

The Race For The GOVERNOR'S CUP

Like most races, the question in marching band competition is not style but performance. How a band marches is not nearly as important as how well it marches.

And certainly, there are a number of styles from which to choose.

First, the traditional military style, made famous by the Texas A&M University band. Everything they do is by the book: Precise, squared-off, numbered.

There's the pictorial style, where band members break off to form everything from automobiles to trains to dancing bears. It's a rather popular style these days.

Finally, there's the corps style, probably the most popular style. Patterned after the International Drum and Bugle Corps, it is the newest rage — a free form show that many say emphasizes musical performance and content over marching.

Still, the decision to take one of these forms or some other style is made by the director, based on any number of variables.

"Being a small band, we knew we weren't going to blow anyone off the field, so we decided to go with the corps style," Barry Hurt, director of the AA champion Henrietta band said.

Most of the 100-plus bands competing in the State Marching Band Contest, November 14-15 in Austin, preferred the corps style, Dr. Nelson Patrick, UIL music director, said. "But we had a few bands that were a throwback to the military style. The success of these bands proves that you can perform any style well and still come out a winner."

Of course, the biggest winner of the week was Georgetown, which not only defended its Conference 4A championship but picked up the first Governor's Cup, symbolic of the outstanding band in the festival.



A study of concentration, this Odessa Permian trumpeter helped lead the 228-member West Texas band to second place in the AAAAA competition. Winning the AAAAA top honor was Laredo Nixon, although Georgetown High School was named outstanding band and winner of the Governor's Cup (left).



Photos by Bob Malish
More info on pages 6/7

We have some explaining to do

I am proud to be a part of an organization that has coaches, sponsors, directors, teachers, parents, fans, school patrons, school boards and school administrators that do not agree on all the rules, regulations and methods of the organization but do agree that they have the best process for determining what is the best for competitive activities for the students in the public schools of Texas. They believe that the majority vote of the participating schools should govern.

This belief in the process was evidenced when this spring these groups voiced their objections to changes which would have occurred had bills in the legislature passed. These groups and individuals from these groups wrote letters and talked to their representatives and senators to let them know why they felt the UIL is a good organization and that it is continuing to make changes to improve. Many explained to the legislators why they felt the present structure is better for interschool competition than the structures proposed.

We must do a better job of explaining to parents, fans, school boards and other school patrons and school staff how the organization works and how they can help effect a change in a rule or the organizations if they so desire. We can no longer say "it's a rule and you can't change it." Rules can be changed and people need to be told how.

When a problem occurs, we must explain to everyone, including elected officials, that there are two sides to every incident and the organization has processes for establishing the best rule for *all the students in all schools* and the best method for enforcing the rules for *all the students*. We must also explain that the organizational members (the schools) are continually upgrading their rules and the process and urge elected officials to exert their influence within the organizational framework. They are leaders in the community and state and their input will be well received.



Bailey Marshall

Director's corner

• Comments on Select Committee on Education, page 11

We must all work together to keep the UIL the finest organization in the nation.

What must we do in the future to see that this concern by the legislators is not a recurring situation?

First, we must do our best to explain why we have the rules that we have even though we as individuals may not totally agree with all of them. (Few if any of us agree with all the rules and regulations.) If we do not agree, we work to try to change them within the system. We know our answers for rule changing may not be the most generally accepted and there is rationale supporting the rules we have.

We must do a better job of explaining to the press and fans why a school team or individual is disqualified. When a disqualification occurs, students, parents and fans are disappointed. It is important to explain that the disqualification resulted when a person violated a rule and attempted to gain an advantage. If they are not penalized, others who participate against them will suffer. These types of disappointments are difficult to accept but no more so than similar experiences in later life.

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.

The Leaguer is printed eight times yearly by Texas Student Publications. One year's subscription is \$2. Second class postage paid in Austin, Texas.

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Editor Dr. Bailey Marshall
Managing Editor Bobby Hawthorne

-Official notices-

OAP Critic Judges

Add to the 1983-84 Accredited List of Critic Judges:
Sally Burdick, 8405 Harmony, Houston 77049 III, 713/458-3637
Terrel S. Lewis, Amarillo College, Amarillo 79178 I, 806/376-5111
Bill N. Morton, Louisiana State University, Baton Rouge, Louisiana 70803 III, 508/388-8061

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 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 Memory

Item Number 20 on the Official List should read: Davidovsky — "Synchronisms No. 1." Also, Item Number 13 on the Official List should read: "Puccini — La Boheme: 'Mi Chiamano Mimi.'"

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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.

PICTURE MEMORY

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

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.

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.

SHORTHAND

Effective December 1, 1983: Replace 22-7-16 on page 117 of the Constitution and Contest Rules with the following: "Standard dictionaries or word division manuals may be brought into the contest room by the contestants. No shorthand dictionaries are permitted in the room."

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."

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."

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."

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.

MILFORD HIGH SCHOOL

Milford High School has been placed on probation in one-act play for the 1983-84 school year for violation of Article 23-1-1 (6b).

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.

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.

SPELLING

The following words from the high school spelling list should be corrected to read as follows:

- Page 16, column 5 — banister, banister
- Page 16, column 5 — bassinet, bassinette (crib)
- Page 16, column 5 — Beaujolais (b)
- Page 17, column 12 — contemplative
- Page 18, column 14 — crypt
- Page 18, column 14 — dachshund
- Page 19, column 17 — éclat
- Page 19, column 14 — entr'acte
- Page 19, column 19 — estivate, aestivate
- Page 20, column 22 — Freon
- Page 20, column 24 — habitude
- Page 21, column 28 — kamikaze (K)
- Page 21, column 28 — kaiser
- Page 23, column 36 — pervasive
- Page 23, column 36 — pitiable
- Page 24, column 40 — Realtor
- Page 25, column 44 — sherbet, sherbert
- Page 26, column 47 — steroid
- Page 27, column 52 — unaccountable
- Page 27, column 56 — Winnebago, n. (w)
- Page 29, column 57 — Yucca, Yuca (y)
- Page 29, column 57 — Zinnia (z)

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.

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.

AUSTIN JOHNSTON

Austin Johnston has been placed on probation in football for the 1984 school year for violation of Rule 25-1-1 of the Athletic Code.

Forsan HS

Forsan High School has been placed on probation in football for the 1984-85 school year for violation of rule 8-9-1.

IRVIN (El Paso)

Irvin HS (El Paso) has been placed on probation in football for violation of Art. 25-5-7.

MUSIC PLAN

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

Talpa-Centennial HS

Talpa-Centennial High School has been placed on probation in football for the 1984-85 school year for violation of Rule 25-1-20.

Johnston HS (Austin)

Johnston High School of Austin has been placed on probation in football for the 1984-85 season for violation of Rule 25-1-1.

AUSTIN (El Paso)

Austin HS (El Paso) has been placed on probation in football for violation of Art. 25-5-7.

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.

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.

Literary briefs

Shorthand spelling de-emphasized

Shorthand sponsors will be happy to note that the shorthand contest will no longer emphasize spelling ability. As of December 1, 1983, the rule concerning the use of reference materials during the shorthand contest will be changed. The Constitution and Contest Rules at 22-7-16, page 117 will read: "Standard dictionaries or word division manuals may be brought into the contest room by contestants. No shorthand dictionaries are permitted in the room."

A change in the number of contestants a school may enter in the shorthand contest will go into effect for the 1984-85 school year. The existing rule will be deleted, and replaced with: "A school may enter 1, 2 or 3 contestants, regardless of the enrollment."

"This change puts the rule regarding representation in line with the rest of the UIL contests and nates the need for schools to enter a minimum number of contestants in order to compete," said Dr. Nelda Garcia, shorthand contest director.

Avoid State Meet conflicts

The State Meet Schedule was provided as a part of the Spring Meet List this year for a good reason, according to Janet Wiman, activities director. The conflict pattern, as it is commonly called, is indicated by the State Meet Schedule and allows sponsors and district executive committees to determine early in the year the various conflicts that a student will encounter if he or she plans to enter more than one contest.

The League has always encouraged students to test their skills in more than one contest area, Wiman explained, but the conflict pattern should govern which contests are possible. For example, students wishing to enter both shorthand and calculator applications will need to know before preparing to go to the district meet that these two contests conflict at the state level.

While contest directors make every effort to accommodate contestants when conflicts arise at the State level, in some cases the conflict cannot be resolved, Wiman said.

"If districts and regions will design their meet schedules to parallel the State schedule relative to conflicts, then districts and regions can be assured of maximum representation at the next higher level."

Computer feedback requested

"The League needs to hear from a few schools with good computer literacy programs," said Janet Wiman, activities director. As a result of a mandate from the Legislative Council, the League staff has been charged with studying the feasibility of sponsoring a computer contest.

"This contest is likely to pose numerous technical problems, including problems with equipment and room requirements," said Wiman. "What we need is for a few schools to try developing and experimenting with a test like this. The only way to work through the problems inherent in developing any new contest is this kind of experimentation." She explained that it is necessary for all new League contests to go through several years of pilot testing before they are offered on a state-wide basis.

Two schools, San Saba High School and Mary Harper Middle School in Dilley, already have expressed willingness to help with the project.

Wiman said that she would like to see a number of schools do pilot computer contests and report their findings to the Academic Committee of the Legislative Council at its August 1984 meeting.

Names - little else - change

By NELSON G. PATRICK
State Music Director

Music Districts: Beginning with the 1984-85 school year, the present music regions (I-XXII) will be renamed music districts. No other change in the music district organization is anticipated. The executive committees will remain the same; no change in elected or appointed officers will be made. Official trophies will remain the same — only a name change, region to district.

Music Regions: The UIL adopted a region plan for music. The twenty-two districts will be divided into five regions. Region I — Districts I, II, VI, XVI, XXII; Region II — Districts III, IV, V, XX; Region III — Districts X, XVII, XIX, XXI; Region IV — Districts VII, VIII, IX, XVIII; Region V — Districts XI, XII, XIV, XIII, XV.

Each region will be governed by a committee consisting of one or more school administrators serving on district music executive committees. Each region committee will elect its own chairman and appoint its own contest chairman, designate, locations of marching contests, set fees, etc., almost the same responsibilities as the present music executive committees.

Only marching band is designated to participate in regional contests. All other music contests will remain as presently designated. In a later issue of the Leaguer a full report will be made of the complete marching plan from district through state competitions.

Now that we have gone public with our marching band contest we are receiving many letters and telephone calls from parents, participants and interested public on who and how to choose judges.

The responses appear to be about equal on whether or not to use all in-state or out-of-state judges, whereas band directors have a decided preference for in-state judges.

Our records show that the number of times a judge is either highest or lowest in assigning scores is about balanced between out-of-state or in-state. The fact is that an individual judge is likely to be either consistently high or low throughout the entire contest. There were a few exceptions. One judge was consistently high in the preliminaries, but not high one time in the finals, but lowest three times in the finals.

Out-of-state adjudicators participating for the first time tend to be a high judge. However, on their later visit they tend to be closer to the center. Three Texas judges were the lowest 22, 21 and 18 times respectively, whereas the out-of-state were high 20, 20, and 9 times, Texas judges were high 19, 18 and 9 times respectively. These are not significant differences.

I find it difficult to detect significant differences in the judges' ratings according to in-state or out-of-state. Some trends will have to be watched, however. For example, one Texas judge has shown a tendency to be low each time he judges, but not enough to make a significant difference in the finals.

Family affair

Son follows in footsteps of Mom, then hires her as assistant director

Ed. note: The following article originally appeared in the Monday, May 9, 1983 issue of the Lubbock Avalanche-Journal. Kelley Jones is a staff reporter.

By KELLEY JONES

When Brownfield Band Director Rob Lovett found that his program had grown enough to require an assistant, he wanted the best possible person for the job: his mother.

And though many might question whether a mother and son can work together successfully, especially with the mother as the son's assistant, Lovett and his mother Barbara Lovett have proven that the answer to the question is an emphatic "yes."

Lovett has been band director at Brownfield High School for seven years, and he recognized his mother's qualifications:

She has 24 years of experience as a band director; her bands have won many awards through the years; he knew how she teaches; and he knew they could work well together.

According to Lovett, when discussing his mother as a prospect for the job with the superintendent, he related all her qualifications before giving her name. The superintendent expressed some concern about the two being able to work together, but after one year, Lovett says, "We know we did the right thing."

Lovett grew up in a "band family." His father was a band director and a professional musician. His mother also was a band director who supported herself and her two sons after her husband died in 1962.

The Lovetts lived in Lubbock until Rob's junior year in high school, when they moved to Petersburg. There, Mrs. Lovett directed the band and her son was the drum major his junior and senior years.

"As the band director's kid, you really have to hoof it," said Lovett. "You have to prove yourself."

He apparently proved himself successfully, later serving as drum major and band president at Texas Tech University. After college graduation, he got a job as band director at Atkins Junior High in Lubbock.

At that point, he and his mother were competitors, with Mrs. Lovett directing the Hutchinson Junior High band. Being adversaries was fun, according to both. The band stu-

dents, they said, naturally were motivated because of the family ties, and during any competition both bands wanted to "beat the other, no matter what else," said Lovett.

After working in Lubbock four years, Lovett accepted the job at Brownfield High School and has been a boost to the program's growth.

The Lovetts say they often are asked, "Who's the boss?" and the son is quick to say there isn't one. "We work as a team," he said.

Teamwork has led the Brownfield band to several awards this year. The marching band won Outstanding AAAA Band in the Panhandle-South Plains Fair parade. In April, both the concert band under Mrs. Lovett's direction and the honor band, under Lovett, won sweepstakes awards at the regional contest at Tech.

The two agree that both bands winning sweepstakes was just "icing on the cake," and that any hesitation the students, parents or school administration may have had about their job relationship already was gone.

They pointed out that Brownfield is a "band town" and supports them in every way. "The people here are proud of the band," said Lovett. "They are proud of their kids."

Band instruction at Brownfield High School takes place during first period, but students are required to put in extra practice time during marching season and before concerts. Lovett says band always was fun for him despite the extra work, however, and that he tries to make it fun for his students.

"Band is a completely different world," said Mrs. Lovett. "Not only does it teach kids to appreciate music, but to get along with others, and some added responsibility."

Lovett said his mother never pushed him into her profession. "She told me to get in somewhere where I could make a lot of money," he said.

"I told him to be a doctor," laughed Mrs. Lovett.

The Lovetts spend afternoons at Brownfield Middle School helping the band director there. At the middle school, according to Lovett, the three teams teach as equals, not with one boss.

Mrs. Lovett still lives in Lubbock, commuting to work daily. She said the drives gives her a "chance to wake up on the way to work and an opportunity to relax on the way home."

Both Lovetts said they are concerned about the students in their bands and want them all to feel that their hard work pays off.

Is the panel really that fair?

OAP directors have been given an opportunity to voice critic judge vs panel opinions during eight student activities conference meetings this year. Only 11 directors of the 320 in attendance have supported using panel judging in the One-Act Play Contest. This is a total contradiction of the administrative vote on the UIL Legislative Council survey.

Presently one critic judge is recommended. Schools have the option to use a panel with three or more judges. Would you favor requiring a panel of three judges in the One-Act Play Contest? This is the manner in which the survey question was asked. Administrators voted 422 for panels, 356 against OAP panels, with 63 indicating no preference. Why is there such a difference in two surveys?

It is true that I have not been able to reach 841 directors during the fall conferences. There were many new directors at these conferences and the majority were from smaller schools. Conference 4 and 5A directors attended heavily only at the Austin SAC. The survey results cannot be attributed to any one conference. Conference 2A voted against panels, but A and 3A were very slightly in favor. Region I in A and 2A strongly opposed requiring a panel. Availability and distance are obvious factors.

I'm still confused as to why administrators failed to talk to OAP directors prior to completing the survey. Only 48 directors indicated that their administrator asked their opinion. Why? Perhaps administrators think they know how OAP directors feel. Did your administrator vote to require panels because of your criticism of a particular judge at a particular contest? Have you informed your administrator of your views concerning panel vs critic? Does your administrator think three member panels are more "fair" than the single critic?

Try to determine the winner of the five play zone One-Act Play Contest in the box. The play ranked first by a majority of judges should win. There is no majority. The play with the low total should win. Three are tied. Ties are broken by judge's preference. Play #1 is first because of judge's prefer-



Lynn
Murray

Educational theatre

	Panel of Three			
	A	B	C	Totals
Play 1	1	4	3	8
Play 2	3	1	4	8
Play 3	2	5	1	8
Play 4	5	2	2	9
Play 5	4	3	5	12

ence. Play #3 is second and #2 is the alternate. This seems fair enough until you consider that play #4 does not place even though two of the three judges prefer this play over the play that is ranked #1. What is fair about panel judging? The system is corrupted when one judge knows how to manipulate the system.

I proposed a survey of panel vs critic to all OAP directors listing as many judging options as possible and the problems associated with each method. An administrative signature would be required for each director's ballot to be valid. Would this result in communication between director and administrator?

What do you think? Does anybody else out there support required panels in OAP? Why?

'The inherent value of the critic judge is so overwhelming that I felt that a show of support was in order.'

More isn't better

This letter was written to Lynn Murray by Dr. Eugene Dickey. He has BA, MA and PhD degrees in theatre from UCLA and judged extensively in California prior to coming to Texas.

"After reading your article in the September, 1983 *Leaguer*, I felt compelled to write. Since I am currently on the list of approved one-act play critic judges, my bias toward the particular question raised in your article — critic of panel — may be obvious. But the inherent value of the critic judge is so overwhelming that I felt that a show of support was in order.

I have had exposure both to the critic judge and to the panel, and I would assure Mrs. Yancey that the problem of finding the quality judge is in no way diminished by panel judging. I sat as a spectator at one meet where the panel judge, in looking over his ballot, asked the contest manager what "blocking" meant. This man was one third of the voice that would select a regional meet, and he didn't know the first thing about drama. Contrary to what some may think; doctors, lawyers, and professionals degreed in other fields do not necessarily make good drama judges. The numbers that you cite in your article only infer the myriad problems that a contest manager would face lining up qualified, competent panel judges for their meet. And what of the most valuable part of the contest, the critique?

I have heard panels attempt to give critiques and, more often than not, they are convoluted and imprecise, more an exercise in ego than an exercise in learning. And when panel judges disagree, and I assure you they disagree plenty, these differences in judgment spill over to include the students, the directors, and any other innocent bystanders that may have happened into the fray. We must remember that the function of the One-Act Play Contest is not to name winners at the State competition. It is to provide an extension of the class-

Please turn to Critic, page 9

THEATREFEST

'Falcon Crest' star to lecture during TETA convention

The 34th annual convention of the Texas Educational Theatre Association has been appropriately titled THEATREFEST. A massive number of programs, performances and activities have been crammed into slightly over three days, more than any convention goer can possibly absorb. Tentative programs, registration forms, etc. have been mailed to all administrators, OAP directors, UIL critic judges, TETA members and anybody else that can be identified as an interested individual or theatre supporter. Pre-registration is essential for first choice of theatre tickets and movement workshops.

Robert Foxworth, a native Texan, 1959 OAP participant from Houston Lamar ("Teahouse of the August Moon," directed by Ruth Denney), and current star of "Falcon Crest," will share his experiences as a professional actor and conduct a session on TV acting and directing. The grapevine tells us that Elizabeth Montgomery, schedule permitting, will join Foxworth for his trip to Austin. He plans to attend the TETA Awards celebration, honoring former director, Ruth Denney, with the prestigious Founder's Award.

TETA will make history by opening Wednesday night with a UT performance of "Woyzeck," numerous board/committee meetings and a preview party. Registration Wednesday will allow full participation beginning Thursday at 8:30 a.m. with six workshops and a performance of "Wiley and the Hairy Man." Twenty-two outstanding workshops are scheduled the first morning, including a UIL session on contest management for all levels.

The opening ceremony is set for 1 p.m. and James Daniels' performance of "Sam Houston" will follow. The UIL critic judging workshop and nine other sessions are set for 2:15 and 3:45 p.m. This full day of convention activities will culminate with the UT-Austin production of "The Shoemaker's Holiday."

Those that miss Thursday will not be able to recoup lost opportunities, but can still join us for a Friday of fifty-eight scheduled workshops, performances, tours and special guest Robert Foxworth. Numerous programs are focused toward helping the UIL play director. Workshops dealing with acting, movement, voice, technical theatre, playwriting and numerous specialized subjects are scheduled. Performances by the Houston High School for the Performing Arts, "Arm in Arm" professionally produced by Metro Theatre Circus, Austin LBJ's "Annie" and UT's "Woyzeck" will be available for those who pre-register. A special after-theatre gathering is set following evening performances.

Rene Enriquez, an Emmy nominee member of the "Hill Street Blues" ensemble will be the featured attraction of fifty-six Saturday sessions. THEATREFEST has something for everybody, especially the OAP director that needs help. School administrators are urged to make THEATREFEST available for their OAP director as an essential inservice program.

Further information may be obtained from Lynn Murray, TETA Convention Manager, in the UIL office or Kim Wheatley, VP for Programming at TEA.

OAP Judging Workshop set during TETA convention

The only UIL One-Act Play Contest critic judging workshop scheduled for this year is planned for Thursday afternoon of the annual Texas Educational Theatre Association 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 Lincoln High School in Port Arthur, 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 on the accredited list. A new and renewal judges list will be published in February.

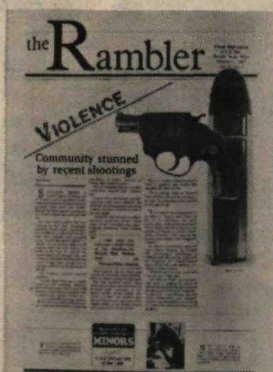
Prospective judges must have a minimum of 36 college semester hours of drama/theatre courses or the equivalent in professional training and experience in educational theatre.

Prospective one-act play critic judges are invited to attend the workshop Jan. 26 at 2:15 p.m. in the Opera Laboratory Theatre of the Performing Arts Center.

Spotlight



The Southerner, Travis HS, Austin



The Rambler, Temple HS



Campus Comet, Fredericksburg HS



Featherduster, Westlake HS, Austin

It's halftime and we're ahead

With all apologies to the Committee on Why Johnny Can't Read, I've just got to do it. I can't help myself. We're halfway through this newspaper year and, by gosh darnit, I just have to equate it all to my favorite thang in the world: Football.

Let me get warmed up here by repeating my purpose: What I plan to do here is liken it to a fall classic, pitting one skull-busting bunch against a jaw-crushing crew, both of them fightin' and bitin' and clawin' for a piece of the pie.

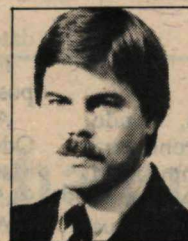
Alright fellers. It's halftime and we're in the game. Just where we want to be. We got them suckers on the run and if we can re-dedicate ourselves and nail our navels to the ground, we can pluck this one out of the hat and call it a day.

Now, we got a 21-10 lead. That's eleven points, but we got a whole nother half to play. We got to keep the lid on. These guys aren't the Dallas Cowboys but they're sneaky as all get-out. They can burn us from any place on the field. So let's not go to sleep out there. Keep in mind: Your momma and daddy is watchin'.

Now, our coverage has been pretty good so far. They tried to go deep on us with all that heavy stuff about education reform and extracurricular activities and stuff and we picked it up real good. Some of us covered it better than others, but on the whole, we did pretty dang good, I'd say. And we're doing a pretty fair job covering the little stuff too. They got that long bomb on us cause no one picked up and covered the 20th anniversary of the assassination of John Kennedy. I'm pretty upset about that, but we can work on it next half. Just remember to keep your eyes open. Don't let that kind of stuff sneak up on us.

I can warn you right now: They're going to go deep again with those nuclear bombs. We got to cover that! The whole dang county's been talking about this for months and we ain't picked it up till yet. Now come on, perk up.

Overall, we're looking pretty good. We're running up and down with authority and we're not making those silly mistakes of the type we made last year. We're playing more consistent ball and that's what we want. But we don't want to get boring. Try to be a little bit more creative this second



Bobby Hawthorne

Scholastic journalism

half. If you have to, steal ideas from somebody else. You've seen Tony Dorsett and them Cowboys on TV and in them fancy magazines. Try to imitate those guys on the now and again. We're in danger of falling into a rut, so keep an eye out for new moves.

Boys, there are two positions I'm terribly concerned about and that's our write tackles and write guards. You guys are playing like a bunch of sissies. Did your brains run out your ears or something? First off, you're not playing with any style whatsoever. We're getting our numbers all mixed up. We're busting assignments right and left, running thirty-six-counter-5 when we ought to be running 36-counter-five.

Even worse than that, you're not playing as a member of the team. I'm afraid you're out there, running in to each other, mixing-up signals for everyone else and doing dang little to get us down the field and in scoring range.

Now, I want you to start communicating out there. Talk to each other. Don't be afraid to open your mouth. If you see something going on, let me know. But give it to me straight. Don't try to out-talk your tongue.

Who the heck was that out there that screamed, "Approaching incursion from right antagonist"? Boy, next time you see that linebacker firing in there, you holler "BLITZ!"

Alright gentlemen, gather round here. We've got another half of ball. We can turn this thang into a rout if we want to bad enough. What do you say? Do you have the desire? Is it worth it to you?

It's yours for the taking. Let's get after it.

Organization changes to fit staffs, situations

Editor's Note: The first half of this article appeared in the October Leaguer. The article will later appear in the ILPC newsletter fundamentals manual.

By JACK HARKRIDER
Austin Anderson HS

Well, you've certainly been busy, haven't you? You've established regular planning meetings, you've overseen the development of a staff manual, you've led your staff into intermediate and long-range planning, and you're teaching communications. Congratulations! Now, let's find something else to do.

What about next year? You'll have new people, a new situation; will you have to start all over again? Nope. Not if you give some thought to staff organization.

How should a staff be organized? That depends on you, your staff members, and your particular situation. The organization you inherited, or even the one you set up isn't embossed in marble. People change, situations change, time changes. Your organization should change, to take advantage of a particular situation and the unique talents of your staffers.

Rather than recommend a specific organizational structure, let's look at purposes. Then, you and your staff decide what structure can best achieve those purposes.

When a school newspaper is published, two things happen — a product is produced and newspaper journalism is being taught through hands-on experience. For this to happen consistently, several basic functions must take place, and any organizational structure you set up must perform these functions in the most efficient and educational way possible.

But don't let that scare you; you can do it.

The basic functions which must be performed are story and photo assignment; gathering, writing and rewriting information; editing; page design, including typography; advertising design and sales; production (paste-up); promotion; sales and distribution; planning, and photography/art.

That's 10 jobs someone (or someones) must perform. If you have only five staff members, then everyone must be in charge of at least two jobs. If you have 20 staffers, then you can have at least two staffers in each function area.

When you set up your organizational structure, there are five rules to follow:

1. One person must be in charge of the overall organization, and it shouldn't be you. However you wish an editor to be selected is your decision. If you have two or three people you'd like to see in the top position, pick one as editor, then make the other two associate editors or section editors. Just make sure one person is in charge.
2. One person must be in charge of each area. In the case of a five-member staff, this means each staffer is in charge of two areas. On the 20-member staff, it means one person is in charge, while others work with them.
3. Each area "chief" must have at least one backup staffer. For the five-member staff, each member is in charge of two areas and serves as backup for two other areas. Regardless if there's five or 20 staffers, as backup, they take over in the absence of the chief. Therefore, they are responsible for knowing what's going on in their backup areas, as well as their own areas.
4. Every staff member must be answerable to at least one other person, and there must be a place where the buck stops. If that's to be you, as the adviser, that's fine. However, it can be the editor, an Editorial Board, or whatever

you think will work best in your particular situation. In the teaching profession, it's known as accountability, but it shouldn't be used to assess blame when something goes wrong. Staff accountability is necessary so that if something does go wrong, the reasons why can be determined, and corrective methods can be developed to prevent it from happening again.

5. An organizational or flow chart, and a job description or responsibilities list must be developed and given to every staff member.

After determining the number of positions you'll have in your organizational structure, slot your brightest people in the areas of their greatest expertise. Miss Super Honors English probably should be in charge of editing, while Mr. Supremo Artist should be in charge of design. And don't forget Miss Eagerness, who'll work 18 hours a day on the newspaper, but can't write a simple declarative sentence. Somebody needs to be in charge of sales and distribution.

Remember your first planning meetings, in which you used the staff manual development to spot your "up-and-comers"? Use these people as backup staffers in several areas. This way, they can learn more about the overall operation and will make better "chiefs" when their time comes. In addition, one-on-one, peer-group teaching expands the educational scope of your class, eases your workload, can be very effective, and sounds great on lesson plans and resumes.

Also keep in mind that a staffer can have duties and responsibilities in several areas. He or she can be an area chief, an associate chief in another area, and a "worker" in three or four other areas. The flow chart, responsibilities list and pro-

Georgetown takes home first Governor's Cup

By CHARLES SCHWOBEL
Assistant Music Director

Laredo Nixon, Georgetown, Hondo, Henrietta and Iraan won conference championships at the fifth annual UIL Marching Band Contest, held November 14-15 at the University of Texas at Austin.

And, in competition among the winners, Georgetown was named the most outstanding band and received the "Governor's Cup." The recently approved award was presented to the Georgetown band by UIL director Dr. Bailey Marshall. The cup will be retained by the school for one year, after which it will be rotated to the 1984 champion. After 10 years, the cup will be displayed in the UIL office.

The weather was sunny and comfortable, although sometimes a little windy. I can't count the number of judges and participants claiming responsibility for the good weather. East coast. West coast. All but the Midwest thought they brought the weather. But good is always the charge of the contest chairman, and we want to thank Glenn Richter, Longhorn Band director, and Paula Crider, assistant director, for their fine work throughout the contest and, of course, the beautiful weather.

Members of the Longhorn Band and the music fraternity, Phi Mu Alpha, were indispensable in the operation of the contest. The cooperation of all the band students, band directors, fans and the UIL staff — particularly Ms. Vickie Wilson and David Doss — made this the most efficient state marching band contest to

date.

Final results and points earned out of a possible are:

AAAAA — Laredo Nixon, 95.66; Odessa Permian, 95.16; San Antonio MacArthur, 95.13; Houston Clear Lake, 94.5; Spring Westfield, 93.5.

AAAA — Georgetown 96.67; Fredericksburg, 95; DeSoto, 94.5; Katy Taylor, 94.33; San Antonio Alamo Heights, 90.33.

AAA — Hondo, 95.33; Waco Robinson, 93.66; Medina Valley, 93; Midlothian, 92.83; Crane, 92.

AA — Henrietta, 96.5; Howe, 94.33; Santa Anna, 91.4; Rankin, 91; Sundown, 90.83; and Nueces Canyon, 89.67.

Bands earning a Division I in the preliminaries included Brazoswood, Southlake Carroll, Clifton, Abilene Cooper, Denton, Duncanville, Edinburg, El Paso Hanks, Kingsville H.M. King, Midland Lee, Irving Nimitz, Ore City, Pearland, Round Rock and Euless Trinity.

Georgetown was the only successful defending champion. Other 1982 champions earning berths in the 1983 finals were Odessa Permian (AAAAA), Medina Valley (AAA), Clint (AA) and Johnson City (A).

Not only did the contest participation show a broad coverage throughout the state, but the winners also represented each region of Texas. This indicates that the regional contests are becoming better balanced in judging. The ratings also reflect the State Marching Band Contest judges respond to the various marching styles without prejudice.

Congratulations to all participants. Good show!



Waxahachie's Marsha Richardson pops up a service volley in the Indians' 15-10, 10-15, 16-14 loss to New Braunfels Canyon in the Conference AAAA championship game.

What a show the Laredo Nixon band gave. In addition to winning the Conference AAAAA state championship, the band earned several ovations from an emotional crowd.



Klein wins first UIL state team tennis championship

Klein High School battled rain, a week's postponement and some tough competition to win the first ever UIL

Team Tennis Championship, October 28 and November 5.

The Beakats defeated Lubbock Coronado 14-4 in the opening play, Friday, October 28, while San Antonio Churchill knocked off previously undefeated Clear Lake, 12-6. However, rain forced postponement of play after one round.

A week later, play resumed, with Klein

defeating Coronado, 14-4 and Churchill knocked off Clear Lake, 12-6. In the third round, Clear Lake edged Coronado, 10-8 and Klein won again, bumping Churchill, 11-7. In the fourth round, Klein bombed Clear Lake, 17-1 to wrap up the championship with a perfect 4-0 mark. Churchill rolled past Coronado, 14-4 to take second with a 3-1 mark.

New CC champs crowned

It wasn't a good day for defending champions.

Under almost perfect running conditions, state cross country championships went to teams that had finished near the top recently. And the 1982 titlists learned what it was like to finish further down the list.

Winners of the UIL state cross country meet, held November 5 in Georgetown, included (boys) El Paso in 5A, Dallas Adamson in 4A, Muleshoe in 3A, (girls) Clear Lake in 5A, A&M Consolidated in 4A, and Nazareth in 3A.

El Paso ended a two-year reign in the 5A boys category by Conroe McCullough, which finished a close second. In the 5A girls division, Clear Lake took second a year ago but edged El Paso Burges and El Paso Coronado for the championship of 1983.

The A&M Consolidated girls won the 4A title after finishing second in 1981 and third a year ago. Defending champion Waco Midway finished ninth. Corpus Christi Flour Bluff pushed A&M Consolidated, falling by 16 points (44-60). The girls of Aggie land grabbed five of the top 15 places.



Richard Cooper of Lindale

The 4A Adamson boys won by 32 over second place Fort Worth Boswell. Defending champion A&M Consolidated finished third with 125 points. Boswell's Richard Ramirez won individual honors by a full half minute over runner-up Noyes Livingston of Taylor.

More famed as a girls basketball power, Nazareth rolled to an easy win the 3A girls division, outdistancing second place Yoakum, 27-67. Defending champion Frisco took fifth. Nazareth placed five in the top 20. Yoakum was paced by Shilina Garcia, who finished fourth.

In the boys division, Muleshoe, led by Tony Luna and Aldo Almanza, who placed third and fourth respectively, took state honors ahead of runner-up Roma and third place Boys Ranch. Defending champion Frisco didn't place in the top 12.

Elsewhere, three-time defending 4A girls champion Sheila Quigley of Austin Westlake failed to make it four in a row, losing to New Braunfels' Kim Whitaker by 45 seconds. Last year, Quigley defeated Whitaker for her third state championship.

The volleyball rich get richer

Back in 1967, Leon Jewett won its first girls state volleyball championship in the first girls state volleyball championship tournament the UIL sponsored.

Last month, the Cougars won their second consecutive title — third overall — knocking off Bronte, 15-13, 13-15, 15-10.

East Bernard won its first volleyball crown in 1973 — then went on to win three times in a row, twice in 1975 (spring and fall) and 1976. They won again in 1980 and 1981. Last month, the Brahmaettes won their seventh state title, whipping Plains, 15-8, 15-5.

Kountze earned its first berth in a UIL state volleyball tournament in 1969 but didn't win its first title until 1972. Six years later, the Lionettes returned and have missed but one tournament since, while winning the Conference AA championship five of the last six years, taking the 1983 crown by downing Seminole, 15-5, 15-4.

Three teams. A total of 28 state tournament appearances. Fifteen state championships. Not bad.

Oddly enough, the victims of these champions are longtime state tournament qualifiers as well. Take Seminole, for instance. The Maidens have earned berths in eight state tournaments, winning state titles in 1971, 1976, and 1977. Four years — 1978, 1979, 1982, and 1983 — Seminole has fallen in the championship finals to Kountze.

Take Bronte, for instance. The Longhorn Honeys have appeared in eight championship tournaments, winning in 1976 and 1981.

And Plains has played in Austin nine times, beginning with the first tournament in 1967, when they won the Conference A championship over Tidehaven rather handily, 15-0, 15-4. Since then, the Cowgirls have won championships in 1968, 1970, and 1971.

Dominance has not been so prevalent among the larger schools. This year, New Braunfels Canyon took the Conference AAAA championship in its third appearance while Clear Lake wrapped up the AAAAA title in its first ever appearance.

In fact, only one AAAAA or AAAAA

team had ever appeared in the tournament more than three times. Waxahachie, which lost to Canyon, 15-10, 10-15, 16-14, made its fifth appearance.

Among the others, four of eight were making state tournament debuts. San Marcos, which lost to Clear Lake, 15-11, 15-10, was among the schools making first appearances in Austin.

Full tournament action is as follows:

Conference A
(Semifinals) Bronte def. Wink, 15-13, 15-12; Jewett Leon def. McMullen County, 15-2, 15-3; (finals) Leon def. Bronte, 15-13, 13-15, 15-10.

Conference AA
(Semifinals) Plains def. Hamilton, 15-2, 15-6; East Bernard def. Hull-Daisetta, 15-1, 15-6; (finals) East Bernard def. Plains, 15-8, 15-5.

Conference AAA
Kountze def. Goliad, 15-12, 15-3; Seminole def. Graham, 13-16, 15-6, 16-14; (finals) Kountze def. Goliad, 15-12, 15-3; Seminole def. Graham, 13-16, 15-6, 16-14; (finals) Kountze def. Seminole, 15-5, 15-4.

Conference AAAA
(Semifinals) New Braunfels Canyon def. El Campo, 15-13, 15-13; Waxahachie def. Fort Worth Castleberry, 15-13, 15-13; (finals) Canyon def. Waxahachie, 15-10, 10-15, 16-14.

Conference AAAAA
(Semifinals) Clear Lake def. Houston Cypress-Fairbanks, 15-3, 15-6; San Marcos def. San Angelo Central, 15-12, 15-9; (finals) Clear Lake def. San Marcos, 15-11, 15-10.

Limitations on loss of school head slate of speech changes

By JANET WIMAN
Activities Director

Texas speech sponsors can look forward to a number of changes in the UIL speech program as a result of action by the Legislative Council October 16 and 17.

Probably the most controversial issue of concern to speech sponsors was a recommendation which originally came from a special study committee. The committee called for a limitation on the loss of school time for students attending speech tournaments. The new rule going into effect next fall will state: "Students are limited to 10 days loss of school time for speech tournaments. The missing of any academic class with the exception of speech or debate shall be considered loss of school time." This limitation applies only to a student's loss of time as a result of speech tournaments. The council did not place a limitation on the number of speech tournaments in which a student can take part.

Many sponsors will be happy to learn that next year there will be a change in the rule concerning multiple entry. The rule will state: "Students are permitted to enter two events in speech with no more than one event from each of the following categories: 1) debate (standard or Lincoln-Douglas), 2) interpretation (prose or poetry), and 3) extemporaneous speaking (informative or persuasive).

Debate sponsors may have picked up on the inclusion of Lincoln-Douglas debate in the previous paragraph. Beginning with the 1984-85 school year the UIL will sponsor Lincoln-Douglas debate. Rules for this contest will be approved at the spring 1984 Legislative Council meeting, and will be

detailed in the *Leaguer* at that time. Schools not already participating in Lincoln-Douglas should have no problem getting a program started by next year, however, because of the multitude of good support materials available.

Three other rules changes affecting debaters will be employed for the first time next year. The Council approved an amendment which would allow the use of multiple elimination format for debate tournaments at the district and regional contests in addition to the state tournament. This rule change only makes multiple elimination an option, not a requirement, but the rule also will state that participating schools must be notified of the tournament format at least one week prior to the meet.

An addition to 20-1-7 of the Constitution and Contest Rules was made which will state: "Abuse of contestant allotted time may result in loss of round at the discretion of the contest director."

Third, the Council approved an addition to 20-1-11 which will state: "All participants submitting evidence in competition shall possess and present upon demand of debater such evidence in written form. This written form must display full bibliographic source citation, even if the full citation is not orally delivered. 'Full citation' includes the following: author's name, author's qualifications, complete source information, complete date, and page number. Failure to meet this requirement shall result in loss of round."

While none of these rules will go into effect until next fall, we encourage you to write or call if you have questions or concerns about the changes.

Calculator tie-breaking formula approved

Knots landing? Not anymore

By J. R. COGDELL
and DAVID BOURELL
Calculations Applications Directors

At the recent Legislative Council meeting, Calculator Applications didn't make the headlines, but the Council considered several matters relating to our contest. We have a new rule which is effective immediately for this year's competition. This appears in the Official Notices of this publication, so we only paraphrase it here. The rule is designed to reduce ties by incrementing the importance of the stated and geometric problems. When two contestants tie on raw score, then the winner is the student who worked more stated and geometric problems correctly. Only if they tie also in this second respect is a genuine tie declared. At last year's state contest, this rule would have resolved every significant tie.

Two changes in emphasis should also reduce ties this year. We are placing more significant digit problems on this year's tests in part to help resolve ties. Also, we have attempted to make the stated and geometric problems not so tough as last year. We figure if more of them are worked, fewer ties should occur.

Another action of the Legislative Council should increase the efficiency with which contests are conducted. The TMSCA proposed, with the Director's support, a rule which gives the coaches the privilege of grading at every level but state. This was approved by the Legislative Council for use next year. Thus, beginning in 1984-85 at district and at regional competition, coaches will help score the tests, work through whatever disagreements they might have, and then announce the results.

Here are some questions we have been asked, with our answers:

Q: Are solar-powered calculators legal? The rules state in one place that calculators have to be "battery-operated," but

in another place it merely states that no auxiliary power can be used.

A: Solar-powered calculators are legal. The intent of the rule is to outlaw calculators which require a wall power outlet. We wrote the rule requiring "battery-powered" calculators because that covered everything until recently. Advancing technology has made our rule obsolete.

Q: Please clarify the rules for scoring significant digit problems.

A: Correct answers receive plus 5, incorrect minus 4, and correct except for significant digits receive plus 3. To qualify for the plus 3 points, your answer should round *exactly* to the answer on the key if you wrote too many digits, or the answer on the key should round *exactly* to your answer if you write too few digits. When the more exact answer ends in a 5, and hence might legitimately be rounded either way, the scorer should give the benefit of the doubt to the student.

Let us explain why the answer must round exactly to receive credit. We allow plus or minus one unit "error" in the least significant digit to relieve the student from rounding every answer on the test. This applies also to significant digit problems when the correct number of significant digits are written. But when an incorrect number of significant digits are written, the student forces the grader to round for him or her; hence, the privilege of plus or minus one unit is forfeited.

Q: Is it permitted to erase or mark out the last answer written to avoid the penalty for incorrect or skipped problems?

A: The rules clearly state that a problem has been attempted if any mark appeared in the answer blank, even if that mark was subsequently erased. There is, of course, nothing to prevent a student from writing answers in some other place on the page and transferring these to the answer blanks at the last minute.

Elementary number sense samples given

Beginning this year, Dr. Charles Lamb, number sense director, will be writing a number sense test for grades five and six and one for grades seven and eight.

"This should be welcome news for elementary sponsors, who in the past have been forced to use junior high test material," Lamb said. "Sponsors interested in seeing sample test materials may obtain them by writing the UIL."

To get copies of the elementary and junior high sample tests, send a stamped, self-addressed envelope with your request to Janet Wiman, academic activities director.

The problems below represent examples from the elementary sample test. Examples from the junior high test will be run in the January *Leaguer*.

Input from sponsors relative to the materials for any of the contests is always welcomed, Lamb said, adding that all correspondence should be directed to Dr. Lamb in care of the UIL, Box 8028, UT Station, Austin, TX 78712.

- $14 + 18 =$ _____
- $31 - 17 =$ _____
- $119 + 96 =$ _____
- $203 - 84 =$ _____
- $1.7 + .3 =$ _____
- $2.8 - .7 =$ _____
- $\frac{1}{2} + \frac{1}{3} =$ _____
- $4\frac{1}{3} \times 30 =$ _____
- $42 \times 30 =$ _____
- 14 divided by what number gives 7? _____
- 6% of 150 is _____
- 600 centimeters = _____ meters.
- The next number in the sequence 1, 2, 3, 4,... is _____?
- What number added to 27 gives 33? _____
- Which is larger: $\frac{1}{4}$ or .26? _____
- $697 + 343 =$ _____
- 6 feet 7 inches is _____ inches.
- $9^4 =$ _____
- The average of 27, 19, 18, 16 is _____
- $2^8 =$ _____
- Write LXV in Arabic numerals _____
- Change 34_{five} to base ten. _____ base ten.
- Change 23_{ten} to base seven. _____ base seven.
- 3 is _____ % of 15.
- The sum of two primes is 5. The smaller is _____
- The sum of two primes is 5. The product is _____
- $43 \times 27 - 1 =$ _____
- $x + 14 = 28$. $x =$ _____
- $2x - 1 = 9$. $x =$ _____
- $\sqrt{441} =$ _____
- $-13 + 14 =$ _____
- $(9 \times 11) + (11 \times 14) =$ _____
- $\frac{1}{2} + \frac{1}{3} =$ _____
- $\frac{1}{4} \div \frac{2}{3} =$ _____
- Using 1776, write the maximum four-digit number. _____
- A cube has edge 3". Its volume is _____ cu. in.
- A circle has a radius of $\frac{1}{22}$ ". Its area is _____ sq. in.
- Use $= 22/7$.
- Express $2/5$ as a decimal. _____
- 12 pounds = _____ ounces.
- $16 \times 24 =$ _____
- $.45 =$ _____ %.
- The greatest common factor of 4 and 5 is _____
- The least common multiple of 4 and 5 is _____
- The reciprocal of $4\frac{1}{2}$ is _____
- $\$2.16 - \$1.07 =$ _____
- A radio is \$25.00. Tax is 5%. The selling price is \$_____.
- 200 hours is _____ minutes.

Going to any length for quality

By DR. CHARLES R. KLINE
Ready Writing Director

Mr. Art Miles (Ready Writing sponsor, Lago Vista I.S.D.) presented a two-fold proposal at the Legislative Council meeting this summer. He advocated reducing to one hour the time limit and to (approximately) 500-800 words the length of the essay produced in the Ready Writing Contest. At the October meeting of the Council, I opposed this proposal.

Now we in the UIL offices need English teachers and Ready Writing Sponsors to consider and let us know how they regard the proposal. Art Miles and I have talked with each other and at length with many teachers. Based on those discussions, I advanced a compromise proposal (with which he agrees), which I think will be workable. First, though, why did I oppose the original Miles proposal? That proposal would have the effect of making a Ready Writing essay much more like an in-class theme composed in an English class. And that is the source of my objections.

Ready Writing is not an outgrowth of the fifty minute English class, any more than interscholastic basketball competition is an outgrowth of the fifty minute physical education class. Also, Ready Writing does not exist for the typical student; it exists, rather, for the atypical student.

Ready Writing is not in fact an outgrowth of the English class as much as it is a competition in which writers, using writing as the vehicle, attempt to muster knowledge and skills learned from throughout the curriculum. For example, from social studies they draw on awareness of current events, state, national, and international history, political theory, and famous figures who exemplify accepted social

values and mores. *Item*, from studying sciences and from mathematics, they are able to exploit proofs, note scientific laws and axioms, cite famous discoverers', important inventors', and major thinkers' comprehensions of how nature works.

Composing an excellent paper extemporaneously is difficult, and I know of no research which provides guidance in selecting a time limit. I have received many excellent essays and until a substantial rationale for change can be presented I wish not to change the time limit. Ready Writing, again, exists for the atypical, academically-advanced writer.

So what should be the length of this theme which draws heavily on students' studies? Excellent essays do not come in specified lengths, certainly no matter whether long or short. Excellent essays must be ... well, EXCELLENT. We need always to underscore that fact, and any rule change should serve to emphasize further that fact.

I have proposed that we eliminate mention of required length in the rules and we substitute a statement:

Wordiness is to be avoided, as is a spareness indicative of lack of development. There is no maximum length; there is no minimum length, but an excellent essay will be notable for its well developed ideas and its use of evidence to bolster its main point(s).

Further, I proposed that this be discussed and considered until Summer, 1984; at the next Legislative Council meeting, I shall enter it into the rule making process — with whatever alterations or amendments seem needed, based on our discussions. Address comments to C.R. Kline, Jr.; EDB 406/C&I; University of Texas; Austin, Texas 78712.

Elementary/JH districts drawn up

Elementary, middle, and junior high participation in academic competition has increased each year for the past several years. With more and more attention being directed toward academic growth and development, the League, in its revision of the elementary and junior high programs, has attempted to help teachers and principals address this most welcome trend.

Elementary and junior high schools whose feeder high school joined the League are now automatically members. This means that over 4,500 such schools are now members of the League and have access to its services.

One such service is the spring meet list for academic competition which has been mailed to those schools indicating their desire to be placed on the list. Since the participation card deadline of October 1, the staff has worked to make the list available by November 15.

Assigning elementary, middle and junior high schools to academic competitive districts is not an easy task. "There are almost as many grade configurations as there are participation cards," said Janet Wiman, activities director. Two factors are always kept in mind in working on this project — travel required and loss of school time.

Conference A, AA, and AAA elementary and some middle schools returning participation cards were listed in districts that were almost identical to high school spring meet districts.

"For conferences AAAA and AAAAA, the amount of travel that would have been required of schools when following

the high school assignments would have made competition unfeasible in most areas," said Wiman. Schools in these two conferences are being provided with a list of schools that expressed an interest in organized competition. These schools are given two options for setting up a district: 1) to follow the high school assignment, or 2) to identify and contact schools, regardless of conference alignment, who are geographically convenient.

"For some schools who want and need a tight structure, this will possibly limit their interest in academic competition; for others who need flexibility, it will make it much more feasible," said Wiman.

Junior high schools, though traditionally not provided with a list, are listed alphabetically by city for the convenience of those who want to identify schools in their geographic area.

Schools that did not return a participation card but wish to be involved in academic competition should contact schools near them and ask for admission to join an already existing district or ask other schools in their area to join them in forming a district. Provisions are also made for changing districts if the one assigned does not meet the needs of the school involved. Instructions for making such a change are described on page 49 of the Constitution.

One item that districts should remember is that the name of the district director should be sent to the League office by December 15. Requisition forms for ordering district meet contest materials will then be mailed to the designated district director by January 15.

tor from each district will serve on the Regional Executive Committee.

"It would be helpful if districts would try to get this information to us before the December 15 deadline, so that the League might get the names to the Regional Directors," Janet Wiman, activities director, said.

For high school districts that have not mailed this information, a form has been provided with each spring meet list indicating the information needed, the deadline date, and the name of the person (Diana Cardona) to whom it should be mailed.

South Texas coach to represent UIL at debate convention

Austwell-Tivoli High School debate coach Dwight L. Mutschler will join UIL activities director Janet Wiman as Texas representatives to the National Federation/National University Continuing Education Association National Debate Topic Selection Committee Meeting, December 27-28-29 in Atlanta, Georgia.

"Representatives from every state will be attending," Wiman said. "During the meeting, delegates will select three subject areas and three resolutions under each subject area."

The subject areas and resolutions will be mailed to each school in the state. Schools will prioritize subject areas and resolutions and return ballots to the National Federation for tabulation. The national debate topic will be announced in the spring.

Mutschler has taught at Austwell-Tivoli since 1970. He is the school's UIL coordinator and has coached the winning district debate team 10 consecutive years. Eight of his teams have made it to the State Meet, with state winners in 1980 and 1982. Two of his teams were state semi-finalists last spring.

Mutschler has served on the State Debate Advisory Committee since its inception, is a Texas Speech Communication Association life member, presently serves as vice president of the South Texas Speech Association and was named to the 1982 Outstanding Young Men of America list.



Dwight Mutschler

Critic judges

Continued from page 4

room learning experience; in short, to educate, to teach. And while I'm sure that some of we well-intentioned critic judges sometimes miss that lofty mark when delivering our critiques, that frequency only increases as you add to the number of "authorities" who can have their say.

I am sure that Mrs. Yancey is sincere in her action, no doubt feeling that she has witnessed a wrong perpetuated by a critic judge that could have been avoided by a panel. Mrs. Yancey, I would say, please give me a call. I have spent over ten years being educated specifically in the field of drama, have been judging for almost as long, and was judged for a year or two longer than that. The panel judges do only one thing really well — provide a scapegoat for the "stinko" production. At times when it's hard to find anything really positive to say, the panel of judges are great at collectively shifting their feet and pointing at the other guy. The critic judge, however, must face the cast and director and give honest, learned, insightful feedback into the production.

In conclusion, Lynn (and I appreciate you giving me the opportunity to get this off my chest), I would add that it is our responsibility to preserve what I consider to be the integrity of the One-Act Play Contest. We must serve as a learning, educating service to the students. At the point in time when we become just another ranked, extracurricular activity, then I feel we will have paid far too dear a price for what little we might receive."

Name of district director needed

Spring meet districts are approaching an important deadline. The name and address of the district director for all levels of competition should be mailed to the League Office before December 15.

This information is needed for two reasons: 1) it allows the staff to get requisition forms for spring meet materials to the correct person, and 2) it gives the name and address of the Regional Executive Committee. This year, the district direc-

PENALIZE THE COACH?

The idea looks good on paper,
but closer examination reveals serious problems

Recently there has been dialogue about penalizing coaches who through their intentional or flagrant actions cause their teams to be placed on probation, disqualified for district or playoff honors or suspended from UIL participation.

The general feeling is that students and schools should not be penalized because of a coach's actions. Immediately in any penalty accruing to a school or team comes the cry of "why penalize the students?" Public outcry bitterly denounces the penalty structure, berates the UIL structure, and calls for immediate abolishment of an "organization which penalizes children for adults' mistakes."

Why should the teams be penalized? Probably too many reasons exist to summarize in this column. Other organizations bring penalty to teams, cause games to be forfeited, rule individuals ineligible, place schools and institutions on probation. The NCAA, other state activity associations (similar to the UIL), the International Olympic Committee, and professional sports, all have penalty structures.

What happens when a team, individual, or school violates a rule? First, under the equity concept of the UIL, any deviation from the rules, regulations, or code of ethics could bring penalty to the school. The District Executive Committee is charged with the responsibility of determining the severity of the violation and assessing a penalty for the violation. This committee does not have the authority to make a rule more stringent than it is, or the authority to assess a lesser penalty than prescribed by rule. It is a difficult task, because all information must be considered, all facts reviewed, before a decision can be reached. The committee must not consider emotion, personal feelings, public sentiment, personalities, or private opinions. Just as a judge in a trial court must try to ascertain the facts, so must this committee seek to find the pertinent issues involved in any dispute. Any deviation from the rules which apply to ALL schools would mean that equity-in-relation-to-all-schools might be lost.

Would penalizing the coach only be sufficient? Probably not. Some advantage has been gained; additional practice, games, participation, etc. This fact cannot be overlooked by simply placing the coach on probation. Teams who have followed rules have to compete against a school who has violated the rules. Should those within the rules be penal-



Bill Farney

Postscripts on athletics

ized for following the rules? They could be if the offending team does not receive some sanction. If one team can violate a rule and not receive penalty, then why can't another school do likewise?

There are serious problems in some cases of violation. In February 1984 UIL member schools will be voting on a penalty structure for coaches. One is badly needed — if for nothing else — as a deterrent to coaches deliberately trying to gain an advantage.

The vast majority of coaches are hard-working, honest, look-you-in-the-eye type people, who practice what they preach: work hard, play fair, be honest. These people don't need a code of ethics because their own personal code of ethics surpasses anything else which would be imposed on them by an external regulation.

If the regulation to penalize coaches is passed, coaches will fear the prospect of making an honest mistake and losing their job. This is not the intent of the council. There is a basic difference in being negligent and in willfully violating a rule. Even though "intent" is difficult to ascertain, it can be determined through investigation in most cases.

In an age of accountability, all educators (and coaches are educators first and foremost) are accountable for their actions. The Athletic Plan states it best, "Play the game in the spirit of fairness and clean sportsmanship; to observe all rules..." I have never known a good coach who did not live, work, and compete by this code. Signing an affidavit or being responsible for their ethical conduct will not alter their actions. However, because of those few who do not follow rules additional sanctions are eminent.

Financial help for Federation Sports Hall of Fame needed

The National High School Sports Hall of Fame and Historical Center in Kansas City is a reality. The Hall of Fame and Historical Center will definitely help preserve the rich heritage of high school sports, as well as protect the values derived from sports participation for future generations.

With your help, the Hall of Fame and Historical Center will be the most attractive, unique and well-equipped in the country; truly "A Lasting Memorial to an American Tradition."

School officials can get the job done right. You can help in many different ways and the results of your efforts will, in turn, help perpetuate a great American tradition and reflect the values and achievements of your state associations, your high schools, and certainly every girl and boy who participates in high school athletics.

How can you help?

- Provide the Hall of Fame with information...names, addresses, etc.

- Make the Hall of Fame aware of contracts (corporations, individuals, foundations, etc.) you may have which would possibly lead to contributions.

- Help in the gathering of memorabilia, publications, audio-visual materials, and information for the Hall of States.

- Give your personal support. If 500 people were to give initially or over a three-year period only \$25, that would be a \$12,500 start. A \$100 donation would equal \$50,000; \$150 would equal \$75,000; and \$500 each would be a quarter of a million dollars! Contributions are tax deductible.

A national center is being built. Your support in any of the above-mentioned areas is most appreciated, both now and in the future. Contact the UIL office or Gary L. Cook, Director of the Hall of Fame and Historical Center at 11724 Plaza Circle, P.O. Box 20626, Kansas City, Missouri 64195, 816/464-5400, to help contribute to a lasting memorial to an American tradition.

Procedures for security of officials developed

The Legislative Council voted at their annual meeting to request the UIL athletic staff and the Southwest Officials Association to develop a comprehensive plan for protection of officials in all UIL contests.

School administrators are familiar with penalties involved if the athletic code is violated, the staff is requested to investigate an incident, and the matter is brought before the State Executive Committee. Preventive actions taken by schools if problems arise are taken into consideration by the State Executive committee before a final decision is made. Your Athletic Committee set up a study group to meet with representatives from the officials groups when complaints were forthcoming about some neglect on the part of the schools in providing game officials with proper security and instructions prior to game time.

Schools will be asked to comply in all conferences with the following procedures. Schools will vary as to use of off-duty police to school-appointed faculty members who will serve as the officials liaison. Please remember the plan is in effect for all sports and at all levels. We need officials to work all activities and in the proper frame of mind to do the best job possible for youngsters. Please read the following and keep in mind that District Executive Committees may have other rules to enforce at home contests.

PROCEDURE



Susan Zinn

Sports notebook

The Principal of the school will appoint a school representative as the Officials' Liaison for each home contest.

The Secretary of the assigning SOA Chapter will be notified of this appointment. This notification will include the following:

- Name and telephone number(s) of the Officials' Liaison.
- Exact location at the contest site where the officials are to report.
- Location of officials dressing room, if available, or statement that dressing and/or shower facilities are not available.
- Telephone number at the school to be used in case of emergency, such as late arrival of officials, change in officials, etc.

Crew Chief of the crew assigned to the contest will notify the Officials' Liaison at least 24 hours prior to the contest of:

- Arrival time at the game site.
- Parking requirements.
- Scheduled time of officials pre-game conference.

School officials liaison will:

- Prior to meeting the officials, arrange for adequate parking, dressing and pre-game meeting facilities when available.

- Arrange for prompt payment of the officials, in the officials room, if appropriate.

- Arrange for adequate security for the officials during their stay.

- Meet the officials on their arrival and stay with them, when appropriate, until they leave the contest site.

- Escort the officials on their arrival and stay with them, when appropriate, until they leave the contest site.

- Insure that security personnel are performing their assigned duties prior to, during, and after the contest.

- Provide officials with administrative information such as, but not limited to:

- (1) Pre-game activities
- (2) Half-time length and activities
- (3) Anticipated administrative problem areas that the officials should be aware of.

Football is not education's biggest problem

BY ANN MELVIN
Dallas Morning News

It is discouraging — although entirely predictable — that when Texans focus on education, the second thing they will do is fall into a fight over football.

Only last week, H. Ross Perot, chairman of the state's Select Committee on Public Education, and an army of threatened principals, most of whom are ex-football coaches, exchanged heated words in the Legislature over the role of football in the public schools.

Despite the highly quotable confrontation, I must tell you, friends, that football is not the primary problem with education in Texas nor in America today.

Oh, golly. If all our troubles weren't caused by demon football, whatever is, then, the matter with our schools?

Item: Money. A high school algebra teacher quits her teaching job to take an offer from industry that in two years will almost double her current teaching salary. A substitute, who has only taught English, fills out the year.

Item: Administration. Enrollment drops in the local high school, and thus the principal is required to let one teacher go. He is required to have X number of coaches, X number of science, math, language, etc. teachers. He is in a bind until he realizes that the basketball coach can also teach chemistry. He lets the full-time science teacher go to another school and keeps the coach, who can fulfill two jobs. Quotas, not academics, rule the day.

Item: Textbooks. A 6th-grade teacher sneaks into the book warehouse of her district and literally steals 27 outdated social studies texts that she has taught from for years and wraps

them in plain brown paper. When school opens, she ignores the new social studies text, a book she declares "so unorganized as to confuse even an adult," and continues to teach what is generally acclaimed the best social studies class in town to her students using the old books. The other teachers all gripe about the new book, but use it.

Item: Poor teachers. A 4th-grade teacher fails so miserably in teaching long division that parents get up in arms and investigate his teaching record. It is deplorable. They try to get him dismissed, but two years of red tape later, he simply shifted to another school and continues to teach fourth grade adequately.

Item: Teacher training. A young woman who has maintained consistent placing in the bottom quarter of her class since high school achieves a college degree from a small state college, teacher certification and is hired to teach science in public school. It is not that she was the best-qualified candidate for the job, she was the only candidate for the job.

Item: Discipline. A teacher does not send an obstreperous student who is chewing tobacco in class to the principal because she has already sent too many since school began and to send more, she knows, would go against her record. She does not ask the kid to stop chewing tobacco because he might defy her and then she would have to send him.

Item: Lowered expectations. A student makes a C in algebra I and in algebra II. She is counseled not to take geometry or trigonometry "because she just doesn't do well in math."

Item: TV and the family. Johnny comes home from school and raids the icebox. He flips on the TV and watches TV from M*A*S*H through Laverne and Shirley to Family Feud. His mother comes home from work and they watch Magnum PI

together while they eat. His mother asks him if he has any homework and he says "Nah." His dad, who knows the boy makes straight C's, doesn't like a fight, so says nothing. They all sit in the den and watch football together.

Item: Cars and drugs. Henry and Jennifer both have work permits. They leave school after lunch and rush to her house so she can watch General Hospital. He lights a joint and she makes him leave before her mother catches him. He goes to the park and smokes with some friends until supper. After supper, he goes out and drives his car around, drinking a few beers until maybe 11 p.m.

Item: The family. When Johnny gets home, his mother worries he doesn't have any studying to do. She suspects he is smoking pot. But he gets all C's and is nice at home so she ignores the situation to keep peace.

Item: Busing. After their kids were bused for a year, the Smiths put them in private school. Their friends, the Joneses, stayed in public school, but lost interest in PTA and after the kids had been moved through several schools, quit going to things like parents' night and teacher conferences. "I don't know anybody anymore," Mrs. Jones said.

Item: Lions 6, Panthers 13.

You think all this is going to be cured by stamping out the Lions and the Panthers? Think again, friend.

With all due respect to the principals who may have once been coaches, and to the Select Committee on Public Education that does not approve of football and drill teams and band playing: It is a dreaded oversimplification to focus on football as the enemy.

It's going to take a better game than this to get American education out of trouble.

Uninvolved kids easily become problem kids

By LEROY WILKINSON
Juvenile Probation Office
12th & 278th Judicial Districts

The H. Ross Perot commission on education has created quite a stir in Texas public school circles, and from where I sit, the people of this state must not stand idly by and embrace all of the findings that Perot and his commission report.

I speak from a unique position in the 12th and 278th Judicial Districts even if my position is not so unique as a father of two school children, former public school teacher, and athletic coach.

I care what happens to the students who go through the public schools in this and every state, but from my position as a Juvenile Probation Officer for Walker, Grimes, and Madison counties, the Perot findings and recommendations are alarming.

Perot would have the people of this state believe, and nationwide if he can find an audience, that vast sums of money are being wasted on athletics and other extra-curricular activities to the exclusion of educational considerations. He is partially correct. A great deal of the individual school districts' budgets is directed toward support of extra-curricular activities. I disagree, however, with Perot's claim that those extra-curricular activities are non-educational.

He talks at length about the lack of "time on task" in schools, the types of courses that are given credit toward graduation, and the number of athletic coaches employed. His talk is popular for a simple reason. National standardized test scores are down, or do not compare favorably with students in other states, and there is a cry for a return to excellence.

Or, perhaps more correctly, the public school teachers' cry for enough money to live on got too loud and someone had to establish a cover for the fact that there was no raise, there will probably be no raise, and few if any people outside the educational field itself will make any noise about it.

Nonetheless, the commission of Mr. Perot, confusingly enough a computer man who delights in the adventure of prisoner rescue in Viet Nam and Iran, has caused a great deal of concern about what we are doing with our students. One of

the possible outcomes of his recommendations is the part that is so frightening to me.

Because of the Perot outrage, there is talk of abolishing athletics and other extra-curricular activities in the most formative years of the junior high school students. Of all the things that education might need, this isn't one of them.

I come in contact with numerous juveniles every day, but the one thing that comes up time and again as a cause for juvenile misbehavior is the lack of an interest that is well directed. Of three students that I saw today, a very typical day at that, not one could name a thing of interest to keep him from trouble.

I have no official statistics, but from a conscious attempt to determine the needs of each juvenile offender that I see, the overwhelming problem is lack of interest, lack of belonging, no particular place to go or be, and nobody to expect them to be there. Extra-curricular activities in the school give that "place to be", "thing to do", or "well guided energy outlet" that will, without a doubt, have to be met one way or another.

The public schools are there for education, but the other responsibilities that go with education are implicitly. A child that is in the band is a busy, goal oriented child. A 13-year old who is thinking about becoming a defensive end hopefully isn't thinking about breaking into the parent's liquor cabinet and then terrorizing the neighborhood.

Johnny's test scores may be down. Mary's reading comprehension may be below grade level, and Albert may have no interest in the Alamo, but that probably has nothing to do with band, athletics, or 4-H.

Emphasis on educational excellence should be dumped squarely into the laps of the people most responsible for its decline — the home. A home that expects academic excellence provides a place to study, a time to study, and demands to know the results of that study. Interest in education must not be turned on and off depending upon the impulse of the parent on a given day, or common sense forbid, the reading of a newspaper headline.

We will return to the excellence that Perot favors when we start demanding of John and Mary and Albert what should be expected of him. That does not preclude his involvement in

band, choir, 4-H, or football. More than likely, his interest in doing well academically will be enhanced when his extra needs are met.

We can't expect the educational system to shoulder the entire load of rearing our children. What we can do is support that system, let it do its job, and extend to it the financial support that it requires.

With extra-curricular activities taken away from the schools, discipline reports will increase, time on task will certainly be lost, and ultimately those referrals will come across my desk or into the courts where most of our children are lost. It's a chance that we have no business taking.

The incentive that goes with involvement in extra school activities needs no explanation. If an all-state trumpet player has to pass five other courses in order to compete with another trumpet player, he'll make it a part of his business to pass five courses. His reasons for passing may not be the purest in the world, but his result is the same. He'll figure out later that the English and Algebra grades are every bit as important as the trumpet. He doesn't have to know that now. He just has to pass.

If he knows that, he'll be a better student. But, he needs help, encouragement, guidance, and plain old stroking from people who love him. He needs to hear it at home, he needs to feel it in the demands of his family, and he needs to do it for them if that is the only way to get him to do it.

The old saying, "If you have a job to do, find a busy person to do it" applies to caring for young people as much as anything else. Don't dare ask a young person who is uninvolved to do anything. You can't count on him. Find a student trying to balance a student council meeting with a newspaper deadline, band practice, and drama rehearsal in a single evening and he'll do it for you.

He'll probably make the dean's list, too. That's the way it works. Don't expect too little. They'll do exactly how little we expect.

Let's take the parts of Perot's plan to heart that deal with excesses, design flaws, or whatever. Let's not let him dictate what we should do for our children. He doesn't know. We must leave that to professionals.

Flying high

ETSU has high hopes for literature contest

A literature contest will be piloted this year in Region II, AAA, according to Janet Wiman, activities director. The contest is being coordinated by Dr. Fred Tarpley, Department of Literature and Languages, East Texas State University, on behalf of the Texas Joint Council of Teachers of English and East Texas State University.

"During this first year of pilot testing, contestants will not advance beyond the regional level," Wiman said. "We hope to get enough students involved, however, that we can make a fair assessment of any problems that might come up in conducting such a contest."

The first part of the test will consist of fifty questions covering literary history and critical terms. The reference source for this portion of the contest is *A Handbook to Literature*, revised by C. Hugh Holman, and published by Bobbs-Merrill Educational Publishing in 1980. The book can be ordered from the East Texas State University Book Store, Commerce, Texas 75248, at a cost of \$14.05 per copy. This price includes tax, postage and handling.

"Although *A Handbook to Literature* is the reference source for the contest," Dr. Tarpley said, "it is not a requirement, as the first part of the test includes material that is generally contained in literature textbooks adopted for Texas high schools."

The second part of the test will require the contestant to write a critical essay about a short poem or a short selection of fiction or non-fiction. "The test will list specific questions



Test Pilots
Commerce HS students join faculty and staff members of East Texas State University in reviewing plans for the proposed UIL literature contest. Shown here are (sitting) Aaron Dodger, Alicia Gamez, Jennifer Duncan and Kalenda Collander; (standing) Fred Kemp of Commerce HS, Dr. Fred Tarpley of the ETSU Language Arts Dept., Nancy Green of Commerce HS, and Ron Huffstetler, director-general of the UIL Region II-AAA contest.

about the work of literature which the student can use to guide him or her in a critical analysis," Tarpley said.

"This composition should be approximately 500 words in length and no less than 350 words," Tarpley added.

Sample tests are now available from the League Office. Those desiring a copy need only mail a self-addressed, stamped business-size envelope with their request to Janet

Wiman.

The League Office would like as much input as possible from the state's literature teachers during this time of pilot testing. "Your evaluation of the contest and its focus will be helpful in determining if the contest should be added to the League academic program and, if so, exactly how it should be structured and implemented," Wiman said.

The best organizational plan is the plan you work with best

Continued from page 5

duction schedule are invaluable in helping them know who they are, where they're supposed to be, what they're supposed to be doing, and when.

As mentioned earlier, don't expect you and your key staff members to develop the perfect organizational structure on the first attempt. Like the staff manual, develop what seems to be a workable structure, then work with it. If it works, great. If not, change it. Organization works — it's guaranteed. You just have to keep working at it.

Now, let's look at some "quickie" organizational ideas, stolen at great expense from some of the finest publication advisers in the nation, and designed to make your job easier and a lot more fun.

1. Apply planning to your own life. Set aside 30 minutes or an hour periodically and work on your own near-term, intermediate and long-range goals. Determine where you are and where you want to be, then develop a plan to get there.
2. Get out of the sack 15 or 30 minutes earlier each day and make a list of activities for the day. Put at least 10, but no more than 20 items on the list. Include activities which must be done, things you want to get done, and some things you'd like to do. Prioritize your list, then cross off each job or activity as you accomplish it.
3. Make sure you have a written agenda of what needs to be discussed at each planning meeting, or it will develop into a combination chit-chat, gritching session and accomplish virtually nothing.
4. Keep updating the manual and its principal ingred-

ients. Good organization takes time and consistent work.

5. Praise staffers sincerely and often. They're in a basically critical profession, and like you, they need to hear good things about themselves.

6. Require everyone to keep notebooks and idea swipe files. Ideas are too easily lost in the rush to publish. Write ideas down, steal story and design ideas from other publications, then pass them on.

7. Require everyone (especially yourself) to attend workshops. There's a treasure of information available at the good ones, and they're great staff morale boosters. Also, you'll discover they can recharge your batteries, too.

8. Exchange publications and ideas with other schools and advisers. Nobody has all the answers, but some people have some of the answers, so find out what they are. Also, it's good for you and your staffers to seek what other schools are thinking and writing about.

9. Have your key staff members do the year's basic planning during the summer. Have a few meetings, establish deadlines and stick to them, then you'll hit the ground running when the new school year begins.

10. Be a cheerleader. Put a little fun into publications. Have some parties; go to the movies. Challenge the band to a touch football game. The publications staff that plays together, stays together. But don't let fun get in the way of what needs to be done.

11. Get away from it. You've got a life of your own, so live it. Don't let publications occupy the No. 1 slot in your life. Go skiing in Colorado. Join an aerobic dance group. Go gorge yourself on pizza. Just clear your mind once and awhile, and let some fresh air in. If you stagnate or burn out, so will everything else around you.

UIL Videotape available

A 34-minute videotape detailing the history, organization and scope of the UIL is now available through The University of Texas at Austin Film Library.

The videotape examines the development of the League and features academic, music and athletic participants and contest sponsors.

"We're very pleased with the tape," said Dr. Bailey Marshall, UIL director. "It premiered during the October Legislative Council meeting, and response was excellent."

Marshall said the film could be shown at booster club, school board, PTA, service club and other community gatherings.

The tape can be rented for five days for \$15, which covers rental fee, postage and handling. Copies of the tape may be purchased for \$50 as well.

Invitational contests

The League asks all school planning to hold invitational literary/academic contests this spring to forward relevant information on the meet to the State Office as soon as possible.

"We have had a number of requests to run a complete list of invitational meets and we'd love to do so," said Janet Wiman, activities director. Please list contests to be given, dates, times, locations and contact persons.

"If possible, we will run a list in the January Leaguer and again in February," Wiman said. "But we need the information within the next two weeks or immediately after Christmas. All assistance will be greatly appreciated."