

# The Leaguer

## Working Out the Camera Bugs

Once bulky, complex and costly, the videocamera today is light, small enough to fit into a purse or coat pocket, easy to operate and, best of all, relatively inexpensive. In many ways, the videocamera, especially the all-in-one minicam, has replaced the 35mm camera as the record-of-choice for enthusiastic parents and fans.

Unfortunately, its popularity extended to coaches and scouts from opposing teams as well, prompting the Legislative Council to adopt rules governing the use of such cameras at UIL sports events.

"This year, it is a violation to film or videotape a game in which your school or team is not competing," Bill Farney, athletic director, said. "And any filming must be approved by mutual consent of the competing schools."

The UIL rule—Section 1208 (j)—states, "Filming or taping a game or contest in which your team is not involved is permissible only by prior mutual consent of the two schools involved in the contest. A school does not have to obtain permission to film or tape a game in which it is competing. However, the film or videotape may not be utilized until after the contest has been completed."

"The intent of the rule is to control a situation that was on the verge of getting out of hand," Bailey Marshall, UIL director, said. "In the absence of a rule, the schools had no leverage in deciding who could and who could

**"The rule should not be interpreted to prohibit filming by parents and fans."**

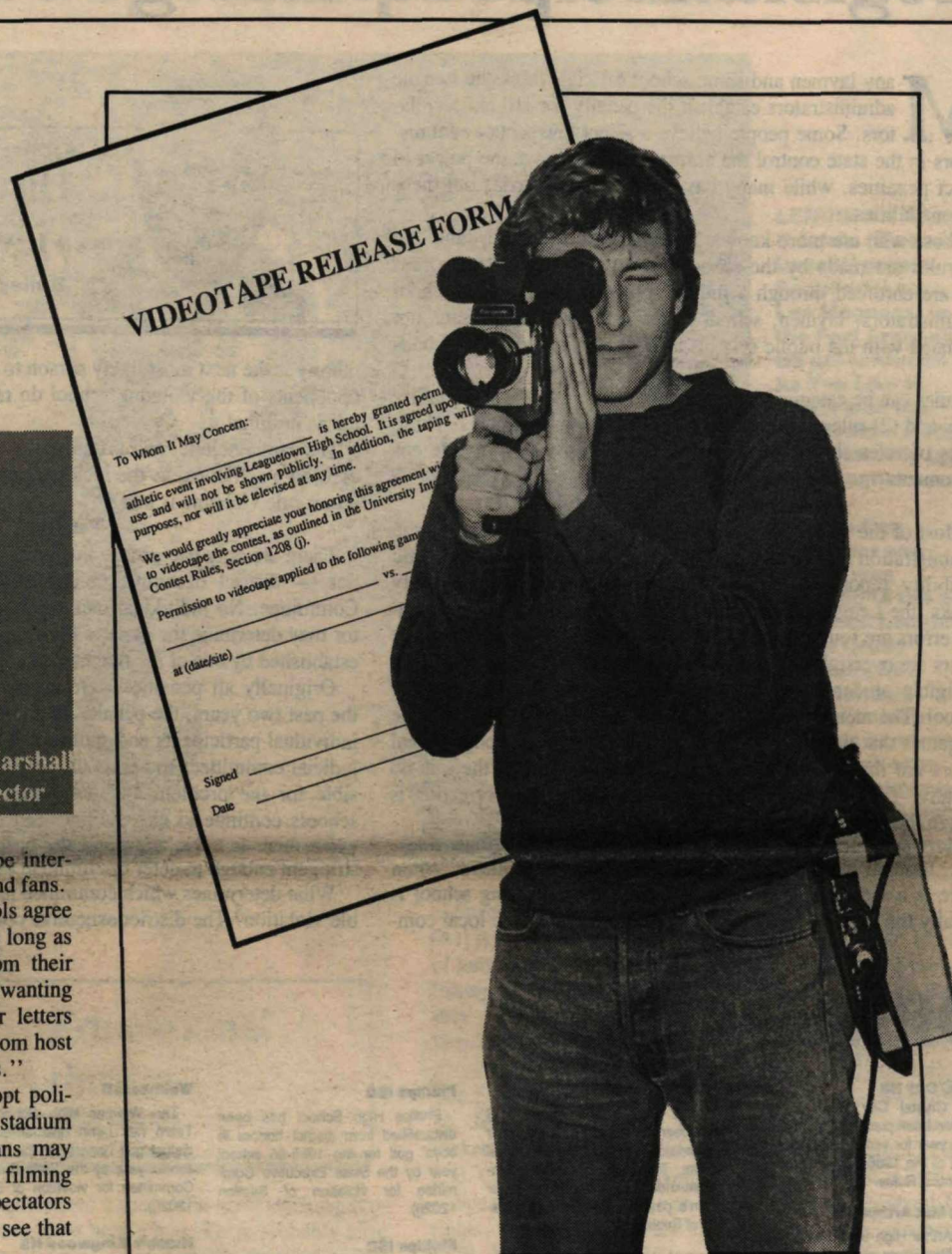
— Bailey Marshall  
UIL Director

not tape their games."

Marshall said the rule should not be interpreted to prohibit filming by parents and fans.

"What we recommend is that schools agree to admit anyone from either school so long as they have a letter of permission from their school principal," he said. "Parents wanting to film their children should ask for letters from their principal. Then, officials from host schools will usually honor those letters."

Marshall also urged schools to adopt policies regarding the location within the stadium or gymnasium where parents and fans may tape. "The Constitution states that filming must not obstruct the view of other spectators and it is the school's responsibility to see that this is done."



## Travis Co. courts to hear cases vs. League

Last spring, the Conference 4A baseball tournament was delayed for a week after district court judges in three cities handed down conflicting orders. It was not a coincidence that each order seemed to benefit the local high school team involved.

The previous year, the Conference 5A baseball playoffs were postponed for more than a week after judges again issued conflicting orders. Though the state tournament itself was played on schedule, schools were forced to abandon the traditional two-of-three format in favor of one-game series, played every three days through to the state tournament.

Over the past three years, the University Interscholastic League has experienced a growing tendency by parents, fans and other interested parties to plead before local judges for relief from district and state UIL committee decisions. The situation exploded, howev-

er, when schools affected by decisions of local judges in competing communities sought favorable rulings from their local judges. The result has been a proliferation of conflicting court mandates that have upset and threaten to wreck the established playoff structures.

This fall, two state legislators, Rep. Richard Smith and Sen. Kent Caperton, both of Bryan, introduced legislation that would require the venue for all suits brought against the UIL or involving its rules or regulations to be in Travis County. When the litigation involves a school district located within Travis County, it shall be heard by a visiting judge.

"The main benefit of House Bill 63 is that it will eliminate the conflicting court orders," Bailey Marshall, UIL director, said. "In the past two or three years, we have experienced a proliferation of lawsuits

which have resulted in judges issuing orders that force us to halt the playoffs until all legal matters are settled. Last spring, we had judges in Waco and Austin issuing opposite orders, and then another judge issued an order that conflicted with the Waco and Austin judges. It was a genuine mess."

Marshall said local judges will most appreciate the legislation.

"Although League rules have been upheld consistently by state appellate and federal district courts, we have rarely won in district courts," he said. "Frankly, we don't expect to win most of the district court decisions because the judge faces tremendous local pressure from the multitudes of constituents who are emotionally involved in the matter. We feel that judges placed in this position will agree with and appreciate the legislation."



# Legislative processes guarantee objectivity

Many laymen and some school officials think the League administrators establish the penalty for UIL rule violators. Some people believe a select few school administrators in the state control the enforcement and have the power to inflict penalties, while many have no idea who carries out these responsibilities.

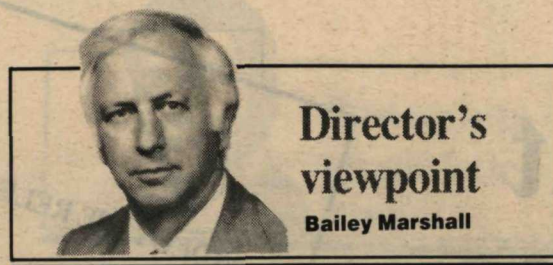
Those who are more knowledgeable know and understand that the rules are made by the schools through a democratic process and are enforced through a judicial process that includes school administrators, laymen, school board members and persons not affiliated with the public schools as members of the judicial bodies.

Rules can be categorized roughly into two groups: (1) eligibility rules and (2) rules and regulations under the various plans. These types of rules should be separated in any discussion of rule enforcement.

## Enforcement of Eligibility Rules

Most of the violations of eligibility rules are discovered by the administration and coaches of the member schools before athletic eligibility reports are sent in. Upon receipt of the eligibility blanks, the League office checks each blank for errors. Occasionally errors are found. Many of these errors are typographical while others are oversights. Those that are oversights, i.e., certifying an ineligible student, are called to the attention of the member school. The member school is required to forfeit any varsity game or games that the ineligible individual played in. If typographical errors are made and the student is, in fact, eligible, there is no penalty. The error is corrected and a notice of the correction is sent to the District Chairman and the League office.

Most school administrators see that the Athletic Plan rules, e.g., football plan, basketball plan, etc., are not violated. When there is a violation of one of these rules the offending school is usually the first to report it. Someone from within the local com-



## Director's viewpoint

Bailey Marshall

munity is the next most likely person to report a violation. Finally, opponents of the violating school do report offending teams, but this is minimal.

We can conclude, and proudly, that most local schools control their own activities, as the incidence of opposing teams having to report rule violators is low.

## Penalties

There are only two groups that have jurisdiction to assess penalties — district executive committees and the State Executive Committee. No individual member school or League administrator may determine the penalty for a violator. The penalty must be established by one of the two named committees.

Originally all penalties were assessed against the school. For the past two years, the penalty structure has included the schools, individual participants and sponsors. This change has allowed the judicial committees to assess the penalty to those who are responsible for the problem and not penalize the entire school. The schools continue to express the need for penalties to be applied when there is a violation and the need for these penalties to be stringent enough to deter or eliminate violations.

What determines which committee has jurisdiction over a possible violation? The district executive committees settle all disputes

that occur within districts. The violation may have occurred at a district game or a district member may have contested the actions of another district member.

A dispute or incident arising between schools in different districts comes under the jurisdiction of the State Executive Committee. Other cases that reach this committee are usually improper treatment of game officials or disputes involving teams in playoffs.

The district executive committees consist of superintendents or their designated representatives from each school within the district. Each school has one voting member, who must be on the administrative staff of the school. This committee's jurisdiction offers the member school "grass roots" control.

Members of the State Executive Committee are appointed by the President of The University of Texas at Austin. They are members of the staff at the University who serve as deans, professors of various departments and department heads, and current school board members or retired school administrators or board members. The State Executive Committee affords the University Interscholastic League with a group that can hear cases and render decisions objectively. They have few ties, if any, with the member schools, and consequently they experience little or no outside pressure.

After reviewing the plans from other states, it is not difficult to conclude that Texas has one of the best, if not the best organizations for controlling interschool competition. In many other states, the members of the judicial bodies are subject to pressure from related organizations and individual schools and communities within the organization. In Texas there is very little opportunity for the members of the judicial bodies to experience these pressures, especially the State Executive Committee members. This lack of outside influence and pressure allows for objective decisions to be made on all cases.

## Official notices

### Crystal City HS

The Crystal City High School Band has been placed on probation for one year for violation of Section 400 (h) of the 1986-87 Constitution and Contest Rules.

### 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).

### Fort Worth Paschal HS

Walter Dansby of Paschal HS (Fort Worth) has been assessed a public reprimand and probation in basketball through the 1986-87 school year for violation of Section 1206 (c) of the C&CR. The penalty was assessed by the State Executive Committee.

### Fort Worth Paschal HS

James Matthews of Paschal HS (Fort Worth) has been assessed a public reprimand and probation in football through the 1986-87 school year for violation of Section 1206 (c) of the C&CR. The penalty was assessed by the State Executive Committee.

### Blanco ISD

Blanco ISD was assessed a public reprimand and probation in football through the 1988-89 school year for violation of Section 1250 (d) (5) of the C&CR. The penalty was assessed by the State Executive Committee.

### 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).

### 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).

### Conroe ISD

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

### North Dallas HS

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

### Shorthand

Page 150, Section 1012: Shorthand. (p) REFERENCE MATERIALS. Standard dictionaries or word division manuals may be brought in to the contest room by the contestants. No shorthand dictionaries are permitted in the room.

### Highland Park HS (Dallas)

Dallas Highland Park High School has been disqualified for district honors in football for the 1986-87 school year for failure to honor football contracts according to Section 1208 (c) of the C&CR.

### 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(j).

### 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(j) 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.

### 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).

### Exchange Waivers

Students participating in programs approved by the Council on Standards for International Educational Travel (CSIET) are approved for a waiver of the parent residence rule. These programs include:

Academic Exchange Abroad, Academic Travel Abroad, Adventures in Real Communication, Alexander Muss High School in Israel, American Council for International Studies, American Heritage Association, American International Youth Student Exchange Program, Citizen Exchange Council, Iberoamerican Cultural Exchange Program, International Student Exchange, International Travel Study, Intropa International, USA, PEACE USA, Student Travel Schools, Up With People.

### 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.

## The Leaguer

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

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### 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)

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 violations of Section 1202(j) and 1260(i)(8) (practice at regional site).

### 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).

### 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)

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).

### 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 6-5A 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.



# Finding area sites offers special problems

**T**he one-act play contest has survived more than 10 years of double representation and area meets. The change made in 1975 has been commended in most quarters and has survived evaluations and cut-backs. Support for two plays advancing has come from strong individual opinion, the Texas Educational Theatre Association and the emphatic support of the secondary principal's association during UIL committee hearings. There is, however, a continuing problem. Area meet sites are becoming difficult to keep and impossible to locate. Is there a solution?

Theatre departments in higher education often cannot schedule required area dates. High schools willing to host seem to change districts or classifications every two years. Areas are as difficult to locate as regional sites, although not as complicated to administer. We have only 20 OAP regions, but there are 56 areas. The annual experience of finding enough area sites and contest managers in the appropriate geographical center and conference is an administrative nightmare. Is there another administrative method or organizational structure that would place area location in the hands of districts involved? Can districts or should districts arrange area sites and dates?

This office is still in the process of securing area sites for all conferences. April 4 is the target date for the March 30-April 4 area week. October 15 was the date for selecting the spring meet director general for each district. Is it possible to find OAP areas as spring meet districts are administratively organized? Is it possible for spring meet district administrators to communicate with each other to find and agree on OAP area sites? Would play directors be in a position to recommend area sites during district planning sessions? Who makes the final decision or who causes a decision to be made? You can tell that I have many questions and few answers. I would be interested in hearing from theatre directors and administrators on this subject. Is a bi-district or tri-district arrangement in OAP a reasonable choice?

**This brings me** to the logical question of planning meetings and spring meet organization. Regular readers of my instructional efforts will recognize this pitch. I haven't found any solutions to communication problems, but I refuse to quit harping on critical elements of OAP planning and organization. OAP planning meetings should be held in all districts. Who is supposed to do this? If all else fails, read the instructions!

This office urges the spring meet director general or organizing chairman to name the OAP planning meet host. This should be done early enough to allow the OAP directors to meet prior to the district executive committee spring meet planning. The OAP planning host is not necessarily the contest manager, but it is a good idea if the potential contest manager attends. The basic responsibility of the host is to arrange the OAP meeting and notify all schools. If the OAP planning host has not yet been named, directors should arrange the meeting ASAP.

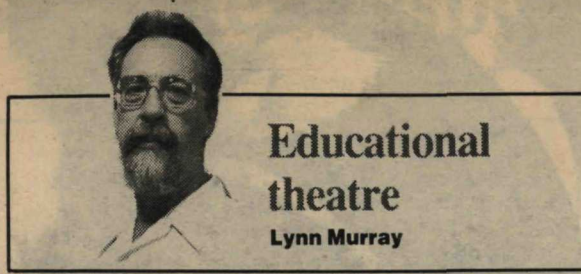
All OAP planning meeting recommendations should be sent to the spring meet district director general for executive committee approval. They are the final authority in the organization and administration of all spring meet districts. If they do not get recommendations from directors, they will plan without your recommendations. If you don't care about the date, time, site, judge, awards, financial support, publicity and contest manager, you will probably leave the planning to someone else. Directors not involved in planning are often the ones that make the most noise about how the contest is organized and operated. We are all equally responsible. Don't wait to get involved. Consult with your administration about the schedule and contact other directors to plan your district play contest.

**I continue to urge** the use of a single critic for OAP. The new list will not be published until November. You should refer to the November, 1985 list in *The Leaguer*. If you can't find a judge, let me know. I will be happy to help you find a competent critic. A critic must be used to fulfill the educational potential of OAP. Without the critic's evaluation, one great educational benefit of OAP is lost. I do realize that some directors don't trust each other and feel that a critic might give one school a potential advantage.

You might look carefully at a panel ballot. Three judges do not provide an objective vote. If you do not believe in the extension teaching that can be provided by a single critic in OAP, you're probably involved in the wrong program. The one-act play contest is a highly subjective experience that a panel of 50 wouldn't



**LENDING A HAND.** Orlando (Richard Leucht) greets Rosalind (Laura Lee Magness) in the Port Aransas HS presentation of *As You Like It*, which won the Conference A state championship last May. Magness was named Outstanding Performer and Leucht was selected to the all-star cast. Looking on are Grady Hickman, Dirk Helferich and Corey Keniston, who was honorable mention all-star cast. The play was directed by Karen McIntire.



solve. Have you ever experienced a successful team teaching situation? Yes, I am sure there have been a few. There probably have been a few places that directors were actually satisfied with a panel decision.

While you're planning to plan, you should also be involved in the process of selecting your contest play. By starting the reading process now, you won't experience the Christmas panic. You should already have some idea of the number and type students available. Since the focus of last month was much the same thing, I will spare you the repetition, but I do urge you not to procrastinate too long. The deadline of February 23 is almost too late to start. Make sure you have selected an eligible play. In order to make sure, the *Handbook for One-Act Play*, 10th Edition is essential. It will now cost you \$4. "Indecision is slow poison. It is the father of worry and the mother of unhappiness." I don't know who said that, but it is appropriate. Remember, the reading fee for plays that require approval is \$10 and the deadline is February 2. A set request for a special approval play submitted at the same time does not require any additional fee. All other requests for additions to the basic set will require the \$10 and the deadline is February 14. I know, I've said that several times.

**I'm sure some** director will want to submit scenes from *Greater Tuna* for special approval. Don't try this year. The amateur rights have been withdrawn by Samuel French. There is another professional tour and Texas is in a restricted territory. I have already talked to the president, chief editor and professional leasing agent at French. I also visited with Joe Sears. You can't get permission for any productions anywhere under any circumstances. Do not plan to produce *Greater Tuna* for any purpose. You cannot obtain permission. You might also delete *Blithe Spirit*, unless you have already received permission for production. Amateur rights have been withdrawn.

Special approval from the State Office [Section 1033 (c) (1) (A)] is no longer required for these plays. Add to the approved list of long plays: *Charlotte's Web*, Joseph Robinette, Dramatic Publishing Company; *Heaven Can Wait*, Harry Segall, Dramatists Play Service; and *Cheaper by the Dozen*, Christopher Sergel, Dramatic Publishing Company. Add to the approved list of short plays: *The Code Breaker*, Pauline C. Conley, Anchorage Press; *The Emperor's Nightingale*, Dan Tothoroh, Samuel French; *Limbo*, Jerome McDonough, I. E. Clark; *Comedy of Errors*, Cecil Pickett, I. E. Clark; *A Midsummer Night's Dream*, Cecil Pickett, I. E. Clark; and *Twelfth Night*, Cecil Pickett, I. E. Clark.

Speaking of legal things and those things covered by copyrights, you should be very careful about using your camera and VCR. You cannot legally tape or film for any reason plays that are protected by copyright. The Department of Drama at UT-Austin attempted to obtain publisher permission to tape thesis performances for grading purposes the week following production. I investigated the possibility of (remote) taping state meet shows to be used at Student Activities Conferences and for teaching. The answer was no! Do you imagine that you have been in violation of copyright law each time you taped your UIL show? I'm sure you have erased those illegal tapes by now. No, you cannot tape during a UIL play contest performance, even if the audience is unaware of the process.

**Have you signed** your Professional Acknowledgement Form as the OAP director for this year? This form may be found in all athletic handbooks and in the UIL *Coordinator's Handbook* for academic contests. If you don't know what I'm talking about, go ask your principal or superintendent. Chapter 1, Subchapter E, Section 21 (g) requires the completion of this form for each UIL sponsor annually.

Take your *Handbook for One-Act Play*, 10th Edition to your principal's office and make necessary 1986-87 corrections using the current *Constitution and Contest Rules*. You will not be mailed an addendum this year. You must correct 23-1-1 to read Section 1033 and make subdivision adjustments. Most corrections involve changing lower case to upper case and making minor internal corrections. There are minor changes in the qualifications for critic judges and in the panel judging portion of the rule. Public school administrators and trained theatre teachers not involved in the one-act play contest are now eligible to attend critic judging workshops and be added to the certified list. There are no other rule or policy changes.





# State Marching Band Contest

## Judges selected for Nov. 10 event

By **RICHARD FLOYD**  
Music Activities Director

The 1986 University Interscholastic League State Marching Band Contest will take place in Austin on Monday, November 10. Approximately seventy high school bands from virtually every corner of the state will be present for the competition. This event will be the culmination of the UIL marching contest season. Prior to the state contest over eight hundred bands and seventy-five thousand student musicians will have participated in marching and competition at the district and region level.

In 1985 some twenty thousand spectators were present for the State Marching Band Contest finals and a one hour television special was produced featuring the many events and contestants. Income after expenses from all sources was rebated back to the participating schools and, as a result, over \$48,000 was distributed to the competing organizations to help defray expenses. The 1985 contest demonstrated a significant increase in participation under the new District/Region/State format.

Judges for the 1986 State Marching Band Contest will be:

- Art Bartner — University of Southern California and producer of the 1984 Olympic Band
- Robert Buckner — Nationally known marching band clinician and show designer
- Russ Coleman — Central Missouri State University
- James Copenhaver — University of South Carolina
- Ben Gollehon — Goose Creek Independent School District, Baytown
- David Gregory — Clayton County School System, Jonesboro, Georgia
- Michael Haithcock — Baylor University
- Jo Ann Hood — Overton High School, Nashville, Tennessee
- Eldon Janzen — University of Arkansas
- Pete Kunkel — Panola Junior College, Carthage
- Robert Mays — University of Houston
- Tony Peluso — Director of Disneyland Music Festival Programs, Anaheim, California
- James Swearingen — Grove City High School, Grove City, Ohio
- Scott Taylor — Richardson High School
- Bill Woods — Merkel High School

This combination of in-state, out-of-state, high school and university judges should provide a desirable balance of commentary and adjudication. Many of these judges were selected on the basis of recommendations submitted by the 1985 participants.



Some modifications will be introduced at the region and state contest as a result of recommendations formulated by the Marching Band Contest Study Committee. These changes will include:

- The use of a new comment sheet that requires each judge to address all facets of marching band performance and to assign a numerical score to each band's performance. (This scoring system will not be used at the district contest.)
- Prior to the region contest all judges and the directors of bands certified to advance to region will be provided with a sample comment sheet and a copy of the judge's instructions as developed by the Marching Band Contest Study Committee.
- A specified scoring system will be used to designate those groups certified to progress from region to state and from preliminaries to finals at state. This step is being taken to standardize the selection process used at each contest throughout the state.
- Taped comments will be used at all events above the district level.
- All bands will receive an official score and no ratings will be given.
- Only the names of those schools selected to advance to state



will be announced at the conclusion of the region contest.

An extensive survey was distributed following last year's state contest and steps are being taken to implement suggested refinements and recommendations that were a result of this study. Every effort is being made at the state level to assure an efficiently organized, educationally rewarding and musically worthwhile event for all contestants and spectators.





**PRACTICE MAKES . . . perfect, if the contest is administered with integrity. The long range success of the music program is totally dependent upon quality judges. Here, McCallum HS (Austin) choral director Morris Stevens rehearses a group prior to a fall contest.**

Photo by JOHN MOORE

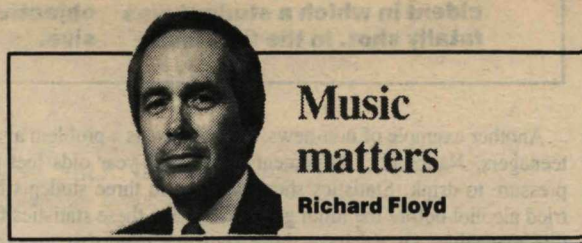
## Judging contests carries responsibilities

During the annual summer meeting of the Music District Executive Secretaries, one of the many agenda items focused on the importance of the role of the adjudicator at UIL music contests. During discussion of this topic, various concerns were expressed about certain facets of each judge's obligation and commitment to the music event where he or she has been contracted to serve as an official. While evidence of these concerns is not widespread, it certainly is in order to address the responsibilities that a music educator must assume when a judging assignment is accepted.

The timeliness of this topic is further enhanced by the fact that, as we begin this new school year, many members of our profession have received that coveted "first time" invitation to serve as an adjudicator. Such an invitation is a special kind of validation of the respect one's peers hold for the work of an individual and clearly suggests that the person being asked to judge has demonstrated a certain level of musical and educational achievement. Regardless of whether the invitation is a first or one of many we would all agree that the acceptance of the invitation does carry certain responsibilities and obligations.

Yet, it would appear that some members of our profession who accept the honor and responsibility of serving as an adjudicator do not carefully reflect upon the commitment that accompanies such an invitation. Thus, before the contest season begins it might be well to discuss the obligations that are part and parcel of such an invitation. These concerns are clearly addressed by the Texas Music Adjudicators Association in its Policy and Ethics Code. The six points of this code and appropriate discussion follows:

*Adjudicators shall know and uphold all rules for Music Competition as stated in the current issue of the Constitution and Contest Rules published by the University Interscholastic League.* The important word here is "current issue." Certain rules do change from year to year and these changes must be noted. It is also important that each judge be familiar with the performance requirements as listed in the Prescribed Music List. Many protests, misunderstandings, and inaccurate judgments result from the fact that an adjudicator has used an obsolete Constitution and Contest Rules or Prescribed Music List as a source of reference. The all too familiar "it used to be



### Music matters

Richard Floyd

in the book" will not be an acceptable explanation when a question arises concerning an obsolete rule. It is essential that everyone involved in educational competition be familiar with the current contest rules as determined by the Legislative Council and the majority vote approval of the member schools.

*Adjudicators shall be physically, emotionally and mentally fit to discharge their duties at music contest.* This particular point obviously needs little discussion since its importance would be universally accepted by officials for virtually every event that requires adjudication. Yet, we all know circumstances where an individual has had an evening performance and then driven most of the night in order to be present to serve as an adjudicator for a competitive event the following day or attempted to squeeze one more judging assignment into an already rigorous and demanding spring schedule.

*Adjudicators will honor all contracts, assignments, and duties as prescribed by the contest chairman. Prompt notification of the contest chairman regarding emergency situations is required.* This particular point was a major issue with many Executive Secretaries. Securing competent judges on a given weekend can be an awesome task requiring much correspondence and numerous long distance phone calls. Consequently a commitment to judge should be equally binding whether the contact is by letter or phone. These circumstances can be very frustrating when the judge accepts a verbal invitation and then rejects a written contract sent by mail. The Executive Secretary's or Contest Chairman's task is further complicated when last minute cancellations occur that are simply the result of poor planning on the part of the adjudicator. Emergencies will always exist but many conflicts and

last minute cancellations could be eliminated through thoughtful, careful and responsible planning on the part of the prospective judge.

*Adjudicators shall avoid fraternizing with competing directors, administrators, or school officials prior to or during the contest.* This important admonishment can be difficult to observe in a profession where so many colleagues routinely change roles between contest participant, host or adjudicator. Yet even casual fraternizing during a contest can be easily misinterpreted by other directors, students, administrators, parents or spectators. The end result can be a public reaction that challenges the validity of the contest and its outcome especially when the event involves close or controversial decisions.

*Adjudicators shall not discuss other adjudicators with directors or school officials. Criticism of other adjudicators will be made in writing to the Director of Music Activities, University Interscholastic League.* Great strides have been made in this area. The Texas Music Adjudicators Association has established a committee that reviews all such complaints for TMAA members and similar criteria is applied by the UIL in any situation that involves a non-TMAA judge. Discussion or action that follows any but these two channels will likely cast doubt on the contest program and the integrity of the adjudication process.

A contest is no more valid or worthwhile than the quality and integrity of the adjudicators for that particular event; therefore, the long range success of our contest program is totally dependent upon quality judging. Many members of our profession possess the necessary expertise required to render a valid rating and contest evaluation. The important issue then becomes a matter of maintaining conduct and awareness that gives these activities credibility and educational worth in the minds of all participants, directors, administrators and spectators. Anyone who has accepted an invitation to serve as an adjudicator during the coming year should be challenged to review the importance of these obligations and make a commitment to meet the responsibilities of being a worthy adjudicator from the initial contact by the District Executive Secretary or his designate until such time as the judging assignment is fulfilled.



# Where we are. Where we've been. Where we're going.

The following article is based on a speech, presented to the general assembly at the spring convention of the Oklahoma Inter-scholastic Press Association at The University of Oklahoma in Norman, OK, April 21.

I had originally planned to discuss the future. When people come to a convention, that's what they want to hear about. Trends. Innovations. Space-age gadgetry. Stuff like that.

They want to know, "Where do we go from here?" Frankly, I'm the worst person in the world to ask. I'm usually amazed when a publication takes off on a new twist in either coverage or design.

So, where are we going? I haven't a clue. Fortunately, I don't think that's a very important question anyway. The really important questions are "Where are we today, here and now?" and "How did we get here from there?"

Based on my experience as a newspaper judge for six or seven states, including my home state, Texas, it is obvious, to me anyway, that most of our problems stem not from some failure to determine where we're going but from a lack of understanding where we are and how we got here.

Let's start at the beginning. Where is here?

This past spring, I surveyed Texas newspaper advisers on their philosophies of student publications. What are you trying to achieve with your publication? This, I figured, would give me a pretty good idea where "here" is.

Overwhelmingly, they responded with "to inform and to entertain."

Who is your primary readership?

Not surprisingly, the answer was "the students." But they were quick to add that the community and the faculty/administration/staff were part of the general audience as well. Adults were treated not only as regulators but as consumers too.

We asked advisers to list "special circumstances" they thought the judge should know in order to rate the publication fairly. Of course, they all listed the various printer's errors. And, Lord knows, printers must be the dumbest people in the world. They were blamed for everything from style and spelling errors ("They never set our corrections!") to crooked headlines ("Their wax isn't strong enough.")

Other excuses:

- Insufficient funds.
- Lack of transportation (Kids aren't old enough to drive.).
- Outdated equipment.
- Blood from turnips. (I can't get these kids to work. They just don't seem to care. I have two good students, but they're already stretched too thin.)
- Censorship, either subtle or blatant.

There were other excuses, but these were the most often mentioned. Now, given this general environment, let's return to the original statement of purpose: to inform and to entertain. That's where we are. That's what we're trying to do.

Are we?

I'm afraid not. Newspapers are plagued by old news and non-news. One adviser wrote, "But our publication schedule (once a month) won't permit us to print real news. It's always old by the time it comes out."

**This is no excuse.** The real problem here has nothing whatsoever to do with the publication schedule. The story is old by the time it goes from head to hand to paper. News, in the high school situation, is a matter of angle or approach. If the event is covered from a unique angle, then it will remain newsworthy.

What exactly do we mean by "to inform?"

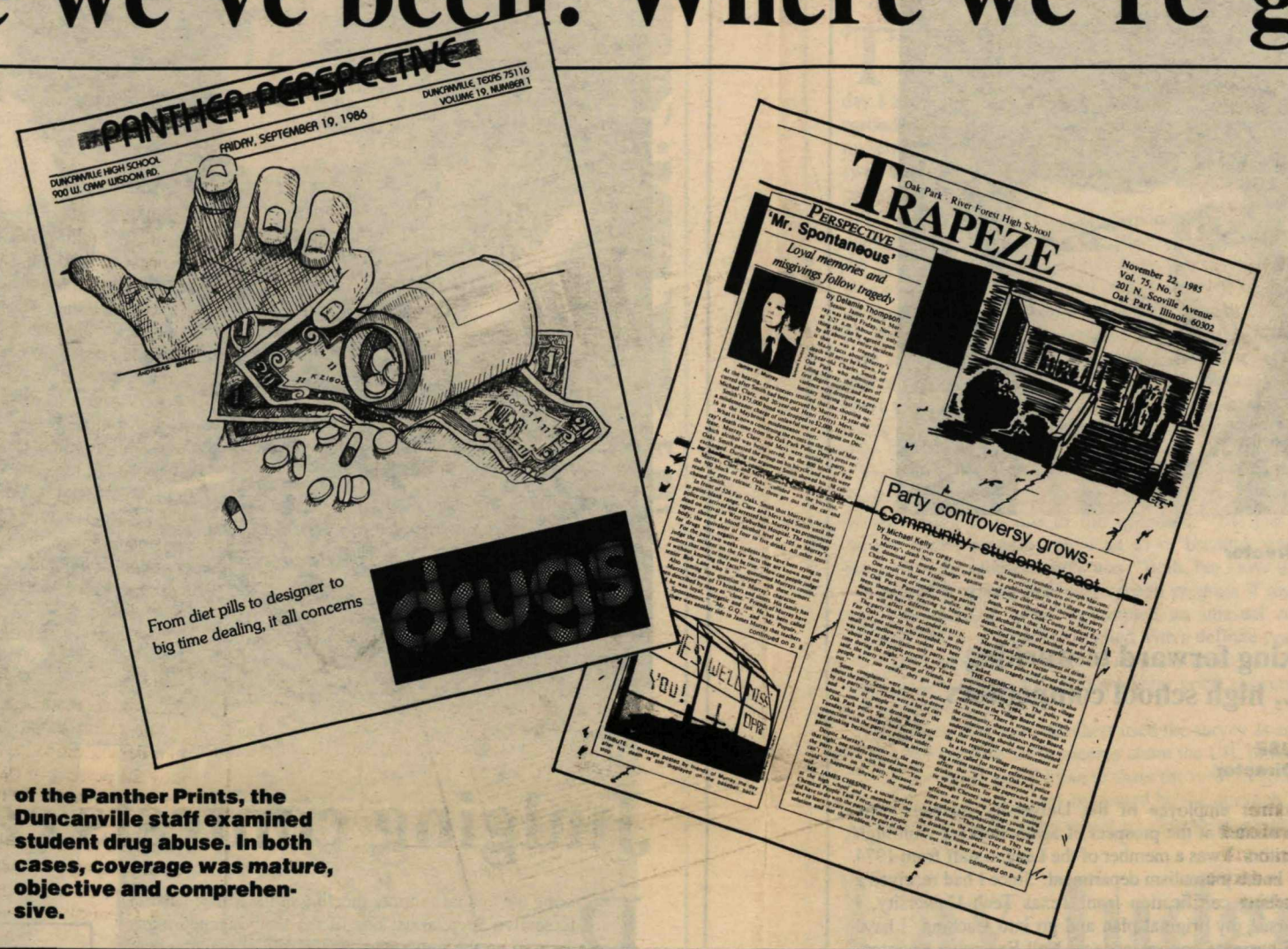
One adviser wrote, "To cover every day events. To explain these events. To analyze the consequences of these events." That's about right. We have an obligation to cover club and class activities but only if these groups are involved in newsworthy activities. The mere organization of a group does not necessarily warrant coverage. The fact that the Spanish Club met at Chi-Chi's for lunch, or that the Drama Club met, nodded, blinked and went home does not justify a news brief.

Informing means giving people new information or a twist on the old information. Earlier, I mentioned "non-news." A story on the history of Valentine's Day or Halloween is non-news.

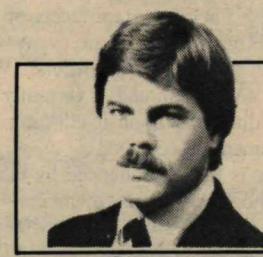
**"Writing is an essential means of learning, and the best reason for writing in school is to learn. But unless the schools recognize and exploit the relationship between writing and learning, literacy in our society will not rise much above the functional level and learning in school will continue to amount to nothing more than tentative storage of data, most of it unrelated and much of it trivial."**

— James Howard

**DIRTY LAUNDRY? The student newspaper should not consist on nothing more than 'happy talk.' Life isn't all peace and love. The Trapeze of Oak Park-River Forest HS (Oak Park, IL) covered an incident in which a student was fatally shot. In the first issue**



**of the Panther Prints, the Duncanville staff examined student drug abuse. In both cases, coverage was mature, objective and comprehensive.**



**Scholastic journalism**  
Bobby Hawthorne

Another example of non-news: Alcohol use is a problem among teenagers. Nationally, 30 percent of the nine-year olds feel peer pressure to drink. Statistics show that one in three students have tried alcohol before the ninth grade. We have these statistics from this magazine. Or we have those statistics from that magazine. We have a quote from some bureaucrat in Washington DC.

But does an alcohol problem exist here? "Well, we don't know. We didn't bother to find out."

Are we informing anyone when we tell them that alcohol exists and some teenagers may be drinking it? We're not. We're skimming the surface of the news, reporting the bits and pieces of data that have little or nothing to do with the news. Here are three examples of the kind of coverage I found:

**Runaways** — Here's what I found: "Nationally, one in 'x' number of students leave home for reasons unknown. They are runaways. They live in the streets. They turn to prostitution and drugs. They are a smelly lot. If you are thinking about running away from home, think again."

**Mock Weddings** — The purpose of these ceremonies is to teach students that marriage is more complicated than saying, "I do." By going through the planning stages, students are expected to appreciate the magnitude of the event. But how were these activities covered?

"The wedding married was so much fun. It was so exciting. It was really neat to see my best friend get married," Missy said.

**Seniors Citizens Home** — Adjacent to the high school campus, this story could have been a fascinating human interest story. But what information did it provide? "The home has 79 rooms, 4900 square feet, shag carpet and a television and toilet in every room."

**While students showed** little hesitation to write about the PRMC and its goal of saving civilization from rock and roll, or about the use of tobacco, pep pills or drugs, about shoplifting, suicide, fake IDs, or teen marriages, they rarely traveled below

the surface of the news. I have been told by an administrator that he would not talk about a controversial topic because it was in the past and he only looked toward the future."

Another adviser wrote, "Simply put, we have a principal who will not allow any editorial to be written on a topic pertaining to the school. We've presented editorials on the dress code, the discipline center and other school policies. Each time, I've been told that 1. the editorials are not objective (read: conform to the administration's point of view), 2. the school environment is not the proper place for criticism, 3. the school administration doesn't have to fund the paper, and 4. I don't have to be the sponsor if I can't control the kids."

"Control" is the key word. Given this state of intimidation, it is not surprising that many staffs stifle themselves. "In a small school, we can't afford to hurt anyone's feelings," one adviser wrote. "We try to please our principal," said another. "We try to be our school's best cheerleader," another added.

Some advisers believe it is the right — even the duty — of the principal to censor, despite judicial rulings to the contrary. "The principal practices his right to prior review," an adviser wrote.

Said another, "The principal reads all materials before publication. If he finds any objectionable material, he reserves the right to prevent publication."

She did not define objectionable. What do I discern from all this?

- Poor writing and insipid coverage are not objectionable.
- Editorials or news stories concerning legitimate problems are.

**Before moving on,** we must look at the other stated purpose of student publications — to entertain. In years past, this meant writing interesting and entertaining features or columns. Today, it means pile upon pile of record, movie and concert reviews, few of which are informing or entertaining.

The other purposes given for student newspapers included:

- To serve as leader via the editorial page.
- To teach basic knowledge of the print media.
- To teach business and production methods.
- To serve as a public relations instrument for the school and community.

Oddly enough, I found few references to teaching writing and/or critical thinking skills. Consequently, few publications exhibit a process of working through material and coming to new knowledge. As I said before, far too many of our publications skim the surfaces of issues, shoveling out old news, non-news and statements of the obvious.

Journalism should be an exercise in critical thinking. In the much-acclaimed book, *High School*, Ernest L. Boyer wrote, "Clear writing leads to clear thinking; clear thinking is the basis of clear writing."

Education author James Howard stated, "Writing is an essential means of learning, and the best reason for writing in school is to learn. But unless the schools recognize and exploit the relationship between writing and learning, literacy in our society will not rise much above the functional level and learning in school will continue to amount to nothing more than the tentative storage of data, most of it unrelated, and much of it trivial."

Recently, the National Assessment of Educational Progress (NAEP) reported that a majority of American students cannot write prose that successfully informs, persuades or entertains (Isn't that a consequence!), and are writing no better than their peers did a decade ago.

The report stated that 62 to 80 percent of American 17-year-olds demonstrated unsatisfactory overall writing skills. In addition only 20 percent of the 17-year-olds were able to do an adequate job of persuasive writing and 38 percent produced a detailed and well-organized informative description. Only 24 percent clearly described an imaginative situation.

**In judging newspapers,** here's what I found:

- Poor basic sentence structure.
- Grammatical, spelling and stylebook errors.
- General absence of fine editing and proofing.
- Little evidence of rewriting.
- Meaningless quotes.

Examples of meaningless quotes: "It is a great honor to be nominated Mr. FBLA. If selected, I will work to the best of my ability to uphold the honor of the office."

Another: "We're an experienced team because so many of our players didn't play last year."

As much as I'd like to think that these two quotes were printer's errors, I truly doubt that they were. Keep in mind the "special circumstances" advisers listed: insufficient funds, lack of transportation, outdated equipment, censorship. How do you attribute stylebook errors, poor grammar, misspelled words and dumb quotes to insufficient funds? Good writing is no more expensive than bad writing. A well-written, complete caption costs about the same as a gag caption. An intelligent quote is no more expensive than a stupid one.

The problems advisers mention all too often involve graphics. They have outdated equipment so they cannot set initial letters. Due to a tight budget, they couldn't afford a 20 percent mezzotint screen.

But the quality of a publication is not measured by the staff's expertise with screens and border tape. The value of the publication lies in its relevant reporting.

Why is writing — any kind of writing — important?

You may have noticed that jobs on the farms, in the oil patch or in the steel mills aren't all that dependable. No longer can you expect to graduate from high school, pay your union dues and work 35 years for the local heavy industry of your choice. The job market is far more sophisticated. A recent report from a job analyst stated that people with liberal-arts degrees are finding ample job opportunities in high tech industries in purchasing, inventory control, technical writing, graphics, marketing, sales, advertising, public relations, management training and finance.

Continued on Page 12

## ILPC membership deadline, IAA entries is November 1

• It's not too late to enroll your newspaper or yearbook in the Interscholastic League Press Conference. The membership deadline is November 1. Members will receive a packet of information regarding spring contests, conventions and honors in mid-December. The packet will also include a membership list and an association newsletter. If you have not received membership applications, please write ILPC, Box 8028, UT Station, Austin, Texas 78713-8028.

• Deadline for submission of yearbooks for rating is November 1. If it is not possible for you have the book to judge by that date due to publishing delays, you should request from ILPC an extension. The request must be received in this office postmarked no later than November 1. We will notify judges on approved extensions. Judges are under no obligation to judge books received postmarked after November 1.

• Deadline for receipt of yearbook individual achievement award entries is also December 1. Please, do not mount entries on heavy cardboard. Remove the entry from the book and scotch tape the two pages of the spread entry together. Then, attach the contest entry slip to the back of the entry. Additional money spent on fancy poster board is money wasted. Also, mail entries to ILPC in separate packets, clearly marked "Yearbook IAAs." Do not send entries on the bus.

• Dates for the ILPC spring convention are April 11-12. Registration material will be enclosed in the December mailing as well as subsequent mailings in February and March.

## 3rd edition of Callihan text a must for student journalists

The best journalism textbook is a subscription to an excellent daily newspaper, like the *Dallas Morning News*. The best supplemental text is E. Lee Callihan's *Grammar for Journalists, Third Edition*. Now in its seventh printing, the book continues to earn high praise from educators and working journalists, and rightly so. It is the most complete and practical guide to grammatical use, sentence structure and style development available. At a time when educators are finding it difficult to teach students to write complete sentences, much less entire paragraphs and comprehensive articles, the textbook is indispensable.

The textbook is \$9.95 and is available from Chilton Book Company, School and Library Services, Radnor, PA 19089, Attn: Patricia Cadden.

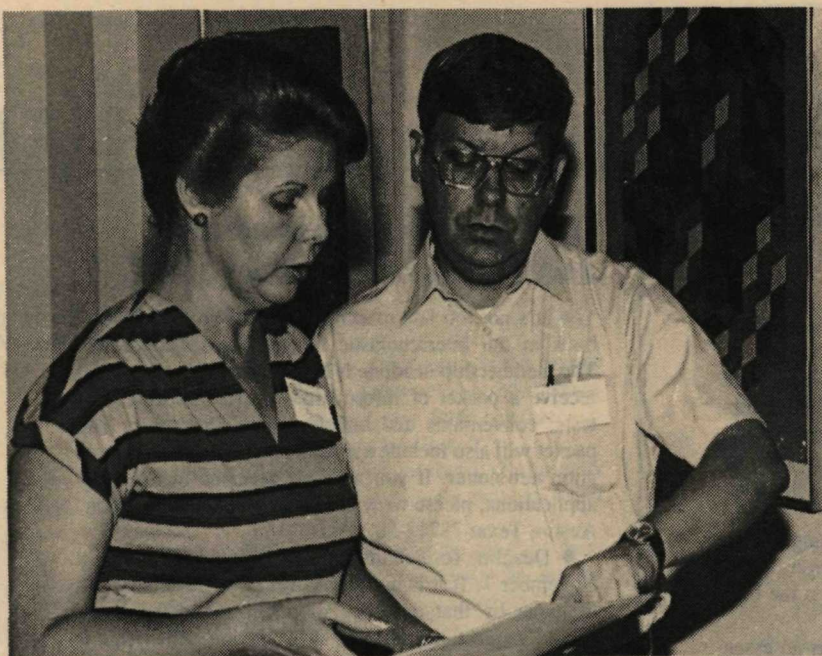
Books are available for examination on a 60-day approval basis, billed at 20 percent discount.

## Poynter Institute readies media studies videotape

Ever wonder what Katherine Graham of the Washington Post thinks about Watergate? You can find out. The Poynter Institute for Media Studies has available videotapes of six of the nation's foremost newspaper journalists, speaking on the state of newspapers today. Special introductions and commentary are provided by NBC's John Chancellor.

Single VHS and BETA tapes are \$35 each. The complete set of six tapes is \$195. For information, contact the Poynter Institute, 801 Third Street South, St. Petersburg, FL 33701.





**POINT OF FACT.** Dr. Pete Antoniewicz of the UT Department of Physics discusses the UIL science contest with Dr. Alice Reinarz, a UT Microbiology Department lecturer who joins Antoniewicz and Dr. Marvin Hackert as science contest directors.



**Dr. SUE RODI**  
Ready Writing Co-Director



**JAN HOUSE**  
Shorthand Director

## New contest directors named

The UIL academic program is fortunate to have been able to attract highly qualified, talented and energetic contest directors who have given countless hours to designing and directing the contest events. The League solicits the services of at least 16 professors and staff who will agree to work with the events throughout the year.

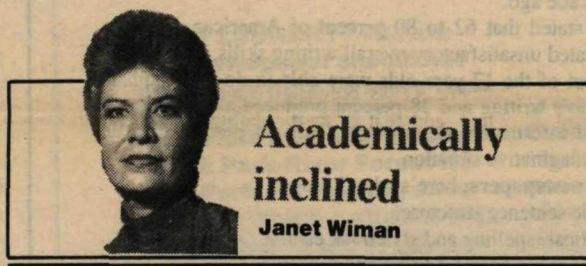
Fortunately, each year some renew their commitment while several new directors join the ranks. New directors often give the program a shot-in-the-art by providing new energy and ideas. With the experience and knowledge of the returning directors coupled with the enthusiasm of the new directors, this year should prove to be an exciting academic experience for thousands of students throughout Texas.

In a recent kick-off luncheon for academic contest directors, Dr. Bailey Marshall, Director of the League, welcomed five new directors to those that have been with the program for a number of years.

Jan House, a graduate of Texas Tech University currently teaching shorthand at Jacki Nell Executive Secretary School in Austin, will replace Dr. Nelda Garcia as director of shorthand. Dr. Garcia is now teaching at University of Arizona at Tempe. House shares the philosophy held by Garcia that shorthand is a basic skill for today's business world.

GeNelle Beck, University of Texas Department of Mathematics, will direct the number sense program with Don Skow, Pan American University Department of Mathematics, serving as associate director. Neither Beck nor Skow are new to the area of number sense. Beck worked in the early seventies with Milo Weaver and served as director of number sense from 1974-1981. Skow is the author of *No Sense in Mathematics*, a widely used high school number sense book. Beck and Skow are replacing Dr. Charles Lamb who is pursuing academic responsibilities at the University of Texas.

Dr. Alice Reinarz, University of Texas Microbiology Department, joins Dr. Peter Antoniewicz and Marvin Hackert to head the science contest. Dr. Reinarz received a Ph.D. from the University of Texas at Austin where she now teaches introductory



**Academically inclined**  
**Janet Wiman**

classes in biology, both organismal and molecular, and introductory microbiology. Reinarz also teaches an upper division course in animal virology.

Dr. James Kinneavy has asked Dr. Sue Rodi, University of Texas Department of English, to join him as co-director of the ready writing contest. Dr. Rodi teaches the Rhetoric and Composition for High School Teachers of English classes, several writing courses, and British and American Literature. She has taught in English Education and the Department of English at UT for the past 14 years.

Dr. Fred Tarpley, Department of Literature and Languages, and LaVerne Funderburk, Department of Accounting, East Texas State University, will again serve as consultants to the literary criticism and accounting contests.

These new directors join Drs. John Cogdell and David Bourell, calculator applications; Bobby Hawthorne, journalism; Dr. Elizabeth Bell, spelling, speech and debate; Dr. Alan Thompson, typewriting, and Lynn Murray, one-act play to direct the 20 different UIL academic contests for the coming year.

In addition to the directing and test writing responsibilities, the contest directors will travel to eight student activity conference sites throughout the state between September and December introducing the activities of hundreds of teachers and sponsors. Persons wanting to have an opportunity to meet some of the contest directors may do so at these conferences.

**I am looking forward to working with UIL, high school competitors**

**By JAN HOUSE**  
Shorthand Director

Being a former employee of the University Interscholastic League, I am excited at the prospect of again working with high school competitors. I was a member of the League staff from 1974 through 1977 in the journalism department. Since I had received a BBA and teaching certification from Texas Tech University, I decided to pursue my original plan and go into teaching. I have been teaching business courses at Jacki Nell Executive Secretary School in Austin since leaving the League. As shorthand is one of the many courses taught at the school, I am very well aware of its importance in the business world. I am looking forward to working with high school students who also see shorthand as an important skill to be developed to its capacity. Being a newcomer to this phase of the League, I hope you will help me make the shorthand competition something in which all business-oriented students will want to participate. You can do this by giving me your suggestions on ways to improve the contests and bearing with me through this first year, while I learn more about the details of contest work.

### Sponsors required to sign form

Sponsors and coaches of all UIL activities are required to sign the Professional Acknowledgement Form. The school administrator is responsible for seeing that all of the forms are signed and that they are kept on file in the administrator's office. Copies are not to be mailed to the UIL office.

The signature on the form indicates that the coach or sponsor has read and agrees to abide by the rules. Sponsors should have the opportunity to review from the 1986-87 Constitution and Contest Rules, Sections 550, 560, 700 (3) and 708 (b) and from their respective contest plans before signing the acknowledgement form. A free copy of the C & CR is mailed to each school in August. Additional copies may be ordered on the academic, music and athletic order forms.

A copy of the Professional Acknowledgement Form is provided in all of the sports manuals and in the UIL Coordinator's Handbook. The coordinator should make sufficient copies for the UIL sponsors in all events.

"The form has no relationship to a teacher's normal classroom responsibilities," said Dr. Bailey Marshall, UIL director. "It strictly deals with a teacher's sponsorship of a UIL activity. If a sponsor is suspended from his or her duties as UIL sponsor because of a flagrant violation of a rule, then he or she carries the suspension or any other penalty to any school he or she might move to for the duration of the penalty."

### TILF announces creation of 25 Abell-Hanger Foundation scholarships

The Texas Interscholastic League Foundation recently announced the creation of 26 new scholarships for the 1987-88 school year. The Abell-Hanger Foundation of Midland has granted 25 scholarships valued at \$1,000 each for the 1987-88 school year. The Brown Foundation, Inc. of Houston has provided one \$1,000 scholarship to be awarded in perpetuity.

"These scholarship grants will go a long ways toward helping us provide aid to deserving students who might otherwise not have the financial ability to attend college," Carl Yeckel, TILF board

president, said.

Since its inception in 1958, the TILF has awarded 5,273 scholarships worth \$4,740,075. This year, TILF awarded 282 scholarships, valued at \$362,325. Foundation scholars will be attending 36 Texas colleges and universities.

Next year, the TILF will award approximately 300 scholarships, valued at \$400,000. A bulletin will be mailed to schools in January, 1987 with application information. Grants are available to competitors in the UIL State Academic Meet.



# Competent judging most often voiced concern

The first day my mailbox overflowed with letters I thought, "What have I done wrong now?" And then I remembered the survey I sent in the first speech sponsors mailing. Each day I anxiously lifted ten and twelve envelopes from the box and carried them to my desk, stopping at the coffee pot first to prepare myself for your responses. Thank you for taking the time to answer the numerous questions I asked about you and the speech program at your school.

To date I have received 69 responses to the 1140 surveys I mailed. The most surprising items were the answers I received to the question, "How many years have you taught?" These sixty-nine teachers represent a total of 851 years of teaching and 579 years of speech sponsorship! I might compare this kind of longevity with the mysteriously awesome Stone Henge, but then I might have to posit a similar purpose. While speech sponsors no doubt rely on the stars at some of the hit-or-miss tournaments, I really don't want to get into that. The average for teaching was 13.29 years; the average for sponsorship was 9.04 years. I feel better now.

Forty-five of these sponsors coach all the UIL events. Six coach debate, 14 extemporaneous speaking, and 13 interpretation. The overwhelming response to the question, "Do you work with speech events because you want to or because you have been assigned to the sponsorship?" was "Both, but I love it!"

"Would it strengthen your speech program if the UIL had a prepared speaking event?" prompted an unusual range of responses. Thirty-six teachers replied with a definite yes; seven said no. The remaining 21 wanted more information or refused to commit themselves. All good answers, good answers. And now for the lightning round.

I am happy that many teachers used the survey as an opportunity to voice opinions and concerns about the UIL program. I made a list of the topics and I'd like to share the most frequent ones with you. These responses were prompted by the question "If the UIL changed its program, what would you like to see changed?"



A way  
with words  
Elizabeth Bell

The most frequently voiced concern was the desire for competent, qualified judges at all levels of UIL speech competition. The definition of a competent, qualified judge was varied. Some believed only high school speech teachers, with direct experience with high school students, were qualified. Others wanted college and university faculty and students to judge. The second most frequently voiced concern was the desire for more speech events, specifically oratory, duet acting, humorous and dramatic interpretation.

I don't want to be facetious, but what's wrong with this picture? We don't have qualified, competent judges for the events we do have, but we should add more events?

I doubt that we will ever resolve that dilemma for qualified, competent judges still hold widely diverse opinions about what constitutes clash in a debate, persuasion in a speech, and excellence in a performance. Still, if you're dissatisfied with the judges at your district and regional meet, and you have a handy list of competent, qualified judges, call your District Director General. Call the Regional Director. I've never known anyone to turn them away.

I am happy to hear ideas for new speech events, although I wonder if humorous and dramatic interpretation are the answers. I firmly believe that the Texas Forensic Association offers a fine variety of activities, and that by participating in both organiza-

tions, students can excel in a variety of performance situations. But I doubt that we need to duplicate categories, especially if our purpose is to broaden literary horizons. Until students are prepared to obtain permission, and pay royalties, for performing scenes from plays, the UIL categories will continue to exclude them.

Three other concerns appeared more than once in this survey. One was the use of three Lincoln-Douglas debate topics during the year. If one Cross-Examination Debate topic is enough, why not one Lincoln-Douglas topic? The goal of the L-D format is not a year's worth of research. The goal is to persuade the audience with the time-tested ethos-pathos-logos combination. A debate of values, with the concomitant evidence, reasoning, and persuasive delivery, teaches students to think. Let's have them think about three different topics, and create versatile, thoughtful, effective communicators in the process.

Next, lots of teachers said, "Let's change those categories." I agree wholeheartedly! The Legislative Council is at this moment deciding whether or not to allow the Prose and Poetry Committee to change the categories on a yearly basis — without submitting them to the legislative process. I'll keep you posted. Meanwhile, one more year.

And the last concern is a sadly familiar one: let Team debaters cross enter. I could write all day about the one-day regional schedule, how a debate tournament requires eight hours to run, and how students must make choices. But nothing helps. Yes, the UIL is for the students. Yes, we want to encourage the well-rounded student scholar. Yes, I wish all homeless puppies had food. . . .

It was just a few years ago that students who participated in UIL speech activities could enter only one speech event. Think about it. No one could cross-enter. Look again at the conflict pattern. Want to encourage the well-rounded student? Try Ready-Writing. Spelling. Any good typists out there? Number sense takes only ten minutes. Ah, literary criticism. Now there's an activity for the well-rounded student.

## Lay Judges: *The wise competitor will learn to work with them*

By Dr. GEORGE L. GRICE  
Sam Houston State University

At professional sporting events, umpires and referees are often booed as they walk onto the field or floor. Fortunately, this is not a tradition we have adopted in competitive debate as judges enter their assigned rooms. Unfortunately, however, many debaters choose to vent their anger about judges as they read their ballots.

An easy target of such criticism is the lay judge. Because they have not been exposed to debate theory and are unfamiliar with the mechanics of flowing, lay judges are frequently assumed to render incompetent decisions—unless, of course, they vote for the team reading the ballot.

Cases can be made for and against the use of lay judges. Because academic debate is theory based, research oriented, and intensely argumentative, one can argue that an understanding of the event and topic is requisite to a qualified decision. On the other hand, if the event is so focused that it requires "specially trained" judges, we limit its appeal and discourage the ability to communicate one's ideas to a general public.

Both positions have some validity, but both are, in reality, moot. The fact is that lay judges are essential to hosting most debate tournaments in Texas. Lay judges have been, are, and will continue to be around, rendering decisions and keeping tournaments running on time. The wise competitor will learn to communicate with, and not just complain about, the lay judge.

All debaters should be told the following before they ever utter a contention.

1. *Lay judging is not a highly paid profession.* Rarely do judges receive financial compensation for the time they devote listening to you. Any reimbursement they might receive is unlikely to push them into a higher tax bracket. *Suggestion:* Appreciate—don't attack—your lay judge.

2. *The typical debate is less exciting than a Stephen Spielberg movie.* Lay judges have other options as to how they could be spending their time—watching television, seeing a movie, visiting

### Three join as speech consultants

The League has been extremely fortunate to receive support for its academic activities from Texas colleges and universities. The UIL speech program especially is indebted to college administrations who realize that high school speech programs are intricately tied to the vitality of their own departments. Hardin-Simmons University in Abilene, McLennan Community College in Waco, and St. Mary's University in San Antonio are to be commended for sharing three faculty members with the UIL.

Charlene Strickland, Cindy SoRelle, and Betty Morris will serve as consultants to the UIL speech program this school year. Instead of assigning a speech area to each individual, the consultants will contribute to all phases of the program. Their duties will include reviewing handbooks and materials, writing extemporaneous speaking topics, developing Lincoln-Douglas debate resolutions, conducting workshops at Student Activity Conferences, and managing contests at State Meet.

These individuals bring years of both high school and college teaching and coaching experience to the UIL speech program. Their successful college speech teams, active leadership in professional speech organizations, and commitment to the teaching of communication testify to their abilities. The League's speech program should benefit greatly from their generous dedication of time and expertise.

friends, or just relaxing at home. They are not employed as speech teachers or debate coaches. *Suggestion:* Make your debate round interesting.

3. *Lay judges assume that the topic listed on their judging instructions sheet is the topic that will be debated.* If the topic involves agricultural policy, they don't expect to hear about nuclear war. They assume you will talk about the debate resolution—

not talk around it. *Suggestion:* Debate the topic!

4. *Lay judges believe a speech contest is a contest which evaluates speaking.* They do not vote on issues alone but also on the way in which those issues are communicated. They are not graduates of the Evelyn Wood School of Speed Flowing. *Suggestion:* Communicate with your judges; don't read to them.

5. *Debate rounds are not scheduled during a judge's peak performance time.* Debate rounds usually occur at the end of a day or the end of the week. Most lay judges have put in a busy day or week at the office or at home. Lay judges don't have time to "rest up" for the onslaught of words and arguments they will hear. *Suggestion:* Never sacrifice clarity for speed; never sacrifice quality for quantity.

6. *Lay judges are more educated than you.* Never indict your judge as "dumb." Lay judges usually have more years of education than you and certainly more experience in the real world. *Suggestion:* Construct arguments that are logical and believable to any adult judge.

7. *Lay judges don't live in a world of DA's and PMN's.* Debate coaches may understand these codes, but chances are that a lay judge will not. *Suggestion:* Speak the language of your judge; avoid debate jargon.

8. *Lay judges haven't been living their lives to avenge a loss given to their offspring.* If you crushed Tom, Jr. in a crucial round at the last tournament, Tom, Sr. hasn't been waiting for the opportunity to redeem his son's loss. *Suggestion:* Don't ascribe motives to your judge.

9. *Lay judges have bad days too.* You have "down" rounds, so does your judge. No one's perfect. Your judge may simply have missed or misunderstood your inherency attack. Maybe you won the last round because the judge missed an argument of your opponent. *Suggestion:* Accept the decision. Learn a lesson of life.

10. *Lay judges believe that you are the hope of the future.* They volunteer to judge because they believe in education. They want to support activities which will help you become more successful in your career and a better citizen. In short, they believe in you. *Suggestion:* Don't disappoint them!



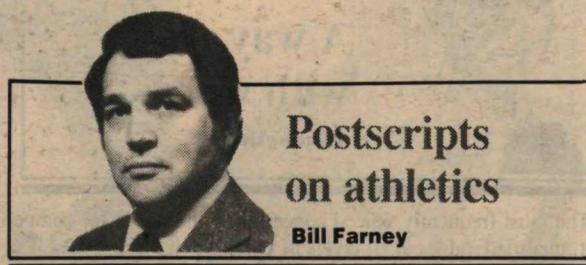
# Why doth the Leaguer rage? Just to remind

**S**chool coaches and administrators occasionally become frustrated at what they believe to be "harassment" by the UIL office. A continuous stream of memorandum, *Leaguer* articles, and bulletins create a mood of unrest and even fear. Reminders of rule changes, cautions against violations, admonitions to cut down on missing school time, horror stories of flagrant violations of rules, and clarion calls to the highest ideals of professional conduct on the part of the coaches are themes that fuel publications and incite indignant retorts of, "Why do these people preach all the time?"

League officials and contest coaches/sponsors often approach their jobs from distinctly different viewpoints. The League is responsible for the ongoing improvement of all activities. The school coach is often more concentrated to his specific contest area: the football coach to football, the volleyball coach to volleyball. Restriction of one activity is necessary so that other activities may co-exist in the activity program.

**Seasons** are defined so that many activities are offered, not just a single sport. Out-of-season regulations become necessary to insure sufficient preparation and competition for in-season sports. Powerful single-interest groups within a community would be content—in some cases—to play just one sport. Indeed, the lessons of the past have taught Texas school administrators that these pressure groups often have more control over the school than is good for the general educational objectives of the school. For this reason, the member schools of the UIL pass rules to protect all activities. Over the years these rules have undergone a constant revision: adding, subtracting, modifying to meet the changing pressures and needs of the schools.

Why do League officials "preach?" We preach because we see developments that single schools do not see. We see trends that



## Postscripts on athletics

Bill Farney

could bring more restrictions from higher governmental agencies. We see trends that are detrimental to the educational philosophy of the schools. We see trends which, left unchecked, would take UIL programs into student exploitation and professional athlete status. We see, but we are not always right. In order for our views to change a rule, a majority of the member schools must also see and believe, then vote.

Another reason we show alarm is that parents call us. Out of frustration and bitterness, they pour out their grievances. Sometimes it is petty. A son or daughter does not get to play. The coach is not fair. The coach plays only those whose parents are in the booster club. Only the best athletes get to play. Really! My son will never get a college scholarship because he is prevented from playing because the coach does not like Protestants. On it goes.

It is not always petty. Some concerns are legitimate. Coaches are violating rules. Workouts are required in the summer. Students are missing classes for practice. Schools are working out more than the eight hours per week. Some student had a failing grade changed. Alarm bells go off. Investigations begin. More

often than not, the charges cannot be proven, leading to the conclusion that they were false. But, sometimes the accusations are true. In the ensuing investigation, more infractions are discovered. It is important to note that no individual or school is deemed guilty by an anonymous complaint. Only after thorough investigation with a school presenting its defense is a conclusion and decision reached.

**Why listen** to a few parents who are unhappy and conclude the whole structure is rotten? In fact, we do not. We do, however, know that any violation is a threat to the schools. If one coach or school is able to gain an advantage through disregard of a rule, then other coaches seek the same advantage until violation becomes commonplace. Allowed to continue, such violations would make a mockery of educational competition.

Do not be offended by lectures or sermons. They are for your protection. As in your spiritual life as a self-examining tool, these secular-institutional cautions serve a valuable purpose: To remind us that we must stay within our intended purposes, keep the contest as character-building experiences, and continue the concept of everyone operating by the same set of rules. Equity within diversity is difficult. Equality is impossible to attain. Equity is not. It provides a basic fabric from which each community can create its own version of striving for excellence.

Rules should not offend. Reminders should not offend. Violations should be offensive to everyone. The University Interscholastic League is the reason why member schools enjoy the benefits of interschool competition and avoid most of the risks. The intent of these constant reminders is not to point accusing fingers, indict, or express indignance. The intent is to remind so that by combined effort the activities will continue to meet the needs of Texas students.

## Let's reverse cycle of poor sportsmanship

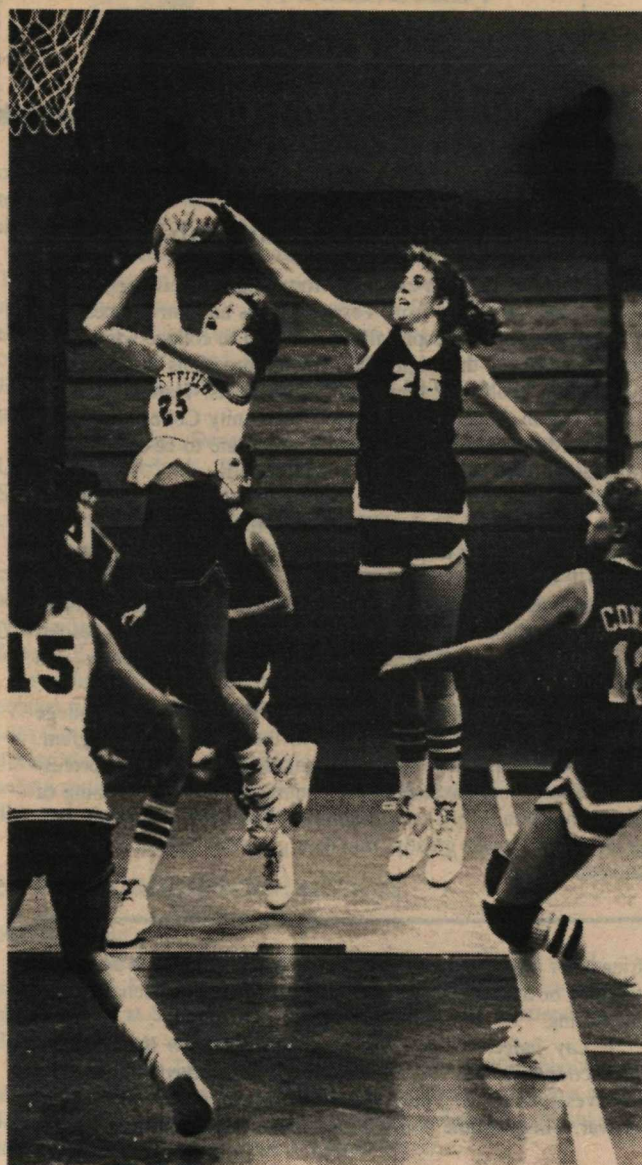
By David Thompson

**A**lthough it hardly seems possible, basketball season has begun. Spearville will be involved in no less than 36 nights of basketball. This is not unusual in small schools in Kansas, and in fact many school districts will have even more nights.

These athletic events serve a good and useful purpose for the young people in our schools. I personally support athletic programs because of the benefits available to young people with the opportunity to learn how to win with modesty and lose with grace. When it does not happen that way, I become very concerned.

For the most part, athletic contests occur without unusual events. Only occasionally does an individual get so far out of line as to make a complete spectacle. It is a growing concern at the state level; however, what used to be considered poor sportsmanship has now become so common as to not be considered unusual.

In my 14 years in this business, I have witnessed a severe decline in the sportsmanship of players, spectators and coaches to the point of temper tantrums. I fully support coaches who discipline players for bad attitudes, and as administrators we will control coaches as well. I am proud of our coaches, and I believe that our coaches give a superhuman effort to teach sportsmanship by example and discipline when necessary. What we as administrators want to have known is that we are constantly watching players, coaches and spectators. We also want our community to be



known for its good sportsmanship rather than the opposite.

Recently, a sportsmanship code was published in the Spearville News. By and large, sportsmanship is high in the community, but there are enough persons in the stands whose enthusiasm outstrips their common sense that they stand out in the crowd. It has become altogether too common in recent years to blame everything on someone else. A broken play or a lost game or even the loss of field position becomes the fault of the referees, the coaches or another player. The perspective that mistakes will be made seems to have been lost in the maddened desire to win. At some point in the past, the enjoyment of playing ball (win or lose) turned into a war for high stakes in which officials and the opposing players, coaches and fans become personal enemies.

I certainly do not believe that athletic events should be turned into battlegrounds. As adults, the most important thing we can do is remember that our kids will grow up to act just like us. If we yell at officials, coaches and players abusively, students quickly copy these behaviors.

Officials make errors, as do coaches and players. Most are judgment errors, and to yell sarcastically and angrily at them makes the public statement that the critic never makes a mistake. In 14 years, I have never seen an official deliberately biased, yet if he makes an unpopular call it is immediately thought he is playing for the opponents. There is no doubt that the quality of officials has declined in the last few years — the best are getting out because the small amount of money is not worth the griping and poor sportsmanship they must endure.

What the students do not need is the attitude that only winning counts and the attitude that if we lose, it is the end of the earth and someone else's fault. The attitude that buying a ticket into a game gives a spectator the right to yell at players, officials and coaches personally in a negative way is completely wrong. Buying a ticket entails a responsibility — a responsibility to behave in a manner children should copy, and to be a supporter of the event rather than a detractor.

Thompson is superintendent of schools in Spearville, Kansas. Reprinted from the Kansas State High School Activities Association Journal.



## Golf, tennis attire approval needed

By GINA MAZZOLINI  
Athletic Staff Assistant

This year, tennis, team tennis and golf teams and individuals must wear school-approved attire. "School-approved" means any clothing/uniform that is suitable for the sport and neat in appearance. This does not mandate purchasing new matching uniforms. It just allows the coach and school the authority to disapprove questionable or distasteful attire.

Other rule changes include:

### Cross Country District Meets

Each participating cross country district must have a district meet if there are more than two teams and/or five individuals competing. The district results need to be sent to the regional cross country director immediately after the race. Timeliness is essential.

The State Meet will take place at Southwestern University in Georgetown on November 15. The meet will be held in conjunction with the NCAA District Six meet. The schedule for the UIL events is as follows:

Girls' 2A (A & 2A)	9 a.m.
3A	9:20 a.m.
4A	9:40 a.m.
5A	10 a.m.
Boys' 2A (2A & A)	11:45 p.m.
3A	12:15 p.m.
4A	12:45 p.m.
5A	1:15 p.m.

Volunteers to work the state cross country meet would be appreciated. Persons interested should contact me as quickly as possible.



### Soccer Try-Outs

The UIL has approved the State Select Try-Out as an exception to the fall restriction rule. This approved try-out is conducted by the North Texas State Soccer Association and/or the South Texas Youth Soccer Association.

This, however, is not a sanction for all soccer try-outs, commercial leagues, all-star teams, etc. The UIL athletic staff recommends school officials to call the League office if questions arise concerning the approved selection process.

**FINAL INSTRUCTIONS. UIL waiver officer Bob Young reviews rules with runners during last year's cross country state tournament. This year's meet will be November 15 at Southwestern University in Georgetown.**

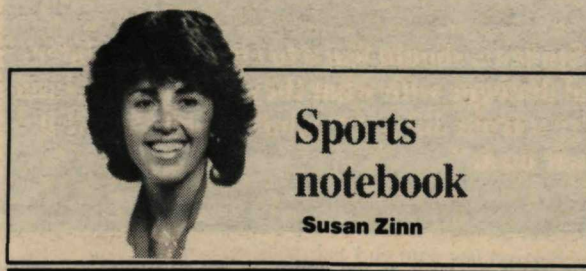
## Informed coaches, athletic directors best serve interests of total program

Somebody actually had the nerve to tell a staff member during one of our summer coaches meetings, our coaches and administrators get tired of hearing our UIL staff "preach, preach, preach." Maybe our "preaching" has caused an attitude of apathy statewide that has many of us worried ... worried ... worried!

We feel that better informed coaches and athletic directors can work in the best interest of the total program as representatives promoting UIL legislation that will enhance the opportunities for our young people. Attendance by your professional association representatives at the Legislative Council meeting in Austin on October 19-20 will insure that you have a voice and your organization has input into the changes being proposed.

Items which have been approved by the Athletic Committee during the summer meeting and which will be on the Legislative Council agenda for purposes of consideration include:

- Prohibit students from attending resident sport camps.
- Rules to clarify football playoff arrangements.
- Permit district executive committees to have a range of penalties if there is a violation of fall soccer restrictions or volleyball preseason and/or postseason restrictions.
- Prohibit students from participating on non-school baseball teams from opening of school to starting date in baseball.
- Prohibit the requiring of students to participate on non-school summer baseball teams.
- Permit an exception to the basketball bench decorum rule to permit coaches to stand momentarily in front of their chair to instruct players and then immediately be seated.
- Permit volleyball players to play in four matches a day.
- Permit 16 teams in volleyball pool play tournaments.



- Permit the issuing of junior high football equipment before school and altering the season by starting and ending the junior high season one week later.
  - Permit schools to have an option on the five day December restriction providing the days include December 24-25.
  - Recommend schools turn in forms indicating rationale for using non-SOA officials within seven days after the event.
  - Require that schedules be approved by the school administrator locally before the schedule can become official.
- Other items came before the Athletic Committee in June and although, the Athletic Committee took no action that would result in the Legislative Council considering these proposals, some organizations and individuals will bring these items up before the Legislative Council at its annual meeting and some may result in change.

Support your representatives! Answer questionnaires sent to you by your organization and continue to review articles in your professional publications about efforts to support or curtail legislation. Let's get off on the right foot for this school year!

## Waiver approval process outlined

A foreign exchange student must receive a waiver from the University Interscholastic League in Austin before he/she can participate in any activity at the varsity level.

Procedures to follow:

- Complete the 1986 Application Form fully.
- Submit a transcript showing grades and years enrolled in each grade.
- Submit an I-20 or IAP 66 Form (form student completes for Visa).
- Submit a copy of student's Visa.
- Submit a Previous Athletic Participation Form approved by the District Chairman if the student wishes to participate in an athletic activity, or a letter from the district chairman stating that the district is aware of the application for waiver.
- Submit document(s) from sponsoring exchange program to verify that the student is enrolled in an approved program.
- Submit \$25.00 school check, cashier's check, or money order.

The Foreign Student Application for Waiver lists the approved programs for 1985-86. *Additional programs* approved (for the 1986-87 school year) by the Council on Standards for International Educational Travel (CSIET) with student participants now eligible to apply for waiver are:

Academic Exchange Abroad, Academic Travel Abroad, Adventures in Real Communication, Alexander Muss High School in Israel, American Council for International Studies, American Heritage Association, American International Youth Student Exchange Program, Citizen Exchange Council, Iberoamerican Cultural Exchange Program, International Student Exchange, International Travel Study, Intropa International, USA, PEACE USA, Student Travel Schools, Up With People.



## Three simple rules explain significant digit problems

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

Last week, David Bourell and I turned in our 1987 tests, all nine of them. When looking them over for the last time, my impression was that there are quite a few significant-digit problems this year, perhaps more than in recent years.

Significant digit problems are an updated version of one aspect of our ancestor contest, the slide rule contest. The basic idea is that, whereas mathematics deals with precisely known numbers, the application of mathematics to real-world situations often involves numbers which are not precisely known. Any number which results from a measurement, for example, will be of limited accuracy. Through the conventions associated with significant digits, we write a number of limited accuracy such that every digit written is significant, that is, means something. And when we make calculations with numbers of limited accuracy, we must use certain rules to guarantee that every digit written in the result will be significant.

About three years ago, I did a careful analysis of the theoretical basis for significant-digit problems and wrote an essay on the subject. This essay was included as Chapter 6 in the most recent revision of the *Calculator Applications Manual*, and is supposed to tell you all you ever wanted to know about significant digits. Admittedly, some have asked me to write an explanation to that explanation. I guess this article is intended to be that explanation.

### Principles for Significant-Digit Problems

There are three principles which apply to significant-digit problems:

a. Multiplication, division, roots, powers, and functions. Here the number of significant digits is the key. The number of significant digits in the product, quotient, etc. corresponds to the least significant digits of the involved numbers. Example:

$$1.234(4SD) \times 0.0056(2SD) = 0.0069104(2SD) = 0.0069$$

b. Addition and subtraction. Here the absolute accuracy of the individual numbers is crucial. The position of the controlling significant digit corresponds to the component number having the least absolute accuracy.

$$12,345(5SD) - 11,246.780(8SD) = 1,209.220 = 1209(4SD)$$

c. In all problems, perform the calculation so that no SD number is repeated in the calculation. Example: What number is 1.1(2SD)% less than 1201(4SD)?

$$\text{incorrect: } 1201(4SD) - 1201(4SD) \times 0.011(2SD) = 1201 - 13.21 = 1188(4SD)$$

$$\text{correct: } 1201(4SD) \times [1 - 0.011(2SD)] = 1201(4SD) \times [0.989(3SD)] = 1190(3SD)$$

The first two rules assume that the uncertainties in the component numbers are independent, which is not true if we repeat numbers. Thus the third rule is required to keep the first two rules valid.

There you have it - three simple rules. Follow them, and you will have no trouble with significant digit problems.

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## A call for improved writing, thinking skills

Continued from Page 7

On a larger scale, you must realize that we're facing a complex and increasingly hostile world. We cannot confront its challenges armed with little more than the cache of cliches offered daily by television. We need to know, to understand what is happening in the Middle East, in Central America and here at home, where the Reagan revolution has changed and continues to change the fabric of the nation.

The role of writing in the development of critical thinking skills must begin in our journalism classrooms. Publications can no longer serve as the mirror of the obvious. Scholastic journalism came into its own in the 1960s, when aggressive students and advisers examined issues such as the Vietnam War, oppressive administrative codes, sexual stereotypes, and racial discrimination. We need to return to that activist attitude. We need to believe that what we have to say is more important than how we dress it up. And we need to say it.

Virtually every report coming out of Washington these days points to a need to bolster critical thinking skills.

In its report on student writing, the NAEP report stated "To move beyond the current levels of achievement, a more systematic program of instruction may be needed — one focused more directly on the variety of different kinds of writing students need to learn to do and spanning a wider range of levels of complexity."

Earlier in the year, the Association for Supervision and Curriculum Development announced the formation of a "Collaborative on Thinking." Critical thinking skills are more necessary than ever if students are to be prepared for the future labor market, a coalition statement asserted. Most new job openings will probably be in the information and service fields, it said, and the most attractive and rewarding of these will require well-developed cog-

"Students should learn to engage in an internal dialogue with what they're studying—analyze it from different points of view, make it their own."

nitive skills — such as the ability to see relationships, make comparisons, draw inferences, and buttress arguments with fact.

Of course, this has not escaped the eye of the media. *Newsweek*, in an article on critical thinking, noted that "Some educators worry that the back-to-basics movement — with its emphasis on teaching fundamental skills and stuffing students with facts to pass standardized tests — is creating a generation of students who can't think independently."

Robert Marquand of the *Christian Science Monitor* wrote, "There are dozens of approaches to teaching critical thinking. The basic need, educators say, is to get students to start questioning the statements made by teacher or textbook. A central tenet: Students should learn to engage in an internal dialogue with what they're studying — analyze it from different points of view, make it their own."

Ah, but therein lies the rub. At least as far as student newspapers are concerned, some administrators, it would appear, do not want students to think because they cannot be assured of controlling the product of that thinking process. An adviser told me she received a memo from her principal which read, "I want to read positive and certainly not negative articles about me, my staff, my

faculty and my school."

Does this sound like an educator who wants students to think, to question, to analyze, to compare, to interpret, to form opinions and defend them?

*Newsweek* summed it up quite well. "Critical thinking should do more than equip students for school, preparing them also for postclassroom life. 'You have to look at the person's ability to use his knowledge in real world context,' says Yale psychology professor Robert Sternberg, who teaches students about nonverbal clues, as in job interviews. Meanwhile, it may present their teachers with a 'fuzzy' of their own: how to retain authority while encouraging students to challenge all ideas."

That is our dilemma. How do we convince readers — our administrators, in particular — that what we propose is the sincere product of careful deliberation? First, we must dedicate ourselves to maturity and professionalism. Despite our "special circumstances," we refuse to be shallow or trivial in our coverage or lazy in our reporting. We dedicate ourselves to an improved school, and if this means raising and discussing problems, then so be it.

The first step is ours to take.

Fortunately, education appears ready to allow us the freedom to achieve these goals. Despite the setbacks scholastic journalism has suffered as a result of the general "back to basics" movement, the call for improved writing and critical thinking skills falls squarely in our favor.

Despite what may now be a state of administrative intimidation or general indifference, the stage is being set for a revival of quality journalism. But we are the catalysts. We must make it happen by turning our attention away from trivialities, away from the emptiness of a 20 percent gray screen and toward the worth a single logical, relevant and error-free editorial.

I'm afraid it's our only hope.

Best of luck to you all.