

Leaguer

Ten chosen as recipients of first-ever UIL Denius Award

Ten University Interscholastic League (UIL) sponsors in extracurricular activities, four in academics, three in athletics and three in fine arts, have been selected as winners of the 1991 Denius-UIL Sponsor Excellence Award, UIL Director Dr. Bailey Marshall announced today.

A panel of judges chose the ten winners from a field of 114 nominees submitted by school principals and superintendents from across the state. The ten winners will receive a \$1,000 check from the UIL.

In its first year, the Denius-UIL Sponsor Excellence Award seeks to highlight the contribution of sponsors to UIL scholastic competition. The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system while helping them to keep their personal worth separate from their success or failure in competition.

The 10 winners are: Leo A. Ramirez from McAllen High School; Jana M. Riggins from Kaufman High School; Patricia Thompson from Schertz Clemens High School; Donna Hopkins from O'Donnell High School; Don Coleman of Houston Memorial High School; Tom Kimbrough of Plano High School; Norma Pullin from East Bernard High School; Doyle E. McElroy of Sealy High School; Donnie Owens from Dickinson High School; and Marca Bircher of Dallas Wilson High School.

• Leo Ramirez coaches number sense and calculator. In the wake of 60 percent budget cuts, he sponsored four practice meets, more than any other coach in the state, to fund his team.

"His flexibility in working with students, teachers, and the community has earned him an enviable reputation as an excellent teacher who truly cares," Superintendent Pablo Perez said.

• Janna Riggins sponsors speech, spelling and ready writing. In the past six years, she has coached 25 students to the state tournament.

"As a coach, I give 110% because I love what I do, because I love my students and believe in what they are able to accomplish, and because I know the educational value of this program," Riggins said.

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THE SHELTERING GUY. Jeff Roper, administrator director of the Hope Foundation for the Homeless, presented information about the homeless problem and the massive efforts of non-profit shelters during the UIL Student Activities SuperConference, September 28 in Austin. Roper spoke to cross-examination debaters and coaches. Photo by Joey Lin.

Mr. President: Marshall begins tenure as chief of national activities association

In his 25 years at the University Interscholastic League, Bailey M. Marshall has about seen it all. During these 25 administrative years at the UIL, Marshall has recognized the value of involvement and communications.

That is only one of the traits Marshall hopes to bring to his tenure as president of the National Federation of State High School Association for the 1991-92 school year. Marshall becomes the 32nd president of a national organization that includes all 51 state associations.

"I have always felt that you come up with a better decision when more people are participating and where the issues are clearly stated and thoroughly discussed," Marshall said.

Marshall would like the same open climate and school involvement that exist in the UIL to prevail in the National Federation.

"We need to accomplish an

understanding that the National Federation belongs to all states, just like the UIL belongs to all our members schools in Texas," said the former high school math and science teacher, coach and principal. "We need to establish practices that provide better ways to allow state offices to be more involved in the policy decisions."

Marshall cited a couple of issues he would like to see addressed while he is National Federation president.

One is the establishment of a procedure that will cause National Federation policies, bylaws and resolutions to be discussed in depth prior to the voting session of the National Council. The council is the legislative body of the National Federation made up of one representative from each member state association elected by its governing board. "We need to provide for more involvement," he said.

Another is a review of the rules committee structure to see if there is a

better way to appoint or select committee members. "The intent is to determine if there should be a balance of administrators, coaches and officials and what is the best method to select them," Marshall said.

A study of the ethnic and gender representation on all National Federation committees and a determination of the best way to resolve this issue so that many different voices are involved in the decision-making process is another issue Marshall would like to tackle. "We have accomplished this with our Legislative Council through rule changes three years ago," Marshall said.

The National Federation and the UIL have adopted the theme "Be A Sport" for the 1991-92 school year and Marshall stressed he will do his part to promote sportsmanship, ethics and integrity and the importance each plays in the educational process.

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Developing and maintaining an open climate

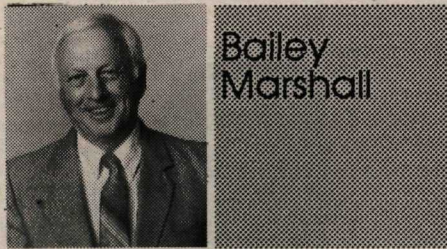
Since I was elected to the Executive Board of the National Federation of State High School Associations, and most recently elected President of that group, I have become even more cognizant of the need to conduct an open organization. I have always tried to conduct myself and my business in the fashion that we (I) should never have anything to hide and make all information available to those who want to know and need to know.

What has become apparent in the Federation is that some members have information available that they don't read, but complain about not having the information. However, what is more revealing is that those of us on the board and the administration often do not make decisions, expenditures, goals, etc. known to the members that they feel they should know about. Most of this is due to oversight and is not a cognizant decision to withhold information.

What does this have to do with the UIL and the administration of the program for 1,172 high schools, over 1,200 junior high schools, and 4,000 elementary schools?

Those of us in the UIL administration may not always remember to make things available to the member schools as well as we should. We do have some planned procedures where we provide to all schools:

1. Proposed rule changes that will be considered by the UIL Legislative Council in October.
2. Questionnaires on many concerns



Director's corner

that have been discussed that could become rules.

3. A comprehensive financial report that has information regarding all UIL salaries, all income, etc.

4. Posting in *Leaguer* all new interpretations and lists of those schools and individuals penalized.

What else can we do? We hope we can visit in different areas of the state to ask for your input on how we as an organization can improve our information flow and also ask for suggestions for rules, policies, and organizational structure changes.

Some of the criticism the UIL receives from the public is the lack of information or notice provided by district executive committees and regional executive committees. One of our more recent specific criticisms has to do with closed district executive committee meetings. This is especially true when dealing with contested cases such as violations by school personnel or eligibility of students. In all of these cases the meeting notice should not only be posted but the persons who may be

affected should be notified of the hearing and asked to be present, with our without representation. Following these guidelines should reduce some of the local public criticism and reduce the need for rehearings that may go to court.

The UIL central administration would appreciate your letting us know what information you believe you need that we are not making available to you, and any way you feel we can keep the member schools better apprised of what is happening within the organization.

Our staff is dedicated to getting purposeful and necessary information out in a timely fashion. Sometimes we may slip, if so let us know.

Creeping Professionalism

Will history repeat itself? Will the Olympics be cancelled due to professionalism?

The original Olympics were cancelled as a result of the amateur athletes becoming professionals. Will this same thing happen to the current Olympics? Will we get to the point that those who can pay their athletes year round or entice the best physical specimens to stay in the games with great pay checks will beat everyone else? Is this what the Olympics are all about? If so let's no longer pretend it is amateur athletics, pay them all high salaries, and see how long

all the different countries will continue to participate. While we are at it we can "blood dope," get athletes to use performance enhancing drugs, etc. What difference does it make if we *must win* !!?

Next we can look at the college level. We hear that athletes should be paid. They make "big bucks" for the colleges and they should get part of the money. Why do we have athletics in college? Rules have been changed to allow college athletes to play professionally in baseball or track, and still be eligible for football. The college rules continue to be relaxed to allow athletes to receive more money or merchandise for participating. The colleges' costs are now so great they must receive play-off and television money to survive. Where will it stop? What difference does it make if we *must win*!!!

Next we look at the high schools. Most states amateur and awards rules have been attacked or changed over the past few years to allow students, teams, and coaches to receive more and more for winning or playing.

Where will this end? What difference does it make if we *must win*!!!

The UIL committees are currently studying rule proposals that would allow students to start accepting awards and/or gifts that are not symbolic. Yes the rule would have a limit — today. What about tomorrow — a higher limit or no limit? Why do we have athletics in our public schools — why do students play?

Leaguer

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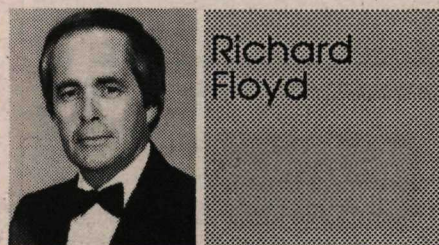
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Watching your words: Judges can say what they mean without being mean

During the State Solo and Ensemble Contest last June I mentioned to John Bridges, President of the Texas Music Adjudicators Association (TMAA), that I was troubled by a letter that had been brought to my attention a few weeks earlier. As we discussed the content of the letter and the circumstances that motivated its author, John suggested that I prepare an article that addressed the issue for *Constructive Comments*, the newsletter of TMAA. Since the matter of negative adjudication can touch all of us at some point during each year, I thought it appropriate to include a reprint of the article in the *Leaguer*.

In my youth I remember many times hearing the old proverb "Sticks and stones may break my bones but words can never harm me." It was a simple statement of folk wisdom but possibly, for the sake of this discussion, it didn't go far enough. Maybe there needed to be one more phrase, something to the effect, ".....but they sure can hurt a lot on a UIL music contest comment sheet." Words are powerful. They have the potential to influence, inspire, educate and motivate. The reverse is true. Negative comments can discourage,



Richard Floyd

Music matters

depress, degrade and demoralize.

Let's look at a case in point. This past spring a letter indirectly came to my attention that very articulately addressed this exact issue and clearly challenged each of us who accept UIL music contest judging assignments. The letter was written to a judge at the conclusion of a regional UIL concert and sightreading contest. Its content was respectful and void of any protest concerning the outcome of the contest or ratings earned. But, it did speak to a much more important and central issue. That is, the impact of negative comments.

This ensemble had not been going to UIL contest for a number of years. A new director on the scene was striving to rebuild this tradition and use educational

competition to motivate his students and establish a standard for his program. He says in his letter, "We entered this contest knowing that one of our greatest victories this year would be just in the fact that we were returning to UIL for the first time in at least seven years... Education is learning first where you are, what you know and then pursuing with determination those things you find yourself lacking in... We went to contest for all the right reasons."

He goes on to say, "Although your comment was devastating to my kids, my problem now is how do I explain that an adult, a judge that I have spent months building up as a person to respect and listen to said (to us), "This band should not have come to contest today."? These is no explanation, so I only hope that by writing, you and other future judges consider how powerful an impact your words can have on our students, and that it must be your responsibility to judge within the spirit of UIL. A spirit which, in my opinion, was meant to build up our kids through competition, not tear them down."

While this is an isolated and hopefully rare occurrence, there is a message here for all of us. We must always be mindful of the

fact that, as judges, we are still very much educators. Yes, one component of our adjudication responsibilities is to assign a rating and, in articulate terms, justify it. But if we stop here, we fall far short of our charge as TMAA judges. We have an obligation to offer specific recommendations concerning how to improve deficiencies and offer verbal inspiration that will help ensembles to feel that the "contest experience" was worth it regardless of the ratings. We must look at a judging assignment as a challenging opportunity to evaluate, teach and motivate.

Take a look at our UIL adjudication sheets. The phrase *Constructive Comments* clearly appears at the top of every form. Webster defines constructive as "promoting improvement or development." The message is clear. The written and verbal dialogue we provide the ensembles we adjudicate must be couched in a positive fashion that focuses on the intellectual, technical and musical growth of the students and their directors. Anything less, and we have failed in our responsibility to maintain the contest experience as a positive, integral part of the educational process.

New format in place for State Marching Band Contest

November 11 will mark the first edition of the revised State Marching Band Contest in Austin. On hand will be approximately 40 A, AA and AAAA bands from throughout Texas. Based on past year's statistics it is likely that 160 bands in these conferences will have marched at the seven area sites in hopes of earning the right to compete at state. This dramatic increase (approximately 45 bands) can be attributed to the fact that all bands earning a Division One Rating at region have the option of entering the area contest. Under the old format, only two bands from each region were permitted to advance to area.

The State Contest in Austin will require only two sites. The preliminary rounds of competition, scheduled to begin mid-morning, will take place in Memorial Stadium on the University of Texas campus and at Nelson Field located only ten minutes from the U.T. campus. Finals in all conferences will be held in Memorial Stadium Monday evening with the awards ceremony set for 9:45 p.m. This schedule should be particularly attractive to the A and AA bands. It will be their first time to experience the drama and excitement of



FAREWELL, 2 ARMS

Drum major Jeff McNail or Allen lifts his hands as he ends the show and walks his band off the field during the 1990 UIL State Marching Band Contest. Photo by Kirk Crippens.

having their finals "under the lights" as a part of the evening marching session.

Another feature of this year's contest will be the welcome presence of more Texas judges on the adjudication panels. Most participants have always preferred a higher ratio of in-state judges who are more likely to be in tune with the musical priorities and high performance standards of Texas high school marching bands. This year it was possible to secure the services of some of our most qualified high school band director/judges because bands in their

conference were not scheduled to compete at the state contest this fall. Judges for the 1991 State Marching Band Contest are:

- Tom Bennett - East Texas State University - Commerce, Texas
- Tom Cole - Rancho Bernardo High School - San Diego, California
- Paula Crider - Columbus College - Columbus, Georgia
- Phil Geiger - Westfield High School - Houston, Texas
- James Keene - University of Illinois - Champaign, Illinois
- Linda McDavitt - MacArthur High School

- San Antonio, Texas
- Charles Menghini - Olathe North High School - Olathe, Kansas
- Rey Meza - Marshall High School - San Antonio, Texas
- Bryce Taylor - Alice High School - Alice, Texas
- Gary Wylie - Crockett High School - Austin, Texas

Make your plans now to join us in Austin for the exciting sounds and sights of the culmination of the 1991 UIL Marching Contest season.

The finest people we know...

It is my understanding that the volcano in the Philippines last year caused the wonderful weather we're enjoying this fall. If so, then here's to volcanos.

Autumn is my favorite season. Winters have become too messy. Spring is too busy. Summer is too long.

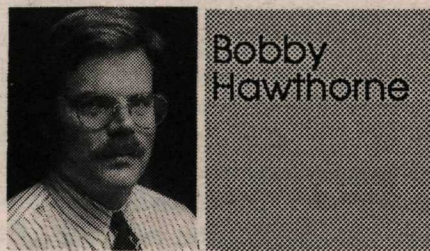
But autumn rolls in, hangs around a while, teases us with early morning chills and late evening breezes. It reminds of us what's ahead — the December cold fronts, the February ice storms — by flirting with us. We're tempted to wear sweaters and long sleeve shirts, thought we know we'll have to shed them by afternoon. I'm always amused by the coeds attending the first UT home football games. They show up in their layers of fall fashions — starched blouses, wool skirts — somehow oblivious to the fact that the game's being played with temperatures in the low-90s, and the humidity at mid-steam.

Autumn makes a fool of a us.

Autumn makes us wise. It is the season of friends and family, and we're reminded in the fall how blessed we are to have them. I've been fortunate this season to have traveled quite a lot, visiting with friends, old and new, in Oklahoma, Arkansas, Louisiana, Kansas and, of course, Texas. It is inspiring to meet beginning advisers, some thrust into impossible situations, but who commit themselves to excellence, who dedicate themselves to the higher ideals that the general public seems to think public school teachers have lost.

The week prior to the Texas-OU football game, I attended the fall convention of the Oklahoma Interscholastic Press Association in Norman. The director of that association is Jim Paschal. Jim is retiring after this year, and this was his final fall convention. At some point this year, I'll attempt to express my affection for him. But not now.

Instead, I want to write about what Jim did at this convention. In one of his final acts as director of OIPA — the nation's longest continuing student press association, or so he says — he inducted



Bobby Hawthorne

Scholastic Journalism

into the Scholastic Journalism Hall of Fame, which he founded and is based at OU, two of my best friends, Rick Hill and Laura Schaub.

Rick is a publishing company representative, a former yearbook adviser and the funniest person I know. Laura is a combination of Super Mom and Betty Boop. There's no reason to get into all of their achievements. There isn't enough room to list them all anyway.

Of course, it would have been most unlike Mr. Paschal to simply announce and introduce the Hall of Fame inductees. So he elaborated and equivocated, told war stories, dropped names. In due time, it became obvious about whom he had been speaking, and Laura and Rick could enjoy that hot rush that accompanies having someone you love honor you.

During the induction ceremony, I gazed across the room to the odd collection of teachers, many of whom I'd never met, some of whom have been sending their students to summer workshop with me for 10 or 12 years. There was a collective pride in being there, a shared joy to be part of that special moment.

And so, I'll return to my original point. Autumn is the time for friends and family. This past summer, during the ILPC workshop, Rick was forced to leave early because of a death in his family. What follows is part of a letter I wrote him afterwards.

"Actually, you can't know how much you are loved and respected by all of us. We were going to sign a card and mail it to you, but that would have required us to be far more organized than our skills or

temperament allow, and so you're stuck with this letter. At the closing assembly, I was going to say something along the lines of...

"As I'm sure many of you know, Rick Hill's mother died Sunday. She will be buried today. I had had an opportunity to meet her at Rick's 40th birthday in Amarillo, and she was a beautiful person, otherwise she could never have had a son, nor could we ever have had a friend like Rick. I am blessed to know him. He and the other members of this staff have enriched my life, and I think as much as anything, we — these instructors and others — love this profession, not so much because we love journalism, but because we love journalists. Col. Joseph Murphy used to salute persons attending the Gold Key Dinner by raising his glass and saying, 'To the finest people we know.'

"These are the finest people I know.

"In the greater scheme of things, a Gold Crown newspaper or Pacemaker Yearbook doesn't amount to much. Ten years from now, it'll be on a shelf with a lot of other books, collecting dust, to be pulled out and thumbed through once or twice a year.

"What is important, I believe, is the relationships that are formed in the production of that newspaper or yearbook, the friendships, the trusts, the love. What is important is that a group of people bond together to accomplish more than they or anyone else thought possible, to overcome obstacles, to achieve a noble goal. These memories, these values last far longer than paper and ink."

"But I didn't because I didn't think I'd be able to get it out without breaking down. Last year, I was barely able to present the Edith Fox King Award to you, because I always get so damned choked up at these things. Perhaps I can include it in a column sometime."

Congratulations Rick. Congratulations Laura.

Thanks for everything.

All of you.

Photo, Tops in Texas IAA books ready

Two publications, the 1990-91 Tops in Texas Individual Achievement Awards booklet, and *Winning Publications Photography*, are now available from the Interscholastic League Press Conference.

The Tops in Texas IAA publication contains the winning entries in the 1991 IAA competitions.

"We began publishing these several years ago so that all schools could see the level of quality required to win a Tops in Texas award, and to provide instructional

assistance to advisers," said ILPC Director Bobby Hawthorne.

Copies of the 34-page booklet are \$2 each.

The photo manual was written by John Moore, a nationally recognized photojournalist who worked for the UIL while attending The University of Texas at Austin. His photos of UIL state athletic, fine arts and academic contests were published in the *Leaguer*, and won national recognition. Moore was twice named

NPPA Region VIII College Photographer of the Year. He now works for the Associated Press in Central America.

"John was an award-winning high school photographer and understands the special challenges facing student publications photographers," Hawthorne said. The book contains examples of winning photos, and costs \$8 each. Orders of 10 or more are available at \$6.50 each from ILPC, Box 8028, UT Station, Austin, 78713-8028.

SuperConferences set at Sam Houston, West Texas State

The final two UIL Student Activities SuperConferences are scheduled at Sam Houston State University, November 2, and West Texas State University, November 16. The journalism sessions are scheduled from 10 a.m. to 3 p.m., and will examine the four UIL spring meet contests. Particular attention will be given to the changes in the 1992 contest program.

Specifically:

- The headline writing contest has been lengthened from 30 to 45 minutes.

- Word counts have been dropped from the news, feature and editorial writing contests.

The conferences are free, and pre-registration is not required. Fifteen tentative programs will be mailed to principals in the schools in the respective site regions. For more information, contact the UIL office.

School journalism conventions in Denton, San Antonio slated

Two state conventions, the Texas Association of Journalism Educators and the Texas High School Press Association, will hold conventions this fall.

The TAJE convention is November 9-11 in San Antonio. For information, contact TAJE Executive Director Pat Brittain, 817/755-1963.

The THSPA convention, November 22-23, has been moved this year from Texas Women's University to the University of North Texas. For information, contact Dr. Richard Wells, Department of Journalism, UNT, 817/565-2205.

Deadlines

November 1 -- Deadline for joining ILPC. Also, deadline for submitting yearbooks to ILPC for judging. Note: Unlike past years, yearbooks should be mailed directly to the ILPC office rather than to a judge.

December 1 -- Last day for receipt of ILPC yearbook individual achievement awards entries.

Huge workshops highlight fall slate

The Austin Student Activities Super Conference, September 28, was truly a super day. More than 2000 students and teachers literally jammed the Winship building at UT-Austin and 52 programs could not handle the load. Almost 90 teachers registered for AAT credit and a few forgot to pick up the TEA certificate. Send me the pink registration and evaluation form and I will send you the proof you need for your six hour credit. AAT credit workshops for theatre arts at SACs have been highly successful and they will be continued at University of North Texas, Sam Houston State University, and West Texas State University.

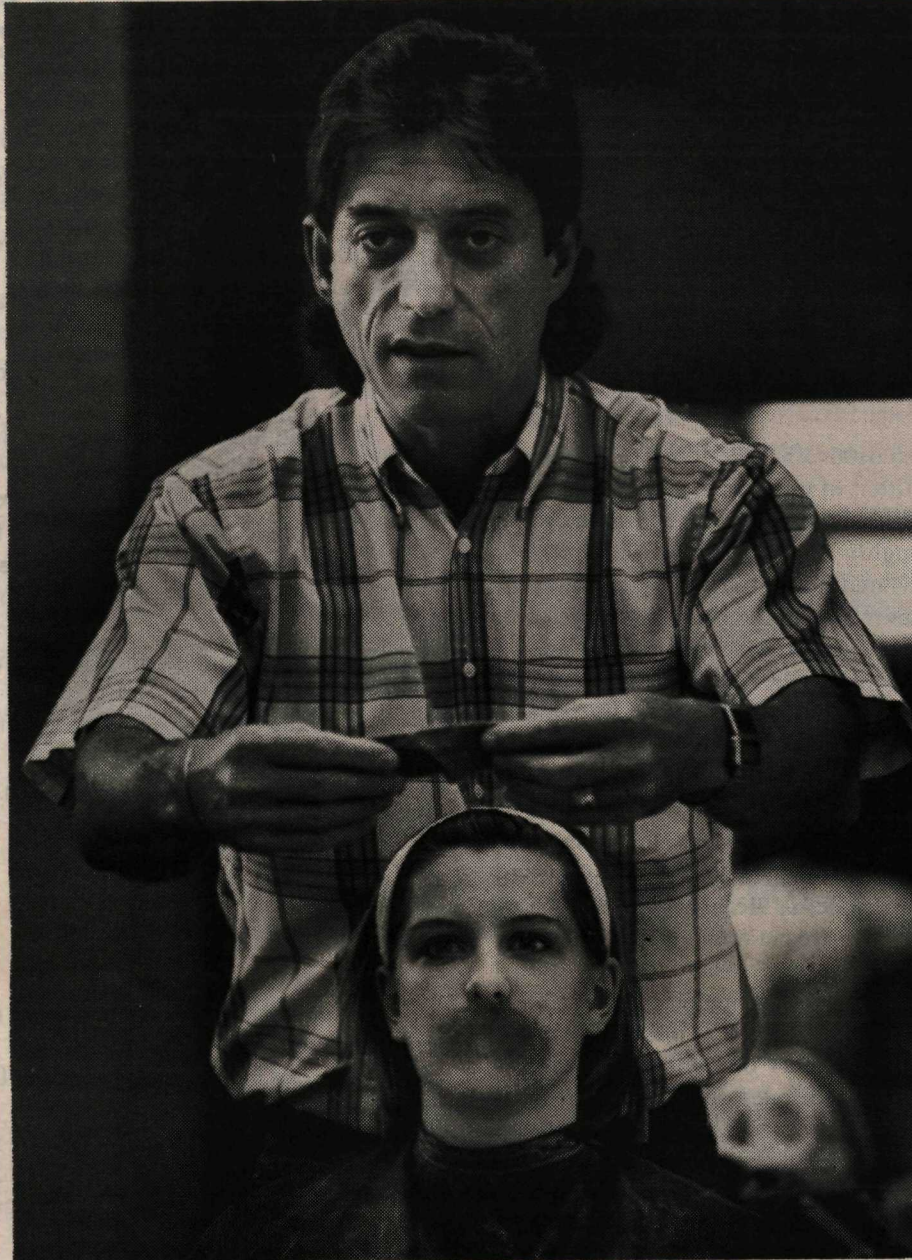
As workshops go, only the Texas Educational Theatre Association annual convention will be larger and the spaces will be designed to handle the load. Theatrefest '92 - the 42nd Annual Convention of TETA, January 29-February 2, is set for the Menger Hotel (1-800-345-9285) and the San Antonio Convention Center. You should be receiving information from Fred March (512-245-2147), Convention Host/Chair of the Theatre Department at SWTSU.

Several UIL programs are set. A TETAAO critic judge workshop is scheduled for January 30, the first full day. Jim Rambo will chair, Roger Schultz will be the critic, San Antonio-McArthur's Charles Jeffries and Jerry Knight, and PSTA's Gilberto Zepeda will provide demo scenes, and I will be there to cause the usual amount of trouble. There will also be programs on the UIL unit set, structuring scenes from long plays in forty minutes, blocking, directing and the UIL open form. The forum provides everybody an opportunity to impact the UIL Advisory Committee and the future of OAP.

Recognized professionals

Some of us go to workshops to see and meet recognized professionals in the field. Among those who have expressed a willingness to come (subject to availability - a big fat film/stage etc. contract), are actors of stage/television/film G. W. Bailey (TETA in Lubbock), Barry Corbin, Powers Boothe (Emmy Award), Dea McAllister, Ken Berry, Larry Hovis, Eugene Lee, Thomas Carter (Emmy Award as director), and the Director of the Texas Film Commission, Tom Copeland (UIL Best Actor at State, 1968). These people have Texas roots and many were UIL participants. Some I saw and some I judged at the State Meet. They have much to offer OAP directors and theatre teachers.

If you haven't heard, G. W. Bailey has agreed to be the 1992 Honorary State Chair of "Theatre in Our Schools Month". Yes, we did win the American Alliance for Theatre in Education award for 1991 and



A COMPLETE MAKE-OVER. Robert Singleton, theatre director at the High School for the Performing and Visual Arts in Houston, demonstrates make-up problems and solutions to students attending the UIL's Student Activity SuperConference, September 28 in Austin. Photo by Joey Lin.



Lynn Murray

Educational theatre

we aim to keep it in Texas. Be prepared to help Chair Krim Perry, TEA theatre specialist, put it all together. You will hear more later in the year.

The current critic judge list will be published in November. Until then, use the lists published last November and February. For your information, the State Meet judges selected by this office from a list recommended by the Texas Educational Theatre Association Adjudicators Organization (TETAAO) Administrative Committee are: Conference A - Lou-Ida Marsh, 2A - Jay Jennings, 3A - Raymond

Caldwell, 4A - Ray Karrer, and 5A - Jim Rambo. This announcement should save you a call. They can't judge at any level the same conference they are judging at State. TETAAO is actively involved in the OAP process and they are constantly seeking ways to support directors and students in this educational process. You will note an AO session at each SAC. Each workshop leader is passing out copies of the operating code and by-laws, a critic judge nomination form for levels above district, the criteria for State Meet critic judge selection, an explanation of TETAAO, and the new recommended contractual agreement from the contest manager to the critic judge. If you don't get this information at a SAC, you should check the coming issue of *Texas Theatre Notes* for details. If you have general recommendations about TETAAO administrative operations or changes you think should be made in the operating code or by-laws, communicate with AO Chair, Jim Rambo, at Western Texas College. He

is an excellent listener and has demonstrated that AO is going to make things happen.

Passing the torch

I hope to be able to announce the name of the new Executive Director of TETA next month. The Executive Committee is in the final stages of selection and yours truly is looking forward to semi-retirement after passing along this post (TETA Executive Director) in February to someone far more capable. It has been a challenging two years and I have had super support from a multitude of colleagues who have been dedicated and quick to respond to every request. If I start naming people, someone will be neglected and I can't afford to hurt friends. You know who you are and I want to pay tribute to all of you.

I realize there may be those who perceived a conflict of interest in my multiple jobs. I've frankly never seen one, but then, I have often been recognized for my pig headed views and stubborn insistence. For those who think I always win, find a copy of TETA Board minutes or attend a meeting of the Academic Committee of the UIL Legislative Council.

TETA board members do not always agree with my views and I can promise you that the council members listen, but do not always agree. The faculty in the Department of Theatre and Dance often legislate views that are not in agreement with mine, but that too is a part of the democratic process. As you are subservient to your supervisors, administrators, and school boards, am I been subservient to the administrators and governing bodies of UIL, TETA, and Theatre and Dance at UT-Austin. It makes life exciting and humble pie isn't always bitter.

Growing K-6 program

One of the more rewarding aspects of my life for the past two years as TETA ex-director has been to see some movement in K-6 theatre arts. Everybody seems to be at least aware that theatre is at the secondary level in Texas and we are recognized nationally for the quality of the work. The middle school/junior high teacher group is the fastest growing in TETA, but the K-6 group has been slow to develop.

In 1984, a group of creative drama specialists organized to conduct workshops to train K-6 teachers to handle the theatre arts curriculum. This group was promoted and publicized as the Creative Drama Network (CDN), a division of TETA, but most of the promotion was through TEA. Network members did workshops or inservice programs for ISD's. There were workshops annually, but not enough to impact the system. How do you educate

Continued on page 9

While change is sometimes slow and laborious, we do appreciate constructive suggestions

During the past few weeks I've had several opportunities to hear from coaches at UIL SuperConferences, at the Texas Speech Communication Association convention in Lubbock, and at the National Federation Interscholastic Speech and Debate advisory committee meeting in Kansas City. I've heard very positive things about speech activities programs, including their value to the students involved, the progress that has been made in many program areas, and interesting and innovative ideas for new approaches and programs to be developed. And of course, I've heard concerns, complaints, and vehement demands for immediate resolution of specific problems.

I also received some constructive suggestions for improvements, some of which can be implemented immediately, and others that will need to be a long-term process. But more often than not, correcting some situation is not as easy as it may appear. What seems a reasonable and rational solution to one segment of the forensic community is considered by another part of that group as a worse problem than the one being addressed.

Whose standards?

In one session with speech coaches, a lengthy discussion centered around the wide discrepancies in judging philosophies in interp events. Why, the question was asked, can't we establish more specific criteria for evaluation and demand that only qualified (and some even suggest *certified*) judges who are familiar with those standards be allowed to judge. But who would determine those standards, and how could anyone prevent individuals from interpreting them differently? Guidelines for style and delivery already exist, but only the judge in the round can determine, for instance, whether use of gestures was "appropriate to the demands of the selection." The philosophical and educational approach to the performance of literature varies dramatically from one part of the state to another, and certainly among university and college faculty and graduates in this field. Does a difference of opinion mean a lack of qualification? If so, the reasoning that a panel of judges is in the best interests of the contestants is seriously flawed. Panel judging is encouraged to *accommodate* differences in perspective and opinion. Oral interpretation, as all other speech events, is a subjective activity. It's also a risk-taking, growth opportunity.

In another meeting of sponsors, the focus was CX debate judges, and particularly the judging pool for the state meet. But the



Treva Dayton

Speaking of which

characteristics of a "good" debate judge are not written in stone. Some prefer college debaters, who understand the issues so thoroughly that rapid delivery and abbreviated presentation of complex arguments are acceptable. Others prefer not to be judged by college debaters, because they feel these ballots are often too critical, and that students sometimes find themselves debating not only their opponents, but also the judge.

Quality judging, in any competitive speech event, is of paramount importance, and recognizing there are inherent difficulties doesn't mean nothing can be done to improve our tournaments. Better training of judges in both debate and individual events is important. Invited judges should be given not only the evaluation sheets or ballots, but the appropriate UIL rules well in advance of the tournament. Judges without debate experience should receive the instruction sheet which describes the voting issues along with ballots. Whenever possible, training sessions should be held for lay judges. Several colleges and universities in Texas are now offering short courses or in-service to train speech and debate judges. The required judging form for UIL state meet debate judges will ask for additional information, so that contest directors can better determine the judges' experience. We'll be urging coaches or sponsors who have a team advancing, but who don't feel comfortable judging at the state level, to hire an experienced person to serve as the judge for their team.

If you have not received the judging interest form and would like to be added to the list of people interested in judging, contact this office.

Education first

In Texas sessions and at the national meeting, forensics coaches' concerns went far beyond issues of tournament administration. How can we as speech communication educators ensure that the educational aspect of our activities programs takes precedence over the competitive aspect? How can we best teach competitors

Persuasive Topics

1. Environmentalists vs. big business: Who's winning the battle in Texas?
2. Is it time to change water laws and the "right of capture" in Texas?
3. Would a Bush veto of the newest unemployment bill be justified?
4. What steps should be taken to control spiralling health care costs?
5. Would a tuition voucher system for parental choice among schools improve education in America?
6. How safe are America's work places?
7. How should the U.S. respond to the coup in Haiti?
8. Could Croatia survive as an independent nation?
9. Should Congress approve \$10 billion in loan guarantees for Israel?
10. Should US trade policies with China be influenced by the Chinese record on human rights?
11. A rapidly changing world: What role should the U.S. assume in the community of nations?
12. Can Fidel Castro survive Russian economic and military withdrawal?
13. How probable is renewed military action in Iraq?

Informative Topics

1. Who is Dan Morales?
2. Employment and unemployment in America: What is the current picture?
3. Who are the candidates for the Democratic presidential nomination?
4. The new TV season: What types of programming does it offer?
5. Who is Jean-Bertrand Aristide?
6. What economic and technological assistance has been promised to the Soviet Union?
7. What major efforts are underway to improve the lives of Africa's children?
8. How has the end of the Cold War affected the nuclear arms race?
9. What has been revealed in the Manuel Noriega trial?
10. What changes in the Canadian constitution has Prime Minister Brian Mulroney proposed?
11. How are Soviet-Cuban relations changing?
12. Conflict in the republic of Georgia: What are the causes of recent violence?
13. UN investigative teams in Iraq: What is the unfolding story?

how to lose, as well as win, with grace? Are we as a community of coaches consistently serving as positive role models for our students by putting integrity above victory, and if not, what can be done? How can educators in public schools and those in higher education establish better communication networks and foster a climate of mutual respect? How can we best approach the problems of training, recruiting, and retaining speech communication teachers? How can we improve speech curricula, and communicate to those outside our field the

importance of training in oral communication?

No easy answers

I don't know easy answers to these questions, but I do believe that these are the kinds of questions that we ought to be asking, and that we're capable of protecting the best of what we have and improving the rest. If you haven't found yourself involved in discussions of these issues, I urge you to seek the opportunity. And let me know what happens.

Janet Wiman, Academic Activities Director, asked recipients of Texas Interscholastic League Foundation scholarships to reflect on their experiences in UIL contests. Their comments will be printed each month in this column.

“

The great philosopher and game show host, Bob Eubanks, once said, "Life is short, but it's wide." He profoundly emphasized that our comparatively short time on earth is made worthwhile by the tremendous variety of options we have. I believe the UIL academic experience embraces this idea. Encouraging young people to pursue their individual strengths is one of UIL's most beneficial aspects. Through the UIL competitions, whether it's speaking or science, typing or tennis, athletics or academics, students can let their talents shine.

Deron Scott Rein
Plano Senior High School
Ready Writing



UIL activities helped me to become more confident, meet new people, and really work for something that I wanted. I challenged myself academically and learned so much about the world (through extemp speaking) and people (through tournaments). I recommend that everyone get involved in UIL because it enhances your high school career.

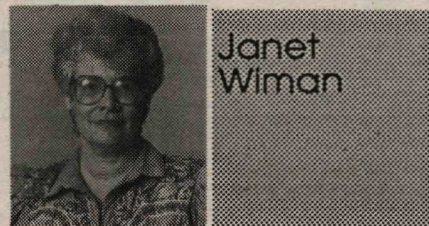
Andria Brannon
Vernon High School
Persuasive Extemp. Speaking



Evolving UIL academic program needs student, teacher input

Superconferences are not only places where teachers and students learn, but they also provide the UIL staff with its greatest learning experience. Items that are unclear quickly surface, and opinions flow freely. This exchange and dialogue usually net improvements in the events.

Several questions surfaced concerning the spelling contest relative to the format changes that are underway for the 1991-92 year. The format for Part I of the test has two sections. Section A, valued at approximately 12 points, consists of 5 word choices per question. The contestant determines which words are spelled incorrectly, and corrects them. Each line may have one, two, or no errors. Section B of Part I will be valued at approximately 18 points. Part II, with approximately 70 words valued at one point each is the traditional contest format. Part III consists of 20 words and will serve as a tiebreaker. Part I will continue to evolve as improvements are made in the format.



Janet Wiman

Academically inclined

Although the spelling contest has a team component for 1991-92, literary criticism and accounting have not changed. Proposals to add a team component to both literary criticism and accounting will be considered by the Legislative Council on October 20.

Since the team concept is relatively new, several items seem to remain unclear. All team events permit substitutions on the team. A person qualifying as a team member will also vie for the individual awards of first, second, and third place. This is different from the procedure that

was used last year in the team events.

Questions concerning calculators dominated one week's telephone calls. It appears that coaches want to apply the same limitations to the calculators used in the calculator applications contest that now apply in science. There are no limitations placed on calculators for the calculator applications contest; however, science consultants are limited to only the calculators on the UIL Science Contest List of Approved Calculators for the science contest.

Of primary importance is the fact that the UIL academic program is a changing program. There are no perfect or static contests. As changes are made to better accommodate the changing needs of students and programs, trial and error is a given. Input is essential in the early stages of change. Take the time to submit your comments, as you are an integral part of the process.

Scientifically speaking: Comments, questions about science contest

By DR. MARVIN HACKERT
Science Contest Director



At the beginning of each year, questions surface that need answering. These questions surfaced at the UT-Austin superconference, which means that answers might be helpful for others across the state.

One coach asked if a team member who advances from district to regional competition is eligible to compete for individual honors at the regional competition. The answer is yes. Beginning with the competitions this year, for students who qualify to the next level of competition as team members or as an individual, scorers in chemistry, biology, and physics also qualify to compete for the first, second, and third place individual awards.

Another question related to substituting a student for a contestant on the original entry form. Any eligible student may be substituted for one of the six science contestants listed on the district meet entry form up until the time of the contest by presenting the contest director with a letter from the school administrator certifying the substitute's eligibility. Beyond the district level, if a person who qualifies to regional as a first, second, or third place winner cannot compete, then the alternate

must be called. If a member of the team cannot compete after the district level, a substitution may be made for a member of the team whether or not the substitute competed at district. It is advisable, in this instance, to have the substitute take a letter to the next level of competition certifying eligibility. There is no alternate or substitute for top scorer positions.

If only three names are listed on the original science entry form, can a fourth person appear at the district contest and expect to compete? The rules define the addition of a name as a late entry meaning that the contest director is not expecting a contestant and may not have arranged for a room to handle more than the number on the form. Late entries are possible, but the coach is required to get the approval of the district director.

Some of the coaches who attended the UT-Austin conference requested that instructions be developed for clearing programmable computers and be made available for the contest directors at district, regional, and state. If you have instructions for clearing any of the calculators on the approved list, please mail them to the League office.

The list of approved calculators are:

■ Sharp:
EL509D (Series)

EL 520D (Series)
EL531D (Series)

■ Hewlett Packard:
11C
15C
20S (20S II not permitted)
32S (32S II not permitted)

■ Casio:
fx-82d (Series)
fx-115d (Series)
fx-250d (Series)
fx-300v (Series)
fx-570a (Series)

■ Texas Instruments:
TI-25 (Series)
TI-31 (Series)
TI-34 (Series)
TI-30 SLR+ (Series)
TI-35
TI-36

■ Radio Shack:
EC-4008
EC-4021
EC-4031

(Series)—Calculators marked (Series) are approved for all variations of letters and/or descriptors after the numbers, for example EL509C, TI-30STAT, fx-300v SUPER-FX, fx-115m.

Writing prompts

Ready writers to have option of general or current events prompts

By DR. TERRI LECLERCQ

Ready Writing Director

Ready-Writing prompts for 1991-92 will follow the same basic format as last year's: one prompt of a general nature (education, life) and one that applies generally to a current event. For example, here are the 1990-91 prompts:

Invitational Meet - A

"For generations men have been toughened up and shut down. Be a man; don't get emotional; that's for women. Uncovering an opening into a man's psyche can take considerable probing, thanks to our culture. And even though the macho man has begun to fade in recent years, its sometime replacement — the sensitive male's response to the women's movement — is no less troublesome... Why do today's men have to choose between Rambo and Richard Simmons?"

— Jeff Wagenheim, *New Age Journal*, October 1990

"Everyone is talking about the Persian Gulf, but unfortunately, there is not much we can do. We really have to take care of our own. I think the country's priorities in 1991 should be education for our children and medical help for the aged. We are our brother's keepers."

— Rosemary Clooney (singer), *USA Today* poll, Dec. 1990

Invitational Meet - B

"Our individual social crises are a reflection of this greater social crises. We seem to have lost our identity. Children and old people are penned up and locked away from the business of the world to a degree without precedent; nobody talks to them any more. Without children and old people mixing in daily life, a community has no future and no past, only a continuous present. In fact, the word *community* hardly applies to the way we interact with each other. We live in networks, not communities, and everyone I know is lonely because of that. In some strange way school is a major actor in the widening gulf among social classes."

— John Gatto, New York's Teacher of the Year, *New Age Journal*, October 1990

"Colleges and universities have a responsibility to welcome students of all races and ethnic groups and actively recruit in predominantly minority schools. Schools should replace race-based scholarships with scholarships based upon financial need. Since minority students often are those with the greatest financial need, they will usually be the beneficiaries... schools must eliminate all race-based financial need, whether in the form of blacks-only or whites-only scholarships."

— John Scully, Washington Legal Foundation, *USA Today*, Dec. 17, 1990

District I

"A celebrity is 'a person well known for his known-ness.' Over the past century all our technology, beginning with speed process, the

| Score Sheet | |
|---|--|
| Contestant Number: _____ | Contestant Conference: _____ |
| <p>Points for interest (6-highest, 0-lowest): 18 total of 3 judges <i>substance, clarity, details, examples</i></p> | <p>Notice to Judges: (1) Ready writing rewards interest and creativity over formulaic writing or grammatical correctness.</p> |
| <p>Points for organization (3-highest, 0-lowest): 9 total <i>each part contributes to whole; follows thesis or hypothesis; logical paragraphs</i></p> | <p>(2) The ready writing prompts are designed to spur thought, not control it. You should be able to identify the common thread between the prompt and the essay, but the essay need not be directed specifically at the prompt.</p> |
| <p>Points for correctness of style (1-highest, 0-lowest): 3 total <i>clarity of communication; errors that hinder communication considered more important than errors of mere convention and standard usage</i></p> | <p>UIL Philosophy of Judging: All written comments will be returned to and read by the contestants. Therefore, judges need to first identify and comment on the positive aspects of the essay. After commenting on the positive aspects, judges should offer constructive criticism aimed to help students overcome area(s) of weakness or error. The comments need not be long but should be specific rather than general because specific references are more beneficial.</p> |
| <p>TOTAL SCORE (out of 10) 30 total</p> | |
| Strengths: _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| Areas for Continuing Concentration: _____ | |
| _____ | |
| _____ | |

telegraph and the telephone and climaxing in photography, movies, radio and television, has increased the speed with which a person becomes a Big Name. Every day our consciousness is more disastrously overpopulated by these people, with all the usual consequences of congestion — pollution, confusion and the need for some kind of population control. 'There's a sucker born every minute,' the hokum master P.T. Barnum observed a century ago. today we could add, 'There's a celebrity born every minute.'

— Daniel J. Boorstin, *Life*, Fall 1990 special issue

"The bells that toll to open American schools this month (Sept.) also proclaim the arrival of something new and troublesome — the first big wave of children exposed to crack in the womb... Each year, an estimated 375,000 American children are born having been exposed to cocaine and other drugs while in the womb... Most drug-exposed children are not well organized and can be easily confused by having too many things going on at once. Nevertheless, an educational diagnostician insists, 'Philosophically, we want these children to stay in the regular education system.'

— Tamara Henry, Associated Press story

District II

"The world has changed less since the days of Jesus Christ than it has in the last thirty years."

— Charles Pequey, 1913

"All individuals have the right to own guns to protect themselves. The manufacturers only

make the guns — they don't use them. If people want guns, they'll find them. If they go around the law and get a gun through the black market, manufacturers shouldn't be held liable for that assault weapon."

— William Rigney, maintenance worker, answering a national poll about the manufacturers' responsibility for misuse of guns

State Meet

"The first white baby born in the Congo was both a wonder and a surprise. One day an important chief from the high regions of the Ubangi River arrived to see this remarkable child... He was shown to Polly's room. He looked... 'Does this little baby sleep in that bed, just her, by herself?' 'Yes, they do,' replied Dr. Dye, a bit puzzled.

The old chief stepped up close to the doctor, shook his finger in his face, and with deep emotion said, 'White man, things aren't divided up right.'

— Edna Poole, *Time of Flying Butterflies*, 1988

"In these days of threatened erosion of First Amendment liberties, few of us have any desire to add our voices to that of Senator Jesse Helms, and that may be the worst thing Jesse Helms has done for us — he's made us so scared of losing our right to freedom of artistic expression that some of us will go overboard to protect, and promote, trash. If everything is 'art,' nothing is art."

— Barbara Griaauti Harrison, book reviewer from *Mademoiselle*

100 TILF SCHOLARSHIPS ADDED WITH SPONSORSHIP

An additional 100 scholarships was added this past summer to the Texas Interscholastic League Foundation with funds from last year's UIL and Coca-Cola Corporate Sponsorship agreement.

The agreement, which expired August 1, called for \$100,000 be earmarked for the TILF. The 100 Coca-Cola scholarships were awarded in the amount of \$500 each to students attending approved Texas colleges and universities.

"The benefit of the Coca-Cola corporate sponsorship did not go just to one graduating class," said Janet Wiman, UIL Academic Director. "The other \$50,000 will go into an endowment to ensure scholarships for future students."

Students are eligible for any TILF scholarship by qualifying for the UIL State Academic Meet anytime during their high school career.

This year, the TILF awarded 353 new scholarships and renewed 193 scholarships for a total of 546 scholarships for 1991-92 with a value of \$660,000.

Since the inception of the TILF 1958, more than 7,000 scholarships have been awarded for a value of more than \$7 million.

Invitational Meets

The League will attempt to publish information regarding invitational meets. Send date of meet, school, address, phone number, contact person to Bobby Hawthorne, UIL, Box 8028, UT Station, Austin, TX 78713-8028 or FAX to 512/471-5908.

Gregory - Portland High School January 18, 1992

For more information, contact Janice Prewitt
Gregory - Portland High School
Box 338
Gregory TX 78359-0338
(512) 643-6566

Taft High School February 15, 1992

For more information, contact Jean Wolter
Taft High School
502 Rincon Road
Taft TX 78390
(512) 528-2559

Denius Awards

Continued from page 1

• Patricia Thompson sponsors speech and literary criticism. In a small school with a small budget, she also chairs the English Department and coaches academic decathlon.

"She is the essence of a great coach," Superintendent Byron Steele said.

• Donna Hopkins sponsors journalism and one-act play. In a 24-year career, she has sponsored a total of 12 different academic competitions and programs.

"Her dedication to student improvement, and teaching students to compete within the rules and establish a true self-worth about their competition is unsurpassed," Superintendent Dale Reed said.

• Don Coleman coaches basketball and tennis. In 34 years of coaching basketball, he has compiled a record of 876 wins and 314 losses, one of the best in the nation.

"His coaching skill is reflected in his record - what perhaps is not reflected there is his integrity, discipline, compassion, humility, and love for his students," Superintendent Harold Guthrie said.

• Tom Kimbrough is head football coach at Plano. *Texas Football* magazine recognized him in 1990 as Coach of the Decade (1980's).

"He teaches not only the fundamentals of football but the values young people need to live productive lives," Principal Doyle Dean said.

• Norma Pullin coaches volleyball, tennis and JV basketball. Her volleyball teams have been to the state tournament

17 times, including the 1990-91 state championship.

"The part of coaching that I truly cherish is the special camaraderie that I've shared with my girls," Pullin said.

• Doyle E. McElroy directs concert choir and marching band. He led a fundraising drive which raised more than \$30,000 and took the band to Orlando, Florida to march at Disneyworld.

"Mr. McElroy has a positive effect on all of the students he comes in contact with. We have approximately one-fourth to one-fifth of our student body in band each year," Principal Allen Harwell said.

• Donnie Owens also directs marching band and concert choir. His bands have won the 4A State Marching Championship in three of the last five years.

"We are committed to creating independent, life-long music appreciators who listen to and perform music for pleasure and/or career," Owens said.

• Marca Bircher directs concert choir and ensemble. Her show choir has twice been chosen to represent Texas at a national contest in California, where she was named *Best Director*.

"Mrs. Bircher is the personification of our definition for both 'teacher' and 'sponsor.' Simply stated, 'she is the best,'" Principal Robert Geisler said.

The Denius-UIL Award was made possible by a grant from the Effie and Wofford Cain Foundation. Frank W. Denius, for whom the award is named, has been director of the Cain Foundation since 1955 and Executive Committee Chairman from 1983 until present.

1991 Denius-UIL Award Nominees

• James M. Anderson, San Antonio Roosevelt HS, Number Sense and Calculator; Jack E. Barton, Lubbock Dunbar-Struggs HS, Number Sense and Calculator; Lewis Barton, Wall HS, Science and Calculator; Laura B. Baxter, South Garland HS, Speech; and Janice Caldwell, Terrell HS, Speech and Debate.

• Lynn Crawford, Austin Anderson HS, Shorthand and Keyboarding; Janie Delaney, San Angelo Lake View HS, Journalism; Donald F. Farmer, Austin Westlake HS, Ready Writing and Spring Meet Director; Sandra Farris, Bryan HS, Journalism; Patrick R. Gatons, Longview Spring Hill, Math and Science.

• Beverly Gibson, Meadow HS, Spelling and Shorthand; Jo L. Goodson, Greenville HS, Spelling and Ready Writing; Ann Hale, Fort Worth Haltom HS, Journalism; Jane A. Hambric, El Paso Socorro HS, Journalism; Cheryl Hobson, Peaster HS, Science and Calculator.

• Gayla Hodge, Sundown HS, Speech; Paula Jay, Willowridge HS, Ready Writing and Literary Criticism; Velma Anne Johnson, Houston Jersey Village HS, Spelling and Ready Writing; Patricia Kelley, Cleveland Tarkington HS, Number Sense and Calculator; Sandra Lucaa, Dallas Skyline HS, Speech.

• Alice Martin, Orangefield HS, Speech and Debate; Robert Wayne McDaniel, Muenster HS, Debate; Lynda Melanson, El Paso Hanks HS, Speech and Debate; Laura R. Mora, Laredo United HS, Shorthand and UIL Coordinator; Roy L. Murrell, Houston Stafford HS, Spelling and Literary Criticism; Dwight Matschler, Austwell-Tivoli HS, Speech and Debate; Anne Raines, Houston Memorial HS, Debate; Velma Reser, Wichita Falls Rider HS, Accounting; Jolly Maddox Schlitzkus, Skidmore-Tynan HS, Speech and Literary Criticism; Dinesh M. Shah, Fort Worth Dunbar HS; Science; Linda Shasberger, Cedar Hill HS; Debate.

• Betty Sparks, Presidio HS; Speech and Debate; Donna Standley, Anahuac HS; Speech; Gailyn Sutton, New Diana HS; Accounting and Spelling; Rosario Trevino, Brownsville Rivera HS; Journalism and UIL Coordinator; Marilyn Martin, Hardin-Jefferson HS; Ready Writing and Journalism; Jimmie Nixon, Canton HS, Ready Writing and Literary Criticism.

• Debra Vaughan, Arp HS; Science and Calculator; Larry D. White, Sterling City HS; Number Sense and Calculator; Joseph A. Willis, San Angelo Central; Speech and Debate; Gloria Windrum, Pflugerville HS; Speech and Debate; Judy Wyatt, McMullen HS; Journalism and Shorthand; Carolyn Reeves, Hamlin HS; Debate, Spelling and Ready Writing.

• Susan Allison, Liberty HS; Debate; Marynell Bryant, Sulphur Springs HS; Journalism; Joan Clark, Utopia HS; Number Sense and Calculator; Adriano M. Gonzales, San Antonio Holmes HS; Science; Esther Harrison, Shelbyville HS; Number Sense; Susie Hejl, Abbott HS; Accounting and Keyboarding; Leroy Kanemeier, Lockhart HS; Number Sense and Calculator; Larry McCarty, Ingram Tom Moore HS, Debate and Journalism; Erminie C. Minard, Alvin HS, Number Sense and Science; Leo A. Ramirez, Sr, McAllen HS, Number Sense and Calculator; Jana M. Riggins, Kaufman

HS, Speech and Debate; Brenda Gardner, Devine HS, Journalism and Speech; Ruth Powell Trumble, Atlanta HS, Ready Writing and Spelling; Loleta W. Riley, Calallen HS, Shorthand and Keyboarding; Marilyn Rollins, Midlothian HS, Accounting and Number Sense; Sue Scott, Eldorado HS, Keyboarding and Accounting.

• Sally Tate, Lewisville HS, Debate and Current Events; Patricia Thompson, Schertz Clemens HS, Debate and Literary Criticism; Joyce White, Granger HS, Journalism and Ready Writing; Jerry Workman, Pecos HS, Science; Dortha Rounsaville, Trenton HS, Keyboarding and Journalism; Betty G. Avant, Cotulla HS, Speech and One-Act Play; Gayle Banner, Gunter HS, Keyboarding and Journalism; Charlotte E. Brown, Gregory-Portland HS, One-Act Play and Debate.

• Patricia Browning, Dallas Spruce HS, Shorthand and Keyboarding; Jan E. Jones, Tyler Lee HS, Speech and One-Act Play; Kerry Moore, Muleshoe HS, Speech and One-Act Play; Joy Morton, Friona HS, Speech and Debate; Christy J. Slagle, Copperas Cove HS, Speech and One-Act Play; Myrna Bass, Commerce HS, Speech and One-Act Play.

• Donna Hopkins, O'Donnell HS, Keyboarding and One-Act Play; Joe D. Trevino, Jr., Bishop HS, Speech and Debate; Pam Wilson, Los Fresnos HS, Speech and One-Act Play; Allen Baker, Klein HS, Soccer and Cross Country; James Carson, El Paso Socorro HS, Football and Track; Angelee Chivers, Clear Lake HS, Volleyball.

• Don Coleman, Houston Memorial HS, Basketball and Tennis; Jan Durham, Van Vleck HS, Volleyball and Basketball; David Hughes, Langham Creek HS, Cross Country and Soccer; Tom Kimbrough, Plano HS, Football; Norma Pullin, East Bernard HS, Volleyball and Basketball; Diana Schreffler, Willis Point HS, Volleyball and Track; William A. Smith, Aldine Senior HS, Football.

• Linda Pryor, Round Rock HS, Volleyball and Track; Debbie Hansen, Lago Vista HS, Volleyball and Basketball; Dean Weese, Levelland HS, Basketball and Golf; Kay Slack, Sugarland Dulles HS, Golf; Elinor Cleveland, Houston North Shore HS, Band; Larry W. Cure, Arlington Martin HS, One-Act Play; Margaret Durben, Bovina HS, One-Act Play; Doyle Edmond McElroy, Sealy HS, Band; Donnie Owens, Dickinson HS, Band.

• Tom Shine, Duncanville HS, Band; Wayne Smith, White Oak HS, Band; Robert Stovall, Ft. Stockton HS, Choir; Nona G. Taylor, Arp HS, One-Act Play and Speech; Donald R. Thoede, Clifton HS, Band.

• Renella Watson, Knox City HS, One-Act Play and Speech; Wheelice Wilson, Jr., Coppell HS, One-Act Play and Speech; Larry Lee Wisdom, Mineola HS, Speech and One-Act Play; Kathy Eileen Behrens, Thomdale HS, Ready Writing and One-Act Play; Elwanda Hahn, Jayton HS, One-Act Play and Debate; Larry G. Arnhold, Deer Park HS, One-Act Play and Speech; Jeanne Gilson, Longview Pine Tree HS, One-Act Play and Speech; Rolando Molina, Kingsville King HS, Band and Choir; George V. Strickland, Henrietta HS, Band; Tome F. Walters, Sunray HS, Band.

• Jerry Wilhelm, Pflugerville HS, One-Act Play and Speech; Marca Lee Bircher, Dallas Wilson HS, Choir and One-Act Play; Milton Pullen, Clear Creek HS, Choir; Dena B. Steed, Humble HS, Band

K-6 pilot drama program is a start but not enough

Continued from page 5

enough K-6 teachers to spread the word? The Texas Commission on the Arts (TCA) got into the business in 88-89 as a part of an "arts initiative" that included K-6 theatre arts training. Ten pilot arts workshops were structured and creative drama training for teachers K-6 was included. This was a start, but not enough.

A \$25,000 grant from TCA to TETA for 89-90 allowed the CDN to conduct 55 workshops for more than 1300 K-6 teachers. In 90-91, another \$10,000 grant has provided funds for 32 workshops that will be completed this month. These two years have helped ISD's meet the mandate of the 67th Texas Legislature. Each school district K-12 is required to offer a well-balanced curriculum that includes the three fine arts; art, music, and theatre arts. Essential elements have been established for theatre arts by grade level, pre K-12 to provide for continuous growth and development of each student. Did you know that creative drama has been the basis for the Texas

mandated K-6 theatre arts program since 1984? You're not alone. Most school districts are not any more aware than you.

I have received some interesting calls in the past year from administrators following TEA accreditation visits. The Division of Accreditation has been using a single page document developed for them by agency specialists. The top half is K-6, Elementary. Every elementary classroom teacher should have available for his/her use one of the state-adopted teacher resource books in theatre arts; ideally, there would be a resource in use in every classroom. There should be a notation of regular theatre arts instruction in the lesson plan book, a documentation of mastery of theatre arts essential elements in the gradebook, and a grade for theatre arts on each report card. If the grade is to be combined with another subject, it should be with "fine arts", and not language arts or social studies or some other subject. Students are encouraged to share their creative drama work, but they should not

be required to memorize lines and blocking; nor to perform in assemblies, holiday theme shows, and formal theatre productions. Public performances K-6 do not constitute an acceptable theatre arts program as they do not adequately address the required essential elements. Art, music, and theatre must be offered when Grade 6 is in a departmentalized middle school. Students may elect any of the three fine arts to fulfill the one-half unit requirement.

I have a good answer, CDN. I would also encourage theatre arts teachers and administrators to contact Krin Perry at TEA and obtain materials available, including Spot-Checking the Theatre Arts Program and Fine Arts Curriculum. These two pages provide in simple language an outline of theatre arts and fine arts requirements.

I am saddened to report the loss of two theatre giants of Texas - Bill Little of Little Stage Lighting passed away last month and Glenn C. Martin, Jr., the head man at

Texas Scenic for many years, followed closely. I wish all of you could have joined me at the memorial mass September 11 in San Antonio for Glenn. His contributions to educational theatre and UIL have been enormous, but most of us did not really realize how many other things Glenn touched. I'm sure most folks don't know that Glenn was greatly responsible for the UIL unit set for OAP actually becoming a reality. Glenn provided a truck to haul it to all eight SACs the first year it was introduced. Richard Mecke, now the chief engineer at Texas Scenic, was the driver. The drawings that appear in the OAP handbook were plagiarized from Texas Scenic. Glenn supported every educational program and project of TETA and USITT-Texas, but his greatest contribution was his spirit. Our thoughts are with Millie, the family, and the staff at Texas Scenic that have a hard act to follow.

Best to all and Good Show!

New rules and other matters

Early Season Notes:

■ **Football.** The UIL has ruled that coaches cannot use megaphones or electronic communication devices to communicate from the bench area to the players on the field. The NCAA has asked UIL schools to report back in January and consider the proposal for a college rule in 1992. Some schools were using megaphones from the sidelines and causing confusion and disruption to the game. The Southwest Football Officials Association has informed it's officials to enforce this provision. In other football related matters, schools are reminded that half-times are limited to 28 minutes. Please cooperate so that players are not subjected to unnecessary delays in resuming the second half.

■ **Coaches Ejections from Contests.** A new rule in 1991-92 requires that coaches ejected from contests (or a coach receiving three unsportsmanlike conduct penalties in football) be given a public reprimand and placed on one year's probation. Schools are required to report such incidents to the UIL and the penalty is assessed, unless the school superintendent or designee wishes to appeal the automatic penalty to the State Executive Committee. There have been some schools who feel that the penalty can be "worked out" with the officials association. That is not true. Once a coach is ejected or receives three unsportsmanlike penalties in a football game, the penalties apply unless appealed to the SEC.

■ **Basketball Requirements/Rules.** New basketball rules require that, "Each basket ring shall be securely attached to the backboard/support system with a ring-



Bill Farney

Postscripts on athletics

restraining device. Such a device will ensure that the basket stays attached even in the event that a glass backboard breaks." Most newer models already have this feature. To comply with the rule schools do not have to purchase a manufactured product, but may have local maintenance attach metal plates from the support system utilizing the bolts currently anchoring the rim to the backboard. Some officials will be reluctant to begin a contest if the baskets are not up to standard. Under separate cover all schools should have received suggested designs or procedures to comply with the rule.

In basketball, rule 3-5-5 (Exception) permits compression shorts of a similar color to the game shorts to be worn under game shorts. Last year's rules required a medical waiver for these compression shorts that extended below the game shorts. "Similar" color means essentially the "same" color as the game shorts with allowances for the same color dye on different material.

At many opening basketball games the November, representatives of the Officials Association will request approximately ten minutes prior to the varsity games to give a brief overview of the

rules and rule changes. Schools are urged to cooperate by having a microphone available so that fans and players may better hear. This is a cooperative effort between the UIL and the Southwest Basketball Officials Association. The purpose is to inform fans for a better appreciation of the game and further understanding between officials and schools.

■ **Swimming and Diving.** The district, regional and state competitions in swimming and diving have been changed for the 1991-92 school year because of conflicts in state meet facilities. Please make a note of the new dates. District Meets must be held by February 1, Regional Meets will be on February 14 - 15 and the State Meet will be February 28 - 29, 1992.

■ **Track and Field.** Schools are reminded that in 1992-93 a discus cage will be required by National Federation Rules. A diagram of an acceptable cage will be included in the 1991-92 Track & Field, Tennis and Golf Coaches and Administrators Manual.

Council meeting

Elsewhere in this Leaguer is an announcement of the Annual Legislative Council Meeting on October 20, in Austin. All individuals are invited to request rules changes or express concerns at this hearing. Athletic topics will include, but will not be limited to: Off-Season and concurrent rules, calendar changes for 1992 - 93, the Athletic Amateur Rule, and various proposals to alter rules in UIL sports. The twenty-four member council is elected and appointed from every region and conference

in Texas to represent all schools. Their jobs are much easier if you let them become aware of your views.

In late January, 1992, schools will be realigned into districts and conferences for the school years of 1992-93 and 1993-94. The release of the alignment always brings some anticipation and some concern about where schools will be placed. With school budgets strained at every seam, there is a logical problem when the alignment causes more travel than the previous alignment. However, as schools grow in enrollment — or decline — the League is forced to change some districts in order to retain the composition of contiguous members. There is a provision for appeal. Also, there is a provision for the League Staff to make adjustments if a school has been omitted or misclassified. Subchapter K, page 46 of the Constitution and Contest Rules explains the reclassification and realignment process.

Again in 1991-92, the School Administrators are stressing sportsmanship. Local schools are encouraged to sponsor activities which stress the importance of sportsmanship. After all, being a good sport is nothing more than having a positive regard for others. Your opponents are not your enemies. They are fellow competitors trying to win under a set of rules and moral code which should place conduct and citizenship above winning at all costs. When a contest is over everyone must remember that it is just a contest and not a determination that one school is better than another.

*Success is never Final.
Failure is never Fatal.*

Council to examine athletic amateur regulations

Where to draw lines on amateurism questioned

The Legislative Council will hold it's annual meeting in Austin on October 20-22. Member schools have already received the proposed amendments and the questionnaire — we hope all interested parties have had an opportunity to view and respond to the proposals.

Items to be discussed include the Athletic Amateur Rule, mandating the use of certified SSOA Officials, allowing 9th grade students on a separate school campus to be eligible for varsity competition and various other date changes, concurrent rule modifications, etc.

The Amateur Rule seems to be a continuous source for rule violations, both intentional and inadvertent. There has been much discussion concerning this rule and even an Ad Hoc Committee (twice) to look at the rule and interpretations. What always surfaces is the premise that we want

the students to have opportunities to participate, but we would like them to participate for intrinsic reasons. The following statement was proposed, "An amateur sportsperson is one who engages in sport solely for the pleasure and the physical, mental and social benefits he/she derives therefrom." I don't think anyone could argue with that idea, but we need to look at the purpose of the rule and decide what we want to permit or prohibit. Do we want to allow cookies, a flower, goodie bags, etc? Should we allow scholarships for non-school teams. What about the tennis athlete who wants to give private lessons and receive payment — should this be allowed? Should the Booster Club be given carte blanche to purchase meals every week or have the students over to one parent's house week after week? The Legislative



Gina Mazzolini

Sports notebook

Council will take action on some of these suggestions — if you have a strong feeling one way or the other please contact your representative.

Other items to be voted on are mandating the use of SSOA Officials for all soccer competitions. This should help insure consistency across the state on rules, policies, procedures, etc. We hope that the soccer officials registered through the SOA understand the educational process involved with our school competitions.

The council will also look at the

possibility of allowing 9th grade students who are assigned to a separate ninth grade campus to be eligible for varsity competition at their high school. The concern behind this proposal is to treat students in the ninth grade centers the same as ninth grade students in a traditional 9-12 setting.

As always there will be several items to be considered that are proposed by the various associations. There will be a few proposed date changes and also a request to modify the concurrent rule. At this point all the Coaches Associations are not in favor of a change on the concurrent rule — while non-school programs are proposing the change. Once again we feel confident that the input from our school people and the decisions by their elected representatives will take action in the best interest of our students.

Come join us if you'd like to see the deliberations. They will be in Austin at the Radisson Hotel, October 20-22, 1991.

Marshall

Continued from page 1

"I have strong feelings about what 'doing your best' really means," Marshall stated. Marshall continued by saying issues that we all hear and



read about - sportsmanship violations, transfers of students simply for athletic purposes and the use of drugs - are all symptoms of a major concern in society. "It is this attitude of winning at all costs," he said.

Marshall referred to the very statement contained in the UIL's Statement of Purpose that states "students deserve an opportunity to discover that the ultimate true meaning of winning is to do one's best."

Marshall also believes that high school students can also be better citizens through non-athletic programs too, such as speech, debate and music. "Students can learn as much or more about camaraderie and good sportsmanship as in an athletic event - if they have the right person in charge," Marshall said, noting that he participated in one-act plays at Georgetown High School as well as debate tournaments.

The UIL director said an ideal way to get the message out about the benefits of interscholastic activities is in scheduling local events during National High School Activities Week, celebrated this year October 13-20.

"We have been doing a fair job in this area in the past," he said. "But I think it is time that we start blowing our own horn more."

The importance of the coach, sponsor, or director

By DR. BAILEY MARSHALL
UIL Director

The most important persons in any UIL activity of course are the students. That is why we have activities.

Within the UIL Statement of Purpose we find the following statement:

Therefore, we reaffirm that students are the focus of our endeavor and deserve an opportunity to:

refine physical and mental aptitudes, nurture self-realization and build self-confidence,

feel a sense of pride and dignity, experience teamwork and develop a sense of fair play,

develop the ability to lead and the willingness to follow,

foster self-discipline and perseverance, appreciate that rules, consistently applied, create order and discipline,

learn to accept graciously the decisions of judges and officials,

affirm self-worth in times of disappointment as well as adulation,

cultivate lifetime skills, complement their class work with practice and performance,

have fun, experience the joy of achieving their potential in a wholesome environment and,

discover that ultimately the true meaning of winning is doing one's best.

When we analyze these statements it is evident that the coach, sponsor, or director is extremely important in seeing that these objectives are reached in any competition. This means we all have to be cognizant of these objectives when working with students and not let winning become a higher priority. The priority is the

education of the students and to fully educate we must reach the stated objectives.

Quite frequently we support our extracurricular activities by saying such things as

1. We are teaching good sportsmanship and ethics.

2. We are teaching students how to win gracefully and lose with dignity and pride.

3. We are giving the students opportunities to develop leadership and to learn how to make decisions under pressure.

4. We are teaching students how to play fairly and that the true meaning of winning is doing one's best.

I could go on and on with the statements we hear made about the importance of activities. Yes these statements are true if the coach, sponsor, or director assumes the proper role in directing the activities. You notice I said if. In fact the converse of these may be true and are true in more instances than we can justify.

1. Some learn poor sportsmanship and unethical tactics. (The coach or sponsor downgrading the official or judge in the presence of students — working out illegally).

2. Some sponsors and coaches get across to their kids the officials or judges cheated, the other team or individuals cheated, or it was their (the team members') fault if they don't win. Also quite frequently the students are made to feel ashamed even when they tried to do the best they could. What is even worse we condone or encourage students to intimidate opponents when we win or make a good play.

3. Some coaches and sponsors do not allow students to lead much less try to devise ways for them to lead. They do all the talking in all group or individual sessions. They call every play and virtually

every move they make without any input from them.

4. Some coaches, directors, and sponsors try to bend the rules or get their students to bend the rules. They teach how to get around the judges or officials by doing something illegal or unethical that will give the participants an advantage.

Why have many sponsors developed practices that may teach the wrong thing? The bottom line is — we (our society) have lost sight of what our competitive programs are for. This is especially true at the college, high school, junior high and elementary school levels. Much of our society has developed a professional attitude — the only reason a team or competition exists is to win, it is not for education.

We can point fingers in many directions: (1) booster clubs, (2) professional teams, (3) television showing poor sportsmanship and unethical practices, (4) competition outside the schools, etc.

The real culprits are us — all of us who work with school competition. Everyone from the superintendent to the kindergarten teacher must work together to see that all competition meets the objectives school competition was designed for. *Coaches and sponsors in particular must be dedicated to seeing that students get a proper education.* If all the objectives for competitive activities are not met then we are not carrying out our duties properly. The sponsors also need help from the administration and school boards to keep the pressure off them when not winning. (This doesn't mean that sponsors who do not teach proper skills and lose because of that should not be replaced — that is one of the objectives).

We all must work together to change this but ultimately it is the coach, sponsor, or director who must be committed to seeing that the purposes are met.

Victory at any cost is the wrong message for athletes

By JIM WATKINS

EDITOR'S NOTE: The following article originally appeared in the Connecticut Association of Secondary Schools Bulletin.

Win — pressure; victory — pressure; choose — pressure; practice, practice, practice pressure. Sound familiar? These are the words and ideas that we are preaching to our high school athletes.

Today, high school sports are BIG dollar productions. Victory and winning teams mean dollars for the athletic department, new uniforms, travel, prestige for a community. But where are we going with our athletes and their values? What type of future do we see for tomorrow's players?

What have we done to the play for the love-of-the-game attitude? Have we changed to a play-for-the-dollar attitude?

Years ago, many young men and women played athletics for the pleasure and the thrill. It was fun, exciting and for some a little glamour. We loved the games, had fun, celebrated in victory and cried in defeat. Where are we now? What has happened to change these innocent games to mortal combat?

As our society has evolved, we have become a nation of conditional support givers, e.g., "If you win, we will support you. If you don't we will go on to something else." We have replaced camaraderie and team desire with victory and money.

How has this winning attitude changed

high school athletics? We now specialize. We make athletes decide the sport in which they will participate, what coach they like the best, what perks they are to receive, and then tell them they must give themselves to the program 12 months a year. We practice our athletic teams constantly to keep up with the other coaches and programs. We direct our athletes to summer camps, summer league play, practice out of season (until some get caught), demand total dedication to our phase of life. We have sold ourselves to victory at all costs.

When do kids get to be kids? I am not against working hard as a team to develop a winning program and a proud program. I am concerned with the method we are using to achieve this end. Families now

must postpone or even cancel summer vacations or Christmas vacations so that their sons and daughters can play in tournaments or take part in a summer camp.

It is time we took a look at ourselves and our programs. Our country was built on dedication, desire and the will to succeed. But at what cost is victory? We need to let our athletes experience the athletic arena for the fun and pleasure of the event. Athletics has become big business.

As administrators, we need to review our purpose and re-examine the basic goals for athletic programs. We may have lost sight of our original goals — our purpose for becoming athletic administrators.

Do our programs accurately reflect our values?

