

The

Leaguer

February, 1985

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Number five
USPS 267-840

State academic meet champs to be honored

State Academic Meet champions, past and present, will be honored at a 75th anniversary convocation, from 12 noon to 12:50 p.m. Saturday, April 27 in the Lyndon Baines Johnson Auditorium on the University of Texas at Austin campus.

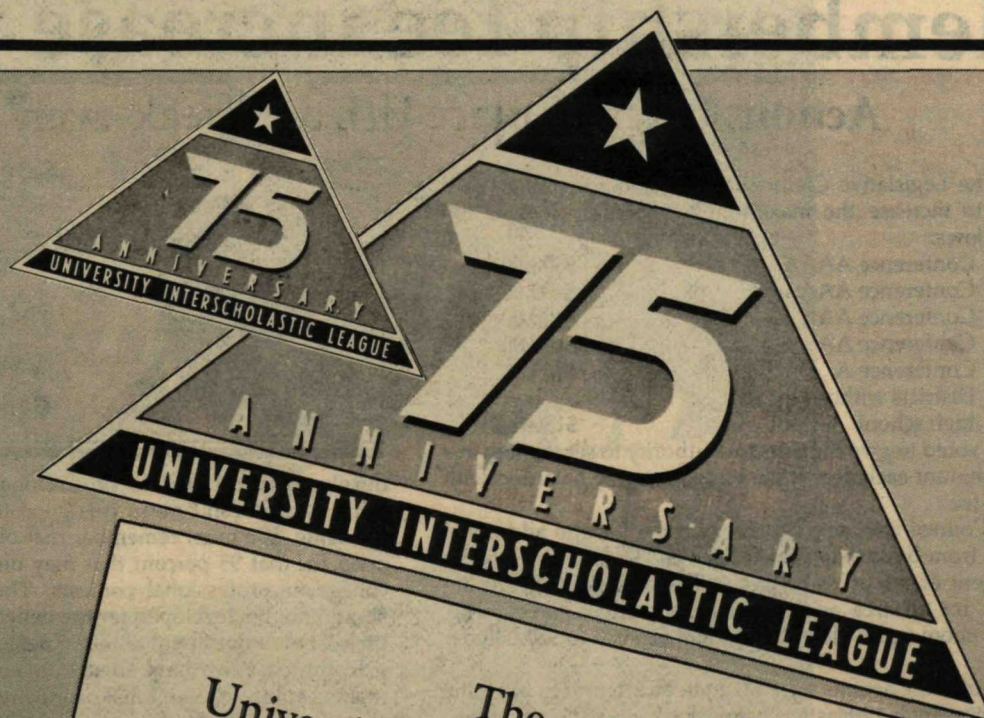
Others to be honored during the convocation present and past coaches and sponsors of State Meet champions.

The program will consist of congratulatory greetings from representatives of The University of Texas and the State of Texas, the premiere showing of an 18-minute film on the University Interscholastic League, and recognition of special honorees.

In addition, music will be provided by the Pinnacle Brass.

Sponsors and coaches of former state champions should register at the Thompson Conference Center between 8 a.m. and 12 noon on April 26-27. A reception honoring these people will be held at 11:15 a.m. April 27, immediately preceding the convocation, in the Press Room, adjacent to the LBJ Auditorium.

"We also want to stress that everyone — students, sponsors, administrators, parents and friends — is invited to attend the convocation," Mrs. Gene Sherman, 75th Anniversary observance coordinator, said.



The
University Interscholastic League
invites you to attend its
Seventy-fifth Anniversary
CONVOCAATION

Honoring participants of the 1985
UIL State Academic Meet and their
coaches and sponsors, as well as
sponsors and coaches of former state
meet academic champions.

April 27, 1985
12 noon - 12:50 p.m.
Lyndon B. Johnson Auditorium
The University of Texas at Austin

Please send us the name and address of persons who coached, sponsored or directed former UIL state meet academic champions so that we can invite that person to the 75th anniversary reception and convocation.

Name _____

Address _____

City _____

State _____

Zip _____

Membership fee increase passed

Actions taken to place UIL on 'break-even' basis

The Legislative Council in its October meeting voted to increase the maximum membership fees as follows:

• Conference AAAA	\$500.00
• Conference AAAA	\$450.00
• Conference AAA	\$400.00
• Conference AA	\$350.00
• Conference A	\$300.00
• Districts without high school	\$150.00

They voted to give the director authority to set the fees at a lesser amount each year if the budget may be balanced with a lesser fee.

The Council also voted to provide the League additional income from basketball play-off games. The amount will be 15 percent of the gross receipts, after officials' fees are deducted, for all area and bi-district basketball games. This change should provide an additional \$20,000 to \$30,000 per year.

Both of these actions were taken in an attempt to place the University Interscholastic League back on a "break-even" basis after operating three years at a deficit. It should also help cushion us against a predicted increase in legal costs and operating expenses and a reduction in interest income (lower interest rate and less principal). Many of our additional costs arise in an effort to provide better procedures, to comply with the new state laws, and to develop new rules. Also, the need to follow procedures in the UIL penalty structure has demanded more staff, more meetings and more preparation.

At present, we plan to increase the fees to near maximum next year, unless costs unexpectedly drop or revenues unexpectedly increase.

We are continually trying to increase services and I hope we are accomplishing this goal. I think the development of coaches manuals, guidelines for elementary academic contests, and other such publications indicate that we are.

Suggestions you have for other services should be directed to the UIL staff or to Legislative Council members.

Amateur and Educational Philosophy

One project we will undertake this year is development of a stated set of objectives for the UIL activities. Students, administrators, coaches, directors, sponsors, parents and patrons will be involved in the development of these objectives.

This development project will be followed in 1985-86 by a plan to disseminate these objectives to all administrators, contest sponsors, parents and patrons, as well as a plan to see that programs meet the objectives.

In talking with school administrators throughout the state, it seems that many people have lost sight of the aims and objectives of our programs. Parents, patrons, fans, sponsors, students and, yes, sometimes even administrators have allowed a win-at-all-costs or professional attitude to

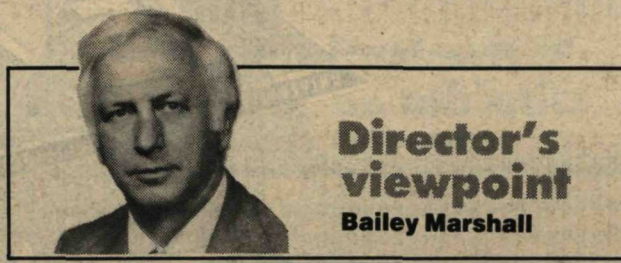
Public reprimands handed down

Coach Jim Hill, Westbrook ISD, has been publicly reprimanded for violation of the Athletic Code and placed on one year's probation in basketball; the condition of probation being that no repeat of the violation shall occur.

Westbrook High School has been publicly reprimanded for violation of the Athletic Code and ordered to communicate with school employees, fans, and the entire community that violations of the Athletic Code will not be tolerated, with a copy of said communication to be forwarded to the UIL office.

Dalhart High School student Rodney Magys has been disqualified from participation in basketball for the 1984-85 school year for violation of the Athletic Code. The State Executive Committee commended the officials of Dalhart High School for the actions they had taken regarding the incident.

Early High School student David Price has been disqualified from participation in all UIL activities for the remainder of the 1984-85 school year for violation of the Athletic Code. The State Executive Committee commended the officials of Early ISD for the actions they had taken regarding the incident.



Director's viewpoint
Bailey Marshall

develop. Just because the professionals or colleges do something, that doesn't mean it is good for our programs to do the same. We must remember that our programs are developed for that 95 percent that may not participate in similar college or professional contests. Therefore, our programs should not be developed for the benefit of the five percent at the cost of or detriment to the 95 percent.

In the past, we have tried to maintain our objectives by making rules. We can't make a rule for everything. We have to sell our aims to all concerned and gain compliance because they feel it is the right thing to do and not just because we have a rule.

All of us must work together to accomplish this task. It won't be something that will be completed overnight and it won't be easy. Those who have the collegiate or professional philosophy will not be easy to convince. If we don't convince them and direct our programs on an amateur and educational philosophy, we cannot justify the existence of these programs in the public schools.

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.

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.

KILLEEN HS

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

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.

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 16-1. Also in football for violation of Article 25-5-7.

The Leaguer

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

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State Executive Committee

Thomas M. Hatfield, Lynn F. Anderson, Jim Barnes, Mike Day, Bailey Marshall, James B. Havard, Robert L. Marion, Lynn McCraw, Chester E. Ollison, Betty A. Thompson, Jesse Villarreal, Byron F. Fullerton, Mark G. Yudof.

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Lee R. Williamson, Wichita Falls ISD; Ralph Poteet, Mesquite ISD; Wayne Schaper, Memorial HS, Spring Branch ISD; Victor Rodriguez, San Antonio ISD; Don Smith, Cleburne ISD; Frank Moates, DeSoto ISD; Glenn Pearson, Bridge City ISD; Sam May, Sinton ISD; Kenneth G. Loveless, Pearsall ISD; Dean Andrews, Plains ISD; Don Whitt, Wylie ISD; William Farmer, Barbers Hill ISD; Bobby L. Roberts, Blanco ISD; J. C. McClesky, Slaton ISD; Jack Johnson, Southlake Carroll ISD; Jerry Gideon, Rains ISD; James Barnett, Leverett's Chapel ISD; James McLeroy, Borden County ISD; G. W. Maxfield, Gorman ISD; Jim Payne, Bruceville-Eddy ISD.

Administrative Staff

Dr. Bailey Marshall, director; Dr. William Farney, athletic director; Richard Floyd, Director of Music Activities; Lynn Murray, drama director; Bobby Hawthorne, journalism director; Bonnie Northcutt, assistant to the director; Dr. Susan Zinn, assistant athletic director; Janet Wiman, activities director; Gina Mazzolini, athletic assistant; Dr. Rhea Williams, TILF consultant; Dr. Nelson Patrick, Music Consultant; Bob Young, Waiver Officer; Diana Cordona, Spring Meet Materials Director; J. E. Masters, Debate Consultant.

Editor Dr. Bailey Marshall
Managing Editor Bobby Hawthorne

PREScribed MUSIC LIST

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

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):

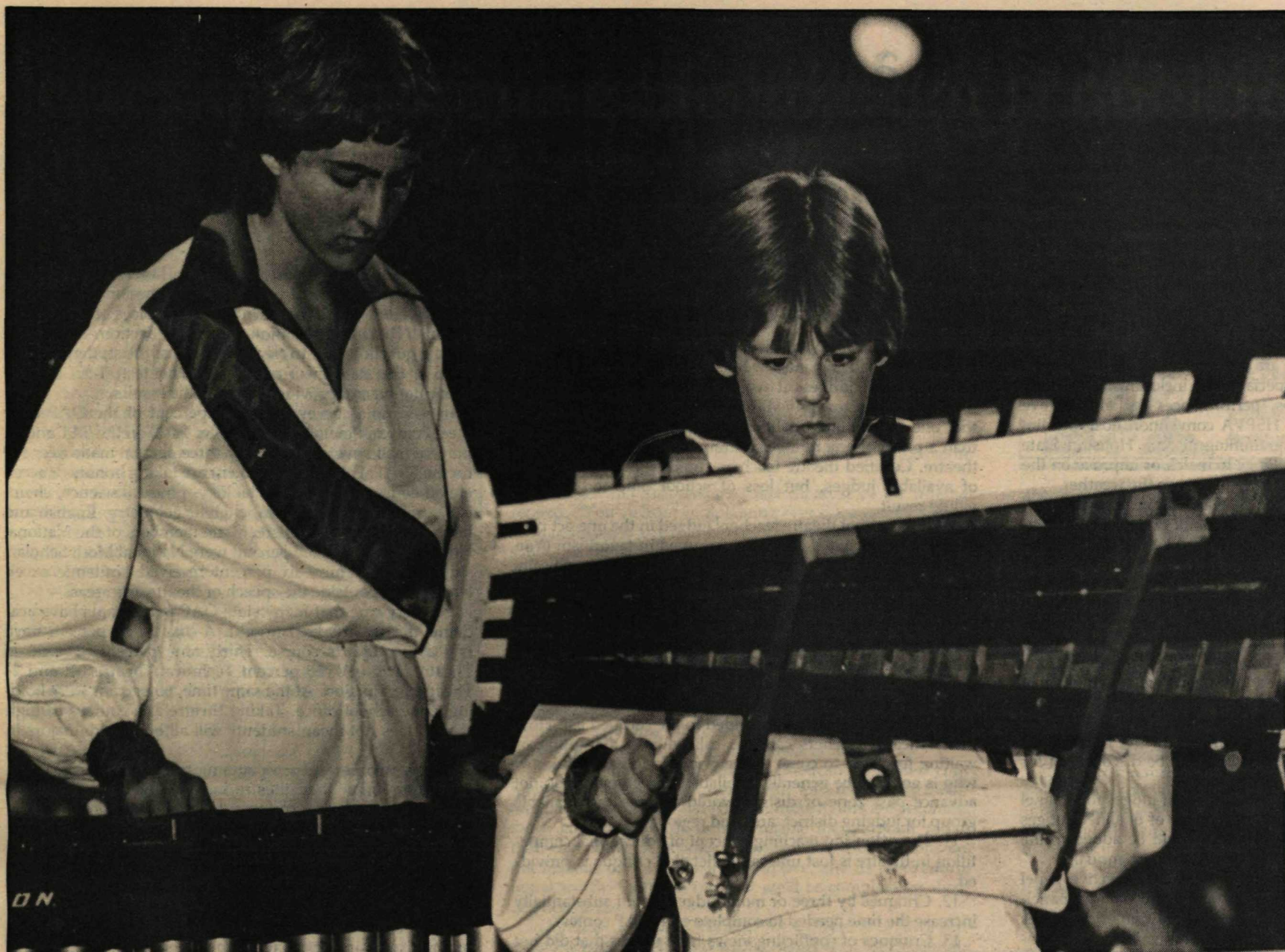
Page 316, (h) Eligibility
Page 317, (i) Limitation of awards
Page 317, (j) Christmas restriction
Page 318, (E) No game, contest or tournament during the academic day...

WEIMAR HS

District 27-AA Executive Committee has issued a public reprimand to Alfred Oglesby, a student at Weimar High School for violations of Section 510(b)(1) and (2), during a basketball game of January 15, 1985.

Alvarado HS

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



Almost without exception, bands have grown in size and ability. Show design has become increasingly complex, musical arrangements have reached a significantly higher level of sophistication, and the role of auxiliary units has added a new dimension to virtually every marching band's performance.

Photo by Bradley Wilson

Review of marching contest procedures begun

During recent years, we have witnessed an evolution of major proportions in virtually every segment of the high school marching band program. Almost without exception, bands have grown in size and ability. Show design has become increasingly more complex, musical arrangements have reached a significantly higher level of sophistication, and the role of auxiliary units has added a new dimension to virtually every marching band's performance.

At the same time, certain national organizations have developed a variety of contest programs, adjudication procedures and scoring practices that challenge the traditional contest format. These concepts are viewed as a threat by many in our profession. Others are quick to embrace some or even all of these practices.

In every case, both philosophical and pragmatic considerations are presented in justification of each individual's point of view. This polarization of opinions has been intensified by the growth of the State Marching Band Contest and the addition of the district/region/state format in 1984.

Few would argue the point that it is important to study and review one's concepts and procedures from time to time if for no other reason than to reaffirm the validity of current practices. On the other hand, such study offers the opportunity to refine present techniques and make adjustments if necessary in order to meet the challenge of providing competition that is commensurate with current needs and priorities. In light of the many changes that have taken place in regard to marching bands and the resultant mixed opinions that exist on this topic, it would seem appropriate that a careful evaluation of the UIL marching contest procedures



Music matters
Richard Floyd

and practices particularly as they pertain to the adjudication process be implemented at this time. To this end, action has been taken in several areas.

First, a survey has been conducted with all directors whose bands performed at the district, region and state level this past fall. This data is being compiled and will be augmented by all written input that has reached the UIL Music Office. This information will prove invaluable as we study the long range task of retaining or altering our current format.

Second, all TMEA regions have been encouraged to discuss this topic at their spring meetings and include any specific concerns as agenda items for the TMEA Music Advisory Committee Meeting that will take place on July 31 in San Antonio.

Finally, and possibly of paramount importance, a committee has been appointed to study our current comment sheets, rating system and the procedures for certifying bands to region and to state. The members of this committee

are as follows:

- Bill Brady — MacAurhur High School, San Antonio
- Phil Geiger — Westfield High School, Spring
- Ross Grant — DeSoto High School
- Tony Clines — Robinson High School
- Harold Floyd — Iraan High School
- Bryce Taylor — Alice High School
- Rodney Klett — Georgetown High School

In addition, Richard Crain will serve as an ex officio member and represent the Texas Music Adjudicators Association.

I am sure you will agree that the members of this committee represent many years of successful marching band experience in our state at numerous levels of competition, and that they will be ever mindful of the great marching band traditions of our state yet retain the vision necessary to effectively deal with the sweeping changes that have occurred in marching band concepts as outlined in the opening paragraph.

Now is the time for your input. Please feel free to contact the members of the committee directly or, if you prefer, communicate your concerns and recommendations directly to the State Office. You may be assured that your comments will be promptly distributed to all committee members. The committee will be working diligently throughout the spring with the anticipation of developing final recommendations during August of this year; therefore, you are encouraged to respond to this request for input at your earliest convenience.

Developments that are an outgrowth of the various surveys as well as the progress of the committee will be reported in future issues of the Leaguer.

Panel judging still a top concern

The 35th annual convention of the Texas Educational Theatre Association was highly productive for all attending. Those scared off by the weather missed a super experience with surprise special guest, Polly Holliday, the flamboyant waitress, Flo, in the long-running series "Alice." Many of us were delighted and surprised to discover that her background included extensive training in the classics. I am indeed sorry many of you were not there. You should schedule your productions for 1986 to make sure you are in Houston, Jan. 30-Feb. 2.

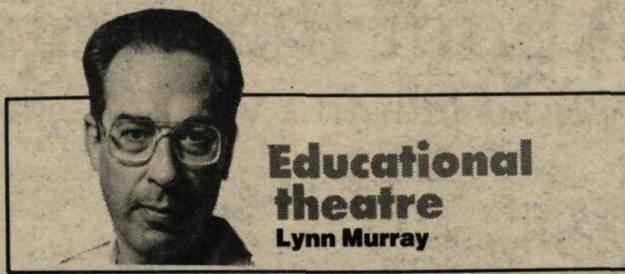
Kim Wheatley, newly named president-elect and Ron Lucke, president of TETA and San Antonio convention host with San Antonio College are due special thanks for providing a convention of ten special stars, including Polly Holliday, over 100 workshops, performances and informative meetings. Bob Singleton, HSPVA convention host and Jim Miller, TETA VP for programming at Sam Houston State University have a real challenge to match or improve on the 1985 quality. We all hope they can improve the weather.

I propose a special tribute to Nick Carter and his small band of helpers. Nick did a super job of organizing 28 commercial theatre exhibits, the largest and best in TETA history.

The most popular UIL question posed during the TETA convention, other than play approval/set addition, was directed toward panel judging. "Why have a panel of judges for OAP?" "Should critics agree to judge on panels?" "What do I tell my administration when a panel is proposed for my district?" I thought I covered the subject with such detail in the past that everybody was tired of the discussion. This column proves that I am wrong again.

Panel judging has been discouraged in the UIL one-act play contest since 1962 and continues to be discouraged for the following reasons:

1. The cost for the minimum number of judges for a panel would triple and the minimum number of qualified judges needed would triple. Over \$50,000 would be added to the actual judging cost for the one-act play contest annually.
2. Five judges are required to obtain an objective panel vote. If objective selection is the reason for using a panel, one should look at sample ballots where numerical scores and judge's preference is tied. Such samples have been published in the past and are available upon request.
3. Three member panel ranking methods are only as objective as the integrity of any panel member. One panel member can manipulate the system. The result is selection by one individual without a critique.
4. There are not enough trained judges available to advocate panels. Advocating panels makes it difficult in rural areas where trained theatre judges are scarce. Multiply 3 or 5 x 80 zones, 150 districts, 56 areas and 20 regions to determine the numbers needed to provide panels for OAP.
5. Whom do you call to judge OAP if a certified list is not available? The certified judge list could not be maintained to meet the numbers required for panel judging.
6. Quality critics refuse to judge on panels because they believe it is a waste of time.



**Educational
theatre**
Lynn Murray

7. The number of certified judges on the list could not handle the load if panels were encouraged. We currently have 220 critic judges. It would become necessary to use unqualified and uncertified judges. The League's position is that one trained and qualified theatre professional is better than a panel of any number untrained and inexperienced in theatre. Certified theatre teachers could be added to the list of available judges, but loss of school time for teachers would result.

8. Public school theatre teachers judged in the one-act play contest prior to 1962. This often resulted in favoritism (You judge for me and I judge for you plan.) that was ethically questionable.

9. Certified secondary school theatre teachers judging in OAP would result in conflict with their own schedules. Zone, district, area and region should be scheduled on Saturday. Theatre arts teachers can't judge and have a play at contest on the same day.

10. The cost of locating OAP judges would increase if secondary school teachers were added to the certified list. How many theatre teachers can you call without disrupting or waiting for them to come to the phone? How do we know who is going to be generally available? Directors that do not advance past zone or district would become the available group for judging district, area and regional.

11. The extension teaching concept of educational competition in theatre is lost unless the detailed critique is provided.

12. Critiques by three or more judges would substantially increase the time needed to complete each OAP contest.

13. Critiques of conflicting views from judges that did not agree with the outcome of the panel vote have been a disruptive influence in the past. This is a problem even among critics at different levels in the current system. Inexperienced students and many directors have difficulty accepting different views and this would be greatly amplified with panel critiques.

14. Panel judging requires a longer period of time to reach a decision because of tabulation requirements and all-star cast selection. Panels sometimes have difficulty agreeing on individual awards and contest managers have difficulty with tabulating ballots.

15. No suitable method of panel critiquing in public has ever been devised. A private critique deprives OAP of learning by comparison. Seeing the work of others and hearing the critique is one of the educational strengths of OAP.

16. Time added to the OAP contest length for multiple detailed critiques would be prohibitive for most contests. Panel critiques previously advocated in OAP resulted in surface remarks that were of little value to director or students. Written detailed critiques require extensive time and judges would require a major fee. Written critiques that result in no more than a check list are of little value.

A majority of the theatre directors involved in OAP prefer the judging rule, as is, and more than 70 percent do not want panels forced on them. I have been involved in OAP in almost every way at every level with panels and critics since 1951. I truly believe that the single critic is the best educational choice.

Lou Lindsey, Brownfield, and Terri Loter, Abilene, have provided me with some interesting information as a result of the 1984 State Meet OAP. Under the auspices of Texas Educational Theatre Association Secondary Section, Lou developed a questionnaire to create a profile of the student participant in the state meet one-act play contest. Terri did the computation and provided me with the results.

In a sample survey, about 55 percent of the OAP state meet company members made over 1,000 on the SAT and 34 percent made over 1,100. Thirty-three percent made over 110 on the PSAT. Forty-seven percent are taking honors or accelerated courses that include biology, physical science, chemistry, trigonometry, algebra, analytic geometry, English and history. Seventy-seven percent are members of the National Honors Society and 3.5 percent were National Merit Scholarship finalists. Thirty-six percent received academic excellence awards outside the speech or theatre arts areas.

It is very true that many state OAP participants have academic theatre arts background. A total of 74 percent have had a theatre arts course. Thirty-nine percent have taken Theatre Arts I-IV, 10 percent Technical Theatre I-II and 24 Theatre Production. At the same time, 60 percent were holding some school office. Taking theatre arts courses in high school does not mean students will all be theatre majors in college.

Ninety-two percent are planning to attend college. Possible majors other than theatre include: medicine or related fields, computer science, speech/communications, fashion, fine arts, finance, business, law, math, psychology, chemistry and the sciences. State meet OAP company members are heavily involved in school, community and church activities. They are busy people, but OAP has not detracted from their educational goals.

Comments made on the state meet OAP questionnaires provide some insight as to the benefits of the program and how students feel OAP prepares them for the future.

- "OAP has taught me a sense of responsibility and a sense of incredible self-satisfaction."
- "It has given me confidence in every day life and the ability to better communicate to a large group of people."
- "Yes, my participation has made me see myself (thoughts, feelings, goals) more clearly and has made me appreciate hard work that I and others have done and will do in the future."

Is it all worth the time, effort, energy and money? I truly believe that OAP contributes in a positive way to education of the talented and gifted student and motivates excellence in many ways. Seventy-five years of UIL and 59 years of the one-act play contest; I believe we are headed in the right direction.

18 added to drama critic/judge list

Eighteen accredited critic judges were added to the 1984-1985 list by attending the critic judging workshop held during the Texas Educational Theatre Association convention, Feb. 2 in San Antonio. This addendum should be attached to those listed in *The Leaguer* in November. This addition to the 1984-85 Accredited Critic Judge List is published for the benefit of contest personnel who have not yet selected critic judges.

NEW CRITIC JUDGES

Michael J. Allman, Stephen F. Austin State University, Nacogdoches 75961 II, 409/560-4003
Deborah L. Anderson, Richland College, Dallas 75243 II, 214/238-6256
Tammy Ballard, Tarleton State University, Stephenville 76401 I, 817/968-9826
Marianne Bertram, Sul Ross State University, Alpine 79832 I, 915/837-8220
Vicki Bond, Bee County College, Beeville 78102 IV, 512/358-7031
Celia Braswell, McLennan Community College, Waco 76703 II, 817/756-6551
Richard Glenn Butler, Ranger Junior College, Ranger 76470 II 817/647-3234
Kathryn Steidle Carter, San Antonio College, San Antonio 78284 IV, 512/733-2717
John Corley, Houston Community College, Houston 77004 III, 713/630-7264
Joanna Cowell, Sul Ross State University, Alpine 79831 I, 915/837-8220
Richard J. Herman, Texas Tech University, Lubbock 79416 I, 806/742-3601
Laura Jeffcoat, Tarleton State University, Stephenville 76401 I, 817/968-9484
Sharon L. Miller, Tarleton State University, Stephenville 76241 I, 817/968-9484
Mary Cople Nancarrow, 7308 Ferndale Cr., Austin 78745 IV, 512/444-4800
Terry W. Ogden, 15734 Castorglen, Webster 77597 III, 713/654-0700
Jorge Pina, Guadalupe Cultural Arts Center, San Antonio 78207 IV, 512/271-3151
David R. Underwood, Midwestern State University, Wichita Falls 76308 I, 817/692-6611 ext. 4243
Tina Willis, Tarleton State University, Stephenville 76401 I, 817/968-9484

RECERTIFIED CRITIC JUDGES

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

774-7651 ext. 270
James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736
James W. Carlsen, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810 ext. 318
Donna L. Clevinger, North Texas State University, Denton 76203 II, 817/565-2306
Ruth R. Denney, University of Texas, Austin 78712 IV, 512/471-7544
James Henderson, McLennan Community College, Waco 76708 II, 817/756-6551
Jay Jennings, Southwest Texas State University, San Marcos 78666 IV, 512/245-2147
Cherald Ellis Kocurek, St. Mary's University, San Antonio 78284 IV, 512/436-3545
Cricket Maples, 2524 Prairie, Fort Worth 76106 II, 214/637-5700
Lou-Ida Marsh, 607 W. Fox St., Caldwell 77836 II, 409/567-4388
Mary Anne Mitchell, Texas A&M University, College Station 77843 I, 409/845-0367
Bill N. Morton, San Jacinto College-North, Houston 77049 III, 713/458-4050
Ann Hudson Munoz, 8007 Garden Court, San Antonio 78239 IV, 512/655-1471
Helen S. Roberts, South Plains College, Levelland 79336 I, 806/894-9611
C. Lee Turner, Prairie View A&M University, Prairie View 77446 III, 409/857-2356
Bill D. Watts, Angelo State University, San Angelo 76909 I, 915/942-2033
John W. Wilson, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810

Districts to pilot sports writing contest

This spring, the League will be piloting a sports writing contest, similar to the spring meet news, feature and editorial writing contests. The contest will be piloted on the district level only and we will recommend to district contest managers that the contest be given during the headline writing contest.

Districts are under no obligation to pilot the contest, although district contest managers will be urged to give the contest. Papers will be collected, graded and returned. No prizes will be awarded, however, and winners will not advance past the district level.

The contest will last 45 minutes and entries should be between 200 and 300 words in length. The task will be to summarize the results of one game while publicizing a game to be played.

Criteria by which papers will be judged include:

- Lead features most important news questions, most often the future angle.
- Facts are presented in descending order of importance.
- Information flows. Smooth paragraph transition with quotes used effectively.
- People identified fully and accurately.
- Unnecessary information and editorialization avoided.
- Wordings is active and precise.
- Use of sports clichés avoided.
- Secondary consideration will be given to grammar, spelling and neatness.

All students eligible for the spring meet journalism contests may participate in the sports writing contest. "The sports writing contest will not count against a student's total of contests entered," Bobby Hawthorne, UIL director of journalism, said. "Thus, a student could enroll in three regular journalism contests as well as the sports writing contest."

March 1 is deadline for receipt of Dow Jones grant application

Deadline for applying for a 1985 Dow Jones Newspaper Fund fellowship is March 1. These grants, worth as much as \$350, go toward payment of fees and expenses for advisers attending special summer publications workshops.

All high school journalism teachers and school newspaper advisers who have had very little or no background in journalism are encouraged to apply. Inexperienced advisers are given preference in the selection procedure. The object of the fellowship is to identify inexperienced teachers who have been assigned the journalism teaching/newspaper advising job without academic or professional preparation, and to offer those teachers some basic journalism course work so they can be more confident and competent in their jobs. Extra effort is made each year to find applicants who teach in predominantly minority high schools.

Approximately 75 fellowships will be granted. For applications, write to Tom Engleman, The Dow Jones Newspaper Fund, Box 300, Princeton, N.J. 08540.

Hotels offer special rates

Persons planning to attend the Columbia Scholastic Press Association spring convention in March might be interested in special housing rates being provided by two hotels, the Sheraton City Squire and the Milford Plaza Hotel.

The Sheraton has rooms available for \$79 (single), \$89 (double), \$99 (triple) and \$109 (quad). Call AC 212/621-8500 and be certain to tell the reservationist that you will be attending the CSPS convention. These rates are being made available only to CSPS delegates.

The Milford Plaza has rooms at \$65 (single), \$75 (double), \$85 (triple) and \$95 (quad). Call AC 212/869-3600 and tell the reservationist that you are a high school group and desire the educational rate.

About that negative press

Articles hide true value of scholastic journalism

A man once entered a monastery. It was a dismal place. Concrete cots. One biscuit a day. Absolute silence, with a single exception: Once every five years, monks were allowed to speak two words to the governing tribunal.

At the end of his first five years, the monk was summoned before the tribunal and asked for his two words. "Food bad," he managed to utter before returning to his back-breaking work.

Another five years passed and he was again called forth. "Bed hard," he said, then stumbled off.

After 15 years, his body bent and crippled, he came before the tribunal. "I quit," he said.

"That doesn't surprise us," one member of the tribunal replied. "You've been complaining ever since you got here."

Skim through any number of periodicals written for public school administrators and you get the feeling that the poor monk has more in common with scholastic journalism than we'd like to admit. If and when we hear anything about it at all, it's bad. Articles rarely deal with the benefits of the journalism program, only the problems. One article tells of an administration's fight to ban certain yearbook ads. Another details a principal's battle to censor the opinions of a student newspaper editor. Still another looks at the court battle of a school district that reassigned the publications adviser to a relatively safe English teaching post because he or she refused to personally edit controversial articles.

In short, the mass of student publications-related copy found in these journals deals with an "us against them" mentality. And I fear that some administrators are becoming more concerned with homogenizing the program rather than defending its actions, provided that those actions are not libelous or substantially disruptive, and its basic educational worth. Odd, isn't it, that we'd be complaining about negative press.

In January, Dr. Jack Dvorak of the University of Iowa submitted a paper at the mid-winter meeting of the Secondary Education Division of the Association for Education in Journalism and Mass Communication. He stated, "Journalism, of all that is offered in the language arts, is one of the key basic courses — it has relevance; it has built-in objectives; it is transactional; it applies various liberal arts theories learned in other disciplines; it invites high level decision-making; it brings to life the need for the study of English grammar, usage, spelling, style, syntax; and it — despite the rigors or rewriting, hours of research and other demands — can be one of the most rewarding language arts experiences a student can have in high school."

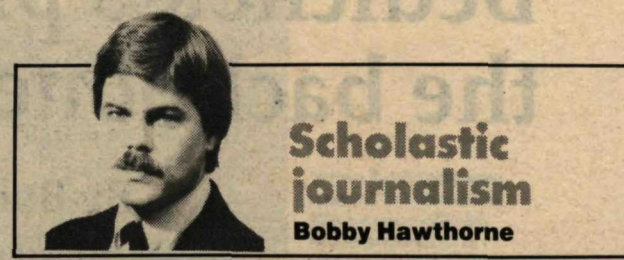
Last spring, the Illinois State Board of Education issued an outline of what students should know before they graduate. Four of six dealt specifically with skills learned in a quality publications program. They include:

- Read, comprehend, interpret, evaluate, and use written material; write standard English in a grammatical, well-organized and coherent manner for a variety of purposes, and understand the various forms of significant literature from different cultures and eras.
- Apply concepts involving geometric forms and relationships.
- Analyze comparative political and economic systems; understand events, trends, personalities and movements shaping history; and know the basic concepts of social studies and how they help interpret human behavior.
- Understand and describe the unique characteristics of art, music, dance and theatre, and identify "significant works from major historical periods and how they reflect society's cultures and civilizations."

John Bowen, the 1983 Newspaper Fund National High School Journalism Teacher of the Year, explains how journalism addresses a wide range of skills.

"It is the laboratory course for all the theory and structure of English. In journalism, the students' writing is not just seen by the instructor. It is viewed and reacted to by others, the ultimate test of communication skills.

"Journalism is the working laboratory for social studies,



Scholastic journalism
Bobby Hawthorne

the only course where the theories of American History become practical reality. Nowhere else can a student learn the complexities of the First Amendment. Journalism gives students the chance to analyze, to create, to investigate and sharpen skills as productive members of state and nation.

"Yet journalism is so much more. Advanced skills such as interpretation, in-depth research techniques and analysis for ideas are stressed. Creativity in writing, photography and graphic design are essential parts of the learning process which can be applied to life-long education. Journalism is a practical experience, with roots deep in the academic curricula. Even if a student does not go into the professional field, the lessons and skills learned will lead to a more productive and selective consumer."

In its first issue of this school year, *Educational Week*, published a special report on reading, writing, thinking and comprehending skills. Among the conclusions presented was that writing is the key to learning — and that the ability to write is inseparable from the ability to think.

It was reported that almost 80 percent of all student writing is addressed to the teacher, with two-thirds of that addressed specifically to the teacher in the role of examiner. Students are writing for a grade, not because they find writing enjoyable or because they find that writing about a subject helps them to substantially understand the subject. In short, students are spitting back to the teacher someone else's ideas.

To make matters worse, the teacher then grades the writing on its mechanical correctness, first and foremost. A misplaced comma becomes more critical than a misinterpreted concept.

While correct grammar, spelling and punctuation are tenets of good journalism, the teacher first looks for accuracy and logic. A news story that is inaccurate is unacceptable, no matter how good the punctuation. A feature story or editorial that lacks logic cannot be used. In journalism getting something said is more important than merely saying something right. Students are taught to examine an issue, to understand the relevant themes, to weigh the most important questions, and then to capture the essence of the issue on paper in the clearest, most concise manner possible.

Mary Hatwood Futrell, president of the National Education Association, stated, "New concepts remain incomprehensible — or at best vaguely understood — until you write about them. As students strive to compose their thoughts, to blend them into coherence, they test their knowledge of new material."

A final point about journalism: It is written to be read by other students. Writing experts agree that the quality of writing increases when students share their efforts with other students. Dennis Cripe, a publications adviser from Indianapolis, IN, said, "It's a scary proposition. By putting words and pictures down on paper and letting people respond to it, we face the strictest teacher of all: natural consequences. My publication students get blistered sometimes and as an adviser, there's a desire to jump in and try to spare them any adversity. But by bearing the brunt of criticism, students find out quickly that accuracy isn't something you do, it's something you become. Fairness, balance, completeness, all move out of the realm of the academic and become survival tools in the real world. Few other disciplines force students to stand up and be counted like scholastic journalism."

Bedichek's philosophy formed the backbone of young League

By Bobby Hawthorne
UIL Director of Journalism Activities

Roy Bedichek was a complicated man of unlimited talent. He was an intellectual, who read Plato with his pre-dawn coffee and who, as one friend recalled, "knew by heart long passages of the *Iliad* and the *Odyssey*, had read deeply in Tolstoy and Dostoevsky, Greek tragedies, Shakespeare, Wordsworth, Whitman. His mind was a storehouse of all this, but he wasn't the least bit bookish."

Yet, he was a gritty naturalist. Rodney Kidd, who served as athletic director under Bedichek from 1938 to 1948, traveled extensively with him, visiting school principals and superintendents. "We always preferred campsites to hotels, streams and lakes to bath tubs, and Dutch ovens to the finest restaurants," Kidd said.

Historian Joe B. Frantz called Bedichek "the delight of the UT auditor's office. If it didn't rain, they (Kidd and Bedichek) could stay on the road for eleven days and turn in a travel voucher for nine dollars. They retreated indoors only when the ground was frozen or the rain was pouring, and they ate at cafes — never restaurants — only when they ran out of grub."

As UIL director, Bedichek realized that unscrupulous athletic coaches presented the greatest threat to educational competition and he dealt with them ruthlessly. Yet he was never soured on contests and firmly retained his ideals of fair and honest competition, modeled after the ancient Greeks. In speech after speech, he urged educators to "hold before the young the great theme of superior performance and the vision of greatness it inspires."

In 1922, he was perhaps the most qualified, least likely person to be selected as UIL director. Nothing, it seems, had particularly prepared him for the task. In his novel, *Three Men in Texas*, Ronnie Dugger wrote, "For fifteen years after college, he (Bedichek) bummed around the country and the world. He picked cotton in the South, peeled potatoes on a river boat, gathered berries in New Jersey, washed dishes in a Chinese cafe in New York City, tramped over the English, French and German countrysides, assisted a fake devine in Boston, dug coal and explored rivers in West Virginia, cut off hogs' heads in a Chicago slaughterhouse, and homesteaded in Oklahoma."

Born in Cass County, Illinois in 1878, was the son of an ex-Confederate soldier and philosopher, who operated a school — the Eddy Scientific and Literary Institute, more commonly known as the Bedichek School — just south of Waco. He graduated from The University of Texas in 1903, then taught English at high schools in Houston and San Angelo for four years. He spent his summers on walking tours of Europe and the U.S. In 1911, he rode his bicycle from Eddy to Deming, New Mexico, where he homesteaded and served as secretary of the local chamber of commerce. Later, he edited the town newspaper, which he used to start a prohibition crusade. A boom town of 4,000, Deming had 16 saloons. The crusade was sabotaged, Bedichek said, by his printers, who'd "as often as not show up too drunk to get the paper out on time and in waggish moods, would make libelous typographical errors."

Married in 1911, Bedichek moved back to Austin for two years before going to San Antonio as city editor of the *Express*. In 1916, he returned to Austin as a publicist for The University. This led him to the Division of Extension and the UIL. Five years after being named League athletic director

and assistant director, he succeeded E.D. Shurter was UIL director. He held the job until 1948. In that 26 years, Bedichek shaped the League into an extension of his philosophy of competition. As Kidd noted, "His philosophy formed the backbone of the League and gave it a meaning that extended beyond local 'entertaining,' 'county meets,' and 'end of school' meets. This understanding, this belief that life was basically a matter of survival, enabled him to withstand the attacks of those who opposed competition."

Bedichek's interest in the League was purely educational. "In athletic activities, as such, he had little or no interest, and he seldom attended games or other contests to enjoy the spectacle," said T.H. Shelby, who as dean of the UT Division of Extension, worked closely with Bedichek.

"In dealing with those who broke rules, whether contestants or school officials, Bedi never wavered in applying the rules of the League," Shelby said. "He might be sympathetic with those who received penalties for rule infractions, but he was never 'soft.'"

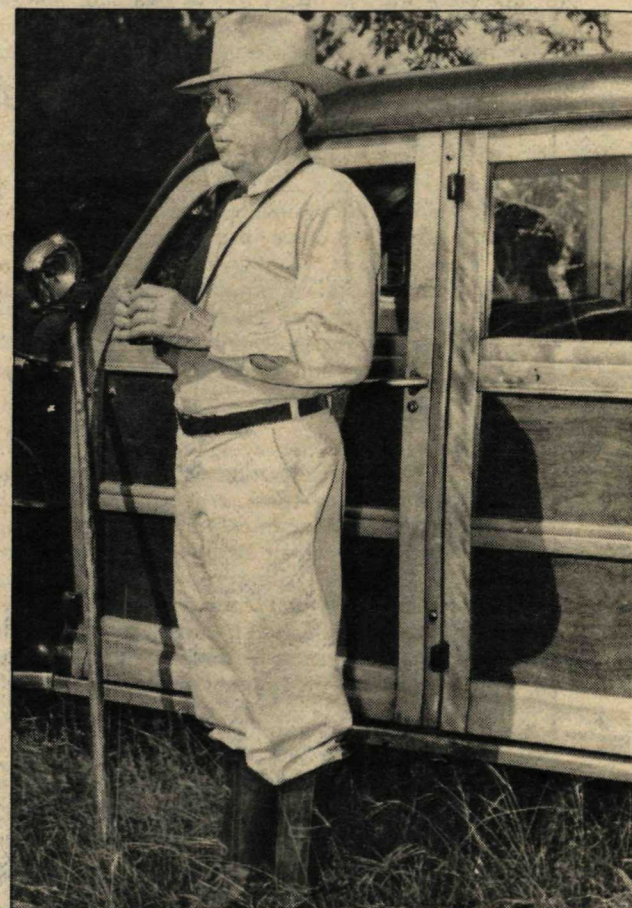
Walter Prescott Webb, the controversial and brilliant UT history professor, served a five-year term on the State Executive Committee. "I was struck by the savage intensity with which he enforced the rules in an effort to preserve some morality in school athletics."

Unlike his peers, Bedichek was more interested in competition as a pedagogical device than as a source of entertainment or community chest-thumping. In his 1927 masters thesis on non-athletic contests, he wrote:

"Just how to develop the fighting instinct without making gamecocks or bulldogs out of our children; just how to utilize rivalry in education without allowing the genie once raised to run amuck; just how to graft upon this bitter stock cutting that shall bear the fruit of kindness, goodwill and mutual aid and mutual respect; just how to turn the power behind an absolutely egotistic impulse to good uses in the life of the individual and of society — this is the problem that has exercised not only the minds of philosophers but of practical educators in all ages. The modern statement of it is: 'How shall we sublimate the raw fighting instinct?' And the answer seems to be, 'By inculcating a proper sense of sportsmanship.' A desire to win but it must be under a higher and more powerful will to win fairly, to win as a gentleman wins, granting every legitimate contention to his opponent."

As Bedichek saw it, successful competition required seven elements:

- Proper organization for control of the competitive units.
- Educationally sound contests. "A fox trot is a contest but is the subject matter worthwhile?" he asked.
- Proper staging of the contests, with a primary purpose to increase public awareness and interest in the schools, to spread information through the school and into the community, and to bring the schools themselves into close relationships.
- Strict eligibility requirements.
- Fair and competition judging.
- Controlled preparation, with contests being closely articulated within the regular work of the school. "Contests should have a natural affinity for some subject," he wrote.
- Sportsmanship. "If it is lost, all is lost and no matter what skill may be acquired, if they are acquired at the ex-



Bedichek the naturalist "always preferred campsites to hotels, streams and lakes to bath tubs..."

pense of character, then the acquisition is a failure."

It was the strength of Bedichek's character that collared the state's rising fanaticism with sports, football in particular. In 1913, the League tried and failed so miserably to organize no discrimination against athletes until there is an abuse. That is why there is no rule in other events — because there is no abuse. Nobody recruits a disclaimer or a spell. Nobody is going to fail to graduate because he wants to remain in school to enter the spelling contest another year."

Each new rule brought a ripple of complaints. At times, the ripple turned into a wave. Once, Luther Stark, an oil baron from Beaumont and member of the UT Board of Regents, demanded that Bedichek, Shelby and Kidd be fired on the spot because a League rule was changed, rendering Stark's two sons ineligible.

Though he believed in strict control of contests, Bedichek was not blind to the desires of public school administrators to assume greater control of the day-to-day machinery of the League. In 1926, he opened the door for decentralization of power. Working with athletic director Roy Henderson, Bedichek wrote into the Football Plan a provision allowing the district executive committee power to settle and have final jurisdiction in all eligibility disputes within the district. The committee was also given power to investigate and guarantee eligibility of players.

Bedichek explained in a letter to an East Texas superintendent the role of the district and State Executive Commit-

nize the sport that it "could not pluck up enough courage to renew its efforts for a matter of seven years; and even then it approached the enterprise gingerly, withholding its final determination until it felt certain that the controls were firmly established," Bedichek wrote in his book, *Educational Competition: The Story of the University Interscholastic League in Texas*.

In those days, it was not uncommon for an athlete to play for the high school team on Friday night and the local college team on Saturday afternoon, all the while residing in the fire station because he was recruited into the community by the head coach or booster club or both.

As Bedichek noted, the ability of the League to adopt and, more importantly, enforce rules brought athletics into the public schools' educational scheme of things. At the time, the State Executive Committee made the rules, although League publications make provisions for all types of councils and committees. The SEC also settled virtually all disputes and the disputation of these cases gave birth to almost all new rules, some of which remain as League policies today. Then as now, the rules were written to remedy abuses, and then rewritten to close loopholes.

For example, in 1913, the *Constitution and Rules* stated that the State Executive Committee would "entertain no dispute concerning selection of judges or officials."

The next year, it was added that "the decisions of the judge is final."

A year later, it was expanded so that "beginning a game with an official constitutes agreement on the selection of judges."

Bit by bit, the rules fell into place. Then, in 1920, the State Executive Committee passed a piece of historic legislation. All athletes must be certified before participation in a county or district meet. Previously, the League had not required athletes to prove their eligibility. Thus, a 22-year old athlete might participate because he didn't have to prove he was 21-years old or younger, as the rules stated he must be.

This new requirement gave new meaning to eligibility rules, and it seems that with it, the League felt that the necessary machinery was in place to again attempt control of football.

Frankly, Bedichek could have cared less about the sport. John Heller, an author, told of once visiting Bedichek at his home, which was just a few blocks east of UT's Memorial Stadium.

"When I called on him, he was working in the garden with a handkerchief tied over both ears," Heller wrote.

"Ee-ee-ee?" I asked.

"Worse," he said, shaking his fist passionately at the University. "Football." The speakers at the stadium were going at full blast."

Football was not nearly as ready to be reformed as Bedichek and others were ready to reform it. As League director and a member of the State Executive Committee, he wielded considerable influence, and the rest of the SEC was apt to agree when he said new restraints were needed. Though the League was steadily expanding its overall contest program, most new rules dealt with sports and prompted many to accuse Bedichek of favoritism.

"I find it necessary to correct the attack that we are discriminating against athletes," Bedichek said during one State Executive Committee meeting. "A rule or a law is never made until an abuse develops. There would be no law against pickpockets unless somebody picked pickets. There



When Bedichek was named UIL director, the League offices were located in a shack off Guadalupe near West 18th Street. He's shown here with his longtime secretary, Mrs. Willie Mae Thompson.

tees: "The reason and the only reason why the State Executive Committee refused to enter into general investigation of athletic conditions (in your district) is that it considers itself a judicial and not an inquisitorial body. This was fully explained last year. If we assumed the functions of a grand jury, we should be able to do nothing else except investigate athletic conditions. This, of course, is out of the question. We stand ready and have stood ready at all times to hear any protest made upon any athletic or other contestant engaging in our contests, except those cases which the rules definitely place under the jurisdiction of district football committees. As a matter of fact, the *Constitution and Rules* very definitely places upon the district committee the responsibility of enforcing eligibility rules so far as football is concerned inside the district. It is only when two districts are involved that our committee has any jurisdiction whatsoever."

Also in 1926, the State Executive Committee appointed superintendents to an advisory committee, whose job it was to study the *Constitution* and recommend changes to the SEC.

By and large, the advisory committee was a failure. It met only once and prompted no great changes. For all intents and purposes, the League remained democratic only in the sense that membership was voluntary. Dissatisfied schools could drop out or refuse to join, which many did. Virtually every year, some disgruntled school was trying to form a new league.

It is safe to assume that the new leagues failed because the UIL, under Bedichek's guidance, worked diligently to keep contests in their proper perspective. Educators found in the League a means of fostering yet controlling competition, and membership grew steadily during the 1920's and 1930's.

During the thirties, the UIL expanded its scope and further clarified its rules. In 1933, the State Executive Committee gave itself the power to suspend a school using a contestant who had been declared ineligible by any UIL body. The SEC also assumed power to suspend any school playing a suspended school.

Age/semester, scholarship, residency and other eligibility rules were introduced and refined. All the while, the scope of the League continued to grow. New contests were added: one-act play in 1926, story-telling for third graders in 1933, number sense in 1935, and shorthand in 1935. Working with UT journalism professor Dr. DeWitt Reddick, the League created and sponsored a high school press association — the Interscholastic League Press Conference, which is today the nation's largest state high school organization for student newspapers and yearbooks.

In the 1940's, Bedichek oversaw the League's takeover of the state's music contests, which because of commercialization, had become almost as great a headache for administrators as athletics had been twenty years earlier. The process began in 1941 when Texas Association of School Administrators officers opened a series of informal discussions on a merger of music contests, with UIL control of them all.

As luck would have it, World War II came along and music contests were cancelled, bringing the problems to a quick

halt. In 1946, with rationing lifted, preparations to reinstate the music contests were made, reviving administrator fears of commercialization. Promptly, a merger was negotiated and the League assumed control of the state's bands, orchestras, choruses and choirs, effective the 1946-47 school year.

One of Bedichek's final contributions was the revival of the advisory committee concept. At the 1940 State Meet, delegates adopted a motion asking that the State Executive Committee chairman appoint an advisory committee, consisting of superintendents representing the different conferences and regions. Its duties would be to study all proposed legislation and recommend to the State Executive Committee items it considered vital to the best interests of the League.

The SEC embraced the idea and the Legislative Advisory Council was reborn. Technically, the group remained an advisory body, since the SEC was under no mandate to obey recommendations. However, as Bedichek noted, all legislation submitted to the SEC by the council was passed or submitted to the schools by mail ballot for consideration by the entire UIL membership.

It was not until 1956-57 that the Legislative Council lost its "advisory" label. That year, the *Constitution* was changed, giving the council authority to adopt material changes in contest rules.

Bedichek took a leave of absence in 1946 in order to write a book. His dear friend, J. Frank Dobie, convinced him to isolate himself at Friday Mountain, a ranch 17 miles west of Austin, owned by Webb and operated by Kidd. There, Bedichek wrote *Adventures With a Texas Naturalist*, which is considered today to be one of the finest pieces of work ever by a Texas writer.

Bedichek retired as League director in 1948. Between his 70th and 80th birthdays, he wrote four major books. In 1950, his novel, *Karankaway Country*, won the Carr P. Collins Award as the best Texas book that year. Six years later, his history of the UIL, *Educational Competition*, was named "Best Texas Book of the Year" by the Texas Institute of Letters.

In retirement, Bedichek spent quite a lot of time philosophizing with friends Webb and Dobie, the author of books on the Southwest. The three were dubbed, among other things, the "Texas Triumvirate" and were the state's most distinguished anti-establishment liberals. Their friendship was such that, though they lived in the same town, they would write long, eloquent letters to each other. Their 25-year friendship is the subject of several books, including *Three Friends*, by William Owens, a Columbia University professor who is now editing Bedichek's letters.

Bedichek died from a heart attack on May 21, 1959 while sitting on the front porch of his home, waiting for his wife to finish the cornbread for lunch.

His impact on Texas will be felt as long as school children on playgrounds, in band halls and in classrooms choose up sides and test each others' and their own skills. As T.H. Shelby said, "The University Interscholastic League is indeed the lengthening shadow of Roy Bedichek and his associates."

Poetry and prose documentation to be required

By JANET WIMAN
Academic Director

The first invitational elementary and junior high number sense test and the first invitational middle school calculator applications test are now available for individual's use in practice. To obtain a copy (which may be photocopied in any quantity), send a stamped, self-addressed envelope with your request to Janet Wiman, elementary and junior high activities director.

Elementary and Junior High District Meet Directors

Those in charge of administering the elementary and junior high district contests will find procedural guidelines at the back of the new revised *Elementary and Junior High Handbook*. This lavender handbook also contains copies of the forms needed to request 100 percent spelling certificates, and music memory and picture memory certificates from the League.

District directors of elementary and junior high meets should make sure that the League office has their names, so that requisition forms are correctly mailed.

High School Speech Sponsors

Students competing in poetry and prose will for the first time this year be required to produce documentation before speaking at the district, regional, and state meets. "It is hoped that the new documentation requirements will make it easier for students, sponsors, and contest directors to determine if a selection is appropriate for the category," Janet Wiman, activities director, said.

Biographic documentation, consisting of a photocopy of a page from a reference book showing the date of the poet's birth, will be required for poetry categories A and B. Documentation showing the place of the author's birth is required for prose category B if the selection is not about Texas people, places, or things. For example, a selection about Lyndon Johnson or about the Alamo would not need documentation, while a selection about Hollywood, written by a person born in Texas, would.

Contest directors will be instructed to ask students for this

documentation prior to speaking, and students who do not submit documentation will not be allowed to speak. Those sponsors having further questions about documentation should see pages 43 and 44 of the *Poetry and Prose Interpretation Handbook* or call the League office.

Speech and Ready Writing Contest Directors

Computer software that determines the ranking of contestants in the individual speech and ready writing contests when using three judges is now available. Called PC-TALKTAB, the program was designed by Bob Kelly, with the help of the UIL staff and uses the procedures outlined in the 1984-85 *Constitution and Contest Rules* to automatically analyze the judges' rankings and determine winners.

In addition to ranking contestants, the program will check ranking entry for errors, analyze two-, three-, and four-way ties, and print copies of the rankings for contest files and for posting. The program is extremely user friendly, requiring only a basic understanding of primitive computer operations. It runs on an IBM-PC or XT computer with 64K of memory, and requires a disk operating system (DOS), and one single or double-sided disk. A printer is not required, but will allow the program to produce printed copies of the results.

The PC-TALKTAB sells for \$35.00 plus tax and may be ordered by sending your check to Docutalk, 801 Deer Ridge, Waco, Texas 76710. Schools having tax-exempt status must give their tax-exempt number when placing orders. Order forms and additional information is available from the League office.

Spelling Sponsors

For the first time this year the League office will make available to the regional sites an audio cassette tape of the spelling list. The tape contains the words pronounced in alphabetical order and is to be used only by the pronouncer in preparation for the test.

"Looking up the pronunciation of all the test words is a time-consuming process, and one that has not always been done," Janet Wiman, activities director said. "We hope that

listening to the tape will help the regional pronouncers be better prepared, while taking less of their time."

Because this is being done as an experiment this year, the League office would appreciate comments from regional pronouncers, sponsors, and contest participants as to its effectiveness.

Spelling sponsors should be aware that the high school tie-breaker has been reduced to 40 words as a result of action taken by the Legislative Council in its October meeting.

An error concerning the time of the State Meet Spelling contest appeared in the January Leaguer. The correct time for the contest is Saturday, April 27 from 8 a.m. to 10 a.m.

State Meet Program

The tentative state meet program will be mailed to all member schools in February. The program will include the correct time of all state meet academic and athletic events, including the following corrections to the schedule printed in the January Leaguer.

Contests: Spelling: Saturday, April 27, 8 a.m.; Lincoln-Douglas Debate (assembly for assignment to rooms): Friday, April 26, 6 p.m. (prelims) and Saturday, April 27, 1 p.m. (eliminations); Number Sense: Saturday, April 27, 2 p.m.

Conferences: Number Sense: Saturday, April 27, 1 p.m.; Science: Friday, April 26, 8 p.m.; Shorthand: Friday, April 26, 8 p.m.

High School Contest Directors

The *Spring Meet Handbook* for District and Regional Contest Directors will be mailed to all known meet director generals in February. The *Spring Meet Handbook* is a companion volume to the *Constitution and Contest Rules* and contains procedural guidelines for administering the spring meet academic contests.

The 1985 *Spring Meet Handbook* was designed to be pulled apart and each contest's guidelines given to the appropriate contest director. Fifteen books will be mailed to each district director general and 10 copies will go to each regional site. Contest directors who have not received this information should contact their director general.

Putting to rest informative speaking myths

By DONNA J. BLEVINS
Consultant, Extemporaneous Speaking

Working with the UIL, and traveling around to activities conferences to share information, ideas, and instruction with students and sponsors alike, provides me a unique opportunity to get a feeling for what the perception of our events is out in the scholastic world.

While this opportunity is usually satisfying, and more than enjoyable, I am increasingly concerned about the misgivings many people have, and the concern I've seen expressed, over the quality of informative speaking competition. I honestly believe that certain declines in the overall performance quality can be linked to crippling misconceptions and pure myths that often surround this event.

MYTH #1: Informative Speaking is an event designed for the less experienced speaker.

Informative speaking has been billed that way for years. In fact, sponsors' continued insistence on placing their least experienced speakers in the event has perpetuated that myth. For some reason, informative is looked on as an "easier" event because contestants do not have to understand the intricacies of argumentation and making persuasive stands.

But if you look at it logically, how "easy" is it to recite a bunch of facts and figures in, as the *Constitution* says, "an interesting manner?" It's so easy, why do television reporters and anchormen command such huge salaries? The truth of the matter is that, to relay information in an interesting manner takes a great deal of skill. Nothing is more boring than to hear someone recite the "Facts on File" entry when they are given a topic like "Who was Indira Gandhi?"

The task of relaying information in a fashion that is impar-

tial and that stands out above the rest takes consummate skill in knowing how to sift out facts (how to select the most pertinent and meaningful information) and how to deliver those facts in a way that reflects intelligence, interest, and conviction (with some degree of enthusiasm, fluency, and polish). I know of no beginning or inexperienced speaker who is capable of achieving those two goals.

MYTH #2: Informative Speaking is a recitation of data.

You must remember, above all else, that extemporaneous speaking, be it informative or persuasive, is about current events. If a contestant draws the topic "Who was Indira Gandhi?" he or she may well recite the facts of the case (in fact, the contestant is compelled to do so). But it is not enough to simply give the biography.

Informative speaking is an event in which a contestant delivers information concerning two sides of any given question. TWO SIDES. While persuasive speaking requires that the speaker at least give tacit recognition that another side exists, informative speakers must recognize, and give detail, to that other side.

A topic on "Who was Indira Gandhi?" could be well developed in an informative round if the speaker uses some imagination and recognizes that he is talking about a person, but also about a person in the context of current events.

A great deal of information (fact, if you will) is involved in this presentation, but it must also be delivered in a way that shows the inter-relationships of international actions, and the many facets of the whole event. It is far, far more than a recitation of the "facts of the case," a style which has plagued informative speakers for too long.

MYTH #3: An informative topic must be informative.

The contestant enters the event. The contestant delivers the speech. The contestant is ranked on a ballot. It is, and always has been, the duty of the CONTESTANT to be informative.

The topic is a springboard from which the speaker's ideas should flow. If you look at persuasion theory, you know that the mere act of selecting a topic — choosing one over four others — is persuasive. Selecting certain information over other data, as the time limit requires, is also a persuasive act. The challenge of informative is to rise above all that and meet the demands of the contest by refusing to allow persuasion to enter into the speech as much as is humanly possible.

With these myths debunked, perhaps we can proceed now toward a constructive view of informative speaking as an event equal in importance to persuasive. After all, no matter which event you enter, you are obligated to learn many of the same skills — organization, analytical reading, selective information use, word economy, fluency, composure, poise and argumentation support.

That is, in the end, what it is all about — learning a better way of understanding the world around you, learning to relay those ideas in a meaningful and communicative way, learning to organize quickly, learning to evaluate the messages delivered by our many media, and learning to believe that you can't believe everything you read.

NOTE: Blevins has developed a sample organization of the topic "Who was Indira Gandhi?" The sample is available from the League Office by sending your request, along with a self-addressed, stamped envelope, to the attention of Janet Wiman.

Calculator applications problems 'recycled'

By DR. JOHN CODGELL
DR. DAVID BOURELL
Calculator Applications Directors

This article is about the best-kept non-secret in the calculator applications contest. The non-secret is that on the 1985 series of tests we have recycled some problems from previous tests. Specifically, we have taken stated and geometric problems from the back pages of earlier tests, changed them in minor details and placed them on page six of all of this year's tests.

We have been trying to get the word out all year. This innovation was described in our first Leaguer article of the fall and we made announcements at each of the fall student activity conferences.

Last summer, we decided to make this change for two reasons. The first reason is obvious — it saves us a little work since fewer new problems have to be designed. The second reason is that the alert, ambitious coach now has new ways in which to prepare his contestant. The recycled problems are for the most part difficult problems; and you, therefore, have the opportunity to work them out and explain their solution to your students with such clarity that they can recognize and solve similar problems on the tests.

So if this information is new to you, you have your work cut out for you. We apologize if this article leaves you in shock. We tried to get out the word. Will those recycled problems be old friends or enemies? That depends on you.

Five TILF grants added

President Carl L. Yeckel of the Texas Inter-scholastic League Foundation (TILF) announced five additional scholarships to be awarded for the 1985-86 school year that do not appear on the 1985-86 scholarship opportunities brochure. A total of 329 scholarships valued at more than \$380,000, will be awarded by the TILF.

Two new scholarships awarded through the TILF Office are the Alvin & Lucy Owsley Foundation Scholarships at \$500 each.

North Texas State University will offer three \$200 Scholarships to high school seniors who have participated in the academic portion of the UIL State Meet. Applicants must also rank in the top quarter of their high school graduating class and enroll in a baccalaureate program at North Texas State University. For applications contact the NTSU Scholarship Office, Box 13707, Denton, TX 76203.

All high school members of the League should have received a mailout sent January 15th which contains two copies of the scholarship opportunities brochure, listing all of the scholarships available for the 1985-86 academic year, and listing the specific requirements for each scholarship, as well as the general requirements.

Additional brochures and new application blanks will be available to all state meet participants, or may be obtained by writing the TILF, Box 8028 — University Station, Austin, TX 78713. Please include a self-addressed, stamped (40¢) and letter-size envelope with your request.

The most common typing questions

By DR. ALAN THOMPSON
Typewriting Contest Director

The questions which have been raised most often regarding the 1985 UIL Spring Meet are those related to the use of electronic typewriters in the typewriting and shorthand contests. Many teachers probably remember the transition from manual to electric typewriters for contest purposes. The transition from electric to electronic typewriters for contest purposes promises to be no less lengthy and difficult than was the change from manuals to electrics.

The following are some of the most commonly asked questions concerning the typewriting contest.

• Why not allow electronic typewriters in UIL Typewriting and Shorthand contests?

First, only five of twenty-six sponsors of former state meet contestants polled recently expressed a desire to allow the use of electronic typewriters in the UIL typewriting contest. Many schools cannot afford electronic typewriters at this time, and students using electronic typewriters have a decided advantage over those using electric typewriters.

The primary advantages of electronic typewriters during contests probably are the beeping or buffer zone at the end of each line, the automatic carriage return, and the catch-up feature. Some users report that these machines also have a faster keyboard response time, thereby enabling the user to type faster. Naturally, options may vary from one brand or model to another. The use of electronic typewriters in UIL contests will probably be allowed only when and if enough schools make the transition from electric to electronic machines to justify a change in the rules governing such contests.

• What starting and stopping procedures should be followed?

There is no one right way to begin and end timed writings. At the State Meet, however, the starting procedures will be "eyes on copy ... ready ... type," while the ending commands will be "stop and return."

• Should students correct the test copy?

Since the contests stress speed and accuracy, students probably should not be encouraged to correct what they assume to be errors in the test copy. This applies to spelling, spacing and punctuation. They have nothing to gain by correcting the copy, but they do have something to lose — they

may be wrong and receive a penalty for their efforts.

• What determines the proper division of a word?

In most cases the proper division of a word is readily evident; however, in some instances the division of a word is dependent upon its use in the sentence. The word "progress" must be divided as "prog-ress" if it is used as a noun and "pro-gress" when it is used as a verb. If any doubt exists while sponsors are marking papers, a standard dictionary should be consulted.

• How should ties be broken?

The *Constitution and Contest Rules* now states in Section 1014 (i) and (j) that the students' alternate papers will be turned in and used to break ties among papers contending to place.

• Should warm-up writings be given prior to the five-minute contest timings?

It is recommended that contestants be given paper and practice copy so that they may conduct a brief warm-up on their own. Then the contest director should explain the starting and stopping commands and give two two-minute writings. Students need not be given time to check these timed writings.

• What are the responsibilities of the sponsors at the various contest levels?

Their first responsibility is to see that their students are at the contest site and in place to take the timed writings. It is very important for these sponsors to assist with the marking and scoring of student papers after the contest is finished. Each sponsor should bring a small calculator to assist in scoring the papers. The contest director should be given as much help and cooperation as possible.

Again, please remember that the use of electronic typewriters is not permitted in the typewriting or shorthand contest. Sponsors at schools which have recently purchased electronic typewriters may be tempted to bring them to the district and regional contests. We hope that in the spirit of fair play, sponsors will refrain from doing this even if it results in the need to use older typewriters.

I'm sure sponsors understand that there will probably always be differences in the quality and condition of the equipment used at the contests. The rule disallowing electronic typewriters is in place to keep these differences to a minimum.

U.S. water policy chosen as national debate topic



Barbara McCain

The Debate Topic Selection Committee of the National Federation of State High School Associations met in San Antonio, Texas, on December 27-29, to select the final wording for the 1984-85 debate topic dealing with the government providing employment for those living in poverty and to choose the topic area to be debated during the 1985-86 school year.

The UIL was represented by Dr. Bailey Marshall, Mrs. Janet Wiman, and J. E. Masters all from the League office. The debate coach representing the League this year was Barbara McCain of Rotan High School, Rotan, Texas.

Barbara graduated from West Texas State University. After teaching for one year in Colorado and working for MDA in Austin and Lubbock for four years, she began teaching debate in Rotan. She has qualified teams to the state UIL meet in 1982 and 1984 and placed second in 1983.

Three topic areas were submitted to the schools in Texas and the nation from which one would be chosen as the topic area for 1985-1986. The areas included Water Policy, Nuclear Weapons Policy, and Agriculture Policy. In Texas the Nuclear Policy area was the choice by most of the schools as the new area. But schools from across the nation chose another area.

Next year the topic area in Texas and in the nation will be: United States Water Policy: What is the most effective water policy for the United States? The topic chosen nation wide to be debated is Resolved: that the federal government should establish a comprehensive national policy to protect the quality of water in the United States.

Guidelines for number sense

Number sense director Dr. Charles E. Lamb recently completed compilation of a set of tentative guidelines for use in number sense test construction.

"With the help of concerned coaches, students and Texas Math/Science Coaches Association members from around the state, I've been able to put together guidelines very similar to the ones used to produce the UIL number sense contests," Lamb said.

"By using these guidelines, individual teachers and coaches may develop original contests," he said.

Persons may receive a print-out of these guidelines by mailing a stamped, self-addressed letter-size envelope to Janet Bye, UIL, Box 8028, UT Station, Austin, Texas 78713-8028.

Debate handbook available

The new *Debate Handbook*, written by E. Harvey Craig of Barbers Hill High School, is now available through the UIL office.

"The publication is a handbook for standard debate, written in looseleaf form that addresses debate and its relationship with the *UIL Constitution and Contest Rules*, the contest director, and the judge in the debate round," said J.E. Masters, League debate consultant.

"It offers suggestions for tournament procedures with examples of pairings for possible types of tournaments, ideas for tournament administration and possible rule interpretations."

Order forms may be received by writing the UIL office at Box 8028, UT Station, Austin, Texas 78713-8028. Attention: J.E. Masters.

Re-examining the goals of high school athletics

In 1912, the Debating and Declamation League and the Texas Interscholastic Athletic Association merged. The expressed purposes of the League in relation to athletics (track and field in those early years) were centered on "organization" and "control". Indeed, Charles W. Ramsdell, professor of history at the University of Texas, cited a need for development and "sane" control.

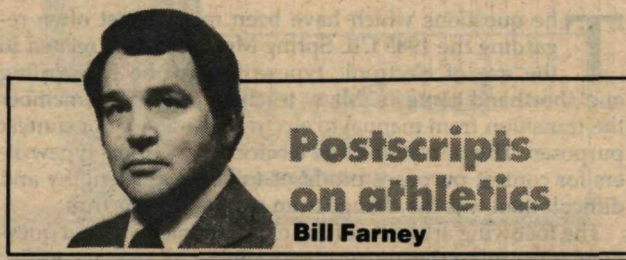
Early goals were expressed in terms of fostering school spirit, motivating boys to stay in school, and promoting higher ideals of sportsmanship. As the years passed, these goals retained their validity. Another goal — though not formalized — is the avoidance of mediocrity through a constant quest for excellence. Students who participate in athletics obtain a bonus to their personalities — fringe benefit, one may say — of developing positive attitudes about hard work, teamwork, and self-discipline.

The task of League administrators from early years to the present has been to control athletics so that both the expressed and unexpressed positive goals may be attained.

In most other non-athletic League activities, "promotion" has been a key word. School administrators, in cooperation with state contest directors, League directors, and local contest sponsors work constantly to encourage talented youngsters to compete in literary-academic contests.

Unfortunately for student athletes, all goals of athletic programs have not been conducive to sound education practice. High school athletics too often reflect some of the unwholesome visions of collegiate and professional sports. Strict amateurism is difficult to protect. Around every corner lurks an entrepreneur, ready to make a profit from athletics and athletes.

Any school that has won a championship will attest to the difficulty of guarding against those who would exploit high school athletics. One report alleges that a wealthy patron



**Postscripts
on athletics**
Bill Farney

once paid athletes to injure opposing players. One hundred bucks allegedly went to the guy who got the quarterback! Throughout the years, betting by over-enthusiastic patrons has endangered the game. Well-meaning parents have sought to lavish gifts and benefits upon student athletes. Widespread recruiting prompted strict residence requirements. The attraction of winning caused excess.

But, the most insidious enemy of desirable goals is the development and continuance of a "win at all cost attitude". This philosophy destroys the purposes of high school athletics, brings critics out in droves, sacrifices the student-athlete, and creates an atmosphere that encourages cheating, mistrust and loss of public confidence.

Fortunately, high school athletic programs are surviving these forces. But, it becomes more difficult to control the direction of high school sports when professional and collegiate horror-tales dominate daily newspaper headlines.

The recent drug scandals and admitted use of steroids by prominent sports figures throws suspicion on all athletic programs, and serves as a siren-song temptation to ambitious young athletes. The temptation to gain an edge in competition permeates today's society. It is easy to dismiss these problems as atypical. But left alone, they could deliver a

death-blow to high school sports. The benefits derived from high school athletic participation could decline, or in the current education reform movement, become unavailable to many aspiring young athletes.

In our collective efforts as educators as well as in our personal lives, when we lose contact with admirable goals, our product suffers. Whether that product is measured in desired student outcomes, changed attitudes, or aesthetic attainment, if the vision is lost, the people perish.

When things go wrong or when things begin to go wrong, the cure is returning to basics. Basics are goals. This means working with all involved to achieve those goals. Basics entail a return to what is the best — what is good for amateur athletics. An evaluation becomes necessary. Careful attention to the parts of a whole is mandatory.

And a return to good basic ideas can be painful. Something is lost, some excitement is gone. There may not be as full an opportunity as when athletic programs ran unbridled, in a mad dash to gallup in all directions. Change most assuredly produces neurosis.

The first step is to redefine the goals. Permit everyone with a viable interest an opportunity to assist in the formation of new mandates for direction. Then establish sensible methods to work toward these new goals. Checks and evaluation should be built-in so that close adherence to original goals will be a reality. It takes courage to begin, and full cooperation to continue.

If high school sports programs can create a wholesome atmosphere for adolescents, two benefits are possible: Those who seek and legislate educational improvement will be assured that inter-school athletics will become a steam engine on the train of reform; and even more importantly, the students who gain from participation in these athletic programs will translate those benefits into productive adult citizenry.

State track & field schedule released

Member schools voted to combine the two separate meets in an effort to cut down on loss-on-class time, and reduce the overall cost for many schools.

Since Texas has some of the outstanding high school performers, the two days in May could produce explosive, exciting action and several national records.

The schedule is as follows:

Friday, May 10

Field Events

- 9 a.m. Girls' AA Long Jump
- 10 a.m. Girls' AAAA Long Jump
- 11 a.m. Girls' AAA Long Jump
- 12 noon Boys' AA Long Jump, Girls' AA Discus
- 1 p.m. Girls' AAAA Triple Jump, Girls' AA Discus
- Boys' AA, AAA, AAAA Pole Vault
- 2 p.m. Girls' AAA Triple Jump, Girls' AAAA High Jump
- Boys' AAAA Discus
- 3 p.m. Girls' AA Triple Jump, Boys' AAAA High Jump, Girls' AAAA Discus
- 4 p.m. Boys' AAAA Long Jump, Boys' AAA Discus, Girls' AAA High Jump
- 5 p.m. Boys' AAA Long Jump, Boys' AA Discus
- 6 p.m. Girls' AA Shot
- 6:30 p.m.-10 p.m. Boys' and Girls' AAAA Track Events
- 7 p.m. Boys' AAAA Shot
- 8 p.m. Girls' AAAA Shot
- 9 p.m. Girls' AAA Shot

Track Events (Session I Running)

- 6:30 p.m. Girls' AAAA 3200-meter run
- 6:45 p.m. Girls' AA 3200-meter run
- 7:00 p.m. Boys' AAAA 3200-meter run
- 7:15 p.m. Boys' AA 3200-meter run
- 7:30 p.m. Girls' AAAA 400-meter relay, Boys' AAAA 400-meter relay
- 7:45 p.m. Girls' AAAA 800-meter run, Boys' AAAA 800-meter run
- 7:55 p.m. Girls' AAAA 100-meter hurdles
- 8:05 p.m. Boys' AAAA 110-meter hurdles
- 8:10 p.m. Girls' AAAA 100-meter dash, Boys' AAAA 100-meter dash
- 8:20 p.m. Girls' AAA 3200-meter run
- 8:35 p.m. Boys' AAA 3200-meter run
- 8:50 p.m. Girls' AAAA 800-meter relay
- 9:00 p.m. Girls' AAAA 400-meter dash, Boys' AAAA 400-meter dash

- 9:15 p.m. Boys' AAAA 300-meter hurdles
- 9:20 p.m. Girls' AAAA 200-meter dash, Boys' AAAA 200-meter dash
- 9:30 p.m. Girls' AAAA 1600-meter run, Boys' AAAA 1600-meter run
- 9:50 p.m. Girls' AAAA 1600-meter relay, Boys' AAAA 1600-meter relay

Saturday, May 11

Field Events

- 8 a.m. Boys' A and AAAA Pole Vault, Girls' AAAA Discus, Girls' A Long Jump, Girls' AA High Jump
- 9 a.m. Girls' AAAA Long Jump, Girls' A Discus, Boys' A High Jump
- 10 a.m. Girls' A Triple Jump, Boys' A Discus, Boys' AA High Jump
- 11 a.m. Girls' AAAA Triple Jump, Boys' AAAA Discus, Boys' AAA High Jump
- 12 noon Boys' AAAA Long Jump, Girls' A High Jump
- 1 p.m. Boys' A Long Jump, Girls' AAAA High Jump
- 1 p.m.-5 p.m. Boys' and Girls' AA, AAA Track
- 2 p.m. Boys' AA Shot, Boys' AAAA High Jump
- 3 p.m. Boys' AAA Shot
- 6 p.m. Girls' A Shot
- 7-10:20 p.m. Boys' and Girls' A, AAAA Track Events
- 7 p.m. Girls' AAAA Shot
- 8 p.m. Boys' A Shot
- 9 p.m. Boys' AAAA Shot

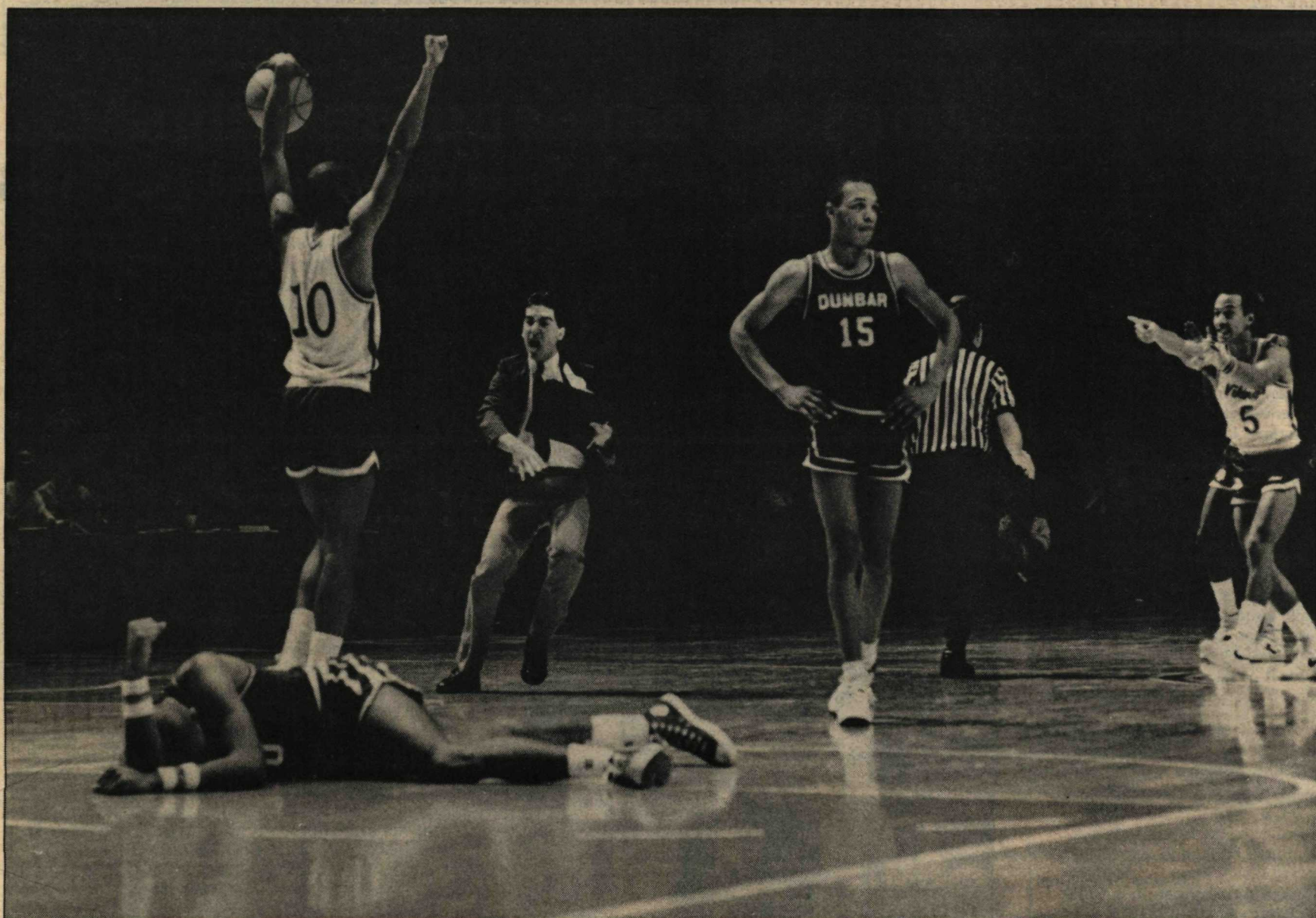
Track Events (Schools will compete in this order: AA, AAA) (Session 2 Running)

- 1:00 p.m. Girls' 400-meter relay, Boys' 400-meter relay
- 1:15 p.m. Girls' 800-meter run, Boys' 800-meter run
- 1:35 p.m. Girls' 100-meter hurdles
- 1:45 p.m. Boys' 110-meter high hurdles
- 1:55 p.m. Girls' 100-meter dash, Boys' 100-meter dash
- 2:15 p.m. Girls' 800-meter relay
- 2:25 p.m. Girls' 400-meter dash, Boys' 400-meter dash
- 2:45 p.m. Boys' 300-meter hurdles
- 2:55 p.m. Girls' 200-meter dash, Boys' 200-meter dash
- 3:10 p.m. Girls' 1600-meter run, Boys' 1600-meter run
- 3:45 p.m. Girls' 1600-meter relay, Boys' 1600-meter relay
- (Session 3 Running)
- (Schools will compete in this order: A, AAAA)
- 6:30 p.m. Girls' A 3200-meter run
- 6:45 p.m. Girls' AAAA 3200-meter run
- 7:00 p.m. Boys' A 3200-meter run
- 7:15 p.m. Boys' AAAA 3200-meter run
- 7:30 p.m. Girls' 400-meter relay, Boys' 400-meter relay
- 7:45 p.m. Girls' 800-meter run, Boys' 800-meter run



— Photo by Suzanne Abilez
Junction High School

- 7:55 p.m. Girls' 100-meter hurdles
- 8:05 p.m. Boys' 110-meter hurdles
- 8:15 p.m. Girls' 100-meter dash, Boys' 100-meter dash
- 8:35 p.m. Girls' 800-meter relay
- 8:45 p.m. Girls' 400-meter dash, Boys' 400-meter dash
- 9:05 p.m. Boys' 300-meter hurdles
- 9:15 p.m. Girls' 200-meter dash, Boys' 200-meter dash
- 9:30 p.m. Girls' 1600-meter run, Boys' 1600-meter run
- 10:05 p.m. Girls' 1600-meter relay, Boys' 1600-meter relay



The best of Texas high school basketball will be on display two consecutive weekends, February 28 through March 2 and March 7, 8, 9 at the Frank Erwin Center in Austin. State champions in five conferences will be crowned both weekends. Tickets are available through the Erwin Center on an advance basis. Adult all-tournament tickets cost \$35. Student all-tournament tickets cost \$27. For more information, contact the Erwin Center at 477-6060.

Photo by Bob Malish

Poor sports threaten athletics

Regretfully, I received a letter from an official today, informing me that the official is resigning after this season. As an experienced official, he said he was tired of "defending oneself against immature coaches."

"Officials are proud of their profession but do not need 'the negative attitudes of the coaches and players when they walk into the gym,'" he stated. "The coaches do not make you feel comfortable any more. The players say things like 'Oh no. We have them tonight.' As we leave, they make remarks like 'Those officials are terrible,' and what is even worse, the coaches do not even try to correct them. Officials should be respected."

At the State SOA meetings, the UIL has challenged each SOA member to recruit one new member for the organization. Our number of qualified officials is dwindling. Soon we'll not have enough qualified officials and some matches may be cancelled or postponed.

It is time that coaches and administrators learn not to blame officials for penalizing us for mistakes we make. As adults and coaches, we must demonstrate sportsmanship on and off the court. We are role models for and leaders of our teams. Self-control must be maintained at all times. How can we teach values unless we urge players to make an honest effort in conforming to the spirit as well as the letter of the rules? We challenge you as coaches, just as we have challenged the SOA members, to preserve athletics in the state of Texas by:

- Letting the players play ... it's their game.
- Setting an example of good sportsmanship for the players and spectators.
- Showing respect for officials.



- Accepting victory with humility ... and defeat with grace.

State Swim Meet

Also, it is not too early to begin thinking about attending the 1985 State High School Swim Meet, March 15-16 at the Texas Swimming Center in Austin.

The pool will be available for teams to practice from 7-9 p.m. March 14 and from 7-10 a.m. on March 15. Diving preliminaries are scheduled from 10 a.m. to noon on March 15. Swimming preliminaries will be held from 5-10 p.m. the same day.

On March 16, diving finals will be held from 10-11:30 a.m. Swimming finals are scheduled from 1-5 p.m.

Information packets will be available for coaches to pick up from 7-9 p.m. March 14 and from 7-10 a.m. and 3-5 p.m. on March 16 at the Texas Swimming Center.

Ticket prices for each of the three sessions will be \$4 for adults and \$3 for students. A \$6 coaches' pass (one per school) is also available.

Dr. Hatfield honored

Dr. Thomas Hatfield, dean of continuing education at UT-Austin and chairman of the State Executive Committee, has been elected chairman of the Southern region of the National University Continuing Education Association.

His two-year term started at the close of the region's annual meeting and follows a two-year term as chairman-elect. The position of chairman includes service as a trustee on the NUCEA national board. The primary purpose of the association is the encouragement of quality in continuing education and extension programs.

Hatfield has served as dean of continuing education at UT-Austin since 1977.

Baseball rules clarified

All bats must have an encircling mark 18" from the handle end of the bat beginning in 1987.

Devices, attachments, or wrapping that cause the bat handle to become flush with the knob are illegal.

Only bats may be used in loosening up (including weighted bats for this purpose) within the confines of the field.

Any runner is out, as well as ejected, for maliciously running into a fielder, regardless of obstruction.

Team allowed to finish the game with eight players, if because of illness or injury, a player is forced to leave the game and that team does not have an eligible substitute available.

The ball becomes dead immediately anytime a balk or illegal pitch occurs.

A batter is out if he enters the batter's box with an illegal bat. If the infraction is discovered before the next pitch following the turn at bat of the player who used an illegal bat, the defense may take the penalty or the result of the play.

If the ball and bat accidentally come in contact with each other a second time while the batter is holding the bat in the batter's box, it is a foul ball.

By state association adoption, light gray slacks may be worn by umpires.

February, 1985

The Leaguer
USPS 267-840

A winning fundamental solves many problems

The story is told of a young man who was asked if he'd ever lie. "Absolutely not!" For \$100?

"No."

For \$1,000?

"Well, maybe just a little."

It seems to me the athletic community in America has sold out to a price it can't refuse. Would professional and major college sports organizations allow their telecasts to be dominated by beer ads if it weren't for beer bucks? Would the U.S. Olympic Committee allow its name to be prostituted by alcoholic beverage producers if it weren't for the money?

When you drop a frog into a pot of boiling water, it usually jumps out. But if you place a frog in cool water and gradually increase the temperature, it'll adjust and eventually die.

Jeb Magruder of Nixon's Watergate White House observed: "We had conned ourselves into thinking we weren't doing anything really wrong and by the time we were doing things that were illegal, we had lost control. We had gone from poor ethical behavior into illegal activities without even realizing it."

Isn't that what's happening to sports in America today?

There are some absolutes, some standards of ethical behavior that don't change. Everything is not relative and to think otherwise is to begin a moral drift toward doing certain things tomorrow you reject as wrong today.

More of our problems arise from the failure to recognize the unchanging than from our failure to respond to change.

There are at least two things I believe are true and unchanging about human nature: First, we need to feel ownership. Ohio State philosopher Andrew Oldenquist says, 'Cause a person to believe there is something larger than himself which is his, a social unit in terms of which he partly defines himself and moreover which needs him, and his group egoism will triumph over his personal egoism every time.' I don't think I am unusual in sensing that if, and only if, I perceive a thing as mine, will I be proud when it prospers, ashamed when it deteriorates, and indignant when it is threatened.

Second, people need to sense a belonging. A rehabilitation counselor in Florida told me, "The increase in drug abuse among students is attributed to a lot of factors, far from the least of which is the consolidation of schools. Larger schools mean more youth excluded from participation in athletics and other activities which allow students to have identity and feel a part of things."

You've got to provide a feeling of ownership and belonging to those involved in your athletic program. Involve everyone possible — players, cheerleaders, booster clubs, parents — and regulate them. Those who say you can't make and enforce rules are wrong. People need rules, want them, feel rejected without them. If no one's rules apply to me then I'm not part of anything and become frustrated and litigious.

But make sure your focus is on the spirit and not the letter of the rule.

During a two-month span in 1980 when I worked with the legal problems of state high school associations, four situations occurred in rapid succession, which changed my thinking and ultimately my vocation. A Salt Lake City football player pummeled a referee during a state playoff game. A lawsuit ensued but there was no matter of law involved — only a matter of attitude. A principal in Teton, Idaho punched a ref in the face during a playoff football game. A lawsuit fol-



Photo by Doug Wallace
Richland HS, Fort Worth

By JACK ROBERTS Minnesota Athletic Director's Association

lowed but again, it was a matter of attitude — and lawyers can't fix that. A Miami, Florida football player was cursed by his teammates for fumbling a handoff which led to a 50-yard touchdown run and win by their opponents, leading to another lawsuit. And finally, a Michigan high school basketball coach was assaulted by a father who was angry because his son wasn't playing enough.

Four lawsuits but in each case, it was really an attitude problem. As athletic directors, you — not the attorneys — are the experts. You have the solution to litigation and financial and morale problems because these kinds of situations stem from lousy attitudes. You'll begin to effect solutions when you become totally committed to athletics as a life-changing instead of money-making enterprise.

I've based much of my professional life on the belief that athletics can change people positively. It's hard to believe that, however, when a coach bites off the head of a frog to fire up his football team or the coaching staff at another high school "moons" the homecoming crowd.

It's hard to believe coaches change lives for the better

when half the Pac-10 Conference is on probation, when drug abuse is rampant on pro teams, and when alcohol abuse by high school and college athletes is epidemic. It's almost as if we believe something that nobody practices.

Perhaps we lack the commitment to practice what we believe. Maybe we believe in the innate need of people to belong and thus that every athlete should play in every game — until it costs us a game. Maybe we believe in our innate need to be regulated and thus play by the rules — until it costs us a win.

Thirteen years ago, I was the assistant football coach in a junior varsity game. We trailed 7-6 late in the fourth quarter. We had the ball on our 30-yard line and our quarterback threw a perfect strike to our split end, who caught the ball and scampered down the sideline for a touchdown and apparent victory.

What only a few people had seen was that he'd stepped out of bounds before catching the ball, thus making him ineligible. No official had seen it but the head coach and several reserves had. You can imagine the agony the coach went through as he looked at the scoreboard, at the spot the split end had stepped out, at his players who'd seen the violation.

As the teams lined up for the extra point, the head coach called an official over and reported the infraction. The touchdown was cancelled and we lost the game. Yet it was a victory for the life-changing business of athletics that day because the coach's players learned that honesty isn't a sometime thing. They learned to play by the rules all the time, even if it cost the game.

If you'll commit yourselves to that end and put the kids' interests above your compulsion to win, you'll solve a lot of your problems. The more kids you play, the more their parents feel a part of things and support your programs.

When I coached football, nobody was cut from the squad or stood around during practice. While the offensive starters worked out, I'd have the subs and work on defensive skills. By the season's end, several had become defensive starters. I played every boy in some game every week and every boy had an opportunity to start at least one game on some level during the year.

We had the biggest laundry bill in the conference but I submit that we hire and fire coaches not on the basis of wins and losses but on the number of dirty jerseys.

In one JV game, I started a boy at defensive tackle who was terrible. I planned to take him out after a few downs but the other team didn't notice his ineptness and he played well enough so that I kept him in the entire game. Afterwards, the father shook my hand and thanked me. The mother said nothing but the tears in her eyes said it all.

I don't remember if we won or lost that day but I do remember that defensive tackle giving me a big hug in his muddy uniform and hooting for the first time all year. He belonged. He felt a part of the program.

The spirit behind every law in our society and every rule of athletics is fairness. If you're a fair person, you'll treat people fairly — not just when you're required to by rules but all the time. That means giving every kid a chance to play. Not because the school or state association says you must but because it's fair and right thing to do.

If you'll treat every kid and parent as if they're wearing a sign around their neck saying "Please make me feel important," you'll change attitudes and improve morale and solve a lot of problems. This is an absolute that does not change — a "winning fundamental" I urge you to apply daily.