

# The Leaguer



## **A** JOB WELL DONE

They judge contests and festivals, from California to Florida, watching marching bands of every shape and size. But the UIL's state marching band contest this past November, they agree, was surely something special.

**"Y**ou know, in some of these small communities, you can't even buy a hamburger after 2:30 in the afternoon. And for these Conference A schools to come to Austin with such outstanding bands is truly an accomplishment."

That statement from Bill Woods of Merkel echoed the sentiments of those charged with judging the recent UIL State Marching Band Contest.

"The Conference 5A competition was the most difficult that I've ever had to judge," said Jim Coperhaver, director of bands at the University of South Carolina and past president of the American National Band Association. "The quality of the bands was so high; every one, first rate."

Added Russ Coleman, executive director of the Music Bowl, "I think the competition here is excellent and the organization of the contest is superb. There are profound differences between a contest such as this and the Music Bowl, but I believe there is considerable room, in fact, need for both.

"Today, marching band is open to greater influences and aimed at a wider audience," Coleman added. "Events such as this gives us an opportunity for cross-pollination, which is healthy."

Exposure to new concepts has improved the overall quality of the performances, one judge said.

"I judged here a few years ago and I feel like the shows today are much more innovative and certainly more visually entertaining," said Robert Buckner of North Carolina, a nationally renown band clinician and show designer. "Compared to the first contest I judged, directors are using all of visual elements without compromising the quality of the music."

Asked to pinpoint a specific strength, most judges said the music. "I'm extremely impressed with the overall quality of the music," Woods said. "It is obvious that the emphasis of these directors is on music first."

Photo by JOHN MOORE

# School competition not reserved for athletics

By DR. RHEA WILLIAMS

*Editor's note: The following article is based on excerpts of a speech given by former UIL director Dr. Rhea Williams. The speech was presented to delegates attending the National Federation of State High School Associations convention.*

All state activities associations philosophically, if not in principle, are based on educational competition and the values inherent in activities offered to the students in their respective schools. Educational competition, which could also be called educational rivalry, is as old as life itself. Rivalry and competition have been used from the very beginning of society as a family unit, as a tribe, as a state and as a nation.

There are many historical references to educational competition with the first records coming from China where the educational system was based completely on competition and controlled by the state. These early competitive situations were not always sound educationally as they were administered under unsufferably hard conditions with very little consideration for individual welfare. The Greeks ushered the world into true educational competition with the Homeric philosophy that a good program of education trains a person "to be able to speak when speech is fit and to do when deeds are done." The methods to develop these skills were taught on the athletic field and in the open amphitheater set aside for public speech and discussion. It is worthy to note that practically all high school plants in this nation include stadiums and auditoriums to fulfill the Homeric principle of education. Plato, Socrates, Confucius and most of our early philosophers were advocates of controlled education competition. Later on, the

Jesuits developed an entire philosophy of education based on educational competition and through this system developed the better educational schools available at that time.

The philosophy and principle upon which state activities associations operate is that competition is an essential part of all life and should be provided in all schools as a preparation for life. We are all competitive individuals and from birth to death we compete for favors, grades, position, prestige, yes, and even for the companion whom you choose as your wife or husband. Competition is at the very core of our capitalistic system and even though this is not always perfect, it has brought to us the highest standards of living anywhere in the world.

In association activities, as in a capitalistic system of government, rivalry does not work properly unless it is controlled. Competition in schools, unless properly controlled, can create and develop personal, individual and group problems if allowed to run rampant. Just as in our government where we have anti-trust laws, regulations and courts to govern the conduct of business in a controlled fashion, activity associations must have rules and regulations to control competition and keep it educational. In fact, the only reason activities associations sprang up through the nation was to control competition and make it educational.

Rules relative to age, amateurism, passing grades and many other regulations were placed in our state association handbooks to control competition. Therefore, competition is like atomic energy in that it may be good or bad depending on how it is used and controlled. Educational competitive activities should be provided for both individuals and groups, and should be provided in both athletic and non-athletic activities. These activities are needed for

individual development and for training in group cooperation. Both individual training and group cooperation are essential in the development of a well coordinated individual.

If an association believes in educational competition, it is difficult for me to understand why there should not be opportunities provided for all talented boys and girls in their particular area of ability. It is not philosophically tenable to offer activities for exceptional athletes and not to offer competition to students talented in music, mathematics, drama and speech. There are several reasons why some state associations do not have well rounded activities programs and specialize only in athletics. One is the viewpoint that competition is justified in the area of athletics but not justified in the areas of music, literary and academic activities. This philosophy is not sound to me as in life you compete in all areas of life—not just athletics. To single out and say one is positive and all other negative just does not make good sense. Many accreditation organizations have advocated the viewpoint for years that only athletic activities are educationally sound.

Another reason why many state associations do not offer non-athletic programs is that not enough pressure from the community is given for these activities. Athletics, because of emotional appeal and spectator interest, are demanded by the school and community while other activities with less spectator interest and emotional appeal are not given the same emphasis by schools or communities. In many cases school administrators prefer not to go into non-athletic activities because it means extra effort, extra personnel, extra time and more money. These reasons are hard to justify philosophically if the purpose of the school is to meet the needs of the students and to teach them to be better citizens.

## Official notices

### Cypress Fairbanks ISD

Cypress Fairbanks ISD has been assessed a public reprimand and one year's probation in football for violation of Section 1250(d)(6) by the District 6-5A Executive Committee for the 1986-87 school year.

### Dallas ISD

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

### 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(i)(8) (practice at regional site).

### Weimar ISD

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

### 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).

### Phillips ISD

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

### Phillips ISD

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

### Gilmer ISD

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

### Gilmer ISD

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

### Music

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

### Dumas HS

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

### 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).

### Fort Worth ISD

Fort Worth Trimble Tech basketball coach John Gales received a public reprimand and was placed on probation in basketball through the 1986-87 school year for violation of Section 1206 (c) of the C&CR. The penalties were assessed by the State Executive Committee.

### Humble Kingwood HS

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

### Humble Kingwood HS

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

### Irving MacArthur HS

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

### Irving MacArthur HS

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

### Gruver ISD

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

### Sulphur Springs ISD

Sulphur Springs baseball coach Lee Daniel has been assessed a public reprimand, placed on probation through the 1986-87 school year and suspended from participating in or attending the first two home baseball games of the 1986-87 season. The penalty was assessed by the State Executive Committee for violation of the Athletic Code.

### 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.

### Conroe ISD

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

### North Dallas HS

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

### Shorthand

Page 150, Section 1012: Short-hand. (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.

### Spelling Power

Please note the following corrections in Spelling Power:

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

## The Leaguer

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### State Executive Committee

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### Bianco ISD

Bianco 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.

### 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).

### 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.

### 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.

### Official Interpretations

Section 400 (f) (2) (B): This section allows a student to be eligible the first year of a transfer to a magnet school. If the student leaves the magnet school and returns to the school of the parents' residence, the student is not eligible for varsity competition for at least one year from the date of his enrollment in the home school.

Section 413: A student who has attended a high school in Texas and participated in a varsity football, basketball or volleyball contest shall be ineligible for one year from the date he enrolls in the camp in the sport or sports for which he attended the camp.

# Rethinking the State Marching Contest

## Administrators urged to thoroughly examine all factors before deciding event's fate

Probably no event in the history of UIL music competition has been surrounded with more controversy than the State Marching Band Contest. The contest saw its origin as an event sponsored by the University of Texas. In its first year, 47 bands travelled to Austin to participate in a contest that was praised by some and condemned by others. Nevertheless, the contest grew in size and popularity to the point that in 1983 there were 118 organizations present at the two day event. The following spring the state marching contest was adopted by the UIL member schools on a state wide referendum ballot. Since that time, the competition has functioned as an integral part of the UIL contest program.

The year after the contest became a part of the UIL program, a new format was approved by the Legislative Council that established a three tiered District/Region/State competition. The object of this new format was to reduce the number of bands that participated in state to a maximum of 70 organizations or roughly one-half of the number that had participated the previous year. While the plan did reduce the number of bands that would meet in the state contest, it also added an additional level of competition between district and state. The net result was a more manageable state event, reduced travel for many organizations, and more funds available for rebates to the schools to help defray expenses. These improvements were accompanied by the necessity of adding an extra Saturday contest. Also, while the overall number of student-miles travelled was reduced because the regional contest eliminated many groups from making the trip to Austin, other schools that advanced to state found themselves transporting their bands additional miles because of the three contest format. The concept was a great improvement over the original plan but still not ideal.

In 1985, a marching band committee was appointed to study all facets of the marching contest and recommend changes in everything from comment sheets, to scoring procedures, contest philosophy and a variety of other technical considerations. This committee felt that the contest was a valuable part of the overall UIL program but needed refinement. Many revisions discussed by this committee have already been implemented while others were adopted at the 1986 Legislative Council meeting in October to become a part of the contest plan in the fall of 1987. Recent surveys indicate that the majority of administrators and band directors in the state feel that these revisions are a worthy step towards improving the marching contest format. These revisions also give clear evidence of the fact that there is a definite commitment to the refinement of a contest format that fulfills the very real need for a state marching band contest and still reflects the educational and competitive values of the majority of the administrators and directors in Texas. This is a realistic goal. It can be achieved with the continued cooperation and support of all factions that are impacted by the state marching band contest.

The issue at this point can be summarized with a simple question: "Should the UIL continue to sponsor a state marching band contest?" The answer to this brief, direct inquiry ultimately must be a simple "yes" or "no." However, many considerations must be addressed before arriving at a thoroughly justified response. The principal considerations are as follows:

**Have Texas high school marching bands improved as a result of the State Marching Band Contest?** One need only compare films and video tapes from only a few years ago with this year's performances to recognize the fact that there has been a dramatic change in the content, quality and musicianship exhibited in marching band presentations. These changes have created greater challenges for the students and a more creative environment for the directors. Without a state contest many schools, especially those in isolated portions of Texas, would not have the opportunity to see the diverse variety of styles that exist or meet the challenge and enjoy the growth experiences that are inherent in an event of this magnitude. At present many bands in Texas



**TEARS OF JOY.** An embrace from a friend. Melinda Pope, senior and drum major of the Nueces Canyon HS band, accepts the trophy and congratulations, seconds after winning the Conference A state marching championship.

Photo by JOHN MOORE

### Deadline for submission of PML selection is February 1

The Prescribed Music List contains a provision that allows a band director to submit one selection for approval to be performed as a portion of his or her concert contest program. Details are listed on pages 6 and 7 of the current Prescribed Music List. It is important to note that the deadline for submitting scores is February 1, 1987. A score will be considered by the committee under the following provisions:

- A full score must be submitted to the State Director of Music. (A condensed score may be sent if no full score is available.)
- Only one selection may be submitted for each or-

ganization during the current school year.

- A self-addressed label or envelope with sufficient postage must accompany each request in order to facilitate the return of the music.

- The committee's decision on all selections will be available through the UIL music office on the Monday after the TMEA Clinic/Convention. All music will be returned by mail on that day.

- This option applies to band only.

Additional questions or request for additional clarification should be directed to the state music office at (512) 471-5883.



**Music matters**  
Richard Floyd

strive each fall for the honor of performing on the same field, before a panel of national adjudicators in state competition. This level of competition is responsible for much of the dramatic improvement we have witnessed in recent years.

**Does the existence of a state contest create unnecessary expense?** There is no question that participation in such an event can be expensive. But, it is important to note that there are few bargains in education. Many worthwhile educational experiences carry a large price tag. In discussing cost it must be remembered that participation in the event is optional. Each school district may

determine if the experience is commensurate with the cost. It certainly is not necessary for a band program or school district to build this competition into every year's budget or plans for educational travel. There are no regulations that state that a band must participate every year, or, at all. Therefore, the expense and extent of participation continues to remain the option of each school district.

It also should be noted that an extensive rebate system has been implemented to help offset expenses. In 1985, \$42,000 was rebated to schools participating at state. This amount will be over \$50,000 in 1986. In addition, the 1986 Legislative Council approved a revised rebate system that offers the potential of providing additional assistance for bands at the regional level.

**Does the concept of a state contest winner diminish the importance of the first division?** Many would say that the introduction of the district/region/state concept and the advancement of a limited number of organizations to the next level of competition has resulted in an erosion of the importance of the first division.

Continued on page 12

## A common goal: Improving program, product

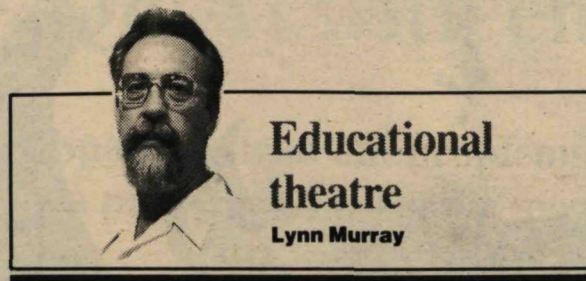
All schools (1,051) enrolled in the one-act play contest have been mailed registration information for Theatrefest '87. This office has provided Texas Educational Theatre Association convention registration information to theatre directors, administrators and potential critic judges. The January 28-31 period will be the only time this school year when all of us can come together to deal with the common issues, common problems and common goals. The aims of the one-act play contest and TETA are very similar. If we support the purposes of either, our chances of educational success will be greatly improved.

Both UIL and TETA are involved in promoting and supporting educational theatre. It should not be a surprise to anyone that both are dedicated to increasing the number of school districts which have adopted theatre as an academic subject in school curricula. The OAP purpose to "foster appreciation of good acting, good directing and good plays" parallels one of the main goals of TETA. OAP also seeks to and "promote interest in an art form most readily usable in leisure time," which is similar to one of the stated purposes of TETA. The other two aims of OAP deal with learning to live with and handle competition in a positive manner, but the ultimate focus of both is quality. If TETA and UIL are not focused toward improving the program and product, we have failed in educational theatre. Our first responsibility is to provide an environment in which our students can grow.

I urge you to make plans to attend the Lubbock convention. It will help theatre directors better provide a positive and informed educational theatre environment. Administrators should make arrangements for their theatre directors to attend. Thursday through Saturday of this annual conference will be more valuable to theatre arts programs in your school system than any three days this year. It will be a stimulus for the tired teacher, a support for the beginner and enrichment for quality programs.

The inexperienced or untrained OAP director can get help. The critic judging workshop can give you an idea of what to expect and how to prepare your students. The sessions on acting, directing and script preparation will provide you with basic fundamentals that will help with organization, auditions, beginning rehearsals and the directoral process. You should not expect to learn everything in three days, but TETA workshops will provide a solid beginning.

The beginning process starts with play selection and the time is



**Educational theatre**  
Lynn Murray

now. If you haven't started, don't delay. The Drama Loan Library is available and we are processing orders as fast as possible. Phone orders this time of year do not help. Make your list of 10 plays, two or three alternates and include the \$1 postage and handling fee. This will help speed the entire process.

Play selection is a very individual process, but I will be happy to help. Call me if you are stuck, don't know where to start or want answers about plays not on the approved lists that you are considering. Your play choice should be based on the students available to play the roles (and the needs of these students). You may have open auditions, but be careful not to select a play that cannot be cast from those available. The play should be good literature. The criteria for a quality play is basically the same as for a novel or short story. Are the characters clearly defined? Is there an initial incident, rising and falling action in each scene and a final conflict? Does the play build to a climax? Is the script well developed with sufficient exposition to allow us to understand what is happening?

Directors should always consider their own interest in play selection. If the director is not interested, the student actors will not have a chance. If the script does not have sufficient depth to challenge the director, the rehearsal process will become long and tedious. Look for a challenge for cast and director. Safe choices are not always the best choices. Allowing students to choose a comedy because they think it will be fun is not always a wise decision. Comedy and farce are by nature more difficult for actor and director because of the need for comic timing and sophistication.

Much of the value of the one-act play contest depends on the

quality of the play selected. You are urged to read carefully pages 45-52 of the *Handbook for One-Act Play*, 10th Edition. It is assumed that you have this publication. Directors that attempt to participate in OAP without the handbook that has been in use for the past three years are asking for confusion. The 9th edition is now so far out-of-date that it will do more harm than good.

At this point, I would like to repeat much of three paragraphs that I wrote last May. Our enrollment this year is 1,051. This is only two less than our all-time high in 1983, but we lost 30 schools last year. Most entries withdrew because student actors became ineligible. We have made a strong recovery in enrollment. I trust you can plan for loss from "No-pass, No-play" and the experience from last year will not be repeated.

All OAP directors must plan better use of official OAP alternates and other members of theatre clubs and classes. Provide understudies for all company roles. It is even possible to lose company members that are normally good students. Each director should train alternates to provide an understudy for each cast member, including leads, and all crew members.

There is almost always a way to get eligible students eligible for OAP. Any time prior to the 10 day entry deadline for district or zone, you can make changes on your official OAP eligibility form. A letter certifying the eligibility of the substitute is required. A principal or superintendent must sign the letter. In addition to the four official OAP alternates, any student that is entered in any Spring Meet event may be a substitute for any member of your contest play company. Refer to Section 902 (g) (1) and (2), page 82 in the current UIL *Constitution and Contest Rules*. You may make any eligible student change on the official form as you advance to district, area, region and state. You have a blank form. You may make any changes you wish (so long as the students are eligible) in cast, crew or alternates. It should also be noted that any student from your school that advances to region may be used as a play company alternate at both area and region OAP.

The key to keeping your company eligible is planning. Make sure you cast students that are passing and have a history of passing everything. Know your students and the grades they usually make. Check student grades weekly. Have somebody prepared to take each company member's place. State law makes it necessary that you consider first the academically gifted students for OAP.



**STRIDER.** Directed by Larry Wisdom, Mineola High School placed second in the Conference 3A one-act play contest last spring with their production of *Strider*, Tolstoy's story of the piebald roan. Paul Sondholm and Todd Karch were named to the All-Star Cast.

## Silver Anniversary

### In 25th year, UT drama workshop designed to develop student and teacher talents

The Summer Theatre Workshop at UT-Austin will celebrate its silver anniversary June 3-July 5, 1987.

Teachers interested in graduate or transient credit for summer theatre courses at UT-Austin should plan early. The deadline is March 1 for graduate school and May 1 for former UT students and summer transient students. Courses for theatre arts teachers interested in developing individual talents and teaching skills will be offered in parallel with the 25th Annual Summer Theatre Workshop. This program is designed for talented and gifted high school juniors and seniors. Applications for high school students will not be available until next spring.

Eight semester hours of credit may be obtained by registering as a "transient" student, or six semester hours of graduate credit may be earned toward an MA in Teacher Training. Those seeking a graduate degree from UT-Austin must be admitted to the graduate school by March 1. Regular UT-Austin registration fees are required.

The "teachers" workshop will be of special benefit for those seeking hours in theatre to comply with the Texas Education Agency plan for teacher certification, meet career ladder requirements, or develop individual talents and teaching skills. This workshop will prepare teachers for play production activities, for participation in the UIL One-Act Play Contest and for teaching the variety of theatre subjects (essential elements) in the TEA *Theatre*

*Arts Framework for Grades 7-12.*

Theatre arts teachers may register for the workshop courses or select courses approved by drama advisors. Those interested should request admission to the University as a graduate student, readmission for former students or request a transient student application from UT-Austin admissions. This application must be completed and returned prior to the deadlines.

A non-credit workshop for UIL play directors is planned for the final week, June 29-July 4, of the Summer Theatre Workshop. This 40-hour "crash course" in theatre covers all phases of theatre production. It is especially designed for the new director or the quick fix refresher for those seeking help. A \$150 registration fee is required for this workshop.

Classes and sessions for these programs will be taught by drama faculty at UT-Austin and outstanding high school directors. Those tentatively scheduled to teach are Jerry Worsham, Snyder; Henry L. Mayes, Port Arthur Lincoln; and Robert Singleton, theatre director at the Houston High School for the Performing and Visual Arts. Other guest faculty will be announced as details of these programs are released.

For further information about the Summer Theatre Workshop, write Lynn Murray, Director, Dept. of Drama, UT-Austin 78712 or call the UIL at 512/471-5883.

# Grin and bear it

## Debate coaches must make the best of new limits

I've got good news and bad news. The bad news will be first because I believe in the get-used-to-it school of rhetoric. The bad news is, after much deliberation by the Academic Committee, the Legislative Council passed the proposal to limit debate team advancement from three to two in districts with less than fifteen teams competing. The change will be effective, pending State Board of Education approval, for the 1988 Spring Meet. We have one year to increase participation at the district level, improve the quality of regional debate tournaments, and consider other alternatives before implementation in 1988.

I know, because I've heard many impassioned speeches by individuals whose opinions I respect, that this change threatens the existence of debate programs across the state. Coaches tell me that students will choose not to participate in an event in which their chances of losing are greater. And coaches tell me that students will choose not to debate because they cannot double-enter in other speech events.

But I also know that almost every weekend of the school year, speech tournaments flourish across the state giving high school students the opportunity to practice a variety of speech activities. I also know that debaters, who choose that activity as their *raison d'être*, will debate regardless of double-entry and chances of winning or losing in the UIL program. I also know that debate coaches, who relish the role, will teach and travel and cheer and console regardless of stipends or district entries or trophies.

Debate participation in UIL Spring Meet is very low. Why? Here is a variety of answers I've heard to that question.

1. Debate research is hard, labor-intensive work for students. My kids don't want to work that hard, and I don't blame them.

2. Debate theory is confusing, complicated, jargon-filled, and teaching it requires special training. I had no college debate class, and I have no idea how to teach it.

3. Tournament debate is rapid-fire, information processing with little resemblance to persuasive communication. When judges are college debaters, they give the decision to the team that sounds most like college debate.

4. A successful debate squad requires boundless time, energy, and dedication for travel, fund-raising, and preparation. Who's got the time — let alone a maid?

5. Debate, like all UIL speech activities, is a fated victim of the whims and ignorance of judges and tournament directors. Who wants to go to the district meet when you may as well flip a coin to determine the winner?

6. Who cares about UIL? It's only important to my principal, not me.

And here is a variety of responses I give to these answers.

1. But what about the rewards? Debate teaches research skills, analysis and argumentation. It instills confidence in students and forces accountability for ideas in action. Most of all, it's terrific fun. How many debaters does it take to screw in a light bulb?

2. But you knew how to teach expository writing? Poetry?



### A way with words

Elizabeth Bell

American history? Start with a basic debate textbook. Assign chapters to interested students and let them teach you. The terminology means very little in the abstract. Apply it to a few ideas and watch the puzzle take shape.

3. Good point! At the National Debate Topic Selection Committee Meeting this summer, this same point was made. The Committee's response: when college students who are not teachers run summer debate camps and judge at local tournaments, high school debate teachers are abdicating their responsibility to their students. Concerned about incomprehensible arguments? Teach your own students your philosophy and don't give that job to someone else.

4. Ain't it the truth? But it doesn't have to be. Try debate workshops and festivals in your own backyard. Exchange videotapes with nearby schools. Stage debates with the Student Council and National Honor Society over topics of interest to the school. Let students judge each other in weekly practice sessions. Experience doesn't have to come from tournaments hundreds of miles away.

5. I firmly believe that when the student in the front of the room is *excellent*, the judge knows it and the decision shows it. When all the students at the front of the room are *average*, then a judge has to set some priorities and weigh information according to those priorities to determine a winner. Your role as a coach is to teach this excellence.

6. So why complain?

Let's all try to work together to solve the problems with participation in UIL debate. I'll do my best to improve the quality of regional debate tournaments — for *all* the teams who qualify, if you'll do your best to spread the good word about debate. Until it is in your best interest to encourage participation, to promote worthy competition, and to demand excellence in debate practice, I doubt we'll see the numbers increase or convince the Legislative Council to change minds.

I almost forgot the good news. Prose and poetry categories will be chosen on a yearly basis — without Legislative Council approval. Won't you send me your ideas? We'll announce the new categories at State Meet in May for 1988. Hope to see you there!

# Winning is more than placing first

By LINDA ALDERSON  
El Campo High School

What determines the success or failure of a high school speech and theatre program? Is success measured solely by the number and the size of trophies that the students bring home each year; is the success measured perhaps in terms of the learning that takes place in both the cognitive and affective domains?

Frequently, the determinant of success of the co-curricular program is the basic philosophy of the teacher. One of the most difficult tasks of a "coach" is to remember that all of the work leading to the winning has to be done with the student in mind.

What, then, should a coach stress to his students? First of all, the teacher should stress the importance of learning to think. No matter in what phase of the speech and theatre program that a student has interest, he must learn to think independently. In preparing for prose, poetry, or acting, the student must analyze, synthesize, and evaluate. The same is true in extemporaneous speaking and in both forms of debate.

In addition to reaching the higher levels of thinking, the student must strive for more effective communication. All aspects of the speech and theatre co-curricular activities require effective communication skills and provide means for students to enhance those skills. The reader must consider the mood of the selections as well as the dialect in order to use effective verbal and nonverbal communication. The speaker needs to analyze verbal and nonverbal communication. The speaker needs to analyze his audience in approaching a particular topic, in addition to clearly organizing his ideas. The debater who relies on rapid-fire and debate jargon instead of logic, debate theory, and effective oral communication, fails as an effective communicator. These skills are necessary for the student to take the accrued benefits of the speech and theatre training into his future.

Perhaps one of the most important elements that the speech "coach" should address is that of ethical behavior. Students must learn to win and lose with dignity, and that the old adage, "The end justifies the means," has no credence in the long run. Students can only learn such ethical values if the coach does not demand that "winning at all cost" is the ultimate accrued benefit of the hours of hard work in preparation. Teachers, who not only permit scouting in debate, but also encourage such behavior, simply cheat their students of the real value of the learning process in competitive forensics and educational theatre.

Perhaps this coach is lucky in that the other teachers in the area teach the same basic values and goals to their students, so unethical behavior does not become a model for students. The teacher who does not have this kind of tournament peers must have the backbone to measure the success of his program on an individual, philosophical level.

# National Federation forms speech/drama association

The National Federation Executive Committee has approved the formation of the National Federation Interscholastic Speech and Debate Association (NFISDA) to coordinate speech, drama and debate programs at the state and national level.

The organization, approved by the Executive Committee at the National Federation's Annual Meeting in Las Vegas, will be available to high school and college speech, drama and debate directors for an annual membership fee of \$10.

"Over the past eight years, the National Federation has provided more and more services to high school speech and drama programs," said Dick Fawcett assistant to the executive director of the National Federation. "This new organization is an exciting culmination of those efforts."

"We will now be able to coordinate our programs and create a communication network expressly for high school speech, drama and debate directors."

NFISDA is the result of the National Federation's Speech Com-

mittee's research which indicated a strong desire by the nation's speech and debate coaches for a national organization (92 percent responded favorably to a questionnaire).

For the annual \$10 membership fee, NFISDA members will receive the following insurance benefits — \$1 million liability protection, \$10,000 excess accidental medical insurance, \$5,000 accidental death and dismemberment insurance and \$50 per week (up to 26 weeks) in disability income insurance.

Other membership benefits include a subscription to the National Federation News; membership pin and card; annual summer clinics; annual publication for speech, drama and debate directors; reduced rates on specified motels and car rental agencies, and access to the National Federation videotape library, booklets and debate materials.

In addition to the coordination of speech, drama and debate programs, NFISDA will provide in-service training for speech and debate directors and will create a network of speech, drama and

debate educators who will prepare students for contests and festivals.

Other objectives of the organization include:

- To share information, ideas, coaching techniques and contest management skills among prospective coaches, current high school and college directors of programs and state association administrators who have responsibilities for coordination of programs.

- To involve more high school coaches in the topic selection process for choosing the national high school debate topic.

- To assist state coordinators with the development of speech, drama and debate programs.

- To facilitate communication between high school and college speech, drama and debate directors.

- To facilitate communication and professional development through the sponsorship of national conferences on speech, drama and debate.

### Commission issues report on scholastic journalism

CHICAGO, Ill. — A national commission recently recommended that credit for secondary school journalism be equivalent to that for other language arts courses and that journalism be an essential component in the high school curriculum.

After a two-year study that culminated during the Journalism Education Association national convention here Nov. 23, the Commission asked for cooperation from education leaders, scholastic journalism associations and professional media groups in responding to the growing threats to high school journalism.

Wheeler, a former newspaper adviser from Lyons Township High School, LaGrange, Ill., pointed to an American College Testing study showing that high school students rated journalism experience as more beneficial than that gained in other language arts courses.

In addition to testimonies regarding the values of quality journalism programs, the ACT research indicated that students with journalism/student publications backgrounds achieved higher ACT composite scores, exhibited greater proficiencies on standardized college writing tests and achieved higher freshman college grade point averages.

"The findings corroborate the Commission's contention that journalism should be a full-credit course in the high school curriculum," Wheeler said.

The Commission also recommended that minimum standards for teacher preparation and course content be established.

"Colleges and universities need to do more to prepare teachers for careers in secondary journalism," he said. "Administrators and school boards must be willing to provide the physical and moral support necessary to sustain the programs. And the local media must become more involved in secondary journalism to insure that its potential benefits may be realized."

### Florida adviser named Dow Jones National Teacher of the Year

Alyce S. Culpepper, journalism teacher media adviser at South Plantation High School was named the 1986 National High School Journalism Teacher of the Year by the Dow Jones Newspaper Fund.

Culpepper's selection was announced at a faculty meeting at her high school. Thomas Engleman, executive director of the Newspaper Fund, honored her with a plaque and outlined why the newspaper business places a high value on outstanding journalism teaching.

"The high school is where a great number of daily and weekly newspaper reporters and editors received their first journalism writing and editing experience and fell in love with the idea of preparing for newspaper or other media careers," Engleman said.

"That certainly is happening with today's students at South Plantation High School, where Alyce Culpepper has developed a journalism program that is acclaimed by the U.S. Department of Education, the National Council of Teachers of English and by virtually every local, state and national high school journalism organization."

The Teacher of the Year Award carries a \$1,000 journalism scholarship that will be awarded next year to a South Plantation High School senior who plans to major in news-editorial journalism in college.

The student will be selected through a writing competition to be held at the school.

Culpepper advises the school newspaper, *Sword and Shield*, a monthly tabloid with 24-32 pages each issue.

**Westlake**  
ISSUE 4 OF VOLUME 18  
TUESDAY, NOVEMBER 25, 1986  
4100 WESTLAKE HIGH DRIVE  
AUSTIN, TX 78746  
**FEATHERDUSTER**

**Seven vocalists advance to state**  
The vocalists who advanced to the state competition from the regional level are: [List of names]

**It's An OPEN Issue**

**Here comes Santa**  
Santa Claus is coming to town... [Text about Santa Claus]

**Under cover**  
Exploring the nuances of student behavior... [Text about student behavior]

**Entertaining options**  
Dinner theater... [Text about entertainment options]

**BEST IN SHOW.** The Featherduster of Austin Westlake HS won "Best in Show" during the national NSPA/JEA convention in Chicago, recently. The publication, edited by Sharon Beynon and advised by John Cutsinger, is produced almost exclusively on a Macintosh computer.

### Texas publications, advisers honored at NSPA/JEA convention

Three Texas advisers, an Irving yearbook and an Austin newspaper were among the honorees during the National Scholastic Press Association/Journalism Education Association convention in Chicago, November 21-23.

Jack Harkrider, publications adviser at Anderson High School in Austin, and Janet Ray, newspaper adviser at Copperas Cove High School, were recognized as 1986 Dow Jones Newspaper Fund Distinguished Advisers. Others receiving the award were Robert E. Atwood of Walt Whitman High School in Bethesda, Maryland, and Nancy Hall of Shawnee Mission North High School, Shawnee Mission, Kansas.

One student from each of their high schools will receive a \$500 journalism scholarship from the Newspaper Fund.

Also, Patsy Maddux, publications adviser at Central High School in San Angelo, was selected as one of 10 Special Recognition Advisers for 1986.

NSPA also announced that two Texas newspapers, the *Edition* of Anderson High School and the *Rambler* of Temple High School, received regional Pacemaker Awards. In the yearbook competition, the *Lair* of Irving High School won a coveted national Pacemaker award.

Finally, the *Featherduster* of Westlake High School, Austin, was named "Best of Show" in a special judging of newspapers from across the nation. Anderson's *Edition* placed eighth in its division of newspapers nationwide.

# An uneasy feeling: Commission report had a lot of good things to say, but what it failed to say may be more important

The long-awaited report from the Commission on the Role of Journalism in Secondary Education began with a press release that stated the obvious. In so many words, the release stated, "High school journalism is in trouble."

It should have stated, "Big trouble." The Commission, appointed by the Journalism Education Association, funded by Gannett and the Dow Jones Newspaper Fund, and chaired by former publications adviser, spent two years compiling information on the state of the patient. Prognosis: Call the funeral home.

To wit: The chairman of the panel, John Wheeler of LaGrange, Illinois, left his position as adviser of one of (if not the) finest student newspapers in America because of insufficient administrative support. Today, he's chairman of the school's English department, misses journalism but refuses to return.

Commission members collected anecdotes and testimonies from students and professional journalists regarding the benefit of journalism and student publications experience. Another member, Dr. Jack Dvorak of Indiana, analyzed 19,249 students who had taken ACT Assessments. He found that students with journalism backgrounds scored higher in a number of important testing areas and achieved higher college freshman grade point averages. It was the kind of hard evidence the Commission had hoped to uncover.

Meeting in Chicago during the JEA/NSPA convention in November, the Commission reduced its findings to a list of conclusions and recommendations. As mentioned, the conclusions are hardly earth-shaking:

- Journalism programs are at risk.
- Strong journalism programs have significant academic and human development value for participants.
- The key to a sound program is a qualified teacher.
- Higher education has not assumed a large role in preparation and nurturing of scholastic journalism.
- Generally, professional media has not recognized nor supported scholastic journalism.

In addition to procedural recommendations, the Commission stated two substantive recommendations: That journalism be included in the curriculum, carrying full language arts credit and accepted by colleges at the same level as any other advanced

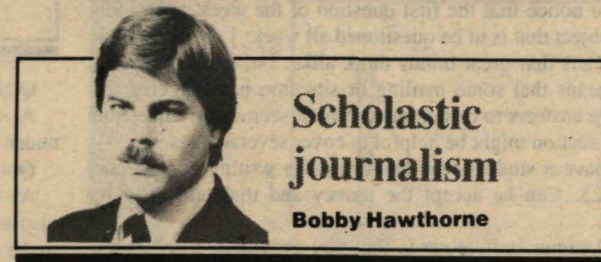
**"The focus of the journalism program should be writing and critical thinking skills. Unfortunately, far too many programs are exercises in advanced cut and paste."**

writing course. And that journalism teachers be qualified to teach the course.

As a member of the Commission, I hope the report will be the catalyst for improvements in the profession. But I have a nagging feeling in my gut that it won't. Why? Because the profession is not run by its own professionals. Right now, anyone eligible to teach in a public school with a permanent or temporary certificate can be assigned to a journalism class. Whether they teach journalism is doubtful. More often than not, the job of advising the yearbook or newspaper (teaching journalism is just baggage) falls to the low person on the totem pole. While this isn't unique in education, I have a hard time picturing an administrator saying, "We'll hire you to teach math but for a year or two, you'll have to direct the band and coach football too."

Not surprisingly, the quality of scholastic journalism instruction in Texas and nationwide is abysmal. Little wonder many English teachers flinch when they hear suggestions to award journalism the same credit as English IV.

The focus of the journalism program should be writing and critical thinking skills. Unfortunately, far too many programs are exercises in advanced cut and paste. No doubt, qualified journalism advisers are hard to find, keeping in mind that some schools do very little to keep the good ones they have. Still, why offer journalism if you have no one to teach it? Conceptual journalism is worthless. In order to be of value, journalism must be practiced. In and of itself, journalism contains no inherent value. In order to benefit students, it must be taught by a person who understands the role of a free press. This cannot be achieved by reading verba-



**Scholastic journalism**  
Bobby Hawthorne

As a member of the Commission, I hope the report will be the catalyst for improvements in the profession. But I have a nagging feeling in my gut that it won't. Why? Because the profession is not run by its own professionals. Right now, anyone eligible to teach in a public school with a permanent or temporary certificate can be assigned to a journalism class. Whether they teach journalism is doubtful. More often than not, the job of advising the yearbook or newspaper (teaching journalism is just baggage) falls to the low person on the totem pole. While this isn't unique in education, I have a hard time picturing an administrator saying, "We'll hire you to teach math but for a year or two, you'll have to direct the band and coach football too."

Painful though it may have been, the State Board of Education acted responsibly when it removed journalism as a substitute for senior English in the advanced graduation plan. There's far more value to studying Shakespeare or Byron than going through the motions of learning journalism, when instruction is centered on phony fact-sheet exercises, crossword puzzles and "Student of the Month" features.

Unwittingly, the SBOE has taken a "destroy it in order to save it" approach. Its actions have damaged and will continue to dam-

# Splicing together bits and pieces of that make up the big picture

girls' softball, junior varsity basketball and varsity baseball. "We're going to lighten your load," he was told.

"Well then, take away one of my coaching jobs but I want to keep the paper," he replied.

"We don't need the best student newspaper in Oklahoma," they said. "We need a coach." Instead of the 12 or 16 page monthly tabloid it has been, the newspaper is now a six-page mimeograph that so far has been published once this semester.

● **Headline from the December 3, 1986 *New York Times*:** Students Said to Lack Writing Skills.

Story: "American students can write a minimal level but cannot express themselves well enough to insure that their writing will accomplish the intended purpose."

No mention was made of a crisis in girls' softball.

● **Headline from December 10, 1986 *Austin American-Statesman*:** West Texas town takes hard look at drugs; Questions surrounding 9-year-old's cocaine death draw Hereford residents into prevention campaign.

Quote: "This is not the drug capital of the world," a Hereford ISD assistant superintendent said. "But anyone who says we don't have a drug problem is sticking his head in the sand."

● **Anecdote:** She has taught journalism and advised publications in a Gulf Coast school for 15 years. She has a journalism degree, professional writing experience and a few thousand workshop, seminar, in-service and advanced academic training hours. Her newspaper is recognized by press associations as one of the finest in the state. It has never attempted to overlook problems. It has never buried its head in the sand.

The first day of school this year, she was informed that from this day forward, all copies of the student newspaper must be submitted to an administrator for review. In the absence of specific guidelines, prior restraint is illegal. Still, the none-too-subtle message is "We want nothing controversial in our paper. Find some sand."

● **Headline from December 10, 1986 *Austin American-Statesman*:** Birth control for teens urged.

Story: "An American teenager gives birth to a baby every two minutes, part of a pattern of unintended pregnancies and births that can best be countered with aggressive use of sex education and contraceptives," says a major report released Tuesday.

Educated guess: Will administrators allow students to cover this issue, given "highest priority" by the National Research Council of the National Academy of Sciences.

Fat chance.

● **Commentary from *Education Week*:** "Newton's law applies to education as well as to science: For every action, there is an equal and opposite reaction. The teacher who is recognized as meritorious — the one who qualifies as Teacher of the Year, National Endowment for the Humanities Fellow, Outstanding Teacher, Master Teacher or Diva of Diphthons — had better be prepared for a negative reaction too.

"One expects that meritorious work will earn the respect of one's colleagues and superiors. But, in speaking with teachers from school districts throughout the country, I found that quite the opposite is often true."

● **Anecdote:** His yearbook is arguably the finest in the school's history. The

age quality journalism programs that have greatly served the "best and brightest" students, who have gained real-world writing experience and valuable lessons in personal development. But these programs — the Duncanvilles, Dallas Skylines, Corpus Christi Carrolls — are few and far between. And in the end, the excellent teachers in the quality programs are forced to contend with declining enrollments, financial constraints, loss of academic status and dwindling support from peer groups. In the end, mediocrity triumphs. Excellence moves on, surrenders or dies of exhaustion.

I realize that some of the state's best programs are directed by teachers who lack either educational or professional journalism experience. Many excellent programs are headed by English teachers who find journalism a practical way to entice students to write.

But journalism education will not improve until a teacher certification process is developed and implemented. So long as the course taught by a professional with a journalism degree and media background counts no more and no less than the journalism course taught by the first-year typing teacher, then journalism education will remain a stepchild in the public schools.

I've been told that we run the risk of losing some excellent advisers if we mandate certification. I disagree. Under a certification plan, courses taught by non-certified teachers would retain their present status. Courses taught by certified teachers would count as a full language arts credit in the advanced graduation plan. Those teachers who wish to upgrade their programs could be given a specific amount of time — two years, for example — to seek necessary advanced training.

This past summer, I attended a seminar on high school journalism, sponsored by the Southern Newspaper Publishers Association. If nothing else, the publishers attending the seminar left with the understanding that the adviser/teacher is the key to the quality journalism program. We must rescue the few remaining quality programs. From there, we can work with administrators, with school boards, with the media, with colleges and universities, and with state boards of education to upgrade the rest.

But unless extraordinary efforts are made to save our outstanding programs, then the work of the JEA commission and whatever else follows will be, I'm afraid, in vain.



Dr. Sally Lancaster



Katherine B. Dobelman

## Two selected to Board of scholarship foundation

The Texas Interscholastic League Foundation Board of Directors recently welcomed two new members, TILF Secretary Rhea Williams announced. Joining the board are Dr. Sally Rhodus Lancaster of Dallas and Katherine B. Dobelman of Houston.

Lancaster is executive vice president and grants administrator of the Meadows Foundation, the largest private foundation in Texas with a net worth approaching \$380 million. A graduate of Southern Methodist University (BA, MA) and East Texas State University (Ph.D.), she serves as a SMU trustee, a member of the SMU Trustee Committee on Academic Affairs, and is a member of numerous Dallas-area professional, civic and charitable organizations. In 1984, she received the Dallas Historical Society Citizenship Award for Excellence in Philanthropy.

Dobelman is executive director and treasurer of The Brown Foundation, Inc. A graduate of Rice University (BA, MA), she is active in a number of civic organizations such as the YMCA, Boy Scouts of America, Houston Ballet, Houston Symphony, and Museum of Fine Arts.

Dobelman is also a member of the board of directors of the Conference of Southwest Foundations, Rice University Alumni Association and Friends of Fondren Library. She is currently serving as chair of the United Way of the Texas Gulf Coast's Child Welfare Task Force and is a member of the United Way's Strategic Service Planning Committee and Long Range Planning Task Force.

# Science participation to grow

By JANET WIMAN  
Director of Academic Contests

The math and science areas of the curriculum have received greater emphasis in Texas schools over the last few years. In keeping with this movement, the UIL has increased the number of participants allowed to enter the Science Contest at the district level from three to six.

The science test consists of 60 questions: 20 biology, 20 chemistry, and 20 physics. Because many students do not take physics until their senior year, the Legislative Council altered the contest two years ago to allow the top three overall winners as well as the top scorer in each of the three subject areas to advance to the next higher meet. "This makes it possible for freshmen students who are taking biology but have not taken chemistry or physics to compete in the event and be recognized for their knowledge," says Dr. Peter Antoniewicz, UT-Austin physics professor and UIL science contest director, who pushed for this change.

Students preparing for the UIL science contest are given a Science Reading List. The list contains both texts and periodicals. The periodicals cover a calendar year rather than a school year. Questions that come from the periodicals for the 1987 district, regional, and State meets will be taken from January through December issues, 1986.

As subscription renewals are generally sent in December, school librarians should be alerted that there are some changes of periodicals on the UIL Science Reading List for the 1987-88 school year. The 1987-88 Science Contest periodicals are:

Discovery  
Physics Teacher  
Science News  
Scientific American

Dr. Marvin Hackert, Professor of Chemistry at the University of Texas at Austin and UIL science contest director, spoke of the importance of science students staying current on what is going on in the field of science. "I encourage students to not only read scientific magazines but to read the excerpts on science in the news magazines such as Newsweek and Time which are already in most school libraries. Science is not static. Students should note new discoveries and advancements and apply the information to the knowledge they already have," says Hackert.

Dr. Alice Reinartz, UT Department of Microbiology who also serves as a new UIL science contest director, was amazed at the scholarships targeted to students who competed in the areas of math and science at the UIL Academic State Meet. "I've just learned that the Robert A. Welch Foundation awards 15 new scholarship each year through the Texas Interscholastic League Foundation. Currently 45 Welch recipients are receiving \$90,000 as they attend many universities in Texas. The Nelda C. and H.J. Lutchter Stark Foundation grants amount to \$87,000 per year, and this year 30 students are receiving these grants. I'm impressed. I hope science teachers are aware of these opportunities for their students."

A UIL science packet containing the rules, 1986-87 reading list, and sample tests is available on the UIL Academic Order Form.

# Q&A, with emphasis on the 'A'

## Sponsors iron out problems in preparing for spring meets

Many questions concerning the academic program are received by the League staff each day. It is interesting to notice that the first question of the week often indicates the subject that is to be questioned all week. I prefer to think that this means that great minds think alike, but in all reality, it probably means that some mailing or situation has triggered the need to have answers to certain questions. It seems that a question and answer section might be helpful to cover several areas.

Q. We have a student who has entered a writing contest and has won \$25. Can he accept the money and maintain his UIL eligibility?

A. The League staff requests that you provide a copy of the specifications for the contest with a letter of inquiry. A written staff reply will be sent by return mail.

Q. Our elementary school did not submit a UIL academic participation card by the October 1 deadline. Can we still compete?

A. If your school is a public school whose feeder high school is a member of the League, you are fully eligible to compete in the UIL district meet even though the card was not submitted. The card is used to identify the schools that want the services of the League and want organized academic competition.

Q. Who sends the high school academic district meet entry forms and when?

A. The high school district meet entry forms are mailed from the UIL office to each member high school in January. The forms are due to the district director general 10 days prior to the date of the meet.

Q. We only have electronic typewriters in our school. May we use them in the shorthand contest?

A. For the 1987 spring meet, the answer is no. Electronic typewriters may be used in the shorthand contest in 1988.



Academically inclined

Janet Wiman

Q. Will points be awarded for Literary Criticism?

A. Yes, see page 84 in the *Constitution and Contest Rules* under Pilot Literary Criticism.

Q. Will Literary Criticism be offered at all districts?

A. Yes, it is an official pilot contest and will be offered at all district and regional meets. In 1987-88 Literary Criticism will go to the state level as well.

Q. We ordered our UIL practice materials in October but have not received them. What should we do?

A. Call the League Order Department and check on the order. To date, all orders have been filled. This probably means that the order was not received or was lost in the mail.

Q. What do we do with the Professional Acknowledgement Forms?

A. The signed forms are filed with the local school administration.

### Elementary/JH Participation

Elementary and junior high academic participation has hit an all-time high. It is difficult to stay ahead of the demand for additional activities. Debbie Miles, a teacher at Pleasanton, recently told us, "We have been invited to several invitational tournaments. The one I am most excited about offers all of the UIL academic activities plus the pilot listening activity, Texas history, and science. I want a comprehensive tournament because I want to include more students from more academic areas."

Dalton West, principal from Liberty Hill called really anxious to get the practice materials for the listening activity because "my students are always excited about something new." Ann Truell, Paris ISD, has asked for a list of tournaments.

This seems to be the prevailing attitude of many teachers and principals. Bobbi Huff and Marilyn Butcher from Eanes ISD have organized an invitational academic tournament for several schools in the Austin area. They expressed a desire to include a reading activity.

David Doss, a member of the League staff, listened to their objectives and designed an interesting reading activity for fifth grade. Students are given a list of five books to read. Each school at the tournament is allowed to enter one team of three. A moderator reads the question. The team selects from four answers. At the end of 15 seconds, when the bell sounds, the captain of the team holds up the card indicating the answer chosen by the team. Each team that has a correct answer is awarded one point. At the end of the contest, the team with the highest number of points for correct answers is awarded first place, and so on. All of the contestants at the tournament are allowed to listen and cheer for their team. Most of the students in the audience will have read the books and will enjoy silently testing themselves to see how well they could have done. Rules for the reading activity are available from the League office.

The League staff is prepared to try to accommodate the needs of the schools for providing interesting, fun academic activities to challenge Texas' bright young minds.

### Invitational Accounting

If you are hosting an invitational tournament and would like to include the accounting event, an invitational test is available. The test, inadvertently omitted from the invitational meet order form, will be sold in sets of 25 for \$10. Schools wishing to order the tests may add accounting to the order form or may contact Diana Cardona at the League office.

# Which one to choose?

## Selecting the calculator a matter of personal choice

By J.R. COGDELL and DAVID BOURELL

Last year in *The Leaguer* (Volume 70, No. 3), we devoted a column to the factors one should consider in selecting a calculator for use in the Calculator Applications Contest. Also, we thought that coaches throughout the state would be interested in seeing what calculators the state finalists used at the State Meet. This article is devoted to such matters, with an update from the 1986 State Meet.

Our position concerning factors governing the choice of a calculator has not changed since last year. It is elaborated in Chapter 2 of the *Calculator Applications Contest Manual*, available from the UIL office. Figure 1 shows the calculators used by the 1986 state contestants, by conference. Contestants may use as many as three calculators. If a student used three different calculators, each one merits one third of a point on the graph. If a student used only two calculators and they were different brands, each one was worth one half of a point. Fifty students used Hewlett-Packard calculators (83%) and of these 36 used the hp-11C (59% of the total). Eight students used Texas Instruments calculators (12%), two used Sharp and one each used a Casio and Radio Shack brand. This is a marked increase in the use of hp's from last year. The percent increase in hp calculators was 66.7%. How many hp's were used by State Meet contestants in 1985?

The most popular calculator at state remains the hp-11C, which doubled from 18 in 1985 to 36 in 1986. Also, I understand that the list price in Austin has dropped from \$70 to \$55 (\$41 discount) over the same period.

Figure 2 shows a similar plot based on the fifteen students who finished in the top three places at the 1986 State Meet. Because of ties in four conferences, there were eight first place winners, five second place winners and two third place winners. Twelve students used the hp-11C (82%) with the remaining students using the hp-32E or various TI models.

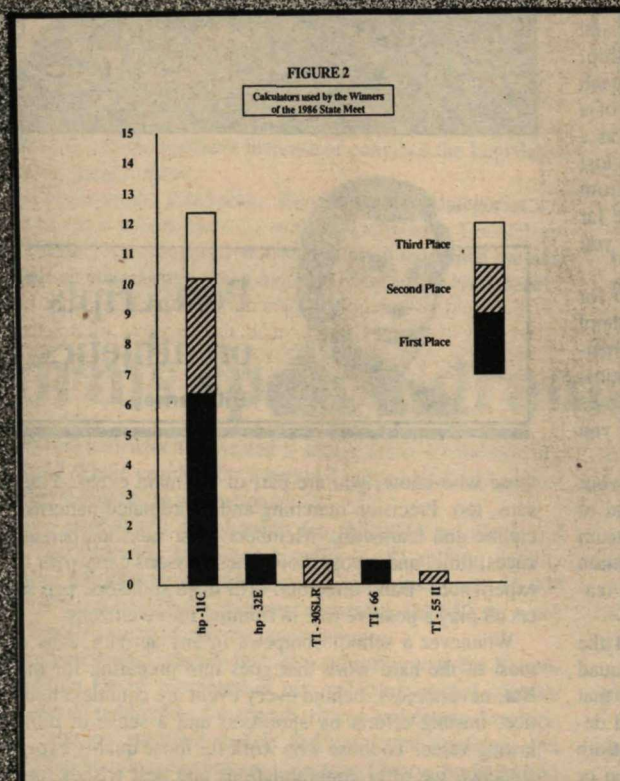
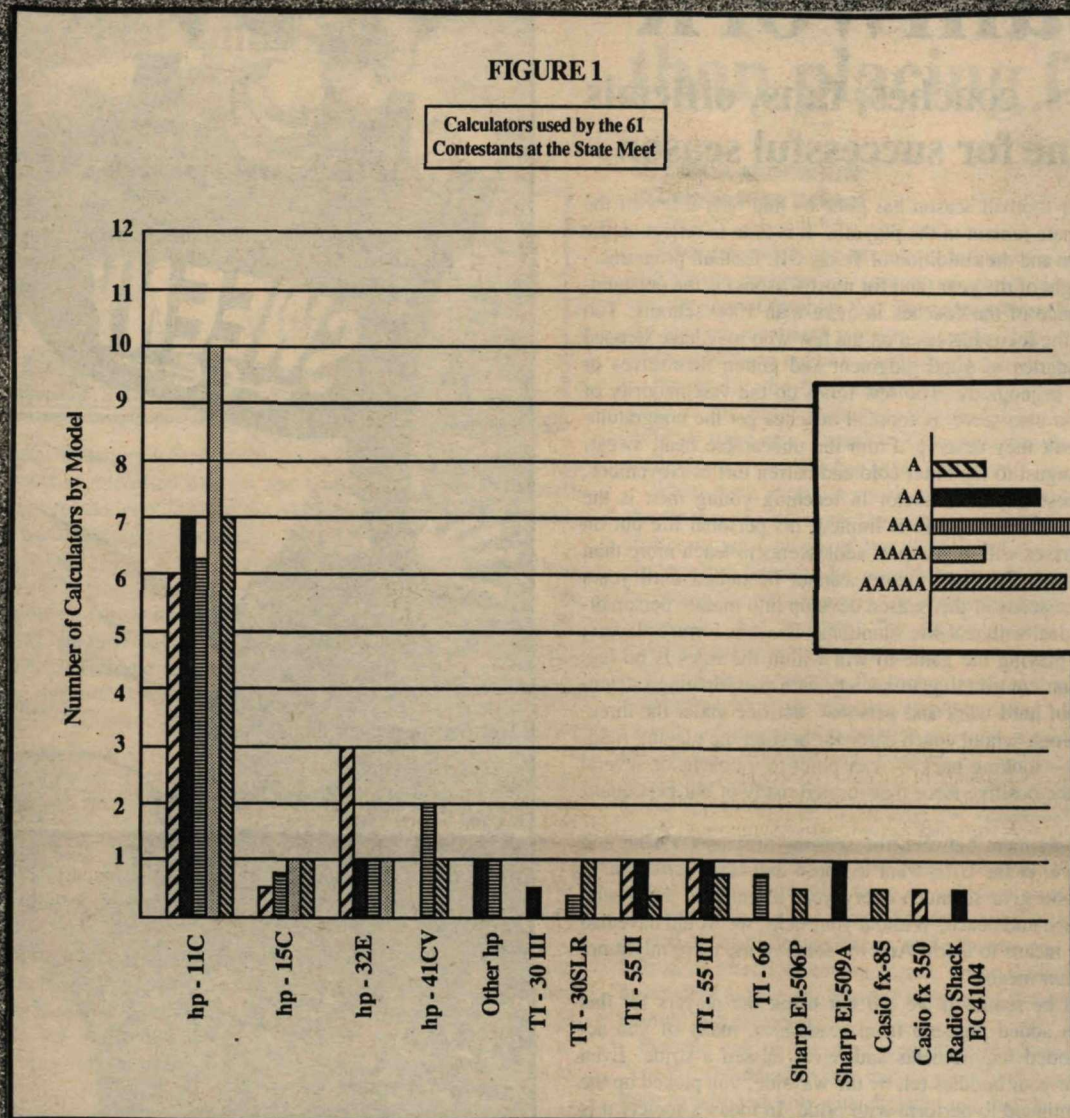
We hope you find this information useful and we want to hear your comments regarding the advantages and disadvantages of the calculators you use. It is tempting to conclude the hp-11C is the one to use, but we believe that any of the calculators represented are probably adequate for all levels of the contest. A more certain interpretation is that the hp-11C is clearly acceptable for competition. This makes us wonder what (if any) non-performance factors such as cost are in the selection of a calculator. Unfortunately, you know the answers to these questions, not us. Let us know.

### Bourell receives research award from American Society of Metals

David Bourell, co-director of the UIL's calculator applications contest, has been selected to receive the Bradley Stoughton Award for Young Teachers of Metallurgy from the American Society of Metals.

Bourell, an associate professor in the Department of Mechanical Engineering at The University of Texas at Austin, was honored at a banquet held during the ASM meeting in Orlando, Fla. He was cited for "excellence in both undergraduate and graduate teaching and for enthusiasm for materials science and engineering education which is contagious to students."

The Bradley Stoughton Award was established in 1952 in memory of Mr. Stoughton, a former president of the ASM who was an outstanding teacher of metallurgy and a dean of engineering. The \$3,000 award is intended to encourage young teachers of metallurgy by rewarding them for their ability to impart knowledge and enthusiasm to students.





# Teamwork

Players, coaches, fans, officials combine for successful season

Another football season has gone by and only a few of the fortunate remain in the playoffs. It is time to reflect on the season and the condition of Texas UIL football programs.

The highlight of the year (and for most seasons) is the outstanding performance of the coaches in more than 1000 schools. Too many times, the focus has been on the few who may have stepped outside boundaries of good judgment and gotten themselves or their schools in jeopardy. Too few times do the vast majority of educators who also serve as football coaches get the congratulations and credit they deserve. From the unbearable heat, sweat, and grit of August to the bitter cold and barren turf of November, the single most important factor in teaching young men is the caring coach. His family life is limited, his personal life put on hold as he strives with a group of adolescents to teach more than winning. Indeed, his final victory cannot be tallied until years later when the seeds of this season develop into mature personalities that can deal with real-life situations. They, as former players, learned that playing the game to win within the rules is no less important than contributing to society as a participating citizen. The lessons of hard work and personal sacrifice under the direction of their high school coach carry far beyond the playing field. Most of us — looking back — can point to a coach, or several coaches, as the positive force that formed many of our best qualities.

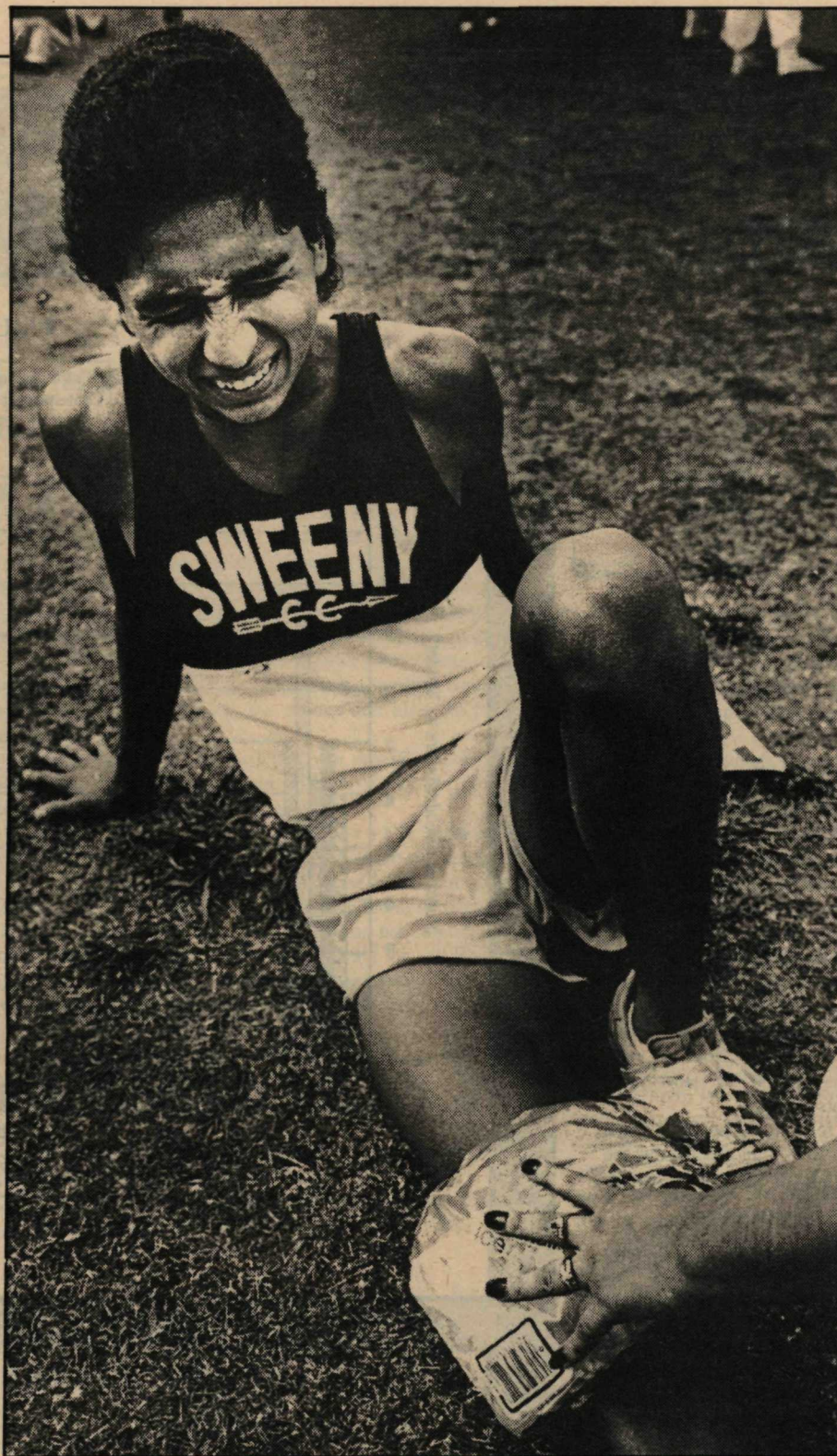
For just a moment between the seasons of Thanksgiving and Christmas, we, at the UIL, want to pause and say *Thank You* to all of you who give so much every year to enhance those who choose to teach and coach. Without your help, we would have had to find other means to learn. And for some of us, there might not have been other means.

We would be remiss if we did not thank the players for this season. With added pressure from academics, many of you accepted the added requirements and never missed a stride. Even when some of your buddies fell by the wayside, you picked up the slack and continued to perform with pride. In today's society it is not acceptable in some areas to risk reputation or sophistication by placing oneself in a position for criticism. You did. And we are proud that young men will respond to the challenge to benefit and risk ridicule. Even if your team did not win the championship, you were a winner for having put your effort on the line each week. You sought — for whatever reasons — to be a part of a larger group and strive for a team goal. Sometimes you won as a team, but performed poorly as an individual. Sometimes you lost as a team, but performed outstanding as an individual. Years from now you will find yourself in similar situations. You will be far ahead because you know that you do not always get what you deserve. Sometimes that is not a bad thing.

To the fans who followed the teams we say *Thank You* for staying behind your team and for being interested in your school activities. Only a few of you got out of character to abuse officials. Those few have become ostracized because of their actions. They give a bad name to an otherwise well-behaved group. Texas enjoys a lofty position in interest and attendance because of you — the dedicated fan.

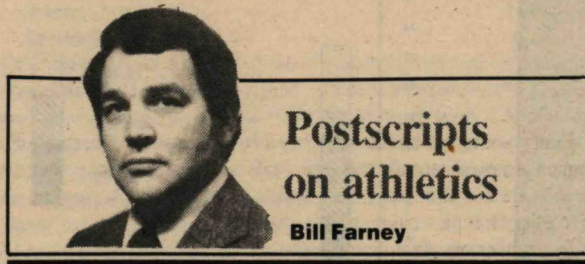
We hope you stay enthusiastic. We hope you do not fire your coach because he didn't win. Please judge him on what kind of educator he is and not solely on the number of games his team wins. Always have high expectations of him; demand his attention to detail and perseverance; but temper your relationship with reason and good judgment.

The game of football would be far less exciting without the thousands of band members, drill team strutters, pep squad screamers, and student support groups. Many of you believe that your presence can mean the difference between victory and defeat. Yes, you are correct. You do make a difference. Your team appreciates what you do and the part you play. Without you or without your faith, the experience of playing football would be less rewarding. To a casual observer, you are a sideshow, but to



THE AGONY of defeat. At the finish line, Max Rodriguez of Sweeny is attended to by trainers who ice down his injured knee. The 3.3-mile cross country course at Southwestern University in Georgetown took its toll on runners, both in the UIL races and in the NCAA national cross country meet, which was run the same day. Rodriguez finished 42nd in the Conference 3A race with a time of 19:08.

Photo by JOHN MOORE



## Postscripts on athletics

Bill Farney

those who know, you are part of the main event. You learn lessons, too. Precision marching and coordinated patterns teach discipline and teamwork. Members must sacrifice personal preferences, time, and recognition. These lessons carry over to later life experiences. Band directors, drill team sponsors, pep squad leaders all play a positive role in framing future citizens.

Whenever a school competes in any activity, fans do not see most of the hard work that goes into preparing for that contest. But, nevertheless, behind every event are countless hours of practice, unsung efforts by sponsors, and a sense of unity that has lasting value. To those who work for those quality experiences for students, we offer congratulations and best wishes for continued success — that which is not reflected in the scoreboard lights, but holds the ultimate importance.

## McCullough boys win third straight state cross country championship

Eric Henry of Conroe McCullough ran away from the field to lead the Highlanders to their third consecutive Conference 5A boys' state cross country championship, and their fifth title in six years. Henry covered the 3.3 mile course in 16:36.

Other teams to successfully defend state titles were Nazareth (girls, Conference A), North Lamar (girls, Conference 3A), Lockney (boys, Conference 2A), and Midlothian, which won the 3A title in 1985 and the 4A championship in 1986.

Individuals who repeated as state champions were Brad Patterson of Albany (2A, time: 17.25) and Joey Chapman (4A, time: 16.43). In the girls competition, Amy Goodwin of Bellville raced to her third consecutive Conference 3A title in a time of 12:03.

**Team Results: Girls' -- (2A)** 1. Nazareth; 2. Celina; 3. Abernathy; 4. Hart; 5. Chico. (3A) 1. Medina Valley; 2. Palacios; 3. Crystal City; 4. La Feria; 5. Mt. Vernon. (4A) 1. North Lamar; 2. Friendswood; 3. Justin Northwest; 4. Canyon; 5. Azle. (5A) 1. El Paso Bowie; 2. Clear Lake; 3. Alief Elisik; 4. Humble Kingwood; 5. Clear Creek.

**Boys' -- (2A)** 1. Lockney; 2. Eldorado; 3. Henrietta; 4. Millsap; 5. Dilley. (3A) 1. Yoakum; 2. Muleshoe; 3. Gonzales; 4. Falfurrias; 5. Perryton. (4A) 1. Midlothian; 2. Ft. Worth Boswell; 3. Waco Midway; 4. Levelland; 5. Friendswood. (5A) 1. Conroe McCullough; 2. Freeport Brazoswood; 3. El Paso Hanks; 4. El Paso Coronado; 5. Richardson Pearce.

# Compliance means schools committed to fairness

Recently, administrators, coaches, parents, and students from selected member schools were asked to respond to a questionnaire concerning the importance of UIL rules compliance. Responses from administrators were then published in last month's *Leaguer*. We are again continuing our series as this month we feature student responses.

- Why are UIL rules important?

Student from East Texas: UIL rules are important because they give an organization and structure to the Texas High School extra-curricular activity system. This structure insures that smaller even poorer schools have the same chance as those schools with many more advantages and resources.

Student from Central Texas: UIL rules are important because they promote the attitude of "fair play". Students learn that ethics are important and that winning is not the only thing that matters.

Student from West Texas: UIL rules are important because they help to keep all member schools organized.

Student from South Texas: Because they stress academic standards, rules are very important. It is through rules that academic and athletic integrity can both be maintained.

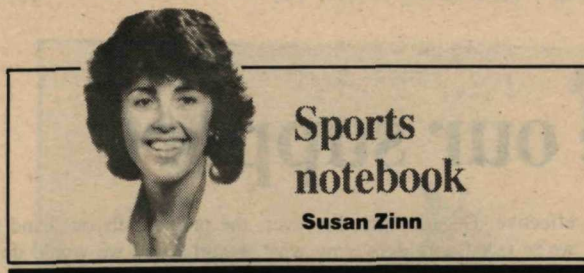
- Why is compliance with UIL rules necessary?

Student from East Texas: Compliance is necessary because a team or player cannot be penalized when they follow rules to the letter.

Student from Central Texas: There is only one good reason why compliance is necessary—penalties. Penalties, as a result of a team or player's noncompliance, might not be allowed to participate in a contest. More severe penalties could also be levied.

Student from West Texas: Rules do not mean a great deal unless there is compliance with those rules. The trust of other member schools requires it. "Fair play" depends on it.

Student from South Texas: An epidemic of cheating would result if there was not compliance. Coaches would go about recruiting athletes from other schools, altering transcripts, and even



## Sports notebook

Susan Zinn

lying about a player's eligibility.

- How can UIL schools assure there is compliance with rules?

Student from East Texas: One way schools can assure compliance is to thoroughly inform their students of all UIL rules and the penalties associated with breaking those rules. The penalties must then be enforced to make the student see that compliance is not only necessary but expected.

Student from Central Texas: Assurance means that all schools have committed themselves to fairness in competition. But, if a member does not comply, stiffer penalties, such as barring the school from competition for a year, should be handed down.

Student from West Texas: Compliance can be assured if there are investigators from the UIL staff who like the NCAA can check in on member schools.

Student from South Texas: Educating their personnel by member schools is the key to assuring compliance. Weekly grade checks could also be used in order to avoid any failing grades. This could apply to athletics and academics alike.

### 'I can't blame the officials for my inadequacies'

From an official/coach: I have just returned from officiating an area volleyball playoff match. The teams, the coaches involved, the circumstances will not be mentioned. Perhaps those who know

me, or were actively involved, may recognize or realize how the events of the evening might stir up a few reflections on officiating and coaching. I am both an official and coach at different times of the year and I believe both have made me a better official and a better coach.

As a coach, I realize how disheartening and frustrating any playoff loss is. Finding a reason, groping for an explanation for my players, trying to find some sense of perspective for them and myself is almost impossible at times. Yet, never have I used an official as an excuse. Never have I questioned an official after a game. Never have I allowed my players to use an official as an excuse for our failure. Officials do not produce a 20 or a one point deficit in a basketball game, nor do they produce a ten or a two point deficit in the decisive game of a volleyball match. The players and the coaches do those things.

As an official, I mentally beg both teams to make obvious mistakes, so that my job is easier, so that I do not make a call that could be construed as biased. Life is not that easy. Net violation, a lift, an awful sounding spike, a back row player, a ball above or below the net, reaching over the net, did the ball break the plane, set or push, a touch . . . need I go on? Any one of those calls is the opinion of the official. Any one of those calls can make an official seem biased. Any one of those calls can prompt a coach to question the integrity and the ability of any official, and believe me they do.

So—what's my point? Maybe it's the fact I learn from officiating that as a coach I cannot blame an official for the inadequacy of myself or my players on any given play. Maybe it's the fact that I learn from coaching that as an official I cannot blame any coach for wanting a fair, competent decision on any given play. Either point can be well taken.

As you can probably surmise, I officiated an extremely close match tonight. One team goes on, the other goes home with no tomorrow.

## Boys' State Basketball Tourney reserved ticket policy changed

Since the Boys' State Basketball Tournament was moved to Erwin Center, tickets have been sold to the bottom 10 rows on a non-reserved basis. This was done to allow administrators, coaches and officials to visit with different coaches and officials and to move from seat to seat.

The theory was fine but the practical application became unmanageable.

This year advance tickets will be sold to coaches, administrators and officials, as was done in the past, however the seats will be reserved. These seats will be in the bottom 10 or 12 rows of the arena. This practice will eliminate the mass rush for seats when the doors are opened and the passing of tickets to those who did not have the lower ten row tickets.

## Record book nominations sought

Applications are invited for all performances during the 1986-87 school year that might be considered for inclusion in the 1988 National High School Sports Record Book, a unique publication that details the accomplishments of high school students and coaches.

The National High School Sports Record Book was started in 1978-79 and the 1987 edition, which will be available early next year, is the ninth printing of the book. Records, photographs and history of 15 sports are included.

Record application forms are available from the UIL and are necessary for the sanctioning of national records as well as new listings among the top performances in specific categories.

Completed applications must be forwarded to the UIL for endorsement prior to consideration by the National High School Records Committee.

Deadlines for the receipt of applications are as follows: April 1 — football, cross country, volleyball, field hockey; May 1 — basketball, wrestling, ice hockey, soccer, gymnastics; August 1 — track and field, baseball, softball, golf, tennis and swimming.

For additional information, contact Bruce Howard, National Federation, Box 20626, Kansas City, MO 64195; 816/464-5400.

# 'Coach' label carries responsibilities

By VERN MORRIS  
Michigan High School Activities Assn.

*Norris recently retired as executive director of the Michigan High School Athletic Association. This article is reprinted from the October, 1986 issue of National Federation News.*

There are numerous individuals in non-education vocations who would give their right arms to be called "coach." We who have coached, and especially those who are currently coaching, have been privileged to wear the label of "coach." It is a unique position and a label every coach wears with pride and distinction.

It is possible, however, that if coaches fully understood the responsibility and impact they have on young athletes, they would pause for a moment of silence before they ever showed up at a practice or game site.

Every young athlete is influenced by the coach's presence. The impact is never neutral. It is either positive or negative, influenced by the coach's attire, conduct, language, personality and knowledge of his/her particular sport.

To compound the magnitude of impact is the fact that every coach displays the philosophy of the total school system, including that of the athletic director, principal, superintendent and board of education. If a coach uses vulgarity, rants and raves during an athletic contest, it must be assumed that the behavior is

supported by the total school community. If the coach's conduct is one of respect for the opponent, positive instruction to the athletes, proper attire and decorum, that too represents the philosophy of that school system. One might ask, why would any principal want a coach who does not represent the school in a positive way!

The coach's attitude toward rules is significant. Seldom is the coach's knowledge of the rules directly translated to the athletes, but it certainly is a factor when he/she interviews with the media, booster clubs, fans, etc.

Rules are to the game what team rules are to the school. In other words, the rules are not always appreciated by everyone on the squad, but for the good of the team, they are followed by all team members.

Rules of a sport are to be respected and followed to the letter, even though individually a coach might not agree with all of the rules published for his/her sport. Fragmentation in observance of rules generally leads to misunderstanding, penalties and overall disrespect for rules and the sport concerned.

Coaching careers, in most cases, slip by rather quickly. Therefore, the impact each coach makes on young athletes is tremendously significant. I don't know of one coach who would want to leave the coaching field without feeling good about the impact he/she made on young athletes. Over the years, the number of games won and lost is insignificant when compared to the impact coaches make on athletes.

## Southwest Texas State University plans school activity institute

Southwest Texas State University is working on a seminar designed to assist school officials and coaches in helping students meet their academic responsibilities and making the most of their learning potential. The intent is to provide challenge, motivation and broad-based support for these students, beginning at the middle school level, in order to keep them in school, happy and producing. The development of such early support systems is cost-effective in the near term, but it is really an investment in the

long term future of all young Texans, including those already achieving.

The proposed summer institutes are in the developmental stage. Funding sources are sought at the corporate and foundation levels in addition to individual and group contributions, in order to staff AIM and develop instructional materials. The workshops, proposed to begin in summer of 1987, are planned to be held at first on the SWT campus for one week duration.

# Activities deserve our support

By David R. Landsverk

Some time ago, I attended a seminar focusing on the youth of our country and heard some alarming facts. The presenters reported that the average young person today spends 10 hours a week watching television, 28 hours a week with "their" music and seven minutes a week in meaningful conversation with their parents. That's an average. They also said that in one year, our children view more than 9,000 cases of human violence on television during out-of-school hours. Today, 1.5 million teenagers are alcoholics, cocaine use has tripled in the last five years and one-fourth of America's public school children are growing up in alcoholic homes.

George Gallup tells us that 10 years ago, kids wondered if their families would break up — today, the kids wonder when their parents will break up. Thirty years ago kids listed the adults in their lives as their primary role models. Today, they list their friends as their primary role models because those are the people who care enough to spend meaningful time with them. Student suicide is at an all-time high and increasing. Students today are starting to prepare for the PSAT and the ACT in junior high school because of tremendous pressure to get accepted into the "good schools," graduate in a profession, and "peel the American banana."

If the above phenomena are not startling enough, then consider the professional football player who is negotiating a multi-million-dollar contract at the same time many school leaders are imposing user fees in order for junior and senior high school kids to participate in sports or to sit on the bench. Many school districts are facing the unpleasant reality of extra levy financing to maintain school programs — not an altogether popular alternative with taxpayers. In many cases, the threat to cut out all school activities has been waved at the community as the ultimate threat in seeking support for extra taxes. Fortunately, in some cases that has been

effective. Occasionally, however, the public calls our hand and we're faced with delivering what we promised we would do — eliminate extracurricular activities.

In that case, there are no winners, but there are clear losers — the participants. While society marches on with its problems, pressures and insecurities, the very opportunities that can make the difference in so many of the young peoples' lives are placed at risk.

Whoever calls student activities extracurricular did us a grave disservice. They should instead be considered "essential curriculum." It's community recognition and identity, it's school pride, it's the life lessons learned, it's the thrill of success and the agony of defeat — it's school activities. Try in a thoughtful moment to picture a contemporary junior or senior high school with no game Friday night, no afterschool practices, no cheerleaders, no band, no choir, no orchestra, no newspaper, no play, no pep assemblies and you've described an organization that will be a disappointment to everyone and a failure for our children.

Athletic directors, coaches, school administrators and school boards have to continue to be advocates for high school activities that are broad based, well-funded and an acknowledged part of the curriculum. The lessons learned through student activities, although not measured on the PSAT and the ACT, are worth our strongest support.

The final determiner of our success as school leaders is not the win-loss column or the number of awards received, but the number of students participating actively in athletic, speech, music, publication and drama programs. There are still too many students who have not found an activity in which to involve themselves in a meaningful way. As I look back over my years in school administration, the things that I cherish the most are the academic successes of students and the quality of activity programs available for all youngsters. You know — the essential curriculum.

## Elementary/JH organization form

The deadline for submission of elementary and junior high district directors general names to the League office on the District Organization Form was December 15. The form is provided in the *Elementary and Junior High Handbook for UIL Academic Activities*.

"It is vitally important that we have a complete list of district director-general names," said Janet Wiman, UIL academic director. "If you missed the December 15 deadline, we would appreciate your completing and mailing the form as soon as possible."

## ILPC Deadlines

School are reminded that deadlines for submission of Interscholastic League Press Conference newspapers for rating and newspaper individual achievement awards is February 1. Each staff is asked to submit four issues of its newspaper for rating, along with the completed newspaper self-analysis.

The deadline for receipt of nominations for ILPC officerships, Edith Fox King Award and Max R. Haddick Teacher of the Year Award is March 1. Nomination forms and information regarding the ratings and IAAs were mailed to members in mid-December. The ILPC spring convention will be April 11-12 in Austin.

# Rethinking the State Marching Band Contest

Continued from page 3

Yet, the achievement of earning a first division at the district marching contest remains the first step in claiming the prestigious Sweepstakes Trophy. This coveted award, reserved for those organizations that are superior in marching, concert and sight reading, continues to be a worthy goal for those organizations that exhibit quality performances in all phases of musical competition. The importance of this award should not be diminished in any way by the current marching contest format.

**Does the existence of a state marching band contest force district events to be scheduled earlier in the fall?** This past fall district marching contests could be held as late as October 30. Many districts in the state elected to hold their contest on October 25. This date is a full eight weeks into the school term and within two weeks of the end of the regular high school football season when marching normally comes to an end. Some music districts have traditionally held their contest in late October while others elected to perform during the first week in November under the old system. In no case need the contest be more than 10 to 14 days earlier than in the past.

It should be noted that some UIL district contests are presently scheduled in early October. These early events are set to coincide with the end of the first six weeks, therefore assuring participants that first six weeks eligibility will apply. One can easily see the rationale behind this practice but it is important to note that the district/region/state format in no way requires that these early dates be utilized. They are set at the option of the directors and the District Executive Committee and are not necessitated by the existence of the state contest.

**Does the contest create undue pressure "to win"?** A recent music column in the Leaguer addressed at length the fact that all contests are valueless. A contest assumes the value we assign to

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| <p><b>Conference A</b><br/>                     1. Nueces Canyon; 2. Plains; 3. Jayton; 4. Irion County; 5. Falls City</p> <p><b>Conference 2A</b><br/>                     1. Iraan; 2. McCamey; 3. Orange Grove; 4. Olney; 5. Howe</p> <p><b>Conference 3A</b><br/>                     1. Denver City; 2. Iowa Park; 3. Pearsall; 4. Robinson; 5. Atlanta</p> | <p><b>Conference 4A</b><br/>                     1. Dickinson; 2. Gregory-Portland; 3. West Orange-Stark; 4. Cleburne; 5. Lancaster</p> <p><b>Conference 5A</b><br/>                     1. Duncanville; 2. Houston Westfield; 3. Richardson Pearce; 4. Abilene Cooper; 5. Denton Governor's Cup<br/>                     • Houston Westfield</p> |
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it. Thus, any existing pressure is generated from forces outside of the contest. Such pressure normally comes from the director, school or community through an over-emphasis on winning. This kind of pressure can exist with any kind of competition from one-act play to academics or athletics. In none of these competitions has the option of eliminating the state contest been considered as a viable option for controlling self imposed or outside pressure. In fact, the existence of these state events with League sponsorship helps ensure control and enhance the total educational program. If educational competition is properly monitored and controlled,

there are no "losers"!

**Is the contest unpopular with band directors and schools throughout the state?** This has been a point of controversy since the contest began. There is no doubt that the contest has been more popular in some parts of the states than others. Yet the interest in the contest has grown each year. In 1985, 64 percent of the bands in the state were considered for advancement to the region contests. Out of the 765 bands that went to district contests, there were 200 that participated at the region level and ultimately 65 bands competed in Austin. In addition there were over 34,000 spectators in attendance at the state finals. These figures seem rather significant for an event that is supposedly unpopular throughout the state.

**Is the State Marching Band Contest a worthwhile experience for the students and the schools represented?** The value of the experience might best be summarized in the words of a AAAA director whose band advanced from District to Region to State for the first time this year. "Our entire community has been drawn closer together as a result of the band participating in region and state marching band contest. It is definitely a viable concept."

There are numerous other minor considerations that could be discussed in regards to this issue. However, the major points covered above clearly reflect the focal point of the many debates that have surrounded the controversy. The question to continue to sponsor a state marching band contest is now on the 1987 Referendum Ballot. The schools will once again have the opportunity to reaffirm their desire to continue this prestigious event with a commitment to make it the best possible experience for all participants or elect to relinquish control of the marching competition above the district level and have the contest removed from the UIL music plan.