

The Leaguer



A hug for the champion

Dell City Superintendent Kay Karr embraces Kelli Wood at the awards ceremonies, Saturday, May 7, for the UIL state meet speech contests. Kelli placed first in the Conference A poetry interpretation contest. Looking on are League speech activities director Dr. Elizabeth Bell and Phyllis Broz of the UIL staff.

Sense of 'satisfaction' is a threat to education

There are many things right about public school education. We have many intelligent, dedicated and competent teachers, students, parents and administrators. We have many fine facilities in which to hold these activities and ample supplies to help make the teacher more effective.

Therefore, our youngsters advancing to college and into the world of work are generally well-educated and prepared to assume their responsibilities as citizens.

Of course, not all of the students reach their maximum potential. I don't think we will ever reach that pinnacle. Most people are "satisfied" (reach a point in their job or school where they think they have accomplished all they need to accomplish). For some students, this is a low A when it could be 100. For others it is a C when they could have earned an A, and still others who made a D that could have earned a C.

There are teachers who feel satisfied if they teach what the book covers even though others in class are capable of handling much more.

There are sponsors who feel they work hard when their team or individual contestants win and are satisfied, despite doing a mediocre job in the classroom.

There are parents who want their children to be average. They don't want to encourage them to spend nights studying. There are also parents who could care less. The sooner their youngsters have graduated and left home, the happier they will be.

There are administrators who are satisfied with status quo. They are satisfied to "go with the tide." They don't want to "buck" the QB Club, the anti-tax group or some other pressure group because it may not be the popular route to take, even though it may be best educationally.

Their philosophy seems to be, "As long as the community is satisfied, we are satisfied."

To improve education, we must all work to our maximum and challenge students to work to theirs also.

There are many who have written about what's wrong with education. Probably the greatest problem with education is the sense of "satisfaction" that students, parents, teachers and administrators use as an excuse not to grow and improve. We must all identify our goals and work to reach those goals. Among our most important goals should be the best possible education for our youth.

These are only a few of the ways in which a school can provide a better understanding of the purposes of its athletic program and what part fans can play in making it a better program. To provide the best possible educational values to its community requires a continuous effort.

The stimuli for this effort must generally come from the school administration with the help of the faculty and students. Coaches occupy a strategic position in



Director's viewpoint

Bailey Marshall

implementing it.

If interscholastic programs are to receive the educational status and recognition that they desire, it is important that we give these matters due consideration. The value of the program will be determined by the efforts of each coach, player, student, adult fan, teacher, and school administrator, who commit themselves to refusing to be satisfied with anything less than excellence.

Positive values of competition

Why do we have competition in our public schools? If you ask that question to 10 different people, you are likely to receive 10 different answers.

The responses will normally fall into one of the following categories:

- Students learn how to compete.
- Students learn good sportsmanship.
- Students learn to work together.
- Students develop their minds and bodies.
- Students learn how to accept defeat.
- Students learn how to win gracefully.
- Students develop leadership.
- Students learn how to accept decisions of officials.
- Students learn how to follow directions from their coaches, directors, or sponsors.
- Students learn they must work beyond the normal call of duty in order to excel.

Virtually all of these answers could be true within a given school and or competition. However, it is possible to compete in a UIL activity and receive none of the benefits described in these statements.

Values derived from participation depend so much on the sponsor, coach, school administrator, parents, and fans. In fact, students may receive primarily negative values when improper adult leadership is provided.

To assure these values are present, school administrators must spend time educating their coaches, sponsors, parents, and fans regarding proper behavior and other responsibilities. The desired behaviors don't just happen; these behaviors must be developed. Adults must be committed to providing a quality education through competition.



Photo by DAVID TYSON
Coleman High School

The Leaguer

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Discussion of problems related to sightreading contest needed

A significant portion of correspondence and phone calls received by the UIL State Music Office during recent months has in some way been related to the sightreading contest for bands, choirs and orchestras. Only a small portion of this communication would actually come under the heading of complaints, while much of the input centered on specific concerns regarding procedures, music selection, rule violations and the credibility of the very contest itself. A sampling of these concerns follows:

- One director called demanding to see a score for the AAAAA band sightreading selection because a colleague in a nearby school had judged sightreading in another district and therefore had prior knowledge of the music.
- The vocal sightreading selection committee commissioned the preparation of a three-part selection for AAAAA mixed choirs when the *Constitution and Contest Rules* specifically states that AAAAA mixed choirs must read four-part music.
- It has been reported that UIL sightreading selections are being used in some areas of the state for non-UIL events.
- In at least one instance a junior high orchestra read the wrong music because of an oversight on the part of the contest chairman and the sightreading judges.
- In some cases the same music was used for junior high C and CC choirs with the judges simply "judging harder" in the CC conference.
- Several comments have been made about the fact that scores for the sightreading music are routinely circulated in some areas of the state.

In addition to these kinds of comments there have also been several conversations focusing on the actual validity of the contest as it is currently structured. Many seem to feel that the contest does not accurately measure sightreading skills or demonstrate mastery of techniques routinely used in the rehearsal hall. These same directors tend to agree that the only time they approach a new piece using the sightreading room format is when they are practicing for contest. If this is the case then it would appear that steps should be taken



Music matters
Richard Floyd

to more closely align the sightreading event with what is actually going on in the classroom.

Regardless of one's opinion on any of these "points of discontent," I am sure all would agree that the presence of these concerns does reflect negatively on the integrity of the sightreading contest. It is also clear from the amount of discussion that has been generated that there is a good deal of interest in these issues. Consequently, it would be well to carefully examine all facets of this portion of our contest program in order to assure that the best possible learning experience and evaluation procedure is in place for all participants.

This topic will be an agenda item for the TMEA/UIL Music Advisory Committee Meeting in San Antonio this summer and at the District Executive Secretary's Meeting in August. At that time, preliminary discussion will take place concerning the entire sightreading contest structure and procedure. It is hoped that recommendations will surface that will address the various problems discussed in this article and, in addition, that there will be productive dialogue regarding the actual contest format.

In the area of major revisions, two alternative formats have been proposed. The first option would allow the director and students to use the preparation period in any way they see fit. In other words, the ensemble could practice, play or use any techniques deemed appropriate in order to prepare for the reading. Such a format would become more of a rehearsal techniques evaluation rather than a sightreading demonstration. A second, and possibly more valid option, would simply permit the director and students to

Music Notices

Prescribed Music List

- Page 15, Rimsky-Korsakov/Winterbottom-Scheherezade (play one)...BH; should read: The Sea and Sinbad's Ship and Festival at Baghdad.
- Page 115, 431 Three Violins, Class I, Badings-Trio-Cosmos, Trio No. XIII (play one), should read: (play one movement).
- Page 115, 431 Three Violins, Class II, Badings-Trio-Cosmos, Trio No. VII, No. VIII and No. XI, should read: (play one movement).
- Page 16, 202 FLUTE SOLOS, Class 1: Bach-Suite in b minor (play first movement of Polonaise, Double and Badinerie).....RCa/SMC should read: Bach-Suite in b minor (Play Overture or Polonaise and Badinerie).....RCa; and Bach-Suite in b minor (play Polonaise and Badinerie).....SMC.
- Page 24, 207 B-FLAT CLARINET SOLOS, Class 1, Finzi-Fughetta from Five Bagatelles, delete (play any movement).
- Page 78, 371 SIX OR MORE BRASS: Handel/King-Three Pieces from the Water Music (brass sextet in any published combination)....King; should read (brass septet in any published combination).
- Page 81, 571 Percussion Ensemble: Krause-Little Suite (4 performers: 3 timpani; bells; xylophone; snare drum; bass drum, gong)....MFP; should read (five performers: 3 timpani; bells; xylophone; snare drum; wood block; bass drum, gong).
- Page 83, 571 Percussion Ensemble: Raab-March for Percussion (5 performers: snare drum; triangle; tambourine; cymbals; gong; 2 timpani)....MFP; should read (6 performers: snare drum; triangle; tambourine; cymbals; gong; 2 timpani).
- Page 19, 203 OBOE SOLOS, Eichner-Concerto for Oboe and Strings...Ox should read: (play movements 1 and 2, or movement 3).

silently study the music for a given period of time. At the conclusion of the study period the ensemble would read the music without further discussion. This procedure would more clearly measure each individual's ability to study the music, identify the problem areas and thoughtfully prepare for a successful reading. In addition, this procedure would truly measure sightreading ability and eliminate the need for contrived sightreading room techniques that are not really a part of the learning process that takes place daily in the classroom or rehearsal hall.

All districts are encouraged to discuss these important issues at their spring meetings so that the information gathered at the Music Advisory Committee session this summer will truly reflect opinions and recommendations from throughout the state. In addition, all individuals are invited to share their thoughts and suggestions with the state office. In any case, it is important to note that this initial discussion period is only the first step in a process that will attempt to carefully study all dimensions of this problem before final recommendations are made.

New athletic rules for 1988-89 outlined

Continued from page 11

FOOTBALL.

- Schedule (1989). In 1989-90, schools playing out-of-state opponents may play their first game on August 31. Beginning practice dates will remain the same for all conferences. Schools playing on August 31st will still be limited to no more than 10 regular season games.
- Seven-man mechanics. Seven-man mechanics (seven players per instructional group with one coach) may be used during the off-season football program.
- Fitting helmets. Shoes and socks may be issued on Wednesday prior to the first day of organized practice. Also helmets may be fitted and placed in lockers on this day.
- Play-off game interval. No team shall be

permitted to take part in more than one play-off game within six calendar days, unless mutually agreeable to play within five calendar days.

CROSS COUNTRY. Conference A and AA schools will compete in their respective conferences at the regional and state cross country meets.

SOCCER.

- Tie breaker. The soccer tie breaker procedure has been altered from two full ten-minute overtime periods and two five-minute sudden victory overtime periods, to two 15-minute overtime periods.
- Player suspension. A clarification has been added to specify which school game a soccer player shall sit out after missing school for a non-school soccer competition.
- Scrimmage. A maximum of four soccer teams will

be allowed at a scrimmage, instead of only two.

SOFTBALL. Clarification on UIL sponsorship. Current rules do not include district, regional and state format. Play is approved through competition as organized by participating schools.

SPRING SPORTS. End of season. Schools may not schedule or participate in meets/tournaments after the state golf, track or tennis contests.

* TENNIS. Sunday practice. If the regional and/or state tennis tournaments are scheduled on a Monday, participants who arrive at the site on the preceding Sunday because of travel distance, may be accompanied to or transported to a tennis court by the school coach for the purpose of practicing on their own if permitted by the regional or state meet director general.

Getting better all the time

Though numbers fall slightly, OAP quality better than ever

Writing on the eve of the State Meet one-act play contest is almost as difficult as projecting the future. I can't tell you the final outcome. I hope all of you learned something new this year and all your decisions were made in the best interest of the students. When you take good care of your students, competition takes care of itself.

Participation and quality in OAP is gratifying, but there is no room for complacency. There were 1,062 schools entered this year of the 1,149 eligible. Ninety-two per cent is not bad, but we can do better. We lost 19 schools for a variety of reasons. Most seemed to be justifiable. The 1,043 actual participants leaves us with three more than last year.

The numbers are not impressive, but the improved quality sometimes amazes this veteran of 34 years. I have difficulty believing that high school students produce some of the work I see at the State Meet. I must remind myself that they can do anything anybody else can do, sometimes better. Being part of such a tremendous experience should provide stimulation for all of us to exert greater effort to develop the one-act play contest to the fullest. We should be aware of the need to improve the administration and conduct of every aspect of OAP.

Directors should return critic judge and unit set questionnaires to the League office. If you don't have one, write a letter. Little can be done to solve problems and improve the operations, unless directors make their wishes known. Don't be afraid to write directly to district, area or regional contest managers. They should be able to accept positive suggestions, and you have had time to become more objective about your competition after a month of thoughtful reflection.

Area meets are being scheduled for next year. If you have the best facility, administrative support and a good contest manager available, let me know. Some areas must be moved because of the change in districts. Ask to host an area meet. Your students will profit from the experience.

Comments on the issues discussed at Student Activity SuperConferences and Texas Educational Theatre Association convention have appeared and will continue to appear in this column and in *Texas Theatre Notes*.

Process exists for changing rules

I hear theatre directors comment, "This rule (pertaining to set addition, cast size, eligibility, profanity, etc.) is ridiculous. Why doesn't the League do something about it?" What you sometimes don't understand is that you *are* the League. Directors are frequently uninformed as to the procedure for changing UIL rules.

First, "The League (meaning the State Office) does not have the authority to change rules. The League is operated on democratic principles. The Legislative Council, composed of school administrators from each region and conference, evaluates and acts on all

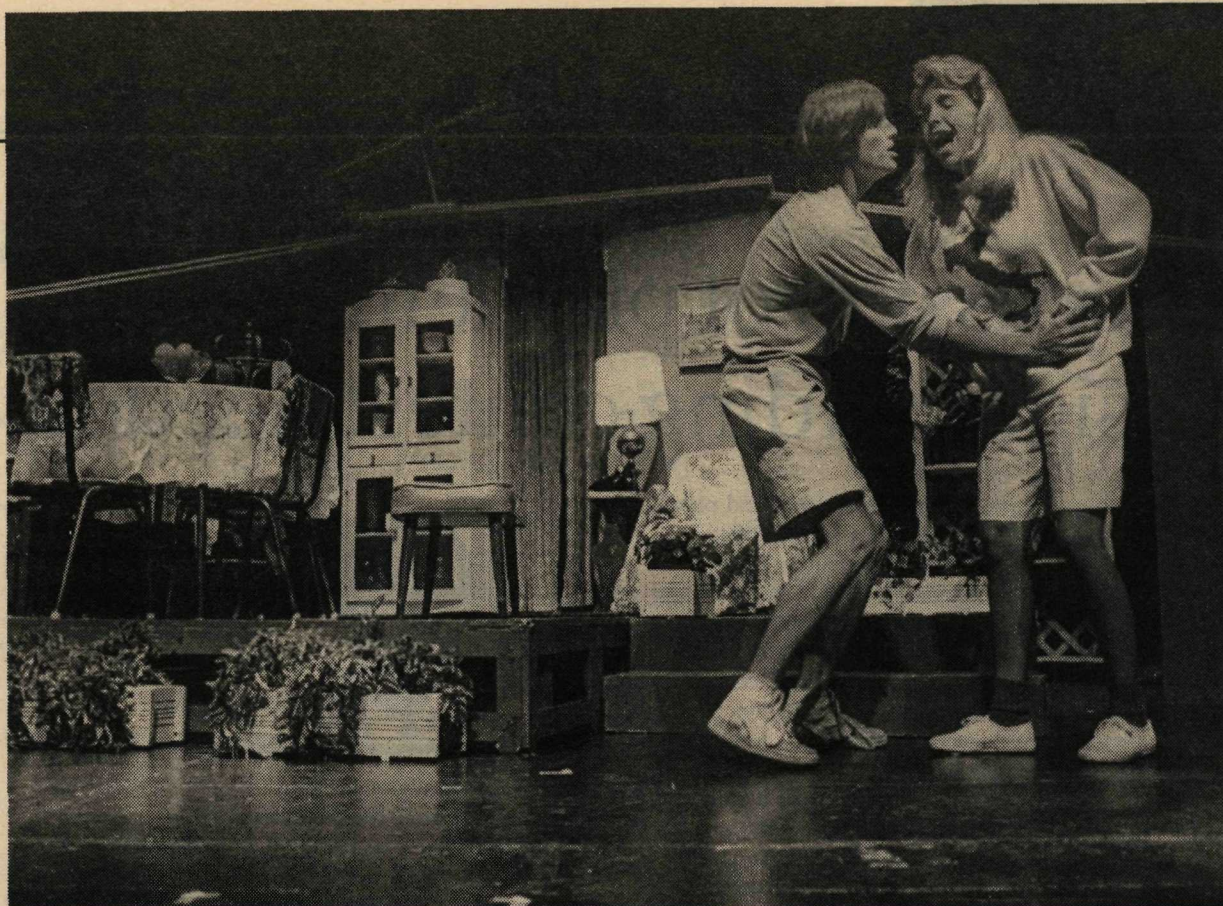
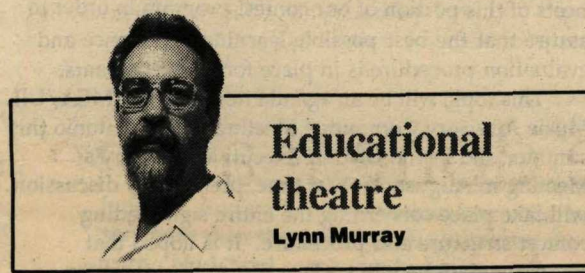


Photo by JOHN MOORE

HANGING ON BY A... Clyde Owens, played by senior Clif Flowers, comforts his dying mother, played by Allison Terry, in *Threads*, during the UIL State Meet One-Act Play Contest, Friday, May 7. Flowers and Terry are seniors at Bishop High School. The play was directed by Joe D. Trevino, Jr.



Educational theatre

Lynn Murray

proposals regarding UIL competition. Rules affecting mandatory penalties or eligibility are determined by a referendum vote of member schools.

Rule changes may be initiated by suggestions. This is the reason for the UIL Advisory Committee of the Texas Educational Theatre Association. The president of TETA, chair of the secondary school section or chair of the advisory committee usually present recommendations for rule changes that can be properly supported. Such recommendations are made to the Academic Committee of the Council. Any OAP rule change to be considered by the Council for the 1988-89 school year must first be presented to the Academic Committee June 6. The full Council will hold public hearings October 16.

Recommendations made to the UIL committee of TETA were evaluated during several meetings at convention. The committee met again in April to finalize recommendations to be made at the June Academic Committee meeting. There are several ways to make suggestions and recommendations, but I believe you have a better chance of support by going through your own colleagues in TETA. You can make your recommendations directly to the Academic Committee and again to the Council, but you may find yourself all alone on an issue that has been previously studied.

There are several ways to make suggestions. I recommend that you use the district planning meeting for directors to discuss and vote on recommendations. The results of planning meeting discussions may be sent to the chair of the TETA committee, Dr. Randall Buchanan at Texas A&I University, or you may present them in writing and orally at the January UIL open forum at the TETA convention. You may send recommendations to me and I will present them.

If you don't trust the process provided by TETA, you may submit proposals directly to the Academic Committee, directly to your regional Council representative or through your principal or superintendent. You have the right to present your proposals directly to the Council. Using one or all of the available avenues, you do have the right to be heard.

You may not wish to change OAP rules, operations or policy. I am only concerned that theatre directors know that the League is interested in your comments and concerns. The purpose of the League's program is to enrich the lives of students by providing an experience which is educationally sound and will be of specific use to them as they prepare for life in our society. I trust directors will keep this in mind as they evaluate this year and plan for the future.

Summer Workshop, Fall Conferences

Space is still available in the 26th Annual Summer Theatre Workshop, June 4-July 10. Applications should be received by May 16, but there may still be room for a few. Males that will be seniors in September, 1988 have the best chance of acceptance. Call me if you are interested and do not have an application.

Make plans, schedule a bus early and save your budget to attend one of the four Student Activity SuperConferences next fall. You and your students can't help but profit. Teachers should also take note of the TETA Secondary School Theatre Section's sixth annual summer workshop in Corpus Christi, July 23-24. The topic will be "Process Centered Theatre: Play is the Thing." Contact Kim Wheatley at TEA for details.

While you're planning, schedule your shows and arrange your budget for *Theatrefest '89*. The TETA state convention is in San Antonio January 25-28, 1989. If you wish to prepare a workshop or present a program, contact: Luis Munoz, TETA VP-Programming, MacArthur High School, 2923 Bitters Road, San Antonio, TX 78217.

This has been a good year for the UIL State Drama Director, courtesy of all that supported the one-act play contest. Thank you for helping us better realize that the most important happening in the one-act play contest is what is happening to the students.

Good Show and Good Summer!

On moving debate and friends

First things first. The prose and poetry categories will not change this year. We will make two delightful additions to the Pulitzer lists, Toni Morrison for fiction and William Meredith for poetry. I wonder if the Pulitzer Committee at the Columbia School of Journalism knows how easy they make my life. Now if we could just get all of those 20th century women to publish their birth dates!

While Prose and Poetry will not fill my summer, debate and extemporaneous speaking will. I plan to present a proposal to the UIL Academic Committee, meeting on June 6, and the UIL Policy Committee, meeting on June 15, to discuss the possibility of moving Team Debate out of the Spring Meet Academic program. While the problems are far from reconciled, I am anxious to promote a program of active competition at all levels, while allowing debaters to enter other speech events in the Spring Meet agenda.

The extemporaneous speaking project is far less laden with logistical problems. A new Informative and Persuasive Speaking Handbook will emerge from the word processor and print shop come September. I welcome your ideas and suggestions for that project.

But the summer will be a bit melancholy without the cheerful and welcome visits of Charlene Strickland. A



A way with words

Elizabeth Bell

veritable bellwether of UIL invitational, district, regional, and State Meets for years, Charlene is leaving the fold to pursue her doctorate in Communication at the University of Oklahoma. Student Activity Conferences, UIL Legislative Council meetings, and TSCA/UIL programs will be much less interesting without her. Always the champion of small schools, UIL handbooks, performance categories, extemp topics, and Lincoln-Douglas debate resolutions will lack the clarity of her insight. Penultimately, Charlene Strickland is a model of professionalism for all of us who work with young people. But most of all, and quite selfishly, I'll miss her friendship and support.

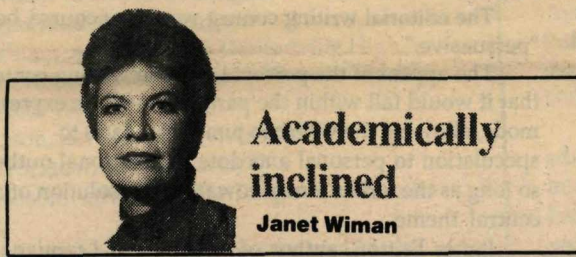
We couldn't have done it alone

The end of the school year is the time for a sigh of relief, a time to evaluate our year, and a time to say thank you to the many people who have helped the UIL academic contestants throughout the year.

School administrators need to be thanked for providing support and encouragement to both sponsors and UIL academic students. It is always so exciting to see administrators who accompany their students to district, regional, and State Meet to encourage them. There are many administrators who attend UIL meetings and take the opportunity to support their speech, drama, or journalism programs. They support change that will enhance their programs and oppose proposals that they think will harm them.

Sponsors of UIL contestants might rate the highest on this list as these dedicated teachers have spent hours and hours of their personal time helping the students prepare for the events. Sponsors, you have served your students well. Many of you will see your students enter college next year but may not be lucky enough to receive the kind of gratitude that your students really feel. We are fortunate enough to meet many of the TILF scholarship recipients who, after being away from the high school environment, have had time to reflect on the gifts their sponsors have given them. They talk about how you encouraged them, stood by them, and taught them, and express their appreciation for your helping them realize, as in the eloquent words of Bill Moyers, "the joy of achievement and the necessity of developing a philosophy of defeat that enables them to try again when they fail to achieve." Trust me, they realize what you have done for them, and their knowledge goes far beyond facts from a textbook.

Another word of thanks goes to the faculty and administration at the 18 regional sites that host the 20



Academically inclined

Janet Wiman

regional meets. These sites are: South Plains College, McMurry College, Kilgore College, Blinn College, Howard College, Tarleton State University, Trinity Valley Community College, The Victoria College, Odessa College, East Texas State University, Texas A&I University, Howard Payne University, North Texas State University, Sam Houston State University, The University of Texas at San Antonio, Texas Tech University, Eastfield College, San Jacinto College.

In addition to these colleges, there are many other colleges that also host district meets and invitational meets. We are talking about thousands of college and university people who lend their expertise and time to contribute to the UIL academic program.

There are over 150 district meets where over 3,000 school administrators and teachers serve as district directors and contest directors. The 1988 district meets ran smoother, as a whole, than any year in my memory. This does not happen by accident. It happens only when district directors and contest directors work in unison to see that pre-planning is done in a timely manner and that the meet personnel are trained and provided with contest materials well in advance of the meet.

Throughout the year, the UIL staff mentions that there are so many people who do so much and get so little thanks. This article is to say thank you to some of these people.

Retirement security chosen as national debate topic

By DR. ELIZABETH BELL
Speech Activities Director

In one of the closest votes in years, the national high school debate topic was announced April 15 by Dick Fawcett, Director of Speech and Debate activities for the National Federation of State High School Associations. Thirty-seven states plus the National Forensic League and the National Catholic Forensic League collectively chose the first resolution listed on the ballot as their preference: "Resolved: That the federal government should implement a comprehensive program to guarantee retirement security for United States citizens over age 65."

The second place resolution, which lost by only five votes, dealt with guaranteed health care for elderly Americans. Far below in the rankings was a resolution featuring custodial care.

Fawcett met with several government agencies, private organizations and coalitions at the offices of the American Association of Retired Persons (AARP) in Washington, D.C., regarding free and low-cost materials for debate research. Meeting attendees were very enthusiastic that Aging in America was selected as the national high school debate topic.

The University Interscholastic League will compile debate kits for the 88-89 topic including four issues of *The Forensic Quarterly*, featuring bibliographies, and affirmative and negative approaches to the topic. These kits will be available September 1, 1988.

May 25 is deadline to apply for speech judges scholarship

The Texas Interscholastic League Foundation, a scholarship program for academic State Meet participants, receives donations from more than 30 philanthropic organizations and individuals. While endowments numbering in the thousands of dollars are not unusual entries for the TILF books, donations in the three to six dollar range have accumulated for the past two years.

High school and college judges in the speech and debate events at the UIL State Meet have donated their judging fees to the "Judges' Preference" scholarship fund. The first year's contributions were \$216, while last year's total jumped to \$464. Supplemented by TILF endowed funds, 1988 will mark the first year the Judges' Preference scholarship of \$500 will be awarded to a State Meet competitor.

The scholarship's recipient should have competed at the State level in UIL speech or debate events, demonstrating excellence in communication skills, with plans to major in speech communication at a Texas college or university. Scholarship applications, available through the TILF office, are due May 25.

The Foundation office regularly receives gracious letters of appreciation from worthy scholarship recipients, usually noting the individual who first created the fund. The first "Judges' Preference" recipient, however, will have over 100 individuals to thank for their generosity.

Another shot to the head

The goal is to provide the most valuable competition possible

A follow-up on last month's suggestion that we deep-six the headline writing contest: Assuming that we have no more than four hours of a one-day UIL academic program to devote to higher pursuits such as journalism contests, it would seem reasonable that we would choose to fill these four hours with the most meaningful competition possible.

Thus, the face value of a particular endeavor becomes a secondary consideration. We could sponsor a caption writing contest that someone, somewhere might deem valuable. We could initiate competition in nameplate design, advertising copywriting, or folio graphics. While these contests may be valuable, few would judge them valuable enough to expend the time and effort necessary to train students for competition, to spend tax dollars in the preparation of contest materials, to organize and administer the meets, to judge the entries and to return the results.

So it is with the headline writing contest. I did not mean to impugn the integrity of headline writing per se. Headlines will remain a fixture of American journalism for quite some time, and we're all the better for it. Can you imagine the *Weekly World News* without its 96 point headlines, screaming "Male gorilla gives birth to alien Ed Meese look-alike."

My point is that as a UIL contest, headline writing is not the most valuable expenditure of our blood, sweat and tears much less tax dollars. By "our," I mean the students, teachers, sponsors, judges, contest directors et al.

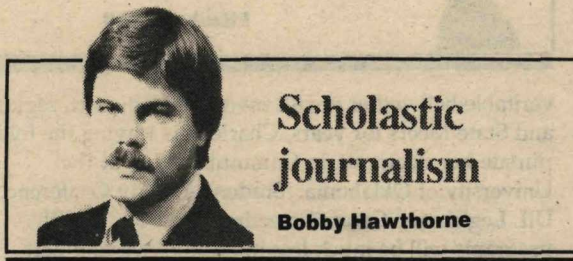
Comes a letter from a fan, who protested, "I don't think the headline contest is as anachronistic as you make it out. If you go by the count, then, yes, it is dated. But exactly what is a good headline? Not only is it something to catch someone's eye and prompt them to read a story, but it is also the MAIN IDEA, and that is part of today's essential elements."

Point, yes. Game, set, match -- hardly.

Does the UIL wish to promote a contest whose educational objective involves little more than divining the central idea of a short news article? If so, it would seem that we are settling for a contest that exercises the lowest of the higher order thinking skills on the scale. We should want a contest that requires the student to do something *with* this main idea other than simply locating it and forcing it to fit into a kind of jello mold by way of textbook rules that those in the real world thumb their noses at.

This brings me to the proposal for a personal opinion writing contest. Such a contest would require students to comprehend the central issue of a paragraph on a number of cognitive levels, and then to develop it, utilizing sound reasoning, a review of current literature and journals, personal experiences, wit, charm, bravado and whatever else they can muster in their favor.

Every rhetorician worth his tweed jacket and hush-puppies has a model to classify the aims and forms of



Scholastic journalism

Bobby Hawthorne

discourse. For the purposes of discussion, I'll use the model provided by Dr. James Kinneavy, professor of English at The University of Texas at Austin and director of the UIL ready writing contest. Dr. Kinneavy suggests that the aims of discourse may be classified as expressive, persuasive, referential and literary.

The news writing contest could be considered "referential" as would the feature writing contest, which might tilt toward the "expressive" but must be considered referential since, like news writing, its basic mission is to relate a given set of facts, albeit as creatively as possible.

The editorial writing contest would, of course, be "persuasive."

The appeal of the personal opinion writing contest is that it would fall within the parameters of the expressive mode, allowing the writer to jump from facts to speculation to personal anecdote to emotional outburst so long as the writer moves toward the resolution of a central theme.

James Britton, author of *Writing and Learning Across The Curriculum*, and a member of the University of London Writing Across the Curriculum Project, wrote:

The expressive is basic. Expressive speech is how we communicate with each other most of the time and expressive writing, being the form of writing nearest to speech, is crucial for trying out and coming to terms with new ideas...

What is worrying is that in much school writing, the pupil is expected to exclude expressive features and to present his work in an unexpressive transactional mode. The demand for impersonal unexpressive writing can actively inhibit learning because it isolates what is to be learned from the vital learning process -- that of making links between what is already known and the new information.

The goal of a personal opinion writing contest is much more than the mere identification of a main idea. Judges would evaluate entries on organization, style, logic, wit, and maturity of the argument. Unlike the editorial writing contest in which the writer is provided enough information to build an argument, the personal opinion writing contest would require contestants to call upon their own resources in stating their cases.

It would be an exercise in the ultimate goal of writing, that being an opportunity to work through material in the pursuit of new knowledge.

ILPC workshop

For those interested in producing quality student publications that attest to the educational commitment of the school and community, the ILPC Summer Publications Workshop is the place to begin. The workshop, scheduled June 24-28 at The University of Texas at Austin, focuses on the development of writing and critical thinking skills that are the essence of high-caliber journalism programs.

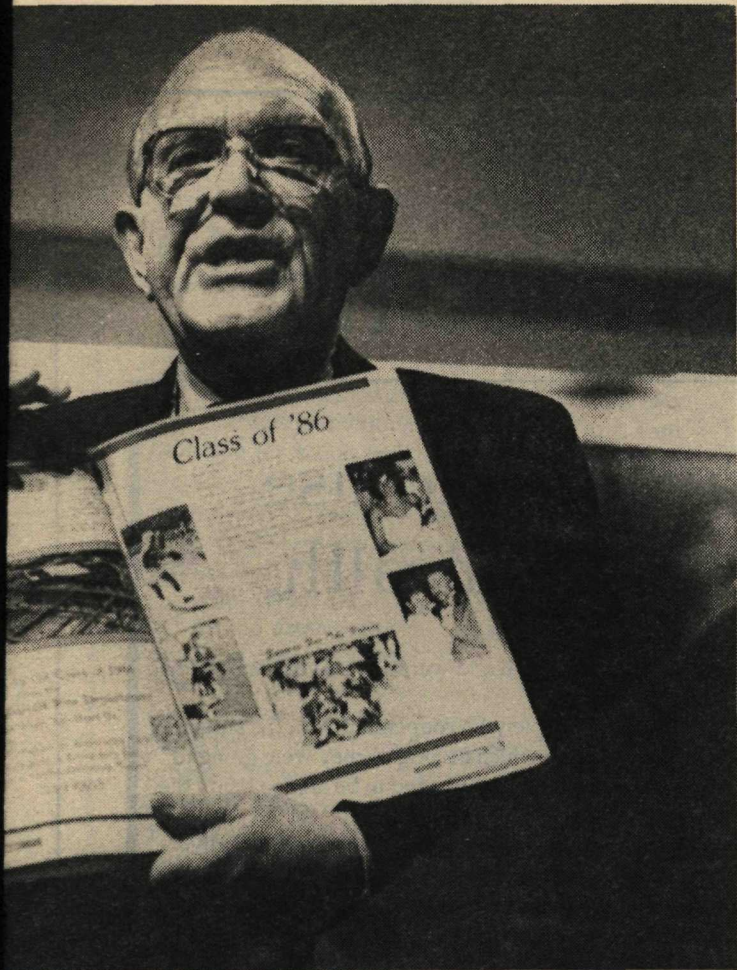
"We recognize that advisers and staffs have a choice," said ILPC Director Bobby Hawthorne. "And the choice is clear. Some workshops stress shopping. The ILPC workshop stresses work."

The tone of the workshop is set in the selection of its directors, Bruce Watterson, Bob Button, Sherri Taylor and Jim Paschal.

Watterson is in his fifth year as director of the yearbook sequence. As adviser of the award-winning *Wildcat* of Ole Main High School in Little Rock, Arkansas, Bruce has compiled one of the nation's most enviable records of accomplishment. His staffs have led the country in yearbook innovations, pioneering new areas in coverage, design, graphics, writing and computer technology.

Watterson's instructional staff include:

- Judy Allen, yearbook consultant from Tulsa, Oklahoma, and former award-winning adviser at Western Oaks JH in Oklahoma City and Dallas Highland Park HS.
- Judy Babb, yearbook adviser at Dallas Highland Park HS.
- Rick Hill, publications consultant from Amarillo and former adviser of award-winning books at Lawton Eisenhower HS and Cameron University.
- Linda Howard, yearbook adviser at Norman HS, Norman, OK.
- Gary Lundgren, former director of the South Dakota High School Press Association and editor of *Yearbook Points and Picas*.



He wrote the book

FOR MORE THAN A quarter of a century, Col. Charles E. "Chuck" Savedge has defined excellence in yearbook journalism. As the editor of *Yearbook Fundamentals* for the Columbia Scholastic Press Association and as an instructor at countless numbers of summer workshops, seminars and conventions, Savedge has earned the moniker, "Mr. Yearbook." For his devoted and distinguished service to Texas scholastic journalism education, the Interscholastic League Press Conference awarded him its coveted Edith Fox King Award, April 17.

Photo by JOHN MOORE

Two Texas students named NSPA All-American scholars

Lennon Courtney, of Lyndon B. Johnson High School in Austin and Younjee Kim of Spring Woods High School in Houston are two of 14 high school students from across the country to be named an All-American Scholar for 1988 by the National Scholastic Press Association (NSPA).

Courtney and Kim were honored for their high academic ranking based on overall grade point average, journalistic writing ability, and work on student publications. The minimum grade point average for this national competition is 3.25 based on a 4.0 system.

"High school students who excel in their academic classes and in student publications deserve the honor of being named an All-American just as much as a student excelling in athletics," said Tom Rolnicki, NSPA's executive director. NSPA has given the All-American award to student publications since the 1920's, and started the All-American Scholars in 1984.

An award certificate will be presented to Courtney and Kim. In addition to the certificate, a full tuition and room and board scholarship to attend the NSPA summer journalism workshop program at the University of Minnesota, Minneapolis is given to all of the winners.

NSPA is a non-profit, journalism education association founded in 1921 and located in Minneapolis.

Courtney is also the 1988-89 ILPC student president. His adviser is Andy Drewlinger. Kim's adviser is Lisa Schwartz.

Applications being accepted for dorm monitor positions

Applications are being accepted for positions as dormitory monitors during the ILPC Summer Publications Workshop, June 24-28. Duties of the dorm monitor include enforcing curfews, controlling traffic between floors and investigating possible rule violations.

"Serious disciplinary action is rare, since workshop administrators and instructors stress to students the intense, high-productivity nature of the workshop," said Jack Harkrider, dorm supervisor. "In the past three years, we've had only one major incident."

Monitors will reside in private rooms on the students' floors. ILPC will pay monitors \$100 to cover transportation costs, and waive tuition, room and board fees. "We generally seek advisers who might only be able to attend the workshop by serving as dorm monitors," Harkrider said.

To apply, send your name, home address, city/zip, telephone number and brief statement why you wish to apply to Jack Harkrider, c/o ILPC, Box 8028, UT Station, Austin, Texas 78713-8028. Deadline for receipt of applications is June 1. Appointees will be notified by phone no later than June 4.

Summer workshop approved for TEA advanced training credit

The ILPC Summer Publications Workshop for advisers has been approved for 28 hours of TEA advanced academic training credit. In order to receive credit, advisers must enroll and attend the adviser's sequence, which will be directed by Prof. James Paschal of the University of Oklahoma.

Workshop offers clear choice

Workshop, at a glance

Cost: \$170 per person for the newspaper and yearbook sequences. Photography registration is \$185 cover lab and equipment fees. All payments must be received before the first day of the workshop.

Commuter fees: \$75 for newspaper/yearbook/visiting sequences; \$85 for photography.

Registration deadline: June 1

Refunds: If notified before 8 a.m. June 23, there is a \$25 processing fee per person for cancelled reservations. The penalty for cancellations received on or after June 23 is \$75 per cancellation.

Late registration: There is a \$10 per person late registration penalty for students enrolling after 8 a.m., June 23.

Applications: Write ILPC, Box 8028, UT Station, Austin, TX 78713-8018 or call 512/471-5883.

• Dan Vossen, yearbook adviser at Yukon HS, Yukon, OK.

For 22 consecutive years, the *Tower* of Grosse Pointe Park High School, located outside Detroit, Michigan, has won Quill & Scroll All-America honors. In addition, it has won the NSPA Pacemaker Award, the NSPA Regional Pacemaker Award five times and one CSPA Gold Cup Award. The adviser of that publication and the ILPC newspaper workshop director is Bob Button, one of the nation's most highly respected newspaper advisers. He was a member of the JEA Commission on the Role of Journalism in Secondary Education. The *Tower*, which can be anywhere between eight and 16 pages, is published weekly.

Members of the newspaper instructional staff will include:

• Lynn Loewy, former publications adviser at

Houston Spring Woods HS, who will teach a specialized writing course.

• Rob Melton, adviser of the Statesman of Woodrow Wilson High School in Portland, Oregon, one of the nation's strongest student newspapers.

• Mary Pulliam, adviser of the Duncanville High School Panther Prints, which won ILPC "Tops in Texas" awards in 1985 and 1986.

• Terri Nelson, newspaper adviser of the *Broadcaster* at Yorktown HS, Muncie, IN.

• Jim Davidson, adviser of *The Fang* at Dallas Lake Highlands HS.

When reciting the top publications nationally, Irving High School is consistently mentioned. In the past five years, Sherri Taylor has built one of the nation's strongest programs. In the past six years, the yearbook has been named "Tops in Texas" three times, and the newspaper has won a CSPA Gold Crown Award. In 1985, she was named winner of ILPC's "Max Haddick Teacher of the Year Award." Sherri will direct the photography sequence.

She will be assisted by Bob Malish of Canon Cameras USA and Randy Vonderheid, publications adviser at DeSoto High School.

Jim Paschal, director of the Oklahoma Interscholastic Press Association, will direct the advisers' workshop. Paschal, a former Texas adviser, edited the *Bulletin* of the Columbia Scholastic Press Advisers Association, edited the revision of CSPA's *Springboard to Journalism*, originally written by Ben Allnut.

He is the founder and director of the American Student Press Institute.

"The strength of our staff puts us a cut above most summer publications workshops," Hawthorne said. "For those people who want to spend five full days learning as much as possible about high school newspapers, yearbooks and photography, ILPC gives them their money's worth."

The ends don't justify the means

High-cost diet additives undermine sports goals

By JEFFREY H. LAMONT, M.D.

(Editor's note: This letter, appeared as an editorial in the August 1987 issue of the *Wisconsin Medical Journal*.)

The approach of fall is heralded in a number of ways. In Wausau, two things occur which remind me that summer is coming to an end, even as the midday temperature tops 90 degrees—the leaves on my neighbors' maple trees start changing color and falling, and the hopefuls for the high-school football teams begin trickling and then flooding into my office for preseason physical exams. It becomes obvious after a short time that several of the boys are going to be trying for the same position and that, obviously, most of them will ultimately be disappointed.

I find myself wondering how each will handle this disappointment. This question becomes more important when one realizes that, increasingly, emphasis is being placed on "getting the edge," or "being #1." Unfortunately, less and less emphasis seems to be placed on simply being the best you can be.

Many of the young men I examine are physical specimens that I, in my 35-year-old senescence, can only marvel at. Curiously, it is these individuals who seem to be the most concerned about how they might make themselves even better. Each of these young men indicates that he has followed an exemplary diet and that he has followed a training schedule that would make Green Beret survival training seem like a vacation. Each of these individuals has been concerned with getting the edge on what he perceives to be his competition.

I have not had any questions regarding steroids as yet, although some of my colleagues report receiving certain careful inquiries in this regard. I have received many inquiries about nutritional supplements. Most of these requests come from football players from a single high school. They state that the use of diet supplements is advocated by their coach, and they ask that I attest to their being beneficial and necessary, and worth every penny of the dollar-a-can cost that the diet supplements involve. The diet supplement program is not underwritten by the school, nor is its employment supervised by the coach, a certified athletic trainer, or a dietician. The team physician has never been formally approached by the coach with regard to the diet supplements the coach is advocating.

This all strikes me as wrong. It is wrong to suggest to an impressionable young athlete that his own best efforts at eating a solid balanced diet and training as well as he can will somehow not be good enough. It suggests to the high school athlete that in order to beat

Survey links excessive steroid use to heart disease, decline in health

Editor's Note: The following article is reprinted from *The NCAA News*, September 14, 1987, and *California Interscholastic Federation State News*, December 1987.

A six-month study of body builders shows that unsupervised, excessive use of anabolic steroids can lead to heart disease and a decrease in the body's ability to fight off illnesses, a research team said recently.

"We as a society have a tremendous desire to gain a competitive edge, and people are willing to put themselves at tremendous risk to achieve it," said Dr. Leonard H. Calabrese, chair physician of clinical immunology at the Cleveland Clinic.

Calabrese was part of a five-member research team that studied the diet and physical well-being of 35 body builders in the first half of 1986.

Conclusions of their study are now in manuscript form, and parts of it soon may be published in various medical journals, the Associated Press reported.

The subjects were volunteers, all consuming similar, high-calorie diets. Of the 35 participants, 18 were voluntarily taking high doses of anabolic steroids, a synthetic version of the male hormone testosterone. Body builders and other athletes use the steroids to gain weight and strength.

Calabrese said the drug users in the study obtained

the drug on their own and were advised of the potential dangers.

"We had people who cooperated with the study. It was a situation in which as long as they were going to use steroids anyway, we wanted to be able to study the effects," he said.

Susan M. Kleiner, a Case Western Reserve University nutrition researcher, studied the unsupervised diets of the body builders and determined that the normal diet involved excessively high fat intake, creating potential for heart disease.

She said blood tests revealed that the fatty style of nutrition common among the body builders tended to put the drug users at greater risk.

Dangerously high levels of cholesterol were noted in 44 percent of the steroid users, compared with 24 percent of the drug-free body builders.

Calabrese said there has been little reported in medical journals about the effect of anabolic steroids on the body's immune system.

A summary of the study said that blood tests of the steroid users revealed evidence that use of the drug "significantly suppresses the immune response, lowering the body's ability to fight infection and, possibly, reducing its ability to provide surveillance against the development of malignancy."

the competition he must resort to "additives." I am sure that this high school coach would be genuinely shocked and dismayed if he found that his athletes were resorting to the use of steroids or other drugs as they attempted to improve their athletic performance. When the goal of an athlete is to please his coach, however, it may be difficult for him to draw the line in his mind between a special high-cost food supplement, anabolic steroids which may be billed as "similar to substances the body itself manufactures to increase muscle mass," and drugs such as stimulants.

When a nationally recognized coach such as Lefty Dreisell, fortunately late of Maryland, goes public with a position that was taken by many people to be an advocacy of cocaine as a performance enhancer in athletics, a very negative message is being received by our high school athletes in this regard. That message seems to be—it doesn't matter what you do to excel in your sport or event. If it will give you the edge, you do it.

As physicians, we are responsible for helping our patients maintain a proper perspective on their reasons for participating in sports and the contri-

bution that sports make in their lives. The responsibilities of a team physician are well stated in the manual *Sports Medicine: Health Care for Young Athletes*, published by the American Academy of Pediatrics. A team physician should take an active interest in all aspects of the training of athletes and should make it clear to the coaching staff and school athletic director that all training recommendations and policies are considered subject to physician approval prior to implementation.

The bottom line is this: Scholastic athletics are a component of education, designed to enhance a child's mental, spiritual, and physical development. Athletics, like music, drama, art, or science, constitute one of many paths by which a child may seek to achieve his personal best. It is in teaching a child to achieve his personal best, and not in teaching him to beat the next guy, that athletics serve a useful function in our schools and communities. If winning becomes all important, if our children are taught that the end justifies the means, then we have no one but ourselves to blame for problems in society ranging from drug abuse to Iran-scams.

Thinking skills in journalism and speech communication

By LAWRENCE RICHARD,
English Language Arts Specialist, TEA

Communication skills, both oral and written, have traditionally been part of the secondary school curriculum. Ernest Boyer's *High School* states that language is the first curriculum priority and that it is incumbent upon high schools to "help all students develop the capacity to think critically and communicate effectively through the written and spoken word." For this reason the graduation requirements of Chapter 75 include four credits in English language arts, the essential elements of which feature writing and language concepts and skills. Not only are written and oral language effective means of expressing thought, they are also excellent ways of developing thought; hence, as students become more proficient in the skills of expressive language, they also sharpen their critical thinking skills. Two areas of the English language arts curriculum focus especially on developing the critical thinking skills of self-expression: journalism and speech communication.

Journalism

The mandate of Chapter 75 to include teaching the writing process in required language arts courses was designed to effect a major improvement in the English curriculum of Texas public schools. To achieve competent writing skills, students need instruction in the process of writing, as well as frequent opportunities to practice purposeful writing. As they go through the stages of the writing process—from prewriting to drafting to revising to publishing—students discover facts and information, determine their relevance to the communication they are working on, and present them in writing using rhetorical techniques appropriate to the purpose and audience of the communication. The exploration of ideas, which is a necessary part of the writing process, requires students to engage repeatedly in various forms of critical thinking such as pattern recognition, synthesis, analogical reasoning, and evaluation of evidence. "Writing is thinking on paper" is not just an idle slogan; it is an essential characteristic of a worthwhile English program.

A program of academic journalism centers around the writing process. And although the production of a newspaper, literary magazine, or yearbook is a part of the journalism program, the program's main purpose is far wider. It involves the development of students' critical thinking skills as they assume the media's obligation to report what readers want and need, without skirting unpleasant or complex issues that challenge them intellectually, morally, and ethically. Students investigate and write about real topics that vitally interest them and their audience, and the publications they produce serve as the forum for their thinking.

English teachers frequently have trouble motivating students to write. In order for the students to take the trouble to go through the whole writing process, the pieces of writing on which they are working must be important to them. Tom Liner says, "The usual situation in the classroom is that students want to finish papers as quickly as possible and turn them in so they won't have to fool with them anymore." One way to supply motivation is to provide students with publishing opportunities, "...the only reason for the writing to be important enough for the hard work of editing and proofreading." Because journalism students have a regular publishing outlet,

and the tasks they deal with concern real issues and relevant topics, the motivation problem is very much lessened. Dvorak says, "...teaching writing skills in a journalism class is easier than in an English class 'because students have a sense of immediate audience, an extremely important factor in communication.'"

Critical Thinking in the Journalistic Process

The writing process in the context of news is an important essential element for Journalism. One of the first tasks students must accomplish is to "understand the elements of news." Many teachers, frequently with the aid of textbooks, present a list of the characteristics of newsworthiness students must discuss and analyze. Other teachers, using a more Socratic approach, elicit a list of news elements from the students themselves. Once the list is determined, an examination of a variety of sample news stories helps students see how the elements of news are actually found in journalistic writing.

Another key essential element in Journalism is to "gather information through interviews." Here, of course, is one of the central prewriting activities in the journalistic writing process. Students first sharpen their interviewing skills by observing and criticizing recorded interviews, practice them in role-playing simulations, and finally conduct actual interviews, looking throughout the process for verifiable facts, reliable testimony, and relevant details. Discussions with professional reporters about interviewing techniques can also broaden students' grasp of this important skill.

Once students have gathered news, writing and editing news stories continue the journalistic composing process. Five essential subelements address this:

- differentiate among and write straight, interpretive, and feature stories, including effective leads
- use inverted pyramid form
- use journalistic style
- edit copy using appropriate copyreading and proofreading symbols
- write effective headlines and cutlines

Although journalistic writing has specific skills to be mastered, such as using the inverted pyramid form and producing headlines and cutlines, engaging in the drafting and editing stages of the writing process is no different from what any writer does. Purpose and audience are identified and addressed, and rhetorical techniques are used that will most effectively accomplish the purpose for a particular audience. Specific conditions like time and space constraints challenge the journalism students, but purpose and audience will guide the content and tone of the writing. The writing process here as anywhere is usually a recursive one, requiring the writer to produce a draft, then to go back and revise, perhaps several times. Critical thinking skills are important throughout the process as students investigate the reliability of their sources, eliminate bias, develop accuracy in their statements, and check for logical fallacies in their reasoning. Interaction with peers and guidance by the journalism teacher can help students develop the kinds of skills that enable them to grasp a particular topic or problem and present it in an appealing and thoughtful way to their audiences.

Few areas of the curriculum engage students as fully as journalism in the purposeful production of the written word, and journalism teachers are in a unique position to provide their students with the critical thinking skills

involved in the process. As students engage in such activities as recognizing and gathering news, writing and editing news stories, and collecting, condensing, and organizing materials from various sources of information, they in higher order thinking skills. And since the news draws its content from an unlimited range of topics, students' cross-disciplinary abilities are exercised and strengthened as they deal with a wide spectrum of subject matter. It is no accident that freshman college students with high school journalism experience earn significantly higher test scores than their counterparts with no publications background. We can be confident that a strong, academic journalism program will help build thinking and writing skills that will serve students throughout life.

Speech Communication

Ernest Boyer in *High School* stresses the need for "a study of the spoken word" in the high school curriculum. He suggests that every student should take a one-semester speech course that includes group discussion, formal debate, public speaking, and oral interpretation of literature, and points out that the goal of such a course is not only effective self-expression, but reflective thinking. Although the descriptions of required English courses treat oral language in only one subelement, the elective speech communication courses deal with all four areas that Boyer recommends.

Group Communication

The study of the dynamics of group communication affords ample ground for the exercise of critical thinking skills. For groups to function at their fullest potential, students must analyze types of groups, their purpose, and patterns of interaction. A frequent purpose of group discussion is problem solving, a step-by-step process involving analysis, synthesis, and evaluation.

Debate

Formal debate has long been recognized as a discipline in which students exercise critical thinking skills; effective debate has for centuries been the trademark of educated and responsible citizens. Analyzing debate topics and preparing arguments for persuasive presentation help students build the thinking and verbal agility that assure effective oral presentations.

Public Speaking

Public speaking especially demands the skills of analysis and synthesis. The general task of organizing ideas for a piece of writing: purpose and audience are primary guidelines. But there are also different skills to master. In an oral presentation, for example, students learn to present a message in a way that listeners can readily follow, interpret, and understand as they listen, since they cannot go back over the text and verify or probe an idea. Students, therefore, must master skills of organization specifically for an oral presentation, repeatedly operating on the cognitive levels of analysis, synthesis, and evaluation.

Oral Interpretation

Finally, the area of oral interpretation requires students to analyze a literary selection from several points of view. This analysis entails an examination of meaning, attitude, structure, and style; then the selection is synthesized into the particular adaptation that will suite the purpose, audience, and occasion the speaker must address.

The critical thinking skills exercised in these four areas of oral communication are usually not arrived at without careful instruction and painstaking practice. Speech communication, far from centering around the surface features of oral delivery, deals with the most profound aspect of language and communication: thought. Just as in journalism, students must be encouraged to deal with topics that are vitally meaningful to them and challenge them intellectually, morally, and ethically.

Full agenda awaits committee

The Standing Committee on Athletics will meet June 7-8 in Austin. As usual, a number of proposals will be considered for possible recommendation to the October Legislative Council.

Some of the Agenda items are already in place, and, no doubt, others will be received prior to the meeting.

The Committee members evaluate each proposal using the following guidelines: Will the proposed change:

- create a more equitable climate in that activity for the majority of participants and schools?
- cause more loss of school and study time?
- provide a safer physical and/or emotional situations for all participants?
- bring about scheduling conflicts with other UIL activities?
- increase the cost of an activity, reducing available funds for the academic program or other school activities?
- increase the educational value gained through participation for all participants?
- change a rule that has been in effect for only a brief period of time.

The task is not easy. Members give up their time for two days in earnest effort to consider every request. The list of possible agenda items provides some insight into what is in store. And the list is only a partial one.

PROPOSED TOPICS TO BE DISCUSSED AT ATHLETIC COMMITTEE JUNE 1988

- Missing classes during paid recruiting visits.
 - Football tie-breaker other than penetrations-1st downs.
 - Changing 1230(e) on a percentage basis rather than a straight 4 district games.
 - Advertisements for alcohol at League Contests
 - Full-time employee coach rule for high school sports, permit exceptions under certain conditions.
 - Coach's misconduct baseball.
 - Evaluation basketball officials.
 - Guidelines for coaches in 7,8,9 camps.
 - All-Star games and shootouts - When are they college tryouts?
 - Powerlifting defined.
 - Liftathons - when legal?
 - District 27-AA Rule Violation Survey.
 - 6-man Coaches Association Girls All-Star Game.
 - Football scouting services.
 - Scheduling boys events before girls events alternating each year.
 - Misconduct of participants in contests
 - Using Regional sites for warm-up games for bi-district games.
 - Regional tournament expenses.
 - Coaches attending Rules Clinics.
 - Criticism of sport officials to media by school personnel.
 - Participation in road races of more than six miles.
 - Forfeiting game on two year contract.
 - Steroid use.
 - Volleyball officials fee structure.
 - Ejected player out of next game.
 - Softball Play-offs.
 - Scratching Officials.
 - Training of sports officials.
 - Use of non-registered officials
 - Other officials concerns.
- In addition, the Athletic Committee will consider



Postscripts on athletics

Bill Farney

recommendations from the *Committee To Analyze Consistency Among UIL Programs*. Highlighting the following areas of concern:

SUMMER CAMPS

- Permit all students (varsity and non-varsity) to attend summer camps in all team sports.
- Restrict summer camps to a period of time from June 1 through August 1.

SUMMER USE OF SCHOOL FACILITIES

- Permit open gyms, facilities, and weight rooms, with coaches present. Weight lifting instruction permitted, but specific instruction in football, volleyball, basketball, baseball, or soccer shall not be permitted. No attendance records. Participation completely voluntary on the part of the student.

SUMMER LEAGUES AND OTHER SUMMER PARTICIPATION

- Football-permit flag football leagues from June 1 to August 1. Limit to seven players (no more than four from one school). No school coach involvement.
- Volleyball and Basketball - permit leagues from June 1 to August 1. No more than four volleyball players nor more than three basketball players on the same team. No school coach involvement.
- Baseball and Soccer - permit summer games with stipulation that school coaches may not coach their own players.

PRE-SEASON PARTICIPATION ON NON-SCHOOL TEAMS

- Volleyball and Basketball - no non-school participation for grades 9 - 12 outside the school day prior to the season.
- Soccer - permit non-school practice or play for all students on Friday after school Saturday and Sunday.

CONCURRENT PARTICIPATION ON A NON-SCHOOL TEAM DURING A SCHOOL TEAM SEASON.

- Football, volleyball, basketball, baseball, and soccer - no concurrent play or practice on a non-school team during season.

PARTICIPATION ON NON-SCHOOL TEAMS AFTER THE SCHOOL SEASON

- Participation permitted in all team activities on non-school teams but only after April 15 on Friday after school, Saturday and Sunday. Football non-school participation is limited to flag football, no contact activities permitted.

ATHLETIC PERIOD DURING SCHOOL DAY

- Permit eleven on eleven in football off-season period. (No contact drills.) Allow passing and punting machines, chalk talks, films, etc. All other team activities are permitted the current full-team participation in the off-season period.

These considerations and others will be heard by the Athletic Standing Committee. Everyone is invited to attend. If you wish to make a presentation for or against any item, or to present a new proposal, please contact the UIL office for a place on the agenda.

Summer should be time for non-school activities

Editor's note: The following article is reprinted from the Wisconsin Interscholastic Athletic Association Bulletin.

It's summer again! Summer—that great time of the year, particularly for school people, when things aren't quite as hectic as the other nine months on the calendar.

True, it isn't a total time for relaxation and revitalization. There are annual meetings and budget battles for many of our administrators, and there are teacher layoffs being sweated out by coaches. There even is a significant amount of classroom activity in the majority of our school districts in the summer.

But the pace isn't quite the same in the summer as the rest of the year. Summer really should be "summer" for our young athletes. It should be a time for "fun and games," for fishing and families and picnics and trips. It should be a time to rest from the demands and the disciplines of sports.

Not all coach, not all parents let their kids have a "summer." A lot of them think they are doing their boys and girls a big favor by keeping them involved in the routines of their sport. They give all sorts of reasons in defense of their positions, all the way to using that well-worn-out question: "Wouldn't you rather have kids wrestling or in basketball camp than smoking pot or something like that?"

To tell the truth, "Yes, we'd rather have them in sports, even in the summer, than in drugs or whatever." But, we'd also rather have them doing something other than organized wrestling or going to basketball camp in the summer. We'd like to have them left alone a little bit as far as organized sports activity is concerned—left alone to do what they want to do for a while. How about letting those kids only worry about whether or not they can find enough other kids to make up a slow-pitch softball team?

If high school age boys and girls really want to stay deeply involved in their particular sport during the summer, they should not be denied that opportunity. But it is important that it be their own decision. The coach should not be pushing them in any way, subtle or otherwise, and administrators should impress this point on their coaches. Parents push kids, too, but that's something school people can't control. They can reason with them and recommend to them, but that's as far as they can go.

Summer is such a short time. It's too short. It doesn't even start until June is well underway, and before it's two months old, it's all over. By the first part of August, we're back at it again, getting ready for another school year of sports.

Boys and girls spend nearly 75 percent of their first 18 years going to school, and a great many of them spend nearly 75 percent of those school years involved in some kind of organized athletic program. That's a lot of regimentation for a growing child. That's a lot of time not to have time to do something just for fun.

We shouldn't do anything that cheats our kids out of summer. They need that time. They want that time. They especially need and want that time because they're kids. The opportunities summer affords kids never will knock at their door once their school days are over. Let's not do anything that would prevent them from opening that door.

Reviewing rules for next athletic season

Each spring there is an effort to prepare conscientious school administrators and coaches prior to the start of the school year regarding implementation of new rules for the next athletic season.

Every school is strongly urged to meet early, orient staff, and distribute UIL materials. Most importantly, you are urged to meet as a staff and develop goals for the upcoming year. It is important that we as role models have an educational objective in mind before meeting that athlete that we so easily influence. We wish you the best and a relaxing summer before gearing up for a wholesome and rewarding experience next year.

Except for new changes marked (*) which take effect this summer, the other new rules will be implemented beginning with the first day of school next fall:

OFF-SEASON REGULATIONS.

GENERAL

- Team practice. School teams shall be prohibited from practicing team skills outside specified dates except during the one allowable period during the school day.

- Powerlifting. Off-season athletes whose schools have an athletic period during the school day may not participate on powerlifting teams unless weight training is provided for off-season athletes during the in-school-day athletic period. It would also make it a violation for powerlifting teams to be limited to athletes or to be required as part of an athlete's off-season program.

- Off-Season participation. Athletes (varsity or non varsity) may not participate in an off-season program on the day of an in-season competition.

- Participation requirement. Students may not be required to participate in one school sport as a prerequisite for participation in another school sport.

- Policies. Written school policies for use of facilities during the off-season, outside the school day, and during the summer months should be approved by the school administration and dispersed to all staff and students.

- Off-Season period limits. Off-season activities are limited to one regular classroom period (max. 60 minutes) within the school day which includes suiting out, related activity, and redressing must occur.

CAMPS changes for football, basketball, and volleyball only. Camps in other sports are permissible for all levels providing expenses are paid by students parents.

- * Local camps. The camp rules will now allow students who will be incoming 7th, 8th, and 9th graders to attend one football, one basketball, and one volleyball summer training camps in which a coach from their school district attendance zone is employed for up to six consecutive days each summer providing the camp is held prior to the third Saturday in July. If the camp is sponsored by the school district personnel, the camp fees must be approved by the local school administrator. Students may not split the six allowable days between two different weeks. Students shall not wear school apparel or shoes. The same fee shall be paid by all students attending the camp. Incoming 10th, 11th, and 12th graders shall not assist with or observe the camps. Football camps shall be non contact camps. Contact equipment, including personally owned helmets and pads, and contact activities shall not be permitted in football camps. School may furnish hand dummies, stand up dummies, passing and kicking machines, and football, for football camps. Use of other football equipment is prohibited.



Sports notebook

Susan Zinn

- * Speed and strength camps. Speed and strength camps which specify instruction for football, basketball or volleyball would be defined as a training camp, thus varsity players could not attend without being in violation.

- Chemical Abuse Programs. Schools are strongly encouraged to develop alcohol and drug prevention education programs. The UIL staff will provide assistance to coaches, sponsors, and administrators in developing educational programs and referral procedures.

- Coaches/Directors. Retired school people with 20 years of service in public schools may serve as part-time directors of the one-act play contest in grades 9-12, as part-time athletic coaches in grades 9-12 in all sports other than football, baseball and basketball, and as part-time assistant coaches in football, baseball and basketball in grades 9-12.

OFFICIALS

- State mileage reimbursement. To provide consistency in payment of mileage by school for employees and officials, an amendment changes the mileage being paid to officials from 23 cents per mile to the maximum allowed to be paid to school employees (state rate). This rate will be published and sent to schools.

- Average mileage fees. If agreed upon by the school, officials may be paid an average mileage fee which, when totaled for the year or season, would not exceed what would normally be paid by each school for mileage. This should be an administrative convenience to school in metropolitan areas.

- Scratches. This amendment places additional responsibility on a school which scratches officials after they have been approved. When officials who have been previously agreed upon by both teams are scratched within seven days of the contest, the school scratching the officials shall pay them the fee they would have received had they worked the game (unless they obtain another game) minus any travel expenses and shall also pay the additional travel costs in obtaining new officials.

- Tournament fees. Guidelines for paying officials for working tournaments may be based on the following: 1) session or game receipts; 2) average session or game receipts for the entire tournament; or 3) average session or game receipts from the previous year's tournament. Travel and other expenses must have prior approval by the school.

- Officials fail to show. When officials do not show or when the previously agreed upon officials do not show and the game has to be rescheduled, the chapter shall be responsible for the rescheduled game fee, unless it is determined by the school that an emergency arose beyond the control of the officials.

TIES. Unless the district executive committee specifies otherwise prior to the season, tie games shall count as one-half game won and one-half game lost.

OLYMPIC EXCEPTION. The criteria for approval has been clarified. A student may participate in approved athletic tryouts, practices, or contests which are part of the official Olympic program and are conducted and financed by the United States Olympic governing body for that sport. Actual expenses may be defrayed by the non-profit Olympic Committee.

NON-SCHOOL ACTIVITIES. The University Interscholastic League strongly encourages schools and non-school organizations to send information to the UIL concerning non-school athletic programs involving UIL participants. The UIL staff will collect and make available this information concerning non-school athletic activities to administrators and coaches upon request.

PENALTIES. Fighting. A penalty for unauthorized entering onto the playing field area to engage in a fight with an opponent, teammate, fan, and/or an official will be included under the UIL penalty structure.

ATHLETIC AMATEUR STATUS. Regaining eligibility. Students who inadvertently violate the amateur rule by accepting valuable consideration may regain athletic eligibility by returning the valuable consideration. If an individual returns the money or other valuable consideration within 30 days after he is informed of the rule violation, he regains his athletic eligibility when he returns it. If he fails to return it within 30 days, he remains ineligible for one year from when he accepted it. During the period of time from when a student receives valuable consideration until he returns it, he is ineligible for all varsity athletic competition.

JUNIOR HIGH.

- * Sixth grade. In Conference A, or in junior high schools whose enrollment corresponds to Conference A enrollment, students in the sixth grade may participate on one combined seventh and eighth grade team in a team sport if their participation is needed to field a team. For example, in basketball they could not participate if there were ten or more seventh and eighth graders. Sixth graders may not be used on either team when a school has more than one junior high team playing. Track is not considered a team sport thus sixth graders could not be used on a Conference A junior high track team.

- Scrimmages. An amendment clarifies that junior high school scrimmages, which are counted as one of the allowable games, must be held during the number of days allowed for junior high games. Scrimmages in football could not be held before the first legal playing date (10th day of school).

BASKETBALL.

- Conference A play-off structure (to 1988). Conference A basketball format will be changed to permit two schools from the same district meet in a regional quarter-final game. Beginning in 1989, eight teams (Conference A) regional tournaments will be held.

- Scheduling option. Teams and contestants may participate in three matched games per calendar week if two of the three games are on a Friday and a Saturday or on a night prior to a school holiday and a non-school day. Such Friday and Saturday games shall count as one of the three allowable invitational tournaments.

- Finances. For all basketball games past the district level, except games played at the state tournament, schools may deduct fees for referees, scorer and timer prior to figuring the 15% of gate receipts to be sent to the UIL.

Continued on page 3

The Leaguer

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Send mail address changes to *The Leaguer*
Box 8028, UT Station, Austin, TX 78713-8028

Official notices

ROBINSON ISD

Robinson HS has been assessed a public reprimand in basketball through the 1987-88 school year by the District 7AA Executive Committee for violation of the Athletic Code.

LA VEGA ISD

La Vega HS has been assessed a public reprimand in basketball through the 1987-88 school year by the District 7AA Executive Committee for violation of the Athletic Code.

TERRELL COUNTY ISD

Sanderson HS has been assessed a public reprimand in basketball through the 1987-88 school year by the District 14A Executive Committee for violation of number of games per week.

BUENA VISTA ISD

Buena Vista HS has been assessed a public reprimand in basketball through the 1987-88 school year by the District 14A Executive Committee for violation of number of games per week.

RIO HONDO ISD

The District 32-3A Executive Committee has placed Rio Hondo ISD on probation in football through January 18, 1989 for violation of the eight grade age rule.

HOUSTON ISD

The State Executive Committee assessed a public reprimand to Houston ISD coach Carl Brown and placed him on probation in girls' basketball through January 20, 1989 for violation of the Athletic Code.

The State Executive Committee also assessed a public reprimand to Houston ISD coach Von Donna Bircher and placed her on probation in girls' basketball through January 20, 1989 for violation of the Athletic Code.

CONROE ISD

The State Executive Committee has placed Conroe ISD coach Randy McDougald on probation through the 1988-89 school year and assessed him a public reprimand for violation of football off-season restrictions.

WACO ISD

The State Executive Committee has assessed a public reprimand to Waco ISD coach Johnny Tusa and placed him on probation through the 1988-89 school year for violation of the Athletic Code.

PORT ISABEL ISD

The State Executive Committee has assessed a public reprimand to coach Chris Cavazos and placed him on probation through January 14, 1989 in football for violation of off-season restrictions regarding five-man mechanics.

PORT ARTHUR ISD

The State Executive Committee has assessed a public reprimand to Lincoln High School in basketball for violation of the Athletic Code.

SALTILLO ISD

The State Executive Committee has assessed a public reprimand to coach Brian Katt and placed him on probation through January 14, 1989 for violation of the Athletic Code.

The SEC also assessed a public reprimand to Saltillo ISD in boys' basketball for violation of the Athletic Code.

SINTON ISD

The State Executive Committee has suspended a Sinton HS student from practicing for or participating in any UIL activity in any UIL participant school for three years, from January 14, 1988 through January 13, 1991.

COLUMBIA ISD

The District 12-4A Executive Committee took the following action: Impose on Columbia HS a public reprimand. During the 1988-89 school year, reduce the number of contests for girls' basketball from 22 to 21, and during one (1) full week of the 1988-89 season, only one (1) girls' basketball game may be scheduled. This week shall not be a week in which a tournament has been scheduled.

MUSIC MEMORY

In the Music Memory Bulletin, page 2, on the Official List #5, under selection, the correct spelling should be "Hallelujah" (there is only one e) and on #17, under major work, it should read Three Places in New England (the second word is Places not Pieces).

ALSO, a new Official Music Memory List for the 1987-88 school year has been completed. Please ignore any other music memory list unless it is the Official List out of this year's bulletin ordered from the 1987-88 elementary/junior high order form.

SPELLING LIST

7 & 8 Grade Spelling List - the word canapé should have an accent above the é.

PICTURE MEMORY

in the Picture Memory Bulletin on page 2 the painting by Corot should be Ville D'Avray, the D is upper case just as it appears on the large prints and in the bulletin. Please remember whenever there is any question about spelling or punctuation, check the large prints! The painting by Kline, C & O, can use any recognizable form of the "and" sign or even the word "and."

FORT WORTH ISD

The State Executive Committee assessed a public reprimand to Fort Worth Dunbar HS in basketball for violation of off-season practice rules. The SEC also assessed Coach Robert Hughes of Dunbar HS a public reprimand and probation until November 5, 1988.

HARLINGEN ISD

The State Executive Committee assessed a public reprimand in football to Harlingen ISD Coach Jesse Longhofer for violation of the Athletic Code.

CALVERT ISD

The District 13-A Executive Committee assessed to Calvert High School a public reprimand and probation to October 14, 1988 in football for violation of the Athletic Code.

WOODSON ISD

The State Executive Committee issued a public reprimand and one year's probation in football to Woodson ISD for violation of the Athletic Code.

The State Executive Committee also issued a public reprimand and one year's probation in football to Coach Doug Willis of Woodson, and suspended him from attending one home football game during the remainder of the 1987-88 season.

MEMPHIS ISD

The State Executive Committee issued a public reprimand and one-year's probation in all sports to Memphis ISD Coach Matt Monzingo for violation of the Athletic Code. The SEC also suspended Monzingo from all coaching duties in all sports through the end of the 1988-89 school year.

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.

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.

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.

MCKINNEY ISD

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

ALLEN ISD

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 football 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.

MATHIS ISD

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.

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 Paveto 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.

BASEBALL PLAYOFFS

The 1987-88 Conference A and AA baseball playoff dates are listed incorrectly in the Constitution and Contest Rules and wall calendar. The correct playoff dates are listed in the Coaches/Administrators Baseball Manual. They are: Bi-district by May 25 Area by May 28 Regional by June 1 Quarterfinals by June 4 State Tournament on June 9-10

1988 SuperConference Schedule

The 1988 SuperConference schedule is as follows:

October 29 - UT at Austin

November 5 - Texas Tech

November 12 - Sam Houston State

December 3 - North Texas State

Complete information regarding these free seminars, intended to assist students and advisers participating in the UIL spring meet academic activities, will be mailed to schools in September. Also, information regarding specific times and places will be published in the September issue of *The Leaguer*.

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.

CYPRESS-FAIRBANKS ISD

Cypress Creek High School has been assessed a public reprimand, placed on probation through the 1988-89 school year, and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. The penalty was assessed by the State Executive Committee. In addition, Coach Les Koenning of Cypress Creek HS was assessed a public reprimand, placed on probation through the 1988-89 school year and suspended from attending the school's first football game of the 1987-88 season.

GARLAND ISD

North Garland HS has been assessed a public reprimand by the State Executive Committee and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. In addition, Coach Joe Allen has been assessed a public reprimand, placed on probation through the 1987-88 school year and suspended from attending the first home game of the 1987-88 season for violation of off-season practice rules.

LEANDER ISD

Leander HS football Coach Tommy Zajicek has been assessed a public reprimand by the State Executive Committee for violation of off-season practice rules.

C&CR OFFICIAL INTERPRETATION

Section 1400 (a) (1) (C) allows a school to 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.

ALSO, the State Executive Committee issued the following interpretation of Section 700 (a) (2) and (3): A district executive committee has the authority to forfeit contests when participant schools fail to comply with the C&CR and the decision of the district executive committee cannot be appealed. A district executive committee does not have the authority to issue a public reprimand to school district personnel.

ALSO, Section 1250 (g) (1) applies to all League football contests, whether district games, non-district games, or playoff games, unless mutually agreed otherwise by the two schools involved. A visiting team can demand one half of the reserved seats. A visiting team has a right to split the stadium in relation to the fifty yard line, subject to the end zone situation being equal, unless mutually agreeable otherwise.

ALSO, the State Executive Committee issued the following official interpretation of Section 1202 of the C&CR: It is a violation of Section 1202 to pay coaches from funds gathered by a high school booster club or other sources at the high school.

ALSO, the SEC on 1/25/88 issued the following official interpretation of the C&CR: It is a violation of Section 1201 (b) (11) if a coach or sponsor asks a teacher to change a grade or suggests a procedure whereby a grade could be changed.