

The Leaguer

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*After 31 years of shaping the League,
SEC-member Jesse Villarreal calls it quits*

The Quiet Man

In the 10 years Jesse Villarreal had sat on the UIL's State Executive Committee, he had earned a reputation for his quiet, studied strength. But when the moment came to vote on what was surely the League's most historic and most controversial issue, he fell out of character.

"As I remember it, Jesse has always been quiet and deliberate," Emmett Redford, a member of the committee, said. "But on this issue, he had no trouble whatsoever in coming to a decision."

Like his colleagues, Villarreal knew that segregation within the UIL must end, and he voted that the word "white" in the League's membership requirement held no legal significance.

Twenty-two years later, Villarreal remembers that vote as the single most important one of his 31-year tenure. Retired and recently honored by the League for his outstanding contributions to public school education, he recalls that event with special satisfaction.

"We had all grown up with segregation — the notion of separate-but-equal," Villarreal said. "The idea of pulling this down was new to everyone and there was genuine concern. I think there was more fear by school administrators than by the State Executive Committee, but there was a fear of the unknown shared by everyone."

"It wasn't a reluctance among school administrators to move ahead or to face new issues," he added. "In a lot of ways, we didn't know what to expect and so we were very pleased when it all went along so much more smoothly and equitably than any of us had reason to believe it would."

No doubt, the courage of the State Executive Committee made those in the public schools aware that there would be no retreat on the matter. And for 31 years, Villarreal provided more than his share of courage.

"Jesse served with commitment, dedication and integrity, and those qualities have gone a long way toward making the League a great institution," Redford said.

Added Lynn Anderson, a UT professor of physical education, "As a member of the committee, Jesse was discerning, reflective and thoughtful, quick to point out if a decision was in danger of drifting into faulty reasoning. He always looked at the interests of all parties concerned. He always made certain that the rules were fair."



HONORED recently by the League, Dr. and wife, Betsy, greet well-wishers. Below, UIL Director Dr. Bailey Marshall presents him with a token of the League's appreciation and esteem.

Photo by CHRIS SEKIN



In most cases, he wanted to see that the rules were consistent.

"I wanted to understand the central points of each case and then determine what importance those points possessed," Villarreal said. "My philosophy has been to let people say what they came to say, to argue both sides of the issue and then come out with a decision that could be defended. I tried to make a special effort to make every decision with the expectation that the philosophy could and would carry over to the next case."

Over the years, Villarreal witnessed many subtle changes in the administration of the League program, though he admits, "I guess the League's remained the same more than it has changed. Overall, it's become more complicated, and the pressure on the committee in particular and the UIL in general has increased. Today, parents, coaches and others are less willing to accept decisions. There is a constant appeal to the courts for interpretations, a tendency for litigation.

In the complex and difficult times ahead, the League will miss Jesse Villarreal. As Dr. Howard A. Caulkins, the member of the 1964 SEC who introduced the motion to eliminate the word "white," said, "A professor once noted that a University campus is a community of scholars and gentlemen. Jesse is truly a scholar and a gentleman in the finest tradition of academia."

Added Lynn Anderson, "I learned a great deal from him. I'll miss him."

"Jesse served with commitment, dedication and integrity, and those qualities have gone a long way toward making the League a great institution."

— Emmett Redford

It's time to bury the myth of the 'bad ole UIL'

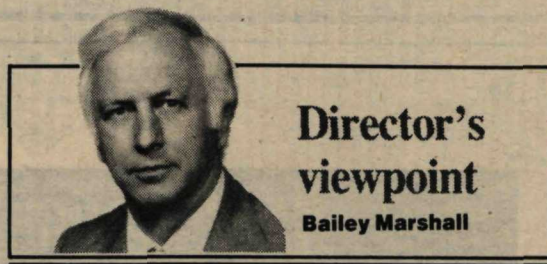
When you mention the UIL, many people picture a small group of people in Austin who make all the athletic rules that prohibit them from doing what they want their kids to do, or rule athletes ineligible and forfeit games. This, of course, is not true and the picture needs to be changed.

The UIL is an organization of schools. The schools originally joined to develop and maintain a program for educational competition. First, they developed the programs and then determined there must be rules and regulations to assure equity and positive educational experiences for the participants. The rules were also necessary to make sure the programs were kept in their proper perspective and did not adversely affect the educational program for any student, either participant or non-participant. To insure compliance, the schools developed a penalty system.

The schools determine the educational competitions sponsored by the UIL, with the approval of the State Board of Education. They consider the appropriateness of the contest to stimulate physical and mental performance above and beyond the educational program required by law.

The objective of the organization is to provide students with positive educational experiences through competition. More specifically, the UIL believes:

- that most students enjoy the pursuit of excellence and seek opportunities to test themselves against their own ac-



**Director's
viewpoint**
Bailey Marshall

complishments and those of their peers,

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

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

Therefore, we reaffirm

- that students are the focus of our endeavor and deserve an opportunity to

- refine physical and mental aptitudes,
- nurture self-realization and build self-confidence,
- feel a sense of pride and dignity,
- experience teamwork and develop a sense of fair play,
- develop the ability to lead and the willingness to follow,

- foster self-discipline and perseverance,
- learn the need for rules and for the gracious acceptance of judges' and officials' decisions,
- affirm self-worth in times of disappointment as well as adulation,
- cultivate lifetime skills,
- of judges' and officials' decisions,
- affirm self-worth in times of disappointment as well as adulation,
- cultivate lifetime skills
- complement their classwork with practice and performance,
- have fun,
- experience the joy of achieving their potential in a wholesome environment, and
- discover that ultimately the true meaning of winning is doing one's best.

Presently, the UIL has the following high school activities: 10 athletic activities for boys and ten for girls, 10 music activities and 20 academic contests. All of these programs, plus 10 academic contests specifically designed for elementary and junior high students, have been developed for the public school students' educational development. Approximately 1.5 million students chose to participate in these pro-

Continued on page 11

Official Notices

Conroe ISD

The State Executive Committee assessed Conroe ISD Coach Randy McDougald a public reprimand in football for violation of the Athletic Code.

State Executive Committee

The State Executive Committee issued the following official interpretation of the effective enforcement date of the four-year rule referred to in Section 400 (i), 412 and 4100 (h)(1):

"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.

Spelling List

Please note the following corrections in the High School Spelling Word List:

- Page 4, column 4 — ataxaphasia, ataxaphasia
- Page 4, column 5 — bearnaise
- Page 6, column 11 — chrysography
- Page 7, column 14 — coulee (coulee)
- Page 10, column 24 — genuineness
- Page 13, column 2 — Lespedeza (1)
- Page 13, column 31 — laryngospasm
- Page 14, column 36 — ophthalmometer
- Page 17, column 44 — remuneration
- Page 18, column 46 — saute
- Page 22, column 59 — vituperative

Dilley ISD

The State Executive Committee assessed Dilley High School assistant coach Kerry Birdwell a public reprimand in football for violation of the Athletic Code.

Picture Memory

The 4-inch by 6-inch print of the painting, "The Needlewoman" should have the artist's name spelled "Velazquez."

The 4-inch by 6-inch print of the painting by Mondrian should have the title listed as "Lozenge in Red, Yellow and Blue."

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

Klein Forest HS

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

C&CR Error

Correct the 1985-86 Constitution and Contest Rules, page 50, Section 400 (f) (2) as such: 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;

C&CR Error

Section 1400 (a)(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.

Prescribed Music List

The Prescribed Music List page 112-113: Performance requirements for full orchestras. A selection from any source may be substituted for either the second full orchestra or the strong orchestra number.

Jefferson-Moore HS

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

Music Plan

Section 1108(f)(5) Failure to Compete. By action of the UIL Legislative Council and the State Board of Education, this rule has been deleted and the rule is not in effect for the Spring of 1986.

Conroe ISD

The District 11-AAAA Executive Committee issued a public reprimand to Conroe Oakridge High School and placed the school on probation in football for 1985-86, 1986-87 and 1987-88 for violation of the Athletic Code.

North Dallas HS

North Dallas HS has been assessed a public reprimand with a probationary period through the remainder of the 1985-86 school year and the 1986-87 school year in boys' football for violation of Section 1201 (a)(1) and (4) of the C&R.

Public Reprimand

The State Executive Committee has issued a public reprimand to Coach Murray Wall, of Broadus High School for violation of the Athletic Code.

Eastern Hills HS (Fort Worth)

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

Calvert HS

The Calvert HS girls' track team has been publicly reprimanded by the District 29-A Executive Committee for violation of Section 1202 (k). Also Calvert boys' track Coach Morris Fridge 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 Fridge may result in a subsequent hearing before the State Executive Committee and the possible assessment of a more stringent penalty.

The Leaguer

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

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Legislative Council

Bill Graves, San Angelo ISD; Ralph Poteet, Mesquite ISD; Wayne Schaper, Memorial HS, Spring Branch ISD; Victor Rodriguez, San Antonio ISD; Don Smith, Cleburne ISD; Frank Moates, DeSoto ISD; Glenn Pearson, Bridge City ISD; Paul Curtis, Uvalde ISD; Don Williams, Dalhart ISD; Walter Sears, Mt. Vernon ISD; Bill Farmer, Barbers Hill ISD; Sam May, Sinton ISD; Dean Andrews, Plains ISD; Jack Johnson, Carroll ISD; Jerry Gideon, Rains ISD; Bobby Marsh, Randolph HS; Bobby Smotherman, Whiteface ISD; G. W. Maxfield, Gorman ISD; Jerry Whitaker, Cushing ISD; Jim Payne, Bruceville-Eddy ISD.

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

Picture Memory

The 4" x 6" print of the painting, "The Needlewoman" should have the artist's name spelled "Velazquez." The 4" by 6" print of the painting by Mondrian should have the title listed as "Lozenge in Red, Yellow and Blue." The listings in the Picture Memory Bulletin for these reproductions are correct.

Crowell HS

A student at Crowell High School was assessed a public reprimand, suspended until November 4, 1985, and placed on probation for the remainder of his high school career for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

C&CR Error

The first sentence under Section 1230 (f), page 266 of the Constitution and Contest Rules should be deleted. Section (f) should read as follows:

(f) NUMBER OF GAMES AND TOURNAMENTS.

Bangs HS

Bangs High School has been publicly reprimanded in football and given a one-year probationary period for violation of Section 560 (e)(3) and an additional year's probationary period for violation of Section 1202 (k)(5).

Adamson HS

W.H. Adamson HS (Dallas) has been assessed a public reprimand with a probationary period through the remainder of the 1985-86 school year in football for violation of Section 1201 (a)(1) and (4) of the C&CR.

Judges need educational perspective

As we enter the portion of the school year that is most intensely filled with music festivals and contests, it might be well to reflect upon the importance of the adjudicator and his contribution to the contest experience. It might also be of interest to see how this perspective is viewed by members of our profession in other parts of the country.

The following article appeared recently in the *National Federation News*. It was written by Everett Johnson, the Executive Secretary of Iowa High School Music Association and chairman of the National Federation Music Committee. His thoughts about "rating inflation" and the importance of constructive comments are particularly noteworthy.

By EVERETT D. JOHNSON

Every time I think of music contests, adjudicators and the entire educational process. I am reminded of a frequently heard statement relative to any type of music competition, "it's all in the kind and approach of the judges that are employed. Good judges can make any competition worthwhile and successful. Poor judges can ruin a competition regardless of the amount of preparation or effort."

I don't think it can be made any plainer than that. Theodore Roosevelt said, "It is not the critic who counts; not the man who points out how the strong man stumbled, or where the doer of deeds could have done better ... he who strives valiantly ... he, who at best knows in the end the triumph of high achievement ... and he, who at worst, if he fails, fails while daring greatly; so that his place shall never be with those cold and timid souls who know neither victory nor defeat."

The credit belongs to the kids. The contests are for the kids. In a sheet of instructions which I send to all people we employ to adjudicate music contests in Iowa. I stress three main points: 1) contests are for kids; 2) contests are for improvement; and, 3) contests are to be educational. I would like to comment on each of these three items rather briefly.

First, contests are for kids. We must accept honestly that many times students and/or ensembles succeed or fail because of, or in spite of, the teacher or teaching process that has been employed. A judge must approach the adjudication form as it were the only opportunity to work with this student or ensemble. Too many times, the school name is announced, and/or the director's name — and the adjudicator, in spite of himself and his knowledge — allows himself to be influenced by material or information having little or no importance to the musical performance. The contest is for the kids.

Second, contests are for improvement. There can be no other justifiable reason for the expenditure of time, effort and money that is required for a successful contest experience. This places a tremendous burden upon the shoulders of the adjudicator. He must assume that each student/ensemble has expended the necessary time, effort and dollars when he or she appears before him in the contest center. If any improvement is to take place, it is imperative that the adjudicator provide comments, suggestions and direction for the recommended course of action. "Great, good, excellent, fine work?" — these are nice comments to receive on an adjudication form, but they provide teachers and students with little direction for further study and work.

Third, contests are to be educational. A contest must be a learning experience. Any school activity that makes such demands upon a student's time and energies had certainly better have educational improvement as its core or it has no reason to



"Contests are for kids, contests are for improvement, and contests are to be educational. With those three thoughts in mind, most any contest program will be successful."

exist within the framework of a school program. This statement ties in closely with statement number 2, improvement. The student/ensemble has to be better for having had the privilege of performing their chosen selections for adjudication scrutiny.

Help them to learn. We have all heard ensembles so bad that even a mother would cringe at the thought of having to listen to the performance again. How easy it is to jot down a few caustic, trite remarks and dismiss the performance from our minds. Is this an educational experience? If the performance suffers from poor instruction — and this does happen, must it also suffer from poor adjudication?

I truly believe the best instructions that anyone can provide to a judge are stated quite simply: "Write adjudication forms exactly in the manner that you wish to receive when your students are involved in a contest program." Comments should be straightforward, complimenting where appropriate or criticizing accordingly. Avoid such generalities as: "Pitch suffers in some places," "At times, the rhythm is uneven" or "Tone is occasionally lacking in support." If you are astute enough to notice these problems, please also note exactly where they occurred and suggest steps for correction or improvement so that the problem may be eliminated.

Assign ratings with honesty and integrity. This has been a problem in the State of Iowa, and I would venture a guess that most states experience similar problems. We all seem to get caught up in the great American give-away. Education in America has gone through a period of emphasizing the "no-fail" concept. It certainly looks nice on paper, but it is not preparing the students for the world in which we live. A counselor friend

of mine, as he viewed the ever-increasing ease with which a student could receive As and Bs for an average effort stated, "We're attempting to get everyone into the top-half of the class."

So it is with our ratings. You either receive a I or you are a failure? In a letter I sent to an Iowa administrator after receiving his letter of complaint following our contest one spring, I described to him the Division IV rating. The recipients simply have not put in the time and/or effort that is required of a good contest performance." It is this group that causes us the most problems. To defend his own ego — and perhaps his lack of good teaching, the teacher attempts to justify his end with, "Encourage music, don't discourage it?" My final statement to that administrator was, "I know of few programs in any field that succeed if you applaud poor effort."

Finally, remember that the assigned rating is secondary! Certainly it is not viewed from that perspective by the students, teachers and, many times, by school administrators. What is stated and how it is stated in the comments portion of the adjudication form must contain more value for the involved than the rating. If we remove the rating entirely from the form, what has the adjudicator given to the performer? Too frequently, if the rating were removed, there is little, if any, value left on the form.

As an educational perspective for judging I can only offer in review three items — contests are for kids, contests are for improvement, and contests are to be educational. With those three thoughts foremost in the adjudicator's mind, most any contest program will be successful.

Winning should be result of honest effort

At the risk of annually repeating myself, I'm going to ask directors to make OAP a positive educational experience for all students. If winning is the only motivation or even the major reason for participation in the UIL play contest, you are involved for the wrong reason! Please understand that I believe that striving to win is an honorable cause, but you must recognize the highly subjective elements of competition in any art form. Prepare your students for a positive experience, no matter who wins. If your students are well prepared for the OAP experience, they can't lose.

The student who has been well trained to recognize the aims and values of educational theatre will look forward to the opportunity to perform for a competent critic. Directors who similarly recognize the aims and values of theatre competition, and who have done their best to prepare their students for a critical evaluation, will take pride in the contest experience for their companies. Good critics will help theatre programs grow and flourish.

It is impossible to ignore winning as an essential element of a capitalistic society. Proving you are first in your class or the excellence of your work is the way we live. For me to say winning first place in OAP does not matter is not being realistic, but winning and winning at all cost is a different matter. Being able to help students understand the importance of winning separates the educator from the director. Improvement must be a prime consideration and enjoyment or fun should be guaranteed.

Winning in OAP should be a product of hard work, careful planning and quality performance. It should be the result of honest effort. We must be realistic enough to recognize that winning a theatre contest is often nothing in the world but luck. Being in the right place with the right group and the right critic is the results of chance. It is a part of living and being lucky is not evil. Most of the time, luck is a product of preparation. If you gear your contest play toward results rather than involvement, be careful. One must be psychologically geared to winning and losing, regardless of how it happens. Ones does not lose in educational competition unless you defeat yourself.

Those of you that aren't focused on education must have missed the 36th Annual Convention of the Texas Educational Theatre Association. The weather was great, the hotel was plush, theatre events were exciting and the convention program was super! Some of you missed a great experience that almost 1,000 theatre folks enjoyed. I'm sorry many of you were not there. You should schedule your 1987 productions and make your plans to be in Lubbock Jan. 28-Feb. 1, Pam Brown, Lubbock Cooper, is already making plans for a great West-Texas adventure. Thanks to Marilyn Miller, Cypress Creek, and Jim Miller, S.H.S.U., for a great THEATRE-FEST '85.

I owe a special thanks to two super high school theatre



Educational theatre
Lynn Murray

HARD WORK. That's what it takes to produce a 5A championship production. Houston Eisenhower HS did it in 1985, winning with *Total Abandon*. In the process, Steve Breaker won the Samuel French award and Deidre Doigg was named a member of the All-Star Cast.

programs for providing productions for the UIL critic judging workshop. The students from Galveston Ball High School provided us with *Amadeus* under the direction of Scott Vernon. *Hamlet* was directed by Laura Mills Parker and performed by students from Kingwood High School. It was an exciting experience and we are indebted to both groups. The expert critique provided by George Sorensen,

Professor of Theatre at Texas Tech University, was superior.

I should also express appreciation to Beverly Moerbe, theatre director at Boswell High School, and a hard working UIL Advisory Committee for long hours of deliberation-discussion-debate over a three-day period. I'm sure their marathon meetings will prove to be helpful. Thanks to all.

Nominations for the State Meet OAP Honor Crew are being accepted. Teachers interested in having their outstanding theatre arts students participate in this program should complete applications immediately. The explanation and application was mailed with the OAP eligibility notice. Yes, they have all been mailed. Many of you followed instructions for getting your notices first-class. Some sent only a return envelope with 22 cents postage. Sorry, it takes 39 cents.

If you don't have your eligibility notice in time to meet the ten day prior to zone or district deadline, certify your cast as eligible on school stationery with the proper administrative signature and let us know at once. We will send you another form. We hope you will take the time to fill out the other forms. They provide us with information for continued evaluation of OAP.

I trust some of you will take time to evaluate the play selection criteria published last month and compare it with the Secondary School Theatre Association material in the OAP Handbook.

Critic vs panel was not the topic of conversation at *Theatrefest '85* in Houston, but there were questions about OAP, the coming spring and other related matters. I told people that I was going to pay my monthly bills with all the 22 cent postage that was insufficient to return first-class eligibility notices, but I didn't. Each of you received a notice. I'll bet you read all of those form letters next time. Some of you discover that they change annually!

The *Handbook for One-Act Play*, 10th Edition is essential. Those of you that continue to use old editions are having difficulties. If you need a copy quickly, send me a \$2 check made to the U.I.L. If you want it mailed first-class, add \$1.41. You will be sent this "keep you out of difficulty" guide immediately. Don't wait any longer.

I need your help deciding how to handle the Feb. 2 play and set addition load. It takes more than two weeks to process either. We were working on materials you mailed Jan. 31-Feb. 2 through the week of Feb. 17-21. We cannot logistically handle the load if everybody waits until the deadline and get you an answer before the Feb. 23 title deadline. Two-thirds of all requests for approvals were received after Jan. 29. Do you want to move the deadline back to Jan. 25 or should a late fee be imposed for all requests postmarked after Jan. 15? Do you have a suggestion? The play appraisal committee is being paid about \$2 per hour for evaluation. We can't really expect them to continue the demand of handling 350 requests at the deadline. Help!

Additions made to OAP accredited critic judges list

Twenty-seven accredited critic judges were added to the 1986 list by attending the Texas Educational Theatre Association convention workshop February 1 in Houston. Many of the new critics have a history of involvement in the One-Act Play Contest. This addendum should be attached to the list that appeared in the November issue of *The Leaguer*. This addition to the 1985-86 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to save for next year.

New Critic Judges

Arthur W. Bloom, Trinity University, San Antonio 78284 IV, 512/736-8581
Royal R. Brantley, West Texas State University, Canyon 79016 I, 806/656-3248
David Brock, 2725 Culbertson, Paris 75460 II, 214/784-5909
Kenneth Cox, Oklahoma State University, Stillwater, Oklahoma 74078 II, 405/624-6094
Cran Dodds, 1419 W. 5th, Corsicana 75110 II, 214/872-6096
Karen Dodds, Navarro College, Corsicana 75110 II, 214/874-6501
Michael L. Greenwald, Texas A&M University, College Station 77843 III, 409/845-0528
Patricia Pondant Harris, P.O. Box 362, Nacogdoches 75963 III, 409/564-8726

Kathleen Gossman, Texas A&M University, College Station 77843 III, 409/845-2505
Michael L. Greenwald, Texas A&M University, College Station 77843 III, 409/564-8726
Timothy Haynes, Howard College, Big Spring 78720 I, 915/267-6311
Timothy D. Hollis, Tarrant State University, Stephenville 76401 II, 817/968-9888
John Hooker, Southwestern University, Georgetown 78626 IV, 512/863-1368
Ron Hubbard, Sul Ross State University, Alpine 79830 I, 915/837-8220
Betty Hukill, Abilene Community Theatre, 801 S. Mockingbird, Abilene 79605 I, 915/673-7082
Charles Hukill, McMurry College, Abilene 79697 I, 915/691-6303
Cathy Huvar, Wharton County Junior College, Wharton 77488 III, 409/532-4650
Stacey Jordan, Stephen F. Austin State University, Nacogdoches 75962 III, 409/564-4687
Michelle M. Laier, Stephen F. Austin State University, Nacogdoches 75962 III, 409/564-4687
Elizabeth Lewandowski, West Texas State University, Canyon 79016 I, 806/656-3248
Charles L. McDaniel, The University of Texas, Austin 78712 IV, 512/471-5793
Mary McGrew, P.O. Box 270, Cisco 76437 II, 817/442-1051
Bonita Gibson McMullen, The University of Texas, 10000 Burnet Rd., Austin 78758 IV, 512/835-3328
Bruce G. Shapiro, 2824 Pearl, Apt. B, Austin 78705 IV, 512/472-6556
Charles E. Squier, San Antonio College, San Antonio 78284 IV, 512/733-2717
Katheryn St. Clair, 3510 Arrowhead, Brownwood 76801 II, 915/646-3655
Ann Vliet, 900 W. Blanco, Kyle 78640 IV, 512/268-0537
Doyle R. Wood, Texas Tech University, Lubbock 79409 I, 806/742-2141

Recertified Critic Judges

Ellen L. Baltz, Theatre on Wheels, P.O. Box 440056, Houston 77244 III, 713/953-1666
Warren Blackstone, 4517 Harwen Terrace, Fort Worth 76133 II, 817/923-0797
Vicki Bond, Bee County College, Beeville 78102 IV, 512/358-3130
James Brandenburg, 6527 Ambling, San Antonio 78238 IV, 512/684-4736

John W. Brokaw, The University of Texas, Austin 78712 IV, 512/471-5341
Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-2614
Donna L. Clevinger, North Texas State University, Denton 76201 I, 817/565-2306
Bill G. Cook, Baylor University, Waco 76798 II, 817/755-1861
Josh Crane, Lamar University, Port Arthur 77641 IV, 409/727-0886
Ralph B. Culp, North Texas State University, Denton 76203 II, 817/565-2211
Bobbie Dietrich, Blinn College, Brenham 77833 III, 409/836-3120
Michael C. Gerlach, Texas Tech University, Lubbock 79409 I, 806/742-3601
Thomas K. Heino, Stephen F. Austin State University, Nacogdoches 75962 III, 409/569-4003
Richard J. Hossalla, Southwestern University, Georgetown 78626 IV, 512/863-1365
Phillip H. Jackman, Brookhaven College, Farmers Branch 75244 II, 214/620-4730
Joseph B. Kaough, III, North Harris County College, Houston 77073 III, 713/443-5548
Ray E. Karrer, Paris Junior College, Paris 75460 II, 214/785-7661
Nancy McVean, Weatherford College, Weatherford 76086 II, 817/594-5471
Dan Mendoza, Lee College, Baytown 77521 III, 713/427-5611
John T. Oertling, Southwestern University, Georgetown 78626 IV, 512/863-1365
Bob Rigby, Baylor University, Waco 76798 II, 817/755-3111
Victor L. Siller, Tyler Junior College, Tyler 75711 III, 214/531-2211
W. Kenneth Waters, Stephen F. Austin State University, Nacogdoches, 75962 III, 409/569-4003
B. Warren Watson, 5307 McCommas, Dallas 75206 II, 214/823-4388
E. Don Williams, Lubbock Christian College, Lubbock 79407 I, 806/792-3221
John Presley Wright, Paris Junior College, Paris 75460 II, 214/784-9327

Add

Michael T. Bolen, North Texas State University, Denton 76203 I, 817/565-2588
Madeline Brand, 135 Clairemont Drive, El Paso 79912 I, 915/584-0474
Cecil J. Pickett, University of Houston, Houston 77004 III, 713/749-1420

Q&A: Before you asked, we thought we'd give you a few answers to the few thousand questions that'll pop up around OAP time

Answers given to questions asked of the state drama director are outlined by general categories. This is not a complete listing and you should always refer to the *Handbook for One-Act Play*, 10th Edition and the *Constitution and Contest Rules*, 1985-86 for details and rule reference. If you don't understand or your question isn't answered, you should always feel free to ask.

- The one-act play contest does not have a "professional" rule. OAP company members must be eligible on the same basis as other UIL activities as prescribed by Subchapter M of the current C&CR. Note that certain eligibility requirements relate to specific activities, especially athletics.

- School withdrawal from OAP must be made by the principal or superintendent of the school enrolled. The director of OAP cannot officially withdraw.

- The state office accepts the postmark date as having met a deadline. The policy may be different in your district.

- Rehearsals for the one-act play contest entry may be held on Sunday.

- Furniture items do not require approval as an addition to the basic set.

- You may use the two 4' x 4' and the two 4' x 8' platforms (total 4) of the unit set.

- A rug is a prop and is not considered a "covering" for platforms.

- You may not cover the open sides of unit set platforms, even with a rug.

- You cannot generally get approval for platforms in addition to those available in the unit set.

- Platforms and step units requested as additions to the basic set are disapproved; unless they fit the, "without which the approved play cannot be produced," requirement.

- Lighting equipment is not approved as an addition to the basic set, unless it is small, portable, easily shiftable, controllable by company, used from floor level and is basic acting area lighting or a special essential to the script.

- You may stack the unit set elements in any fashion, so long as it is safe and the units are not damaged.

- Unit set pylons should be weighted when used vertically.

- Devices other than unit set elements may not be used to elevate the unit set.

- Platforms, steps or ramps may be used upside-down, backwards or on end without approval.

- Parts of unit set elements may not be used separately. The platform base must be used with the top.

- You may not use tacks, pins, nails, screws or tape on unit set elements.

- Standard stage doors or windows are not elements of the unit set. They may be part of the "basic set" at the contest site and you may hang curtains from them or use nails, screws, etc. to make attachments.

- "Basic set" refers to all the equipment and facility at the contest site, including the "unit set," lighting equipment, drape, standard stage doors, etc.

- "Unit set" refers only to the gray modular set of building block type scenery listed on page 77 of the *Handbook for One-Act Play*, 10th Edition and does not include standard doors and windows.

- Using the same critic judge at the same contest for two consecutive years does not violate OAP rules or policies. Using the same judge three years consecutively does violate the policy listed on page 36 of the *Handbook*.

- It is not always possible for a critic judge to avoid judging a play in contest that he has previously critiqued in a festival or workshop.

- Pylons must be open on one side.

- Pylons may not be built out of plywood.

- Unit set elements must be built to the basic specifications in



WHAT'S THE difference between the basic set and the unit set? Do we need permission to copy scripts for production purposes? Like the Brazosport HS troupe, questions must be answered before staging the production. Here, Tony Coffin and Michelle Minton perform in *The Old Lady Shows Her Medals*, which won third place at the 1985 Conference 4A state meet. Minton was named Best Actress and Coffin was selected to the All-Star Cast.

the OAP *Handbook*, 10th Edition.

- Unit set flats must be covered on both sides and have double action hinges.

- Pylons may be used as platforms.

- The front of each pylon must have a 1/4" plywood cap before it is covered with canvas on three sides.

- Any type unbleached muslin or canvas may be used to cover unit set elements. The better the quality the longer they last.

- 1" x 3" white pine may be created by ripping 1" x 12"s in four equal strips.

- Approvals are required annually for scripts not on the approved lists and for all scenic additions to the "basic set."

- Using the same play two years consecutively does not violate OAP rules or policies.

- Requests for plays or scenes from plays not on the approved lists must be made using the printed version of the complete script. A xerox copy of any script made as an educational "emergency" must be destroyed immediately after use.

- Publishers that give you permission to copy scripts for production purposes require you to destroy those scripts immediately after use.

- Directors must edit the language of all scripts submitted for special approval prior to consideration by the League's play appraisal committee.

- You may share your scenes from (cutting) of long plays without violating the OAP professional assistance rule, but the cuts should be on the original script, not a copy.

- Directors that share multiple copies of scripts that are copied are in direct violation of copyright laws.

- A series of playlets or scenes of unrelated characters on the same theme cannot be approved for OAP. Such materials cannot be judged by UIL standards.

- You must have state office approval in writing to add characters to your contest play, unless they are listed as servants, soldiers, ladies-in-waiting, etc.

- Adding the Principal (voice) to *Vanities* is adding a character.

- Adding the Narrator to *Shadow Box* is adding a character.

- Singing one song is not a violation of OAP rules. Singing, chanting, etc. songs from musicals that have received special

approval would violate the OAP musical rule, unless the song or songs have received specific approval.

- Songs from musicals that have been approved as straight plays may be used as non-singing dialogue.

- The "chorus" in a Greek or Roman play does not violate the OAP choric or choral speaking rule. These plays involve a group of people that play a specific group of characters. Choric or choral speaking scripts employ groups that are not identified as a crowd of characters or identifiable role other than unison speakers.

- Use of the Deity (God, Lord, Jehovah, Jesus, etc.) or direct variations (Good God; Oh, Lord; Jesus Christ, etc.) must be in prayer, reverence or supplication.

- OAP rules do not cover the use of flame (candles, lanterns, etc.) on stage, but local fire laws may apply.

- OAP rules do not cover the use of tobacco or use of liquor as stage business.

- Royalty is not required for public domain plays. Show "public domain" on the OAP title card and eligibility notice.

- Outstanding orders from the Drama Loan Library must be in the library prior to mailing new orders to your school.

- A school must pay for lost scripts or overdue fines prior to the filling of new script orders from that school.

- The Drama Loan Library may send only one copy of each title requested.

- You must send the \$1 usage fee with each request for ten plays made to the Drama Loan Library.

- You must now purchase the basic play catalogue from Samuel French. Samuel French publishes a supplement each year the basic catalogue is not published.

- The address of The Dramatic Publishing Company has changed to 311 Washington Street, Woodstock, Illinois 60098. Phone is 312/338-7170.

- Play approval and additions to the basic set cannot be evaluated, unless you include the required fee. Failure to enclose the \$5 fee stops the process. If you submit a fee for evaluation that is not required, the money is refunded.

- The Drama Loan Library or the state office does not keep copies of cut scripts.

- The *Handbook for One-Act Play*, 10th Edition is an essential element for OAP participation. Definitions are found on page 118.

UT clinic seeks minority students

The College of Communications of The University of Texas at Austin is hosting a summer workshop for minority students (Asian Americans, Black Americans, Hispanic Americans and American Indians). Forty high school students from Texas will be invited to the 1986 Minority Student Introduction to Communication (MICOM II) workshop, June 24-28.

"The students will be our guests for four days with all expenses paid," Martin Todaro, assistant to the dean, UT College of Communication, said. "The primary aim of MICOM is to give promising young students who have an interest in one of the communications professions information about the academic programs in our College. We will also provide realistic information about career opportunities in advertising, journalism, radio-television-film and speech communication."

To be eligible for participation, students must:

- Have completed their junior year so that they will be a senior in September, 1986.

- Be promising students as measured by class rank, test scores, etc.

- Be recommended by a teacher (preferably an English, speech or journalism teacher), counselor or principal.

- Submit an original statement describing academic and professional ambitions as well as reasons for wanting to attend MICOM.

Participants will be housed in Jester Dormitory on the UT campus, Todaro said.

"They will have several opportunities to interact with undergraduate students already enrolled in the University," he added. "The four-day workshop promises to be informative and exciting."

Deadline for receipt of applications is April 4. For additional information and applications, contact Todaro at College of Communication, CMA 4.130, UT Austin, Austin, TX 78712.

JEA convention April 4-6

The Journalism Education Association spring convention will be April 4-6 in Tucson Arizona. Co-hosted by the Arizona Inter-scholastic Press Association, the convention will be headquartered at the Tucson Doubletree Hotel. In addition to the normal phalynx of dances and write-offs, the convention will feature on-site critiques and tours of places like Tombstone, Ruby Ghost Town and Colossal Cave.

Registration is \$25 each. For information, write JEA, 3025 Via De Suenos, Tucson, AZ 85713.

Workshop grants available

The Dow Jones Newspaper Fund again invites high school journalism teachers and school newspaper advisers who have had very little or no background in journalism to apply for one of 50 fellowships for college journalism study. The fellowship grant is intended to pay a maximum of \$350 for actual tuition, room, board and transportation costs.

"The object of this fellowship program is to identify inexperienced teachers who have been assigned the journalism teaching/newspaper advising job without academic or professional preparation and to offer those teachers basic journalism course work so they can be more confident and competent in their jobs," said Thomas E. Engleman, executive director of the Newspaper Fund. "Extra effort is made each year to find applicants who teach in predominately minority high schools."

The deadline for applications is March 1. For information, contact the Dow Jones Newspaper Fund, P.O. Box 300, Princeton, New Jersey, 08540 (609) 452-2820.

Do these things and save me the aggravation

By BOBBY HAWTHORNE
UIL Journalism Director

From the mailbag, a fan writes: "Dear Bob: A couple months ago, I attended one of your highly entertaining seminars. You recommended using feature leads in news stories. I did and placed second at district. But then, guess what? At region, I used one and some joker wrote on my entry, 'This is a feature lead, not a news lead.' No lie, Einstein, I thought. Anyway, that's all he wrote and apparently, he didn't like feature leads on news stories because I didn't place. So my question to you, Bob, is, 'What gives?'"

Ahh. Another satisfied customer. Frankly, I receive letters like this almost daily. Sometimes, I'll say something here that apparently just won't work there. That happens a lot in the UIL journalism contests because the people we hire to judge these things don't know beans about them. It makes me look like a chump and frankly, I don't need the aggravation, especially when it's avoidable.

Help me out.

First, plan early for the contests, whether you're hosting them or not. If you know the contest is going to be at Tarball High, give the journalism teacher there a call and volunteer to help. Given the turnover rate in scholastic journalism, you can almost bet that you'll be talking to a novice. "Hi there. I don't mean to come across as pushy or anything, but the UIL spring meet will

A few more tips

- Know the rule of threes: Students may enter as many as three journalism contests. A school may enter as many as three students in any contest. Three places advance from district to region, region to state. Three places at state receive medals.

- Follow the recommended conflict pattern provided by the UIL. Especially, do not schedule journalism opposite ready writing.

- Understand that conflicts are unavoidable. Students, at times, will be forced to choose. Study the conflict patterns and make certain that a student doesn't prepare for two contests which will be held at the same time at the district meet.

- On the contest day, have plenty of pencils and paper available. It makes sense to have a pencil sharpener and a stapler handy as well.

- Allow a 15 minute break between each journalism contest. This gives you time to collect entries, for stu-

dents to gather materials and leave, and for others to enter and settle in.

- Have everyone begin at precisely the same time. Do not hand out contests as students enter the room. Have participants seated. Pass out papers face down. Then, begin the contest. It is a good idea to help students keep track of time. A clock should be prominent and you should announce every 15 minutes or so how much time remains.

- Don't allow students to continue writing after time expires. Announce before the contest that anyone writing after a given announcement will be disqualified. Squint your eyes when you say it.

- Remind students to write legibly, not to write on the backs of their paper, and to write their number (not their name or the name of their school) on their entry.

- Keep advisers out of the room while the contest is in progress. Only the contest director and assistants will be allowed in the room while students are writing.

and see that the judges read it.

- Order the *Journalism Contest Manual* and read it. Then, if the judges have a question about the contest, you can answer it. Often, daily newspaper editors or reporters do not understand the nuances of student publications. You must explain to them what we are attempting to achieve with these contests.

- Judges may giggle among themselves but must maintain a professional demeanor with the students. Make certain they understand that you won't tolerate sarcasm or condescension toward the participants.

- Hire plenty of judges. It is asking

doubt that any jury in the nation would find me responsible for my actions. Do you see my point? Now, would you like some friendly advice?"

That's the approach I'd take. Subtle but effective. Then, I'd recommend the following:

- Employ high school journalism teachers, publications advisers or other persons familiar with the contests. If they're not available, use professional journalists but make damn sure they know what they're doing. A list of judging criteria and information regarding administration of the contest will be mailed to the contest director. Read it

Publications students score higher on SAT, study shows

College freshmen who have on the staff on a high school newspaper or yearbook tend to perform better in their first college English courses and tend to earn higher grade point averages than those without such experience, according to recent research conducted by the American College Testing Program.

ACT's initial findings, the first stage of a three-part national study, were released at the Journalism Education Association/National Scholastic Press Association convention in Cleveland last November.

Of more than 19,000 participants in the study who had taken the ACT Assessment as high school students in the 1982-1983 testing period, almost 25 percent had worked on the staff of a school newspaper or yearbook. Those students' ACT English scores and ACT composite scores—which are often used as criteria for college entrances—were significantly higher than those who had not worked on a high school publication.

"These findings are crucial to those making curriculum decisions in the nations' secondary schools—especially to language arts personnel," Jack Dvorak, adjunct associate professor of journalism and secondary education at The University of Iowa, said.

Dvorak, who helped coordinate the ACT study for the JEA commission studying the role of journalism in secondary education, said that many state departments of education and local school boards are considering dropping journalism from the curriculum in favor of what they consider to be more solid subjects.

While the ACT findings do not prove that journalism publications' experience is superior to traditional English writing experiences, Dvorak said results indicate publications provide a major creative outlet for the practice of writing and editing, and "they should be accorded a high priority in high school academic and co-curricular offerings."

Indeed, the study showed that those college freshmen with high school newspaper or yearbook experience scored in the 81st percentile on the ACT English test while non-publications students scored in the 69th. (Both were much higher than the norm because only students who had completed one year of college and who had taken the ACT test as high school students were included in the study.)

The ACT English test is a 75-item test that measures the students' understanding of the conventions of standard written English in punctuation, grammar, sen-

tence structure, diction and style, and logic and organization. It stresses the analysis of the kind of effective expository writing that will be encountered in many college and university curricula, according to ACT officials.

Students' ACT composite scores, used by colleges for admission and placement purposes, were in the 76th percentile for those with publications experience compared with the 74th percentile for those with none. Composite scores are based on averages of all four parts of the ACT Assessment: English, mathematics, social studies and natural science.

Publications students also had significantly higher social studies scores (74th percentile) compared with non-publication students (70th percentile), but scored lower on the mathematics assessment (69th percentile) than non-publication students (74th percentile). Both groups had 71st percentile scores in the natural science examination.

Other analyses of the ACT national study revealed that students who worked on high school newspapers or yearbooks and who went on to college had significantly higher high school grade point averages, and better grades in high school English, mathematics, so-

far too much of two or three people to judge four contests, 24 entries per contest. Schedule two panels of three or four judges. The first panel will judge the news and editorial contests. The second panel will judge the feature and headline contests. By doing this, judges will have more time to carefully read the entries, to comment on them and to select winners.

- Have a coffee pot available. A dozen donuts or a bag of cookies wouldn't hurt either. While you're at it, shanghai a few students to serve as go-fers.

- Place the judging room as far from the contest room as possible. Station a guard outside the judging room and threaten to bludgeon any teacher who tries to enter.

- Double check everything. Announce winners only after close verification of results.

- Complete a follow-up process. Participants who wish their entries returned should bring with them a stamped, self-addressed envelope. But don't bet that they will. You could make a few pennies by selling stamped envelopes for 35 cents each. Survey advisers and participants for their feelings regarding the meet. Where are improvements needed? Ask for suggestions. Then, communicate suggestions or complaints to the UIL office. Finally, implement criticism or praise into the planning of next year's meet.

Do these things. Make me want to dig into my mailbag again. We'll both be glad you did.

CSPA founder Murphy dies

Colonel Joseph M. Murphy, the 87-year-old founder of the Columbia Scholastic Press Association, died today (Monday, February 10) after 62 years of contributing to the growth of student journalism.

As director of the Association from 1924 to 1969, Colonel Murphy built it into the nation's largest school press organization.

During his 45 year tenure, the organization sponsored annual conventions which attracted more than 216,000 student delegates and provided written evaluations for 109,000 student newspapers, yearbooks and magazines. The Association, international in scope, is sponsored by Columbia University.

Murphy was commended for "a lifetime of service," in a Presidential Certificate of Distinction conferred by Columbia University on the occasion of the Association's 50th Anniversary in 1974. Colonel Murphy, the citation said, built the CSPA "into the most renowned national organization devoted to the training and guidance of young student editors and their advisers throughout the country." The citation further noted, "It was in Colonel Murphy's CSPA programs that hundreds of the nation's working journalists and communications industry leaders were first inspired and motivated to excel."

Except for his World War II service with the Army Air Force, Colonel Murphy was director of the CSPA for 45 years—from its founding in 1924 until his retirement in 1969. He was named director emeritus by the Trustees of the University in 1967. From 1969 to 1979 he continued as an active consultant to the CSPA, editing its journal, *The School Press Review*, which he had founded in 1925.

In 1924, while a student at Teachers College, Murphy was asked to formally organize a group of high schools from the New York City area. The group had been meeting, on their own initiative, each spring at Columbia to discuss common problems in publishing school papers. Murphy established a permanent organization, created a contest with 179 awards for student publications, and launched the convention which drew 308 delegates in March 1925.

The organization of CSPA programs was for years virtually a one-man operation. During his directorship, Colonel Murphy was the only full-time person in the Association's office on the Columbia campus. From the beginning, he selected his part-time assistants from among Columbia College students. With his unusual capacity for work, Colonel Murphy handled a vast amount of correspondence with schools and publications throughout the country.

For the annual conventions, he recruited about 200 editors, reporters, publishers, educators and others in related professions to address the young audiences and lead discussions. For many years, the convention concluded with a major address by persons such as Eleanor Roosevelt, Harry Truman, Dwight Eisenhower, Hubert Humphrey, Edward R. Murrow, and Fred Friendly.

Colonel Murphy, a native of Boston, earned both a bachelor of science degree from Teachers College and a master of arts degree in history from Columbia in 1925, followed by further study at the University. He taught in New England high schools, at Hunter College and at Columbia. In addition to his CSPA work, he was also a Columbia admissions officer, adviser to veterans, administrator of a lecture series and officer of a University extension program. Despite these other activities, the CSPA remained his most cherished project.

He was awarded an honorary Doctor of Letters degree from Arnold College (now part of the University of Bridgeport) in Connecticut in 1942.

In 1972, Murphy was the first person named to the Scholastic Journalism Hall of Fame at the University of Oklahoma School of Journalism.

National and state press associations have honored Colonel Murphy for his many contributions to scholastic journalism.

Evolution of academic program insures quality

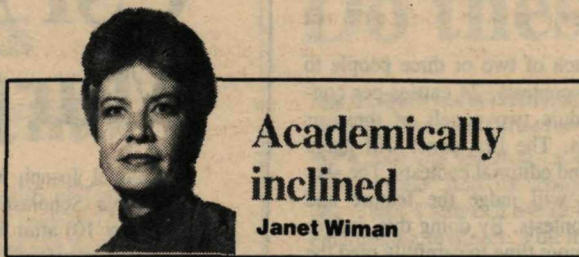
Since the days the University of Texas was asked by the speech teachers to administer the interscholastic debate program, organizations and teachers have continued to request that the Legislative Council of the UIL add competitive academic programs to the League activities.

Currently, the League sponsors 20 academic contest activities including two pilot projects. During the 1986 spring meets, all districts and regions in the five conferences will offer pilot literary criticism and pilot accounting. Both of the pilot projects have undergone extension revisions and will continue to do so until the activities are accepted by the council as full-fledged UIL contests. For example, the literary criticism activity has been adjusted to allow for more consistency in grading while still retaining the use of the essay in the tie breaking portion of the test.

During the 1984-85 school year, two groups proposed to the Academic Committee of the Legislative Council in its June meeting that competitive programs be considered in the areas of the fine arts and foreign language. The council asked the staff to research the possibilities and asked the presenters to identify support for their proposal.

The staff was asked to consider foreign language as a team activity. Should it be approved for pilot, there is a possibility that the team might advance directly from the district to the state level where the contest could be held in conjunction with other cultural activities that complement the competitive activity.

The art contest might also include an enrichment activity in addition to the contest. Each contestant would deliver his work of art to the competition at the district, regional, and state level. To increase the educational benefits of the activity, the contestants could hear critiques of the work prior to



Academically inclined
Janet Wiman

the announcement of results of the competition. At the regional and state level, the contestants might see slide presentations with a lecture and have guided tours of the museums on campus.

Not only does the council request the staff to look into adding an activity, but it often requests the evaluation and revision of the format for existing contests. An example of such a revision came during the 1985 meeting where the council approved a change in debate format from standard to cross-examination for the 1986-87 school year.

Sponsors have seen changes in many of the contests over the past several years. In 1986-87, typewriting contestants may use electronic typewriters. Prose and poetry contestants have seen changes in their categories; ready writers have seen the required length of the essay removed; spellers have seen their program go from emphasis on "plain writing" to legibility; and math contestants have replaced the slide rule with a calculator.

Though changes such as these require a set procedure which includes introducing the concept in June to the academic committee, approval of the council in October, and State Board approval in the spring, the contest activities

continually change to stay in touch with the programs that are being offered in the schools. Recommendations for changes, additions, or deletions come from the people who use the programs — teachers and administrators.

Double-check for conflicts

Sponsors are reminded to check the State Conflict Pattern that is provided in the Spring Meet List, the UIL Coordinator's Handbook, the 1986 Spring Meet Handbook, and in the Leaguer's October issue when students are selecting activities for possible double-entry.

Even though the district schedule may allow a student to compete in two contests, the decision should be made on the possibilities in the State Conflict Pattern. For example, even though a student can squeeze in number sense and debate at the district level, the State Conflict Pattern will not allow it at the regional level. Making such critical decisions prior to the district meet will allow the maximum number of students to enter and advance to regional and will prevent disappointment when a student discovers he has prepared for two events that have an established conflict.

Questions concerning the pattern may be directed to Janet Wiman in the League office.

Pass along regional programs

Superintendents and principals should see that academic meet contest sponsors, coaches and qualifiers to the regional meets receive a copy of the regional program. These programs are generally mailed from the regions to the school principal or superintendent. Please, pass them along to the people who'll be going to the regional meet. They need the information.

Exchange student waiver passes

Administrators voting in the UIL's annual referendum ballot opened a door for participation by foreign exchange students in League contests, and gave 5A coaches a choice between spring football training or an extra week of fall workouts.

"The entire issue of spring training in football has been hotly debated the past several years," Dr. Bill Farney, League athletic director, said. "Then, last year, with the implementation of House Bill 72 and the no-pass, no-play clause, a number of schools lost to ineligibility as much as 40 to 50 percent of their potential players.

"Since the ineligibility does not carry over into the next school year, the one-week of additional fall workouts would have been a greater advantage to coaches," he added.

Farney said that 5A schools may also opt for the additional week of fall preparation in order to avoid conflicts with spring sports and UIL academic contests.

"On the other side, a new coach may need the 21-days of spring training in order to get an accurate picture of his players, and in certain cases, I can see where coaches will want to use the three-weeks of spring practice," Farney said.

The ballot item passed 139-84.

In addition, administrators voted 690-269 to allow foreign exchange students an opportunity to seek a waiver of the parent residence rule.

"We've had a number of requests over the years to allow bonafide foreign exchange students an opportunity to participate in League contests," Farney said. "Administrators and teachers feel that depriving them this opportunity diminishes greatly from the total educational experience."

While approval of the ballot item does not automatically make foreign exchange students eligible, it allows them a chance to petition for eligibility, he added. "There are certain conditions. For example, students must not be high school graduates. They must meet all other UIL eligibility rules and they must not have received advanced training, such as pre-Olympic training, advanced academic courses or participation on national teams," Farney said.

In addition, waivers may be specific for an activity. "For example, a foreign exchange student may be eligible in all UIL

contests except soccer, if that student were a member of a national soccer team at home," he said.

Other ballot items included:

- Revision of the amateur musician rule so that high school students may be paid for teaching private lessons provided that the students receiving instruction have not begun participation in UIL high school (grades 9-12) music competition. Passed: 829-86.

- Revision of the basketball post-season participation rule. "Essentially this gives the district executive committee a range of penalties for violation of the post-season participation rule," Farney said. "In the past, the penalty has been automatic disqualification and forfeiture of any and all games in which the student played." Minimum penalty will be disqualification for the first four district basketball games. Passed: 724-277.

- Revision of the penalty for improper completion of the previous athletic participation form. "We've had cases in which a student might be eligible but due to an administrative oversight, he or she is ruled ineligible," Farney said. Administrators overwhelmingly felt the student should not suffer under a disqualification penalty simply because an administrator failed to submit a report form. Therefore, this item gives the district committee the option of several penalties, again ranging from private reprimand to disqualification and forfeiture of games." Passed: 962-36.

- Revision of post-season participation rules so that students may compete in Olympic tryouts, practices and games that are conducted by the nationally recognized governing body in that sport. Also, the actual expenses may be defrayed by the non-profit organization sponsoring the activity. Passed: 987-12.

- Changing of soccer season from November/February to January-April. Next year, the soccer season will begin January 5 rather than November 11. The first day for interschool scrimmages or games will be January 19 rather than November 18, and the State Meet will be April 18. Passed: 149-65.

All ballot items must be approved by the State Board of Education. If approved, the amateur musician rule, the basketball penalty changes and the Olympic tryout revision go into effect August 1, 1986. The spring training option would be effective the spring of 1987 in preparation for the 1987-88 season, and the foreign exchange student waiver would be effective July 1, 1986.

September

27 - The University of Texas at Austin

October

11 - Texas Tech University, Lubbock
18 - University of Texas at El Paso
25 - East Texas State University, Commerce

November

1 - Angelo State University, San Angelo
8 - Tarleton State University, Stephenville
15 - Sam Houston State University, Huntsville
22 - Texas A&I University, Kingsville

Student activity conference dates, locations confirmed

Dates and sites of the 1985 Student Activities Conferences have been confirmed. These half-day workshops are designed to familiarize students and contest advisers with all the UIL academic events by providing drills in contest procedures, rules and preparation tips.

Conferences will begin at 9 a.m. and conclude at noon, unless otherwise noted. All conferences are conducted free of charge, and there are no registration or pre-registration procedures. All UIL-member schools are urged to attend.

"The importance of these conferences cannot be overstated," Janet Wiman, UIL academic director, said. "Often, the students we see at the fall conferences come to Austin for the State Meet in May. We urge advisers to plan now to sign up as many potential contestants as possible for these seminars."

Dear Dr. Williams:

Dear Dr. Williams:

I thoroughly enjoyed the fall semester at Abilene Christian University. The academic work was challenging, as I was enrolled in the honors program. Concert chorale, the livestock judging team, part-time work, and 17 semester hours combined to keep me from getting excessive sleep. But I never quit grinning from the time I arrived on campus and I am very grateful for the financial underwriting from the Foundation which made it possible.

I would like to take a minute to tell you how important I believe UIL is to the broad development of high school students. I participated in ready writing three years and extemporaneous informative speaking four years. While in college, I have met kids who were involved in science, calculator applications, number sense, debate and other challenging areas. I firmly believe that the whole UIL experience adds a dimension to high school education and really prepares a student to "take off" in college. I sense that college kids who only studied and worked while skipping athletic and academic competition don't really get into the college community in a comfortable way. So I applaud the work you oversee. I appreciated UIL while I was involved and I appreciate it more with a good fall semester completed.

Cordially,
Brian T. Starr

Dear Dr. Marshall:

During the past two or three years, it has become increasingly obvious that the young men and women who participate in Interscholastic League activities emulate to a large extent those athletes that they view on television screens each week. It appears to me that the actions which athletes imitate such as taunting, fist-shaking, intimidation, name-calling and other acts of aggression are not what we should be promoting and teaching in Interscholastic League activities. From your comments in Austin, I know that you share this same concern.

Furthermore, these actions are not just occurring in football. They occur in basketball as well in track, baseball and other athletic events. It alarms me a great deal to see school officials tolerate students and spectators who cheer against an opposing team or player. It has always been my feeling that we should promote school spirit by having our students and fans voice their vocal support in cheering for our school. The actions which are being allowed to occur on the field are resulting in a degeneration of the attitude and sportsmanship displayed by spectators.

You had mentioned the other day that you intended to call this to the attention of the officials' associations across the state. I can only tell you that you have my heartiest endorsement for doing this. I strongly feel that the officials' associations must take a stand and instruct the members of their chapters to be firm in their control of athletic contests. Coaches of individual sports will do what is expected of them. Once they know and understand that sportsmanship will be upheld, that taunting and intimidating will not be allowed, they will follow the rules and they will fall in line. I would even personally support raising the compensation of officials if that is what it takes to get individuals who are willing to control athletic contests. Many unfortunate incidents, both on the field and in the stands, could be eliminated if there were a tighter control on the field, especially toward acts of intimidation and taunting.

If in fact our goal is to nurture, develop and instill in our student athletes the values of leadership, sportsmanship and self-discipline, we must have the united efforts of the UIL, school officials and officials. Anything that you can do to improve this situation would be appreciated. Anything that I can do to be of help to you in this regard, I would certainly be happy to do. Thanks for your interest.

Sincerely,
Dr. Mike Moses
Superintendent
LaMarque ISD

Speech adviser workshop July 9-12

By DR. ELIZABETH BELL
Speech and Debate Director

At least once a week, I receive a phone call from a high school teacher who has just been given the honor of sponsoring her school's speech team. "And I'm the librarian!" she'll protest. To the uninitiated, stock issues, *U.S. News and World Report*, and poets born before 1800 have nothing in common.

The UIL Speech Sponsors' Summer Workshop, scheduled for July 9-12 at the University of Texas at Austin, is one solution to the librarian's problem. The workshop will feature programs on all the UIL speech and debate events, panel discussions on building speech programs and running high school tournaments, and

demonstrations/critiques of speeches, debates, and performances. For the veteran coach, the workshop will offer library research time, alternative coaching techniques, and new selection ideas.

Six college professors of Speech Communication have already agreed to participate in the workshop, including Dr. George Grice, Chair of the Department of Speech Communication at Sam Houston State University, and Dr. Rosanna Herndon, Speech Department Chair at Hardin-Simmons University.

The workshop is under consideration for Advanced Training credit by the TEA. Registration materials will be available by April 1 by contacting me at the League office, Box 8028, University Station, Austin, Texas 78713-8028.

Typewriting contest tips given

By Dr. ALAN THOMPSON
Typewriting Contest Director

As the UIL Spring Meet dates draw nearer and our preparations intensify, a few reminders and suggestions may be helpful to contest directors, sponsors and students.

Directors — Although typewriting contest directors receive a set of directions which expand upon the information given in the *Constitution and Contest Rules*, directors are encouraged to read Section 1014 of the 1985-86 CCR first. Since the contest director has no control over the contest site, it is suggested that this person visit the contest site well in advance of the contest in order to be able to plan well and make the most of existing conditions.

The typewriting teacher at the host school should be able to provide valuable assistance and make the director's job much easier. This teacher and the director general of the contest may also be able to help the contest director reserve another room as a break room for sponsors of the contestants. This room can also double as a grading room after the contest is over. Host teachers can also help the director plan for special needs such as making the necessary arrangements for handicapped contestants.

An orderly contest is reassuring to contestants and reduces their anxieties. Directors may wish to assign station or seat numbers, then draw contestant names in order to make seating assignments in advance. This procedure can help avoid much of the confusion which often results when seating assignments are given on a first come, first served basis. Recording the copy on a cassette recorder so that it can be played back for paper-marking purposes can also free the director to attend to other matters.

Teachers — Those who have been contest directors can attest to the fact that directors need all of the support, assistance and cooperation they can get. After coaching their contestants, getting them and their equipment into the contest room and retiring to the break room, the teacher's next important act of assistance is to help in marking the test papers.

Since each student's paper must be marked three times with agreement, it is important to have as many teacher/sponsors as possible to help with marking the contest papers. It would also be

helpful for teacher/sponsors to bring their own rulers and hand-held calculators to the paper marking session.

Teachers must remember that electronic typewriters will not be allowed in the typewriting contests this spring. A UIL proposal to permit the use of both electronic and electric typewriters for contest purposes is pending with the State Board of Education at this time. If this proposal is approved, it will not go into effect until the 1986-87 school year. Those who have only electronic typewriters may be able to borrow enough electric typewriters for the contests from the dealer who sold them the electronic machines.

Students — While there is no substitute for thorough preparation, students should try to approach each contest with a positive, cooperative and adaptable attitude. Adaptability is especially important since contestants will have to adjust to different directors, testing routines, contest sites and competitors as they progress through the various contest levels. Students will also face a more intense level of competition than they have known up to now. At the regional and state levels, students should be reminded that they are competing only with students in their own school's classification.

Students may wish to bring a book, a book holder and a paper clip to contests to hold the single-sheet contest copy. These items will not be furnished at the state contest and may not be available at the district or the regional levels. Rulers, dictionaries and hand-held calculators are also permitted in the contest room; however, the typing table should be kept as uncluttered as possible. Alternate papers are to be turned in to be used as tie breakers.

General — Teachers whose contestants advance to the State Meet must remember that the 1986 typewriting and shorthand contests will be conducted in the auditorium of the Joe C. Thompson Conference Center on the campus of The University of Texas at Austin. The undersides of the fixed tables in this auditorium are 27½ inches from the floor, while the table tops are 29½ inches high. While the chairs have an adjustment range of 19 to 24 inches, the chair arms will not allow the chairs to be pulled under the tables if the chair seats are adjusted to a height of more than 20 inches. See page 8 of the January/February, 1986 *Leaguer* for more information on this site.

Banquet renews faith in contests

By DR. JOHN COGDELL
Calculator Applications Director

This hasn't been my year to write articles for the *Leaguer*. The problem is not my fear or dislike for writing. Perhaps the problem is that I like to write too much. I am working hard on a book for a national publisher, and I have to snatch every moment of time possible, or little progress is made in a week. When those deadlines for *Leaguer* articles come around, I always tell myself that I need to write something, but then the deadline passes with me looking the other way.

Someone asked me how one builds interest in one's team. With athletics, band, clubs, and a host of other activities competing for a student's time and attention, how does one motivate a student to make a commitment to working hours and hours on a UIL contest?

I hope to be sharing many ideas on this subject in future articles, but let me give you one idea here.

Tonight I am going to the annual Texas Interscholastic League

Foundation (TILF) Banquet honoring TILF scholarship holders here at UT-Austin. The TILF is the foundation which raises and distributes scholarship money to students who have reached the state level in UIL competitions. The banquet consists of a BBQ dinner, a few short speeches by the various contributing sponsors, and many short self-introductions by the sixty or so scholarship holders. Very pleasant, even inspiring, for this annual affair gives me a glimpse of the end product of the UIL's work.

So tell the kids that if they work hard, they might get a free BBQ dinner once a year when they are in college.

Seriously, the TILF scholarship program is tremendous. Next year, they expect to give out about 300 scholarships totaling almost \$400,000. Of course, the recipients choose their school, and take the scholarship with them. They don't have to come to UT-Austin, although I can't imagine why anyone would want to go somewhere else.

One teacher I know, who has been at it a long time, has seen his students win over \$100,000 in TILF scholarships. What a contribution that teacher has made to his students and his community!



Tears of victory, tears of defeat

CONNIE COLE'S 26 points and 10 rebounds were the margin of difference as Snook edged defending champion Nazareth, 36-33 in the Conference A finals, March 1. The Nazareth girls were gunning for their ninth title in 10 years. Other state champs included Victoria (5A), Levelland (4A), Hardin-Jefferson (3A), and Ab-ernathy (2A).

Photo by **MORRIS GOEN**

As teachers, we can't compromise integrity

There is a new emphasis on professional ethics, especially in public schools. Recent improprieties in college recruiting and college athletic grade scandals have brought up questions now being asked to high schools. If there is abuse in college, could the seeds for abuse be found in the high schools? The possibility is there because the pressure to win most definitely is present at the high school level.

Some college officials have remarked that high school athletes come to college campuses with open palms assumingly accustomed to receiving more than just intrinsic rewards. A highly-sought-after athlete soon learns that someone out there will pay for his services. Without sound advice from parents and school officials, he may easily fall into the trap of extra inducement.

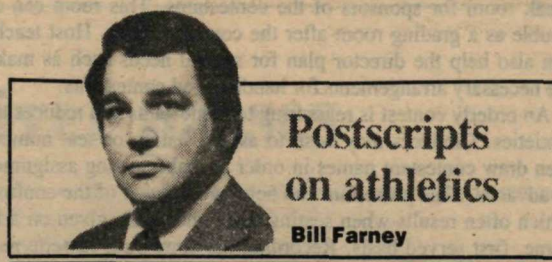
Collegiate coaches also are confronted with high school coaches asking for benefits: free tickets, favors, etc., for acting as a go-between in a recruiting situation. In the oft-crazed world of athletics some abuses have always existed. Some abuses are new, born of a more sophisticated society and prevalent attitude of entitlement.

The sober fact is that no school—whether public high school or university—is exempt from possible involvement in illegal practices.

Even before a student reaches his or her final year in high school, the coach has been faced with temptation to exploit an outstanding player's ability for personal gain. Sponsors of sports camps offer kickbacks for each student athlete enrolled in the camp. Equipment manufacturers and representatives present a "bonus" or free equipment to the coach for purchasing team equipment.

Sponsors proffer valuable consideration to coaches of outstanding teams to enhance a tournament. Universities provide free admission and the status of association with a name college coach for bringing a blue-chip player to a college campus.

Some of these enticements are more subtle than others. Usually they are offered to a well-meaning high school coach without any indication of illegality. It is easy to rationalize "everybody is doing it," and this indeed is one often approach. In the education profession where the standards are high but monetary reward is relatively low, coaches sometime develop an attitude of being unappreciated. This creates



**Postscripts
on athletics**
Bill Farney

a climate conducive to bad judgement. When working long hours for little pay, receiving an inordinate amount of criticism, having little or no appreciation shown for years of service, and finally enjoying a glamorous season created by the talents of an outstanding player or players, it is easy to understand why abuses occur.

In education—now more than ever—there is accountability both in the process and in the product. Coaches are teachers first and are expected even under the most trying circumstances to maintain integrity and honesty.

There is a reality of public service. An individual outside the field of education may perform an act or accept a gift and no one else will ever be the wiser. Even if someone else finds out, there may be no repercussions. Today's business world operates largely on a system of promotions, gifts, and perks. However, if a coach or school employee is involved in just one episode where personal gain or a gift is a result of position or relationship to students, this fact will be brought to light. More emphatically, the public enjoys reading about scandal for some bizarre reason. Most newspapers have a rumor seismograph ever-ready to create a page-one article which is assured of high reader interest.

And even if there is only a small indiscretion, a small gift or only a slight deviation, there is something about the media which seems to magnify. Most people do believe what they read in the newspapers, hear on the radio and see on television. Once it's out, even a retraction cannot undo the damage. The retraction will be on the last page in fine print.

Reputation, integrity, and honesty are of as much importance to an educator as a college degree or teaching certificate which entitles that person to teach in public schools. Once the surface of reputation is tarnished it is often difficult to replace the shine. Sound advice to any one involved in

student activities:

- Avoid any practice which would bring financial gain to you as a sponsor or affiliate of your school district except those that are within specific prior approval of your school district.
- Refuse any kickbacks, rebates or financial gain from outside promoters, sportscamp operators, or equipment representatives.
- Know the rules of your school, the University Interscholastic League and the collegiate organization such as the NCAA in relation to recruiting prospective student athletes.
- Never have funds such as coke funds, laundry funds, etc., over which you and you alone are accountable. When the tide of public opinion turns against you, this will be the first serpent to rise up and bite you.
- Do not receive free merchandise and pass this merchandise on to your "better" athletes.
- Do not develop a habit of giving money to athletes. A correlation develops in the mind of an adolescent between participation in an activity and receiving of occasional "pocket money."
- Work as hard as you can (as you would for any other student whether athlete or non-athlete) to see that any needy student receives help from agencies specifically designed to help the economically deprived.
- Spend budgets as specifically defined. Keep written receipts for every transaction including all cash transactions. Any deviation from the previously approved budget should be amended in the method approved by your local school board.
- Avoid the mental trap which says "everybody is doing it." Everybody is *not* doing it. Only a few are doing it. And their game is a game of unprofessional roulette.
- Students reflect the examples of adults. A student who knows you have deviated from established norms of behavior will not respect you. If you don't believe this, take a moment to reflect your own experiences and see if you don't agree.
- Be true to the highest principles of integrity, and your tenure will be long, or at least free of a guilty conscience.
- Do not attempt to "beat the rules." Every instance of attempting to gain illegal or unethical advantage brings bitterness from opponents and a potential threat to your future employment.

Coaches adopt code of ethics

The function of a coach is to properly educate students through participation in interscholastic competition. The interscholastic program is designed to enhance academic achievement and should never interfere with opportunities for academic success. Each child should be treated as though they were the coaches' own and their welfare shall be uppermost at all times. In recognition of this, the following guidelines for coaches have been adopted by the NFICA Board of Directors.

The coach must be aware that he or she has a tremendous influence, either good or bad, in the education of the student athlete and, thus, shall never place the value of winning above the value of instilling the highest desirable ideals of character.

The coach must constantly uphold the honor and dignity of the profession. In all personal contact with the student athlete, officials, athletic directors, school administrators, the state high school athletic association, the media, and the public, the coach shall strive to set an example of the highest ethical and moral conduct.

The coach shall take an active role in the prevention of drug, alcohol, and tobacco abuse and under no circumstances should authorize their use.

The coach shall promote the entire interscholastic program of the school and direct his or her program in harmony with the total school program.

The coach shall be thoroughly acquainted with the contest rules and is responsible for their interpretation to team members. The spirit and letter of rules should be regarded as mutual agreements. The coach shall not try to seek an advantage by circumvention of the spirit or letter of the rules.

Coaches shall actively use their influence to enhance sportsmanship by their spectators, working closely with cheerleaders, pep club sponsors, booster clubs, and administrators.

Contest officials shall have the respect and support of the coach. The coach shall not indulge in conduct which will incite players or spectators against the officials. Public criticism of officials or players is unethical.

Before and after contests, rival coaches should meet and exchange friendly greetings to set the correct tone for the event.

A coach shall not exert pressure on faculty members' to give student athletes special consideration.

It is unethical for coaches to scout opponents by any means other than those adopted by the league and/or state high school athletic association.

'Bad ole UIL'

Continued from page 2

grams annually. Surveys indicate that one of every two students who graduates from a Texas public school participates in at least one UIL contest during the 12 years in school.

The rules governing participation in UIL activities were developed as needed. Every rule and amendment to the rules was formulated to curb practices that were (1) distracting from the education of the participants, (2) detracting from the educational program of other students, (3) making the activity unsafe physically or psychologically for the participants, or (4) creating problems of equity among the individual participants or among the schools participating.

Rules that were formulated to eliminate an abuse have been changed or removed as the problem changed or was eliminated.

Not surprisingly, penalties for violations have changed also. Originally, virtually all penalties were assessed against the school. Today, more and more of the penalties are assessed against an individual participant and/or sponsor. The schools continue to express the need for penalties to be applied when violations occur. And these penalties must be strong enough to deter or eliminate violations.

Groups study risks, benefits

Once again, we have an opportunity to read what administrators, coaches, parents and students have to say about the risks and benefits associated with UIL competition. Let's just sit and think ... am I doing my part? Students are the focus of our UIL endeavor and deserve an opportunity to experience the joy of achieving their potential in a wholesome environment.

How can the above objective be achieved through participation or involvement in UIL activities?

A parent from South Texas:

The UIL activities provide the student a large variety of interests in which it is possible to participate, and in which to achieve, and receive the enjoyment of accomplishment and recognition. At the same time, the activities provide opportunities to learn and broaden the educational experience, and as well, to learn to work with others, and to work with others on a group basis.

As a parent, I feel that the objective can be met by providing support to the student, and to the others of the group with which he participates with interest in what they are doing. This kind of participation can be rewarding to the parents who provide whatever help and support they can as it provides them an opportunity to contribute in some way to the improvement of the education system.

A coach from South Texas:

At the beginning of the year, the coach should work with the students to develop goals. A game plan for meeting these goals must be developed by the coach and the athlete. The coach must be a good role model and assist in making the environment a wholesome one by taking every opportunity to emphasize the values inherent in participation.

A student from South Texas:

Participation in UIL activities helps to enrich academically and, as a whole, round the participant into a good student. However, outside factors can strongly influence this participation. The excitement of competing against other schools can, and usually is, very exhilarating.

An administrator from South Texas:

Through provision of a widely diversified group of activities in which students can participate, UIL has long met and can continue to meet these objectives. The levels of competition (district, regional, state) and the awards given as well as the challenging activities lend themselves to inspiring students to achieve.

Athletic rule changes effective next year listed

Non-referendum ballot changes in UIL athletics have been approved by the Legislative Council and the State Board of Education and will be in effect for the 1986-87 school year. Full explanations will be included in coaches' manuals, which should be read cover to cover.

Soccer: Beginning next year, all AAAA schools wishing to participate in UIL soccer can accept soccer for the ensuing school year in May. Formerly, AAAA schools could only accept this plan at the beginning of a realignment period.

Basketball: The one league restriction for summer basketball has been eliminated. As long as students do not violate the other regulations to include the 20-game limitation, they may participate in more than one league.

Junior high girls will be required to play with the smaller ball for 1986-87. Although no high school varsity games will be played using the smaller ball next year, by mutual consent schools may use the smaller ball for non-varsity play. High school varsity girls will begin play with the smaller ball in 1987-88.

Conference A Basketball will take a new twist. Girls' and boys' Conference A Basketball teams have an earlier date for the first inter-school games due to the subregional game that will be played in an effort to reduce travel and costs for



Sports notebook
Susan Zinn

"The coach must be a good role model and assist in making the environment a wholesome one..."

schools going to regionals. Regional Conference A tournaments will now consist of four teams as in the case in the other conferences. Dates for basketball next year have been sent to schools with the realignment information in January.

Video Taping Policies: UIL rules will prohibit videotaping at UIL contests until permission is obtained from both schools and only providing no view for any other spectator is blocked by the videotaper. Schools may still video tape contests in which their team is competing without permission being obtained.

College Recruiting Trips: After the first year of the major changes in the UIL rules regarding college recruiting trips for athletes in some sports, these rules have been expanded at the request of the coaches to include relief for students participating in soccer and swimming. Students in swimming and soccer, like basketball players, may take paid visits prior to Nov. 1 and then again after the season. As in all sports, five paid visits may be taken and the student still be permitted to participate in other UIL sports. In order for any athlete to take a paid visit at any time, permission must be obtained from the high school principal, in season varsity coach, and parent. No school time is to be missed for the paid visitation to the college campus for any athletes in any sports.

Golf: A 10-stroke limitation rule in golf will be used at the regional and state level of competition and can be adopted by districts for district tournaments.

Tennis and Golf: Individuals and teams representing member schools in golf and tennis shall wear school designated uniforms. It is recommended that the uniforms be in school colors similar in design and/or have school identifying logos or names. It is hoped that this change will not be of considerable cost to any schools, but its intention is to eliminate the unacceptable clothing that has continued to be seen during UIL contests. Keep in mind that this uniform must be "School designated or approved" but would not have to be purchased by the school.

Loss of School Time: The Legislative Council has mandated that the UIL staff take measures to schedule regional and state activities to further reduce loss of school time. In swimming, track and cross country, no district meets can involve loss of school time.

Team Tennis: AAAA and AAAAA team tennis will be held simultaneously in the fall for the first time in 1986-87. Formerly, AAAA team tennis had been held in the spring.

Scratching of Officials: Beginning next school year in all sports, after a school has accepted an official, and then the school scratches the official prior to a contest, the scratching must be approved by the athletic director in a multiple high school district, and by the principal and/or superintendent in single member district.

Take a stand on sportsmanship

Sportsmanship! This is one of the values we purport to be developing with our high school competitive programs. Are we accomplishing this goal?

First, let's look at sportsmanship. What are some of the elements of good sportsmanship? We normally find in that list such things as: accepting the decision of officials and judges without protest, maintaining a friendly attitude with opponents during competition, being humble when victorious, being graceful in defeat, and playing by the rules.

Are the elements of good sportsmanship being ingrained in the competitors?

The answer to that is "yes" and "no." Unfortunately, in more and more competitions among schools, the answer is no.

How often in basketball games, football games, band contests and academic contests do we hear the coach, director or sponsor complain to parents and competitors that the judges or officials were wrong and that was the reason they lost? Or in many cases, the students are doing the complaining to the sponsor without being corrected.

While attending many of our junior high and high school games this year, it has been evident that the coach, and in many instances the players, were "bickering" to the officials about the "calls." Sure, not all "calls" or "no calls" by officials will be correct but there is a process for properly questioning some calls without protesting or downgrading the officials. Those judgement calls won't be

changed by "hollering" at the officials. So what do we do—we justify our actions by saying if we don't holler at the official, the other coach will intimidate him. Is this teaching sportsmanship?

Next let's look at how friendly and sportsmanlike contestants are during "head to head" competition.

It is becoming the mean rather than the exception to observe players intimidating one another during competition. We see this after nearly every good tackle, long run, or good blocked-shot. We also hear intimidation from the stands, the bench, or on the floor or field while officiating. Our justification, of course, is that the players see it on t.v. all the time. Does that make it right? Is this teaching good sportsmanship?

We must also evaluate how well we are being humble in victory and graceful in defeat. We say, "Our kids shake hands after every game," or "Our kids pray together after every game." Yes, this is true in many situations but what happens after the prayer or handshake is not always graceful or humble, especially when the fans get involved.

In individual sports such as track and field, we see displays after races that certainly cannot be labeled as humble in victory or graceful in defeat. Occasionally a disgraceful or arrogant display happens after academic contests as well.

Finally, we examine how well we are teaching our competitors to play by the rules and the intent of the rules.

To determine if we have a problem in this area, we simply have to point out some of the statements that can and have been verified.

"We teach our linemen to grasp the jerseys on pass blocking. Officials can't detect this unless the defender breaks around the blocker."

"When we need a time out to stop the clock (without remaining time outs), one of our players fakes an injury or loss of a contact."

"Students or sponsors from other districts call our Number Sense participants or coaches to determine some of the questions or types of questions that are on the Number Sense test."

"Our players are taught to keep their elbows in tight and give a quick push to the opponent on rebounds and when trying to break away from someone guarding them."

The list could go on and on depicting ways coaches, sponsors and directors teach their competitors to beat the rules. Is this teaching good sportsmanship?

We must all work together to change this attitude which is becoming an accepted part of our society due largely to viewing the college and professional games and observing areas of our society where we feel it is okay to cheat. This requires a dedicated effort by officials, directors, coaches, sponsors, administrators, school board members, parents and fans. We will all agree it is wrong but will we "take a stand" to eliminate this from our programs? If we don't "take a stand" nobody else will and the behavior of today's youth will become the behavior of tomorrow's adults.

Support of rules, penalties essential

By Dr. BAILEY MARSHALL
UIL Director

Quite frequently, school officials and League administrators find themselves in a conflict situation when UIL rules are enforced at the local level.

Parents and supporters of the teams and competing groups usually become angry when it is determined that an ineligible player has been playing on a team and the team will have to forfeit games that will eliminate it from the playoffs. Normally when this occurs, someone has made an error in checking the eligibility or the student did not disclose complete information.

When this happens, the parents, fans and students seldom understand why they must forfeit. They usually want to blame someone and quite frequently it is the rule or the organization. School administrators and school personnel endure great pressure when enforcing this action.

Another instance where school administrators find themselves in a dilemma is when there is a student who is ineligible according to a rule, and the administrator does not agree with the rule.

In all such events, school administrators can be supportive of the rules and the penalties which they help develop through their participation in the UIL legislative process. In these instances, the best approach is: "We vote on these rules through a democratic process and have means for input to change them. We therefore will enforce the rule regardless of whether we totally agree with the rule because we believe in the demo-

cratic process."

This stance won't always stop the parents or fans from pursuing a change outside the UIL legislative and judicial process, but it will help deter such action. This position is one that all of us should be able to defend.

UIL administrative staff members encounter these same conflicts. When the staff members are questioned, they are obligated to espouse the rationale for the rule, as well as to support the League's democratic process, regardless of whether they agree with the rule or not. They are also obligated to be cordial but firm in the defense of the rule and the system.

Even though we school administrators and UIL administrators defend the rules, we should work for changes in the rules in instances where we see they can be improved for the betterment of the total educational system. This, however, does not excuse us from our obligation of defending and enforcing the rules we have.

We, as Americans, believe in a democratic process: We believe in trying to change our laws and regulations through the processes available to us. But we also believe in enforcing the laws and regulations we have. When there is disobedience to state and federal laws, the states and the nation suffer. This is true in the UIL as well.

Our acceptance of enforcement of penalties for rules violation and the constant evaluation of our rules are the primary reasons the UIL continues to be a strong organization.