

# The Leaguer

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## Prairie View Interscholastic League

By CURTIS A. WOOD

**Editor's Note:** Curtis Wood is Director of the Office of Information and Publications at Prairie View A&M University.

The Prairie View Interscholastic League was founded in 1920 under the name — "The Interscholastic League of Colored Schools in Texas".

The University Interscholastic League had worked with Negro schools in a number of counties in operating a separate league prior to 1920. Realizing the need for closer supervision and for the development of a greater interest in the program, officials of The University Interscholastic League worked out an arrangement to turn over the administration of The "Colored League" to the Director of the Negro School Division of the State Department of Education.

Professor L.W. Rogers, first assistant Superintendent of Education, became the League's chief promoter. He called upon the State Association of Colored Teachers meeting in Houston in November 1920 to appoint a State Committee to cooperate in the organization of the League. In March 1921, the committee was summoned to Austin to participate in a conference which resulted in the formal organization of the League. During this meeting county and district officers were appointed for the 1920-21 school year and the first state meet was held at Prairie View College in April.

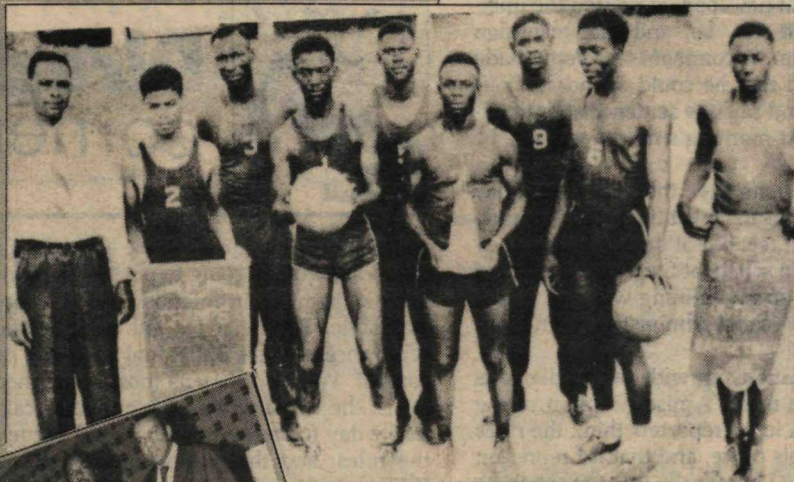
The first Prairie View state meet attracted schools from fifteen counties. Final contests were held in declamation, spelling, and athletic events and the results were described as very gratifying. Plans were made at that time for county, district, and state meets for the following year.

In April 1923, after two years of successful operation, professor Rogers turned over active control of the League to Dr. J.G. Osborne, Principal at Prairie View. As executive secretary, Dr. Osborne, called upon the entire college staff to assist in promoting the activities of the League, establishing a pattern which persisted until the program was finally dissolved in 1968(?).

W.R. Banks, the seventh principal at Prairie View State College, took over the leadership of The League in 1926 and served as its executive secretary until his retirement in 1947. During his administration, many new contests were organized and an effort made to serve all the Negro schools of Texas, regardless of size. Mr. Banks continued to serve the college as the first Director of The League, a position to which he gave his full time and energies during his final years of service.

Dr. Edward B. Evans, who succeeded Mr. Banks as chief administrator at Prairie View, was successful in securing an appropriation from The State Legislature in 1951 to cover the cost of administration and promotion of The League. He appointed Mr. O.J. Thomas, a professor in the School of Agriculture, as the full-time director. Under Mr. Thomas' direction, the League continued to expand and improve. New contests were added, and an increase in participation on the part of representative committees was seen in the administration and operation of various programs.

A State Executive Committee, composed of College staff members, was appointed by President Evans to work with the director in the management of The



Engineers of the consolidation were (seated) then UIL director Dr. Rhea Williams, Claude L. Wilson, Dr. Bailey Marshall, (standing) Alexander Durley, William J. Nicks, Herman L. Jones and Curtis A. Wood.



League. The Executive Committee gave full supervision to the affairs of The League, including the hearing of disputes and furnishing official interpretations of Rules and Regulations.

Members of The State Executive Committee who were appointed in 1951 along with Mr. Thomas served The League throughout its final most productive years and were involved in the final recommendation to dissolve the program at Prairie View. They were Dr. George R. Woolfolk, Dr. C.A. Wood, Dr. J.L. Brown, Mr. J. C. Williams, Mr. W.H. Stickney, Mr. J.J. Woods, Mr. O.J. Baker, and Mr. J.R. Powell. Two members of this original committee, Mr. H.E. Fuller and Mr. M.V. Brown, served until their death in the late sixties.

A State Legislative Advisory Council was also an important link in the administration of The Prairie View League. Composed of school principals or superintendents, the Council held an annual meeting at the college in December. It was the purpose of the council to consider and study all proposed legislation and recommendations coming from member schools and to recommend to the State Executive Committee legislation that it considered important to the best interest of the League.

Reclassification of schools was a continuous responsibility of the executive Committee including the addition of three classes, AAAA, AAA, and CC. From the beginning the league had operated classes 2A, A, C, and B. These designated classes were based principally on school enrollment. Classes B and C included junior high schools, grade schools, and small high schools with elementary grades.

C.C. Yancey was named Director of The League in 1966 to succeed Mr. Thomas who retired after a long history of service to Texas Public education. Mr. Yancey working with the same executive committee continued the League program at its high level for the next few years. Dr. Evans retired in December 1966 and Dr. Alvin I. Thomas was appointed President of the College. He gave full encouragement and emphasis to the League program during its final years of operation.

Herman Jones, who served as Mr. Yancey's assistant director, was elevated to director upon the death of Mr. Yancey in 1968. His services came at the time the League was gradually disbanding due to integration of public schools.

The Executive Committee voted in the Fall of 1968 to continue the Prairie View League as long as there were sufficient member schools who needed the services of a separate program. Competitions continued in some events during that year which was the final year of operation.

The Prairie View Interscholastic League throughout its 50-year history drew close support and guidance from the University Interscholastic League in Austin, from which it originally sprang in 1920 and finally returned in 1970. The PV league served a major need in Texas over many years and countless thousands of young people benefited educationally and socially through its many worthwhile programs.

# All we expect is fairness

Let me begin by saying, "I don't take it personally." But I used to. Like most people who've had to learn to work with the press, I've had my ups and downs. For a long time, I thought that newspapers printed the unbiased truth, boring though it may be, and that television news was based on journalism. A comment Mr. Perot made recently stands out. He said that he could spend an hour talking about vocational ag and say one sentence about football, and the story in the next morning's newspapers will be about football.

These days, major corporations have the right idea. They send their management trainees to "meet the media" school, where they learn to keep their feet out of their mouths. They didn't have this when I was in school at Stephen F. Austin a couple of decades ago. And so my training with the media has come as a coach, a public school administrator, and as a League director.

To fully appreciate my relationship with the media, it is necessary to understand the media's misconception of the role of the UIL office staff. A lot of reporters think the rules are made and enforced by this office, and that if I represent the UIL in court, it is because I personally want to see these poor kids suffer. It makes a good story. Bad Guy Bailey Marshall versus suffering local child, denied his Constitutional rights to flunk out and still play basketball.

In a recent article in *Time* magazine, a media critic noted that newspapers are in the business of selling newspapers — not necessarily spreading the truth. We understand that newspapers need to print what they think will sell. But we're entirely convinced that the truth — not simply the facts — is every bit as marketable.



**Bailey Marshall**

## Director's corner

We realize that anytime we arrive in a state district court, the local media is going to portray the proceedings as an "us against them" confrontation. This is, to some degree, understandable. But what we fail to understand is the media's reluctance to place individual eligibility cases in any kind of context. What bothers us most is the media's propensity to attack the rule any time it is applied locally. Completely lost in the day to day reporting of the League are the reasons for the rules, and the effectiveness of the rules in remedying abuses of educational competition. And without this background or context, the community at large cannot understand the League in anything other than an "us versus them" role.

So, what do we expect of the media? Fairness. We don't want to be loved and some times, we won't even be liked. The press and the public school system are microcosms of society, and there are a few bad apples in each. Coaches can

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# The Leaguer

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

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

### State Executive Committee

Dr. Thomas Hatfield, Dr. Lynn F. Anderson, Jim Barnes, Mike Day, Dr. William Farney, Dr. Bailey Marshall, James Havard, Dr. Robert L. Marion, Dr. Lynn McCraw, Chester Ollison, Betty Thompson, Dr. Jesse Villarreal, Dr. Millard H. Ruud.

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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

### PICTURE MEMORY

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

### 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 — entr'acte
- 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)
- Page 29, column 57 — Zinidia (z)
- Page 17, column 11 — communiqué
- Page 19, column 17 — éclat
- Page 19, column 20 — facade, façade
- Page 19, column 19 — entr'acte
- 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.

### PINE TREE HS (Longview)

The Pine Tree High School Marching Band has been disqualified for the 1983-84 school year and placed on probation for the 1984-85 school year.

### GEORGE WEST HS

George West HS has been placed on probation in boys' basketball for the 1984-85 school year for violation of Art. 25-1-12.

### NORTH DALLAS HS (Dallas)

North Dallas High School has been placed on probation in soccer for one year for violation of Art. 25-7-4.

### KIMBALL HS (Dallas)

Kimball High School has been placed on probation in boys' soccer for one year for violation of Art. 25-7-4.

### PRESCRIBED MUSIC LIST

Page 96, 346 Four Brass, Class I, Boones — Three Moods (4 euphoniums and 1 tuba).

### KENDLETON HS

Kendleton High School has been placed on probation for the 1983-84 basketball season for violation of Art. 6-1-1.

### ELDORADO HS

Eldorado High School girls' basketball team has been disqualified for the 1983-84 basketball season for violation of Art. 25-3-6.

### 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).

### 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."

### Music Memory

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

Number 17 on the Official List is corrected as listed:

- 17. Ives — "Putnam's Camp"
- The Leaguer listing number 17 as Holst — The Planets: "Jupiter" was in error.

### 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

### 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).

### 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.

### 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).

### 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.

### 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.

### 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.

Official Notices

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

Page 90, French Horn Quartet, Class I, Pasticcio-Wienandt—Pasticcio ... Pro should read Marcello-Wienandt—Pasticcio ... Pro.

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 — Impromptu, 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<sup>b</sup>, Op. 142 ... CFP/Aif, should read, Schubert — Impromptu, Op. 142, No. 2 ... CFP/GS/Aif.

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.

# Music technical panel created

By RICHARD FLOYD  
State Director of Music Activities

During the fall meeting of the Legislative Council, the Standing Committee on Music recommended to the council that a music technical advisory committee be established to work in consultation with the Director of Music Activities. The proposal was approved and reads as follows:

The Director of the UIL will appoint a committee of seven to consult with the State Director of Music Activities on recommendations and proposed legislation pertaining to the technical and administrative aspects of music contests. The committee will consist of six music teachers or supervisors to serve three-year staggered terms plus the TMEA president or his designate. Representation from each performance area will be considered when making appointments.

The State Director of Music Activities in consultation with this committee will make all decisions on proposed technical and administrative rules and regulations. His decisions will be final and will become a part of the rules and regulations of music contests unless appealed to the Legislative Council on/before thirty days prior to the annual meeting of the Legislative Council.

At the first committee meeting members will draw for one, two, and three-year terms. Thereafter, replacements will be appointed every year for three-year terms.

The State Director of Music Activities will serve as chairman of the consultant committee. Unless a called meeting is announced, the committee will meet annually.

The inaugural members of this committee have been appointed and will assume their responsibilities in August 1984. Their combined backgrounds represent many years of professional experience and successful participation in a broad array of music activities in Texas. The members are: Nick Boltz, Supervisor of Music, Killeen ISD; Jerrold Longwell, Director of Fine Arts, Hurst-Euleless-Bedford ISD; Charles Nail, Band and Orchestra Director, Permian HS; Sally Schott, TMEA President and Choral Director, South Houston HS; Bryce Taylor, Supervisor of Music, Alice ISD;

C. Ronald Wells, Director of Music Education, Amarillo ISD; and Douglas Wiehe, Supervisor of Fine Arts, Brazosport ISD. The expertise of these individuals will be of immeasurable value as they discuss matters brought before this committee.

The Legislative Council Standing Committee on Music will continue to review all items and proposals requiring constitutional changes; however, rule changes and proposed legislation of a technical nature relating to music contests will be studied by the newly appointed Technical Consultant Committee.

Subsequently, the UIL Music Advisory Committee will no longer exist or function as it has in the past. The responsibility of the Music Advisory Committee will be assumed by the TMEA, and a format has been established to maintain input from throughout the state on matters pertaining to the UIL and music contests. This TMEA-sponsored committee will meet annually in San Antonio on the Wednesday between TBA, TODA and TCDA. Items discussed and rule changes proposed at this meeting will be considered by either the UIL Standing Committee on Music or the Technical Consultant Committee at their annual meeting in August. Final action will take place during the annual fall Legislative Council Meeting.

This new procedure provides many advantages for the UIL, its member schools and the directors of competing organizations. The UIL Standing Committee on Music will continue to review matters concerning music competition, but now is supplemented by a committee well-versed in the technical aspects of music contest methods and procedures. Through the TMEA there will be continued input from directors throughout the state. Previously, issues that arose in the spring could not be dealt with until the following year. Under the new schedule items discussed at the spring region meeting can be added to the upcoming agenda for discussion and action. The result will be a more efficient and positive legislative process with the member schools, teachers and students in competing organizations reaping the benefits.

## We need to devise ways to check lost class time

By NELSON PATRICK

According to a recent survey, school music organizations missed more school time than all other school activities. Furthermore, when large music organizations missed class time in small schools, the results were geometric because of having to close down other classes. In small schools where a large percentage of the school population is in band, it is difficult or impossible to carry on other classes during its absence.

Regardless of the excellent reasons for the music group to be absent does not provide the music students with the knowledge missed, although they might be outstanding students. Had they met all their other classes they would have been further advanced had they not missed.

The absence of large numbers of students is deleterious to good morale within the classroom, the same as it is when large numbers of students miss rehearsals. The situation is very comparable. If whole sections are absent from rehearsals, practice becomes limited. Similar conditions exist in classrooms when large numbers are absent.

Music organizations can, and frequently do, call extra rehearsals when unduly large absences occur, but the classroom teacher does not often have this privilege. In college we can call our students back for missed lectures with notable results, but in public schools it is not easily done.

There is considerable pressure on the Legislature, State Board of Education and other groups to place legal limits upon class time missed, regardless of reason. We in music need to take a close look at missed class time to devise ways and means to keep time missed at a minimum.

# Contests: A means to an end

The saber tooth tiger raises its head again, but this time we have to convince our educational and lay leaders that music is curricular. In the past 10-15 years we have made a fetish out of contest winning to such an extent that all music, along with bands, orchestras and choirs, has become extra-curricular. In the minds of many local administrators and laymen, music contests have become the epitome of typical music programs or, in some situations, the ultimate goals of the school year.

Presently, music (band, orchestra, choir) is a fully accredited course which may be used for graduation and college entrance. It is considered along with any other unit course. It is no less solid than mathematics, English or a language. However, in the eyes of the general public, music has been treated as extra-curricular because of our over emphasis on the many out-of-school activities, such as contests, all-district, all-region, all-area, all-state; then comes super contests, national and international trips. Few other curricular subjects have such a wide range of activities. We tend to forget our curricular status.

If we maintain the curricular status, we have traditions of



Nelson Patrick

## Music matters

academia and, more recently, civil and local patron support. In May 1983, California Appellate Courts ruled that performance "enhanced the value of the classroom work." Certain performances, while labeled extra-curricular by school officials, were in fact an important part of courses ... each performance activity corresponded to a class offered for credit convinced the Appellate Court they were part of the overall

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# Promote theatre in education

**T**heatre teachers need to wake up! Theatre people need to quit talking to themselves and spend their time making themselves indispensable to their communities. Theatre needs to reemphasize, promote and sell the Texas public on the worth of theatre in education. What is the value of taking a theatre course and in participation in the One-Act Play Contest?

If the purposes of OAP are valid, I'm convinced that it is worth our time to make a concentrated effort to help the Texas public understand what theatre education is all about and why we feel so strongly about theatre activities in public education. Unfortunately too many theatre people seem to believe that everybody feels the same way they do about the need for theatre education.

Theatre teachers believe in the potential of theatre education to help young people grow into better adults, better citizens, better neighbors, better parents and better people. I'm convinced we are correct. Read the definition of educational theatre in the *Handbook for One-Act Play*, Tenth Edition if you want the philosophical specifics.

Where we go astray is believing that people in our communities believe as strongly as we do. The general public does not feel the same as we do about educational theatre. If they did, we would not fear losing our programs when we hear the constant chant of "back to basics," "do away with the frills," "eliminate the extras." Theatre education is not any of the above. Theatre is one of the essential arts and is essential to education.

A new publication from The College Board identifies the arts — encompassing theatre, visual arts, dance, and music — as one of the six "basic academic subjects" that high school students should master if they want to be successful in college. The other five are English, math, science, social studies and foreign languages.

"Students who intend to go to college will need the basic learning in order to obtain the full benefits of higher education," The College Board statement says. "This learning provides the foundation for college study in all fields."

Arts study is essential, according to The College Board, because the arts "challenge and extend human experience. They provide means of expression that go beyond ordinary speaking and writing. They express intimate thoughts and feelings. They are a unique record of diverse cultures and how these cultures have developed over time. They provide distinctive ways of understanding human beings and nature. The arts are creative modes by which all people can enrich their lives both by self-expression and response to the



Lynn Murray



expressions of others."

Further, The College Board said students will profit from a more intensive preparation in at least one of the four areas of the arts. Certainly theatre education, and the One-Act Play Contest as one element, provides a unique opportunity to bring elements of all of the arts together.

"Coming to Our Senses," the 1977 report of a distinguished panel on the significance of arts education (headed by David Rockefeller, Jr.) makes three prime conclusions: 1) That the fundamental goals of American education can be realized only when the arts become central to the individual's learning experience, and out of school and at every stage of life; 2) Educators at all levels must adopt the arts as a basic component of the curriculum deserving parity with all elements; 3) School programs in the arts should draw heavily on all available resources in community — artists, materials, media and total environment. HB 246 specifically describes the arts as essential in Texas public education. It is up to us to see that theatre is treated and taught as a basic.

Theatre education has the power to help teach other basics. It would be most interesting to discover what a quality theatre curriculum does about poor test scores which are causing some of the flack in public education. I would like to see research that demonstrates what effect theatre classes might have on those under achievers who are making poor test scores. Can theatre education improve those poor writers, readers, those with difficulty in math and reasoning?

If we had specific research that would provide proof of the full potential of our program, it wouldn't be nearly so difficult to convince John Q. Public. If the research is to be done, theatre people will have to do it or provide the motivation for others. The Texas Educational Theatre Association may be the organizational base, but it will take more than one organization or group to see that it gets done. Support from graduate schools of theatre should certainly be solicited.

I believe the first step in the process of educating our parents about theatre should also be a goal of the One-Act Play Contest process. Good values should be taught and practiced in the preparation of OAP. In every rehearsal and performance and in every activity of the educational theatre program we must make sure values are being taught. We must increase public awareness that we are teaching values. The public must understand that value teaching is one of our primary goals.

We must clearly establish that the values of cooperation, self-discipline, team work, responsibility, tolerance, etc. are as basic as the 3 R's. We must not detract from the 3 R's. We must always support and teach the 3 R's. They are basic, but honesty and integrity are also basic! If we establish that values are basic and then do a first rate job of teaching them in our OAP program, we will be an integral part of the back to the basics movement.

I believe the One-Act Play Contest can be a teacher of good values. I truly believe that it is an important laboratory where students experience many of life's situations. I believe it can be a laboratory that is designed to improve the quality of life for participants, and has the opportunity to improve the students worth, dignity, character and pride in quality accomplishment. There is no better place for the student to experience the emotions they will feel in life in a controlled situation. If we help them learn to cope with these emotions, we are helping them cope with life.

I believe that OAP can help students learn to succeed. The foundation for success is hard work, respect, loyalty, cooperation and enthusiasm. They support the basic values of self-control, alertness, initiative and skill that culminates in poise and confidence. If we can help students properly focus ambition, adapt to any situation, be resourceful, give their best effort, work with integrity and be reliable; the One-Act Play Contest could be the greatest success of the school year. You will note that I didn't say a word about winning. It is far more essential to teach values.

Snyder High School may be recognized by some because they win, but I'm delighted to report to you that they are nationally recognized for the quality of their arts program. I'm sure you will want to join me in congratulating them as the 1984 recipient of the Rockefeller Arts in Education Award.

David Rockefeller, Jr. will personally present a \$10,000 check to the Fine Arts Department of Snyder High School later this spring. Hundreds are nominated nationally. Only twenty are selected for an on-site visit by the Rockefeller Awards Committee. Any school would be honored to be a finalist. Snyder has been recognized as tops nationally for what has been accomplished in the arts. Super job Worsham. You fit beautifully at the end of this column. I know your community and administration is proud of the fine arts program.

## Additions to one-act play judging list

Twenty-four accredited critic judges were added to the 1983-84 list by attending the critic judging workshop held during the Texas Educational Theatre Association convention, Jan. 26 in Austin. This addendum should be attached to those listed in *The Leaguer* in October. This addition to the 1983-84 Accredited Critic Judge List is published for the benefit of contest personnel who have not yet selected critic judges.

### New Critic Judges

- Kathy Ann Barber, Stephen F. Austin State University, Nacogdoches 75961 III, 713/569-4003
- Warren Blackstone, Trinity Valley School, 6101 McCart Ave., Fort Worth 76133 II, 817/292-6060
- Gaylan Collier, Texas Christian University, Fort Worth 76129 II, 817/921-7625
- David E. Dossey, McMurry College, Abilene 79605 I, 915/695-4130
- Bob Farrer, Grayson County College, Denison 75020 II, 214/465-6030

- D. Andrew Gibbs, University of Arkansas, Fayetteville, Arkansas 72701 II, 501/575-3946
- Ovella Ruth Hall, Texas Christian University, Fort Worth 76129 II, 817/921-7626
- Douglas L. Hoppock, Texas Christian University, Fort Worth 76129 II, 817/921-7625
- Larry W. Horn, Garland Civic Theatre, P.O. Box 46125, Garland 75046 II, 214/272-9122
- Alan Edward King, The University of Texas, Austin 78712 IV, 512/471-5793
- Thomas J. Lyttle, University of Houston-Downtown, Houston 77002 III, 713/221-8118
- Patricia McAdams, Wayland Baptist University, Plainview 79072 I, 806/296-5521
- John David McGarvey, Tarrant Co. Jr. College-South, Fort Worth 76119 II, 817/534-4861
- Sherri M. Marrs, Route 5, Box 4868, Odessa 79766 I, 915/558-3781
- Jack Meares, Jr., 1423 Bandera, Roscoe 79545 I, 915/766-3141
- Dale E. Moffitt, Southern Methodist University, Dallas 75275 II, 214/692-2558
- James Morehead, Odessa College, Odessa 79762 I, 915/335-6616
- Beulah Pruett, 10351 Chevy Chase, Houston 77042 III, 713/789-6153
- Neil St. Clair, Howard Payne University, Brownwood 76801 I, 915/646-2502
- Joan E. Sorflaten, Box 1082, Sweetwater 79556 I, 915/235-1619
- Lynne Vancil, The University of Texas, Austin 78712 IV, 512/471-6253
- Dan M. Weir, Texas Christian University, Fort Worth 76129 II, 817/921-7625
- Konrad Winters, University of Houston-Clear Lake City, Houston 77058 III, 713/488-9250

### Recertified Critic Judges

- Paul Bailey, The University of Texas, Austin 78712 IV, 512/471-9122
- Perri Bell, Route 4 "The Owls," Gonzales 78629 IV, 512/672-6227
- James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736
- Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-3403
- Marion Castleberry, McMurry College, Abilene 79605 I, 915/692-4130
- Donna Clevinger, North Texas State University, Denton 76203 II, 817/565-2306
- Cerald Kocurek, St. Mary's University, San Antonio 78284 IV, 512/436-3545
- Jerry L. Long, Wharton County Junior College, Wharton 77488 III, 409/532-4560
- Cecil J. Pickett, The University of Houston, Houston 77004 III, 713/749-1420
- Virginia W. Russell, Bell Hurst Ranch, Eastland 76448 II, 817/629-1141
- Lawrence Ray Smith, 6633 W. Airport Blvd., #304, Houston 77035 II, 713/947-1287
- Glynis Holm Strause, Bee County College, Beeville 78102 IV, 512/358-7030
- C. Lee Turner, Prairie View A&M University, Prairie View 77446 III, 409/857-2356

### Late Additions

- Sally Burdick, 8405 Harmony, Houston 77049 III, 713/458-3637
- Mac Groves, East Texas Baptist College, Marshall 75670 II, 214/935-7963
- Terral S. Lewis, Amarillo College, Amarillo 79178 I, 806/376-5111
- Bill N. Morton, Louisiana State University, Baton Rouge, Louisiana 70803 III, 508/388-8061

An advertisement is a believable promise to the right audience.

Too often the high school student selling advertisements for the school publication does not understand or believe that statement.

Many of the nation's leading companies spend more than \$50 million each year on advertising, or rather, successful advertising. They realize that successful advertising is essential to the life of their company. Underneath all the glitter, all the professionalism, and expensive production are advertising fundamentals that are applied to achieve advertising productivity.

It is the wise adviser and even wiser student who understands the role advertising can, and must, play in the high school publication.

While most advertising makes a promise, some promises are more believable. The advertisement must create a desire and then get people to act. The advertisement is simply selling. The store owner is trying to sell a product, create a sense of character for the store, to announce a new product or service, to try and get someone in the store for the first time, or to use the ads to make his job of selling easier. If the advertisement brings the merchant the desired response he will be more apt to advertise on a repeat basis.

Frequently, advertisers in the high school newspaper (as well as the yearbook) are buying an advertisement to "support" the school because his son or daughter attends the school or because he attended the school. This reasoning will bring advertisements into the school as long as his child is still attending or until the economy forces him to critically analyze his allegiance.

The task of the student press is to strive for the same effect that makes the advertiser turn to the professional press — results. Good advertising is based on solid principles that have held true for decades and which should be included in every advertisement.

Approaching a potential advertiser for the sale is one part of the advertising process. Making sure the advertisement is presented in the school newspaper effectively is the other part. If the advertisement is ineffective, the adviser may as well begin surveying the new crop of sophomores in the school to see whose parents own businesses.

A good advertisement that serves the advertiser will serve the publication.

## ads

### A good ad serves the client as well as the publication

When preparing the advertisement you should ask yourself the following questions:

1. Does your ad attract the right audience?

In an advertisement the printed headline or the picture is the attention getting-device. If your attention getting device attempts to attract everybody, you may fail to attract the very person who may be persuaded to buy the product or try the service.

2. Does your ad hold your audience?

Once the reader has been attracted to your advertisement you must provide further inducement for him to pause and not turn the page. Usually the first paragraph of the copy or the subhead will make the difference. A very good picture will hold the reader if the headline has captured his interest, or the effect may be reversed. The picture may capture and the headline will do the holding.

In any case the advertisement picture must be relevant to the ad and the copy. A picture placed simply for effect or shock value will probably fail in keeping the reader. Photographs that are poorly reproduced will also fail to hold. Use action pictures if possible. If poor photographs are planned it would be better to use some attention-getting artwork.

Other guidelines for the ads are:

1. Be sure the headline used is prominent. Headlines are indeed read and serve as that all important attention-getter.

2. Don't be afraid to use white space. Often other ads that surround your advertisement will be

packed with art, headlines and copy. The airy appearance of an ad with proper white space will draw attention to the ad or will even highlight the item or service advertised.

3. Don't use overly decorative borders. They will detract from the message of the ad.

4. Limit type faces. Too many different typefaces will give the appearance of being sloppy or thrown together.

The layout of the advertisement should be as simple as possible and should flow. The reader should go from a dominant element (headline, art, picture) and then should let the reader's eye follow the copy in a logical sequence.

3. Does your advertisement contain the necessary information to create desire?

Does your advertisement contain promises of plenty of benefits? Does your reader see the advantages of your product or service?

4. Does it prove to be a bargain?

In a time of economic tightness the pressure to find a product that is beneficial and inexpensive, or affordable is multiplied. If the merchant is advertising record albums that "were \$10.99" and are "NOW \$10.90" the appeal for the product has been lost.

5. Do you establish confidence?

After you have captured the reader's attention, created the desire and proved that the price is right, the reader may say to himself, "I wonder if this is really a good deal? If the advertiser is a local merchant advertising a product that does not have national recognition, you must instill the confidence in the product or the company. Pictures of students in the school who use the product or the service may help alleviate any apprehension.

6. Do you give the reader a reason to act at once and do you make it easy to act?

Let's suppose that you have attracted the customer and he is interested in the product. You must overcome the human tendency to procrastinate. So, put in your ad a reason to act NOW. For example, "offer good until ...," "price going up," or "supply limited."

You may not be able to do each and every one of these steps in all your ads, but successful advertising will use as many as possible.

## ILPC spring convention features 100-plus sessions

By **BOBBY HAWTHORNE**  
Director of Journalism Activities

Busy, busy, busy.

The ILPC spring convention will be March 16-17. Members should have received recently a mailing containing officer election information, a general convention schedule, housing forms, a summer workshop bulletin and various other what-nots.

The convention is open to all: ILPC members and non-members, public and private schools, high schools and junior highs. Already scheduled are more than 100 sessions on every aspect of journalism and mass communications. While most are geared toward improving student publications, we will have career-oriented sessions on newspaper, magazine, photography, advertising, public relations and broadcast journalism as well.

In addition, we're bringing in 11 of the nation's finest scholastic journalism specialists. Although registration will not officially begin until 10 a.m. Friday, March 16, we will open convention headquarters at 5 p.m. Thursday, March 15 for those schools coming in from the far reaches of the state. Thursday evening, we'll have exhibits and a showing of the Clio Awards.

The opening assembly will be held at 12 noon Friday and

sessions will be held at 1 p.m., 2 p.m., 3 p.m. and 4 p.m. The Individual Achievement Awards ceremony will begin at 5 p.m.

Saturday's sessions are scheduled at 9 a.m., 10 a.m., and 11 a.m., with the Grand Awards Assembly scheduled to follow at 2 p.m. in the Lyndon B. Johnson Auditorium. This allows travelers to be on the road as early Saturday as possible.

On-site registration is available and badges are \$10 each. For additional details or information, please write ILPC, Box 8028, UT Station, Austin, TX 78712.

Several Texas journalism advisers — specifically Judy Babb of Dallas Skyline, Carol Narsutis of Denton, Tom Prentice of Austin and Jack Harkrider of Austin — deserve our appreciation for their work with the Select Committee of Public Education, the State Board of Education and the Texas Education Agency staff. Without their active participation, many educational reformers would have been led to believe that journalism education is no more than one or two hours a week in the "Newspaper Club." This spring has taught us that we need a continuous effort to show administrators, other faculty members and the general public that journalism in general and publications in particular allow students to utilize on a real and practical level the many skills they acquire in other "basic" courses. Journalism students put up

for public inspection their grasp of basic grammar, of critical thinking skills, of story development. They utilize business skills in selling ads and maintaining publication budgets. They utilize mathematical skills in layout and design and the computer is becoming a highly-visible part of the publications department. Perhaps most importantly, journalism students learn the importance of the deadline.

Journalism is basic and we need to emphasize this point constantly — not just when disaster looms around the corner.

Final points:

• Spring meet journalism contests begin in late March. Sites and dates have been selected for your district meet. Find out who will be in charge of the journalism contest and give that person a ring. Odds are, he or she has never administered a district contest. Make certain that person is familiar with the UIL Journalism Contest Manual, the Guidelines for Administering the Journalism Contest and, most importantly, the journalism contest judging criteria.

Offer to help find qualified judges. The district contest will be as good as you help make it.

• The ILPC summer yearbook/newspaper/photography workshop will be June 15-19.

Additional details will be published in the March/April Leaguer. For applications, write the ILPC office.

## Academic requirements raised

School administrators voting in the UIL's spring referendum ballot gave overwhelming approval to an entire slate of extracurricular activity reform, it was announced February 23.

Passed by a large majority were proposals that will raise academic standards for participation, restrict loss of school time for tennis and golf, and open the door to summer football, basketball and volleyball camps for non-varsity athletes.

"The results of the ballot, I think, reflect the changing attitudes of school people and the general public toward the purpose of education," UIL director Dr. Bailey Marshall said. "We've returned to a desire for higher academic standards and a tightening of eligibility standards for participation in extracurricular activities so that the school day is saved for classroom learning first and foremost."

Major results of the ballot are as follows:

- Item 1 — Failed: To permit private and parochial schools to become members of the UIL and to compete for district, regional and state honors.
- Item 2 — Passed: To raise previous semester academic requirements so that students must have passed four instead of three courses to be eligible in the spring semester of 1984-85.
- Item 4 — Passed: To raise current semester academic requirements for the fall of 1984-85 so that students must be passing four instead of three courses, excluding physical education.
- Item 5 — Passed: To prohibit students from missing a class they are failing in order to participate in UIL contests.
- Item 6 — Passed: To penalize a sponsor/coach responsible for violation of UIL rules.

- Item 7 — Passed: To combine boys' and girls' spring track and field, golf and tennis events at district, regional and state meet levels for the 1984-85 spring meet.

- Item 8 — Passed: To prohibit redshirting by mandating that a student retained for athletic purposes in the seventh grade would lose one year of high school eligibility.

- Item 10 — Failed: To add boys' and girls' gymnastics as a UIL — sponsored activity.

- Item 11 — Failed: To add boys' wrestling as a UIL-sponsored activity.

- Item 13 — Passed: To allow students who have not played in a varsity game to attend football, basketball or volleyball summer camps under certain restrictions.

- Item 14 — Passed: To allow students to participate in summer basketball leagues under certain restrictions.

- Item 15 — Passed: To require UIL contest sponsors to complete and sign annual, professional conduct affidavits.

- Item 16 — Passed: To move the start of the 1984-85 soccer season to November, with the season concluding the last week in February.

- Item 17 — Passed: To modify the fall soccer play restrictions to permit non-varsity players to participate in fall soccer activities.

- Item 20 — Passed: to restrict golf and tennis participants from missing no more than 10 days each for participation in tournaments.

Administrators also passed a proposal which allows students to enroll in courses for college credit, so long as the course is taught by the high school teacher during the regular school day and conforms to TEA guidelines.

## Stiffer junior high standards urged

In its most dramatic intrusion into junior high school extracurricular activities, a UIL committee approved proposals establishing minimum academic requirements and restricting loss of school time, numbers of games in which students can participate, and the length of sports seasons.

The proposals, approved February 8 by the UIL Junior High School Committee, will be presented to the Legislative Council, which will meet March 7 at the Wyndham Hotel in Austin.

"What this amounts to is a drastic cutback from previous practices," said Dr. B.J. Stamps, Amarillo ISD superintendent and chairman of the committee.

"In the past, the League has sponsored only a music program and three or four academic contests for junior high students," he said. "The sports programs are not now and have not been under direct UIL control! Most of these athletic programs developed as feeder programs for the high school teams."

The focus of the proposals centers on eligibility standards and loss of school time. Committee recommendations include:

- No junior high game, contest or tournament may begin prior to the end of the academic day.
- Students must be passing a minimum of four courses seven days prior to a contest in order to participate in that contest.

- A student failing a class may not be absent from that class in order to travel to or participate in a UIL contest.

- No contest should be scheduled on a night prior to a six weeks or semester exam. Also, schools should hold activities on Saturdays and non-school days when possible.

- Schools should schedule activities so that competition ends early enough that students will return to the home school no later than 10 p.m. on a school night other than Friday.

- Students must be no older than 14 going into their seventh grade and 15 going into their eighth grade year in order to be eligible.

- Students may not participate in the same sport for the school team and a non-school team during the same season.

In addition, the committee recommended establishment of a district executive committee to enforce junior high regulations, imposition of penalties ranging from probation to suspension, and authorization of the State Executive Committee to suspend an associated high school whose junior high fails to abide by district executive committee rulings.

The panel also passed proposals regarding numbers of games per season and week, as follows:

Football: Recommend eight but mandatory limit of nine; one game per week.

Baseball/Basketball/Volleyball: 12 games and two tournaments; one contest per week (plus tournament).

Soccer: 10 games and two tournaments; one game or tournament per week.

Golf/Tennis/Track & Field/Swimming/Cross Country: Six contests per season including district; one contest per week.

Season limitations are:

Football: Start practice the first day of school and may schedule the first game the Tuesday after the first Thursday in September.

Basketball/Volleyball/Soccer: No longer than the high school season.

## Academic panel welcomes contest adviser input

BY JANET WIMAN  
Academic Activities Director

Are you disgruntled about a rule concerning an academic or literary contest? Do you have a suggestion which you feel would make a contest a more valuable part of the learning process? If so, the UIL staff would like to hear from you.

The Academic Committee will meet June 21 in Austin to hear suggestions regarding rules for academic and literary events. This will be an open meeting and sponsors are welcome to attend.

Those who wish to make a presentation before the Academic Committee should let the UIL staff know that they plan to attend. In addition, they should send their recommendations in writing to Janet Wiman by June 1. The League staff will then make sure that those who desire to make a presentation are added to the committee's agenda.

However, sponsors need not attend the meeting in order to have the committee consider a proposal. Any proposal mailed to the UIL office prior to June 1 will be presented to the committee for their consideration.

A proposal may suggest a new wording of rules in the constitution. Or it may be more general in nature and deal only with changes in concept. Either way, the proposal should include a statement telling why the change is needed and the effect the change would have on the administration of the contest.

Proposals that are recommended by the Academic Committee will go to the Legislative Council for approval in October. If approved, they would be effective the 1985-86 school year.

## Contest director honored

Mollie Tower, UIL music memory consultant and elementary music coordinator for the Austin Independent School District, has been asked to address the membership of the XVI World Conference of the International Society for Music Education.

This year's conference, entitled "Music for a Small Planet," will be held July 8-14 in Eugene, Oregon.

Tower has been asked to make a presentation on the UIL Music Memory program in connection with one of the major topics of the conference — "Music: An Instrument of Understanding Between Cultures." "Since our selections come from many countries around the world, Music Memory will be a good example of the ease with which music can meaningfully cross political boundaries," she said.

## State Meet Housing

The UIL and the Austin Chamber of Commerce have made arrangements to provide limited housing for participants, school personnel and fans during the State Literary/Academic Meet, the Girls' State Golf, Tennis, and Track and Field Meets, and the Boys' State Golf, Tennis, Track and Field Meets.

Those desiring assistance in obtaining lodging may telephone (512) 474-8885 for reservations. This is not a League number or office and all lodging requests should be placed through this number.

Schools are urged to confirm late arrivals (after 4 p.m.). Also, school representatives should bring along their tax exempt numbers.

## Everyone loses when information is withheld

Article 25-1-1(4) of *The Constitution and Contest Rules* states, "It shall be considered dishonorable and contrary to good sportsmanship to withhold evidence against any player or school without presenting the same to the proper committee or to the school administration concerned."

This section, in my opinion, is part of the basic fabric of the spirit and tradition of the UIL. It means whenever an individual or school hears of or discovers any information which may deal with the ineligibility of a player or school, that information should be related promptly to the party responsible for investigation. Then the validity of the information can be determined, the proper committees may adjudicate the problem, and the process taken care of in expeditious fashion.

What saddens League officials is a situation whereby information is received by an individual and kept silent until the end of the season. At that time, the information is presented, found to be true, players or teams are ruled ineligible, whole seasons are forfeited, and teams who have finished second and third in the district are elevated to number one and two.

A bitter pill to swallow for all concerned — especially those who fought so hard with a player ruled ineligible after the fact. Parents do not understand. Media does not understand. Fair-minded people do not understand. The League is criticised unjustly. Everyone loses.

Why does this happen? Many times, to be sure, information about ineligibility does not surface until the season is well underway. For one reason or another, nobody steps forward. Actually no school representative is aware that player or players are ineligible or have violated any rules. The unfolding of the season and the resulting development



Bill Farney

### Postscripts on athletics

of winners and losers creates a particular attitude in some people. Having determined by mathematics that their team cannot possibly win any share of the district title, they set out with fierce determination to find something amiss with other schools who are winning. The need to be a part of a winner transposes into something ugly that wants to win at any cost. What has come to be known as, "winning on paper, rather than on the field or playing court," is contrary to ideals established for almost three-quarters of a century. But, nevertheless, the situation exists. And astonishingly, some individuals have no guilt about trying to win this way.

Several reasons exist which keep information from being presented early in the season. Some school authorities hesitate to produce evidence against a future opponent. It gives too much incentive to that opponent. Others who have information are just not wanting to "rock the boat." Having to live and work in an area and associate with fellow school employees from other school districts often prevents an individual from bringing forth any complaints. We all want to be liked. Most of us hate controversy. Most sinister in the reasons why protests are not brought forward early is the lingering suspicion that some people want to have at least

two opportunities to win: One, by actually having the best record; and two, by withholding the information until the "home" team no longer has an opportunity to win, then presenting it in hopes that disqualification of others will result in playoffs for teams that could not win the title otherwise.

Probably, the most guilty parties are not school coaches, officials, or administrators. Most likely, the finger of guilt should point to over-zealous parents, boosters, and patrons of a school district. Seldom, if ever, do these individuals realize the damage they do through their actions.

If a player or team has violated a rule, then that player or school should receive a penalty. However, those violating rules should be given the common courtesy of prompt reporting after first knowledge of any infraction. Although it is difficult to determine when "first knowledge" is obtained, if it can be determined that information was withheld, the individual or school doing so should also be disqualified from playoffs.

For rules to be effective, all entities under the rules must cooperate so that schools are not penalized by unknowingly playing an ineligible player whose ineligibility could have been detected by earlier revelation of information.

All amateur sports associations disqualify participants and teams. Without the structure to provide for forfeits and disqualification, the system of equity between schools would be a farce. Everyone would just bring the best team they could get — whether or not the individual members were eligible students. The system must allow room for reporting of infractions. It does. What is bad is not the system, it is the individual within the system who operates contrary to the spirit and letter of good sportsmanship.

This last month, a hard-working committee, dedicated to finding solutions to problems of administrators, met to develop recommendations relative to curbing interferences with the academic atmosphere. It is generally felt that when students and coaches/sponsors are involved in UIL activities during the school day, academic intensity is lost and the educational opportunities of non-participating students suffer.

Loss of School Time Committee members include: J.C. McClesky, Chairman, Supt., Slaton; John Townley, Supt. Townley; Hon. Bill Haley, Legislative Representative, Austin; John McGuire, Athletic Director, Amarillo; Barney Newton, Principal, San Antonio; Will Davis, State Board Member, Austin; Brenda Tyrrell, School Board Member, LaPorte; Ralph Poteet, Supt. Mesquite; and Eldon Edge, Supt. Poth.

This committee was appointed after the Legislative Council meeting in October to identify common concerns of educators and recommend to the Athletic Committee an approach to coordinating the efforts of supporters in putting quality education as our first priority.

The recommendations of the committee to be presented to the Athletic Committee are as follows:

- Add to code of athletics that coaches cannot coerce athletes to specialize or be a part of an off-season conditioning or summer program.
- One activity per sport on school nights per week (not to include Friday) for non-varsity contests.
- In football, one game per week (do not stipulate night), no more than one matched game the week of an invitational tournament for varsity in basketball and volleyball.
- Eliminate activities on days and nights prior to semester

## On protecting the school day

### Saving academic intensity goal of special committee



Susan Zinn

### Sports notebook

exams.

- Allow round robin with four teams and pool play with eight tournaments in basketball, volleyball, baseball, and soccer.
- Permit preliminary games in tournaments to be played at the home site of one of the participating schools. Staff is to

implement one year pilot program before these tournament rules are adopted.

- Scrimmages may not cause loss of school time for travel or play in any sport.

- Schools may not lose time in basketball or volleyball to travel and play in more than one invitational tournament. Time missed may not be before 6 week, 9 week, semester or final exams.

- All baseball playoff games shall be limited to single elimination.

- Schools may not lose school time to travel or play in more than one invitational tournament in baseball, and time missed may not be before 6 week, 9 week, semester or final exams.

- Golf and baseball seasons be moved to be held later in the year. Baseball games and practices would start one week later. Both sports would culminate the third week in June.

- Schools or students may not lose more than five days to travel or play in golf, tennis, swimming, track, speech, drama, academics activities, and journalism. Time lost may not be the day or night prior to 6 or 9 week, semester, or final exams for any student in school.

- Combine individual and team tennis.

- Students or schools may not miss more than one day per UIL event per district organization in music.

Any individual, group, or organization wishing to make a presentation to the Athletic Committee relative to these proposals or other areas about the UIL athletic program should contact the athletic staff before May 15. Presentations will be scheduled for the May 30 Athletic Committee meeting in Austin, beginning at 9 a.m.

## Who needs a computer? Not number sense whiz Draper

**Editor's note:** The following article, by Carla Rheudasil and Cathy Terrell, originally appeared in the June 12 issue of *The Paris News*.

In what has become an age of computers, with elementary students using calculators to complete math tests, it seems rare to find students competing solely on the basis of their mental prowess. That is, however, the framework of University Interscholastic League Number Sense competition and a Paris area youth is one of, if not the best, competitors that event has ever seen.

Jeff Draper, North Lamar High School's 1983 valedictorian, is a four-year state medalist in UIL Number Sense competition, the first person in Texas to take first place honors in UIL competition for four years.

In a recent interview centering on his UIL record, Draper said that calculators are banned during that competition.

"If we showed any scratch work, erasures or mark-overs on the test, we would be disqualified," Draper said. "All the questions had to be answered in your head, with one answer written on the test."

The son of Mr. and Mrs. John A. Draper, of Route 2, Paris, Draper said he plans to attend Texas A&M University in the fall where he plans to major in electrical engineering. He will share an apartment with his brother, Charles, who is a senior civil engineering major.

Draper has received several scholarships, totaling \$18,000. Scholarships include the valedictory scholarship given by the state, which pays for tuition the first year; the Lechner

Fellowship Scholarship worth \$1,500 per year; the McDermott, Inc. Scholarship worth \$1,000 per year; and a \$2,000 per year scholarship given by a group of local donors, who wish to remain anonymous.

Draper was also awarded a four-year Cook Foundation Scholarship UIL Scholarship, and is now attending Texas A&M University.

Draper, who said he has always been good in math, has been interested in competition since the fifth grade when Charles was involved in number sense competition. The elder brother brought home tests that Draper would practice on.

He competed in his first contest when he was in the sixth grade. During junior high school there was only one test per year, but during his four years in high school, Draper estimates that he was involved in 50 competitions.

UIL competitions are held in several different subject areas on district, regional and state levels. Elementary, junior high and high schools throughout Texas participate in the program.

After winning his first state competition as a freshman, Draper set a goal — he would win the state competition for the remaining three years of his high school career.

Number sense competition is a test composed of 80 problems. Competitors are given 10 minutes to complete as many of the problems as possible. If a student completes all 80 problems, he has spent an average of 7.5 seconds on each one. The problems range from simple addition to differential

calculus, according to Draper.

Draper said he prepared for the tests by working some old tests and looking over a few problems before the tests. The important thing, he said, was not to "over-study."

During the last few competitions, Draper said he finished the entire test. He did the problems in order because each skipped problem is counted wrong. Every 10th problem is an estimation, he said, and an answer within a certain range is counted correct.

Joyce Johnson, North Lamar UIL coordinator and number sense coach, encouraged Draper in UIL competition, he said.

The number sense coaches around the state shared techniques and information, Draper said, and Mrs. Johnson and Charles developed many "short-cuts." Draper said he used these short-cuts while taking the tests, and he added that Charles used them to finish his college tests.

Draper was also involved in calculator competition. The tests were 80 problems, but because the problems were longer, he said, the student was given 30 minutes to complete as much as possible of the test. The test had three word problems on each page and some geometry problems.

Draper said that he encourages students to participate in UIL contests.

"I'm glad that North Lamar encourages the competition," he said. "Academics are becoming more and more important. While athletics are great, there are very few high school students that can make a career of it."

### First of 13 regional meetings set March 13 in Edinburg

The first of 13 statewide public hearings concerning UIL activities will be held March 14 in Edinburg. The meeting will be held at the Region I Education Service Center and will be chaired by Supt. Claude Jungman of Premont.

At each site, the hearing committee will consist of two superintendents, two principals, two school board members and two PTA members or local laymen, as well as select members of the UIL staff.

Dates/times/sites/chairmen of the meetings are as follows:

- March 13 — Region I, ESC, 1900 W. Schunior, Edinburg, Supt. Claude Jungman, Premont.
- March 14 — Region II ESC, 209 N. Water St., Corpus Christi, Supt. Eldon Edge, Poth.
- March 15 — Region XX ESC, 1314 Hines Ave., San Antonio, Supt. Victor Rodriguez, San Antonio ISD.
- March 22 — Region XIII ESC, 7703 N. Lamar Blvd., Austin, Supt. Jack Frost, Georgetown.
- March 28 — Region IV ESC, 7200 W. Tidwell, Houston, Prin. Wayne Schaper, Memorial HS.
- March 29 — Region V ESC, 2295 Delaware St., Beaumont, Supt. Bill Farmer, Barbers Hill ISD, Mont Belvieu.
- April 4 — Region XII ESC, 401 Franklin Ave., Waco, Supt. Jim Payne, Bruceville.
- April 5 — Region VII ESC, 818 East Main St., Kilgore, Supt. James Barnett, Leveretts Chapel.
- April 11 — Greenville High School, 3515 Terrell Road, Greenville, Supt. Don Whitt, Wylie.
- April 12 — Region XI ESC, 3001 North Freeway, Fort Worth, Supt. Don Smith, Cleburne.
- April 25 — Region XIX ESC, 6611 Boeing Drive, El Paso, Supt. Roy Dodds, Iraan-Sheffield.
- April 26 — Region XVI ESC, 1601 South Cleveland, Amarillo, Supt. B.J. Stamps, Amarillo ISD.
- May 2 — Starlite Inn, Highway 80, Abilene, Supt. James McLeroy, Borden County ISD, Gail.

All meetings are scheduled from 7 to 9 p.m.

## Dealing with the media

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be petty. Reporters can be vindictive. We all have our human weaknesses.

At the same time, we all have the responsibility to lay aside personal disagreements in order to best accomplish our professional duties. If I have a major complaint of Austin's local newspaper, it is that they seem to have internalized their feelings for the UIL. It reminds me of the 1960s, when nothing society did appeased the college radicals because the radicals believed society itself was corrupt. Nothing the League does is good enough because, in the eyes of the Austin newspaper, the League itself is wrong.

Of course, the newspaper hasn't bothered to propose a

better idea. Destroy today and we'll see tomorrow what we can build from the scraps.

What can the media expect from the League? Fairness. We will make every effort to keep the media informed. We have promoted and will continue to promote an open door policy. We want the press at our meetings, both locally and at the state level. We have made an honest attempt to explain the structure, organization and philosophy, reporting League events inevitably becomes shallow and one-sided.

We will continue to deal with the media on a level of high integrity because we regard them as professionals. And it is in our best interest to see that these professionals do their job in the most professional way possible.

## Contest is not the goal

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education mission of the school system, notwithstanding the school board's extra-curricular label."

We are now faced with a similar problem of curricular or extra-curriculum. If music contests are extra-curricular, we stand a chance of being a target of limitations for absences during the school year on extra-curricular activities. The explanation of House Bill 246 states that "approved participation is an extension of the classroom. In fact, preparations for the contests take place in the classroom, where the students are prepared for performance, the essence of any music study. The performance, whether or not for contest, concert, or local school assembly affairs, is the proof of the quality of classroom teaching and learning. Music must be

performed; otherwise, it is not music. Therefore, provisions for performance must be made for this necessary extension of the classroom: without it half of the music class has been omitted.

We won the battle of accreditation of music, which includes performance, nearly 50 years ago and developed the music contest as an educational tool to help attain the highest achievements possible in all aspects of school music teaching. The purposes of the UIL music contests are to provide statewide music competitions that foster high performance standards, nurtures aesthetic development and reinforces the many functions of music within the society.

The contest is a means to this goal, not the goal itself.