

UIL plans 75th anniversary observance

In 1909, Dr. S.E. Mezes, then president of The University of Texas at Austin, commissioned John Lomax, who at the time was the UT registrar, to visit various Midwest colleges and universities and report back on the activities of their extension departments.

Lomax did just that and returned with an interesting observation. The most promising extension service that he had found was the organization by universities of public school interscholastic leagues, generally dealing with debate.

Intrigued by the idea, Mezes called in a UT professor of public speaking, Dr. E.D. Shurter, and suggested that he organize a similar league among Texas secondary schools under the umbrella of the newly-formed Extension Bureau of the University of Texas. Shurter accepted the job, lobbied with teachers and administrators, and, in 1910, orchestrated the creation of the Debating League of Texas High Schools. At its annual meeting in Abilene, the Texas State Teachers' Association endorsed the League and placed development of the organization in Shurter's hands.

The new outfit was quite exclusive. It had one contest: debate. And only governmental problems and issues were to be debated.

Seventy-five years later, the Debating League of Texas High Schools is no more. In its place is the University Interscholastic League, formed when debaters merged with the UT Interscholastic League, formed when the

debaters merged with the UT Interscholastic Athletic Association, which at the time hosted an annual track and field meet.

From its rather humble beginnings, the UIL has evolved and grown into the largest and arguably finest organization of its kind in the nation. "Unlike most state associations, the UIL has embraced virtually all school extracurricular activities," Dr. Bailey Marshall, UIL director said. "Most states organize and regulate sports only. Long before the idea of academic decathalons popped up, the League sponsored all types of academic contests. And the music program is without peer."

Seventy-five years later, the UIL continues to serve Texas by offering educationally sound extracurricular contests and administering it on the fairest, most equitable basis possible.

"Part of the frontier heritage of Texans translates into competitive fervor," Marshall said. "Our schools and our communities want to be winners. The desire to win is good, though the League has had its share of problems with those who win at all costs.

"More than anything else, this has been the purpose of the UIL — to see that these contests do not become ends to themselves," he added. "The contests, be they academic or athletic, must be part of a greater educational experience."

Maintaining this philosophy, the League survived the taming of football — once a semi-professional sport

even on the high school level — the adoption of the music programs, integration, Title IX and the women's movement, and the age of litigation.

"The UIL has survived because, despite the many challenges to rules, people believe in extracurricular activities," Marshall said. "They believe the contest should be fair and that sportsmanship should be stressed. They believe that educators should control the contests."

In observing its 75th anniversary, Marshall said the UIL would ask schools to actively promote school activities and to stress their real purpose. In addition, band directors are asked to set aside portions of halftime shows to honoring coaches, sponsors, administrators and participants.

Later in the spring, the League plans a convocation during the State Meet Academic State Meet and an honors banquet in May. "Also, we'll be working with the media as well as with various educational organizations in educating the general public and others as the role the UIL plays in the public school," Marshall said.

Information packets will be mailed to all public schools soon, he added.

"The purpose of our 75th anniversary observance is not to seek exposure or to hustle a pat on the back," Marshall said. "We want to use this occasion as an opportunity to rekindle a sense of sportsmanship, of fair play and of victory or defeat with dignity."

One Million Dollars

TILF reaches endowed fund goal

The announcement couldn't have come at a more appropriate time.

In its 25th anniversary year, Carl Yeckel, chairman of the board of directors of the Texas Interscholastic League Foundation, announced that the foundation's endowed funds have now reached slightly more than one million dollars.

"It has been a tough battle but the people of Texas believe in its youth and have contributed accordingly," Yeckel said. The foundation launched a major fund-raising drive several years ago with plans of establishing the one million dollar endowment.

"We realize that private donations and corporate grants are becoming more difficult to secure and we wanted to establish a permanent fund for the outstanding and deserving students of Texas," Yeckel said. "We think we've done this, but we're going to continue to search for financial help. I've been very involved in the scholarship selection process and I know that a lot of deserving young men and women are being turned away because of a lack of funds. We're

going to work to help these kids because we know that they are our future."

The foundation achieved the one million dollar mark when the board of directors authorized the transfers of unallocated individual and foundation grants plus interest to the endowed funds, said Dr. Rhea Williams, TILF secretary.

The TILF scholarships are made available to exceptional students who have participated in UIL State Meet academic contests. Graduating high school seniors are eligible to apply, though students may earn eligibility by participating on the State Meet level at any time during their high school career.

This year, the foundation will award 288 scholarships. Of these, 182 will be new scholarships and 106 are renewals. Total worth of the scholarships is approximately \$316,000.

Since its inception, TILF has awarded more than 4,300 scholarships worth more than four million dollars. The program remains the nation's only scholarship foundation of its kind, and one of the nation's largest scholarship programs

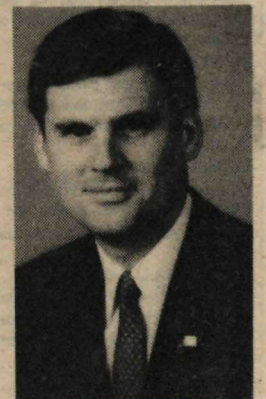
of any kind.

In other action, Yeckel announced the appointment of a new board member and the initiation of a new scholarship.

Robert V. New, Jr. of Clear Lake is the newest member of the TILF board. He is president and chief executive officer of the Texas Commerce Bank of Clear Lake. A graduate of Trinity University, he presently serves as president of the Clear Lake American Cancer Society chapter and is a member of the Greater Houston American Cancer Society board. He is also a member of the Marine Military Academy of Harlingen Board of Trustees.

Beginning this year, the Nelda C. and H.J. Lutch Stark Foundation has made available 10 scholarships,

FOR 17 years, Col. Walter Kerbel (left) has served on the TILF board — the past six years as president. Here, incoming president Carl Yeckel congratulates Kerbel on a job well done.



Robert V. New, Jr.

worth \$2,500 over a four year period. The foundation will make available 10 grants per year until 40 are in progress, bringing the foundation's total grant to \$400,000.

In addition to Yeckel, members of the TILF Board of Directors include Vice President Paul Davis of Midland, Secretary Rhea Williams of Austin, Treasurer Rodney J. Kidd of Austin, Royce C. Coffee, Jr. of Dallas, Joe B. Cook of Houston, Col. Walter Kerbel of Dallas, Robert McIntyre of Austin, Robert Mueller, Jr. of Austin, and Leon Swift of Amarillo.

A year of exciting challenges

Both scientific research and general observation have indicated that people are happiest when things are relatively stable. Not surprisingly, change makes people anxious.

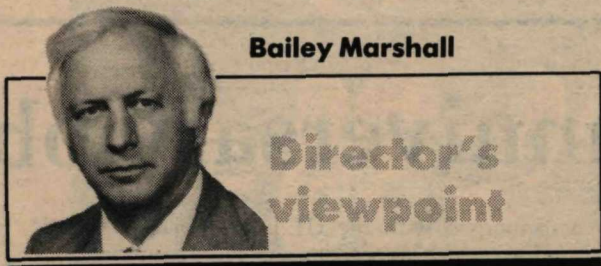
Assuming this to be true, I can only envision that Texas educators are crashing through the upper end of the anxiety scale. The past few years have brought nothing but change on top of change. It all started with the passage of H.B. 246, which rewrote the curriculum guidelines. Then came changes with the UIL rules. Then the State Board of Education rule changes affecting extracurricular activities were approved. Finally, H.B. 72 was passed, changing in various ways virtually every level and facet of the public school system. The changes have been so vast in number and so complicated that attempts to explain or interpret the scope of the bill have resulted in some confusion.

There's also been quite a bit of anger involved. Newspaper accounts frequently portray administrators, sponsors, directors and coaches as angry.

We don't need anger because it generally turns to bitterness and that leads to self-pity and self-defeat. We will survive. Educators are survivors. This is not the first societal change that has visited education and it won't be the last. In the past 30 years, we have survived and grown from the individual rights movement, the litigation era, integration, the women's rights movement and the Sputnik educational reform movement.

When society decides to reform itself, it generally begins at the public school level. These changes, frustrating though they may be — make us tougher, leaner and stronger.

No doubt, alterations of the current educational reforms may be needed. But educators have the commitment, the dedication and the intellect to meet the needs and challenges of their profession. And we must continue to see the reforms as a challenge, not to be sabotaged simply because we do not like a portion of the whole picture. Today's society wants the best education for its youth and



Bailey Marshall

Director's
viewpoint

anything detracting from that education will be eliminated.

When analyzing either rules that have been changed or are expected to be changed regarding UIL activities, consider the following:

- Does the change positively or negatively affect the basic academic education of both participant and non-participant?
- Is the financial gain or loss due to the change worth the educational benefits lost or gained?
- Is the change physically and emotionally best for the participants?
- Is the change fair to all participants?

Often, we concern ourselves more with what is equitable than worrying about the additional loss of school time, study time or funds needed to bring about equity.

The reverse is also true. We need to reach a delicate balance. I feel assured that the major portions of the recent reforms have achieved this balance, and that the aspects that tilt too far one way or the other will be adjusted.

This year we are committed to implementing the new changes while working to evaluate the UIL programs to ensure that they remain the finest in the nation. It is our goal to see that League programs enhance the total educational experience of all students. This includes seeing that these activities do not detract from the educational experiences of the non-participating students.

I hope you'll join us in this exciting challenge.

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

Sec. Bell praises school activities

Reinforcing the beliefs and professional commitments of more than 1,000 attendees of the 65th annual meeting of the National Federation of State High School Associations, U.S. Dept. of Education Secretary Terrell Bell cited the impact of student activities in the total educational development of the nation's youth and challenged activities administrators to continue their leadership in the "Excellence in Education" reform movement that is currently sweeping the nation.

"Given the great diversity of the human personality, the random distribution of talent, and the wide range of individual intelligence, it is simply common sense to create an environment that is tailored and fine-tuned so that all God-given talent and intelligence is nourished in schools," Bell said.

"Your association knows, as few groups in America do, that the other side of academics, if properly balanced, are school activities," he said, adding that "motivation" is the key to attaining academic excellence and that activities are a prime motivator to achieving excellence.

"Many schools use activities to stimulate, nurture and strengthen pursuits," Bell said. "In addition to the values of the activities themselves, their potential to motivate and reward academic achievement must not be overlooked.

"I also know that we can accomplish these important ends through competition — fair, honest competition," he added. "And this requires the creation and support of a wide range of activities for the students — for those who have athletic, artistic or intellectual talents."

Bell also cited studies showing that activity participants are more successful in later life, exhibit more creativity, attain superior grades in high school and college, rarely drop out of school, and compile far better attendance records than non-participants.

"Interscholastic activities programs are essential to the education of most youth and therefore are an integral part of high school curriculum," Bell said.

The annual Federation meeting was held July 2-7 in Arlington, Va.

Official Notices

MUSIC LIST

Prescribed Music List pages 112-113: Performance Requirements for full orchestras. A selection from any source may be substituted for either the second full orchestra selection or for the string orchestra number.

CHAPEL HILL HS

The Chapel Hill HS choir has been suspended for the 1984-85 school year for violation of Article 25-5-3.

LEUDERS-AVOCA HS

Leuders-Avoqa HS has been placed on probation in one-act play for the 1984-85 school year for violation of Chapter 2, Subchapter A, Section 1033 (b)(6).

NOVICE HS

Novice HS has been placed on probation in one-act play for the 1984-85 school year for violation of Chapter 2, Section 1033 (b)(6).

ALVIN HS

Alvin HS has been placed on probation in football for the 1984-85 school year for violation of Article 25-5-3.

EL PASO BOWIE HS

Bowie HS (El Paso) has received a probationary warning for the 1984-85 school year for violation of Article 25-5-20.

MINERAL WELLS HS

Mineral Wells HS has been placed on probation in football for the 1984-85 school year for violation of Article 6-1-1.

PICTURE MEMORY

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

ONE ACT PLAY

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.

KILLEEN HS

Killeen HS has been placed on probation in boys' basketball for 1984-85 for violation of the Athletic Code.

JOHN TYLER HS

John Tyler HS (Tyler) has been placed on probation in football for the 1984-85 year for violation of the Athletic Code.

GEORGE WEST HS

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

NORTH DALLAS HS

North Dallas (Dallas) HS has been placed on probation in boys' soccer for the 1984-85 school year for violation of Article 25-7-4.

KIMBALL HS

Kimball HS (Dallas) has been placed on probation in boys' soccer for 1984-85 for violation of Article 25-7-4.

TAFT HS

Taft HS has been placed on probation in girls' basketball for 1984-85 for violation of the Athletic Code.

WEST OSO HS

West Oso HS (Corpus Christi) has been placed on probation in girls' basketball for 1984-85 for violation of the Athletic Code.

KLEIN OAK HS

Klein Oak HS (Houston) has been placed on probation in girls' basketball for 1984-85 for violation of Article 8-16-1.

FORSAN HS

Forsan HS has been placed on probation in football for 1984-85 for violation of Rule 8-9-1.

Alvarado HS

Alvarado High School has been placed on probation in baseball for the 1984-85 season for violation of Art. 25-2-3.

MILLER GROVE HS

Miller Grove HS has been placed on probation in track and field for the 1984-85 school year for violation of Article 25-12-9.

SULPHUR SPRINGS HS

Sulphur Springs HS has been placed on probation in football for the 1984-85 school year for violation of Rule 25-5-3.

JOHNSTON HS

Johnston HS (Austin) has been placed on probation in football for 1984-85 for violation of the Athletic Code.

CORONADO HS

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

AUSTIN HS

Austin HS (El Paso) has been placed on probation for 1984-85 in boys' golf for violation of Article 8-16-1. Also in football for violation of Article 25-5-7.

DAINGERFIELD HS

Daingerfield HS has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code.

DECATUR HS

Decatur HS has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code.

GLADEWATER HS

Gladewater HS has been placed on probation in football for the 1984-85 school year for violation of the Athletic Code.

JOHNSON HS

L.B. Johnson HS (Austin) has been placed on probation in boys' basketball for the 1984-85 year for violation of Article 25-1-12.

HARLINGEN

Harlingen HS has been placed on probation in football for 1984-85 for violation of Rules 25-5-2 (2), 25-5-3, 25-1-A (1)(c) and 16-1-1.

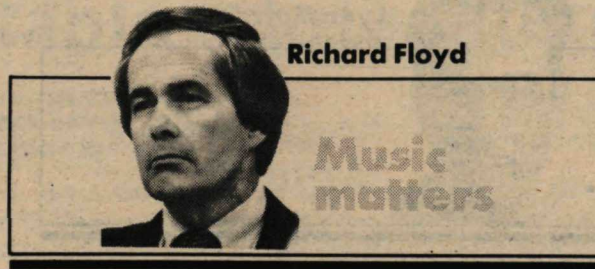
A genuine concern for music

My first eight months in Austin have been most eventful to say the least. Between special sessions, called meetings, and rumors or rumors of rumors, there have been few quiet days. Throughout this time possibly the most exciting and gratifying experience for me has been the display of support for the League music programs and the many kind words concerning my appointment to this position. These actions have not been simply in the name of bands, choirs, orchestras or any other special interest area, but rather have exhibited a genuine concern for and commitment to music, music education and the overall well-being of arts in our public schools.

In my opinion, this is a healthy sign and possibly will be one of the major benefits that will arise from this current period of turmoil. We are developing an awareness of the importance of being a musician and teacher first and foremost. Whether we are a band director, choral teacher or orchestra conductor is of secondary significance.

This trend has been very much in evidence at the numerous meetings I have chaired or attended recently. Everyone seems genuinely concerned about every issue rather than the band people talking about band issues, orchestra directors discussing string problems and the like. I personally feel that such would not have been the case a few years ago. It is essential that we nurture this attitude and foster a feeling of common concern for all areas of our music programs and every facet of educational music competition.

What is the next step? One need not be reminded that many of the major issues of recent months concerning abuses of school time, travel and excessive spending are the result of the actions of a few. In the current climate it is



Richard Floyd

essential for each of us to realize that our individual actions will likely reflect upon our colleagues and all music programs rather than just our own. There will continue to be the temptation to get in one more rehearsal, to take the "great trip" or to attend the "ultimate contest." Such temptations coupled with local pressures may blur our judgement as to what is actually best for the long range health of our programs and the well-being of all music programs as well.

Therefore, it is essential that each of us weigh heavily the true merits of any undertaking that involves major fund raising, extensive travel, loss of school time or any other activity that might provoke questions regarding the project's appropriateness in light of the current climate pertaining to educational priorities. As long as all of us are diligent in curtailing abuses whenever and wherever they might occur, I sincerely believe that some flexibility will continue to exist, thus making it possible for each of us to retain those special kinds of activities that meaningfully enrich our programs.

'An awesome responsibility — but it is ours'

Music at home with education

By NELSON PATRICK
Music Consultant

I stand between the past and the future; the past is with me and the future is with you, but we are inextricably bound together, mutually dependent for a period in time until we can shed the bonds of the past and move toward the future.

The past we know in part. At least we know the big issues and their ramifications of music and people. The future we do not know, but we do know that the future largely depends upon the past.

In the past 60 years the responsibilities for promulgation of our society's music has experienced a tremendous transition from home and church to schools and from music conservatories to public colleges and universities. In education we have come to assume a large part of the responsibilities for all facets of our society's music.

Many composers, performers and music educators now have their financial security based in education. Not many of the so-called serious musicians any longer depend upon the open market for financial support, while, on the other hand, pop-art or so-called popular music looks to the open market of free enterprise for remuneration. However, there appears to be a slight trend for even this music to find security in education.

In many towns where educational facilities exist, the society depends upon the educational unit for performance spaces and musical leadership. A few cities have built fine arts facilities, but, by far the majority of our towns and cities depend upon the educational facilities and personnel leadership. In the past 50 years, music in the schools has grown from a few scattered classes of singing and studying about music to full performance offerings, K-12. Many of our modern high school curricula and facilities would shame the conservatory of yesteryear. Music of our society has found a home in education — an awesome responsibility, but it is ours.

Our past gives us satisfaction in many accomplishments, yet in some other areas we might not have advanced as well as we might have. Have we in Texas produced our share of nationally renowned, professional composers, performers or conductors? What have we left behind musically of a permanent nature to make the future brighter or more desirable for our people? Have we made our music of such importance that it will in the future have a permanent place in our schools.

As we look toward the future our ways are not clearly defined paths. We almost lost our music contest through the Legislature this past year. We won one legislative battle in having music declared basic, but we could lose again in the implementation of the program. Many innovative school interests, as well as revival of old concepts, vie for school time. We might need to look toward scrutinizing the music program to serve all our music and social needs. We might need to broaden our goals to serve something more than contests.

In music itself, we have our doubts as to what its place will be in society or in education. At present, we follow several musics — music of the 18th and 19th century Europe and the music that is called popular music of today. Which will become the music of academia, or will all exist side by side, or will it meld into one music? How long will the public continue to pay for its music through education? How much influence will we, the teachers, have on resolving these problems? If history has any merit be assured that we will always have music, and, if we have music, we out of necessity must have a means of transmitting that music to the young of the society, but will it be in education or some other institution.

As music has moved through our social milieu it has left behind a cultural residue that represents our heritage to the environment. It is upon this evergrowing residue that we might build our future. May it be more encompassing than the past.

Marching band contest evaluation assured

This fall will mark the first year for the new District-Region-State Marching Band Contest system. There have been many discussions, both pro and con, concerning the revised format and only time will tell if the desired objectives of reduced travel and cost will be achieved.

There is no doubt that the region level of competition will reduce the number of bands traveling to the state contest by 40 percent or some 50 bands. Those bands that do continue to state should also have their individual costs reduced because of the rebate system that is built into the region level of competition. Only a careful review after this inaugural year can determine if the savings are real or are offset by the cost of a larger number of bands being entered in the region contest. You may be assured that a careful evaluation will follow this fall's total operation.

Region contest dates have been set and contest information will be distributed by each district executive secretary. All region contests must be completed by November 7.

The State contest is scheduled for November 12-13. The format will remain essentially the same as in the past with the exception that no motorized carts or amplified instruments may be used on the marching field. A microphone can be used on the sidelines to amplify solos when it is deemed musically appropriate. The reduced number of bands should eliminate the need for three sites and allow greater flexibility in scheduling a larger number of bands in Memorial Stadium for the preliminaries.

The awards system will be the same as was used in the 1983 State Contest. First, second and third place trophies will be awarded in each conference. The Governor's Cup will be presented to the most outstanding band in the contest. Special emphasis for this award will be placed on creativity, originality and musicianship. Consequently, this award could go to any band in the finals and not necessarily to one of the first place winners.

There will probably be some confusion regarding rule changes, procedures and the like for a while so please do not hesitate to call the League office anytime you are in need of a clarification concerning any phase of the marching contest format.

Orchestra selections

All orchestra directors should be aware of the fact that the "from any source" provision has been reinstated for full orchestra. In other words, the performance requirements for full orchestra allows for a selection from any source to be substituted either for the second full orchestra selection or for the string orchestra selection. This action was taken by the Legislative Council at their 1983 fall meeting in response to concerns voiced by the Texas Orchestra Directors Association and the Orchestra Division of TMEA.

It would be well to remember that the Prescribed Music List is only published every four years; therefore, there will continue to be a contradiction in wording between the requirements outlined in the book and the official requirements which are actually in effect. As with all matters pertaining to contest regulations, when in doubt, please contact the UIL music office.

Feedback needed to keep OAP best it can be

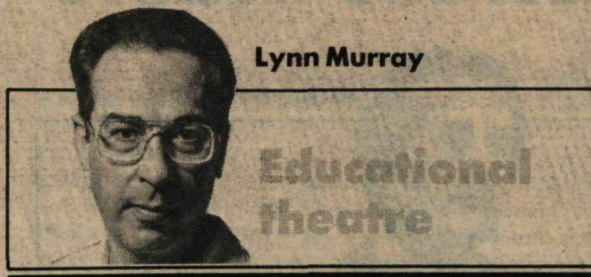
Where do we go from here? The 58th State Meet One-Act Play Contest performances were the finest I have had the privilege of viewing in my 33 year involvement. In my opinion, the finest individual performance and the strongest ensemble ever to appear at the State level happened last May. Neither play won, but that does not dilute the excitement I felt or the joy of participating in a great theatre experience.

The plays and students that won awards were deserving. Their work was super. Some conferences were much stronger than in past years. I'm sure the quality improvement I see at the State level is reflected at every level. All involved should be proud of their work and thankful for the opportunity of playing to appreciative audiences and critical peers, but where do we go from here?

Actual participation in 1984 increased by one, 1033 to 1034, over last year, but continued annual numerical growth is not likely. Scheduling one-act play should be easier with two weeks allowed for district and a separate week for area, but new attendance requirements may reduce the actual number enrolled and the final participants. This may become the year of change in more ways than we currently anticipate.

Future recommendations for the one-act play contest will be determined in the next two months and evaluated by the Legislative Council in October. Will your voice be heard? Will you take the time to write or make your wishes known?

There are OAP directors out there that sincerely believe that I make the rules and operate OAP in a dictatorial fashion. This assumption is made out of ignorance. The UIL is about as democratic as one can make any organization. It should be recognized, however, that the vote and authori-



ty rests with local administrators that select the UIL governing body and serve on district executive committees. OAP directors and other UIL event sponsors should learn to influence their administrators.

Last spring, I sent out a questionnaire to all OAP directors and judges. To date, we have received only 360 of the 1,250 mailed. I must admit that some of the questions are vague and some are negatively stated. The mistakes made in creating the instrument were of a result of rushing the process. I felt obligated to obtain some results prior to the June meeting of the Council's Academic Committee. I need written evidence to document any proposed change.

The real question is whether or not 360 people should make the decision for 1,250. Unless I receive further responses, that is what will happen. The questionnaire had a May 1 deadline in order to give time for determining results, but I will continue to compute results if the questionnaires are returned prior to the October 21-22 Legislative Council meeting. Did you receive yours? Did you bother to respond?

The UIL Committee of the Texas Educational Theatre

Association sent all of you an earlier survey and the number of responses was about the same. The results seem to be inconclusive and in some respects were opposite responses I received. The TETA committee has made additional proposals that must be evaluated. Richard Weaver, theatre director at Texas Tech, sent out a 27 question opinion survey last May authorized by the Board of Directors of TETA. The results are being evaluated.

Have you ever been disqualified? If so, did you want a critique? Could your students have handled a critique? Would the availability of a critique exert pressure on the director to accept a critique? How does the critic deal with "what might have been?" Did the director really want to know where the disqualified play would have ranked? Can individual awards be given to disqualified plays without violating the basic premise of educational competition? Can individual awards be given to a disqualified company's members without making the winners feel like second-class winners? There are probably other issues involved. The only way we can get objective answers is to seek responses from those that have experienced disqualification. What do you think? Were you one of the 150 that responded to Dr. Weaver's survey?

I hope directors and judges will take the time to respond. If you don't, I hope you are willing to support the changes or status quo motivated by less than one-third of those involved. You can be sure that voting administrators will respond in greater numbers. Do you still have either the UIL or TETA survey? Did you receive either? Would you like to respond? The UIL survey can be obtained from me and the TETA survey can be obtained from Richard A. Weaver, University Theatre, P.O. Box 4298, Texas Tech University, Lubbock, Texas 79409.

Confusion evident as panel critique debate rages on

Getting questionnaire or survey responses is difficult, but results analysis of the subjective world of the one-act play contest is impossible. Any attempt to describe or analyze either the April University Interscholastic League survey (Murray's) or the Texas Educational Theatre Association questionnaire (Weaver's) in May will result in accusations of distortions or prejudice. Despite being accused of being unethical and high-handed, I feel some obligation to determine what to recommend to the Legislative Council in October.

Should the current rule relating to judging the one-act play Contest be changed? Both surveys asked the same basic question in different ways with similar results. Opinions are about evenly split. Weaver's survey suggests that critiques should be allowed when panels are used. Murray's results do not support this change, although the percentages are close. Weaver's percentages heavily favor allowing play critiques when panels are used.

If a majority agree that panel critiques should be allowed or advocated, one type of critique is preferred. Weaver's survey opposed oral critiques by all panel members, oral critiques by a panel member selected by participating directors and oral critiques by a panel member selected by the contest manager. Opinions were evenly divided over critiques presented by one panel member selected by the judges, but this seems the only method acceptable.

It is interesting to note that there are three areas of general agreement between the TETA and UIL surveys. Both soundly reject requiring a panel of judges for the one-act play contest. The most popular panel critique method is that the panel of OAP judges should select a single member to give the critique. Murray's survey offered several other options for panel critiques and two others were strong contenders. An oral critique from all panel members in different locations (rotating panel members) was the second option. An oral critique from all panel members to advancing companies and detailed written critiques to all others was a distant third. Judges responding to the UIL questionnaire soundly rejected this opinion.

I wouldn't look forward to dealing with a company upset with disqualification or with the problem of 'what might have been.' "

Although Weaver's survey rejected requiring panels, the majority responding felt panels would enhance fairness, would not increase confusion in selecting winning plays, and would not increase the politics involved in determining the winners. A clear percentage recognized the difficulty of finding competent judges for panels. Nobody has a solution to this problem, even panel advocates recognize the impossible task of finding enough competent judges to advocate panels.

Both surveys support the idea that panels should be comprised of persons who have met the current UIL standards for judging. This third area of agreement would be impossible to maintain if panels were recommended and critiques encouraged. Second choices were not clear. In Murray's survey, thirty percent would favor allowing judges to be selected from all theatre arts teachers, professional or community theatre staff members or anybody selected by a majority of the OAP directors in a district. Weaver's responses reflect a preference for a majority of panel members selected from college theatre arts teachers. A smaller group seemed to advocate panels of certified theatre arts teachers from secondary schools. Ninety percent of Weaver's responses rejected panels comprised of directors of plays entered in the contest.

In order to totally confuse the issue, I should report that the TETA survey also recommended that the criteria for the accreditation of UIL judges should be changed! After 75 percent of the respondents wanted current UIL standards, almost 40 percent wanted the criteria changed. One may conclude that people contradict themselves. This process

has also convinced me that many OAP directors and few administrators actually know the current OAP rule regarding judging!

It is already legal to use panels, but panels are not recommended. OAP judges may legally serve on a panel, but they are urged not to do so. Judges responding to the UIL survey do not wish to participate as panel members. Those desiring panels should not be surprised to find it impossible to find a panel of certified judges.

It is obvious from the TETA survey that directors responding do not understand the OAP alternate rule. Seventy percent want the rule to remain as is, but 50 percent want to make alternates eligible as crew members. There is a direct conflict in the responses. The majority want more crew members.

More than 70 percent want the option of critiques for disqualified companies, and a great majority feel that students would benefit. The majority recognize the pressure such an option would place on the disqualified director to arrange for the critique and few considered the pressure such a situation would create for the judge. I wouldn't look forward to dealing with a company upset with disqualification or with the problem of "what might have been." Only 10 of the directors responding had been disqualified. We need to determine how they think a disqualified company could handle a critique.

We will continue to seek advice from all participating in September and October student activities conferences, but the time is short. If you are among the great silent majority, this is the final call as we continue to seek utopia.

ILPC Deadlines

October 20 — Deadline for receipt of yearbooks for rating.

November 1 — Deadline for joining ILPC.

December 1 — Deadline for receipt of yearbook individual achievement awards.

February 1 — Deadline for receipt of newspaper individual achievement awards.

February 1 — Deadline for receipt of newspapers for rating.

February 1 — Deadline for receipt of ILPC officer nominations.

March 1 — Deadline for receipt of ILPC officer election ballots.

March 15-16 — ILPC State convention.

Yearbooks 'tax free'

Yearbooks may be tax exempt.

Glen Castlebury, associate deputy comptroller in the Office of the Comptroller, stated in a letter to Austin High School publications adviser Tom Prentice that "public school yearbooks can come under the one-day tax-free sale provision permitted by the sales tax law for qualified exempt organizations.

"If your exempt organization chooses to elect the yearbook sale as its once-a-year tax-free fundraiser, then the Comptroller will accept your report reflecting such, as of the one date you select."

Prentice warned that cash must be taken the day the order is placed in order to qualify for the tax-free status. "In other words, if on the day of the tax-free sale, you take an order but fail to collect cash for the order, then you must pay taxes on that order when cash is received," he said.

"Since yearbook sales are probably the largest single sales event of the year, it would be wise for staffs to plan to take advantage of the one-day tax-free sale," he added.

Ask a dumb question, get a...

A talking, crime-busting car? Sure, I can accept that.

I can believe that a cruel town boss would persecute innocent cabbage pickers until the A Team arrives and modifies a huge threshing machine to oppose the corrupt leader.

I can even go for the idea that Jack, Janet and the girl who replaced Suzanne Sommers can live in a two-room apartment for three years without, let us say, getting to know each other better than they have.

But I had trouble — a lot of trouble — dealing with ABC's coverage of the Los Angeles Olympics. Don't get me wrong. I loved the Games. The whole spectrum of Mary Lou bouncing around, Greg diving, Michael slam-dunking and Carl flashing down the track was super.

It's what happened after they bounced, dived, dunked and flashed that got to me. What happened? ABC turned loose its gang of ex-jock reporters to interview the champions. Here's a sampling of what we heard. And the answers we should have heard.

Q: Gosh Greg. What a performance. What were you thinking about up there?

A: Missing the board.

Q: Mary Lou, you're so cute. You're America's little darling. All the USA loves you. Smile for us, will you? By the way, are you excited?

A: No. It's all drug induced.

Q: Say bro! What it is. Michael, you guys really did a break dance on their faces. Could you tell us, is Bobby Knight really as mean as he seems?

A: For a guy who eats kittens for breakfast, he's a sweet-heart.

Q: Carl, Carl, Carl. Carl Lewis. What more can I say. You, Carl Lewis, are an American hero. George Washington. Abe Lincoln. Charles Lindbergh. John Wayne. CARL LEWIS! You're in there, big guy. You've won the admiration of the nation. There are 95,000 people here in the Coliseum who'd give you the shirt off their back. You've made us all proud to be Americans again. Any comments?

A: Just one: Fifty-six words spoken to me at \$10 a word.

Newspaper manual available also

Yearbook rating booklet completed

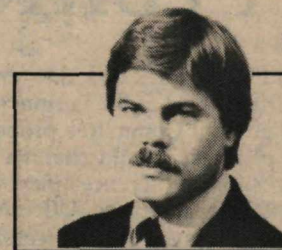
Tips and notes:

- The first ILPC membership mailing should have arrived at your school. Please read the instructions carefully. The deadline for membership is November 1. The deadline for receipt of yearbooks by ILPC critic/judges is October 20. Don't delay. Mail your book to the judge immediately. Make sure you enclose a check, the information sheet and the yearbook criticism/rating form.

- ILPC completed its yearbook rating form revision late this summer. The new form is a 5½ by 8½ inch, 12-page bulletin. It was developed in large part by John Cutsinger of Austin Westlake and Jim Davidson of Dallas Lake Highlands. Kevin Campbell of Fort Worth Richland and Will Travis, formerly of Garland HS, assisted and the eight ILPC yearbook critics offered suggestions. If you wish a complimentary copy, write ILPC.

- The newspaper criticism is no more. We decided to discontinue the service for a number of reasons, the main ones being an inability to secure adequate numbers of judges, the inconsistency in advice between the fall criticisms and the spring ratings, and the difficulty in processing criticisms so that suggestions would be of value to the staff in preparing the publication for spring ratings.

Another factor in the discontinuation of the criticism service is the completion of the ILPC newspaper manual. This manual is available on the ILPC publication order form,



Bobby Hawthorne

Scholastic
journalism

That'll be \$560 you owe to amateur athletics.

You get the idea.

My concern wasn't so much for the Olympic junkies who were forced to endure this stuff. It's for the kids. For years, we've drilled the importance of asking young sports reporters to develop relevant, insightful questions. All this, I'm afraid has been shot to Helsinki. Here's what I expect this fall:

Q: Well Coach, you guys really came out ahead. Are you glad you won?

A: No way. We were hoping to lose. We'll be murdered if we get out of district.

Q: The crowd really came alive in the fourth quarter. Was that a factor in the late game-winning drive?

A: What crowd?

Q: Coach, what does football mean to you, now that you've won the state championship.

A: Not much, except that now I can retire to administration in style.

Perhaps I'm being a bit pessimistic. The worst scenario I can envision is the Mary Decker self-fulfilling prophesy and roll that videotape interview.

Q: Well, Coach. We all saw it. The referee blew it. Clear as day. They were offside too. The slime really cheated us out of the district title this time. And we really deserved the crown. Everyone knew it was our year. Our title. Our one chance at the golden ring. And this one incompetent referee blew it. What about it?

A: You're right. A bad call like that and it's almost impossible to overcome their 48-0 lead. #\$\$@!

costs \$10, and contains chapters on news, features, sports, editorials, design, advertising, in-depth reporting, and staff organization. In addition it contains countless samples, teaching tips and sidebars.

- Yearbook staffs are urged to purchase through ILPC the recently completed Non-Journalists Guide to Yearbooks by John Cutsinger. This 48-page American Student Press Institute bulletin thoroughly explains the basics of contemporary yearbook production. It is highly recommended.

- It may be a good idea to begin reading the sports pages more closely. The UIL's Legislative Council will hear a proposal to implement a spring meet sports writing contest in 1986. At present, the contest would be a 150-250 word, 45-minute contest. It would be formatted similar to the news, feature and editorial contests.

- Please plan to attend a UIL student activities conference this fall. They're held on Saturdays so you won't be missing school time. A list of the conferences, dates and sites is printed elsewhere in this issue of the Leaguer. If you have not attended a conference, you'll find them interesting and informative. We will provide sample contests, give preparation tips, discuss the judging criteria, display the journalism contest manual and go over basic writing techniques.

'Super conference' headlines panel's work

The idea is to let the big guys pick on someone their own size. Meeting August 6, the League's Reclassification and Realignment Committee proposed to the Legislative Council a plan that would channel the state's schools into a 32-team "super conference" playoff.

Though widely reported in the press, UIL athletic director emphasizes that the 32 teams will not necessarily be the biggest nor the best schools in the state. And, for now, the idea is no more than that.

"The purpose of such a plan is to have the schools with higher enrollments competing in a different playoff schedule," Farney said. "Perhaps the term 'super' should be changed because the larger conference would not necessarily have the top team in the district — only the largest one."

According to the plan, the Conference 5A schools would play their basic district schedule toward determining a champion. The top three finishers in the district would qualify for post-season play.

The school with the highest place finish and an enrollment above a predetermined cutoff figure — approximately 2,200 students — would go into the super conference playoffs and the other two schools would go into the regular 5A playoffs.

• In the event none of the three schools have enrollments above the cutoff figure, then the third place team would enter the super conference playoffs.

• In the event all three schools are above the cutoff figure, then the first place team advances to the super conference playoff.

• In the event two schools are above the cutoff figure, then the highest place finisher of the two will advance to the super conference playoff.

"The only way a small school will get into the super conference will be if it finishes third in the district, and the

first and second place finishers have enrollments below the cutoff figure," Farney said.

The cutoff figure would be determined by the League staff upon recommendations from the reclassification and realignment panel. The proposal will be presented to the Legislative Council during its October meeting and, if approved, will go on the February referendum ballot.

At present, 5A includes 256 schools, of which approximately 50 have enrollments of more than 2,200.

In other action, the Reclassification and Realignment Committee urged the League to examine alternatives to the present process of determining conferences. The panel suggested use of the principal's annual report for obtaining enrollment data. At present, the League staff uses a combined two-year average daily membership for a two-year average, and the average is used to rank schools. The top 240-245 are placed in 5A, the next 135-140 become 4A, the next 210-215 become 3A, the next 215-220 become 2A and the remaining 315-320 are placed in Conference A. Schools with fewer than 90 students are allowed to play six-man football.

"Many feel the present process unfairly penalizes schools with large senior classes," Farney said. "The proposal intends to negate this effect."

Under the proposal, the reclassification for 1986-87 and 1987-88 would use 1985-86 school figures in the following equation:

(For grades 9-12)
 $\text{Grades } 9-11 \times 1.33 = A$
 $\text{Grades } 9-12 = B$

$A \text{ plus } B \text{ divided by } 2 = \text{average daily membership figure to be used for reclassification.}$

(For grades 10-12)
 $\text{Grades } 10-11 \times 2 = A$
 $\text{Grades } 10-12 \times 1.33 = B$

A plus B divided by 2 = average daily membership figure to be used for reclassification.

In the event a school has at least five percent of its total membership classified as multi-handicapped, those students will be identified and subtracted by the League Office from total reported ADM.

Also, any school or schools may be subject to disqualification for district honors for one or two years in that sport for contract with other schools prior to the finalization of reclassification alignment by UIL committees.

The panel also recommended that reclassification/realignment would be distributed on February 1 through the 20 regional education service centers.

In final action, the committee recommended to the full Council that all schools be allowed to vote on expanding the UIL to six conferences in all sports. If the proposal is defeated by the Legislative Council, the committee urged the Council allow Conference A schools to consider one of two proposals:

• Determine 32 districts for Conference A basketball, with two teams advancing into the playoffs from districts participating in football and basketball, and two teams per district advancing into a separate playoff for schools playing only basketball.

• Dividing Conference A schools equally into two conferences for basketball, with each conference having 32 districts. One conference would include schools with enrollments of 85 and below; the other with enrollments of 86 to 135.

At present, Conference A consists of 16 districts (approximately 150 schools) playing 11-man football, eight district (approximately 75 schools) playing Six-Man football, and more than 100 schools that do not play football.

A Year Of CHANGES



Photo by Valerie Fremin, Temple HS

New guidelines meant to protect girls' program integrity

Last spring, Wanda Krejci decided she'd like to try out for the Flatonia High School baseball team. She had no idea that her decision would ultimately have a major impact on Texas prep athletics for years to come.

Though first told that UIL rules forbid girls to play on boys' teams, Krejci appealed to the district executive committee and then to the League's State Executive Committee, which ruled that the existing rules were unconstitutional. The State Executive Committee ruled that, in light of existing court decisions, the UIL regulations were indefensible and then recommended to the League's rulemaking Legislative Council that immediate steps be taken to remedy the situation.

Soon thereafter, the Council appointed its Advisory Committee on Illegal Sexual Discrimination.

"This committee met three times to gather information and to hear from experts in a number of fields," Dr. Susan

Zinn, assistant UIL athletic director, said. "We sought advice on virtually every aspect of the situation."

Among the fields quizzed were medicine, insurance, equipment manufacturing, coaches associations, school administration, youth recreation associations and law.

"We also cooperated closely with the Governor's Commission on the Status of Women," Zinn said. A representative of the Commission was present at each meeting and UIL athletic director Bill Farney presented a discussion of the committee's work to the assembled Commission, September 13.

The Committee's recommendations, which were later approved by both the Athletic Committee and the full Legislative Council, include:

• In individual sports, if a school offers a sport for one gender, it must offer a corresponding sport for the other, if interest is expressed.

• In team sports in which the UIL provides both a boys' and girls' program (basketball, soccer, baseball), a girl must be allowed to try out for a position on the boys' team and play if she wins a position in the event that the school offers only the boys' program. For example, if a school offers a boys' baseball team and does not offer a girls' softball team, then the girl must be allowed to try out for the boys' baseball team.

• Boys may not participate on girls' teams.

• Students who feel they have been the victim of illegal sexual discrimination may seek remedies through the district executive committee and then the State Executive committee. Though no mandatory penalties exist, schools found in violation of the rules may be given probation, disqualification or suspension.

• Girls may not play on boys' football teams.

"Because football is a contact sport, it

has been treated differently by Department of Education officials and is generally regarded differently in cases of sex discrimination," Zinn said.

"Boys are not allowed to play on girls' teams because different playing rules exist between the boys' and girls' sports," she added. "For example, in girls' volleyball, the net is considerably lower than in boys' volleyball."

Zinn said she did not expect the rulings to have a major impact on local schools.

"First, it is important to remember that the primary objective of the committee was to protect the integrity of the girls' program," she said. "I don't think we'll see schools refusing to offer girls' programs now that girls may be allowed to play on boys' teams."

"In the first place, you'd only have girls on soccer, baseball and basketball teams. In most cases, schools have already offered complimentary programs. If there is a problem, it will be because there are insufficient numbers of girls to field a full team.

"For example, say there are four girls who want to play softball," she continued. "This isn't enough for a full team but at least now, these girls will have a chance to try out for the boys' team and possibly to play on either the varsity or junior varsity. This should spark interest and encourage other girls to come out and play. In time, enough numbers may be available to field a girls' team."

Zinn said the committee carefully considered allowing girls on football teams. "Although the committee wanted to open up all opportunities to girls, it was evident from testimony that in a contact sport of this nature, the chances of serious physical injury were too great," she said.

However, girls may challenge the rule on an individual case basis through the courts, Zinn said.

"A girl may sue the League and if she can find a judge who in good conscience, allows her to try out for the team, then she can play," Zinn added. "So there's still this avenue available."

JH standards established

For the first time, junior high athletes will be subject to a number of eligibility standards, and limitations on awards, numbers of games and length of seasons are now in effect.

"The Legislative Council during its March meeting voted in a number of specific rules," Dr. Bill Farney, UIL director of athletics, said. "This action was a response to the growing concern that junior high students were missing school time as well as study time due to extracurricular activities, sports in particular."

"Junior high administrators and coaches are not accustomed to strict eligibility regulations and should take special caution to make certain all requirements are met.

Changes include:
Eligibility — In order to participate in a League contest, the athlete could not have reached his 14th birthday on or before September 1 (for seventh graders) or reached his 15th birthday on or before September 1 (for eighth graders).

The athlete must be a full time student in grade seven or eight at the school he represents and must be passing four one-half credit courses, including at least three separate courses, seven days prior to the contest.

Nor may the athlete repeat the seventh grade or change schools for athletic purposes.

Also, a student who is failing a class may not miss that class in order to travel to or participate in any UIL contest.

Awards — A member school may not give and a student may not accept awards for participation in interschool competition in excess of \$6 per year. No district championship trophies shall be given or accepted by a school.

Games — Limitations are as follows:

• Football — Mandatory limit of nine but eight recommended.

• Basketball — 12 games plus two tournaments.

• Volleyball — 12 games plus two tournaments.

• Baseball — 12 games plus two tournaments.

• Soccer — 10 games plus two tournaments.

• Tennis — Six tournaments including district tournament.

• Track and Field — Six meets including district meet.

• Swimming — Six meets including district meet.

• Cross Country — Six meets plus district meet.

Games are limited to one per week in all sports, with an exception of one game and one tournament per week for basketball, volleyball and baseball. No game, contest or tournament may begin prior to the end of the academic school day.

Resolution is what debaters allow it to be

By WILLIAM HECTOR

Hector is author of the 1984-85 Debate Topic Study Report.

When I first began coaching debate 10 years ago, the topic selection process was unknown to me. After being part of the process the past three years, I know this is not the case. The resolution that is ultimately selected by the coaches throughout the United States is the product of many people. As the author of the study paper from which this resolution was drawn, I realize this more than most. I am also aware that the meaning of this resolution is ultimately what debaters allow it to become. In this short article I hope to explain the meaning we attached to the resolution. It is not meant to be the final word, but rather an important beginning in the understanding of the subject before you.

Resolved: That the federal government should provide employment for all employable United States citizens living in poverty.

In analyzing this year's resolution, it seems appropriate to first define the key terms and then discuss the overall effect of putting those parts together. I have chosen six terms for discussion.

A. Federal government

The agent for change in this year's resolution is clear and open to second negative attack. *Webster's New World Dictionary* defines the term as, "designating or, of the central government of the United States." The intent of the term is to place responsibility for change in the hands of the central government of the United States. It should be noted that the federal government must provide employment but it can do so through either direct or indirect means. It would appear that a government subsidy to business that provided employment would be an appropriate interpretation of the resolution.

B. Provide

This could be an important word in the resolution and one in which the debate topic might focus. The *American Heritage Dictionary of the English Language* defines it as "to furnish, supply; to make ready, prepare" and the *Illustrated Heritage Dictionary* defines it as, "to make available, afford, to supply means of subsistence." The question with regard to the term is whether the government must directly provide employment or whether it can supply incentives for others to employ. If we accept the latter meaning then the resolution is significantly enlarged. The resolution as envisioned by its' authors probably did not include the latter meaning but it does seem reasonable under the terms of the resolution.

C. Employment

The *Oxford Dictionary* defines this term as "work done as an occupation or to earn a livelihood," while *Webster's New World Dictionary* defines it as "the thing at which one is employed; work, occupation." I prefer the *Oxford Dictionary* definition that implies that the work done be sufficient to earn a livelihood and it seems a reasonable responsibility of any affirmative case. A case that merely provides employment but does not reduce the underlying problem of poverty seems to miss the overall intent of the resolution.

D. Employable

Almost any dictionary will define this as, "capable of being employed" and this was the purpose for its insertion into the resolution. There are many people who are currently living in poverty that are incapable of employment. Affirmative teams should not be obligated to provide employment for the very young, the elderly, or the physically and mentally handicapped. The resolution also seems to imply that the affirmative has no duty to provide employment to those who do not want to work.

E. United States citizen

Black's Law Dictionary provides an adequate definition of this term when it says, "all persons born or naturalized in the United States and subject to the jurisdiction thereof." This was added in order to avoid questions concerning the obligation to care for illegal and legal immigrants. Deportation of aliens can, however, provide an affirmative with a way for the federal government to find employment for U.S. citizens. The question of immigration is clearly one that debaters must prepare themselves for this year.

F. Poverty

The major work I used in defining poverty and one that I would highly recommend as a starting point on this topic was prepared on October 17, 1983 by the Subcommittee on Oversight, Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means, U.S. House of Representatives entitled, *Background Material on Poverty*. This 163-page document defines the term and gives a clear statistical analysis of the major aspects of poverty. At present the federal government uses two basic definitions of poverty. One is used to count poor people and describe their characteristics while the other merely tries to determine income eligibility for programs assisting the poor. The first is the Census Bureau definition of poverty while the second is used by the Office of Management and Budget (OMB). Both come from early work done by the Social Security Administration in the 1960's under the direction of Ms. Mollie Orshansky.

Orshansky created a set of poverty income thresholds that eventually came to embody the federal definition of

poverty, a minimally adequate income. The Orshansky definition of poverty is, "the lack of enough income to purchase a minimally adequate basket of goods and services that is in absolute rather than relative terms." The formula for determining this has been changed a number of times, the most significant ones being 1969 and 1980. In 1969 the Office of Management and Budget adjusted the thresholds in terms of the Consumer Price Index and not just food prices as previously done. The 1980 changes were designed to streamline the process and reduced the number of thresholds from 124 to 48 and raised slightly the dollar amounts in these. Since 1969 the OMB has placed the Census Bureau in charge of statistically measuring and making any technical revisions in the definition of poverty.

Using the formula described above we can conclude the approximately 34.4 million persons, or 15 percent of the civilized non-institutionalized population, were in poverty in 1982. Other figures seem to indicate that approximately 49.4 percent of that population are non-aged adults and might reasonably be included in the discussion of the resolution.

One area of potential clash is whether it is reasonable to include the large number of female-headed households within this figure. The question of whether women with families to care for are employable is a difficult one to answer and a good case can be made for either side. It seems clear that a good working understanding of the demographics of poverty is an important first step in understanding this resolution.

When put together the resolution seems to be calling for some kind of federal action in providing either jobs or job incentives for all those who can work, and are willing to work, and live within a state of federally defined poverty. Cases must deal directly with helping those in poverty with the goal of reducing that number but can offer hundreds of different side benefits from their employment. A case that rebuilds roads or depressed industries by providing employment opportunities would seem topical, but the advantage of that industries' growth or better roads is only a secondary factor to the employment advantage. If no employment advantage is ultimately gained then the affirmative case would seem to fall short of its primary goal. Some solvency on the employment advantage should be shown.

I believe that this interpretation of the resolution is broad enough to allow creative debate while ensuring some significant burdens on the affirmative team. The resolution will become what debaters, and not study report writers, make it and I have no doubt that many other meanings for the resolution will emerge. This is what makes debate such an interesting activity.

Fall conference format changed

By Dr. CHARLES LAMB
Number Sense Director

This year, student activity conferences will operate under a new format. Instead of a single hour and a half session as we have had in the past, we will be presenting two one hour number sense sessions.

One of the sessions will be geared toward elementary and junior high students and any high school novices. The other will offer only high school material. Hopefully, this approach will serve all interested students in a more efficient manner.

Be sure to check *The Leaguer* for information on this year's student activity conference sites. I look forward to seeing you there. I am happy to answer your questions or concerns throughout the year. Inquiries may be mailed to me at The University of Texas, Curriculum and Instruction, EDB 406, Austin, Texas 78712 or I can be reached by phone at (512) 471-3747 (my office) or at (512) 445-0260 (my home).

Student activities conferences slated

The UIL, in cooperation with Texas' colleges and universities, will offer a full slate of student activities conferences this fall.

"These one-day workshops have been among the most popular and successful outreach programs the League has ever offered," said Janet Wiman, League academic director. "They provide students and advisers an opportunity to meet with the various contest directors and to hear first-hand how to be as successful as possible in their competition."

Sessions orient students to the contest, provide preparation tips, give hints and "how to's" to take the contest, and provide time for questions and answers.

"It's very important for students and advisers to get an early start," Wiman said. "Generally, the people we see at the fall conferences

Sept. 29 — UT-Austin.
Oct. 13 — Texas Tech, Lubbock.
Oct. 20 — UT-El Paso.
Oct. 27 — ETSU, Commerce.
Nov. 3 — Angelo State, San Angelo.
Nov. 10 — Tarleton State, Stephenville.
Nov. 17 — Sam Houston State, Huntsville.
Dec. 1 — Trinity U., San Antonio.
Dec. 8 — Texas A&I, Kingsville.

return to Austin for the State Meet in April."

Sessions will be offered in drama, journalism, speech, calculator applications, number sense, ready writing, science and spelling and plain writing.

"All conferences will be held on Saturday and there are no pre-registration or registration fees," Wiman said. Most conferences begin by 9 a.m. and conclude by noon.

JH/elementary contest materials available

"We're looking for ways to motivate our students and we're interested in academic competition. How do we find out who else in our area wants to compete?" This is one of the questions asked most often of the League staff.

During the first week in September, the principal of every elementary, middle, and junior high school will receive a packet of information describing the elementary and junior high academic programs of the League. The packet will include a participation card, brochures for teachers, and the academic order form.

Schools interested in organized academic competition should return the blue participation card by October 1. A list of participating schools that have submitted the card, arranged by conference and alphabetically by city, will be mailed to those submitting cards. Schools that want to arrange for competition with others in their vicinity will then have the information necessary to contact the schools and form a district.

Beginning this year, elementary and junior high schools will have two options in establishing competitive academic districts. The schools (1) may follow their high school spring meet assignments or (2) may develop their own districts to better accommodate travel.

An elementary, middle, or junior high school that has a feeder high school that is a member of the League is not required to pay a membership fee. The fee for a public school with no feeder high school is \$25. An application for membership may be requested from the League Office.

The *Elementary and Junior High Handbook for UIL Academic Activities* has been revised and is listed on the order form. This handbook has been enlarged to include more materials, sample topics and tests, and forms necessary for running a district meet.

Calculator contest format, content stable while interest steadily grows

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

The calculator applications contest is now in its fifth year. Enthusiasm for the contest continues to grow as more coaches and contestants recognize the practical benefits of preparing for and competing in this contest.

The format and content of the contest is now stabilized, and there exists considerable practice material: two contest manuals, over 35 UIL tests from the past, many tests written by coaches for invitational meets, and one former state champion trying to finance his college education by selling original tests.

We have for the 1985 seasons made a few changes in policy and procedures. These will be discussed at the fall student activity conferences, and are summarized below:

1. The UIL will no longer furnish partial tests. We have generated a large number of partial tests and given them to the Texas Math and Science Coaches Association (TMSCA) for distribution through their offices. The TMSCA will announce release dates and availability.

2. We have written nine tests for the 1985 school year. Test 85-I will be used at the fall student activity conferences. Test 85-H will be used at the TMSCA State Meet in March, and the remaining seven tests are the usual series of invitational and official tests. Test 85-A will be released in December, and 85-B and 85-C moved up accordingly.

3. The format for the fall student activity conferences has been changed to offer sessions for both beginning and advanced students. We will have a one hour session for beginning contestants in which contest goals, format, contest, and problem-solving techniques will be presented. This will be followed by a one hour session for experienced contestants, in which we will give and score test 85-I and discuss

One ex-state champ is trying to finance his college education by selling original tests.

advanced problem-solving methods.

4. On dollar-sign (\$) problems, we will in the future require that the cents be written when the answer comes out exact dollars. Thus if the answer comes out \$50.00, the cents must be written and \$50 would be counted incorrect. This brings our rules into conformity with the practice in the number sense contest.

5. We are now allowing percent decrease as well as percent increase (or percent change). Thus if the old value is 100 and the new value is 95, the percent decrease would be 5.00%. The percent decrease is defined as the negative of the percent increase (or the percent change).

6. Problems 76-80 have been consistently ignored by contestants in the past because these are normally difficult problems. Beginning with the 1985 series of tests, we have taken these difficult problems from past tests, changed them in minor details, and reintroduced them as problems 66-70. The purpose is to redeem these excellent problems from neglect. The anticipated effect of this practice is to encourage coaches and contestants to work out and study the solutions to these problems so that they will be recognized and attempted in future contests.

We are looking forward to seeing many old friends and making new friends at the fall conferences. We wish all of you good success in the coming year.

Speech notes

Prose/poetry changes made

"Your suggestions were heard," Charlene Strickland, UIL speech program consultant, said. "Changes have been made in several of the prose and poetry categories for the 1984-85 school year. The changes should open the doors for new literature and should ease problems in administering the contest."

Strickland said that in addition to changes in categories, biographic documentation will be required for three categories. This documentation must be produced by the student before he or she will be allowed to read at a UIL contest.

"Sponsors have indicated to us that they are having the most difficulty with the poetry categories, so that is where we made most of the changes," Strickland said. Poetry Category A is now "selection(s) by a poet born before or during 1800," and Poetry Category B is "selection(s) by a poet born during or after 1920."

These two categories will require documentation of the poet's date of birth. If the identity and/or birth date of the poet is unknown, the student should show documentation that the poem was written before 1801 or after 1919 respectively. Shakespeare's sonnets would be appropriate for Category A, but not selections from his plays.

Category C of poetry will again be a program including at least three poems developed around a theme. However,

this year the category description also includes the stipulation that each poem used must be by a different poet. As in previous years, a contestant may not use a poet in more than one of the categories.

In Prose, Categories A and C do not change. However, Category B will be "A Celebration of the Texas Sesquicentennial," according to Strickland. Selections used in this category may be fact, fiction, or folklore, but they must be written by a native Texan or be about Texas people, places, or things. Speeches are not appropriate for this category. If the selection is not about Texas people, places, or things, students will be required to show a copy of documentation that indicates that the selection was written by an author born in Texas.

L/D debate topic chosen

The first Lincoln-Douglas resolution for this first year of UIL Lincoln-Douglas competition has been announced by J. E. Masters, who was recently appointed as a debate consultant for the League. He said the first topic will be used for practice tournaments.

The first resolution to be debated is:

RESOLVED: That the influence of the media is detrimental to the American political process.

Two other resolutions will be announced during the course of the school year, Masters said. The second will be announced in February and will be used at the district and regional tournaments. The winners at the regional tournament will be given a third topic to be debated at the state tournament.

Though new to the League program, Lincoln-Douglas (L-D) debate has been in existence for about the last eight years. In L-D, a single person asserting the affirmative debates another asserting the negative. The resolutions used require the consideration of a societal value rather than a question of policy as is common in standard debate.

In addition, L-D debates are shorter than debates using the standard format. Time limits for speeches are as follows: a six minute affirmative speech, a three minute questioning period of the affirmative by the negative, a seven minute negative speech, a three minute questioning period of the negative by the affirmative, a four minute affirmative rebuttal, a six minute negative rebuttal, and a three minute affirmative rebuttal. Three minutes of preparation time used any way the debaters desire is recommended for this format.

Lincoln-Douglas debate is not only an event for competition, but is best utilized in social studies, health and English classrooms as a teaching technique. The format gets the students involved, in front of the class, and communicating orally.

This fall's sessions on Lincoln-Douglas debate at the student activities conferences will focus on teaching students and coaches the techniques, judging standards, and strategies for the contest, Masters said.

Additional materials on Lincoln-Douglas debate may be ordered using the new academic order form. Lincoln-Douglas Handbooks will be available through the League Office in October. Those who wish to order this handbook should request the special order form from the League Office.

Approval depends on
'compelling necessity'

Waiver process changed slightly

Last year, John Sr. left unexpectedly — leaving a wife, four children and a stack of unpaid bills. To help make ends meet, the oldest son, John Jr., dropped out of school to work.

This year, the family is back on its feet and John Jr. plans to return to high school and a normal life. And for John Jr., a normal life includes football. Is he eligible for the varsity? Can he play?

"Because the waiver process has been changed, he probably could play," Bob Young, UIL waiver officer, said. "Last year, the waiver was granted only when the circumstances creating the ineligibility were beyond the control of the student and/or his parents."

In John Jr.'s case, he voluntarily dropped out of school, thus becoming ineligible under the previous scholarship rule, which states that students must pass three courses the previous semester. Since he wasn't in school, he couldn't pass three courses. Since he voluntarily dropped out, he couldn't apply for the waiver.

However, under the new guidelines, every waiver situation is considered a "hardship" case and the waiver may be granted if the circumstances causing the ineligibility are the product of a "compelling necessity," Young said. "Last year, John Jr. would not have been eligible because he dropped out of school voluntarily. This year, he would have had the opportunity to prove that he had no choice in the matter — that it was unreasonable to do otherwise. If he could prove this contention, then he might be granted eligibility."

Though the rule has been changed from "hardship waiver" to a simpler "waiver of eligibility," Young said the waiver still affects only three rules: the Five-Year Rule, the previous scholarship rule and the residence/attendance rule.

"Like last year, the student, parent or other interested party must submit tangible evidence in support of their claims," Young said. "Personal testimonials or statements of opinion rarely if ever satisfy the requirements of solid documentation."

Tangible evidence might be court, school or medical records, he said.

Unacceptable evidence might be a hand-written letter stating that the student acted "because he wanted to or because he thought it best to," Young said. "You must provide adequate documentation. And again, it is absolutely essential that you submit only information that deals with the specific causes of ineligibility."

"Too often, we are given peripheral information that really has nothing to do with the specific reason the student is declared ineligible."

For example, a student fails the eighth grade. Under the Five-Year Rule, he would be ineligible his senior year. Even though the student suffered injury, accident or trauma his freshman, sophomore or junior years, he would not be eligible for a waiver unless the request dealt specifically with the reason he is ineligible — in this case, why he failed the eighth grade, Young said.

"Too often, this becomes a very emotional issue and it is difficult for students and parents to determine what is relevant and what is irrelevant information," he added.



Hot. With no relief in sight. For the past month, coaches and players have endured the unusually steamy weather in preparation for another Texas football game.

Photo by Philip Davis
Deer Park HS

Best advice is to urge all students to pass all subjects all of the time

The recent special session of the Texas Legislature directed a lion's share of attention to extracurricular programs in our public schools. Fueled by the reform movement in education and recommendations by the S.C.O.P.E. Committee, this special session produced new law which requires a student to pass all his/her courses in order to participate in extracurricular activities.

Beginning in January 1985, a student who in the previous grade-reporting period receives a grade lower than the equivalent of 70 on a scale of 100 in any academic class shall be ineligible to participate during the next grade-reporting period. The campus principal may remove this restriction if the class is an identified honors or advanced class, and mentally retarded students are exempt from the requirement to pass all subjects.

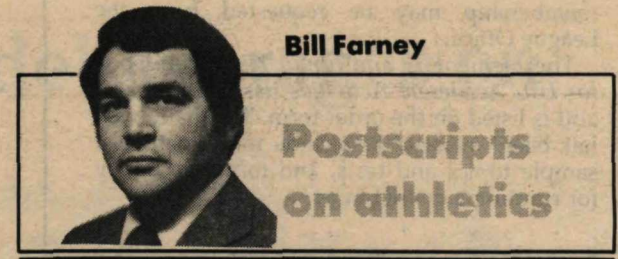
A student may not be suspended from participation under this new law during the period in which the school is recessed for the summer or during the initial grade reporting period of a regular school term on the basis of grades received in the final grade-reporting period of the preceding school term.

The League office has received many inquiries about the interpretation of the new law. Our staff does not have the authority to give opinions or to interpret laws passed by the Legislature. Even though many schools are anxious to know situation rulings and interpretations, we will all have to wait until later in the school year — hopefully in early autumn — to get more definitive clarifications.

In the meantime, a student, in order to be eligible this fall, must have passed at least three (3) credits in at least two (2) separate courses in the spring semester of 1983-84. In addition to the previous semester requirement of three credits the previous semester, a student must also be passing during this fall semester four (4) credits in at least three (3) separate subjects seven days prior to any contest.

EXAMPLE: A student must be passing four (4) one-half credits in at least three (3) separate subjects on September 14 in order to participate in a varsity game on September 21. This requirement is in force until the new State law goes into effect requiring students to pass all courses.

A student who did not pass three (3) one-half units in at least two (2) separate courses in the spring of 1983-84 would not be eligible to compete at the varsity level until the first class day of the second semester of 1984-85. At that



Bill Farney

Postscripts
on athletics

time the new State law would require that student to have passed all his/her courses the previous grade-reporting period in order to be eligible.

The best advice to all activity sponsors, coaches, and administrators is to encourage all students to pass all subjects at all times. Even though the League rules specify a (minimum) number of courses one must pass in order to be eligible, it would be to everyone's best interest to pass all scholastic work beginning now. We are all creatures of habit. As soon as we develop the habits of passing all courses, the better able we will be to cope with the new standards.

There is some conjecture that the Legislature in January 1985 will bring some changes to the new rules. Several individuals have indicated that they will seek legislation to modify the new laws dealing with academic standards. Any change that does occur will be dependent on convincing individual legislators of a need for a change.

During the fall semester, please be cautious of accepting any unofficial opinions concerning the application of State Law, Texas Education Agency policy, State Board of Education policy, or UIL rules.

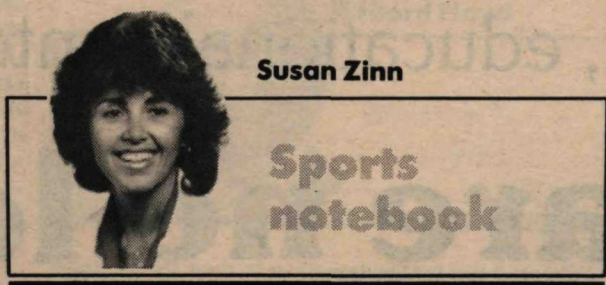
It is natural to predict the interpretation of a certain regulation. But it is dangerous to accept and pass on inaccurate information from unauthorized sources. Official notices will be sent out on any UIL rules, and any accurate interpretations received in writing from authorized sources will be sent to all member schools. Please be patient.

This will be a milestone year. The UIL will be observing its 75th anniversary. The 1160 member public high schools can mark with pride the countless opportunities offered to students under League programs. The challenge to everyone is to work to improve these programs so that future generations may benefit from educational competition.

Work with officials to stress sportsmanship

Beginning with this school year, the UIL Special Athletic Study Committee, Problems and Solutions with Officials, has new standards and recommendations for schools in an effort to curtail difficulties which have been reported by officials. Officials are the very ones who make high school contests possible. In contracting officials, please keep the following new requirements in mind:

- If SOA officials are not used for varsity contests, the UIL office must be notified on forms provided to schools.
 - The host school must provide names of officials to the visiting school at least 30 days prior to the contest.
 - The visiting team shall immediately notify the host school if officials are not satisfactory.
 - If the visiting school has not notified the host school of agreement 14 days prior to the contest, the host school shall contact the visiting school by phone in an effort to obtain agreement.
 - When officials who have been previously agreed upon by both teams are scratched within seven days of the contest, the school scratching the officials shall pay them the fee they would have received had they worked the game minus any travel expenses. If scratched officials obtain another game, this provision does not apply.
 - Beginning a game with an official constitutes agreement even if officials used are different than agreed upon. Also officials' reimbursements have been clarified in information being sent to schools.
- Schools are also being asked to provide the following:
- It is recommended that the principal or superintendent of the school appoint a school representative or security officer who will act as the officials' liaison for each home



Susan Zinn

contest. The secretary of the assigning SOA chapter will be notified of this appointment. A form sent by the UIL office may be used for this notification. This notification should include the following:

- (1) Name and telephone number(s) of the officials' liaison (host).
 - (2) Exact location at the contest site where the officials are to report.
 - (3) Location of officials' parking area and dressing room.
 - (4) Telephone number at the school to be used in case of emergency, such as late arrival of officials, change in officials, etc.
 - (5) How prompt payment will be made.
 - (6) Have security for the officials.
- The school host should:
- (1) Meet the officials on their arrival and stay with them until they leave.
 - (2) Escort the officials to and from dressing/meeting place and to and from the court/field.

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

(4) Provide officials with administrative information.

All of these plans are in an effort to avoid schools being disqualified or suspended for failure to provide adequate protection for officials if a major problem would result.

Also the officials are taking strides to make the other side of the street as palatable as possible. We see developing an SOA ethics committee which will take action against officials who commit actions unbecoming the proper role of officials, fines or penalties for officials who fail to fulfill contractual agreements with schools, and recruitment of additional officials to fill the ranks of those leaving the job for more sane methods of employment and leisure.

Ultimately, we all need to work together to promote the finest sports programs for the boys and girls of Texas. What else can we do? **Encourage** coaches to attend SOA rules meetings. How many of us know that there were at least 20 major football rules changes of some kind last year? **We need to set models for our fans and supporters.** Do we as adults have to use athletics as an avenue to let off our steam and frustrations? Can we not let the teams belong to the schools instead of the community and teach our children to both win and lose with dignity and respect?

The UIL athletic staff has been working over the summer months to publish a new brochure for our schools on the topic of sportsmanship. Some of our finest authorities (school administrators, coaches, and school board members) have written articles about our responsibilities to ascertain that what occurs on the field and court as well as in the classroom is educational. Please help.

Penalty to contest coach, sponsor called 'great improvement'

By **BILL FARNEY**
UIL Athletic Director

In February of 1984, member schools voted in the concept and allowance for penalty to a UIL sponsor or coach who is responsible for a violation of League rules. Penalty could be in the form of a private reprimand, public reprimand, disqualification, for a definite period of time, or suspension (in severe cases) from sponsoring or coaching an activity.

There has been ever-increasing concern in recent years that sponsors and coaches are often guilty of violations which ultimately bring penalty to students and schools. When this happens, there is bitterness and often media backlash against the League. By encouraging all sponsors and coaches to study the rules governing their respective activities, it is hoped that many inadvertent errors may be avoided. Certainly, a school detecting an error by a sponsor and self-reporting this error to the district executive committee would have convincing evidence that it is voluntarily supporting the rules.

Section 700 (d) lists the penalties which may be applied to a school employee who may have caused a violation of UIL rules. A district executive committee may issue a private reprimand and may transfer the consideration for public reprimand, disqualification, or suspension to the State Executive Committee.

Any school employee who receives a private reprimand may appeal that reprimand to the State Executive Committee. Certainly any public reprimand or other penalty imposed to a sponsor/coach would include an opportunity for that individual to present evidence and testimony on his behalf.

The intent of the new rule is not to penalize, but rather to emphasize the importance of knowing the rules and following them. The vast majority of all sponsors and coaches in Texas schools are sticklers for rules, exacting from their students the discipline and honesty they themselves display as sponsors. If the new regulation which opens the possibility for penalty prevents even one case of violation which brings penalty to students — then the rule will be a great improvement in our system.

and later coached and taught in Tyler, Cleburne, San Marcos, Austin and Marshall public schools. In that time, he helped form the first state high school debate program, the Debating League of Texas High Schools, which in 1913 merged with the Texas Interscholastic Athletic Association to form the basis for today's UIL.

During World War I, he traveled to Europe as physical education director for the U.S. Army and assisted the British in setting up a recreational program. He later assisted the Belgium Olympic Games Committee develop talent for the 1920 games.

First UIL athletic director dies at 104

Albert J. Robinson, the first athletic director of the University Interscholastic League, died recently at his home in California. Robinson, 104, served as UIL athletic director when the League was founded in 1910.

Born in Comanche County in 1880, Robinson graduated from Comanche High School in 1899 and from the University of Texas in 1903. He taught school in Hubbard in 1904

Baseball rule changes for 1985

The following is a summary of the baseball rule changes for 1985:

- 1-3-5 All bats must have an encircling mark 18" from the handle end of the bat beginning in 1987.
- 1-3-5 Devices, attachments, or wrappings that cause the bat handle to become flush with the knob are illegal.
- 1-3-5 Only bats may be used in loosening up (including weighted bats for this purpose) within the confines of the field.
- 3-3-1 Penalty Any runner is out, as well as ejected, for maliciously running into a fielder, regardless of obstruction.
- 4-3-1-f Team allowed to finish the game with eight players, if because of illness or injury, a player is forced to leave the game and that team does not have an eligible substitute available.
- 6-2-5 Penalty The ball becomes dead immediately anytime a balk or illegal pitch occurs.
- 7-4-a A batter is out if he enters the batter's box with an illegal bat. If the ball is hit before the infraction is discovered, the defense may take the penalty or the result of the play.
- 8-4-1-d Exception If the ball and bat come in contact with each other a second time while the batter is holding the bat in the batter's box, it is a foul ball.

September, 1984

The Leaguer

USPS 267-840

In a well-planned, educational contest

'There are no losers'

Basic principles of the UIL

1 The student is the center around which and for which all interscholastic activity is organized. His welfare is of the paramount importance. Activities on the interscholastic program should be selected on the basis of their potential contribution to the purposes of education and not on any other basis.

2 Furnishing equipment and facilities for interschool athletics is the primary responsibility of the school and not community agencies. Administrators and school board members who maintain that high school athletics must pay their own way exclusively from gate receipts are indirectly losing control of the athletic program and placing it in the hands of community groups which subsidize it.

3 Mere participation in the interscholastic sports program does not guarantee that educational benefits will accrue. If a sport is to make its proper contribution to the purposes of education, it must be conducted by high quality leadership which clearly understands its goals and seeks intelligently to attain them.

4 Education should make provisions for the individual differences in youth. On one end of the physical scale, this means special classes for the handicapped; on the other hand, it means interscholastic athletics of a broad and varied nature for the youth with superior ability.

5 Any practice which subordinates the educational functions of interscholastic athletics to the winning of a contest is to be condemned.

6 Classifying sports as major and minor can be justified only in terms of their relative contributions to the purposes of education. Such classification based on gate receipts and spectator interest are educationally unsound and indefensible.

7 All interscholastic activities should be made to yield as large an educational return as possible. The range should be wide in activities offered and in number of students participating.

8 Interscholastic athletics are an integral part of the total program of health and physical education. Emphasis should be placed on sports supervision and direction rather than on sports promotion. The high school athletic program must remain amateur in the strictest interpretation of the word. In no way can an athletic program which is not purely amateur be justifiable as a part of the high school curriculum.

9 Awards for athletic participation must be rigidly controlled. If the values which we claim for athletics are present, what greater award could a student receive than training in such desirable attitudes as cooperation, honesty, integrity, fair play, leadership and sportsmanship?

10 An athletic contest is only a game — not a battle nor a fight, not a matter of life or death for a player, school, coach, fan or community. On all occasions, both teams must respect the integrity and judgment of sports officials and treat them as guests.