

# The Leaguer

## Council lifts football rule

### High school girls' ban still in effect: Marshall

Despite a recent decision by the UIL rulemaking body granting local school districts the option of allowing girls to play junior high football, League officials said the change will not open high school boys' football teams to girls next season.

"The high school rule barring practice and participation by girls on boys' football teams remains in effect," Dr. Bailey Marshall, UIL director, said. "In effect, the League has reverted to its 1984 status when its rules did not apply to junior high athletics. Since no rules exist, schools may adopt and enforce their own guidelines regarding girls on boys' junior high football teams."

This year Austin Bedichek junior high student Tina Trejo, played under the protection of a court restraining order.

"The 'junior high boys only' restriction will be removed from the UIL's Constitution and Contest Rules if the concept is approved by the State Board of Education," Marshall said, adding that he expected approval at either the November or January meeting. "For practical reasons, the rule will go into effect next fall, if approved by the SBOE."

Marshall said he did not believe the rule change would effect the League's stance toward girls on boys' teams and vice versa at the high school level. "I do not anticipate a challenge to our basic non-discrimination policy. The administrators who make up our rulemaking Council still believe strongly that girls should not play high school boys' football."

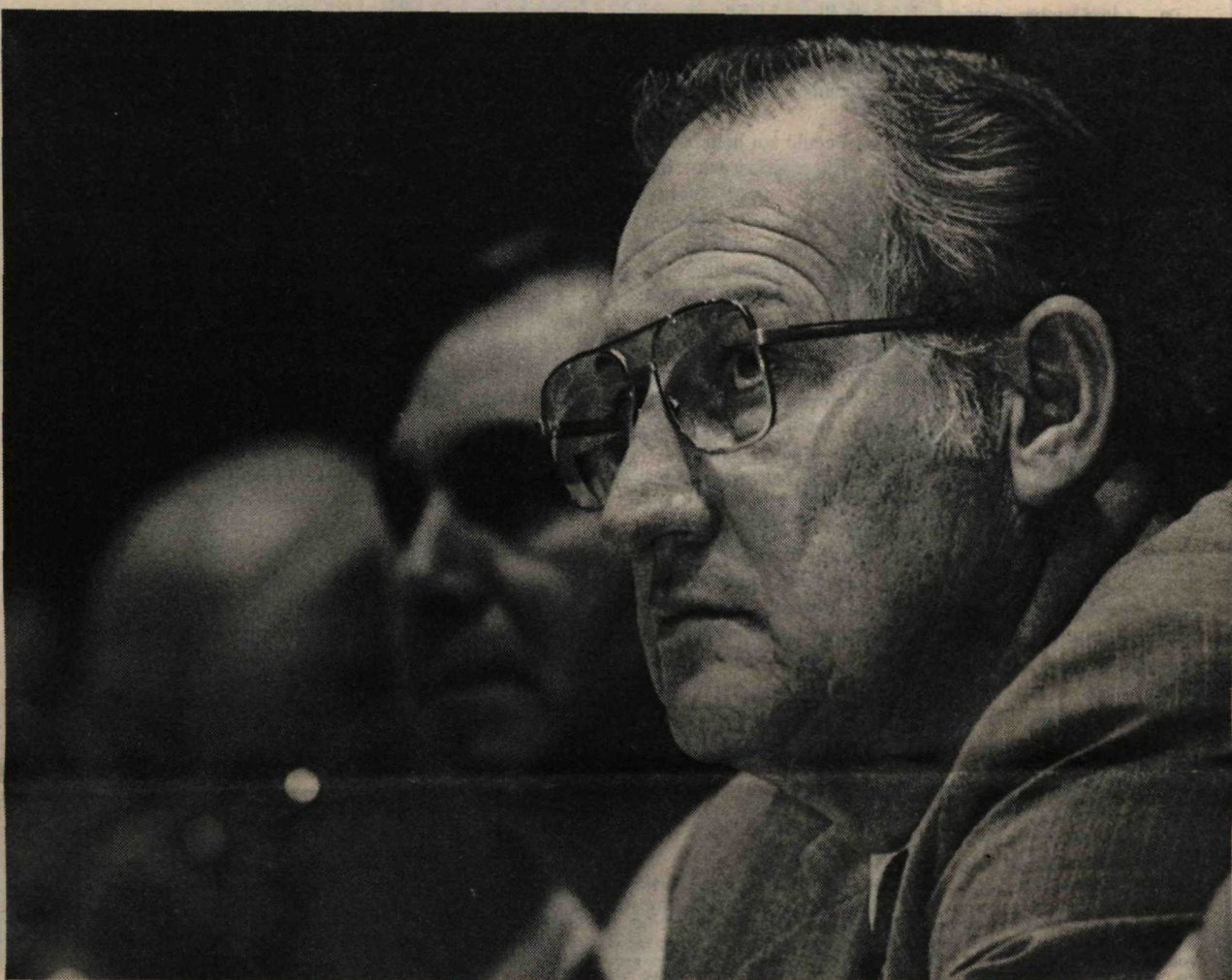
In other action, the Legislative Council, a 20-member group of high school superintendents and principals representing the five UIL classifications and four regions per classification, defeated a proposal that would have had a tremendous impact on high school athletics. The Council, which met October 19-20 at the Capitol Marriott in Austin, rejected a plan to restrict all high school athletic activities to one competition per calendar week (Monday through Saturday). If passed, it would have had a "tremendous impact on schools, especially in sports such as volleyball, baseball, basketball and soccer," Dr. Bill Farney, UIL athletic director, said. "There are a number of schools concerned with extensive travel during the school week. This is a very real concern that will be addressed by future councils."

The proposal was passed by the Legislative Council's Policy Committee Sunday but was defeated 12-5 by the entire council, Monday.

Other major action taken by the Council included:

• **Boys' Baseball** — Approved placing a proposal on the ballot which would amend the Boys' Baseball Plan so that students could not practice nor play on non-school baseball teams from the opening day of school in the fall until the starting date for the high school baseball season. The proposal will be placed on the UIL's referendum ballot, which will be mailed to schools in early February. Results will be announced the first week in March.

• **Boys' Baseball** — Passed a provision to permit the umpire to restrict a coach to the dugout for minor violations of sportsmanship. The coach, thus restricted, could not come onto the field except to attend to an injured player, and could not coach from the coaches' boxes. Further abusive or flagrant behavior would require banishment from the game. The change will take effect in



**WE REQUEST...** First-year Legislative Council member Bennie Wolff of Stockdale listens intently to presentations of representatives of various education groups. Council members heard more than 32 presentations on October 19 on topics ranging from Sunday participation for speech and debate to easing off-season volleyball training rules. In the background is Supt. Victor Rodriguez of San Antonio ISD.

the 1986-87 school year.

• **Boys' Baseball** — Beginning next year, baseball teams may begin out-of-school practice on the Monday prior to February 1.

• **Boys' Football** — Approved placing a proposal on the referendum ballot which would amend the Boys' Football Plan to make the penalty for post-season football participation loss of eligibility to participate in varsity football, rather than loss of eligibility in all varsity athletics. To be placed on referendum ballot.

• **Boys' Football** — Amended Junior High Football Plan so that equipment may be issued on any one day during the week preceding the first day of school, although the first day of practice is the first day of school. The first day for junior high (seventh and eighth grade) games shall be no earlier than the first Monday after the first playing date for high school, and no earlier than the 10th day of school.

• **Basketball** — Amended the bench decorum rule so that the coach may stand in front of his or her seat briefly to communicate with players but must then immediately return to the seat. The proposal will go into effect pending approval by the State Board of Education.

• **Athletic Training Camps** — Placed on referendum ballot with favorable recommendation that students who change schools to attend a resident athletic training camp would be ineligible for varsity competition for one year from the date of enrolling in the camp.

• **Officials' Fee Schedule** — Amended the Constitution and Contest Rules to increase officials' game fees for a double-header in all sports except football. Football game fees are increased for games that exceed the first step of gate receipts. Junior high fees are increased if the gate exceeds \$75. This proposal will go into effect during the 1987-88 school year.

• **Post-Season Penalties** — Placed on referendum ballot with a favorable recommendation a proposal giving district executive committees a range of penalties to apply if students violate outside participation restrictions in soccer or volleyball. The penalties would replace the current mandatory one-year loss of eligibility penalty.

• **Post-Secondary Courses** — Placed on referendum ballot with a favorable recommendation a proposal allowing students to enroll in select post-secondary academic courses without loss of UIL eligibility in the corresponding UIL academic contest(s).

• **Athletic Amateur Rule Exception** — Placed on the referendum ballot with a favorable recommendation a proposal to allow UIL participants to teach beginning swimming lessons for reasonable pay without loss of eligibility. Under current athletic amateur rules, athletes may not accept pay for teaching swimming lessons.

• **Study Items** — Appointed special committees to study non-school volleyball restrictions, maximizing use of the school-day athletic period, and regulations pertaining to summer workouts and use of school facilities and equipment.

• **State Marching Band** — Placed on referendum ballot with no recommendation a proposal to continue the UIL-sponsored state marching band contest, held each November at The University of Texas at Austin. The item will be voted on by schools participating in the 1986 marching band contest.

The referendum ballot will be mailed to schools by February 1. Ballots must be marked, signed and returned by February 15. Results will be announced on Saturday, March 7 during the UIL Girls' State Basketball Tournament.



# UIL contests directed at gifted and talented

At its October meeting, the State Board of Education discussed funding for gifted and talented programs. The Board expressed considerable interest in and concern for the gifted and talented students, and authorized funds for the program.

While listening to their discussions, I could not help but think of the UIL program. Without doubt, it is a gifted and talented program. Students who participate in UIL activities are normally the school's most gifted and talented. By voluntarily enrolling in the UIL's academic, athletic or fine arts contests, these students choose to go above and beyond the regular classroom duties. They strive for greater challenges. They demand more rigorous instruction.

Encouraged by their peers, parents and teachers, they learn that success is the result of extraordinary effort, that reward comes from going above and beyond what is required in their classroom instruction. The thinking skills required are generally similar to those necessary to succeed in the competitive adult world.

As we are fond of saying, approximately half of each year's graduating class will have participated in at least one UIL contest. Virtually all schools provide athletic and music programs for gifted and talented students. But not all schools take advantage of the UIL academic competition for their elementary, junior high and high school students. These academic programs are among the League's most scholastically worthwhile and economically feasi-



**Director's  
viewpoint**  
Bailey Marshall

ble programs. These contests are extensions of the language arts, fine arts, math, science, and business departments. In many ways, these contests bring life to the essential elements, providing a "real world" viability and vitality to general education goals. Both student and teacher are motivated to exceed the norm. Their goals become to become as proficient as possible, to achieve as much as their individual and collective talents will allow.

Presently, the League offers 22 contests for high school and junior high students: Lincoln-Douglas debate, Cross-Examination debate, prose interpretation, poetry interpretation, informative speaking, persuasive speaking, editorial writing, news writing, headline writing, feature writing, one-act play, calculator applications, number sense, ready writing, science, shorthand, spelling, typewriting, accounting, modern oratory, impromptu speaking and literary criticism. Nine programs—oral reading, music mem-

ory, number sense, picture memory, ready writing, spelling, storytelling, calculator applications and listening—are provided for elementary students. Plans for adding a foreign language and arts competition are being considered as well.

As an added incentive, the League has established a scholarship foundation that makes funds available to students who compete at the UIL's academic state meet. Last year, the Texas Interscholastic League Foundation awarded more than 280 scholarships valued at more than \$365,000. Students who receive these grants must have competed at least one time at the state meet level, although factors such as grades, class rank, test scores and need are considered in the selection process. Also, all scholarship recipients must attend an accredited Texas college or university.

If your school does not offer these activities, please investigate the advantage of making them available to the gifted and talented students. They are perhaps the most educationally and financially sound programs in Texas public schools today.

## Official Notices correction

In the October, 1986 issue of The Leaguer, we incorrectly listed Highland Park of Dallas as disqualified for football honors due to violation of Section 1208 (c) of the Constitution and Contest Rules.

Dallas Highland Park is not under UIL sanction. The penalty was assessed to Highland Park School of Amarillo. We regret the error.

## Official notices

### Cypress Fairbanks ISD

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

### Dallas ISD

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

### Dallas ISD

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

### Wylie ISD (Abilene)

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).

### Wylie ISD (Abilene)

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

### Humble Kingwood HS

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

### Irving MacArthur HS

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

### Irving MacArthur HS

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

### Gruver ISD

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

### Phillips ISD

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

### Phillips ISD

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

### 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.

### 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.

### Spelling Power

Please note the following corrections in Spelling Power:

Page	Column	Correct Spelling
15	44	polygyny
20	59	unbosom
20	60	unevenness

### Highland Park HS (Amarillo)

Amarillo 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.

### Exchange Waivers

Only students participating in programs approved by the Council on Standards for International Educational Travel (CSIET) may apply 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.

### 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.

## The Leaguer

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

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### State Executive Committee

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

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

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### Administrative Staff

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

### 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).

### 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.

### North Dallas HS

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

### 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.





## WE WON!

**SURPRISE.** Joy. Relief. All in a split second. Officers of the Duncanville band react to their being named top 5A band during the UIL state marching band contest, November 10. Members are High Hat Captain Kristin Bringewald, drum major Brian Gaston and drill team Neutnant Debbie Daniel. Other winners included Nueces Canyon (A), Iraan (2A), Denver City (3A) and Dickinson (4A). The Leaguer will carry full results in the December issue.

Photo by JOHN MOORE

## Pilot acoustical guitar in effect for 1987 contest

By **RICHARD FLOYD**  
State Music Director

In 1984, the Legislative Council approved a pilot program to include acoustical guitar as a UIL solo and ensemble event. This program was in effect for the 1985-86 year. While participation was minimal the option to compete in this event is still available for the 1987 District Solo and Ensemble Contest. Students may elect to perform in the solo competition or in the ensemble events as a member of a trio or quartet. Adjudication will also be available at the State Solo and Ensemble Contest for any students who qualify.

Two important factors should be stressed in conjunction with this contest. First, a graded repertoire list does exist for these events but it does not appear in the current Prescribed Music List since the 1983-1987 volume was published prior to the approval of this pilot program. Copies of the list are available upon request from the state office and copies are also on file with each District Executive Secretary.

Secondly, it is important to note that a student does not have to be enrolled in a band, choir or orchestra in order to take advantage of this new program. The student may simply be included on the Form I as a member of the competing organization for that specific contest. This procedure is similar to that which applies to pianists who represent their school in the solo contest even though they are not taking a school music class.

All eligibility and performance requirements are identical to those established for other solo and ensemble events. It is suggested that any questions pertaining to this pilot program be addressed to the state UIL Music Office.

You are encouraged to make your student body aware of this opportunity and assist students who wish to take part in this contest.

## Wind ensemble growth projected

This past year saw a significant increase in the number of schools choosing to participate in the TSSEC Wind Ensemble Contest. Current projections indicate that the number of ensembles performing at this year's event will be the largest in the history of the contest. The advantages and benefits of participation are many.

- The contest is a prestigious event limited only to those receiving a Division I at their district contest.

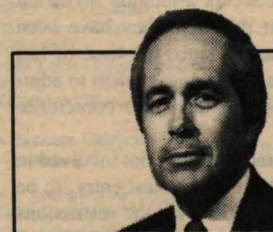
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception. Judges will include:

John Whitwell — Director of Bands at Abilene Christian University. In recent years it has been the practice to include one in-state judge on the adjudication panel. Professor Whitwell is an ideal choice for this position. He has had a distinguished career at both the high school and university level. Professor Whitwell is highly regarded both as a conductor and music educator.

Thomas Lee — Director of Bands at UCLA. Dr. Lee is in constant demand as a conductor, clinician and lecturer. He is recognized as one of the outstanding authorities in this field. In addition, Dr. Lee was instrumental in the establishment of the State Wind Ensemble Contest and served as an adjudicator at the first contest in the spring of 1976.

Gary Hill — Director of Bands at the University of Missouri Conservatory of Music in Kansas City. Mr. Hill is no stranger to Texas since he served as Director of Bands at East Texas State University prior to his present appointment at UMKC. His ensembles have given outstanding performances at the Texas Music Educators Association Convention, the College Band Directors National Association National Conference and numerous other regional and national professional meetings.

- Taped critiques are provided by the judging panel for each



## Music matters

Richard Floyd

ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary professional quality tape recording of each performance is provided at no cost.

- The entry fee is only \$150 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.

- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol, are within walking distance or a short drive away.

- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The San Marcos Aquarena Springs featuring glass-bottom boats and an underwater theatre is only 35 miles to the south.

The deadline for entry is April 15. Entries submitted after that date will be scheduled only if performance times are available. Questions should be directed to the State Director of Music at the UIL Office in Austin. Call 512/471-5883 for details.



# In the West

## Lubbock gearing up for TETA's Theatrefest '87

**P**rogramming for *Theatrefest '87* is set for Lubbock, January 28-31. The 37th Annual Convention of the Texas Educational Theatre Association in conjunction with USITT/Texas will offer more than 100 programs and performances in three days of convention activities. The newly refurbished Lubbock Plaza Hotel and Texas Tech University will house most activities.

Special guests already announce are G.W. Bailey of "Mash" and "Police Academy," actor Cliff Osmond, editor/playwright Raymon Delgado and agent Ginger Perkins. Performances included are *Macbeth* (Texas Tech), *Lu Ann Hampton Lavery Oberlander* (Actor's Trading Post), *Lone Star* and *Laundry & Bourbon* (Actors & Company), *Devil Dickie 31's* (Charles Taylor), *Short Stories* (Theatre on Wheels) and the UIL Critic Judge Workshop presentations by Snyder High School (Jerry Worsham) and Mulleshoe High School (Kerry Moore).

The UIL critic judging workshop is set for Friday evening at the Texas Tech Theatre with George Sorensen serving as critic. This workshop is the only one scheduled for new judges this year and is a must for those needing a renewal workshop prior to the March zone and district contest play dates. Those currently eligible and needing renewals are listed in this issue.

It should be noted that page 30 of the *Handbook for One-Act Play*, Tenth Edition has been modified by action of the UIL Legislative Council. Prerequisite (4) has been changed so that judges may be an administrator and/or teacher in a Texas public school not involved in the production, direction or critique of the One-Act Play Contest entry from their school. Such judges: (a) may judge in all conferences other than their own and may judge in their own conference outside their region; (b) must be a certified theatre arts teacher, even though they may not be teaching theatre, and must show evidence of a continued interest and activity in educational, community or professional theatre; (c) may not judge in a contest that includes a company which they critiqued earlier in the same school year; (d) may not accept a judging invitation from a zone, district, area or region in which they have been employed unless three years have elapsed since the time of last employment; and (e) may not accept a return engagement to adjudicate a zone, district, area or region in the same conference unless three years have elapsed.

This change allows administrators and teachers, not involved in the preparation or critique of a One-Act Play Contest entry, to be added to the list of accredited critic judges with the restrictions noted, assuming they meet all other criteria as listed in this section as prerequisites.

New theatre directors or those with limited experience will profit from Sorensen's critique and performances from two quality secondary school theatre programs. This critic judging workshop will provide participants with an idea of what to expect and how to prepare students for a positive experience motivated through educational theatre competition.

Prospective judges must attend a judging workshop and a renewal every five years to meet UIL requirements. They must have a minimum of 36 college semester hours of drama/theatre training, read the current OAP *Handbook*, abide by the "Judges Guide," and agree if asked, to serve as a single expert critic judge.

Secondary theatre teachers may receive more than ten hours advanced academic training credit for *Theatrefest '87* programs scheduled after school Thursday, Friday and all day Saturday. Six hours (minimum) will be available for Saturday. Details of this program may be obtained from Kim Wheatley, theatre specialist, TEA, Wm. B. Travis Bldg., 1701 N. Congress Ave., Austin, TX. 78701, 512/463-9570.

*Theatrefest '87* is focused heavily on secondary school theatre.



**Educational theatre**  
Lynn Murray

**SECOND TO ONE.** Carrollton Newman Smith took runner-up honors in the Conference 5A state one-act play contest with *Marat/Sade*, directed by Mildred Peve-to. Heidi Boren (far left) was named Best Actress and Tina Parker (center) was selected honorable mention all-star cast. Also shown is Emily Stouffer.

UIL critic judges and college/university faculty that are potential additions to the accredited list of critic judges. A list of judges added at the TETA convention will be published in February.

Anybody that does not receive program information and registration materials by December should contact Pam or Jay Brown at Lubbock-Cooper High School. They are our local hosts/organizers.

Junior college students and high school seniors interested in theatre as a major should consider the scholarship auditions set for Saturday, January 31. Tom Lyttle, University of Houston-Downtown, is organizing this program. Many teachers find full convention participation by their students an excellent educational experience.

Acting and directing workshops will help the UIL contest play director do a better job of preparation. Numerous sessions will focus on characterization, imagery, voice, exercising, actor movement, play analysis and technical aspects of production. Theatre arts teachers that want curriculum help and OAP directors needing understudy and support should plan to attend the Lubbock convention. Tentative programs and registration forms will be mailed to administrators and directors of schools enrolled in the One-Act Play Contest. We will also mail information to current



# Accredited List of OAP Critic Judges

The 1986-87 Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the One-Act Play Contest.

Only the judges on this list may be used to adjudicate University Interscholastic League one-act play contests [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.]

The League recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i)]

• = Public School Teacher  
◊ = Needs Recertification

## Aaaaaaa

Barbara Alkofer, The University of Texas at El Paso, El Paso, 79968 I, 915-747-5146  
•Angela Kay Allen, P.O. Box 150, Winnie 77665 III, 409/296-4108  
•Cheryl Allen, P.O. Box 150, Winnie 77665 III, 409/296-4108  
Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, 915/686-9382  
Judy Anderson, 1105 Dominik, College Station 77840 III, 409/693-4804  
Darrell Baergen, Southwestern Baptist Seminary, P.O. Box 22000, Fort Worth 76122 II, 817/923-1921  
Paul Bailey, 1230 E. Walnut, #2207, Seguin 78155 IV, 512/372-3936  
Patricia C. Baldwin, Angelina College, Lufkin 75901 II, 409/639-1301  
Ellen Baltz, Theatre On Wheels, 10001 Westheimer, Houston 77042 III, 713/953-1666  
Sally Barbay, Strake Jesuit College Prep., 8900 Bellaire, Houston 77036 III, 713/774-7651  
Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813 III, 504/771-3190  
Warren Blackstone, 4517 Harwen Terrace, Fort Worth 76133 II, 817/923-0797  
Arthur Bloom, Trinity University, San Antonio, 78284 IV, 512/736-8511  
Georgia A. Bomar, East Texas State University, Commerce 75428 II, 214/886-5344  
•Vicki Bond, 607-1/2 Cook Road, Beeville 78102 IV, 512/358-0739  
Madeline Brand, 135 Clairemont Dr., El Paso 79912 I, 915/584-0474  
Royal Brantley, West Texas State University, Canyon 79016 I, 806/656-2291  
Celia Braswell, University of Houston, Houston 77004 III, 713/749-1427  
David Brock, 2725 Culbertson, Paris 75460 II, 214/784-3521  
John W. Brokaw, The University of Texas, Austin 78712 IV, 512/471-5341  
Randall J. Buchanan, Texas A&I University, Kingsville 78363 IV, 512/595-2614  
Anthony J. Buckley, East Texas State University, Commerce 75428 II, 214/886-5346  
Richard F. Butler, Sam Houston State University, Huntsville 77341 III, 409/294-1330

## Ccccccc

◊Raymond Caldwell, Kilgore College, Kilgore 75662 II, 214/983-8117  
Vera Campbell, 1265 Brockman, Beaumont 77705 III, 409/835-6154  
M. Caroline Canfield, Angelo State University, San Angelo 76901 I, 915/942-2344  
James W. Carlsen, Corpus Christi State University, Corpus Christi 78412 IV, 512/991-6810  
Kathryn S. Carter, Southwest Texas State University, San Marcos 78666 IV, 512/245-2165  
Nicholas G. Carter, San Antonio College, San Antonio 78284 IV, 512/733-2720

Donna Clevinger, North Texas State University, Denton 76203 II, 817/565-2211  
Gaylan Collier, Texas Christian University, Fort Worth 76129 II, 817/921-7625  
Bill G. Cook, Baylor University, Waco 76798 II, 817/755-1861  
Clayton Cook, P.O. Box 57, Vega 79092 I, 806/267-2240  
Kay Cook, Vernon Regional Junior College, Vernon 76384 II, 817/552-6291  
Patricia Cook, Baylor University, Waco 76798 II, 817/755-1861  
Joanna Cowell, P.O. Box 432, Alpine 79831 I, 915/837-2921  
Ken Cox, Oklahoma State University, Stillwater, Oklahoma 74078 II, 405/624-6094  
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Cran Dodds, 1419 West 5th, Corsicana 75110 II, 214/872-6096  
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Steven C. Erickson, Dallas Baptist University, Dallas 75211 II, 214/331-8311  
C.L. Etheridge, The University of Texas at El Paso, El Paso 79968 I, 915/747-5146  
•John Farr, 1319 Olga, Pharr 78577 IV, 512/783-0044  
Bob Farrer, Grayson County College, Sherman 75020 II, 214/465-6030  
◊Rex R. Fleming, Houston Baptist University, Houston 77074 III, 713/774-7661  
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◊Jennie Louise Hindman, 4207 University, Wichita Falls 76308 II, 817/692-2552  
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Philip H. Jackman, Brookhaven College, Farmers Branch 75244 II, 214/620-4742  
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F.C. (Bill) Jordan, 1907-A Pecos, Amarillo 79102 I, 806/355-1240  
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•Rebecca McDaniel, 3456 North Hills Dr., #216, Austin 78731 IV, 512/346-5871  
Nancy McVean, Weatherford College, Weatherford 76086 II, 817/594-5471  
James Mammarella, San Antonio College, San Antonio 78284 IV, 512/733-2715  
Crockett Maples, 1921 Dumont, #82, Arlington 76006 II, 817/640-9057  
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Bill Watts, Angelo State University, San Angelo 76909 I, 915/942-2033  
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# Speaking of changes

## Combining informative, persuasive contests would promote lifetime communication skills

An idea whose time has come? We'll see about that. I have spent years with the UIL speech program: as a 15 year-old contestant, as a 22 year-old judge, and now as a 33 year-old director of the program. Each decade has seen many changes in the rules and guidelines, but no changes in the events themselves. Is it time to think about changing? If so, what direction should we go? I don't have answers to these questions, but I do have a proposal.

Will you take the time to read this carefully, consider its advantages and disadvantages, and then complete and return the survey to me? This is your program, and I need to hear your concerns for its future.

### Proposal

In a nutshell, this two-fold proposal calls for a) combining informative and persuasive speaking into one extemporaneous speaking event, and b) creating, in the newly opened time-slot, a prepared, informative speech event which requires a visual aid.

### Why an Informative Event?

Speaking to inform is a ubiquitous communication context. Whether teaching, parenting, or conducting business, the need to convey information interestingly, clearly, and purposefully is a life skill worth practicing and mastering. Moreover, informative speaking—in the "real world"—rarely takes place without aids to the communication process: the architect's blueprints, the physician's x-rays, the salesman's samples, the teacher's blackboard, and the banker's graphs are all "visual aids" which serve to clarify and enhance the informative goal. While these communication situations are often informal and open-ended, they are just as frequently formal, prepared presentations following hours of research, analysis, writing, and rehearsal.

The student who can master the research, writing, speaking, and presentational skills required of an informative communication context will carry these abilities into adulthood. Creating a visual aid, incorporating it effectively into the presentation, and adapting to unforeseen circumstances will encourage responsibility and foresight on the part of the student. A UIL contest that parallels professional, informative speaking contexts will provide an opportunity to develop and master important life skills.

### How will this fit into the UIL speech program?

At present, the UIL speech activities include Debate (Lincoln-Douglas and Cross-Examination Team), Oral Interpretation (Poetry and Prose), and Extemporaneous Speaking (Informative and Persuasive). Each activity stresses a fundamental speech area: argumentation and advocacy in debate, analysis of literature in oral interpretation, and synthesis of current events and public speaking in extemporaneous speaking. All these activities require research, analysis, writing, and communication skills, and they promote an informed citizenry in the liberal arts tradition. These are extremely important and worthwhile ends, but there remains a large gap in the UIL speech program.

At present, no event allows for a prepared speech, written by the student, delivered from memory. This proposed event will give students the opportunity to write and deliver their own speeches. While interpretation events are prepared in advance, the student performs the works of others utilizing a script. While the extemporaneous speaking and debate events are opportunities for original work, the mandate for extemporaneity and clash does not promote carefully written, rehearsed, and eloquent prose. Not only will this event help develop the extremely important skill of writing, but it will require memorization—once considered a fundamental educational tool. The advanced preparation necessary will encourage thorough research, careful analysis, and rehearsal before a variety of audiences. Students who are unwilling to enter the extemporaneous speaking or debate events because of limited



A way  
with words

Elizabeth Bell

### Please complete and return SURVEY, page 12

preparation time will now have an additional speech event available to them.

This proposed event is unique for its informative focus. Most prepared, original speeches in contest settings are persuasive in purpose. This proposed contest is not "original oratory"—the formal, persuasive style of the politician's stump or the preacher's pulpit. Instead, the focus is a contemporary, professional speaking situation to inform an audience. At present, the UIL speech program offers three persuasive events: Team Debate, Lincoln-Douglas Debate, and Persuasive Speaking. If this proposal is accepted, extemporaneous speaking will feature both informative and persuasive stances, debate will remain a forum for persuasive advocacy, and Professional Informative Speaking will feature the informative goal. This will create a more balanced and equitable system for teaching rhetorical strategies.

This proposed event is also unique in its inclusion of a visual aid. When Marshall McLuhan first pronounced the "medium is the message," he was theorizing about the technologizing of contemporary communication. Aids to the communication process are here to stay. An event that challenges students to explore the potential impact of communication aids can serve to enhance their roles as communicators in contemporary society.

Most importantly, this proposed event offers the student a great deal of freedom. Unlike debate resolutions and extemporaneous speaking topics which are predetermined, and unlike oral interpretation which prescribes categories and performance style, this event leaves the choice of topic, creation and implementation of the visual aid, speech content, organizational strategy, and style of delivery to the student.

### Why Combine Informative and Persuasive Speaking?

Extemporaneous speaking, the ability to research, analyze, organize, and present a thesis with a minimum of preparation time, is an extremely important skill. The individual who is unable, however, to utilize this skill for a variety of purposes is hampered: the saleswoman who doesn't inform as well as persuade her customer is often perceived as a "hard sell"; the coach who teaches the fundamentals but does not inspire his team rarely wins; and the minister who entertains but does not convince his congregation has missed his calling.

Distinguishing among rhetorical purposes—to persuade, to inform, to entertain, and to inspire—is paramount to communication education. The ability to achieve an intended purpose by utilizing a variety of rhetorical strategies is necessary for effective communication. The present UIL extemporaneous speaking events force the student to choose between informative and persuasive speaking, thereby limiting that student's study and practice of speech skills and strategies. A UIL contest that combines informative and persuasive speaking will offer the student the opportunity to distinguish among communicative purposes and practice the rhetorical strategies necessary to each.

CRITERIA FOR EVALUATING INFORMATIVE PROFESSIONAL SPEAKING

Within an eight-minute time limit and utilizing a visual aid, the speaker will deliver from memory an original speech to inform the audience. Please consider the following criteria when evaluating the presentation.

CHOICE OF TOPIC

1. Was the topic appropriate for the speaker?
2. Was the topic suitable for an informative focus?
3. Was the topic interesting, significant, and worthwhile?

CONTENT

1. Was the approach to the subject original and interesting?
2. Was the supporting material (logic, facts, examples, expert opinions) relevant, sufficient, interesting, and varied?
3. Were necessary definitions given and sources acknowledged?

ORGANIZATION

1. Was the speaker get your attention and create interest in the subject?
2. Was the purpose of the speech made clear?
3. Did the speaker preview and give focus to the key ideas?

Introduction

1. Did the speaker get your attention and create interest in the subject?
2. Was the purpose of the speech made clear?
3. Did the speaker preview and give focus to the key ideas?

Body

1. Were main ideas clear and appropriate to the subject matter?
2. Did the speaker make effective use of sign posting, internal summaries, and transitions?
3. Was there a clear, effective arrangement of ideas?

Conclusion

1. Was there an adequate summary?
2. Was there a note of finality?
3. Was there an effective closing idea?

DELIVERY

1. Was the delivery natural, lively, and spontaneous?
2. Did the delivery reinforce the ideas of the speech?
3. Did the speaker establish a rapport with the audience?

Language Style

1. Did the speaker exhibit command of conversational style?
2. Was the language suitable to informing the audience?
3. Was the language clear, accurate, varied, and vivid?

Vocal Delivery

1. Was enunciation clear?
2. Was volume appropriate?
3. Was there sufficient variety in rate, pause, and pitch?

Physical Delivery

1. Did the speaker exhibit poise and confidence?
2. Were gestures varied, movement motivated, and eye contact direct?
3. Did the speaker demonstrate control over the memorization?

VISUAL AID

1. Was the visual aid clear, simple, and appropriate to the subject of the speech?
2. Was the visual aid effectively incorporated into the speech?

OVERALL EFFECTIVENESS

1. Did the overall presentation reflect a unity of style, tone, and theme?
2. Did the presentation reflect creativity and originality?
3. Were you informed?

Thank you for judging!

### How will these changes effect tournaments?

Adding this new event by combining persuasive and informative speaking will not alter the tournament schedule, room requirements, or judging load. Some coaches, with strong extemp programs, may react violently to the realization that their extemporaneous entries will drop from six to three contestants. Others may welcome the change to attract new students to their program. Although the extemp event will experience an initial drop, the quality of the extemporaneous speeches should improve because the best three students will be competing. Judges whose special interest is extemp will be assigned to this event, and the quality of criticism and evaluation should improve. Moreover, the number of topics will be cut in half, allowing for better, more thoughtful prompts for the speeches.

To combine informative and persuasive speaking will require only one change in the structure of the contest. Like the category draw in poetry and prose, the extemporaneous speaking contest

manager will draw to determine if the preliminary round will be "informative" or "persuasive" speeches. The final round will automatically be the remaining stance. The individual evaluation sheet will easily be edited to include a check-box for the informative or persuasive purpose.

The contest in Informative Professional Speaking will be conducted in the same manner as other individual speech events. Preliminary rounds of eight contestants will break to final rounds. One judge, or a panel of judges, will rank the contestants and complete individual evaluation sheets. Because "expert" judges are often difficult to secure for speech events, contest managers should be encouraged to recruit judges from a variety of areas. Community and civic club members, business leaders, teachers and administrators from all disciplines, and media professionals have all experienced informative, communicative settings. If one goal of this activity is to promote lifetime skills, why not utilize judges these students will encounter in that lifetime?

## Rules for proposed contest

### PROPOSED RULES FOR INFORMATIVE PROFESSIONAL SPEAKING

**Description of the Event.** Informative Professional Speaking is a public speaking event in which the contestant delivers an original, informative speech from memory on a subject of his/her choice. The contestant must incorporate a visual aid into the presentation.

### Original Speech

1. This contest shall include only speeches actually written by the contestant.
2. Speeches used in VFW, American Legion, Optimist, FFA, FHS, etc. competition are not allowed to be used in UIL sponsored events. An infraction of this rule shall result in the contestant's disqualification by the contest manager.
3. Speeches are to be typewritten and one copy shall be submitted to the chairperson of the divisional contest at the time the entries are made for the divisional speech tournament. Each speech shall include a title page on which shall be typed plainly: the title of the speech, the author, the name and location of the high school which the speaker represents, the date and place of delivery at the divisional contest.
4. During the delivery of the speech, no manuscript may be held or referred to by the contestant. Memorization shall be mandatory.
5. Although the presentation may include materials from other sources, the majority of the material must be original with the contestant. All references must be documented with the original author's name and source of the material.

### Time Limit

1. The time limit for the speech is eight minutes.
2. The contestant shall use no more than two minutes before the speech to prepare the presentation. If the contestant uses more than the two minute prep time, this time shall be deducted from the eight-minute speech time.

3. The contest manager shall appoint a timekeeper who shall use a timing device and indicate with timing cards the time as it elapses. At the end of the first minute a "7" shall be held up and so on for all the numbers. At the end of 8 minutes, the timekeeper shall rise, showing the "STOP" card. The speaker may finish the sentence and then must stop or be subject to elimination from the round.

### Visual Aid

1. The visual aid is a requirement for this speech event.
2. An effective visual aid is clear, concise, attractive, and purposefully integrated in the informative purpose of the presentation. Some appropriate visual aids include maps, charts, and graphs. A small, manageable object necessary to the content and form of the speech is allowed.
3. While the contestant is encouraged to be creative and original in the choice of a visual aid, safety considerations make the following guidelines necessary. The visual aid shall not:
  - a. require electrical outlets or external power sources.
  - b. be animate; i.e. animals, audience members, or confederates may not be used as visual aids.
  - c. be dangerous; i.e. weapons, fire, explosives, etc. are forbidden.
  - d. be illegal; i.e., tobacco, alcohol, drugs, etc. are forbidden.
4. The contest manager may disqualify a contestant for an inappropriate visual aid.

### Choice of Topics

The contestant is encouraged to explore topics of interest to him/her. The following criteria should be considered when choosing a topic:

- a. Is the topic suitable for an informative focus?
- b. Will the topic interest a general audience?
- c. Is research information available on this topic?
- d. Can this topic be adequately treated in the eight-minute time limit?
- e. Is the topic conducive to the use of a visual aid?

“

"I have talked to several coaches and they all feel the change in the UIL speech program is not necessary." Glen Hopkins, O'Donnell High School, O'Donnell, Texas.

"...I believe that the extemporaneous contests are the most intellectually challenging for students. These contests force the student to read news, listen to news, form an opinion, organize thoughts, communicate orally, et cetera, if he is to be successful ... We use extemp for our gifted and talented ... I like having two extemp contests. I would not like to sacrifice three slots by combining them." Mavournee D. DuBose, Skidmore, Texas.

"I am excited about the possibility of combining the contests. Most stu-

dents who enter have difficulty choosing whether they want to enter the informative or persuasive category, and this combination really makes more sense and provides the talented with a wider range of study ... I can see no way to prevent coaches from writing the speeches! You are contending with the same honor system used when it is said that coaches cannot write debate briefs ... those of us who are keeping the child's learning experience foremost to winning contests will abide." Gloria Windrum, Pflugerville High School, Pflugerville, Texas.

"I believe the proposed changes offer the best of both worlds: students will learn both persuasive and informative strategies in extemporaneous

speaking, and the UIL will fill a gap in its speech program. How can we offer a range of speech activities yet neglect the most basic form of public speaking — the prepared speech?" Charlene Strickland, Hardin-Simmons University, Abilene, Texas.

"Working with visual aids is an important skill in any communication situation. Students will quickly learn what works and what doesn't, just as teachers learn what supplements their lectures and what detracts. Even if students enlist the help of others in the production of the visual aid, the concept must be original and grow out of the needs of the speech." Betty Morris, St. Mary's University, San Antonio, Texas.

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# Taking the gamble out of the headline contest

If you attended one of the eight fall student activities conferences, and the overwhelming chances of that are almost nil, then you heard me talk about the headline verification period.

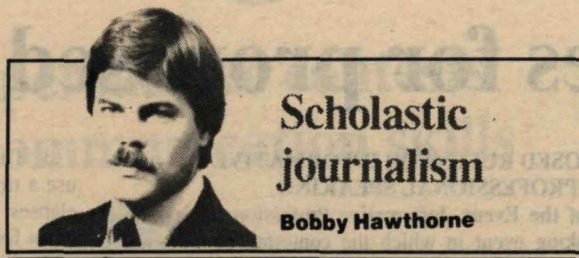
In short, we're — that is, you're — going to have one at the district meet this spring. The purpose of this 15-minute verification period is to guarantee that the judges follow the directions. This is no small order. In past years, judges have displayed an amazing ability to thumb their noses at the contest judging criteria and get away with it.

For example, if the judge cuts his teeth on a particular headline count — say, that a space counts a full space rather than a half-count — then that's what he brought to the contest, judging criteria bedamned. Or if the judge believed passionately that headlines should be upstyle without exception, then he might penalize a student for using a downstyle headline.

As grateful as most of us are to have arbiters who know the difference between a headline and a wrinkled brow, we still feel somewhat cheated when the judge abuses his authority. This is one of the few times when I thank the Almighty for the League's athletic problems, since coaches clog the telephone lines the better part of the day with justifiable questions like, "Who thought up that dumb rule?"

At any rate, we're going to have a verification period. It will work like this: The students will take the 30-minute contest and the judges will select first through fifth or sixth place, just like they have done. Then, judges will announce unofficial results and return the entries to the students and/or advisers. At that time, the students/advisers will have 15 minutes to examine their entries.

Not that we think any one would actually cheat, but we will



Scholastic  
journalism

Bobby Hawthorne

have a rule that forbids students/advisers from having a pen or pencil in hand during the verification period. If you accidentally pick up a pencil and the contest director catches you with it, accidentally holding it and looking as if you might accidentally write on the paper, then you're disqualified. There'll be no accident about that.

The adviser and student will search for technical errors, such as failure to adhere the prescribed count system or the headline writing contest criteria, such as disqualifying an entry for not completing six heads. This happened several times last year, although the rules state specifically that students need not finish all six to win or place. The purpose of the verification is not to allow entrants to question subjective decisions. There will be no need to compare headlines.

Technical errors will be reported to the contest director, who then returns all entries to the judges for a second round of analysis. If errors are not found at the end of the 15-minute period, then

the unofficial results will be announced as the official results.

In addition to adding no less than 15 minutes to each district meet, what will the rule mean? Most importantly, that judging of the headline contest must be completed the day of the meet. In many districts, entries are packaged and taken to judges, who complete ratings and report results several days afterward. This will be permissible (though discouraged) in news, features and editorials but not in headlines. In order to conduct the verification period, the headline judging must be performed immediately after the contest.

Access to the verification period will be restricted to contestants and their advisers. Friends and family will not be admitted. Also, persons who fail to attend the verification period waive their right to protest.

Frankly, the great majority of judges do an exceptional job for rewards rarely beyond lukewarm coffee and stale donuts. Their participation in these spring contests falls into the "labor of love" category. But problems have persisted, and in many instances, these official blunders have destroyed whatever educational benefit the students might have derived from the experience. It isn't fair to ask our students to put in the extra time and toil if we don't demand the same of ourselves, the people charged with administering these contests, and the judges. Quality judging should not be gambling proposition.

So, if you're reading this column, and those odds aren't all that good either, then please contact other journalism contest sponsors in your district. Chances, are you're the only adviser in your district who knows about this. Pass along the word. I'm willing to bet the farm that you won't regret it.

## Fall conference changes studied

The "save the academic school day" movement may force the University Interscholastic League to abandon its traditional slate of nine student activities conferences each fall. Because so many activities have been forced onto weekends, students are forced to choose between sports, standardized college tests, music contests and academic tournaments. In the process, the UIL's three-hour introductory seminars have been virtually squeezed dry.

"Attendance at the eight conferences this fall has dropped dramatically," Bobby Hawthorne, UIL journalism director, said. "At one meeting, I had two people in the room at the time the meeting was to begin. Fortunately, 20 or so eventually filtered in."

"But attendance across the board has been down," he added. "Many advisers say students are facing too many conflicts on Saturdays."

The League is currently studying a proposal to conduct three "super conferences" rather than nine smaller ones. The plan would be made to schedule meetings so as not to conflict with SAT/ACT tests, marching band contests, athletic state meets or teacher association conventions.

"The Austin student activities conference, in the past five years or so, has been by far the most productive meeting," Hawthorne said. "The explanation for that is fairly simple: The League offers a full day of instruction. Rather than traveling three hours to a site to hear two and a half hours of teaching, and then three hours home, the people attending the Austin conference know they have a 9 a.m. to 4 p.m. program. It makes a tremendous difference."

Tentative plans for the "super conferences" call for a 9 a.m.-4 p.m. format. Students would attend lectures, performances and invitational contests. "In the journalism area, we would introduce the four UIL contests as well as provide yearbook, basic newspaper and photography sessions," Hawthorne said. "We might also conduct a mini-invitational meet."

Final decisions on the concept will be made after teachers, administrators and college site hosts are surveyed. "I'm not certain what will be done but I am certain that something should be done," Hawthorne said. "It is neither time nor cost effective to travel 200 miles to speak to 20 people."

Comments and suggestions are welcomed.

## Does Coverage Imply Approval?

Covering controversial topics is risky. Often, parents, teachers and administrators believe coverage implies approval, especially when the subjects involve drugs, cheating, teen marriage/parenting or alcohol.

So long as coverage is factual and objective, these concerns are not valid. Coverage of an automobile accident hardly implies approval of carelessness. Student reporters have the responsibility to cover tough, complex issues. The ultimate objective of a student publication is an improved school, and problems are never solved by pretending they don't exist.

At the top, the Plano East HS staff covered the new drinking law and its impact on students. Below, the Austin Anderson staff examined growing popularity of home drug tests.



### Tensions provoked due to new drinking age

By MELANIE LANGSTON  
Twenty-one. Since Sept. 1, this number has been in everyone's mind because this is the new drinking age. Those who have taken L.I.'s will find it more difficult to pass as 21 than it was to pass as 19. The purpose of this new law, according to Alex Litman, of the Texas Alcoholic Beverage Commission, is to keep young people from drinking and driving. People who are 21, he continued, can handle alcohol better than those age 19 and 20.

The drinking age has been changed more than once in Texas history. In 1973, the drinking age was lowered to 18. Litman continued, but in 1980, it was raised to 19 once again.

Of course whenever alcohol is involved, some people abuse their privilege by getting behind the wheel of a car and in turn causing fatal or near fatal accidents. The police try to stop as many drunk drivers as possible by enforcing the drinking age law. "If an officer sees someone he believes to be too young to be drinking," said Steve Coping, crime prevention officer, "he will ask to see their I.D."

If the people who are asked to show an I.D. are 16 and younger, they must appear with their parents in Juvenile Court, he continued.

"If they take underage drinkers under 18," Coping added, "they are sent to the parents to notify them."

In certain situations, arrests can be made, but it is not done often, he continued.

There is no fine, Coping said, if the person caught drinking under age is under 18.

"If the person caught drinking is under age and 17 or older, they will receive an adult notice to appear," he added.

A person who is 17 or older is fined, however, added Coping. "If a person is charged with minor possession of alcohol," said Caroline LaGrange, court clerk, "the fine is \$100."

When the underage drinker goes to court to pay for his or her fine, Coping said, it is like paying for a ticket at court in front of a judge. Furthermore, minor possession of alcohol is a class "C" misdemeanor, he said.

Moreover, there are people in society who will do anything to get money. The type of people who fall into this class are those who sell alcohol to minors. "These people do not receive a ticket," he added, "because it is a county misdemeanor. Because the crime is a misdemeanor, the fine will be higher and the violator might be put on probation and/or do time in jail, Coping continued."

19 and 20 year olds will be drinking illegally," — Steve Coping, crime prevention officer.

### Cars without stickers towed from school lot

By CINDIE PURTLE  
Car towing began Sept. 10 for those students who failed to buy a parking sticker and can park in no parking zones, fire lanes and striped stands were being towed starting Sept. 4.

## Home drug test available soon

by Christine Peterson

The next time you return home from an evening with your friends, you may face a drug test as soon as you walk through the front door.

A new product on the market enables parents to test their children for most commonly used drugs. This product, called AWARE, available at Rexco and Eckerd's stores, is a urinalysis that is screened at a Dallas lab, with results sent back to parents in seven to 10 days.

Many teens think the test is a violation of their rights, and would be offended if their parents asked them to take the test. "I would be very offended for my parents to even suspect that I would take drugs," said sophomore Stephanie Stowers said. "Maybe this test would be helpful to some people, but the fact that my parents would want to test me would only prove that they don't trust me," she added.

Stowers also said that she should have the right to refuse to take the test, "but if my parents were really unsure about me, I would take the test to prove to them that I don't take drugs."

Junior Jodie Perryman said that she has established a close bond with her parents, and for them to ask her to take the drug test, "would only be a sign of distrust."

Perryman's mother, Lisa Carr, said that she would probably never have reason to use the drug test on her children, but she doesn't think the test infringes on children's rights.

"A teenager would be ruining their life if they were really involved in drugs," Card said, "but if parents could find out about their child's drug problem, they could overcome the problem together."

Principal Ron Beauford agrees. "I think parents have the right to test children under 18, if that test is what they want to do," he said.

Junior Rachel Pollack said she hopes that parents would be close enough to their children so they would not have to use an "in-person method" to find out if their children are on drugs.

"The whole idea (of drug testing) is scary," Pollack said. "I hope that this isn't followed by at-home breathalyzer tests, or anything like that. It's just going to cause more problems between teens and their parents," she added.

Junior Mike Davidson said that if his mother ever wanted to test him for drug use, he wouldn't take the test until he had heard his mother's side of the issue, and she had heard his.

"I believe in communication," Davidson said. "If I told my mom that I wasn't on drugs, she should know me well enough to know that I would be telling the truth."

Despite the fact that he doesn't approve of the drug test, Davidson sees the test as an indicator of heightened awareness.

"I think it's good that people are finally opening their eyes to the drug problem," he said.



— photo by Elizabeth Quinn  
Hidden in this Eddard bag is something that has the potential to destroy the fragile trust between parents and their teenage daughters and sons — AWARE, a ready available drug testing kit.



## District director list begun

The name and address of the district director for all levels of competition should have been mailed to the League office by November 1. If your district has not mailed this information into the League office please do so immediately.

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

The information about the district director should be completed by each director using the "Director General's Form," which was included with the Spring Meet List. The Spring Meet List should have been received by every high school.

## Picture memory prints current

Picture Memory, a popular, long-standing fine arts activity for the elementary grades, is designed to be used over two consecutive years. The 1986-87 school year is the second of the two-year cycle making the bulletin and prints used last year still current for this year.

Because the small and large prints are printed at two different places, an error usually occurs. The rule of thumb is to make the prints identical to the official list in the Bulletin. However, if the list is corrected in the Official Notices of the Leaguer, the prints should be corrected to correspond to the Leaguer correction. During the first year of this cycle, a correction was run in the Official Notices of the Leaguer which instructed sponsors to alter the spelling on two of the small prints. In this particular case, **the official list in the Picture Memory Bulletin for 1986-1987 is correct as printed.**

The Picture Memory Bulletin is available from the League Office on the Elementary and Junior High Academic Order Form and the prints are available from Texas School Pictures, P.O. Box 3470, San Antonio, TX 78233 (512/655-6634).

## 2nd L-D topic selected

The second UIL Lincoln-Douglas debate topic, for use at UIL invitation tournaments in December, January and February, has been selected. The third topic, for UIL district, region and state contests, will be announced on February 6, 1987.

The second topic is: Resolved, that the United States government is justified in intervening in other nations' internal affairs in defense of human rights.

# Participation cards flood in

The Academic Department mailbox at the UIL has resembled fall leaves as the orange elementary/junior high academic participation cards have been flooding in since late August. From the number of cards received, it appears that greater numbers of schools are using the program, ranging from math to creative writing and from art and music to public speaking, to compliment the curriculum for gifted and talented students.

Elementary and junior high principals of schools that submitted a participation card will be receiving a packet which will include a copy of the *Constitution and Contest Rules, Elementary and Junior High Handbook for UIL Academic Activities*, order forms, listening contest rules, the 1987 Elementary and Junior High Participation List, and a variety of other materials. The participation list is an 18 page publication listing public schools that are interested in organized, academic competition.

In order to accommodate the diversities among schools, the League provides flexibility within the elementary/junior high program to allow districts to best satisfy their needs. Districts may alter the number of contestants eligible to enter an event and may adjust the number and selection of events offered. For example, many districts are opting to allow three number sense entries from each grade level rather than three from each school. This provides an opportunity for greater participation. Especially in contest areas which do not require additional judges or graders, this procedure can be used requiring very little extra time, space, or effort.

As another option, the *Constitution and Contest Rules* allows districts to offer new competitive academic activities at the district meet, provided the schools in competition agree to add an event and agree to the guidelines and rules to be followed. Many districts are adding the new pilot listening activity for grades five and six. The rules for listening will not appear in the *Constitution and Contest Rules* until the activity receives final approval as a full-fledged contest from the Legislative Council and the State Board of Education. However, interested individuals may request a copy of the rules and an order form for practice materials. The League will provide test materials for district meets offering the listening activity. The contest is directed toward the development of such essential elements as identifying the main and supporting ideas, drawing conclusions, and distinguishing fact from opinion, and has been designed to be easy to administer and grade.

As science and reading activities have also been included in some districts for a number of years, several schools have requested that the League develop a science activity for middle/junior high schools and a reading activity for the elementary grades. To determine the best approach to take in developing the programs, the staff would like to work with schools that currently offer these activities in their districts.

On the other side of the spectrum, well-established programs are receiving renewed attention. Spelling has traditionally been the most popular UIL academic activity. At all levels, the spelling rules have been revised to move from what was once the stiff requirements of "plain writing" to the concept of "legibility".



## Academically inclined

Janet Wiman

Emphasis is being placed on whether or not the graders can read the word rather than on how tall the "t" is written. During this process of change, rules were not provided in the spelling bulletins; however this year loose-leaf pages of the rules have been inserted in each elementary and junior high spelling bulletin. Spelling sponsors are requested to make certain the contestants have a set of the rules attached to their spelling lists. Beginning with the 1987-88 school year, the rules will again be printed as a part of all spelling bulletins.

The staff also tries to facilitate preparation for the contest in two ways: 1) expanding the study material available, and 2) providing tests for invitational tournaments. Several companies produce materials that compliment the competitive contest activities sponsored by the League. We have identified two supplemental study aids that may be purchased to provide for more independent preparation for the elementary and junior high spelling events. One is a set of audio tapes in which a person pronounces the words for the students; the other is computer software. The audio tapes are available from Be a Winner, Box 4708, Dallas, TX 75208, (214/780-9051); computer software is available from Pal Educational Software, P.O. Box 174, Pittsburg, TX 75686, (214/856-3354).

In addition to these spelling aids, the staff has prepared two elementary and junior high spelling tests and tie breakers to assist schools hosting invitational tournaments. If the school is hosting a meet, these tests, as well as number sense and calculator application tests and ready writing and impromptu speaking topics, may be ordered on the Invitational Meet Order Form. Dates for first use of the two invitational tests are January 24 and February 14, 1987.

UIL Spelling, as well as other academic events, should be viewed as an activity that compliments rather than replaces the basic curriculum. Students who do both programs have a thorough grasp of concepts that will excellorate academic achievement throughout high school and college.

In light of the attention being given to education and motivating students to explore multiple areas of interest, the League is committed to offering a program that is comprehensive, academically sound, easy to administer, and challenging for the participants. If your school is not currently involved and would like to begin such a program, notify the League staff and request information concerning the academic program. You may also refer to the Elementary and Junior High Participation List to identify other schools in your area that are interested in academic competition.

# Ready writing to continue emphasis on current events

By DR. JAMES KINNEAVY  
Ready Writing Director

The trend of the past few years to give greater emphasis to current issues in the topics for the Ready Writing contest will continue, says Dr. James Kinneavy, Co-Director of Ready Writing. Usually, he added, there will be one more traditional topic and a second one focused on a current state, national, or international issue. This trend has important consequences for the long-term and the immediate preparation for the test.

The topics will not be issues which surfaced within a few days or even weeks preceding the contests, Dr. Kinneavy explained. They will be issues which have made the news for some time and which have been featured in daily newspapers and weekly magazines. At the present time, for instance, such issues would certainly include terrorism, tax reform, the budget deficits of the United

States, concerns related to AIDS, problems related to nuclear weapons and nuclear energy, 1986 state and national elections, etc.

To prepare for such topics, contestants should keep abreast of current events by careful reading of their daily newspapers and of national weeklies (such as *Time*, *U.S. News and World Report*, *Newsweek*). In addition, if possible, a prestigious metropolitan daily, such as *The New York Times*, now available in many cities of Texas on the day of publication, can be studied. For different perspectives, a liberal weekly like *The New Republic* and a conservative one like *The National Review* can be used.

The traditional topics have also been current issues, but of a more general nature, not immediately making the media news. They will continue to be used. Such topics have often, though not always, been concerned with education, individualism, sports,

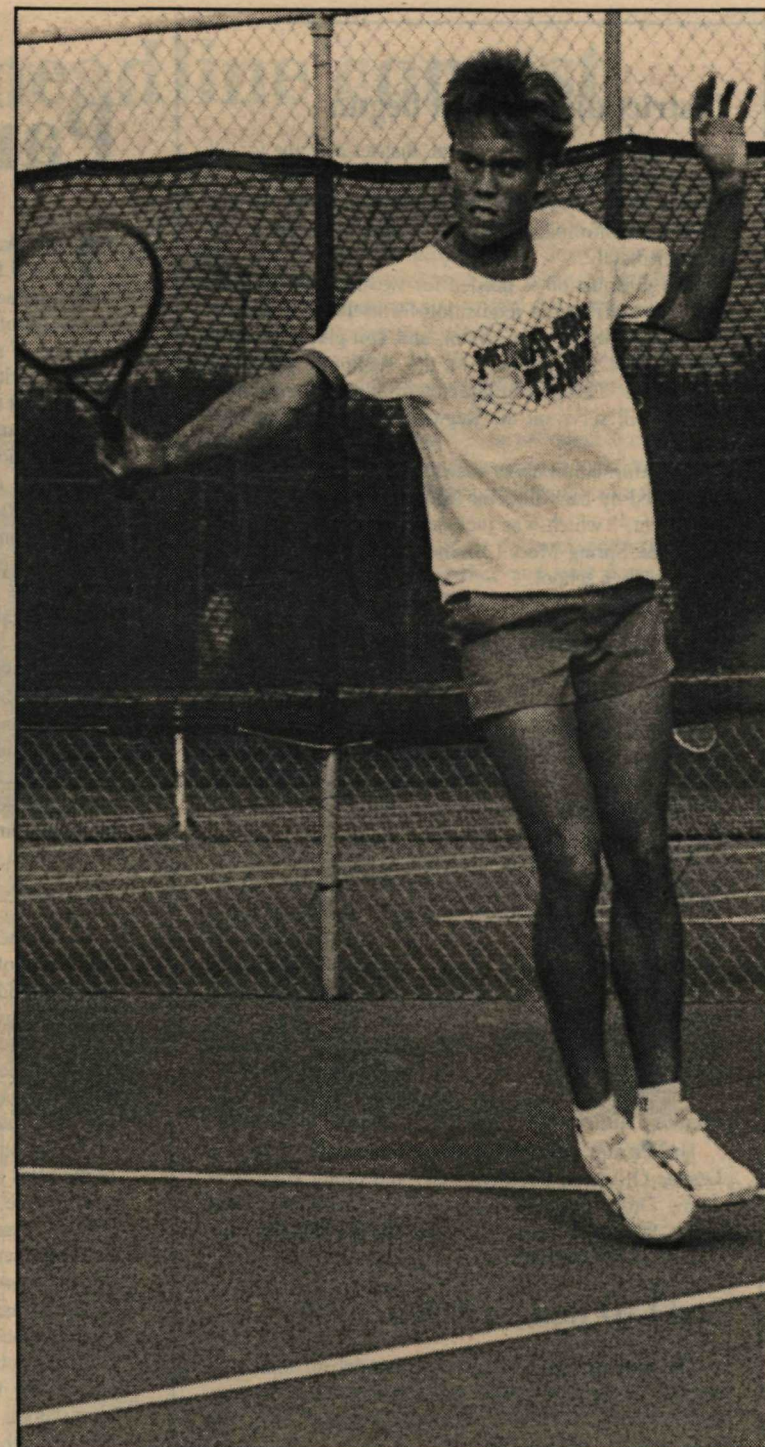
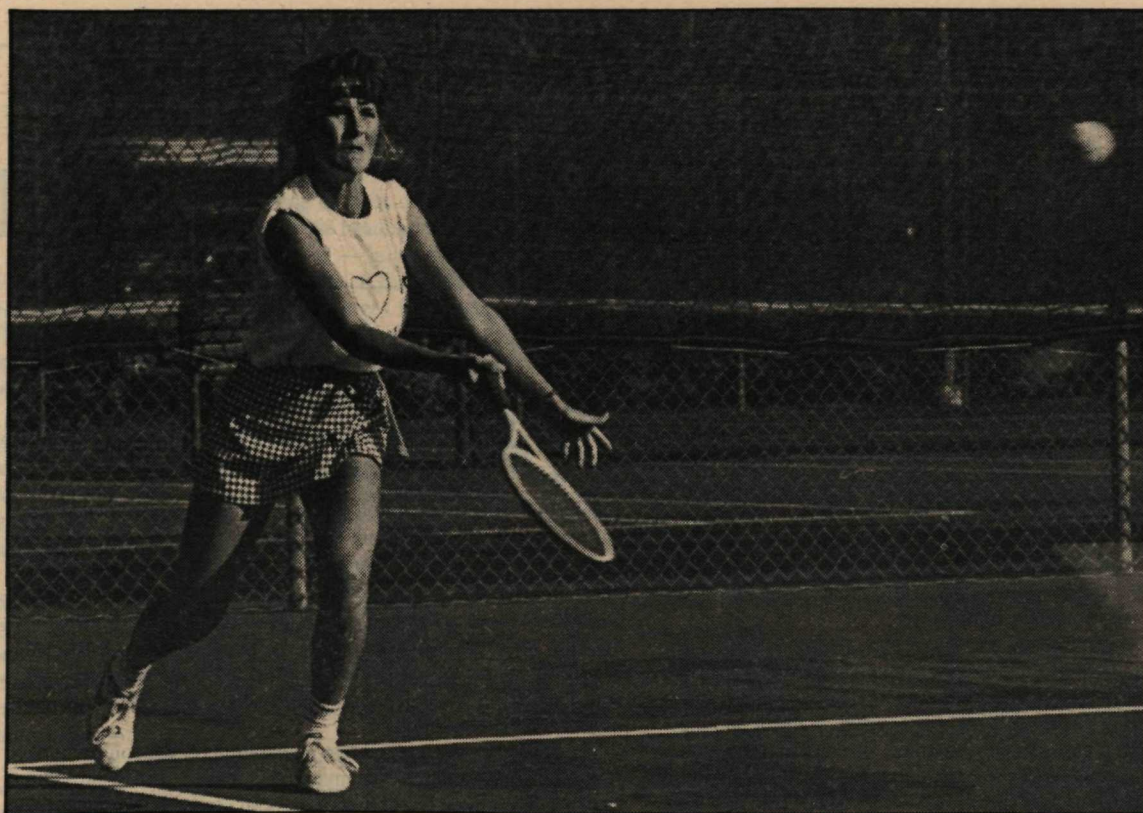
freedom versus authority, conformity, television programming, school discipline, etc. For a listing of such topics, the *Ready Writing Handbook* can be consulted.

Both types of topics call for some common methods of treatment. In both types, evidence to back up a thesis or an examination of several sides of an issue will often include factual background information, historical background and analogies, however, there is no single formula to handle all possible topics.

The paragraph form of the topic will continue to be used. This suggests more perspectives than a single one-line topic. In fact, the caliber of the essays has markedly improved since the introduction of the paragraph topic.

The same three norms will continue to be used by the judges in the evaluations of both essays on kinds of topics: interest, organization, and style—in that order.





## Churchill wins 5A team tennis crown

In the four years the University Interscholastic League has sponsored the state tennis tournament, San Antonio Churchill has walked away with the Conference 5A championship. On October 24-25, they did it again, winning their third consecutive state crown, defeating Clear Lake, 15-3 in the first round and Abilene Cooper 10-3 in the second round.

Tyler Lee won the consolation bracket. After losing in the first round to Cooper, 14-4, the Raiders tripped Clear Lake 11-4 for the consolation title.

Another San Antonio team, Alamo Heights, reclaimed the Conference 4A state championship,

defeating Lancaster 15-3 in the first round and Monahans, 15-3, in the second round. Lancaster won the consolation bracket, beating Friendswood, 11-2, in the second round after dropping the opener to Monahans, 12-6.

Alamo Heights won the 4A crown in 1984 and finished second to Austin Westlake in 1985 and in the spring of 1986.

The tournament was played at the Intramural and Penick-Allison Courts at The University of Texas at Austin.

## Rule consistency makes difference

By JOHN E. ROBERTS  
Michigan HS Athletic Assn.

*Editor's note: Roberts is executive director of the Michigan High School Athletic Association. This article is reprinted from the October, 1986 issue of the MHSAA Bulletin.*

Given my background with the Fellowship of Christian Athletes, it might concern those of you who serve in the public school setting that I would begin my first column for the BULLETIN by making reference to teaching morality in our schools. Some folks think our troubles in schools are a result of our failure to teach morality.

While I certainly endorse the need for discussing ethical and moral choices in our schools, as well as discussing and demanding specific choices in our homes, I don't think the troubles of our

schools or of society in general are the direct result of our failure to teach morality so much as it is our failure to demonstrate there are consequences to inappropriate actions.

In "the good ol' days" order was kept, not just because people prayed in school or taught morality (if that's possible), but because students understood there were consequences for breaking rules. Practical consequences. If you do this, that will happen. Definitely. And no fancy footwork by your folks or their lawyer would get you out of it.

It would have been unheard of for the parents of a boy or girl who was disciplined out of one school to petition another school to allow the youngster to participate in athletics immediately at another school, and then to engage an attorney and go to court when the second school performed its responsibility by saying "No, not for one semester." The student could have learned a tremendous lesson for life: you've got to live with the consequences for your actions. Instead, what the youngster learned was that if you don't like the consequences of your actions, then sue.

I don't think we do the MHSSA, schools, or - most importantly - our students any good if we keep bailing them out of the boat of consequences.

During my first month on the job as MHSAA Executive Director I heard from many people who wanted to bail out the boat for

one young person or another. Their emotional appeal was strong ... when one took the short view of things. When one considered the long term view that by withholding the student from competition we might teach him or her more than the lessons that would come in competition, the emotional appeal waned and the education appeal of enforcing the rules consistently increased.

Columnist William Raspberry wrote recently, "I do believe that rules clearly articulated and consistently enforced make a difference - even among people who believe the rules are unfair or the penalties too harsh." One of the goals I have for my leadership of the MHSAA, is a goal I hope you share for your leadership on the local level; to articulate clearly and enforce consistently the rules our authorities have developed for the conduct of our programs.

I've observed many state high school associations over the years and I know the MHSAA has some of the most carefully drawn eligibility rules and most lenient penalties in the United States. Rather than attacking the rules or even just criticizing them, we should be proudly upholding them. They are fair, pinpointed to address the abuse they were intended to curb, communicated clearly, and reviewed frequently. Most of all, they're educationally sound; and applying them consistently is one of the best lessons we can teach the students we're trying to serve.



# Everyone loses when information is withheld

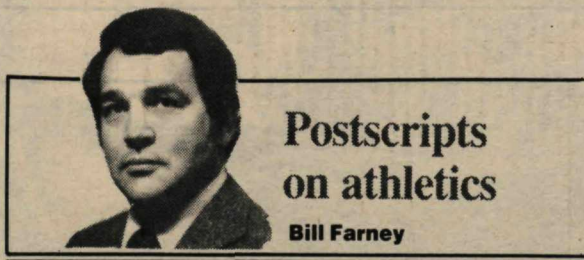
**S**ection 1201: Athletic Codes in the *Constitution and Contest Rules* states, "To withhold information is considered dishonorable and contrary to good sportsmanship." This section, in my opinion, is basic to the fabric of spirit and tradition which is the UIL. Whenever an individual or school discovers any information which may deal with the ineligibility of a participant, that information should be transmitted promptly to the party responsible for investigation. The validity of the information can be determined, appropriate committees may adjudicate the problem, and in many cases, the situation corrected early in the season before an entire schedule of games has to be forfeited.

What saddens everyone is when information is received or known by an individual and kept silent until the end of the season. At that time, the information is presented, found to be a violation of rules, players or teams ruled ineligible, whole seasons forfeited. Teams who have finished second and third in district races are elevated to number one and two. Number one stays home.

A bitter pill to swallow—especially for those who fought so hard all season to have a player ruled ineligible after the fact. Many times the player is not a key player. But because the team is so strong, everyone gets to play in all games. Parents do not understand withholding information, media does not understand, students do not understand. Everyone loses.

Why does this happen? Many times, to be sure, information about ineligibility does not surface until the season is well underway. For one reason or another, nobody steps forward to question eligibility. Actually school administrators and coaches are not aware that anyone is ineligible or may have violated a rule. The unfolding of the season and the resulting development of winners and losers creates a particular attitude in some people. Having determined mathematically that their team cannot possibly win any share of the district title, they set out with fierce determination to find something amiss with the schools who are winning. The need to be part of a winning program transposes into something ugly that wants to win at any cost. What has come to be known as, "winning on paper," rather than on the field or playing court is contrary to the ideals established by Texas schools over three-quarters of a century ago. But, nevertheless, the situation exists. And astonishingly, some folks have no guilt about trying to win this way.

There are some known reasons why information is withheld and not presented early in the season. Some school authorities hesitate



## Postscripts on athletics

Bill Farney

**The absolute worst reason why protests are not brought forward early is the lingering suspicion that some people want at least opportunities to win. One on the field. The other on paper.**

to produce evidence against a future opponent. Too much incentive for that opponent! Others who have the information are just not wanting to rock the boat. Having to live and work in an area and associate with fellow school employees from other school districts sometimes prevents an individual from bringing forth any complaints. Most people prefer being regarded as "nice folks." Most hate controversy. All hate to point a finger and then have the accusation be found untrue.

The absolute worst reason why protests are not brought forward early is the lingering suspicion that some people want at least two opportunities to win: one, by actually having the best record; and two, by withholding information until their team no longer has the opportunity to win, then presenting it in hopes that disqualification of others will result in their team getting in the playoffs. Surely, people would not want to win that way. Perhaps it just seems that way.

The most guilty parties are not coaches, or school officials. Most likely, guilt points to over-zealous parents, boosters, and patrons of a school district. Seldom, if ever, do these individuals realize the damage they do through their actions. In one town, the local grocery stores refused to buy a certain brand of bread for years after a neighboring school had withheld information which caused their team to forfeit a championship. The driver of the bread truck—who was innocent, by the way—lived in the neighboring town. I know the story is true because it is my home town. The championship we forfeited was the district football championship my senior year. The player involved: a second-string tackle who played in four high-scoring lop-sided victories. The neighboring school officials knew he had repeated the eighth grade, but had neglected to note that fact when he transferred to our school. Our town has never forgot and holds a grudge to this day. By the next week the players had started playing basketball; later some of us even dated girls from that town. The students went on with their lives. The adults had trouble adjusting.

If a rule is violated, a penalty should be assessed for the violation. Everyone should be given the courtesy of prompt reporting after first knowledge of any wrongdoing. In some primitive societies today, withholding testimony is unlawful and punishable by extreme penalty. The penalty for withholding evidence in UIL activities should be severe. Admittedly, it is difficult to determine if information is reliable enough to bring forward, but there is a way to do so without upsetting everyone.

For rules to be effective, all entities must cooperate so that schools do not continue to play an ineligible player when someone knows that student is actually ineligible. The climate in a district should be such that a question of inquiry does not amount to an affront.

All amateur sports associations disqualify participants and teams. Without the structure to provide for forfeits and disqualification, the system of equity between schools would be a farce. Everyone would just bring the best teams they could get whether or not the team members were actually eligible. In early days of school competition in this state the competition often was town against town, with little emphasis on participants being actual students. The system must permit room for reporting infractions. It does. The system is not bad, what is bad is the individual within the system who operates contrary to the spirit and letter of what is best for the common educational good of all.

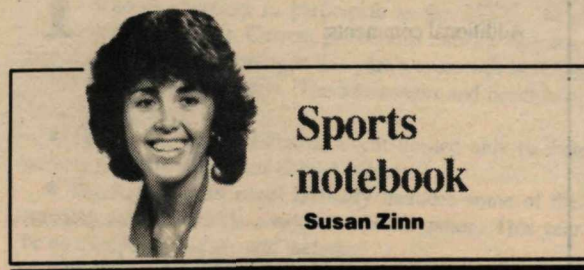
# Compliance with rules essential to effective program

**A**t one time or another, we have all heard of those school officials and participants who play the game of "a little here and not so much there" rules compliance. These individuals outstep the bounds of fair competition and good judgment to break UIL rules—all in the name of winning.

Some feel League rules are made to be broken. If this were so, we just spent a great deal of needless time and effort mailing out the 1986-87 *Constitution and Contest Rules* to all our member schools. Hopefully, efforts have not gone unrewarded as it is essential to a smooth-running League program that each member complies with and competes under the same contest rules as every other member.

UIL rules, or for that matter rules in general, hold negative connotations for many. Probably because rules by their very nature are forever being associated with those actions which we cannot take rather than those which we can. But, there seems to be a case of "not seeing the forest for the trees" going on here as rules can be positive in nature as well. For instance, League rules protect the health and safety of participants, officials, and fans alike. Rules also assure that every team whether on the field, track, court or off has a fair chance; that is, after all, why they call it "sport". Rules can even right past wrongs where both sins of commission and omission are concerned. As former UIL director Roy Bedichek reminds us over forty years later, "a rule or law is never made until an abuse exists."

Still, it is rather easy for those of us who sit up in this ivory tower called the League office and fold our arms in indignation & pass judgment on those who circumvent League rules. But, rules



## Sports notebook

Susan Zinn

do not mean much if compliance with them is not a value espoused by every member school. With this in mind, a questionnaire was recently sent out to selected schools in every conference, in every region of the state. Input was solicited from administrators, coaches, parents, and students. They were asked to respond to questions regarding the importance of UIL rules, the necessity of complying with these rules, and the types of mechanisms which might assure rules compliance. We hope you will read the edited comments and ask yourself these same questions.

### • Why are UIL rules important?

Administrator from Central Texas: UIL rules exist to keep competition fair, healthy, and educationally sound for all participants. Because all schools compete under the same set of uniform and impartial League standards, every student whether they be from East or West, North or South Texas is assured of a fair chance.

Administrator from West Texas: UIL rules are important in establishing the best possible competition atmosphere for student-athletes throughout the state. Inconsistencies in the regulation of

the competitive contest would result in the absence of rules.

### • Why is compliance necessary with UIL rules?

Administrator from Central Texas: There are three simple reasons why schools should comply. One, when we, meaning those of us who are administrators and coaches, comply we set a positive example for our students. Two, compliance means that no team competes at a disadvantage when playing another team. And, three, we as members make and vote on these same rules, we should expect to comply with them.

Administrator from West Texas: Rules must be followed in order to create a workable and fair environment benefitting all students and coaches. Coaching staffs throughout the state have the opportunity to set good examples for their students by complying with League rules.

### • How can UIL schools assure there is compliance with rules?

Administrator from Central Texas: Assuring compliance is a very difficult task because honesty and integrity are not subject to rules. Our present system of self-control and self-report is a good, though not fool-proof, method. The time may be ripe for some new and different efforts from League members in this area of rules compliance.

Administrator from West Texas: The assurance of UIL rules compliance will never be absolute, however, with the effort of administrators, coaches, and the students themselves, obedience to the rules can be monitored. The schools must take the responsibility of educating their staff members and enforcing the rules because they play a role in their establishment. Rules must be enforced at all costs.



# Release dates for invitational materials set

Invitational meet order forms were mailed to all schools the week of October 13, 1986. Invitational meets are pre-district tournaments to which schools, regardless of conference or district assignment, are invited to participate in a practice competition. The order form offers invitational contest material for calculator applications, number sense, ready writing, speech and spelling for the high school, junior high and elementary levels.

Again this year four new high school calculator applications and number sense tests have been written expressly for this year's invitational meets. There are also sets of extemporaneous informative and persuasive tear-apart topics for both the preliminary and final rounds. Unseen test materials may be purchased for high school use on the invitational meet order form. The dates are:

Invitational A	November 15
Invitational B	December 13
Invitational C	January 24
Invitational D	February

The release dates for the junior high and elementary materials will be January 24 and February 14.

Schools that want to make certain that the tests being used at their invitational meet have not been previously seen by contestants at another meet or in practice should schedule their meets on the material release dates. These dates are listed above and on the invitational meet order form.

Only schools hosting invitational meets may order materials listed on the invitational meet order form. A few important items that the host schools need to remember when ordering the materials are: 1) certification by the school principal is required, 2) place your order at least four weeks before the date of your invitational meet, 3) the League office will not accept phone orders, and 4) include with your order the date of the meet, check or purchase order, and mail both copies of the order form back to the League office. If you have not received your invitational materials two weeks prior to the date of your meet, call the League office immediately. Inventory all materials as soon as they arrive. If there is an error in your order, call the League office.

The individual release dates for the calculator applications and number sense invitational tests for high school are:

Invitational A	December 13
Invitational B	January 24
Invitational C	February 14
Invitational D	March 7

The individual release dates for elementary and junior high invitational tests are February 14 and March 7. Individuals may order a single copy of the test and answer key by sending a self-addressed, stamped (44¢) envelope requesting the test by name and number. It is helpful if the number of the test being requested is written on the bottom left-hand corner of the envelope. Request for several tests may be sent at one time, but each test being requested must have a separate envelope. Envelopes will be held until the appropriate release dates. Please remember to provide ample postage.

Those individuals and schools not attending or hosting an invitational meet, who nevertheless need practice, can order a wide variety of practice materials using the high school (white) or elementary/junior high (pink) order forms, which were also included in the October 13 mailing.

If your school has not received an invitational meet order form by November contact Diana Cordona at the League office.

## SURVEY - How do you feel about the proposal? PLEASE CLIP AND MAIL

1. I favor combining informative and persuasive speaking into one extemporaneous speaking event. ☐ yes ☐ no

2. I favor the proposed prepared speaking event. ☐ yes ☐ no

3. The new event should be: informative in purpose ☐ yes ☐ no  
delivered from memory ☐ yes ☐ no  
for a general audience ☐ yes ☐ no

4. I favor the visual aid requirement. ☐ yes ☐ no

5. I favor further constraints on the visual aid. ☐ yes ☐ no

6. This new event will attract students to the UIL speech program. ☐ yes ☐ no

Additional comments:

Please return by December 1 to: Elizabeth Bell, Speech Director  
University Interscholastic League  
P.O. Box 8028 - University Station  
Austin, Texas 78713