

The Leaguer

Spring Gold

UIL begins new year by crowning athletic, publications champions

Five came from the Texas High Plains, within a 75-mile radius of one another. Others came from San Antonio, from Austin, from the Dallas-Fort Worth Metroplex and from the sprawling Houston metropolis.

They are the state champions of 1987. Since January 1, the UIL has crowned state titlists in basketball, swimming and soccer. In addition, the Interscholastic League Press Conference named its state yearbook and newspaper champions.

Perhaps the most intriguing episode came during the girls' state basketball tournament, March 5-7, when five teams -- Sudan (A), Morton (2A), Slaton (3A), Levelland (4A) and Plainview (5A) -- won state championships, reconfirming West Texas' supremacy in the sport.

Three weeks later, the Churchill Chargers became the first San Antonio team to win the boys' swim title, ending Richardson Pearce's two year reign.

And on April 18, the stranglehold held by Dallas-area teams in the state soccer tournament was broken. San Antonio Alamo Heights boys nudged Plano, 1-0, to become the first team outside the D-FW Metroplex to claim either a boys' or girls' championship.

Of course, some things never change. Austin Westlake won another ILPC state championship, this time for its newspaper, *The Featherduster*.



USING THEIR HEADS. Geert Smollenbergh of San Antonio Alamo Heights and Jimmy Neitzel of Dallas Highland Park collide during Alamo Heights' 1-0 victory in the boys' state soccer finals, April 18.

Photo by JOHN MOORE

Texas to give three-pointer a shot next season

Unless coaches and administrators vehemently protest, Texas high school boys and girls basketball players will be aiming for the three-point shot next year.

The Basketball Rules Committee of the National Federation of State High School Associations recently voted to make the three-point shot mandatory for high school basketball in 1987-88. UIL members play by National Federation basketball rules.

"If there isn't an outcry against the three-point shot, we will be using it next season," said Dr. Bill Farney, UIL athletic director. "There will be a financial burden on the schools to change their courts, and persons who wish to protest should petition through our Legislative Council channels. Frankly, we do not expect coaches or administrators to protest, though."

Farney said objections voiced to the League office regarding the rule change have been minimal. Coaches or administrators wishing to comment on the rule may appear before the Athletic Committee of the Legislative Council at its summer meeting, June 2-3.

"Eleven states used it this year on the high school level," he said "In the state it was used, coaches claim it has generated additional excitement in the game and forced coaches to change strategies. No longer is a two-point lead near the end of the game a safe lead. And with a good outside shooter, a team can force its opponent to open up the post play. The distance of the shot is not so long as to be frivolous but is long enough to be challenging."

Last year, the Texas Association of Basketball Coaches narrowly defeated a recommendation to approve the three-point shot. "However, that vote was taken before the NCAA season and tournament," Farney said. "The feelings of the coaches now is that if the vote had been taken after the college season, the item probably would have passed. I think coaches, players and fans recognize the potential for excitement of the three-point shot. Even Bobby Knight of Indiana, an adamant opponent of the rule, used it effectively in the Hoosier's drive to the NCAA national championship."

The three-point shot, taken from 19-feet, 9-inches, has been allowable on an experimental basis in Texas for three years. It's been experimented by mutual consent in non-district games and during invitational tournaments.

Summer meetings begin rulemaking process

Do you want a rule changed? The summer meetings of the standing committees of the Legislative Council are a must if you want to see a change in UIL rules, procedures or policies.

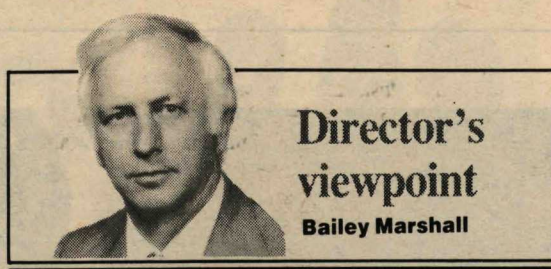
The four standing committees, Athletics, Academics, Music and Policy, meet during the summer months. Each of these committees hears input regarding changes that have been proposed or changes being proposed. They listen to all input at the summer meetings and input they receive prior to the October meeting of the Legislative Council.

During the summer meeting each committee makes preliminary decisions about proposals that are presented to them.

If they support a proposal in concept they will likely take one of the following actions:

- Have the staff come back to them with a finalized rule to recommend to the Council.
- Recommend the change to the Council.
- Ask for a special study committee to make a recommendation in final form at the October meeting.
- Place on a questionnaire to the schools.

If they do not totally support a proposal they may ask the staff to monitor the situation, ask for a special study, or reject the proposal.



Director's viewpoint
Bailey Marshall

These same four committees meet again in the fall at the annual Legislative Council Meeting, after hearing presentations regarding the proposals from the summer. They finalize their proposals to the full Legislative Council which meets and takes action the following day.

The Council members who serve on these committees are elected by the schools in each conference and each region. If you have considerations for change you need to provide these Council members with your suggestions for change and support or opposition to other proposed changes.

The UIL staff will make recommendations to the committees and to the Council regarding most proposals. The staff recommen-

dations are composed after receiving input from school administrators, sponsors, patrons and students throughout the state. The staff's role is similar to the role of school staffs working with boards of education. We make recommendations but regardless of what is passed, whether the staff is for or against it, the change is implemented to the best ability of the staff.

Individual staff members may vary on their recommendations. Also the Council members' ideas may differ. That does not mean the staff and/or the Council members are not together on their ultimate goal. That goal is to provide competition that is best for the total educational program in Texas. Some of the best changes that have been made over the years have been made by a slight majority vote either by the Council or by a referendum vote of the members schools.

If you desire a rule change or object to or support a current proposal, write to the UIL office requesting to make a presentation to the committee or, you may write your rationale for or against a proposed change and all committee members and in most instances, all Council members, will receive a copy of your letter.

In summary, the UIL is an organization of schools and the schools will continue to make the decisions regarding what they want passed through their organization.

Official notices

Post ISD

Post High School has been disqualified for district honors for the 1986-87 school year in girls' basketball for violation of the off-season practice regulations. The penalty was assessed by the State Executive Committee.

Also, Post High School basketball Coach Billy Gordon has been issued a public reprimand and placed on probation through August, 1987 for violation of the off-season practice regulations. The penalties were assessed by the State Executive Committee.

Porter HS (Brownsville)

Gladye Porter HS (Brownsville) has been placed on probation in football to January, 1988 and given a public reprimand for violation of the season limitation, practice regulations and student eligibility rules.

Bartlett HS

Bartlett HS has been placed on probation through February, 1988 in boys' basketball and given a public reprimand for violating rules regarding practice by ineligible students. Also, Coach Franklin Jones of Bartlett HS has been assessed a public reprimand, been placed on probation to February 23, 1988 and suspended from being on the bench during the first home varsity basketball game of the 1987-88 season. Coach Jones' penalty was assessed by the State Executive Committee.

Coleman HS

Coleman HS received a public reprimand through February, 1988 in boys' and girls' basketball for unauthorized use of a video tape. The penalty was assessed by the District 8-AA Executive Committee.

Tentative Calendar Change

Note a change on the tentative calendar, listed on page 12 of the January, 1987 Leaguer: "Last day for submitting plays NOT on approved lists for consideration as One-Act Play Contest entries" should be changed from February 2 to January 15.

TILF Scholarships

The Texas Interscholastic League Foundation scholarship bulletin omitted the following: **Paul and Mary Haas Foundation Scholarship.** Award of \$1,000. For contestants in any University Interscholastic League academic activity. Applicants may attend an accredited college or university in Texas.

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 off-season workout rules. The penalty was assessed by the State Executive Committee.

Bianco ISD

Bianco ISD was assessed a public reprimand and probation in football through the 1986-89 school year for violation of summer practice rules. The penalty was assessed by the State Executive Committee.

Spelling Power

Please note the following corrections in Spelling Power:

Page	Column	Correct Spelling
15	44	polygyny
20	59	unbosom
20	60	unevenness
21	61	viciousness

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.

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.

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 off-season workout rules. The penalties were assessed by the State Executive Committee.

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.

Also, AFS International/Intercultural Programs, American Institute for Foreign Study, American Institute for Foreign Study Scholarship Foundation, American Intercultural Student Exchange, Amigos de las Americas, ASSE International Student Exchange, AYUSA, Educational Foundation for Foreign Study, The Experiment in International Living, International Christian Youth Exchange, International Education Forum, National Registration Center for Study Abroad, Open Door Student Exchange, People to People, School Exchange Service, Spanish Heritage — Herencia Espanol, World Experience and Youth For Understanding.

Thorndale ISD

The District 55-A Executive Committee assessed Thorndale ISD with a public reprimand for violation of the Athletic Code, stemming from an incident January 6 involving Granger and Thorndale.

Lumberton ISD

Coach Rocky French of Lumberton ISD received a public reprimand and one year's probation in basketball from the State Executive Committee for violation of the Athletic Code. The penalty was assessed in April, 1986.

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

Lumberton ISD received a public reprimand and probation through August 31, 1986 in basketball from the State Executive Committee for violation of the Athletic Code.

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

Banquete ISD

Banquete ISD was assessed a public reprimand for the 1986-87 school year in boys' baseball by the District 32-AA Baseball Executive Committee for violation of rules governing use of non-school employees for coaching.

Cypress Fairbanks ISD

Cypress Fairbanks ISD has been assessed a public reprimand and one year's probation in football for violation of pre-season practice regulations 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 the Athletic Code 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 the Athletic Code for the 1986-87 school year.

Welman 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 Sunday practice restrictions.

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 Sunday practice restrictions for the 1986-87 school year.

Philips ISD

Golf Coach Troy Lemley has been assessed a public reprimand and one year's probation for violation of Sunday practice restrictions 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 off-season workout rules.

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 off-season workout rules in football.

The Leaguer

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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.

Klein Forest HS

David Stern of Klein Forest HS has been assessed a three-year suspension to Sept. 1988 from coaching boys' soccer. The State Executive Committee met in September 1985 to rehear Stern's case, which involved violation of the Athletic Code.

Bangs HS

Bangs High School has been publicly reprimanded in football and given a one-year probationary period for violation of reporting practices and an additional year's probationary period for violation of certification of eligibility procedures.

Granger ISD

The District 55-A Executive Committee assessed Granger ISD with a public reprimand for violation of the Athletic Code. The penalty was assessed due to an incident that occurred in a basketball game, January 6, 1987 involving Granger and Thorndale.

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 the Athletic Code.

Shorthand

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

Highland Park HS (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.

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 off-season workout rules. The penalty was assessed by the State Executive Committee.

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.



Photo by JOHN MOORE

OF NOTE. Revision of the sightreading music selection process for vocal music contests is underway.

New PML available by June 1

In recent weeks there have been numerous questions about the new *Prescribed Music List* that will be used for the four school years beginning in the fall of 1987. These inquiries are understandable since a document of this magnitude that affects so many for so long is sure to generate interest, spark curiosity and in some cases initiate controversy. The new edition, which has been in the planning stages for nearly two years, will go to press on April 1.

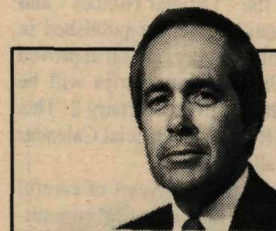
Since this period of time has been filled with countless meetings, numerous list revisions, plus a multitude of additions and deletions it has been the position of each committee to refrain from commenting on the new list until it is in its final published form. This action was not intended to create an "air of secrecy" but rather to hopefully avoid the dissemination of misinformation and minimize rumors before the final version is in print.

It is likely that no *Prescribed Music List* in recent history has received as thorough an examination as the edition currently in production. A special focus was placed on the solo and ensemble lists that have not had major revisions in many years. As a result much dated material of questionable quality and limited accessibility has been eliminated. This repertoire has been replaced with more current editions and new works that should be studied by the young people in our music programs. Literally hundreds of directors, private teachers and university professors assisted with this awesome task. It is folly to think that these new lists can be all things to all people but hopefully everyone will find a significant portion of the repertoire to their liking.

Another major undertaking has been a careful cross-check of all publishers and distributors. The elimination of incorrect listings should help save time and frustrations for both directors and music dealers. Steps have also been taken to minimize the ambiguous entries and vague performance requirements that have plagued some lists in the past. In other words it has been the objective of the committee members and the UIL staff at the state office to produce a volume that is accessible, practical and as near error free as a publication of this magnitude can be. The new edition of the *Prescribed Music List* will be available for distribution approximately June 1.

Vocal music selection process

In the early 1980's a committee was appointed by the UIL State Office to study and revise the sightreading music selection process for vocal music contests. While most of the committee recommendations were implemented the complete plan was never made



Music matters

Richard Floyd

totally operational. In particular a time line was never established for the ongoing task of annually providing appropriate music for choral sightreading. As a result the State Director of Music asked the members of the study committee to review their recommendations and make an amended report that would clearly spell out the procedures and time line for selecting music each year.

In addition this committee was asked to begin the selection process for music to be used during the 1988 contest season. Once the committee's work is completed a schedule will be in place to assure that music is always being secured eighteen months in advance of the time that the selections are actually used. The UIL and the choral directors of Texas are indebted to Sally Schott, Jim Sheppard and Martha Luigi for their efforts as members of the Sightreading Music Study Committee.

Future committees will work under the following time line:

- **JULY**—The committee will hold its first meeting at T.C.D.A. to select composers and assign music. The music solicited at this time will be used for the choral contest two years hence. (In other words the committee meeting in July of 1987 will be selecting music to be read in 1989.)

- **MAY**—The following May all compositions will be due on the first day of the month.

- **JUNE**—The Committee will meet to review the music, accept it as is or return it to the composers for needed revisions.

- **JULY**—Final review and approval of the music at T.C.D.A. At that time the new committee will begin work on the next cycle of the process.

To facilitate the work of the committee information packets containing criteria, sightreading procedures, sample listings of Prescribed Music List choral music and representative sightreading compositions will be distributed from the UIL State Office to all interested composers.

It is hoped that this new procedure will assure that our choral organizations always have worthy sightreading material for this important part of our contest program.

Students pay director 'the ultimate accolade'

By CORWIN H. TAYLOR

(Editor's note: Dr. Taylor is a retired professor of music and music education at the University of Maryland. The article is reprinted from the November, 1986 issue of the Ohio Music Education Association's professional journal, *Triad*.)

Few teachers are closer to their students than music directors and athletic coaches. There is a sense of shared enterprise and responsibility, a reciprocity of aspiration that holds them together in mutual respect and loyalty.

I recall so well stumbling on a boy backstage after a concert by the famous Joliet (Illinois) High School Band under A.R. McAllister, crying his heart out. I asked if I could help him, and he sobbed out through his tears, "No. Nobody can. We let Mac down tonight." There were those who criticized McAllister for his iron discipline and inflexible standards, but no man ever instilled greater pride or higher morale in a group of youngsters. That boy loved Mac, respected him, and burned with an unquenchable devotion.

I do not attempt to denigrate the ability of teachers in other disciplines to elicit a strong emotional response in students, but I somehow doubt that they inspire the depth of dedication and poignancy of feeling that can be developed in the music student. A boy might weep because he failed an important mathematics examina-

tion, but his mental anguish would arise from that fact that he had failed himself, not that he had failed his teacher.

I have never felt so humble as when a boy approached me to tell me that when he grew up he wanted to be just like me. This, I am sure, has happened to many teachers, but it astonished and startled me. Who was I, that he should want to be just like me, and what kind of a world would it be if everyone were just like me?

Years ago, I had something to do with the annual convention of the Maryland State Teachers Association in Baltimore. At that time, these meetings were held in the Fifth Regiment Armory, and I had been asked to see to a minor alteration in the seating of the all-state choir, which was to perform that day.

As I approached the risers, I was met by a sentinel to whom I explained my business. The girl stood there, proud and imperious, and finally condescended to answer in tones that would brook no contradiction. "Miss Anonymous wants it this way!" There was something in her manner that implied that I should immediately genuflect and bow three times toward Miss Anonymous' hotel.

A dozen comparisons crossed my mind—Barbara Fritchie defying Stonewall Jackson ("Shoot if you must this old grey head!"), Leonore confronting Pizzaro ("First kill the wife!"), the French at Verdun in 1918 ("They shall not pass!"). There was obviously nothing to be done with this child, so I adjusted my dignity and went my way, defeated and deflated, but filled with admiration

for the teacher who could instill so much moral security in her students. The girl was absolute in her faith in her teacher's authority, infallibility, and—probably most important—affection. Like the boy from Joliet, she had been taught more than music. What opportunity for moral influence teachers have, and what responsibilities they entail.

Several days ago, an errand took me to a local automobile agency, and, while waiting for service, I noticed a young mechanic looking my way. Finally, he asked, "Aren't you Dr. Taylor?" With some guilt, I confessed that I was, and he continued, "You don't remember me, but I played third clarinet in a band that you conducted in a performance of some of your music." This was flattering, of course, and I acknowledged with regret that I couldn't clearly recall the membership of the third clarinet section.

Then he went on, "We had a wonderful teacher. She was always doing something for us. She made us work, but she was fair. We played good music, but we loved her more than the music, and we get together every few years as an alumni band." At this point he went back to burrowing in the bowels of a Buick, still with nostalgia in his eyes, and still murmuring about the virtues of the teacher who had taught him more than music. He had conferred on her the ultimate accolade. Who could ask for more?

Play approval process being kicked around

All OAP directors should read the "Official Notices" and make a correction in the Tentative Calendar published in January. The last day for submitting plays not on approved lists for consideration as One-Act Play Contest entries will be January 15 in 1988. This is a major change from February 2. This corrected date will appear in the C&CR 1987-88 Official Calendar next August and will be on the UIL wall calendar.

The play approval date was changed after two years of careful evaluation. It is no longer possible for the play appraisal committee to read the plays submitted after Christmas and this office return responses prior to the required February 23 title date. It is impossible to move the title date later and get directors and contest managers materials to operate. We received 360 requests this year and the system failed. We regret that it took a month to provide responses to some requests. We share the responsibility with all of you that waited until January 5 or later to start OAP planning. Start early next year!

The subject of play approval has been complicated further. Look out, folks! Here comes the other shoe. On Friday, March 13, I received the following paragraph from M. Abbott Van Nostrand, president of Samuel French, Inc.: "Effective today (March 10), it is now the policy of this agency to no longer grant permission to anyone for the use of revisions, deletions or cuttings from any of the plays under our control. Only an act from a full-length play that is available for presentation will be considered, and that no exceptions to anyone can be made or considered." On March 18, I received a similar letter from Baker's dealing with plays controlled by French.

I called Samuel French and was told by Van Nostrand that he was on our side and expected the call as soon as I read the letter. He also explained that they were being sued by prominent playwrights that were members of Dramatist Guild because they were allowing "cuttings." To "cut" a play is not very popular with some authors. Doing "scenes from" is far more acceptable. Mr. Van Nostrand asked me to write the president of Dramatist Guild, David Levine, and provide a detailed explanation of UIL and why schools should be allowed to produce "scenes from" long plays.

Those with a 10 year tenure will remember the four year struggle with Dramatists Play Service. I will do my best to document the revenue produced for playwrights by UIL and related events. I will do my best to explain why you should be allowed to do "scenes from" rather than acts or be restricted to one-acts that do not require any deletions. If Van Nostrand is to be taken literally, you could not delete words or scenes to comply with our "morals rule," Section 1033 (c) (1) (H). Read the first sentence of the paragraph again. If this stands, all of French's plays on the list of long plays and any play on the list of short plays that required any deletions or time cuts would be no longer eligible for consideration. I hope that it does not go that far, but Samuel French has every legal right to take the action.

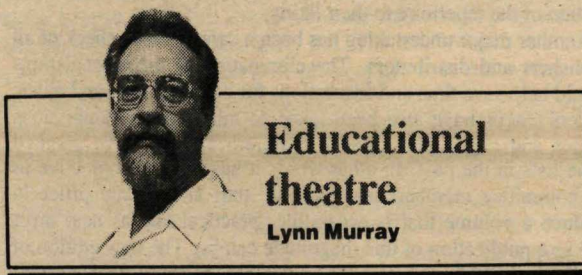
Why should you be allowed to produce 40-minutes of a long play? I would be interested in your responses. What would you say if you were required to write to Mr. Levine on behalf of all

Join us for State OAP

The State Meet One-Act Play Contest will celebrate 61 years May 7-9. You are invited to join us for the occasion and see the finest in secondary school theatre.

Conference 3A is scheduled for Thursday, 2A/4A are set for Friday and conferences A/5A will perform Saturday. There will be two play sessions per conference daily at 4 and 7:30 p.m. Conferences A and 2A will be produced in the Opera Laboratory Theatre and 3A, 4A and 5A will be held in the Concert Hall. Both theatres are located in the UT-Austin Performing Arts Center on the east side of the campus.

Conference 3A on Thursday will perform in the Concert Hall, because OLT cannot handle the audiences. Conference 2A on Friday and A on Saturday will perform in OLT, because the size is better suited for audiences and performances. Since the sessions on Friday and Saturday will run against each other, patrons must choose. The admission for each session is \$4 for adults and \$3 for students. The session ticket is good only for performances in the theatre where purchased. The three-day State Meet OAP is the best theatre arts bargain field trip of the year.



Educational theatre
Lynn Murray

Texas theatre directors? I will wait until May 1 to write. I will look forward to your letters and lists.

The third shoe drops. This office will no longer accept or send to the play appraisal committee computer scripts, typed scripts or any form of duplicated (spirit, xerox, etc.) script, unless publisher permission is included or it is an original unpublished work. You must purchase a printed script and mark your "scenes from" or deletions on the publisher's printed version of the script. This office will not be party to copyright violations. A script will be rejected unless the printed script is used. No script will be evaluated until the \$10 fee is received.

The fourth shoe drops. The Rogers and Hammerstein Theatre Library will not generally allow you to produce a 40-minute non-musical of anything under their control if there is a non-musical version of the story available and/or unless you have produced the

full musical earlier in the year. They operate on a case-by-case basis. You must have their permission prior to submitting a script to the UIL play appraisal committee for consideration. This is becoming a must from all publishers. The committee will be very hesitant to approve any source unless it is available to all on the same basis. We will be in contact with musical publishers about each request to assure availability to all. I repeat, no script will be evaluated until the \$10 fee is received.

As long as shoes are dropping, let directors note that they must not use materials that have been deleted by the play appraisal committee or use any dialogue that would violate Section 1033 (c) (1) (H). We have had reports of questionable materials specifically dealing with *Vanities*, *The Shadow Box*, *Equus*, *The Runner Stumbles* and others. Directors involved in such practices are running a high risk of disqualification.

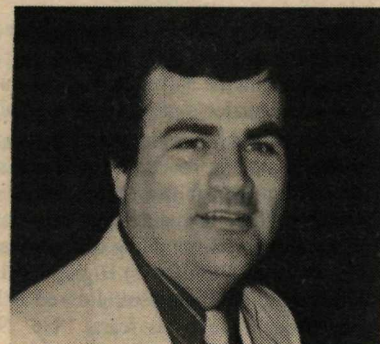
This is the time of year that administrators and OAP directors must schedule, book theatres and consider spring break for 1987-88. Zone or district OAP will not be permitted prior to March 14 next year. A new OAP Handbook will be printed (11th edition) and the statement on page 13 permitting zone prior to the first district week will be deleted. You will still have three weeks to schedule zone and district OAP, Monday, March 14, through Saturday, April 2.

April 2 is the week where "spring break" should be scheduled, but we all know that the utopia of a common calendar will never be accomplished, even with legislative decree. This week follows the second week for academic district week, but will be allowed for OAP. Has your school board set spring break dates for next year? Look at the UIL 1987-88 Tentative Calendar before the stone tablets are cut.

There are a few other odd-and-ands that need to be clarified. Beginning with the new Handbook; any bush, pot plant, tree, etc. in a pot over three feet; will require approval as an addition to the basic set. This will include those used in interior settings.

Cafeteriums and gymatoriums cannot be made to fit basic UIL facility requirements for hosting OAP. At best, the acoustics are poor, a stage house is difficult and the sight lines are impossible. The new Handbook will try to include a little more on basic facilities.

The annual Texas Educational Theatre Association Convention is scheduled for the Austin La Mansion and UT-Austin, January 27-30, 1988. As you set your schedule and budget for next year, plan to attend this conference. UT plans three performances for convention participants and the faculty is planning heavy involvement. Luis Munoz is the new TETA VP for Programming and I will play my swan song as convention director. Yes, you read it here. I do not believe that anybody should say never, but the convention is the last I plan to play the role of director. I hope you will believe me when I say it will not only be the biggest TETA/USITT convention ever, but it will be the best! Don't miss the opportunity. Plan now. Don't schedule a rehearsal or performance the last weekend of January, 1988, because you deserve professionally and educationally to be in Austin.



Pharr-San Juan-Alamo HS drama director Gilberto Zepeda, Jr., has been named one of five outstanding high school teachers. Recipient of a Texas Excellence Award for Outstanding High School Teachers, Zepeda was formally recognized at the University of Texas at Austin, April 23-24.

Summer workshop applications available

All schools have been mailed information and an application for the 25th Annual Summer Theatre Workshop at UT-Austin. The long application is for high school students only. Students interested should apply as early as possible. Date of application is one of the determining factors as only 25 males and 25 females are accepted.

Theatre directors that wish to encourage their students to apply for STW should be aware that there are always fewer male applicants, consequently, the odds are in their favor, especially juniors or seniors in Sep-

tember, 1988. Only one female student from any school is accepted, unless the second student serves as a substitute or is willing to serve as an alternate in case of withdrawal of an accepted female after May 15.

Teachers wishing to enroll as a regular summer transient student may receive eight hours of theatre credit during the first summer term. The deadline for application through the admissions office at UT-Austin is May 1. Teachers interested should notify Lynn Murray at the same time they return the application to the ad-

missions office. Only 12 students will be accepted. A waiting list will be maintained in case of withdrawals.

An application for the short term non-credit UIL directors workshop was included with STW information. This program was designed for teachers that cannot attend the full summer program, but want help with planning and directing the contest play. This one week workshop will include OAP rules interpretation, limited lighting, unit set usage, play selection, using scenes from long plays and the directorial process. Housing is available.

Guest faculty for the workshop will be Jerry Worsham, theatre director at Snyder; Robert Singleton, theatre director at the Houston High School for the Performing and Visual Arts; Lou Lindsey, theatre director at Bee County College and Rod Caspers, a former Texas high school director with extensive production credits as a professional director. The guest faculty will be involved in seminar sessions for both workshops. Twelve members of the UT-Austin Drama faculty will work with the teachers and high school students.

Westlake, North Mesquite win top ILPC awards

Austin Westlake and North Mesquite were the big winners at the 60th annual Interscholastic League Press Conference state convention, April 11-12 at The University of Texas at Austin. Westlake's newspaper, *The Featherduster*, and North Mesquite's yearbook, *Trailblazer '86*, were named top newspaper and top yearbook in Texas respectively.

Other winners included:

Max R. Haddick Teacher of the Year: Jennifer Tomlinson, Lubbock Monterey.

Edith Fox King Award: Randy Vonderheid, DeSoto HS, Ann Hale, Fort Worth Haltom HS, Patsy Maddux, San Angelo Central HS, Kathy Rector, Hampshire-Fannett HS, Nancy Harwood, Tomball HS and Jack Harkrider, Austin Anderson HS.

Golden Quill Awards: (newspaper) *Panther Prints*, Duncanville HS; *The Fang*, Dallas Lake Highlands HS; *Monterey Mirror*, Lubbock Monterey HS; *The Edition*, Austin Anderson HS; and *Caledonian*, McCullough HS. (Yearbook) *Origin*, Dallas Skyline HS; *The Falcon*, Austin Fulmore JH; *Safari*, Houston Spring Woods HS; *Cardinal '86*, Del Valle HS; and *Flashlight*, Abilene HS.

Tops in Division: (newspaper) P-1 — *Panther Spirit*, Follett HS; P-2 — *Cypress*, Sabinal HS; P-3 — *Hornet's Nest*, Gatesville HS; P-4 — *Hillcrest Hurricane*, Dallas Hillcrest HS; P-5 — *Featherduster*, Austin Westlake HS; P-6 — *Tiger Rag*, Irving HS; P-7 — *Lake Reflections*, Clear Lake HS; JH — *The General*, San Antonio Eisenhower Middle School; Page-in-local paper — *Hi-Standard*, LaGrange HS; and M-1 — *The Lyncean*, Winona HS.

Yearbook: JH — *Tiger Club*, Belton JH; Y-1 — *Los Tejas*, Overton HS; Y-2 — *Corral*, Coleman HS; Y-3 — *Vandalite*, Van HS; Y-4 — *El Lobo*, Levelland HS; Y-5 — *El Paisano*, Westlake HS; Y-6 — *The Deer*, Deer Park HS; Y-7 — *Trailblazer '86*, North Mesquite HS.

Officers: Amy Bloemer, Sequin HS, president; Rashell Ruttman, Follett HS, vice president; Stephanie A. Lutz, Taft HS, secretary.

Commission findings on sale from JEA

High School Journalism Confronts Critical Deadline, a report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education is available. Two copies, a 24-page digest and a 100-page documented full report, are on sale from JEA to its members for \$2.50 (digest) and \$5. Non-members may purchase copies of the reports for \$3.50 and \$8.50.

The reports include a summary of national concerns, report of public hearings, results of ACT studies, characteristics of outstanding programs, testimony from professional journalists, reactions from students and teachers, conclusions about the benefits of journalism, recommendations for united action, guidelines for adviser job description and standards for journalism teacher education.

Please mail checks or money orders to JEA, Box 99, Blue Springs, MO 64015.

Skyline, Anderson earn CSPA 'Gold Crowns'

Dallas Skyline and Austin Anderson high schools recently won top honors at the Columbia Scholastic Press Association convention in New York City. Skyline's yearbook, *The Origin*, and Anderson's newspaper, *The Edition*, received the Gold Crown Award, representing the top one percent of entries in the association's contest/critique service.

Adviser of *The Origin* is Judy Babb. Jack Harkrider advises *The Edition*.

Also, two Texas newspapers, *The Shield* of A.N. McCallum HS and *The Featherduster* of Westlake HS, both in Austin, won Silver Crown Awards, given to publications representing the next four percent. More than 2,500 newspapers, magazines and yearbooks from 49 states and six foreign countries entered the competition. Awards were presented on March 13th at the 63rd annual convention of the association, held at Columbia University.

ILPC Summer Workshops scheduled June 26-30

Applications for the ILPC Summer Publications Workshops, June 26-30, are available. Advisers interested in the photography sequence are urged to register as soon as possible. The first 30 persons registered will be enrolled in the photo sequence. Other applications will be returned. "We have been informed by The University of Texas Department of Journalism that we cannot accommodate more than 30 persons," ILPC Director Bobby Hawthorne said.

The workshop is \$160 per person for the newspaper and yearbook sequences, and \$185 for the photography sequence. Commuter fees are \$75 for the newspaper/yearbook sequences and \$85 for the photo sequence. Schools may register more than two persons in the photo sequence.

For applications, write ILPC, Box 8028, UT Station, Austin, TX 78713-8028.

Sacrificing education for PR

Recently, I was asked by a group of principals to speak on the subject of "Public Relations and the High School Newspaper." I should have declined the offer. What I had to say, they didn't want to hear. Or at least, that's the general impression I got.

Frankly, I had a feeling it might go that way. They wanted to hear "The High School Newspaper as Public Relations, first and foremost." I wanted to talk about the paper as journalism first, good PR second. Here's basically what I said:

The good newspaper should serve as good public relations for the school, just like a good math course does. Or a good history course. Or a good football team.

The newspaper should be a part of the overall educational effort of the school. Most schools are trying to teach students to read, write, cipher and other civic skills needed to survive in a capitalist, democratic society. In process, students are taught to analytically use the information and skills they learn in order to stay one step ahead of the bill collector and perhaps even to improve the lot of others. In short, schools try to teach students to think. This, hopefully, prepares them for a life which, unlike a standardized test, is devoid of choices as easy as "true/false" or "A,B,C, or none of the above."

I noted that teaching students to think isn't the same as trying to teach them what to think.

Then, I pulled out a handful of articles on the woeful state of student writing in this country and talked about the think/write connection. Ironically enough, the day after returning from this meeting, the National Assessment of Education Progress reported that many students lack reasoning and literacy skills needed for job success, and school reforms that stress only basics have largely missed the problem.

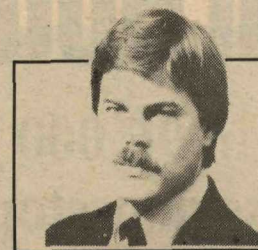
At any rate, I talked about how some students, bored senseless by regular classroom instruction, seem to come alive in journalism because they are dealing with issues that are real to them. They are no longer writing for the sake of completing an assignment. They are writing to be read by an audience of their peers. Most importantly, they are involved in a process of observation, research, analysis and interpretation that allows them to come to new knowledge. The student who writes the in-depth article on home schooling comes to a new understanding of the nature of the state vs. church controversy. The kid who writes the lengthy piece on locker thefts has a new appreciation for the difficulty of safeguarding school possessions.

Through journalism, students discover the joy of writing. They learn to combine creativity and discipline in prose. The parameters of the writing are defined by the tenacity of the reporter. This is new to them. Most are trained to ask of any written assignment, "How long should it be?"

The thrust of the effort no longer centers around mechanical precision but communication of a message.

However, this is only the case when the student reporters are given the latitude to cover real issues. Granted, many student journalists are forced to cover stories they have no interest in (most daily reporters got their starts writing obits about people they didn't know) but the opportunities to cover real issues must exist if the course's potential is to be realized.

What is a real issue? "The true meaning of school spirit" isn't. The disintegration of the American family is. "The purpose of the



Scholastic
journalism

Bobby Hawthorne

Student Council" isn't. Teen alcohol or drug use is. Teen sex and pregnancy is. The economy is. The history of Halloween isn't.

Then, I told a number of stories of staffs that covered real issues, such as the Trapeze of Oak Park-River Forest High School, which in one year covered the shooting death of a student who, by everyone's estimation, was a bully and pretty much got what he deserved, and the arrest of a janitor who was accused of being a member of the Nazi SS and a concentration camp war criminal. Sure, these were controversial topics. But, cloaking it in the vernacular of the UIL, "no risk, no benefit." Or, as athletic coaches claim, "no pain, no gain."

I realize that principals must deal with school boards that may not always bring an entirely enlightened point of view to discussions of these topics. (By the way, TASB officials said in a recent television discussion of student press rights that they caution their members not to seek censorship of student publications.) I appreciate the delicate line administrators must walk between satisfying individual parents, PTAs, school trustees and TEA curriculum guidelines.

But I fail to see how a high school journalism program that spends its time spewing out crossword puzzles, gossip, advice columns or straight news stories about month-old events is performing either an educational or public relations role. I cringe when I come across a news story that states, "Snuffles, one of Mrs. So-And-So's hamsters, on Sept. 17 escaped from his cage, ran down the counter, slipped and fell to the hard floor. He survived the ordeal with a minor injury of just a broken leg." Or that "Prissy Darby's bright yellow bus number 5 features 24 windows, 22 seats, a 60 gallon gas tank, dual rear wheels and air conditioning (all windows down)."

By the way, both of these stories were entered in UIL competition as the staffs' best efforts.

The student newspaper should be the product of a journalism program that adheres to the essential elements. In fulfilling the state's mandated educational requirements, the school is giving the community its money's worth. Tax dollars spent teaching journalism and producing a newspaper aren't going toward mindless song dedications or Valentine's Day messages scribbled playfully during the academic day. What better public relations than telling the community, "We are serious about education."

When the administration uses the student newspaper as its own sounding board, allows it to be silly and trite, or refuses it rein to grapple with real-world issues, then it is denying students an opportunity to deal with conflicting truths, to balance rights of the individual against the rights of the majority, to make decisions and then to suffer their consequences. It is denying students an opportunity to learn to think and grow.

That's lousy PR.

Society of Newspaper Design journals available

A complete collection of previously out-of-print issues of *Design Journal* is available now from the Society of Newspaper Design.

The collection spans the six-year period from 1980-86, and includes 20 issues of the popular magazine which had been unavailable until now.

Design Journal is a "members-only" publication and, as such, had not been generally available to those in the newspaper business, according to SND Executive Secretary Ray Chattman.

"Because of the Society's growth—and the tremendous interest in graphics and design in general—we felt we had to make this body of knowledge available," he said. "It's a great opportunity

for editors and designers to gather six years of valuable information all at once."

Each of the 20 magazines covers a wide range of material: newspaper redesign case studies, information graphics, workshop reports, news photography, typography, technology, computer graphics, education and research.

The *Design Journal* collection is divided in half: set #1, issues 1-10, covers 1980-82; set #2, issues 11-20, covers 1983-86. Each set is three-hole punched, ready to insert into a standard three-ring binder. Cost for set #1 is \$44 (U.S.); set #2, \$49 (U.S.).

To order, write: Society of Newspaper Design, The Newspaper Center, Box 17290, Dulles International Airport, Washington, D.C. 20041.

A Full House Affair

More than 96,000 jam Erwin Center to witness non-stop boys' hoop action

Playing before record-setting crowds, including back-to-back sellouts of the 16,000-plus seat Frank Erwin Center, the LaPorte Bulldogs completed a perfect 40-0 season by rolling over San Antonio Holmes, 64-58, in the boys' Conference 5A finals, March 14.

Led by center William Gooden, the Bulldogs knocked off Richardson, 75-58, in the semifinals and then fought past Holmes, which the night before had upset nationally-ranked Fort Worth Dunbar, 73-65. Gooden, a 6-6 senior, scored 20 against Richardson, 19 against Holmes.

The Holmes/Dunbar game was seen by a capacity crowd of 16,258, the largest crowd ever for a UIL state tournament game.

In fact, attendance for all games was up almost 20 percent from the previous record of 80,704 in 1986. More than 96,462 fans attended the tournament, including a 15,000-plus sellout for the LaPorte/Holmes tilt. "I think a combination of factors came into play," said Dr. Bill Farney, UIL athletic director. "First, we had several undefeated teams with big followings. Second, we had Fort Worth Dunbar, which was nationally ranked and almost always attracts a big crowd. And third, we had a couple of local teams that brought a lot of fans.

"Fourth, we had several outstanding individuals, including Bay City's LaBradford Smith, who might be one of the top three or four players in the nation," Farney added. Smith, whose sisters played for the University of Texas Lady Longhorns, considered attending UT before selecting Louisville.

"Fifth, I think school people were more willing to attend, since they now have a better grasp of the education reforms. In the past several years, the 'no loss of school time' philosophy has hurt attendance."

Farney added that the state's depressed economy might have had an effect as well. "More people chose to take their vacations in order to attend the tournament," he said. "Our tournament ticket sales were way up."

Those who attended were not disappointed. "The games were as exciting as any I can remember," Farney said. "Of course, a large crowd gives any game extra excitement."

Boys' Tournament Results

Conference A -- (Semifinals) Paducah def. Livingston Big Sandy, 74-59; Bronte def. Avenger, 61-57; (Finals)



Paducah, led by Will Flemon's 21 points and 16 rebounds, def. Bronte, 71-39.

Conference 2A -- (Semifinals) Morton def. Archer City, 76-66; Liberty Hill def. Paris Chisum, 74-68; (Finals) Morton, led by Jerry Joyce's 32 points and 12 rebounds, def. Liberty Hill, 84-72.

Conference 3A -- (Semifinals) Hughes Springs def. Dimmitt, 59-29; Sweeny def. Gonzales, 48-30; (Finals) Sweeny ends Hughes Springs 35-game win streak, 66-64.

Conference 4A -- (Semifinals) Cleburne def. Kerrville Tivy, 45-42; Dallas Hillcrest def. Bay City, 54-51; (Finals) Hillcrest def. Cleburne, 51-42.

Conference 5A -- (Semifinals) LaPorte def. Richardson, 75-58; SA Holmes def. FW Dunbar, 73-65; (Finals) LaPorte def. Holmes, 64-58.

Girls' Tournament

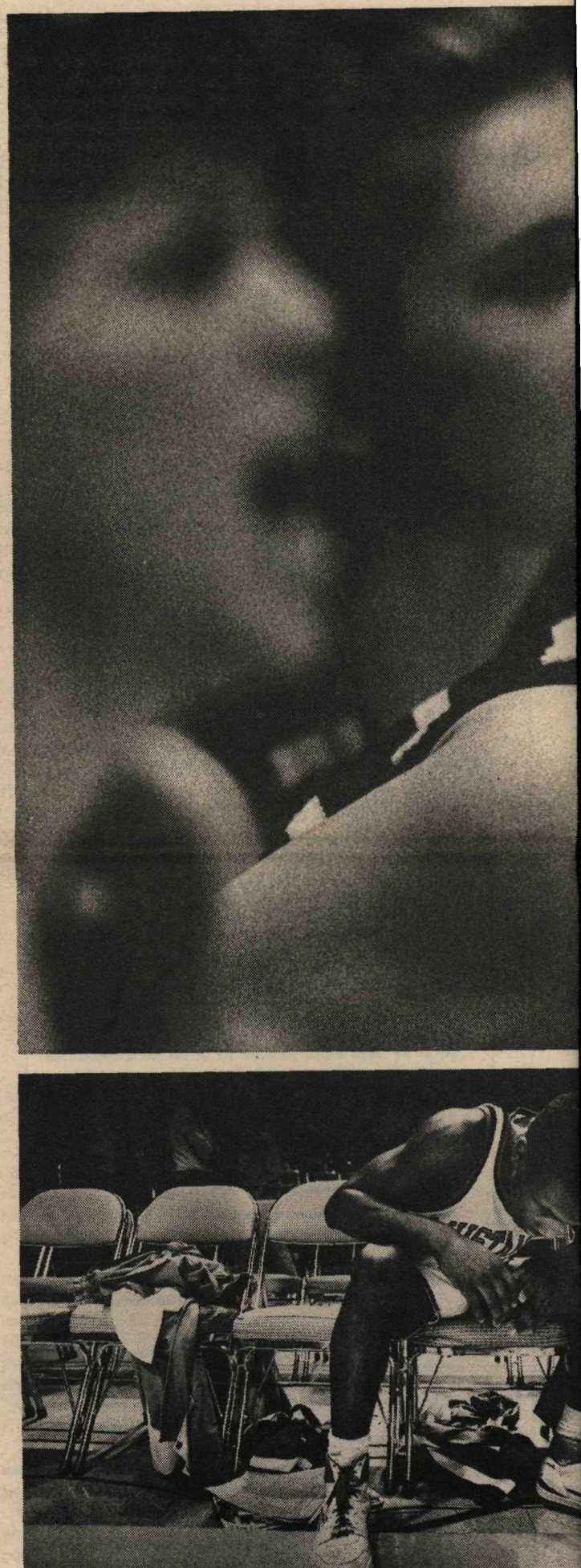
Conference A -- (Semifinals) Sudan def. Roscoe, 50-39; Moulton def. Martin's Mill, 49-39; (Finals) Sudan def. Moulton, 55-26, to win its second title in five years. Krista Kirkland led Sudan with 19 points.

Conference 2A -- (Semifinals) Morton def. Poth, 56-51; Paris Chisum def. Godley, 65-52; (Finals) Morton def. Chisum, 68-53. Valery Jackson led Morton with 24 points and 10 rebounds.

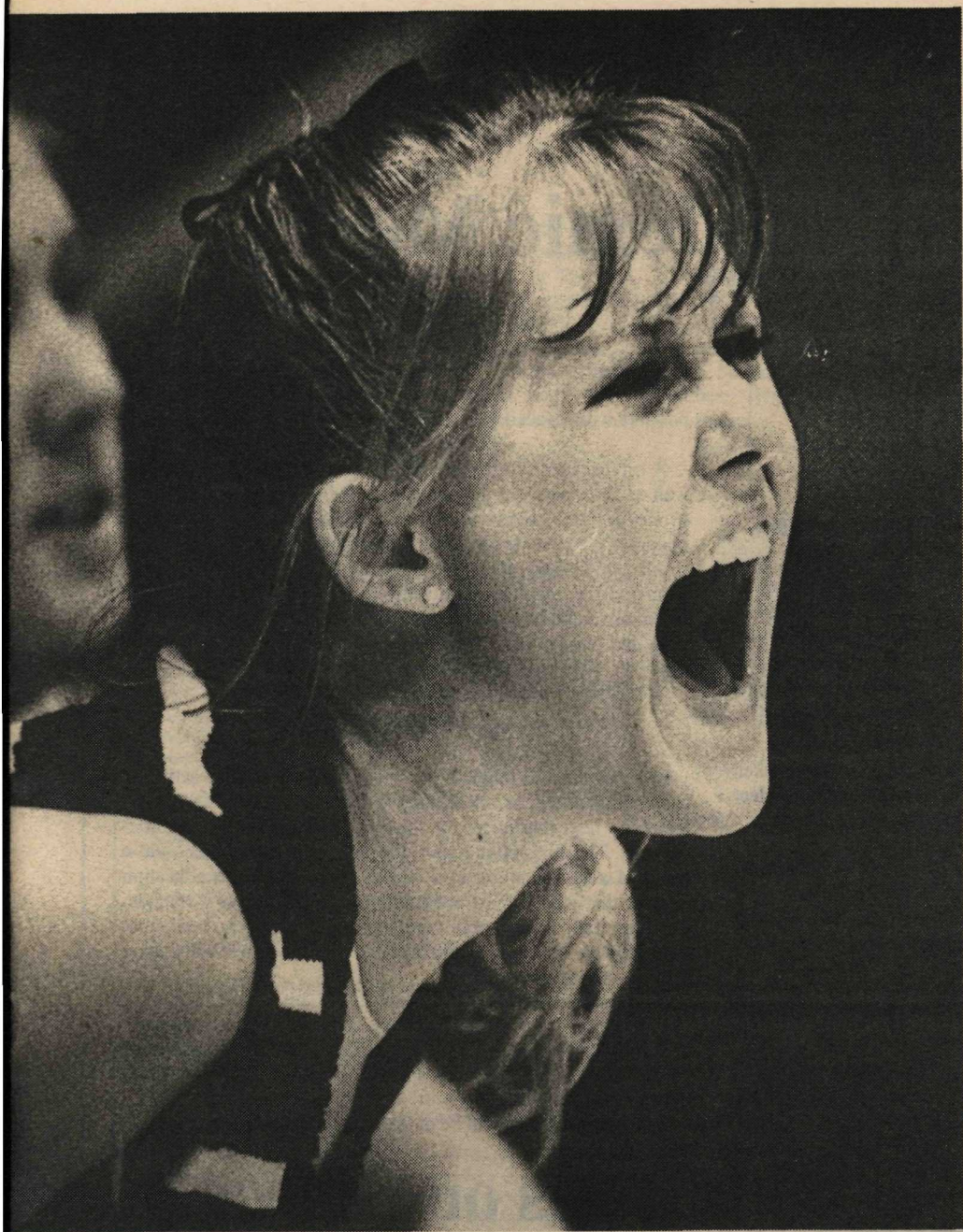
Conference 3A -- (Semifinals) Slaton def. Mabank, 39-30; Sweeny def. Devine, 60-51; (Finals) Slaton got 21 points from Ami Davis and 18 from Kim Robinson to clip Sweeny, 43-40.

Conference 4A -- (Semifinals) Corpus Christi Calallen def. West Orange-Stark, 57-41; Levelland def. Dallas Madison, 70-23; (Finals) Levelland def. Calallen, 41-30, winning its second consecutive 4A crown and its third title in five years. Carol Bailey paced Levelland with 12 points and 8 rebounds.

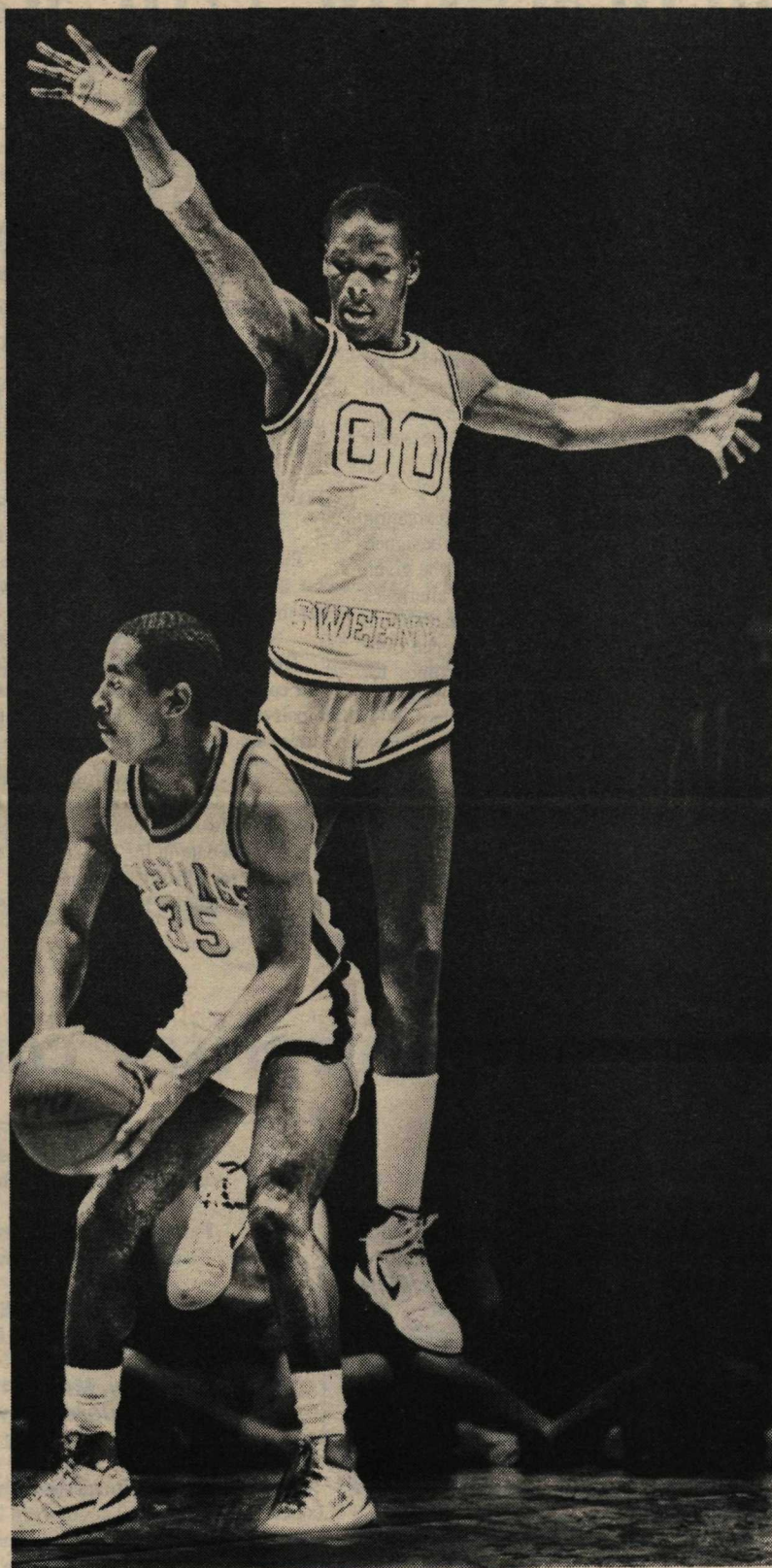
Conference 5A -- (Semifinals) Austin Lanier def. Clear Lake, 51-34; Plainview def. Dallas South Oak Cliff, 61-50; (Finals) Plainview def. Austin Lanier, 59-47. Ramon Black led the Lady Bulldogs with 21 points. Verlonda Curry added 17 points and 10 rebounds.



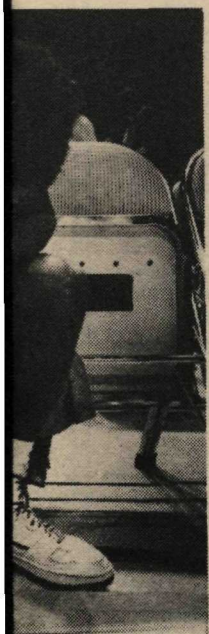
WHEN THE GOING GETS RO
Springs player collapses on the
after Sweeny ended the Mustan
record in the Conference 3A sta
game. The Bulldogs survived a la
rally to win, 66-64.



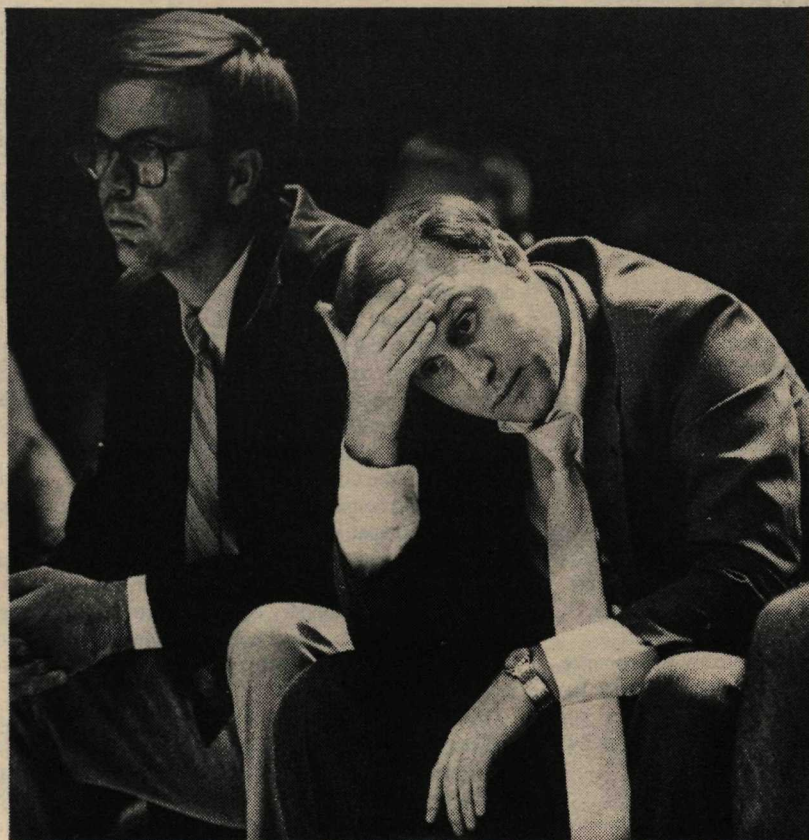
TWIST AND SHOUT. Cleburne cheerleader screams encouragement to the Yellowjackets in their state title game against Dallas Hillcrest. Her cries went unanswered as the Panthers broke open a close game in the fourth quarter to wrap up the 4A championship with a 51-42 victory.



UNDER WRAPS. Avery Helm (00), a 6-4 senior postman for Sweeny, puts the clamps on Hughes Springs Darren Bolden, a 5-9 senior guard, in the Bulldog's 66-64 victory. Helm, an all-tournament choice, scored 23 points and grabbed 10 rebounds in the title bout.



UGH. A Hughes Springs player sits on the bench, seconds from the end of the game, after the Bulldogs' perfect 35-0 victory in the state championship.



Photos by John Moore

Austin braces for 77th State Academic Meet

The seventy-seventh UIL Academic State Meet is rapidly approaching. The staff is preparing for over 2,000 of the state's finest young academic competitors and more than 1,000 guests. If this year is like the last several years, and we expect it will be, during the week following regional meets, two questions will be asked. One is, "Is there an entry fee for State Meet?" The answer is no. The other question is, "Do principals need to certify State Meet participants who qualify from regional?" The answer again is no.

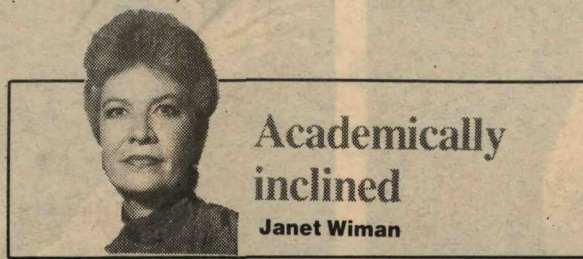
If a debate team member is being substituted for a debater who cannot attend, and if the substitute did not participate in regional, the principal will need to certify that the substitute is eligible. The regional meet results mailed to the League office by the regional director serve as official entries to the State Meet. As this article does not address one-act play, concerns relative to this event should be directed to Lynn Murray.

Winner's Packets

To help provide the State Meet qualifiers with the information they will need to prepare to come to Austin, the staff has designed winner's packets for each contest area. The packets will be given to regional first, second, and third place winners and the alternates to State Meet in each contest area. Hotel information, registration information, a map of how to get to Thompson Conference Center, a tentative State Meet program, which includes times for sponsors' sessions, the contest, and awards ceremonies, and tips on how to survive will be included in the packet.

Scholarship Information

Contestants who participate in UIL Academic State Meet are eligible to apply during their senior year for new and renewed scholarships amounting to nearly \$400,000. The scholarship applications are due between the dates of May 1 and May 25. Since applications are in the winner's packets, students, planning to apply for the scholarships to be awarded for the 1987-88 school year, may want to work on completion of the applications be-



tween the regional and State Meet. There will be a place to submit the applications during State Meet, should applicants wish to do so. Alternates will not be eligible to apply unless they actually compete or unless they competed in State Meet on a previous year.

A brochure and an application for Texas Interscholastic League Foundation scholarships will be included in the winner's packet.

Pictures for 1987 UIL Champions

Pictures of the first place winners in each contest will be taken for *UIL Champions*. Order forms will be available at State Meet for the 1987 publication.

Notifying Alternates

There is a specific procedure that should be followed if a qualifier cannot attend State Meet. Contestants should notify their principals who will then notify the regional director. The regional director notifies the alternate and the League office.

Substitutions and Alternates

In team debate, the school earns the slot. Members of the team may be substituted prior to the beginning of the meet. The rules for team debate in the Constitution and Contest Rules address the specifics for substituting a member. In all individual events, when a qualifier cannot participate at the next level, the alternate advances.

Contest Schedule

If students have followed the conflict pattern announced in the fall of 1986, there should be no conflicts at State Meet except possibly with an academic contest and One-Act Play.

Things to See and Do

A trip to Austin for a State qualifier can provide enrichment as well as an opportunity to compete. A list of activities is included in the winner's packet to allow sponsors and administrators an opportunity to plan for some of the activities.

All performance events are open to the public. These include team and Lincoln-Douglas debates (see scouting rule in C&CR), informative and persuasive speaking, prose and poetry interpretation, and one-act play. Contestants and guests are encouraged to enjoy the quality performances of the competitors.

We look forward to seeing you in Austin in May.

Student Activities Conferences

In an attempt to improve the quality of the student activities conferences programs, the League will conduct four "Super Conferences" next year instead of the traditional nine three-hour conferences. The decision to reduce the number of conferences was a result of a variety of factors, not the least being the education reforms that placed most extracurricular activities on weekends. This past fall, conferences conflicted with athletics, band contests, college entrance examinations, speech tournaments and a host of other activities.

Next fall, we will conduct four six-hour conferences, beginning October 17 at The University of Texas at Austin. Other conferences will be October 24 at Sam Houston State University, November 14 at Texas Tech University and November 21 at North Texas State University.

Tentative programs will be mailed to schools in the fall.

Hoping for a 'no-surprises' contest

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

In late April and early May, we see lots of vehicles of all sorts roll into Austin with strange markings like "State Meet Bound" or "Win State or Bust." That's an exciting time for many of you, and for us, too. For many of you, this year will be the first time you have participated in State Meet; for others, this is a long-time tradition. This article is addressed to the newcomers to State Meet.

We have three events at State in Calculator Applications. On Friday evening, we have a Conference for coaches and, if they wish, students. (Some experienced coaches sent their kids to a movie to relax.) When the Calculator Applications contest was being developed, this was a working session where we had free-wheeling discussions of the contest rules and format. Recently this type of discussion has been deferred to our meeting with the TMSCA representatives, late in May. The State Meet conference has evolved into a time to announce procedures for Saturday so that everyone knows what to do and when.

Saturday morning is the State Contest. The doors of the building and room open at 7 am (hopefully), and contestants can begin taking their seats. Seating will be assigned according to a seating chart distributed the previous evening at the conference. Try to be in the room by 7:30. At about 7:45, we will dismiss everyone but coaches and contestants, and coaches will check calculators to ensure that they are cleared and turned off. After that is completed, we will dismiss coaches to attend the doors and we will distribute the tests. We will begin the contest as soon after 8 am as possible. If a contestant has not shown up by 8 am, we will seat the alternate from that region and conference if available. Otherwise, no one may enter the room after 8 am. The contest will take

Calculator Applications State Meet Schedule

Friday, May 8, 8 pm:
Sponsors Conference, TCC 2.102

Saturday, May 9, 8 am:
Contest, all conf. ECJ 1.202

Saturday, May 9, 12:30 pm:
Awards Ceremony, RLM 4.102

30 minutes, and you should be finished by 8:45 at the latest. We collect the contests and count them before we dismiss the contestants, to make sure that nothing is missing.

The Contest Directors then retire to a nearby location to score the tests with the assistance of former contestants. Coaches are not permitted to participate in the scoring at State, although a representative of the TMSCA who does not have a contestant is welcome to oversee the scoring.

About noon, we will have an Awards Ceremony to announce winners and present awards. Then the tests are made available for examination, and any questions are answered. Awards are not considered final until all problems have been resolved. Finally, the first-place winners are photographed for the UIL Leaguer.

The State Directors always approach the State Meet with joy and dread. Joy in seeing old friends, and in watching the students show their skills on the test. Dread that something will go wrong. But we are all there for the same reason: to have a fair and no-surprises contest.

Rules on college courses relaxed

A number of principals and teachers have called the League office asking for a status report on the proposal to allow academic contestants to take college courses and retain their eligibility for parallel UIL academic contests. Action taken was as follows:

In its 1986 Fall meeting, the Standing Committee on Policy moved that the Legislative Council place a proposal on a referendum ballot to allow students to enroll in postsecondary academic courses without the loss of UIL eligibility, effective August 1, 1987. With a few word changes that mainly affected athletics, the motion passed the Legislative Council in its October 1986 meeting and was placed on the referendum ballot to each member school. The final proposal was to amend Section 400 (n) on page 51 of the *UIL Constitution and Contest Rules* as follows:

Subject to the other sections of this subchapter, an individual is eligible to participate in a League varsity contest as a representative of a participating school if he:

- (n) did not enroll in or audit a postsecondary athletic or physical education course that provided instruction in a League contest or a postsecondary course designed to prepare a student for League fine arts, literary, or academic contests (results in loss of eligibility only in those contest areas in which the student received such instruction).

The school superintendents voted 912 to 41 in favor of this item and the State Board of Education approved the rule change at its April meeting. Students may take postsecondary academic courses during the 1987 summer terms and retain their eligibility even for parallel academic UIL contests. As an example a student who takes college freshman English will retain eligibility for Ready Writing and a student who takes math courses may still compete in number sense and calculator applications.

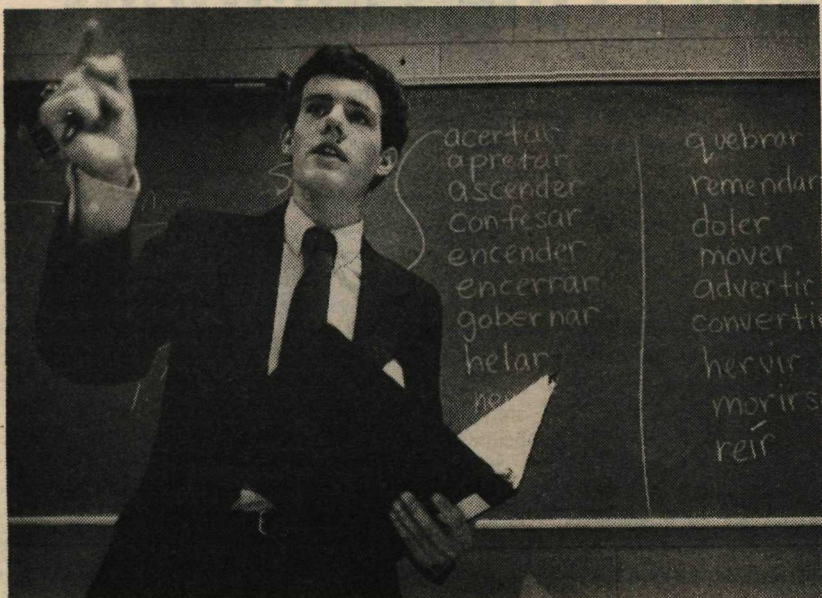


Photo by JOHN MOORE

The road to the State Meet

Hours of research, preparation and practice will come to a climax May 8-9 when the UIL hosts the 77th annual State Meet Speech Contests. For many of the contestants, the road to the State Meet began in early fall with invitational tournaments and the UIL student activities conferences, where students learn the substance and subtleties that separate the champions from the also-

rans.

At an invitational speech tournament held at Austin Westlake High School earlier in the school year, Sean Trobaugh of Austin Travis HS speaks out against television commercial advertising during a Lincoln-Douglas debate. To the right, Carrollton Newman Smith theatre arts director Mildred A. Peveto rejoices over a winning score.



The troubles with an amorphous audience

After working for the UIL for a year and a half, I am still surprised when someone begins a conversation with me by saying, "Now in last month's *Leaguer* you wrote ..." I am surprised because *Leaguer* copy is due so far in advance of publication that I often forget what I wrote in last month's column. And second, I am always jolted by the fact that people actually read this. My readers include my high school history teacher, a speech teacher on sabbatical from Edmond, Alberta, the Dean of the College of Communication at the University of Texas at Austin, just to name a few.

When I was teaching college composition classes, I always spent a lot of time talking about the importance of the audience. The writer is accountable to the reader for all the elements of logic, pathos, and ethos in the writing, and without a clear conception of the demographics of an audience, the rhetorical strategies are unfocused and unfruitful.

For all that good talk, I find I am unable to put this theory in practice. Who is my audience for the *Leaguer*? Cheryl Ryne, of Kingwood High School, pointed out that my last column did a great disservice to coaches who work year round on their speech programs. And she's right. In the *Leaguer*, I cheerily gave information on how a teacher could prepare for Spring Meet if he was



A way with words

Elizabeth Bell

recently assigned to the program and recruiting students to participate. Cheryl's point is well taken: "How can I convince my principal that I need to work all year on this if you present it as if it can be done in one month?"

Well, I hope your principal is reading this month because high quality speech programs not only require time, and buckets of it, but they require the talents, energy, charisma, and dedication of very special people. Without administrative support, "pats on the back as well as money in the hand," as Frances Swinny says, those special people are handcuffed. Without support from Texas

colleges and universities, in which high school speech activities are perceived as directly related to the strength of college communication programs, speech enrollments will dwindle. And without the support of our lawmakers, to emphasize the importance of speech teacher education, equitable pay scales, and communication as "the" essential element, we'll all have to find other ways to spend our time. The panorama grows as the camera pulls back.

Or zoom in. From the scenery at 10,000 feet, the clouds, the town, the athletic field, the principal's office, to the face of the history teacher when told she will prepare students for extemporaneous speaking. I don't get many calls from law makers asking me about teacher pay scales, but I get several calls a day from those history teachers.

So who is my audience for the *Leaguer*? You come in all shapes and sizes, all backgrounds and experiences, all teaching and judging philosophies. Talking up to one group means talking down to another. Hey, you're a tough audience.

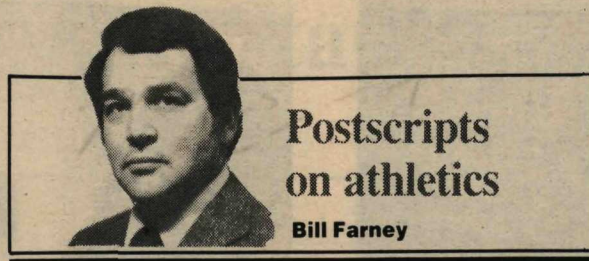
And while we're on the subject, what should I be writing about each month? Thank goodness I haven't gotten to the point Tom Wolfe mentions, "Anytime you see a columnist trying to squeeze material out of his house, articles, books, or television set, you've got a starving soul on your hands. You should sent him a basket."

Anonymous tips used to detect rule violations

One of the prevailing criticisms of the University Interscholastic League is its policy of investigating anonymous complaints. There seems to be a consistent resentment against anyone who levies a charge of wrongdoing if that person will not make themselves known. Here are some reasons why they do not:

- They face public criticism and condemnation from their community and are labeled "tattle-tale."
- They have children in school and do not want their children to face the anger of those who know their parents have "blown the whistle."
- They actually work in the school and do not want to see a team or group of students penalized by the wrongdoing of a school employee.
- They are on the board of trustees and have not been able to get an illegal practice stopped.
- They are school administrators in a school and the program receiving the anonymous complaint has become so strong so as to be exempt from a reported blemish.
- They are from neighboring schools and do not want to anger a future opponent or "make waves."
- They are an assistant coach working with a head coach. They will lose their job if they speak out publicly.
- They are fans who know something is wrong, but are not sure because they do not know the rules—only what they think is wrong.
- They are business men and women from a community who face a loss of revenue if a whole community becomes angered at their telling.
- They are students and athletes who do not want their peers to use the harsh adolescent dode for those who "rat" on others.
- And there are many more with various reasons—some not honorably, most well meaning.

Why does the League listen? We listen because there may be a real problem that needs correcting. Someone's job may be in danger. Some school or team is gaining an advantage. Some sponsor or coach may not know that what he is doing is a violation. We listen because someone may be gaining an advantage over other schools with illegal or excessive workouts. State law demands that we investigate every complaint. UIL policy by the Legislative Council defines that we follow up on every possible



Postscripts on athletics

Bill Farney

violation. We listen because there may be an opportunity for the local school administration to "clean up" a problem before it becomes an epidemic and because the history and tradition of the UIL demands integrity, honesty and fairness from all the member schools.

How many of these complaints are true? More are than are not. Yes, there are numerous false accusations, but not as many as those which actually detect real violations. But no person has every been convicted by an anonymous complaint. This complaint is only a trigger to initiate an investigation through the local school administration and the district executive committee. If, through these subsequent investigations, proof is obtained to substantiate initial charges, then the matter is adjudicated and penalties applied.

It is easy to say these complaints should not be investigated unless the accuser steps forward and identifies himself. That would mean far less work for the district executive committees and the League staff. But would it enhance the overall program of school activities? More than likely not. The result would be similar to now defunct Middle East philosophy; It is not wrong to steal, but wrong to get caught stealing.

The sequence of events would lead to more violations and convert practices in order to defend against those who are doing it. If one school gains an advantage, another school wants that same advantage until all schools—in order to compete—would need the advantage. If only those who would identify themselves could report an infraction, most of the time it would not be reported. That is a historical fact.

There are problems with the system. Some informants report on hearsay and gossip. The charges are not true. There is no substance to the accusation. There is a haste and inconvenience

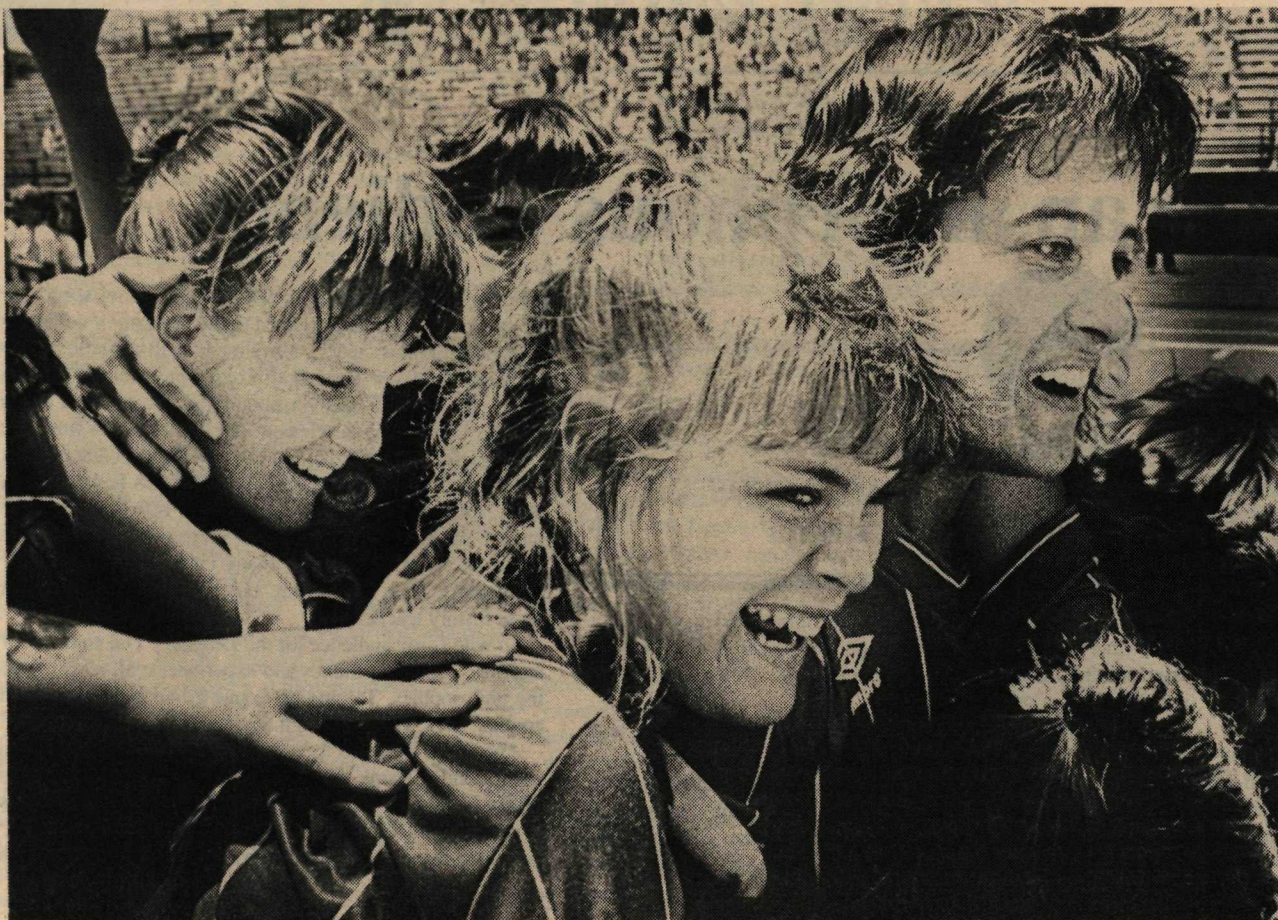
involved in proving innocence. School people do not have time to chase butterflies, go on wild goose chase. Their time is better spent trying to resolve the larger issues of education and attend to the daily load of detail.

But they have found—in the long run—that it is easier to stop a program before it gets out of hand. Observe the SMU football situation, the collegiate grade scandals and even the recent national crises in the Iranian arms deal. How much easier would these problems have been settled had someone stepped forward (anonymously or otherwise) before things really got out of hand?

Seldom do those who investigate and find a problem complain that it began from a report of an unnamed accuser. Rather, they are relieved they were able to detect the condition and correct it before serious penalties occurred.

If member schools had to have a stand-up accuser to investigate potential problems in their own schools with drugs, acts of omission by professional staff, wrongdoing by any student or school employee, there would be chaos. Schools could not operate. Crimewatch programs in communities would cease. Citizen informant programs to law enforcement agencies would leave many criminals plying their trade. These agencies depend on anonymous tips.

At least in this country as we celebrate the 200th anniversary of the Constitution, the individual freedoms allow all of us to fight for our rights. While those rights involve a basic precept to protect against unlawful search and seizure and the right to defend against any accusation, they also include the right for all citizens to protect the integrity of rules by reporting to proper authorities. Amendment VI of the Bill of Rights guarantees a citizen the right "... to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in favor ...". The "witnesses against him" are not the anonymous accusers. Rather they are those at the local level and at the district executive committee level who have discovered the facts after the initial trigger of a complaint. If sufficient facts are obtained to formulate charges, a person has the right to defend himself—a right for a fair hearing a right to obtain "witnesses in his favor." When the Legislative Council determines that it does not want investigations initiated by anonymous complaints, it will have to determine another method to uncover wrongdoing in order to keep activities educational.



Alamo Heights rules soccer

For the first time in the League's five-year soccer history, a team outside a 75-mile radius of Dallas has won the state championship. San Antonio Alamo Heights nipped Dallas Highland Park, 1-0, to win the boys' title.

In the girls' bracket, Duncanville made up for a year of state championship frustration by edging Plano, 1-0, for the title. Duncanville fell to Plano, 2-1, in the 1986 state finals. In the girls' semifinals, Plano shut out San Antonio Churchill, 2-0 while Duncanville knocked off Round Rock Westwood, 1-0.

In the boys' semifinals, Highland Park nudged Klein, 2-1, and Alamo Heights slipped past North Mesquite, 3-2.

HAVING A BALL. Members of the Duncanville girls' soccer team celebrate moments after 1-0 victory over Plano in the state championship game, April 18.

Photo by JOHN MOORE



ON THE BALL. Alicia Williams, a junior guard from Corpus Christi Calallen, traps West Orange Stark's Jojuana Rogers in a Conference 4A semifinal game. Calallen won 57-41.

Photo by JOHN MOORE

SA Churchill wins boy's swim crown

Propelled by a state record-setting performance by its 400-meter freestyle relay team, San Antonio Churchill won the UIL State Boys' Swimming and Diving Championship, March 20 at the Texas Swimming Center at The University of Texas at Austin.

The Churchill team of Scott Schumaker, Eddie Wolf, Robby Barron and John Easton turned in a 3:04.59, besting the previous mark of 3:06.37 by Clear Lake in 1983.

In the girls' division, Cypress Creek topped Arlington Martin and Plano for the state title. Cy-Creek jumped to an early lead with its 200-yard medley relay team of Michelle David, Michelle Hastings, Christine Gramling and Jennifer Clark taking first with a 1:52.77.

Other record performances set included Tara Reynolds of Richardson Berkner in the women's 200-yard individual medley (2:04.22), Missy Allhert of Dallas Lake Highlands in the women's 100-yard freestyle (51.10), and Matt Rodgers of Richardson Pearce in the men's 100-yard backstroke (56.82).

Final standings: (men's) 1. SA Churchill; 2. Plano; 3. Richardson Pearce; 4. Clear Lake; 5. Amarillo; (women's) 1. Cypress Creek; 2. Arlington Martin; 3. Plano; 4. San Antonio Clark; 5. Kingwood.

Officials hope liaison program will iron out problems

Beginning next school year, the Administrator and Official Chapter Liaison program will be in effect. Local chapters in all sports will be asking an administrator, athletic director, or head coach from the area to which the chapter provides service to be an ex-officio member of the officials' Board of Directors. The administrator will be asked to report back to the school administrators in his/her area to help narrow the communication gap now existing. This should be a way for schools to have input into decisions made by local chapters and help solve problems which are created when educators do not understand the problems experienced by the officials in their area.

The UIL, SOA and TISO conducted a joint survey of local sport official chapters to provide information to the UIL committees working for you to rectify problems encountered as officials are contracted to work UIL contests.

Information from the survey may be of use to schools as they plan the positive steps they may take to improve relations with the officials in the local chapters.

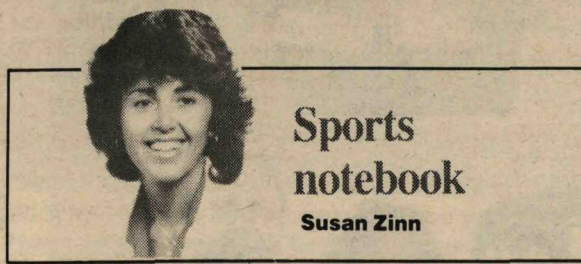
Nearly 83 percent of the chapters reported that officials are paid the exact fee in the *Constitution and Contest Rules* even though the fee listed is the maximum that can be paid to an official. Officials prefer the graduated fee schedule in lieu of a standard fee for all officials no matter what the size of the game or school.

According to this survey, many more schools and officials are electing to have officials assigned for doubleheaders due to the economic situation experienced across the state. The shortage of officials in some areas on particular nights also has forced more two game situations.

Most officials request permission from the school for mileage for only one car at 23 cents even though it is possible to seek mileage for two cars when absolutely necessary. Future committees will have to carefully consider the ramifications of continuing to pay 23 cents mileage since the state has adopted a mileage rate of 21 cents for school employees.

The assignment of officials continues to be a mutual problem for schools and chapters. Each school/chapter situation is unique, and it has been the goal of the UIL to allow as much flexibility as possible in this area. Most chapters report that schools send their schedule to the chapter and have games filled before the season begins.

What are the most pressing problems for officials? When asked to prioritize, officials chapters listed the problems most pressing



Sports notebook

Susan Zinn

to include: 1) schools changing schedules, 2) late scratching of officials after once agreed upon by the two schools, 3) schools not being able to initially agree on officials, and 4) late fee payments.

Most officials chapters are beginning to adopt policies to deal with the officials in their chapter that fail to show for a contest that must be eventually be rescheduled or officials substituting without notification to the schools. Since the inception of the SOA Ethics Committees, both at the state and local level, many of these situations have been rectified by the officials themselves.

The issue of junior high game fees is a complicated one due to the varied nature and structure of junior high district play. Even though some schools do not charge admission for junior high contests, the average fee being paid to officials for junior high contests is fairly consistent.

Schools are responsible for providing adequate security and protection for officials. Chapters report the highest incidence of lack of security is during baseball games. The UIL staff will make every effort to rectify this situation in every sport which has been reported to be a problem.

It continues to be necessary to recruit and retain good officials. Officials can not be expected to single handedly solve this problem. It has been suggested that schools offer adult education classes and assist local chapters in training interested adults and students to be officials. What a great part time job during a time when our economy may need this type of boost! Coaches need to make additional efforts to invite local officials to conduct rules clinics for players and parents. These clinics may result in improved sportsmanship and a thorough knowledge of the rules. The officials may also be able to make a "pitch" for new officials from this pool of high school talent. Athletic directors in large districts may wish to elicit the aid of area officials to develop "associate" chapters comprised of interested staff from their own

area. These officials can locally assist with nonvarsity/junior high contests.

Best of luck to all of you as you make efforts to improve relations with coaches and provide the finest officiating for youngsters in your programs today.

An athlete's plea

I'm drinking and using other drugs these days and I need help; so do others on our team. You may not want to hear this, but please listen and believe me.

We've been doing a lot of lying to you ... all our excuses about why we were late for practice, not hustling like you think we should. Then when we're high at practice and you yell at us, we don't even hear you.

I wish that you would stop covering for us. You must know what's happening ... don't tell our parents it's just one of those off years, or the other teams are just lucky. I can understand how you don't want to ask too many questions. But please don't pretend that you don't see it. Our problem with drugs is getting worse. Our team is having a tough season; we don't much like each other anymore. Why can't you ask us what is wrong? Why can't our parents see it? Why doesn't someone ask what's happening to us?

I came to your office after practice last week and all you wanted to talk about was the next day's game. So I went home and tried to talk to my parents about the team's problem, and they said, "At least it isn't a problem in our family." So I haven't talked to anybody since.

Today I hate myself and it's hard to remember what I once was ... a good student, having fun with life ... drug-free and straight. If you do nothing, you'll make the worst possible choice for me. If you keep looking the other way, you'll be telling the team and me that our using is okay with you.

When my mind clears for awhile, I wish that someone would grab me and make me stop. But until you feel this way, or someone does, I'll keep going back to using. Misery loves company and I've got lots of it.

If you care for me, more than just as an athlete on your team, but as a human being in need of help, please help me to help myself. I won't put my name on this letter, but you can find me on your team if you just look and listen.

The Leaguer
March/April, 1987
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 Box 8028, UT Station, Austin, TX 78713-8028

PERSUASIVE — Wilson High School's Mark Burch and Julie Poth were champions in Conference A persuasive speaking and prose reading respectively last spring. They are pictured with their coach, Judy Womack.

LINCOLN-DOUGLAS — George Leal of O'Donnell High School won the 1986 Conference A state Lincoln-Douglas Debate championship and schoolmate Jacinda Greenlee took top state honors in poetry interpretation. Their coaches were Glenn and Donna Hopkins.

STANDARD DEBATE — Von Jones and Beth Rogers of Loop High School won the Conference A state standard debate championship in 1986. They are shown with Supt. F.W. McDonald, Debate Coach Delilah Ingle and Principal Richard Roberts.

TYPING — Kelly Williams of Borden County HS (second from right) won the Conference A state typing championship last spring. She is pictured with Borden County HS Supt. James McLeory, business teacher Netta Jarrett and Principal Mickey McMeans.

INFORMATIVE — DeLinda Taylor of Ropes High School won the Conference A informative speaking championship. She is pictured with Supt. Fred Satterwhite, Coach Jerry Beth Shannon and Principal Duane Locke.



'We use the UIL activities to challenge our students to work above and beyond the classroom requirements.'

Leaving The Competition Speechless

There must be something special in the water. At last year's State Meet, all of the UIL first place winners in speech and debate events in Conference A came from West Texas towns within a 45-mile radius. District 5, with 11 schools, produced first place winners in team debate, Lincoln-Douglas Debate, informative and persuasive speaking, and poetry and prose interpretation.

"Highly motivated students and teachers paired with very supportive parents make the program work," Principal Richard Roberts of Loop High School said.

At Loop, one of the smallest schools in the district, 25 of their 34 high school students were involved in UIL academic events at the district level.

Principal Kenneth Crouch of O'Donnell High School cited competition as the deciding factor. "We are a very competitive district," he said. "Education is a high priority in West Texas. We use the UIL academic activities to challenge our students to work above and beyond the classroom requirements."

"Because we have such stiff competition, we know we have to be our very best. A partial effort won't even get us out of district," Crouch added.