

# The Leaguer

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## Water, water anywhere?

### Experts say nation faces water crunch

By MARK WARNKEN  
Senior, UT-Austin

Within the next few years, Texans will face a water shortage that will rival the energy crunch of the 1970s, the president of the Texas Society of Professional Engineers said in Austin, September 28.

Speaking to debaters attending the first of the UIL's student activities conferences, Richard Sivalls of Odessa said the anticipated water shortage prompted the 7,000-member TSPE and other groups to lobby for adoption of U. S. water policy as the national high school debate topic.

"Many years ago, we saw the need for problem-solving in water quality," Sivalls said. "Even if we had all the money we needed laid out on the table, we could not solve the water problem in this country for many, many years. You can pass all the laws you want, but it takes money and people to carry out these policies. The water problems are so complex and of such magnitude that they need to be debated."

Much of that debate will occur this spring when students grapple with the issue of a comprehensive national policy to protect the quality of water. Bob Kent, vice president of Underground Resource Management of Austin said the general public must become more aware of the complexity of the issue. "It was not until the early 1970s that the U.S. government began passing laws that attempted to get a handle on water problems," Kent said. "The rules and regulations developed are open to public debate. Part of the problem in developing a national goal is that we frequently forget to include regional differences in climate, geography and other things.

Presently, no single piece of water policy legislation exists, James Fries, a member of the Texas Water Development Board said. Instead, isolated bills such as the Clean Water Act of 1965 and the Safe Drinking Water Act of 1972 have been passed. "I believe there will be a single comprehensive ground water law written in the next few years," Fries said. "Traditionally,

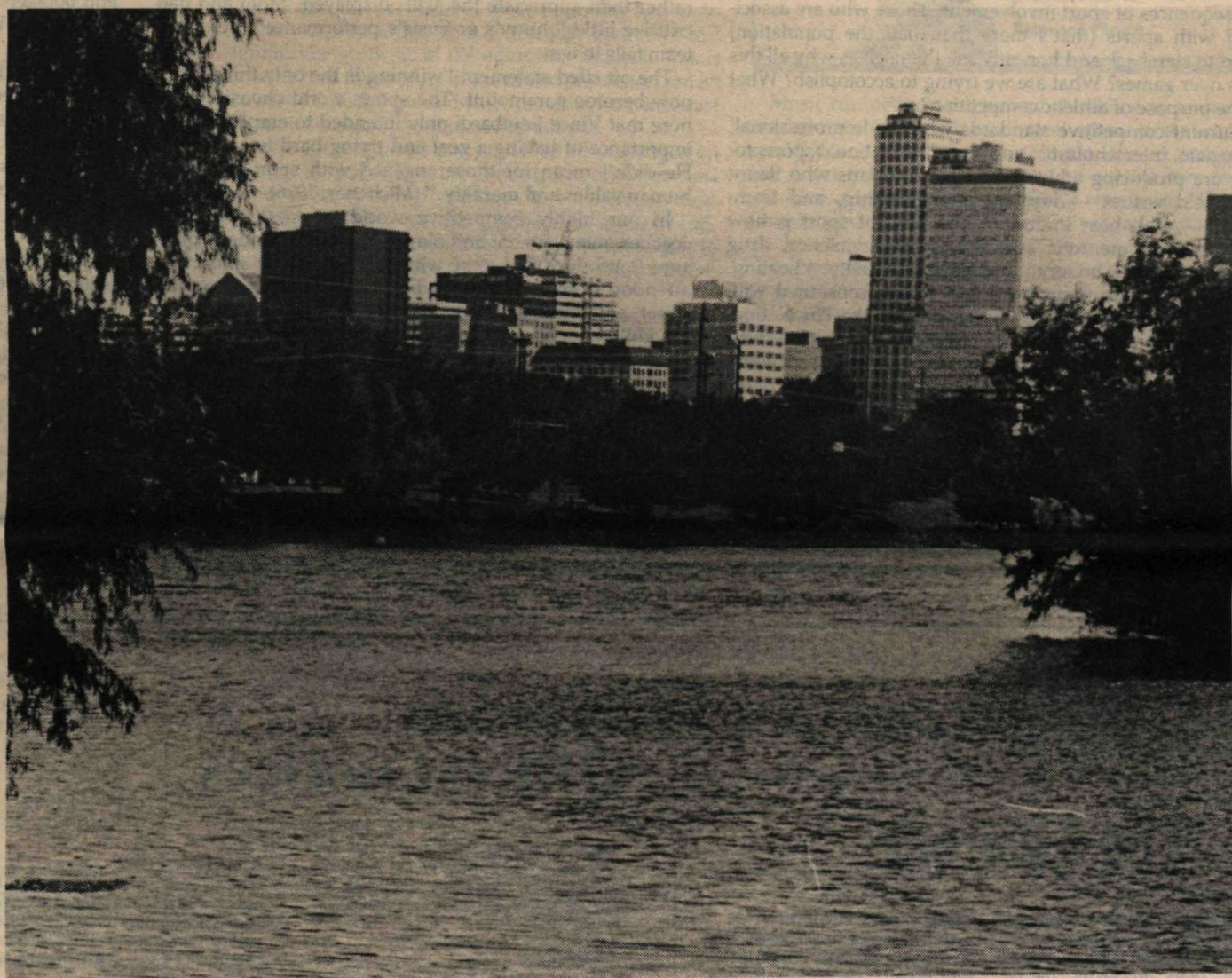


Photo by CHRIS SEKIN

water has been considered as a free good, and the resource has continually been undervalued. Polls show that people are willing to pay more for pollution control."

Osmond Brynie, the assistant general manager of the San Antonio Water Board, said the nation currently provides safe drinking water but steps must be taken to insure its quality. Brynie, a member of the American Water Works Association, has been especially involved in the adoption of water policy as the national debate topic. He co-authored a study committee report that appears in the national publication analyzing the debate topic. It is one of the first times an individual from outside the debate community was responsible for submitting and defending a paper which framed the national debate topic.

"What water quality means to me is providing water to your house that is safe to drink," Brynie said. "I think the United States is far beyond any other country in the world in standards for providing safe water.

"There has been an increasing interest in safe water," he added. "Although we want to provide safe water, there has to be some realism in cost effectiveness. Prevention is much less costly. If we can prevent contaminants from getting into the water, that is much less costly than removing them from the water."

Brynie said the United States is one of the few countries in the world in which all water distributed for use is of a drinkable quality. Most countries provide one quality of water for drinking and a less quality for other uses, he said.

"We may find ourselves going to

two levels of quality — one as pure as we could want for drinking and another quality for other purposes," he said. "When you look at water quality, you must separate the issues and make sure you are talking about drinking water.

"We have to be responsible for water — use it wisely and discharge it safely," he added.

Similar panel discussions will be held at each of the student activities conferences, Janet Wiman, UIL speech contest director, said.

"Interested debaters should consult the activity conference program at the site nearest them for details on the time and place of the panel discussion," Wiman said. She added that a few remaining debate packets for the current topic are available through the Debate Kit Order Form, which may be ordered through the UIL office.

# Competitive spirit in sports is out of control

Editor's note: Renwick is the chairman of sport management at the U.S. Sports Academy.

By **DONN C. RENWICK**

Sports at all levels of competition, have been a rich topic for criticism since their inception. On television, in the press, in courtrooms, at the bargaining table and in current literature, there abound statements of weakness, corruption, internal dissension, and the dire consequences of sport involvement. Those who are associated with sports (that's more than half the population) need to step back and honestly ask themselves why all this fuss over games? What are we trying to accomplish? What is the purpose of athletic competition?

Current competitive standards which rule professional, collegiate, interscholastic, youth and recreational sports today are producing athletes, coaches and fans who flaunt long-held virtues — loyalty, sportsmanship, and teamwork — with near impunity. The field of sport is now overrun with neurotic behavior, acts of violence, drug abuse, outright bribery, insensitivity, cruelty, cheating, and exploitation. Sport pages, no longer concerned with merely reporting game results, read more like *The National Enquirer* — fights, strikes, threats, racism, boycotts, lockouts, accusations, sexual preference, abuses, violence, greed. These are not isolated problems. The ailments of the sport world abound; they do not go away because we choose to ignore them.

Sportsmen arise! Our competitive spirit is out of control. We have lost perspective on the purpose of sport. We are no longer teaching ethics, camaraderie and sportsmanship. Coaches and athletes are too intent on becoming winners. Fans only want to be associated with winners. Parents place excessive psychological pressure on their children to

win. Anything which helps someone become a winner or builds up the hope of winning has been deemed acceptable. So coaches become involved in recruiting abuses, psychological manipulation of players, and role conflict — all of which contradicts their basic ethical values and educational training. Players take drugs, emulate the neurotic behavior of so-called "superstars," and lose sight of the values that sport teaches. The fans berate officials, riot (celebrate) in the name of victory or loss and cheer winning rather than appreciate the skills displayed. Mom and dad criticize little Johnny's or Susie's performance when their team fails to win.

The oft cited statement "winning is the only thing," has now become paramount. The sports world chooses to ignore that Vince Lombardi only intended to emphasize the importance of having a goal and trying hard to achieve it. He didn't mean for those engaged with sport to "crush human values and morality." (Michener, 1976)

In our highly competitive world of sport, we place coaches, management and players under tremendous pressure to produce and to be winners. An unholy amount of attention from fans, the media, men and women on the street, and critics is directed toward these games designed for children. All participants are judged, criticized and adored by a public whose loyalties are as fragile as the last victory. The pressure to destroy, to defeat and to win-at-all-cost has forced undue strain on those associated with sport. The breaking point has been reached. Their values are put aside. In the name of winning, sport has become a spectacle. Scandal ensues.

Today, a whole generation of athletes, influenced by society's pressure to win — an anything goes attitude, and lack of supportive leadership, have sunk to the lowest of societal levels. Athletes who are losers want to be winners.

Looking for that extra edge, they try drugs to get up for the game, to overcome fear and pain or to become better players. Where was the coach, trainer, athletic director or parent when this was happening? Why didn't these athletes know what drugs wouldn't improve performance? What values of sport were being taught? Why was there no sense of responsibility to the sport? Where was the sense of sportsmanship?

Then there is the coach who proselytes athletes, parents and boosters in order to gain the slightest advantage on the opposition. Why didn't they uphold the fundamental tenets of their educational training? Are the principles of sportsmanship out-of-date? Has the joy of competition been replaced by the thrill of victory?

Or there is the athletic administrator who, in the race to balance the budget, disregards the economic rights of other schools, lets booster groups take control, and resorts to outright exploitation of the athletes, coaches and school they serve. What has become of integrity, fair play and ethics?

And today's professional athlete — the role model for future athletes — are they as egocentric as their on-field antics or are they the caring individuals in the United Way commercials? Are they as greedy as Robber Barons or are they the Winfield Foundation buying tickets for kids to watch games? Are their loyalties only as strong as the last paycheck or are they Steve Garvey and Mary Lou Retton waving the American flag? Is this the age of the sport prima donna or is it Pete Rose hustling to first, Joe Montana scrambling for a first down, and Julius Irving playing both ends of the court?

Coaches and athletic administrators have created this

Turn to REDEFINE, page 10

## The Leaguer

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Editor . . . . . Dr. Bailey Marshall  
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## Official notices

### Eastern Hills HS

Eastern Hills HS (Fort Worth) has been suspended for competition in choir for the 1985-86 school year for violation of Section 1110 (c) (3).

### C&CR Error

Section 1400 (a) (1) (c) of the Constitution and Contest Rules should be amended to read as follows:

ATHLETIC EXCEPTION: In Conference A, students in the sixth grade and below may participate on seventh and eighth grade teams if their participation is needed to field a team.

### 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.

### Calvert HS

The Calvert High School girls' track team has been publically 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 Fridie 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 Fridie may result in a subsequent hearing before the State Executive Committee and the possible assessment of a more stringent penalty.

### Klein Forest HS

David Stern of Klein Forest High School has been assessed a three-year suspension from coaching boys' soccer. The State Executive Committee met September to rehear Stern's case, which involved violation of Section 1201 (a) (3).

### 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.

### Picture Memory

The 4-inch by six-inch print of the painting "The Needlewoman" should have the artist's name spelled "Velázquez".

### 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."

### State Executive Committee

The State Executive Committee issued the following official interpretation of Section 400 (f) and Section 408:

If the parents of a contestant move from the district or school zone before he has been in attendance for one year, he loses his eligibility in the school district from which his parents move and remains ineligible there until his year is up.

### One-Act Play

Amend Section 1033 (b) (4) (c) as follows: District winners qualifying for participation in regional contests may be assigned to area contests for the purpose of reducing the number of schools at the regional contest. Area assignments will be made when more than four districts of a conference in any region have entries in one-act plays. Two unranked winning plays must be selected at each of the area contests for regional competition.

### 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.

### Johnston HS (Austin)

The Johnston High School (Austin) girls' soccer team has been publically 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.

### C&CR Error

Please make the following correction of a clerical error in the 1985-86 Constitution and Contest Rules: Page 50, Section 400 (f) (2): Delete the last word ("or") of this section, so that it reads (2) a transfer student to a school district or attendance zone not containing his residence;

### Bangs HS

Bangs High School has been publically reprimanded in football and given a one-year probationary period for violation of Section 560 (e) (3).

# Offer to film state marching contest okayed

## One-day format again adopted to reduce loss of school time

The 1985 State Marching Band Contest will take place on November 11 in Austin. Approximately 70 bands from throughout the state and representing all conferences are expected to participate. The one-day format will again be used in order to save loss of school time and travel expenses for many of the participating schools. In addition, several refinements will be integrated into this year's activities and many suggestions resulting from a survey of the 1984 participants have been implemented.

A more sophisticated schedule will make it possible for there to be both preliminary and final competition in all classes that have sufficient entries. The services of a panel of 15 adjudicators have been secured to judge the various levels of competition. All finals will be held in Memorial Stadium. Additional sites will include Burger Center and Westlake High School. The proximity of these three fields should provide more convenience for both the participants and the spectators. Bands performing in the Westlake Stadium will march on newly installed artificial turf.

Of special interest is the fact that the UIL State Executive Committee has accepted a proposal submitted by Clinton Video Productions to produce a one-hour telecast featuring the highlights of the 1985 contest. The production is projected to cover finalists in all conferences, plus crowd reaction and background items of special interest. When completed, the feature will be offered to markets throughout the state of Texas. This proposal was the result of favorable response to bands featured on "Friday Night Magic," a program highlighting Texas high school football produced by the same company.

The result of last year's survey played an important role in the selection of judges for this prestigious event. Every effort has been made to secure a distinguished panel of adjudicators representing a diverse background of marching experience. Of special note is the fact that there will be out-of-state high school directors serving as members of the judging panels. This feature will add a new dimension to the evaluation process. In addition, care has been taken to assure a balance of both in-state/out-of-state and high school/college judges. This year's panel of judges are:

- Keith Bearden, Texas Tech University
- James Copenhaver, University of South Carolina
- Richard Crain, Spring ISD
- Paul Davis, Bradenberg High School, Kentucky
- Wendall Evanson, Henderson State University
- Gordon Henderson, University of California at Los Angeles
- Gary Hill, East Texas State University
- James Keene, University of Illinois
- Jerrold Longwell, Hurst-Euleless-Bedford ISD
- Linda McDavitt, Texas Christian University
- J.R. McEntyre, Ector County ISD
- Lee Boyd Montgomery, Texas Lutheran College
- Tim Salzman, Montana State University
- Larry Volman, Morrow High School, Georgia
- Jack White, Northeast Louisiana University

This past year saw a record attendance for the state competition. These gate receipts, in addition to the region/state concept, generated a total of over \$48,872.00 that was, in turn, rebated on the number of student/miles traveled to schools competing at the state level. At the conclusion of this year's events, a careful study will be initiated to determine the relative merits of the current format and to guide revision for future contests.

# Balancing contests and curriculum

During recent months, there have been numerous opportunities for me to be present in situations where dialogue concerning the role of music in our school programs took place. Some of these conversations have been in a relaxed, casual setting while others took place in more formal environments, such as the TMEA Symposium this past July.

A central issue on each of these occasions had to do in one way or another with the actual worth and real significance of music in the education process. This is an issue that those of us in the music profession can all too easily take for granted since our daily activities cast our art in a role of paramount importance.

It also is true that no one prefers to be challenged on a matter that questions his or her true worth, yet most would agree that such dialogue is both healthy and rewarding, as it forces one to rethink his position and, consequently, lay a firmer foundation upon which to proclaim a commitment to the arts in general and music in particular.

As I witnessed and participated in these exercises, it became increasingly clear to me that it was difficult for members of our profession to engage in conversation on this topic for more than a brief period of time without the subject of contests entering the mainstream of the dialogue. The constant reoccurrence of this phenomenon suggested two things to me. First, and this comes as no surprise, contests are very important to Texas music teachers and to their programs as well. The second observation that became apparent was the fact that performance oriented music directors tend to struggle with finding ways other than contests to justify the value and measure the quality of their programs. I propose that this issue is worthy of our thoughtful study.

My concern is in no way meant to diminish the importance of music contests. The positive benefits that are derived from properly motivated music competition are varied, numerous and lasting. It also should be noted that Texas' emphasis on performance and competition has been instrumental in nurturing the quality of music programs that currently exists in our schools and in generating the kind of community support that has allowed for these programs to flourish. At the same time, it is alarming to discover that it is difficult for us to talk about musical learning, the importance of the arts, and the inherent creativity that exists in our discipline without always returning to contest activities as the primary justification for our programs.



Music  
matters  
Richard Floyd

Music competition can be and should be an important, straight forward kind of motivation. It is always available and instantaneous. (Simply take an ensemble, select three compositions, add a contest date and stir for a predetermined number of rehearsals.) Contest participation is also an excellent validation of what we do. The results of competition are easily understood and appreciated by our peers, schools and the public in general. Yet, it is imperative that the proper attitudes are present and worthy musical goals are maintained. Is the competition with the music, with ourselves or with other groups? Is the final goal the rating or to make the best possible music and promote musical growth? Is the contest our only reason for performing or simply one of many ways to test skills and develop musicianship? Are we teaching young people to perform or using performance to teach musical comprehension and understanding that will accompany our students and enrich them throughout their lifetime. These are the kinds of questions that must be at the center of our focus as we establish valid priorities for our students.

The role of the music contest must continue to be a viable force in our music programs. It is an activity that will always be a valuable resource and pillar of support for music in every school. But it is important that the contest be a balanced part of the music curriculum. A curriculum that is not only concerned with playing an instrument or singing a song but developing musical insights and instilling an appreciation of the importance of the arts in each one of us. We must be mindful of the fact that we have entered an era when we no longer can totally justify our existence and validate our intentions solely on the results of contest ratings. New and equally meaningful ways must be developed to substantiate the importance and measure the achievement of activities in the rehearsal room and on the concert stage. This challenge must be met by all members of our profession.

# TSSEC changes prove valuable

By RICHARD FLOYD  
Director of Music Activities

The 1985 Texas State Solo and Ensemble Contest provided performance opportunities for over 11,000 solo and ensemble participants from throughout Texas. Fifty-nine high school musicians were designated as "Outstanding Performers" by the 65 nationally recognized adjudicators who were in Austin to judge the two-day event. In addition, the State Wind Ensemble Contest held May 11 attracted 14 organizations for performance and evaluation.

The revision of regulations pertaining to the April 15th deadline was of particular value to schools that had problems in the past with the traditional entry procedures. This change, approved by the Legislative Council in October 1985, benefited many programs and students throughout the state and will continue in force for the 1986 contest. Entries received after the April 15 deadline will be placed on a waiting list, then scheduled as space and time permits rather than being denied participation in the competition.

The relocation of woodwind events, vocal ensemble per-

formances and the awards station created a more centralized environment for the contest and provided greater convenience for the directors and participants. These dimensions of the contest will be further refined for 1986.

All schools participating in the State Wind Ensemble Contest and the State Solo and Ensemble Contest were asked to respond to a survey addressing the many facets of these events. Areas of primary interest centered on the quality of pianos and the delay in securing contest results. These concerns are receiving careful consideration and action has been implemented to remedy problems in these critical areas. Every effort will be made to provide an optimum environment for all participants in this year's contests.

The 1986 State Wind Ensemble Contest and State Solo and Ensemble Contest should be the best in UIL history. The State Wind Ensemble Contest will be held May 10 and the State Solo and Ensemble Contest will take place on May 31 and June 2. Details will follow in later issues of the *Leaguer*. Make your plans now to participate in these important UIL music programs.

# Building theatre program timely but rewarding

**H**ow do you build a theatre program? Since a number of one-act play directors change annually, there are a great many teachers hired because they are willing, if not able, to direct the one-act play contest entry. I believe the better teachers, willing to handle extracurricular activities, get better jobs at a rate of pay higher than the average for the area.

My purpose here is to suggest ways to help the novice develop a theatre program. My column last month was directed toward getting you to believe in OAP as "worth the hassle." Several of you expressed an interest in OAP, but wanted a little more of the "how" explained.

I hear from theatre directors often and there are many similar stories. Perhaps you can learn from your colleagues. My major areas of concern are promoting and funding a theatre program. In order to do this, you must be able to develop a realistic budget, be brash enough to expect a supplemental salary and willing to host workshops, festivals and OAP contests. Why and how or how and why?

Promoting theatre to the students in your school is imperative. Student and parent support must go together. Their interest will serve as a considerable advantage when requesting funding from your administration and school board. Theatre arts teachers should learn from band directors and athletic groups the art of developing parent support groups.

Begin your theatre promotion by seeking academically gifted students from all classes. Open auditions. Make your pitch to all classes and teachers possible. High visibility is essential for the theatre arts teacher and OAP director. You must become a recognizable figure in your school. You must be that teacher best known to all the students by being willing to support their programs. You can't realistically reach more than 150 theatre arts students in a 5A school. You can't achieve visibility working with just theatre students. You must be willing to become involved. Chaperoning, attending athletic activities and providing community programs will make you that teacher indispensable to school and community.

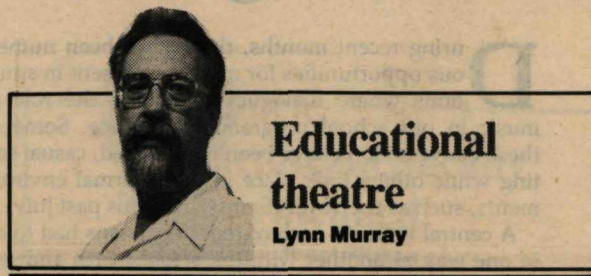
I trust all OAP directors will take time to read pages 1-3 and 45-52 of the *Handbook for One-Act Play*, 10th Edition. I realize there are those that do not have a copy and some directors are trying to get by with editions so old that they are gold or green. If you get the current edition applicable for the past three years, you will find materials not found in earlier editions. These materials are directed toward helping you communicate with the students, administration and community.

A necessary step in promoting theatre is making students welcome. Some students are afraid of performing. Many will find comfort in discovering they can work in the production areas without suffering the trauma of performing in front of their peers. You will discover quickly that many talented performers were first talented technicians or ticket takers. Teachers should take all opportunities to build self-confidence in their students. A note to a talented football banner artist may get you a scene painter. A compliment made to a school newspaper journalist may get you good story copy for a production.

Many theatre teachers also teach English or speech. Writing a short note of encouragement at the end of a quality English composition about putting creativity to use in play production or OAP auditions may be the nudge a student needs to inquire about how they might become involved. Asking other English teachers for a moment in their classes to explain about OAP auditions or a coming production will help promote your program. Your colleagues will begin recommending bright students if they know you are actively seeking. Get to know the librarians and counselors. They quickly recognize talented and gifted students looking for creative outlets.

Posters and bulletin boards explaining theatre activities and announcements encouraging auditions for all productions, including the contest entry, will certainly cause conversation among students. The bottom line is recruiting. You may call it encouraging a student to achieve their full potential.

You must let the students know they have the qualities



## Educational theatre

Lynn Murray

### I goofed!

I failed to request the deletion of the last sentence of Section 1033 (b) (4) (c) at the October 21-22 meeting of the Legislative Council. Since all districts now advance to area in the one-act play contest and a staggered schedule of academic/athletic weeks was established, this sentence is confusing and a contradiction of the current calendar. Please note the amended section in the Official Notices, page 2 of this issue.

needed for your production program or play contest entry. Flattery of students' potential is an obvious plus in building a strong theatre arts program. I call this process an essential element of extension teaching. Using the contest play to recruit is also an essential element.

There are many theatre programs in Texas that are self-supported. Directors of such programs never consider making a pitch to the administration or board for funding because of the effort required to write rationales and proposals. One can easily spot such programs by observing teachers and students feverishly pushing goodie sales, car washes and overpriced T-shirts trying to make enough money to attend the district OAP or fund the first production. It is true that you should teach your students marketing and good theatre publicity, but I'm sure such energy could be better spent.

If a program is to be funded by the school board, one must remember that school administrators cannot financially support a program unless they clearly understand why your theatre program deserves funding. It is hard to refuse well organized students and parents that know what they are selling and why. When is the last time you refused to buy a box of Girl Scout cookies? If your theatre program is organized, you can sell it to those making budget decisions. Students are extremely convincing when performing. You must make certain they give a quality performance.

The rationale for having a theatre program funded should include the objectives of the organization and the benefits, including those of OAP competition. Administrators understand rules structure and organization. Your administration and school board needs to understand that an active theatre program can bring good publicity to a school system. Theatre does on an academic level what a quality athletic program does for a community on an extracurricular level. Did I say that theatre arts is a part of the academic program? You bet, I did!

Students participating in the one-act play contest can receive academic credit toward graduation because preparation for the contest meets the requirements for the Theatre Production I-IV courses. OAP is unique in that it serves as a primary method of instruction for Chapter 75 essential elements. Play production is the core of the secondary school theatre arts curriculum. Production is the laboratory for the exploration, development and synthesis of all elements of theatre.

You must plan your production year and budget projection is an essential element. Theatre budgets range from \$500 earned or borrowed to more realistic budgets that rec-

ognize the needs of truly instructional costs. You must know that publicity, sets, costumes and play royalties cost money. Without funding, it is difficult to even approach the essential elements. The most difficult expense to estimate is travel. It is impossible to teach Theatre Arts I-IV or participate in OAP without some travel. Using school transportation is the safer alternative. Some programs rely on the director's car or parent groups for transportation, but the sanity and physical health of the theatre teacher is better preserved with the yellow monster or a school van.

The sticky subject in Texas these days is supplemental salary. Supplemental contracts or stipends seem to be based on a variety of elements depending on the school system. I believe there is a reasonable way of evaluating the worth of teachers involved in extracurricular programs. Each teacher should document hours spent with students in meetings, workshops and in productions (rehearsals and crew time). When administrators and boards study such findings, they usually respond favorably. Stipend raises are usually based on the number of years devoted to the activity. If you don't have a successful theatre production program, you probably will not be in the same place long. I didn't say you had to win in OAP, but our audiences are becoming more sophisticated and critical.

Texas is seeking quality education and quality theatre is no exception. Because our patrons are exposed to many forms of theatrical experience, they are no longer willing to accept so called "high school" productions. Good theatre is good theatre, whether at UT-Austin or Plainsville I.S.D. Secondary school theatre arts programs are capable of the same quality as any other group. It may be true that sixteen year old students cannot sustain the same levels as a seasoned professional, but they are capable of the same basic quality level. I'll save that message for another time.

Active theatre programs do take time. Even with the eight hour limitations, theatre teachers are spending an average of 120 to 240 hours per year and stipends range from a low of \$500 to \$2,500 per year. There are some great programs of proven quality that do pay their theatre teachers, coaches and other extracurricular sponsors more. Those teachers usually stay in place for several years.

Every theatre teacher reaches a point where the commitment to students and dedication to secondary school theatre outweighs the minimal salary. Directing and teaching provides a tremendous amount of personal satisfaction. I miss them both, but I clearly recall how the weekends seem to blend with the week. I'm sure you remind yourself as I do, that you like what you are doing!

One major way to help your budget and help your program is to host a precontest OAP workshop. You can handle 12 to 14 plays Friday after school and Saturday. An entry fee of \$50 will provide a base budget of \$600-700 and a parent support group serving lunch, drinks, etc. can easily bring the total to \$1,000. The key is to make expected earnings exceed expected expenses. Theatre workshop expenses can be minimal, but quality critics and good custodial care cost money. Details of organization are available from Kim Wheatley at TEA. *A Guide to Hosting a Theatre Festival* is an essential document for your first experience. Don't forget that there is at least one colleague in your area that will help. The need is great.

If teaching theatre and being involved in the process of OAP is not rewarding, you're in the wrong business. In most schools, the theatre teacher is an administrator, salesman, adviser, organizer and adult. Don't forget the adult. It is essential for you to get away from students and occasionally return to a more normal lifestyle.

If you cannot see intellectual growth, skills developing, thinking in process, insight, emotional growth and aesthetic values, developing a theatre program is not for you. If you can perceive the gains and satisfaction derived from the process and product of participation in an educational competition, I hope you will see that the enrollment card is returned.

OAP paves the way for many to lead a more productive and interesting life. If you understand this and can provide the patience, understanding, dedication, and a sense of perspective needed, a healthy competitive educational theatre program will develop in your school.

## Slowly finding ourselves

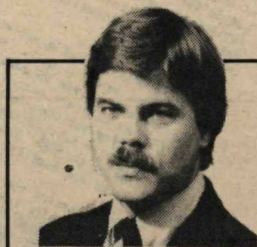
Introspection is a healthy thing, I suppose. It must be because we've been doing a lot of it lately here at the UIL. Every other Monday or so, we — and by that, I mean the various directors of this, that and the other — hole up for a couple of hours to grapple with such weighty issues as "Who are we? Are we who we think we are? Are we who we ought to be? Who are we to decide whether we are or not if it becomes apparent that we don't know?"

Believe me, it's all very heavy — the kind of stuff a "how to" managerial guru would charge you a thousand bucks an hour at least to orchestrate. We talk about visualization and imagery and goal-actualization and, just a little bit, about how terrible the Cowboys looked the day before.

As a person who dearly loves meetings in general and staff meetings in particular, I've gained immeasurably from this experience. I feel like I've been to one of those crisis centers, where they put you in touch with your innermost feelings. And then, if you don't have innermost feelings, they sell you some. That's what I'm getting out of these sessions. I am now in the position — for the first time ever, I might add — of dispelling a number of myths about that which involves the University Interscholastic League journalism department.

- Who am I?  
Sarah's dad.
- Who are we?

Basically, the Interscholastic League Press Conference. That's where the bulk of my journalism-related time is spent. We are the folks responsible for telling you whether your publication is up to snuff. This is done, I should add, at your request. You send your publication to us. We sent it to someone who supposedly knows what they're doing. They send their



### Scholastic journalism

Bobby Hawthorne

opinion of your work back to us and we pass it along to you in the form of a rating.

So, who are we? We're either competent and objective servants or petty and partial dilettantes. This aside, I think most people agree that we're friendly if little else.

- Are we who you think we are?

No. The purpose of ILPC is not to set the agenda for scholastic journalism. We are facilitators — catalysts. The state of the art is defined in the field by various factors such as innovations in the professional media, educational trends in general, and by certain outstanding individuals, who through their example, and their visibility at workshops and seminars are able to significantly affect the status quo. Take, for example, Bruce Watterson of Little Rock, Arkansas or Homer Hall of Kirkwood, Missouri. These men advise outstanding publications. Their publications win pacemaker, trendsetter and golden kidney awards of every nature. Their publications are the barometer against which all others are judged.

Off the top of my head, I'd say there are about 15 of these people across the nation today. These exceptional educators define the state of the art for press associations such as ILPC.

- Are we who we think we are?

No. Let's not kid ourselves, people out there *think* we set the agenda, and perception is the better part of reality. When a staff receives an ILPC yearbook rating form, they could care less who wrote it. All they know or care about is that it came from ILPC.

And let's not assume that there's general agreement in the field on publication standards. Homer Hall and Bruce Watterson might differ considerably on select principles. Others may differ with these two on virtually all principles.

When ILPC adopts a principle as a rating form standard, then we "set the agenda." For example, not everyone believes that a caption should be placed next to its photo. The *Dallas Morning News* clusters photos all the time. But on the yearbook rating form, it states that a caption should be placed either below or to the outside of its photo. There is no real consensus in the field that this is how captions should be positioned. But we think that's how they should be placed. Thus, our role consists of more than simply providing a forum for the 15 or so experts to duke it out among themselves and with the rest of the profession for consistent standards. By selecting one of a number of options, we have defined the state of the art to a degree.

- Are we who we ought to be?

We're trying. While much of the effort of the UIL is basically restrictive, the purpose of the journalism department is promotional. The UIL doesn't have to promote football. Quite the opposite, it must see that football is controlled, kept in perspective of a larger educational objective. But journalism, like all the League academic contests, must be promoted.

The ratings and the individual achievement award competitions are part of this promotion. No doubt, competition engenders interest.

But the greater service is achieved by distributing information, by motivating staffs on a one-to-one basis at clinics and conventions, by serving as an outlet for the frustrations of advisers, and perhaps by providing a source of remedy for those frustrations.

That's the least you should expect from this association.

## Former editors offer helpful suggestions

Editor's note: Last spring, ILPC director Bobby Hawthorne asked editors of several of the nation's finest publications to help future editors by compiling a list of "If I knew then what I know nows." Last month, Austin Westlake editor Laura Matthew offered her suggestions. A composite of the rest is as follows:

*Danette Knopp, Fredericksburg*

- The publication must be your number one priority. You must give it your all and put it before other activities.
- Whether you realize it or not, the staff follows your examples. If you don't push and hand in your work on time, then why should they?
- Do not allow any story to go into print that you would not put your own name on. Be picky and have it done over and over again.
- Be at all paste-ups and oversee all stages of production.
- Design the newspaper within two days after the assignments have been made. Do not let it go until the week before production. If you do, you will be forced to accept less than top-notch ideas.
- Each staff member has a different personality or nature. Realize this early and learn to work with them and not against them. You need them. Some will resent your position of authority but if you make them a part of it, they'll want to work with you.

*Martha Severson, Lyons Township HS, LaGrange IL*

- Don't be afraid to assert yourself. Let your staff know that you are in charge. Just as students test teachers, your staff members will find out how much they can "get away with."
- Read what is going into the paper. Although this seems silly, it is all too easy to let things bypass you. Remember that you are responsible for the content, and if

you are ever questioned about it, you are expected to have read it.

- Organize activities for your staff to bring them together as friends. We had a newspaper vs. yearbook football game, birthday parties and other get-togethers. It is really important to get people to know each other better than just as co-workers. When they become friends, they work better together.
  - Be willing to give 100 percent of your effort when no one else seems to care. It is inevitable that at some point during the year, you will be sitting with your adviser after school assigning stories or designing pages, and no one else will show up. Don't get discouraged because your effort will pay off, and others will begin to take more responsibility.
  - Have a good time! If you don't love what you're doing and enjoy yourself, no one else will. Enthusiasm makes or breaks a publication.
- Brian Jackson, Clear Lake HS*
- Don't take your staff for granted. It is important to take time out regularly to thank them. Let them know you appreciate the hard work they're doing.
  - Try to establish friendly relations with the administration. You should be firm in standing up for the publication but approaching problems with hostility will get you nowhere.
  - Allocate responsibility. One person cannot produce a newspaper. Find competent students to serve as editors and put them to work. This will help maintain your sanity as well as contribute much to the paper.
  - Keep up staff morale. You should emphasize the teamwork aspect of the paper. Morale will really dip around February. Be ready with parties, social events, awards, etc.

- Make it a point to read as many other newspapers as you can get your hands on. Look for layout ideas, story concepts and overall content. Then, pass it on to the rest of your staff.
  - Consider keeping a running list of good ideas spotted in other publications.
  - Elect "best stories" every issue (and best photograph, best artwork, etc.). This is a good tool to motivate staff members to work hard.
  - Have regular meetings with your editors after school in a place other than the school. This will give you a chance to put things in better perspective.
  - Talk to the writers individually each day. It is a good idea to walk around in class and talk to the reporters about their stories. Are things going well? Any problems? Will your work be finished on time? Can I help in any way?
- Sondra Porter, Travis HS*
- Do not try to do everything yourself. You may be the editor but that does not mean that you must do everything. You will end up with ulcers. Let the sports editor be in charge of sports, the features editor be in charge of features, the ad manager manage ads, etc. At the same time, remember that you are the most influential student on the staff — don't give all of your responsibilities to your adviser. You are there to learn. Your adviser already knows how to do all this.
  - Use your adviser. Your adviser is a well of information. Don't let him do your work but don't hesitate to ask for help when you sincerely need it. Also, do not forget to appreciate your adviser. You might not realize the hassles that he puts up with. Other teachers do not always agree with the content of the publication. They don't tell you, though. They tell your adviser.

# IMPRESSIONS

Interscholastic League Press Conference Summer Publications Workshop  
June 16-20, 1985 • The University of Texas at Austin • Volume 1, Number 1

## *All in a day's* **WORK SHOP**

Armed with rulers, layout sheets and notebooks,  
journalists converge on Austin for ILPC workshop

By KATHY KLAUS, Dean JH  
and KAY WEIMAN, Langham Creek HS

Although most secondary school students are spending their time swimming, watching television, and visiting friends, 325 students chose to attend the ILPC workshop at the University of Texas at Austin, June 16-20.

Sprawled along the corridors of Jester Dormitory, students, armed with pica rulers and lay-out sheets, planned their fall yearbooks and newspapers.

The primary goal of these students and advisors was to gather ideas for copy and graphics to make their 1985-86 publications the best in the state.

"We were at the bottom level in our ILPC critiques three years ago when we started attending the summer workshops," said Pat Gardner, Overton High School. "This year we were Tops in Texas Class A Division. We credit the workshop instruction with our success."

Instructors were carefully chosen by Bobby Hawthorne, ILPC Director, because "They are committed to journalism, not selling yearbooks," he said.

"It is an established educational environment which is able to draw students from Texas and other states because of the professionalism of the workshop staff like John Cutsinger, Jim Paschal, and Bruce Watterson," Hawthorne said.

Students from as far away as Oklahoma and Louisiana attended the conference, as well as Texas staffs that have received high state ratings.

"My students are able to meet with top newspaper/yearbook staffs in the state and can exchange ideas with them on how to improve publications," said Kay Brown, Killeen — C. E. Ellison High School.

"Then, when the kids return in the fall, they are

enthused and eager to get started. They make constant references to things they learned in the summer workshop as problems occur," she said.

"Because of the workshop, my kids are pumped up," said Lucella Whatley, San Antonio — R. E. Lee High School. "They have their yearbook ladder, theme, and some of the copy written before school starts."

The week's schedule of classes on everything from caption writing to cropping, from the use of pica rulers to pushing film, from feature writing to financing was crammed into morning, afternoon, and evening sessions. Students had only one afternoon free for recreation.

Completing class and homework assignments daily, the students received individualized help from instructors.

"It was not like a grade because there was more help and less pressure. Everytime I have to do something for a grade, I think 'Oh no!' but this is less pressure," said Jan Schwarzkopf, San Antonio — East Central High School.

"I have learned a lot about writing by having to do one assignment after another, but I feel like I improve each time," said Robert Elrod, Fort Worth — Southwest High School.

Some students, however, felt some tension with the quick turn-around time schedule.

"We have less time than when we have deadlines in journalism class, and it is harder to really think through our assignments," said Suzi Walton, Spring Branch — Spring Woods High School.

"I felt tension and peer pressure within the sessions to get my work done," said Karla Colvin, Duncanville High School.

Despite the pressure and loss of four days of swimming and soap operas, many students will return to school in the fall with fresh ideas and enthusiasm for their publications.

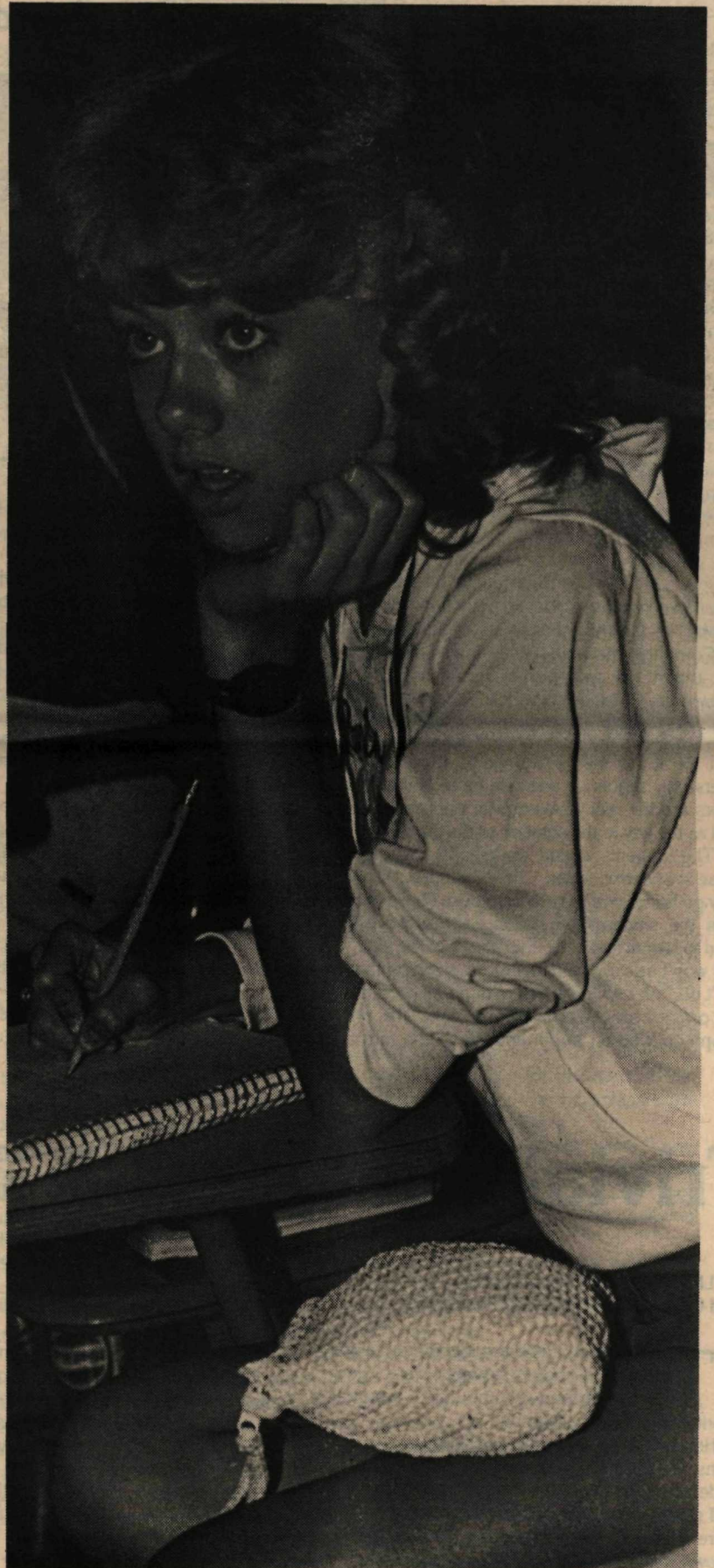


Photo by Missy Mize  
Mineola High School

# Keeping one step ahead

## Advisers return to class for firsthand experience

By ELIZABETH BRAMMER  
Calallen High School

**H**ow long does my story have to be?"  
"Do we have to write our own headlines?"

"When's the deadline?"

Although these sound like typical questions from high school journalists, their advisers were asking the questions when given assignments for the 12-page tabloid publication they were responsible for creating. This was in conjunction with the adviser's sequence at the Interscholastic League Press Conference Summer Publications Workshop, June 16-20.

Approximately 35 high school and junior high advisers from across Texas, as well as from Louisiana and Oklahoma, were enrolled in the workshop, held at Jester Dormitory at The University of Texas at Austin.

In the four years since its revival, this was the first workshop offering a sequence for advisers only. Austin Westlake publications adviser John Cutsinger proposed the idea to ILPC director Bobby Hawthorne at the request of advisers.

"From the many requests, it was evident to me that there was a real need for such a sequence," Cutsinger, a widely acclaimed publications workshop lecturer whose publications have won virtually every major national award, said. He added that he wanted to direct the advisers-only sequence because he feels that "advisers are the real problem with publications as well as the key to the solution to the problem."

"The students attend workshops and get all these wonderful ideas," he continued. "Then, they go home and the adviser doesn't even know what the students are talking about. Advisers need to stay at least one step ahead of the kids."

"I won't ask my students to do anything that I can't do," he told the advisers during a presentation on staff morale and management. This philosophy played an important role in the forma-

**"I think we, as advisers, need to have the opportunity to experience firsthand what the students go through."**

— John Cutsinger

tion of Cutsinger's proposal that the advisers rather than the students produce the workshop publication.

"I think we, as advisers, need to have the opportunity to experience firsthand what the students go through," Cutsinger said.

In producing the publication, advisers were required to go through the same procedures and assume the same responsibilities as students. The advisers selected a name, designed the nameplate, folio tabs and standing headlines for the publication. Then, they selected content for each page. Some volunteered to conduct interviews and write stories; others wanted to take pictures; still others chose to either edit copy, write headlines or design pages.

"I think the advisers being held responsible for the publication was a wonderful idea," Nancy Harwood, publications adviser at Tomball High School said. "It gave us the opportunity to stand in our students' shoes and experience what they experience."

"Also, it refreshed our memories," she added. "We needed to prove to ourselves that we could do it."

The advisers did not spend all their time working on the publication, though. Cutsinger pre-

sented information and techniques on staff organization, motivation and management. Advisers also compiled staff manuals, worked on grading systems and curriculum guidelines, devised a beat system, brushed up on advertising, graphics and content, and developed lists of publications to be used by advisers for resource purposes.

Cutsinger said that although he had prepared many materials for the advisers' sequence prior to the start of the workshop, the discussion topics had not been preplanned.

"I decided on what to cover from advisers' input concerning their needs at the sessions," he said.

Advisers agreed that the information presented had been more valuable than at most workshops.

"I've learned a great deal from John about the rating systems and beat coverage," Harwood said. "Cutsinger's enthusiasm is contagious. He thinks it's fun and this makes you want to go out and do it."

Kay Brown, newspaper adviser at C.E. Ellison High School in Killeen, agreed.

"I'm trying to upgrade my program," Brown said. "The handouts on design, the grading system and the use of the beat system for coverage will be very helpful."

Melicent Bryarly, Victoria Stroman High School adviser, said that the workshop was "by far the best I've ever attended. I came to get something out of this that I can use. I want to know how I can do what I do better."

"I really enjoyed this workshop because it wasn't listening to the same ole thing over and over," she added. "I learned how to fine tune my journalistic teaching skills."

Cutsinger said he was also pleased with the sequence.

"All the participants were willing to listen and contribute," he said. "I merely acted as a facilitator because we're all in this together."

# Directory

**Impressions** is the official publication of the Interscholastic League Press Conference Summer Publications Workshop, held June 16-20 at The University of Texas at Austin. The contents of **Impressions** represent the work produced by journalism advisers enrolled in a special "teachers only" sequence, directed by John Cutsinger of Westlake High School, Austin. Photographs were taken by students attending the workshop's photography sequence, directed by Ann Hale of Haltom High School, Fort Worth.

Information regarding the ILPC workshops can be obtained from ILPC Director Bobby Hawthorne, ILPC, Box 8028, UT Station, Austin, Texas 78713-8028, 512/471-5883.

**Impressions** was edited by Bobby Hawthorne and John Cutsinger. The publication was designed by advisers, with assistance from Cutsinger and Hawthorne.

### Workshop staff Newspaper Sequence

- James F. Paschal, director, The University of Oklahoma and director of the Oklahoma Interscholastic Press Association.
- Cheryl Chrisman, Temple High School, Temple, TX.
- Sherry Taylor, Irving High School, Irving, TX.
- Bob Button, Grosse Pointe South High School, Grosse Pointe, Michigan.
- Dan Vossen, Yukon High School, Yukon, OK.
- Mary Pulliam, Duncanville High School, Duncanville, TX.

### Yearbook Sequence

- Bruce Watterson, director, Ole Main High School, North Little Rock, AR.
- Judy K. Allen, Highland Park High School, Dallas TX.
- Laura Schaub, Charles Page High School, Sand Springs, OK.
- Jim Davidson, Lake Highlands High School, Dallas, TX.
- Gary Lundgren, director, the North Dakota High School Press Association.
- Linda Howard, Norman High School, Norman, OK.

### Photography Sequence

- Judy Babb, Skyline High School, Dallas, TX.
- Ann Hale, Haltom High School, Fort Worth, TX.
- Bob Malish, Canon USA, Dallas, TX.
- Richard Blereau, Varden Studios, Waco, TX.
- Bradley Wilson, Westlake Picayune, Austin, TX.

### Dorm Monitors

- Jack Harkrider, supervisor, Anderson High School, Austin, TX.
- Nancy Dunlop, Waco High School, Waco, TX.
- Carrie Skeen, Nimitz High School, Irving, TX.
- Randy Vonderheid, DeSoto High School, DeSoto, TX.
- Lucella Whatley, Lee High School, San Antonio, TX.
- Linda Dulin, Gatesville High School, Gatesville, TX.
- Suzanne Slagle of Kerrville.

### Special Thanks

- to Chris Sekin for everything.
- and to Sarah Key and the staff of Jester West for their patience, helpfulness and kindness.

# Trivial Pursuits: Over-worked students maintain sanity by spelling relief: G-A-M-E-S

By LINDA DULIN, Gatesville HS  
and CARRIE SKEEN, Irving Nimitz HS

**T**his is going to be a workshop — capital W-O-R-K-shop," students were "gently" informed at the ILPC summer workshop opening assembly.

However, even under the most adverse conditions, the journalism student will not give up. In order to get through these grueling five days and still retain sanity, a number of workshop games were devised. Oddly enough, research has shown this survival technique is also very common in prisoner-of-war camps.

Probably the most-commonly played game, stemming from last minute mad scrambling to classes, was ELEVATOR CPR. This game, which doubled as a contact sport, was relatively simple to play and had only one goal. That goal was to

see how many people could be crammed into an elevator at one time before the air supply was exhausted.

Another popular game, resulting from the haute cuisine cafeteria dining, was NAME THAT FOOD. Entries caught eating Domino's Pizza or Big Macs were immediately disqualified. The contestant with the most correctly-identified entries at the conclusion of the workshop received the John Cutsinger Pepto Bismol Award.

For those students longing for the pets they left at home there was the TRAINED ROACH game. Students would catch the roach of their choice from the abundant supply in Jester dormitory rooms. Through behavior modification techniques, these little beauties were able to perform a variety of skills. Some students, with the more intelligent roaches, believe that properly trained roaches could conceivably replace equally qualified journalism advisers.

Not to be outdone, water sport lovers played

the TROPICAL STORM game. Immediately after turning the shower nozzle to on, game contestants contended with torrential water pressure equal to the force of an average hurricane. The winner of this game will be announced by the national weather bureau.

Of course, these games were not limited to students only. Dorm monitors, who some are speculating were actually undercover KGB agents, had their own twisted game, I SPY. Each night when all the "little kiddies" were finally nestled in their iron cots, a dorm buster would pounce on an unsuspecting victim's door. This would continue until the student would fall out of bed and crawl to the door to be met with a cheery, "Is everyone asleep in here?" Not anymore.

So how do you spell relief from W-O-R-K-shops? G-A-M-E-S!!

Come back next year for the baby boomer edition.

## Bruce Watterson: Yearbook instructor cares enough to bring out the finest in students

By LINDA BRIGGS, Port Neches-Groves HS  
and LISA SCHWARTZ, Spring Woods HS

Nattily dressed in pressed khaki pants, starched white button down, and a fashionable kelly green and navy striped tie, ILPC summer workshop yearbook director and Little Rock, Arkansas Ole Main High School publications adviser Bruce Watterson predicts yearbooks of the future could be the size of a greeting card, thanks to computer technology.

"I'm excited about computer potential in yearbooks which should enable staffs to become more self-sufficient," Watterson said. "Can't you just picture it? You could take your yearbook to college in your shirt pocket!"

While welcoming the advent of computers in publications with open arms, Watterson's first and foremost goal is the success and creativity of his students and their publications.

"I like to see our students in the forefront of yearbook trends. Why not?" Watterson said. "Creativity is at the hub of what I want within the order of journalism ... yearbooks can be some-

thing just slightly ahead of their time — far-reaching and futuristic."

But Watterson's enthusiasm about graphic and technological advances in yearbooks is surpassed by his attention and caring for his students.

"On a lifescale of one to ten, yearbooks rate one, while students rate nine with me," Watterson said.

Ole Main High School publications staff benefit from Watterson's understanding and humane teaching approach, as well as his adviser skills to organize an orderly, yet creative program. His staffs' innovations in yearbooks, including the mini-magazines, could probably be attributed to Watterson's own creativity and journalistic talent.

"Everyday I notice everyone individually. I say something specifically to the student about him personally and about the work he is accomplishing for that day," Watterson said. "I try to be nurturing. Actually, I'm more of a counselor/father confessor figure to my staffs ... but I find something positive in what they've done and comment on that."

But Watterson insists on quality from his students. "The stop gap is the checkpoints: I grade the student, my editors evaluate the student, and the student evaluates himself," Watterson said. "The student must make an 'A' or a 'B'. If not, he's out. We must be performance-oriented."

Watterson's mild-mannered, soft spoken style charms small groups of interested listeners and large audiences, alike, as his folksy storytelling and dry sense of humor keep them entertained.

"Bruce is very considerate of his audience," talking to. He's very sensitive to Bobby Hawthorne said. "On a scale of one to ten, he's a ten and a half."

Although Watterson has won many awards for both yearbooks and newspapers, he sets his priorities as being his family, religion, "a little bit of a weekend social life," and his students.

"What's good for these kids is a healthy attitude about their product — let's do the very best job we can economically, creatively, and with snap," Watterson said.

## Combination of factors prompt enrollment decline

By KATHY KLAUS, Dean JH  
and KAY WEIMAN, Langham Creek HS

Enrollment has dropped from about 400 last year to about 325 this summer," Bobby Hawthorne, ILPC Summer Workshop Director, said. "I think that's a good, workable number of students for a workshop." However, he credited several reasons for the drop.

"One thing is the number of really good workshops going on this summer, for instance, UTA (University of Texas at Arlington), Harris County Department of Education (University of Houston), and Dallas County," Hawthorne continued. "There was a time when ILPC was the only non-yearbook-publisher affiliated workshop in the state."

"A second reason for the drop in enrollment is decreased journalism class enrollments due to the changes caused by House Bill 72 (246), allowing fewer electives," he said.

Hawthorne was concerned with the effects of House Bill 72 (246). "I don't know what 246 will do to us (ILPC workshops) two years down the

road," he said. "I'm sure newspapers and yearbooks will survive, but will the quality?"

A third reason for the enrollment drop is the cost of the four-day workshop. The \$160 fee seems increasingly difficult for students and faculty to come up with, since the cutbacks in extracurricular activities and spending.

"My students held several fund-raisers to pay \$110 per student for the workshop," said Lucella Whatley, San Antonio-Robert E. Lee High School. "Then each student paid the additional \$50 on his own."

"I wanted to attend this particular workshop, so I just paid my own way here," Robert Elrod, Fort Worth-Southwest High School, said. "My adviser isn't even here."

One hundred dollars of the fee goes toward paying the cost of food and housing, according to Hawthorne. The rest is tuition. Combined salaries for the staff fall between \$15,000 and \$25,000. Duplicating and mailing costs are also covered in the fee.

The entire fee is used for the workshop since ILPC is a non-profit organization. "In fact," Hawthorne said, "your \$10 newspaper membership fee is equal to the stipend we pay per publication for ratings."

Although the reasons for the enrollment decrease seem challenging, ILPC officials are still proposing two conventions during the next school year, one in the fall, the other in the spring, and a continued, high quality summer workshop in 1986.



Photo by Conchita Mata  
South Grand Prairie HS



# Thinking about busting curfew?

## Don't. Dorm monitors are probably watching

By BETTYE MORRIS, Chapel Hill HS  
and JOANNE RESTIVO, Round Top-Carmine

There's something strange in Jester Dorm. An invisible man sleeping in your bed? Maybe not... but visible 'critters' under your bed.

Mom's 300 miles away.

Who 'ya gonna call?

Any one of seven adviser-monitors — better known as DORMBUSTERS — were there to heed your cry of distress.

Headbuster Jack Harkrider of Anderson High School, Austin, proved at Sunday's opening session that he can growl fiercely enough to outslime the slimiest.

However, he had nothing but praise for this year's group: "Most of our out-of-state speakers say they've never been in a workshop dorm that's so quiet."

He stressed that "the kids know that it's 75% work. They deserve a lot of credit. They know it's for their own good — that we have to show parents and principals that we're taking good care of them. They make it easy with their cooperation and help."

Harkrider, along with ILPC Director Bobby Hawthorne, chose the lucky seven monitors: Lucella Whatley (Robert E. Lee, San Antonio); Suzanne Slagle (Ingram Elementary, Ingram, Texas); Linda Dulin (Gatesville High School, Gatesville); Carrie Skeen (Pine Tree High School, Longview); Nancy Dunlop (Waco High School, Waco); Randy Vonderheid (DeSoto High School, DeSoto); and Harkrider.

Dorm monitors were used at last year's workshop for the first time following one isolated incident related by Hawthorne.

Lucella Whatley received a letter of confirmation in "the inimitable Hawthorne style" that read "Congratulations. A blue-ribbon committee has selected you . . . polish up those jack boots and rustle yourself up a whip or two. This year's theme will be 'A Night in Stalag 17.'"

Why, then, would anyone volunteer for such an assignment?

Monitors received free room and board and a travel allowance in exchange for enforcing curfew (in by 10, on the floor by 11, in the room by 11:30, lights out by 12), regulating noise, and seeing that other general rules were obeyed.

Whatley said she brought a heavy robe because "I expected to prowling the halls all night, but they've been angels, couldn't have been better or more cooperative."

She contrasted this with a previous workshop elsewhere that was marred by vandalism and

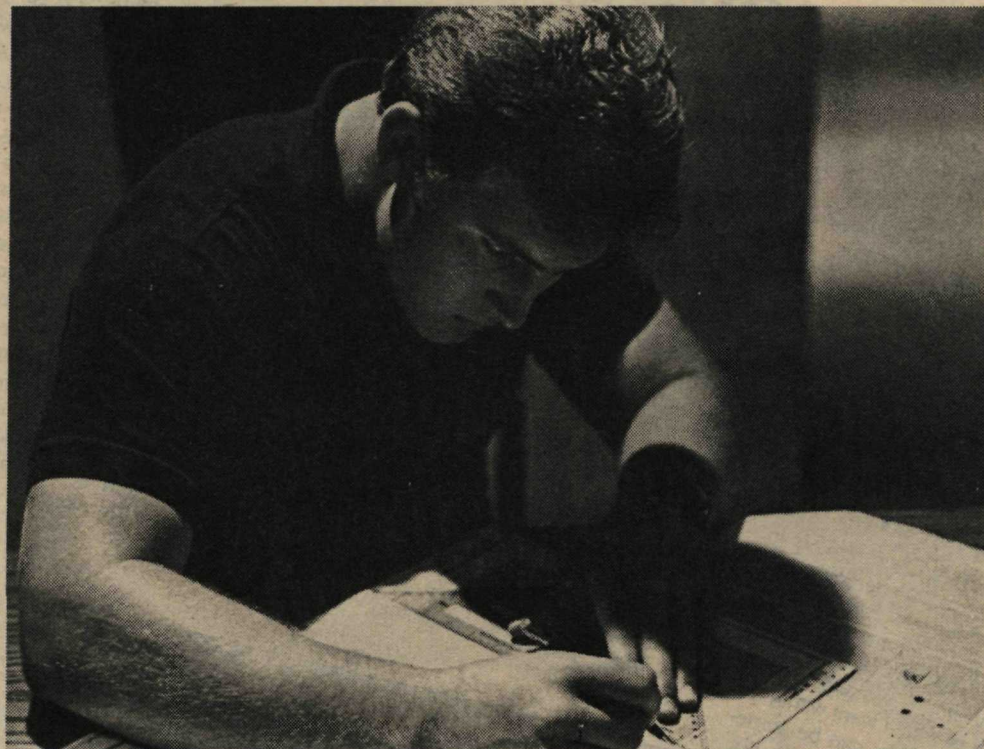


Photo by Beth Burns  
Marshall High School

**Maintaining a tight ship.** That was the goal of the 'Dormbusters.' Consequently, most students found themselves spending evenings — like Bruce Tipps of South Grand Prairie HS — working on homework.

credited this relative tranquility to "work-minded and serious advisers who keep an eye on their own kids. That helps everybody."

The sign outside Room 523 read: "You had better be good or the dorm monitor will get you."

Inside was Carrie Skeen who, along with Nancy Dunlop, provided students with messages and items of interest on bulletin boards near their rooms. One note left for Dunlop said: "Mama D. Please come tell us when you get home. Take us somewhere. Your ward chilluns."

Any complaints among the students revolved around the curfew restrictions.

Mike Derr of Southwest High School in Fort Worth said that he stayed in a friend's room ten minutes over the limit, stepped out, and "it was like the S.S. coming down on you. I can stay out 'til 10 during the school year, and this is summer. They ought to loosen up."

Paco Gonzales of Edconch-Elsa High School concurred: "This is worse than H. Ross Perot. They give us all this homework and then say we can't stay up past midnight. When are we supposed to do it?"

His roommate Will Cruz added that "it would be nice to have free time to go bowling ... or (Gonzales interrupted) go down to Sixth Street and pick up chicks."

Students were allowed one free evening on Wednesday.

Responsible along with Harkrider for maintaining a 'tight ship' on the boys' floor was Randy Vonderheid, a large man, who (according to Harkrider) can say to a student: "What are you doing, son?" and hear the student reply, "Anything you want me to, sir."

On the other hand, there were those students who felt the atmosphere was a little *too* relaxed.

Suzi Walton of Spring Woods in Houston claimed "there are too many girls running around playing loud music."

"Yes, and kicker music at that," Kelley Kenyon said, also of Spring Woods.

Most admitted, however, that any problems at the summer workshop were minimal.

Headbuster Harkrider stressed, "I don't mind being hard-nosed with the kids, but they can see it's for their own good. They may complain, but I believe they are secretly glad we're firm."

Adviser Bob Bowden of Haltom High School in Fort Worth said (tongue-in-cheek), "I'm really envious of Jack and his position. The possibility of busting someone enthalls me."

Students at the 1985 ILPC Summer Publications Workshop are used to busting — themselves — to produce quality journalistic work.

And that kind of busting, as Ray Parker, Jr., might agree with, makes everyone feel good.

was doing on a high school paper," Kathleen Rhoden of Lockhart said. "It has taught me to be objective and not to editorialize my newswriting."

Although the heavy workload may seem to be an unnecessary burden to many students, the more serious-minded students considered this aspect a plus.

"Many workshops do not stress homework," Wendi Brailey of Lockhart said. "Others let you go out and party. This workshop is definitely geared to learning and that's what I'm here for."

Another feature of the ILPC workshop that attracts students is the emphasis on writing styles.

6 Did you hear what they said about

## Night Life

"**Best thing** about being away from home is that I don't have to do the dishes here. What night life? Only the roaches come out."

Connie Carville  
Victoria Stroman HS

"**It's relaxing** in a way. Parents and kids need time away from each other to break the monotony. Also, attending this workshop has taught me to be more independent and responsible. As for night life, there isn't any."

Stephanie Collins  
Victoria Stroman HS

"**There is** such a feeling of having your privacy invaded. You're never alone. I really haven't tasted the night life. I heard that Sixth Street doesn't get started until midnight and by then, we're in our rooms."

Michele Norris  
Tomball HS

"**I've learned** this week that I won't be getting any sleep in college. The people in the room above mine seem to be having a lot of fun. I can hear them banging on the floor and moving furniture all night. Also, I've learned that I'll have to bring a can of Raid to college."

Michele Smith  
Tomball HS

"**I don't** think I could handle a dorm room this small for an entire year. At night, people walk around drinking Cokes a lot. There's not much night life. You can order out food and ride the elevators but that's just about it."

Darren McNeely  
Tomball HS

"**I've learned** that when I go to college, appearances won't matter as much. I'll always be hurrying to class and not worrying so much about my clothes being just right or my makeup just so. I've also learned that you always need to be prepared for anything. The workshop has really given me a taste of college life. At night, we sit outside, waiting for a pizza and enjoying the cool breeze. So far, I've loved it."

Jennifer Jones  
Tomball HS

## Serious students say they prefer heavy workload

By NANCY BROWN  
Lockhart High School

The 1985 Interscholastic League Press Conference Summer Publications Workshop has created another successful learning session, mainly due to the intense working environment and excellent teaching staff.

This workshop appears to be teaching its participants vital skills that are unattainable elsewhere.

"If it weren't for ILPC, I wouldn't know what I

"The inverted pyramid, spiraling method and block paragraph theme are three of the most important things I've learned this year," Rhoden said. "They're easy to apply to lots of situations and help keep the story styles from running together."

The most important thing gained from the workshop seems to be the information that can be passed along at the conclusion of the workshop to fellow staff members.

"I plan to convey everything I possibly can do my staff," Brailey said. "Hints. Suggestions. Everything."

# Paschal: He's what it's all about

By PATRICIA VANCE, Pasadena Rayburn HS  
and MARIE YEAGAR, Abilene HS

Dressed casually in a yellow knit shirt, gray slacks and white athletic shoes with velcro straps, Jim Paschal, director of the newspaper sequence, steps onto the stage in the lecture hall and addresses the teenage audience as "my friends."

Paschal, there to introduce the speaker for the general assembly, jokes with the students briefly before getting down to business.

While being the director of the newspaper sequence is a prestigious position, Paschal said he would rather teach than direct.

"I really prefer to work with the kids," he said. "Since I'm out of high school teaching, these workshops are my only chance to keep in touch."

Paschal said that high school students are more receptive to new ideas than college students.

"High school kids want to learn," he said. "They are less inhibited so they are more creative."

Paschal sees another advantage to working with high school students. "They are grasping for 'show and tell.' College students like lectures but high school students respond better to examples of good publications. They want to see what others have done."

From the University of Oklahoma, Paschal is the associate professor of journalism and mass communications. But much of his time and energy is devoted to high school journalism. As coordinator of scholastic journalism programs, he directs the Oklahoma Interscholastic Press Association, the state's equivalent to ILPC. He is also director of the Future Journalists of America.

During summers, he directs the OIPA publications workshop and has been involved in the ILPC workshop for three consecutive years. Every third year, he conducts a summer publications workshop in California.

For the benefit of journalism teachers and advisers, Paschal is continually involved in projects promoting curriculum development.

He is the coordinator of the American Student Press Institute, a publishing firm for journalism-related materials. He also edits the CSPAA Bulletin, a magazine for the nation's largest press advisers' association.

He is presently revising the fifth edition of the Columbia Scholastic Press Association rating scorebook, and recently completed editing of the revision of Springboard to Journalism.

While Paschal directed the newspaper sequence, he did find opportunities to work with students in the classroom. He taught a mini-session on headline and caption writing.

"I learned a lot about writing captions from him," Kelli Conahan of Keller said. "He made the class run by making jokes about the things he was teaching us." Laurel Montgomery of Hill Country Middle School in Austin said. "He got the point across humorously that we should not insult our reader's intelligence by overwriting headlines."

Added Balissa Bretzke of Pasadena, "I enjoyed his class. He talked fast but he made his points in ways we could understand."

Students are not the only ones who admire Paschal. Mary Pulliam, instructor in the newspaper sequence, said she was excited about working with him.

"I have read many of his articles," she said. "It was exciting to finally meet him and doubly exciting to work with him. He's what scholastic

journalism is all about."

Other adults regard Paschal as a mentor and friend. In the workshop's opening assembly, ILPC director Bobby Hawthorne said he learned most of what he knows about scholastic journalism from Paschal.

John Cutsinger, Westlake High School publications adviser, also regards the Oklahoman highly.

"Paschal was the first person to believe in me when there was no reason to," Cutsinger said. "He took care of me when I taught in Oklahoma."

"I can distinctly remember him saying to me, 'You've got it, kid! I was not good at that point but his telling me that made me realize I could be a better adviser. Jim treated me like royalty and was my guide.'"

Paschal's sense of humor came through to Cutsinger early in their relationship.

"In Oklahoma, I once asked Jim to take a few minutes to tell me what was wrong with my publication," Cutsinger said. "He said he couldn't do that in a few minutes; it would take hours. He told me that he'd be better off taking a few minutes to tell me what we were doing right."

Paschal attended Amarillo High School and, after college, taught journalism there for 12 years. Although he has lived in Oklahoma as long as he lived in Texas, he said he still considers himself a Texan at heart.

"When I cross the Red River coming into Texas, I always say, 'Now I'm in God's Country,'" Paschal said. He added that he has considered moving back to Texas after retirement.

While working with high school journalists is a priority, Paschal does not plan to teach other workshops this summer. He said he is having a swimming pool installed at home, "and I want to be there to enjoy it."

## Life's ups and downs:

### Family ordeal leaves ILPC director with a revised set of priorities

By MARTHA ALTENHOFF, Leander HS  
and MITZI NEELY, Spring Hill HS

Though he was one of five journalists in the nation to receive the prestigious Columbia Scholastic Press Association Gold Key Award this year, ILPC Director Bobby Hawthorne says his biggest accomplishment is that he's quit biting his nails.

But has plenty of reason to bite them.

As perhaps the youngest director in ILPC history, the 32-year-old Hawthorne has his hands full. He directs the spring UJL journalism activities, coordinates the summer publications workshops at UT, serves as managing editor of the UJL *Leaguer*, contributes to various other professional journals, organizes media accommodations during the UJL state meets and tournaments, and is called upon frequently to speak at workshops and conventions nationwide.

His favorite aspect of UJL, he says "is the rela-

tionships I've developed with certain individuals — teachers — who have really become close friends. The thing I get most choked up about is after getting to know these teachers and knowing how hard they've worked, being able to recognize them for their accomplishments.

"Winning the Gold Key was great," he added. "It was a tremendous honor, but being a part of that, being involved with the schools, that's the most fun. It's a chill-down-the-spine experience."

In his current position, Hawthorne has meshed his love of athletics and journalism, a winning combination he has maintained since his high school days in White Oak, Texas where he played football and baseball and ran track, worked on both the newspaper and yearbook, and won top honors in UJL journalism.

"I came to state twice," he said. "I won first in features one year and placed second in editorials and third in headlines. That was before we had district competition. We'd go straight from re-

gional to state."

However, for the past year, Hawthorne has been forced to set aside his enjoyment of his work for another priority. In July of 1984, his two-month-old daughter, Sarah, was diagnosed with a malignant tumor. Eleven months later, the ordeal has ended but Hawthorne has been left with a new set of priorities.

"We're just getting over a rough spot," he said. "Having endured the initial trauma of learning of her cancer and then two rounds of surgery and several months of chemotherapy, we (Bobby and wife Heidi) have learned to separate inconvenience from real problems. I am not bothered as much now about little things that used to drive me crazy."

Despite the ordeal, Hawthorne said he learned how fortunate his family had been.

"It is quite natural to take life for granted," he said. "Last year, we went from not knowing if our daughter would live to knowing that she proba-

bly would live to knowing that she would survive the disease. However, we met and became friends with a lot of people who are dying and know it. During our second round of surgery, when doctors were looking for new growth and found none, I was really torn between our joy and relief that the cancer had not returned and the sorrow I had for a couple across the hall, whose son was extremely ill. You just kind of squash your emotions, go home and never forget that you were lucky and they weren't."

Five months and two return trips to Houston for check-ups later, Sarah is an active child, giving strangers no sign that she once was given nothing better than a 50-50 chance. But for the parents, the experience will never end.

"We were fortunate that she was so young," Hawthorne said. "She suffered no trauma, only pain. She has no memories of it. On the other hand, we're still surviving it. It's always in the back of my mind."

They come from all kinds of backgrounds  
all levels of experience. But teachers insist

# Advising publications exciting, rewarding

By KEM BROSSMAN, Labay JH  
and LUCY CAMPBELL, Mineola HS

**'A**dvisers just look at me and shake their heads."

Novice Julie Ness is attending her first Interscholastic League Press Conference Publications Workshop. September of '85 will begin her first sprint as a yearbook adviser at Watkins Junior High School. Her tale is oh so familiar!

Gutsy, but naive, Julie admits to feeling "overwhelmed" by the entire aspect of high school publications. "The biggest problem is learning the vocabulary, understanding the lingo," says Ness. "But I'm getting it down." She smiles, albeit uncertainly.

As a brand new adviser, Julie confesses she has no photographic experience and almost no journalistic background. "I *did* help put together a yearbook in junior high." The implied question is, "Doesn't *that* count?"

Julie's penetrating stare is framed by curly, light brown hair. She wears a look of wary determination, not exactly ill-at-ease, but as though her self-assuredness has taken a blow by what her mind has absorbed during the ILPC workshop. She is beginning to understand some of what she has volunteered to do as an adviser of a school yearbook!

Is this a deterrent? Nope, says Julie, with a vitality that buoys her morale. "I have always liked to be creative. I was glad to take the yearbook."

Contrast Julie's story with that of veteran newspaper adviser Marie Yaeger. Marie, currently with Abilene High School, has advised high school newspapers for 24 years. She is *not* gray and bent and wrinkled, but rather a living testimony of the fact that one *can* survive the world of high school publications.

But then Marie did have a professional journalism career before she began teaching. She majored in journalism at Oklahoma University. Just out of college, Marie began editing a weekly tabloid and in time was a critic of the arts for the *San Antonio Light*.

"I had no intentions of getting into teaching," she says firmly, "— ever." Her husband, symphony conductor for the Abilene Philharmonic, helped her with technical references. She, in turn, helped him with the graphics of his brochures and programs, a perfect case of career symbiosis!

But times change, career interests change. Marie found herself considering a career shift at the urging of one of her college sorority sisters. Not really sure she was even qualified, Marie applied — and got the job.

"I teach from experience," says the petite brunette. Her small stature belies that toughness of spirit of the professional journalist. "I told the kids to read the book and where it differed from my teaching we would 'discuss' it. I told them I might or might not change my mind because I was teaching them from my own experience."

Apparently Marie found high school publications so interesting, she began her *own* journalism workshop five years ago.



**It's more** than teaching. Advisers say the chance to work closely with their students make the job worthwhile. And, like Bob Bowden (left) and J.D. Angle of Haltom show, the chances to enjoy more casual moments count as well.

Photo by Tina Fyffe  
Leander High School

"Bobby (Hawthorne) came that first year," says Yaeger. "It only lasted one day. But the next year it was for two days. And then ACU agreed to sponsor it."

Fellow adviser, Joe Graham of Seabrook Intermediate School is one of those long suffering advisers who, whether by design or choice, manages both yearbook and newspaper for eighth grade journalists.

"I got into advising by accident," Graham admits. "The sponsor before me resigned. I teach science but I have journalism hours so the principal asked me if I would take it."

"I was interested, so I said okay."

Graham is left-handed. Maybe that explains his creative success of 11 years with the junior high newspaper and four with the yearbook. That, and the fact that he is willing to change, to adapt.

"This is the second ILPC workshop I have attended," says Joe in search of the chalice of journalism. He has tried other workshops as well. "I came here because I really need to work on newspaper."

Patricia Vance of Sam Rayburn High School and Barbara Henry of Winona High School are 17-year-veterans. They both advise newspapers. Patricia is in a conference A school; Barbara, in a small 2A school.

"I regularly attend workshops," says the sandy-haired Pat. "This is one of the best. We (advisers) get so much more information here than anywhere else."

Barbara says, "You know I come to these workshops to just listen to others tell it like it is. It really helps me."

"I guess I am just the perennial student," she

sighs.

Cathy Griffin of Austwell-Tivoli High School has invested 13 of her 15 teaching years to seventh and eighth grade student publications. She advises yearbook and newspaper, and teaches three English classes as well. Like Marie Yaeger, Joe Graham, Patricia Vance, and Barbara Henry, her sanity appears intact.

"I feel you have to really like it (publications advising) to sacrifice the amount of time it takes to produce a publication," Cathy explains.

"But, you know, it's really tough on my family," she adds.

Austwell-Tivoli is a tiny Class-A school down on the Texas coast near Victoria. Yet despite its size, Cathy is every bit as dedicated to high journalistic standards as any other publications adviser attending the ILPC camp.

"I've learned more from ILPC workshops than I ever did in college," says Cathy, a disciple of ULL. "There is such a general variety of subjects here."

Shari Sanders of Sinton High School offers some keen insight into the problems faced by novice advisers like Julie Ness. She has just completed her first advisory experience with yearbooking. She professes a neat way of facing first year jitters.

"I would say it was a matter of psyching myself out," Shari says decisively. "I had misgivings, but I'd set up a bravado — telling the superintendent, the principal, the counselor, 'I can do it!' So I couldn't just NOT do it."

"It was a real motivation for me."

From her first year Shari learned, "that the adviser has to be determined for the students to be determined. I wanted the yearbook, badly,"

Shari admits. "I wanted to do it, to do it right."

After one year as adviser, does she feel any differently?

"My expectations are tempered with reality," Shari analyzes. "I don't expect less, but I'm more realistic about it."

Commuting camp adviser Martha Altenhoff from Leander voices her attitude on the first few days at camp by saying, "I feel like I am hearing about a new exotic sport that I've heard of but I'd like to learn to play."

Altenhoff had been a reporter in charge of reporting public school news for the newspaper in Leander. She says, "When a journalism position came open, I jumped for it."

"Reporting for the paper was fun because I love to work with people," she says. "Through my reporting job, I saw the warmth that teachers shared with their students, and I knew I wanted to be a part of it all, so I landed a job."

Many advisers at camp agree that John Cutsinger has supplied them with "mega" ideas for organization and design. This informational overload enriches the more experienced advisers as well as the inexperienced. The ten-year-veteran adviser at Henderson High says, "I tell my students it takes time to develop good ideas. It takes 99 dumb ideas to get to that one good idea."

More often than not, advisers at ILPC camp, no matter what their level of experience, insist that advising a publication is EXCITING! No, they are not insane, although fellow teachers may think the opposite. Advisers who survive that first year agree that the time and energy expended in publication advising is not just overwhelming, but overwhelmingly exciting.

## Piling it on:

**Weight watching?** Hardly. Students pour on the chocolate fudge during the opening night's ice cream reception.



Photo by Steve Rodriguez  
Temple High School

6 Did you hear what they said about

## Why ILPC?

**"I thought** it would be fun. I wanted to learn about photography so I'd be able to teach other people to take better photos for next year's yearbook."

Corey Waller  
Austin Hill Country JH

**"As a** yearbook sponsor, I'm still working in June proofing the yearbook. I came last year and it was so beneficial that I was willing to postpone a vacation."

Bettye Morris, adviser  
Chapel Hill HS

**"Because** it makes the kids so excited about what they want to do next year. I wanted my students to experience a workshop that is educationally stimulating."

Nancy Harwood, adviser  
Tomball HS

**"Because** of the stimulation of being around people who produce top publications. Not only do we get ideas but we get excited."

Kathy Klaus, adviser  
Dean JH (Houston)

**"ILPC has** an excellent staff and the kids really learn. Even though it's held early in the summer, the kids remember things they've learned, and are just as eager in August to put to use the things they've learned."

Kay Brown, adviser  
Killeen Ellison HS

**"This is** the best workshop because the instructors are the most outstanding available. The kids see how serious the teachers are about publications and they become serious about it also. The kids learn how to do the work, and they become motivated to do the work."

Mellicent Bryarly, adviser  
Victoria Stroman HS

**"Being here** is really a responsibility rather than a choice. No one person on next year's staff is an 'old hand' and I feel like I need to be open to every possible option so I can make our paper the best it can be. That's more important than five days' wages. I can make up the hours but knowing I could have made a difference and didn't would be worse than going without that extra pair of shoes."

Kim Atkins  
Abilene HS

**"The reason** I'm here and not swimming is because I figure I have the rest of this month and two others to do what I want. So why not take advantage of the workshop, which will help me a lot more than four days of frying my skin. I am enjoying the different instructors and their ideas. It is interesting to hear different views. It makes you realize how much there is to learn."

Marie Jordan  
Abilene HS

## Sacked out:

**Interesting?** Of course, but exhausting as well. Students rarely hesitated to grab a quick afternoon nap between sessions.



Photo by Renae Howell  
South Grand Prairie HS

**Out-of-staters travel hundreds of miles to attend Texas publications workshop**

# You've come a long way, baby

By LUCELLA WHATLEY  
San Antonio Lee High School

Even though they were hundreds of miles away from home, several student journalists were not thinking about "Home, Sweet Home" as they completed their assignments. They were, however, thinking of the improvements they will be able to make in their school's publications as a result of their attending the Interscholastic League Press Conference summer workshop, June 16-20 at UT-Austin.

Four students from Carencrol High School in Lafayette, Louisiana, their teacher and her two daughters drove over 400 miles to come to the workshop. Olivia Pass, Carencrol newspaper adviser, said that she attended last summer's ILPC workshop through a grant from the Dow Jones Newspaper Fund. She said, "There is nothing like this in Louisiana. So much information is available."

Lisa Metcalf and Seanne Farmer, Carencrol seniors, agreed that the workshop helped them to improve their writing and interviewing skills.

Pass, who teaches four English classes and advises the newspaper, said, "Our publication has improved tremendously. Last year we won eight state awards. We also learned where to send our paper for critiquing."

She said that her superintendent has been re-

ally supportive of her and her students with the job they did on their paper last year.

Accompanying Pass were her daughters Emily (12) and Sarah (almost two). Keeping up with students, attending sessions as well as being a parent made for a busy workshop for the adviser, but she said, "It is really nice to have them with me."

Other Louisiana students were Cheryl Papa and Angela Nepveaux. Betty Raglin from Silsbee, Texas also hitched a ride with the group to attend the workshop.

Lawton High School in Lawton, Oklahoma sent newspaper editor Shannon Riley and yearbook editor Steve Crow. Their adviser, Sid Hudson, could not come to the workshop, but they did have one of the workshop instructors, Judy Allen, checking up on them occasionally.

Shannon said that her adviser highly recommended the ILPC workshop. So far, her expectations have been met, and she is anxious to prove herself as an editor with her expanded knowledge from both this and the University of Oklahoma workshop she recently attended.

Praising her instructors, Shannon said Mr. (Bob) Button and Mr. (Bobby) Hawthorne have taught me so much. In the last two weeks, I have learned more than I ever thought I could."

A former Texan, Shannon said she was fortunate to have a good adviser who wanted the Lawton paper, *The Tatler*, to continue to improve.

Besides all the work and travel, Shannon confided that she had a dream the night before she came to the workshop. In her dream, she said, "I know I'm going to lose my luggage." Ironically, she did lose one piece while transferring in Dallas, but it arrived safely late Sunday afternoon.

She was surprised to see so many more girls than boys at the workshop. "We have more girls on our staff," she said. She was impressed by the efforts put forth by workshop participants.

Steve Crow has been active in many aspects of his school, such as Student Council and the debate squad. He was enthusiastic about ILPC workshop because of the calibre of the staff. "I have learned about basic yearbook skills, planning the ladder, and designing a more complex and graphic yearbook."

He said, "Our book is changing from a basic book to a more graphic one." He seemed ready to accept his responsibilities as editor and was confident that his managerial experience in other school groups would enhance his success as an editor.

Having just returned to the States from a 10-day trip to Mexico City and Puerto Vallarta and still tired, Steve worked for hours on his assignments. On the lighter side, Steve said, "We have enjoyed hearing the Texas twang," comparing Texans to Oklahomans.

No matter how it is said, the workshop material will be helpful to both Texans and "foreigners" alike.

Did you hear what they said about

## Dorm Life

"Dorm life is fun and exciting. It's totally new to me but I don't miss anyone. It's not as quiet as home but it's okay. I don't know of any night life. There are stores around that I enjoy browsing in."

Lori Revell  
Ellison HS

"I like the idea of being on my own, having to make certain decisions on my own and not having my parents around. My night life consists of meeting and visiting with the different people at the workshop."

Vicki Sims  
Ellison HS

"I like dorm life because I'm more independent and don't have to deal with my parents or brothers and sisters. I don't like the strict rules but I realize why we have them. Night life for me consists of homework."

Amy Brennan  
Ellison HS

"I like being away from my parents. I feel that I have more control in doing what I want to do. Due to the homework, I don't have much time for fun at night."

Vince Lewis  
Ellison HS

"Dorm life here is a little less restrained than what I have experienced before. Night life for me consists of homework. I purposely plan my stories interviews on the female floor."

John Salomone  
Ellison HS

"I've enjoyed meeting all these different people and hearing about their experiences. Getting away from the same old routine of a small town has been wonderful. As for night life, I finish my homework, eat a snack and then listen to a Joan Rivers tape until midnight."

David Torres  
Austwell-Tivoli

"My night life consists of pizza, hot Coke with no ice, staying up late with homework and thinking about my family back at home."

Leticia Perez  
Austwell-Tivoli

### What do you miss most?

- Talking on the phone.
- Both my sweeties.
- Sleeping late every morning.
- Laura.
- Time to myself.
- Mom's cooking.
- Privacy.



Photo by Aundrea King  
Haltom High School

## Photo director strives for quality

By KEM BROSSMAN  
Labay Junior High

Imagine this. A small town aspiring writer sits at her desk surrounded by novel antiques. The old house creaks with suspense as she prompts her pen to paper. From Ann Hale's reflections of her future aspirations, this picture seems complete. Into this future scenario, she can take experience gained from her combined studies of English, Photography, and Journalism.

"Learning by doing was what I did at the onset of my career as a reporter at The Copperas Cove Weekly," Hale said.

After two years and sixty-hour work weeks with no days off, Hale decided to attend Wake Forest College in North Carolina. There she received a master's degree in English.

Upon returning to Texas, Lampasas be-

came the new setting for her career and ironically so. Hale said that her high school journalism teacher had always wanted her to come back to Lampasas and take over the position. This Hale did.

Three years later Hale taught at Bee County College in Beeville for one year. After realizing that the college level was not where she wanted to remain, her new setting became Westlake High School in Austin. For the past three years she taught photojournalism there. Recently, she accepted a position as journalism adviser at Haltom High School in Fort Worth.

During the week at ILPC camp, Hale has been working with advanced photography students. With a jovial laugh Hale said, "I feel I have the qualifications of a shuttle bus driver because our Jester darkroom was not set up so I had to transport students out to Westlake. The first day I was on the road in

transport for 3½ hours."

When asked what is tough about the camp week for her photography students, Hale said, "Kids aren't familiar with their turf. Finding good quality photo subjects is tough. Students verbalize how picky I am, and basically we are here to work for good quality. Most of the time with the advanced kids, I am here to stand back and fill in the blanks as student questions arise."

Hale's personal photography interests are shooting slides for her family — trees, windmills and landscapes.

Hale has published articles in journalism, photography, and for her church magazine.

Hear the pen etch across the page. Hale's endeavors to write have become a reality. Her future scenario is in the making. Perhaps someday the setting will be an antiquated house in Smalltown, USA.



Photo by Tina Fyffe Leander High School

## Blereau is the picture of photo know-how

BY JINA DAVID  
Labay Junior High

He focuses on the basics. He takes the time to develop their skills, and gives them a chance to enlarge their knowledge. This camera-ready man is Richard Blereau.

During June 16-20, Blereau taught junior high and senior high school students the basics of photography at ILPC summer camp. Beginning with a placement test and a do and don't slide show, he highlighted

everything from camera parts to developing film.

"The most common problem for beginning students is finding subject matter," Blereau said. "On the other hand, they (the advanced students) want to shoot abstract art like a crushed aluminum can."

Blereau learned the art of photography at Elkins Institute in Dallas. Then, after answering a newspaper ad, he began taking baby pictures for a studio.

"I learned to have patience," he said.

Now, he works for Varden Studios as a portrait photographer. One of his goals is to become the vice-president of his company.

Blereau spends time on the road traveling from school to school with his camera equipment. Even though he stays busy, he finds time to educate young photographic minds.

**The photo rarely** comes to you. You must go after it. And so they did. Bob Malish, photo instructor, and John Moore of Irving HS take a group of beginners on a field trip into the wilds of the UT campus.

## Check it out:

For **Haltom High** School's Andrea King, the first day of the workshop was dominated by "check-in." For many others, though, it was

dominated by "check it out." With sweethearts at home, many worked to cultivate romantic encounters.

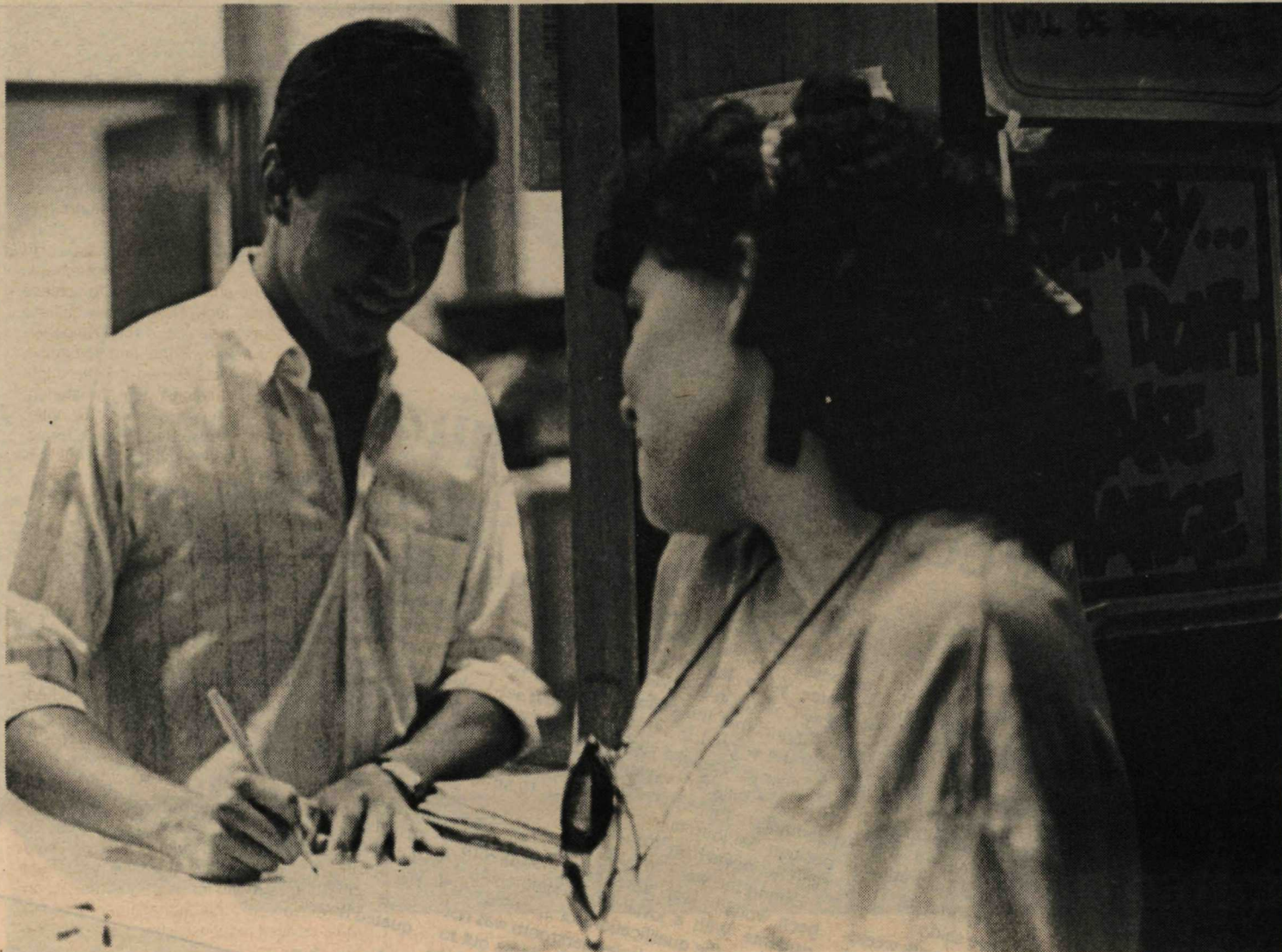


Photo by Beth Burns  
Marshall High School

# A romance a day keeps memories of the sweethearts at home away

By **MARLENA CARLISLE**  
Hamilton High School

Workshop romances are heating up the halls of Jester Dorm. Guys and girls are making their way around campus, scoping out the possibility for a romantic interlude with that perfectly gorgeous creature of the opposite sex.

Though there are only five days of the workshop, the attraction between the guys and gals is getting hotter.

It hardly seems possible that a romance could sizzle in such a short time. However, seeing couples locked hand-in-hand, arm-in-arm and cheek-to-cheek is becoming quite common around Jester.

Darren McNeely of Tomball High School said that these steamy workshop romances, short though they may be, are okay by him. "They're great," he said. "They give you a chance to meet

new people, see a couple of new faces."

With the strict rules concerning boys on girls' floors and vice versa, it is hard to believe that a relationship could develop, right? Wrong! Most students feel that the rules are good. They claim that some rules have to be enforced or a lot of students would be getting into trouble and sent home. The students understand that the workshop directors do not want to be held responsible for accidents that might occur if the rules are not enforced.

Getting out of class at 9 p.m. and having to be in the dorm by 10 p.m. also poses a problem for those trying to strike up a workshop romance. Whoever wrote the workshop schedule didn't leave much time for serious romancing. Fortunately, there are enough activities to allow those truly interested to put in their share of flirting.

Take John Salomone of Killeen Ellison High School, for instance. "Going for a walk or taking

a girl for ice cream is just as fun as cruising around," he said.

While workshop romances flourish, there are also those sweethearts back home who are trusting their boyfriends or girlfriends to steer clear of such encounters. Most of the students at Jester say that a romance developing here cannot be too serious — that it is more of a friendship than a romance and so it really doesn't matter whether they have sweethearts at home. Debbie Delaughter of Hamilton said, "Meeting someone here is kind of like a substitution for your sweetie back home. If you can't get an orange, you'll settle for an apple for a couple of days."

By no means is the ILPC workshop "all work and no play." Everyone is ready for a little fun and in the spare time, teens think "Why not make a few friends?" After all, it gives everyone a chance to meet new people. And if something develops from there, well then, such are the ways of love.

## Did you hear what they said about

### H.B. 72

"It didn't affect me that much but if our journalism trip to New York hadn't been during spring break, I would have had to choose between it and other activities."

Steve Rodriguez  
Temple HS

"In junior high, it hasn't bothered us as much as it apparently has the high schools. What has hurt us is not being able to get out of class to interview, take pictures and sell yearbooks."

Joe Graham, adviser  
Seabrook Intermediate

"It stopped us from recruiting at the junior high. We also lost several staff members to grades."

Tracy Hoffman  
Halton HS

"It has panicked larger ISDs. This year, there were fewer students photographed and this will create problems when the yearbooks come out. It also means less money for the schools. It's a good bill overall but parts of it should be refined. It needs to be examined to make sure it's not causing more problems in some areas than it's supposedly solving in others."

Richard Blereau  
Varden's Studios

"What has affected us the most is the elective situation. The highly competitive electives are keeping students out of my program."

Kem Brossman, adviser  
Labay JH (Houston)

"With the reduction in electives, we must ask ourselves what we are going to do with kids needing hours. We will lose those quality kids in particular and our enrollment in general. The quality of publications will suffer when we lose the best students from the journalism program."

Mitzi Neely, adviser  
Spring Hill HS

"I am afraid we won't have high calibre students in the program unless we add periods to the school day. Many journalism teachers are anxious about the possibility of losing the bright kids."

Elizabeth Brammer, adviser  
Calallen HS  
Corpus Christi

"Unless there are changes such as offering Journalism 2, 3, 4 as honors courses or offering journalism for credit other than elective, then the quality of students coming into the program will diminish and the quality of publications will suffer."

Lisa Schwartz, adviser  
Spring Woods HS

# Workshops: A labor of love

By BARBARA HENRY, Winona HS  
and CATHY GRIFFIN, Austwell-Tivoli HS

"I can't believe I'm getting paid to have so much fun!" Coming from a professional athlete, this would be believable, but from a summer workshop instructor? Incredible!

Hopping planes from state to state and teaching journalistic skills from dawn to dusk, workshop circuit experts spend the summer motivating high school publication staffs in leadership roles for the following school year.

"It's kind of fun getting to leave Austin and work with kids I don't get to work with otherwise," Bobby Hawthorne, ILPC director, said. "I've learned to appreciate what teachers have to do."

Laura Schaub, publications adviser at Charles Page High School in Sand Springs, Oklahoma, is inspired by "the excitement and great attitudes of students who have paid money and are here because they want to learn."

Instructing summer workshops has become a way of life for many of the ILPC session leaders. Some of them have been on the workshop circuit for as long as 12 years, while others are novices.

"I give Chuck Savedge the credit for getting me hooked in 1973 in the process of summer workshoping," Bruce Watterson, publications adviser at Little Rock High School in Little Rock, Arkansas, said. "He motivated me at the SMU Journalism Workshop, therefore helping my yearbook win Columbia Scholastic Press Association's 'National Trendsetter Award'. As a result, the following year I was invited to begin teaching workshops."

Savedge was also instrumental in luring Hawthorne into the workshop circuit, while James Paschal encouraged both John Cutsinger, publications adviser at Westlake High School in Austin, and Schaub to participate.

"I especially owe a great deal of thanks to Jim Paschal. He took me under his wing, and I've learned so much from him. He was the first person to show confidence in my ability to teach, and that was a compliment coming from him," Schaub said.

Although advising summer workshops is fun and financially rewarding, according to the instructors, they also admit that it is hectic and often exhausting. Veteran instructor Watterson, as well as Cutsinger, take on 14 workshops each summer, allowing only turn-around time and less than a week for vacation.

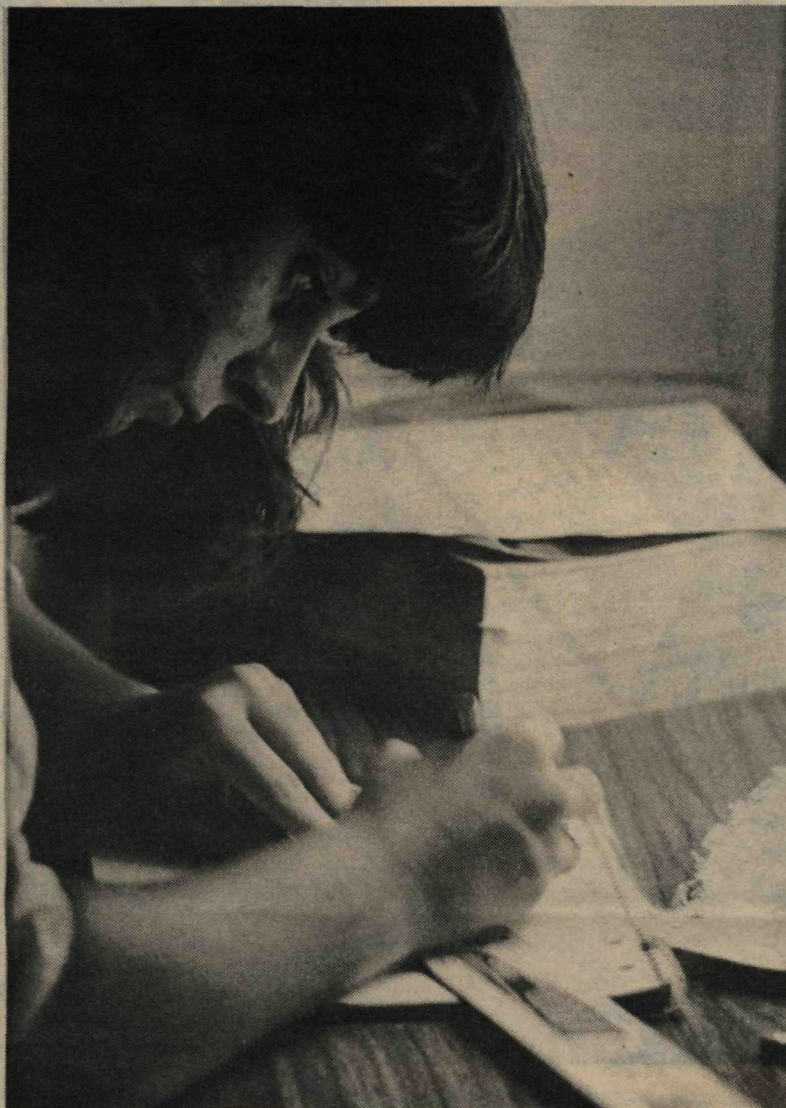
"I start May 31 and go until August 22 with only a few days between to do my wash. A lot of preparation is involved, but the feeling you get and the friends you make and meet are more important," Cutsinger said.

## Students show passion for fashion

By JOHN SALOMONE  
Ellison High School

We're trapped and there's no escape. The cell walls of the fickle yet insanely important teen fashion industry have incarcerated us for several post-puberty years and will keep us without a chance for parole. There's no denying — or escaping fashion.

Upon arriving at this summer workshop, or synonymously fashion field day, one wonders if he has mistakenly wandered into a neighboring paint shop. The colors explode from every direction without rhyme or reason. Needless to say,



A chance to work with motivated students, such as Lola Nash of Marshall HS, keeps special instructors on the workshop circuit.

Photo by Beth Burns  
Marshall High School

"ILPC is a real working workshop. Last summer I felt exhilarated afterwards since the kids demanded me to work so hard," Sherry Taylor, adviser at Irving High School in Irving, said.

However, according to Grosse Pointe, Michigan, adviser Bob Button, the most intense summer workshop is at Ball State University in Indiana.

"As a result of the workload, it is the most successful," Button said.

All the circuit riders agree that the lasting friendships made at the workshops are an important part of their lives.

"It's like a big reunion. I know I can call on any of my workshop friends and get sincere advice and concern from them. I value all of the friendships," Schaub said.

Contrary to popular belief, a job can be fun

and a career rewarding. The common goal of instructors on the workshop circuit is the developing of a love for journalism within the students that attend their sessions. The journalism student is the motive for their frenzied schedule and inexhaustible energy.

Publications adviser Judy Allen, at Western Oaks Jr. High in Bethany, Oklahoma, enjoys "taking kids who know nothing about yearbook, newspaper, or photography, seeing them progress within four days, and producing copy and layouts that can be used in an award-winning publication."

"The most satisfying thing is seeing kids absorbing ideas, generating new ideas of their own, putting them into play, and going over and above their expectations of themselves," Schaub said.

always the girls who dress to ask "Hey guys, don't you wish I would show you just a little bit more than I'm going to?"

Bigger and bolder jewelry adheres to the unwritten rule that "the wilder, the better." Whatever you wear, it's how it's worn that counts.

However trapped we are by our fashion, though, we will escape eventually — when our digs help us nab that perfect mate. Then, with the hunt over, we can settle into a comfortable routine of wearing our favorite jeans and T-shirts and not worry about whether our prints are the "just right" shade of red.

6 Did you hear what they said about

## Cutsinger

We were provided with stacks of beneficial handouts. These were extra valuable because their use was explained when necessary and they came as a classroom-tested resource.

His audio-visual material was exceptional in that he actually showed us such elements as graphics and showed us how to achieve the "trendsetter" look. He was very selfless with his materials, ideas and time. He generally shared his knowledge and expertise, seeming totally unconcerned that he might be setting up a situation where the student could surpass the teacher. In fact, his entire attitude was that he wanted to teach us everything he had learned so that our publications could be the best.

Gay Allen  
Henderson High School

The adviser's class at the ILPC Summer Workshop was very enlightening and provided tons of exciting and helpful handouts. John Cutsinger is an inspiring instructor (and an entertaining one, at that), and I highly recommend that an adviser's class be kept on the ILPC workshop schedule.

Barbara Henry  
Winona High School

We really enjoyed the adviser's section during the ILPC summer workshop. Especially helpful were the handouts on evaluations since we have only this year been able to give credit for yearbook production. Information on class management and editorial/adviser responsibilities were also extremely welcome.

Representatives from Overton High School have attended workshops for the last four summers. Knowledge gained here, by both students and sponsors, has brought our book from Zero to Tops in Division in three years.

Lila Roberson and Pat Garner  
Overton High School

Without a doubt, the instruction received at this workshop has been and will be most helpful. The handouts that were given to us are so full of items that we can return to our schools and put them into effect immediately.

All phases of journalism were covered, from staff morale to layouts. Many suggestions were given that can be implemented as soon as we return to school.

Pam Smith  
East Central HS, San Antonio

The ILPC summer workshop contained pertinent information for all levels of scholastic journalism. The instructor of the adviser's section discussed many areas of the curriculum and gave out many handouts that can be directly integrated into my teaching activities.

The instructor used several teaching methods to present his material. All of the material John Cutsinger and the other instructors provided filled a definite need for the teachers who attended the workshop.

Lucella Whatley  
Lee HS, San Antonio





Photo by Renae Howell  
South Grand Prairie HS

**Many students** are given their first taste of college life during the publications workshop. Photographers are especially impressed with the casual atmosphere on the UT campus during summer sessions.

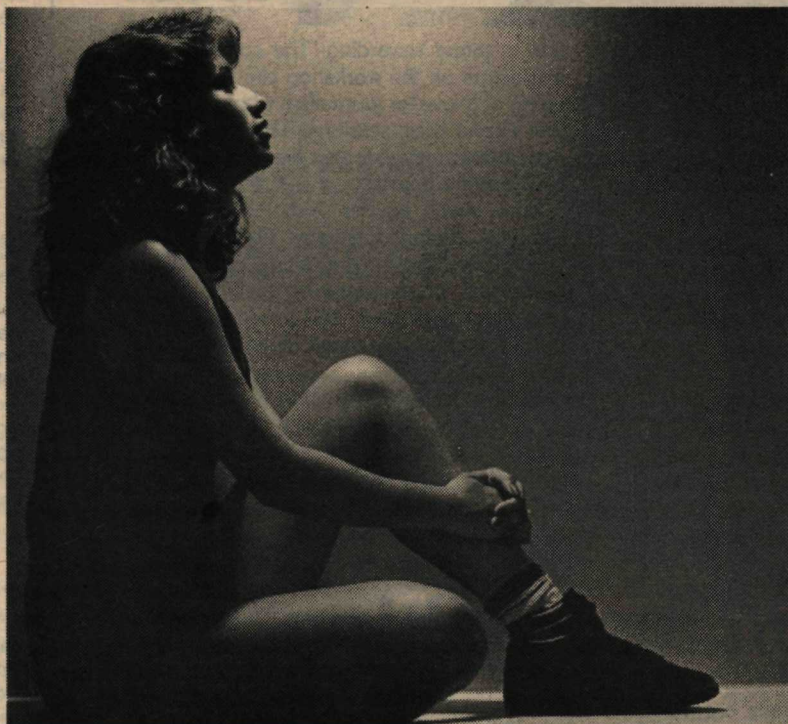


Photo by Renae Howell  
South Grand Prairie HS

## Photo Essay

**Time alone.** That's something many students craved. After spending days cramped in classrooms, standing in cafeteria lines and winding through crowded hallways, students took advantage of the few precious moments of privacy.



Photo by Stephanie Collins  
Victoria Stroman HS

## Debate judging

Continued from page 8

- Past debate experience or knowledge (debating, coaching, or judging),
- An ability to be unbiased in judging/weighing evidence and arguments,
- An understanding of "Chapter IV Judges and Instructions," from the U.I.L. DEBATE HANDBOOK FOR COACHES, DIRECTORS, AND JUDGES,
- A general willingness to be of assistance and aid students in their education by providing concise written or oral critiques of debate rounds indicating strengths and weaknesses and giving clear reasons for their decision in the round.

Why is nothing currently being done to alleviate UIL judging problems? The answer centers around three basic reasons. First, there is a misunderstanding of the debate process by debate directors. Second, there is a general ignorance and lack of real concern for the activity and its students by some debate directors and sponsors/coaches. With 5A and many 4A schools, UIL is many times just a tournament to attend to please school administrators. The reason for this is because TFA and NFL tournaments go on all year and provide a higher level of competition for more of their students. Therefore, the horrors of UIL meets are just something to joke about in coaches' lounges across the state. These coaches have other avenues to achieve their educational objectives without UIL and do not feel that they should try to affect change or improvements in UIL.

On the other hand, the coach/sponsor of debate at the 3A level and below is many times a teacher who has no background in competitive forensics and is assigned this task for the year. Many of these individuals have many other duties and refuse to learn, gain assistance, or help affect any change. We have heard many of them say, "whatever happens, just happens." The final and third reason for the current problem is a lack of uniformity about judging procedures and a lack of any organized vocal group working for change and improvements.

Hopefully, some of these inherent problems can be solved or at least reduced by the consideration of the following proposal. This proposal consists of basically five provisions.

First, a judging pool, composed of all qualified judges in a given regionalized area, should be established. This list could be comprised with the help of coaches/sponsors and a team effort of UIL and the Texas Forensic Association (TFA). Such a list should be published and yearly revised.

Second, debate directors should be encouraged to pay qualified debate judges. (See suggested criteria for selecting debate judges.) This would have the obvious advantage of securing judges with some experience into the round. To pay for this proposal, a judging fee could be paid at the district, regional, and state levels on a flexible scale of \$30 to \$60 per debate team.

Third, disclosure statements should be secured from judges attending a tournament. This disclosure should include (but is not limited to) previous judging or debate experience, and any particular type philosophy by which the individual adjudicates the round.

Fourth, in-service training should be provided for any judge wishing further assistance at the district, regional, or state levels. In the fall, the UIL Conferences held across the state could serve as a forum for educating judges and adding names to the qualified debate judging pool.

Finally, closer communication and organization is needed at all UIL levels in the selection and organization of judges.

The advantages of this approach are quite clear — a more educationally sound program for our students. UIL's motto is "in educational competition, there are no losers." At this time, we cannot fully agree with this statement as it applies to the area of U.I.L. debate; however, by providing better judges in rounds we can only reduce the horror stories about UIL and offer a better program for our students, who we perceive as being the real purpose of the program. The goal of the debate community should be to enhance the educational value of debate. We have everything to gain and nothing to lose; however, any improvements can only be made with a conscious, concerted, unified, and unselfish commitment on the part of the UIL debate community.

UNIVERSITY INTERSCHOLASTIC LEAGUE  
Editorial Writing Contest  
Regional - 1980

You are a staff writer for the Leaguetown High School Press. Based on the information below, write an editorial for the next issue of your school newspaper. Use any style you choose, but keep in mind the nature of your audience and the function of the newspaper editorial. The editorial should be 150-250 words long. Do not give your editorial a headline or title. You have 45 minutes.

\*\*\*\*\*  
PUT YOUR NUMBER ON YOUR PAPER!  
\*\*\*\*\*

**SITUATION:**  
The question of compulsory registration or, the draft, was raised at Leaguetown High School this week after an Army spokesman came out in favor of the proposal at a school assembly held Monday. Invited to speak as part of the school's annual career day, Staff Sgt. William Westmoreland said compulsory registration and conscription were essential if the US is to retain its world's leadership role.

**PROS:**  
The young need to feel a sense of duty and national service will provide that sense of duty. Military power translates into political power and the US must adopt a stronger military posture. Conventional military forces play a large role in this nation's defense policy but the present "volunteer army" has not produced a force of size or readiness which would discourage confrontation by enemies of the US. The volunteer army has had trouble maintaining size and quality.

**CONS:**  
There is a question whether the draft is constitutional (amendment prohibits involuntary servitude save for crimes). A huge standing army in the US for crises). The US should use its naval and air power. The high conventional buildup by enemies of the US should depend on its NATO allies to provide European conventional military force.

Jack Armstrong, senior and student council member.  
It has been apparent that the volunteer army has become more of a "sleeping giant" since World War II. I think it's time the draft is one way to do it.

**Now available**  
**The Journalism Contest Manual — revised and expanded — is available from the League on the Academic Order Form. The 62-page manual is designed to introduce adviser and student to the contest format and to clarify the relationship between the contests and the school's journalism program.**

**This won't cost you one red cent!**

**You can't beat the price. For free sample extemp topics and study guide, send a self-addressed, stamped business-size envelop to:**

**Dr. George Grice  
Speech Communication  
Sam Houston State Univ.  
Huntsville, TX 77341**

## TILF scholar expresses 'thanks'

Clyde McKee, Secretary  
The Nelda C. and H. J. Lutch Stark Foundation  
P. O. Box 909  
Orange, TX 77630

Dear Sir:

Thank you for your "investment in a young mind."

Your scholarship, along with others I have received, will enable me to lift much of the financial burden off of my parents, who must also support my sister in getting a college degree. However, I cannot fail to mention that, of all my stipends, this scholarship means the most to me.

Why should it be so important?

I did receive another scholarship, but it came only because I was a minority. I did not feel I had rightfully earned it because I feel that scholarships should be awarded solely on merit, and if the needy merit it, by need also. Needless to say, the fact that I am a minority should have little bearing on what I do or how I perform in school.

I was also awarded some small stipends. One was based on my schoolwork and another on my scores on a standardized test. Yes, I did work for these scholarships, but I did not really intend to get them. Schoolwork has come just a slight bit easier for me than for some others. So did I work for them? Not really.

What is work?

When I was a freshman, I decided to join UIL number sense. I paced seventh at my first local tournament. No, I was not gifted from the start. Actually, I was quite discouraged. The entire year, the best I managed was a second place. The next year, I thought maybe I'd try the UIL science contest. Again, it started off with a whimper — I placed 14th at my first tournament. I was not discouraged. I was devastated. For the most part, what soon became clear was that I had expected that the winners in both events were born with the talent for such competition and that I was not. What became clearer was that the previous statement was not true. For the first time in my life, I saw I had to earn a victory, to actually work for it.

So why is your scholarship so important?

Because I worked for it and because I stayed up nights preparing for science, spent much of my free time taking number sense contests. I slackened my pace several times,

believing I had no chance. Still, I knew that what others may have taken four years to do, I had to do in three because I was graduating early and had not been introduced to UIL in middle school. I wanted to win because I knew what it was like to lose with the fruitless but tiresome efforts one has put into a goal. (I had lost to my sister in a local spelling bee in the eighth grade.)

Your scholarship, then, represents the culmination of all the effort and sweat but not to forget enjoyment in learning for pleasure, meeting new people, and competing for serious fun. Allow me to add that two of the best friends I have today are people I have competed with at local and not-so-local tournaments. I must say that I have learned something in fraternity, accepting victory with humility and taking defeat less severely.

The experience I have had in the UIL competitions has given me a better understanding of people and human relationships. Though others may compete against rivals, I have been sure to compete with mine. Your scholarship, then, also marks much of the true learning in my life, both school and extracurricular.

I extend more than appreciation to the Stark Foundation. I am very pleased that organizations like yours understand the importance of extracurricular academic achievement. Too often, the merits of working and competing with people are forgotten in the search solely for high grades and high test scores. I extend my sincere best wishes that you continue to sponsor some fine individuals who have not only gained the satisfaction of winning at state but also having acquired the true meaning of learning. I know that I am going to find the information I have acquired in number sense, science and calculator applications useful in the future. I have learned so much more by reading on my own than I would have from school studies alone.

Finally, I praise you for recognizing a need and moving toward it. I'm sure the scholarship will help many others move toward their goals just as it will me. I assure you that I will do my best to make myself worthy of it.

Please continue to support investments in not just learned minds but in learning ones.

With all due respect and thanks,

Francis E. Su  
Kingsville, Texas

# A Typical Texas Fall Friday Night



Photo by SHANNON BRADLEY  
DeSoto High School



Photo by JOHN ARNOLD  
Austin Anderson HS

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**State Cross Country**  
Registration 8:30-10:15 a.m.  
**Girls**  
Conference 2A 10 a.m.  
Conference 3A 10:30 a.m.  
Conference 4A 11 a.m.  
Conference 5A 11:30 a.m.

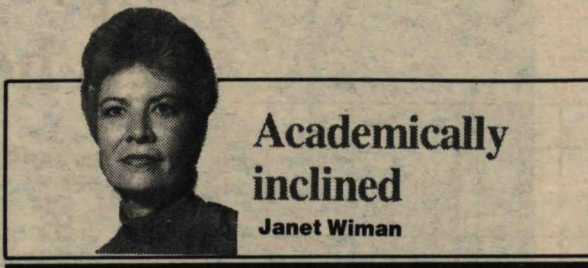
**Boys**  
Conference 2A 12 noon  
Conference 3A 12:30 p.m.  
Conference 4A 1 p.m.  
Conference 5A 1:30 p.m.

Awards follow last race.  
**Site:** Southwestern University in Georgetown  
**Date:** November 9, 1985  
**Tickets:** \$2 for students and adults.

## Order Picture Memory prints

We have Spanish, Dutch, Flemish, British, French, Russian, Italian, and American. No, not salad dressings or cheeses. No, not even Olympic athletes. What we have here are the forty masterpiece paintings which comprise the new set of Picture Memory Contest prints. Picture Memory contestants will be studying the Spanish style of Picasso's "Madame Picasso," the abstract simplicity of Frenchman Matisse's "Woman with Amphora and Pomegranates," and thirty-eight other exciting works.

The new Picture Memory print set, which will be used both this year and next year, also features two pieces by Mary Cassatt (1845-1928) who has been called America's greatest woman painter. Cassatt studied in Philadelphia and in Paris, worked with Impressionists, and painted until her eyesight failed in 1916. When her father found out that she was taking art seriously, he said that he would "rather see her dead." These days, most parents would be thrilled to hear that a son or daughter was taking *anything* seriously. We at the UIL are confident that many elementary school students are planning to take the Picture Memory Contest seriously, as they — with their teachers and sponsors — prepare for competition. In order to help with this contest preparation, the UIL has arranged for Texas School Pictures, a distributor of fine art reproductions, to provide students, teachers and sponsors with their own Picture Memory Contest prints. The Picture Memory Contest prints order form is included in the 1985-86 Picture Memory Contest Bulletin. If you do not have a Bulletin, simply call or write Tammy Gomez at the UIL office and she will send you an order form for the prints. The prints are available in two sizes: the 4" by 6" cards are \$3.00 per set and the



Academically  
inclined

Janet Wiman

Times for the UIL student activities conference at Pan American University in Edinburg, November 23 have been changed slightly. The conference will begin at 8:30 a.m. and end at 11:30 a.m., according to Neil Rieke, conference coordinator. The schedule for all other conferences will remain at 9 a.m. to noon. For more information, contact the League office at 512/471-5883 or Rieke at 512/381-3585.

11" by 14" cards are \$32.50 per set.

Why don't you send in your order form to receive your very own Picture Memory Contest prints? Mary Cassatt took her art seriously; why don't you follow her example and take the Picture Memory Contest seriously? Her high standards in painting made her a figure of artistic excellence. Let's see how Picture Memory contestants can achieve academic excellence!

Items include football training, waivers for exchange students

## Busy agenda set for October Council meeting

The Legislative Council will hold its annual meeting October 20-21 at the LaMansion Hotel in Austin. Proposed amendments and a questionnaire regarding proposals have been mailed to school administrators.

Among the proposals to be considered are:

- to permit Conference 5A football schools the option of 21 days of spring football training or beginning fall football practice one week earlier (the same time as Conferences A to 4A).
- to change the soccer season starting date from November 11 to January 5, with the first days for interschool scrimmages or games for contestants or teams moved from November 18 to January 12. District representatives would be certified by March 28 instead of February 1. The state finals would be played April 18.
- to continue the pilot Literary Criticism Contest for the high school level for the 1986-87 school year at the district and regional level.
- to alter the limitations on types of machines in the Typewriting Contest to include both electrically operated and electronic machines.
- to change the format for two-person debate from standard to cross-examination.
- to raise the current maximum honorarium for music contest judges from \$75 to \$100.
- to allow high school musicians to provide private instruction to students who have not participated in the UIL high school music competition.
- to give the UIL 15 percent of post-district gate receipts in soccer.
- to allow the UIL to publish a list of the previous year's winners of UIL state contests in a separate publication from the *Constitution and Contest Rules*.
- to make the Pilot Accounting Contest a UIL-sponsored activity for the 1986-87 school year, contingent upon the approval of the UIL director at the end of the 1985-86 school year.
- to make it a UIL violation for sponsors to pressure teachers to modify grades for eligibility purposes and for administrators to modify grades for eligibility purposes.
- to permit foreign exchange students to apply for exceptions to the residence rule through the UIL waiver process.

### Spring meet district director addresses needed by Nov. 1

Spring meet districts are approaching an important deadline. The name and address of the district director for all levels of competition should be mailed to the League office by November 1.

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

The information about the district director should be filled in by each director using the "Director General's Report," which is included with the Spring Meet List. The Spring Meet List should have been received by every high school. Elementary and junior high schools that sent in participation cards are being mailed district organization forms along with other materials. The elementary and junior high district organization form can also be found in the Appendix to the *Elementary and Junior High School Handbook for UIL Literary and Academic Contests*.

## Good judging? That's debatable

By E. HARVEY CRAIG  
and AARON TIMMONS

Editor's note: E. Harvey Craig teaches at Barbers Hill High School; Aaron Timmons at Hardin-Jefferson. The opinions are their own.

There seems to be little argument that UIL debate contest is one of the most educationally beneficial activities for students. This can be supported from both historical and real world perspectives. Debate has changed with time and improvements have been made; however, there needs to be a continued unified conscientious effort to further these improvements and debate goals while always keeping in mind our number one concern — the student. This can and will only be accomplished through a united and concentrated effort on the part of the UIL debate community.

With this in mind, we view one area of concern and need for improvement at all levels of debate — qualified debate judges and judging practices. At the risk of being "debaterish," we shall isolate the harm of the current practices, why these problems continue, suggest a possible alternative, and review projected advantages.

The harms that can be found at the present time can easily be seen. At many levels of UIL debate competition, the problem exists of judges who are less than qualified to adjudicate rounds. Many students work all year on debate and it seems to be somewhat antithetical to any sound educational practice to have teams lose because as one judge put it, "... you read evidence to me — everyone knows a good debater has all of his evidence memorized," or "... you should wear hard shoes — wearing deck shoes shows me you have no concern for your appearance. Your arguments were superior, but your dress (independent of the suit) is my basic reason for my decision."

At face value this may seem a bit humorous, but it certainly

does not provide a worthwhile educational experience for the student involved. Two very basic reasons can be isolated for this problem. First, many debate contest directors have a misunderstanding or misconception of what standards/criteria a debate judge should meet. This problem is especially acute below the 4A level. Many regional meets, for example, are run by individuals who have absolutely no contact with the debate community. They do not keep abreast of current trends or improvements; hence, they cannot understand why coaches are upset when teams lose for reasons as cited. To judge two evenly matched teams or teams with different styles is impossible for an individual with absolutely no idea of the debate format, nor training in basic argumentation, duties of the speakers, etc.

This leads to the second problem. Judges many times do not have an understanding of correct debate practices and many times have no basis on which to make a decision. Although the UIL has handouts and publications which give a very basic view of how to make a decision, many judges still have questions. We have heard debate directors say, "Just vote for whoever speaks the best regardless of the arguments" or "vote for the team which is dressed the best." In debate, many times arguments must be considered objectively. It is extremely difficult for the untrained judge to consider arguments which are counter-intuitive and should be considered objectively.

Clearly something must be done to clarify and make uniform the procedure for judging a round. While we are not advocating that we should use all "professional debate judges," a basic level of competency should be achieved. We certainly would not let just anyone officiate a playoff game in an athletic event or judge a one-act play, so why can anyone with no previous experience judge a debate round? We advocate four basic criteria for selecting an adequate debate judge. These criteria include:

## 1986 UIL Literary-Academic Conflict Patterns

	Friday times										Saturday times								
	3	4	5	6	7	8	9	10	8	9	10	11	12	1	2	3	4	5	6
Informative																			
Persuasive																			
Poetry																			
Prose																			
Debate																			
Lincoln-Douglas																			
News Writing																			
Feature																			
Editorial																			
Headline																			
Ready Writing																			
Spelling																			
Typewriting																			
Shorthand																			
Number Sense																			
Calculator																			
Science																			
Lit Crit																			
Accounting																			
FLIGHT	↑ I	↑ II							↑ III	↑ IV	↑ V								

Each flight represents a set of conflicts. Contestants should select the contests to be entered and check each flight for a possible conflict. When a conflict exists, the two contests are not compatible for double entry. District and regional schedules should follow this conflict pattern.

### Conflicting events within each flight.

FLIGHT I	Informative, Persuasive, News Writing/Feature
FLIGHT II	Debate, Lincoln-Douglas, Editorial/Headline
FLIGHT III	Prose, Poetry, Ready Writing, Typewriting, Calculator/Science
FLIGHT IV	Informative, Persuasive, Spelling, Shorthand, Science
FLIGHT V	Prose, Poetry, Number Sense, Literary Criticism, Accounting

## Plan to avoid Spring Meet contest conflicts

It is not too early for the academic contest participants to look carefully at the UIL Spring Meet Conflict Pattern to determine which contests are possible choices for the 1986 spring meet. The conflict pattern may be found in the 1985-86 Spring Meet List and in the UIL Coordinator's Handbook. The League staff will work with regional sites in setting schedules for the 1986 Regional Meets that honor the conflict pattern.

The schedule has been arranged to allow students to compete in interest areas such as journalism, language arts, math/science, speech, and business. For example, the schedule will allow a student to enter spelling, ready writing, and pilot literary criticism. The schedule also allows for double entry in speech and triple entry in journalism.

Contests are scheduled in flights I, II, III, IV, and V. Head-on conflicts are listed in each flight. Contestants should determine which contests they are interested in and read the conflicts in each flight to make sure that a head-on conflict does not exist. If a conflict does exist, a student should not plan to enter both events even if the district schedule should allow it.

A student planning to enter more than two contests should consider that the responsibilities and pressures will increase and that preparation time and focus of concentration on a given event may proportionately decrease.

One-act play schedules are not shown on the conflict pattern, however, every effort will be made at all levels to allow a student to compete in one-act and academic contests.

## Sample topics provide students a healthy start

By JANET WIMAN  
Academic Director

Informative Question A: What are the sample topics for the Extemporaneous Informative and Persuasive Speaking contests?

Persuasive Question B: Do you think you can meet the UIL Academic Challenge?

By the time you finish reading this article, you should have answers for these two questions. As a student, teacher, or sponsor who is interested in the Extemporaneous Speaking contests, you will find these sample topics very useful:

### Informative Topics

- What is the condition under which the Texas Legislature will raise the drinking age from 19 to 21 on September 1, 1986?
- What will be the issues for discussion at the Reagan-Gorbachev summit meeting?
- What have been the changes brought about in China under Deng Xiaoping?
- Who are the Democratic candidates for President in 1988?
- Who are the candidates for Texas governor in 1986?
- What was the outcome of the "Walker family spy" court case?

### Persuasive Topics

- What should be the U.S. policy toward South Africa?
- Is the "no pass, no play" rule improving Texas education?
- Is the U.S. currently in a period of economic recovery?
- How serious a problem is air traffic safety?
- Should the U.S. impose restrictions on imported goods?
- Was the introduction of New Coke and discontinuation of "old" Coke part of a Coca-Cola company profit-making scheme?

Now Informative Question A is answered for you. You have the same topics. How, then, would you propose to answer Persuasive Question B: "Do you think you can meet the UIL Academic Challenge?" Well, you have to provide your own answer for that question, persuading yourself that you have the motivation to learn and the desire to achieve — integral components of academic excellence.

The sample topics we have provided will get students off to a good start in becoming fully aware of current events and issues and making them competent speakers on any of these. The League office will prepare two sets of practice topics this fall. The first set will be released on October 15 and the second on November 15. Send in your request for these practice topics by mailing a self-addressed, stamped, business-sized envelope to the attention of Tammy Gomez at the League office.

We believe that the Informative and Persuasive Speaking contestants are some of the most well-read and well-informed students in Texas. We are confident of their ability to meet the UIL academic challenge.

## Notes on Number Sense

By DR. CHARLES E. LAMB  
Number Sense Director

Welcome to a new year of UIL number sense competition. It's time to crank up for the student activities conferences, invitational meets and district, regional and state competitions.

Work has recently been finished on a revised edition of *Developing Number Sense*, the League's pamphlet for coaches and participants. After the printer is through, it will be available via the League's academic order library. As you read and work the problems, please note any typos, errors or the like. Send corrections and comments to me at C&I EDB 406, UT-Austin, Austin, Texas 78712-1294.

# A moment of anger puts career in jeopardy

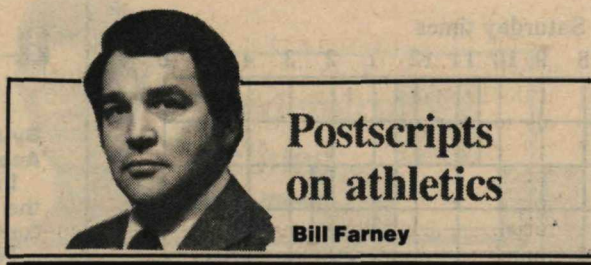
(The following is based on incidents which have actually occurred. The sequence of events have been altered to protect any particular school or school personnel. The disposition of penalties by the State Executive Committee are penalties which have been assessed in recent years.)

There was tension in the room. It filled the air. It hung invisible, yet clearly present on the shoulders of a troubled coach. It drew blank stares from taut faces of students and parents. Attentive reporters and television camera crews waited the outcome. While a panel of committee members alternated questions of inquiry, the coach became increasingly more unsettled.

This was a meeting of the executive committee. The purpose? To determine whether a school employee had been guilty of misconduct. No one wanted to be there. Only the most twisted mind could have enjoyed the proceedings. The charges were clear. At the end of a football game, the young coach had stormed across the field to the game referee. As the referee attempted to exit the playing field, the coach placed his hands on the official. The coach testified that he "placed" his hands on the official. The official attested he was "hit" by a sharp blow with the butt of the hand.

As a crowd of players and fans gathered around and as other officials attempted to talk the coach away from the referee, something happened. No two persons can agree on all details. But the result of what happened changed a number of lives that evening. Either the coach struck the referee or the referee shoved the coach. It makes no difference whose story is right. What is tragic is what happened after.

As officials attempted to separate the coach, several players got involved. One player struck an official with his helmet. Another player delivered a blow with his fist to the back of the umpire. The umpire went down to his knees as two fans arrived. By this time, a skirmish had begun with the players and fans



from both schools exchanging angry curses and blows. A cheerleader received a three-inch gash on her forehead. A parent took a blow to the head from a stadium seat. An assistant coach had his shirt ripped off. When school officials finally cleared the field, it was discovered that an 11-year-old boy had sustained a multiple fracture to his tibia.

"Coach, did you strike the official?" The answer came slowly, haltingly, almost apologetically, "All I wanted to do was get an explanation. I never intended for things to get out of hand. I have never before been involved in anything like this in ten years of coaching."

"Are you aware of your responsibility to accept decisions of officials without protest? Did your principal or superintendent go over conduct rules with you prior to the season? Why were there no security guards present? Did you realize that your players would follow your example — good or bad?"

All these questions were posed. Either the coach or school superintendent attempted to answer as best they could.

What happened to the coach? The players? The school? The football team?

The coach was suspended from coaching for the remainder of that season and the next. He was informed of his right to appeal. He chose not to.

The two players involved in hitting the officials were suspended from any future participation in

U.I.L. contests. One player was a senior, the other a junior.

The school was suspended from football for the remainder of that season and placed under probationary conditions for two additional years.

The parent hit by the stadium seat received an out-of-court settlement from a model citizen who had lost his temper in the melee. The officials never came back to that school and the umpire retired from officiating. After a 22-year career, he decided it wasn't worth it.

This story should not have happened. It was not caused by a troublemaker. It was caused by one of the outstanding teachers in the community. Under stress and considerable pressure to win, he lost his composure. Thousands of times he had met frustration, and thousands of times he faced it stoically. The one time he lost control, he set off a series of events that changed his life. His career is now in jeopardy. It is a sad story, but nevertheless a preventable tragedy.

The problems of maintaining control at athletic events remains a top priority for all school officials. If extracurricular activities are to provide an educational experience, strict security and the best sportsmanship must be the rule rather than the exception. With increased violence in college and professional sports, the task of keeping order in high school activities becomes a never-ending duty. The challenge to provide a safe environment must be met.

As thousands of coaches prepare their teams for games, the public is forever reminded of benefits provided by coaches. This illustration of momentary poor judgment cannot erase the positive contributions made by coaches. It does, however, illustrate how a single incident can erase or, at best, blemish an otherwise successful career. The responsibility of the team is on the coach. The responsibility of the coach is on the school administration, but more immediately and final — on the coach's own maturity and judgment.

## Reclassification, realignment report forms mailed recently

In October, 1985, schools will receive the form for reporting membership to initiate the reclassification/realignment process. Based on October attendance figures, all schools will be ranked by size and placed into conferences and districts for 1986-87 and 1987-88. Membership reports are due in the League office by November 15.

The tentative release of new districts will be the first week in February, 1986.

Formulas used to determine enrollment are:

1. Schools with four high school grades (9-12)

Grades 9/10/11 times 1.33 equals A.

Grades 9/10/11/12 equals B.

Total equals X divided by two equals ADM.

2. Schools with only grades 10/11/12.

Grades 10/11 times 2 equals A.

Grades 10/11/12 times 1.33 equals B.

Total equals X divided by two equals ADM.

If a school has at least five percent multi-handicapped (as defined by the Texas Education Agency standards) those students may be subtracted from the total membership.

Schools should report the total membership. The League staff will subtract multi-handicapped upon proper documentation.

After the alignment is released, schools have an opportunity to appeal their assignment to the Review Board and to the State Executive Committee. Until all appeals are completed, participant schools may not contract games.

## Redefine 'winning' and 'success'

Continued from page 2

system and characters of paradox. They are caught between the pressure to win and doing what is right. Values, motivation, and inbred ethics have been set aside. The theory of sport has changed. Sportmen are a disappearing species. Ethics, morals and values are items to be philosophized about, not traits to be implemented in coaching or administrative practices.

How do we correct this behavior and return sports to what they were meant to be?

It begins with redefining "success" and "winning." Parents, athletes, coaches and athletic administrators must realize that the road to success or winning is a journey rather than a destination. How we get there is important because along the way we learn teamwork, loyalty, belief in ideas and integrity. Through sport we educate young men and women to know and realize their capabilities. We teach them to work cooperatively in striving for obtainable goals which are important only for an instant of time. We should cheer success, praise effort and revel in the enjoyment these games provide.

More important, if we are to return competition through sport to its original intent, we should re-emphasize that the integrity of individuals, institutions and ideas is paramount. It is up to each of us to protect the other's integrity. We can no longer condone those who use sport and give nothing back.

For coaches, we must curtail the amount of public pressure, insist upon their maintaining the rules, separate the positions of coach and athletic administrator and punish

rule offenders. Coaches associations and educational institutions must join together to ensure that ethical practices in motivating, teaching and recruiting of student athletes are carried out.

Athletes must learn that the purpose of games is to gain an understanding of themselves, their teammates and their opponents. They must know that effort, sportsmanship and loyalty are more important than a victory. They must have role models who exemplify the highest standards of fair play and common decency. Athletes cannot be illegally induced to participate. They must be academically prepared to be students. Coaches must honor the concept of student-athletes by curtailing undue time out of classes or prolonged trips away from campuses.

Parents must ensure that their children are provided quality coaches who know the basics in skill, injury prevention and psychological development of youngsters. Mom and dad must also learn to recognize their own failings when they start to live their fantasies through young Johnny's or Susie's athletic adventures.

Finally, athletic administrators must conform the sports program to the mission of the schools they serve. Leadership which is value oriented, long-range planning, comprehensive adult-evaluation procedures for the entire sport program and the training of professional sport management personnel are all needed.

We are at a crossroads in the direction sport will take. Sportsmanship and the ideas the term represents cannot be further compromised. The issue of order, the spirit of the game and the integrity of each of us is presently at stake. The challenge is there! The choice is ours!

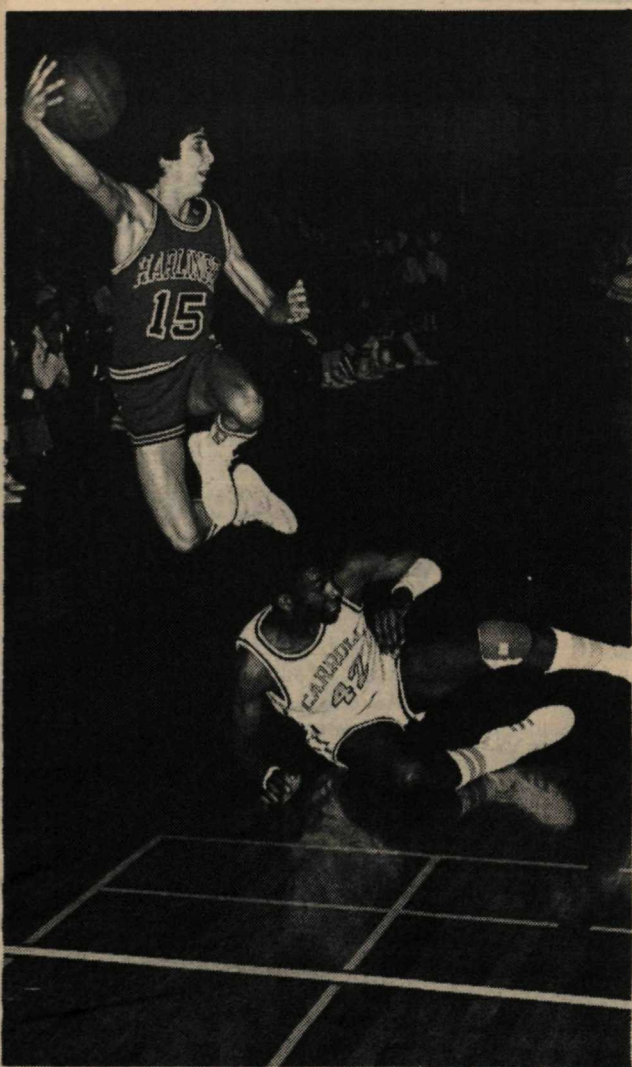


Photo by DAN ZIMMERMAN  
Carroll HS, Corpus Christi

## Basketball rules changed

Basketball coaches in Texas will find major changes next year when they hit the courts, thanks to the work of the 11-member rules committee which adopted new National Federation rules for 1985-86.

Among the most significant rules changes approved during the two-day session was the legalization of a smaller ball for girls' competition. The new ball—one-inch smaller and two-ounces lighter than the ball used previously—may be utilized by individual states as early as the 1985-86 season and will become mandatory in 1988-89.

In Texas, the regulation ball will be used next season in all high school games. During the following summer, the coaches associations will assist the league in conducting surveys to determine how coaches want to phase in the implementation of the smaller and lighter ball.

Junior high schools may use either size ball.

Texas schools will not be using the 19-foot arc-three point field goal rule next season even though some states will.

The basketball rules committee also adopted the "alternating" out-of-bounds procedure on all jump ball situations except the beginning of the game and each extra period.

During the upcoming basketball season, coaches will be able to utilize successive time-outs. Previously, teams were not permitted back-to-back time-outs.

In other action, the panel ruled that coaches must remain seated on the bench while the clock is running or stopped, except in specific situations. Those exceptions include: (1) rising in front of their seat to signal players to request a charged time-out; (2) conferring with bench personnel within the confines of the bench area during a charged time-out or intermission; (3) conferring with personnel at the scorer's table to request a time-out for correctable error; (4) attending an injured player when beckoned on the court by an official; (5) standing within the confines of the bench area to replace or remove a disqualified or injured player; and (6) spontaneously reacting to an outstanding play by their team (must immediately return to seat).

Also the committee ruled that squad members must remain seated while the clock is running, except to spontaneously cheer an outstanding play by a teammate or to report to the scorer's table.

# Input to Council is crucial

Coaches and athletic director associations, advisory committees, and individuals involved in the UIL sports scene must take their role seriously when Legislative Council meets on October 20-21 at the La Mansion Hotel in Austin. Although proposals to be considered by your representing body have been presented during summer subcommittee meetings, your input to your local administrator, who completes the fall survey or school ballot in February, is crucial. The Legislative Council at its open meeting beginning at 9 a.m., October 20 will hear presentations on the following items:

- **Foreign Exchange Students.** Proposal that foreign exchange students to be exempted through the waiver process.
- **National Team Participation.** Proposal to permit players to participation in tryouts, practices and games conducted by the nationally recognized governing body in that sport.
- **Baseball.** Proposal to have baseball playoffs in AAAA and AAAAA be two out of three unless single elimination is mutually agreed upon.
- **Basketball.** Proposed to eliminate the restriction of one league per student.
- **Tryouts.** Proposal to allow players to try out all colleges for a scholarship without jeopardizing their eligibility for spring sports.
- **Football.** Proposal to allow AAAAA schools the option of participating in spring training football or beginning fall practice at the same time as Classes A to AAAA.
- **Golf.** Proposal for a 10-stroke limitation in golf.
- **Practice rounds.** Proposal to allow practice rounds at the regional and state golf meets.
- **State golf.** Proposal to separate boys and girls at different courses at the state golf tournament.
- **Electric carts/caddies.** Proposal that contestants may not use caddies or electric carts during district, regional and state matches unless waived by the UIL waiver officer based on substantial evidence, including a physician's statement, which indicate that a student who would otherwise be eligible to participate is prohibited by this rule from competing due to a handicapping condition.
- **Officials.** Proposal to develop guidelines for justifiable and unjustifiable scratching of officials.
- **Soccer.** Proposal that AAAA schools be able to participate in soccer in the second year of the two year classification period.
- **Playoffs.** Proposal to permit soccer, in lieu of present district, area, regional and state tournament series, a bracket for weekly elimination schedule to a state championship such as done in football.
- **Season.** Proposal to move season to January



**Sports notebook**  
Susan Zinn

Coaches are the most valuable tool in promoting high school activities. Five practices that coaches will find beneficial in increasing coverage are as follows:

- Keep a list of the telephone numbers of all the local media and the names of the sports writer(s).
- Make a list of the school's athletic director's and coaches' home and business telephone numbers available to all media.
- Contact all local media when a contest or contest time has been cancelled.
- Assign a student reporter, who could be a member of a school's annual or newspaper staff, to be the local media contact person. This person would be responsible for making sure the media has current information on the school's athletic teams.
- Organize a get-together/social where all media personnel could meet a school's coaches and athletic director. This could also be set up on a district-wide level, one meeting where the media and athletic directors could discuss the year's coming activities.

through April.

- **Tennis.** Proposal that class AAAA team tennis be moved from the spring to the fall and double representation at the state tournament.
  - **Track.** Proposal to eliminate the rule preventing last place in an individual track or field event from receiving points if six or fewer individuals are entered in an event.
  - **Hurdles.** Proposal to raise the 100 meter hurdles from 30 inches in height to 33 inches to be effective in 1985-86.
- Remember, these are only on proposals and your input to Legislative Council representatives and administrators completing fall surveys is needed.

## Conduct rules violations hurt everyone

This school year was the first year for penalties to be assessed against sponsors and students for violation of the UIL conduct rules. In the past, the school was penalized when rules were violated and then did little to avoid or correct the problems.

Relatively few penalties of public reprimand, disqualification or suspension were assessed for violation of the conduct codes by participants and sponsors by the district and State Executive Committee. No record is kept of private reprimands but it is doubtful that there were many violations that called for a private reprimand.

This speaks well for the vast majority of the UIL coaches, teachers, directors and participants. This indicates violation of the behavior codes are few and far between.

The State Executive Committee in a recent hearing indicated that a sponsor's show of disrespect to officials and

loss of control of the students participating in the contest was unexcusable. They also felt that these actions lead to misbehavior by fans. The Committee asked that this message be conveyed to all schools and their sponsors and participants.

Even though we had an extremely small number of violations, relatively speaking, these few leave a "black eye" on our activities and therefore are *too many*.

We should all work to completely eliminate any misbehavior on the part of participants, sponsors, parents and fans. This means that we must communicate to all of these groups the importance of their behavior at contests and that one of the great values in competition is to learn to respect the judges and officials even when we think they are wrong.

# Whom to call

Most questions and interpretations concerning League rules are covered in the Constitution and Contest Rules or in the various coaches' manuals. Occasionally, however, questions may arise that cannot be sufficiently answered via the C&CR or a manual. In that instance, the question should be referred to the local school administrator in charge of the respective program. Questions that cannot be resolved at the local level should be directed to the specific official at the League office.

*Oh, really!*

## Whom to Call

- Contest area
- Contest rules
- Academic
- Athletics
- Football
- Volleyball
- Basketball
- Track
- Baseball
- Swimming
- Cross Country/Soccer/Tennis
- Golf
- Journalism
- Music
- One-act play
- Eligibility for participation
- Leaguer address changes
- Leaguer editorial content
- Leaguer subscriptions
- Membership fees, rebates
- Regional trophies, medals
- Officials assignments
- Orders for materials
- Coaches, sponsors penalties
- Spring meet materials
- TILF scholarships
- UIL in-service presentations
- Waiver of four-year and residence rules

- Janet Wiman
- Bill Farney, Susan Zinn
- Bill Farney, Susan Zinn
- Bill Farney, Susan Zinn
- Bill Farney, Susan Zinn
- Bill Farney, Susan Zinn
- Gina Mazzolini
- Bob Young
- Bobby Hawthorne
- Richard Floyd
- Lynn Murray
- Bill Farney, Susan Zinn
- Bonnie Northcutt
- Bobby Hawthorne
- Bobby Hawthorne
- Mary Rocha\*
- Sandra Deel\*
- Sandra Deel\*
- Beverly Linder\*
- Mary Rocha
- Bill Stamps
- Diana Cordona
- Rhea Williams, Carolyn Brown\*
- Bill Stamps
- Bob Young

*Maybe one of these years, we'll all be "specific"*