

The Leaguer

Clements declares October 18-25 Activities Week

Governor William P. Clements declared October 18-25 as High School Activities Week in Texas, and designated October 19 as Officials Day and October 23 as Coaches Day.

The declaration was issued August 20 and stated, in part:

"More than half of the students in Texas senior high schools are involved in at least one extracurricular activity.

"More than 1.3 million students participate each year in competition sponsored by the University Interscholastic League. Participation in activities such as athletics, speech, music, debate and drama generally leads to positive development for students and often to superior achievement.

"Participation in those activities often contributes to increased interest and performance in strictly academic areas.

"Both academic and extracurricular achievement contribute greatly to the social development and interaction of all high school students.

"Development directly benefits local communities by channeling young people's interests and talents into positive efforts and by instilling in them an early sense of civic duty and community pride."

Back in the Saddle Again



IF THIS IS AUGUST, then Friday night football is just around the corner. In preparation for the Texas football rituals, football players and coaches across the state hit the practice fields in late August, paving what they hope will be a trip to the state playoffs. Here, Round Rock High football coach Leonard McAngus drills two prospective linemen.

Four Student Activities SuperConferences planned

In an effort to provide UIL academic contest sponsors and participants more and better information, the League is consolidating its nine fall student activities conferences into four SuperConferences.

The conferences are scheduled in Austin, Huntsville, Lubbock and Denton.

"The education reforms moved many activities to the weekends, thus creating conflicts with the UIL activities conferences," said Janet Wiman, UIL academic director.

"The past two years, we've noticed falling attendance at many of the conference sites. In addition, contest sponsors have complained about conflicts with athletics, marching band contests and college prep testing dates.

"We looked at the fall calendar and decided it would be better to have fewer conferences, held on dates that minimized conflicts with music, speech, college examinations or speech tournaments."

To counter the reduction in numbers of conferences, the League will greatly expand the scope of each conference, Wiman said.

"In the past years, schools would travel three or four

Student Activities Conferences

October 17 – The University of Texas at Austin

October 24 – Sam Houston State University

November 14 – Texas Tech University

November 21 – North Texas State University

hours one way to attend a three-hour conference," she said.

"This fall, the conferences will run from 9 a.m. to 4 p.m. This will give League directors opportunities to cover material in depth, and will give students and advisers the flexibility to attend more than one subject area," Wiman said.

"The focus of the 1987 conferences will be on enrichment," she added. "Students will be given opportunities to hear professionals, to visit college

facilities, and to go beyond the basics of the contest rules."

In addition, the League has applied for six hours of advanced academic training credit through the Texas Education Agency for sponsors attending the theatre, journalism and speech sessions.

Programs will be provided in all of the UIL academic events. Complete program information will be mailed to the schools prior to each conference.

Extracurriculars enhance basic education

What educational needs do interscholastic activities program fulfill? Certainly, as a school-sponsored program, the program should be expected to contribute to the general education of the child. It is imperative that extracurricular activities be kept in a perspective that the basic curriculum be emphasized first and foremost, and the extracurriculars be used to support and enhance basic learning.

This is generally the case, especially in regards to the UIL's academic program. Speech, math, science, journalism, drama, spelling and the other contests attempt to reinforce classroom instruction. These contests provide a structure into which students can make practical application of knowledge and skills learned in the classroom.

The same is true for the music contests. Like theatre, music instruction is enhanced when performed, whether for competitive or purely aesthetic reasons. Performance provides immediate feedback, which the student may use to improve and grow.

In athletics, the activities teach specific skills that help develop complete students. It is wrong to assume that football teaches nothing more than blocking and tackling skills or that basketball teaches dribbling and shooting skills. Society does not benefit from schools



Director's viewpoint
Bailey Marshall

that produces nothing more than students who can throw a football or dribble a basketball. However, society benefits from students who have learned determination, patience, teamwork and sportsmanship through athletics.

It is important that all activities provide education in specific physical and intellectual skills.

The emphasis might be strength in one activity, agility in another, endurance in another, rhythm in another, breath control in another, articulation in another. But there should be physical and/or mental development in all.

The interscholastic activities program also provides for emotional and social development. The arena of participation is a laboratory where students learn practical application of their skills. Specifically, the students learn poise, self-control, teamwork and grace in both

victory and defeat. Of course, these lessons are learned only if the students receive proper supervision and leadership.

Students are not the sole beneficiaries of the interscholastic program. The program performs certain functions for the school, the community and society as a whole.

The program provides a rallying point for students, educators and lay people of varying backgrounds and interests. It is a place for them to come together and work toward a common goal. The obvious cliché is Friday night football, which brings together faculty, students, parents, booster groups and others in a complex web of support for the programs associated with the evening's contest. It has been said that successful athletic programs have passed more bond elections than all other campaigns combined.

Exaggeration or not, it is folly to deny the role that sports and other well-organized activities programs play in uniting the community. What we must do is to make certain that the community never confuses the role of the school -- which is to provide basic education in preparing students for self-realization -- with the aims of the specific activity -- which is ultimately perform to the best of one's ability within the framework of the rules.

Official notices

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.

COLEMAN HS

The District 8-AA Executive Committee assessed Coleman HS a public reprimand through February, 1988 in boys' and girls' basketball for unauthorized use of a videotape.

BLANCO ISD

Blanco ISD was assessed a public reprimand and probation in football through the 1988-89 school year for violation of summer practice rules. The penalty was assessed by the State Executive Committee.

LUMBERTON ISD

Lumberton ISD received a public reprimand and probation in basketball from the State Executive Committee through August 31, 1988 for violation of the Athletic Code.

MCKINNEY HS

McKinney HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

ALLEN HS

Allen HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

PORTER HS (BROWNSVILLE)

Porter HS (Brownsville) Coach Bud Mounts has been assessed a public reprimand, probation through May, 1990, and suspended from attending or participating in the first two home games of the 1987-88 season for violations of off-season practice restrictions. The penalty was assessed by the State Executive Committee. Also, Porter HS has been assessed a public reprimand, probation through May, 1990 and forfeiture of one win in football district standings for the 1987-88 season for violation of off-season practice restrictions.

MANSFIELD HS

Mansfield HS Coach Rodney Shropshire has been assessed a public reprimand by the State Executive Committee for violation of the boys' basketball Athletic Code.

MARTIN HS (LAREDO)

Martin HS (Laredo) has been assessed a public reprimand, probation through May, 1989, and forfeiture of one win in football district standings for the 1987-88 school year for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee. Also, Coach Ed Peveto of Martin HS has been assessed a public reprimand, probation through May, 1989, and suspended from attending or participating in first two home football games during the 1987-88 season. The penalty was assessed by the State Executive Committee.

FORT BEND ISD

Clements HS Coach Buster Gilbreth has been assessed a public reprimand by the State Executive Committee for violation of off-season practice restrictions.

C&CR OFFICIAL INTERPRETATION

Section 1400 (a) (1) (C) allows a school permit sixth graders and below to participate if their participation is necessary to field a junior high team. The rule does not authorize the school to allow sixth grade and below students to participate on additional teams.

CONROE ISD

The District 11-4A Executive Committee issued a public reprimand to Conroe Oakridge High School and placed the school on probation through the 1987-88 school year 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: A Presidential Classroom, Adventures in Real Communication, American Heritage Association, American International Youth Student Exchange Program, Amicus International, Childrens International Summer Village, Citizen Exchange Council, Educational Resource Development Trust, Foundation for Study in Hawaii and Abroad, Nacel Cultural Exchange, Iberoamerican Cultural Exchange Program, International Student Exchange, International Travel Study, PEACE USA, Student Travel Schols.

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 Experience 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.

The Leaguer

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, members of the media, and to other interested parties.

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Editor.....Dr. Bailey Marshall
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BANGS HS

Bangs High School has been assessed a public reprimand in football and placed on one-year probation for violation of reporting practices and an additional year's probation for violation of certification of eligibility practices.

MATHIS HS

Mathis HS Coach Steve Patz has been assessed a public reprimand in football for violation of off-season practice restrictions. 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 to September, 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.

Proposed changes would simplify rules wording

The primary thrust of most rule changes made during the past year are intended to (1) provide a clear and more concise wording of the rules, (2) make the regulations in the various contests more consistent, and (3) simplify entry procedures related to reporting student eligibility. Most of these changes are minor in nature but it is essential that they be carefully reviewed in order to assure their proper implementation by all administrators, directors, contest chairmen, and contest participants. The following Section numbers refer to the location of each rule in the 1987-88 Constitution and Contest Rules:

ELIMINATION OF DUO SONATA EVENTS -

1108(a): The duo sonata event has not been popular and there has been little or no participation. As a result, this event has been eliminated from the solo and small ensemble competition. This category will not appear in the new Prescribed Music List. Works that appeared on this list are now found under the appropriate instrumental solo event.

PROCEDURES FOR REPORTING STUDENT ELIGIBILITY - Section 1105(b-c), Section 1108(i-j), Section 1109(f-g), and Section 1110(d-e): This rule change simplifies the procedure for reporting student eligibility and eliminates the need to amend entries at the end of a six weeks grade reporting period. Beginning with this school year the Form I does not have to accompany the official entry thirty days prior to the contest. It simply must be on file with the executive secretary or contest chairman before the scheduled contest performance and only the names of students eligible the day of the contest need appear on the form. Please contact your executive secretary if you have any questions concerning the specific implementation of this new procedure in your UIL music district.

DISTRICT MARCHING BAND PERFORMANCE REGULATIONS AND GUIDELINES - Section 1105(d): Performance regulations have been redefined in an effort to eliminate misunderstandings and the inconsistent application of these rules. The changes are recommended after careful review by a state appointed marching band committee. This section should be thoroughly reviewed by all marching band directors prior to the district contest. The principal revisions are as follows:

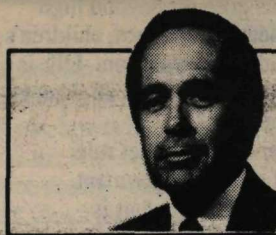
(1) Information concerning movement to the field position, timing and local ground rules must be sent to each participating school at least fourteen days prior to the contest date.

(2) The contest chairman must designate a time keeper who is responsible for timing and all regulations pertaining to set-up, performance time and field exit.

(3) Each band may use the time prior to its performance in any way it deems appropriate including



AT ATTENTION.
Round Rock High's Michelle Wright survives the blistering heat in preparing for another football and marching season.
Photo by John Layton



Music matters

Richard Floyd

warm-up and cadence.

(4) Any further sound after the ten minute performance time whether generated by instruments or verbal cadence will result in disqualification.

USE OF ELECTRONIC EQUIPMENT - Section 1105(d)(4): The guidelines for the use of electronic equipment has been revised to permit the use of any electronic equipment provided that it is situated off the field (outside the sidelines or end lines). This same provision will also exist for the region and state contest as well.

STAND FAST TIME - Section 1105(b)(6): Under this revision a judge will be expected to address stand fast time and lower the rating accordingly if, in his opinion, it distracts from the overall performance.

REGION MARCHING BAND CONTEST REBATE - Section 1106(j): This rule change permits the Region Executive Committee to rebate all profits from the Region Marching Band Contest back to the participating schools. The change was made in an effort to help schools defray the cost of competing in this event and establish policy that is consistent with procedures at the State Marching Band Contest.

PERFORMANCE REGULATIONS FOR REGION AND STATE MARCHING BAND CONTEST - Section 1106(f) and Section 1107(d): Performance regulations at all contests are now consistent except that any penalty at Region or State will be reflected in the numerical score

rather than the division rating.

ENTRY DEADLINE - Section 1103(b): This rule has been reworded to permit the District Executive Committee to choose from a wider range of penalties for an organization that fails to meet the thirty day entry deadline. In the past, failure to meet the deadline resulted in automatic disqualification from the event.

It is important to note that all of these rule changes reflect careful study by the State Director of Music, the UIL/TMEA Music Advisory Committee, the Technical Advisory Committee and ultimate approval by the Legislative Council and the State Board of Education.

Use of taped comments considered for district marching contests

The concept of requiring the use of taped judge's comments at all district marching contests has been submitted to the school superintendents on a September survey for their input. If the response to the survey is favorable, the revision will be placed before the Legislative Council in October.

This technique of adjudication has been successfully used at both the regional and state contests. However, it has remained an option at the district level. Adoption of this revision would make the adjudication process consistent at all levels of marching competition.

Band directors are encouraged to share their options regarding this change with their superintendents so that the survey will accurately reflect the concerns and priorities of the state.

Addendum mailed to schools; French 'scenes from' rule stands

The *Handbook for One-Act Play*, 10th Edition is being revised, but the 11th Edition will not be available until 1988. An Addendum for the 10th Edition is being mailed to all schools and will be attached to all Handbooks sold this year. The changes made reflect the past three years and all OAP directors must make sure they have this update.

The new Samuel French policy sent to me March 10 and concerning the use of "scenes from" still stands. The wording of the policy published last April still stands and will be included in the new Addendum: "It is the policy of Samuel French, Inc. to no longer grant permission to anyone for the use of revisions, deletions or cuttings from any of the plays under their control. Only an act from a full-length play that is available for presentation will be considered, and no exceptions to anyone can be made or considered. This includes plays in the Baker's catalogue controlled by Samuel French." I have made proposals for adjustment in this policy that will make it more flexible and others will make recommendations to the president of Samuel French in September.

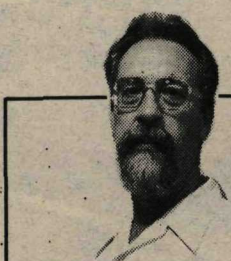
I believe that individual playwrights should and do have the right to object to "scenes from" their works. I do not believe that all should be deprived of royalties and script sales from their works because some object. Most publishers and playwrights I have contacted agree that it is impossible to make a living writing one-act plays. In Texas, it is not possible logistically, financially or administratively to produce a full-length play contest.

1. Although royalty paid to French for pre-contest and five contest levels is probably under \$30,000 per year, it is my belief that script sales related to UIL and royalty for full-length performances of those that become "scenes from" will run the total close to \$100,000. Only French's accounting department could provide a definitive answer. It is my belief that the March 10 policy will reduce French to no more than 10 percent of this market.

2. The policy deprives the individual playwright of the opportunity to choose. Many members of Dramatists' Guild are happy to allow "scenes from" in UIL. "Scenes from" used in UIL are carefully evaluated by a panel of theatre professionals to provide quality control. The script treatment is also open to evaluation as a part of the contest. The critic judge may be critical of the manner in which "scenes from" reflects the whole. The play must make sense. Single acts of most long plays do not stand alone and in many cases, distort the playwright's intent to a greater degree than "scenes from."

3. One-acts or single acts do not have the cast size necessary (15) to maintain interest or provide opportunities for theatre arts students in Texas. UIL is curriculum based. Texas law ("No Pass, No Play"), HB 72, restricts rehearsal to 8 hours per week (Monday-Friday at the end of school), making it more difficult to produce more than one play at a time and limiting the length of the scripts that can be produced. I do not see any logical or administrative way to make the 40-minute time rule any longer or more flexible to accommodate a full act or a long one-act without deletion of something.

4. Slight deletions or revisions of long plays, acts or one-acts are essential to make them suitable for high school audiences. Not allowing minor deletions would deprive many students and communities from seeing the



**Educational
theatre**
Lynn Murray

best theatre literature of our time. It should be noted that UIL rules require the deletion of "cursing," "profane references to the Deity" and "immorally suggestive statements or scenes from approved plays." Our rules are made by a majority vote of the school superintendents of Texas and I do not believe they will choose to change.

The policy as stated in the letter of March 10 would make most of the plays of French ineligible. Directors will delete anything they so desire with or without permission. It would be impossible to bring charges against the thousands of directors that annually make slight changes for the sake of school, community, parents, administrators, etc. This goes far beyond high school students. Community theatres, colleges, children's theatres, etc. delete or revise without permission. UIL is caught in the very unique position of trying to do what is legally and morally right. We require publisher/playwright/agent permission to meet rule requirements. We require proof of royalty payment.

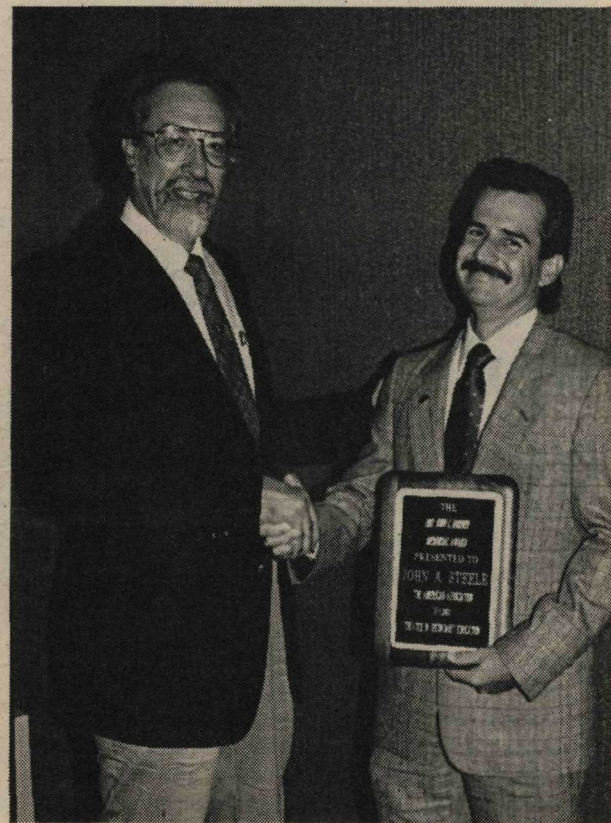
The March 10 policy will not stop what is happening. All it will do is make producing groups not pay royalty, hide what is being deleted or not produce plays controlled by French. I have urged reconsideration. I have urged Dramatists' Guild to support organizations such as UIL that are encouraging playwrights and requiring the proper payment of royalties.

I cannot see how the March 10 policy will help playwrights, Dramatists' Guild or Samuel French, Inc. This action is even more significant when you look at the approved lists. There are 367 plays on the approved short list. One-hundred twenty-seven (34.6%) of them are published exclusively by Samuel French, Inc. There are 304 plays on the approved long list. Ninety-eight (32.3%) of them are published exclusively by Samuel French, Inc. Together, there are 671 approved plays. Two-hundred twenty-five (33.5%) of them are published exclusively by Samuel French, Inc.

It is also significant to note the decline in State Meet plays published by Samuel French. There were 21 in 1985, 18 in 1986 and 15 in 1987. This does not appear to be the time when playwrights published by French would want production restrictions that would reduce their income.

If any of you have new or brilliant ideas, please let me know in a hurry. I will be in constant communication during September trying for some type of compromise. Why should playwrights allow or desire cuttings of their plays?

Jerry Worsham, theatre director at Snyder High School, has withdrawn his acceptance as head of UT-Austin's Drama teacher training program. Worsham stated that his withdrawal was for personal reasons and he will continue to teach at Snyder.



THE NATION'S OUTSTANDING secondary drama teacher award -- the John Barner Award -- went to Plano HS's John Steele, shown here with UIL one-act play director Lynn Murray.

Plano's Steele receives Barner Award from AATSE

John Steele, theatre arts director at Plano High School, received the John Barner from the American Association for Theatre in Secondary Education, August 7 during its convention in Chicago, Illinois.

Called by TEA Theatre Specialist Kim Wheatley a "master teacher who tirelessly shares his expertise and enthusiasm with students and colleagues," Steele has built one of the state's most outstanding programs. Plano is the state's only school to offer a course in stage movement and dance, and is the only school that has established a special course in theatre management.

Steele has also led Plano to sustained success in UIL competition, advancing to the State Meet five times, winning first place four times and placing second runner-up once.

The John Barner Award was established in 1981 and recognizes the theatre arts teacher of the year. It's first award went to Jerry Worsham of Snyder.

Addendum to OAP Handbook mailed to directors, administrators

The addendum to the One Act Play Handbook, 10th edition, has been included in the OAP enrollment mailing to school administrators and one-act play directors. The addendum was also mailed specifically to OAP directors in early September.

The addendum has been added to OAP handbooks sold after September 1, 1987. Persons should make corrections in their handbooks. "Many directors lose the addendum and it is essential that the corrections be added to the bound handbook," said Lynn Murray.

A Case for Children's Theatre

Elementary students enriched by challenge of drama production

BY DR. COLEMAN JENNINGS
Chairman, UT Department of Drama

Many high schools throughout Texas present rewarding productions of theatre classics and the better plays of the contemporary theatre. For the past three years, Texas high school directors have produced an average of 70 children's plays in the UIL One-Act Play Contest. Many of these contest entries are performed for elementary school children in their communities. Numerous secondary school theatre programs produce fully mounted plays for children in their districts.

Producing theatre for children is especially important today as teachers strive to meet the Chapter 75 rules established by the State Board of Education in the Theatre Arts Curriculum K-12.

The fine arts (art, music, theatre) are required to be taught at least weekly in K-Grade 3. In grades 4-6 the equivalent of at least 112 minutes per week are to be devoted to the teaching of art, music, and theatre. One essential element of theatre arts which elementary students must master is aesthetic awareness through appreciation of theatrical events (Grades 3-6) which includes: awareness of the player-audience relationship; recognition of similarities and differences between television, film, and live theatre; development of audience etiquette; perception, response, and evaluation for the making of aesthetic judgments. Mastery of these skills requires that elementary students be provided with multiple opportunities to attend live theatrical performances which may be presented by high school, community college and professional theatre companies.

Because of the 10 day absence rule, high school students may no longer be able to tour their children's theatre productions if scheduling would require



GRUVER HIGH School's Londa Barber and Kelly Mills perform in the 1980 staging of 'Once Upon a Clothesline.' Director of the play, a children's theatre favorite, was Bob Haggard.

the actors and technicians to be absent from any non-theatre classes. Elementary students, however, can be brought by bus to the high school for performances given during established theatre class time. Such an activity provides an opportunity to meet the required essential elements of the theatre arts curriculum for both secondary and elementary students.

Study guides for children's theatre productions should be provided to assist elementary teachers in preparing their students for the performance, and afterwards, in following up the event with related activities. Typical guides include: plot summary, information about the author/script/historical period/unusual staging, questions to prepare students for seeing the play, special vocabulary in the production, post production discussion questions, activities for extending the experience, and a bibliography. Follow-up discussions can be effectively augmented with creative drama activities including the playing of favorite scenes and problem-solving situations beginning with: "what might have happened if...?"

It should be emphasized that children's theatre is not skits or playlets

performed by children for Parent-Teacher Association meetings. Children's theatre is a production of a high quality script, written and directed for the age level and interest of an audience of elementary school children. The play is produced for the children by adults or high school students, who give it the same thorough attention and preparation that is given any of their other productions.

In each Texas community, how many plays are presented for children annually? How many children have had the opportunity to see a favorite story come to life with outstanding acting, enhanced by exciting and meaningful design in costumes, lighting and scenery? Many American children have never seen a live play on stage. They have no idea what it is to be inspired and excited by good theatre.

As these children become the youth and adults of tomorrow, too few will attend high school dramatic productions or support theatre. How can we expect them to have an interest in an art form with which they have had no direct contact? One important purpose of producing plays for children is to increase the audiences of the future.

Children need and love the dramatic. They can be exposed to many meaningful learning situations through vicarious experiences in the theatre, such as seeing good and evil forces pitted against one another and the outcome of that struggle. Experiences in the theatre can motivate children to read, to study, to explore the world past and present.

Children's theatre is fun, and this fun is for all children. One way of bringing meaning and joy into children's lives is to give them the opportunity to attend a superior production of an outstanding children's play. John Dewey said: "Children are people. They grow into tomorrow only as they live today."

Every teacher who accepts the challenge of producing at least one children's play each year and who is guided by the belief that only the very best is good enough for children will not only be meeting some of the essential elements specified by the Texas Education Agency but will be leading Texas youth toward a richer and more meaningful life.

Categories reflect timeless concerns

BY DR. ELIZABETH BELL
Director of Speech Activities

The UIL categories have come a long way. In the 1920's, the UIL interpretation event, "declamation," consisted of delivering published orations which promoted good citizenship, involved a story or event about the "making of America," or commemorated Texas heroes, history, and progress. These orations were delivered from memory. Not until 1950 was poetry a separate event in the UIL program, and not until 1959 was a manuscript required during the presentation. In 1961, declamation became prose interpretation, and for the first time, a list of five poets and five writers was prescribed by the League office.

Lists and categories have been the mainstay of UIL interpretation for 26 years. The goal of requiring works that fit specific categories is to encourage students to read widely and well, but the categories have not been without their share of problems—for students, teachers, and contest directors alike.

The new set of categories reflects several premises which should alleviate some of the problems: selections should be easier to find, not more difficult than in years past; categories should encourage students to find new and challenging material, as well as allow for more traditional writers and selections; and category definitions should leave as little double as possible for what is "in" and "out" of the category parameters.

Information from teachers and students, about what works and what doesn't, is crucial to the success of the new categories. After you have researched, coached, and judged these categories, please write to the League office with your reactions. The categories are now subject to change as often as you feel is necessary, and your suggestions for new directions are always welcome.

New Poetry Categories

Category A: Pulitzer Prize-Winning Poets. Contestants must perform a poem or poems by one Pulitzer Prize-winning poet. Selections are not limited to the collection named for the prize. For example, Robert Frost won the prize in 1937 for his collection *A Further Range*, but contestants may perform any poem by Frost. This category offers traditional favorites as well as less familiar poets. Because this prize began in 1918 and is given each year, students will have the opportunity to explore the literary and historical growth of American poetry. Contest directors must verify the poet's place on the list prior to the beginning of the round.

Category B: Performer's Choice. The contestant may perform any published poem. The performance should be introduced with a short discussion of why the contestant likes and/or chose the poem. The contestant may discuss any aspect of the poem's language, form, style, content, or meaning in introducing why this poem is the performer's choice. The goal of this category is to give contestants the opportunity to demonstrate skills in literary analysis and to share their discoveries about the selection. See the *UIL Prose and Poetry Handbook* for examples of introductions to this category. The poet used in this category may not be used in any other poetry category.

THE PULITZER PRIZE-WINNING FICTION WRITERS

1917	No award	1952	Herman Wouk
1918	Ernest Poole	1953	Ernest Hemingway
1919	Booth Tarkington	1954	No award
1920	No award	1955	William Faulkner
1921	Edith Wharton	1956	MacKinlay Kantor
1922	Booth Tarkington	1957	No award
1923	Willa Cather	1958	James Agee
1924	Margaret Wilson	1959	Robert Lewis Taylor
1925	Edna Ferber	1960	Allen Drury
1926	Sinclair Lewis	1961	Harper Lee
1927	Louis Bromfield	1962	Edwin O'Connor
1928	Thornton Wilder	1963	William Faulkner
1929	Julia Peterkin	1964	No award
1930	Oliver LaFarge	1965	Shirley Ann Grau
1931	Margaret Ayer Barnes	1966	Katherine Anne Porter
1932	Pearl S. Buck	1967	Bernard Malamud
1933	T.S. Stribling	1968	William Styron
1934	Caroline Miller	1969	M. Scott Momaday
1935	Josephine Winslow Johnson	1970	Jean Stafford
1936	Harold L. Davis	1971	No award
1937	Margaret Mitchell	1972	Wallace Stegner
1938	John Phillips Marquand	1973	Eudora Welty
1939	Marjorie Kinnan Rawlings	1974	No award
1940	John Steinbeck	1975	Michael Shaara
1941	No award	1976	Saul Bellow
1942	Ellen Glasgow	1977	No award
1943	Upton Sinclair	1978	James Alan McPherson
1944	Martin Flavin	1979	John Cheever
1945	John Hersey	1980	Norman Mailer
1946	No award	1981	John Kennedy Toole
1947	Robert Penn Warren	1982	John Updike
1948	James A. Michener	1983	Alice Walker
1949	James Gould Cozzens	1984	William Kennedy
1950	A.B. Guthrie, Jr.	1985	Alison Lurie
1951	Conrad Richter	1986	Larry McMurty

THE PULITZER PRIZE-WINNING POETS

1918	Sara Teasdale
1919	Margaret Widdemer
1919	Carl Sandburg
1920	No prize given
1921	No prize given
1922	Edwin Arlington Robinson
1923	Edna St. Vincent Millay
1924	Robert Frost
1925	Edwin Arlington Robinson
1926	Amy Lowell
1927	Leonora Speyer
1928	Edwin Arlington Robinson
1929	Stephen Vincent Benét
1930	Conrad Aiken
1931	Robert Frost
1932	George Dillon
1933	Archibald MacLeish
1934	Robert Hillier
1935	Audrey Warden
1936	Robert P. Tipton
1937	Robert Frost
1938	Marya Zaturenska
1939	John Gould Fletcher
1940	Mark Van Doren
1941	Leonard Bacon
1942	William Rose
1943	Robert Frost
1944	Stephen Vincent Benét
1945	Karl Shapiro
1946	No prize given
1947	Robert Lowell
1948	W.H. Auden
1949	Peter Viereck
1950	Gwendolyn Brooks
1951	Carl Sandburg

Category C: A Poet-Centered Program. This category allows the student to choose any poet and perform at least three poems, or portions of three poems, by that one poet. The idea is to feature some aspect of the poet's work: its diversity, development over the years, thematic or technical emphasis, even the poet's life, in the choice of poems for performance. The audience should leave with an increased awareness of the poet's work. The goals of this category are to encourage students to look at the body of a poet's work, rather than at one or two poems, and to approach the commentary and introduction as important ways to introduce the poet as well as the poems. Samples of Poet-Centered programs are offered in the *UIL Prose and Poetry Handbook*. The poet used in this category may not be used in any other poetry category.

NEW PROSE CATEGORIES:

Category A: Pulitzer Prize-Winning Fiction Writers. Contestants must perform a published prose selection, fiction or nonfiction, written by an author awarded the Pulitzer Prize for Fiction. Selections are not limited to the works named for the prize. For example, Ernest Hemingway won the prize in 1953 for *The Old Man and the Sea*, but contestants may perform any fiction or nonfiction written by Hemingway. Plays and speeches are excluded from this category. This category offers traditional favorites as well as less familiar writers. Because this prize began in 1918 and is given each year, students will have the opportunity to explore the literary and historical growth of American writing. The writer used in this category may not be used in any other prose category. The contest director must verify that the writer is on the Pulitzer fiction list before the round begins.

Category B: Works by 20th Century Women. Contestants must perform a prose selection, fiction or nonfiction, written by a woman born during or after the year 1900. The rise of interest in women's studies and the publication of the *Norton Anthology of Literature by Women* are the impetus for this category. Only speeches, folklore, and selections from plays are excluded from this prose category. A photocopy of biographic information showing the birthdate of the writer must accompany each selection. Contestants must provide documentation that the selection was written by a woman in cases of pen names, initials, and questionable first names. A photocopy from a published source that refers to the writer as "she" or "her" will suffice. Contest directors must ask for and verify this documentation prior to the beginning of the round. The writer used in this category may not be used in any other prose category.

Category C: Works by 19th Century Men. Contestants must perform a prose selection, fiction or nonfiction, written by a man born in or between the years of 1800 and 1899. Only speeches, folklore, and selections from plays are excluded from this prose category. A photocopy of biographic information showing the birthdate of the writer must accompany each selection. Contestants must provide documentation that the selection was written by a man in cases of pen names, initials, or questionable first names. For example, Saki is Hector Hugh Munro, and D.H. Lawrence is David Herbert. A photocopy from a published source that refers to the writer as "he" or "him" will suffice. Contest directors must ask for and verify this documentation prior to the beginning of the round. The writer used in this category may not be used in any other prose category.

E-WINNING POETS

1952	Marianne Moore
1953	Archibald MacLeish
1954	Theodore Roethke
1955	Wallace Stevens
1956	Elizabeth Bishop
1957	Richard Wilbur
1958	Robert Penn Warren
1959	Stanley Kunitz
1960	W.D. Snodgrass
1961	Phyllis McGinley
1962	Alan Dugan
1963	William Carlos Williams
1964	Louis Simpson
1965	John Berryman
1966	Richard Eberhart
1967	Anne Sexton
1968	Anthony Hecht
1969	George Oppen
1970	Richard Howard
1971	W.S. Merwin
1972	James Wright
1973	Maxine Winokur Kumin
1974	Robert Lowell
1975	Gary Snyder
1976	John Ashbery
1977	James Merrill
1978	Howard Nemerov
1979	Robert Penn Warren
1980	Donald Rodney Justice
1981	James Schuyler
1982	Sylvia Plath
1983	Galway Kinnell
1984	Mary Oliver
1985	Carolyn Kizer
1986	Henry Taylor

Notes about this and that

If you know Lee Smith's short story "Between the Lines," you'll understand my fear for this first column. The story's narrator writes a fortnightly column for the *Greenville Herald*. "Peace be with you from Mrs. Joline B. Newhouse" is how I sign my columns," Mrs. Newhouse tells us. "There are seventeen families here in Salt Lick--twenty, if you count those three down by the Five Mile Bridge. I put what they do in the paper. Anybody gets married, I write it. That goes for born, divorced, dies, celebrates a golden wedding anniversary, has a baby shower, visits relatives in Ohio, you name it." If this column starts leaning in the Salt Lick direction, please bear with me.

Paula Moeller of Buda-Hays High School and I just returned from Baltimore, Maryland for the National Federation's Debate Topic Selection meeting. In addition to soft-shelled crab and the National Aquarium, the meeting to choose next year's national debate topic was a fascinating one. High school coaches and representatives from state high school associations listened to proposals, worked in committees, brainstormed for topic areas for future proposals, and analyzed L-D debate topics. From twelve initial proposals for topic areas, the three day process resulted in the three topic areas the nation will consider for the 1988-89 high school debate topic: aging, discrimination, and aviation. Look for more information on these proposals in the next Leaguer.

I hope you will make plans right now to attend the UIL SuperConference nearest you. Tyler Tindall of Midland College, Jacque Shackelford and M'Liss Hindman of Tyler Junior College, Cassandra Knoblock of St. Edward's University, and Mark Knapp of UT Austin are



A way with words

Elizabeth Bell

just a few of the outstanding college speech professors who have graciously agreed to present programs. The half day schedule will be expanded at each site to offer six hours of Advanced Training Credit for speech teachers. Programs will be offered for both novice and advanced students in each UIL speech activity, as well as lectures and demonstrations on nonverbal communication, interviewing, male/female communication, and other areas of the speech communication field. The SuperConferences were scheduled to avoid conflicts with SAT and ACT tests, band contests, and the TSCA convention. There is no registration fee, and programs will begin at each site at 9:00.

Speaking of the Texas Speech Communication Association, I hope you plan to attend this year's convention, October 1-3 at the Adam's Mark Hotel in Houston. Several of the programs will have a UIL focus: one featuring the new prose and poetry categories; a second featuring performances from last year's UIL State

Continued on page 12

L-D topic chosen to pique interest in 'real world' issues

Editor's Note: The following letter was received by Dr. Elizabeth Bell, UIL speech activities director.

Elizabeth:

I hope you had a restful summer and that you are ready for all the tumult that is a normal year. I received the UIL LD topic from TFA, and I feel compelled to voice my intense reservations. It is, at the very least, inappropriate. The commercialization of North is in bad taste, and I don't think UIL should lend its credibility to the phenomenon. LD topics should not debate individuals. If UIL wanted the students to determine whether covert action or circumventing congress is justified, then the topic should have stated that.

The topic is narrow to the nth degree, and it totally destroys classic LD philosophy in that a criteria/philosophical stance is incompatible with debating Oliver North, the man. Are we supposed to use the drivel that was his Iran-Contra hearings' testimony for evidence?

I really believe that the topic reinforces questionable values for the students. I know the topic cannot be changed, but I really felt I had to let you know how I feel.

Sincerely,
Rhonda S. Teel
Georgetown High School

Dear Rhonda:

Thank you for taking the time, before the tumult, to express your concerns about the first UIL L-D topic. I knew the topic was risky because of its focus on a particular individual, but after watching the public debate all summer long in the media, I was convinced that high school students should have the opportunity to join in.

Choosing L-D topics, as I'm sure you know, is no easy task. The first UIL topic is an important one because it is often the first exposure many high school students have to this debate format. For that reason, I try to choose topics that fit the following criteria: 1) information on the topic should be abundantly available to facilitate research for beginning students; 2) the value terms and issues implicit in the resolution should be conducive to teaching value debate to a group of students for the first time; and 3) the topic should be timely.

I doubt that anyone would argue with my insistence that information be available and the values in the resolution be clear, but the timeliness of a topic is a debatable criteria. Some theorists of Lincoln-Douglas debate argue very persuasively that the "philosophic" nature of value debate separates it from "real world" issues, even to the point that evidence is not necessary in the debate. This approach is reminiscent of debates at the turn of the century in which eloquence of speech, not weight of evidence, was the voting issue. The most frequently heard question debated at the time was "How many angels can dance on the head of a pin?"

At this year's National Federation Debate Topic Selection meeting in Baltimore, I attended the L-D topic selection meeting, and I was amazed to see interest in topics like "Resolved, that I ought to be my brother's keeper," "Resolved, that women have fostered more happiness than men," and--if you're ready for inappropriateness and bad taste--"Resolved, that in the U.S., Blacks have suffered more than Indians." I firmly believe that this head-of-a-pin kind of debate topic teaches very little about living in today's world.

So I may very well have gone too far in the other direction--how many Oliver Norths can dance on the head of a pin? But I do not believe that the topic is narrow to the point of being undebatable: what is an American hero? If Bill Cosby is the most admired man in America, what are the criteria by which Americans determine their heroes? When is it appropriate to go, as Fawn Hall told us, "above the law"? Can we even distinguish between private action and public image, and who is buying the Oliver North posters I see in the malls? Are the Contras worth supporting and why were the Republicans so intent on Col. North presenting his Contra slide show? When is a leader accountable for the actions of his subordinates--just where does that buck stop? All of these important value questions are implicit in this resolution, not simply the question of justifiable covert action or circumventing Congress.

In no way did I choose this topic to contribute to the

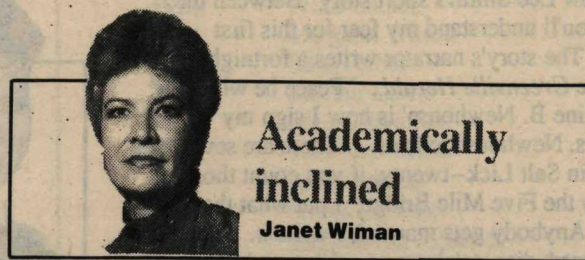
Continued on page 8

Academic activities foster confidence, success

School principals are often seen as individuals who are responsible for 'putting out fires' for the school. While this is no doubt the case in some schools, I contend that many principals and teachers will be seeking ways to 'light fires' to find avenues to ignite the spark that will propel students toward higher achievement and self-development.

Studies show that students who 'find their niche' or 'have a sense of belonging' cause fewer problems and earn higher grades. Extracurricular activities can provide many niches for students. *The Case for High School Activities*, released early in 1987 by the National Federation of High School Activities Associations indicates that activities enrich a student's high school experience. Information compiled by the National Federation shows that activities which support the academic missions of schools, are inherently educational and foster confidence and success in later life.

Being asked to represent one's school is among the highest honors a student can have in his or her high school career. The UIL programs are designed to allow the maximum number of students to participate and represent their schools. A school's membership fee covers all areas of UIL activities: athletics, music, and academic. The academic program provides opportunities for up to approximately 100 students each year in a variety of disciplines which include language arts, math/science,



Academically inclined

Janet Wiman

business, journalism, speech, and theater.

Though some students will be aggressive enough to ask to participate in an activity, many students wait to be asked. I know of a student in a high school who had the highest score in biology in 9th grade and led her class in chemistry as a sophomore. Yet her school had no entries in the science event. Six students from her school lost not only the opportunity to represent their school, but the opportunity to compete for eligibility to apply for Texas Interscholastic League Foundation scholarships ranging from \$500 to \$2900 a year renewable for four years. This particular student would have been thrilled to represent her school yet lacked the confidence to say "I want to compete."

Involvement in high school programs has a carry-over into adult and professional life. Ann Richards, Treasurer of the State of Texas, said "Many years ago, my debate

partner and I won the UIL State Championship in Debate. It was the highlight of my high school years, and the culmination of our hard work in debate. The opportunity to compete in the UIL provided the best possible training for public speaking, thinking on my feet, and research preparation on topics of importance."

Bill Moyers, television correspondent, states, "In these activities I first learned the joy of achievement and the necessity of developing a philosophy of defeat that enabled me to try again when I failed to achieve. I discovered, too, that the talent I most wanted to nourish was the talent of collaboration with kindred souls on a common pursuit -- the pleasure of teamwork."

Don Meredith, former quarterback for the Dallas Cowboys, sports announcer, and movie star, said, "UIL helped me to develop confidence and self-awareness and broaden my horizons. Without Extemporaneous Speaking, how else could I have dealt with Howard Cosell?"

Not all persons who have participated in the UIL programs have achieved such prominence and stature, but their stories are similar: the programs build skills that go far beyond the competitive event or the high school days. Offering the maximum number of students in your school the opportunity to represent the school in UIL academic activities will go a long way toward helping each member of your student body to 'find a niche.'

Literary criticism contest elevated to full spring contest status this year

BY JANET WIMAN
Academic Contest Director

the current *Books in Print* are given below:

Pride and Prejudice

Airmont ISBN 0-8049-0001-9
AMSCO School Publications 0-87720-711-9
Bantam 0-553-21215-X
Houghton Mifflin 0-395-05101-0
Signet Classics 0-451-52075-0

Penguin 0-14-043072-5

Death of a Salesman

Penguin 0-14-048134-6
This play appears in many anthologies of drama and in collections such as Laurence Perrine, *Literature*, 4th ed. A reference library can locate the play through play indexes.

Shakespeare's Sonnets

Washington Square Press 0-671-00653-3
Signet Classics 0-451-51795-4
Any of the several complete works of Shakespeare would contain all of the sonnets.

The Literary Criticism Contest will be given full contest status in the UIL Academic program during the 1987-88 school year with winners from regional meets advancing to the UIL Academic State Meet. The event will be under the direction of Dr. Fred Tarpley, East Texas State University Department of Literature and Languages.

The contest rules are included in the 1987-88 *Constitution and Contest Rules*. The addition of a reading list will be of interest to sponsors and contestants. A portion of the questions on the tests will come from this reading list.

The list includes the novel, *Pride and Prejudice* by Jane Austen, the play, *Death of a Salesman* by Arthur Miller, and the following sonnets by William Shakespeare:

12. "When I do count the clock that tells the time"
15. "When I consider everything that grows"
23. "As an imperfect actor on the stage"
91. "Some glory in their birth, some in their skill"
129. "Th' expense of spirit in a waste of shame"
- and
138. "When my love swears that she is made of truth".

Any edition of a full-length version of these works will be suitable for preparing for the competition. It has been ascertained that the titles are available in a number of editions and anthologies. Some of the sources listed in

Each member high school is entitled to enter three contestants in Literary Criticism at the district level. Three district winners will advance to the regional level and three winners will advance from regional to State. Points will be awarded at the district level through sixth place.

L-D Topic

Continued from page 7

"commercialization" of Oliver North. Instead I found him, just as the media has all summer, to be the focus of a very complex set of issues. Debating Oliver North, the man, will be very difficult without a definition of an "American hero." Asking debaters to determine that definition--using universal, moral, social, political, historical, legal,--or philosophical--criteria is the heart of the debate. And yes, his testimony, as well as the opinions of elected officials and some of the finest thinkers in our country--publishing in newspapers and magazines--should be used as evidence. Senator Inouye's closing remarks at the Iran-Contra hearings were a fine lesson in American values, not to mention American history, and I hope the L-D debaters interested in this topic will read them. Amidst the drivel, some diamonds fell.

It sounds as if your greatest opposition to the topic is that we may be asking our students to take a stance that is in opposition to their beliefs, but isn't the ability to weigh and argue both sides of an issue one of the cornerstones of debate? Our personal opinions concerning Oliver North's heroism, mandatory drug testing, or the political philosophies of supreme court nominees are tested with we are forced to contemplate and support both sides. That testing is part of becoming an informed and enlightened citizen of this country.

My greatest concern is that the topic piques the interest of students rather than be fodder for a battle between adults about what is appropriate L-D theory and philosophy. Lincoln-Douglas debate is a new enough event that I think it can withstand some experimentation. Let's let the debaters judge whether the topic is worthwhile. I'll be anxious to find out.

Stano, Garcia top newspaper design national meeting October 15-17

The Society of Newspaper Design 1987 workshop and annual business meeting is scheduled October 15-17 at the Marriott at the Capitol in Austin.

"Beyond the Horizon - An Odyssey in Type and Space," will offer participants a full view of the newspaper design field in six general sessions and 20 concurrent sessions. Some of the concurrent sessions include "Organizing for a redesign," "Running a one-person art department," "News graphics delivery systems - the next step," and "Budget cutting in the graphics department."

Also on tap is "Macintosh skills for graphics reporters," which will be broken into beginning and advanced skill levels.

Among the speakers and session leaders will be former Austin McCallum HS teacher Randy Stano, who is now director of editorial art for the *Miami Herald*, chairman of the UT Department of Journalism Dr. Maxwell McCombs, and Dr. Mario Garcia of the Poynter Institute for Media Services in St. Petersburg, Florida.

The hands-on aspect of the workshop will be emphasized by four separate design exercises -- one each for news, features, business and sports. Each hands-on exercise will be geared to give attendees tools and concepts that can be used immediately.

Registration fee for the SND workshop is \$225 for members and \$275 for non-members. Room rates at the Marriott are \$78 per night. For more information, contact Ray Chattman, Society of Newspaper Design, 703/620-1083 or Peggy Itzen, *Austin American-Statesman*, 512/445-3660.

Malish to direct 'For Advisers Only' hands-on photography workshop

In conjunction with the Austin Student Activities Conference, October 17, the Interscholastic League Press Conference will offer a "For Advisers Only" hands-on photography workshop.

Taught by Bobby Malish, the workshop will cover the basics of camera handling, darkroom procedures, composition and equipment selection. Malish is a member of the ILPC Summer Photography Workshop faculty and a technical representative for Canon USA, Dallas.

"It became evident during the ILPC summer publications workshop that advisers need basic instruction in photography," Malish said. "Next summer, we hope to conduct a photo workshop for advisers. In the meantime, we thought an intensive, one-day seminar for advisers would be beneficial."

Malish added that the workshop is restricted to beginners. "Advisers should not enroll to polish skills," he said. "We want advisers who need basic instruction in order to begin the publications year."

Deadline for enrolling is October 1 and enrollment will be limited to the first 30 applicants. All applications must be made on paper. Registration is \$35 will cover darkroom expenses. Advisers should bring a 35 mm camera and two rolls of Kodak Tri-X film. To apply, write to Bobby

A little something to think about

At some point this year, every secondary teacher will be forced to reconcile his or her fat salary with the critical thinking skills imparted upon enthusiastic and inquisitive young minds.

As far as slogans and bandwagons go, "critical thinking skills" is one of the biggies. It ranks right up there with Bloom's Taxonomy and Madeline Hunter's "Teachers 'R Us" approach. It's hot.

That's surprising, too, because few people can tell you what a "critical thinking skill" is. Of all the kinds of thinking, what makes "critical" thinking so special? For that matter, what separates critical thinking from the regular, garden-variety thinking? Is it even possible to actually teach thinking, in and of itself? A lot of people don't think so. Consequently, the researchers and philosophers of both camps are slugging it out on that one.

Journalism advisers are particularly susceptible to bandwagons and the "critical thinking skills" parade was one too alluring to let pass by. Last year, the JEA Commission on the Role of Journalism in Secondary Education made numerous references to "academic based journalism" that drilled "critical thinking skills."

Suggested changes of the Texas Education Agency's essential elements for journalism included several references to "critical thinking" too. No doubt, untold numbers of journalism teachers will find some way to worm them into their daily lesson plans in order satisfy the TTAS or other metaphysical phenomenon.

Based on the assumption that we can teach critical thinking skills, how does this apply to secondary journalism education?

First, let's define "critical thinking." Critical thinking is the process of assessing the authenticity, accuracy and/or worth of knowledge, claims and arguments. In this, students must be able to:

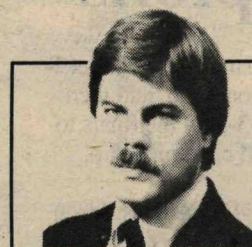
- Differentiate between verifiable facts and value claims.
- Determine the reliability of a source.
- Determine the factual accuracy of a statement.
- Distinguish relevant from non-relevant information, claims or reasons.
- Detect bias.
- Identify unstated assumptions.
- Identify ambiguous or equivocal claims or arguments.
- Recognize logical inconsistencies or fallacies in a line of reasoning.
- Distinguish between unwarranted and warranted claims.

Expanded journalism program readied for Activities SuperConferences

Tips to help you get started:

- Please plan to attend one or more of the four UIL student activities SuperConferences. Detailed information is listed in other sections of this issue.

As per the journalism program, 45-minute sessions will be conducted on the news, feature, headline and editorial writing contests, as well as on contest preparation and administration. In addition, a "For Advisers Only" session to discuss ILPC and Texas Association of Journalism Educators matters is planned.



Scholastic journalism

Bobby Hawthorne

- Determine the strength of an argument.

Students generally do these things when they write *real* news or opinion articles. Reporters and editors determine the reliability of sources, look for bias, work to determine the accuracy of statements and search for logical inconsistencies or fallacies in lines of reasoning.

These skills are not part of a "fact-sheet" journalism program, or one that allows students to do nothing more than rehash bulletin board announcements. In order to teach students to think, we must give them something substantial to think about.

Education loses relevance when it attempts to divorce itself from the reality of the students' lives. The best teachers of literature and history are those who show how Hamlet is as poignant or how the Declaration of Independence is as pertinent as they were the day they were written.

The best journalism programs teach students that the media has an obligation to report what readers want and need, without candy-coating life's realities. Programs that sidestep this responsibility are suggesting that students need not confront unpleasant or complex issues, even though it is at this age -- when the consequences are minimal -- when they should be challenging themselves intellectually, morally and ethically.

If properly conceived and administered, the journalism department can and will serve a greater function than the production of a newspaper and yearbook. Granted, the production of publications is the pressing obligation of the journalism department, we err in thinking that the purpose of the program is merely to crank out seven issues of the *Campus Chatter*. The publications should exist to offer a forum for the results of these exercises in critical thinking.

In short, the program should teach students that it's okay to think and that we ought to do a little bit of it every day.

All of which reminds me of an old joke that goes something like this: When you're up to your kazoo in alligators, it's difficult to remember that your job is to drain the swamp.

"We want to give students a complete overview of the UIL spring meet journalism contests and general journalistic writing styles," Bobby Hawthorne, UIL journalism director, said.

The four SuperConferences will be held in Austin, October 17; Huntsville, October 24; Lubbock, November 14; and Denton, November 21.

• Membership and yearbook judging deadline for ILPC is November 1. If you have not received membership information, write ILPC at Box 8028 • UT Station, Austin, TX 78713-8028 or call 512/471-5883.

Cooper rules 5A; Brenham repeats as 4A champions

Abilene Cooper slipped past Houston North Shore, 1-0, on Robert McAdams' fifth inning home run, and then hammered San Antonio MacArthur, 13-3, in the finals to win the 1987 UIL Boys' State Baseball championship, June 17.

Cooper, which placed six players -- McAdams, Jason Satre, Kirk Piskor, Scotty Pugh, Chris Feris, David Tollison and Jay Estes -- on the all-tournament team, scored six runs in the bottom of the sixth inning to win against MacArthur on the 10-run rule.

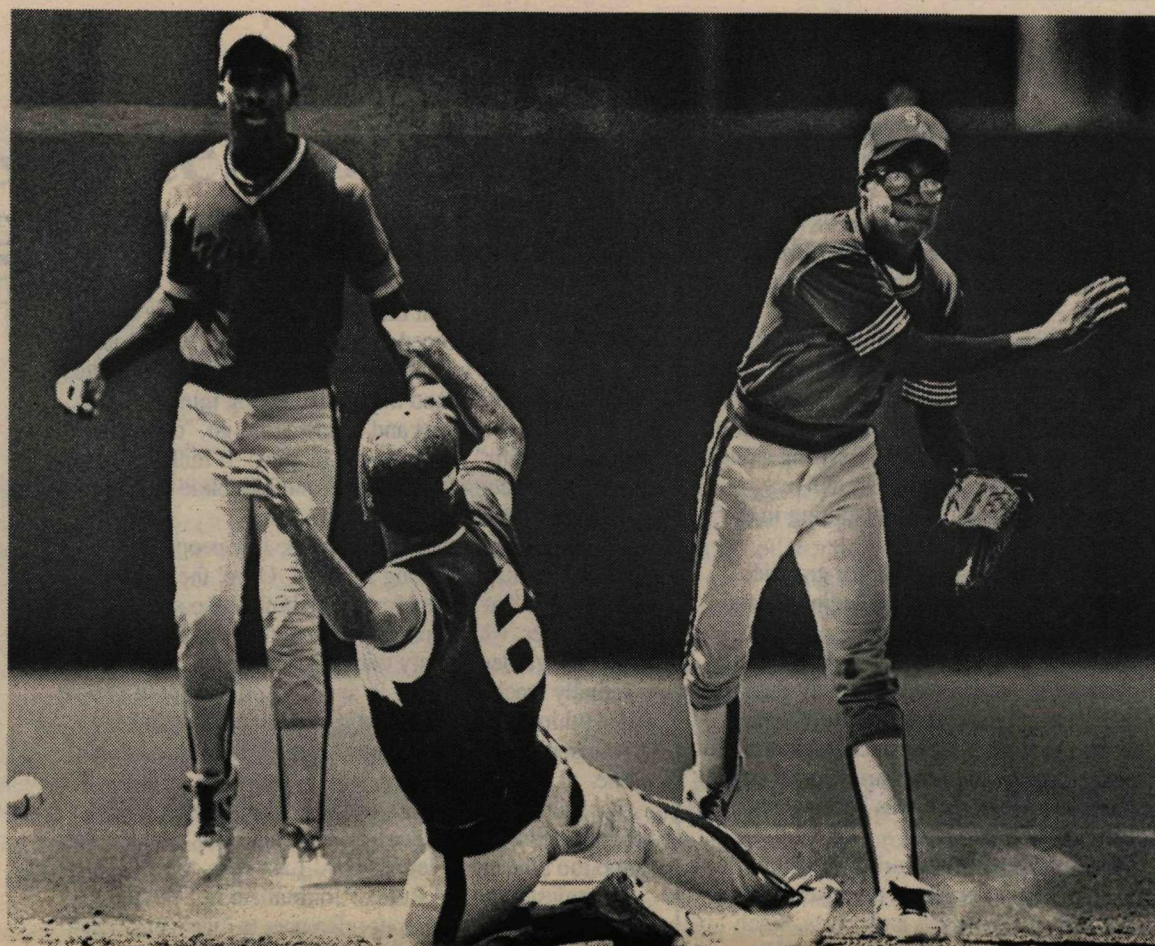
MacArthur earned a berth in the finals by defeating Plano East, 3-2.

In Conference 4A, Brenham roughed up Fort Worth Brewer, 12-3, to win its second consecutive state crown.

Continued on page 12

Photo by Brian Adamcek

SAN AUGUSTINE SECOND baseman Russell Holman follows through despite misfiring on a throw to first during the fifth inning of the Wolves' 6-5 victory over Hooks in the 3A championship game. Hooks' Mike Smith was out on the play.



Full athletic slate awaits Legislative Council

The 1987 October Legislative Council meeting will consider the following items: 1.) A philosophical statement to provide direction and consistency for off-season and summer regulations. 2.) An amendment which would prohibit participation on a power-lifting team as part of an athletes' off-season program.

Also, 3.) A regulation which would restrict participation in an off-season program for varsity athletes on the day of an in-season varsity competition. 4.) A regulation which would prohibit students from being required to participate in one interschool sport as a prerequisite for participation in another school sport. 5.) A provision which would allow students in the seventh, eighth, and ninth grades to attend football, basketball, and volleyball summer training camps in which a coach from their school district attendance zone is instructing them. 6.) An increase from five-man mechanics to seven-man mechanics during the off-season football program.

Also, 7.) Several proposals concerning sports officials including an amendment which would place additional responsibility on a school which scratches officials after the officials have been approved. 8.) An allowance for schools or individuals qualified in post-season competition to participate in one additional game or contest if no loss of school time is involved. 9.) A proposal which would require that non-school athletic activities be registered with the UIL in order for students to participate in them. 10.) In basketball, an option to play two matched games on a Friday and Saturday in lieu of an invitational tournament, thus permitting three games during the week.

Also, 11.) A recommendation to allow conference A and AA schools to compete in their respective conferences at the State Cross Country Meet effective 1988. 12.) In football, an allowance which would permit football



Postscripts on athletics

Bill Farney

helmets to be fitted prior to the first practice at the same time shoes and socks are issued. 13.) In football playoff games, a provision which would prevent schools from playing more than one game within six calendar days unless mutually agreeable by both schools. 14.) An addition to the penalty structure for student representatives for unauthorized entering onto the playing quarter field or being involved in a fight. 15.) A restriction from participating in school track and field meets after the date of the State Track and Field Meet.

The above items and several other topics of interest will consume the time of the Legislative Council. The other three committees of the University Interscholastic League (academics, music, policy) also have a number of items to consider. An opinion questionnaire is being mailed to member schools so that they may respond with their viewpoints back to their respective Legislative Council members prior to the meeting in October. This method of input permits each Legislative Council member to determine how the schools in their regions stand on each item being considered. Although all items are important, one of the most controversial topics will be the off-season and summer restrictions. In addition to the regular pre-Legislative Council questionnaire, an opinion poll will be conducted to gather information about all areas of athletic restriction in off-season and summer.

There is no consensus at this time.

Several professional associations including the Texas Athletic Directors Association have requested the League staff look into simplifying the rules. Their contention is that it is often confusing to determine just exactly which rules to follow when those rules are different from sport to sport. Not only are they difficult for administrators to understand but they are also confusing to students.

Another area of growing concern is a proliferation of outside competitions being sponsored by individuals or organizations. These outside competitions often are on the verge of violating UIL rules. In fact, some students were ruled ineligible for spring competition in '87 because they participated in outside activities which were violations of the rules. The proposal to register activities is a step toward insuring the eligibility of all students. Many outside competitions follow school and UIL rules and are wholesome experiences for the youngsters. Some, however, directly violate the Amateur Rules and are set up purely for profit motives. It will be a difficult task to coordinate and register these activities. The Legislative Council will have to determine whether it can be done, and if so, when the registration process should begin.

All sponsors and coaches should relate their viewpoints to their school administrators. The administrator needs to know how a proposal will negatively or positively effect each contest area. More importantly, the administrator will have to balance any proposal against the overall concern for the broad spectrum of activities. For example, a proposal may be good for soccer but detrimental to another sport.

As we concern ourselves with future issues, the League staff extends best wishes and sincere appreciation to all of the contest sponsors as we begin another school year.

Two Texans among 14 honored by National Officials group

Two Texans were among 14 persons awarded Distinguished Service Awards by the National Federation Interscholastic Officials Association. Bob Miller of Austin and W. D. "Shorty" Lawson of Abilene were honored by the NFIOA for contributions to interscholastic athletics through officiating and other capacities.

The awards were presented at the first NFICA/NNFIOA National Conference of Coaches and Officials, June 19-22 in Kansas City.

An official for more than 30 years, Miller has worked many UIL state tournaments and meets, including serving as assistant director of the state basketball tournament for 21 years. He has served as an president of the Austin chapter of the Texas Football Officials Association and was secretary/treasurer of the Corpus Christi basketball chapter for five years.

In addition to his outstanding officiating career, Lawson's past 40 years experience includes 15 years as a football coach, 10 years as an assistant athletic director and 15 years as athletic director in Abilene. He has worked the NCAA Final Four basketball tournament and every major college bowl game except the Rose Bowl.

SEC member Barnes honored by 1952 championship team

Jim Barnes, a member of the UIL State Executive Committee, was honored at the 35th anniversary reunion of the 1952 San Benito district basketball championship team, July 18 at South Padre Island.

Barnes, former superintendent of Seguin school, was presented a framed picture of the 11 members and a framed essay by Gilbert Montalvo, which read, in part, "He was our friend, our brother, our father-figure, our teacher -- and more importantly, he was there to listen when we needed advice or assurance, or just someone to talk to. He taught us that winning takes hard work and sacrifice -- not only in basketball but in the game of life. He showed us how to win and still play by the rules.

During the 1952 season, Barnes received "Coach of the Year" awards while leading the Greyhounds to a 20-4 record.

Fifth Edition of McMurray's Sports Record Book available

The fifth edition of Bill McMurray's *Texas High School All-Time Sports Record Book* is available for \$5 per copy. The book contains 10,000 facts and figures on Texas high school football, basketball and track, including individual records, team records, all state champions and a special champions corner. All records, team and performances are through the 1986-87 school year.

For copies, write to Four Star Publications, P.O. Box 79168, Houston, TX 77279-9168.

Tips for a problem-free year

Items listed below are the responsibility of persons administering UIL programs. This list is being provided in the hope the start of the school year will be simpler, setting the stage for a smooth, problem-free school year.

- Check for the summer mailing of supplies from the UIL office. These mailings contain vital publications, instructions and forms, and must be distributed to the appropriate persons in each school.
- Remind football and volleyball head coaches of the recommendations to attend an SOA rules meeting in their sport. The schedules for these meetings are listed in the coaches' manuals.
- Require all coaches to read the manuals, taking particular care to study UIL rules. Consider providing head coaches and activities sponsors with a copy of the *Constitution and Contest Rules*. Be certain coaches and student participants understand eligibility, awards, season and contest limitation and practice rules.
- Instruct students about the school's philosophy on UIL activities, especially those dealing with sportsmanship.
- Correspond with officials hired for home athletic



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Susan Zinn

contests to double-check on contracts and to determine that officials have been approved by the visiting school. A school host for officials should be appointed.

- Thoroughly check all requirements for all students who will participate for your school especially in terms of residence and academic eligibility.
- Follow through on the UIL requirement that student athletes have a physical or medical screening.
- Make certain that parents and athletes sign appropriate rules acknowledgement and consent to participate forms.
- Prior to the first competition in each UIL sports, complete the eligibility form provided in the coaches' manual and mail it to the League.

Multi-sport athletes a vanishing breed?

BY FRAN ANGELINE
New York State HS Activities Association

Many of us have been acquainted with high school athletics at one time or another. Some of us have known, or know of, that outstanding all-around athlete -- the youngster who possesses a wealth of natural talent. We should be aware that these gifted, multi-sport athletes are a rapidly vanishing breed -- at least in the larger schools. Why is this happening? Should we be concerned? As a coach and parent who has observed this development over the past 25 years, I feel obligated to try to answer these questions. Let's address the first one: Why?

In our society there has been an ever increasing emphasis on organized sports at a much younger age. During the past decade youth leagues, clubs and the like, have become ubiquitous. It is not uncommon today, especially in the suburban areas, to find some athletic programs geared for the pre-school child. Some of these programs function the year round. A few of these children are encouraged to "specialize," even at that age. By the time athletes enroll in junior high school, if they still enjoy several sports, many will feel the pressure to concentrate in one area. You see, somewhere along the line some adult, usually the coach, has sold the promising athlete the idea that the only road to excellence, including a scholarship, is to participate in "his" sport only -- more often than not, the year round. In fact, a few coaches demand this, at least in principle.

Most experts would agree some natural athletes would become more proficient in a given sport if they were to concentrate on strictly that sport for an entire year. Most experts would also agree that, due to physique and so forth, a few young athletes should concentrate on only



Photo by Brian Adamcek

HOOKS' CHRIS HICKS reflects on his runner-up medal and the disappointment of losing the championship game at the state baseball tournament

one sport. But remember, we are discussing the "thoroughbred," the "blue chipper," the one with "all the tools," the one who could "play them all" and play them well.

When the coach sells the athlete the idea of putting "all his eggs into one basket," is he really doing it for the athlete? Or for himself? Is college, perhaps, early enough to specialize? Is "life" itself (post high school), perhaps, early enough to specialize? Rather, should not the talented athlete experience a variety of athletics during his most formative years and not be forced into an early choice? Do we, as educators and parents, owe it to him to encourage him to expand his horizons?

Should we be concerned? We must decide for ourselves.

Academic panel hears 23 requests

BY JANET WIMAN
Academic Contest Director

The Academic Committee of the Legislative Council heard 23 proposals during its June meeting, ranging from requests for major rewriting of rules to minor wording changes that would clarify the intent of the existing rules.

The committee considered recommendations for major working changes in the high school science contest and was presented with original rules for proposed junior high science and calculator applications contests, and for a proposed elementary listening contest. The proposals were approved in concept but referred to the League staff for clarification and refinement.

In other action, the committee:

- Passed in concept recommendations outlining penalties for violation of test integrity.
- Approved working revisions of the Spring Meet procedures for substitutes and late entries.
- Heard and passed minor wording changes in oral reading, debate, shorthand and accounting.
- Approved in concept and referred to staff for additional study a proposal by the Texas Math/Science Coaches Association to establish a team championship in each area, which would raise the numbers in these events by approximately 20 percent. Greater participation in the math and sciences would reflect the greater emphasis the subjects are being given in the secondary curriculum.

All of the proposals for wording changes, whether major rewrites or minor changes, will be mailed to school in September. Principals, UIL coordinators and contest sponsors are urged to review the proposed changes and express comment to their Legislative Council member or to the League staff.

Proposals presented to the committees in June and reviewed by the committee in October prior to the presentation to the full Council. If passed by the Council, most of the proposals under consideration will go into effect in the 1988-89 school year.

This 'n that

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winners; and a third program on the UIL elementary and junior high speech activities. The Meet the Author Program should be a highlight of the convention with poet Cynthia MacDonald reading from her works. TSCA is an organization that deserves your membership and support.

If you need to contact me this fall, the best times to reach me will be Monday, Wednesday, or Friday mornings from 10-12 o'clock. I will be teaching two courses in the Department of Speech Communication at UT-Austin, and my afternoons will be very much like your afternoons--meeting classes, preparing lectures, standing in line at the ditto machine. If you have a specific question, you might drop me a line, and I'll answer right away.

Tuesdays and Thursdays I have reserved for my prenatal exercise classes. The baby's due in early January. Peace be with you from . . .



Cooper wins 5A boys' baseball

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The Cubs earned a berth in the finals by coming from behind to edge Robstown, 5-2, while Brewer knocked off North Lamar, 8-1. Seven Cubs -- Jon Peters, Matt Fisher, Allen Rosenbaum, James Nix, Michael Watts, John Finke and John Schulte -- were named to the all-tournament team.

Despite giving up three runs in the top of the first inning, San Augustine fought to a 6-5 win over Hooks for the Conference 3A title. The Wolves won their semifinal game, 4-1, over Waco La Vega while Hooks blanked La Grange, 5-0. San Augustine's all-tournament players included Steve Hughes, Michael Moore, Scott Wilburn, Jeremy Boyd and Jeff Eberlan.

In Conference 2A, China Spring held New Diana and Three Rivers scoreless on consecutive days, winning 2-0 against the East Texans and 6-0 against Three Rivers in the finals. The champions were paced by all-tournament picks Johnny Jackson, Gary Henry, David Stone, Mike Barrett, Dino Mazzola and Brad Tolbert.

In Conference A, Burton's Dwayne Mathis picked up a win and a save, leading the Panthers to the state championship. The Panthers rolled by Lefors, 11-1, in the semifinals, and by High Island, 7-4, for the crown. All-tournament selections from Burton included Mathis, William Eckert, Kenneth Boesche, Jason Hauerland, Rodney Roehling, Keith Schmidt, Kurt Sunderhuse and Johann McGowan.