

The Leaguer

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'No doubt, he left an indelible mark on journalism in Texas'—Rhea Williams

Max

In addition to everything else, Max Haddick was a storyteller. Perhaps his ability to weave a tall tale — whether it be about his experiences in the Pacific during World War II or his travels in Mexico or his days as a newspaperman — maybe this rare talent was the single thread of consistency working its way through his bountiful life. He had so many seemingly unrelated abilities. In his 64 years, he had served in the Philippines during the Second World War, wrote his master's degree on Mexico's foreign trade and won virtually every award the Austin Garden Club had to offer. He was an avid motorcyclist, humorist, writer, photographer, journalist and teacher.

He'll be remembered as the man who built Texas scholastic journalism into the nation's finest. He did it by creating an association that balanced discipline and humor, responsibility and love. No doubt, he was and remains the object of much of that love.

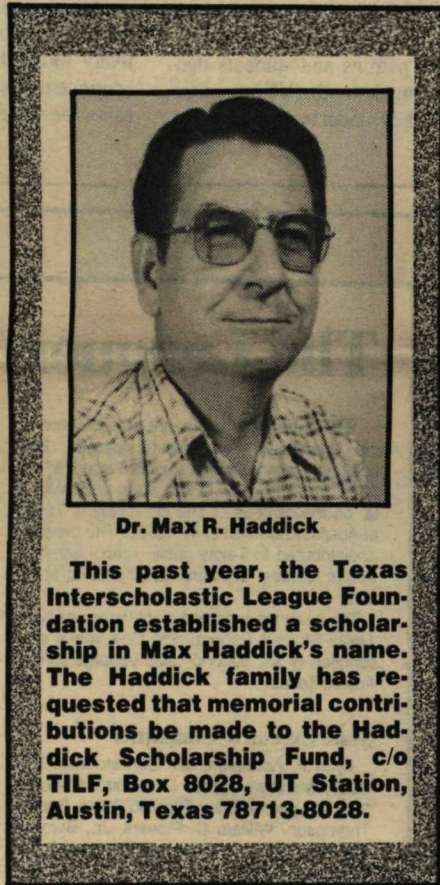
Dr. Max R. Haddick died April 29 of a heart attack in his hometown of Mexia. Funeral services were held May 1 at the town's First Baptist Church.

"In many ways, Max was a true Renaissance man," said Dr. Rhea Williams, former UIL director who worked with Haddick for more than 25 years. "He was a jack of all trades. He could fix anything from a car to a ditto machine. What's more, Max knew a great deal about practically everything: science, math, you name it."

For years, Haddick not only directed the journalism program but also proofed number sense, slide rule and science contests. "He would work the problems himself and if the answer key was wrong, Max would correct it," Williams said.

Haddick's first association with the League came in grade school in Mexia, where he participated in sports, declamation and writing contests. In 1946, while an undergraduate at Texas A&I University, he served as an unpaid ILPC newspaper critic. From 1950 to 1954, he taught journalism at Brazosport High School, then spent a year at Sul Ross University before moving on to the journalism department at Texas Christian University, serving one year as the department's acting chairman.

He joined the League in 1960 after working two years as the *Fort Worth Star-Telegram* copy editor. During his 17 years as director, participation in the Interscholastic League Press



Dr. Max R. Haddick

This past year, the Texas Interscholastic League Foundation established a scholarship in Max Haddick's name. The Haddick family has requested that memorial contributions be made to the Haddick Scholarship Fund, c/o TILF, Box 8028, UT Station, Austin, Texas 78713-8028.

Conference grew from 358 schools in 1961 to 869 in 1978. He tirelessly worked the program into shape. To steal one of his favorite terms, he was "indefatigable" in his efforts to build and refine, build and polish. "Max had an enormous amount of energy and he channeled it in the right direction," Williams said.

At a banquet in 1978 honoring Haddick, the late Dr. DeWitt Reddick, ILPC founder and UT-Austin professor, said, "Max never ceased to amaze us with his unending energy and quest for the finest that scholastic journalism could offer. He was continually working, improving this or getting involved in that. When he first came to the League, there was no yearbook competition. Max recognized the potential and importance of having yearbooks as a part of the ILPC program and in no time, we were looking for yearbook judges."

In addition to admitting yearbooks, Haddick expanded the individual achievement



STEPPING STONES. Max Haddick recognized excellence but tirelessly exhorted students and advisers to work harder to improve. His speeches, like this one at the 1970 ILPC convention, were laced with humor and humanity.

awards, introduced the Edith Fox King teaching awards, proposed and directed the first ILPC summer publications shortcourse and established the ILPC convention as an entity separate from the UIL state academic meet. Today the ILPC convention is the largest state association gathering in the nation.

As the program expanded and improved, Haddick was honored with the Gold Key Award from Columbia University, and the Pioneer Award and Carl Towley Award from the Journalism Education Association. But Haddick insisted that the advisers and students deserved the credit.

"Today's publications are the finest any editors, reporters, artists, photographers and advisers have produced," he once wrote. "Students have done well. Teachers have put dedication, ability, pride and sweat into their

work. I could say that we should be satisfied with our work, but that would be contrary to the ILPC spirit. Today's publications are just stepping stones to greater accomplishments."

The inspiration for those "greater accomplishments" came from Haddick.

"I know of no one who had better rapport with students and sponsors than Max," Williams said. "He was a strong believer in freedom of the press but he believed just as strongly in press ethics and responsibility and he instilled these values into the organization."

"No doubt, he's left an indelible mark on journalism in Texas," Williams added. "Max will live on through the students and colleagues who knew him, learned from him and worked with him. He was a true contributor to his era."

Reflections on a 'relatively smooth' year

The University Interscholastic League, along with the TEA, the Texas Association of School Boards, the Texas Association of School Administrators and other education associations, are on-line with a statewide computer hookup called the Electric Pages. Many schools are also on-line with the Electric Pages and receive information through this source each day.

Currently, the League places in the system information most requested by the schools. In the future, it may be possible to submit names for eligibility purposes, enter names of students for district, regional and state meets in the Spring Meet activities, order materials from the UIL, etc.

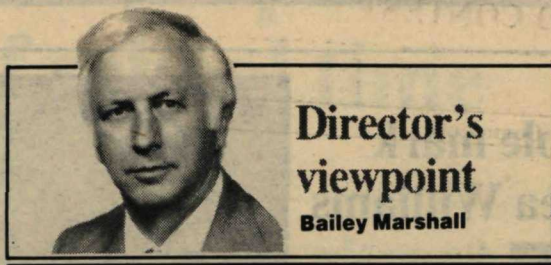
Also, you may contact the UIL directly at Box 9039 on the system and your message will be read and answered that day. This process is being utilized more frequently.

If you are interested in being connected with this system, we suggest you call (512) 472-6432.

A Less Controversial Year

This year has been relatively "smooth" in the UIL office. This is a welcome change from the previous two to three years. During that time, we went through the process of change as part of the educational reform movement.

This change of pace can be attributed to a number of things:



**Director's
viewpoint**
Bailey Marshall

1. Few changes in UIL rules or changes in rules governing the extracurricular activities made by the State Board of Education and the Texas State Legislature for this year.

2. An improved system for notifying schools of interpretations regarding state laws and State Board policy.

3. A better understanding of UIL rules, state board rules and state laws that involve UIL participants. This better understanding relieves much of the confusion and anxiety that was evident in the public school community the previous two years.

4. An understanding by parents, patrons and students that there will be rules whether they are made by the UIL-member schools or by someone else. Also they understand that these

laws and policies will be enforced without exception, as are the UIL rules.

5. Students, parents and educators have more concerns about laws and policies that affect public school education than those laws and policies affecting extracurricular activities.

6. Finally, we hope that the UIL staff has done a better job of providing services to the schools. This has been our major goal for this year.

Nearly one and one-half million students have competed in UIL activities this year. We feel confident that all have developed enriching skills and have learned more about the nature of competition in a free society.

We hope the direction from their coaches, sponsors and directors has helped them gain a better understanding of what are good leadership qualities, sportsmanship behavior, goal-setting practices, time management skills, study habits and ethical behavior.

All of us who work with students must remember that we can have a tremendous influence on students' lives. This influence may be positive or negative. Those who influence negatively must change or be removed from our programs. To continue to justify our programs, we must be positive influences for the students.

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, ataxi-aphasia
- Page 4, column 5 — béarnaise
- Page 6, column 11 — chrysography
- Page 7, column 14 — coulee (couille)
- 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 — sauté
- 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.

Dumas HS

Coach Barry Coffman of Dumas High School was given a public reprimand, suspended through November 11, 1985 and placed on probation in football through November 5, 1986 for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

State Executive Committee

The State Executive Committee issued the following interpretation of Section 401 (b):

Schools may purchase meals for student athletes in the local community provided the meal is in conjunction with competition scheduled away from the home school.

The State Executive Committee issued the following interpretation of Section 1230 (q) and (r), Section 1250 (d)(7)(A), Section 1270 (c)(1) and Section 1330 (y)(1):

For purposes of the above sections, any student who actually enters a varsity game is considered a varsity participant. Any student who is listed on the varsity scorebook but does not actually enter the varsity contest is not considered a varsity participant.

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.

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).

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 Fridie received a public reprimand for using an ineligible player. The penalty was assessed by the State Executive Committee and is effective for the 1985-86 school year.

The penalty includes a one-year period of probation in all sports with the condition that further alleged violations of UIL rules by Coach Fridie may result in a subsequent hearing before the State Executive Committee and the possible assessment of a more stringent penalty.

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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State Executive Committee

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San Antonio Lanier

Coach William E. Perry of San Antonio Lanier HS was suspended by the State Executive Committee from coaching soccer for the 1986-87 season for violation of Section 1270 (d)(1) and Section 1202 (e) of the C&R.

Lumberton ISD

Coach Rocky French of Lumberton ISD received a public reprimand and one year's probation in basketball from the State Executive Committee for violation of the Athletic Code.

Lumberton ISD Athletic Director Larry Spack received a public reprimand and one year's probation in basketball from the State Executive Committee for violation of the Athletic Code.

Lumberton ISD received a public reprimand and probation through August 31, 1988 in basketball from the State Executive Committee for violation of the Athletic Code.

A Lumberton ISD student was suspended by the State Executive Committee from all UIL activities for three years for violation of the Athletic Code during a basketball game.

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.

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.

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.

Point Isabel ISD

Coach Eliseo Villarreal of Point Isabel ISD received a public reprimand and one year's probation from the State Executive Committee for violation of Section 1201 (b) and Section 1202 (f) of the C&R.

C&CR Interpretation

The State Executive Committee issued the following Official Interpretation of Section 25 (i):

Districts voting to zone with less than 14 teams shall divide into zones with an equal number of teams or as nearly equal as possible.

McCaulley ISD

Coach Ronald James of McCaulley ISD received a public reprimand and one-year's probation in basketball from the State Executive Committee for violation of Section 1201 (a) (3) of the C&R.

McCaulley ISD received a public reprimand and one year's probation in basketball from the State Executive Committee for violation of Section 1201 (a) (3) of the C&R.

UNIVERSITY INTERSCHOLASTIC LEAGUE STATE MARCHING BAND CONTEST

School City Date
 Director Conference District Region

Music Competencies

- Selection of Music**
 + - Suitability for Conference
 + - Compatibility of Music and Marching Style
- Woodwinds**
 + - Tone Quality
 + - Effective Use
- Brass**
 + - Tone Quality
 + - Effective Use
- Percussion**
 + - Tone Quality
 + - Effective Use
- Performance**
 + - Fullness of Sound
 + - Balance and Blend
 + - Dynamic Contrast
 + - Intonation
 + - Phrasing
 + - Clarity
 + - Tempo - Cadence
 + - Rhythmic Precision

Summary Comments

Marching Competencies

- Uniformity**
 + - Stride
 + - Mark Time
 + - Posture
 + - Carriage
 (head, body - instrument)
- Execution - Precision**
 + - Interval - Spacing
 + - Turns
 + - Pivots
 + - Facings
 + - Alignment
 + - Clarity of Formations

Summary Comments

General Effect

- Format of Presentation**
 + - Continuity and Flow
 + - Variety (tempo - style)
 + - Auxiliary Effectiveness (if used)
 + - Appropriate Use of Stand Fast Time
- Drill Design**
 + - Difficulty
 + - Originality
 + - Coordination with Music
- Other Factors**
 + - Attention to Detail
 + - Appearance of Uniform

Summary Comments

RATING: _____

Signature of Official _____

Marching comment sheet proposed

By **RICHARD FLOYD**
State Music Director

In the spring of 1985, a committee was appointed to study the current UIL marching contest format and related contest procedures. Since that appointment, the committee has met on numerous occasions to study all contest rules and regulations, evaluate the current district/region/state concept and develop a new comment sheet that, hopefully, is more compatible with the current trends in marching band competition.

The committee members are to be commended for their thoughtful and thorough study. They received input from many sources and put forth a special effort to be sensitive to the many marching band philosophies that prevail throughout the state. The result of their work should make the marching band contest experience an even more rewarding and worthwhile activity for all participants.

A copy of the proposed new comment sheet appears elsewhere on this page. As one can see, the intent is to provide each adjudicator with an evaluation tool that allows room for summary comments in the three areas of music, marching and general effect. In addition the descriptors make it possible for the judge to quickly

provide a concise overall profile of his evaluation through the use of pluses and minuses.

At the present time it is proposed that this sheet be used during the fall of 1986 for both the region and state contests. At the conclusion of these contests the sheet will be reevaluated and, if needed, minor modifications will be made. If the evaluation of its use is favorable, then the sheet will be implemented for all UIL marching contests in 1987.

Other recommendations made by the committee will be discussed at the summer Music Advisory Committee meeting in San Antonio on July 30 and then placed on the agenda for the Legislative Council Music Committee Meeting scheduled for August 6 in Austin. These recommendations cover such issues as the use of electronic equipment, the timing of shows, the selection procedure for advancing bands to the next level of competition and the use of taped comments. Details on these recommendations will be forthcoming in a future issue of the Leaguer.

All members of our profession who have an interest in the UIL marching contest program owe a debt of gratitude to the members of this special committee for their hard work and dedication to this project.

Swelling the judging pool



Music matters
Richard Floyd

This spring was one of the most critical in UIL history in terms of securing qualified judges for the many music contests. This problem was compounded by the fact that many more music districts moved contests to a Friday afternoon and Saturday format. The trend to align contest schedules with six weeks eligibility periods will also further complicate the process of finding judging panels. If these practices continue the only real solution to the problem is to develop a larger pool of qualified judges.

In an effort to provide members of our profession with additional opportunities to attend TMAA Adjudication Workshops and encourage colleagues to seek membership in the state judges association the TMAA Board has agreed to offer band adjudication workshops at various sites throughout the state during this summer. Many of these workshops will be in conjunction with summer music camps at various university campuses and should prove convenient for anyone wishing to attend. Participation in one of these workshops will fulfill one of the principal qualifications for membership in TMAA. If this pilot project proves successful then it is likely that the summer sessions will be expanded to include choral and orchestral workshops as well.

At the present time the following workshops are scheduled:
 June 13 — Concert/Marching — Sam Houston State University

- June 23 — Marching — East Texas State University
- June 25 — Marching — University of Texas at Austin
- June 26 — Concert — University of Texas at Austin
- July 7 — Concert — East Texas State University
- July 14 — Concert/Marching — Texas Lutheran College
- July 16 — Marching — Texas Tech University
- July 17 — Concert — Texas Tech University

These workshops are open to all members of the profession and there are no prerequisites for attending. For details please contact Richard Crain at (713)586-1111 or Vickie Wilson at (512)471-5883.

PML revision committee

The members of the Prescribed Music List Revision Committees in band, choir and orchestra will meet this summer to finalize their recommendations for the 1987-1991 edition of this important publication. These three committees have been working diligently since last summer in an effort to make a thorough evaluation of titles on the current list and to identify new compositions that should be added to the contest repertoire. Particular emphasis has been placed on a review of the solo and ensemble list. Through this study it is hoped that many of the discrepancies and vague listings will be eliminated. The committees welcome your input. If you have a recommendation or want your concerns to be considered please contact the chairman of the appropriate committee prior to June 5, 1986.

- The committee chairmen are:
 Band — Robert Mcelroy, 14631 Honeycomb, Cypress, TX 77429 — (713)373-0538
 Choir — Joe Irwin, 9 Dale Court, Brownsville, TX 78520 — (512)541-8114
 Orchestra — Charles Tittsworth, 5217 Claremont, Houston, TX 77023 — (713)477-3601

Renewing goals on the eve of the State Meet

Focus on excellence rather than winning

After the State OAP is over, I am sure I will have something to say about the super quality and the outstanding efforts made, but this writing is a week before and I am anticipating a great three days. We have had a good year in spite of and perhaps because of HB 72. The loss of thirty schools to no-pass, no play does not make us happy, but we can learn from the experience.

All OAP directors should plan better use of alternates and other members of theatre arts clubs and classes. The time has arrived for OAP understudies for all company roles. Experiences this year tell me that it is possible to lose company members that are good students. Each director should make sure that alternates can play a variety of roles, including leads, and can cover for any member of the crew.

There is almost always a way to get eligible students eligible for OAP. In addition to the four official alternates, any student that is entered in any Spring Meet event may be a substitute for any member of your contest play company. Anytime prior to the ten day entry deadline, you can make changes in OAP. You may make any changes in the company as you advance to district, area, regional or state. Any student from your school that advances to region may also be used as a play company alternate.

The real key to keeping your company eligible is planning. Yes, you must know your students and the grades they usually make. Don't stop there. Check on them weekly. Don't stop there. Have somebody prepared to take each company member's place.

Prepare your schedule and book your theatres for next year. First district (zone) OAP week is March 16-21 and the second is March 23-28. Zones may not be held prior to March 16. Area OAP is March 30-April 4 and almost all areas will be April 24-25 to minimize loss of school time. Most academic contests will fall on April 25 and I hope regional OAP contest managers will schedule performances beginning after 4 p.m. State Meet OAP is May 7-9 following the same schedule as this year. Schedule your theatre now.

Surprise for next year! The play reading and set fee will increase to \$10. The good news is that the play approval deadline will remain Feb. 2, but the set deadline will be moved to Feb. 14. If you wait until Feb. 14 to make your request for additions to the basic set, you will not have an answer prior to the Feb. 23 title deadline, but it will allow almost two weeks longer to decide on your set or to call and see if what you are doing/planning is legal. We hope this later date will help directors that missed the set deadline this year.

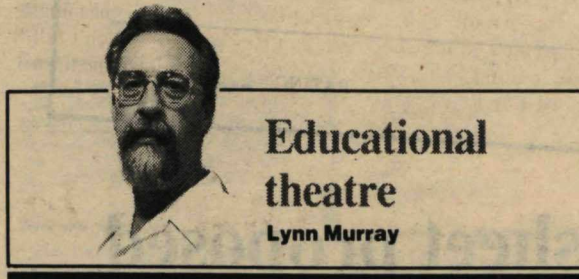
If you are smart, you will start thinking about a script for next year and get your request in the mill before December. Almost all play and set requests were made after Jan. 1 this year and we had great difficulty getting the responses back to directors prior to the title deadline. This office and the play appraisal committee cannot handle 500 plays between Jan. 15 and Feb. 2. Please try to start early.

Apparently nobody cares about the play selection policy. I have not received a single comment. Do you like what is in the OAP Handbook, Tenth Edition, the way it is? When you do not respond or evaluate what is provided, I make decisions that may not necessarily reflect your views. Some of our college and university colleagues should help with the play selection policy. They are supposed to be training secondary school teachers. Is play reading and evaluation becoming the weak link in our theatre training program?

The above would suggest that play selection for OAP is not improving. That is not the case. Look at the State Meet shows pictured in *Texas Theatre Notes*. The quality is excellent and these 40 shows reflect the 1005 actual participants. We actually had three more than last year in spite of record withdrawals, but quality script selection is still the key to continued OAP



ON THE AIR. Homespun radio commentators Arlea Struvie (Van George, right) and Thurston Wheelis (Brent Millican) give up-to-the-minute reports on life in the fast lane in Graham High School's OAP State Meet production of *Greater Tuna*. The popular play of a fictitious small Texas town is directed by Jack Cody.



Educational theatre
Lynn Murray

improvement.

As you seek to continue to improve the literature you select, keep in mind the necessity of following rules and policies for copying of copyrighted materials. You may not legally copy a script to edit for the OAP play appraisal committee. You are supposed to send the original script cut to comply with OAP rules. Yes, it is possible to make a copy in an educational emergency. It is hardly an emergency in most cases. You must remember that the committee must have the full script and in most cases, it is cheaper to buy the script than to make a copy. You may obtain permission to copy if it is essential, but the time, energy and cost is more than the script. The playwright and publisher make their living from script sales and royalties. If you do not pay what is legally due, we won't have new scripts for the future.

law. Publishers that give you permission to copy expect you to destroy the copies after use. You may give fellow directors a

cut copy of the printed script. I am sure those seeking to borrow your adaptations would be happy to pay the script cost. In fact, I suspect you might be able to get rid of surplus scripts easily.

For the record, the scenery and properties recorded on the eligibility notice are not sacred or cast in stone. You may make any change in your set, so long as it is legal at anytime. You do not have to wait until the next level. It is OK if you left off a prop, piece of furniture or element of the unit set. You may still use any legal item if it is available at the contest site.

My final hope for this contest year is that all of us will keep competition in perspective. Theatre arts teachers should not be judged on whether or not they win in the One-Act Play Contest. There is a massive amount of superior quality work that is never seen at the State Meet. There is often very little difference between the quality work performed at the zone and state levels.

Some maintain that OAP competition builds character and it is true in many cases. It may also ruin some if improperly used. Team work may be taught in OAP, marching band or athletics. The problems of OAP are often the adults that surround the program, rather than the participants. If we have our priorities for achievement in proper focus, OAP competition will promote excellence. Participating contestants are not enemies. They all seek to achieve the same goals. There are no enemies in the One-Act Play Contest if our goal is to perform to the best of our abilities.

Have a good summer and take pride in the achievements of your students.

ILPC rating changes

Update of ILPC ratings and individual achievement awards results:

The following schools were omitted from the newspaper rating sheet:

- *The Odessan*, Odessa HS — Award of Distinguished Merit.
- *Texans Talk*, Sam Houston HS (Arlington) — Award of Achievement.
- *Sabre*, Eastwood HS (El Paso) — Award of Distinguished Merit.
- *Warrior Post*, Martin HS (Arlington) — Award of Achievement.
- *The Rebel Yell*, Westbury HS (Houston) — Award of Honor.
- *Sabre*, Brazoswood HS (Clute) — Award of Honor.
- *Cavalier Chronicle*, Lake Travis HS (Austin) — Award of Distinguished Merit.
- *Pinion*, Ellison HS (Killeen) — Award of Achievement.
- *The Scroll*, Lamar HS (Arlington) — Award of Achievement.

• *The Maroon*, Stephen F. Austin HS (Austin) — Award of Distinguished Merit.

The following schools' ratings have been changed. The correct rating is as follows:

- *The Cougar Claw*, Tomball HS — Award of Distinguished Merit.
- *The Permian Press*, Permian HS (Odessa) — Award of Distinguished Merit.
- *Tornado*, Texline HS (yearbook) — Award of Distinguished Merit.
- *Round-Up*, King HS (Kingsville) — Award of Achievement.

Note the following yearbook individual achievement awards change:

- Portrait photography. 5A-2 — Second place: Charles Tennant, Klein Oak HS (Spring).

Duncanville editor receives Newspaper Fund scholarship

Steve Dobbins, editor of the award-winning Duncanville High School *Panther Prints*, was one of five high school student journalists to receive a Newspaper Fund scholarship.

Dobbins, student of Mary Pulliam, who was named a Dow Jones Newspaper Fund "Distinguished Adviser" last fall, received a \$500 scholarship to attend The University of Texas at Austin. Pulliam described Dobbins, who has written more than 50 stories during his two years on the staff, as "the perfect editor and writer." The *Panther Prints* won ILPC's "Tops in Texas" award the past two years and Dobbins has won individual achievement awards.

Common errors we're embarrassed to even mention

Editor's note: We admit that the following "Ten Tenets" contain no great revelations. However, based on the author's experience as a newspaper critic this past year, a quick refresher course on style may be worthwhile.

By **BOBBY HAWTHORNE**

Consider these rules chiseled in stone. They are "Hawthorne's Ten Tenets of Journalistic Writing." Deviation from any one of these rules is deemed good reason for cruel and unusual punishment. Be warned!

✓ **Use the verb "said."** Avoid synonyms, such as

- believes
- feels
- says
- states
- expressed
- commented
- according to
- remarked

✓ **Structure your quote** accordingly. "What is said is always more important than who said it," Hawthorne said. "So open the paragraph with the quote, not the identification of the source."

✓ **Properly attribute** the information. "As I was saying, you open the paragraph with the quote," Hawthorne said. "After the first line of the quote, you identify the source. You don't bury the ID at the end of the quote."

Generally, place the noun before the verb (Hawthorne said ... rather than ... said Hawthorne). "In America, we generally place the noun before the verb so do it that way unless you have a phrase following the name," said Hawthorne, who last spring found this error in paper after paper.

✓ **Give adults** their due respect. On first reference, identify them by title and full name (first and last name). If the title precedes the name, it must be capitalized. For example:

Principal Joe Jones. Or *Coach Bubba Eugene Steroid*. Avoid double titles, such as "Mr. Joe Jones, principal..." It is better to refer to him on first reference as "Principal Joe Jones" and on second reference as "Mr. Jones."

✓ **Work on transition**. Never stack two or more quotes from different sources on top one another. You must have a bridge between the direct quotes. The basic structure of any news or feature story is direct quote/paraphrase/direct quote.

✓ **Avoid initials** and abbreviations, especially in headlines. Never use the school initials in a story. Students generally know the name of the school. Give them five minutes and they can figure out the initials for themselves. If you must use initials, do not place periods after each letter. It should be FTA — not F.T.A.

✓ **Spell out numbers** one through nine. Anything higher than 10, you use the numeral, except when you open a sentence with a

number. "Five hundred screeching cheerleaders attacked Coach Bubba Eugene..."

✓ **News and features** are third person. Do not use first person (us, our, we) or second person (you). Punishment for use of any lead resembling "Have you ever..." involves extended visits of the Libyan oil fields.

✓ **Antecedents** must agree with their pronouns. If the antecedent is a collective noun, the pronoun is singular. "The basketball team lost its 47th consecutive game." If the noun refers to the individuals of the unit, then the pronoun is plural. "After the heart-breaking loss, the team hung their heads in shame, as well they should have."

✓ **Avoid label leads**. A label lead generally begins with the name of a club, class, team or person. Also avoid leads beginning with a prepositional phrasing answering the news question "when" (such as, "On Tuesday, the Pep Squad..."). Avoid quote leads too, unless the quote is really juicy.

Ask and ye shall get an earful

Don't ask unless you really want to know. I should have learned that by now. Still, I suppose it's better to know who's mad at you than to know who's happy — or at least mildly satisfied.

In mid-April, advisers were asked to respond to a post-convention/ratings survey and the results were fairly predictable. Advisers like Bruce Watterson, Chuck Savedge and Nancy Patterson. They didn't like the Saturday/Sunday format.

Frankly, I didn't need a survey to know that.

Strangely enough, the overwhelming area of concern dealt with deadlines. A number of advisers asked, in so many words, "What's the purpose of a deadline if it can be broken at will?" In a letter to the membership, I admitted to accepting publications past the deadline. For example, if a yearbook staff notified me that its book is coming in late, I'd arrange with the judge to accept it. The purpose of the rating is educational. I'd rather see the staff enjoy the benefits of the analysis than to maintain the integrity of a deadline. Why? Because most deadlines are arbitrary anyway. A deadline means that I'll have almost all of the material when I need it and I'll be able to handle anything that comes in afterwards. For example, we say that all yearbooks must be received by the judge by October 20. Why October 20? That's my birthday. And it seems like a reasonable date. Almost all fall delivery books have arrived. There is no apparent reason to wait longer. We could move the yearbook IAA deadline to October 20 or November 1 as well. But we've held it until December 1 in order to allow all books to arrive so that all entries can be submitted.

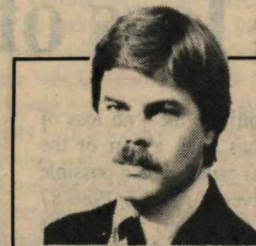
I realize too that most publications advisers also teach two or three English courses, sponsor junior classes, teach photography and who-knows-what-else. Let's throw in the fact that a number of advisers pioneered computer typesetting too. If I must be arbitrary, I'd rather be generously arbitrary than arbitrarily strict.

Furthermore, I understand that we emphasize the importance of deadlines with the students but I know of few advisers who refuse to accept stories after the deadline. There may be repercussions for tardiness but in most cases, the stories see the light of day.

I reserve the right to be wrong about this. If a majority of the member schools feel that it is absolutely essential that deadlines be met, then drop me a line and I'll enforce the rule. Had I enforced such a rule this spring, I would have disqualified no less than 40 percent of the individual achievement awards entries, and probably a quarter of the newspapers for rating.

The purpose of this association is to provide meaningful educational information first, a rating second. We don't fulfill an educational obligation by tossing late entries into the trash.

All this is not an attempt to open the floodgates for late



Scholastic
journalism

Bobby Hawthorne

entries. By mid-February, I was forced to tell advisers that newspaper entries had already been mailed to judges, and that we could not accept theirs. But if it must come down to a choice of being overly-flexible or overly-strict, then I'll choose the former unless it becomes apparent that the membership prefers that I do otherwise.

Moving on. I received one concern about the selection of papers to send to judges. An adviser pleaded that papers be mailed to judges at random. As mentioned in the survey, I select which papers go to which judges. For example, I'll send the top 10 papers in P-4 to Judge A, the next best 10 to Judge B and the rest to Judge C. Of course, it would be best if Judge A would critique them all, but that's out of the question. Given our time restrictions (less than one month to distribute papers, rate/critique, process results, prepare certificates and plaques), we will be forced to use multiple judges. If we randomly select newspapers from a division, how then would we choose a tops in division? It would add an extra week at the least to the process, and at the moment, we do not have an extra week to spare. Besides, I prefer to send the top papers out-of-state, where I'm relatively confident that no conflicts of interest exist.

Both those who agree and disagree with the rating processes expressed a desire for more information regarding the judging and the judges. This summer, I will prepare an ILPC policy booklet, outlining the services provided by the association and explaining the various procedures. It'll be included in the fall membership mailing.

Inasmuch as this has been the final *Leaguer* of the year, I'd like to thank several advisers who've been of exceptional assistance: Lorene Denney of Austin McCallum, Jim Davidson of Dallas Lake Highlands, Randy Vonderheid of DeSoto, Judy Babb of Dallas Skyline, Jack Harkrider of Austin Anderson and, especially, Austin Westlake's John Cutsinger, whose talent, enthusiasm and willingness to share both have been invaluable.

Have a safe and relaxing summer. I hope to see you at the ILPC workshop, June 20-24.

One-day schedule proposed to reduce loss of school time

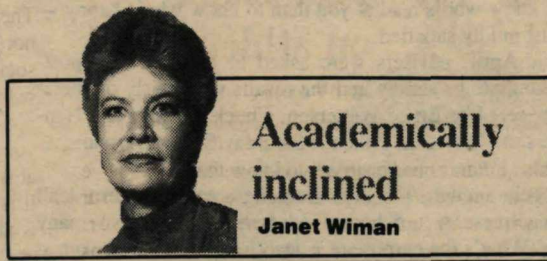
In an effort to comply with the spirit of the "no loss of school time" movement which has been a part of the educational reform, the League has established a possible one-day schedule for the academic events for the 1986-87 school year. The conflict pattern has taken into account the general interest area of students. For example, a business student will find that the conflict pattern allows for entry in accounting, shorthand, and typewriting. A math/science student may want to enter number sense, science, and calculator applications. The only contest that will not allow for double entry is team debate.

Several areas were considered in making the decision to go to a one-day pattern.

- The one-day schedule helps resolve the academic/one-act play scheduling conflicts.
- The academic contests at the district and regional levels may be held in one day with no loss of school time.
- Regional directors who hire judges from out of town will not need to make arrangements for a two-day stay.
- Students and sponsors will know early in the year if a double entry is possible by looking at the pattern.

Regional directors have been mailed the conflict pattern for comment. Directors of only two regions have indicated that the 8-10:30 time slot might pose a problem with finding judges. The League staff will work with these regions in an attempt to solve the problem.

Clip and save the pattern until next fall when students begin to select contests for the spring meets. It is unfair for a student to prepare all year for two events and get to the meet before discovering that the two contests conflict on the academic conflict pattern.



Academically inclined
Janet Wiman

Pilot academic contests

Participation was high in the two pilot academic events that culminated at the regional level. Literary criticism has been approved for an additional year of piloting, and the accounting contest has been approved for addition to the UIL academic program beginning with the 1986-87 school year pending final approval by the UIL Director.

Sponsors of each of the pilot projects are encouraged to evaluate the events and provide the League staff with comments. Dr. Arvella Jones, founder of the accounting contest, has requested that teachers provide input on determining which concepts should be covered in the district tests and which additional concepts should be added for the regional test.

The literary criticism contest has been approved for an additional pilot year. Rules for the contest and a sample test are available on the academic order form. Dr. Fred Tarpley, Department of Literature and Languages, ETSU, has also requested input concerning the activity.

Sponsors and contestants who participated in either of the pilot events discovered the real reason for the pilot process. The League staff and the contest founders want to express

1986-87
UIL Academic Conflict Pattern
One Day Schedule

	8	9	10	11	12	1	2	3	4	5	6
Informative											
Persuasive											
Poetry											
Prose											
Team Debate											
Lincoln-Douglas											
News Writing											
Feature											
Editorial											
Headline											
Ready Writing											
Spelling											
Typewriting											
Shorthand											
Number Sense											
Calculator											
Science											
Literary Crit.											
Accounting											

FLIGHT + I + II + III + IV

Each flight represents a set of conflicts. Contestants should select the contests to be entered and check each flight for a possible conflict. When a conflict exists, the two contests are not compatible for double entry, the only exceptions would be the following contests separated by a slash (/): Calculator/Number Sense, News Writing/Feature, and Editorial/Headline. District and regional schedules should follow this conflict pattern.

Conflicting events within each flight.

FLIGHT I Poetry, Prose, Team Debate, Lincoln-Douglas, Ready Writing, Typewriting, Calculator/Number Sense

FLIGHT II Informative, Persuasive, Team Debate, News Writing/Feature, Spelling, Shorthand, Science, Literary Criticism

FLIGHT III Prose, Poetry, Team Debate, Lincoln-Douglas, Science, Editorial/Headline, Accounting

FLIGHT IV Informative, Persuasive, Team Debate

appreciation to the many supporters of the events for assisting through the pilot process and for helping to eliminate the problem areas.

The Turning Point

Reflections on the relative quiet before the storm

This edition of the *Leaguer* is a turning point for me in several ways: my first picture, my first State Meet, and my first attempt to communicate something other than UIL news items associated with my position as director of speech, debate, and spelling.

About this picture. I now know how Ann Landers, Miss Manners, and Art Buchwald feel captured in grainy, black and white print. If only I could borrow their heads for a day or two, this job might be easier. I would offer advice while strongly recommending that the writer seek professional help; I would point out how rudely etiquette was breached in a variety of situations; and I would satirize without fear of offense. Unfortunately, I'll have to cope with the head you see.

About State Meet. I was warned by a friend who runs a regional meet to get plenty of rest, to take my vitamins, and to be prepared for people to scream at me before, during, and after the contest. Janet Wiman, always the pragmatist, told me to wear comfortable shoes. Better to stand my ground, perhaps. But I'm looking forward to State Meet. I'll finally meet the people I've come to know on the telephone, thank all the people who've helped me this year, and experience for myself the excitement and energy that the State Meet generates.

If I sound overly optimistic, I'm not. In the past few weeks, I have created a mental bulletin board. One side has a happy face, the other a sad. After each phone call, I note whether the call was a good one or a bad one. Phone calls placed under the happy face are made by pleasant individuals who seek and offer advice, opinions, or information. Phone calls chalked under the sad face are made by individuals who scream, cry, or



A way with words
Elizabeth Bell

ignore my attempts to communicate. At the end of the day I tally the results to determine if I should begin looking for another job. Fortunately, the happy face wins with the high total. I hope I never have to go to speaker points.

Donna Blevins, a UIL consultant for extemporaneous speaking, always makes me smile. I met her the second day on the job, and not a week has passed that I haven't called her for advice, expert opinions, and good cheer. Donna is currently a graduate student in the LBJ School of Public Affairs at the University of Texas at Austin. After State Meet, Donna will resign her appointment with the UIL to concentrate on her graduate studies. The LBJ School recognized her talents, intelligence, and potential when they admitted her to their superb program. The UIL knew all along.

About communication. In my eight months with the UIL, I've learned a number of things that were never taught in my graduate seminars: how to power protect in debate pairings, how to determine Webster's preference for one spelling over another, and how to clear the path in the office copier. My

Bounty of judges at State spurs invitation list plan

By DR. ELIZABTH BELL
Speech Activities Director

Whenever district or regional contest directors call me to lament the scarcity of judges for their speech and debate events, I sympathize, offer suggestions, and then count my blessings. The list of judges that lives in the UIL computer is comprised of more than 200 high school coaches and 100 university speech faculty. This bounty, believe it or not, has begun to create problems at State Meet time.

Reluctant to ask a judge to travel to Austin to judge only one round, the League has divided the judges list into two parts. We will alternate between the two lists and invite each one every other year. If you were not invited to participate this year, please be assured you'll be asked next.

Speech professionals from across the state play a major role in the success of State Meet each year. Thank you for your continued participation in and dedication to UIL speech and debate.

most important lessons have been about people — their frustrations, their successes — and how my work contributes to both.

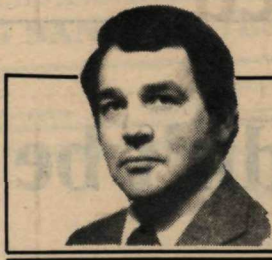
In my eight months with the UIL, I have missed teaching: learning with and from students, the daily exchange of ideas and experiences, even the challenge of grading 60 term papers over a weekend. I envy the opportunity all UIL sponsors have to teach their students and to help prepare them, not just for the joys and sorrows of State Meet, but for the world out there.

Tempered with new fire, you passed the test

When graduation services are complete, thousands of high school seniors shall have ended their participation in organized athletics. In fact, more than 95 percent of participating high school athletes do not continue their athletic careers in college. This article is for those 95 percent who — with the exception of recreational athletics — will not continue the joys, pains, emotional highs and lows and social interaction of organized athletics.

We will miss you. You carried our hopes, provided a window back to our own youth, gave us catharsis with spiritual renewal and, yes, you entertained us. The touchdown that won the homecoming game, the last-second shot that missed, the come-from-behind super-human effort that saved the day are all etched indelibly into our memory. We saw you grow from a scrawny adolescent to young adulthood. We remember how nervous you got when the spotlight was on you, but marvel at your poise under pressure. Honest! We cried when you cried — not outside tears, but we cried inside for you and with you because most grown people do not cry. It's not fashionable anymore, for through weeping we lose our sophistication. One thing our society has now is sophistication and proper image. As adults, we have an image to maintain.

But we were proud of you. You put your sophistication on the line each time you played. Your ability and skill against the resolve and effort of your opponent. Thank you for not being cool. Thank you for the risk. What we need are those who will risk so they stand a chance to grow. By-the-way, one of the goals of your athletic programs is growth. I bet you thought it was to win, and only win. Not true. Long ago we found that by risking failure through effort and competition, positive education could take place. We hope athletics has been a positive experience. We sincerely hope that for all of your life the lessons you learned will make you a better leader.



Postscripts on athletics

Bill Farney

We hope that athletics has enabled you to develop a positive self-image. That you were skilled enough to represent your school on a team is strong evidence you are above average. Dr. Lynn McCraw, long-time professor at the University of Texas at Austin, outlined in October, 1984, the qualities of a professional educator. Among the qualities he cited were these that, I feel, apply so directly to you as an athlete: Knowledge and skills not found in the general population, a desire for self-improvement, the ability to pursue a task to completion, dedication, and adherence to a code of ethics far above those around you. I believe that you have developed some of these qualities as an athlete. Now, if you can make the transition from athletics to vocation or profession, you are far ahead of many who have never tested themselves.

You are the first graduating class to make a complete year under the new academic guidelines. It was traumatic, but not disastrous. You learned that athletics is a privilege given only after responsibility is fulfilled. While others criticized and balked, you had no choice. You either passed or you did not participate.

More than previous graduating classes you have been tempered with new fire and have passed the test.

But your final score is being withheld. We want to see what you make out of yourself. A lot of people put a lot of work in you, starting with your parents and including many more. Your attention shall now be focused on another goal. This time the rules will not be so defined, nor will the way be paved. There will be times of doubt and a few dead ends. If you do not know how to work, you must now learn. Hopefully, in our society you will be judged by what you do. Not your potential, but what you actually do. Remember, it wasn't important that you had the ability to hit a baseball, but it was important that you actually hit the ball. Your mark of duration as an individual is how well you achieve the goals you establish for yourself. It is important that these goals be difficult and challenging. It is also important that your goals include a basic consideration and respect for other people.

Ah! Memory is a good thing. But don't spend a lot of time wishing you were back in high school for the good times. Reminisce yes, but only fleetingly, because these same feelings of satisfaction can be achieved in the future by your continued effort. The lessons learned in athletics can be the foundation for a productive life.

Athletics has shown you that there is no "certain" outcome. In every contest chance plays a commanding role. Athletics is unique in that you derive from it in direct relation to what you put into it. Your participation in athletics — a struggle that required you to learn certain skills, study and work with others for a common goal so that something worthwhile shall be accomplished. As you leave the comfort of home and the support of your community, leave with the knowledge that life is similar to but not the same as athletics. Life is more indefinite, but holds infinitely more rewards than trophy and prize. Strive for the best and highest. Remember your lessons well.

Seven steps to setting and achieving goals

By **JAMES G. BENNETT**

Editor's Note: This article, reprinted from *The Washington Coach*, appeared in the February, 1985 issue of the *National Federation News*.

To realize success in sports and life means achieving purposeful and realistic goals. Goal setting, therefore, is an essential beginning to successful sports activity. Consistent success calls for consistency in setting goals. Effective goal setting demands that certain steps are taken. Here are seven steps in goal setting for success in sports and life.

Step 1: Self Survey — Take time to reflect on your present athletic or coaching skills and development. Be broad in your thinking. Rate yourself in as many categories as possible on a scale from 10 to one with 10 signifying optimal development.

For example, what level of progress have you or your players achieved in self-confidence, courage, adaptability, patience, clarity, leadership, sportsmanship, concentration, emotional control, ability to relax, aggressiveness, etc.

Maximum mastery in any of those areas of inner control would greatly affect individual and team performance. Mastery in several or all of them would lead to outstanding performance.

Rate yourself and players also in the area of physical control. For example: agility, grace, adeptness, balance, eye/hand coordination, timing, endurance, physical or game technique, reaction time, and so on. A rating of nine or 10 in these areas will mean an outstanding athlete, coach, or team.

Step 2: Goal Setting — With your survey completed, take the next step of checking each item rated five or less. Those items are the most likely to be chosen as a goal. For instance, if you rate concentration as a four, then set a goal of becoming a master of concentration; or if a player, help him or her to see the need for this as a goal. If your decision-making ability is rated a five, then set a goal to always make the right decisions at the right time. If you have many items rated five or less, work with

them before going on with the six-and-over group.

Identifying areas that you want to improve is the quickest way to determine your goals for success. Put your goals into writing so they can be checked frequently. This also makes for easier evaluation of progress.

If you work with a team, these same steps can be followed by the team as a unit. Together, develop team goals that become each individual player's goals, along with their personal goals.

Consider long-range as well as short-range goals. How do you want to see yourself or the team a year from now? Where will your progress take you? What kind of overall record do you intend to establish? What are your career plans?

Step 3: Define Your Goals — The most common reason for failure to achieve goals is found in the failure to properly define them. Many people assume they know what they mean when they declare their intentions, but in fact tend to be vague. Words are used, but often not with specific or conscious meaning. This is important because you cannot succeed with a goal any better than you have defined it. You are not likely to succeed with a goal beyond your understanding or the meaning that you have for it.

Take each goal and write out a complete and concise definition. In some cases, you may require a full page for a goal, but often a shorter one will do the job. Where team goals are involved, have the team as a group follow the same procedure and carefully define exactly what you have in mind. This is especially helpful in achieving unity of minds.

By writing and defining your goals on paper, you are already in the process of programming them at the subconscious level. You are truly taking the first step toward achieving them.

Step 4: Write Down a Plan of Action — This too will help to reinforce the goal in your mind. It also helps to clarify it while providing more positive working material for the subconscious. This procedure is simple to follow. Review your list of defined goals, then reflect in writing on the steps, actions, routines, and schedules necessary to implement that goal.

Step 5: Make a Commitment — Commitment is vital. It is a pledge to yourself that your goal will be achieved. Nothing can stop you from pursuing it. Be determined. Remember, your overall goal is to be a consistent success. Sticking with each goal until realized is the hallmark of a winner.

As you commit yourself to these achievements, and succeed with them, you will experience a feeling of pride, satisfaction, and the thrill that comes with victory. You will enjoy many victories within yourself as well as in the area of competition.

Step 6: Get Worked Up — Your subconscious mind, which helps you attain your goal, responds to feeling. Therefore, whenever possible, generate as much feeling for your goal as you can. Desire, wanting, and enthusiasm are the emotions that generate the energy and force that move the subconscious into action. It is more than knowing; it is the power that impels us to our greatest achievements. Muster as much positive feelings and desire for each goal as you possibly can. Want it! . . . Desire it! . . . Let nothing and no one deny you!

Step 7: Go For It — You've got your goals now. You know where you're heading. You've written them down and defined them. You have a plan to follow, and you're committed to achieving them. Now, with enthusiasm, you can follow your dream. In addition to the actual doing that brings you to your goal, add the dimension of mental programming. Put your goals before your subconscious mind and take advantage of its superior wisdom and energy. Allow it to help you attain them.

You can do this by taking a few minutes each day as if for mental workouts. Relax your mind, and then present your defined goal to the subconscious mind by IMAGINING it as already realized. Mentally picture your goal accomplished and hold that picture for a few minutes. As you do, imagine the feelings that you would expect to have when the goal is really attained. Do this every day and you will achieve rapid movement toward the realization of your goals and those of your players.

Securing officials shouldn't be a tough call

One of the greatest gaps in UIL communication is in the area of contracting officials. Since schools can be penalized for failure to comply with the UIL regulations in this area, it is best each year to note changes in the procedures and provide a checklist for the school personnel burdened with this awesome responsibility.

Everything you wanted to know about securing officials: ...all officials must be satisfactory to both schools. Agreement must be obtained in advance

1) 30 days prior to the contest... the host school must provide the names of the officials to the visiting school.

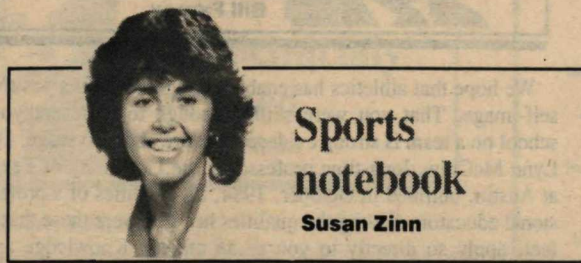
2) within 14 days prior to the contest the visiting school shall notify the host school as to whether they agree to the officials.

3) 14 days prior to the contest ... if the visiting school has not notified the host, the host school obtains agreement by phone from the visiting school.

Beginning a contest with any official constitutes agreement. There can be no protest of the use of certain officials after the contest has been played.

If schools do not use registered SOA/TISO (soccer) officials for a varsity contest, the UIL office must be notified of the officials used and the reasons for not using registered officials. (Forms are provided in the coaching manuals for reporting these problems).

If the officials that are agreed upon fail to show for the contest, the visiting school is not in violation by refusing to play. The schools are encouraged to play the contest if at all possible by securing local officials so that the contest can be played without additional cost to the schools for travel. If the host school is at fault and the game is not played, the host school may have to forfeit the contest. The District Executive



Sports
notebook
Susan Zinn

Committee is not required to mandate the forfeiture if it can be determined the host school had not been negligent in contracting and securing officials.

Scratches.

NEW for 1986-87: After a school has accepted an official, and then scratches the official prior to the contest, the scratching must be approved by the athletic director in multiple high school districts, and the principal or superintendent in single member districts.

1) Seven days prior to the contest ... when officials have been previously agreed upon by both teams then are scratched within seven days of the contest, the school scratching the official(s) must pay them the fee they would have received minus any travel expenses. (If scratched officials obtain another game, this does not apply)

New for 1986-87: The League discourages indiscriminate scratching of entire chapters except in cases when potential problems could result with fans and/or school employees.

...Maximum fees that may be paid to officials are listed in the Constitution and coaches manuals (no change for 1986-87). There is no fee set for tournaments as to permit schools and chapters to negotiate these multiple game situations.

...Mileage may be paid round trip from the officials home to

the site of the contest (23 ¢ for one car, 23 ¢ for two cars providing the school agrees in advance to this extra mileage, or air fare if needed)

...Meals, lodging, or ground transportation (taxi) may be paid only if there was prior agreement to pay these expenses by the school.

...Penalty for violation of this rule is forfeiture of the contest to be determined by the district executive committee.

Hosts/Liaison for officials should be provided by the school for each home contest. Notify the chapter of the host and his/her telephone number.

Responsibilities before game day of the host liaison:

- Communicate to officials location — exact time of contest

- Dressing room accommodations and location

- Security measures

- Parking

- Emergency telephone number on game date

Responsibilities on game day of the host liaison:

- Provide information about pre-game activities/anticipated problems

- Meet officials/escort officials/stay with officials until they leave the game site

- Provide security

- Pay officials

We all know of situations this year that could have been avoided if these simple precautions had been taken and UIL rules followed precisely. This does not mean that we can not take measures at this time to meet new goals for the 1986-87 school year and have a year absent of rescheduled and forfeited contests or unforeseen problems with game management due to official harassment or abuse.

Athletics in the school program

'We do coaches a disservice when we negate their effectiveness as teachers'

By Dr. CLARENCE HUGHES

Editor's Note: This article is reprinted from the *Illinois Inter-scholastic*. Dr. Hughes is superintendent of Morris High School.

A continuing topic of conversation in every high school and community relates to the role and status of athletics in their school. There are always those who say there is an "over-emphasis of athletics" in the school. There are also those who constantly look to "upgrade" the total athletic program.

In today's school climate, we are all aware of the demand for increasing academic excellence. We all know, too, that this demand comes as the ability to finance the schools declines. In light of these factors, there is the ever increasing danger that all extracurriculars (sports and activities) will be squeezed out of the program, or at least greatly reduced.

School boards and administrators, in spite of the present "renewed interest" in academics, have always understood that the prime purpose of schools is academic learning. They have also understood that a positive school environment is essential if learning is going to be maximized in a school.

It is sometimes unfortunate that in schools we separate the extra-curricular program into the athletic and activity areas. In separating the "athletic from the nonathletic," we have a tendency to label a person as "a coach" from the rest of the teaching

staff. All certificated school personnel, even administrators, were teachers first. Coaches certainly fit into this model. Their main purpose and goals ought to relate to the classroom. More often than not, coaches who are successful on the playing field are probably excellent teachers. The unique challenge which they must always face is having the public openly observe their teaching talents in their extracurricular areas. We do coaches a disservice when we negate their effectiveness as teachers, both in and out of the classroom.

Coaches and programs become visible as contests are won and lost. The idea that there is a felt "over-emphasis" on athletics comes when one has winning teams. It would be a disservice though to any coach to expect that he/she should not seek to win so as to satisfy the idea that we would not "emphasize" athletics. We should always want our students to succeed in all of our athletic endeavors, as we should want them to succeed in speech, band, chorus, art and literary festivals, and all other like activities.

The more that students like to attend school and find it a positive place to be, the more we will be able to enhance our ability to translate classroom experiences to them. Studies consistently show that students who are involved in extracurricular activities, be they athletic, music, or whatever, are those students who perform overall the best in the classroom. Based on these general findings, it would seem that participation in activities and general academic success are all part of the same pic-

ture.

When we look realistically at a school, we know that student attitudes will be enhanced if the professional staff relates well on a personal basis to the students. We also have to recognize that coaches, by the nature of their jobs, are in a key position to exert influence over students, both individually and collectively. Coaches can do much by their personal associations with students to add to the positive environment of a school.

We all know that constant losing can become a builder of poor attitudes. When schools have disinterested coaches and poor athletic success, there is a negative effect on discipline in general. Student attitudes toward the total school are the most positive when a successful athletic program is in existence. Students who could be real discipline problems take pride in being part of a team, and this is reflected in their total department in school and their approach to their studies. In essence, we all like to be "somebody," and athletics, as well as all other extracurricular activities, allows this to take place as students participate in various activities.

There will probably never be an end to the debate in any community with respect to athletics and their balance with the academic program. Perhaps the best way to approach the total issue is actively to seek excellence in every area of school life. Ultimately, the success that each program has in a school can only be beneficial to everyone else, as with each success, a total school will be improved.