donna Clevinger, North Texas State University, Denton, 76203 II, 817/565-2306

John E. Clifford, 606-B Bracewood Circle, San Marcos 78666 IV, 512/392-0212

M. Cecil Cole, Texas Wesleyan College, Fort Worth 76105 II, 817/534-0251

June Compton, Sul Ross State University, Alpine 79832 I, 915/837-8220

Bill G. Cook, Baylor University, Waco 76798 II, 817/755-1861

Clayton Cook, Box 57, Vega 79092 I, 806/267-2240

Kay Cook, Vernon Regional Jr. College, Vernon 76384 II, 817/552-6291

Patricia Cook, Baylor University, Waco 76798 II, 817/755-1861

Samuel D. Cornelius, Frank Phillips College, Borger 79007 I, 806/274-5311

Kay L. Coughenour, East Texas State University, Commerce 75428 II, 214/886-5346

Jan Courtney, Pan American University, Edinburg 78539 IV, 512/381-3583

Josh Crane, Lamar University at Orange, Orange 77630 III, 713/883-7750

David Crawford, Tyler Junior College, Tyler 75711 III, 214/597-2211

Ralph Culp, North Texas State University, Denton 76203 II, 817/565-2307

Doug Cummins, Pan American University, Edinburg 78539 IV, 512/381-3586

James R. Daniels, The University of Texas, Austin 78712 IV, 512/471-5341

Olga Samples Davis, St. Phillips's College, San Antonio 78203 IV, 512/531-3543

David Deacon, Texas A&I University, Kingsville 78363 IV, 512/595-3403

Eugene Dickey, P.O. Box 6663, Beaumont 77705 III, 409/866-3075 or 713/939-8100

Bobbie Dietrich, Blinn College, Brenham 77833 III, 713/836-9933

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