

# The Leaguer



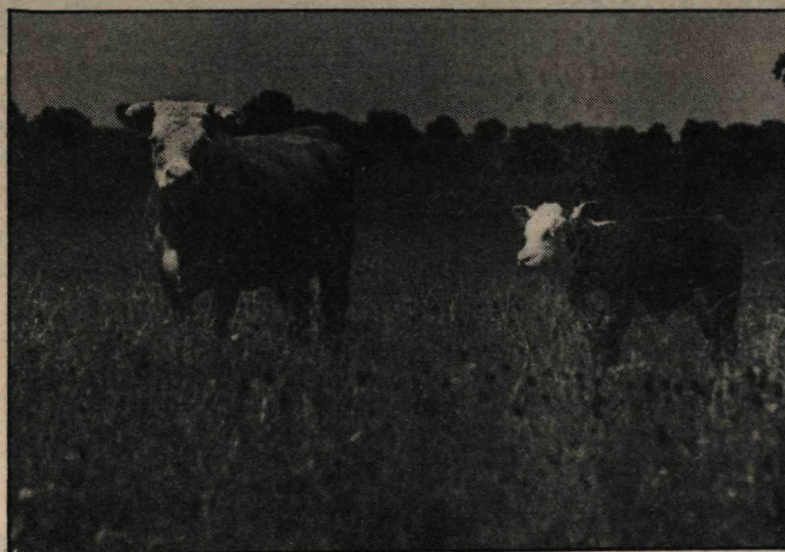
Photos courtesy Texas Department of Agriculture

## National Debate Topic

# CRISIS

on the **A**merican farm

**Aside** from the political haggling over international markets, commodity loan rates and production-control policies, one inescapable conclusion remains: America's farmers are suffering. At the rate of an estimated 173 per week, farmers are going broke, pulling up stakes that have been planted for generations in the rich soil of states like Iowa, Indiana, Missouri, Kansas and Texas.



This year, American high school students will debate farm policies, past, present and future, and hopefully come to an understanding of the importance of farm policy to all Americans, urban and rural.

We begin the examination of this critical issue with Texas Commissioner of Agriculture Jim Hightower, who on page 10 outlines the steps the nation must take to protect the family farm from extinction.



# Rules reflect membership

The University Interscholastic League belongs to member schools and is a product of their making. The constitution reflects careful thought, experience and judgment on how interscholastic competitions should be structured and controlled. Few agree with every rule, but none can deny that the rules represent the present judgment of the total membership and are subject to revision and change as the membership sees fit.

The formation and revision of policies and rules governing the University Interscholastic League is analogous to the passage of laws and amendments to the constitutions of the state and federal governments. State and federal constitutional law starts with an idea. The idea is refined and developed through committee procedures. Support for the idea is generated and the idea is presented to the legislature.

## League Rule Making

League rule formation is similar. Member schools and their representatives are analogous to the people in the process of the state or federal constitutional changes.

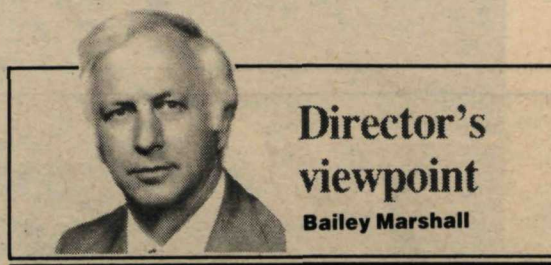
The Legislative Council of the League is similar to the state or federal legislature. The directors, e.g. director, athletic director, music director, drama director, journalism director and academic director, constitute the administration.

The State Executive Committee at the state level and the district executive committee make up the judicial system of the League.

The State Executive Committee's primary duty is to interpret the *Constitution and Contest Rules*. The executive committee members are appointed. They are composed of school board members, retired public school and university officials and active university faculty and staff members.

Any public school in Texas below collegiate rank that is under the jurisdiction of and receives apportionment from the Texas Education Agency is eligible for membership.

The district executive committee is composed of superintendents or their designated administrators from member schools.



## Director's viewpoint

Bailey Marshall

Each participating high school has one vote. The district executive committee's duties are to enforce all rules and regulations and to settle all disputes and all questions of eligibility arising inside the district.

Legislative Council members are elected by the superintendents of the member schools. Members of the Council may be superintendents, principals or assistant superintendents. One is elected from each of the four regions of the state in each of the five classifications. (Total of 20 members.)

## Process of Rule Formation

An idea for a rule or policy is normally conceived at the school level. It may be an idea from a coach, fan, student, principal, superintendent, a school board member or a group of these individuals. This idea is often communicated to other school people in various organizations for refinement, approval and support. A committee from these school-related organizations or a superintendent may present this idea to the Legislative Council. (In most cases they present their concept to the athletic, policy, music or academic committee, which are the standing committees of the Legislative Council.)

The Legislative Council, after discussion or after hearing a report of a study by a committee, acts on the proposal. The recommended rule is presented to the member schools for vote if it is a major rule change. Some rules approved for a vote are opposed by

the Council members, but in these instances the Council members feel the decision on the rule should be left to the schools. If it is a policy change which is not an eligibility rule, the Legislative Council has the power to change the rule subject to the approval of the State Board of Education.

Ballots are then sent to the superintendents of all member schools, if approved by the Legislative Council. The superintendent must sign the ballot for it to be official. All ballots are returned to the administrative office of the League, counted, and approved by the State Executive Committee. If a majority votes for a change, the change is presented to the State Board of Education for final approval. If it is approved by the State Board of Education, the rule or regulation generally goes into effect August 1 preceding the next school year.

The directors of the League give their opinions on the interpretation of the rules. In rare instances, the State Executive Committee will issue an interpretation upon a written request.

## Why Problems?

Some do not vote or seldom take an active part in League legislation. At the same time, if a rule is passed which the majority doesn't like, or a rule becomes obsolete, apathetic members wake up. This tends to keep an organization such as the UIL a democratic one. The administration or the interested members can go just as far as the silent members will allow them to go. When this point is reached, the silent become quite vociferous and reverse the tide.

The League administrators would like to see all members active. Then fewer crises would arise and the majority would be pleased with the proposed legislation.

It is not likely the League membership will change its behavior. The League office will be consistently interested and active. We hope all affiliated school members will be active participants at all times, not waiting until a crisis arises before they speak up.

All interested persons are encouraged to discuss any proposed changes with their Legislative Council representative. In this manner the representative can vote as a representative and not as an individual in the annual October meeting.

## Official Notices

### Cypress Fairbanks ISD

Cypress Fairbanks ISD has been assessed a public reprimand and one year's probation in football for violation of Section 1250(d)(6) by the District 6-SA Executive Committee for the 1986-87 school year.

### Dallas ISD

Coach Leonard Grant has been assessed a public reprimand and one year's probation in track and field by the State Executive Committee for violation of Sections 1200(a)(8) and 1201(a)(3) for the 1986-87 school year.

### Dallas ISD

Track and field coach Edmond Peters has been assessed a public reprimand and one year's probation by the State Executive Committee for the violations of Sections 1200(a)(8) and 1201(a)(3) for the 1986-87 school year.

### Wylie ISD (Abilene)

The Wylie High School Golf Team has been disqualified from district golf honors for the 1985-86 school year by the State Executive Committee for the violation of Section 1202(j) and 1260(i)(8) (practice at regional site).

### 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).

### Weimar ISD

The Weimar High School Golf Team has been disqualified from district golf honors for the 1985-86 school year by the State Executive Committee for violation of Section 1202(j).

### Humble Kingwood HS

Kingwood High School has been disqualified from district honors in boys' golf for the 1985-86 school year by the State Executive Committee for violation of Sections 1260 and 1202(j).

### Humble Kingwood HS

Golf Coach Mickey D. Daugherty has been assessed a public reprimand and one year's probation by the State Executive Committee for violation of Sections 1260 and 1202(j) for the 1986-87 school year.

### Irving MacArthur HS

MacArthur High School has been disqualified from district honors in boys' golf for the 1985-86 school year by the State Executive Committee for violation of Section 1260.

### Irving MacArthur HS

MacArthur High School has been disqualified from district honors in boys' golf for the 1985-86 school year by the State Executive Committee for violation of Section 1260.

### Gruver ISD

Gruver High School has been disqualified from district honors in boys' golf for the 1985-86 school year by the State Executive Committee for violation of Section 1260 and 1202(j).

### Phillips ISD

Phillips High School has been disqualified from district honors in boys' golf for the 1985-86 school year by the State Executive Committee for violation of Section 1202(j).

### Phillips ISD

Golf Coach Troy Lemley has been assessed a public reprimand and one year's probation for violation of Section 1202(j) by the State Executive Committee for the 1986-87 school year.

### Gilmer ISD

Coach Ron DePree has been assessed a public reprimand and probation for the 1986-87 school year in football by the State Executive Committee for violation of Section 1202(i).

### Gilmer ISD

Coach Joe Black has been assessed a public reprimand and probation for the 1986-87 school year by the State Executive Committee for violation of Section 1202(i) in football.

### Music

The Prescribed Music List, page 112-113: A full orchestra selection from any source may be substituted for the second full orchestra work; or a string orchestra selection from any source may be substituted for the string orchestra number.

### 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.

## The Leaguer

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## State Executive Committee

Lynn F. Anderson, Jim Barnes, Mike Day, Bailey Marshall, James B. Havard, Robert L. Marion, Lynn W. McCraw, Ricardo Romo, Betty A. Thompson, William C. Powers, Jr., Byron F. Fullerton, Donna Lopiano, Guy Wellborn and Thomas M. Hatfield, Chairman.

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Managing Editor . . . . . Bobby Hawthorne

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## Administrative Staff

Bailey Marshall, director; William D. Farney, athletic director and assistant director; Susan Zinn, assistant athletic director; Janet Wiman, academic director; Richard Floyd, music activities director; Bobby Hawthorne, director of journalism activities; Bonnie Northcutt, assistant to the director; B. J. Stamps, assistant to the director; Lynn Murray, director of drama; Elizabeth Bell, director of speech activities; Bob Young, waiver officer; Gina Mazzolini, athletic activities director; Diana Cardona, spring meet materials coordinator; Rhea Williams, TILF consultant.

### Wylie ISD (Abilene)

Wylie ISD has been disqualified from district golf honors for the 1985-86 school year by the State Executive Committee for violation of Section 1202(j).

### 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).

### Weimar ISD

Golf Coach Jack Kroll has been assessed a public reprimand and probation for the 1986-87 school year by the State Executive Committee for violation of Section 1202(j).

### 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.

### 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.





**ATTENTION, BAND!** If this is September in Texas, then across communities large and small waft the sounds of marching bands, practicing afternoons, Monday through Thursday, and performing on Friday and Satur-

day nights. Here, the Round Rock Dragon band rehearses a complicated drill. The photo, taken by John Layton, a 1986 Round Rock HS graduate, was taken using a fish-eye lens.

Photo by JOHN LAYTON  
Round Rock High School

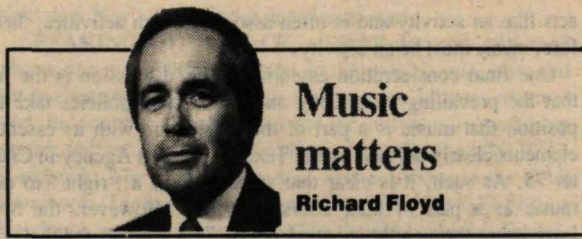
## Music contest revisions kept to a minimum

**T**his past year was a rather uneventful one in terms of UIL legislation dealing with rule changes in music contests. As a result there are only a minimum number of revisions that will affect 1986-87 music events. While many of these changes are minor in nature it is essential that they be carefully reviewed in order to assure their proper implementation by all administrators, directors and contest participants. Please note that some of these changes were actually in effect during the spring of 1986 since the State Board of Education approved them during the past year for immediate implementation rather than waiting until the beginning of the new school term. The following Section numbers refer to the location of each rule in the 1986-87 Constitution and Contest Rules:

**MEMORIZATION** — Section 1108(j)(6): Under the new wording of this rule instrumental solos in all classes may be performed with music. The revision expands this option to include all string and keyboard instruments in addition to wind and percussion events. Vocal solos will still be performed by memory.

**STATE WIND ENSEMBLE CONTEST SELECTIONS** — Section 1115(e): This rule change eliminates the requirement that an ensemble play a march as one of its selections at the State Wind Ensemble Contest.

**JUDGES HONORARIUM** — Section 1112(a)(10) — Judg-



**Music  
matters**

**Richard Floyd**

es may now be paid up to a maximum of \$100 for an eight hour day of judging.

**VOCAL NON-VARSITY GROUPS** — Section 1102(1)(1)(C): It is now possible for a choral program to enter a Treble Choir or Tenor Bass Choir as a non-varsity group provided that a Varsity Mixed Choir is also entered and there is no duplication of personnel.

**AMATEUR MUSICIAN STATUS** — Section 402: This revision allows an exception for the Music Amateur Rule. Beginning with the Fall of 1986 it will be permissible for a high school student (grade 9 through 12) to be compensated for teaching music provided that the student (or students) receiving the instruction has not begun high school (grade 9 through 12) UIL music competition. This change should be especially

beneficial to programs in small and/or isolated areas where private instruction for young students is not readily available.

**ENTRY FORMS AND COMMENT SHEETS** - Section 1102(i)(9) and (10): This change has little or no affect on the individual school music programs. Its purpose is to reduce the quantity of forms that must be filed or sent to the state office by the Executive Secretary in each Music District. The savings in time and expenses should be significant.

**FAILURE TO COMPETE** — A final revision cannot be cited in the new Constitution and Contest Rules since it constitutes a total deletion of a previous regulation. No longer will an organization be required to participate in marching contest or concert/sight reading contest because its members participated in the twirling or solo and ensemble contest. In other words, all music events will be treated as separate entities and, as a result, an organization may choose what contests to participate in based on its needs and the eligibility status of its students. This change is intended only to provide an option for those groups who, immediately prior to an organizational event, find themselves with unsurmountable performance limitations because of six weeks eligibility requirements. The League will continue to encourage total participation in all UIL music competition events. Selective participation except in the most extenuating circumstances will be discouraged.



# Music in the Public School Curriculum

## Competition is not the reason we have music in our schools

By **RICHARD FLOYD**  
Director of Music Activities

During the 1986 Texas Bandmasters Association Clinic in San Antonio it was my privilege to address the membership of that organization on several topics, including the state of the educational reform movement, the current status of competition within this reform and concerns that must be reckoned with in the months and years ahead. While some of my comments were specifically addressed to the band directors present, there were certainly several issues that merit consideration by all forces of music education including band, choir and orchestra as well as administrators who are responsible for these various music components.

My principle comments might be best prefaced by a quote from Isaac Stern who said during a 1983 interview for *The Sunday Times*, "Playing music in America, you feel you're selling a luxury item. But in England you're providing a necessity." Such a statement might best summarize how many people feel about the place of music in public education. It is an activity, a frill if you will, that offers a lot of recreation and enjoyment for the student participants plus potential recognition for the students, school and community through competition and performances but has little to do with "real" education or preparation for a productive adult life. Certainly the mind set that exists in most areas of our society has done much to reemphasize this position since the arts in general and music in particular have never been addressed with the same enthusiasm as other elements of basic education such as math, science, history or language.

We as educators must accept the fact that we have tended to perpetuate this philosophy through our dramatic emphasis on competition as the principle justification and validation of music in our schools. This is not to say that competition is not or should not continue to be a viable and very important component of our music programs. Music contests provide an excellent kind of motivation, help establish clear and easily communicated goals as well as providing a means to evaluate the quality of education being attained in our performance based music classes. In addition, the structure of contests throughout the year provides a very comfortable curriculum base and syllabus for our junior high and high school bands, choirs and orchestras.

It also is important to remember that music competition, particularly as structured through the UIL, is a worthy form of evaluation that clearly addresses the principle essential elements which are a corner stone of the academic curriculum presently in existence for all state approved music courses. The issue then is not one of the value of contests but rather the emphasis we, as teachers and administrators, place on the outcome. And, in addition, the emphasis that is placed on this outcome within our school and community.

Unfortunately, there has been a tendency to lean heavily on music contests and contest results for the justification and validation of music programs in the schools. This reliance has encouraged the public to closely align music with other high profile competitive activities that, unlike our discipline, are not necessarily related to academic subject areas. Consequently music contests have taken on a position of great importance in the public's view while music education and the role of music within the academic curriculum has been relegated to second class citizenship. As a result, music all too often gets labeled an activity rather than an academic subject. In short, music tends to look like an activity,



acts like an activity and is often associated with activities; therefore, music must be an activity.

One final consideration essential to this discussion is the fact that the prevailing philosophy and educational policies take the position that music is a part of the curriculum with its essential elements clearly defined by the Texas Education Agency in Chapter 75. As such, it is clear that students have a "right" to take music as a part of their course of study. However, the State Legislature through the creation of HB 72 has mandated that educational competition of any kind is a privilege that can be denied to any student who does not meet certain eligibility requirements. These circumstances create one of the central issues of this dilemma. On the one hand, music carries with it the distinction of being an integral part of the academic curriculum while, on the other, one of the principal extensions of these classes, music competition, is identified as an activity.

The primary concern becomes one of not diminishing the importance of contest or retreating from a stance that strongly sup-

ports educational competition but rather developing a commitment to expanding the base of justification for music in the curriculum. How can this be achieved?

First, one must evaluate his or her true philosophy about the values of competition. These values have been addressed on more than one occasion in the pages of this publication. The UIL has even sponsored a symposium on the risks and benefits of competition. (A publication detailing the recommendations that were an outcome of this symposium are available from the UIL state office.) This personal philosophy can be initially addressed by developing answers to certain questions relevant to music contest. Such an exercise might include such questions as:

- Is competition our primary reason for performing or simply one of many ways to test musical skills and develop musicianship?
- Are we teaching young people to perform or using performance to teach musical insights and appreciation that will accompany our students throughout their lifetime?
- Is our goal for contest performance perfection of the objective elements of music that "score well" in a contest or the motivation of students to achieve real musical growth?
- Is the competition with the music, ourselves or other groups?

There are no singular "right" answers to these kinds of questions. Rather it is necessary for an individual to develop answers that are based on personal philosophy. This philosophy, in turn, must be reflected in the priorities, goals and values that make up the corner stone of that teacher's program.

Secondly, one must remember that contests of any kind are valueless. In other words no competitive event whether a bowl game, the state one act play competition or a junior high school district orchestra festival is preordained with any specific set of values. The only values present are those generated and perpetuated by the participants, teachers, sponsors or spectators. The acceptance of this single principle opens the door for an individual to rethink his or her philosophy about contests and accept the challenge of retaining the valuable integrity of educational competition while defusing the volatile mind set that permits a contest to become an end in itself.

Thirdly, it is essential that the members of our profession instill in our students the concept that learning to sing or play an instrument opens doors to musical understanding and self-expression. Hopefully each student must realize that the ability to learn about music and appreciate its beauty through performance is an end in itself and not a means to an end such as a trophy, plaque, or medal.

Finally, in act and deed music and its advocates must become more closely aligned with Academics and Fine Arts. The public, which includes parents, members of the educational community, booster clubs, the general public and the media must be educated to the fact that music is a part of the academic curriculum. There can be no room for doubt that the arts are an essential part of our culture and are a necessary ingredient for assuring desirable quality of life. Contests can be a viable force in this process and can offer great motivation for worthy individual and group achievement. The UIL stands ready to support and strengthen this special kind of motivation but competition must not be the primary reasons for the existence of music in the schools.

Throughout the nation members of the music education profession continue to look to Texas for leadership. During recent years there have been numerous acts and deeds that would strongly suggest that Texas is worthy of that leadership. Our commitment to performance based programs and the value of educational competition must not be diminished, yet it is imperative that we consistently and emphatically demonstrate a philosophy that, without question, establishes music as a part of the fundamental framework of our school curriculum.



# Still striving for 100 percent participation

After 15 years of writing September columns, I doubt that I can find a new way to convince theatre directors and school administrators to become involved in the One-Act Play Contest. This does not mean that I won't try! We have had about the same number of schools enroll and withdraw for the past two years. Too few enrolled and too many withdrew, mostly for very good reasons. We still have more than 1,000 actual participants. I am proud of the number, the 90 percent participation level and the quality of the program, but we can do better.

How can I convince the 150 plus eligible schools to become or stay involved? First, it is possible for all schools to find interested students and a play with an appropriate size cast. Not all schools can find 15 interested cast members but I have yet to find a school that does not have at least two eligible students that have the creative ability and the desire to perform.

The critical issue is the OAP sponsor. In a small school program with the multitude of demands on teachers, sponsors may be scarce. I hope the potential OAP director or administrator looking for a sponsor will read one director's view in this issue. There are eight student activities conferences, beginning with the Austin conference September 27. There were almost 50 programs at UT-Austin last year, covering every element of production and the number will be similar this year. The Austin theatre arts sessions have been approved for "advanced academic training" by the Texas Education Agency.

The purpose of the theatre sessions at the Central Texas SAC is to provide secondary school teachers with a diversity of theories, information and techniques needed to implement Chapter 75 essential elements for theatre arts. The same programs may be applied to OAP preparation. Most workshops will be designed for both students and teachers. Sessions applicable for AAT will be clearly identified in the program. Participants may select six hours of workshops in acting-directing, in production or in a combination of topics to meet individual needs.

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

**HELP IS AVAILABLE** for the OAP sponsor at all SAC's and tentative programs will be mailed to theatre directors and administrators in each area. Three hours at any of the eight SAC sites will give a new director a running start in OAP. These sessions and the *Handbook for One-Act Play*, Tenth Edition should carry you until the annual convention of the Texas Educational Theatre Association, January 28-31 in Lubbock.

You will note that the deadline sequence for OAP has a slight change that will allow two weeks after the TETA convention for additions to the basic set. The sequence is (a) Nov. 1 - Enrollment, (b) Feb. 2 - Plays not on the approved lists in the OAP Handbook and (c) Feb. 14 - Additions to the basic set. There should be enough "how to" sessions at TETA and the SAC's to support the novice director. If you have never attended a SAC or the TETA convention, consider giving them a try. You will be pleased with the sessions and you will meet colleagues willing to help.

TETA and numerous schools will sponsor workshops prior to the OAP district weeks March 16-21 and 23-28. You will find an involvement in these workshops directorally helpful and good experience for your students. Make plans now to be involved.

## Note OAP changes

Please note changes in the one-act play calendar and price of the contest handbook.

- February 2: Deadline for play approval requests. Each request must be accompanied by a \$10 reading fee.
- February 14: Deadline for request for additions to set. Each request must be accompanied by a \$10 evaluation fee.
- Section 1033 (b)(7) in the *Constitution and Contest Rules* has been changed as noted and the price of the *Handbook for One-Act Play*, 10th Edition has been increased to \$4. Directors should note these changes prior to ordering a *Handbook*, or requesting a play or set addition approval.



**Educational theatre**  
Lynn Murray

I would like to insert my September, 1985 column "One-act play is worth the hassles" at this point, but I don't dare. Somebody may have read it last year. If you don't have the issue or can't find it in your school library, please let me know. I would be flattered that somebody might want to read anything I wrote last September. To sweeten the pot, I will send along a copy of the 1985-86 OAP entries and the 60th annual State Meet OAP program. Now, who could refuse such an offer?

Play selection is the block for most new directors. The Drama Loan Library can help, but you should start reading now. Look at the publishers list in the new *Constitution and Contest Rules*, Section 1032, page 176. Most publishers will send you a free catalogue. Request catalogues and order the OAP Handbook at the same time. This must be done now! Don't wait until your Nov. 1 enrollment deadline to start.

**SPEAKING OF** the C&CR, all OAP directors will need access to a copy. Slight changes in the judging rule, play and set evaluation increase to \$10, Drama Loan Library information, the accurate publishers list and the current rule numbering system will make it easier to follow and correct the rules in the Handbook. The Constitution will cost you \$5 and the OAP Handbook, Tenth Edition will now cost \$4. You must have a Handbook to successfully operate in the OAP contest. Experienced directors that are still trying to get along with an outdated edition are playing a risky game. There were many changes from the 9th to the 10th editions and the play lists were updated.

The third issue of involvement or being able to actually participate is knowing the calendar and carefully scheduling. Follow the calendar in the Constitution. The enrollment deadline is Nov. 1. You will receive only one promotional mailing if your school was not enrolled in OAP last year. We will be happy to send another if you don't get yours and we will distribute the green enrollment cards at SAC's through Nov. 1. The first mailing went to principals in 4A and 5A and to superintendents in A-3A. It went to the U.S. mail Aug. 22 and we are already receiving responses. Mail the enrollment now! Administrators that cannot find a sponsor by Nov. 1 may with-

draw by phone without any fear of penalty. The State Executive Committee has never assessed a penalty against a school that made an honest effort to participate.

Know the play title deadline is Feb. 23. Directors that need to make title changes may do so by telephone on or before the deadline. Title cards will be mailed in late January. Approved plays lists are in the Handbook. Plays that do not appear on the long or short list must be submitted prior to Feb. 2. Don't delay the play selection process. Try and make your selection early in January. It will allow you time to request an addition to the basic set if something more than furniture and the unit set is needed.

Remember Feb. 14 is the set addition deadline. No, you are not required to use items that receive special approval. Call me if you are uncertain or confused by the set rule. The set you have designed for contest is not sacred, even after you send it in on your official eligibility notice in early March. You may make legal set changes anytime prior to the curtain going up on your play. If you have survived the last two paragraphs, you can survive the OAP schedule.

**YOU MUST** consider contest dates along with fellow district directors. Spring meet district organization has already been distributed. OAP directors should start planning now. New OAP directors were left out of planning last year because it was assumed that their school would not participate. OAP planning directors must invite all schools! I also urge you to involve the potential contest managers.

District dates are March 16-21 and 23-28. The calendar no longer includes the permissive prior week zone OAP dates. Do you have a problem scheduling? Does your district have spring break dates involving both weeks? Special permission may be obtained to use March 13-14 for OAP zones. You will be given permission to use these dates if loss of school time can be avoided and OAP titles are submitted early. You will not receive permission to schedule OAP any earlier and all OAP districts must be completed by March 28. Administrators should write Dr. Marshall about this potential calendar exception.

Area week is March 30-April 4. Areas will be scheduled April 4, except where facility scheduling and two areas at the same time make the exclusive use of Saturday impossible. All should look carefully at new district alignments. Several areas must be moved and many districts will change areas. I will attempt to have area sites and dates fixed by the end of September. You will be informed as soon as I know, but the changes are major and it will take time to find new sites. Are you sitting in the center of three districts with a good facility and capable OAP management? Let me know if you have your theatre facility free April 4 and want to host an area. I keep records of those interested and if it doesn't fit this year, it may in 1988. Hosting OAP is an excellent teaching experience and a quality learning experience for theatre arts students.

**THE FINAL ISSUE** in OAP participation is keeping your cast eligible. Make sure you know your students. Check their grades yourself. Use an understudy system and make sure the alternates on your OAP eligibility notice are capable of playing several roles. Section 902 (g) (1) and (2) makes it possible to get almost any passing student eligible for OAP at any time. Don't despair. If you have academically eligible students, they can be eligible for your contest play, even after you have submitted your eligibility notice. There is more flexibility than most directors know.

I trust experienced and knowledgeable directors will become involved in contributing ideas to the UIL committee of the Texas Educational Theatre Association. Your voice can be heard and you can quickly discover what your colleagues think about your ideas. Beverly Moerbe, theatre director at Boswell High School, is the chair of this group. Write her and send me a copy or write me and I will pass your proposals along. Take time to provide the feedback needed to keep OAP the best it can be.



# The 4 seasons of one-act play

By B.J. POWLEDGE  
Trinity High School

**D**irecting a UIL literary contest requires specialized skills from a teacher. Directing a UIL one act play (OAP) to contest requires even more stamina, organizational skill, knowledge of drama, knowledge of rules and guts than any other literary contest. How do I know? I have coached every literary speech or drama contest and know that OAP is, by far, the most demanding. A director has to be a general genius in the areas already mentioned. Then he/she must still be able to cast, direct, costume and design set. Since few of us have spent time on Broadway acquiring knowledge in all of these areas, we may be appalled to find out that we have been appointed THE director. Principals seem to assume that anyone who majored in English or speech in college knows "all" about plays. Right? Wrong!

Never fear! It is possible to acquire the necessary skills if a person is strong-willed and determined. The main objective is to follow a calendar. My calendar looks something like this. Summer—read and attend plays. Fall—select a play suitable for my students and my school. Winter—select the cast. Spring—rehearse and perform. In the meantime I read everything available concerning drama production or costuming or make-up. Every year I study at least one new book in order to add to my repertoire of ideas. Since I am not, by nature, a truly creative person, I need to study others' work to gain insights. In my case, the books on costumes have been the most helpful. For someone else, books on set design or lighting could be most helpful.

The best time to begin work as an OAP director is in the summer. Since script reading is time consuming, I do most of this at my leisure. Before reading scripts, I have to acquire plays to read. By borrowing from libraries or friendly directors in near-by schools, I do not have to order so many from the drama catalogs. The director must read a myriad of scripts from the Eligible Plays list found in the OAP rule book. By the end of the summer, I have read five or six that I like and have added to my professional library several copies to use in class.

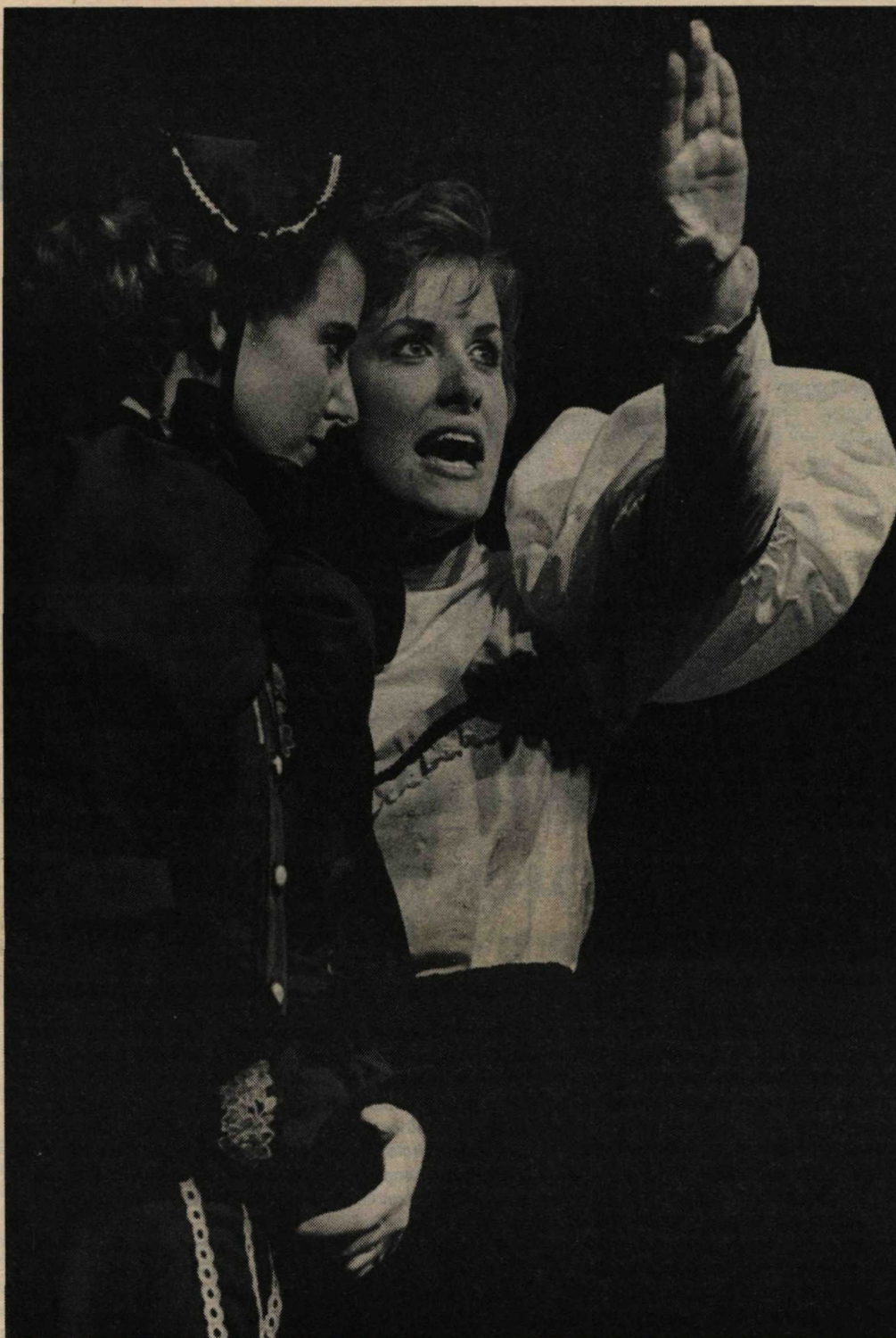
In September, when school begins I find the *UIL Leaguer* and read every word from Lynn Murray. He gives sage advice and has final "say so" on all rule interpretations. I keep his phone number in my address book because I usually need it by February!

By October, I begin to block my spring calendar so that we will have at least four weeks for rehearsal before the contest date. If I have studied the calendar for all UIL events, I already know, more or less, when the one act play contest will be held. (The calendar for all UIL contests can be found in the *UIL Constitution*.) Also in October, I begin to mentally note which students may be hindered by the "No Pass, No Play" rule. I prefer to choose a student for the cast who is able to memorize a part, so the new controversial rule has never really affected my OAP casts. Part of the responsibility of a director is to choose capable students for "extra" school activities. The contest should not interfere with any student's basic education.

By November, I narrow the list of possible plays. Thinking about students who have expressed an interest in acting or thinking of students who I wish were interested in acting serves as one guide to help me choose the contest play. The choice between a comedy and a tragedy remains a difficult one for me, although I have directed about twelve contest plays. The students and the audience always love a comedy. The judges tend to lean toward serious plays. My suggestion is that a director should begin his/her career by directing a comedy and gradually move toward more serious drama. A comedy is not easier, but the audience may not notice any flaws if they are laughing. The main rule to follow is this: never choose a play that would offend the majority of the community.

In December, I order copies of the play through the school's central office. Then I can enjoy the holidays knowing that the scripts will be waiting when I return after Christmas.

In January, tryouts begin after mid-term exams. After every student who wants to try out has had his/her opportunity, I delay my decisions for a couple of days. The decisions about casting



**BEGINNER'S LUCK** rarely comes into play for the novice OAP director. Producing a quality play demands considerable preparation and work if it is to succeed. In May of 1985, the Irving HS drama department presented "The Good Doctor," which sold out three consecutive nights. Here, junior Lee McAdams portrays a domineering house mistress. Krystal Reid (left) plays the governess, Julia. The photo by John Moore won numerous state and national photography awards as well.

Photo by JOHN MOORE  
Irving High School

are too important for me to take lightly. I must consider every aspect of the group situation into which we are about to enter and be prepared to defend my choices for the coveted roles. Also I want to plan what to say to each student who wanted a part in the play so that he/she will feel as if he/she can try again for another play. Then I choose a second cast of understudies or I allow one person to be the understudy for two or three parts. Every year a member of the cast has an "emergency" and I must move an understudy into the cast before contest. Finally, in January I check with other members of the faculty concerning scheduling.

In February, play rehearsal begins. We practice and block one major scene per week. The assignment seems like a great deal of work to the students at first, but they do their share of work if I give them deadlines. The second and third scenes move more quickly once the students become accustomed to the stage, to each other, and to me. I insist that the most capable actor memorize his lines at home so that he can serve as a model for the others. I frown on students who learn lines only as we rehearse because the other members of the cast deserve more respect for their time. As the actors begin to progress on stage, I plan times to meet with the crew to clarify exactly what is expected of each of them. Very few high school students have a sixth sense about organizing a major production, so I must think of every detail and assign the work to the crew. They never let

me down if they know what I expect. I warn them before we begin that their task is more tiring than that of the actors and they soon agree. Early in February, I select patterns and fabric and purchase all the materials and trim. Then I give each student his share and require that he or a friend produce the necessary costume. This is the one area in which I must have help. In twenty-one years of teaching I have had only one student who could sew costumes. He was a rare jewel whom I shall never forget because he could have put a costume company out of business!

In March, I try to set up a performance in a workshop situation in order to give the cast the feel of a timed performance on a different stage. In spite of the day's absence from school, I believe that this experience is almost as valuable as the actual contest itself. Also, in March I have one make-up rehearsal and at least one dress rehearsal. I seldom allow guests to view the rehearsals until the students are totally confident. Closed rehearsals give the cast a feeling of professionalism too.

Finally, I take the students to contest where I am always proud of their acting and the play performance. I know that each of my actors or actresses has done his/her best according to our interpretation of the part. Whether or not the judge agrees is secondary. My students always WIN in their hearts and with me and that is the only important point in all these months of work.

Break a leg!



# Taking the confusion out of the conflict pattern

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

Last spring, I made an unsuccessful attempt to present the 1987 Spring Meet Academic Conflict Pattern in the May Leaguer. From the phone calls that followed the article, I realized that there were still some unanswered questions. The following are several points that I did not make clear in the first attempt.

1. *The pattern sets contest conflicts not specific times or dates.* We had no intention of forcing a change in the district schedule. The district may hold its meet anytime during the two designated weeks possibly utilizing the popular after-school-on-weekday-afternoons plan or starting on Friday afternoon and finishing on Saturday. The fact that conflicts were set so the meet could be held in one day does not mean that the districts are limited to doing it that way.

2. *Conflicts are established early so students can determine which contests are possible for double or triple entry.* In the long run, students will feel more comfortable spending the many hours in preparation if they know that they are following the established conflict pattern which will be honored at regional and state. There should be no surprises for the student at any level. Students deserve to know the conflicts well in advance.

3. *There are many possible double or triple entry combinations.* The conflict pattern was designed to allow students the maximum entries in general interest areas. Number sense, calculator applications, and science students may enter all three events. Students in typewriting, shorthand, and accounting may enter three. Ready writers may enter spelling OR literary criticism. Check the flights for other possibilities.

4. *There are limitations placed on the student by the time required to run some events.* Speech students know that they have to allow for preliminary and final rounds, thus reducing their possibilities for double to triple entries. Debaters know that it takes all day to run their event. Number sense contestants, because their event takes only 10 minutes to run, have more choices; however the length of the event limits science contestants.



Academically  
inclined  
Janet Wiman

5. *The State Meet schedule does not change.* Just as in the past, one act play will be held on Thursday, Friday, and Saturday. The other academic events will be held on Friday and Saturday. Some have asked why State Meet is held on two days when most regional meets will be held in one day. The answer is that regions, with the exception of two sites, host only one conference. At State Meet, we host all five conferences at the same time which requires additional rooms and theatres. Most of the calls indicated a fear that State Meet would be limited to one day. I am pleased to report that there is no change in the number of days for State Meet.

There were two main purposes in establishing the conflict pattern. One was to make it possible to hold a district or regional meet in one day when time away from school was critical. The other purpose was to let the students know well in advance which contest conflicts they might expect to find at the various levels. The regional directors have been very helpful in trying to honor the conflicts. This should help the students who prepare for more than one event. We are doing everything we can to say, "This is what we have to offer. We regret that time does not permit us to allow you to enter all 20 events. These are the events that are possible for double or triple entry."

The 1987 Spring Meet Conflict Pattern is available upon request through the League Office, in the May 1986 issue of the Leaguer, and in the *UIL Coordinators' Handbook*.

## Change in debate format is no cause for panic

By E. HARVEY CRAIG  
Barbers Hill High School

With UIL's recent change in team debate format from standard to cross-examination, many sponsors and coaches in small and rural schools have expressed some concern, apprehension, despair, and in some extreme instances an attitude of "giving up."

For sponsors who have these feelings, I suggest that they "be at ease." This change in debate format is nothing that great, devastating, difficult, or deadly. Besides changing the length of debate speeches, adding eight minute preparation time, and allowing debaters time to question one another, there is no change from the old UIL standard debate format. One still has an affirmative case, plan, and advantages; and negative case and plan arguments.

One of the best ways to begin to feel more "at ease" with this change is to realize some common fallacies that have been associated with cross-examination debate and begin to understand the purpose of the cross-examination period and the benefits that students can gain from such a debate format. Some common cross-examination fallacies are:

1. Debaters have to talk at least 400 words per minute—this is absolutely false. Debate is still persuasive and must be understood by a judge.
2. Debate becomes just evidence with no persuasion or explanations — this is absolutely false. Debate must be a combination of both, and a debate team must influence or persuade the judge to vote for them. The use of the question periods can increase the persuasion and explanations that are needed in the round.
3. Debaters will not know what to do and the cross-examination period will just be a waste of time — this is partly true and

false. At first, the debaters may not know what to ask or do during the cross-examination period; however, cross-examination is contagious and very soon a debater will learn to ask and answer questions. The benefits gained from the cross-examination periods will soon be realized by debaters, and they will enjoy and appreciate the cross-examination periods.

4. Cross-examination is just too difficult — this is absolutely false. Think of cross-examination like question and answer periods in a classroom setting. With experience the high school debater will be able to start using strategy to ask questions, gain admissions from his opponent, and set up argumentation to be used in later speeches.

5. I cannot teach cross-examination — this is absolutely false. All one needs to know are: the time limits, what debater questions whom, and the purposes of the cross-examination period.

6. Cross-examination encourages elitism and snobbery — this is hopefully false. It is up to the sponsor and judge to insure that this does not happen. A clear understanding of the purposes of the cross-examination period by both the debaters and the sponsor should help to discourage such behavior.

**WHAT ARE** the purposes of the cross-examination period, what are its benefits, what are its time limits and what debater questions whom? First, some general purposes of cross-examination period are:

1. To clear up any point in an opponent's position or argument.
2. To gain more information about an opponent's position or argument.
3. To expose an opponent's error or unsupported assertion.
4. To help center the debate for the judge.
5. To gain admissions from an opponent.
6. To set up later arguments.

Second, some things which should NOT be purposes of the cross-examination period are:

1. To attack an opponent's integrity.
2. To be sarcastic and snobby.
3. To make an opponent appear absolutely stupid.
4. To ask unfair questions.

Third, some benefits gained from cross-examination format are:

1. Encourages critical and creative thinking.
2. Encourages quick thinking, wit, and a facile tongue.
3. Prepares debaters for the real world by training them to orally handle questions.
4. Encourages more precise and exact answers.
5. Encourages persuasion and adaptation to the judge.
6. Encourages complete understanding of cases, positions, and arguments.
7. Encourages a debater to fully analyze argumentation and evidence.
8. Encourages stronger and more reliable evidence.
9. Encourages more skillful delivery.
10. Encourages a more centered debate.
11. Encourages clash between debaters.
12. Encourages better debate.

**FOURTH,** THE time limits for cross-examination debate and order of speeches are as follows:

IAC, 8 Min. CX Period, 3 Min. (IAC questioned by 2N). INC, 8 Min. CX Period, 3 Min. (INC questioned by 1A). 2AC, 8 Min. CX Period, 3 Min. (2AC questioned by 1N). 2NC, 8 Min. CX Period, 3 Min. (2NC questioned by 2A). 1NR, 4 Min. 1 AR, 4 Min. 2NR, 4 Min. 2AR, 4 Min.

Continued on page 16



### Journalism career guides available from Newspaper Fund

Teachers needing up-to-date information on journalism careers can order two publications, *Journalism Career and Scholarship Guide* and *Journalism Career Guide for Minorities*, from the Dow Jones Newspaper Fund, Inc.

The *Journalism Career and Scholarship Guide* provides a list of more than 300 colleges offering journalism majors, as well as a table of specific information about colleges offering news-editorial majors.

The *Journalism Career Guide for Minorities* gives specific, helpful information to minorities interested in journalism.

For a free copy of either, write to the Dow Jones Newspaper Fund, Inc., P.O. Box 300, Princeton, NJ 08543-0300.

### Lowe wins ILPC presidency

David P. Lowe of Irving High School outdistanced Mitch Whitten of Sugar Land Clements High School and three other candidates in the ILPC student officer election, held last spring. Other officers elected were Marissa Silvera of Klein High School as vice president and Melonie Herring of East Bernard as secretary.

Announcement of the election results were delayed due to postponements in ILPC mailings last spring. The new officers will meet with ILPC Director Bobby Hawthorne this fall to plan the April 11-12 spring convention, and will serve as convention hosts.

### State Meet correction

Writing a wrong.

At the 1986 UIL state meet feature writing contest, Betsy Nikirk of Alford High School was incorrectly announced as the second place winner in the Conference A feature writing contest.

After the contest, it was discovered that the judge has incorrectly written the contestant's number on the results sheet, and that second place was won by Erica Ollmann of Lago Vista High School. The UIL regrets the error.

### Journalism software wanted

The UIL journalism department is interested in beginning a library of computer software for journalism education. With the proliferation of computers in the publications departments, the UIL wants to compile lists of materials, suppliers and prices. Comments on the materials would be appreciated also. These lists will be made available to other journalism teachers and publications advisers.

Persons with such information should mail it to UIL Journalism, Box 8028, UT Station, Austin, Texas 78713-8028.

### Texas press law manual ready

The fifth edition of David McHam's popular manual, *Law & the Press in Texas*, is available now through the Texas Daily Newspaper Association. McHam, a professor at Southern Methodist University, has updated and revised the manual on Texas press law.

Cost of the manual is \$5.31 plus 50 cents for postage and shipping. Orders should be addressed to the TDNA, 1005 Congress Ave., Suite 495, Austin, Texas 78701.



**SEVEN UP** — When Kristi Rey, a junior from Crane High School, won first place in the 3A news writing contest last spring, she was the seventh state champion to be taught by Mrs. Evelyn Stroder, who in her 22 years at Crane has taken students to the State Meet 14 times. Mrs. Stroder has completed 31 years of teaching, with all but four in the Crane schools.

### Photo curriculum changes urged

Officers of the Texas Association of High School Photography Instructors are proposing to the State Board of Education that the five photography courses be taught under one curriculum area. The courses include industrial arts photography, photojournalism, art photography, vocational photography and local credit photography.

"Our basic argument is that photography is photography," stated TASHPI President Mark Murray of Arlington High School. "While the end results may be different, each and every one of us are teaching our students the same things — how to process and print black and white, how to use a 35mm camera, the effective use of lighting and composition."

"All of these essential elements are the same, but we have them repeated five different ways in the state," he added. Another problem is that only art photography receives the fine art credit toward the advanced diploma, "even though all of the other curriculum areas are teaching the same things," he stated.

For additional information, contact Murray at Lamar High School, 1400 W. Lamar Blvd., Arlington, TX 76012, (817)460-4721 ext. 41).

# Great Unexpectations

## In the face of problems galore, workshop enrollment soars

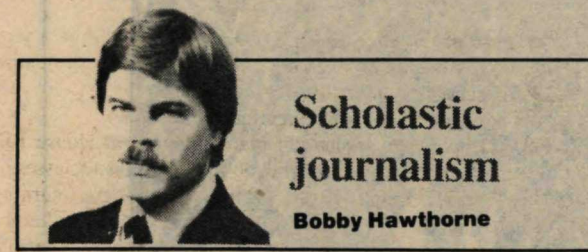
Something strange is afoot out there. At this time a year ago, a few of us were forecasting the imminent demise of scholastic journalism as we had known it. All the arrows pointed in the wrong direction.

For example, the graduation plans inherent in House Bill 246 were coming into their own, robbing journalism classes of the best and brightest students. Administrators were returning to a hard line regarding student press rights, despite the absence of any change in the attitudes of the courts, and despite the fact that the National Association of Secondary School Principals Handbook recommended a "hands-off" policy regarding blatant censorship and prior restraint.

Even the economy seemed to conspire against programs. As we all know, extracurricular programs are often the first to be slashed when the pocketbook thins.

So, what happens? Enrollment in the summer publications workshops soared. At the ILPC workshop, June 20-24, we experienced at least a 40 percent enrollment jump. Workshops in Dallas and Houston, among others, reported even more dramatic increases. And it was not only an increase in the quantity of students, the quality of the participants appeared to jump as well. Instructions at the ILPC workshop repeatedly expressed amazement at the inclination of our delegates to work. I credit the quality of our instructional staff for part of this. Good teachers motivate students to excel. But students

and advisers seemed to possess a greater inclination to learn than before. I'd like to think that we have seen the challenge ahead and are responding appropriately.



**Scholastic journalism**

Bobby Hawthorne

Speaking of challenges, the deadline for submitting yearbooks for rating and judging is November 1, although we will accept books after the deadline if we are notified in sufficient time and provided a reason why we should do so. Generally, the blame is placed on the yearbook printer here. "They're late as usual," we're often told, without being informed that the final proofs were returned to the plant on or around October 1.

November 1 is also the deadline for joining the Interscholastic League Press Conference, yearbook and newspaper. December 1 is the deadline for receipt of yearbook individual achievement awards.

If you have not received membership information, write or

call immediately. We mail material ninth class and it is not unusual for packages to be lost enroute. If this is the case, please notify us and we'll test our luck with the postal system again.

**Plan to attend** one of the fall student activities conferences. The UIL will hold eight of these meetings across the state this year, beginning September 27 with the conference at The University of Texas at Austin. The purpose of these conferences is to introduce students and advisers to the UIL Spring Meet journalism contests. Along the way, we try to pass along a few tips on taking the contests, give students an idea of what the contests will consist of, and hopefully motivate them. I also tell a few jokes.

More specific information regarding these conferences is located elsewhere in this *Leaguer*.

**Veteran advisers** should be aware of two major changes in the journalism spring meet program. First, we will have a verification period in the headline writing contest this fall. The purpose for this is to give advisers an opportunity to guarantee that judges follow the prescribed judging criteria regarding style and count. The 15-minute verification period will immediately follow the announcement of unofficial results. The verification period is not a time to question the judges' decisions, but rather to ensure that judges have followed UIL guidelines regarding upstyle/downstyle, letter counts, and other structural

rules. For more specific information regarding the verification period, check page 174 of the UIL *Constitution and Contest Rules*.

The second major change regarding the UIL spring meet journalism contests deals with the appointment of regional advisory committees. Soon, I will appoint four-member panels to assist in the planning of regional spring meet journalism meets. These panels will consist of veteran journalism teachers and publications advisers. Their task will involve helping regional officials plan the regional meets by providing input on scheduling and judging. It will be the obligation of the regional officials to provide the committee with information regarding selection of contest judges, the types of facilities and the timetable for administering, judging, critiquing and returning entries.

**Plan to attend** one of the two major fall journalism conventions. The eighth Texas Association of Journalism Educators convention will be October 18-19 at the Lubbock Plaza Hotel. For convention registration and information, write Jennifer Tomlinson, Monterey High School, 3211 47th Street, Lubbock, TX 79413.

The Texas High School Press Association convention will be December 4-6 at Texas Women's University in Denton. For information and registration material, write Dr. Mary Sparks, THSPA, Box 23866 — TWU Station, Denton, TX 76204.

# Take a moment to learn from the mistakes of others

By **BOBBY HAWTHORNE**  
UIL Director of Journalism

Remember the sixth grade? You'd make some minor mistake and whack, the lid of discipline would slam down on your fingers. In my own case, teachers reveled in giving me a choice of either skipping recess, taking two or three swats to the tender underside, or writing on the blackboard a thousand times, "I will modify my behavior to conform to the norms of my peer group and the expectations of my current authority figure(s)."

Coward that I am, I'd always march straight to the blackboard. Rating high school newspapers is a lot like writing sentences on the blackboard. One tends to say the same things, over and over, and then a few times after that for good measure.

This summer, while most of you were frolicking in the sun, sipping your fruit juice combos and paving the way for future wrinkles, I was rating newspapers for Virginia and Nebraska. Next time, I'll choose frontal lobotomy instead. Rating papers is the ultimate drag. It ranks somewhere behind wisdom teeth extraction in the big scheme of things. But it's one of those jobs that must be done. If you've ever cleaned the rain gutters on your home, you know what I mean.

Knowing full well that most of my suggestions would be disputed openly, largely ignored or excused as the pontifications of some ivory tower bureaucrat who doesn't understand the particulars of the staff's situation, I decided to put together a list of common inadequacies, errors and omissions for everyone else.

**Coverage** — In most cases, the problems here involve what we cover and how we cover it. Granted, the publication needs its share of the nuts and bolts such as club, class and other special-

interest activity coverage. But it must have issue-oriented coverage as well. These issues will cut across demographic and social barriers, appealing to preps, jocks, punks and whatever other stereotyped groups you might have. For example, a story on teen runaways will appeal to virtually all students, and not just one group. A story on the Drama Club is likely to appeal only to members of the Drama Club.

Other issues warranting coverage include drug/alcohol abuse, the crisis on the American farm, teens with kids, married students, students in the work force, censorship, students and religion (and its effects), Gramm-Rudman, and youth involvement in issues such as South Africa, nuclear disarmament and environmental protection.

Publications containing only club briefs, honor roll and scores of the latest football games guarantee minimal readership. Even worse, they give the impression that students do nothing more than attend Spanish Club meetings, play football and/or some horn and rush home to do their homework. Let's call it "Leave it to Beaver" journalism at its worst.

Not only must we concentrate on what we cover, we must pay attention to how we cover it. In short, avoid writing in the abstract. For example, a staff might cover teens with children. But the article is written about teens in general, no one in particular. The composite is a vague compilation of statistics and comments taken from an article that appeared in *Readers Digest*.

Write about specific people and allow their experiences to stand as the universal experience. In a story about runaways, don't rehash data from the federal government, interview a local student who spent a year living on the streets. What was it like? Why did he leave home? What suggestions would he make for those considering the same? Use the data from the government, but only as

supplementary information. Your story will revolve around John Smith, a sophomore who ran away from home and lived to tell about it.

**Writing** — This brings us to the next point. The writing must be visual, especially when dealing with the in-depth news and features pieces. The reader needs to feel a sense of being there. Using techniques of fiction writing such as scene/setting development and dialogue, we can place readers in the middle of the action, rather than simply "telling them" about it. In the story about the runaway, the words should give the readers the sense that they — the readers — are on the street, cold, wet and hungry.

Three other tips: Keep your copy third person. Use the verb "said" and not stated, says or commented. Buy a stylebook and use it.

**Design** — Develop and maintain a modular design scheme, using columns that are between 19-21 picas wide and gutters that are no more than 1½ picas wide. All copy, photos, captions and art must remain within the columns.

In addition, you want consistent internal spacing, moving up and down the page also. The general rule is to separate related copy, headlines and photography by one pica, and non-related copy, headlines and photography by two picas. For example, a story should be separated from its headline by no more than one pica. If the same story is accompanied by a photo, it should be separated from the photo by one pica. Then, the bottom of the story will be separated from the top of the next headline or photo by two picas.

Also, when you have copy accompanied by art (in this case, either photo, artwork, display quotes), you want to wrap the copy around the art in either a "U" or "L" shape. Avoid using art to break columns of type.

**Photography** — Photos should emphasize faces, action and emotion. The faces should not be staring at the camera. Photos should reflect the actions and reactions of students immersed in the events of the day. Avoid, refuse, rip up and burn posed photos. In addition, photos should be in focus, have a full range of blacks, grays and whites, be cropped ruthlessly and adhere to the principle of thirds.

High quality action photos should be used BIG. I doubt that you can use a photo too big, if it is a good photo. Get out of the rut of using one by two, two by three, and three by four inch photos. Proportion and crop a good photo into a two by nine inch print.

**Captions** — Write complete captions that provide more information than is apparent in the photo itself. The caption should answer all news questions as well as provide information that is not readily available at summary glance at the photo. In addition, the photo needs a lead-in of some kind.

**Advertisements** — The ads should not attempt to sell the entire business. Instead, they should push specific merchandise. For example, an ad for a clothing store should promote Levis 501 jeans or Ralph Lauren shirts. With so many publications coming out monthly, it is a good idea to key the ads to specific school activities (homecoming, prom) or seasonal events (Christmas, Valentine's Day).

Ads should contain a complete address, a phone number and a graphic element such as a logo, piece of art or photograph. Use of photography in ads is especially effective because it portrays students in the market place, thus giving the business credibility, and it enhances the overall coverage of the student body.

Concentration in these areas will improve your student newspaper dramatically, and save a future critic/judge from the same fate that has befallen me.





JIM HIGHTOWER

# CRISIS

## on the American farm



## Absence of coherent policy throws agriculture into chaos

By JIM HIGHTOWER, Texas Commissioner of Agriculture

It hasn't been too long ago that agricultural specialists started spreading the gospel that the future of farming was automated, climate-controlled, push-button, precision-timed, pristine plant production and cattle feeding.

Here we are now at the beginning of a year of high school debate on long-term agricultural policy, and it is apparent that this vision of America's future agriculture does not comport with the reality of changes we are now enduring. What we see is not orderly, planned production with optimal use of resources, but rather chaotic, unplanned production that is throwing hundreds of thousands of farmers off the land, leaving much land unused, while production is so intense on the remaining land that we still glut the markets. This is a sign of the absence of a coherent policy. And if the decimation of the ranks of American farmers is the beginning of the trend towards the science-fiction vision of an automated, laborless future, then it's time that we stop the merry-go-round right now and examine the whole range of implications for our future—under current policies and under other proposed policies.

That's why this academic year holds such promise—it will bring a full-blown, nationwide examination of farm policy by students and teachers, leading to a better understanding of the nuances of farm policy and of the importance of farm policy to all Americans, urban and rural.

DESPITE ITS depressed state, the agricultural sector is forecast to purchase \$108 billion worth of goods and services in 1986, making it one of the largest consumers in the U.S. economy. Five years ago, agriculture generated \$147 billion in expenditures on goods and services, for a five-year decline of 27%. When a sector this massive is in trouble, the fallout cannot be confirmed to the farms. Why? Because we are losing farmers and all the purchases that they have customarily made in the economy.

The American Bankers Association Mid-year Survey shows that over 2100 farmers are leaving farming every week. Texas has the dubious honor of leading this list, with an estimated 173 farmers a week going broke. The ripple effect of the depression in agriculture shows up in the record number of bank failures, the lay-offs by farm implement manufacturers, and the reduced shipments at U.S. ports. In the six years since 1980, about 400 banks have failed, compared to 171 in the preceding 35 years.

Fifty-six percent of the union workforce has been laid off at farm implement manufacturing plants since 1981. Agricultural experts are forecast to plummet 37% this year from 1981 levels (from \$44 billion to \$28 billion, further depressing employment in hard-hit port cities.

THESE ARE the statistical consequences of current farm policy. But—in debate jargon—we need to ask what the causes of these occurrences are and what the policy advantages and disadvantages are. The vision of an automated, corporatized farm sector would have us believe that fewer farmers can be good for America, better balancing food supply with demand, without artificial subsidies. I have made no bones about my opinion of this vision: the medium-sized family farm is the most efficient unit, and the most economically sound since it builds and sustains a healthy rural economy. What we are facing is a deliberate effort by government and very powerful economic interests to transfer the productive assets and the productive wealth of family agriculture out of the hands of those families and into the hands of some of the richest corporations in America.

I am an unabashed advocate of a decentralized, family farm system of agriculture, and in putting federal and state government policies to work on behalf of the family farmer instead of the export companies and food middlemen. I advocate such a policy not out of some hazy, idealistic, nostalgic, romanticism for the past, but out of a conviction that a better future for America depends on empowering people to act for themselves to control their own destiny—having millions of farm families grow and market our food all across the nation, for instance, rather than having the wealthy individuals and corporations in America dictate what our food quality, prices, and availability will be.

BUT ENOUGH of my proselytizing for now. What is important for debate aficionados to know is (1) what the principal policy stances are in our never-ending national skirmishes over agricultural issues and (2) who the players are, who has the goods on these issues that can be converted to 3 by 5 notecards.

In the real debates that take place over agricultural policy—those that finally culminate in Congressional debates and votes over quadrennial farm bills—the major issues are always (1) what role should the federal government play in marketing of

agricultural goods (commodity loans and temporary storage, target prices, etc.) (2) how aggressive should our production-control policies be, and what shape should those policies take: (3) what kind of credit policies should be adopted for loans for land, equipment, planting; (4) what should we do with any surplus that develops; and (5) who should get any benefits that Congress does vote?

Congress just passed a comprehensive farm bill in December, 1985. (But all bets are off as to how long the bill will last without major revisions.) The debate ultimately came down to proposals from the Reagan Administration that were called "market-oriented" policies and proposals such as the Farm Policy Reform Act, developed by U.S. Senator Tom Harkin and myself, that were called "supply-management" policies.

To simplify things, the Administration's position on the five major issues were (1) that government should get out of the commodity loan and target price game or, short of that, reduce the loan rates and target prices to as low a level as possible—and let the "free market" determine prices; (2) production-control policies should be voluntary, determined by individual farmers, with the Secretary of Agriculture having very limited powers to control levels of production; (3) the federal government should get out of the farm loan business, and in the transition, only guarantee loans made by private institutions; (4) stockpiles should be disposed of at the discretion of the Secretary of Agriculture; and (5) farm program benefits should go to any farmer who produces commodities covered by a benefit program, as well as to the middlemen.

THE FARM Policy Reform Act answered these issues by saying (1) commodity loan rates should be set at or above the cost of production, so that farmers do not pay the price for forces, such as international trade, that control the market; (2) farmers should be able to decide as a whole what the supply-management policies will be, with the U.S. Department of Agriculture administering those policies; (3) the federal government should return to its historic role in providing agricultural credit, to assure that family farmers and future farmers are not destroyed by the nuances of finance wars; (4) the U.S. should drastically increase its contributions from our surpluses to fight world hunger problems; (5) farm program benefits should be

Continued on page 16



**RESOLVED** that the federal government should implement a comprehensive, long-term agricultural policy in the United States.

## Not quite my idea of a vacation

The phone rarely rang, the air conditioner did its best to combat the 100-plus temperatures, and my desk top slowly emerged from under piles of handbooks, essays, and spelling lists. Someone told me that summer at the League office was a wonderfully relaxed, pressure-free time. What they didn't tell me was that the August 1 deadline for updating and revising all materials for the next school year would haunt my beatific days. I hope that you are refreshed and ready to begin the school year, because I'm ready for a vacation.

The summer began and ended with debate. I revised and expanded the Lincoln-Douglas Handbook, created a new L-D ballot and judging criteria, and developed a new book called *Resources for Lincoln-Douglas Debate*. This publication is a compilation of documents and speeches which shaped American values. If Lincoln-Douglas debaters haven't already read the Declaration of Independence, the Bill of Rights, the Gettysburg Address, the United Nations Charter, and other landmarks in the democratic process, the time has come. The highlight of this endeavor was Barbara Jordan's permission to include her keynote address to the 1976 Democratic Convention. Professor Jordan also added her best wishes for the success of Lincoln-Douglas debate in the UIL program.

The poetry and prose categories will not change for the 1986-87 school year. I did, however, propose at the summer meeting of the Legislative Council's Academic Committee that the approval process for selecting categories be changed. As always, the Poetry and Prose Advisory Committee will develop categories, but the new categories will not be presented to the Legislative Council for a council vote. This change will allow the categories to be adapted, revised, and changed on a yearly basis. If the Council approves this change at their October meeting, new categories will no longer be subjected to the two and three year wait for Council approval. Your ideas for new categories can become realities in the next school year!

To help defray some of the confusion about the definition of nonfiction offered in the *Poetry and Prose Handbook*, I have written an essay on nonfiction to distribute at student activity conferences. This essay provides a working definition of nonfiction, includes many suggestions for selections, and offers a discussion of the special challenges of performing nonfictional literature. Unfortunately, one essay can never hope to answer all questions. If you have doubts about any selections and their appropriateness for a particular category, please do not hesitate to call or write me at the League office. This can save you and your students a great deal of heartache come tournament time.

*Webster's Third International Dictionary, Unabridged* became my best friend this summer as I chose almost 2,000 words for the 1986-87 high school spelling list. This list has a new name, Spelling Power, and it now includes the UIL Constitution and Contest Rules for spelling. Although I spent weeks looking up each word for variant spellings, capitalization, and usage, three words (don't ask how those three words got past me) are misspelled in Spelling Power. Please check the Official Notices section to correct your copy.

**CHARLENE STRICKLAND**, instructor of speech communication at Hardin-Simmons University and UIL Speech consultant, gave up part of her summer to work with me on a proposal for a new prepared speaking event. If the mere thought of changes in the UIL speech program gives you nightmares, don't despair. The new event is still just a glimmer in my eyes. Your school should receive a copy of the proposal in mid-September, and your responses to it will determine its viability.

Team debate goes to the cross-examination format this



### A way with words

Elizabeth Bell

school year. E. Harvey Craig's article in this Leaguer should be clipped for all team debaters to read if they are wary of the new structure. Cindy SoRelle, speech instructor at McClellan Community College in Waco and new UIL speech consultant, revised the *UIL Guide for High School Debaters* to include cross-examination. The debate workshops at student activity conferences will include special sessions on cross-examination and a free essay on its structure and purposes.

**THE NATIONAL** Federation's debate topic selection structure also underwent change this year. Instead of a December meeting to choose problem areas and resolutions for the following school year, the committee met in August in Breckinridge, Colorado. Margo Kendrick, Aaron Timmons, E. Harvey Craig, Janet Wiman and I had the onerous task of representing Texas and the UIL for three days in the mountains enduring 70 degree temperatures and breathtaking scenery. Fifty representatives from 26 states participated in the development of problem areas and resolutions for the 1987-88 high school debate topic. Instead of a one-time vote in January, you will have the opportunity to vote twice this year: first on the problem area in December, and second on the resolution in March. Watch your mail for these important ballots to choose next year's team debate topic.

Meanwhile, the League office is overflowing with materials on agriculture for this year's team debate topic. Gary Keith and Leland Beatty of the Texas Department of Agriculture worked with student interns throughout the summer researching this year's topic. The results of their research are available in the UIL Debate Kit and by contacting the Department of Agriculture. The League gratefully acknowledges their support of debate in Texas. If your school does not have a debate program, this is the year to begin. As Texas evolves from an oil state to an agriculture state, a year's worth of research, analysis, and debate on the future of farming is invaluable to our state's future. Start your program now by ordering the Agriculture Debate Kit from the UIL office. We also provide videotaped debates, handbooks on debate theory and practice, and a four hour debate workshop at each student activity conference.

**THE SUMMER** closed with a project to help encourage team debate participation. Treva Dayton and I developed a self-help packet for running a UIL invitational debate tournament. In a time-line from six months before the tournament to the week after, everything you ever wanted to know about running a tournament is included. Betty Morris, instructor of speech communication at St. Mary's University and new UIL speech consultant, spent two long days with us reviewing each step of the process. Although we could never hope to capture the excitement and trauma of the tournament, we hope this guide will encourage schools to participate in debate in their area. As a special introductory offer, this guide will be available free this year if you attend your local Student Activity Conference.

There you have my summer. I may be tired, but I'm looking forward to a terrific year.

## TMSCA proposal to expand calculator contest defeated

By **J.R. COGDELL**  
and **DAVID BOURELL**  
Calculator Applications Directors

This is the in-between time: end of summer and not quite the beginning of fall. We have finished our summer term here at UT Austin, and gotten in grades on summer courses. This is a time for working on calculator tests for the 1987 season: indeed, the deadline for getting in the first four tests is fast approaching. As usual, we are writing all nine tests at the same time to ensure uniformity, at least in a statistical sense.

At the State Meet last May, you expressed several proposals to increase participation at the Regional and State levels. This summer these were presented by the TMSCA to the appropriate committee of the UIL Legislative Council. The committee summarily rejected them all; apparently this is not a time to make any move that looks like expansion.

Fall is the time for travel, and for renewing and making friends at the Student Activity conferences. Elsewhere in this issue you will find information about these conferences. For the record, current plans are for Cogdell to be at Lubbock, Commerce, Stephenville, and Kingsville, and for Bourell to be at El Paso, San Angelo, and Huntsville. Of course, both of us will be at the Austin conference.

Fall is also the time for joining the Texas Math and Science Coaches Association. This organization does great service in promoting the Science, Number Sense, and Calculator Applications activities. If you are involved in these contests, or think you should be but don't know where to start, contact Andy Zapata, Rt. 3, Box 452-G, Azle, Texas 76020 about membership. The best deal is for your school to join.

## Math teaching conference in Austin October 9-12

The 33rd annual Conference for the Advancement of Mathematics Teaching will be October 9-11 in Austin. The conference will be located at Palmer Auditorium, the Hyatt Regency Hotel and the Embassy Suites Hotel.

The presentations, demonstrations, workshops and exhibits will be offered by nationally known educators for kindergarten, elementary, middle school/junior high, senior high, college and general interest levels.

The program is sponsored by the Texas Council of Teachers of Mathematics, Mathematics Education Center at the University of Texas at Austin, Texas Education Agency, Texas Association of Supervisors of Mathematics and the Mathematics Department of The University of Texas at Austin.

For more information, contact the TEA mathematics section at 512/463-9585.

**RESOLVED** that the benefits to society of testing citizens for illegal drug use are more important than the individual's right to privacy.

## UIL to make available three L-D debate topics

The League will provide three Lincoln-Douglas debate topics to be debated during the 1986-87 school year. The first will be debated at UIL invitational tournaments during September, October, and November. On November 15, the second topic will be announced and debated during the months of December, January, and February. The third topic, announced February 6, will be debated at UIL District, Region, and State meets.

To obtain the topic on the release date, call the UIL office, check the Electric Pages, or watch for its publication in *The Leaguer*.





**MANY THANKS.** UIL Director Dr. Bailey Marshall presents Art Blair of Duncanville an Award of Merit on behalf of the National Federation of State High School Associations. The award was presented during the 1986 State Baseball Tournament. Blair, a former state meet umpire, has served as a baseball rules interpreter for the UIL, the Southwest Baseball Officials Association and the Southwest Conference.

Photo by JOHN LAYTON

## Rules violations threaten survival of program

The UIL has been and continues to be a collection of schools organized by the University of Texas at Austin. Bound by a common goal of education through a referendum process, the League depends extensively on a self-enforcement concept. Through the years many of the violations reported to the League have been reported by those who have discovered their own violations, realized they were wrong, and immediately turned themselves in to either the district executive committee or to the League office. The integrity of school administrators and coaches remains commendable. The structure of interscholastic competition could not long exist without this common effort to abide by both the spirit and intent of the rules. Even more importantly, schools have refrained from using a rule or shade of meaning of a rule to gain an advantage.

During the summer months, a new concern developed with regard to the regulations espoused by the winn and the enforcement of these regulations. Investigations uncovered some sinister problems. Coaches in more than one school were requiring their athletes to report on a daily basis at set times to complete a mandatory workout schedule. School equipment was being used. Coaches were present. Roll was taken. Most of the athletes were there.

Other investigations discovered coaches requiring players to play on summer teams in order to make the school team during the school year. In some cases, the school coach was actually coaching this "summer" team. Some recreation programs, supposedly open to all students and/or community were found to be actual football workout programs. Players came at precise times — often by position or squad organized through a captain — to go through drills and set workouts. A coach was present, often taking roll. So much for voluntary programs and staying in shape on your own!

Complaints by parents were many. "My child has to report five days a week for workouts. Therefore, it is impossible to take a family vacation if he wants to make the team."

"Are these required workouts legal?"

"Other schools are not doing this, why must my child spend all summer doing this?"



### Postscripts on athletics

Bill Farney

It has become obvious that the "intent" of postseason and summer workout regulations is being ignored in more than just a few cases. In fact, in some areas it has become a farce. Coaches are skirting rules because "everybody else" is. A popular notion is that you cannot win unless you take advantage of the rules or create a climate that coerces or forces students to workout all year long. More and more, athletes are forced to specialize, not because they want to but because they simply cannot make a team without the off-season training. Coaches are even telling students to make a choice: specialize or perish. Coaches get in a tug-of-war over outstanding athletes. Parents are listening to coaches extol the virtues of their child's chances for college scholarship and pro contract if that child "concentrates" on that sport. And this is occurring at the junior high level or early high school grades.

Where has the "voluntary" aspect of the League's programs gone? What happened to the ideal of developing a "well-rounded" individual through multiple participation? Has the population gone so soft that students must now be forced to train all year long? Is it not enough to let self-desire and pride in the individual be enough to separate those athletes who can from those who cannot? Is off-season so important that a student must now forego basketball in order to prepare for next football season? Must basketball players play all summer in organized competition in order to make the high school team in the school season?

While it is a violation to coerce a student, can a distinction be made between outright coercion and student choice?

Where do we go from here? Two choices. One, to let the procedure and climate continue. Two, to pull in the reins, enforce the rules as written and as intended, and provide students the opportunity to make choices of their own. The Legislative Council will consider the problems and possibilities on October 19 at the annual meeting. The decisions they make and the direction they take will determine whether our programs will remain truly educational or drift further into specialization, overt violations, and a break-neck race to establish programs and win without regard for the students we serve.

### 'I am among the best.'

In the midst of conflict and turmoil, when it seems that all the loose ends refuse to fall together and the hassles pile up on top of one another, we often forget why we're in education.

Dennis Miller, a Booker High School student, provides us a nice reminder.

#### With the Best

Here I stand on the floor of The University of Texas Stadium, looking up at a 45 degree angle and still seeing stands. With goose bumps all over my body, I see on the south end of the stadium the scoreboard reading 9.98 in the 100 meters, a new national record.

That was when I realized I was among the best in the state and the nation. As the announcer said, "All Class A shot putters may start your warmups," my thoughts changed. Am I one of the best or a fluke?

"Miller, Booker," the announcer called out. I stepped into the ring and made the throw — FOUL. Seven more throw. Then, "Miller, Booker."

The throw: "Mark, 51-2 3/4). I am among the best in the state.

Dennis Miller  
Booker High School  
May 15, 1986



# Are we running out of officials

By **DICK SCHINDLER**  
National Federation Staff

**“W**hat can we do to encourage young men and women to get into officiating?”...“Why aren’t more young people getting into sports officiating?”...“We have a real problem finding officials for our games.”

You and I have all heard these or similar comments and questions from time to time. Is there really a problem. If there is — why?

I have no doubt a problem exists in many parts of the country. I am convinced, however, that the problem has been, and is caused, primarily by the very people who are most directly involved with the sports. The involved people are the officials, the officials associations, and the coaches. My impression of what happens all too often is this:

In many cases, beginning officials are given little encouragement by veteran officials and consequently have their backs to the wall before they even start. Those in charge of assigning games want to insure full schedules for themselves and their veteran counterparts. Experienced officials will even work junior high games if they happen to have an “open date”. The new officials need help, encouragement, training and acceptance within the local organizations. It seems the supply of officials is generally just at - or slightly below - what is required in a given area. When a real shortage occurs, miraculously, new officials are quickly found. An abundance of officials obviously means fewer games for all - or none at all for those who are just beginning.

Nothing discourages a beginner more than paying the registration fee, buying the uniform and equipment, attending the required meetings, studying the rules and related materials, but not being assigned to even one lower-level game the entire season. The young official soon learns who determines game assignments and the “politics” of the procedures. It is not difficult to see why the high level of dropouts occur during the first year or two. Granted, some luckily find out that officiating is not for them - but many more give it up because they have been given no logical reason to continue.

I know there are local associations that do an outstanding job of recruiting and training young officials. In these organ-

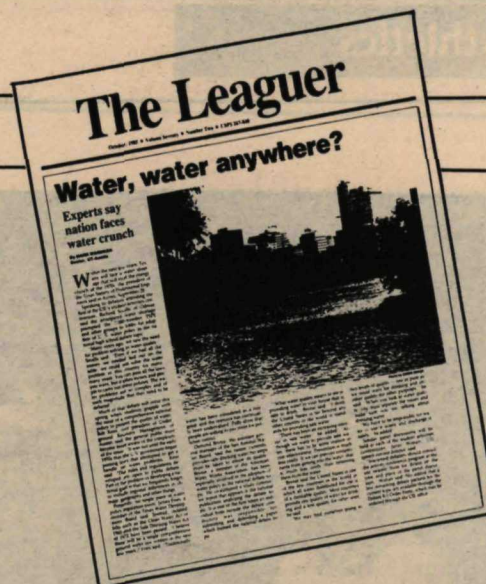
izations, the young official is welcomed and becomes a vital part of the group. Where ample experience opportunities are provided and constructive criticism is given, the young officials grow quickly. A good training program allows the organizations to evaluate the progress of the beginner, while encouraging him or her to continually strive to improve. The system also provides for elimination of those who do not possess the potential to become an adequate official in a particular sport.

An organization that has sound philosophy, a spirit of cooperation, and a record of outstanding performance, actually becomes a necessary, vital part of the athletic program in a given area. Good officiating is a plus for the entire athletic program and helps insure that the participants will have a positive experience through athletics.

The other group of individuals who can, and often do, restrict the supply of new officials, are the coaches. The attitude of coaches can be either a plus or minus for the beginning official. Frankly, some potential officials never start because in their personal observations they have witnessed too many unsportsmanlike confrontations between coaches and officials. In some cases, the verbal abuse of coaches, media attention and crowd involvement can be blamed for discouraging many young people from ever getting involved in officiating.

Lower-level competition is where the young athletes learn the game. But even at this level, the coaches want only the best or at least they don’t want “beginning” officials. The learning process for officials has to start somewhere. Where will it be if not at this level of competition? Ironically, even at this level, the necessity of winning limits the opportunity for young officials to gain experience by working these games. The encouragement and help of coaches can raise the confidence level of the young official immeasurably. A few negative experiences can drive a young official completely out of officiating.

Naturally, even when good programs of recruiting and training, etc., are operating, the young official is not automatically going to become a good official. There are a few shortcuts and the road can be rough. The young person must be willing to make the sacrifice of time, effort and education that is necessary. When all parts of the system are working together cooperatively, an adequate supply of new officials is almost assured.



## Distribute Leaguers fairly

Not for coaches only.

That should be stamped on every copy of *The Leaguer*. Unfortunately, UIL contest directors consistently hear complaints that “I never receive *The Leaguer*. It always ends up in the fieldhouse.”

The UIL mails to every member high school 16 copies of *The Leaguer*. One copy is mailed directly to the superintendent. Then, bundles of 15 are mailed to each independent school district address. These 15 copies should be distributed (one each) to the principal, librarian, football coach, boys’ basketball coach, girls’ basketball coach, volleyball coach, baseball coach, boys’ track and field coach and girls’ track and field coach.

Also to the student newspaper adviser, yearbook adviser, one-act play contest director, band director, choir director and UIL literary coordinator.

“Each *Leaguer* contains information that is vital to specific contest areas,” Dr. Bailey Marshall, UIL director, said. “Virtually every article deals specifically with a contest area. It is absolutely essential that the publication be channeled to its proper source.”

“We also urge coaches and contest sponsors to share copies of *The Leaguer* with other teachers,” he added.

Additional copies of the newspaper are available by subscription for \$3 per year. Order forms have been mailed to principals.

# Like skills, sportsmanship must be taught

**Editor’s Note:** The following article originally appeared in *Physical Education Newsletter*.

**I**n most school districts, physical educators, athletic educators, and school administrators concentrate on teaching positive values and sportsmanship in a variety of ways. They discuss sportsmanship in physical education classes and in school assemblies, beginning in the upper elementary grades and continuing on through high school.

In a discussion of sportsmanship, ideas that should be stressed include:

- Spectators, players, and coaches have an obligation to accept the officials’ decisions without crying, objecting, complaining, arguing or fighting.
- Visiting teams and fans are guests in the home team’s house.
- The most important objective of all games — class, intramural, and interscholastic — is to learn to play and root hard while being fair to opposing players and treating officials with dignity.

Since the class or intramural situation is meant to be a practical laboratory for life, teachers and coaches should not hesitate to stop action in class or intramural games to point out examples of good or bad sportsmanship. We’ve even seen instances where home coaches at high school basketball games have called time and lectured crowds for poor sportsmanship. Seeing is believing and boys and girls will learn more from one example than a dozen sermons.

One approach that has worked well in developing sportsman-

ship and overall conduct on the part of players, spectators, and coaches is to establish guidelines for each segment of the school population.

### • Guidelines For Players. Players should be taught to:

✓ Treat opponents the way they’d want to be treated. Home-team players, particularly, should adopt this philosophy. It’s tough enough to play away from home without being mistreated by opposing players and spectators.

✓ Shake hands with members of the opposing team before and after the game in full view of the crowd. Don’t go away mad. If you and a member of the opposing team have had a hard battle on the court or field, make a real effort to talk it out and leave as friends.

✓ Don’t argue with officials. You seldom, if ever, win. All you accomplish is to get yourself excited, cost your team a penalty or technical, incite the crowd, and generally create a negative attitude. Incidentally, players should be told that their performance suffers when they allow themselves to become emotionally upset over an official’s call.

### • Guidelines for Spectators. Educators should take the time to tell spectators that they should:

✓ Learn and observe the principles of sportsmanship.

✓ Censure fellow students whose behavior is unbecoming and obnoxious.

✓ Respect the decisions of the officials.

✓ Refrain from booing and fighting. Make it perfectly clear that the playing field belongs to the players and not to the fans once the game starts.

### • Guidelines for Coaches. On the field of play, coaches should:

✓ Set a good example for players and spectators to follow. This means that there should be no arguments in front of players and spectators, no gestures which indicate an official or opposing coach doesn’t know what he or she is talking about, no throwing a coat or hat down on the field in disgust.

✓ Teach sportsmanship and demand that their players be good sports. Coaches should have the courage to remove players from a game or the squad if they continuously demonstrate poor sportsmanship and poor conduct.

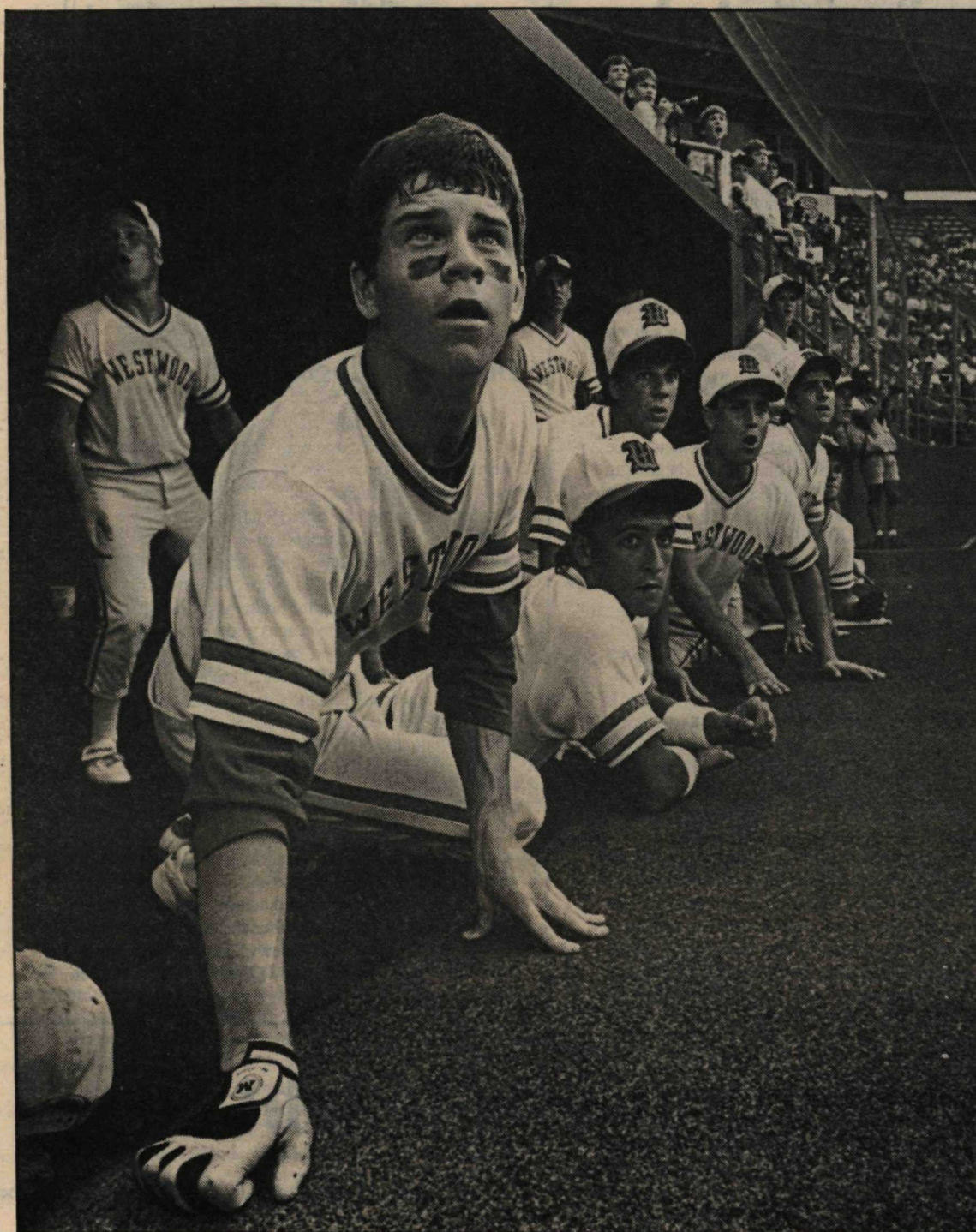
✓ Respect the judgment of officials. Shake hands with them before and after the game in full view of the crowd.

✓ Keep all disagreements with officials on a gentlemanly basis. This is best done in private, out of view of players and spectators.

✓ Do not criticize officials or opposing coaches publicly, particularly to reporters. This is bad policy. Too often, coaches vent their spleens over losses by blaming everyone but themselves and their teams. Such criticism may help sell newspapers but it is counterproductive in terms of positive values developed through sports.

When all is said and done, recognize that sportsmanship must be taught just as skills must be taught. The values of athletics come not merely from participation in sports and games. They come when the teacher-coach takes the time to teach the lessons of life through athletics.



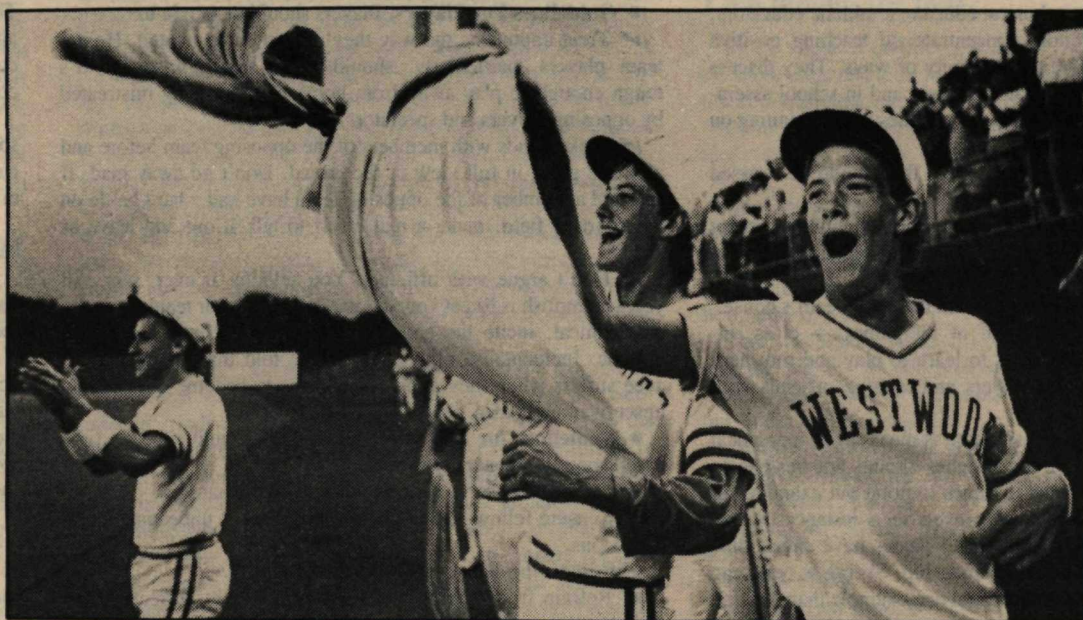
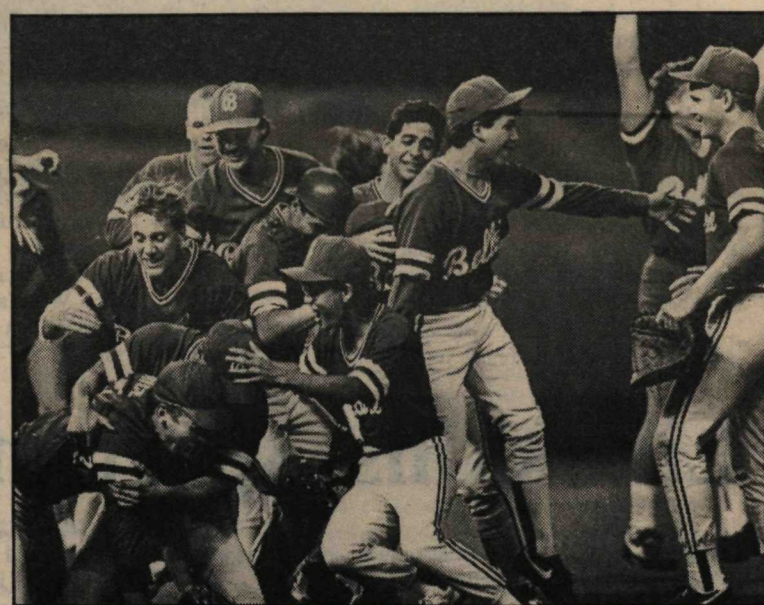


# going, Going GONE

**Almost.** A triple by Round Rock Westwood's Wade Inman bounced off the right field wall, bringing his teammates to their feet and leading the Warriors to a 2-0 win over Arlington in the Conference 5A state baseball tournament semifinals. In the finals, however, the Warriors fell to Houston Bellaire, 7-4.

In other semifinal action, (A) Colmesneil beat Gorman, 3-2 and Archer City beat Salado, 14-9; (2A) Prairiland beat Medina Valley, 8-6 and Brownfield beat Sealy, 7-6; (3A) Frankston beat Coppell, 6-5 and Riveria beat New Diana, 3-0; (4A) Mercedes beat Austin Westlake, 2-1 and Brenham beat Snyder, 10-0; (5A) Bellaire beat Victoria Stroman, 6-5.

In the finals, Colmesneil defeated Archer City, 11-1; Prairiland beat Brownfield, 7-4; Rivieria beat Frankston, 10-2; Brenham beat Mercedes, 6-1; and Bellaire beat Westwood, 7-4.





# Keeping up with rules changes

It is the year of few changes...but always it is expected of the athletic administrators and coaches to give consideration and study any changes in UIL programs. Please read carefully new National Federation and NCAA equipment changes in basketball, football, and track. For your benefit, we will provide an explanation of these 1986-87 changes:

## For all athletics

### Eligibility

- Foreign exchange students will be allowed to apply for exceptions to the residence rule through the UIL waiver process for eligibility in activities in which the student does not have extensive training or experience.

### Violations

- District executive committees will be permitted to have a range of penalties applicable to student representatives if a postseason organized basketball or summer league rule is violated.

- Pressuring teachers to modify grades for eligibility purposes and the modifying of grades by administrators for eligibility purposes will be violations of UIL rules and subject to the UIL penalty structure.

### Officials

- Schools will have new rules to discourage late scratching or indiscriminate scratching of officials. (see manuals)

### Videotaping

- New rules will help eliminate some of the problems associated with individuals wishing to videotape at UIL contests.

### Finances

- Financial agreements in various athletic plans have been revised and made consistent.

### Loss of School Time

- District and regional directors to schedule district and regional meets on nonschool time. All district and regional swimming meets shall be on nonschool time except in cases where facilities will not accommodate simultaneous diving and swimming competition. District and regional meets in track and field and cross country will be held on Friday and Saturday.

- UIL staff shall have more flexibility in formatting playoffs at the regional and state level.

- Staff of the UIL will be instructed to mandate dates and schedules of events for regional academic, track and field, basketball, and volleyball tournaments, with the provision that the staff may allow exceptions to the mandated schedules because of facility and/or personnel problems.

### New UIL Publication

- The UIL will publish a list of the previous year's winners of UIL state contests in a separate publication from the Constitution and Contest Rules.

### Olympic Team Sport Participation

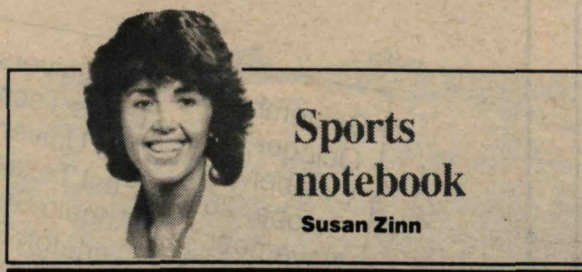
- Players will be allowed to participate in Olympic tryouts, practices and games conducted and financed by the nationally recognized governing body in that sport. Expenses may be defrayed by the nonprofit organization.

## Films of title games available from UT Library

Got a hankering to see that the 1953 Conference 2A state basketball championship game between Dumas and Bowie again? Or maybe its the 1956 Conference B girls' title game between North Hopkins and Collinsville that you've been longing to watch once more.

Either way, The University of Texas at Austin Film Library has a number of basketball, football and track championship games on film and will make them available to public schools at bargain prices.

Films rent for \$15 each plus \$1.50 per film for shipping. For full information, contact Jane Hazelton, UT Film Library, Drawer W, University Station, Austin, TX 78712-7448 (512/471-3572).



## Sports notebook

Susan Zinn

### Basketball

- The one league restriction has been lifted. Twenty games from June 1-July 31 are permitted.

- A quarter final game in Conference A has been added, and four teams will qualify to the regional tournament.

- The smaller basketball will be used for 7th and 8th grade girls teams beginning with the 1986-87 school year and for high school girls play beginning with the 1987-88 school year. (By mutual consent of the two schools playing a contest, the two schools may opt to use the smaller ball for nonvarsity high school play for 1986-87.)

- National Federation requires front and back surfaces must be padded to a minimum distance of 3/4" from bottom and be not less than 1" in thickness. (Note: Texas schools shall comply when backboards are replaced or it becomes economically feasible.)

### Football

- Beginning with preparations for the 1987 season, AAAAA football schools will be given the option of 21 days of spring football training or beginning fall football practice one week earlier. (Information will be sent relative to declaring choice.)

- If goal posts do not meet the height requirements of NCAA football rules, which will be effective in 1987, posts currently legal may be used.

- Live telecasts of Friday night football games will be prohibited if other schools are having Friday night football games in the telecast area.

### Soccer

- Soccer season is from January 5th through April 18th.

- Soccer participants will be permitted to take expense paid college recruiting visits before the season until November 1 as is now permitted in other activities.

### Swimming

- Swimming participants will be permitted to take expense paid college recruiting visits before the season until November 1 as is now permitted in other activities.

### Tennis/golf

- All participants must wear school approved attire.

### Track and field

- A front pad will be required according to National Federation rules in the pole vault for this track season that extends from the back edge of the stopboard to the front edge of the vaulting box.

## 2 new members elected to waiver review board

Superintendents from Frankston in Region III and Bishop in Region IV were recently elected to the waiver review board. Supt. Bill Alexander of Frankston will represent Conference 2A schools, with his term ending in 1989. Supt. Joe Moring of Bishop will represent 3A schools, with his term ending in 1990.

Other elected members of the board include Supt. Ben Grill of Benjamin ISD, Supt. Bob Caster of Fredericksburg ISD and Jerry Don George, principal in the Plainview ISD.

Appointed members of the board include Asst. Superintendent Charles Akins of Austin ISD, Barbara A. Herrington, curriculum director in the San Antonio Southwest ISD, Supt. Dan Bustamante of Eagle Pass ISD and Supt. Gene Best of Anahuac ISD, chairman.

# Crowd control policy needed

By WENDELL SADLER  
UIL Intern, Texas A&M

Game security, crowd management and game security are three concerns which have haunted even the most conscientious administration. Schools in some states have been forced to abandon night games while others in some states must seek a neutral site with little or no publicity surrounding the event to prevent added disturbances. Fortunately, this has not been a great problem for Texas. Still, each school should develop a master plan for management of crowds.

School district superintendents and/or their designates are responsible for enacting and enforcing crowd management policies for contests sponsored by their districts. Likewise, all phases of interscholastic competition should be under the careful supervision of the superintendent.

## Guidelines

- A crowd control policy should be endorsed by the school board.

- In all cases where students are competing against those of another school there should be an authorized faculty representative on the premises.

- A game manager (usually the athletic director or principal) shall be in charge of the various administrative duties and shall be on duty during the actual playing of the contest.

- The UIL member school superintendent is responsible for initiating appropriate disciplinary measures against those guilty of violations of the Athletic Code.

- It shall be the responsibility of the host administration to insure the safety of the meet officials.

## Duties of the athletic director

- Make contact well in advance with the visiting team concerning tickets, travel route, parking and seating.

- Limit attendance to a safe seating capacity. (Especially in basketball.)

- Provide for adequate law enforcement supervision before, during and after the game.

- Encourage members of the faculty to attend the games.

- A representative of the home school's administration should meet the visiting team upon their arrival.

- Keep the line of communications open with the other schools.

- Game announcers need to exhibit impartiality throughout the game.

- Insure safety of the game officials by escorting them to their dressing room and to their cars.

- Check with the visiting faculty representative before leaving.

- A principal, athletic director or appointed faculty representative should attend all out of town games.

## Duties of security officers

- Create a master plan for game security.

- Have the security officers arrive at least 30 minutes prior to opening the ticket gates.

- Report to the game manager (athletic director or principal) for instructions.

- Move around to different locations and vantage points for higher visibility.

- Be attentive, especially for potential trouble with the visiting school and around the team buses after the game.

- Disperse loitering crowds.

- Make frequent checks of the restrooms.

- Control situations such as fans being under the influence of alcohol, etc.

- Escort the game officials to their dressing room and to their cars.

- Move with the spectators to the exits at the game's end.

- Supervision should continue at least 30 minutes after the game.

- Make a final report to the game manager before leaving.



## Farm policy

Continued from page 10

targeted to family farmers, so that millionaires and non-farm investors don't rake off the money needed to keep the farm economy strong, decentralized, and competitive.

There you have it—the essence of farm policy debate boiled down to two paragraphs. Now I know that this year will produce a whole crop of squirrels—from space-based farm technology cases to lab-based genetic manipulation cases to who-knows-what-else. But my hunch is that all those cases will miss the main point in the policy debates and just drive off into irrelevant or esoteric nonsense. The main point is, of course, who controls farm production, farm prices, farm policy. Whether the genes of a plant can be manipulated to produce super-crops or whether a skybeam can enhance planting decisions or weather patterns or whatever is not going to solve the farm crisis. Indeed, I would submit that the crisis is here because of a deliberate attempt to shift the control of production, price, and marketing decisions more firmly into the hands of the oligopolists and technologists and away from farmers. Since the squirrel cases don't address that question, they would leave the main cause of the crisis firmly in place, while they skip lightly off the policy stage, solving side issues or imaginary issues and creating new problems for farmers.

IF I'M right—if the above five points are going to be the primary focus of the debates this year—then where do you go for the key information that will win the debates for your teams? The U.S. Department of Agriculture, of course, has a library full of statistical data, both current and historical. And USDA has many analytical works—though you should know that the slant on those works will vary depending on who the Secretary of Agriculture was when they were written. The Federal Reserve Banks, the Farm Credit System, and the Census Bureau also have useful data on the agricultural economy. Institutions that have been involved in recent farm policy debates include the Wharton School of Finance; the Congressional Budget Office; the Food and Agricultural Policy Research Institute at the Universities of Missouri and Iowa; the Center for Rural Affairs in Walthill, Nebraska; the Roosevelt Center for American Policy Studies; Rural America, in Washington, D.C.; the National Rural Center, in Washington, D.C.; the Congressional Office of Technology Assessment; the National Agricultural Forum; and the Texas Department of Agriculture.

I hope that this sampling of the debate menu whets your appetite for the coming year. The choice of a topic on agricultural policy couldn't have come at a more opportune time, when America is losing its historic family farm system and the issue of long-term agricultural policy is a very real one that affects millions on our farms, millions that work in agricultural-support industries, and all of us that eat three square meals a day. I'll be out there in the midst of these debates in Congress, in farmer meetings, in consumer meetings this year, and it couldn't please me more to know that many of you will also be in the midst of these debates in the nation's high schools.

## Debate format

Continued from page 7

With UIL cross-examination format there has also been a change in preparation time. In the past, each speaker had one (1) minute preparation time after the previous speaker set down. With cross-examination format, UIL has adopted a total of eight (8) minutes preparation time each debate team may use through the course of the debate. It should be noted that also with the cross-examination format, each debate team will have even more preparation time because of the cross-examination periods. For example, while 1AC is being questioned for three minutes by 2N, the 1N can be getting ready for his 1NC. While the 1NC is being questioned by the 1A, the 2AC can be getting ready for his 2AC, and so on. By making use of the cross-examination periods, a debate team can thus increase its over-all preparation time from eight minutes to fourteen minutes.

For those sponsors who are apprehensive or troubled by UIL's change in debate format to cross-examination — don't be! Several pamphlets and handbooks are available through UIL, and UIL will be addressing this change in debate format at its UIL Fall Conferences.

September 27 The University of Texas at Austin  
October 11 Texas Tech, Lubbock  
October 18 The University of Texas at El Paso  
October 25 East Texas State University, Commerce  
November 1 Angelo State University, San Angelo  
November 8 Tarleton State University, Stephenville  
November 15 Sam Houston State University, Huntsville  
November 22 Texas A&I University, Kingsville

## Conferences prep students for spring UIL

Don't wait until the last minute to start preparing for UIL spring meet contests. Attend one of the eight student activities conferences this fall. These seminars will orient students and advisers to the separate academic contests, provide tips on preparation, provide the all-important "how-to's" for each contest, and allow time for individual concerns and questions.

Sessions will be held at most sites in accounting, one-act play, speech and debate, journalism, calculator applications,

pilot literary criticism, number sense, ready writing, science, and spelling.

All conferences will run from 9 a.m. to noon, except for the Austin conference, which will provide an expanded program in one-act play, speech, debate and journalism. TEA has approved six hours of Advanced Training Credit for teachers who participate in the speech and one act play sessions at the Austin conference.

Admission is free. There is no pre-registration and no registration fees.

For more information, contact the UIL at 512/471-5883 or contact your principal.

## Lessons that transcend the game itself

An all-important message about the value of high school sports was, in someone's words, buried on page 17 in the Omaha World-Herald. State Champion Omaha Burke's boys' basketball coach, John Johnette, was talking.

"...We won't know if winning the state championship was a great experience until five, 10 or 15 years down the road," he said. "If you can't handle success in the proper way, it can destroy you...Reacting to what happens is the most important thing, whether you win two in a row or win the state championship. If winning the state championship goes to your head, then it is a bad experience."

Persons in the school business, especially coaching, can mull those thoughts. The truth is, we're not choosy about what page such comments appear in a major daily newspaper. We're just glad to see them in print.

The band is playing. The players are clutching gold medals. The fans are all over the court shouting about "No. 1". Someone wants to call off school and celebrate. The emotion leaves the impression that this is the ultimate. It's over. Job done. Mission accomplished.

But the lesson goes on. "For the time and effort you put in to coaching basketball," Coach Johnette continues, "the wins and losses aren't worth the effort unless the kids get something far greater out of it...It's not what happens to you (that's important), but it's how you react to what happens to you...We stress for them to compete as hard as they can and accept the consequences."

It's one man's opinion. But it cannot be an isolated example, not if school activities are to continue to provide students with a solid foundation for adult life.

This business of getting more out of high school athletics than wins or losses simply has to be widespread...across

Nebraska...across the Midlands...across the country.

If we're hiring coaches because they're qualified teachers and firing them because their teams don't win, then our priorities are being warped by outside pressures.

If we're skipping right over the principles of sportsmanship to stress the importance of winning, then we're not doing right by the students we represent.

If we want to argue about the bench decorum rule being prohibitive in getting our job done, that's okay as long as "getting the job done" includes more than standing up and shouting instructions during a basketball game. It seems somebody always stands up and challenges a call by an official while they're up to do some coaching. Even sitting and "riding" the referees seems to be off target in terms of what students are to be learning from an activity. To be truthful, while on this subject, it's hard to see where glaring intimidatingly at the referee fits into the scheme of school activities.

We can debate some of these points, such as bench decorum in basketball, order of events in track, non-school participation in most sports, travel to all corners of the continent for music groups, or no-pass no-play, as long as the reason for the debate doesn't omit the long range goal of school activities.

Our debates don't have to take place on any page of a newspaper. They should go on behind the scene—by telephone, face to face, via committees, through the legislative process, etc. The students need not know these discussions go on.

Meanwhile, we'll never let Coach Johnette's words out of our minds, that it's not as important whether the rules make it easier to win or lose but what lesson the participants are getting beyond the game itself.

Nebraska (NSAA) Bulletin—