

The Leaguer

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On recapturing the school day

But what to do? So far, panelists find questions out-number answers

Without coming to agreement on specific solutions, the Legislative Council's Loss of School Time Committee pinpointed a number of areas of concern during its meeting, January 11 in Austin.

"The hearing consisted largely of testimony as to the nature of the problems and how possible solutions might impact specific groups," said Susan Zinn, assistant athletic director and UIL staff liaison to the committee. "Of course, we didn't expect to solve all these major problems overnight. This is a very complex issue requiring a level-headed examination."

Members of the committee heard from various athletic, music, debate and drama group officials, but balanced all comments against the warning of Will Davis, an Austin attorney and State Board of Education member who sits on the Governor's Select Committee on Public Education.

Davis said the public and elected officials are concerned with loss of school time and any other interruption of the academic school day.

"As Mr. (H. Ross) Perot says, 'We are going to recapture the school day for learning,'" Davis said.

Among the problem areas identified by the committee were:

- Controlling the use of the athletic period and reducing pressures on athletes to participate in one-hour off-season programs.

- Reducing the number of contests.
- Limiting tournaments/invitational meets and amount of school time missed to attend these tournaments and meets.
- Requiring academic attendance for UIL participation.
- Offering certain activities in the summer rather than during the school year.
- Combining individual and team tennis.
- Reducing loss of school time due to participation in golf.
- Eliminating activities on nights prior to exam week.
- Reducing or limiting time lost by coaches and/or sponsors of extracurricular activities.
- Reducing junior high travel and contests.
- Studying the travel and district alignments.
- Conducting music contests on non-school days and limiting the size of music contests.
- Limiting the number of activities per student per season.
- Changing certain spring activities to the fall.

"Perhaps the greatest complexity of this issue is the distance question," Zinn said. "The realities of West Texas are not the same as the realities of urban areas or rural East Texas. In some cases, more restrictive rules might influence urban areas little at all but have devastating effects on West Texas schools."

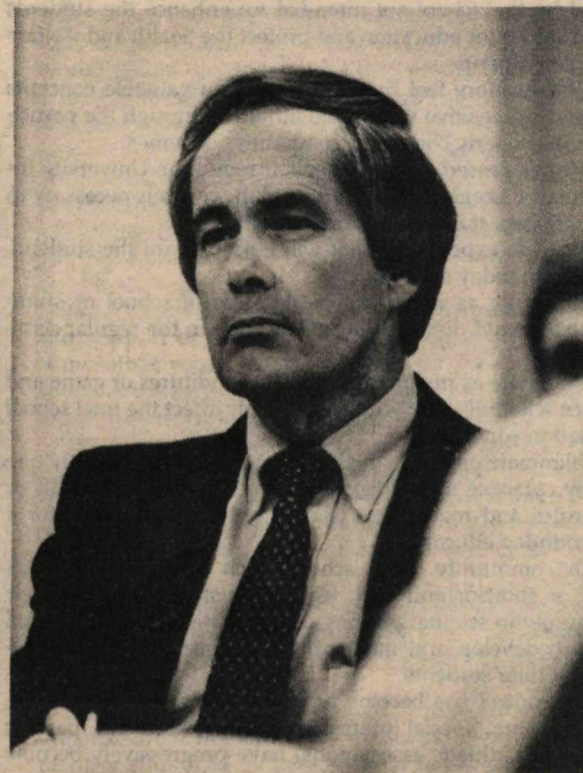
• The committee has asked member schools and professional organizations to submit proposals to the UIL staff. The staff will bring these recommendations back to the committee at its scheduled meeting in early April.

All committee recommendations will be reviewed by the Athletic Committee and other relevant Legislative Council bodies this summer.

Members of the Loss of School Time Committee included chairman J.C. McClesky of Slaton, John Townley of Irving, Hon. Bill Haley of Center, John McGuire of Amarillo, Barney Newton of San Antonio, Will Davis of Austin, Brenda Tyrrell of La Porte, Ralph Potet of Mesquite and Eldon Edge of Poth.

Will Davis, a member of the Governor's Select Committee on Public Education, said the school day 'would be recaptured for learning.'

Legislative Council chairman J. C. McClesky of Slaton presided. Flanked to the left are committee members **Brenda Tyrrell** and **Supt. Eldon Edge** of Poth.



Dr. Richard Floyd, UIL director of music activities, listens to proposals to cutback loss of school time. Dr. Floyd joined the League staff in January.

**Absences:
Excused or
unexcused?**

Regional input meetings scheduled

Expanding on last year's concept of statewide input into University Interscholastic League activities, the League has scheduled a series of 13 regional meetings in March, April and May.

The purposes of the meetings include (1) receiving input from educators and the general public, (2) allowing the public an opportunity to suggest improvements in the League as well as the UIL's public image, and (3) to listen to local concerns that may be statewide problems as well.

"We were extremely pleased with the 1983 special study committee meetings, which were held across the state," Dr. Bailey Marshall said. "From the outset, it became apparent that continuing such an outreach program would be greatly advantageous to the insurance of an effective League."

Each meeting will be chaired by a school administrator from that region who is a member of the UIL's rulemaking body, the Legislative Council. This administrator will forward all comments and concerns to the proper UIL Legislative Council committee for summer study.

"We will greatly appreciate all comments, pro and con," Bob Young, who will coordinate all meetings, said. "We want people to understand that we're open and we're available. I'm sure many of the comments will manifest themselves into agenda items for the annual Legislative Council meeting in October."

Young said the meetings will not attempt to answer specific questions concerning team or individual eligibility cases. "For example, we won't take time answering such questions 'Why wasn't John Doe allowed to participate?' or 'Why was Our High School placed on probation?'" Young said.

Dates and sites of the meetings are as follows:

- March 13 — Edinburg, Region 1 ESC, 1900 W. Schunior, chairman: Supt. Claude Jungman, Premont ISD.
 - March 14 — Corpus Christi, Region 2 ESC, 1314 Hines Avenue, chairman: Supt. Eldon Edge, Poth ISD.
 - March 22 — Austin, Region 13 ESC, 7703 N. Lamar, chairman: Supt. Jack Frost, Georgetown ISD.
 - March 28 — Houston, Region 9 ESC, 7200 Tidwell, chairman: Prin. Wayne Schaper, Memorial HS.
 - March 29 — Beaumont, Region 5 ESC, 2295 Delaware St., chairman: Supt. Bill Farmer, Barbers Hill ISD.
 - April 4 — Waco, Region 12 ESC, 401 Franklin Ave., chairman: Supt. Jim Payne, Bruceville-Eddy ISD.
 - April 5 — Kilgore, Region 7 ESC, 818 East Main, chairman: James Barnett, Supt. Leveretts Chapel ISD.
 - April 11 — Greenville, Greenville HS, 3515 Terrell Road, chairman: Supt. Don Whitt, Wylie ISD.
 - April 12 — Fort Worth, Region 11 ESC, 3001 North Freeway, chairman: Supt. Don Smith, Cleburne ISD.
 - April 25 — El Paso, Region 19 ESC, 6611 Boeing Drive, chairman: Supt. Roy Dodds, Iraan-Sheffield ISD.
 - April 26 — Amarillo, Region 16 ESC, 1601 South Cleveland, chairman: Supt. B. J. Stamps, Amarillo ISD.
 - May 2 — Abilene, Starlite Inn, Highway 60, chairman: Supt. James McLeroy, Borden County ISD.
- All meetings will be held from 7 to 9 p.m.

Work to keep local contest control

The public schools of Texas through the University Interscholastic League banded together to provide interschool competition as an additional opportunity for students to increase and enhance their education. Rules passed by the school are intended to: enhance the students opportunities for education and protect the health and welfare of the participants.

Most educators feel that students learn valuable concepts and develop positive values and attitudes through the participation in properly controlled competitive activities.

The rules passed by the schools through the University Interscholastic League are just a part of the controls necessary to keep activities at a level where they will:

1. Provide experiences that will help prepare the students for living in today's society.
2. Eliminate as much as possible loss of school or study time that would diminish their education in the regular classroom.
3. Eliminate as much as possible expenditures or game and practice schedules that would negatively affect the total school population education.
4. Eliminate pressure on students to participate in only one activity, practice in violation of the intent of school, UIL or TEA rules and regulations or curb their opportunities for a well-rounded education.

Each community, each school, each administrator, each coach or sponsor and each teacher must work within their community to see that policies and regulations are formulated that will develop and maintain the proper educational program for their students.

Local control has become increasingly difficult during the past ten years. Special interest groups (booster clubs, parents groups and athletic associations) have progressively become more sophisticated in their requests for support of their programs. This has led to an imbalance in some programs in some schools.



Bailey Marshall

Director's corner

Due to these imbalances we are faced with the strong possibility that a number of regulations will be forthcoming from the state level. These changes may be made by the State Legislature, The State Board of Education and/or through the schools' organization the University Interscholastic League.

Changes have been made at the state level through the UIL to curb practices that negatively affect education over the past five years. The 1984 ballot (to be voted on in February) contains items that should lead to a better education for our young men and women in the state. Also three UIL committees are formulating proposed changes that should be helpful in this cause.

Regardless of what happens at the state level the local level will continue to have the major controls and responsibility to keep extracurricular programs educational. Many instances may require the board and the administration to take a stand opposing strong and vocal community pressure groups demands.

If we can't establish and maintain this control at the local level it will lead to more rules and regulations being passed by a state regulatory body. Everyone including the Legislators, the State Board members and members of the UIL Legislative Council prefer the controls be at the local school level.

The Leaguer

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

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State Executive Committee

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Dr. Bailey Marshall, director; Dr. William Farney, athletic director; Dr. Nelson Patrick, music consultant; Richard L. Floyd, director of music; Lynn Murray, drama director; Janet Wiman, speech/activities director; Susan Zinn, assistant athletic director; Bonnie Northcutt, assistant to the director; Bobby Hawthorne, journalism/activities director; Gina Mazzolini, athletic assistant; Charles Schwobel, music assistant; Dr. Rhea Williams, TILF consultant.

Editor Dr. Bailey Marshall
Managing Editor Bobby Hawthorne

Official notices

SPELLING LIST

The following words from the seventh and eighth grade spelling list should be corrected to read as follows:
Page 9, column 4 — canapé
Page 12, column 14 — meteorology

SPELLING LIST

The following words from the high school spelling list should be corrected 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 — entracte
- Page 19, column 19 — estivate, aestivate
- Page 20, column 22 — Freon
- Page 20, column 24 — habitué
- 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)

(z)

- Page 29, column 57 — Zinnia (z)
- Page 17, column 11 — communiqué
- Page 19, column 17 — éclat
- Page 19, column 20 — façade, façade
- Page 19, column 19 — entracte
- Page 21, column 28 — jalapeño
- Page 28, column 56 — Winnebago, n. (w)

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.

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

GRANDVIEW HS

The 16AA District Executive Committee has placed Grandview girls' basketball team on probation for the 1983-84 school year for violation of Rule 25-3-3 of the Constitution and Contest Rules.

WATER VALLEY HS

Water Valley High School boys' basketball team has been placed on probation for the 1983-84 basketball season for violation of 3-25-33 (2) of the Basketball Plan in the Constitution and Contest Rules.

BISHOP HS

Bishop High School has been placed on probation for the 1983-84 school year for violation of 8-9-1 of the Constitution and Contest Rules.

IRVIN (El Paso)

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

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.

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."

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."

BLOOMING GROVE HS

The District 16AA Executive Committee has placed Blooming Grove independent School District girls and boys basketball teams on probation for 1983-84 school year for violation of Rule 25-2-9.

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.

ALPINE HS

Alpine High School and Kermit High School have been assigned to District 4AAA for the 1983-84 baseball season. This is a change from the original official UIL baseball district alignment which went to the schools recently. This alignment leaves Canutillo and Fabens in District 3AAA, and now has Crane, Alpine and Kermit High Schools in District 4AAA.

DAINGERFIELD HS

Daingerfield High School has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code (25-1-1).

DECATUR HS

Decatur High School has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code (25-1-1).

GLADEWATER HS

Gladewater High School has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code (25-1-1).

JOHN TYLER (Tyler) HS

John Tyler High School of Tyler has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code (25-1-1).

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.

PICTURE MEMORY

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

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.

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'"

Number 17 on the Official List is correct as listed:
17. Ives — "Putnam's Camp"
The Leaguer listing number 17 as Holst — The Planets: "Jupiter" was in error.

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.

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.

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.

CROSS ROADS ISD

The Cross Roads ISD Band has been disqualified from the marching and twirling events for the 1983-84 school year for violation of Article 24-4-2 (5), page 149, of the 1983-84 Constitution and Contest Rules.

PRESCRIBED MUSIC LIST

In the 1983-86 Prescribed Music List, page 53, Event 304, Baritone/Euphonium Solos, Class I, Vivaldi-Ostrander — Suite in c minor (play movements 1, 2 and 3; or 3 and 4 ... EM, should read Vivaldi-Maganini — Suite in c minor (play movements 1, 2 and 3; or 3 and 4 ... EM.

PAGE 28, 207 B-Flat Clarinet Solos, Class I, Simon (ed) — Masterworks for Clarinet and Piano ... GS, von Weber — Variations, Op. 33 (play Theme and Variations I, II, V, and VIII); should be VII not VIII

Page 29, 207 B-Flat Clarinet Solos, Class I, Stamitz-Gradenwitz — Concerto in B-Flat (play one movement) ... SMC; the publisher should lead

Page 96, 346 Four Brass, Class I, Cheatham — Consortium (4 euphoniums and 4 tubas) ... Sha; should be deleted here and listed under 371, Six or More Brass, Class I

Page 144, 603 Piano Solos, Class I, delete: Schubert — Impromptus, Op. 142, No. 2 ... CFP/GS.

Page 48, 302 French Horn Solos, Class I, Strauss — Concerto, Op. 11 ... CB/CF, add: (play first or last movement).

Page 53, 304 Baritone/Euphonium Solos, Class I, Vivaldi-Ostrander — Suite in c minor ... EM, should read, Vivaldi-Maganini ...

Page 145, 603 Piano Solos, Class II, Schubert — Impromptu in A^b, Op. 142 ... CFP/Alf, should read, Schubert — Impromptu, Op. 142, No. 2 ... CFP/GS/Alf.

Page 97, 346 Four Brass, Class I, Whitney — Brass Quartet No. 1 (2 cornets, horn or trombone, baritone) ... CF; add (play I or III).

MUSIC PLAN

Page 152, Article 24-5-2 (3) should read: (All madrigals and Class II and III small ensembles may double parts.)

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.

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, AAAA, and AAAAA using the printed text or in Conferences C, CC, CCC using the preferred method of sight singing or text.

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."

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.

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

Priorities and fat-trimming needed

By DR. NELSON PATRICK

Slowly over the past decade, there has developed a strong contention for scheduling League contests during the spring semester. For years administrators, music directors, coaches and sponsors of spring contest activities have talked about the problems, but little has been done about them. Instead, we have augmented the problem.

In recent years we have had added to the already crowded yearly schedule volleyball, double elimination in baseball, girls' athletics, boys' and girls' swimming, soccer and probably several others that I do not immediately recall. TSSEC was added in 1960, "provided it was to be held in the close of the year." Yet, all the above have been added subsequent to TSSEC. This makes spring a busy time of the year.

As the schedule has become crowded, music contests were eliminated for two weeks in April for other League activities, and state meets have been moved forward by two weeks; thereby squeezing the schedule still tighter. Now requests are coming to this office from the Region Music Executive Committees to move solo and ensemble contests to the fall semester, but where? This is already a busy season for athletics and for music activities related to local and professional responsibilities that are most important to school community relationships. For several years, I have studied the possibility of moving solo and ensemble contests, but could not arrive at a conclusion that would not shortchange those students interested in individual development as soloists or justify the time taken from TMEA, local community Christmas programs and other activities directly related to school music.

As far as the student is concerned, there is no way that one

can argue that a soloist will perform as well in the fall as he would in the spring. To do so, at the least, negates the validity of several months of study and instruction. The time span of two to three months is sufficient to allow for maturity in voices and instrumental tone production. The added practice time gives the students opportunities to grow musically. Logically, it would be just as valid to argue to hold the concert in October. In fact, it would appear more feasible to move some of the concert contests to the fall than the solos and ensembles.

There are other conflicts created by moving solo and ensemble to the fall. Football season lasts until November, followed by the State Marching Band Contest. Within two weeks of the State Marching Band Contest, the All-State sequence begins, district, region, area, and state in February. We might do as Vermont did to solve this problem — by not having the solo and ensemble contest at all, only All-State and let this serve as the solo and ensemble contest. What has this schedule done for their performing groups? We do not know, but maybe we should investigate or try it out. Of course, I am being facetious; but we do need solutions to a perplexing problem. We must take a strong look at our growing contests and declare some priorities, maintain those that are essential, and re-define, postpone or even eliminate those that have less educational value than others.

I am reluctant to readily agree to moving solo and ensemble contests to the fall. It is the one individualized contest that we have; it is the one contest that encourages individualism, requiring sustained study so necessary to an excellent performance. A child should be given time for instruction and study to develop his fullest potential before being required to perform.

The UIL: a forum that proclaims quality

During the time between last August when I accepted the position of Director of Music Activities and January when I actually began my work with the UIL, I had several months to reflect upon the League's role in music in the State of Texas and, in a larger sense, the role of music education in our state. The fact that I had resided outside of the state for nearly two years enhanced this period of reflection, as I was able to view public school music in Texas from a totally fresh perspective.

My general train of thought gradually focused on the word pride. I realized that during recent years I had guest conducted and presented workshops in some thirty states during which it was rare that, at some point, the conversation did not dwell on music in Texas. In each of these conversations, regardless of length or depth, I sensed a feeling of pride as we discussed the many facets of music in our state — pride in the commitment of our teachers and directors, pride in our state organizations and the principals for which they stand, pride in the dedication of our students, and yes, pride in the UIL and its commitment to quality music contests in Texas.

This feeling of pride was an ever-present force as I began the process of formulating a philosophy that would guide me in my new role with the League. I found myself reflecting more and more upon my 11 years of teaching in the public schools and the many ways that the UIL and the activities it fosters were a moving force for me professionally and personally during that period of my life. I am keenly aware of the fact that during the time I was probably too involved in the daily routine and many demands placed upon a junior high and high school band director to be aware of the evolution that was slowly taking place or the role the League played in this evolutionary process.

I distinctly remember my first UIL concert contest. The organization I conducted was a junior high choir and the contest was in Denton. My primary area of training was in band, and I know I was insecure at very best. In particular, I recall the words of advice and encouragement I received in the sight-reading room on that day. The choral contest helped give me focus for that group and provided me with a wealth of re-

By Dr. Richard Floyd

UIL Director of Music Activities

sources and inspiration for the class on a daily basis.

There are also vivid memories of the band contests I participated in over the years. Through these contest experiences I had the opportunity to draw upon the knowledge of the finest directors our state had to offer. Comments from such outstanding teacher/adjudicators as J. R. McEntyre, Marion Busby, G. T. Gilligan, Mel Montgomery, Maurice McAdow, Bob Vezzetti, and L. M. Snavelly, to name only a few, gave me new insights, helped me redefine my skills, enriched my musicianship, and ultimately provided me with a broader, more stable foundation for my efforts as a teacher and conductor. I recall specific comments, such as "Let the crescendo grow," "Don't let the brass 'balloon' their tone," "Bravo!" "Always strive for musical detail," and "Never forget the importance of the inner voices." Such words of council all served to shape and reshape my concepts, my musical goals, and, of utmost importance, my priorities for my students.

Then there was the year I made my first Division II on the concert stage. Granted the group was young, but my immediate reaction was one of humiliation and failure. Then time passed and careful reflection gradually revealed the reality of the fact that the group had had a great learning experience that spring. Only then did I begin to realize that the UIL did not exist so that groups could "make a one," but rather its purpose was to create an opportunity for challenge, growth and evaluation for each contest participant. In every contest the potential for offering something positive existed, regardless of the rating earned.

Annually, I become more appreciative of the value of solo and ensemble contest. In spite of the long extra hours, I looked forward to that time of the year because of the opportunities to work with students on a more personal level. The great musical growth that took place during the preparation for each event and the impact this improvement had upon the

overall quality of the organization as a whole made the rewards far outweigh the long hours, intense energy, and daily sacrifice required to prepare each solo and ensemble for its contest performance.

As this thought process evolved, it became increasingly apparent to me that the UIL is and should be more than just an administrator of contests. While we continually allow ourselves to become wrapped up in rules, regulations, and rule changes, one must not lose sight of the fact that the League, in many ways, is a resource. The dictionary defines resources in part as "... a source of supply and support." Surely the League is just that. The Prescribed Music List, compiled for and with the input of directors throughout the state, is a performance repertoire guide that is recognized internationally. The contest performance standards provide a source of evaluation that offers students and directors alike the opportunity to measure their progress and achievement against a defined standard of excellence. The contest experience generates a special kind of motivation that, when used properly, can enhance the learning experience in any school music environment. The entire League program offers a forum that proclaims the quality of the music programs in our schools. These are admirable concepts and virtues, attributes that should be preserved, nurtured and refined. The challenge exists to expand these valuable assets and provide greater resources for the music programs of Texas.

During the months ahead, I will be occupied with the process of acquainting myself with the many intricacies of the League music activities and procedures. Dr. Patrick is providing me with knowledgeable guidance and patient council. He will continue to be a valuable resource and inspiration for me as well as all in our profession. It is my intent to be a guardian of the principals, traditions and practices that have been the cornerstone of the League and remain sensitive to the professional leadership that has developed this program. At the same time, it is my pledge that I will remain ever-mindful of the evolving educational goals, ideals and priorities of all public school music programs, administrators and teachers throughout the state of Texas.

Letters

One vote to continue single critic concept

Editor's note: Catherine Johnston is theatre director at Shallowater High School.

Over the past several months I have been accumulating "Things I Need to Write to Lynn Murray." Here are a few.

First I would like to express my appreciation for the one-act play workshop I attended this summer. It was at once frustrating and stimulating. The frustrating part was wanting to find out so much more than time would permit. The consultants were impressive — not just in their credentials, but also in the way they responded to our questions and problems. I am approaching this year's one-act play with renewed interest and commitment.

Secondly, the suggestion of Bonnie Crisp in the *August Leaguer*, sounds like a very challenging idea. It would certainly take the edge off the competitive side of things. Of course, we would all have to assume ethical practices, but it is an idea that merits consideration.

My third series of comments has to do with critic judges. I read all of your articles in *The Leaguer* and always find them helpful, although I don't always find time to respond to them. When I agree with you, I feel less need to respond.

Somehow, I think the administrators are not aware of the complexity of the problems of panel judging. (Do they read your column?) The problem may be one of philosophy. Until we (or the administrators) can see the value of play production and involvement with drama as being more important than the competitive side of the OAP Contest, the single critic vs panel will probably continue to be an issue. The system seems to be working well as it is now, and I for one vote to continue that way with oral critiques and certified critic judges. I appreciate and support your position on critic judges.

Thanks for soliciting director input.

Director control may lead to petty political games

Editor's note: LaDonna Davis is theatre director at Eustace High School.

This tardy letter is in response to Bonnie Crisp's proposal. I cannot see any valid reasons for having the individual directors take part in the UIL One-Act Play Contest.

First of all, I always stay with my students before they go on stage. We are a small school and I sometimes have a problem getting a cast and crew together. My students need me to make decisions, check their makeup and costume and do a hundred other things that come up unexpectedly.

If we as directors are going to cast votes and make decisions, why do we need a critic judge? I personally do not ever want the responsibility! I learn from the critic judge each time I take a play to contest. It would be defeating the purpose for having a critic judge if he/she must take our votes into consideration.

Unfortunately, there are some directors who harbor petty grievances from year to year that would dearly love to cast a vote against another particular director. If given this opportunity, I strongly believe the one-act play competition would disintegrate into a game of politics.

Let us leave the contest as it is. We can never satisfy everyone. The critic judge is the choice for me.

10th OAP Handbook finally arrives

The long awaited *Handbook for One-Act Play*, Tenth Edition is now available! You must send the required \$2 along with your request or a school purchase order of \$5 or more. All back orders have been filled. You should have received it by now. If you think you had one on order, check. We will need the purchase order number and/or the date of the original order to check possible mistakes.

I have been astonished to discover some OAP directors trying to participate with the 7th or 8th edition of the *OAP Handbook*. You may continue to use the 9th edition this year, but please get rid of earlier versions. They are more than six years old. Much has changed.

Much has changed in the new *Handbook* and it is about forty pages longer. You will find new detailed drawings of the unit set. Please note that you may now use both the 4'x4'x1' and two 4'x8'x1' platforms. You no longer have to make the choice. The unit set is still difficult to build but qualified builders should be able to read the drawings.

Detailed drawings of standard stage doors and windows, including the French window/door unit, are shown. The French window/door unit is considered standard and does not require special approval. I regret that pages 111-113 are out-of-sequence, but you can easily tell pages 114-115 are details of the first drawing on page 110.

It is hoped that you will read the new materials added, recognize changes in materials previously included and note new plays added to the lists. You must edit all plays to comply with Article 23-1-2. Many of the new plays added will require editing. Please check the approved lists prior to mailing your title card.

Title cards have been mailed to all schools enrolled. It must be returned to the State Office on or before February 23. Receipt of the title card will not be acknowledged unless you return it with a stamped (37¢) self-addressed #10 envelope (legal size) in which your official OAP "Eligibility Notice" will be mailed back to you. All other eligibility notices will be mailed bulk rate after the Feb. 23 deadline. The first class return envelope is a requirement for all schools having early district OAP, March 16-17.

An ineligible title will delay the process. All plays on approved lists in both *OAP Handbooks* will be accepted even though some plays are now out-of-print and Pioneer Drama Service has been dropped from those endorsed by the Texas Educational Theatre Association and UIL. Their plays will not be eligible next year.

Plays that are out-of-print may still be produced this year, although copies of the scripts will not likely be available from the play publishers. Contact me if you have a problem with scripts or permission to produce scenes from approved plays



Lynn Murray

Educational theatre

published by Dramatists Play Service. You should not send scripts or cuttings to any publisher at this time. Contact me if there seems to be a problem.

Article 23-1-2 (2b) should be carefully recorded by each director. The signature of the principal or superintendent on the eligibility notice certifies the play has been carefully examined and edited to comply with Article 23-1-2 (1e).

The moral choice of play selection rests with the local administration. Read pages 45-51 in the new *Handbook* if you want an explanation or need help. The administrative signature on the OAP eligibility notice takes some of the pressure off the contest manager and State Office. Some administrators do not find *Blood Wedding*, *The Bad Seed* or *The Children's Hour* acceptable for a particular community. The State Office thinks these are acceptable choices since they appear on the approved list.

Other quality scripts, such as *The Shadow Box*, *Equus* or *The Runner Stumbles* (edited, of course), have been approved by individual request. They may not be acceptable in all communities, but the State Office feels such quality scripts should be produced or rejected on the basis of local judgement.

The administrative signature on the eligibility notice does not eliminate Article 23-1-2 (1e). If any script is questioned, the final authority for any local question is the district executive committee. The contest manager is responsible for disqualifying any play that is not edited to comply with this rule. Cursing, profanity, etc., must be eliminated. It is best to delete material prior to beginning rehearsals. Censorship, academic freedom and good taste is all a major consideration if you look closely at the play approval policies of the UIL. We hope explanation provided in the new *Handbook* will help.

HB 246 states that fine arts must be taught. I hope all involved in OAP will keep the proper perspective and teach theatre as an art basic to education. "The fundamental goals of American education can be realized only when the arts become central to the individual's learning experience, in and out of school and at every stage of life."

Plans on for UT summer workshop

The UT-Austin Department of Drama will sponsor the 22nd Annual Summer Theatre Workshop, June 6 to July 8. The workshop covers all phases of theatre, including instruction in acting, stagecraft, makeup, voice and movement, with special sessions in costume, design, directing, theatre history, lighting, scene design and playwriting.

Classes and production activities will be in the Drama Building and Performing Arts Center. Department of Drama faculty and guest instructors conduct the activities of the workshop and director productions. Fifteen members of the drama faculty and special guests serve as lecturers and discussion leaders.

September 1985 sophomore, junior and senior students are eligible. Priority is given to juniors and seniors. Enrollment is limited to 25 boys and 25 girls. Applications must be made prior to May 14 and a \$100 registration fee and approximately \$25 makeup kit will be required for each workshop participant. Workshop students reside in University residence halls and are supervised by resident University and special Department of Drama counselors. Workshop counselors live in dormitories with students and supervise their daily production activities.

Major workshop productions will be directed by outstanding high school directors and Department of Drama faculty.

Workshop courses for drama teachers interested in developing talents and teaching skills will be offered. Eight semester hours of credit may be obtained by registering as a "transient" student for drama courses devised to parallel the workshop program. The application deadline is May 1. Six semester hours of graduate credit may be earned toward an MFA in Teacher Training. Those seeking graduate credit must be admitted prior to April 1. Regular University registration fees are required.

The workshop will be of special benefit to teachers seeking hours in drama to comply with the TEA plan for drama teacher certification, meet local requirements or develop individual talents and teaching skills. The workshop will better prepare teachers for play production activities, for participation in the UIL One-Act Play Contest and for teaching the variety of theatre subjects available in the TEA Theatre Arts Framework for Grades 7-12.

Teachers may register for the course sequence noted above or select courses approved by drama advisors. Teachers interested should request admission to the University as a graduate student (Deadline April 1) or "Transient" student (Deadline May 1). A non-credit workshop for UIL one-act play directors is planned for the final week, July 2-7.

Rating the feature

After determining the topic for a feature, in grading you can rank each story in these 10 categories on a scale from one to 10, totaling 100 points. Each student is required to rewrite their story at least once, focusing on the weaknesses indicated on this evaluation.

1. Lead — grabs readers attention? Fits mood of story?
2. Research — interviews as many applicable sources as possible? Used library when applicable? Comprehensive? Answered all the obvious questions?
3. Organization — presented in logical sequence? With effective transition between paragraphs? Short paragraphs?
4. Word Choice — vivid, concise, clear words? Active voice? Specific nouns?
5. Description — eye for detail? Provides adequate physical description in personality feature?
6. Quotes — use of direct and indirect quotes effectively? Complete attribution? Use of "said" rather than other synonyms?
7. Style rules — follow AP, UPI, Quill and Scroll or school stylebook?
8. Spelling — are all words and names spelled correctly?
9. Interpretative, but not editorializing — is there a bias?
10. Strong Closing — ties story together? Ends on a strong, conclusive note?

Feature Closings

These, perhaps the hardest part of journalism for the beginning writer have been categorized into 12 major types. As in leads, not all are appropriate for all stories; each story definitely has its own feel, in the lead, body and close.

The **lead replay** is a duplication or a rewrite of the lead, occasionally with some amplification, or it could be simply a repeat of the lead's theme.

The **proximity close** taps the material immediately preceding the final paragraph for a closing angle.

The **restatement of purpose** takes the purpose every article has and makes a colorful restatement of this an effective close.

Sometimes alliteration, sloganeering catchy phrases make the most vivid impression and stick the longest with the reader, thus serving as an effective close, as the **play on words** shows.

Use a quote taken from a subject, from history, even from a sign on the scene, to form the **quotation close**. Beware, however, of allowing your students to use this type of closing too frequently, as it tends to become habit forming for new writers.

The **add-on close** can be used to make a point never made before in the story, sort of a "saving the best for last" theory.

Using the **anecdotal ending** approach, you can either end with a complete anecdote or use the split-anecdote technique in which you start telling an anecdote early in your article, maybe even in the lead, halfway through your article you stop and you then carry on with the rest of the article, completing the anecdote in your close.

The **summary close**, as the designation indicates, attempts to distill highlights of the story, or tie up all the loose ends, and it often points back to the lead or comes through as a summarizing quote.

The **straight statement close** could also be called the "assessment" or editorial close as it consists of a few sentences or a final thought about the subject in your previous prose in the article, but it is not a summary or long winded.

An unexpected closing, or an ending that startles, surprises or shocks the reader is the **stinger**.

The **word of advice close**, one last admonishment or warning word of advice, a verbal finger pointed straight at the reader, is a blunt but effective way to get one final, all-important point across.

Placing emphasis where it belongs

Probably the best advice ever given me came from Col. Joseph Murphy, the beloved founder of the Columbia Scholastic Press Association. He said to me, in so many words, "Ride a while before you decide to change saddles," meaning change not for the sake of change.

Well, new saddles are on the way.

Next year, we're going to eliminate the newspaper criticism and put our full emphasis in the rating. Why?

• Each year, administering the criticism service has become a bigger headache. Finding critics, dispersing papers, returning critiques and processing pay — all prior to Christmas — is an impossibility. Allowing staffs to submit their first issue for criticism has not been helpful.

• All too often, newspaper critics would serve as newspaper rating judges as well. And we've found that our best judges burn out after critiquing five or six sets of newspapers. Keep in mind that many of our top advisers serve as critics for national press associations as well.

• Finally, we'll have the newspaper manual next year, as well as a supplementary copy of excellent examples. Rather than waiting on a critique, compare publications against examples provided.

In 1985, we will go with a Saturday/Sunday spring convention. Understand that we are forced to hold the convention between the state basketball tournament and the first week of UIL district literary/academic competition. It is blind luck that that week happens to be the UT spring break. Unfortunately, it is also spring break for many school districts.

We're going to the Saturday/Sunday approach because of availability of classrooms on the UT campus and because of the growing hesitancy by school administrators to allow students and teachers lost class time. Without sounding too bandwagonish, our program is extracurricular and we should make every effort to limit as severely as possible lost class time by students and teachers.

Of course, the 1984 convention will be a Friday/Saturday affair. For those arriving in Austin on Thursday, March 14, we'll open registration in the Thompson Conference Center



Bobby Hawthorne

Scholastic
journalism

from 5 to 8 p.m. In addition, select exhibits will be on display and the fabulous Clio Awards will be shown that evening. We should be finished by 3 p.m. Saturday.

Among the out-of-state speakers scheduled to attend are Judy Coolidge of Bay Village, Ohio; Nancy Patterson of Roanoke, Virginia; Bruce Watterson of Little Rock, Arkansas; Chuck Savedge of Verona, Virginia; Wayne Brasler of Chicago; Rod Vahl of Davenport, Iowa; Richard Hill of Lawton, Oklahoma; Judy Allen of Oklahoma City; James Paschal of Norman, Oklahoma, and Carl Vandermuellen of Orange City, Iowa.

Expect a February mailing from ILPC, providing additional details on the convention as well as registration material for the ILPC summer journalism workshops, June 15-19.

If you're relatively new to publications advising, and have arrived at this station by way of some discipline other than journalism, I urge you to contact the Dow Jones Newspaper Fund regarding the summer journalism workshop fellowships.

Each summer, the Newspaper Fund makes available 50 fellowships, valued at \$350 each, to inexperienced advisers who have had no journalism courses or professional journalism experience.

For an application, write the Dow Jones Newspaper Fund, Box 300, Princeton, NJ 08540.

Features: To explain, entertain

By Lynn Loewy

Lynn Loewy is publication adviser at Spring Woods High School, Houston. These articles on features will appear in the ILPC newspaper manual, to be published this summer.

With most high school publications publishing less frequently because of the financial crunch, the feature approach is becoming more prevalent in the treatment of school news. While news stories inform, features entertain, teach and explain. A news story reports an event and a feature story amplifies it.

Characteristics of the Feature

A feature story does not follow the traditional inverted pyramid foundation, with the most important facts first and least important last. Features generally include an opening, or lead, a definite middle, or body, and a closing. Since each story's structure differs due to its subject matter, it is very hard to teach students how to organize all the material gathered in the research and interviewing process. There is no set formula to follow in writing a feature.

One successful way of presenting this is to provide students with copies of features which are considered to be the cream of the crop from both high school and professional publications. In this way they can begin to recognize effective transition and organizational technique. Outlines are essential in organizing, especially for the beginning student, who is not only trying to organize his thoughts but also keep in mind the rules of journalistic writing, which he has recently learned. Emphasize the need for outlines — not exact numbered papers, but rough fingernail sketches of the direction the writer wants his paper to flow — and when lecturing, show examples where organizing would not only be effective but necessary. This ability may not be important for your students now, in the early stages, but in in-depth feature writing, it becomes vital.

Structure of the Feature

There are three parts to a feature story:

The **lead** captures the readers imagination and convinces him to continue reading. Thus, it should be colorful, interesting, even exciting. It is the place to feature the most unusual, appealing or dramatic part of the story.

The **body** should be unified, with all material relating to the angle. Care should be taken to insure that each sentence and paragraph adds to the impact of the angle. Use short paragraphs, interspersed with quotes to keep the reader's interest. Set up a new idea in your own words, then support this with a direct quote from the subject. This alternating pattern is not only easy for the reader to read but also establishes a rhythm which aids the story's continuity.

The **conclusion** ties all loose ends and gives finality to the article. It wraps up the angle the reporter has tried to establish. It should be planned to leave the reader with a single, significant thought. Considerable thought should be given to the conclusion, for in the feature story any necessary cutting will come from the body. Thus, the conclusion stands alone as the reader's final impression.

Please turn to page 12

Totally unique

TILF remains 'the one and only'

"They are receiving motivation toward achievement, such as is being provided for our athletic champions. No one takes a look at these academic champions or their accomplishments during the ten years following their graduation from high school. Not only are they going unnoticed by the Texas colleges and universities but all too frequently, they are being recruited by out-of-state colleges and universities. And once these students departed from Texas, they often did not return."

Looking back on it now, Rodney J. Kidd admits, "They didn't have any idea what I was talking about."

That was in spite of the fact that he talked to them — school administrators from across the nation — for half an hour on a unique program, pioneered by the Texas activities association to provide scholarships to academic champions.

"We were so excited," said the 81-year-old Kidd, who directed the UIL from 1948 to 1968. But his audience of principals and superintendents, attending the 1967 National Federation of State High School Associations summer convention in Honolulu, wasn't.

"In the first place, most of the administrators came from states that do not have academic competition, at least not in the sense or scope of the UIL," Kidd said. "In the second place, the idea of a scholarship program administered through the state activities association was pretty unheard of." It still is.

The Texas Interscholastic League Foundation (TILF) remains as it was in 1958 when it was founded and in 1967, when Kidd spoke to administrators, unique. There are none like it anywhere. To this day, blue chips in 49 states stand 6-feet, 4 and dunk basketballs or catch winning touchdown passes. Not so in Texas. Here, blue chips present flawless debates, whip through complex calculator or science quizzes, or knock out convincing editorials.

And, best of all, they continue their college education in Texas.

"The Texas Interscholastic League Foundation was designed to afford these talented champions the same opportunity and recognition in Texas colleges and universities which athletes have enjoyed for many years and, further, to help retain if possible some of these blue chip academic contestants for their native state." — RJK, 1967

"Back in the 1940s, Bedichek (Roy Bedichek UIL director from 1922 to 1948) had an idea," Kidd explained. "He couldn't understand why some university — either The University of Texas or some other one — wasn't offering scholarships to the gifted academic people."

"He and I talked about it, what a great thing it would be if the debators and journalism students could look forward to earning some kind of scholarship, primarily for the recognition."

At the time, many of Texas' finest academic students took off to Harvard or Yale to continue their college educations.

"So I asked some of these students, 'Why are you doing this?' And they told me, 'For the recognition we get at home and from the town.'"

So Kidd went to work. "Bedichek was an idea person. He came up with all these ideas and then he'd leave the work to me."

In 1958, Kidd approached Page Keeton, dean of the UT Law School, asked for and received a copy of the Law School's foundation charter, to be used as a model for the scholarship foundation. He also received Keeton's blessing. "He thought it was a great idea," Kidd said.

He then approached and enrolled the support of such luminaries as University Chancellor Harry Ransom, famed historian and author Walter Prescott Webb and T. H. Shelby, a former Tyler superintendent and then director of the UT Bureau of Public School Service, under whose auspices the UIL operated.

"I was dealing with the top echelon at the University," Kidd said. "I knew them personally and they knew me. That made for a good spirit of cooperation. We all had the same educational objectives."

"The best academic and literary talent of the entire state of Texas is screened through the League's competitive program. Winners in the five League conferences converge at State Meet in Austin for final competition. In a state as large as Texas, with a comprehensive competitive program discovering the best talent, we could not afford to waste this great nature resource." — RJK, 1967

Meanwhile, Kidd worked to establish contacts in the private sector — where the money was. Enter J. O. Webb.

"I guess the motivating factors in establishment of the scholarship foundation were myself and J. O. Webb," Kidd said.

Webb was an assistant superintendent in Houston who had for years supported the League academic program. In the early 1930's, he went so far as to organize a special train, carrying UIL contestants from Houston to Beaumont for a student activities conference.

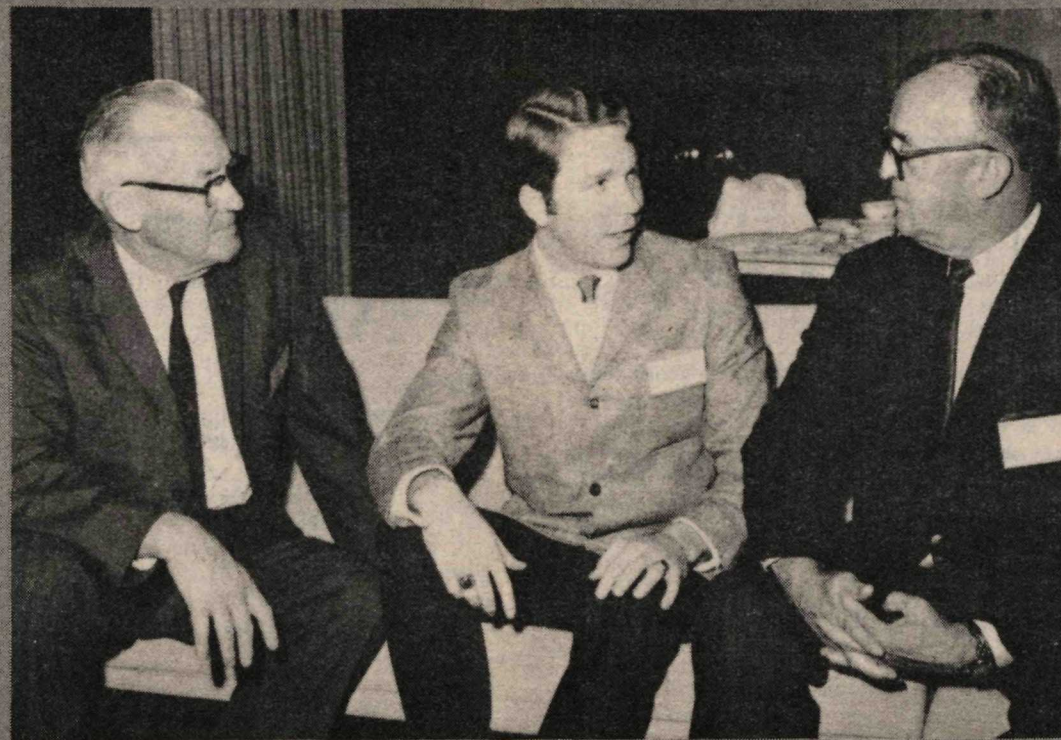
"Webb knew just about everyone in Houston on a first name basis," Kidd said.

Through Webb, Kidd met Joe B. Cook, an influential Houston oilman with considerable contacts and clout. Soon, the word was out. Bankers, oilmen and heads of rich foundations were being told the story of the Texas Interscholastic League Foundation.

"We emphasized the importance of the selective processes of League competition and pointed out the Board's contact with superintendent's and principals and with every higher education institution in Texas," Kidd said.

The Foundation promised that every penny donated would be used for scholarships because all

The Captain — Rodney J. Kidd had a way of getting things done. He believed in the UIL academic program and created the TILF to promote. Shown above at a Foundation banquet which scholarship recipient Walter Carroll and TILF Board Chairman Col. Walter Kerbel.



J.O. Webb — 'One of the two motivating factors in TILF's establishment.'



Joe B. Cook — Put the word to private sector: Support this program!

administrative costs would be absorbed by the League. They pointed out the advantages of spending foundation funds locally, rather than out-of-state. The compiled and hawked stacks of data on past UIL academic champions.

"At first, contributions were small, both in size and in numbers. The TILF carefully appraised results each year and forwarded records of the boys and girls selected for the awards to the donors. They were not disappointed and the amounts increased." — RJK, 1967

"We gained momentum pretty fast, once we got started," Kidd said. In 1959, the Foundation had one donor and made three awards of \$300 each. In 1960, there were four donors and 14 scholarships were awarded. In 1961, 18 scholarships were presented and in 1963, 33 scholarships were given.

The biggest shot in the arm came in 1959, when the Foundation announced the acquisition of a \$25,000 donation from the Houston Endowment Corporation of Houston. The funds were to be used to bankroll 10 \$500 scholarships per year.

Also that year, Kidd and Webb met W. T. Doherty of the Robert A. Welch Foundation of Houston. At the time, the Welch Foundation wasn't giving scholarships.

In a brief conversation, Doherty and members of the Welch Foundation board told Kidd that terms of the Welch will would soon be complied with and that funds would be available for schol-

arships.

"They told me a considerable sum would be earmarked for scholarships to UIL science contest state champions," Kidd said.

Trouble was, the UIL had no science contest. "So they told me to get busy and work out a science contest," Kidd said. "That's what I did. And they said, 'When you reach the point where you're giving away 25 scholarships a year, you call us.'"

Three years later, Kidd called Doherty and told him that the League had devised and conducted a science contest and that the TILF was awarding more than 25 scholarships. Doherty told Kidd to pack a bag and plan to meet with members of the Welch board to discuss details of the scholarship plan.

"Well, they took me out to the finest restaurant in Houston, which at that time was in the Petroleum Club downtown," Kidd said. "And as we sat there and ate, Mr. Doherty looked over to me and said, 'Well, you made it, didn't you?' And I said, 'I hope so. We're on the go and everything looks good.'"

Soon after, Doherty and the TILF Board met to announce plans to award five \$1,000 Robert A. Welch Foundation scholarships per year for four years to champions in the UIL science contest. Today, the Welch Foundation makes 15 \$8,000 awards annually.

In the years since, the TILF has awarded more than 4,000 scholarships with a monetary value of

near three and a half million dollars. The Foundation awarded 163 new scholarships for the 1983-84 school year and renewed 293 scholarship grants.

The ambition of the Foundation's board is reaching one million dollar endowment by the 1984-85 school year, which will be, coincidentally, the UIL's 75th anniversary. "We lack about ninety-five to one hundred thousand dollars from reaching the \$1 million dollar endowment mark," Dr. Rhea Williams, TILF secretary said. "We should reach our goal next year, if all goes well."

Despite the great strides made in little over 20 years, Rodney Kidd believes, "There's so much more to be done. We still don't have sufficient funds to award all the deserving young people. Despite all our past efforts, this thing has tremendous possibilities."

"Each year, we have a dinner at The University of Texas for all our scholarship holders. At these dinners, we ask that each recipient stand up and report briefly on his academic accomplishments, his grades and honors and what his scholarship has meant in his life. And these kids stand up and talk about their 4.0 grade point averages, the honor societies they've joined, the awards they've won. It is the most concrete, breathtaking evidence of the accomplishments of the students and the Foundation. This meeting is 'proof of the pudding' and is a prime factor in the continuance of the program by the various contributing foundations." — RJK, 1967

Million dollar endowment near

Whether arriving as large foundation grants or small, one-time donations, funds for Texas Interscholastic League Foundation Scholarships have collected to the stage where officials predict a one-million dollar endowment is well at hand.

"We fully expect to reach the one-million dollar endowment next year," Dr. Rhea Williams, TILF secretary, said confidently.

The latest additions to the scholarship program include a \$5,000 grant from The Algur H. Meadows Foundation and a \$500 check from the Coca-Cola Bottling Company.

The Meadows Foundation grant will go toward establishment of five \$1,000 per year scholarships to contestants in the ready writing contests.

Algur H. Meadows, founder of General American Oil Company of Texas, one of the nation's and world's largest independent oil and gas production companies, is a longtime participant in charitable activities. The Meadows Foundation has supported more than 450 different organizations since its inception in 1948.

The Coca-Cola Bottling Company check represented funds raised during the Conference 5A football championship television broadcast in December.

In toto, TILF has awarded 4,066 scholarships since 1958 representing almost three and a half million dollars. For the 1983-84 school year, TILF awarded 163 new scholarships and renewed 130 grants. In all, TILF disbursed \$144,425 for renewals and \$159,500 for new scholarships.

TILF officials expect to disburse 300 new and renewed scholarships in 1984-85, representing approximately \$350,000.

"TILF scholarships are available to State Meet literary and academic contest participants and to regional meet runners-up," Dr. Williams said. "But there are two common misconceptions: First, not every State Meet participant automatically wins a scholarship. In fact, each year, many qualified students do not receive scholarships because we simply do not have enough to go around."

"Second, a student need not be a senior to earn eligibility for a scholarship. It is possible for a student to earn eligibility for a TILF scholarship as an underclassman and retain that eligibility through his senior year, whether he returns to the State Meet as a senior or not."

In order to apply for a scholarship, students must submit a complete high school transcript including ACT/SAT scores and class rank, have complete application in the TILF office no later than May 25, 1984, be graduated during the current school year, and plan to attend an accredited college or university in Texas.

A complete scholarship bulletin is available from the UIL office.

Williams also announced the addition of Roy C. Coffee, Jr. to the TILF Board of Directors. Coffee is a Dallas attorney and director and president of Hilco Investments, as well as co-founder and president of DICO Petroleum, and a director and member of the executive committee of Allied Bankers Life Insurance Company.

A graduate of The University of Texas and the UT Law School, he served as administrative assistant to Governor Dolph Briscoe from 1972-73, legal counsel to Governor Briscoe in 1973, mayor of University Park from 1976 to 1982, chairman of development board and fund raising for the Swiss Avenue Counseling Center, and is a member of the Dallas Crime Commission.

Calculator contest preparing future Newtons

By J.R. COGDELL
and D.L. BOURELL
Calculator Applications Directors

From the inception of the Calculator Applications Contest we have emphasized the goal of developing skills prerequisite to a college career in engineering. Once this goal is stated, at student activities contests for example, we usually move quickly to the particulars of the contest: numbers of significant digits to report, types of stated problems, grading the contest, et. cetera. But for once, let's consider in broader terms what engineering was and is, so that you may better appreciate how the Calculator Applications Contest reflects the honorable tradition of the engineering profession.

Engineering, past and present, is making practical use of acquired knowledge. This has been true from the beginning of recorded history, the only changes being the approach to a solution, the extent of the knowledge base and the tools for analysis.

The history of engineering traces back 8000 years. Achievements of that early era were cultivation of plants, domestica-

tion of animals, and irrigation. Agricultural engineering at 6000BC! We can thank (?) the Mesopotamians of 3000BC for giving us the 360 degree circle with subdivisions into minutes and seconds. In the same time period Egyptian engineers designed and built the great pyramids along the Nile, no small feat considering that they didn't have a TI55! Indeed, so refined were the skills of Egyptian engineers that the base of the Great Pyramid is square to within about one inch in 756 feet, an error of only 0.01102 percent (4sd)!

The Greeks contributed much. Eratosthenes (250BC) calculated the circumference of the earth to be 25,000 miles, within 300 miles of our best estimate today. Certainly, we can't forget Archimedes (220BC), who designed many practical devices.

Rome contributed greatly to engineering, particularly in the areas of road building and water engineering. At the height of Roman activity there were an estimated 180,000 miles of Roman roads. How many times around the earth could we travel on these roads if they were stretched taut? The Romans also gave us the name "engineer." About 200AD, they developed a type of battering ram called an "ingenium." The operator was appropriately named an "ingeniator," the base word

from which "engineer" is derived.

In the Middle Ages an incredible number of remarkable engineering developments appeared: paper, gun powder, cannon, the printing press and the telescope to name a few. By the end of the seventeenth century, the concept of hypothesis testing was firmly entrenched. This is the genius of the scientific method which expanded the knowledge base exponentially. Also, in this time period Newton developed his laws of motion.

In the 1800's colleges began offering courses in engineering, and in the last hundred years technology has flourished. This historically brief period has witnessed the development of the automobile, airplane, electron tubes, radio, television, nuclear power and (oh, yes!) computers and calculators.

It was Newton who supposedly said, "If I have seen farther than other men, it is because I have stood on the shoulders of giants." If that is true, then engineers today are soaring with the eagles. It is this great professional heritage upon which future engineers will build. We trust that participation in the Calculator Applications Contest will prepare many young people for a successful career in this field.

Is this a speed contest?

Logic — not mindless rattling — is goal of debate contest

By PENNY LEAISH
Sharyland High School

I care about debate and have been very depressed about the direction it has been taking in the last few years. Therefore, I was delighted to see that the new UIL ballots and judges' instructions penalize rapid delivery.

I realize there are many who will disagree with me. There seem to be two schools of thought in debate circles these days: those who see debate as training in rational discussion that has real world application and those who view it as a game, the object of which is to see how many points can be scored by each side in a given amount of time.

The role of the judge, according to this rationale, is more or less to keep score and count arguments on each side of "the flow" and to award the debate to the side which "scored" the most points. This attitude fosters, in my opinion, mindless rattling off of arguments, no matter how illogical, in order to be able to say, "I've answered that. So pull it across the flow."

There seems to be a perception by many debaters, and apparently some judges, that as long as they can draw an arrow from affirmative to negative and from negative to affirmative on the "flow sheet" and count up the score, it makes no difference what the content of the argument is.

Debate seems to have turned into a numbers game. The judge is apparently no longer supposed to use any judgment, but is reduced to being a score keeper. Of course, the original idea of the flow sheet was to keep judges from imposing their own biases on a team. However, I have the distinct impression that the cure has been worse than the disease.

I sense a rather condescending attitude on the part of many people involved in debate these days when anyone even suggests that debate is, after all, an exercise in persuasion. They seem to feel that for information to be "pure," it must be rattled off at breakneck speed, and apparently any attempt to present the information in a persuasive and understandable format compromises its purity.

I feel debate has degenerated into an esoteric ritual dance, intelligible only to the initiated. God forbid that anyone should even suggest that any intelligent, educated adult ought to be able to understand and judge a debate! To so suggest would be to invite dismissal from this closed society. At the risk of being cast into the outer darkness, I would like to make the following observations:

- Debate is supposed to be a speech contest
- Excessive speed and use of jargon are impediments to language and communication
- The use of canned briefs is not argumentation
- Running just any argument, no matter how silly, just so

a judge can match it with the opposing argument on the so-called "flow sheet" is a mindless exercise

- "Squirrel cases" are cheap trickery — not debate

I would also suggest that we need to encourage the use of judges from the real world. We have become incestuous in our tight little island we call debate. I judge your team and you judge mine. We both know the meaning of PMA's, PMN's, DA's, fiat, etc., etc., ad nauseam. Therefore, the debaters can sling the jargon around freely with no obligation to explain the terms to anyone.

I have found that members of the local Bar Association are very cooperative about judging at our tournament. Lawyers certainly are trained in the use of logic and argumentation. However, recently many of the lawyers who have judged debate for years have complained to me that the quality of argumentation is decreasing in direct proportion to the increase in rapid delivery and use of jargon.

I feel that we are doing our students a grave injustice when we allow them to sling around meaningless jargon, speak so fast that their words are unintelligible, and run arguments that really have no merit so that they can then say, "I've answered that, so pull it across the flow."

Either debate is a game that only a small group who know the magic words can play, or it is real world training in argumentation skills that help us as a people to discuss issues of importance in a free society. We can't have it both ways.

Invitational meets

The schools below have indicated to the League office that they will be sponsoring invitational academic and literary meets. Some of the meets will include both high school and elementary and junior high competitions, while others will include only high school or only elementary and junior high contests. The League encourages you to contact the person listed for details about each meet.

High School Only Meets

February (date unknown)
Follett Schools

Contact: Gary Steinberger, (806) 653-2301

February 4
McCamey High School

Contact: Carleton Smith, (915) 652-8603

February 11

Loop High School
Contact: Kay Elder, (806) 487-6411

East Central High School, San Antonio

Contact: Ruth Ussery, (512) 649-2951

February 18

Lake View High School, San Angelo
Contact: Frances Renfro, (915) 658-3411

Woodsboro High School

Contact: Lynette Emerson, (512) 543-4521

February 25

Pleasanton High School

Contact: Bob Rentfro, (512) 569-2198

March (date unknown)

Snyder High School

Contact: Ray Courtney, (915) 573-6301

March 9 & 10

Ross Sterling High School, Baytown
Contact: Janie Christian, (713) 427-6651

March 10

United High School, Laredo
Contact: Laura R. Mora, (512) 723-0052

Elementary Only Meets

February 11 & 18

Harlingen I.S.D.
Contact: Emma Forrest, (512) 423-6060

Other Meets

February 3

Del Rio High School
Contact: Eloy Barrera, (512) 774-3521 x3039

February 4

Gatesville High School
Contact: Linda Dulin, (817) 865-8281
Bishop High School
Contact: Charles Schooley, (512) 584-3591
Mineola High School
Contact: Larry Lewis, (214) 569-3000

February 8

Bee County Junior College, Beeville
Contact: Pat Juelg, (512) 358-7030

February 10 & 11

Austwell-Tivoli I.S.D., Tivoli
Contact: Dwight Mutschler, (512) 286-3212

February 13

Quitman High School
Contact: David Seago, (214) 763-2354

February 18

Eagle Lake Middle School
Contact: Charles Able, (409) 234-3501

March 12-24

W. T. White High School, Dallas
Contact: Charles Kennedy, (214) 239-2616

March 23

Burton High School
Contact: Ben Hauerland, (409) 289-3830

March 24

Robinson Junior High School
Contact: Burster Curlee, (817) 662-2485
Waller High School
Contact: Mary Ann Atkins, (419) 372-3654

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Send name and address to:
Dr. George Grice, Chairman
Department of Speech Communication
Sam Houston State University
Huntsville, Texas 77341

Spring Meet Handbook revised; plan now for academic contests

"Now is the time to plan the 1984 high school spring meets," said Janet Wiman, academic activities director, "and in January the League Office will be mailing several items to assist district directors general and contest directors in their preparations."

"We have totally revised the *Spring Meet Handbook* for this year and have made it more comprehensive and understandable than it has been in the past," she said. Ten copies of the *Spring Meet Handbook* will be sent to each district director general during the month of January. The director general will be given instructions to pass along a copy to each contest director in the district.

The 1984 *Spring Meet Handbook* includes a section of instructions for the director of each contest and incorporates much information that previously has been distributed separately. "We hope that by putting all of this information into the *Spring Meet Handbook*, we will have made the handbook easy to use and eliminated many of the discrepancies that have caused confusion in the past," Wiman explained.

Contest directors who have not received their copy of the *Spring Meet Handbook* by February 15 should contact their director general. The Handbook will instruct athletic contest directors to consult the athletic contest manuals when making preparations.

Requisition blanks will also be mailed to district directors general in January so that they may order contest materials from the League Office. Wiman said that the requisition blanks should be returned as soon as possible after February 1 so that the League Office can adequately prepare for the meets. "We hope to have these to you by the middle of January, but if you have not received them by then, please call our office and request them from Diana Cardona."

Schools in Region II-AAA should be reminded that two additional contests will be available in their region, she added. Pilot contests in Literature and Accounting may be requested by the district and regional directors general in this region.

Contestant entry blanks will be mailed to UIL member high schools in January. These forms are used to officially enter contestants in the district academic contests. They should be completed and mailed to the district director general as soon as possible.

Directors general who, after receiving these materials, have questions about any of the instructions should call or write Janet Wiman at the League Office. Those who do not receive materials promised, or who need additional materials, should contact Diana Cardona at the League.

Help is on the way for elementary/JH directors

"Help is on the way for elementary and junior high district directors general and contest directors," said Janet Wiman, academic activities director. The 1984 *Spring Meet Handbook* and requisition blanks will be mailed by the League Office during the month of January.

The back section of this year's *Spring Meet Handbook* contains instructions specifically for elementary and junior high contest directors," she said. The new *Spring Meet Handbook* not only includes general instructions for running contests, but specific instructions for each individual contest.

The requisition blanks may be used to order contest materials from the League Office. "Requisition blanks should be returned as soon as possible after



Deer Park, in its second state meet appearance, won the 1982 OAP 5A trophy with The Diviners. Ladd Daniel (right) received the Samuel French Award for his portrayal of C.C. Showers. Others shown are Michael Bender, Leah Sell and Michael Bender. Lary Arnhold directed.

February 1 so that we can adequately prepare for the meets," Wiman said.

Both the *Spring Meet Handbook* and the requisition blanks will in most cases be mailed to the high school district director general. "We will send them directly to the elementary and junior high director general in the cases where they have made themselves known to us, but very few of them have done so," Wiman explained. For this reason, the materials will be mailed to the high school district director along with instructions to forward the materials to the elementary and junior high director.

"If your elementary and junior high district does not follow the high school districting or if you do not receive these materials by February 15, please call our office and request them from Diana Cardona," Wiman instructed. "She will make certain that you receive the materials you need."

Elementary and junior high schools that plan to compete in district meets will also need to submit contestant entry forms to their district director general as soon as possible. The League Office does not provide entry forms for junior high and elementary competition since districts choose which contests will be offered. Wiman suggested that advisers contact their district director general for information about officially entering contestants in the district meet.

National debate topic areas chosen at Atlanta convention

Janet Wiman, UIL speech activities director, and Dwight Mutschler, debate coach from Austwell-Tivoli joined representatives of thirty other states at the National Federation Committee for Selection of the National Debate Topic in Atlanta, Georgia, December 27-29.

Ballots listing the committee's three selected problem areas were recently mailed to the principals of each Texas high school. After each school has indicated its preference, the League will tally the votes and cast Texas' ballot according to the results.

The three general problem areas selected by the committee were "Political Reform," "Welfare Reform," and "Water Resources." The report on "Water Resources" was given by John D. Williams of Houston representing the Texas Society of Professional Engineers' Water Subcommittee.

Dictionaries, rules allowed in room during typing contests

Dictionaries and rulers may be brought into the typing room by contestants, according to Alan Thompson, state typewriting contest director.

Several inquiries regarding this matter brought about the clarification. "After consulting with Anna Stengel, former contest director, I found that although the issue is not currently dealt with in the Constitution, these tools have been allowed at the state meet," he said.

Thompson said the clarification will be brought before the Legislative Council so that it may become a part of the written rules.

Follow State Meet schedule to avoid contest conflicts

As long as students have varied interests, conflicts will exist at the district, region and state meet literary/academic levels. However, the League Office has issued its State Meet schedule which, if followed by the district and regional contests organizers, will minimize conflicts and assure the greatest representation to the next higher level.

"We do not mean that the district and regional number sense contest, for example, must be scheduled on a Friday from 2 to 5 p.m., but only that, like the State Meet schedule, number sense, calculator applications, and science contests should be held at separate times," explained Janet Wiman, academic activities director. The schedule was developed so that contests which traditionally have considerable crossover competition are not held simultaneously, she said.

The State Meet Schedule is as follows:
ONE-ACT PLAY — Tuesday, 4 p.m. and 7:30 p.m.; Wednesday, 9 a.m., 4 p.m., and 7:30 p.m.; Thursday, 9 a.m., 4 p.m., and 7:30 p.m.; Friday, 9 a.m., 4 p.m., and 7:30 p.m.; Saturday, 9 a.m., 4 p.m., 7:30 p.m., and 11 p.m. CALCULATOR APPLICATIONS — Saturday, 9 a.m. (conference), 11 a.m. (contest) JOURNALISM — Friday, 12 noon (conference), 1 p.m. (news writing), 2 p.m. (feature writing), 4 p.m. (editorial writing), and 5 p.m. (headline writing). NUMBER SENSE — Friday, 10 — 11:30 a.m. (conference), 2 — 5 p.m. (contest) READY WRITING — Friday, 9 a.m. — 11 a.m. (contest) SCIENCE — Friday, 3 p.m. (conference); Saturday, 9 a.m. (contest) SHORTHAND — Friday, 7 p.m. (conference); Saturday, 10:30 a.m. (contest) SPEECH — PROSE INTERPRETATION: Friday, 8 a.m. (preliminaries); Saturday, 8 a.m. (finals). POETRY INTERPRETATION: Friday, 10 a.m. (preliminaries); Saturday, 10 a.m. (finals). PERSUASIVE SPEAKING: Friday, 3:30 p.m. (preliminaries); Saturday, 10:30 a.m. (finals). DEBATE: Thursday, 1 p.m., Conference AAAA (preliminary rounds); Friday, 5 p.m., Conferences A, AA, AAA, AAAAA (preliminary rounds); Saturday, 8 a.m. (semi-finals), 10:30 a.m. (finals). SPELLING — Saturday, 9 — 11 a.m. TYPEWRITING — Friday, 2 — 4 p.m. (set up machines); Saturday, 9 a.m. (contest)
State Meet dates are April 23 through 28 this year.

Use off-season program effectively

Team sports in the UIL are permitted to have off-season conditioning drills related to that particular sport. This practice is limited to one class period within the school day — not to exceed 60 minutes. Off-season drills after school and on weekends are prohibited.

Football, more than other sports, receives concentrated attention to off-season fitness and preparation. As soon as the final whistle blows on the last game of the current season, the coaching staff is busy with the program of strength, agility, and general overall preparedness for the next year. Those schools without a good off-season program often find that they do not compete well from year to year. It is true that without the extra work from these programs, individuals are not as ready to play in August and September as they should be. Often injuries have been attributed to lack of conditioning in the off-season and failure of the student-athlete to maintain a sound level of fitness in the summer. While coaches cannot have organized workouts in the summer, serious athletes work out on their own — or pay the price of extreme physical trauma when football practice begins in August.

Over the years, the Legislative Council has increased the freedom of off-season training. From a situation where students could not even use a football to a situation today in which five-man mechanics may be used and individual techniques such as pass receiving, kicking, etc., may be reviewed.

Texas coaches know that many states do not enjoy off-season privileges. A properly run, educationally-based off-season program can be a positive experience for an athlete. Coaches concerned with the overall development of a student blend the physical aspects of the program with academic and personal counseling, and obtain more results from their programs.

First, they show the youngsters that they are interested in them as individuals, and not just as athletes. They emphasize that athletics is an important part of education, but academics and objectives of desired change in behavior are even more important. They allow for individual differences and for participation in other sports in the school — in some schools, even other non-athletic activities.

Good coaches work during the off-season to create within a student-athlete the capacity to self-motivate. The most effective teams in any sport are composed of students who motivate themselves to achieve, recognize goals in their lives beyond the playing field and classroom, and correlate the mental, physical, and spiritual development for a more complete total personality.

Individuals must relate to those with whom they associate — not only on an athletic team, but also in a broader sphere of every-day-life situations. More importantly, an individual



Bill Farnley

Postscripts on athletics

who relates well with others has a better chance of success in athletics, academics, and all other activities. Sports teach that life and the activities in life have an uncertain outcome. Further, sports teach that being prepared offers a better chance for success than being unprepared. What a valuable laboratory is the off-season program! What an opportunity for both coach and athlete!

The summer coaches clinics need to stress ethics in off-season practices. Permit youngsters who want to be multi-sport athletes to participate in other activities. Be realistic in time demands and know the difference between "goofing off" and "having a bonafide outside interest". Never require students to participate in illegal practices or resort to illegal tactics. Never abuse the time or condition limitations specified by UIL rules in relation to the out-of-season regulations. Encourage students to achieve up to and beyond their ability in all areas of academics. Never stress the minimum standards of eligibility; demand the best which seeks to exceed the minimum and approach the zenith of ability. Just as a coach teaches doing "a little bit more" on the field, so must the coach emphasize "that extra effort" in academics.

Communicate with the parents on the progress of their youngsters. Stay in touch with classroom teachers and counselors. If you are genuinely interested in what the math and science teachers are doing, they will more than likely become interested in your goals and objectives.

Goal for the day: Today 60 minutes will pass. As a coach, I can make it a meaningful experience for the students under my guidance or I can waste all or part of the time. Tomorrow I may do better, but I will never be able to retrieve missed opportunity which could have happened today.

On penalizing adults

By DR. BAILEY MARSHALL
UIL Director

Virtually everyone agrees the person responsible for a violation of UIL rules should be the one who suffers the most when a penalty is assessed. This concept is a ballot item on the February UIL Referendum Ballot.

The primary concern is — how it will be enforced.

The district executive committee and the school may give private reprimands to the sponsor who is responsible for the violation when they consider it an inadvertent error. If they feel it may be more than an inadvertent error the case will be referred to the State Executive Committee.

Plans are to allow the State Executive Committee to: 1. Place the sponsor on probation, or 2. disqualify the sponsor in the activity where the violation occurs.

Probation would mean the sponsor could continue to direct the activity but would likely be disqualified if there was a similar violation in the future.

Disqualification would mean that for a period of one year any UIL school that allowed the sponsor to direct the activity (in which the violation occurred) would have to forfeit any school sponsored contest in that activity. The sponsor could teach and direct other activities.

Also the ballot will contain an item if passed which will require each sponsor to sign an affidavit that they are responsible for seeing that they do not violate the rules or cause students to violate the rules and understand they may be disqualified if rules are violated because of their action.

Violations will necessitate a thorough investigation and documentation of evidence.

Failing and missing class

Considerable opposition has been voiced to a referendum ballot that would prohibit students from missing classes they are failing in order to participate in League activities.

Those opposing the rule point out that students and teams would be penalized if they were playing road games requiring departure at the beginning of the fifth class period. In this case, students failing fifth period would not be allowed to travel with the team. However, students failing third period classes would be allowed to travel and play.

If we are thinking of the academic program, the students' education in the classroom and the classroom teacher first — as well we should be — we can see that allowing students who are failing a course to miss class not only penalizes the student but the class and classroom teacher as well.

A number of schools have implemented this rule already. They think it is effective.

Two weekends of hooping and hollering.

Bad puns aside, that's the UIL state basketball tournaments, set for March 1-3 and 8-10. Action begins with the girls' tournament, which begins Thursday morning, March 1 and concludes Saturday evening with the Conference AAAAA championship.

Tournament tickets are available from the Frank Erwin Special Events Center after January 24 at \$15 for students and \$25 for adults. To reserve tickets by phone, call the Erwin Center between 10 a.m. and 6 p.m. Monday through Friday or between 9 a.m. and 3 p.m. on Saturday (512/477-6060).

VISA and MasterCard is also accepted. A \$2 convenience charge will be added to all mail and



phone orders. Checks should be made payable to the University of Texas and mailed to the Frank Erwin Center, UIL Tickets, Box 2929, Austin, Texas 78769.

Single session tickets will be available at the tournament but not at a discount.

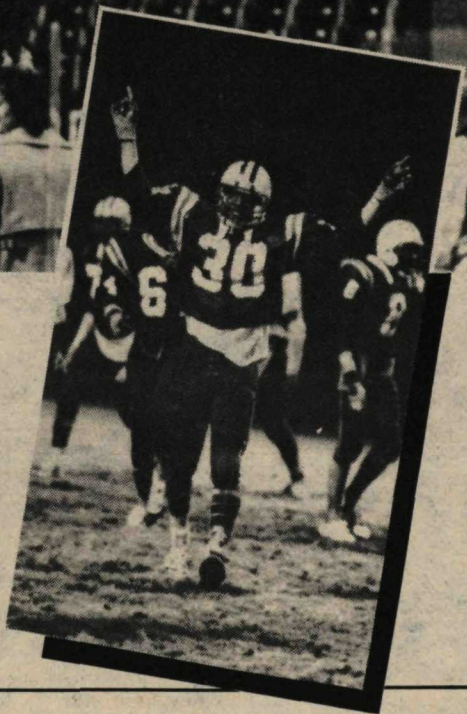
Reduced price tournament tickets are also available for school-related individuals. Head coaches may purchase tournament passes for \$15 (only one per school is available and pass is limited to head coach only). Reduced price tournament passes at \$22 each are available to school officials, basketball officials and assistant coaches.

For additional information and order forms, contact the UIL Office.



Photos courtesy of San Antonio Light and Longview Morning Journal

Judson Converse head coach Frank Arnold holds the 5A state title trophy moments after the Rockets' 25-21 win over Midland Lee in Irving. Led by record-setting tailback Chris Pryor, the Rockets finished the season 15-0. But perhaps the most impressive feat came from Daingerfield, which shut out 14 opponents — the last 13 in a row — to win the 3A crown. LB Randy Woods (right) and crew led the Tigers to set a modern day national shut out record. Other state champions included Bay City (FA), Boyd (2A), Knox City (A) and Highland (Roscoe, Six-Man).



We're behind you

By GENE FIELDS
Sports Director, KDET-KLCR
Center, Texas

The first thing I saw when I got to work this morning was a new story stating that the UIL was being sued by some 42 parents in the Valley View School District. Would Valley View be suing if they were not in contention for a playoff berth? I seems that suing the UIL is becoming a popular thing to do in the month of November — but I have noticed that the only people ever suing at this time of the year are persons with a playoff spot hinging of the outcome of that suit. Memory cannot recall a team that finished sixth in an eight team district suing the UIL about anything. If these people feel abused by November, why do they not feel abused by the UIL in August?

The reason I am writing is to voice my opinion of approval and support of the way the UIL tends to its business. Like many other young boys, I started participating in organized sports at the earliest possible age and, from the beginning was made very aware of the UIL and the reasons for its existence.

My playing days are over but I have continued in a line of work that constantly brings me into contact with the UIL and its decisions. I can honestly state that even though there have been some UIL decisions that I have not personally agreed with, there have been none that I felt were unfair or unjustified.

In addition, my personal contact with your staff over the years has left me with the opinion that they are highly efficient, cooperative and concerned about the workings of the League.

Texans can be proud of the UIL. I hope the integrity of the organization is not tainted by the seemingly endless bombardment of suits filed by persons who can find no other way to advance in competition against their neighbors.

My son will be old enough to start participating in organized athletics next year. He is looking forward to the events in which he will be able to take part and like most fathers, I am too. It is reassuring to me to know that a fine organization such as the Texas UIL is around to govern the activities in which he will be participating.

Hang tough. You have much more support out here than you probably know. Most people are for what is right, and most people know and understand that the UIL is striving for fairness and equality.

Learning from the recollections of ex-athletes

This doctoral candidate has recently finished interviews with former athletes about their past athletic experiences and impact on their attitudes, behaviors, goals, and aspirations.

Although former athletes do not indicate that their high school athletic opportunities helped them choose educational goals or career patterns, almost all said their level of self-confidence was enhanced when coaches helped them practice setting and achieving goals through hard work.

Even after years, former athletes can recall examples of their coaches being good or bad sports. They warmly describe coaches whose qualities included patience, understanding, caring, listening, dependability, consideration, knowledge, support, devotion, respect, and determination. Most athletes indicate coaches who best motivated them were challenging and consistent in dealing with all athletes. Most described their relationship with these coaches as friendly, supportive, close, and extremely helpful. Coaches falling in this category made athletes feel important, confident, and successful. Most of these coaches influenced the athletes by teaching self-control and self-discipline.

Athletes were also asked to describe coaches that they remembered less favorably. These coaches were described as unfair, selfish, interested only in winning, undedicated, un-



Susan Zinn

Sports notebook

qualified, and indifferent to the personal problems of student athletes. When describing a relationship with these coaches, most athletes said that they avoided or did not get along with these individuals. Athletes felt out of place, unsuccessful, angry, frustrated, and unwanted by these coaches.

Encouragingly, they would all recommend to younger students participation in high school athletic programs, citing fun, friends, confidence, physical fitness, and competitive opportunities. They said the worst part of being on a high school team was letting the coach down, team jealousies, time involved, conflicts with other school events, practice, and disappointment.

It is time that I be quite honest with myself and look back to

answer questions about my efforts while I was coaching. Can I be proud:

- of the intent of my efforts to keep student athletes eligible? Was I sincerely worried about what kind of citizens they would become and what contributions to society they would make?

- of the examples of sportsmanship and fair play I portrayed? Did I ever look for loopholes in rules? Were my athletes proud of my actions? Do they remember me as a fair and honest individual? Would any of them be proud to pattern their lives after qualities that I demonstrated?

- of my workouts which were to be planned and beneficial to the health of individual athletes. Did I base all my decisions on sound theory and educational philosophy? Were the educational values gained by my athletes more important than winning? Many of us wish that we could undo some of the injustices that were unavoidable when we reacted to pressures, lacked common sense, and yearned for success.

The Select Committee on Education will not be the last group to scrutinize our interscholastic programs in the State of Texas. The public cry is for accountability. How can we as sports administrators and coaches make this athletic experience the most valuable and beneficial for each participant? Can we learn from the recollections of former athletes?

Continued from page 5

Types of Features

Features can be written on almost any subject pertinent to students' lives or the publication's thrust. Different types include news features, human interest features, sidebars, informative features and personality features. There are other types, but these are the most common found in high school publications today.

News features — These are usually written in regard to news events whose ramifications reach beyond the average length news story. For example, if there has been an outbreak of weapons on campus and the district is considering purchasing hand-held metal detectors for classroom surveillance, a news feature could provide adequate depth to discuss the effects of the situation.

School and district administrators are usually the best sources of information. By contacting these people, news stories in local, state or national publications can also be given a local slant. For instance, in the Jan. 10 issue of *USA Today*, the new national newspaper, the cover story dealt with the growing number of school boards which are raising their academic standards for participating in athletics and other extracurricular activities. Students could examine this issue as to how it applies to the situation in your school district. Increases or decreases in enrollment, attendance, tardies, grade point averages, vandalism and library thefts could be noted and also analyzed in a news feature.

An example of this type of feature was run in the *Spring Woods Regit* in Houston, "Watch Out for Falling Attendance." Notice how this story emphasizes the district's current position and where it hopes it will be in a few years. The projections really make the story.

Human Interest Feature — These describe a situation in your area or school which is interesting to the reader, but not always news. The subject should appeal primarily to the emotions. By the very nature of this type of feature, remaining completely distant and removed from the subject is not always possible or desirable. This often requires displaying a special sensitivity during the interview and gaining the subject's complete trust and confidence. In writing this kind of feature, it is important to convey through careful word choice the emotions expressed.

Examples of some successful human interest topics are a personality feature on an All-State tennis player who had had a leg amputated, a coach's wife with cystic fibrosis and a coach and his son both on the same high school football team. The Alief-Elsik High School news magazine published a story which featured the parents of a teenage girl who had been killed in an automobile accident a year earlier. "Coping" was a sensitive, revealing, intimate portrayal of the painful coping process which led to the acceptance of their daughter's tragedy.

Sidebars — Sidebars play an important role in feature writing, especially in center spread, in-depth coverage. The trend in interpretative reporting has swung more toward breaking the issue into two or three separate stories, rather than one long involved in-depth piece. For example, in covering the issue of teacher absenteeism, the main story would provide a general overview of the problem including interviews with district and school officials and giving statistics to illustrate the real problem.

Along with the main story discussing nuclear war and its many implications, the Anderson High School newspaper *The Edition* ran a sidebar discussing various techniques for dealing with the actual blast of a nuclear weapon.



Informative Features — These are written very much like news, sports and entertainment features, but they are of a more historical, social, practical interest. Entertainment and sports features often fall into this category. A feature on scoliosis, a disease which strikes teenage girls, or alcoholism would be informative as opposed to topical news. Be careful to avoid having the story read like an essay or report. Do not rely on resource books for most of the information. Instead, rely on interviews with local experts or authorities for first hand, quotable material. However, when using previously-published information, always attribute the material to the publication.

Other samples would include violence at rock concerts, college recruiting, referees, radio contests, horror movies.

Personality Features

This type of feature has probably been the most mishandled and abused arena of writing in high school publications. Too many papers publish personality features under the heading of "Citizen of the Month" "Teachers Pet of the Month" or "Foreign Student of the Month." If written correctly, this type of feature can offer insight into the character and personality of students, teachers and members of

the community who have accomplished something significant and deserve recognition.

In finding student subjects for personality features, look beyond the "popular people" and concentrate on stories about those who have unusual hobbies, interests or talents. Instead of writing about cheerleaders, drum majors or drill team captains, do some investigating outside the journalism lab and discover those individuals in your school who may not be getting the recognition they deserve. This includes athletes aspiring to the Olympics, ballet students or actors aspiring to a professional career or students who excel in both academics and extracurricular activities.

Teachers also make excellent subjects for personality features. Stories about outstanding teachers, as well as those who have unusual interests or jobs after school, such as building cars, entering cooking contests, showing dogs or cats, etc. Teachers or students who have overcome handicaps also make excellent subjects for personality features.

Celebrities in the community are also popular subjects for stories in a high school publication. In large cities celebrities including authors, movie stars and politicians often come through town on publicity tours and they may be available to high school reporters who are persistent. Local celebrities who are also accessible in small towns may include TV broadcasters, radio disc jockeys, government officials, professional athletes or entertainers.

In planning the personality interview, research is essential. The reporter should know as much as possible before the actual interview. Ask for press releases or biographies if they are available. Have at least 20 questions prepared before the interview. In interviewing, the reporter must concentrate on the entire environment and pay significant attention to detail. Observation of both the subject and his interaction within the setting of the interview is essential. It is absolutely necessary that the interview be done in person, not over the phone. And try to interview the subject in the natural setting. If writing about an Olympic gymnast, the reporter should go to the gym and watch him work out and note surroundings. This should all be a part of the story. Do not base the story on an interview done in the journalism room. The reporter must be able to note facial features, clothing, tone of voice, gestures, laugh, accents, jewelry, posture, etc. Height, weight, age, marital status, and children are also important statistics to obtain, if the subject is willing to reveal this information. Listen for anecdotes which could be developed into a narrative lead or used to enhance or personalize the story. Be sure to ask the person to spell all names mentioned, including his own. Notice interaction with co-workers or conversations on the phone. You should not base the entire story on one interview. Co-workers, friends, family members, and coaches should also be interviewed.

In writing the story the journalist should paint a lively word portrait of the subject. Through vivid verbs, specific nouns, and colorful adjectives, the reporter must capture the personality of the person through careful choice of words. You want the reader to "see" the person, even if a photo accompanies the story. Sprinkle direct quotes throughout the story. Be selective in using only those quotes which effectively illustrate the subject's personality.

In closing the story, do not end with a congratulatory note or offer best wishes to the subject. Try to remain objective and let the readers draw their own conclusions.