

## RISKS versus Benefits

Panel weighs values of competition, agrees that contests are worthwhile

Despite rumors to the contrary, extracurricular competitive activities are good. That was the consensus of a panel of experts who met in Austin June 4 to grapple with the question, "Is educational competition valuable and, if so, what are its values?" The panel, consisting of Dick Fawcett, assistant to the director of the National Federation of State High School Associations; Bob Floyd, director of bands at Berkner High School in Richardson; and Lynn Hickey, women's basketball coach at Texas A&M University, heard two major speeches and personal testimonials from the 50 invited guests attending the seminar while helping to validate a statement of purpose stating that the benefits of competitive activities far outweigh the risks.

The statement of purpose is as follows:

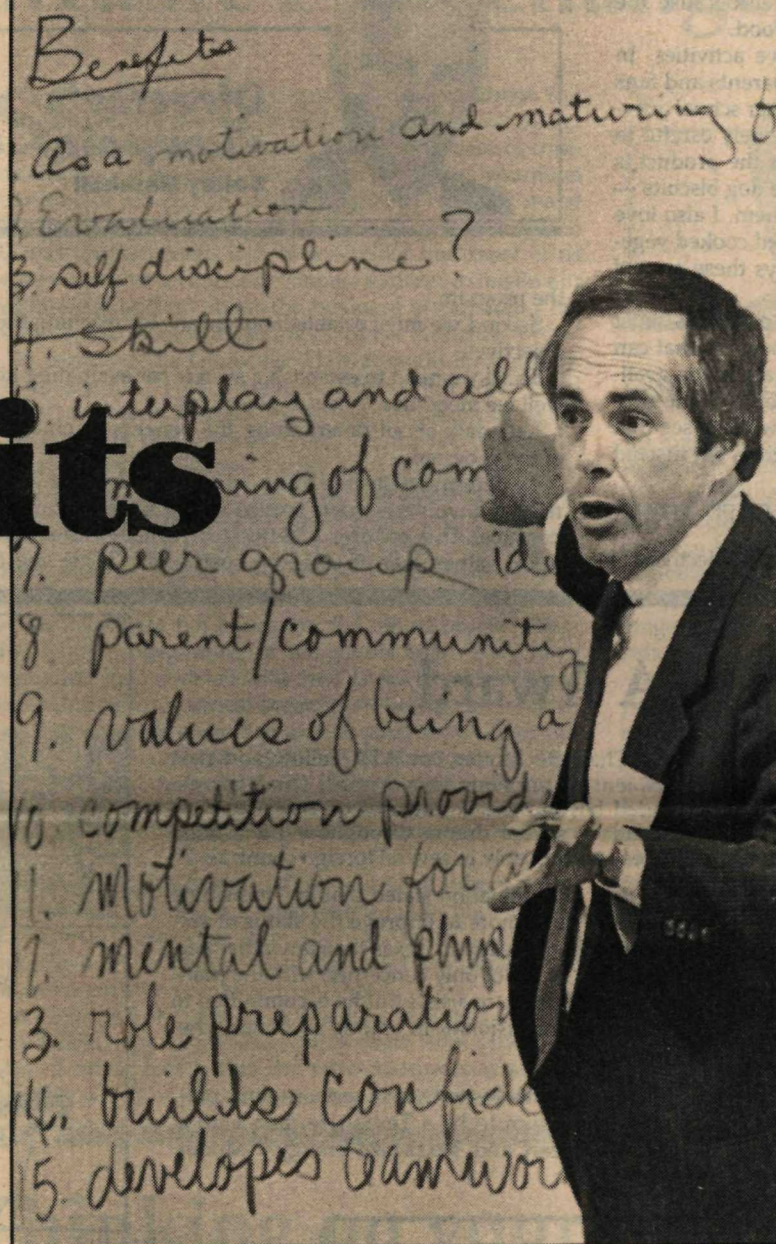
The University Interscholastic League believes that most students enjoy the pursuit of excellence and seek opportunities to test themselves against their own accomplishments and those of their peers,

that such opportunities are best provided through properly conducted and equitably administered competitive activities,

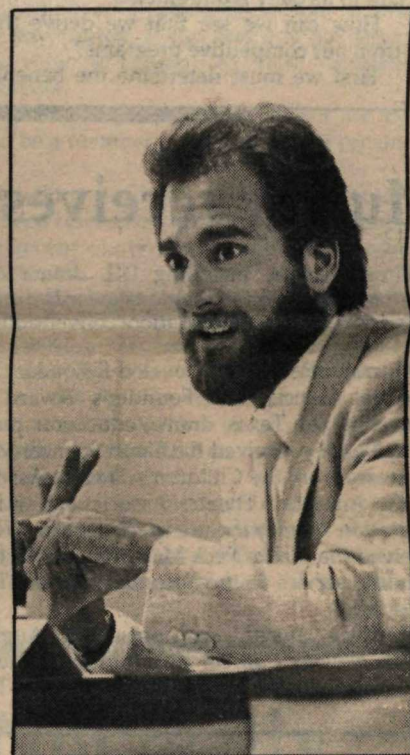
that the classroom is enriched by the flow of student energy into the more intensified arena of competition and back into the classroom,

Therefore, we reaffirm that students are the focus of our endeavor and deserve an opportunity to:

- refine physical and mental aptitudes
- nurture self-realization and build self-confidence
- feel a sense of pride and dignity
- experience teamwork and develop a sense of fair play
- foster self-discipline and perseverance
- learn the need for rules and for the gracious acceptance of decisions
- affirm self-worth in times of disappointment as well as adulation
- cultivate lifetime skills
- complement their classwork with practice and performance
- have fun
- experience the joy of achieving their potential in a wholesome environment



**PLUSES.** And minuses of extracurricular activities. On June 4, experts on competition examined the risks and benefits of school activities, with the primary goal of determining if the pluses outnumber the minuses. Among those presenting testimony were UIL Director of Music Activities Richard Floyd (left) and Dr. Bob Moats, a psychologist and conflict resolution consultant.



• and discover that ultimately the true meaning of winning is doing one's best.

The one-day program began with speeches by Dr. Donna Lopiano, director of Women's Athletics at The University of Texas at Austin, and Dr. Bob Moats, a psychologist and consultant in conflict resolution.

Dr. Lopiano said that sports require a physical and intellectual effort, that they are value free, that they enable participants to pursue perfection, and that competition is essential to the definition of perfection.

"First, all sports activities require the coordinated action of mind and body together," she said. "There is no such thing as separating the physical and the intellectual."

"Second, sports is essentially meaningless and value free. However, the people who play, coach, and administer the conduct of sport programs bring their values to sport. If you are a dishonest person, you can be dishonest in sport."

"Third, sport is one of the few activity constructs available in a highly technological society which enables participants to pursue perfection," Dr. Lopiano said. "Our society has become so complex, so convoluted that few people have the opportunity to take full credit for doing one thing perfectly, from beginning to end."

"Competition is no more than comparing yourself with someone else doing the same thing. The interchange between two competitors creates a series of steps ascending to the possibility of perfection. And like sport, competition is value free. People bring their own values with them to the competition."

Dr. Lopiano said the current problems in scholastic athletics are the result of "good people failing to broadly define their responsibilities as leaders of educational sport." She added that the schools' obligations to student-athletes are fourfold: to set a goal to win; to achieve a 95 percent graduation rate and a minimum 2.0 grade point average among athletes; to

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# We must prove that contests are valuable

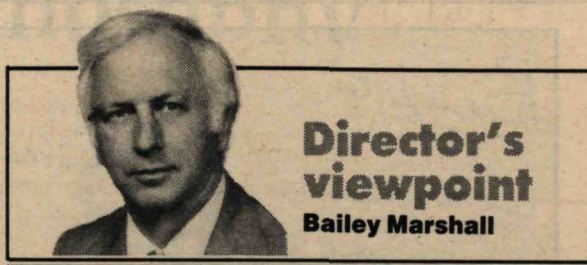
**T**here are many human and animal food products on the market that do not sell well because the humans or animals do not like the food.

That is not a problem with competitive activities. In fact, our problem may be that students, parents and fans like our products too well in relation to other school activities. Because of this we have to be extremely careful to assure the participants that the quality of the product is the best it can be. My dogs love these little dog biscuits — but my wife says they are not good for them. I also love pork ribs, fat meat, and high pork-seasoned cooked vegetables. My wife, who is a nutritionist, says these are not good for me.

The University Interscholastic League programs must be nutritional. We must see that all the benefits that can be made available through the program are made available even if we are forced to withhold some of the programs' spice. At the same time we must work to see that we do not detract from the academic program but instead add to its daily requirements.

How can we see that we derive the proper benefits from our competitive programs?

First we must determine the benefits or objectives of



**Director's  
viewpoint**  
Bailey Marshall

the program.

Second we must establish our means for reaching these objectives.

Third we need to establish a system for evaluating how well we meet these goals or objectives.

Let's talk about determining the benefits or objectives of the program.

To determine the benefits or objectives of a program we need to involve as many groups within the community as possible. This ensures a better acceptance of the agreed upon values than if someone just says, "These are the

values that should be derived." This means getting these representatives together to discuss what these values should be.

Next, to determine the means for reaching these objectives, we also need this same representation from the various groups (parents, fans, students, sponsors, teachers, press, school board members and administrators). Again their participation in determining how to best reach these objectives assures a commitment from the various groups to see the objectives are reached through the processes outlined.

Finally, some type of evaluation system should be developed. Again the group process would be most beneficial.

As in all cases of group decision making, the group needs to have information available to them. The risks and benefits conference report in this issue may be used as a guide to help prepare the participants for this task.

Regardless of how we attempt to accomplish this task, it may be the most important charge we face in extra-curricular activities. We must be able to show that these activities are educational and substantially contribute to student's preparation for life.

## Murray receives TETA Award

Three Texans, including UIL drama director Lynn Murray, won prestigious awards during the American Theatre Association convention, August 4-7 in Toronto, Canada.

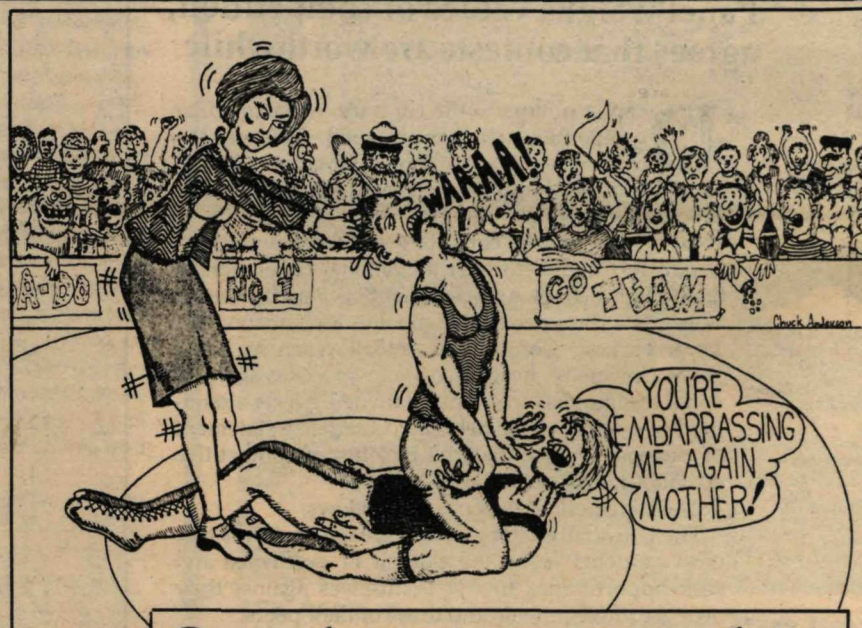
Murray received the coveted Secondary School Theatre Association's Founder's Award. Also, University of Texas drama education professor Ruth Denney received the Sarah Spencer Memorial Award from the Children's Theatre Association of the American Theatre Association; and Texas Education Agency theatre specialist Kim Wheatley received the Walter Peck Memorial Award for outstanding service to the Secondary School Theatre Association.

Murray's award was presented August 5. "Lynn Murray's career in educational theatre is very impressive, even in the big State of Texas,"

said Charlotte Motter, an ATA Fellow and past recipient of the Founder's Award, "and has extended beyond the boundaries of Texas to affect secondary school drama throughout the United States and probably in several foreign countries."

Letters of nomination stated that he "has single handedly done more to improve the status of secondary school theatre in Texas than any other person" and "he is not only concerned with the training of young theatre artists but he is committed to furthering professionalism among secondary theatre teachers."

"These testimonies to Lynn's service to our profession show him to be a Texas-size man with a Texas-size heart and Texas-size energy," Motter said.



**Good sportsmanship  
includes everyone!**

## Official notices

### Waiver Review Board

Supt. Phil Wood of Bullard was elected to the Waiver Review Board for a four year term beginning July 1. He represents Region 3, Conference A.

Also, Supt. Bob Caster of Fredericksburg was elected to a two-year term and will represent Region 4, Conference AAAA.

### Johnston HS (Austin)

The Johnston High School (Austin) girls' soccer team has been publicly reprimanded by the State Executive Committee for violation of Section 21 (a), (b), (c), and (f) of the C&CR. The penalty is effective for the 1985-86 school year.

### Calvert HS

The Calvert High School girls' track team has been publicly reprimanded by the District 29-A Executive Committee for violation of Section 1202 (k) of the C&CR.

The Calvert High School boys' track team coach Morris Friddle has received a public reprimand for using an ineligible player. The penalty was assessed by the State Executive Committee and is effective for the 1985-86 school year. The penalty includes a one-year period of probation in all sports with the condition that further alleged violations of UIL rules by Coach Friddle may result in a subsequent hearing before the State Executive Committee and the possible assessment of a more stringent penalty.

### Jefferson-Moore HS

The District 6-4A Executive Committee has placed Waco Jefferson-Moore HS on probation in boys' basketball January 8, 1986 for violation of Section 1230 (d)(1) of the C&CR.

### 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.

### 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.

### Spelling List

Please note the following corrections of the Spelling Word List:  
Page 13, column 31 — laryngospasm  
Page 17, column 44 — remuneration

### Official Interpretation

The State Executive Committee issued the following official interpretation of the effective enforcement date of the newly-adopted four-year rule, referred to in Sections 400 (i), 412 and 4100 (h) (1) of the Constitution and Contest Rules.

"Beginning with the 1985-86 school year, all students have four years from their first entry into the ninth grade under the four-year rule."

**The Leaguer** is the official publication of the University Interscholastic League, Box 8028, University Station, Austin, Texas 78713-8028. The UIL office is located at 2622 Wichita, on the campus of The University of Texas at Austin. Phone (512) 471-5883. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors.

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### State Executive Committee

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Editor . . . . . Dr. Bailey Marshall  
Managing Editor . . Bobby Hawthorne



## Music List committees set agenda for revisions

Committees have been appointed in band, choir and orchestra to begin the process of revising the current Prescribed Music List. The new list will go into effect for the fall of 1987. The schedule for these committees is as follows:

- **SCHOOL YEAR 1985-86** — Review the current contest repertoire, make recommendations and begin a preliminary study of works to be considered for addition to the list.
- **SUMMER OF 1986** — Meet for in-depth discussion of additions and the tentative formulation of a revised list.
- **JUNE OF 1987** — The new Prescribed Music List will be printed and made available for distribution. This list will be in effect for the school years 1987, 1988, 1989, 1990.

The new committees will dwell to a great extent on the quality of music contained on all lists, plus initiate a thorough study of the repertoire appearing under each solo and ensemble category. The latter will be a major task and will require input from many teachers and directors throughout the state. Support subcommittees are currently being formulated and appointed to assist in this portion of the project. The chairman of each committee is listed below. You are encouraged to communicate your suggestions to the appropriate person in each performance area.

**Orchestra** — Charles Tittsworth, 5217 Claremont, Houston, TX 77023, 713-477-3601.

**Vocal** — Joe Irwin, 9 Dale Court, Brownsville, TX 78520, 512-541-6351.

**Band** — Robert McElroy, 14631 Honeycomb, Cypress, TX 77429, 713-373-0538.

This is an exciting challenge for the UIL and the individuals charged with the task of making appropriate and meaningful revisions. The end result should be a document that is reflective of what is perceived as the best material available for music students in Texas. Such a task can only be achieved through the teamwork of everyone interested in the quality of repertoire we prescribe for our organizations and students. Please be an active participant in this important project.

## Guitar contest begins

In August of 1984, the Legislative Council Standing Committee on Music heard a proposal to add acoustical guitar to the list of solo and ensemble events currently available. In October, the full Legislative Council approved the addition of acoustical guitar solo and ensemble competition as a pilot program for the 1985-86 school year.

These events may be scheduled with either the band or orchestra solo and ensemble contest. The options for entry appear in the 1985-86 **Constitution and Contest Rules**, and performance requirements are consistent with all other solo and ensemble activities. It is important to note that full-time students who meet all eligibility requirements may represent their school as participants in this contest. They need not be enrolled for a specific music class, but their names must appear on the appropriate Form 1.

Procedures for implementing the program have been distributed to all UIL music districts. A graded Prescribed Music List has been prepared and is available from the state office. Reference copies have been distributed to each Executive Secretary and many major music outlets. All questions and inquiries should be directed to the UIL music office in Austin, (512) 471-5883.

A careful study will take place at the end of the school year to determine the level of participation and the feasibility of making the event a permanent part of the Music Contest Plan. Comments and suggestions concerning this project are encouraged and welcomed.

## Marching study approved

As announced in the February, 1985 issue of the Leaguer, a committee has been appointed to study the current marching contest program. The primary focus of this committee is to address issues such as an assessment of the effectiveness of the current comment sheet and the perennial questions that surround procedures pertaining to the Region and State Marching Contest. It is not the purpose of this committee to make value judgments concerning the current district/region/state contest format or recommend imposed revisions at any level of the contest.

The members of this committee met in an open work session during the recent TBA convention in San Antonio. The meeting was productive and included input representing many points of view. The committee will meet again on November 23 at the University of Texas. The exact time and location will be announced at a later date. As in other UIL music matters, suggestions, concerns and recommendations are welcome. All communication should be addressed to the State Office or Bill Brady of MacArthur High School in San Antonio, who is chairman of the committee. Other members of the committee include:

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.

# Music Plan changes 'minor'

Somewhere it is etched in stone on a mountain top that the beginning of each school year will be accompanied by a seemingly endless stream of communications containing new information plus countless revisions of old policies and procedures. With the many changes that took place during the spring of 1984 as HB 72 was implemented, it is little wonder that most of us would welcome a year of no change in order to regain our equilibrium and go about the business of providing the best possible musical experiences for our students.

In regard to the UIL Music Plan, it might be appropriate to use the "I have some bad news and some good news" approach as a preface to any discussion of recent changes. The bad news is, "Yes, there have been some changes." The good news is that most of them are minor. In every case it is hoped that these revisions will strengthen the contest program and be of mutual benefit to all.

The following changes will appear in the 1985-86 **Constitution and Contest Rules**. Some of the revisions went into effect this past spring as soon as they were approved by the State Board of Education and others became effective with the beginning of the school year. They have been discussed in detail with the District Executive Secretaries during their annual meeting in August. If you have questions, please contact your executive secretary or call the state music office for additional clarification.

• **Ninth and/or Tenth Grade High Schools** — Performing groups in ninth and/or tenth grade high schools may enter non varsity (second group) competition for their respective conferences.

• **Junior High Contest Judges** — It is no longer necessary for two out of three judges for a junior high concert contest to be selected from the TMAA list. However, judging a junior high contest will count for fulfilling the requirements for membership in TMAA.

• **Division I at TSSEC** — Any soloist earning a Division I at TSSEC may select subsequent solos from other prescribed music lists within the same instrumental family. In other words, euphonium players may select their next



solos from the trumpet list, etc.

• **Solo and Ensemble Contest Starting Date** — There is no longer a starting date for the scheduling of solo and ensemble contests.

• **Amending Form 1** — Organizations may amend their Form 1 for any contest at the end of a six weeks grading period in order to conform to SBOE scholastic eligibility requirements.

• **Choir Accompanist** — Choir accompanists are no longer required to be a member of the competing organization.

• **Choral Sightreading** — Choral sightreading contest procedures have been revised to conform with the recommendations of a recent study committee. Consult the 1985-86 C&CR for details.

• **District/Region/State Marching Contest** — In order to be consistent with all other UIL competition above the district level, the *Division I* requirement at the Regional Marching Band Contest has been eliminated. Thus, each regional contest has the right to certify two groups to state in each conference. If only one or two bands in a conference are certified from district to region, they will receive a bye to the state contest.

This information is intended only as a summary of rule changes. Anyone affected by these guidelines should consult the 1985-86 C&CR, a district official or the State Office to make sure that the procedures are being properly implemented.

# Thinking on your feet? Not really

From time to time, one encounters a special article or essay that stimulates the thought process and, in some cases, generates a reassessment of ideas regarding certain issues. The following comments of Stanley Marcus, chairman emeritus of Neiman-Marcus, seem particularly appropriate as they apply to the music teacher's role as conductor, motivator, mentor, and, sometimes, adjudicator. The article first appeared in "Viewpoints," a regular feature in the *Dallas Morning News*. It is reprinted here with the permission of that newspaper.

## Inflation in our Compliments

We're all familiar with the term "inflation" when we're using it to talk about how much or how little our dollar will buy, but there's another kind of inflation to which we can't pay adequate attention.

Money is not the only thing that's inflated during our lifetimes. We've inflated our way of giving praise and compliments. We do it in both word and gesture. For example, we frequently hear something described as "terrific" when it's merely OK; or "fabulous" when it is just good. "What do you think of your new car?" you may ask a friend, and he says, "It's fabulous." So what is he to say when he's confronted with something truly fabulous, like the Grand Canyon.

We're inclined to blame word inflation on advertising. It has long since made us insensitive toward superlatives such as "Super!" "Giant!" and "Once in a lifetime!"

But in recent years, there has been a trend that gives evidence to the fact we might have done it on our own. The culprit is the standing ovation. Years ago, an outstanding

performance at the theater or the concert hall brought the audience to its feet with cheers and applause.

Such an ovation was as rare as it was spontaneous and, as such, was a fitting response to show honor to performers who had made an extraordinary effort. But nowadays, it seems that if the orchestra manages to start and finish a piece together or the actors don't muffle their lines, then half the audience jumps to its feet with "Bravos!"

Maybe I've been so lucky lately that I've managed to see only outstanding performances, but common sense and my own critical faculties make me doubt it. My colleague John Anders' recent piece on this subject indicates I'm not alone in believing Dallas audiences are "clap-happy."

Unsophisticated audiences are likely to react to artistic performances in one of two ways. One is to sit on their hands and not applaud because they don't know what is good or bad. The other is to over-respond by reacting to a symphony in the same manner as a football crowd does to a 40-yard pass. Both reactions reflect a lack of knowledge which is not necessarily the fault of the members of the audience.

Perhaps the programs or the conductor should indicate by printed word or by gesture that "Here's the place to applaud." Just because the conductor appears to be in a frenzy is no reason for the audience to follow suit.

Underserved standing ovations seem wrong to me on two counts. Not only do they leave us with no adequate response to a truly great performance, but they must surely offend the performers when they know they've merely done their job.



# One-act play contest is worth the hassles

If you didn't plan your spring semester calendar last year, now is the time to consider and plan. I hope you plan to include the one-act play contest as a part of your schedule. Actual OAP participation dropped last year for the first time in fifteen years. There were several reasons, but the major causes were related to scheduling and student eligibility. These two basic problems can be solved and I believe OAP is worth the difficulty.

The values of OAP are many, but the basic values lie in motivations to achieve excellence in those things important to society. The importance of theatre to society is evidenced by the resources society contributes to support it in its many forms. This tremendous expenditure on various forms of theatre places a responsibility on those of us who have chosen this field.

The OAP contest supplies us with two important aids: motivation and evaluation. The first is an aid to encourage students and teachers to achieve excellence and the latter provides a measurement of degree of achievement in relationship to others. I did not say you had to win to learn by comparison.

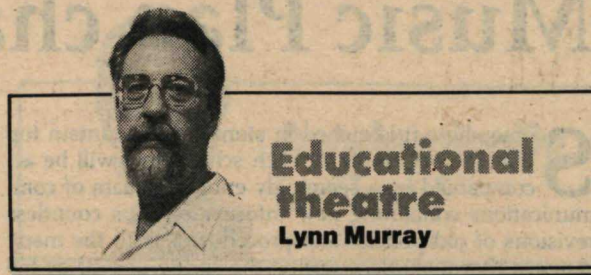
One of the main objectives of our contest is to teach theatre as an art form and we must structure and evaluate our contest accordingly. In the present structure, we have developed a usable plan of evaluation, although it is open to human error and mismanagement. It may well be that we do not create the atmosphere that can lend itself well to evaluation. Good teachers must prepare students for educational competition.

For those that have been reading this sermon for fifteen years, I ask for your indulgence. For directors that have become involved in the past five years, I urge you to consider and plan carefully.

Sponsors of all UIL activities must be prepared for educational competition. OAP directors are no exception, but it is more important for play directors because they are involved as participants in a very subjective contest. One-act play is a contest in acting and directing.

The play company must realize and prepare themselves for a subjective contest in which all gain, but few get awards. Learning to grow and learning from experience and by comparison is vital. Competition in educational theatre is a motivating force, but much value is lost if the only aim is winning. All must win with humility and lose with dignity. The learning is in the experience.

Educational values derived from play contests are in part accrued from preparation. The teacher plans the pro-



duction, teaching students under the stimulus of anticipated contest evaluation. Here lies much of the educational value.

Our critic judge plan provides additional values. One of these is the reinforcement of those attributes which were well taught and favorably demonstrated by the students. Judges are obligated to support a job well done. The judge is obligated to point out areas that need improvement and suggest methods of correction. In doing this, he is reinforcing the director's good work and he is suggesting areas for growth. The judge is not obligated to substitute for the lack of theatre training of the director, but does serve as an extension teacher and supplements the training already received.

Why should we participate in competitive theatre? Many believe that competition in the arts is degrading. We must remember that competition is the basis of a free society. If competition works in industry, business, and athletics, it works in theatre. Director preparation and understanding the nature of educational competition is the key.

Competition in theatre promotes growth by comparison and encourages the pursuit of excellence. Success in OAP does create that all-important incentive — recognition, which often brings greater administrative support and student involvement. It is easier to justify supporting outstanding quality, but the director in OAP must have common sense.

There are over 1000 entries in 159 districts. How many can win first place? Several years ago the OAP contest changed to two winners advancing in order to temper emphasis on winning the trophy. Now over 300 schools are actually recognized as "winners." Including zone winners, one-third of all entries are "winners." This does not include the multitude of individual awards at all levels of competition that bring additional recognition to par-

ticipating drama programs. OAP awards brought to the public's attention can be used to stimulate interest and pride in the drama program.

It is true that our society will finance and support that which is successful. If we take competition out of our secondary theatre programs, we rob our programs of one of the ways to be successful and to be recognized. Our theatre programs need recognition.

Many find it difficult to believe quality theatre is possible in high school. How do we educate the public? It takes more than good publicity about coming productions. If we have our students and our public properly prepared, they accept decisions and critiques as one measure of our theatre programs. OAP should not be the only measure of quality, but it can be one positive indication. Successful experiences in OAP have served as tremendous aids to our theatre programs. Many schools have had drama programs of outstanding quality, but productions were sparsely attended and programs remained relatively insignificant and unknown until recognition was gained by winning in OAP. Use it, but control it.

Winning is not the only reason that competition is important to our drama programs. Every winning drama program should certainly understand how to lose. Most have. We all live daily with winning and losing. OAP provides an opportunity to an educationally controlled exploration of the competitive adult world in which high school students must soon actively participate.

If your only goal is to win the trophy, the odds are still so great as to automatically suggest defeat. No loss of a trophy can take away the multitude of educational experiences available to students in the one-act play contest. Your play company loses only if they are not prepared for the experience and their minds are closed to the informed comments of the critic. Even the poorest critic has something to offer.

Director behavior is mirrored by students. When the OAP director is properly prepared and uses competition as an educational tool, he is providing experiences and teaching lessons that are necessary for the student to succeed in life. The coveted trophy will be forgotten, but the profits from educational competition and aims of OAP attained will provide a foundation for an improved quality of life.

Plan now to be involved in OAP. Enrollment materials have been sent to your superintendent. Schedule participation in the Student Activities Conference nearest you.

## UT conference offers advanced training credits

The Drama/Theatre Arts portion *only* of the UIL Central Texas Student Activities Conference, Sept. 28 at UT-Austin, has been approved for "advanced academic training" by the Texas Education Agency. This program relates to the secondary theatre arts curriculum area identified in the State Board of Education rule 19, TAC, Chapter 75, Curriculum. These sessions are jointly sponsored by the UIL, UT-Austin Dept. of Drama and the Texas Educational Theatre Association, Secondary School Theatre Section.

TETA is jointly sponsoring nine fall regional workshops. In addition to the Austin SAC, AAT sessions are scheduled for: Sept. 14, 1985, 9 a.m.-4:15 p.m., *Beginning Directing, Advanced Directing, or Sets and Costumes on a Budget*, Dept. of Communications, Pan American University, Edinburg, Elaine Bent, McAllen High School, 2021 LaVista, McAllen, 78501, 512/687-7751; Oct. 5, 1985, 9 a.m.-5 p.m., *Teaching Theatre Arts, Part One*, Dept. of Continuing Education, Tarleton State University, Stephenville, Mary Jane Mingus, Dept. of Fine Arts and Speech, Tarleton State University, Stephenville, 76402, 817/968-9484; Oct. 12, 1985, 9 a.m.-5:15 p.m., *Managing and Directing Secondary Theatre Students*, Dallas Repertory Theatre, Northpark Shopping Center, Dallas, Thelma Pate, Mesquite High School, 300 E. Davis, Mesquite, 75149, 214/285-8861; Oct. 19, 1985, 9 a.m.-5 p.m., *Creative Drama and Technical Theatre*, Lanier High School, San Antonio, Nicki Roberson, Lanier High School, 1504 W. Durango, San Antonio 78207, 512/233-2926; Nov. 2,

1985, 9 a.m.-5 p.m., *The Director as Artist*, Dept. of Theatre Arts, Texas Tech University, Lubbock, Pam Brown, Lubbock-Cooper High School, Rt. 6, Box 400, Lubbock, 79412, 806/863-2282; Nov. 9, 1985, 9 a.m.-5 p.m., *Teaching Theatre Arts, Part Two*, See Part One; Nov. 23, 1985, 9 a.m.-5 p.m., *Teaching Theatre Arts, Part Three*, See Part One; and Dept. of Theatre, Stephen F. Austin State University, Nacogdoches, Jody Worsham, Nacogdoches High School, 4310 Appleby Sand Rd., Nacogdoches, 75961, 409/564-2466, Date and Title to be announced.

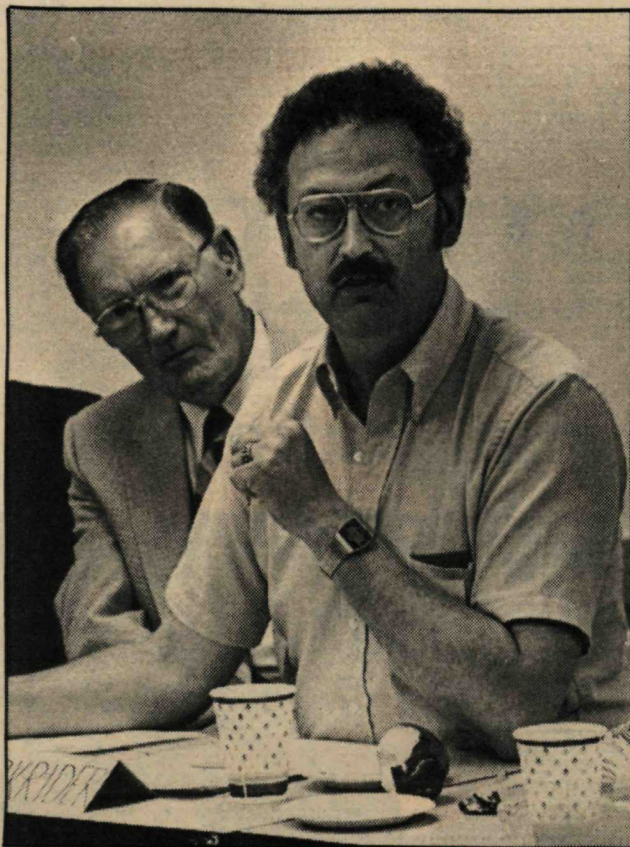
The purpose of the Central Texas SAC/Drama workshop is to provide secondary school theatre teachers with a diversity of theories, information and techniques needed to successfully implement the Chapter 75 essential elements for theatre arts. The Central Texas Student Activities Conference will include numerous theatre workshops for both teachers and students. Sessions applicable for advanced academic training will be clearly identified in the program. Credit will not be given for sessions focused on the University Interscholastic League one-act play contest, management, administration or rules. In order to document six clock hours of instruction, registered participants will be required to obtain monitor validation at the conclusion of each session. A complete validation document will be required for receipt of the advanced academic training certificate. Participants may select six hours of workshop in acting-directing or in production, or a combination of topics to meet individual needs

related to local theatre arts curriculum. The acting-directing workshops will include the following "acting concepts and skills" essential elements: warmups, movement, improvisation, stage combat, character and scene analysis, creative drama, auditioning, dramatic interpretation, the rehearsal process, directing techniques and assessment strategies. The production workshops will include the following "theatre production concepts and skills" essential elements: theatre research, playwriting techniques, scene design, costume design, sound design, makeup techniques, theatre for children, dance drama, musical theatre, theatre safety and assessment strategies.

TEA has approved this workshop for three years. A theatre arts teacher could attend three consecutive years without repeating a session. There will be new sessions added annually to create a totally new workshop in acting-directing or production. To utilize fully the drama faculty at the University of Texas at Austin and to provide the best advanced training for implementation of the theatre arts essential elements for secondary school teachers, the 1985 individual programs will not be finalized until after the beginning of classes in September, but the sessions will be similar to programs conducted at the SAC 1982-84. It should be noted, however, that each faculty member will teach their specific area of expertise and will cover the specified essential elements as in past years.

For more information, contact Lynn Murray, UIL.





**IN PERSPECTIVE.** Austin Anderson High School publications adviser Jack Harkrider told members of the risks/benefits panel that contests are valuable only when kept in perspective of a total educational experience. Listening in is Dr. B. J. Stamps of the UIL administrative staff.

## Learn the basics of writing before trying to specialize

Speaking as a former UIL director of journalism, speaker at numerous student activities conferences, director of spring meet regional journalism contests and judge of assorted scholastic journalism competitions, let me say that I think the addition of a sportswriting contest to the schedule of spring meet journalism contests would serve no useful purpose.

From an administrative point of view, the addition of another contest can only create conflicts and problems. These would not be insurmountable, of course, but they would have to be dealt with.

More important is the philosophical/educational aspect. I am afraid that the addition of such a contest would further perpetuate an existing illusion that there is something mystical about sportswriting. Sportswriting is basic reporting and good writing — nothing more, nothing less. It is not a measure of one's ability to use jargon and buzz words — although I am convinced that virtually every novice sportswriter starts out thinking that way.

The ranks of good writers and reporters are already a bit thin in some schools and some conferences, and adding another writing contest would further dilute these ranks.

If a student wants to be a sportswriter, let him first learn the basics of writing and reporting — then worry about specializing.

That's my two cents worth. Thanks.

Roy Moses  
Assistant Professor, Journalism  
North Texas State University

## Random notes, no joke

**M**y predecessor here, Max Haddick, once told me to keep my first column of the year short and to the point. "Most people out there have no idea who you are and probably won't be in the mood to be charmed, humored or offended," he advised.

Done. But not before I take the opportunity to brag that I had a great summer. Only wrecked my car once. Went to Colorado in time for the Cheyenne flood, and the only chance I had to play golf, I shot a 75 on the front nine. Seriously. Hope your summer was as much fun.

We're starting this year without several excellent teachers. Tom Prentice and Mark Yemma, both of Austin (Austin High and Travis High respectively) have left teaching. Tom is director of services for the Texas Daily Newspaper Association and Mark is managing editor of an Austin suburban newspaper.

Also, Cheryl Chrisman of Temple has followed her husband, David, to Missouri. And Cathy Collier of Fredericksburg is now working for the town's local newspaper.

On the bright side, one of the nation's best scholastic journalists, Judy Allen, formerly of Western Oaks Junior High near Oklahoma City, is the new yearbook adviser at Dallas Highland Park High School. Welcome, Judy.

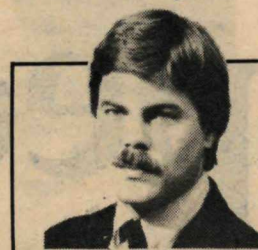
### Random notes

- The UIL offers a wide range of programs and contests for journalism students. The spring meet journalism contests (news, features, editorials, headlines) are held each spring. To help acquaint students and advisers with the contests, the League makes available a practice contest packet. Please order it. It contains past contests, judging criteria, information on administering the contest and the revised Journalism Contest Manual.

You order this packet on the Academic Order Form, which the League has mailed to your principal and UIL coordinator.

- The UIL also provides nine student activities conferences this fall. In the journalism sequence, we'll provide "how to" sessions on each of the contests. If you've never attended a conference, please consider giving it a try. You'll be pleased. See page 16 of this issue for more information.

- Join the Interscholastic League Press Conference,



**Scholastic journalism**  
Bobby Hawthorne

an association of Texas high school and junior high newspapers and yearbooks. The association provides critical rating services for publications as well as offering a lending library, a pamphlet order list, a spring convention and a summer workshop.

A membership mailing has been directed to every yearbook and newspaper adviser at every public high school and junior high in the state. If you failed to receive your applications, write me at ILPC, BOX 8028, UT Station, Austin, Texas 78713-8028. The deadline for membership is November 1.

- For those of you familiar with the ILPC program, you know that we've traditionally held your spring convention the third Friday/Saturday in March. Until now. The 1986 convention will be held March 23-24 — a Sunday/Monday of the week prior to Easter.

We were forced to move the dates for several reasons, but three in particular. First, the state teacher competency tests will be administered (from what we understand) on March 10 and 12. Our convention was originally scheduled March 14-15. We did not want to run the risk of conflicting with the tests.

Second, The University of Texas moved its spring break to the week of March 24-29. For the past four or five years, ILPC has held its convention during the UT break. I remember what it was like competing with the various departments for classrooms when the convention wasn't during spring break. Perhaps some of you do, too. It wasn't very pretty.

Third, we need an additional 10 days for distributing, rating and processing contest entries.

Well, I can hear in the back of my mind Max telling me it's time to shut it down. And just in time. I was about to tell you the one about the . . .

## An editor's secret: Work as a staff

**Editor's note:** Last spring, ILPC Director Bobby Hawthorne asked editors of several of the nation's best publications to help future editors by compiling a list of "If I knew then what I know nows." Tips from other editors will be published in next month's *Leaguer*.

By LAURA MATTHEW  
Austin Westlake High School

**S**o you want the scoop on being a real-life editor of a high school newspaper? You asked for it.

The one thing that I tried most to establish as editor was a working relationship with every staffer. This did not mean being the most popular person on staff; people generally do not appreciate being reminded about deadlines even in the sweetest manner ("Bill, if you don't get that story in, I will have to hang you by two toenails instead of three").

Since on *The Featherduster*, I edited the majority of the copy before it ever got to the adviser, I was the one who told the reporter that his lead was nonexistent or that he was going to have to interview someone outside the journalism staff for his in-depth story on the student drinking problem.

Obviously, this task demanded patience and courtesy, and the realization that each staffer had a different personality and had to be dealt with accordingly.

I also had to constantly remind myself, however, that the story I was editing was someone else's story, not my own. The writer might not have written the lead I would have written, but he or she had spent time and energy on the

story and deserved to be able to recognize it when it appeared in the paper.

I made a concerted effort, therefore, to edit copy with each writer rather than for them. I found that staffers responded better to someone discussing their paper on a one-to-one basis rather than getting it back with ambiguous remarks all over it.

Working with staffers in person forced me to use more tact and listen to their ideas, and the staffers appreciated my taking extra time to sit down with them rather than my rewriting their stories and making editorial decisions without their knowledge or consent.

When I did have to write comments on papers, I tried to illustrate what I was saying in the margins with (hopefully) funny comments and exaggerated examples. The staff as a whole also brainstormed together at the beginning of each issue to come up with story ideas, and voted as a group on its stance for the editorial each issue.

Making the effort to involve every member of the staff took more time than any other aspect of my work as editor — many times it would have been easier to just do the job myself, and sometimes I did. That effort to take everyone's ideas seriously, however, gave me some credibility as an editor who cared about something other than her monthly column, and I believe it helped the staff work together as a whole so that no one can ever accuse the 1984-85 *Featherduster* of being an editor-adviser product.

Good luck. It takes a special kind of person to be an editor, and obviously someone thinks you are!



# Special Thanks

## League honors 9 for 'significant contributions'

**D**uring a year in which the attention of Texas focused on public school education in general and its problems in particular, the University Interscholastic League celebrated its 75th anniversary by recognizing one of the state's major success stories — scholastic competition.

"Time and again, we were subjected to the constant tirades on what's wrong with Texas education," Dr. Bailey Marshall, UIL director, said. "We took the 75th anniversary as an opportunity to tell people that there is quality in our public schools and that there are highly qualified and committed persons working with the youth of our state."

Many of these persons sponsor UIL activities.

On May 12th, the League climaxed its yearlong observance by honoring nine individuals who have made "significant contributions to education through involvement in UIL activities." Among the nine are a drama coach, a former judge, an ex-Texas Education Agency commissioner, and a girls' physical education teacher.

Those honored include:

### James H. Colvin

Senior vice president of The University of Texas in charge of business affairs on all phases of business operations. He also worked closely with the UIL in various State Meet and other activities demanding close involvement of the University of Texas at Austin business office.

Colvin joined the University in 1961, serving as business manager from 1961 to 1967. He was named vice president for business affairs in 1967, a role he held until 1980.

Born March 10, 1914 in Ellis County, Texas, Mr. Colvin was educated at Trinity University (BA, 1938) and California Institute of Technology (MS, 1943). From 1942 to 1946, he was on duty with the U.S. Air Force, achieving the rank of captain.

### Dr. Mary Alderson

A pioneer in the development of the girls' athletic program in Texas public schools. As a professor of health and physical education at The University of Texas at Austin, she supported girls' athletics during a time when many staunchly opposed organized sports for females.

Mrs. Alderson and her husband, C.J. Alderson, are the namesakes of a lecture series for UT undergraduates in health and physical education. She holds many honors, has written extensively in the field, and directed workshops on the state level for elementary and secondary schools. She retired in 1973.

In the early 1950s, she was instrumental in the reinstitution of girls' basketball as a UIL

activity. In addition, she organized physical education majors to serve as hosts and hostesses during the state tournaments.

### Ruth Denney

Ruth Denney is a professor of Drama at The University of Texas at Austin, where she teaches creative dramatics, theatre for youth and high school play directing. In 1983, she was the first recipient of the Frank C. Erwin Centennial Professorship in Drama.

Denney began her Texas teaching career at Lamar High School in Houston, where she built one of the nation's finest programs. Among her former students are such personalities as Tommy Sands, Paula Prentiss, Tommy Tune, Bob Foxworth and Jacquelyn Smith. In 1965, she developed a program that became the pilot for a nationally incorporated CVAE program. In 1971, she researched the feasibility of and recommended the first alternative school in Houston — the High School for the Performing and Visual Arts. The school's first graduating class, in 1974, had the highest ratio of National Merit Scholars in the state.

Denney came to UT-Austin in 1976. She has served on countless boards and advisory committees, and has been a UIL consultant and critic/judge for more than a decade.

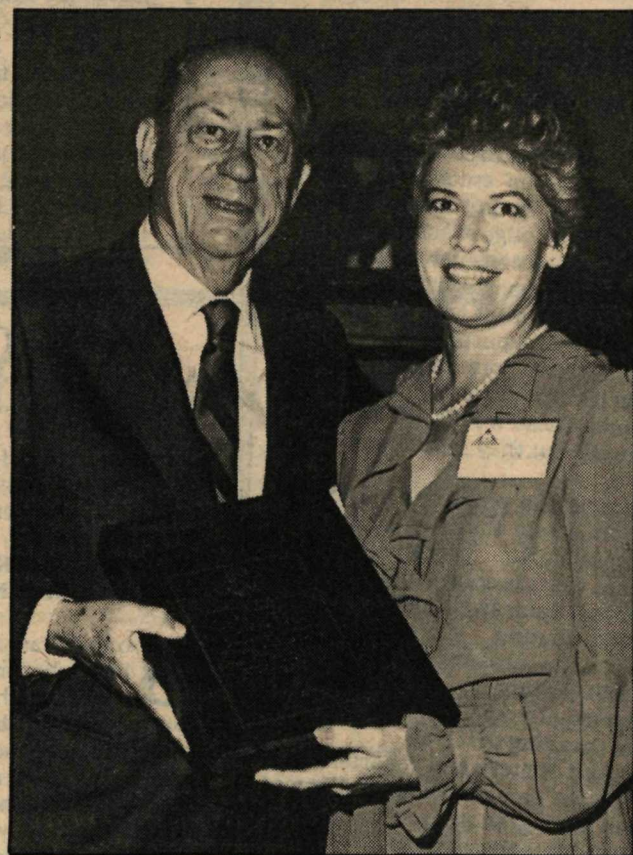
### Dr. Nelson Patrick

From 1960 to 1984, Nelson Patrick served as Director of Music for the UIL. Sydney J. Harris, drama critic for the *Chicago Daily News* and author of *Winners and Losers* said of Patrick: "Few people have exerted more influence on the music programs and the music contest activities in (Texas) than Nelson G. Patrick. His motivating force has always been a sincere commitment to the high standard of excellence that personifies the quality of music contest programs in Texas."

In 1930, Patrick began teaching at age 18 in Premont. After World War II, he returned to teach at San Benito. In 1950, he came to Austin as Head of Fine Arts at Stephen F. Austin High School while working on his doctorate at UT. In 1960, he joined the UT Music Department staff, serving as Assistant Dean and Interim Dean of Fine Arts, where he distinguished himself as a teacher and administrator. In 1985, the Texas Music Educators Association announced that its annual lecture series would be keynoted by the Nelson Patrick keynote speech.

### J.W. Edgar

J.W. Edgar served as Commissioner of Education for 24 years, a record of length of service that will probably never be broken. His career as an educator includes five years as a country school superintendent and principal in Burnet County; three years as Superintendent of Instruction for Victoria ISD; and 18 years as Superintendent of Schools in Mirando City, Orange and Aus-



Though retired as director of music activities, Dr. Nelson Patrick (center) maintains close ties with the UIL music program. Here, Dr. Patrick chats with Mr. and Mrs. J.W. Edgar.

Dr. Rhea Williams accepts thanks from League director of academics Mrs. Janet Wiman. Dr. Williams served as UIL director from 1968 to 1977.

tin. These jobs gave him experience that prepared him for his appointment as Commissioner of Education in 1950.

During his career in education, significant changes were occurring in public schooling. The nation was transforming from village to urban schools. World events such as the De-

pression, World War II, the Korean War and the Cold War reshaped America's educational emphases. Edgar was active in the proposal, passage and implementation of the Gilmer-Aikin Laws, which structured and created the Texas Education Agency.





Lynn Murray, UIL one-act play director, presents the plaque to friend and colleague, Ruth Denney. Murray and Denney are members of the University of Texas Department of Drama.



Mary Alderson



James H. Colvin



Ruth Denney



J.W. Edgar



James Hart



Rodney J. Kidd



Nelson Patrick



Rhea Williams



Curtis A. Wood

### James P. Hart

Like his father, Joseph, James P. Hart served many years as attorney for the University Interscholastic League, representing the League in court at a time when the legal status of the UIL and its rules was being developed.

A former high school and University of Texas athlete, Judge Hart graduated from UT in 1925. He attended Harvard Law School, graduating cum laude in 1928, and was admitted to the Texas Bar that same year. After working a year in New York City, he returned to Austin. In 1933, he was elected Travis County District Attorney. In 1938, he was elected Special District Judge and in 1939, Assistant Attorney General of Texas. From 1947-50, he served as Associate Justice, Supreme Court of Texas. In 1950, he came to UT-Austin as Chancellor, a post he held until 1953.

### Dr. Curtis A. Wood

For more than 50 years, the Prairie View Interscholastic League provided educational opportunities to students attending black schools. In the days prior to integration, the PVIL worked closely with the University Interscholastic League in providing education-

ally and socially-sound contests for black students. Among the leaders in the development of the PVIL and in the eventual consolidation of PVIL into the UIL was Curtis A. Wood.

As Director of Information Services at Prairie View A&M University, Dr. Wood served the Prairie View League from 1950 to 1968. In addition, he served as director of information and publications, assistant to the President and member of the College Research Committee. A graduate of Knoxville College and New York University, he earned his masters and Ed.D. at Columbia University. Today, he is an associate professor of health education and associate professor of journalism at Prairie View University.

### Dr. Rhea Williams

Dr. Williams served as UIL Director from 1968 to 1977. He joined the UIL in 1947 while working on his Ph.D. at The University of Texas. In 1948, when then-UIL director Roy Bedichek retired, Williams was appointed state athletic director. In his 20 years in that position, he worked with UIL director Rodney Kidd in overseeing the development of a viable girls' athletic program, the integration of the League, and the refinement of an

athletic program that put the emphasis on safety, equity and amateurism.

Dr. Williams began his education career at Avery, Texas and Franklin. He also served as director of health and physical education at Pan American College and Southwestern University. During World War II, he served in the Navy, retiring in 1946 as a lieutenant commander. In 1947, he received his Ph.D. from UT-Austin.

Williams retired as UIL director in 1977, but has remained active in the organization, serving as secretary to the UIL's scholarship foundation.

### Rodney J. Kidd

Except for Roy Bedichek, no person has had a greater impact on educational competition in Texas than Rodney J. Kidd. As UIL state athletic director from 1938-48 under Bedichek, Kidd was responsible for maintaining educational balance in high school sports, for focusing attention on the growing incidences of sports injuries, and for expanding the League's athletic programs.

In 1948, he was named director of the UIL. During his term of office, he laid the foundation for the Texas Interscholastic League Foundation — a program that since its in-

ception in 1959 has awarded more than \$4 million in college scholarships to deserving Texas students. He engineered the integration of UIL contests and the eventual consolidation of the Prairie View Interscholastic League into the UIL. He was largely responsible for the League's adoption of the state's music organizations.

Kidd helped to reorganize the League program from a county-wide meet system to a conference and district plan. He also instituted the athletic benefit plan to assist players and families in case of injury during high school games. He introduced six-man football, organized the first six-man football districts, and also worked out the present plan of broadcasting high school football games.

Finally, he recognized the need for expanded athletic opportunities for female athletes and set into motion a movement that resulted in matching sports programs for boys and girls.

Kidd came to the League from Southwestern University, where he served as director of physical training and assistant professor of physical education. He was an outstanding athlete at Kingsville High School and Southwestern University, lettering in football, basketball and track.



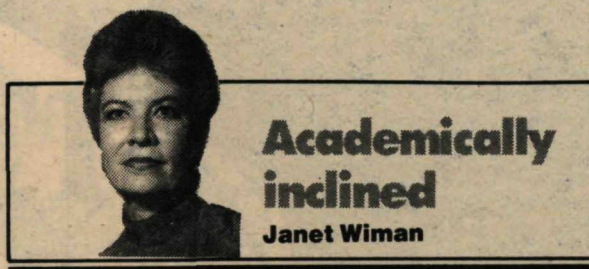
## Let's urge students to become UIL-motivated

**T**he UIL academic competitive programs motivate students! Just imagine how motivated 15-year old Francis Su, UT freshman, must have been in order to make these comments:

"Towards March, I began the cramming. Biology, Biology, Biology . . . Yes, it was toil, but I discovered I loved it! . . . The nights I spent cramming biology through the sutures of my skull in preparation for the Science test will never be forgotten . . . I have tried to extend my appreciation and praise for the whole system of the UIL . . . I acquired a drive to persevere, while simultaneously remembering that winning is not and should not be everything . . . If I lost at the next tourney, I would still have come out ahead, with friendships to be strengthened and knowledge I could always use elsewhere . . ."

These words came from a young man who accepted the UIL academic challenge, winning numerous State Meet awards and being honored with a TILF Scholarship. We are proud to say that UIL motivated Francis Su to success and academic excellence. However, he is not the only student we want to motivate.

Let's urge our elementary, middle, and junior high school students to become UIL-motivated. It's easy. By



now, each elementary, middle, and junior high school principal should have received a packet of information describing the elementary and junior high academic programs of the League. The packet includes a participation card, brochures for teachers, and the academic order form. Simply return the yellow participation card to the UIL office by October 1 and your school's participation in UIL academic activities has begun.

A list of participating schools that have submitted the yellow card — arranged by conference and alphabetically

by city — will be mailed to those submitting cards. Schools that want to arrange for competition with others in their vicinity will then have the information necessary to contact the schools and form a district. Schools may follow their high school spring meet assignments or they may develop their own districts to better accommodate travel.

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

After October 1, those who have submitted their cards will get UIL "royal" service. Not only do they become high-priority participants, but they also receive a copy of the *Constitution and Contest Rules*, monthly issues of the *Leaguer*, and other mailings throughout the UIL year.

So let's get motivated to motivate our elementary, middle, and junior high school students. Send in those yellow cards. You and your students will soon be thankful that you took the UIL academic challenge. Perhaps you will even say, as Francis Su wrote in his letter to the UIL, "Thanks, too, for your investment in a young mind."

## Appoint in-house UIL coordinator

Never know where to send UIL material? Do you usually find out about contest entry deadlines days or weeks after the deadlines have passed? Why not appoint an "in-house" UIL expert—the invaluable UIL coordinator? The UIL coordinator would assist the school principal by:

—Providing a central location for filing and storage of UIL materials;

—Encouraging new teachers and students to become involved in UIL contests;

—Making sure that the contents of packages from the UIL office are distributed to the appropriate persons;

—Ordering practice materials from the League office;

—Arranging for intraschool and interschool competition prior to the Spring Meet contests;

—Seeing that articles and information regarding participation in the UIL contests are distributed to the local media, and that articles appearing in the local media are clipped and exhibited; and

—Providing the community with information about the benefits of competition, the need for rules, and about how rules are made and changed.

The UIL coordinator's biggest job is usually to act as a resource person on UIL materials, rules, and procedures. In the past, the primary sources of information have been the *Constitution and Contest Rules* and the monthly *Leaguer*. Our hope is that the newly-created *UIL Coordinator's Handbook* will serve to fill in the information gaps left by the other two publications. The *Handbook* will be mailed out to all schools in September. Afterwards, this valuable publication will be available on an order-basis (check the Academic Order Form) for \$3.00 a copy. A quick scan of the "Table of Contents" reveals that the *UIL Coordinator's Handbook* covers such topics as the ILPC, the *Constitution and Contest Rules* amendments, and descriptions of the contest practice materials and manuals available. We want your UIL coordinator to be a UIL know-it-all! Make sure your school has at least one copy of the *UIL Coordinator's Handbook*.

## Debate rules revisions approved

By JANET WIMAN  
Academic Director

**S**ponsors of UIL academic activities may be interested to know that the Standing Committee on Academics voted in its summer meeting to approve several new items which could affect the programs in some areas for the 1986-87 school year. All of the items will be reviewed in the meeting of this committee on Sunday, October 20. Administrators, sponsors, or students who wish to voice opposition or support for any of the items should contact the League office or the Legislative Council member representing their conference and region.

Reports or proposals were heard from the Texas Joint Council of Teachers of English, Texas Business Education Association, Texas Foreign Language Association, and from these individuals: Fred Tarpley, East Texas State University; Guy Yates of Texas Speech Communication Association; Andy Zapata of Texas Math and Science Coaches Association; Karrell Johnson of Dallas Speech Theatre and Dance Educators Association; Floyd Crews and Dee Hundley of Georgetown High School; Rita Leisy of Snook High School; Kenneth Applegate of Duncan Business Machines; Patti Dolan of Eastland High School; Louann Huntsman of Callallen High School; Mary Elbehri of McArthur High School; Paul Soechting of El Campo High School; and Sharon Warwick and Bennie Enis of Krum High School.

The members of the committee voted to recommend to the council in October that the following items be approved:

1) that the debate rules be reorganized and updated;

2) that the two-person debate format be changed from standard to cross-examination;

3) that the junior high calculator applications contest be continued as a pilot project for the school years 1985-86, 1986-87, and 1987-88;

4) that the use of silent hand-held calculators — with the same standards as calculators which are used in the calculator applications contest — be allowed in the science contest;

5) that the use of electronic typewriters without display or memory functions be allowed for the typewriting contest; and

6) that the pilot literary criticism contest be extended through 1986-87.

The committee voted to request that the Chairman of the Legislative Council appoint a committee to report to the fall meeting on proposals made for the area of one-act play. The proposals included:

1) allowing high school teachers to be added to the list of accredited judges;

2) removing the restrictions of the list of judges being approved by only one person, and being restricted to college/

university level or professionals;

3) promoting rather than discouraging panel judging; and

4) requiring panel judges to give oral and/or written critiques.

The committee voted to reject or take no action on the following proposals:

1) that contests of a secretive nature be scheduled on a specific day of each of the two weeks of the district meet;

2) that judges in the shorthand contest should issue duplicate awards in order to correct errors made by the judges in calculating the scores on the papers;

4) that the day and location of area contests be decided by vote of each school involved;

5) that the length of dictation in the Shorthand contest be reduced from five minutes to three minutes;

6) that a school may, regardless of enrollment, enter up to five contestants at the district Typewriting Contest;

7) that Conference A, AA, and AAA schools may enter up to three students in the Typewriting contest and that Conference AAAA and AAAAA schools may enter up to five contestants;

8) that sexist language be eliminated from the *UIL Constitution and Contest Rules*; and

9) that junior high district literary/academic competition be eliminated from the rule prohibiting junior high students from participating in contests prior to the end of the academic school day.

The Committee voted to table for further study the proposal that the writing topics for Ready Writing indicate an intended audience and occasion for the writing.

One of the most critical issues being considered is the use of electronic typewriters for the Typewriting Contest. As many of the administrators will already know, three of the major typewriter manufacturers have discontinued the production of ball typewriters to produce electronic typewriters. Contest sponsors should become actively involved in this decision as descriptions of the acceptable typewriters will need to be established before the October meeting. Letters should be addressed to Dr. Alan Thompson, Typewriting Contest Director, Box 8028, UT Station, Austin, TX 78713.

The rule-making process allows for the items to be introduced in the June meeting, researched during the summer, further oral or written comments presented to the entire council, and then reviewed by the committee. The items approved in the October 20 meeting of the Standing Committee on Academics will be presented to the entire body of 20 Legislative Council members in its Monday, October 21 meeting.

A copy of the minutes of the summer Standing Committee on Academics may be obtained by writing the League office and sending a self-addressed stamped envelope.





**ALL BASES COVERED.** In most cases, the public thinks of school activities in terms of sports. Not surprisingly, the negative aspects of competition — rowdy fans, extraordinary pressures on students, etc. — are associated with athletics. However, risks are inherent in all contents. UIL academic director Janet Wiman (right) tells how academic contests are negatively affected. Associated Press reporter Jack Keever, meanwhile, explains how the media can help maintain balance. Looking on is Dick Fawcett of the National Federation of State High School Association.

photos by BOB DAEMMRICH



## Text outlines all aspects of calculator test

By JOHN COGDELL  
and DAVID BOURELL  
Calculator Applications Directors

**H**ave a good vacation? We suppose that most of you don't think much about calculator during the summer, but that is the busy time for your directors. We are struggling to meet the deadlines of the UIL office, trying to complete the entire series of 1986 tests by September 1. This early deadline results from our commitment to complete all nine tests at the same time to ensure equal difficulty, as far as possible.

So we work hard all summer on the tests for the coming year, and then look forward to seeing many of you at the round of Student Activity Conferences in the fall. Then, during the spring when you are in your "drive to state," we hardly give a thought over the calculator contest until just before the state meet. As you can see, our schedule is opposite to yours, except for the state meet.

Come to think of it, we know someone else who has been working hard on calculator this summer. George Natrass of Sharyland has written a book on the C.A.T. (Calculator Applications Test). We haven't had time to study it in detail, but from all appearances, this will be a real asset to anyone involved in the contest, but especially to the novice coach who is trying to start a team. Written in an informal, friendly style, The C.A.T. Book addresses every aspect of the contest, from selecting a calculator to presenting optimum keystroke sequences for every number cruncher on the test. We don't know when this work will be generally available, but we suppose that it will be available through the TMSA newsletter, as well as from George directly.

Let's see—what is new? We decided to use the 1985-G test (the state meet test) for the student activity conferences. This frees 1986-I to be another invitational test, to be offered before Christmas. Apart from that, we are using the same system for invitational tests as last year, namely, we are offering four (instead of three) and the TMSC is producing original tests for all the other weekends during practice season.

Dr. Bourell revised the UIL *Calculator Applications Manual*, adding all the recent stated problems and a group of representative geometry problems. Apart from those additions, only minor changes were made.

Here are answers to three questions we were asked last year:

- What is a year? How many days? According to the *Explanatory Supplement to the Astronomical Ephemeris*, the tropical year contests of thirty-one million, five hundred and fifty-six thousand, nine hundred and twenty-five point nine seven four seven seconds. We leave it to you to convert that to days.

- Do answers on starred (\*) problems (which allow a range) have to be written to three significant digits? Answer is yes. The only problems which do not require three significant digits are integer, dollar sign, and significant digit problems.

- Should we have a rule prohibiting students from having watches which beep during the contest? Answer: This is more a question of courtesy and fair play than of rules. We strongly discourage any sort of disturbance during the contest. You should police your students in such matters.

## Two debate formats offered

The UIL academic program sponsors two formats of debate, two-person debate and Lincoln-Douglas debate. Each has its own unique topic selection process and number of topics.

Standard two-person debate participants will be debating: Resolved: That The Federal Government Should Establish A Comprehensive National Policy To Protect The Quality Of Water In The United States. This topic will be used for the entire year. Lincoln-Douglas contestants will debate three topics which are released over the course of the year. The first L-D topic which will be used in invitational tournaments this fall is: Resolved: That Unions Are Detrimental To The American Way Of Life. The second will be announced after the winter holidays for use through regional meets. The winners of the regional tournament will be given a third topic to be debated at the State Meet.

Lincoln-Douglas debate, in its first year in the UIL academic program, found a solid set of supporters among students and sponsors. Participation at the district level showed approximately 900 competitors.

In L-D, a single person asserting the affirmative debates another asserting the negative. The resolutions used require the consideration of a societal value rather

than a question of policy as is common in standard debate.

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

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

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

Materials on debate may be ordered using the new academic order form.



Success lies in teaching values

## 'A Winning Philosophy'

**I**t is important for coaches to have a personal philosophy concerning any program they are conducting. A quality educationally-based program offers student athletes top quality coaching. Facilities may be sub-par. The school district may lack financial reserves. Depth or quality material may be lacking. But, the chief ingredient for a meaningful athletic experience is the mature, disciplined coach with a sound philosophy.

That philosophy has to deal with the concept of "winning". And winning is so vitally important to everyone and everything surrounding the team. Often in today's society of false sophistication, "winning" becomes the only goal. But realistic people know that losses will occur. A subtle difference exists between learning to deal with failure and learning to accept failure.

If a student or coach — prior to game time — has already self-adjusted to the concept of losing, there is an excellent opportunity for that team to lose.

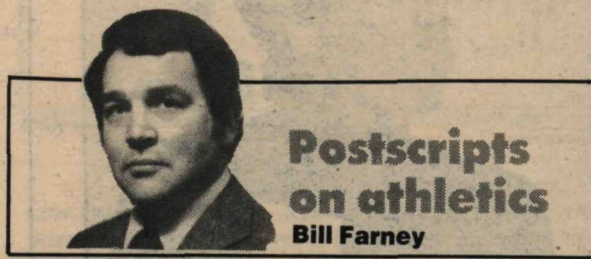
As the game progresses, the mentality of acceptance overrides the energy necessary to provide success at given crisis points. Failure to meet challenges during enough crises points results in an overall failure to be successful on a given play, or series, and ultimately, the entire game.

A coach with a sound philosophy should never place winning above instilling the highest desirable ideals and character traits in the student athletes. But it is possible to teach all of the most desirable character traits in an undefeated season.

Even the greatest athletes acknowledge the brevity of winning and the resulting attention that comes from media and fans: O.J. Simpson has been quoted, "Fame is a vapor, popularity an accident, and money takes wings. The only thing that endures is character".

Today, more than ever before, schools need a strong extra curricular program. These programs must offer the gifted student an opportunity for character growth. Students learn that they are important, what they do is important and they develop a sense of positive self-worth. They also learn that "self" must sometimes take a back seat to "the team". "Self" becomes no less important by playing a supporting role for the benefit of the group.

Our country was founded on ideals of natural aristocracy among individuals. It is all important to note that Thomas Jefferson believed in education to encourage and cultivate leaders by virtue and talent — not by privileged class based on birth and wealth. Throughout our history



**Postscripts  
on athletics**  
Bill Farney

the progress has been made by the best and brightest. And, it is through interschool competition that the best are brought to light, the brightest students discovered.

All activities, including football, must stay in proper perspective. A contest is a colleague to academic preparation, never more important than class work, but always a valuable resource for education. Athletics will remain for high school-age students regardless of whether schools sponsor them. Most educators believe athletics and other competitions are more sound if sponsored by the schools. A quick look to the outlaw past justifies this view. Nobody wants to return to the days of wholesale recruiting, wide-open, my-town-against-your-town, sports. These conditions held little or no educational value.

The responsibility of a properly focused interschool competition program belongs to the school administration. Their's is a top priority to provide sponsors and coaches with sound educational philosophies — and to teach sound values through all school programs.

The control of all activities should remain with the principal and superintendent through sound policies approved by local boards of trustees.

Positive results can come from planning and proper attention. "Winning" doesn't have to be and shouldn't be a dirty word. "Losing" attitudes should be avoided at all costs. There is a vast difference in losing a game and developing a losing attitude.

In his classic tale *Moby Dick*, Herman Melville extends a philosophy, "the sea, where each man as in a mirror, finds himself". We find a close parallel in a sound educational activity, "the arena of competition, where each student, as in a mirror, finds himself".

Our ideals, ideas, and actions must continue to offer an ever-increasing opportunity for all students to seek and find their ability within.



**IT'S BACK.** For the next three months, Texas high school football players will focus on earning a spot in the state playoffs.

photo by J. R. Jordan  
Angleton High School

**I believe in standards. You can get caught up in a chance for glory and you can find yourself putting your standards behind you. You have to win but there is a right way to win.**

**Lynn Hickey**

Head Women's Basketball Coach  
Texas A&M University



## Federation withdraws from U. S. Swimming

The National Federation of State High School Associations, of which the UIL is a member, official withdrew its membership from United States Swimming. In a letter to USS officials, National Federation Executive Director Brice Durbin stated that the "deliberate action by United States Swimming to instigate litigation and/or initiate state laws in opposition to state association eligibility rules in the primary reason for the National Federation's withdrawal.

"The National Federation's Executive Committee in taking this action during its July 1 meeting noted the apparent insensitive attitude by United States Swimming and its appropriate committees and representatives in considering the basic educational objectives of state association rules," Durbin stated.



## It's nothing new: New year brings new rules

**W**e know from experience that the coach is one of the most important people in clarifying rules for parents, students and other staff members.

Please review the following rule clarifications which hopefully will provide a greater understanding of athletic rule changes for the 1985-86 school year:

### General:

#### • Five Year Rule to Four Year Rule

A student may participate in League contests during a normal program of high school courses over a period of four consecutive calendar years after the student first enrolls in the ninth grade. A student held back in the seventh or eighth grade for athletic purposes shall lose one of his four years of high school eligibility each year he is held back for athletic purposes.

#### • Realignment/Reclassification

New alignments and classifications will be announced prior to February 1, 1986. Appeals procedure will take place from February 1 through March 1. No contracts can be made prior to completion of all appeals procedures.

#### • Previous Athletic Participation Forms.

Athletic Eligibility forms, Parents Permit forms. See coaches manuals for instructions and sample forms. All forms have been changed.

#### • Recruiting

A student may take a trip to a postsecondary institution at the expense of the institution for the purpose of considering an athletic scholarship from the institution at the completion of the sport for which he/she is being recruited (limit on expense paid trips — 5). For all expense paid visits, the athlete must have a visit permit signed by in-season varsity coach, principal and at least one parent for each athletic visit to a college campus. No school time may be missed for financed recruiting trips.

Exceptions to post-season recruiting trip rules are:



**Sports  
notebook**  
Susan Zinn

(1) A student may take a paid visit, but not, however, on school time, for purposes of recruiting in the sports of baseball, tennis, track and field, and golf except during period from March 1 of the current year through the last day of completion in that sport in which the student is being recruited.

(2) A student in basketball may take a paid visit, but not, however, on school time, for purposes of recruiting except during the period between November 1 of the current year through the last day of participation in basketball for that student.

There is no limit to self-financed (all expenses paid by student/parents) trips.

Students may accept admission (through a pass gate—no tickets being given) to athletic events during self-financed trips.

• Holiday Restrictions. To better utilize non-school time for competition, it has been determined that schools are not restricted to the same five day period for all teams in your school, for example:

boys' varsity — December 21-25

girls' varsity — December 22-26

ninth grade boys — December 23-27

The holiday restriction applies to a "team" and/or "in-

dividual" rather than to a school.

• Athletic Code. Guidelines for coaches have been added as follows: It shall be considered unethical to force athletes to specialize or restrict participation in other sports. Athletes should be allowed to develop in several areas of interest if so desired.

• Coaches Rules Meetings. It is recommended that all superintendents and/or principals encourage each varsity coach to attend a rules meeting, prior to the season beginning, conducted by the officials association. Attendance cards will be given.

• Adult Supervision. A coach or adult supervisor must always accompany students. No student shall represent his or her school at any time in connection with interscholastic competition unless accompanied by a coach or other appointed member of the school faculty.

• Tournaments. Round robins with four teams and pool play tournaments with eight teams may be played in baseball, basketball, volleyball and soccer. Clarifications will be sent from UIL.

• Baseball Playoffs. Single elimination be required in all baseball playoffs, unless mutually agreeable otherwise.

• Basketball Smaller ball. Girls will play with a regulation ball for the 1985-86 school year. Surveys will be conducted during the summer to determine adoption of the smaller ball by 1988-89.

• Possession indicators. Beginning with 1985-86 school year, National Federation rules have eliminated jump balls in lieu of exchange of possessions which will require possession indicators at scoring tables for all games.

• Golf-District Golf. District golf playoffs will be 18 holes unless by mutual agreement of the district.

• Soccer Misconduct. A player misconduct point system will be instituted for soccer.

## Schools should define role of competition

Continued from page 1

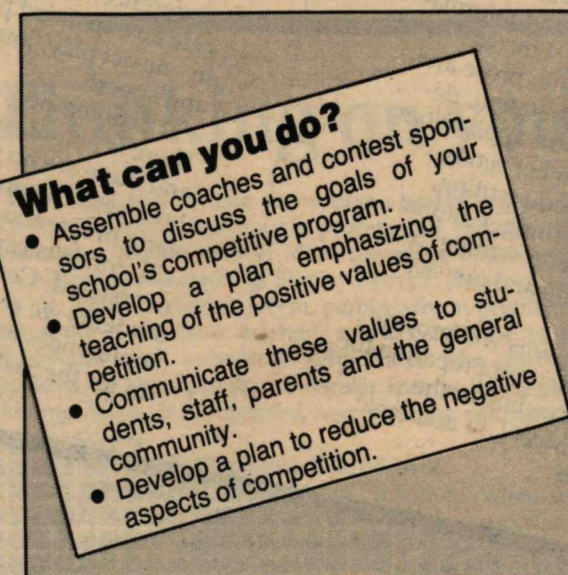
set a standard for ethical conduct, appropriate behavior, and public speaking skills, and to communicate to the general public the obligations and goals of the program.

"Principals, athletic directors and coaches must be required to produce athletes who win on three courts: on the playing field, in the classroom, and in the arena of mature adults who accept their responsibilities as public figures," she said. "We also have an obligation to educate our spectators of their responsibilities in a very formal way. Accepting these obligations as inherent in educational sport programs insures a legacy for student-athletes that is more than basketballs, trophies, and newspaper clippings. Just as important, conducting a program which fulfills all of these responsibilities will insure public support and respect for our programs — support which has been sadly and rightfully lacking."

Moats said competition is endangered when the community defines for the school and the family the role of competition. "The school should define the purpose of extracurricular activities," he said. "The schools should set the tone and keep competition in perspective."

In addition, he said that coaches and administrators should teach developmental objectives and keep records of the positive aspects of participation. "Coaches need to maintain close evaluations of their students," Moats said. "They need to know the students' academic records, what kinds of careers they go into, and how many attend and succeed in college. We need to cease asking what we want from the athlete and begin stating what we want for the athlete."

He said that despite the risks, the country believes



in competition.

"It is a high octane experience," he said. "We learn about ourselves. We believe that quality and excellence emerges from competition. In the absence of organized programs, kids will invent them. Contests may be fun but they are also very serious activities."

Moats said competition is often the key in allowing students "to go from being a kid to being an adult" by developing self-confidence, interpersonal relationships, integrity, morality, aesthetic tastes, and a sense of self worth. "Competition develops autonomy, the ability for students to personally decide what needs to be done," he said. "It places the responsibility on the student for decision-making. At the same

time, it establishes identity or self-confidence because students learn that they are in charge of themselves."

Members of the panel echoed Lopiano's and Moats' comments.

"In music, the preparation and performance serve as vehicles to teach music," Floyd said. "It is our job to help students understand why another group won and we didn't. It is a victory if students feel good about themselves and their performances. How do you justify ratings and scores to the parents? By helping them understand what quality performance is all about."

Fawcett said that while competition can add zest to life, an over-emphasis on winning "leads to emptiness. Competition is not always the answer," he said. "Competition for water doesn't solve the water problem. We can't always be winners. If that is the only way you define your existence, then you are in trouble."

"The Greek games were designed to display wholeness — not specialization. There is a duty toward one's higher self, a duty to strive for all-round excellence, to respect the wholeness of life. Activities can be a means to this end, but they are not the end."

A report of the pilot conference is being circulated to school administrators, Dr. Bailey Marshall, UIL director, said. The report lists benefits and risks of competition as well as offering strategies for local school districts through coordinated student, school board, coach/director/sponsor, parent, and media cooperation.

Copies of the report are available from the UIL office at Box 8028, UT Station, Austin, Texas 78713-8028.



**September, 1985**

The Leaguer  
USPS 267-840

## Load up the buses and meet us!

September 28  
October 12  
October 19  
October 26  
November 2  
November 9  
November 16  
November 23  
December 7

The University of Texas at Austin  
Odessa College  
WTSU, Canyon  
Kilgore College  
McMurry College, Abilene  
NTSU, Denton  
San Jacinto College, Pasadena  
Pan American University, Edinburg  
McLennan College, Waco

**Sessions** will be offered in persuasive and informative speaking, Lincoln-Douglas debate, prose and poetry interpretation, debate, calculator applications, science, number sense, spelling, ready writing, headline writing, editorial writing, news writing, feature writing and one-act play.

All sessions will provide suggestions on preparing for and succeeding in the Spring Meet UIL academic contests.

**All** conferences will be held from 9 a.m. to noon, except for the UT-Austin conference, which will provide an expanded program in one-act play, journalism and speech.

All conferences are free. There is no pre-registration, and there are no registration fees. The importance of early preparation for the UIL contests cannot be overstated. Generally, the students we see at the fall conferences return to Austin for the State Meet.