

The Leaguer

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WHAT Does It All Mean?

The Governor's Select Committee released its recommendations concerning the UIL and extracurricular activities. Still, a lot of questions remain unanswered.

Addressing the Community Forum on Public Education in San Antonio, April 4, H. Ross Perot commended two groups: the University Interscholastic League and the coaches' association.

"These are the only two organizations to respond with action to the Select Committee and to the problems facing education today," Perot said. "All the others said, 'Send money.'"

This bit of back-slapping aside, the Governor's Select Committee on Public Education, chaired by the billionaire Perot, passed recommendations that could have dramatic effects on the UIL, depending on how they're ultimately interpreted.

For example: The committee voted to place the UIL "under the supervision of the (State) Board (of Education). To accomplish this goal, the Board will be substituted for the University of Texas in the governance of the UIL. This means that the Board will appoint the members of the UIL State Executive Committee."

The proposal goes on to state that the University of Texas will continue to provide administrative and facility support for the League, if UT agrees, and that the self-governing aspects of the League in relation to contest rules will not be changed.

And what does the League think about that?

"Right now, we do not have a response," Dr. Bailey Marshall said. "We haven't heard from the University administration and we haven't met with the Legislative Council to determine a specific position."

"We're still trying to clarify what is actually being said," Marshall said. "Take the word 'supervision.' What does the word mean? If interpreted in context to the remainder of the proposal, then the only change would be that the State Board would appoint the members of the UIL State Executive Committee, rather than the President of The University."

Whether such an arrangement will meet with approval by the UT administration is anyone's guess. "As soon as we hear something, we'll notify the schools," Marshall said. "No doubt, the schools need and desire the cooperation of The University, particularly in providing the expertise of our contest directors as well as the excellent facilities for our meets and tournaments."

The committee also proposed that the State Board adopt rules which:

- Limit participation in all extracurricular competition to students whose academic performance is acceptable.
- Limit time away from class for all extracurricular activities.
- Limit scheduling of events to times that do not regularly interfere with schools' academic delivery or students' preparation for class.
- Empower the Board to approve all rules promulgated by organizations which sponsor extracurricular activities and to approve rules of censure or penalty for school personnel who allow rules violations.

"We see no insurmountable problems with this," Marshall said. "In the first place, we don't think school people will pass rules unless they are educationally sound. Of course, this adds another step in the complete rule-making process, but this is certainly something we can live with."

However, several proposals dealing with loss of school time do concern Marshall.

"One of the proposals states that extracurricular activities should be scheduled on the weekend," Marshall said. "In some areas, you're looking at severe facility problems."

"Another proposal states that extracurricular activities shall not be permitted during the week of semester final exams. Unless someone adopts a common school calendar, it will be very difficult to find schools that can schedule games around their differing test schedules. So support for this proposal hinges on a common school calendar."

A third proposal deals with junior high athletics. It reads: "Competitive sports activities in the middle and junior high schools should be limited and a well-organized intramural program should be implemented..."

"I think the Legislative Council addressed this problem when it adopted appropriate standards for junior high participation," Marshall said. "Of course, those wanting an intramural rather than an interschool program continue to have that opportunity as they have had for years."

Regardless of what happens to the proposals, either in the Legislature or in State Board of Education deliberations, Marshall said he hopes the League will remain as unchanged as possible.

"At meetings all around the state, the UIL is praised as being the most effective organization of its kind," Marshall said. "We do have our critics but generally, they have been affected by a rule that they didn't agree with, and they've allowed their dissatisfaction with a rule to overwhelm any attempt at understanding the organization and its structure."

"The League provides the most comprehensive program at a cut-rate price," he added. "Our program is the envy of the nation. One thing is for certain: We haven't gotten where we are today by accident."

Meanwhile, extracurricular activities coaches and sponsors received a shot-in-the-arm from the State Board of Education, which endorsed the structure and work of the UIL and its associates.

The resolution commended the League in general and contest coaches in particular for "their spirit of cooperation with the State Board of Education and for their continual work on the improvement of the proper allocation between the academic curriculum and co-curricular activities."

In addition, the Board expressed its desire to "work within the framework set out in Section 11.26 to work with the UIL on a continual and cooperative basis and not to be their governing body."

The resolution was forwarded to UT President Dr. Peter Flawn, Dean Thomas Hatfield of the UIL State Executive Committee and the UT Division of Continuing Education, to Dr. Bailey Marshall, Texas High School Coaches Association director Donald Jay and to Gerald Meyer, president of the Texas High School Athletic Directors Association.



I'll sleep tomorrow

What a month! It began with the girl's state basketball tournament. And then, of course, the boys. But in between, there was a special meeting of the Legislative Council. The next week, 2,500 high school journalists converged on Austin for the ILPC state convention while the state's top swimmers met at the Texas Swim Center for the state championship meet.

And then, there were the Perot Commission hearings. And the regional public hearings. And the first week of district spring meet contests.

Hurry sundown!

- 'Toughen up', page 2
- Tops in Texas, page 5
- Hoop champs, pages 6/7
- Tank tops, page 10
- Contest abuses, page 12

We're being told to toughen up

What is wrong with American education today? Well, you can ask any of a number of nationally recognized experts and odds are, you'll get a different answer every time. But there is no doubt that the American people are concerned with the quality of public education.

Texas has been a leader in this movement toward educational awareness. Much of the credit for this increased awareness can be attributed to the Governor's Select Committee on Public Education and its chairman, Mr. H. Ross Perot.

From what we can determine, the general gist of all the proposals are "toughen up."

Toughen up academic requirements for all students. Toughen up on classroom discipline. Reduce the loss of class instructional and study time. Eliminate spending for "frills."

As part of the educational system, extracurricular activities have been addressed by the "experts." No group has advocated the elimination of these activities, but most groups have recommended that extracurricular activities be cut back. All agree that students should miss little or no class-time in order to participate in these activities. In addition, the experts want to see excessive spending for extracurricular activities curtailed and to raise academic requirements for participation in these activities.

It came as no surprise that the UIL was the target of many proposed educational reforms. However, it is a credit to the League structure and to the individuals of its rule-making bodies that this organization adopted changes eliminating many of the excesses and other concerns of the educational reformers. In fact, the UIL-member schools had started this movement by setting limitations to reduce loss of school and



Bailey Marshall

Director's corner

study time as long as four years ago.

The state and national groundswell for educational reform has simply accelerated the movements which were started in the past few years within the UIL legislative process.

The school superintendents of Texas as well as contest sponsors, teachers, athletic directors and other concerned individuals who have spent countless hours on various UIL committees are to be commended for their work. While the media often portrays educational issues as simplistic and one-dimensional, we who have sat on committees appreciate the complexities of working out a compromise that best impacts both the Panhandle and the Rio Grande Valley. We know that not everyone will agree with the changes but we must be satisfied in our own commitment to improve the overall program without severely damaging a particular region or group as well as protecting the integrity of the contest program.

continued on page 11

The Leaguer

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

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Editor Dr. Bailey Marshall
Managing Editor Bobby Hawthorne

Official notices

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 — bassinett, 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 — Zinnia (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 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, Boone — 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 — "Synchronisms 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 correct 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

CORONADO (El Paso)

Coronado HS of El Paso has been placed on probation in boys' basketball for 1984-85 for violation of Art. 25-1-13.

AUSTIN HS (El Paso)

Austin High School of El Paso has been placed on probation in boys' golf for the 1984-85 school year for violation of Article 8-16-1.

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.

AUSTIN (El Paso)

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

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.

BELTON HIGH SCHOOL

The Belton High School Band has been placed on probation for one year for violation of Article 24-3-5 (3).

POLYTECHNIC HIGH SCHOOL

The Polytechnic High School Choir (Forth Worth) has been disqualified for the 1984-85 school year for violation of Article 24-5-3 (5).

TAFT HIGH SCHOOL

Taft High School has been placed on probation in girls' basketball for 1984-85 for violation of Article 25-1-1 of the Athletic Code.

WEST OSO HIGH SCHOOL

West Osos High (Corpus Christi) has been placed on probation in girls' basketball for 1984-85 for violation of Article 25-1-1 of the Athletic Code.

KLEIN OAK HIGH SCHOOL

Klein Oak High School of Houston has been placed on probation in girls' basketball for the 1984-85 school year for violation of Rule 8-16-1.

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.

PRESCRIBED MUSIC LIST

Page 17, 201. C PICCOLO SOLOS, Class II. Any suitable selections from Class I Flute List should read: Any suitable selections from Class II Flute List.

Page 21, 203 OBOE SOLOS, Class I. Hummel — Introduction, Theme and Variations, Op. 102 ... MusRa should read: Hummel — Adagio and Variations, Op. 102 ... MusRa.

Page 37, Hartley — Petite Suite (play three movements) ... Cres should read: Hartley — Petite Suite (play three movements)(unaccompanied) ... Cres.

Page 44, Glover — Royal March and Great Chorale ... BP should read: Stravinsky Glover — Royal March and Great Chorale ... BP.

Page 54, Class II, Haydn-Little — Suite in A-Flat from Sonata No. 11 for Flute ... Bel-Mil should read: Handel-Little.

Page 68, 235 THREE B-FLAT CLARINETS, Class I, Kummer — Trio, Op. 24 ... CB should read: Kummer — Trio, Op. 24 (play two movements) ... CB.

Page 68, 235 THREE B-FLAT CLARINETS, Class I, Kummer — Trio, Op. 53 ... CB should read: Kummer — Trio, Op. 53 (play all) ... CB.

Page 68, 235 THREE B-FLAT CLARINETS, Class I, Kummer — Trio, Op. 59 ... CB should read: Kummer — Trio, Op. 59 (play all) ... CB.

Page 161, Goemanne — (a) Three Meditations (sing No. 2 or 3) ... HF should read: Goemanne — Three Meditations (sing No. 2 or 3) ... HF.

Page 159, 931 MIXED CHORUS, Grade II, Goemanne — (a) Three Meditations (sing No. 2 or 3) ... HF should read: Goemanne — Three Meditations (sing No. 2 or 3) ... HF.

Page 68, 235 THREE B-FLAT CLARINETS, Class I, the three selections by Kummer should read: Kummer — Trio, Op. 24 (play 2 movements) ... CB, Kummer — Trio, Op. 53 (play 2 movements) ... CB, Kummer — Trio, Op. 59 (play all) ... CB.

MUSIC PLAN

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

Page 160, 24-7-5 (h) 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 years.

Page 163, 24-7-6(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 piano accompaniment utilizing the group's preferred method of sight singing; they a capella in conferences A, AA, AAA, AAAA and AAAAA using the printed text or in conferences C, CC and CCC using their preferred method of sight singing.

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

Page 147, 24-3-12 (3) Region VI should read: Region VI — Andrews, Borden, Brewster, 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, 24-3-12 (3) Region XXII — El Paso, Culberson, and Hudspeth counties should be added.

Extra rehearsals: To protect student study time, schedule them only when needed

By Dr. NELSON PATRICK
Director of Music Activities

In recent months there have been an increasing number of complaints or discussion concerning music organization rehearsals outside of school schedules. In one way this is not a concern of this office (at present), but it could become one unless we use considerable discretion. In other League activities constraints have been placed on practice or rehearsals, and there has been some mention of placing limits on music organization rehearsal times in and outside of school.

One of Mr. Perot's chief criticisms of marching bands was the large number of extra rehearsals. In one of his comments he stated that he thought twenty-two hours a week was a little much for band rehearsals. I think that most of us would agree with him.

In recent meetings where school time was a part of the discussion one school administrator pointed out that his band director schedules a weekly night rehearsal throughout the school year. Apparently, a number of directors do this. Several questions come to mind concerning this practice:

- (1) Is the called rehearsal a continuation of classroom practice?
- (2) Are extra rehearsals needed to solve problems that cannot be solved during the scheduled school day?
- (3) Does the music class deserve this much more time that

other school subjects or activities? The answers to these questions are not simple, but the director does need to do some soul searching as well as checking his efficiency as a teacher before calling for the extra rehearsal.

When I was a college student, D.O. Wiley once told me to go slow on extra rehearsals; that most of them were called for the benefit of the director rather than the student. He went on to point out that many young directors with a good case of nerves just might call the extra rehearsals to ease his own emotional buildup. At least its worth thinking about.

There are many times when extra rehearsals are called because unscheduled performance, poor weather conditions, limited access to marching field, sickness, etc. require extra time to fulfill obligations that are most important.

We look forward to continuing to be able to call extra rehearsals if and when they are needed, but there is a growing discussion for the League to place limitations on rehearsal time, not only for the school day, but for the number of months an organization can rehearse. We must avoid this if at all possible.

Only the director can determine whether or not the extra rehearsal is necessary, and he should have that privilege. The extra rehearsals should be limited whenever possible. We must be professional toward the use of student time, thereby staving off any limitations that could well be thrust upon all of us by outside sources.

Wind Ensemble Contest May 12

The 1984 Spirit of '76 Wind Ensemble Contest will be held May 12. As in the previous years, performance will take place in Bates Recital Hall, courtesy of the Department of Music at UT-Austin. Participants will enjoy the opportunity to perform in an outstanding concert environment. Each organization will receive the benefit of taped comments plus adjudication of the highest quality by a panel of internationally respected conductors. Special emphasis will be placed on the musical elements of each ensemble's performance.

Judges for this year's contest are Donald Hunsberger of Eastman School of Music, Craig Kirchoff of Ohio State University, and William Moody of the University of South Carolina.

Rules appear in the Constitution and Contest Rules. Entry forms and additional information appearing on the flier were included in the recent TSSEC mailing. If the number of ensemble members' names exceeds available space on the entry form, additional names may be included on a separate sheet of paper.

Marching contest dates set

The following schedule has been set for the 1984 district, region and state marching contests.

October 31, 1984 — Last day for district marching contests

November 7, 1984 — Last day for region marching contests

November 12-13, 1984 — State Marching Band Contest

"The implementation of any new program always presents problems. Every effort has been made to design a schedule that will be in the best interest of the majority of the participating schools. The last day for district contest is only seven days prior to the comparable date under the previous region-state plan and the state contest dates will not require that an organization extend the marching season solely to compete at the state level."

The exact contest dates will continue to be set by the appropriate District and Region Music Executive Committee.

Shortage of certified judges noted

By RICHARD FLOYD
Director of Music Activities

In 1964, the Legislative Council instructed the Director of Music Activities to organize and maintain a list of recommended judges for music organization events. Over the years this list went through numerous revisions and ultimately led to the formation of The Texas Music Adjudicators Association in 1978. This organization, through its elected officers, continues to maintain the adjudicators list and certify candidates for addition to the list.

Currently, the Constitution and contest rules require that at least two members of each concert and marching contest panel must be members of TMAA. At certain times of the contest season, this requirement creates serious hardships in some regions because there is a scarcity of certified judges available for adjudication. One solution to this ongoing dilemma would be to waive or liberalize this requirement. However, any such action would seriously erode the primary purpose of the list's existence. That purpose is to provide a consistent quality of adjudication by judges who are familiar with contest standards, well versed in techniques of providing constructive comments and knowledgeable concerning UIL contest rules and procedures.

A second, more desirable option would be to seek out additional members of the profession who are qualified for membership in TMAA, thus enlarging the pool of certified adjudicators on the list. Such a solution is not as simple a task as one might imagine since there seems to be apparent confusion concerning the process by which a director becomes qualified for membership in TMAA. A primary misconception is that attendance at an adjudication workshop automatically qualifies an individual for the list. There also is some confusion concerning prior judging experience.

Since there is a need for additional judges, it would be well for any members of the profession to review their qualifications for TMAA membership and actively take steps to secure certification as an adjudicator. The primary require-

ments have to do with teaching experience and contest achievement. A candidate must have at least five years of teaching experience and earned at least three Division I ratings within the past five years. The ratings must be in the area of expertise (i.e., concert band, orchestra, choir, etc.) for which the applicant is seeking certification and the ratings must have been earned in three different years.

The requirement for prior judging experience can be met in two ways. A candidate must serve as a UIL region contest adjudicator and/or clinician-conductor for a region concert organization in at least two different regions in the preceding five years. Judging a sightreading event does count for the purpose of meeting this prerequisite.

Finally, the candidate must attend a TMAA workshop in their area of expertise. These workshops are normally offered in conjunction with the TMEA, TBA, TODA and TCDA clinics. Each workshop is organized by TMAA members who are among the most experienced and qualified adjudicators in the state. Topic areas covered in these two hour workshops include philosophy of adjudication, a review of certain UIL contest procedures, judging standards and exercises in assigning ratings and writing constructive comments.

The success of any contest will always be dependent in large part upon the quality of adjudication. Directors who have a record of outstanding teaching experience and successful contest achievement possess the potential to be exceptional judges. The act of judging sharpens one's listening skills, refines the ability to identify musical and technical inadequacies and develops the trait of proposing practical solutions for specific performance problems. At the same time serving as a contest judge is an excellent way to make a meaningful contribution to the profession and the music students throughout Texas.

An official description of all requirements, complete details, and applications are available upon request from Vickie Wilson, University Interscholastic League, Box 8028, University Station, Austin, Texas 78712.

Make field trip to State Meet

There are OAP directors out there that have not seen the new *Handbook for One-Act Play*, Tenth Edition and there are those that still have not read the Ninth or any other edition. In fact, some of you went to contest without any OAP *Handbook*. I urge you to get a copy of the new *Handbook* in preparation for next year.

You and your students should join us to celebrate the 58th State OAP in the finest facility in the world. The eight Conference A plays will begin on Tuesday, April 24th at 4:00 p.m. in the Opera Laboratory Theatre at the north end of the Performing Arts Center on the UT-Austin campus. Evening performances in Conference A will begin at 7:30 p.m. Conference AA will follow the same schedule on Wednesday, but Conference AAA performances are set for the Concert Hall which is the main entrance at the south end of PAC. Conferences AAAA and AAAAA will follow the same schedule at 4:00 and 7:30 p.m. Friday and Saturday. The best theatre arts field trip of the year is the five days of the State Meet.

Surprise! The OAP Spring Meet schedule will not be as tight next year, but now is the time to consider potential problems. Has your school board set your spring break? Now is the time to schedule your zone and district OAP.

Zone contests will be allowed March 11-16. You are not required to hold your zone this week. No zone will be permitted prior to March 11 and no early district OAP meets will be allowed.

Schools in the same spring meet districts should consider scheduling spring break at the same time. There will be two weeks for district OAP in 1985. The first week is March 18-23 and the second is March 25-30. Zones may be held during these weeks so long as the district OAP is completed by March 30.

Area OAP is set for April 1-6. Area contest managers have been notified. There will be area meets in all conferences and all regions in 1985. Region IV-AAAA should take note! The additions of areas in I-III AAAA caused much confusion in



Lynn
Murray

Educational theatre

scheduling this year. Please take this as adequate notice. The area meet week for next year is April 1-6.

Area OAP week is also the first week of girls' and boys' district athletics and the week prior to Easter Sunday. I am sure there will be some conflicts. Most track meets are set during the second district week, but there will be conflicts with tennis and golf. OAP directors should consider this when the contest play is being cast. Know which students are in track and field, tennis and golf and know when the district meet is scheduled.

The regional meet week for OAP is April 8-13 and the State Meet is set for April 23-27 in 1985. Plan your calendar before you enroll in the One-Act Play Contest next fall. We hope to release the 1985 district spring meet alignment this spring in order to allow districts to better adjust their spring break calendar.

I will mention panel judging one more time this year. It is obvious that the state drama director endorses and urges the use of a single critic judge for OAP. I have often said that I administer and support the rules as they stand, until convinced by a majority and the change is instituted by the Legislative Council. That still stands.

Now is the opportunity for both OAP director and administrator to make their preferences known. A cover letter and

OAP Contest judging questionnaire has been sent to all directors and accredited critic judges. The return deadline is May 1. You are responsible for the outcome and what will be recommended.

It has come to my attention that some directors think I approve or disapprove plays to be added to the long or short list and those submitted for special approval. I do not! The decision is made by the League Play Appraisal Committee. No, I will not tell you who they are. Members do change from time to time and all are knowledgeable about UIL and theatre. They are concerned about quality educational theatre, but try to allow as much as possible.

I read special play requests only as a last resort. When the reading committee disagrees or there is a potential OAP rule violation, I read the play or cutting. When members of the committee have become known to OAP directors in the past, there have been problems and ultimately those known to directors quit reading. It is difficult to get quality theatre people concerned with the UIL play contest to read as extensively as the requests require. I wouldn't want the job myself.

I am responsible for most of the requests for additions to the basic set, except as in such cases might affect the approval of a play. I do have the Play Appraisal Committee as a support source where language (profanity) and the morals rule, Article 23-1-2 (1e) is concerned. If anybody would like to take over this responsibility, I have been looking for a sucker for years. I will continue to provide this administrative service until the Legislative Council lifts their requirements.

The only administrative function I serve that is totally autocratic (dictatorial) is the accredited critic judge list. I have several times requested that the Texas Education Theatre Association assume this function, but the TETA board has declined. I would be personally much happier if TETA formed an adjudication body, kept the list, conducted workshops, removed those that were doing a poor job and provided the evaluation process. Everytime I discuss this subject with accredited judges, I get the same answer, no. I assume I will continue to serve in this fashion until somebody creates the better mousetrap.

I trust all of you will feel free to use the judging questionnaire to make any suggestions you think would improve educational theatre in Texas. I also hope you read my tirade last month. If you didn't, I'll be glad to send you a copy.

The Winners

By Ron Brown

(This poem was written for Gregory-Portland Auntie Mame company following the 1983 State Meet Conference AAAA OAP awards ceremony.)

As we are gathered around in a circle of love discovering that depression is the fruit of loss and thinking defeat is but a seed unable to grow unless we surrender the tears to nourish its growth.

Just trying to excuse the deep-seated pain that somehow will not smoulder and die but rages on for a time in the flames of regret that only truth will enable us to overcome,

So we dispense with excuses born of fatigue; for we have gained more, much more than we've lost.

Look at us now, not bubbling with pride but rather uncovering the feelings deep within, which do not simply swell because of an object sitting on a shelf to gather dust.

They are seated in love and warmth which grows to be a pleasant companion for our cold and lonely times in days to come.

Our memories will surely grow and gather strength to defeat the loneliness sometimes born of success that might blind us to true friendship — the real gain of such effort.

Let this experience effect us a family and bind our hearts in thankfulness for we ascended to the top — not to conquer and defeat but rather to join forever in memory of a dream that was far surpassed by the reality of Love shared — our gain in this loss.

UT teacher's workshop for credit scheduled

The UT-Austin Department of Drama is sponsoring a "teacher's" workshop in conjunction with the 22nd annual Summer Theatre Workshop. This workshop was created because teachers asked to attend the student workshop and participate in all phases of the program.

Teachers participating in the workshop as "transient" students may receive up to eight semester hours credit by registering for Drama F365K-High School Play Production, F276-Rehearsal and Performance, and F384-Projects in Directing for Teachers. Those enrolled will participate in a directing seminar and work with the high school students.

From June 6 through July 8, courses in acting, voice, technical theatre, makeup, directing and production activities will be structured to involve both teachers and students. The directing seminar will continue through the workshop period.

Tentative directors for the major workshop productions are Robert Singleton, UIL State OAP director 1975-77 and theatre director at the Performing Arts High School in Houston; Lou Lindsey, UIL State OAP director 1981-83 from Brownfield; and Luis Munoz, theatre director from MacArthur High School in San Antonio and the first Summer Theatre Workshop graduate to return as a director for the program.

The workshop will be of special benefit to teachers seeking drama teacher certification, taking courses to meet local requirements or to develop individual activities, participating

in the UIL One-Act Play Contest, and/or teaching the variety of theatre subjects needed for the TEA theatre arts curriculum.

Teachers desiring participation in this workshop as "transient" students should request admission to UT-Austin, director of admissions, prior to May 1 in order to register June 4-5. Enrollment is limited for the "teacher's" workshop. Priority will be given to those teachers notifying me of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office, but not required. Those interested in the "teacher's" workshop should reserve a position. They may reach me at the UIL office, 512/471-5883.

For teachers that cannot attend the full term summer theatre workshop, a "short term" non-credit workshop specifically designed to help teachers with preparation for the UIL One-Act Play Contest is planned for the final week. This six day, July 2-7, workshop will focus on play selection, cutting a long play, using limited scenery, use of the League-Approved Unit Set, limited lighting, interpretation of OAP rules, and directing the contest play. Teachers will be accepted for this workshop on a first-come-first-served basis. A \$100 non-refundable fee check must be made payable to the Department of Drama, The University of Texas at Austin. Teachers accepted will receive immediate confirmation. If the workshop is filled, registration checks from those not accepted will be immediately returned. A waiting list will be maintained.

Teachers in the "short term" workshop will view workshop laboratory scenes, the three major workshop productions, workshop classes, and Department of Drama productions during the five day program. Critique sessions on all activities will be held.

ILPC Summer Workshops scheduled June 15-19

The registration deadline for the third annual ILPC Summer Publications Workshops is June 1 and reservations are expected to go fast. Due to space limitations and a general desire to maintain an intellectual and intimate atmosphere, enrollment will be limited to 200 persons in each of the newspaper and yearbook workshops, and to the first 30 persons enrolled in the photography sequence. The workshop is scheduled June 15-19 at The University of Texas at Austin.

Directing the workshops will be Bruce Watterson in yearbook, John Cutsinger in newspaper and David Brooks in photography.

Watterson is a longtime ILPC yearbook critic and consultant. He advises the award-winning *Wildcat* of Ole Main HS in Little Rock, Arkansas. He is a popular workshop instructor and directed the 1983 ILPC workshop. Cutsinger will be directing his third ILPC newspaper workshop. Publications adviser at Austin Westlake HS, he has compiled an enviable record of achievement the past several years while advising at Westlake and Van Buren HS, Van Buren, Arkansas.

Brooks is director of communication for the Texas Society of Architects. He is former publications adviser at Austin Anderson HS, where his newsmagazine, *The Edition*, won tops in Texas honors in 1980 and 1983.

Registration fees of \$160 for newspaper and yearbook students and \$180 for photography students covers room, board and all workshop fees. Persons are not considered registered until all forms and payments are received.

All students will be housed in Jester Dormitory. For registration material and other information, write Director of Summer Workshops, ILPC, Box 8028 — UT Station, Austin, Texas 78713-8028.

State Meet tips

Things to know about the 1984 State Meet Journalism Contests:

- A general meeting of contest sponsors will be held at 7:30 p.m. Thursday, April 26 in the LBJ Auditorium. A meeting with the journalism director will follow in the Joe C. Thompson Center. At that time, contest numbers will be given to those attending and questions will be answered.

- A general journalism meeting will be held at 12 noon Friday, April 27 in Thompson Conference Center Room 1.110. Attendance is not required, especially if you attended the meeting Thursday evening. Also, if you're participating in only one contest — and it doesn't begin until 4 or 5 p.m. — we suggest you go shopping or take a nap.

- The contests will be held as such: news writing at 1 p.m.; feature writing at 2 p.m.; editorial writing at 4 p.m.; and headline writing at 5 p.m. All contests will be held in TCC 1.110.

- Wear something comfortable. Relax. Eat a good breakfast and lunch.

- Show up for your contests on time. We will begin precisely on time. If you are not present by the time the contest begins, we will call for the alternate.

- Bring pencils and/or pens. We'll have paper.

- Contests will be judged as quickly as possible. We'll post results as soon as we get them. Don't bug us about it.

- An awards assembly will be held Friday evening in TCC 1.110. Awards will be distributed and everyone will have an opportunity to cheer the champs. The meeting is scheduled for roughly 8 p.m.

Tops: Irving yearbook, Austin Travis newspaper named state's best during ILPC convention

After dominating competition in the Tops in Texas individual achievement awards competition the day before, the *Southerner* of Austin Travis and the *Lair* of Irving High School were named top newspaper and top yearbook in Texas respectively.

The announcements came during the Grand Awards Assembly, which closed the 57th annual Interscholastic League Press Conference state convention, held March 16-17 in Austin.

The Southerner, advised by Mark Yemma and edited by Harold Taylor, also claimed three Tops in Texas individual achievement awards. Taylor won in both the in-depth news/feature and the sports column categories. He also took first place in Conference 5A-I editorial writing and second in feature writing.

However, the *Lair* was even more dominant in the Conference 5A yearbook category. Members of adviser Sherry Taylor's staff won four Tops in Texas IAA awards. In the 5A-I individual achievement award competition, the Irving staff won six first place, five second place, and one third place honors.

The third major award of the day, the Max R. Haddick Teacher of the Year Award, went to Cheryl Chrisman of Temple, whose newspaper the day before had been awarded the Golden Crown Award from the Columbia Scholastic Press Association. During 1983-84, Chrisman supervised production of two award-winning publications. Both the newspaper and yearbook won ILPC Golden Quill awards.

Six outstanding publication advisers and journalism educators were singled out to receive the Edith Fox King Awards, given annually to those who have made outstanding contributions to Texas scholastic journalism.

Recipients included Judy Babb of Dallas Skyline, Kevin Campbell of Fort Worth Richland, Mike Wallace of La Grange, B. J. Eudy of Lubbock Roosevelt, Sherry Taylor of Irving, and Peggy Schneider of Katy Taylor.

For the second consecutive year, ILPC presented the Golden Quill Award to publications which have achieved commendable levels of excellence. Recipients included (newspaper) the *Mane Event* of Katy Taylor HS, the *Beacon* of Copperas Cove HS, the *Shield* of Austin McCallum HS, and the *Campus Comet* of Fredericksburg HS; (yearbook) *The Deer* of Deer Park HS, *Cotton Blossom* of Temple HS, *Bronco* of Sonora HS, *Mallard* of Taylor HS, and *The Bruin* of Spring Branch HS.

Tops in Division champions are as follows:

Junior High — Mimeograph: *Wildcat Whispers* of San Antonio Stevenson JH; Junior High — Offset: *The Cry* of Austin Fulmore JH; Printed-1: *Cypress* of Sabinal HS; P-2: *Good Times Collection* of Alvarado HS; P-3: *Featherduster* of Austin Westlake HS; P-4: *Maroon* of Austin Stephen F. Austin HS; P-5: *Southerner* of Austin Travis HS; P-6: *Panther Prints* of Duncanville HS; Newsmagazine: *The Edition* of Austin Anderson HS; Page-in-local-paper: *Bulldog Bark* of Queen City HS; Mimeograph-1: *Tiger's Tale* of Groom HS; M-2: *The Lyncean* of Winona HS; M-3: *Caballo Diabolo* of Sonora HS; and M-4: *The Pride* of Humble HS.

Yearbook — Junior High: *The Chaparral* of Arlington Hutcheson JH; Y-1: *Beckvillian* of Beckville HS; Y-2: *Golden Eagle* of Junction HS; Y-3: *El Lobo* of Levelland HS; Y-4: *El Paisano* of Austin Westlake HS; Y-5: *Safari* of Houston Spring Woods HS; Y-6: *The Lair* of Irving HS; and Y-7: *Rebel '83* of Fort Worth Richland HS.

1984-85 ILPC Officers: Laura Matthews of Austin Westlake, president; Danette Knopp of Fredericksburg, vice-president; Traci Wicker of Fredericksburg, secretary; and Christi Daughtry of Del Valle, junior high vice-president.

Two winners, any way you look at it

By **BOBBY HAWTHORNE**
Director of Journalism Activities

Harold Taylor is as about an all-American kid as you're going to find these days. A real button-down plaid shirt, blue-jeans and tennis shoes kind of guy. In a lot of ways, he reminds me of Opie Taylor without the big ears. His hair is a thick, sandy-brown — what my mother would call "dishwater blonde." He has a few freckles, green eyes and a small gap between his two big teeth that shows rather prominently when he smiles.

On this day, Harold had a lot to smile about. The Austin Travis High School newspaper, *Southerner*, had just been named by ILPC as the best in the state. Harold edits the newspaper.

A good forty-five minutes after the announcement was made, Harold and members of the staff were just making their way to the parking lot to their cars. Clearly, they wanted to drag this out as long as possible. Parties will come and go, but this was a real celebration. This was something that may not come along again for a long time. They all knew it.

I was in the parking lot too, packing up a few odds and ends and trying to coordinate finals plans for the evening meal. Jim Paschal of Oklahoma was there too. Jim had taught Harold in the editor's session during the ILPC summer workshop. They shook hands and exchanged the "Well, you did it" small talk that comes up with there isn't much else to say.

In the meanwhile, I stood there with the rest of the staff, asking who'd be editor next year, telling them how great an adviser they had, and generally being a bore. A moment or so later, Harold returned to the group and while I had them there, waving the little Confederate flags and bouncing up and down inside, I made the speech that I wish I could make to anyone who has ever won an ILPC award.

It went something like this. Today, you were honored for being the very best and that has made a lot of people very mad. They heard us announce your name and they watched you walk to the stage to pick up the award. They figure you

won because you're in Austin. There's no way they're ever going to really believe that you've done a better job than they have.

Keep in mind that they weren't around when you were at school all hours of the night, knocking out those last minute stories or pasting up. They don't know the time, the work, the effort. Most of your critics haven't even seen your paper. All they've seen is your walking up to the stage to lay claim on the twelve-by-twelve inch plaque that they wanted and don't deserve. This is something you're going to have to live with, I told them. They said they thought they could handle it.

Of course, this little speech sounded a lot more eloquent out there on the parking lot. It loses something when you remove the celebration of the moment.

And then, there's Tim Fleischer. The first time I met Tim, I thought he was a teacher. He looks a lot older than he is. His friends call him "Flash" but I can't figure out why. He's a quiet and, I'd say, basically shy kid. He doesn't have the natural talent of a Harold Taylor but, Lord, is he tenacious.

Sometime last summer, Tim decided he'd edit the best student newspaper in Texas and he set out to do it. The Copperas Cove High School *Beacon* improved as much in a single year as any high school paper I've seen.

The staff covered red-shirting of athletes, the Perot Commission, changes within the UIL, and virtually every other major educational issue of the day. The publication came out like clockwork — once every two weeks, which is unheard of these days. Since September 1, Tim edited the state's most aggressive student newspaper. Easily, it could have won tops in Texas.

But it didn't. In fact, the critic-judge choose it second best in its division. For Tim, that was devastating.

I don't know what I would have said to Tim if it had been him rather than Harold that I ran across on the parking lot that afternoon. I might have mumbled something stuffy about the satisfaction of reaching a level of excellence. Odds are, though, I'd have just stood there with my hands in my pockets and said I'm sorry. No doubt Tim, you certainly deserved better.

Snook: 7 in a row Lobos: A perfect 39-0



Frustration. For Forth Worth Dunbar, the state's top ranked team, the hopes of a first state crown were dashed by defending — and eventual 1984 champion — Bryan in the semifinal round.

Champs dominate all-tournament teams

Members of the girls' state basketball All-Tournament Team are as follows:

Conference A — Ramona Heiman, Nazareth, unanimous selection; Leona Gerber, Nazareth, unanimous selection; LaDawn Schmucker, Nazareth; Dani Battie, West Lamar, unanimous selection; and Jackie Fishbeck, Moulton.

Conference AA — Donna Cummings, Hale Center, unanimous selection; Julie Flowers, Central; Nikki Redden, Troy; Cheryl Curtis, Frisco; and Leasa Thigpen, Central.

Conference AAA — Phoebe Dunn, Abernathy; Vicky McKenzie, Abernathy; Bobbie Whitfield, Groesbeck; Sherrie Cooks, Groesbeck; and Linnett Jones, Groesbeck.

Conference AAAA — Maggie Davis, Waco Richfield, unanimous selection; Martha Estelle, Waco Richfield, unanimous selection; Darla Isaacks, Levelland, unanimous selection; Francis Williams, Levelland; and Alisha West, Little Cypress-Mauriceville.

Conference AAAAA — Angela Lawson, Longview, unanimous selection; Angela Crooks, Longview, unanimous selection; Cassie Brooks, Longview, unanimous selection; Cathy Nixon, Dunanville, unanimous selection; and Donna Roper, Houston Yates.

Members of the 1984 boy's state basketball All-Tournament Team are as follows:

CONFERENCE A — Mark Huseman, Nazareth; Walter Martin, Snook; Wesley Jackson, Snook; Darin Benford, Snook; and Byron Wiebold, Tenaha.

CONFERENCE AA — Jeff Chumbley, Shelbyville, unanimous selection; Patrick Williams, Somerville, unanimous selection; Darren Martin, Shelbyville; Basil Lister, Somerville; and Robert Johnson, Morton.

CONFERENCE AAA — Sam Williams, Hardin-Jefferson, unanimous selection; Carl Brewer, New Boston; Brad Holcomb, Dimmitt; Reggie Austin, New Boston; and Ben Griffin, New Boston.

CONFERENCE AAAA — Kevin Bush, Port Arthur Lincoln; Walter Senegal, Port Arthur Lincoln, unanimous selection; Roger Darden, Flour Bluff; Derek Young, Port Arthur Lincoln; and Chris Hall, Cleburne.

CONFERENCE AAAAA — Andy Gilchrist, Houston Memorial, unanimous selection; Darrell Mitchell, Bryan, unanimous selection; Kevin Bradsher, Bryan, unanimous selection; Rodney Washington, F.W. Dunbar; and Fennis Dembo, San Antonio Fox Tech.

Longview keeps year-long vow

Look at it this way: One team came within four points once. Only two other teams lost by less than 10. After that, the next closest thing was a 13-point regional win over North Mesquite.

In the process of winning 39 games, the Longview Lady Lobos dominated girls' basketball. They handed Duncanville its only two losses of the year, whipped the defending state champion Houston Yates team by 20 points, and trounced the best girls' teams in Louisiana. All in all, it was a fairly successful year.

"After losing by one point last year, we vowed we'd be the champions this year," head coach Tommy Aldridge said. "Our team is proud of what we've accomplished, but we also wanted to win it for the city of Longview too."

"I think we can stake our claim as the best team in the nation as well. You'll never see a better team than this one."

The Lobos were led by seniors Angela Lawson and Angela Crooks — known as the "A-Team" — and junior Cassie Brooks. In the finals, Lawson scored 24 and Brooks added 22. Against Duncanville in the semifinals, Brooks sank 22 and Lawson hit for 21. Crooks added 16 to offset Cathy Nixon's 19 point effort in a losing 71-54 cause.

Yates nudged past San Antonio Highlands, 51-50, in the semifinals and closed the season at 26-1.

Elsewhere, Nazareth returned to its championship ways by jumping out to a 19-2 first quarter lead over Petty West Lamar and sailing to a 64-32 Conference A victory — the seventh state title in the past eight years for Coach Joe Lombard's Swiftettes. Led by Ramona Heiman, a 5-9 sophomore, the Panhandle squad posted a 35-0 season mark, which included a 59-32 semifinal win over Priddy. West Lamar reached the finals by clipping Moulton, 38-36.

Another Panhandle-area team, Abernathy, turned back Groesbeck, 67-57, to win the Conference 3A title. Led by Phoebe Dunn (29 points, 9 rebounds) and Vicky McKenzie (21 points, 14 rebounds), the Lady Lobes built an 11 point lead going into the fourth quarter, and broke even from there to win. Abernathy won its semifinal bout, 46-32, over Van Vleck while Groesbeck slipped past Hardin-Jefferson, 79-51.

In the 4A finals, defending champion Levelland fell victim to a 23-point performance by Waco Richfield's Maggie Davis, and lost 56-43 to the 33-0 Ramblers. Richfield, coached by Poo Welch, earned a championship berth by knocking off little Cypress-Mauriceville, 46-37 while Levelland thumped Corpus Christi Calallen, 32-17.

In the 2A finals, Central Pollok's Leasa Thigpen sank a shot underneath to push the Bulldogs past Hale Center, 37-36. Semifinal bouts saw Central knock off Troy, 64-56, and Hale Center beat Frisco, 52-41.



Writing chapter 7 of state title saga

The question is not "When will it end?"
The question is "Will it ever end?"

The answer is being debated. Despite losing four seniors, the Snook Bluejays appear in good shape to stretch their state championship domination well into its second decade. The Bluejays of Coach Donnie Victorick knocked off Nazareth for their seventh consecutive title, and have returning next year 6-7 Walter Johnson, who'll be in his sophomore year. He led the Bluejays in tournament scoring and was named to the all-tournament team — the only freshman so honored.

But Victorick warns: fans might think championships are easy to come by, coaches and players should know better. "Hard work, mental preparation and conditioning — there's no substitute for those three," he said. "One of our goals is to be the best physically and mentally prepared team every time we play. Because of our record, every team is out to beat us. We have to be on our toes every time out. But I'm not complaining."

The latest chapter in Snook's winning saga included a 56-45 semifinal victory over Tenaha and a 39-30 win over Nazareth in the championship game. In the past 25 years, the Bluejays have rolled up a 1,019 win and 150 loss mark, including 17 trips to the state tournament.

"The kids here definitely have a sense of pride in putting on a Snook varsity uniform," Victorick said.

Elsewhere, Bryan upset top-ranked Fort Worth Dunbar, 47-46, in the 5A semifinals and cruised past Houston Memorial, 68-56, in the finals to wrap up their second consecutive state crown. Dunbar brought a 38-0 record and a national ranking into the tournament, but failed to bring coach Robert Hughes his first title in five trips to Austin.

Bryan, meanwhile, used balanced scoring from Darrell Mitchell, Kevin Bradsher and Kenny Keller to offset Memorial's Andy Gilchrist, a 6-7 center who scored 31 points in the title game.

In the 4A finals, Port Arthur Lincoln jumped to a 35-19 halftime lead and sailed past Flour Bluff, 61-52. Ten Lincoln players scored and 15 players saw action. In the 4A semifinals, Lincoln bumped off Cleburne, 51-44 while Flour Bluff edged Jacksonville, 46-43.

In the 3A finals, New Boston placed five players in double figures while rolling past Hardin-Jefferson, 76-65, and completing a perfect 33-0 season mark. Sam Williams scored 33 to keep Hardin-Jefferson close. In the semifinals, New Boston slipped past defending state champion Dimmitt, 60-59, and Hardin-Jefferson cruised past Sweeny, 59-55.

Perhaps the most overwhelming performance of the tournament was turned in by Shelbyville's Jeff Chumbley, a 6-5 post who scored 34 points in the 2A finals to lead the 33-0 Dragons to a 73-67 win over Somerville. Tenacious defensively, Chumbley picked up seven blocked shots and five dunks against Patrick Williams, who scored 17 after tossing in 31 in the semifinal win over Morton, the 2A defending champion.

Shelbyville won its semifinal game, 83-57, over Itasca. Somerville survived a 29-point effort by Morton's Robert Johnson and held off a late rally to earn a berth in the 2A title game.

I've got it — you take it. Hustling for the ball are Abernathy's Vicky McKenzie (11) and Stacey Kelley (21), while Johnnie Harrell looks on.

On invitational meet disputes

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

From time to time, we get calls from coaches who ask us to make a ruling on something which has happened at an invitational meet. The call which came most recently concerned a stated problem in which a percent loss was to be calculated. We want in this article to make a general response to this question and to say how we view being called about such issues.

First, a bit of history. The calculator applications contest, unlike many of the UIL contests, is of recent origin. Many of the readers of this article have participated in the development of this contest, making valuable criticisms and suggestions and thus stimulating the development of a fair and beneficial contest. When we began developing the various types of problems, we discovered many issues that had to be clarified in order to have a workable contest.

One type of problem which had to be refined was that of percent problems. When we first began to include problems of this type, alert coaches pointed out that the answers were not unique unless we made some careful definitions. We responded in an Appendix to the Contest Manual in which we defined three types of percent problem — percent error problems, percent change problems, and percent difference problems. Since then we have been careful to confine percent problems to these three types. For example, we have no percent loss problems on the UIL tests, because we have not defined a percent loss.

So what can you do if someone puts a percent loss problem on an invitational meet test, and an argument arises as to the correct interpretation of the problem? The answer is — work it out among yourselves in a spirit of respect and friendship. But don't call us and ask for a ruling because that is not a "legal" percent problem according to our definitions.

On the other hand, we really don't mind being called, so long as you do not demand that we give an "official ruling." Your calls are welcome because such calls have stimulated our interest and thinking about the contest, and you may have hit upon a loose end which we need to consider. So we are glad to hear from you about the contest, and we might even venture an opinion about a controversial matter. But we can't take sides in disputes at invitational meets unless the question concerns the contest rules or one of the invitational tests which we have furnished.

A call for help

The State Meet is always an exciting time for us, as it is for many of you. This is the time we have been working toward for many months, even for years for some contestants. For us, it is a time to meet with old friends and to make new friends.

Of course, our main concern is to conduct a fair and efficient contest. One of our needs is for help from former contestants in grading the contest entries. We maintain a list of graders who have helped in the past, but we would like to add to the list others who might be available to help. If you have former students who are likely to be at the State Meet, would you please contact us so that we can invite them to assist us in conducting the contest? Of you can contact them yourself. Tell them to show up at the Thompson Conference Center, Room 3.108 at noon, Saturday, April 28. We will provide a simple lunch, a small gift to show our appreciation, and a good time.

We wish you well and hope to see you in April.

Don't ask us
about non-UIL
test problems

Clarification of decimal, fraction use provided

By DR. CHARLES LAMB
State Number Sense Contest Director

I would like to make a point of clarification concerning acceptable formats for answers which require decimals or fractions in the Number Sense contest.

Page 96, 22-3-4(2) of the Constitution and Contest Rules states that all fractions in test papers must be written in lowest terms, that improper fractions are permitted, and that decimal answers are permitted for starred problems and for those unstarred problems whose answers are exactly expressible as decimals.

Because this wording has been causing some confusion, I have begun specifying the format of many answers on the test. When the format is not specified, decimals, fractions, or mixed numerals are acceptable. For example, the answer to the problem " $1 - 27.5 =$ " may be written 27.5 or $27\frac{1}{2}$ or $55/2$. The following would also be acceptable answer formats:

$$3\frac{1}{2}\sqrt{2}, 7/2\sqrt{2}, \frac{7\sqrt{2}}{2}, 3.5\sqrt{2}$$

While there may be rationalizations for desiring one format over another (because of problem context), there appears to be no clear cut consensus among the many coaches and educators I have talked to. Therefore, for the purposes of the UIL Number Sense competition, any of the formats listed above are to be scored as correct.

Good luck to all of the students competing on the regional level this month. I hope to see you at the State Meet in Austin. We will be holding our Number Sense conference on Friday, April 27 from 10:00-11:30 a.m. in the Thompson Conference Center. The State Number Sense contest will be held in Belmont Hall, room 204, from 2:00-5:00 p.m. that day.

TILF data meet scheduled

Scholarship information for contestants, and contest information for sponsors will be featured at the State Meet Convocation, Thursday, April 26, at 7:30 p.m. in the LBJ Auditorium, according to Janet Wiman, director of academic activities.

Students competing at the State Meet as contestants or alternates are eligible to apply for Texas Interscholastic League Foundation Scholarships, she said. A representative of the Foundation will make a presentation to those in attendance, and application forms will be available in the registration packet at the registration desk in the Thompson Conference Center during the course of State Meet.

A University of Texas student organization will offer tours of the UT campus Friday and Saturday during State Meet. They will present a slide show during the convocation Thursday night, and will offer information about tours of the various academic departments and buildings of interest on campus. All tours will begin at the Thompson Conference Center.

Speech sponsors will adjourn to the Thompson Conference Center following the State Meet convocation for a coaches' conferences.

"This is an opportunity for sponsors to have some input into the League speech program," Wiman said. "It is also a time for us to discuss tournament procedures for this year's State Meet." An announcement of next year's debate topic will be among the items on the conference agenda, she said.

Other contests will hold coaches' conferences at the following times and places:

Calculator Applications — Saturday, April 28, 9 a.m. Thompson Conference Center, 2102.

Journalism — Friday, April 27, 12 Noon, Thompson Conference Center, 1.110.

Number Sense — Friday, April 27, 10 a.m., Thompson Conference Center 1.110.

Science — Friday, April 27, 3 p.m., Welch Hall, 3502.

Shorthand — Friday, April 27, 7 p.m., Thompson Conference Center.

Typewriting — Friday, April 27, 7 p.m., Thompson Conference Center.

Typing contest site moved

This year, for the first time, the UIL State Typewriting and Shorthand contests will be held off the University of Texas campus, according to Janet Wiman, academic activities director. The contests will be held Saturday morning, April 26, at Lanier High School, 1201 Peyton Gin Road West, in north Austin.

"This year the Business Economics Building, the traditional site of the contests, is undergoing major renovation and we were forced to find other accommodations," Wiman said. "The facilities at Lanier are excellent, and although the change may cause inconvenience for some, I believe that we will nevertheless have a very good, smoothly-run contest."

Maps of Austin will be available at the registration desk in the Thompson Conference Center. The awards ceremony for both contests will take place Saturday afternoon at the Thompson Center.

Lincoln-Douglas rules okayed

The rules and procedures for Lincoln-Douglas Debate, which will become a part of the League speech program for the first time next fall, are now available from the League Office.

The rules, formulated by a committee headed by Debbie Dehlinger of San Antonio Jefferson High School, were approved by the UIL Legislative Council on March 7. Sponsors who would like to receive a copy of the Lincoln-Douglas rules should mail their request to Janet Wiman, UIL Speech Contest Director, and enclose a self-addressed, stamped envelope.

"We would ask that sponsors consider the students who will be participating in Lincoln-Douglas Debate, examine the rules and the ballot, and direct their comments to the League Office. I am hopeful that within the first two years of the program in UIL we can solve most of the problems that are often encountered in a new contest," Wiman said. "The Legislative Council has authorized the Academic Rules Committee to make alterations in the contest during the first few years, and this committee will be meeting this summer. Any suggestions received will be presented at that time."

The purpose of Lincoln-Douglas Debate is to provide training for the development of argumentation, persuasion, research, and audience analysis skills, Wiman explained. Through this contest, students are encouraged to develop a direct and communicative style of delivery.

Lincoln-Douglas will be considered an individual event of debate. In Lincoln-Douglas, a single debater attempts to convince the judge of the acceptability of his side of a value proposition.

Three resolutions of value will be provided from the League Office during the course of the school year. The resolutions will be announced in the Leaguer for stated periods of time, she said.



Photo by Bobby Malish

Brandishing rebel flags, members of the Austin Travis high school newspaper staff let out a loud cheer as their publication was named 'Tops in Texas' during the ILPC state convention, March 16-17 at The University of Texas at Austin. Adviser of the newspaper is Mark Yemma.

Fall conference schedule set

The 1984 UIL student activities conference schedule has been released and includes first-ever trips to East Texas State University, Angelo State University, Tarleton State University and Trinity University.

"This is the second-year of our attempt to more fully cover the state," said Dr. Bailey Marshall. "In past years, our literary and academic contest directors traveled to the same sites, year-in and year-out. This past fall, however, we began a switching-off format, in which directors will travel to different conferences every year."

The first year of the format worked well, contest directors said.

"I think we become more accessible to the majority of the schools under this new plan," said UIL one-act play director Lynn Murray. "I know I've had a number of requests from people in the San Angelo area to do a workshop there, and under this new plan, we will reach these people."

Added speech activities director Janet Wiman, "It also gives the contest directors an opportunity to visit the regional sites, to confer with regional directors and hopefully smooth out problems with the administration of the regional meets."

Student activity conferences are open to all UIL contest advisers and participants. The meetings are held from 9 a.m. to 12 noon on Saturdays during the fall. All meetings are free and open. Many school districts also award in-service credit for advisers attending UIL conferences.

The 1984 student activities conference schedule is as follows:
September 29 — The University of Texas at Austin.
October 13 — Texas Tech University in Lubbock.
October 20 — The University of Texas at El Paso.
October 27 — East Texas State University in Commerce.
November 3 — Angelo State University in San Angelo.
November 10 — Tarleton State University in Stephenville.
November 17 — Sam Houston State University in Huntsville.
December 1 — Trinity University in San Antonio.
December 8 — Texas A&I University in Kingsville.

Let's hope sportsmanship isn't going out of style

Ed. note: The following article first appeared in the National Interscholastic Coach. Gretchen Flemming is a writer for the News of Saginaw, Michigan.

By GRETCHEN FLEMMING

The whistle blows, the referee calls a foul on Joey Jumpshot, the Bears' star center. Immediately the floor is flooded with paper and objects thrown by the home team. Some of it hits the players. "Bull-(bleep)! Bull-(bleep)!" yells the partisan crowd. "We want a white ref!" slurred one upset Caucasian observer. "You don't know (bleep)!" hollered another, as his five-year-old son watched — and listened.

Meanwhile Joey hits the one-and-one to pad his team's 20-point lead.

The sport of basketball is in trouble unless people begin to change their attitudes about the game.

Winning at-all-costs is being supplemented by other goals. Making sure your team isn't "ripped off" by the referees — and letting everyone hear you cry when you think you do — is one of them. Secondary in importance is seeing which side can degrade the officials and their team's opponent the most effectively.

This can't continue.

Basketball is arguably the most emotional of sports — 16- and 17-year-olds dressed in little more than underwear are

supposed to perform flawlessly before wildly-screaming student and grown-up critics seated a few feet away. At the same time, the coach tries to be leader, teacher, and organizer while making decisions within seconds.

Emotions do run high, and that's one thing that makes basketball such an exciting sport.

But people are getting carried away.

Everyone's a Ref

I've seen competent referees, and then I've seen bad ones. I could write until I was blue in the fingers about how (most) referees work at doing a good job, that they don't care who wins the game (really), and that they get paid no matter who wins.

But that's not the issue here.

The point is, referees should not be used as an excuse for a loss. A team never says it wins because of good officiating. By the same token, neither does it lose because of poor ones. A team should celebrate victory, accept defeat and not worry about how many calls were made against their team.

But the complaints carry on. Whether it's at the game or through letters to "The News," a few people are always looking for excuses.

There's nothing wrong with a little hollering at a game — after all, it's fun to let loose and speak your mind. Question a call if you have to. That's okay. But it's getting out of hand.

Every call made is subject to obscenities; and while most

referees simply ignore the remarks, it gets very monotonous and irritating to those who come to enjoy the game.

I don't think these self-proclaimed officiating experts know how to enjoy a game.

Degrading Opponents

When I say "degrading," I don't mean yelling "pound the poodles" or "swat the seagulls." The traditional holding up newspapers in disinterest when the opposing team is being introduced is funny, too. It's great to have a good, healthy rivalry.

The key word is "healthy."

Racial slurs get to me the most. I've heard people yell and demand a different race of referee one minute, then cheer madly for one of their team's players of that same race the next.

I realize people pay money to watch games, so they have a right to speak their mind. But taunting a teenager (like slandering his mother as he dribbles past you) isn't included in the price of admission.

I've always found it a lot more fun to cheer for the team I liked instead of against the team I didn't. I hope sportsmanship isn't going out of style.

I've seen, and heard, you "fans" at many games I've covered this season. You're a minority, and a very vocal one. Why not join the majority and enjoy basketball games?

It's a great sport, you know.

Stress winning with integrity

By DON SPARKS

Assistant Director of the National Federation, Sparks is a former high school coach and athletic director. He is liaison to both NFICA and NIFOA, the National Federation's professional organizations for coaches and officials.

Those of us who grew up during World War II thought it was pretty important that Dwight Eisenhower did not settle for "a good try." There are many other incidents in life where "winning isn't everything ... it is the only thing."

Did you or a loved one ever go to a hospital for an operation? Did you want a "good try" from the doctor or a victory?

Yes, winning is important. Jimmy Carter is a winner. Nobody thought he would be president, but he came from nowhere to win. Ronald Reagan is a winner. Ever wonder why a financially secure person well into retirement years is still serving and setting new goals while being criticized by people younger than himself who are already on social security?

So what's the big deal about overemphasis on winning? Isn't our free enterprise system based on winning? Shouldn't we teach winning?

I think so. I think what separates us from the rest of the world is the opportunity for personal victory — to achieve whatever degree of success we choose to achieve. In America (whether we like to admit it or not), each of us is where we are in life because we have made the decision to be there. We also have the freedom of choice to decide today to be somewhere else tomorrow. It is said that the average American spends 50 hours per week in passive leisure activity. If we chose to double our income, we could get another 40 hours per week job and still have 10 hours to spare! Contrast that with the fact that as of this writing, the Communist Government of Poland is pondering whether or not they will allow Lech Walesa to leave his own country to accept the Nobel Prize for Peace.

We must continue to teach our kids to win. If there is to always be freedom of opportunity in America, it will not be preserved by "losers." So I maintain that teaching kids to win is a very important function of education. Some will decide to pursue their dreams and set their goals high. Some will not. But, it is their choice!

If this is true, why do some people imply that winning is not important? Even sinister or evil? To me, the first thing that could cause this impression is that old standby, not

keeping the program in "perspective." There is a readiness level in learning to win and lose, just like all other areas of education. This is based on maturity levels and depends on the consequences of losing. At each level in life, winning should become a little more important.

So, the first problem with overemphasis on winning occurs when some people equate high school athletics to World War II. The consequences of losing World War II in no way compare with the results of a Friday night football game. However, the education Dwight Eisenhower gained through playing high school athletics prepared him to judge when and where losing was unacceptable. You can lose a high school game and still be a winner. It's a very, very, very important event ... until it's over! Proper teaching through athletics will condition our youngsters for winning and losing along the way to "victory" in life.

The second aspect of winning that could make it sinister or evil is how we teach athletes to win. This is much more important than merely "keeping the program in perspective." Even the most naive among us understand sportsmanship. If you cannot win graciously and lose without alibis, you certainly don't belong in the high school program.

More importantly, through competitive activities, we can teach the difference between right and wrong. In our half of education, situations routinely occur on the fields and courts creating teachable moments that are all but impossible to duplicate in the classroom. Time after time, athletes and coaches are faced with chances to cheat, bend the rules, circumvent regulations — or not to! Contests, and the preparation for them, force the people involved to continuously choose between right and wrong. Ongoing teachable moments! This is why high school sports can do more good (or more harm) than any other area of education.

Did you ever wonder why our educational system turns out unscrupulous winners who, like thieves in the night, steal the dreams of their fellow man and use them for personal gain? Yet, at the same time, it produces enlightened leaders who attain greatness by helping others realize the fulfillment of their own desires?

The answer is simple. The former have not been taught "the ultimate lessons." The latter have. These lessons are learned through competition and are taught in any good high school activity program! They are called honor, personal integrity, stewardship, along with respect and compassion for others even though they may be opponents.

Yes, we can overemphasize winning. But, we cannot overemphasize winning with honor, personal integrity, stewardship, plus respect and compassion for others.

Council approves C&CR revisions

Rules for junior high competition, format for Lincoln-Douglas debate, and plans for a study committee to review the concept of girls playing on boys' teams were approved during a special meeting of the Legislative Council, held March 7 in Austin.

In addition, the council reviewed and adopted the work of the UIL Constitution and Contest Rules, Review and Revision Committee.

"We are fast arriving at a day when it becomes physically impossible for the council to adequately deliberate and

dispense its duties in a single annual meeting," said UIL director Dr. Bailey Marshall.

The rules for junior high competition specify eligibility standards, lengths of seasons, limitations on numbers of games allowed, and dispensation of protests and eligibility questions. The guidelines will go into effect during the 1984-85 school year.

The council also heard presentations dealing with revenues of the League, telecasting of state championship football finals, and the possibility of a statewide district spring meet medal bid. All three were approved for further study.

Also presented were reports from the Loss of School Time Committee, the Reclassification and Realignment Committee and the Excessive Spending Committee. All three reports will be presented to the Athletic Committee at its May meeting and to the Policy Committee during its June meeting. A final report will be presented for adoption during the Legislative Council's meeting next October.

In other action, the Council took action on the following referendum ballot items:

State Swimming and Diving Meet

Clear Lake's reign as champs continues

For the seventh time in nine years, and fourth time in a row, the Clear Lake boys' swim team has won the UIL state championship trophy. The latest victory came March 16-17 at the Texas Swim Center in Austin, as the Houston-area team edged Richardson Pearce, 130-100.

Led by Steve Streiff, who took first in the 100-yard butterfly and third in the 50-yard freestyle, and Bobby Hunt, who won second in the 500-yard freestyle and third in the 200-yard freestyle, the Falcons won by 52 points over third place San Antonio Marshall. In the relays, Clear Lake took first in the 200-yard medley relay and fifth in the 400-yard freestyle relay.

No boys' records were broken.

Top 10 finishers include: Clear Lake 130, Richardson Pearce 100, San Antonio Marshall 78, Houston Cypress Creek 75, San Antonio Churchill 64, Houston Westfield 57, San Antonio Clark 55, Richardson Berkner 53, McAllen 52 and Humble Kingwood 46.

Girls' Swim Meet

San Antonio Churchill, led by Vanessa Richey, who took first place in the 500-yard freestyle and the 200-yard individual medley, topped defending champion Austin Anderson as well as longtime power Clear Lake to win the girls' state swim meet championship. The Chargers also came on strong in the relays, finishing third in the 200-yard medley and third in the 400-yard freestyle relay. Also, Erin Easton and Holly Blanda took second and third in the 100-yard breaststroke.

Clear Lake was paced by its second-place finishing 200-yard medley relay squad, its second-place finishing 400-yard freestyle relay team, and by Lesli Pendleton, who won the 1-meter diving competition.

Only one record was set: Kendal Stone of Georgetown clipped off a 1:04.98 in the 100-yard breaststroke — a full half-second better than the existing mark of 1:05.55, set in 1980 by Michelle Merchant of Houston Lee.

Top 10 finishers include: Churchill 134.5, Clear Lake 104, San Antonio Marshall 87.5, League City Clear Creek 75, Klein 70, Houston Cypress Creek 69, Plano 54, Duncanville 53, Dallas Highland Park 71.5, and San Antonio Clark 48.

- Authorized the State Executive Committee to finalize the professional conduct affidavit.
- Instructed the State Executive Committee to develop procedures and rules that shall include the concept of a contest sponsor/coach disqualification.
- Clarified the summer camp regulation to read: "A student may not attend a camp in which a coach from his/her individual high school attendance zone is employed."
- Clarified the summer league regulations to read: "Students may not participate in more than 18 summer league basketball games."

In closing action, the council appointed Amarillo Supt. B.J. Stamps, DeSoto Supt. Frank Moates, Premont Supt. Claude Jungman, Iraan-Sheffield Supt. Roy Dodds, Borden County (Gail) Supt. James McLeroy, Austin ISD athletic director Ellie Noack, Duncanville head girls' basketball coach Sandra Meadows and Jean McIvor of the Texas High School Coaches Association to sit on a committee reviewing League rules concerning boys on girls' teams and girls on boys' teams.

Despite recent changes, summer rules in effect

With the onset of new summer rules and regulations in many activities, school administrators and coaches would be wise to study carefully summer regulation memorandums being sent from the UIL Athletic Office prior to giving instructions to athletes before the end of the semester.

Schools have been recently mailed handouts relative to do's and don'ts for summertime participation. We are suggesting a meeting be held of all athletes in all sports to cover these regulations. Appropriate handouts may be Xeroxed and given to athletes for their information or to be taken home and studied by parents.

Included with the basketball memorandum is an affidavit that you may wish to copy and distribute to those students participating in basketball summer leagues. This form requires summer coaches and participants to report all games being played and the names of other members of school teams.

New regulations in specific areas include:

CAMPS

- Students who have not previously participated in any varsity basketball, volleyball, or football contest may attend a training camp during the summer months.

- If a student attends a camp, no employee/coach from his/her school (grades 7-12) in a single high school district or from his attendance zone (grades 7-12) in multi high school districts may work in the same session of the camp the student attends.

- The high school coach may conduct camps for students who will be in 8th grade and below provided they are not required and are not an organized school workout or team workout.

- School facilities may be used if so permitted by local school authorities.

- Students who have played varsity may not participate as camp monitors, counselors, teachers, or be present dur-



Susan Zinn

Sports notebook

ing instruction, drills, etc.
BASKETBALL LEAGUES

- Any student may participate in summer leagues.
- Participation must be restricted to one league.
- Participation restricted to no more than two games per week. A week is defined as Sunday through Saturday. A game is defined as stated in the National Federation rules.
- League participation is limited from June 1 through July 31.
- A team is defined as a minimum of five players, no more than three of whom may be from the same school. Same school means any student who would be eligible to play on a school team in 1984-85, whether or not the students' ability level would qualify them for a team.
- Eighth graders, during the summer following the eighth grade, who are to enter the ninth grade would be considered a part of the school team. If ninth graders are in a junior high school, the ninth graders who are to enter tenth grade would be considered a part of the school team.
- No school equipment may be used.
- Schools may not sponsor teams in summer leagues.
- Schools or coaches cannot be involved with transportation or payment or transportation of players.
- Players are reminded they may not receive items of

valuable consideration (useable, saleable, wearable) nor may they play on a team with another player receiving valuable consideration.

- Practice and contests for students in summer leagues shall be limited from June 1 through July 31 and to the team on which a player is participating.

- Tournaments are permitted as long as they do not exceed two games per week.

- School coaches should inform their students (prior to the close of school) to keep record of summer league participation.

SOCCER

- School may not sponsor a soccer team during the summer.

- Coaches may not require, coerce, or suggest that players from their school teams be on any spring or summer soccer team.

- It would be permissible for soccer players to play on outside teams after district certification during the spring and summer. If school time is lost to travel or to participate in these outside games, the penalty would be loss of the next school game the next school year.

- No member of a high school varsity soccer team from the previous year shall be allowed to participate as a player on any nonschool soccer team from the first day of school until the first day of practices for the school team before or after school (November 12).

We wish all of our student athletes much fun and recreation as they participate in these outside activities. Let's be reminded that these activities are for the students and any attempt to circumvent rules, coerce students into participating, forcing students into activities which interfere with family plans or work could be construed as a violation of off-season regulations and bring probation or disqualification from district honors to schools whose coaches are involved.

Here's wishing all students much fun and relaxation!

Input on recommendations relative to League sought

continued from page 2

The State Board of Education is in the process of establishing regulations regarding the loss of school time, the loss of study time, and the maintenance of academic requirements for participation in extracurricular activities. In the past, individual schools established these standards, in the absence of specific UIL rules to cover specific groups and situations. Any input you wish to make regarding the Board's deliberation of extracurricular activity regulations should be made through your elected State Board member or directly to the State Commissioner of Education.

Printed elsewhere in this issue of the Leaguer (page one) are the recommendations of the Select Committee relative to the UIL. Whether you agree or disagree with these proposals, we urge you to contact members of the Select Committee or, after the panel's final recommendations are presented, your elected state officials.

There may be proposals that will be either unenforceable or not in the best educational interests of the student. If this proves to be the case, I am confident these proposals will be corrected either through the UIL rulemaking process, the State Board rule-adopting process, or through the state legislative process.

I am equally confident, however, that Texas will continue to have the finest competitive program in the nation — not only from an athletic standpoint but from an academic point of view as well and develop the finest academic program for all students.

If none but the best birds sang ...

A nation of tongue-clickers emerged recently when the media uncovered a Creighton University basketball player who went through 12 years of public school education and four years of college without becoming a proficient reader. The advocates of a "C" minimum grade point average for participating athletes had a field day ridiculing the system, Creighton University and the young ball player when his case was publicized. As usual, there is much to the story that does not emerge at first glance.

David Ross has had a severe reading dysfunction all his life. He should have been doomed to become one of our nation's 700,000 illiterates, but the desire to play basketball and hard work in the classroom kept him in school for 16 years. He got all his publicity recently because his desire to read, combined with specialized help, was working to overcome his reading handicap. The real message is that David Ross got his motivation and inspiration through the people he was associated with in a school setting. Basketball playing never was the cause of the reading dysfunction. The athletic competition, as it so often does, held another young person in the proper place until personal motivation and the right help got together.

Now I certainly do not advocate that athletes be allowed to participate without producing academically and I am adamantly opposed to the practice of raising athletes' grade points without raising their achievement level. What concerns me is the notion that a certain level of academic production must come before athletic competition is allowed. In my experience, the nonparticipating youngster is the most likely candidate for academic failure and dropout. An academic first-aid program is best stimulated by a desire to do well in something — very often in athletics.

In public education, we have a responsibility to include,

rather than exclude, the ragtags in extracurricular activities. I love to see coaches bring along a bunch of misfits, molding them into a team with standards for schoolwork, social interaction and sports competition. There is nothing wrong with coaches trying to win by keeping kids eligible through checking their grades, providing academic training tables or giving personal tutoring and academic counseling. Those of us who got our inspiration to achieve in school from a coach or through a plain desire to participate in athletics are countless. That inspiration, however, comes during participation, not prior to it. A coach can reach a kid in the locker room, on the practice field or in the gymnasium, but not in the streets.

A "C" grade minimum requirement for initial turnout would have eliminated chances for many successful people who got their start to success through athletics. Personally, I like the underdog, the hungry ghetto kid who is rising above a tragic homelife, the reformed bully, the handicapped athlete, the ex-street punk. If they are going to be captured, it will likely be by a ball rather than by a book. If they are not on a ball team, they probably will not be in the classroom for very long.

Billy Olson, Sunday-school-teaching-world-record pole-vaulter, who recently went 19 feet indoors, says, "Before I found this event (pole vaulting) in junior high school, I was a bum." Billy got his inspiration, personal motivation and accomplishment through the opportunity provided a young person without a "C" average. Not all the athletes are going to make "C" grades; but certainly not all those making "C" grades would be doing so unless they were athletes.

Perhaps instead of thinking that public school athletes should start out as an academically elite group we should follow what someone wrote as good advice — "How Silent the Woods Would Be If None But the Best Birds Sang."

Numerous contest abuses must be curtailed

By Dr. GLENN PEAVY
Texas Education Agency

Dr. Peavy is director of health, physical education, safety, and driver education in the Division of Curriculum Development, Texas Education Agency. The views presented above are his own, not the Agency's.

Changes in extracurricular programs are critically needed to support the current emphasis on improved academic achievement in Texas schools.

Two adjustments seem imperative. First, academic requirements for participating in University Interscholastic League and other extracurricular activities should be raised. Second — and possibly most important — the fervor and scope of the competition of such activities should be reduced while not reducing participation. This could be achieved by a relatively simple strategy: limiting post district competition.

If no UIL competition extended beyond the bidistrict level, the results would be significant. The pressure on students that mounts each week as competition moves beyond district would be reduced. Teachers would be less tempted to compromise academic standards when reporting weekly grades. Sports would not overlap and encroach into other seasons. There would be less travel and fewer class disruptions. There would be more competitors who finish the season as ultimate winners. And principals would have more time to dedicate to instructional leadership.

Discontinuing all UIL competition beyond the bidistrict level would produce many positive results while not reducing the number of students who have the opportunity to participate. It would retain the original and most valid reason for UIL competition — to give students an incentive to remain in school and do well academically. Achieving high levels of proficiency in UIL events is desirable as long as involvement is kept in perspective and as long as it provides academic incentive.

Many persons will vigorously oppose the concept of reduced post district competition. However, it is time for decision makers to recognize the roles of extracurricular activities in schools. Students must not be the pawns of their egos or be used for the aggrandizement of school districts, townspeople, teachers, or coaches. High schools and sports programs should not exist to provide feeder programs for university programs.

The abuses of overemphasis on extracurricular activities are far too many, and they must be curtailed. There are programs in school districts so intense they consume a student's every spare moment for 10 to 12 months of the year. Some of the greatest abuses occur in boys' basketball and football. However, there are equal examples of overemphasis in swimming, golf, and band. If it were not for UIL controls, the abuses would be even worse.

A typical regimen for a student who is a member of an award-winning band, for example, is intensive. It begins in Grade 4 or 5 and may even involve recruitment that includes a personal visit to the parents by the band director or by a band booster parent. Often in small schools, the student will be marching in the high school band by Grade 7.

The regimen will include a band class during school, private lessons, required practice time in small, soundproof rooms, and practice marching before or after school and even at lunch. Individual competitions for chair placement in each instrument section keeps the pressure on students throughout the year.

During football season, preparation for the halftime show exerts pressure on all concerned. It takes a great amount of time and energy, some of which could be more appropriately

Valid evaluation will show that the UIL has made a major contribution to education programs in the public schools.

directed to academic endeavors.

When football season is over, emphasis shifts to other competitions such as regional solo and ensemble contests. Later, there will be parades and bands. Then comes the drive for ultimate prestige: competition for sweepstakes. As band members gain experience, they will be called on to spend additional time before and after school. Then there is summer band, which may last anywhere from two to six weeks.

To all of the above, add the time students spend staging fund raising activities that lead to trips to Washington, D.C., or Europe. Now you have a classic example of a school-sponsored activity that takes too much time out of a youngster's life and undoubtedly distracts from his or her academic endeavors.

For another example, take a look at the demands football places on a young person. Most school districts first offer competitive football beginning in Grade 7. Students will often work on one period during the school day and again in the afternoon for one or two hours. The team will play from six to 10 games during the season.

The picture is pretty much the same through Grade 8. In high school, the emphasis and competitiveness reach a new intensiveness with each year. However, little class time will be missed by team members until they reach the playoffs.

A student who participates in a highly organized football program will be given a regimen to follow in the summer. The coach will probably recommend the student find work that involves physical activity, preferably outdoors. Toward the end of the summer, the athletes will be encouraged to begin running and to get together to do sprints and to throw, kick, pass, center and catch the ball. They will be warned that those who do not report in shape will suffer, because the drive to get ready to win the first game will not allow for getting in shape after the season starts.

During the season, there will be intensive practices and weight training early in each week, gradually tapering off toward game day, usually Friday. Saturdays will be spent treating injuries and watching films. This continues until the team is eliminated from state competition. In many school districts, the athletes will be scheduled for a sixth period "physical education" class. The class will actually be dedicated to the sport that is in season.

When the season for a sport ends and competition is over, the athletes' physical education class will then become an "off-season" program. University Interscholastic League rules prohibit formal football (or other UIL sports) practice at any time except during specific designated seasons. Therefore, coaches will turn their attention to strength and agility training.

The off-season program will be as intense as the regular season program. In class, one group will lift weights, another will participate in agility drills, and a third will work on speed

and power exercises. The groups will be rotated on a planned schedule. Development and participation will be closely supervised and measured. Goals will be set for each student and for the group. There may even be competition among groups.

In a few districts, athletes will come back to school in the afternoons and on Saturdays for even more training. No coaches will be present, but the athletes will have a planned workout.

Students who subject themselves to participation in these intensified programs will not receive the benefits of a balanced physical education program. An example of narrow athletic training is the professional football player who never learned to swim. He drowned bravely, but futilely, trying to save two youngsters.

Another way that athletic and other extracurricular activities overemphasized in schools distract from the educational program is that they steal away large amounts of time from principals and other school personnel. The UIL calendar of events consists of 117 dates spanning 11 months. The dates identify deadlines for entries in UIL events, denote beginning and ending dates for sports seasons, and set dates for various events.

In addition, *UIL constitution and contest rules* cover 260 pages. It is critical that principals be knowledgeable about all the rules. A slip here could result in unfortunate consequences. For example, if a principal fails to mail names of entries in the state track meet in on time, the athletes can not participate.

The time principals spend attending district meetings, scheduling games, securing officials, etc. all distract from the time and energies that could be spent on instructional leadership.

So what is to be done? Discontinue athletics? Disband the University Interscholastic League? Hardly! Athletics and other UIL events contribute immeasurably to students' development and to the academic program. Participants in UIL events must attend school on a regular basis, and they must make passing grades in three solid academic subjects. The desire to participate in athletics has motivated thousands of students to stay in school and learn. Many of these students could not have been motivated in any other way.

Furthermore, any sport eliminated from the school program would probably promptly appear in one of the neighborhood leagues. Then, school officials would lose all control of the activities, and the abuses would even be greater.

Extracurricular activities allow students to participate in intensive efforts to achieve their highest possible levels of capabilities and to learn to cooperate to achieve common goals — skills essential for success in our democratic society. In fact, academic instructors could well take lessons from coaches and band directors in motivating students for high levels of achievement.

The UIL itself is essential. The UIL has since 1911 continuously endeavored to direct extracurricular activities in a manner that would promote equal opportunity, guard against overemphasis, and provide incentives for students to attend school and to strive for at least minimum levels of academic achievement. Valid evaluation will show that the UIL has made a major contribution to education programs of the public schools.

However, where there are opportunities there are also usually pitfalls. In spite of the contributions of athletics and other UIL activities to schools' educational programs — and in spite of UIL diligence — abuses have occurred. These can be reduced by stopping all UIL competition at the bidistrict level. This one change would bring athletics and other UIL events back into perspective and would not reduce the number of participants by even one.