

# The Leaguer

January, 1985

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## The UT UIL Connection

### University committed to retaining traditional rulemaking processes

Even the founder of the Interscholastic Athletic Association — the organization that in 1912 merged with the Debating League of Texas to form the UIL — gave it little chance of succeeding.

Charles W. Ramsdell, a professor of history at The University of Texas and member of the UT Athletic Council, thought most schools would associate with Texas A&M, which in 1911 hosted the state's most extravagant prep event, an all-expense-paid invitational track meet.

"The prospects were not very encouraging," he later wrote.

The lone inducement into Ramsdell's association was an opportunity for schools to join a self-governing, potentially statewide organization. Though financial control would remain in the hands of the UT Athletic Council, the association would be governed locally by school administrators.

The idea triumphed.

Today, 75 years later, the UIL remains an extension of The University of Texas at Austin but governed by rules adopted and enforced by public school officials.

"Representatives of the University have stated publically and have consistently supported the idea that rules governing UIL activities should be adopted by school superintendents," Dr. Thomas M. Hatfield, dean of the UT Division of Continuing Education and chairman of the UIL State Executive Committee, said in recent remarks to the UIL Legislative Council.

"The University does not aspire to make the rules which govern UIL activities," Hatfield said. "The University provides facilities, administrative support services and independent and impartial direction of the League by interpreting

and enforcing the *Constitution and Contest Rules*."

Hatfield said external pressures have forced the University to become more active in League affairs, primarily because the University must defend the UIL in court. "In 1982, UT officials were told by certain elected leaders of the state that significant changes were needed in the way the UIL conducted its business or the League would be changed significantly from the way we have known it," he said. "The chief issue presented pertained to the League's ability to solve problems internally, using its own procedures rather than being compelled to make changes from the outside, either by court action or by legislation."

Of particular concern were alleged "inadequate" levels of appeals as well as the appeals procedures available to students and their parents or guardians who found themselves at odds with a rule, Hatfield said. "We had to become more concerned with internal procedures for appeal because of lawsuits," he said. "If reasonable procedures were not provided and followed, then it was more difficult to defend the League and its rules in court."

Hatfield said the reason for the University's concern about the internal-appellate procedures that were deemed inadequate by the courts was to be in a better position to defend UIL rules in court — and to win.

"A number of questions have been raised about the role of the State Executive Committee and The University in the conduct of League affairs," Hatfield said. "My response has been and will remain that the rules should be made by school administrators and interpreted by the State Executive Committee."





# Survey of UIL participation and failure rates inconclusive

**T**he State Board of Education instructed the Texas Education Agency to conduct a preliminary survey of secondary course failures in relationship to participation in extracurricular activities. The survey was intended to provide numbers of high school students currently participating in extracurricular activities and failing one or more of their courses.

## Survey Method

A preliminary survey was designed to obtain the following information:

1. Determine the number of students who did **not** fail any courses during the first six weeks of the 1984 fall semester.

• Determine how many of these students participated in district-sponsored or sanctioned extracurricular activities.

• Determine how many students did **not** participate in district-sanctioned extracurricular activities.

2. Determine the number of students who failed **one** course during the first six weeks of the 1984 fall semester.

• Determine how many of these students participated in district-sponsored or sanctioned extracurricular activities.

• Determine how many students did **not** participate in district-sanctioned extracurricular activities.

3. Determine the number of students who failed **two** or **more** courses during the first six weeks of the 1984 fall semester.

• Determine how many of these students participated in district-sponsored or sanctioned extracurricular activities.

• Determine how many students did **not** participate in district-sanctioned extracurricular activities.

Data were obtained from a random sample of 100 Texas high schools, distributed by UIL geographic area and school classification/size. Respective superintendents or their designees were initially contacted by telephone and advised of the proposed survey. Each district was given an overview of the survey and a list of the seven questions. Subsequently, districts were again contacted by telephone as a follow-up to collect the data. Ninety-eight of the 100 districts responded to the survey.

Additional research is needed on the relationship between course failures and participation in extracurricular activities. Although the survey did address some specific patterns from the sample population, they cannot be construed as conclusive or definitive in nature. The data in this survey reveal patterns of the population in the sample of high schools, not of the statewide high school population. Although the results reveal general patterns within the sample of schools, additional theoretical and empirical work is needed on the matter of student failure and participation in extracurricular activities. The present survey used an informal approach that worked adequately within the limited time constraints, but additional procedures are needed if more precise information is desired about other variables.

## Analysis of the Data and Findings

Several major findings emerge from the tabulation and analysis of data:

1. Of the 56,140 students enrolled in the sample of high schools studies, 65 percent (36,562) passed all the courses they were taking during the first six weeks of 1984-85. Slightly more than half of these (20,916) were participating in extracurricular activities.

2. Of these 56,140 students, 18 percent (10,377) failed only one course during the first six weeks. About one-third of these were participating in extracurricular activities. These students failing one course and participating in extracurricular activities constituted seven percent (3,787) of the total student population.

3. The rest of these high school students, 17 percent (9,710), failed two or more courses during the first six



**Director's viewpoint**  
**Bailey Marshall**

weeks. Of those who failed two or more courses, about one-fourth were participating in extracurricular activities. These students failing two or more courses and participating in extracurricular activities constituted five percent of the total student population.

4. Of the entire population of 56,140 students in the sample, 35 percent (20,087) failed at least one course during the first six weeks. About one-third of these (6,387) were participating in extracurricular activities. These students failing at least one course and participating in extracurricular activities constituted 11 percent of the total student population studied in the sample. The remainder of the students in this category (13,700), those who failed one course but did not participate in extracurricular activities, constituted 24 percent of the

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## The Leaguer

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Editor . . . . . Dr. Bailey Marshall  
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## 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-Avoaca 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).

### Venus HS

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

### Lufkin Hudson HS

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

### 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.

### Clarksville HS

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

### 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.

### 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.

### 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.

### PREScribed MUSIC LIST

Page 144, 603 Piano Solos, Class I, Schubert — Impromptus, Op. 142, No. 2....CFP/GS should read: Schubert — Impromptus, Op. 90 (play one)....CFP/GS.

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

### KLEIN OAK HS

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

### 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).

### Cumby HS

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

### PREScribed MUSIC LIST

Page 143, PIANO SOLOS, Class I, Grandos — Twelve Spanish Dances (play one)....Kal/GS should read: Grandos — Twelve Spanish Dances, Volume 2 (play one)....Kal/GS.

Page 143, PIANO SOLOS, Class I, Mozart — Sonatas (play one first or last movement)....CF/CFP/Henle should read: Mozart — Sonatas (play one first or last movement, except K. 545)....CF/CFP/Henle.

Page 145, PIANO SOLOS, Granados — Twelve Spanish Dances (play one)....Kal/GS should read: Granados — Twelve Spanish Dances, Volume 1 (play one)....Kal/GS.

### 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.

### SPELLING LIST

Column 6 — Bettongia  
Column 5 — Balzacian (b)  
Column 8 — buoyancy  
Column 16 — de facto  
Column 36 — omelet, omelette  
Column 10 — cheerily  
Column 11 — Chihuahua (c) (dog)  
Column 60 — verisimilitude

### Junior High Plan

The following items from Section 1400 pertain to contestants in all UIL junior high activities (athletics, music, academics):

Page 316, (h) Eligibility  
Page 317, (i) Limitation of awards  
Page 317, (l) Christmas restriction  
Page 318, (E) No game, contest or tournament during the academic day...

**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.

### KILLEEN HS

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



# Program judged by quality of music selection

In a recent column, I briefly touched upon the responsibility that each of us holds in regards to the selection of worthy repertoire for our students. I closed that commentary with the following quote from Zoltan Kodaly: "Children should be taught with only the most musically valuable material. For the young, only the best is good enough. They should be led to masterpieces by means of masterpieces."

There is no argument that this is a lofty statement, and I am quite certain that Kodaly did not have secondary public school music program performing groups in mind when he made it. Yet the message is clear, worthy of discussion and certainly contains a challenge for anyone charged with the responsibility of making decisions about programming for performance organizations in our state.

Please read on before you accuse me of being in an ivory tower and insensitive to the day to day problems that impact upon the music selection process. I know all too well the many external forces that affect our choice of music. I also realize that by the time one pauses to ponder the possible selections that might be appropriate for a particular group and the specific performance situation at hand, much energy has been drained by fund raising, marching season, region try-outs, an endless string of busy Saturdays and the documentation of essential elements.

Yet each band, orchestra and choir director must recognize the fact that music selection has to be one of the most important decisions that is made throughout the year. For the English or math teacher, the choice is made for them. There is a text that must be used. In music, one enjoys the luxury and challenge of selecting the "subject matter" for each performance class. This choice offers great options and even greater responsibilities since the musical growth of the students is dependent upon the decisions made by their director.

We all would agree that the goals and aspirations a conductor has for his groups will affect greatly the choice of literature. "Making a Division One at contest" will dictate a certain kind of music. "Pleasing the parents" might require a different approach. "Keeping the students happy" could possibly motivate the director to elect a third alternative. Choices are further justified with statements such as "that's really the only kind of music my kids like to play and it is easier to get them to work on it" or "that tune is a safe piece for contest." The list of rationale is endless. Any of these justifications can



**Music matters**  
**Richard Floyd**

be valid if, in the final analysis, the musical growth of the students remains a high priority.

In every case, the important issue is the quality of the music and the experience it provides for the students. I will never forget a conversation I had with a former student who was in the middle of his year of student teaching. During the course of our visit, I asked him how his experience was going and what kinds of pieces the groups he observed and worked with were performing. His answer was, "Oh, everything is ok but we are just working on a bunch of 'band fodder'." For those of you who have spent little time on the farm, the dictionary defines fodder as "course, dry food for livestock." To me, his message was loud and clear: an indictment of the many works that we deal with in all areas of educational music. The selections often times lack substance, depth, historical value or aesthetic worth.

Unfortunately, the quality of music available is determined in the market place. Educational music is written, published and marketed on the basis of what the majority of the music programs in the nation are willing to purchase. As a result, many significant works, and not just the more difficult compositions, are no longer in print. I am told that many publishers are unwilling to take a chance unless the composition fits the marketing formula that they have determined will produce a profit. Therefore, we as music consumers influence the decisions made concerning the quality of music that is published.

Somehow, and this is where you come in, we must place a higher priority on the kinds of music we perform. We often times tire of folk music, but isn't it better to use melodic material that has endured the test of history and represents the musical heritage of mankind rather than a catchy tune supported by an endless ostinato? Are not compositions that take a little study and

reflection on the part of both the director and the students more meaningful than the easily forgotten melody accompanied by a persistent chord progression? Will not music of substance be more likely to bond our students to a lifetime pursuit of musical appreciation?

Looking at cartoons does not create an awareness of the beauty in great paintings. The spiritual fulfillment that exists in appreciating the sculpture of Michaelangelo cannot be gained via exposure to plaster-of-paris trinkets. Likewise we do not build appreciation for great music and instill the joy of making significant music with a product of lesser quality.

The challenge is simple but an overwhelming task. We must utilize the best music possible, not yield to the temptation of always programming what will win, entertain or be popular. At the same time, if we select worthy works, we must budget the time to make sure students are aware of the importance of the compositions being prepared and not be concerned only with the notes in their parts. If the student goes to contest and only remembers the hours it took in practice, how many times his director lost his temper or the number of groups that his group "beat" by preparing that particular work, then we must accept the fact that it is very likely little musical growth or learning took place. In our current academic climate, how can we run the risk of not providing real learning for our students?

What to do? Remember that no one can make the judgment but you and no one can be held accountable but you. Accept the fact that no selection is perfect or all serving. Know that a steady diet of just pieces on the contest list will not assure musical development. Resist the temptation of playing the latest clone of last year's most popular selection. Avoid the pitfall of confusing technical achievement ("this is the hardest piece the Marina Junior High Orchestra has ever played") with comprehensive musical experiences. Select compositions, be they folk song collections, transcriptions, arrangements or original works, that offer you the opportunity to explore worthy musical objectives with your students.

Above all, remember that the music education of your students and the real success of your program is dependent upon how well you meet the challenge of providing appropriate repertoire. It has been said that "we are what we eat" and "clothes make the man." If these proverbs are true, then surely our music programs will be judged by the quality of music we perform with our students.

## Wind ensemble contest set

The 1984 TSSEC State Wind Ensemble Contest is scheduled for May 11, 1985. Judges for the event are Larry Curtis - California State University, Long Beach; Howard Dunn - Southern Methodist University; and Allan McMurray - University of Colorado.

Larry Curtis, a former Texas resident and graduate of East Texas State University, has been at Long Beach since 1959. He is considered to be one of the foremost wind ensemble conductors on the current scene and has to his credit over 60 performances in Europe and the Orient. He has worked extensively as an adjudicator, clinician and honor band conductor. In 1985, he will serve as clinician for the Texas All-State Concert Band.

Howard Dunn, certainly no stranger to Texas band directors, is currently conductor of the Southern Methodist University Wind Ensemble. His record of achievements at Lake Highlands High School and Richardson High School are a further testament to his outstanding work with concert groups, and he continues to be one of the most active adjudicators and clinicians in our state.

Allan McMurray serves as Director of Bands at the University of Colorado. His wind ensemble enjoys an international reputation, having performed throughout the United States, Europe and Japan. He is co-author of "Wind Ensemble Literature" and is considered a major authority on repertoire for this medium.

## Music eligibility Q&A

Much concern has arisen pertaining to how the new State Board of Education rules regarding eligibility will affect entry procedures for music contests. The following two questions have been the central issue. Each is accompanied with the appropriate clarification that will apply this spring.

**Question** — "If my group participates in solo and ensemble contest, then finds it impossible to enter concert and sightreading the following six weeks because a large portion of the ensemble has become ineligible, will my group be disqualified according to Section 1108 (f)(5)?"

**Answer** — The regulation states that a group may be excused for justifiable reasons. In the past this has been interpreted to mean acts of God; however, it would seem that a group that was unable to compete because a significant number of students became ineligible would be excused under this provision. The decision would be made by the District Executive Committee and would be based upon the documentation of evidence as required by that committee.

**Question** — "If I send in my Form 1 on a certain date near the end of a six weeks grading period, then have students become eligible when grades for that six weeks are issued, can these students participate in the upcoming contest?"

**Answer** — Entry forms may be amended if a grading period ends between the entry deadline and the date of the contest in order to remain in compliance with the State Board of Education eligibility requirements.





## Green light given for production of acclaimed play

Mark Medoff has agreed to allow scenes from *Children of a Lesser God* to be produced in the UIL one-act play contest. Such approvals shall be by individual request annually and each must be approved by the UIL play appraisal committee.

Directors having previously received verbal or written rejections from the UIL or Dramatist Play Service may now submit requests as per Section 1033 (c)(1)(A) of the UIL Constitution and Contest Rules.



**The hope of a young girl in Nazi-dominated Europe is the focus of "Diary of Anne Frank," performed at last year's State Meet OAP by the Port Aransas High School troupe. Starring in the first runner-up finishing ensemble were Joe Rummer as Anne's father, and Weslie Nixon as Anne Frank. Rummer won the Samuel French Award as best actor, and Nixon was named to the all-star cast.**

# State OAP Meet condensed

## Concerns of loss of school time prompt changes

In an attempt to reduce the loss of school time, the State Meet One-Act Play Contest will be scheduled on three days in 1985 and two days in 1986. We will continue to invite the State Meet honor crew, but facilities and staff may be a major problem.

Tentative plans are to begin the 1985 State Meet conference 3A on Thursday, April 25. Conference 2A and 4A will operate Friday and A and 5A on Saturday. Conference 3A will be moved to Saturday in 1986 when three theatre facilities become available.

State Meet OAP performance times will remain the same, with sessions scheduled for 4 and 7:30 p.m. Rehearsals may be slightly modified. There will be obvious conflicts with the debate scheduled Friday night. Conference 2A and 4A debaters that are OAP cast members will force their play entry to an afternoon performance time. Conflicts in the Saturday schedule that cannot be resolved by reasonable adjustments will require students to make choices prior to the start of the State Meet OAP contest.

There is good news about the arts! A recent Louis Harris poll reflected a growth in theatre attendance since 1980. Arts attendance has increased in the past four years despite a decrease in leisure time for adult Americans. Attendance at live theatre performances increased from 75 to 78 percent of the population.

"The basic news is that live attendance at arts presentations continues to grow, despite the fact that many have proclaimed that ours has been a culture dominated by the electronic media, especially television," Mr. Harris said at a news conference in New York, Dec. 3. "The arts are a real positive thing in a time when all you have is bad news and stress."

The poll also reports that most Americans believe that Federal financing of the arts should be increased. This reflects an increase of five percent over 1980. Seventy-two percent said they are willing to pay \$5 more in taxes and 53 percent said they would be willing to pay \$25 more.

Governor Mark White has designated February as "Educational Theatre Month" in Texas. This would be a good time for all to focus on the values and contributions of educational theatre. It will happen only if you solicit the help of your students, parents, administrators and your community. The best way to start is with *Theatrefest '85* in San Antonio.

What may OAP directors gain by attending the Jan. 30-Feb. 2 Texas Educational Theatre Association Convention in San Antonio? Check your copy of *Texas Theatre Notes* mailed to all schools in December. If you did not receive a copy, contact Dr. W. K. Waters at Stephen F. Austin State University. There are over 100 training workshops, 30 informative meetings and 9 performances. Most may be applied directly to OAP preparation. Three full days of concentrated theatre training should make you more valuable to your students, school and community. I am sure your administration will see the potential if you show them the detailed program. There is immediate help for the beginning OAP director or those with limited theatre training.

More than 25 secondary school master teachers will present programs during the Jan. 30-Feb. 2 meeting at the reasonable, but plush Gunter Hotel. The Secondary Theatre Section will provide an intensive series of play production workshops for new directors. Other workshops for both experienced and inexperienced will deal with comedy, alternative staging, minority roles, mime, characterization and a variety of other theatre specialties. Many of these masters are quality UIL directors with State Meet level experience.

*Theatrefest '85* special guests will include Betty Andrews, playwright and TV writer from LA; Laura Askew, Kliegl Brothers lighting specialist; Jerry Blunt,



**Educational  
theatre**  
Lynn Murray

author of *A Gap in Generations*, and internationally recognized dialectician from LA; Gary Chason, Houston casting director; I. E. Clark, UIL record holder and play publisher; Orlin Corey, Anchorage Press editor; and Ralph Hall, mask training specialist from the California based Dell'Arte Players Company.

The convention will also include sessions presented by Bob Kelly, makeup specialist from New York; Wendy Kennedy, artist-educator with Color Craft, Ltd in Connecticut; Amy Freeman Lee, San Antonio's first lady of the arts and internationally recognized artist-lecturer; David Maiville, teaching consultant from Catalina Island; Dana Nye, LA makeup artist; Cliff Osmond, Hollywood actor, Ginger Perkins, actor manager from Santa Monica; and Christopher Sergel, playwright-president of Dramatic Publishing Company of Chicago.

A major portion of *Theatrefest '85* will focus on curriculum. Two of our special guests will provide sessions directed toward implementation of the new Chapter 75 curriculum. If you need help with drafting and teaching to the objectives, plan to participate in Maiville's three-part series.

There will be creative drama workshops for K-12 levels, special methods-materials sessions for junior high school teachers and ideas for building theatre arts programs despite limited facilities. Other topics include creative drama as a living through process, experience in creative communication, creative drama and social studies using drama to teach English and the alliance between professional children's theatre and education.

Nine performances are set for the four days beginning with *Border Incubus*, a new bilingual drama and *Proposin'*, a western version of *The Marriage Proposal* scheduled Wednesday night, Jan. 30. Saturday morning two out-standing OAP programs will be showcased with scenes from *The Glass Menagerie* directed by Joe Manry, theatre director at Lee-San Antonio and *The Dancers* staged by Jerry Worsham, theatre director at Snyder. These 1984 UIL State Meet theatre programs will be presented as part of the UIL Critic Judging Workshop.

The admission price for the workshops, performances, meetings, continental breakfast each day, a banquet, more exhibitors than the super group we had last year, and other social affairs is only \$35 for members if you preregister prior to Jan. 15. Wait until convention and the cost is \$45. You can bring family members (wives, etc.) for \$25 preregistered or \$35 on site. Gunter Hotel rooms (toll free 1-800-531-3000 or 512/227-3241) are a bargain at \$50 for 1 or 2, \$10 for each additional person or suites are available for those flush theatre folk.

Those interested in moving up the state's new career ladder will be pleased to learn that our host San Antonio College is offering continuing education credit at no additional fee for convention participants. It is also possible for participants to receive inservice credit. Check with your administrator. Most schools provide release time and substitutes while their theatre teachers attend, and a majority pay travel and lodging expenses. With 100 workshops, *Theatrefest '85* will provide comprehensive inservice education critical to innovative instruction and successful implementation of the Chapter 75 curriculum. Don't miss it. You owe it to yourself and to your students.



## UT J-Dept. chairman chosen

Dr. Maxwell E. McCombs, the John Ben Snow Professor of Newspaper Research in the Newhouse School of Public Communication at Syracuse University, was recently appointed chairman of the Department of Journalism at The University of Texas at Austin.

The appointment will be effective September 1, 1985.

"In addition to his scholarly distinction, Dr. McCombs is an experienced administrator, having directed a large center for communication research for more than 10 years," Dr. Robert C. Jeffrey, dean of the UT College of Communication, said.

For the remainder of 1984-85, Mike Quinn, the George Christian Centennial Professor in Communication, will serve as acting chairman of the department.

## Book captures teen essence

Ever wondered "What is with these kids today?"

Now, you can find out, thanks to a publication titled, *Teenagers Themselves*. This book is 272 pages of select conversations with teens, compiled by the 13-member publications staff at Glenbard East HS (Glenbard, IL).

The book is divided into three sections: Self, which includes chapters on school, fun and priorities; Issues, which includes chapters on sex, violence and religion; and World, which includes chapters on relationships, goals and the future.

Advised by Howard Spanogle, the staff produced 45 tapes that were transformed into nearly 2,250 pages of transcripts. "I think this book will show that the stereotypical teenager does not exist," writer/researcher Cathy Zubek said. "Every chapter contains diverse views, and each paints an honest portrait of teenage life in the 80's."

For example:

"I believe that a stereotype has been stamped on us teenagers," says Diane Stremcha, 16, of Dakota, Minn. "We are pictured as having all the time in the world, lazy, anti-exercise and anti-work. I think it's time that the world stopped looking at us as troublesome. We are humans with personal problems that weigh more than they should."

The book, which contains considerable student art, sells for \$16.95 and is available at better bookstores.

## Help publicize 75th

The UIL needs your help in observing its 75th anniversary. Since we realize that high school newspapers are distributed on campus and in the general community, we believe these publications can be of invaluable service in publicizing the history, philosophy and structure of the UIL.

"As you well know, the lay public sees the UIL as a sports organization," Jean Sherman, 75th anniversary observance director said. "We want to stress the League's academic and music programs, and to get across the idea that the League is founded on the principles of fair play, amateurism and sportsmanship."

Staffs could help by:

- Writing in-depth features on the values of contests. Is too much pressure exerted on players and coaches? What can be done to alleviate the problems?
- Interviewing former students to learn if competition has helped them in college and in their careers. If so, how?
- Writing historical features on past outstanding achievements, such as state championships.
- Interviewing ex-administrators, coaches and sponsors to learn how contests and contestants have changed over the years. Are students today as willing to put in the extra time and effort it takes to compete? What were the contests like in the 1930s, '40s, etc.
- Interviewing booster clubs and service groups to see if they are aware of and supportive of UIL philosophy and rules. If not, why not?

These will get you started," Sherman said. "Once you begin, no doubt you'll develop ideas of your own."

"What we seek is a way to explain to the general public the nature of the UIL, its origin and its philosophy," she added. "We want the public to know that the League is not concerned merely with winning and losing games, but in the total educational development of the student."

# You need not be in this alone

If it wasn't so sad, I'd laugh.  
If it wasn't so ludicrous, I'd cry.  
If you, the publications adviser, haven't said or thought this a few hundred times, I'm amazed.

The task of advising student newspapers and yearbooks is as frustrating as any job in secondary education. Why? Angry parents, who can't believe you printed a photo of little Suzie that made her look chubbier than she already is.

Club sponsors who cannot understand why their fund raising project isn't page one news. Darkrooms that aren't dark. Printers who wouldn't know a pica from a pepperoni pizza. Counselors, who think that the journalism class is just the place for Johnny Slash, who yesterday got kicked out of remedial reading. Censorship, blatant and subtle.

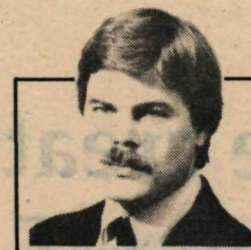
And so on and on. If it wasn't for the huge stipend, I'd get another job. Right? Well, no. Many if not most journalism teachers advise both publications and teach a few English courses on the side for a fraction of the bonus paid the average junior varsity coach.

Believe me, advising student publications can get you down at times. And when you've had it up to here, who do you unload on? Not the other teachers. Most of them have little idea much less empathy with your problems. Usually, you bury it somewhere inside and go on. While English or math teachers can gather to discuss common problems and map out strategies for revenge, journalism advisers are left alone to work out their problems.

What we have brewing here is a dandy case of adviser burnout. The teacher begins to dwell on nagging questions such as "Am I wasting my life here?" and "Does anyone know or care that I'm wasting my life here?"

While adviser exhaustion comes with the territory, burnout can be avoided.

Perhaps the best remedy is the realization that you are not alone. In fact, you may have it much better than you think. While I have no documentation to support me, I do honestly believe that no matter who you are or what your situation is, there's someone in East Texas who has it worse. Just when I think I've heard it all, in comes a story about the principal who threatened the adviser with death after torture if "a single word about suicide"



**Scholastic journalism**

**Bobby Hawthorne**

appeared in the student newspaper. Ignore it and it'll go away, he figured.

How do you arrive at the conclusion that "you are not alone"? By attending seminars and conventions. They provide the best opportunities to sit down with other teachers, to examine differing situations, to listen to how other advisers have survived, succeeded and even excelled.

The ILPC state convention will be March 15-16. We are emphasizing adviser sessions, round-table discussions and opportunities for casual conversation. As usual, the Texas Association of Journalism Educators will provide a lounge where advisers can escape for a few moments of rest and a cup of coffee.

We will have no less than 14 adviser-only sessions, during which veteran advisers will give a rundown of their favorite "If I knew then what I know now" tips.

Also, round table discussions will be conducted on topics ranging from House Bills 246 and 72, the recently appointed Journalism Education Association *Commission on the Role of Journalism in Secondary Education* and high school press association policies.

Despite all the problems of teaching in general and teaching journalism in particular, advising student publications remains an exciting profession. Were it not so, Texas would not have as many superb newspapers and yearbooks. If you're at the point where it's no longer interesting much less exciting, then it's time to try to work out of your rut. Let ILPC help. Our convention promises to provide meaningful opportunities to help you become a better teacher and adviser. In doing so, we hope to rekindle the enthusiasm you brought into the profession as first year teachers.

## 58th ILPC convention March 15-16

How will House Bills 246 and 72 affect journalism programs in the years ahead? How do press associations develop rating standards? How do you bid a yearbook?

These questions and thousands more will be answered during the 58th annual Interscholastic League Press Conference state convention, March 15-16 at the University of Texas at Austin. No less than 10 out-of-state speakers, including former Dow Jones Newspaper Fund Teachers of the Year Rod Vahl and Charles E. "Chuck" Savedge, will be providing instructional sessions.

The convention will consist primarily of instructional sessions and awards ceremonies. The 100-plus sessions will be specifically geared toward publications improvement, with emphasis on enhanced writing and editing skills. Sessions will last 45 minutes and will be conducted in classroom settings.

"The purpose of the convention is to exchange ideas and introduce concepts that can be implemented immediately," ILPC director Bobby Hawthorne said. "We're making a special effort to see that March 15 is packed with instructional sessions."

Registration begins at 10 a.m. Friday, March 15 at the Joe C. Thompson Conference Center, located at the corner of Red River and 26th Street, just west of Interstate Highway 35. All students and advisers (except advisers listed on the program) must purchase \$10 registration badges, which must be worn throughout the convention.

Also starting at 10 a.m., an exhibit area will be opened, showcasing Texas' finest publications as well as publishing company, photographic studio and other journalistic materials.

An opening session will be held in the LBJ Auditorium at 12 noon. The first set of instructional sessions will begin at 1 p.m. Sessions will be held from 2 to 2:45 p.m., 3 to 3:45 p.m. and 4 to 4:45 p.m.

The newspaper and yearbook individual achievement awards ceremonies will be held from 5 to 6 p.m.

No organized activities are planned for Friday evening.

Saturday's sessions will begin at 9 a.m., with classes set from 9 to 9:45 a.m., 10 to 10:45 a.m. and 11 to 11:45 a.m. The Grand Awards Assembly will begin at 2:15 p.m. and should conclude no later than 3 p.m. so that staffs with great distances to travel may start home early.

"If you've never attended an ILPC convention, please consider making this one your first," Hawthorne said. "We are excited about the many out-of-state speakers, the UT faculty, the professional reporters and editors and the many publications advisers who will be conducting sessions."

Registration and convention information has been mailed to all ILPC members. Non-members may receive information by writing ILPC at Box 8028, UT Station, Austin, Texas 78713-8028. A packet of registration and housing data will be promptly mailed.



# League created to bridge gap between UT, public schools

By Bobby Hawthorne  
UIL Director of Journalism Activities

What is today publicized as the nation's biggest this and finest that began as an idea to help close the gap between the University of Texas and the rest of the state.

In the 75 years since, the idea has evolved into the University Interscholastic League, the nation's largest and most comprehensive interscholastic organization.

The seeds of the UIL were planted in 1904, when Dr. S. E. Mezes, president of the University of Texas, decided the state's foremost university needed to be of service to the entire state. At the time, it was felt that unless an outreach program was initiated, the university would become elitist and isolated from society as a whole.

Mezes dispatched William Sutton, dean of the school of education, to visit Wisconsin, which had the nation's premier extension department, offering reference libraries, specialists as lecturers and assorted other off-campus services. On June 7, 1909, Sutton described the "Wisconsin Plan" to the UT board of regents, which promptly allocated funds for the creation of the UT extension department. Harry Y. Benedict was chosen to direct the newborn department.

Under Benedict's leadership, the department was divided into three divisions: correspondence, public discussion and information, and lectures. The correspondence division taught courses by mail. The discussion and information department sent out traveling libraries to encourage public examination of timely issues. The lecture division, the least active of the original groups, sought to generate good public relations for the University. It was abolished in 1914 and replaced with the public welfare division. This wing issued bulletins on agricultural cooperatives and marketing techniques, public school improvement, home economics and the rearing of children.

On the whole, the extension department seemed to be fulfilling its duties. Benedict's fears that "our higher institutions of learning are not sufficiently in close touch with the laboring classes" were quickly being brought to rest. Still, Benedict and Mezes felt more could be done. In 1910, Mezes commissioned John A. Lomax, then UT registrar, to visit the most important universities in the Midwest and examine their extension projects. Lomax returned with the opinion that establishment of interscholastic leagues among secondary schools seemed to be the most promising service he had found anywhere.

Mezes was intrigued and reassigned Dr. E. D. Shurter from the department of public speaking to the extension department, with instructions to organize such a league among Texas secondary schools. Shurter accepted the task with unbridled zeal. He attended the 1910 Texas State Teachers Association meeting in Abilene and proposed the idea of a declamation league. On the second day of the December meeting, interested teachers assembled and voted into existence the Debating League of Texas — the first organization of its kind in Texas.

Twenty-eight schools joined the League, which under

Shurter's direction expressed as its objective: "The improvement of public speaking and debate among schools of Texas." The first year, the League had no constitution. Membership drives were conducted through Shurter's articles, published in daily newspapers. The entrance fee was one dollar and membership was restricted to schools affiliated with UT and competition was reserved for males only.

The first state meet was held May 5-6, 1911. Sixty delegates, representing 10 debating teams, braved the rugged and expensive train rides to Austin. The concept of amateurism had not yet been refined. Winners won either a debate scholarship to UT or fifty dollars cash.

Oddly enough, UT hosted a track meet that same weekend — the first invitational University of Texas Interscholastic Athletic Association. It was the IAA, as it was known, that would later merge with the debating league to form the UIL.

The IAA was a reconstruction of the defunct Texas Interscholastic Athletic Association, which was formed in 1905. It held its first meet at the University of Texas on April 29, 1905. Forty-three athletes, representing eleven high schools and academies, attended. A heavy rain ruined the dirt track at Clark Field and races were held on Speedway, a city street that now cuts through the center of the UT campus.

The TIAA continued to hold meets for six years, though most were poorly attended. Interest in track was minimal and waning and what little enthusiasm could be mustered was done so by Texas A&M, which paid contestants' expenses. As much as anything, UT kept having track meets because A&M kept having them.

Slowly, interest in track grew, thanks largely to the tremendous success of meets in Pennsylvania and along the Eastern seaboard. More schools began to take up track and several regional track organizations — the Southeast Texas Association (Houston area), the Central Texas Association (Waco) and the West Texas Association (from Cisco to El Paso) — were formed. By 1910, though, no general statewide organization existed.

That year, Mezes appointed Dr. Charles W. Ramsdell, a history professor, to the University Athletic Council. Since UT had no athletic director then, each member of the council supervised one sport. Ramsdell oversaw track, a job that landed him responsibility for the high school meet. As Ramsdell later noted, the meet aroused little enthusiasm from the high schools or from the University community. "The University students were as likely to ridicule as to applaud the performances," he stated.

In short, the meet was a bit of an embarrassment, which galled Athletic Council chairman E. C. H. Bantel, who instructed Ramsdell to "make something out of it."

"When I began, in the spring of 1911, to try to stir up some interest in the forthcoming meet through correspondence with the superintendents and high school principals, I began to understand some of their difficulties," Ramsdell wrote in the November, 1930, issue of

**Ye Studes**

**Get On Your Toes**

**Set! Boom!! They're Off!!!**

**INTERSCHOLASTIC MEET IS ON**

**Program for Today (Friday)**

9 A. M. to 3:30 P. M.—Debate and Declamation Preliminaries, Law and Y. M. C. A. Buildings.

2:30 P. M.—Preliminary Track Meet, Clark Field.

8:15 P. M.—Final Declamation Contests, University Auditorium.

Admission to Track Meet, 25 Cents. A nominal admission of 10 cents will be charged for the Declamation Contest, to help defray expenses. Can you hear it? Any student who brings two girls, and says he can't afford the price, will be admitted free.

the **League**.

"At the time, it became evident that these teachers felt the need for the development, under sane control, of school athletics. In trying to think the situation through from their point of view, I began to see that there were large possibilities in the situation for the advantage of the schools themselves. It became increasingly clear that school athletic teams, properly handled, with sound scholastic standards, would serve to solve problems of discipline, interest adolescent boys in staying in school, develop a healthier school spirit, and foster higher ideals of sportsmanship. This would require, however, not only sound local control but a wide organization with definite policies. I began to plan for a statewide organization."

Ramsdell's scheme centered on two critical points: A written constitution and set of rules, and local control by allowing member schools to elect officers from their own ranks, thus having general control of the association. Ramsdell hoped that these aspects of the organization would attract teams to the 1911 meet, though he admitted that A&M was still offering the better deal, financially. But to his surprise, the meet, held May 6, was the best ever. Ninety athletes representing eleven high schools and four academies, attended. After the meet, coaches and principals assembled and adopted Ramsdell's proposed constitution rules, thus creating

## The BIRTH of the UIL



Dr. E.D. Shurter



Dr. S.E. Mezes

the University of Texas Interscholastic Athletic Association. The IAA held meets in 1912 and 1913. Forty-one schools and 248 athletes participated in the 1913 meet.

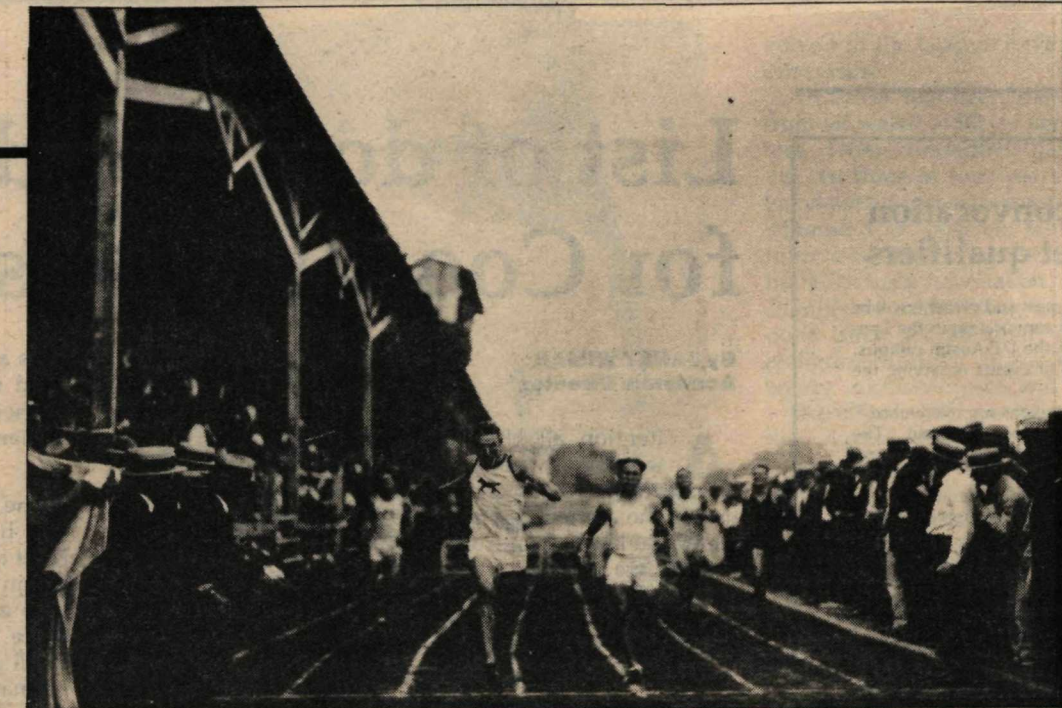
In the meanwhile, the debating league was likewise growing. In its second year, the organization changed its name to the Debating and Declamation League of Texas and opened membership to all schools, large and small, urban and rural. One hundred twenty-eight schools joined in 1912. The next year, membership peaked at just under 400 schools and competition was divided into junior and senior divisions.

By 1913, the University of Texas was sponsoring the debating league as well as the athletic association. From a management point of view, the merger of the groups was inevitable. On May 3, 1913, at the annual meeting of both the athletic and literary groups, a merger was struck. Mezes had suggested to Shurter that he (Shurter) approach Ramsdell with the merger idea. Ramsdell was ready for a change. The job directing the IAA had consumed far more of his time and personal expenses than he had anticipated. He was as eager to move out as Shurter was to move up.

At the merger meeting, Shurter was named UIL director. A. J. Robinson was appointed the League's first athletic director. The organization had three rules: A contestant couldn't be over 21, must be a bona fide student and must be passing three subjects. Competition was divided into three conferences: high school, junior high and academy.

According to Larry D. Hill and Robert Calvert, who chronicled the UIL's early years for the *Southwestern Historical Quarterly*, Shurter ruled the League "somewhat dictatorially." As Roy Bedichek later noted, "the organization could hardly have gotten started under any other conceivable kind of management."

Shurter was determined to make the League work. In 1914-15, the League opened competition to girls — a



Invitational track meets provided an opportunity for statewide athletic organization. In 1910, UT and A&M vied for the lead in the race for top teams.

radical step, even if on an experimental basis. Girls were allowed to compete in county athletic and declamation events. A rule limiting high school participation to four years was instituted and athletics were divided into two conferences: A (for schools with 600 and up enrollment) and B (for the rest). Football, baseball and basketball were instituted as a League contest in 1914, though confined to the county and district meets.

Also, a county spelling contest was added.

The next year, members voted to continue competition for girls and to increase its scope. Senior declamation for girls was made a state contest and spelling was made a state contest for boys and girls. In addition, essay writing, the forerunner to today's ready writing contest, was introduced.

Nineteen-sixteen was a relatively stable year for the League. That year, Shurter was named director. It is not surprising that the League became the agency most responsible for drawing people of rural Texas into close association with the University of Texas.

By 1917, the UIL was the nation's largest interscholastic organization. "First" included the introduction of the *Interscholastic Leaguer*, the creation of a city conference, and the promulgation of the concept of amateurism. Also, Roy Bedichek was hired as assistant director and director of athletics. Though his position was untitled with the University, Bedichek, a journalist who had written publicity for the extension department in 1914, wasted little time in making his mark on the League. "No historian can judge who was responsible (for the expansion of the League circa 1920) because no executive council minutes exist until after 1921," Hill and Calvert wrote. "One can see, however, the strong hand of Bedichek in these directions, particularly after Shurter's responsibilities led his career down other paths."

In 1919, a new contest, extempore speaking, was added and, in order to combat plagiarism, the essay writing contest was changed slightly, requiring contestants to write in the presence of a judge, who listed subjects on a blackboard.

Also that year, two girls, Helen Hardy and Mae Matthews of Mathis, defeated two boys, Awalette Gelzendorfer and Phil Newell of Uvalde, in debate. Coincidentally, the next year, the debate rules were rewritten so that boys would debate boys, girls would debate girls.

Finally, in 1919, Bedichek was named "vice chairman" of the League, with full responsibility for the detailed administration of the organization.

In 1920-21, the State Executive Committee decided to add a state basketball tournament and a state football playoff series. Girls' track was abolished, replaced with volleyball and indoor baseball. Spelling, which had been conducted on the spelling bee format, was changed to a written contest.

The State Meet was a tremendous success, attended by more than 1200 students and prompting Shurter to observe that "At first, you had to look carefully around the University to find the meet; now you have to look carefully around the meet to find the University."

The next two years saw a concerted membership drive, the creation of a music memory contest for students in grades five through seven, and the institution of a transfer rule and an attendance rule. The transfer rule stated that students' parents or guardian must live in the school district that the student represented in League activities. The attendance rule required a student to attend at least one-half of the last year that he was in school.

For all intents and purposes, Bedichek directed the League from 1918 through 1922, even though Shurter retained the official title as UIL director. During the World War I years, Shurter had committed the full force of the extension department for the war effort. As its part, the League sponsored patriotic declamation contests and distributed wartime propaganda.

After the war, Shurter involved the extension department in the "Americanism" campaign that swept the nation in conjunction with the fabled "Red Scare." In 1920, Shurter agreed to relinquish his duties as director of the extension department if he could remain UIL director. At the time, he was trying to establish an "Interscholastic League of America" and thought his ties with the Texas league would help immensely. The idea was to use the public school as a medium through which the nation would be "Americanized." As Shurter stated in speech after speech around the nation, "Americanized means education for citizenship and if we can educate our young in the history of our country, its institutions, its beliefs and principles, then we have no fear for its future safety."

It was a grand scheme that almost succeeded and might have had it not been for Bedichek, who complained to UT President Robert E. Vinson that Shurter was serving two masters whose interests "are plainly in conflict." Vinson saw possible controversy ahead and ordered all ties between Shurter's national league and the UIL severed. He also made administrative changes, none of which pleased Shurter, who took a leave of absence in 1922 and officially resigned in 1924.

In 1922, Bedichek was named League director, a position he would hold until 1948. During those 26 years, he would transform the UIL into an educational organization like no other of its kind. While other state associations sought only to regulate sports, Bedichek saw the UIL as a partner in the improvement of the total educational experience. An intellectual, a naturalist and a great believer in competition, Bedichek did more than anyone to shape educational competition in Texas and, quite possibly, in the nation.



## 75th anniversary convocation to honor state meet qualifiers

State Meet academic participants, past and present, will be honored at noon, April 27 during a convocation in the Lyndon Baines Johnson Auditorium on the UT-Austin campus. The convocation is one in a series of events observing the UIL's 75th anniversary.

"All too often, the academic champions are overlooked," Jean Sherman, UIL 75th anniversary coordinator, said. "The athletic feats are written up on the sports pages but the academic achievements are ignored."

"The purpose of the convocation is to draw attention to these academic achievers and to express our appreciation for their hard work."

All 1985 State Meet participants will be asked to attend, and former state meet sponsors and coaches will be invited also. A reception honoring sponsors and coaches of ex-state champions will be held at 11:15 a.m. on April 27 in the Press Room, adjacent to the LBJ Auditorium. Registration of these sponsors will be held from 8 a.m. to noon, April 26 and 27.

"We are attempting to contact as many sponsors, coaches and directors of former state champions as possible," Sherman said. "We would greatly appreciate the help of current teachers and administrators in sending us the names and addresses of these people so that we might send them a special invitation to attend the convention."

## Medical controversy selected as Lincoln/Douglas resolution

The Lincoln-Douglas debate resolution scheduled to be used at the district and regional meets this spring has been released, J. E. Masters, UIL debate consultant, said.

The resolution will be used beginning March 18 and ending April 13. A new resolution will be announced to the winners of the regional meets in Lincoln-Douglas debate.

The resolution for the spring meets is:

**RESOLVED:** That experimental medical attempts to extend life are unethical.

The debate topic for standard debate remains the same as it has been this year, Masters said. Standard teams will debate the poverty topic through the State Meet. That topic is:

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

In other areas, attendance was good at the student activities conferences this fall, Masters said.

Also, material for Lincoln-Douglas debate can be ordered through the League office. Video tapes can be ordered through the Texas Film Library, and various texts on L-D debate can be ordered from publishers.

## Math/science meet schedule

### Math and Science Meets

February 2: Marshall East Texas Baptist University, Dr. V. R. McClaran, 214-935-7963; Lubbock Monterey High School, Dewey Curbo, 806-799-3617; San Antonio Alamo Heights, Paul Foerster, 512-826-2316; San Antonio East Central, Ruth Ussery, 512-649-2951.

February 9: San Antonio Lanier, Yolanda Ybarra, 512-225-2926; Silsbee High, Darlene Hart, 409-385-5574.

February 15, 16: San Antonio Marshall, Kay McCormick, 512-681-3060.

February 16: San Angelo Lake View, Frances Renfroe, 915-658-2951.

February 23: San Antonio Clark, Sam Baethge, 512-696-8145; Denton North Texas Area Math Meet, Charlotte Scroggs, 817-382-9611.

March 1, 2: San Antonio Roosevelt High, James Anderson, 512-653-3900.

March 2: Dayton High School, Bob Slade, 409-258-2510; Longview High, Bob Wylie, 214-663-1301; Springtown High, Sharon Dickens, 817-523-4816.

March 16: TMSCA San Antonio Trinity University, Andy Zapata, 817-444-5555.

### High School/Junior High Speech

February 8, 9: Austwell-Tivoli, Dwight Mutschler, 512-286-3762.

March 1: Katy High, E. L. Williamson, 713-391-8138, ext. 248.

### High School

March 25-29: Hutchins High, Matthew Campbell, 214-225-6143.

### Elementary

Early March: Jouranton Elementary, Don McAskill, 512-769-3548.

# List of do's and don'ts sought for Coordinator's Handbook

By JANET WIMAN  
Academic Director

Attention all UIL coordinators! Have you ever wondered what you did to deserve this job? Do you have advice that would make life easier for those who are taking on the job for the first time? If so, we would like to hear from you.

Janet Bye of the League staff is compiling information for the first UIL Coordinator's Handbook to be published for the fall of 1985. She would greatly appreciate any suggestions for the contents of the book. It is being designed to be a companion volume to the *Constitution and Contest Rules* and will be revised annually.

The handbook will include sections on student activity conferences, hosting invitational meets, League rule-making procedures, the current pilot projects, the Texas Interscholastic League Foundation, and the Interscholastic League Press Conference. One special section will describe materials available either through the League office or from other sources for each of the academic contests.

Bye is particularly interested in some "do's and don'ts" from coordinators.

### Pilot projects

Pilot literary criticism and pilot accounting will be offered to students in Region II, Conference AAA culminating at the regional level at East Texas State University. District directors are requested to schedule time for both tests during the regular district meet. Two hours should be scheduled for literary criticism and one-and-a-half hour should be scheduled for accounting.

Each school in the pilot area was mailed a packet of

rules and sample tests during December. Others interested in having this information may send a self-addressed, stamped envelope to the attention of Janet Wiman.

### Scholarship brochures

The Texas Interscholastic League Foundation Scholarship brochure listing the scholarships available to State Meet academic contestants will reach the school principal in January. Sponsors, counselors and contestants who want additional brochures may contact the League office. Applications for the scholarships will be available to all academic contestants during State Meet and will be mailed to others upon request. Completed applications are accepted between the dates of May 1 and May 25. Students who anticipate applying for a TILF scholarship for the 1985-86 school year should make plans to take the SAT well before the May 25 deadline.

### A Leaguer for the library

Principals are being requested to place one copy of the *Leaguer* in the school library so that it may be used by all sponsors and students interested in UIL competition. Fifteen copies of each issue are mailed to each high school.

### Schedule for JH Spring Meets

Junior high district executive committee members should refer to page 316, (h) Eligibility, page 317 (i) Limitation of Awards, (1) Christmas Restriction, and page 318 (E) School Day Limitation of the 1984-85 Constitution and Contest Rules when setting dates for meets. A UIL activity for the junior high level may not be scheduled to begin prior to the end of the academic day. This does not apply to elementary school academic meets.

# State Meet schedule changed

By J.E. MASTERS  
Debate Consultant

The State Meet conflict pattern has been redesigned for the 1985 State Meet in an effort to stay within the spirit of the new limitations on loss of school time, Janet Wiman, academic activities director, said.

"Particularly noteworthy are changes in the times for the One-Act Play, and Standard and Lincoln-Douglas Debate contests," she added.

Sponsors, contest directors, and district and regional directors should become familiar with the pattern and should set their schedules early, she said. In this way students can plan the areas they wish to compete in without fear of conflicts at the district or regional contests.

"Creative scheduling will be a must this year," Wiman continued. District directors may find that holding ready writing and/or debate on a weekday evening will relieve the schedule enough to complete the remainder of the contests on a Saturday.

Contestants and sponsors should also check the regional schedules to determine if they can enter more than one event. Because of classroom and staff limitations, some regions will not be able to strictly adhere to the state conflict pattern.

The following schedule includes times for the one-act play, standard debate, and Lincoln-Douglas debate which vary from those published earlier in the year in the spring meet list and in the *Spring Meet Handbook*. These changes should particularly be noted. A copy of the pattern may be obtained by sending a self-ad-

ressed, stamped envelope to the League office.

The tentative 1985 State Meet schedule is as follows:

Speech/Informative Speaking: Friday, 3:30 p.m. (prelims); Saturday, 10 a.m. (finals). Persuasive speaking: Friday, 1 p.m. (prelims); Saturday, 10 a.m. (finals). Poetry interpretation: Friday, 10 a.m. (prelims); Saturday, 7:30 a.m. (finals). Prose interpretation: Friday, 8 a.m. (prelims); Saturday, 7:30 a.m. (finals). Standard debate: Friday, 5:30 p.m. (prelims); Saturday, 1:00 p.m. (eliminations). Lincoln-Douglas debate: Friday, 6:30 p.m. (prelims); Saturday, 1 p.m. (eliminations).

Journalism — News writing: Friday, 1 p.m. Feature writing: Friday, 2 p.m. Editorial writing: Friday, 4 p.m. Headline writing: Friday, 5 p.m.

Ready writing: Saturday, 10 a.m. Spelling: Saturday, 10:30 a.m. Typewriting: Saturday, 9 a.m. Shorthand: Saturday, 10:30 a.m. Number sense: Saturday, 1 p.m. Calculator applications: Saturday, 8 a.m. Science: Saturday, 9 a.m.

One-act play — 3A at 7:30 a.m. Thursday (rehearsals); performances in two sessions at 4 and 7:30 p.m.; 2A and 4A at 7:30 a.m. Friday (rehearsals); performances in two sessions at 4 and 7:30 p.m.; A and 5A at 7:30 a.m. Saturday (rehearsals); performances at 4 and 7:30 p.m.

Individual contest conferences will be held at the following times:

Calculator applications at 7 p.m. Friday. Journalism at 11 a.m. Friday. Number sense at 11 a.m. Saturday. Ready writing at 9 a.m. Saturday. Science at 3 p.m. Friday. Shorthand at 7 p.m. Friday. Typewriting at 8 p.m. Friday.

Dates for the 1985 State Meet are April 25-27.



# Parting words

## Retiring superintendent restates UIL support

By J.C. McCLESKY  
Superintendent, Slaton ISD

During 1985, the University Interscholastic League will be celebrating its 75th anniversary. A great number of changes have taken place since the inception of the League in 1910, but none so challenging as those during the past 10 years. Many of these changes have been in the best interests of the League and its participants while others have been the result of pressure by special interest groups.

In 1978, when my tenure began as a member of the Legislative Council, the Council met only once each year. Three two-day meetings were necessary last year to accommodate the increased work load. In 1978, probably no more than 20 people appeared before the group for presentations. In the fall of 1983, when the SCOPE hearings were under way, the Council heard more than 60 presentations including one from the chairman of that committee, Mr. H. Ross Perot.

Prior to 1978, the UIL and its governing representatives from member schools were able to make and enforce rules that everyone thought in the best interest of the young people of Texas. Formerly, school administrators were accepted by most citizens as the persons who should have the authority to control interschool competition. Gradually this idea began to change as parents and special interest groups sought to change the methods of rule interpretation by appealing to the courts. Gradually it became popular for the courts to alter the rules to favor local rule and eligibility violations.

Many times court-ordered restraining orders or in-



AS Legislative Council chairman and in countless other ways, J.C. McClesky has served the League and young people well.

**'... the preservation of this valuable organization depends on active support by all.'**

junctions were a matter of politics to satisfy local voters and make possible playoff participation without regard for the impact this might have on the best interest of the young people involved. This does not mean that all court appearances were not justified. If the staff, schools, and all associated with the UIL should have learned one thing, it would be that the preservation of this valuable organization depends on active support by all. Court challenges should keep and make the League stronger by causing continuing efforts to study, modify and change the wrongs and support the rights.

The questioning of the League by the public and press needs to be used to reinforce loyalty to the organization and generate support for change where change is needed. A number of good efforts on the part of those in-

volved in the League have come in this direction in recent years.

An effort has been made to bring together people from all walks of life to serve on special study committees. These committees have been in operation during the last three or four years. This broad source of input has resulted in positive action and proposals have been submitted for possible referendum action. The results from these studies have caused the most positive action the UIL could have taken. Among those matters either changed or under study are changes in summer regulations such as summer camps, reclassification and realignment, loss of school time, eligibility requirements, excessive costs, and many more.

The effects of the recent special session of the Legislature in passing HB 72 should reinforce the efforts of the League to keep active in self-improvement. The organization has always been subject to the rules and guidelines of the Legislature and State Board. New legislation just gives that fact a legal basis that is easier for all to understand.

Since my retirement from the position of superintendent of Slaton ISD will become effective on June 30, I shall also be retiring from my position on the Legislative Council. My association with the League has covered a much longer period than the seven years on the Council. My public school memories of the UIL cover participation as a student; supervision of literary activities as a teacher, principal, and superintendent; member and chairman of at least six different district executive committees; and member and chairman of the state Legislative Council.

The days of the county meet are gone forever, and soon there is the possibility of the "super conference." What a drastic change in competition this represents. But, remember, all of this covers a time span from student to administrator of over 55 years. Thirty-nine of those years have been spent in the public schools working with the UIL as teacher and administrator.

The time span is from the "Depression 1930's" to the "Space Age 1980's." In the 1930's, everyone competed in one classification in the spring in the county meet. In athletics, there were two classifications, A and B. The proposed "super conference" idea would be beyond the wildest imagination of the founding fathers of the League. But change should bring progress; however, that progress should be studied with care.

The League has been good for the public schools and the boys and girls who have been participants. My parting wish is "God bless!" And let's keep the League forever strong for the sake of the youth of Texas.

# 27 scholarships added, TILF announces

The Texas Interscholastic League Foundation recently announced scholarship opportunities for the school year 1985-86. The TILF has added 27 scholarships in addition to the other 175 scholarships making a total of 202 scholarships to be awarded to graduating seniors in June 1985. The TILF will also renew 125 existing grants for a total of 327 scholarships to be given in 1985-86 with a value of \$380,000.

High school counselors and/or principals should post the brochure on the bulletin board and notify eligible students in the school to apply for the awards.

All who apply for the TILF awards must meet the following requirements: 1) they must have competed in UIL State Meet academic contests, 2) they must submit a complete high school transcript including ACT/SAT scores and rank in class, 3) their complete application must be received in the League office by May 25, 1985, 4) they must graduate during the current year, and 5) they must attend an accredited college or university in Texas.

New application blanks will be available to all state meet academic participants, or may be obtained by writing the TILF, Box 8028, University Station, Austin, TX 78713. Please write after January 1985 and include a self-

**Next year, TILF will award 202 new grants and renew 125 existing grants for a total of 327 scholarships worth \$380,000.**

addressed, stamped envelope with your request.

The following is a list of scholarships that will be awarded from the TILF office this year: (Please see the brochure for additional eligibility requirements for some of the scholarships.) The Clark Foundation, 60 awards of \$1,000 each; The Robert A. Welch Foundation, 15 awards of \$8,000 each, payable \$2,000 per year; and the Nelda C. and H. J. Lutzer Stark Foundation, 10 awards of \$10,000 each, payable \$2,500 per year.

Also The Houston Endowment, 20 awards of \$1,250 each, payable \$750 the first year and \$500 the second year; the TILF Diamond Anniversary Scholarships, 15 awards of \$1,000 each; The Carl B. and Florence E. King Foundation, The John Porter King, Jr. Memorial Scholarship and The Lola Wright Scholarship, each giving 10

awards of \$1,000; Cornell Oil Company Scholarships, The Don and Sybil Harrington Foundation and The Meadows Foundation, each giving five awards of \$1,000 each; The Carl B. and Florence E. King Foundation Endowment and The Moody Foundation, each giving four awards of \$1,000.

Also The Abell-Hanger Foundation and The T. H. Shelby Scholarship Foundation, Inc., three awards of \$1,000 each; Permian Honor Scholarship Foundation, Inc., five awards of \$1,600 each, payable \$400 per year; The Joe B. Cook Scholarship Award, two awards of \$1,250 each, payable \$500 the first year and \$250 each of the next three years; Paul Davis, Jr. Scholarship, Fleming Foundation Scholarship, and The Philip R. Jonsson Foundation Scholarship, each giving two awards of \$500 each.

Also, The Henry Beckman Number Sense Scholarship, The Roy Bedichek Founders Scholarship, The Fasken Foundation Scholarship, The Ruth Kerbel Memorial Scholarship, Colonel Walter Kerbel Scholarship Award, The R. J. Kidd Founders Scholarship, and Keitha Morris Memorial Award, each giving one award of \$1,000 each; and The J. O. Webb Memorial Scholarship Award and The University of Texas Department of Drama Theatre Awards, awards of \$500 each.



# Education reforms deserve a chance to work

**T**exas high school coaches are facing their most dramatic challenge ever as the second half of this school year unfolds. Many coaches have full classroom responsibilities for the first time. Most will lose more athletes due to tougher academic standards. Some will become so burdened by the additional pressures that they give serious thought to leaving the profession. All coaches will make an adjustment in order to meet the challenge of what lies before them.

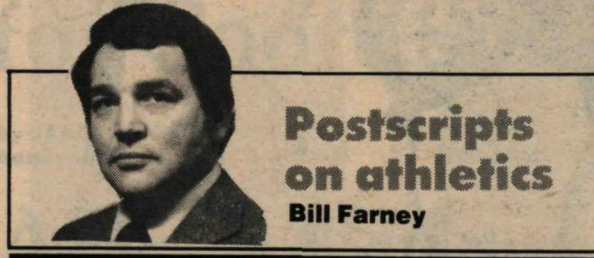
John Wooden, great championship coach from the University of California at Los Angeles, said recently that his "greatest satisfaction comes from what eventually happens to my players. Their joys become my joys and their disappointments become mine ... I think most coaches would say that winning a national championship was a wonderful thing, but a temporary kind of feeling. This relationship with the youngsters you've had under your supervision goes on forever."

This feeling mirrors the feelings of most of the high school coaches I know. Gordon Wood and Morris Southall from Brownwood consistently talk with pride about their former players who are now solid citizens.

Robert Hughes of Ft. Worth Dunbar dedicates a substantial portion of his time to keeping up with his former players — displaying a genuine interest in what they do and how they react to society.

Coach Ted Unbehagen of Galveston Ball points with great satisfaction to the success of Ball High graduates who have overcome devastating environment and low self-esteem to make something of themselves.

And these coaches are only a few of the thousands who work to win, but derive their greatest satisfaction from the score nobody else can ever see: how many boys came into their program and how many mature young men emerge from the four years of discipline. These same coaches are now concerned about the new



**Postscripts  
on athletics**  
Bill Farney

academic standards and the possible loss of some athletes. While a few coaches are concerned that the missing athletes may cause a team to lose, most coaches are concerned about the loss of motivation and incentive for that student to get a diploma.

Often, whether justified or not, the primary reason a student stays in school is to participate in athletics. That's good and that's also bad. In the past, when an athlete, so motivated, became ineligible to compete, the task of his teachers, parents and coaches was to convince the youngster to continue. That task will continue to be a critical area as academic requirements stiffen.

The Texas Education Agency, the Texas High School Coaches Association, and the Texas Association of Secondary School Principals have completed surveys indicating students involved in extra-curricular activities failed fewer courses than those students who do not participate.

Despite these surveys, the academic standards stiffened in HB 72 will still require students to pass all courses in order to participate in activities. Why? Because the challenges of the current education crisis demand improvement in academic performance. The commitment is intense and prospects excellent that the movement

will persist.

At this time, some coaches are considering "getting out" of public school education. They feel disenfranchised as more and regulations come from outside, leaving little decision-making to the teachers who deal with students every day.

The best advice that can be given to all coaches and teachers is to "stay put" and try to make the new reforms work. Where new regulations do not work, legislators will need the expertise of local evaluation in order to modify and restructure reform measures.

Respect between all levels of power is mandatory to insure what is best for students. There is a cycle of evaluation which must extend both ways from the government through the educational process and then back to the government from students, parents, school administrators, but most importantly, from the teachers and coaches. Those who spend time more closely with students must be heard as an important resource in determining the effectiveness of reform application.

Some feel that the public lacks respect for coaches and teachers. Certainly, a portion of the public feels this way, but it is not a widespread feeling. Just as a team must re-establish itself each week and maintain its respect, coaches and teachers must also work daily to assure public confidence and respect. Nothing withers faster than previous laurels rested upon.

It is becoming more clear that "standards" have not been imposed at the expense of individual students. In reality, suggested alternatives now in place to begin a quest to capture knowledge and quality in human lives. The intent is not to throw "the baby out with the bathwater." If that condition becomes eminent, your leaders expect those at the important local level to respond with positive suggestions for modification.

## Skip the long lines

**Erwin Center accepting basketball ticket orders**

**D**on't wait for game time to purchase UIL state basketball tournament tickets.

Available through the Frank Erwin Center are coaches all-tournament tickets, a reduced price all-tournament ticket, adult all-tournament tickets and student all-tournament tickets.

The \$30 coach all-tournament ticket is limited to one per school and is available on a first-come, first-serve basis. This ticket is for a non-reserved seat in the first 10 rows and must be purchased from the Erwin Center via order forms mailed to member schools in De-

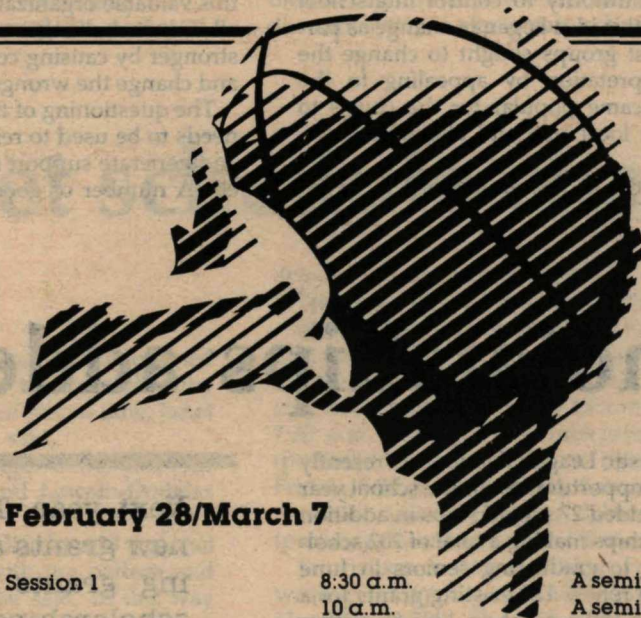
cember.

The reduced price all-tournament ticket (\$35) is limited to school officials, basketball officials and assistant coaches. It also is a non-reserved seat in the first 10 rows and must be ordered via the same form as the coach all-tournament ticket.

The adult all-tournament ticket (\$35) can be purchased by contacting the Erwin Center at 512/477-6060 and charging the order to Mastercard or VISA. The adult all-tournament ticket is \$35. The student all-tournament ticket is \$27.

Individual session tickets during the tournament will be \$5 each. After games, the Erwin Center will sell final session tickets.

Ticket prices are the same for the girls' tournament (February 28 through March 2) and the boys' tournament (March 7-9).



### February 28/March 7

Session 1	8:30 a.m.	A semifinal
	10 a.m.	A semifinal
Session 2	2 p.m.	AAA semifinal
	3:30 p.m.	AAA semifinal
Session 3	7 p.m.	AAAA semifinal
	8:30 p.m.	AAAA semifinal

### March 1/March 8

Session 4	9:30 a.m.	AA semifinal
	11 a.m.	AA semifinal
Session 5	4 p.m.	AAAAA semifinal
Session 6	8 p.m.	AAAAA semifinal

### March 2/March 9

Session 7	9:30 a.m.	A championship
	11 a.m.	AAA championship
Session 8	2 p.m.	AA championship
	3:30 p.m.	AAAA championship
Session 9	7:15 p.m.	AAAAA championship



## Girls' Coaches Association to name academic all-state

The Texas Girls Coaches Association will be bestowing a new honor on many of the outstanding student-athletes who participate in volleyball, basketball and/or track and field. For the first time, the association will announce an academic all-state team after the conclusion of the state volleyball and basketball tournaments and the state track and field meet. The 20 highest ranking girls from each sport will be awarded a certificate of achievement.

Criteria for nomination include the following:

1. Nominee must be a senior.
2. Nominee must have at least an overall average of 90 including grades 9-11 and the first semester of the senior year (first 12 weeks for volleyball players).
3. Nominee must have been a consistent starter during her senior season.
4. Nominee must make one of the all-district teams (not honorable mention).
5. Nominee must be of good moral character.

As of December, 127 nominations had been received. Additional information may be obtained by contacting Sue Cannon, West Orange-Stark High School, P.O. Box 1107, Orange, Texas 77630, (409) 883-5227.

# Search on for creative ideas to reduce loss of school time

**A**fter recently reviewing proposals from a high school advisory committee, we have become concerned that some are not carefully recommending changes that would reduce interruptions of the academic day and conservatively protect participation in programs already enjoyed.

The UIL staff will be working with a special study committee in the near future. The goal of this group is to draw up plans that would reduce the amount of school time lost for district, regional and state activities. Consideration will also be given to reducing travel if possible. Also, we want to look for creative solutions to scheduling traditional Texas activities, even if we are forced to schedule them in some non-traditional way. For example, it would be intolerable to have basketball bi-district and area games in a tournament format if State Board of Education rules prevent or highly restrict early week travel and play. It would be better to brainstorm and identify ways in which our tournament structures can be retained under new State Board rules than to refuse to change traditional structures and lose the activities altogether.

What are we asking? The UIL staff needs ideas. Please use every opportunity — advisory meetings, coaches meetings, district and regional executive meetings — to discuss ways district and regional activities can be held while following the letter and spirit of the new SBOE guidelines.

The chances are slim that we can continue to ask for



**Sports notebook**  
Susan Zinn

additional contests and tournaments, for practice time or workouts prior to regional and state activities, and for other proposals that increase the amount of time spent by students on extracurricular activities.

We must cautiously evaluate our programs. We must take whatever steps are necessary to see that programs are educationally sound and administered as effectively, both from a standpoint of cost and loss of school time, as possible. We must act now before we lose our contests altogether.

Again, suggestions or comments to the UIL staff will be greatly appreciated. Your expertise is needed and we urge you to avoid thinking that the situation is hopeless or that your comments don't count. They do.

We must all work together to help our programs survive. The coaches of Texas are survivors and now is our chance to prove that we are what we teach.

## Survey

Continued from page 2

total student population, or about one-fourth of the students in the high schools sampled.

Editor's Note: This article is based on a study by the Texas Education Agency staff. The first paragraph plus the **Survey Method** and the **Analysis of the Data and Findings** were directly from the agency document.

The data was further analyzed by the UIL staff. Some of the results of the analysis are as follows:

1. Of the 56,140 students, 27,303 participated in extracurricular activities. This means 48.6 percent of the students from the schools participated in extracurricular activities.
2. Of the 27,303 students in extracurricular activities, 6,387 failed at least one course. This means the 23.39 percent of those in extracurricular activities failed one or more courses.
3. Of the 29,346 students not participating in extracurricular activities, 14,700 failed one or more courses. Over 46 percent of those not in extracurricular activities failed one or more courses.

It is a fact that students who are involved in extracurricular activities fail less than those that are not involved. This may be interpreted in many ways.

Some will contend that because they are involved in extracurricular activities, they are better academically. Others will say students who are in activities would fail less even if they weren't involved in extracurricular activities. These questions may never be answered.

Most people do feel, however, that those who do participate experience additional life processes that will help them prepare for a role in our society that will not be experienced by those who do not. Therefore, they may have a better total preparation in life.

The ideal we all strive for is no failures by anyone and no decline in any students' academic output regardless whether they participate in extracurricular activities or not. We must continue to strive for this goal even though we feel it is impossible to totally accomplish this goal.





# Proportion is key to one-act play success

Competition is fine, so long as winning and losing is kept in perspective

By Dr. CHARLES SCHMIDT  
Retired Dean/College of Fine Arts  
Sam Houston State University

Ten years ago, I wrote an article for the "Interscholastic Leaguer" and began with the quotation that you see printed on so much of your League material: "There are no losers in a well-organized One-Act Play Contest."

The UIL One-Act Play Contest, given a good director, a well-organized contest — and a good judge — can be one of the really rewarding experiences for a young person, whether or not he ever has any idea of a career in theatre.

## Lost Sense of Perception

It frazzles my nerves a little when I listen to some people talk about a desire to cease participating in the One-Act play Contest because it has become so competitive. That seems to have a connection with the hysteria over grades that it has been fashionable to write about in the last decade; you would almost think ulcers are becoming commonplace even among elementary school students who will simply wither and die if they fail to make a straight A card.

What this really indicates is a loss of sense of proportion. To cease to participate in an activity only because it is competitive will not automatically confer great benefits upon students; a school that shields them from competition will leave them unprepared to meet life head-on, for if life is not full of it at every turn, I have lived these many years with blinders on.

Municipalities compete with each other; businesses compete with each other, and people compete with each other within businesses. Even within the so-called objectivity of the serene halls of Academe, believe me, competition is intense.

Proportion is the key to the whole thing. No one event need be something, the loss of which throws you forever into the abyss. You lose one, you win another. To lose does not necessarily mean that you have performed below par, that you have embarrassed yourself beyond recovery. Sometime in life you have to learn what it is like to pick up the pieces and go on to try again. Sometime you will learn that once the dreaded disaster has befallen you, you still breathe — you still have hunger — people still say hello — and that there may even be a certain relief at realizing the worst has come and gone.

Since not everyone can win in any competition, be it a UIL contest or a political election or a business deal, and since you can hardly avoid competition totally unless you elect to become a hermit, one of the best things a director can teach his students is the art of losing gracefully when their turn comes. This means establishing a sense of inner balance and equanimity as well as the outer politeness.

It is now about 48 years ago that I first heard of the UIL One-Act Play Contest (as a sophomore) when our high school decided to enter for the first time. I tried out for the play just for kicks — nothing else — and was hooked before I knew it. We didn't win, and it was of course a bitter disappointment, but we learned a lot and we were back the next year — and the next. We never did win at district while I was in school, but we never gave up, either.

As I look back, I remember all the fun we had, what we learned, and the real sense of accomplishment in a well-organized group effort. I have never been at the top of the heap — any heap — and probably never will be, but there have been many little triumphs and many



They didn't win the state crown, but they're winners. Rule High School's Tempa Wofford (right) and Nikki Jenkins starred in "The Miracle Worker." Wofford was named to the all-star cast for her portrayal of Annie Sullivan.

pleasures along the road, and so many of them have been conditioned by these competitive experiences. We just learned that we weren't lost forever if we lost temporarily.

## Participation Grows

Participation in the One-Act Play Contest continues to be high, somehow the complaints against competition must not be drowning out other voices. On the other hand, one of the most progressive steps the League has taken is the institution of the practice of sending two top plays on to the next level. This gives more good work a chance to be seen; it adds to the festival nature of the proceedings, and the more chances the actors have to perform, the more they will learn.

When I wrote the article 10 years ago, I was taking to task the people who were losing ungracefully, stridently, vociferously, and belligerently — directors and actors alike. Such people have never been a majority — not even a significant percentage — of the participants in the contest, but a couple of times, there were some people calling me an utter idiot loudly enough to provoke me into pondering the matter in print.

As long as I had the courage of my convictions, this never caused me any loss of sleep, and I can't remember a time when I couldn't justify a decision to myself. What has distressed me most of all from time to time has been when two or more schools were presenting such a high standard of work that to make a decision for one or the other was agonizing, but that again is simply a part of living. Nevertheless, it was very unpleasant to know that some very good people could not go on to perform at the next level. Under the present system, this becomes possible. Eventually a choice has to be made, but the opportunities for performance have been significantly broadened.

There have sometimes been other occasions for me, as a judge, to feel a great sense of distress, times when the

pendulum has swung completely to the other side: nothing presented was really worth sending forward, and it was doubtful that a critique would even be understood. It may be wishful thinking, but during the past ten years it seems to me that there has been an overall improvement at all levels of the contest.

As the high schools present their one-act plays this year, I hope all participants will think seriously about this matter of competition, its evils and its values. We all draw best of all upon our own experiences, so I cite another one of mine. This was when I had gone off to a university to study Drama, but was a very little fish in a great, huge pond; I felt very keenly the competition I was up against from other students and was becoming very hesitant and uncomfortable.

One day something let me to take hold of myself figuratively and give myself a little lecture: Sure, there are people in there who are better than you are. But stop and remember that you are as good as some others who are in there, too. And remember that there are also some who cannot do as well as you. Stop this nervously business and just prepare the best you can — then go up and do your honest, dead-level best — and when you know in your heart that you have done the best you could at that moment, there isn't a blessed thing to be ashamed of, no matter who may do a better job!

And do you know, it was from that moment on that there were signs of development. You can still get nervous, but you will probably avoid the kind of stage fright that incapacitates. The saving grace is to be prepared to do that "honest, dead-level best" and not be ashamed about it, let the chips fall where they may — and to be ready to see what you have gained from the experience, no matter where you place.

This is my advice this time from the judge's corner. If you follow it, you have every reason to discover that "There are no losers in a well-organized One-Act Play Contest."