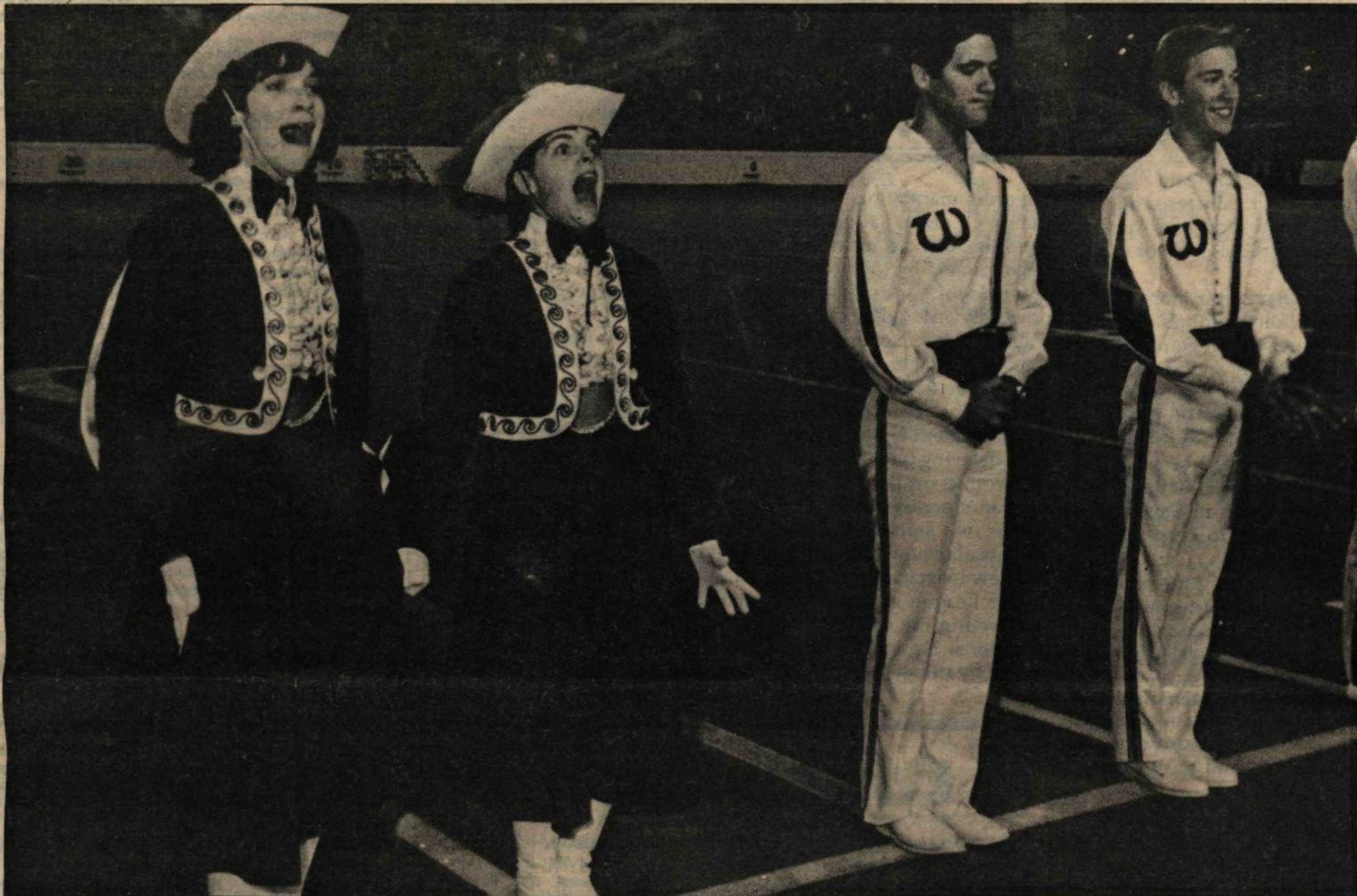


FACE THE MUSIC



The faces say it all. Georgetown's Courtney Janek (far left) and Paula Janning cry out as the Eagle Band is named the 4A top marching band for the fifth year in a row. Accepting the runner-up honors were Austin Westlake's Eric Garrett (left) and Jeff Lucas.

Photo by
BRADLEY WILSON

In step with educational reform

Marching contests changed to minimize lost school time

A year ago, while H. Ross Perot and the Select Committee on Public Education crisscrossed the state preaching the idea that students were out of class far too much of the time, the UIL was sponsoring district, regional and state marching contests, all of which were held during regular school hours.

This year, the League sponsored district, regional and state marching band contests, all save but for one were held on Saturdays, with no loss of class or study time.

No doubt, the UIL has responded to the challenge of educational reform.

"The music programs came under considerable fire when loss of school time was mentioned," Richard Floyd, UIL music director, said. "And some of the criticism was valid. So last spring, music people

started looking at the marching band contests, with the idea to schedule every district and regional contest on Saturday."

Then, in September, planning for a one-day state meet contest in Austin began.

"We — and by that, I mean the UIL staff, people from the University (of Texas) and Austin Independent School District — went to the drawing board," Floyd said. "We tried to schedule all larger groups so that their earliest commitment would be 2:30 p.m. Most did not have obligations until 4 or 5 p.m. so unless they lived beyond a reasonable driving distance, most students would stay in school until noon, then board the buses and come to Austin for the contest."

Competition was held at Burger and Nelson Fields and at Memorial Stadium on the UT campus. Fifty-

four bands participated and, Floyd estimated, between 28,000 and 30,000 persons (fans and participants) filled the stands.

"The contest went off extremely well," he said.

One judge, Bentley Shellahamer, marching band director at Florida State University, agreed. "I hope that everyone who participated in the contest felt that it was a valuable and educational experience," he stated. "It certainly was one of the best organized events in which I have ever had the pleasure of participating."

Why not have the State Meet contest on Saturday also? Two reasons: Distance and football.

"If we held the state contest on Saturday, many bands would have to leave home on Friday so you'd have that day of school time lost," Floyd said. "Plus, the kids would

miss their schools' Friday night football games."

Also, most judges are college or university band directors. "During orientation, I conducted my own survey of how many judges would have been able to attend had we held the contest on Saturday," Floyd said. "Only four said they could have come."

"So, when you look at the various problems, you can see that we had some pretty compelling reasons for having the State Meet contests on Monday," he added.

The best of the 54 bands was San Antonio MacArthur, which won the coveted Governor's Cup. Conference champions included Asherton (A), Dripping Springs (2A), Robinson (3A), Georgetown (4A), and MacArthur (5A). For Georgetown, the victory was its fifth in a row.

Court cases take a new twist

The two most recent litigated cases against the University Interscholastic League have taken unusual turns. Judges in two separate cases enjoined the University Interscholastic League from enforcing eligibility rules for two students who played despite being ineligible under UIL rules.

In one case, a volleyball player had been ruled ineligible by the school and the district executive committee because she was taking only three courses. Parents of team members filed suit in District Court in Dallas and the judge enjoined the UIL from ruling the student ineligible. The team that was second by UIL rules filed suit in District Court, asking the judge to postpone the playoffs until the Court of Appeals rules on the eligibility case. The judge ruled in favor of the team with the ineligible player.

The playoff for those teams was delayed for more than a week. On Wednesday, November 7, the plaintiffs dropped the original suit and the bi-district, area and regional games (four games) were held on Thursday, Friday and Saturday.

In the other case, a football player, ineligible under the Five-Year Rule, applied for a waiver under the UIL Constitution and Contest Rules. His request for waiver was denied by the waiver officer. His appeals to the Waiver Review Board and the State Executive Committee were also denied. The student's father was granted an injunction in State Court enjoining the UIL from enforcing its rules to keep the student from playing.

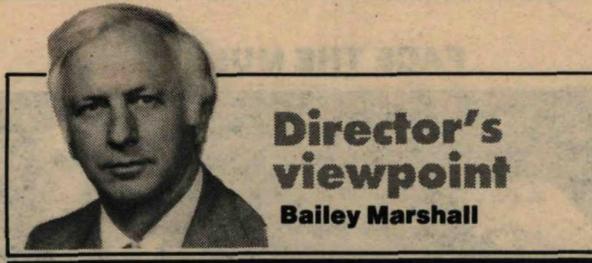
Other teams in the AAAA football district zone obtained an injunction forcing the UIL to place three teams in the south zone playoffs rather than two as prescribed by the Constitution and Contest Rules. This caused a delay in certifying the district championship.

Schools were notified that the decision had been made not to play every five days because of games on school nights and concern for safety of the players. This meant that the finals would be played on December 29, and most schools would have a one-week delay in the playoffs.

The situation became even more complicated when judges in two other communities issued restraining orders regarding the schedule for AAAA playoffs.

On Thursday, November 15, other AAAA schools in the state playoffs were granted a restraining order stating the League would have to be on schedule the first week of playoffs.

On Friday, November 16, a parent was granted a restrain-



Director's viewpoint
Bailey Marshall

ing order mandating that the district championship be determined by an actual game to be played by a team from the south zone and a team from the north zone (affected by the delay caused by the order to place three teams in the south zone playoff) and that there would be a one week delay as originally ordered by the UIL.

On Sunday, November 18, 29 representatives from AAAA schools met with administrative staff and legal counsel for the League to discuss the problems which resulted from litigation. The representatives voted 19 to 10 to return to the regular scheduled by playing three games in 15 days rather than delaying one week at the end of the playoffs.

Hearings on the November 15 and 16 injunctions will be held after press time.

The two suits filed by those who felt harmed by court rulings allowing students ineligible under UIL rules to play is a new twist in athletic litigation.

The League administrative staff hopes that schools not involved in the suits understand why delays occur in these situations. No one really wants postponements but all are bound by rulings issued in state courts.

The Leaguer

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

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

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Editor Dr. Bailey Marshall
Managing Editor Bobby Hawthorne

Thumbs down

Who's Who of 'little, no value', Federation committee believes

The following is the position of the Committee on National Contests and Activities of NASSP relative to student recognition publications, published here for the benefit of our high school principals who are constantly flooded with material of this nature.

Student Recognition Publications

The Committee does not list organizations or programs that solicit student names and claim to honor students by publishing their names in volumes usually titled, "who's who," "distinguished," "outstanding," or the like, and who derive much of their revenue from the sale of these publications. In the Committee's opinion, any recognition accorded to students through mere inclusion in such a publication is of little or no value and is unlikely to provide any future educational or personal benefit.

The Committee's opinion is based on investigations from which it has concluded that the selection criteria used by most recognition programs are vague and ambiguous. Even when clearly stated, the sponsoring organization is unlikely to be able to verify that students actually measure up to the selection criteria since nominations ordinarily come from a variety of sources. These may include individual staff members associated with a school or persons in the community at large.

The Committee has also found that most of the organizations sponsoring these programs are commercial in nature, having no connection with educational, philanthropic or professional associations. Typically, these organizations solicit students listed and their families to purchase the publication listing the students' names, or some other type of "award," and their primary source of income is from operations of the recognition program itself.

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-Avooca 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 25-3-20.

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.

SPELLING LIST

Column 6 — Bettongia
Column 5 — Balzacian (b)
Column 8 — buoyancy
Column 16 — de factio
Column 36 — omelet, omelette

PICTURE MEMORY

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

RAY HS

Ray HS (Corpus Christi) Choir has been placed on suspension for 1984-85 for violation of Section 1108 (f)(5) of the C&CR.

KILLEEN HS

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

VENUS HS

Venus High School has been disqualified in one-act play for 1984-85 for violation of Section 1033 of the Constitution and Contest Rules.

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 Osos 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 girls' track and field for the 1984-85 season for violation of Track and Field Plan (25-11-2).

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.

SPELLING LIST

The following words from the High School Spelling List should be corrected as follows:

Column 10 — cheerly
Column 11 — Chihuahua (c) (dog)
Column 60 — verisimilitude

CLARKSVILLE HS

Clarksville High School has been disqualified in one-act play for 1984-85 for violation of Section 1033 of the Constitution and Contest Rules.

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.

ROYCE CITY HS

Royce City High School has been disqualified in one-act play for 1984-85 for violation of Section 1033 of the Constitution and Contest Rules.

CUMBY HS

Cumby High School has been disqualified in one-act play for 1984-85 for violation of Section 1033 of the Constitution and Contest Rules.

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.

LANIER HS

Lanier HS (Austin) has been placed on probation in football for violation of Art. 25-1-11 and 25-5-3.

The other half

Emphasize listening too

The following sequence of events can be witnessed at virtually any marching contest in Texas, or the nation for that matter. Each band proceeds onto the field with exacting discipline in preparation for their performance before an audience of adjudicators and spectators, as well as the band members' peers from the other schools represented. Throughout the event each group is introduced and announcements flow over the public address system.

From time to time a routine request is made admonishing everyone present to remain quiet and maintain respect for each group as it performs. Far too often this statement is addressed specifically towards the other bands who are seated in the stands. These are the very same students who have just performed or are waiting for their time in the schedule to present their own contest performance, a performance that represents hard work, diligent practice and long rehearsals. The noise level generally subsides for a time but then again begins to build to an audible roar that inevitably will distract from the show unfolding on the field.

Imagine another scene if you will. Again it is a situation that could be found at countless concert contest sites throughout our state. Each performing organization, in turn, takes its place on the stage. The judging panel sits poised and ready to evaluate the concert. The students are committed to giving the best performance of their school year. Once more it is a performance that represents both hard work and sacrifice. Yet, the auditorium is empty except for a few interested parents, bus drivers, assorted music dealers, a director or two scouting out the competition and, at best, a few students from other organizations who are participating in the contest.

Perhaps one more scenario would be in order. In this case, it is a local university band, choir or orchestra presenting a campus concert or perhaps a group on tour performing at a neighbor school. The concert is free and information has been sent to all directors in the area. The event should be of interest to many in the public school music community. But a quick survey of the sparse audience will reveal that there are few music students or teachers in the audience.

Few could debate the fact that these three scenes and many more like them would be the norm rather than the exception throughout our state. Each offers real evidence of a significant deficiency in our music education program in the schools. Somehow we manage to train students who enjoy and rise to the challenge of making music but who have little understanding of or appreciation for the magic of enjoying a live music performance, students who are willing to give hours to the preparation of a performance but not thirty minutes to the appreciation of others who are pursuing the same artistic task.

It would be difficult to refute the premise that there are two basic traits of a good musician. An individual must have the ability to make music in a convincing manner and also be able to listen to music in a discerning fashion and derive enjoyment from the experience of listening. Real musical



Eye spy

Concentration. That's the name of the game. Here, an Abilene Cooper player synchronizes both music and marching during the final rounds of the 5A state contest, held November 12 at Memorial Stadium on the campus of The University of Texas at Austin. Of the five bands proceeding to the finals, Cooper finished third.

Photo by CHRIS SEKIN



Music matters

Richard Floyd

growth is impossible without the nurturing of both traits. There is no doubt that our music programs do an exceptional job of addressing the importance of training students as performers. This fact is evidenced by the success of our music organizations, both within the state and in the national arena as well. Yet, if we accept the reality of the scenarios above and all acknowledge the fact that both performing and listening are important elements in the music education process, then we must be concerned about the undeniable truth that the vast majority of the students in our programs are neither appreciative listeners nor good audience members.

One must also accept the fact that the vast majority of our students will not pursue a career in music. In fact, many will cease to make music the moment they leave the classroom for the last time. The voice will be used no more except for those who have the good fortune of participating in a church choir or civic chorus. The instruments will be put down to gather dust, set aside until another member of the family has need for it or go "on the block" at a garage sale. Yet each of these people will be afforded a lifetime of opportunities for listening to music and in some fashion remaining a music consumer or patron of the arts.

• More music, page 7

Do we owe it to our students to motivate them to be good listeners as well as good performers? Is it possible to modify our routine in order to accommodate activities that will nurture the students' listening skills and foster a desire on the part of students to listen and appreciate live performance? If nothing else, is it a worthy goal to instill in our students an appreciation and respect for the efforts of others?

There is no doubt that these are valuable but admittedly lofty goals. There is a limit to the number of contact hours we have with our students. We are conditioned to make the most of each rehearsal and strive for the best possible performance. In many cases our success is measured by the questions, "How did you do?" or "What did you make?". Achievement in such an arena is both commendable and worthy, but must it be at the sacrifice of developing the total musicianship within each of our students? Perhaps just a few minor modifications in our normal scheme of things would help us take a first step towards the development of the "other half" of each student in our program.

- Make an honest attempt at keeping students aware of the performances in your area of the state.

- Give extra credit for attendance at designated concerts.

- Possibly follow an evening rehearsal with an informal TV party that coincides with a concert performance on public television.

- Set aside time before or after school when records are available for listening in the rehearsal hall. (One colleague I know has a standing offer. "I will listen politely and with interest to any music you bring to school. In return you must listen to music I pick and display the same interest and courtesy.")

- When going to contest try to build an extra one to two hours into the schedule that will allow students to attend the performance of several other competing organizations. If possible, allow some time to discuss those performances during that "down time" that generally exists for a few days after any contest performance.

- Above all, make sure that students are sensitive to the importance of showing other groups the kind of respect they would hope to experience from the audience during their own performance.

The final analysis is simple. Our performing organizations are a reflection of our own priorities and values. This is not to say that the students do not stray or that the reflection is often less than crystal clear, but it exists nevertheless. If our ultimate goal is the rating or the perfect performance then that is the goal for which the students will strive. If we strive for a total appreciation of music, both as a spectator and as a performer, and in so doing design activities and experiences that foster this concept, then our students will embrace the challenge of being a complete musician. They will develop skills that will last them a lifetime, and we will truly be music educators.

Governor's Cup

League director Dr. Bailey Marshall presents the Governor's Cup to San Antonio MacArthur's Tom Nolan, drum major, and Cindy Beyar, captain of flags.



Photo by BRADLEY WILSON

One trick pony

Life through the eyes of a piebald horse. That's STRIDER, the adaptation of a Leo Tolstoy story, performed last May by the Plano HS troupe. In the title role was Kyle Kennedy, who was named 5A outstanding performer and received the coveted "Samuel French Award." John Steele and Ida Wellsman directed.



Spring scheduling critical

The 1984-85 List of Accredited Critic Judges will provide a sufficient number to use a different critic at each zone and district contest and there will be new judges listed in February. There will be enough to go around, but we will not have the luxury of a great surplus. The time is past to plan your zone and district and contact a critic judge.

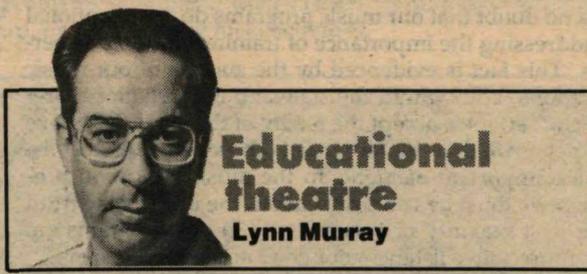
Don't wait on the State Office to push and don't wait for other directors in your district to call you. Initiate contact with other play directors in your district. The school that is responsible for organizing spring meet should initiate the OAP planning meeting, but don't wait on them any longer. Scheduling this year is critical.

You should make every effort to schedule your zone and district OAP on Friday night after school hours and on Saturday. Possible interpretations of "loss of school time" will make it impossible to conduct OAP during the week, including travel and rehearsals outside metropolitan areas. Because of scheduling difficulties, special permission by request to the State Executive Committee is being granted for use of Saturday, March 16, for the district one-act play contest. You may still use March 16 for zones if needed and you should recognize that zones may be held during either district week, so long as they are held prior to the district.

I urge directors to invite potential contest managers and assistants to meet with them for the planning meeting. An astute contest manager can solve potential OAP problems before they arise. It is a good idea for knowledgeable directors to help the contest manager make a check list or operations chart that will cover major responsibilities. The OAP contest manager or an assistant must be available at all times. Somebody must be watching performances at all times! It is critical that managers have adult help.

Many directors look on OAP during spring break as a curse, but it may be a blessing in disguise this year. Consider using the Monday or Tuesday of spring break if you cannot schedule OAP on the preceding Saturday. You do not have a loss of school time problem on a holiday. Many UIL districts have established collectively a series of Friday "holidays" for spring meet activities.

Districts that have eight or more play entries should have zones. Zones offer an opportunity for four entries to develop further, they are educationally profitable, they reduce travel



Educational theatre
Lynn Murray

and they do not take all day to operate. When the district meet is reduced to four plays, it is possible to rehearse and perform on Saturday afternoon and evening without conflicting with academic meets scheduled on Friday evening and Saturday morning. Most Saturday meets are completed by 2 p.m. Four rehearsals and performances can be conducted after this time without conflict.

OAP zones are operated like any other level of the contest. Zones are to district what area is to region. Awards given are the same as any other level, but no points are awarded for "all-round championship." There is no reason why zone awards should be expensive. Certificates cost very little and the zone award opportunity is essential for all entries. Recognition is important to encourage quality work. The OAP contest manager is required to follow the *Handbook* and announce individual awards prior to critiques. I do not see the logic of not presenting some physical award for the hours of time and effort involved.

Student activities conferences to date have been highly productive and OAP directors meetings have been lively. We don't always have answers, but the questions have provoked interesting responses. Plan to join us for the final two conferences in San Antonio and Kingsville. Take heart. This too shall pass. Some of us have seen five cycles in the past 25 years. As long as you try, do the best quality work possible and approach the problems positively, good things with your students will result.

Bill Swinney, theatre director at Alamo Heights in San Antonio for many years, has retired after 30 years of inspiring youngsters to love good theatre. All of us wish Bill Swinney endless applause and many, many more opening nights.

TETA convention focusing on UIL

The 35th annual convention of the Texas Educational Theatre Association follows the focus of last year and has been appropriately titled *Theatrefest, '85*. The size has been maintained and a massive number of programs, performances and activities will be available during the Jan. 31-Feb. 2 convention. Be prepared to make choices, but make plans to attend.

Much of the program is focused toward theatre in the secondary school and almost everything being presented may be applied to the UIL contest. Tentative programs and registration forms have been mailed to administrators, OAP directors, UIL critic judges, TETA members and everybody else that has been identified as an interested individual, theatre supporter or potential UIL critic judge. The annual convention is set for the newly refurbished Gunter Hotel in the Alamo area of downtown San Antonio.

The only remaining UIL one-act play contest critic judging workshop is planned for Saturday of the TETA convention and all those interested should make plans to attend. Theatre directors that can profit from a demonstration critique and a quality performance should definitely schedule this workshop, and those with minimal experience will find it a helpful lesson in directing. Prospective critic judges or those wishing to renew will be able to meet the UIL requirements during this program.

Prospective judges must have a minimum of 36 semester hours of drama/theatre training or the equivalent in professional training and experience in educational theatre. Prospective one-act play critic judges are invited to attend the workshop Saturday, Feb. 2 at 11:00 a.m. in the ballroom of the Gunter Hotel.

List of OAP critic judges

Continued from page 12

- Charlotte M. Tiencken, 2024 Coliseum St., #4, New Orleans, Louisiana 70130 III, 504/523-1209
- Jimmy L. Tinkle, Angelina College, Lufkin 75901 II, 409/639-1301
- Wayne I. Toone, Temple Junior College, Temple 76501 IV, 817/773-9961
- C. Lee Turner, Prairie View A&M University, Prairie View 77446 III, 409/857-2356
- Sandra Turney, 5126 Bryan St., Dallas 75206 II, 214/827-5851
- Lynn Vancil, University of Texas Performing Arts Center, P.O. Box 7818, Austin 78712 IV, 512/471-6253
- J. Richard Waite, Eastern New Mexico University, Portales, New Mexico 88130 I, 505/562-2476
- W. Kenneth Waters, Jr., Stephen F. Austin State University, Nacogdoches 75962 III, 409/569-4003
- Billy W. Watson, Richland College, Dallas 75243 II, 214/238-6069
- Bill Watts, Angelo State University, San Angelo 76909 I, 915/942-2033
- David C. Weaver, 2308 Shakespeare Road, Odessa 79761 I, 915/332-1586
- Richard A. Weaver, Texas Tech University, Lubbock, 79409 I, 806/742-3601
- E. Don Williams, Lubbock Christian College, Lubbock 79407 I, 806/792-3221
- L.K. Williamson, University of Texas, Dallas 75080 II, 214/234-5044
- John Wilson, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810
- Nathan R. Wilson, East Texas State University, Commerce 75428 II, 214/886-5339
- Gifford W. Wingate, The University of Texas at El Paso, El Paso 79968 I, 915/747-5821
- Sandy Woolery, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810
- Darrell Woolwine, Denton Community Theatre, Box 1931, Denton 76202 II, 817/382-7014
- John Presley Wright, Paris Junior College, Paris 75460 II, 214/785-7661
- Steven C. Young, 100 Grove, Bryan 77840 I, 409/693-1390

Though sports pilot approved, philosophical concerns linger

Well, you asked for it. On October 22, the UIL Legislative Council approved unanimously a proposal calling for the piloting of a sports writing contest at all district meets this spring. Here's the plan: This spring, we'll send a sample sports writing contest to every district journalism contest director. It will be the choice of the host school whether to offer the contest and, if they choose to offer it, when and where.

I would hope that every district will want to offer the contest. Students may take it without counting it as one of their three maximum. In other words, students could participate in editorial, headlines, news and sports. The sports won't count against the three total.

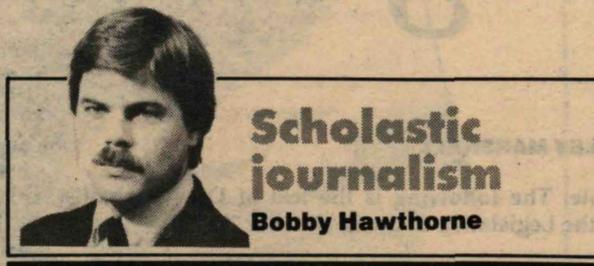
You may want to grade the papers, first through third. Every district will be asked to bundle up entries and mail them to me. I'll use them for research in writing future contests, as well as a chapter for the journalism contest manual, if the Council eventually decides to sponsor the contest as part of the Spring Meet Plan.

By the way, sample sports writing contests will be made available to invitational meets also.

So much for practicality. From a philosophical point of view, I have a few reservations about this contest. First and foremost, I think its educational benefits are not substantial. A sports writing contest would not teach any journalistic basics not already being taught in the news and feature contests, except perhaps for lingo and sports style. The basics of news judgment, use of quotes and transition are adequately addressed in the feature and news contests.

And if you've ever judged a UIL contest, you know that 75 percent of the entries fail to either select the right lead, to weed out unnecessary information, to use quotes effectively and to properly structure the story.

Also, I believe that journalism is quite well represented in the UIL spring meet plan, in context to its status in the



public school curriculum. While high schools may have 25 science-related classes, the UIL sponsors only one spring meet science contest. The same school may have two or three journalism classes yet the league offers four contests.

My final reservations are both practical and philosophical. First, the League is in the midst of a "hold-the-line" attitude toward adding new contests. Why should journalism be exempt from this policy?

Second, do advisers want to accept the additional duties of teaching UIL sports writing? I think this would be especially burdensome for small-school advisers, who double as English teachers, class sponsors and heaven knows what else.

Third, how will addition of a fifth journalism contest affect spring meet scheduling? Surely, it will create more scheduling conflicts. And how much difficulty will contest directors have in securing qualified judges? Again, out of context of the overall spring meet plan, it would not seem difficult to find judges for a single contest. But considering that directors must find judges for five contests — and sometimes at the regional level, judges for five contests in two conferences — then the problem appears much more complex.

That's pretty much how I see it. If you see it differently, please drop me a note telling me how wrong I am. I'll edit out most four-letter words and references to my family and print it in the next *Leaguer*.

Vahl selected Newspaper Fund National Teacher of the Year

Rod Vahl, journalism teacher and newspaper adviser at Central HS, Davenport, Iowa, was named the 1984 National High School Journalism Teacher of the Year by the Dow Jones Newspaper Fund. Newspaper Fund director Thomas Engleman announced at a school faculty meeting, October 23, that a \$1000 scholarship in Vahl's name will be awarded to a Central HS student who will begin college next fall as a news-editorial journalism major.

Vahl has taught journalism and advised the school newspaper at Central HS for 26 of his 31 years of teaching. He instituted and has constantly updated his journalism program there. In addition to serving as summer workshop director/instructor nationwide, Vahl is one of scholastic journalism's most successful authors, having completed three books and nearly 300 articles for scholastic publications.

In 1983 and 1984, he conducted instructional seminars during the ILPC spring conventions.

Among his other honors, Vahl received the Medal of Merit from JEA in 1981, the NSPA Pioneer Award in 1981 and the Gold Key from the Columbia Scholastic Press Association in 1971.

Cutsinger named one of five distinguished advisers

John Cutsinger of Austin Westlake was one of five teachers honored November 11 by the Dow Jones Newspaper Fund for their outstanding contributions to scholastic journalism. In addition, Marjorie Walraven of Corpus Christi Carroll HS was named recipient of a Special Recognition certificate.

Cutsinger, who has been advising publications since 1974, came to Westlake from Van Buren HS (ARK), where he taught for four years. He began his career at Poteau HS (OK). His publications have been consistent top national winners. In 1983, while at Van Buren HS, the yearbook, newspaper and literary magazine won Five-Star, All-American ratings from the National Scholastic Press Association and Medalist ratings from Columbia Scholastic Press Association. The 1981, '82 and '83 yearbooks won the NSPA Pacemaker Award and the 1981 and '82 books won the CSPA Gold Crown awards.

In addition to his many other duties, he directed the ILPC summer newspaper workshop from 1982-84.

All I want for Christmas is a real feature story

It's that time of the year again when we see a ho, ho, whole lot of Thanksgiving and Christmas features. Alas, they are nothing to laugh about. Most of them are worse than a New Year's Day headache. Real holiday turkeys.

For example:

"Wow! Look at all the presents! There's even a Santa Claus! Do you know what it's like to see 22 kids with a big Christmas twinkle in their eye? Fifty-five NHS members discovered this thrill when they traveled to the day care center for their yearly Christmas visit.

"Club members furnished presents and refreshments for three, four and five year olds. Santa was a main attraction. The club left Wednesday morning for their short journey to the center and returned that afternoon."

Pretty bland. Would have been a lot better if the 22 kids had had a big Christmas twinkie "in their eye." (Odd that 22 kids could share one eye.)

Imagine 22 three, four and five year olds couped up in a classroom when, out of the blue, in struts Santa. They'd tear the place apart. I just see six or seven fighting over a cabbage Patch doll. You'd have to call in the riot squad.

But the story captures none of the emotion of the day. Why? Because the reporter wasn't there to witness the details. Feature writing must be visual. It must place the reader in the middle of the action. Something along these lines would have been much better:

"Shy and confused at first, the four-year old tottered past

the stack of Michael Jackson dolls and toy guitars to the baby blue stuffed alligator. A quick tug and flash later, he was back at his pint-sized desk, hugging his new friend."

Consider these good examples:

- At Irving High School, the staff told the story of one of the school's "adopted" kids. Each Christmas, the school adopts needy children who might otherwise go without. The story begins as such: "This is not your average Christmas story, but all the elements are there. It includes the typical family that seems to have nothing but bad luck. Their money is tight — almost nonexistent. The father had an on-the-job accident, which may cause him to lose his job. The mother was involved in a car wreck. The hospital bills pour in. Christmas doesn't look very promising this year."

They go on to interview the mother, who admits certain hesitancy to accept handouts but agrees to enroll the child in the program. "Christmas would not have been anything. Just us being together. I was embarrassed a little at first but Cindy doesn't understand the money situation right now. I'm glad Cindy will have this opportunity. It's something we can't give her. We need help right now and I'm not going to turn it down. This reminds us that we do have friends, and that people do care."

- The staff of Grosse Point (Michigan) HS, for their holiday feature, showcased on page one the story of a teacher who each year raises money to sponsor a needy family at Christmas. This particular year, the teacher and his math classes raised almost \$500, which went toward the purchase

of a sewing machine and food for a family, the McKinnons.

The teacher, Mr. Carl Justice, said the effort was as much for his students as the needy families. "I think it is a very good experience for the kids to rub shoulders with people less fortunate than themselves," Justice stated. "When else could they meet people like the McKinnons."

- Another time, the Grosse Point staff covered the National Honor Society as it visited kindergarten classes to help the kids write letters to Santa. It opens with a scene: O young voices singing "Jingle Bells." Of little hands grabbing big hands, leading over to little desks where the kids star writing "what is probably a child's most important letter all year."

The story goes through the lists of "I wants" through to the promises to leave Rudolph cookies and milk. It concludes like this:

"But for some kindergartners, Santa Claus is not the first thing that comes to mind when asked what is important about Christmas. 'Jesus' is most important, said Stevie Booker, but he said he didn't know why. So classmate Elizabeth Brasseur explained, 'Because he was born on Christmas.'

"Children seem to make Christmas so simple, yet so very special."

That's what we all want to say: That Christmas is special. Only, instead of a dumb "What Christmas means to me" editorial or an equally silly "A list of what everyone wants or doesn't want", try instead to write a real feature about the real people who give us something extra to celebrate.

Meeting the challenge



By Dr. BAILEY MARSHALL

Editor's note: The following is the text of Dr. Marshall's address to the Legislative Council, October 22.

Never in the history of the League has the leadership from the Legislative Council been more important than this past year.

You have provided that leadership. I commend you. The school administrators, teachers, sponsors and especially the students owe you a great vote of thanks.

You have been the leaders in providing rules and regulations that have brought us back to the educational balance needed for all the UIL programs. Extracurricular activities offer some of the best educational experiences for students in our educational system. They are not, however, an alternative to the academic program but rather an aid or supplement. You have done a great job in securing the necessary balance and I know you will continue to provide leadership in maintaining that balance.

Today, I will point out some general concerns that I think you should consider about proposed rule changes, and then I will make recommendations about some specific proposals. I will also point out some problems that we may not be able to solve today, but we need to initiate a process to solve these problems.

First, let me pose some questions that I know we will consider when voting on each item.

- Does the change negatively affect the basic educational program for all students?
- Can the costs of the change be educationally justified?
- Is the change physically and psychologically sound for all the participants?
- Is the change fair to all participants?
- Is the change detrimental to schools in any area of the state or to schools within a certain size range?
- Are we placing our concern for equality above our concern for the total educational program?
- Are we placing the concern for our own school and students over the best interests of all schools and students?

We will not turn a deaf ear to special interest groups, but will consider the total educational program and also those groups that are not represented here that will be affected by the changes.

When we apply all the criteria, it becomes a delicate balancing act, much of which is determined by the values we place on the total educational program. Many proposals are so complex that it is unfair to ask the membership to vote on them because of the difficulty of explaining all of the ramifications of the change.

You are the leaders expected to make these tough difficult decisions and I know you will accept that responsibility and make those decisions here today. It may mean more study is needed or that you will reject some of the proposals, but I know you will bite the bullet when necessary, even though some groups or individuals will be upset by your actions.

My main concerns are those proposals that would increase the number of students missing school and study time, and that would increase the cost to the schools. The proposals that fall into that category are those that:

- Increase the mileage schools have to travel in order to

participate.

- Increase the number of participants for an activity at district.
- Increase the number of students advancing into the playoffs.

These types of proposals should be studied closely. Do the values received offset the costs to the school, the participants and to all the students in the school?

I oppose the proposal to add a sixth conference. Some areas of the state have travel problems now that we cannot solve with the current structure. An additional conference will simply add to that problem. In certain areas, we need to look toward combining some conferences in some activities, at least at the district level rather than adding a conference.

I favor the elimination of some contests in the music contest, as will be proposed later. We need to look at all areas — athletics, music and academics — to see if the values offset the costs of the current programs.

One specific contest we need to study is shorthand. The current structure for the contest may not meet the needs of today's educational system.

Recently, a committee appointed by Chairman (Glenn) Pearson (of Bridge City) voted to recommend that we eliminate our rules that refer to academic requirements and rules that specify the number of days we can miss for tennis, golf and speech. The committee also recommended that we eliminate our academic requirement rules. I agree that we should eliminate these rules since they differ from State Board rules and state law. I support this change because of the confusion in the schools trying to comply with rules that are different. This committee also recommended:

- That if a school violates State Board rules of missing 10 days, that school should be penalized.
- That if a student violates the academic requirement laws, he be ineligible under UIL rules.

The primary reason for the suggested action is expedient, consistent enforcement. The major problem I see is that unless the State Board gives the UIL the authority to interpret and enforce the state's academic requirement laws for all UIL contestants and schools, we will have to delay penalties until the Commissioner of Education renders a final ruling on cases. This delay could be devastating during the playoffs. This is a very complex problem that we will have to solve if the schools pass the proposal to eliminate UIL academic requirements.

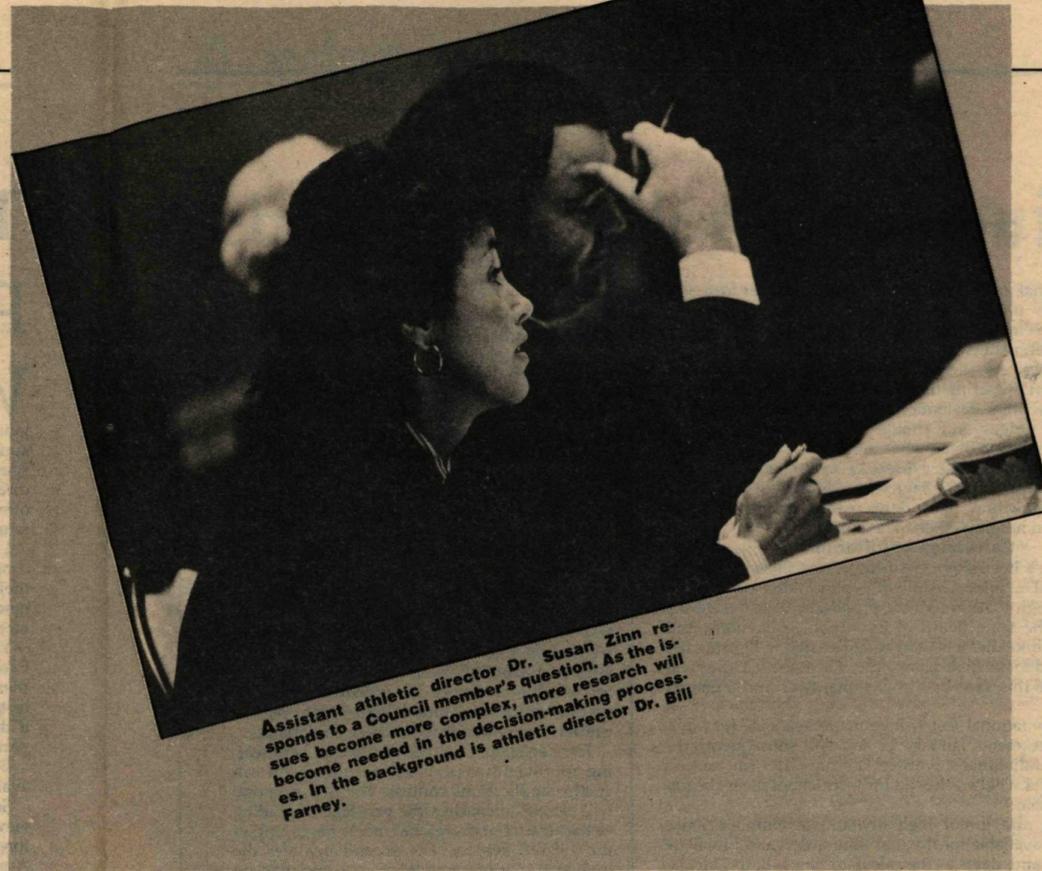
Due to the changes in the school calendar and the 10-day limit on school days lost for extracurricular activities, we will need to revise the schedule for our activities. There are a number of variables that make scheduling our activities a problem.

- Number of contests.
- Number of judges for the contests.
- Number of weeks in the year.
- Number of sponsors in the schools.
- Number of contests a student participates in.

We all prefer that students have the opportunity to participate in as many activities as possible while doing well in their classes. We also want them to have the best judging possible.

We have to make some difficult decisions.

If we limit scheduling of contests to one weekend, i.e. all district one-act plays on Saturday, April 22, all academic contests the next Saturday, all track and field contests the next Saturday, then we have a facility and judge problem



Assistant athletic director Dr. Susan Zinn responds to a Council member's question. As the issues become more complex, more research will become needed in the decision-making process. In the background is athletic director Dr. Bill Farney.

Photo by CHRIS SEKIN

with no flexibility at the local level. If we do not limit scheduling to one weekend and allow students to participate with good judges, with little loss of school time and in more than one or two activities, then we must move more activities into the summer or eliminate some activities.

An example of this change would be to have baseball, one-act play, solo and ensembles, golf and tennis competing at district, regional and state levels during June. Or we might eliminate those activities in which ample outside participation opportunities are available.

I feel sure there are other innovative ways of solving this problem.

I recommend that Chairman Pearson appoint a committee to attempt to resolve this problem. The committee should meet this year and report back to the Legislative Council at its next meeting.

For the third consecutive year, we have dipped into our reserves. This is about the last year our reserves will allow this trend if we are to remain financially stable. We need to make changes to reverse this trend.

Do we take the Mondale approach or the Reagan approach: Increase taxes or reduce costs? I propose a combination.

Most of our increases can be attributed to the cost of litigation, additional staff, more meetings and services, and costs of living increases.

We could reduce costs for litigation when and if the Attorney General's office defends us. There are arguments for and against this change, but I feel the decisions at the district court level would not differ greatly.

Additional staff has become necessary for the following reasons:

- To help prepare for additional legislative and judicial meetings.
- To provide additional services to the schools (coaches' and sponsors' manuals, calendars, multi-visual materials, etc.)

• To handle the increased paperwork and planning due to additional appeals, more formal minutes and agendas, and additional steps and mailouts to complete our legislative

processes.

- To provide a decision-making process that hears cases on their merits rather than applying for hard-and-fast rules with exception.

Most of these changes have been an approach to become more legal-minded. Some have become necessary in today's society.

To reduce costs, we can have smaller special committees, meet less often, and eliminate any unnecessary steps in our legislative and judicial processes. Some of the processes are valuable while some may be unnecessary. We need to study these processes and cut where feasible. We will not eliminate necessary steps and will add those that are necessary.

The cost of living is not within our control. In the past, the cost of living has taken care of itself since ticket prices and our percentage from football and other state tournament activity gates were increased. Therefore, our income increased even when our percentage didn't.

I am concerned that this year, our gates will decrease as they have in other states.

We have four or five ways to increase income. We need to consider these today:

- Increase the dues per school.
- Charge each school per activity.
- Take a percentage of basketball gate receipts past the district level. (Many states take all the income in the playoffs and provide the schools with travel money.)

• Sell advertisements in programs, the Leaguer and in other publications.

• Solicit corporate sponsorship.

Of these proposals, I favor increasing dues or taking a percentage of the gates from all basketball playoffs between the district and regional levels. If we increase dues, I would ask that you set a maximum and allow the UIL director the authority to lower the fees at his discretion annually, not to exceed the maximum.

Again, I commend you for your leadership. You have a difficult task in front of you today and throughout this year. I know you will meet the challenges and continue to provide an outstanding educational competitive program.

Input requested as time for band revisions nears

BY RICHARD FLOYD
State Music Director

Marching season is now history, and it has been a most memorable experience for every one involved. Even under normal circumstances it would have been "a year to remember" because of all the rain. Rescheduled contests and performances in the mud or on a parking lot were the order of the day. All of these ordeals will make great "war stories" at some future TBA barbecue. But these events were not the real issues. Bad weather has always been with us and always will.

Other factors were more important. The "ten day rule", the district-region-state concept for contest and "a student may not miss a class he is failing" were the major concerns. Any one of these issues alone would have been enough to keep everyone busy, but fate dictated that they all converge on the Fall of 1984 along with untold inches of rain. As usual, the directors and administrators rose to the occasion and put forth every effort to be innovative, provide a meaningful experience for the students and conduct successful contest programs for organizations in every conference.

Throughout this period, the State Office had to react quickly to many changes at both the state and local level. Revisions in the state marching contest format had to be made as the needs and concerns of administrators and directors across the state surfaced. In every case the priorities were twofold. First it was important to put forth every effort to honor the letter and intent of all legislation from whatever source that dealt with Fine Arts programs and interscholastic competition. At the same time, it was essential that the essence of the State Marching Band Contest be retained for all who value its role in the ongoing success of music programs and the stature of marching bands in Texas.

Now is a time for study and reflection. It was stated in an earlier issue of the Leaguer that the new structure of competition would be carefully studied to assure that it is achieving the goals it was intended to meet. This will be done. In addition it may be necessary to make revisions in the system that will allow all interested organizations to participate and still meet the new eligibility requirements as defined by the Legislature, the State Board of Education and the Texas Education Agency. This task will not be an easy one, but its parameters will become more clear as all facets of the new state law are implemented.

The final ingredient is your input. It is vitally important that whatever changes take place not only reflect the current educational climate in our state but also best serve the priorities and needs of our educational competition programs as well as the directors and administrators that guide these programs. Please make the State Office and those that are charged with the responsibility of initiating change aware of your concerns. Only then can decisions be made that are reflective of all who have an interest in the ongoing success and refinement of marching band competition within the UIL contest program.

Remember wind ensemble contest

Remember to keep the Texas State Wind Ensemble in mind as an option for a spring contest performance for your students. The event will take place on Saturday, May 11, 1985. Judges will be Howard Dunn of Southern Methodist University, Allan McMurry of the University of Colorado and Larry Curtis, Director of Bands at Long Beach State University in California. Professor Curtis will also make a Texas appearance as guest conductor for the Texas All-State Concert Band in February. All details concerning TSWEC appeared in the October 1984 Leaguer. Call the State Office for further information.

Representing the state's athletic directors, Plano's John Clark addresses the Council.



Dr. Bill Farney, superintendent of the Barbers Hill ISD, was elected chairman of the Legislative Council. Vice chairman is Wylie Supt. Don Whitt.

Pilot calculator contest approved

By **JANET WIMAN**
Elementary/JH Director

Elementary, middle, and junior high schools that submitted a blue participation card to the League office will this month receive two special mailings.

The first mailing will include the list of schools returning participation cards arranged alphabetically by city. For schools who do not opt to follow their high school spring meet assignment, this list can be of great help in organizing the district. The list will enable schools to locate other schools in their area that are interested in competition on this level.

Schools that did not return a participation card, but wish to be involved in academic competition should contact schools near them and ask for permission to join an already existing district, or ask schools in their area to join them in forming a district.

Remember, the name of your district director should be mailed to the League office no later than December 15 to insure that your district receives the proper requisition forms.

The second mailing to participating elementary and junior high schools will include a copy of the 1984-85 *Constitution and Contest Rules*. This publication will be mailed fourth class book rate, so please allow time for it to reach you.

Ready Writing and Storytelling

For the first time, the League office now has available individual evaluation sheets for the elementary Storytelling contest and the elementary and junior high Ready Writing contests. A sample copy of each may be obtained by sending a stamped, self-addressed business size envelope with your request to the League office. Address your request to my attention. Multiple copies of the evaluation sheets for use in practice may be ordered using the elementary and junior

high invitational order form. The invitational order form will be mailed to participating elementary and junior high schools in November.

The evaluation sheets should help standardize the criteria used by judges. As such, they should also be helpful to sponsors when preparing their students for competition.

The ready writing evaluation sheets include extensive instructions to judges and should be especially helpful to sponsors. The sheets detail what the judges should be looking for in personal writing, expressive writing, and expository writing compositions. Diagrams included as part of the instructions show how, as students mature, judges' expectations build and judging criteria are added.

Calculator Applications

The League's Legislative Council, in its October 22 meeting, approved a pilot Calculator Applications contest for grades 6 through 8. Although the proposal will also need the approval of the State Board of Education, elementary and junior high school districts who are interested in offering the contest should make their plans now. The League Office will have available this year two invitational tests and a district test.

The first invitational test will be made available for interschool practice meets January 19 and will subsequently be released for individual's practice February 16. The second invitational test will be released for interschool meets beginning February 16.

Elementary and junior high invitational Number Sense tests are also available for the first time this year and will be released the same dates as the calculator tests. Both Calculator Applications and Number Sense invitational tests can be ordered using the invitational order form.

Please feel free to give me a call if your school is having problems organizing their district, getting their program set up, or coordinating meet activities.

Thanks for attending activities conference

By **J.R. COGDELL**
and **DAVID ROURELL**
Calculator Applications Directors

For most people, fall means football, beautiful countrysides, pumpkins, turkeys and dressing. But to us, fall also means nine weekends devoted to traveling to Student Activities Conferences across the state.

We trust these conferences are of value to you, and they are certainly important to us. They give us a chance to see old friends and to meet new ones. We learn from you about "grass roots" issues that would otherwise not be heard.

Indeed, a significant disadvantage of living in the ivory tower of the university is that sometimes we develop distorted conceptions about the contest. Meeting with you "face-to-face" helps us focus the true nature of the contest, and we value your participation. We realize that often it takes a large personal effort on your part to attend these conferences, an effort for which you receive the reward of knowing you invested some time in excellence. We appreciate your attendance in these conferences.

The Legislative Council in the October meeting approved two proposals relating to the calculator applications contest. The first proposal will extend to coaches the privilege of grading at the district and regional meets beginning in the 1985-86 season. The second involves the immediate appointment of a committee to study a junior high/middle school calculator contest and to develop an unofficial sample test for selective use at the 1984-85 district meet. Both of these actions were initiated by the Texas Math and Science Coaches Association and went through the complete legislative process of the UIL. They will now be presented for final approval of the State Board of Education.

Spring meet deadline near

Spring meet districts are approaching an important deadline. The name and address of the district director for all levels of competition should be mailed to the League Office before December 10.

This information is needed for two reasons: 1) it allows the staff to get requisition forms for spring meet materials to the correct person, and 2) it gives the name and address of the members of the Regional Executive Committee. The district director from each high school district will serve on the Regional Executive Committee.

The District Spring Meet Director General's Report was provided all high schools with the district spring meet list. Elementary and junior high schools that sent in participation cards are being mailed district organization forms along with other materials this month. The elementary and junior high district organization form can also be found in the back of the *Elementary and Junior High Handbook for Academic Activities*.

25 new TILF grants awarded

Twenty-five new scholarships will be offered by the Texas Interscholastic League Foundation beginning in its twenty-fifth anniversary year in 1985-86.

Dr. Rhea Williams, TILF secretary, announced the addition of the following grants: five scholarships from the Cornell Oil Company; fifteen TILF Diamond Anniversary Scholarships; one Colonel Walter Kerbel Scholarship; two Carl B. and Florence E. King Foundation Endowment Scholarships; and two Abell-Hangar Scholarships.

In addition, 125 grants held currently by scholarship recipients will be renewed, and 173 scholarships will be granted to new recipients. This brings the total number of scholarships for 1985-86 to 323, the most ever given by TILF. Approximately \$380,000 is expected to be disbursed to scholarship recipients during 1985-86.

"The Texas Interscholastic League Foundation is very grateful to the many individuals and foundations who have made this scholarship program the largest in the United States," Williams said.

Extraneous marks prove troublesome

By **Dr. CHARLES LAMB**
Number Sense Director

Concerning the number sense contest format, the rules state that answers should be complete but that no extraneous marks should be made. Therefore, if an answer blank is of the form $___c$ and a contestant writes an answer of $16c$ in the blank, e.g. $\underline{16c}$, then answer will be considered incorrect.

However, according to Rule 1009 (e)(3), if the c is not printed, the student must include it as part of the answer.

While I believe that this type of scoring would be detrimental in a mathematics classroom, it seems to be consistent for test purposes.

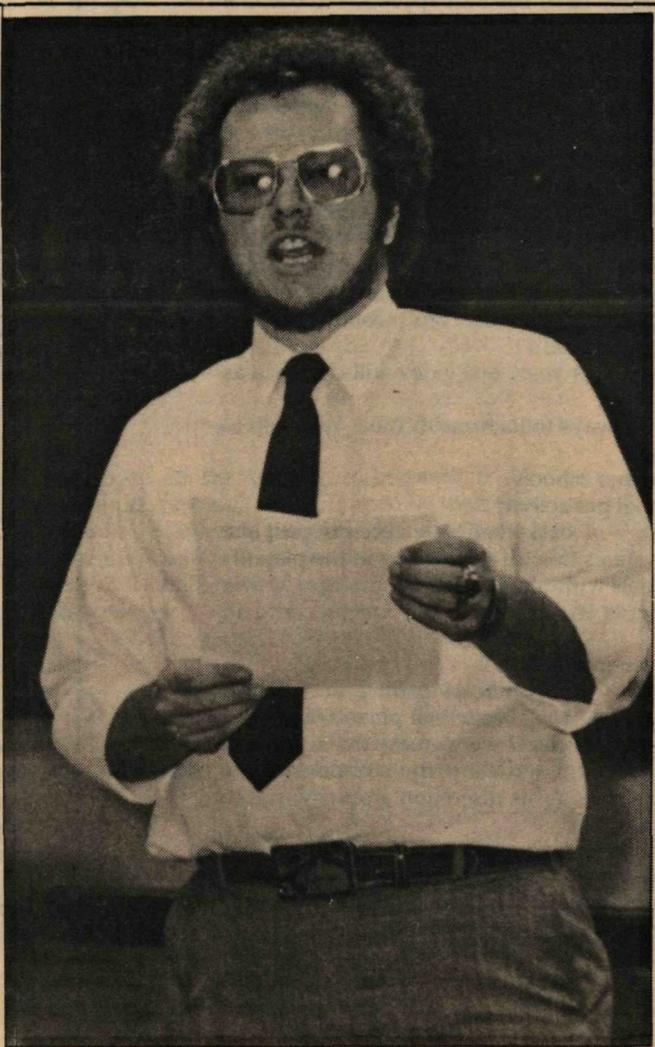
Now, I need for you to respond to two questions:

- Should the elementary and junior high tests have 80 problems to make them more consistent with the high school tests?
- Should elementary and junior high competition advance to the regional and/or state level?

Please send your comments to me at C&I EDB 406, UT-Austin, Austin, TX 78712-1294.

Number sense director Dr. Charles Lamb gives pointers during a student activities conference.

Photo by **CHRIS SEKIN**



Debate topic selection requires great research

Editor's Note: The National Debate Selection Committee will meet December 27-29 in San Antonio. Texas will be represented by Treva Dayton, AAAA representative from Georgetown High School, Barbara McCain, AA representative from Rotan High School, and Janet Wiman, J.E. Masters, and Dr. Bailey Marshall of the League office. The following article, written by the author of the "Welfare Reform" study report, details the process this year's debate topic underwent to become the national debate topic.

By BILL HECTOR
Belvidere (Illinois) HS Debate Coach

When I first began coaching debate ten years ago the topic selection process was unknown to me. I assumed that a small group of coaches met, talked about a variety of subjects, and decided on the debate resolution. After having been a part of the process the past three years, I know this is not the case. Topic selection and resolution writing is a multi-faceted procedure that includes a great deal of research, writing, and refining. The goal of the National Topic Selection Committee is to come up with a meaningful educational tool that allows students to exercise their debating skills.

During the time I have served on the Committee, I have prepared three study reports, rewritten those reports after the Congressional Research Service evaluated them, sat in on numerous sub-committee discussions, and listened to the Wording Committee discuss the language of each resolution. I have also voted as a delegate for the final three topic areas the past three years and, as a coach, voted for the topic and resolution.

Poverty and welfare reform first interested me following the election of President Reagan and the passing of "Reaganomics" by Congress. For most of my adult life poverty has been a national concern, and the general trend has been for more and more government involvement. Suddenly in 1980 the national will seemed to be directed away from this concern and my interest was focused on a rather simple question, "What effect would Reaganomics have on our nation's poor?"

My first study report on this subject was prepared for the 1983-84 Topic Selection Committee Entitled "Reaganomics and Welfare Reform" it was met with some resistance. The issue, in December of 1982, was very hot politically and while that made it appealing to some, it created doubt in others. The focus in that paper was on the politics of welfare reform and whether the Reagan approach would actually work. Information on the impact of Reaganomics was not entirely available and it was felt that definitions of "poverty program" and "welfare program" were too vague. The topic made it to the final vote of the National Committee and was rejected.

I was encouraged by several members of the Committee to re-submit the study report the following year. Most of the research had been done earlier and the major parts of the report were left intact. The title of the study report was changed to "The Politics of Welfare Reform" and the report attempted to look at the economic and social consequences of poverty as well as the political. The emphasis was not placed on Reaganomics this time, although it was certainly a key issue. The Congressional Research Service offered minor modifications and the report was rewritten for distribution in Atlanta in December.

The Topic Selection Committee that met in Atlanta involved twenty-six states as well as the NFL and the CNFL. This meeting was held the last week of December and involved a lot of self-sacrifice for those who attended. The meetings covered three days and were open to all interested coaches. The meeting was run by the National Federation of High Schools.

The initial meeting allowed those who prepared study reports an opportunity to explain them and answer questions. There were eleven papers prepared and nine were defended by their authors. These meetings tend to be very frank and open and many study reports are rejected as viable topics by their authors. (My first study report on labor unionism met such a fate.) My presentation that first night was rather short and to the point. I reminded the group that this was a report we had worked on the year before and that the subject of poverty in America was still an important one. I also pointed out that this subject had not been debated in ten years. A few questions were asked about key terms, but discussion at

this time was limited.

The group then divided into four study group sub-committees, each of which discussed three areas and offered specific resolutions for the Wording Committee. The sub-committee that dealt with welfare reform also discussed political reform and medical care and spent most of their time in those areas. Almost everyone in the group favored the topic area and two of the three resolutions were quickly agreed upon. The third, which turned out to be the national topic, was suggested as one debated in 1973-74 by several states as an alternate to the national resolution of that year.

The Wording Committee has the unenviable task of taking all the study reports and preparing three resolutions for each. This sometimes takes hours and hours, with each word being carefully debated. Ironically, the Wording Committee spent only a short time on welfare reform. They were pleased with the sub-committee's report and offered only slight modifications. The year before, this committee had put in a great deal of time and effort on this subject, but their work was done in less than fifteen minutes in Atlanta.

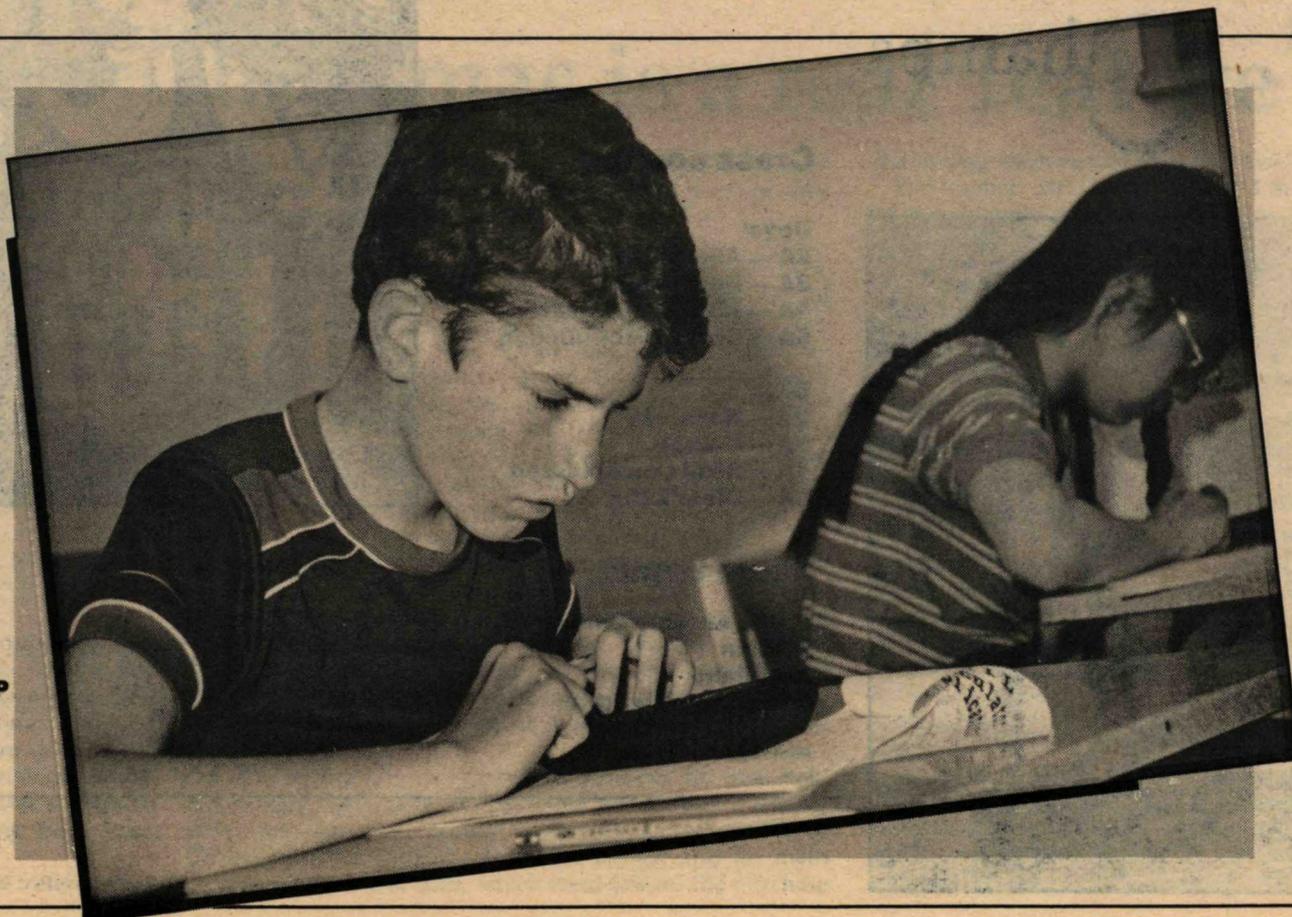
There were two votes taken by the Selection Committee after the Wording Committee presented their report. The first vote is designed to eliminate those reports that have no chance of selection. The second is to choose the final three. The initial vote narrowed the topics under consideration to five and the group spent a great deal of time discussing all five. The Selection Committee sought narrow resolutions for all five areas feeling that that was the desire of coaches across the country. Of the five discussed, welfare reform was changed the least with only minor discussion on the ability to define poverty. I assured the group that there were government definitions that would be workable, and poverty and welfare reform carried by a very comfortable margin.

The rest is well known. Coaches from all fifty states voted on the topic areas and the resolutions in each area. Welfare reform finished well ahead of political reform with water resources a distant third. The national debate resolution, "Resolved: That the federal government should provide employment for all employable United States citizens living in poverty" finished well ahead of the other two resolutions. It is interesting to note that this resolution was probably the broadest of the ones offered to the nation's coaches.

Weekend fun

Saturday morning. Rather than watching television or playing ball, this young man, Brent White of El Paso, attended the El Paso student activities conference, where he received practical tips on the calculator applications contest. The El Paso conference, held October 20, was hosted by UT-El Paso. Photo courtesy of UTEP News Service.

Photo by ANDREAS REITER



The future depends on creative solutions now

The "Nation at Risk" Report established a now dominant theme across the United States:

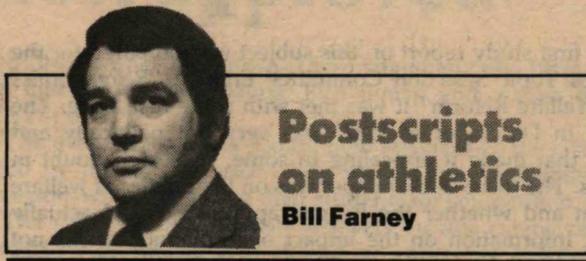
The people of the United States need to know that individuals in our society who do not possess the levels of skill, literacy and training essential to this new era will be effectively disenfranchised, not simply from the material rewards that accompany competent performance, but also from the chance to participate fully in our national life.

With this compelling challenge to the future of education there is an ever-increasing demand that school activities involve little or no loss of school time. The value of interschool competition is legend, but progress of these activities does require some loss of school time. Schools have an immediate task to seek more effective means to meet this directive.

Schools located in sparsely settled areas have constant travel problems. In the current education climate these schools are faced with a simple choice: either find creative ways to dramatically cut down on out-of-school time, or severely curtail important educational experiences for their students.

Even schools in high population areas face potential loss-of-class time. More students in a high school demand more programs and different types of competition to serve student needs. There is constant demand for sponsors and competitors to miss school in order to crowd in all of the contests. Sponsor and coach absences are sometimes more of a problem than student absences.

The first task for any school is to evaluate the schedules of every group involved in competition. This initial examination may uncover during-school activities that could be moved to after-school hours. The survey may also discover a coach who has been overzealous in scheduling. Obviously some contests can be cancelled or rescheduled. Sub-varsity games played on separate nights can be rescheduled just prior to varsity games on the same night.



**Postscripts
on athletics**
Bill Farney

Conference or District games between schools located long distances apart could be scheduled at a neutral midpoint to save travel time for one school and provide an opportunity for fans from both schools to attend. Boys teams and girls teams can travel together and play the same night.

Schools with sizable student numbers could organize strong intramural programs to serve as alternate competition for some underclass teams. This would not replace athletics on an interschool basis, but rather supplement them.

Schools with smaller enrollments have a difficult scheduling problem in individual sports (spring sports in some states) such as golf, tennis and track and field. Adding to the problem is the fact that the same students are often involved in more than one activity. Scheduling student holidays and/or teacher professional enrichment days on Friday provides a means to free those days for competition involving no loss of school time. Some schools are scheduling five or six consecutive Fridays as school Holidays March-April-May to help ease the burden of teachers and students missing important academic classes. Many times the negative impact is not an outstanding student missing class, but rather that student's presence and influence being missed by less able students who remain. A teachers' absence always has a negative effect on academic classes which must be taught by a

substitute teacher.

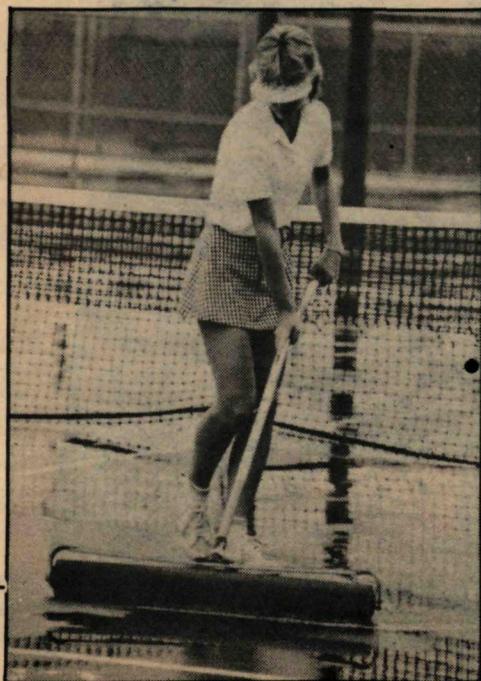
Other solutions are available — too numerous to discuss in this column. And as yet, unthought of by those in the field.

If local school authorities do not develop policies to cut back on loss-of-class time, other agencies will. In almost every state at least one agency has recently been organized to study this problem. Some states are now experiencing the effects of solutions offered by citizens committees, commissions and state legislatures. The best solutions should come from those within the education field, those primarily accountable for the overall education of each child. Decisions to alter established procedures and make school-time saving steps takes original thought, unencumbered by traditional constraints.

It takes courage to say, "Why not?" and even more courage to add, "Why not now?" We, as educators, who believe in the positive benefits of interscholastic competition, must use our energies to initiate creative, reflective, bold antidotes to insure those benefits for the students of today and tomorrow. These contests — whether athletic, music, literary or academic — complete the education, teach courage, reveal character and foster the spirit of joint endeavor. Working together for causes greater than mere personal gain causes a student to understand the importance of group interaction and goals. Results are immediately observable, both positively and negatively reinforcing learning. Students learn that some goals are impossible to attain without team work and collective effort, with each person in the group sharing a definite responsibility.

More importantly, competition teaches youngsters to develop a positive self-image of themselves that can withstand the trauma of two well-known imposters — both victory and defeat. They learn that victory is never final and failure is seldom fatal.

State Champs



Cross country

- Boys'**
2A — Abernathy
3A — Boys Ranch
4A — A&M Consolidated
5A — Conroe McCullough

- Girls'**
2A — Nazareth
3A — Dalhart
4A — A&M Consolidated
5A — Clear Lake

Team tennis

1. San Antonio Churchill
2. Klein
3. Abilene
4. Houston Memorial

Photo by CHRIS SEKIN



Photo by CHRIS SEKIN

Volleyball

- A — Bronte
2A — East Bernard
3A — Bellville
4A — Monahans
5A — Clear Lake



Photo by CHRIS SEKIN

Champs. With gold medals trapped around their necks, members of the Bellville volleyball team raise the championship trophy.

One athlete's plea for help

Even though we continue to hear the tragedies happening to young people in Texas and though we often understand that these students are not usually those involved in school activities, still each report of the loss of a young life is saddening.

What are we as coaches doing to help youngsters with these life crisis' that they face on a daily basis. I have asked the Minnesota Activities Association if we may reprint a letter that a Minnesota coach received this past year from a member of one of his teams.

Your first reactions may be like mine when I first read it It couldn't be! It wouldn't happen in Texas? I am wrong ... it could be and it could happen in Texas unless we are leaders in helping our young people.

Dear Coach:

I'm drinking and using other drugs these days and I need help, so do others on our team. You may not want to hear this, but please listen and believe me.

We've been doing alot of lying to you ... all our excuses about why we were late to practice, not hustling like you think we should. Then



Sports notebook
Susan Zinn

when we're high at practice and you yell at us, we don't even hear you.

I wish that you would stop covering for us. You must know what's happening ... don't tell our parents it's just one of those off years, or the other team's are just lucky. I can understand how you don't want to ask too many questions. But please don't pretend that you don't see it. Our problem with drugs is getting worse. Our team is having a tough season, we don't much like each other anymore. Why can't you ask us what is wrong? Why can't our parents see it? Why doesn't someone ask what's happening to us?

I came to your office after practice last week and all you wanted to talk about was the next days game. So I went home and tried to talk to my

parents about the team's problem, and they said, "At least it isn't a problem in our family." So I haven't talked to anybody since.

Today I hate myself and it's

hard to remember what I once was ... a good student, having fun with life ... drug-free and straight. If you do nothing, you'll make the worst possible choice for me. If you keep looking the other way, you'll be telling the team and me that our using drugs is okay with you.

When my mind clears for awhile, I wish that someone would grab me and make me stop. But until you feel this way, or someone does, I'll keep going back to using? Misery loves company and I've got lots of it.

If you care for me, more than just as an athlete on your team, but as a human being in need of help, please help me to help myself. I won't put my name on this letter, but you can find me on your team if you just look and listen.

Winter eligibility forms deserve close scrutiny to avoid mistakes

By Dr. SUSAN ZINN
Asst. Athletic Director

For the UIL winter sports, not much has changed in reporting eligibility. Green basketball eligibility blanks were sent to schools. An error which requested four credits on the green form should be revised. Varsity athletes will need to have passed three one-half credits from spring semester to begin the season.

Yellow eligibility forms (general) should be used for all winter sports except Basketball. All winter sports beginning prior to second semester will be treated the same. Three one-half credits must have been taken and passed spring semester. All students must be taking and passing seven days before each varsity contest four one-half credits this fall semester. Students playing at any level may not miss a class they are failing to attend UIL activities (travel or play).

When written information is received from the TEA relative to eligibility for second semester, the UIL will send instructions on certifying eligibility under the new laws.

Until spring semester, if new students are added to a varsity basketball roster, a supplemental form must be filled out and sent to the UIL, district executive committee, with one copy being retained at the local school. Pink supplemental eligibility forms shall be used to add a varsity basketball player. Varsity athletes added in all other sports may be submitted on an additional general (yellow) eligibility form.

Remember beginning this year, all eligibility forms need to be certified by the coach and the superintendent or his/her designate.

Recruiting rules on ballot

On the February ballot, schools will determine the fate of some new rules to allow UIL recruiting/amateur rules to become more consistent with NCAA recruiting rules. No matter what the vote of the schools on the ballot, the rules for college recruiting trips taken by UIL athletes have not changed for this school year.

- Athletes may take up to three paid visits to colleges for purposes of recruiting (paid visit includes any travel, lodging, meals, tickets, etc.) after the High School season of the sport which they are being recruited. Self financed visits may be taken at any time. UIL has no limit on the self financed visits. If more than three paid visits are taken in one sport, the student will be ineligible for any further UIL activities.

- Athletes may sign letters of intent at any time without a violation of UIL rules. None of the valuable consideration can be received until the student has finished all UIL eligibility.

- Students as members of an athletic team may not accept tickets, paid admission gate passes, or any free admissions to college events without it being a violation of the athletic amateur rules.

- Advise athletes not to accept only valuable consideration (to include anything wearable, saleable, or usable) that they might receive from any source (colleges, manufacturers, sporting good stores, private individuals, athletic associations) since accepting anything of this nature would make the student ineligible for the remainder of UIL activities. (The UIL staff has had reports of magazines, shoes, rackets, clothing, and other items being received by athletes.) Keep in mind that the DEC can act upon these matters immediately if alleged reports are verified.

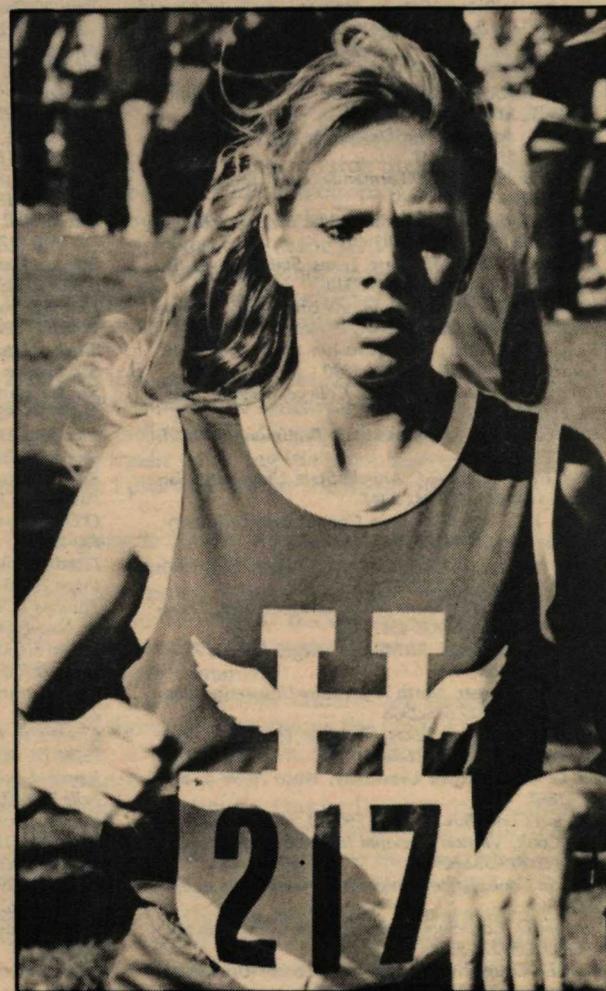


Photo by CHRIS SEKIN

The long run. Huntington's Valarie Cowart rounds the final corner of the two-mile state cross country meet course.

List of one-act play accredited critic judges

The 1984-85 Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest.

Only the judges on this list may be used to adjudicate University Interscholastic League one-act play contests [Refer to Section 1033(d)(3)(A) in the current Constitution and Contest Rules].

The League specifically DOES NOT recommend the use of a panel. [Refer to Section 1033(d)(3)(B) (ii)] Barbara Alkofer, The University of Texas at El Paso, El Paso 79968 I,

915/747-5146
Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, 915/686-9382

J.T. Anderson, East Texas State University, Commerce 75428 II, 214/886-5346

Judy Anderson, 1105 Dominik, College Station 77840 III, 409/693-4804

Darrell Baergen, Southwestern Baptist Seminary, P.O. Box 22000, Ft. Worth 76122 II, 817/923-1921

Paul Bailey, The University of Texas, Austin 78712 IV, 512/471-9122

Patricia C. Baldwin, Angelina College, Lufkin 75901 II, 409/639-1301

Ellen Baltz, Theatre On Wheels, P.O. Box 440056, Houston 77044 III, 713/953-1666

Sally Barbay, Strake Jesuit College Prep., 8900 Bellaire, Houston 77036 III, 713/774-7651

Perri Bell, Route 4 "The Owls," Gonzales 78629 IV, 512/672-6227

Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813 III, 504/771-3190

Warren Blackstone, 4517 Harwen Terrace, Fort Worth 76133 II, 817/923-0797

Don Blankenship, 2400 Fallwood Dr., #528, Arlington 76014 II, 817/468-2544

Michael T. Bolen, North Texas State University, Denton 76202 II, 817/565-2588 or 3198

Georgia A. Bomar, East Texas State University, Commerce 75428 II, 214/886-5344

Madeline Brand, The University of Texas at El Paso, El Paso 79968 I, 915/747-5250

James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736

John W. Brokaw, The University of Texas, Austin 78712 IV, 512/471-5341

James Buchanan, 6809 Larmanda, #107, Dallas 75231 II, 214/349-6399

Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-3403

Anthony J. Buckley, East Texas State University, Commerce 75428 II, 214/886-5338

David Buratti, Hardin Simmons University, Abilene 79698 I, 915/677-7281

Richard F. Butler, Sam Houston State University, Huntsville 77341 III, 409/294-1330

Raymond Caldwell, Kilgore College, Kilgore 75662 III, 214/984-8531

Vera Campbell, 1265 Brockman, Beaumont 77705 III, 409/835-6154

M. Caroline Canfield, Angelo State University, San Angelo 76904 I, 915/942-2344

James W. Carlsen, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810

Nicholas G. Carter, San Antonio College, San Antonio 78284 IV, 512/733-2717

Joel A. Cash, Texarkana Community College, Texarkana 75501 III, 214/838-4541

Marion Castleberry, McMurry College, Abilene 79605 I, 915/692-4130

Donna Clevinger, North Texas State University, Denton, 76203 II, 817/565-2306

Gaylan J. Collier, Texas Christian University, Fort Worth 76129 II, 817/921-7625

Bill G. Cook, Baylor University, Waco 76798 II, 817/755-1861

Clayton Cook, Box 57, Vega 79092 I, 806/267-2240

Kay Cook, Vernon Regional Junior College, Vernon 76384 II, 817/552-6291

Patricia Cook, Baylor University, Waco 76798 II, 817/755-1861

Samuel D. Cornelius, Frank Phillips College, Borger 79008 I, 806/274-5311

Kay L. Coughenour, East Texas State University, Commerce 75428 II, 214/886-5311

Jan Courtney, Pan American University, Edinburg 78539 IV, 512/381-3580

Josh Crane, Lamar University at Orange, Orange 77630 III, 409/883-7750

David Crawford, Tyler Junior College, Tyler 75711

III, 214/531-2211
Ralph Culp, North Texas State University, Denton 76203 II, 817/565-2211

Doug Cummins, Pan American University, Edinburg 78539 I, 512/381-3586

Olga Samples Davis, St. Philip's College, San Antonio 78203 IV, 512/531-3543

David Deacon, Texas A&I University, Kingsville 78363 IV, 512/595-3403

Ruth R. Denny, The University of Texas, Austin 78712 IV, 512/471-7544

Eugene Dickey, P.O. Box 6663, Beaumont 77705 III, 409/866-3075 or 713/939-8100

Bobbie Dietrich, Blinn College, Brenham 77833 III, 409/836-9933

Linda Donahue, 1810 Charles Circle, Edinburg 78539 I, 512/381-9642

David E. Dossey, McMurry College, Abilene 79605 I, 915/692-4130

Mavourneen Dwyer, Zachary Scott Theatre Center, P.O. Box 244, Austin 78767 IV, 512/476-0597

Lynn Elms, 4605 18th Street, Lubbock 79416 I, 806/792-9093

Tom Erhard, New Mexico State University, Las Cruces, New Mexico 88003 I, 505/646-5120

Steven C. Erickson, Dallas Baptist College, Dallas 75211 II, 214/331-8311

C.L. Etheridge, The University of Texas at El Paso, El Paso 79968 I, 915/747-5146

David L. Evans, Dallas Baptist College, Dallas 75211 II, 214/331-8311

Bob Farrer, Grayson County College, Sherman 75020 II, 214/465-6030

Mike Firth, 104 North St. Mary, Dallas 75214 II, 214/827-7734

Rex R. Fleming, Houston Baptist University, Houston 77074 III, 713/774-7661

B.J. Floto, Chamizal National Memorial Theatre, 800 San Marcial, El Paso 79912 I, 915/541-7880

Paul J. Gaffney, The University of Texas, Austin 78712 IV, 512/471-5341

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D. Andrew Gibbs, University of Arkansas, Fayetteville, AR 72701 II, 501/575-3946

S.T. Green, The University of Texas at El Paso, El Paso 79968 I, 915/747-5134

Janice Grupe, 321 Woodhaven, DeSoto 75115 II, 214/214-223-6613

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Jo Lynn Hoffman, 1803 Travis Heights Blvd., Austin 78704 IV, 512/442-8618

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Tom Jones, University of Arkansas, Fayetteville, Arkansas 72701 II, 501/575-2953

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Ray Karrer, Paris Junior College, Paris 75460 II, 214/785-7661

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Stacy Schronk, Tarrant County Junior College-NE, Hurst 76054 II, 817/656-6684

Roger Schultz, Texas A&M University, College Station 77843 III, 409/845-2526

Ronald Schulz, 2105 57th St., Lubbock 79412 I, 806/744-1836

John R. Schwander, College of the Mainland, Texas City 77591 III, 713/938-1211

Donald L. Seay, St. Edward's University, Austin 78704 IV, 512/444-2621

Coy L. Sharp, Permian Playhouse, P.O. Box 6713, Odessa 79762 I, 915/362-2329

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Lawrence Ray Smith, 6633 W. Airport Blvd., #304, Houston 77035 II, 713/726-9028

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Michael Spicer, Midland Community Theatre, 2000 W. Wadley, Midland 79705 I, 915/682-2544

Jackie L. Spradley, 4309 Chester, El Paso 79903 I, 915/566-8057

Neil St. Clair, Howard Payne University, Brownwood 76801 II, 915/646-2502

Roger Stallings, College of the Mainland, Texas City 77590 III, 409/938-1211

Glynis Holm Strause, Bee County College, Beeville 78102 IV, 512/358-7030

Clarence Strickland, Tyler Junior College, Tyler 75711 III, 214/531-2484

Charles G. Taylor, University of Mary Hardin-Baylor, Belton 76513 IV, 817/939-5811

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