

# The Leaguer

## Music memory among 100 best curriculum ideas

**M**usic Memory, a contest for 5th and 6th grade students, has received national recognition from the *American School Board Journal* and *Executive Educator* as one of the 100 best curriculum ideas in the nation. Music Memory was selected from more than 1,000 entries submitted by 50 states.

Descriptions of the award winning ideas published in both publications have generated inquiries from 31 states and three foreign countries. Several school districts outside of Texas have adopted the listening maps for their elementary school music programs.

The music memory activity was reinstated as a UIL event when Mollie Tower, Elementary Music Coordinator for Austin ISD, persuaded the UIL Legislative Council that the program was needed to support the music curriculum in the schools. She told the Council the story of her father, Malcolm Gregory, who at 76 listed the name and composer and hummed the melody of 19 of the 20 selections that he studied in UIL Music Memory in the 1920's. He credited his exposure to music in UIL Music Memory as one of the reasons for his becoming an avid symphony supporter and lover of the opera.

Music Memory, a team event, has been a part of the UIL Academic program for seven years.

The UIL publishes two *Music Memory Bulletins* which list 20 selections each and include listening maps which teachers use to introduce the selections. The maps were designed by Mollie Tower and Austin ISD music teachers.

PLEASE TURN TO MUSIC MEMORY, PAGE 5

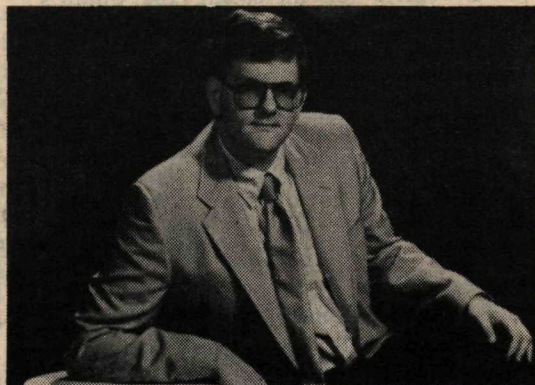


MOLLY TOWER, director of the acclaimed UIL Music Memory Contest, which recently was named one of the nation's best 100 curriculum ideas. Photo by JOHN MOORE.

## Setting his sights on literary achievement

A standing ovation acknowledged the achievement of Brent Bedgood of Atlanta High School at the first state meet for literary criticism when it was announced that he had won first place in AAA competition with a score of 100 percent. That feat was appreciated all the more by Ruth Trumble, his high school English teacher and coach, and by others who understood the extra effort put into the contest by Brent, who is legally blind.

Fred Tarpley, state director of UIL Literary Criticism, said he was well pleased by all the performances of contestants at the first state meet, but "when Brent's answer sheet went through the Scantron without a click, we thought the machine was broken."



"It is remarkable that Brent turned in perfect answers for the competition that is so comprehensive in literary criticism, literary history, and the terminology of the discipline."

Brent also placed first in district and regional literary criticism competition in 1988, as well as in 1987, when the contest was being piloted through the regional level.

Now a freshman at Rice University, Brent was graduated from Atlanta High School as valedictorian with a grade average of 98.75. He holds a one-year \$1,000 scholarship from the Texas Interscholastic League Foundation, as well as the Governor's Scholarship.

Teachers and other friends in Atlanta expressed no surprise at Brent's state meet performance since he has a long-

standing record of academic excellence in Atlanta.

His visual handicap since birth and his uncorrectable vision did not prevent Brent from being a band member for four years and earning titles such as "Most Likely to Succeed" and "Senior Class Best Boy Student."

Brent excelled not only in literary criticism in high school but as a versatile scholar and enthusiast for extra-curricular activities. His academic honors included: outstanding student awards in English, French, world history, science, and math; Presidential Academic Fitness Award for SAT in 1988; PSAT-commended student; Bausch and Lomb science award; quiz bowl team.

# Sell value of activities program

**D**ue to the financial crunch facing many schools, it is more important than ever that we sell the community, and especially the school board, on the value derived from each of our activities programs. If not, like three or four schools have already experienced this year, more sponsors and students may find that they won't have UIL extracurricular activities in the schools.

Experience from other states indicates that when funds are squeezed, one of the first cuts occurs in the activity programs. If we are providing the proper leadership in each activity, then the students should be deriving positive benefits that will make it relatively easy to convince the board and community that the fund spent are being contribute greatly toward the education of our youth and are an educational bargain.

### READ BEFORE CALLING

Coaches, sponsors and administrators who are responsible for programs are asked to read their manuals for their sport or activity as well as the pertinent portions of the C&CR. This could be some of the best time you have ever spent since it should



BAILEY MARSHALL

### Director's Viewpoint

reduce the possibility of violations for each activity in each school. This reading could also reduce your phone bills. Every day we receive calls from sponsors, coaches, directors, and administrators who have not read their materials and bulletins. In many instances the answers are evident in either a manual or the C&CR. All the person must do is read.

### STAFF GOALS FOR THE YEAR

Each August, our staff discusses goals for the upcoming year. The primary goals for this year are:

- Improve the general public's understanding and appreciation for the UIL and its activities.
- Enhance or elevate the status of UIL

sponsors, directors, and coaches to encourage and attract more of our outstanding teachers to become involved in UIL activity.

- Reduce errors in UIL publications and circulars, with the goal to eliminate all errors.
- Reduce paperwork between the UIL office and the member schools.
- Improve coordination among staff to eliminate conflicting opinions.
- Have at least one administrator available at all times to answer eligibility questions.

The main goal our staff has been and will continue to be to work effectively with the member schools and provide the information necessary to operate the activities effectively and within the rules on a day to day basis and to work within the structure to change rules when necessary.

If we are not providing you with the information necessary, please let us know. We want to work with you and for you in order to have an outstanding year.

# National Activities Week Oct. 16-23

Nationwide attention will be focused on the more than 10 million involved in high school activity programs October 16-23 during the ninth annual observance of National High School Activities Week.

Conceived by the National Federation of State High School Associations in 1980, Activities Week has been designated by the United States Congress and the President of the United States as a special time to promote the values inherent in high school athletics and other activities such as speech, music, drama, band and cheerleading.

Working through the National Federation and its 51 member state athletic/activity associations, local communities will be recognizing coaches, officials and other leaders, as well as building support for high school activity programs.

"Considering the lifelong values that are obtained through participation in high school activities, we believe these programs are the best bargains around," said Brice Durbin, executive director of the National Federation. Local high schools and communities must be directly involved in promoting Activities Week if it is to reach its full potential.

"While some local school boards have discontinued athletic programs to balance budgets, studies have indicated that only two to five percent of the average high

school's budget is devoted to interscholastic athletics, which truly is a bargain when matched against the valuable lessons that kids learn."

NBC sportscaster and actor Merlin Olsen and his mother, Mrs. Merle Olsen, will serve as co-chairpersons of Activities Week for the second consecutive year. The high school experience shared by Merlin and his parents epitomizes the ideals that Activities Week promotes--the student's participation in many different activity programs and steadfast encouragement by the parents.

Merlin Olsen competed in five sports at Logan (Utah) High School. He also sang with the school's choral group, was on the debate team and served as a student body officer, and received honors for academics, citizenship and athletics.

"Looking back at my high school experience today, I'm sure that some of the most important growth and learning came from my involvement in sports and other activity programs. Learning about the importance of teamwork, discipline and determination, as well as learning to accept coaching and criticism and discovering ways to tap in on my unused reserves of mental and physical energy are all critical lessons that have served me well in later life."

One of the highlights of Activities Week in 1988 will be the introduction of

"Dreamers and Doers," the new, national student-recognition program that is being co-sponsored by the National Federation and Walt Disney World.

"Dreamers and Doers" was approved by the National Federation Executive Committee to fulfill a two-fold purpose:

- To recognize deserving students who are the "backbone" of activities programs.
- To expand the intent of National High School Activities Week beyond the third week in October -- that is, to serve as a vehicle for increasing the public's awareness of the values and needs of activity programs.

"Dreamers and Doers" is designed to recognize those students who give maximum effort to every undertaking and have a positive impact on those around them. It is not designed necessarily to recognize those students who receive all-state or comparable all-conference accolades.

The "Dreamers and Doers" program will attempt to honor those students who have demonstrated what Walt Disney termed the "4 C's" -- curiosity, confidence, courage and constancy. Disney identified these individuals as the "hope for a better tomorrow," and the "Dreamers and Doers" program will seek to recognize those individuals whose quality of participation and involvement in school life is such a

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demonstration of the "4 C's" that it distinguishes that person from his or her peers.

Participation in high school athletics increased for the fourth consecutive year in 1987-88. A total of 5,275,461 boys and girls were involved in high school sports last year, an increase of 75,023 from 1986-87.

Building upon this interest in interscholastic sports during the eight days of National High School Activities Week, the National Federation and its member state associations, leagues and conferences, communities, individuals schools and millions of participants will join in a cooperative effort to promote student participation in activities.



**CUP RUNNETH OVER.** Dr. Bailey Marshall presents the Governor's Cup to members of the Cleburne HS marching band, winners of the coveted Governor's Cup. Photo by BRADLEY WILSON.

## State marching band contest November 7

The 1988 University Interscholastic League State Marching Band Contest will take place in Austin on Monday, November 7th. Approximately 70 high school bands from virtually every corner of the state will be present for this competition which will be the culmination of the UIL marching contest season. Prior to the State Contest more than 800 bands and 75,000 student musicians will have participated in marching band competition at the district and region level.

Contest sites for 1988 will include Memorial Stadium on the University of Texas campus, Burger Center which is located in the Austin Independent School District and the artificial turf facilities located at Westlake High School. Preliminaries for A-AA-AAA will be held during the morning at all three sites. A-AA finals will be scheduled in the afternoon at Memorial Stadium while preliminaries in Class 4A-5A are being held at Westlake High School and Burger Center respectively. The balance of the finals will take place in Memorial Stadium Monday evening. Exact performance times cannot be assigned until the actual number of participating bands is determined at the conclusion of all region contests.

In 1987, approximately 35,000 spectators were present during the finals at Memorial Stadium. Consequently, more than \$51,000 was rebated to all schools represented at the State Contest to help defray expenses incurred in participating in this prestigious event.

Judges for the 1988 State Marching Band Contest will include:

Bob Blanton, Texas Christian University, Fort Worth, Texas

Harris Brinson, Angelo State University, San Angelo, Texas

Dave Catron, Michigan State University, East Lansing, Michigan

Tom Cole, Mt. Carmel High School, San Diego, California

Barry Johnson, Lamar University, Beaumont, Texas

Dan Peterson, Northeast Missouri State University, Kirksville, Missouri

Dwight Satterwhite, University of Georgia, Athens, Georgia

Henry Schraub, Birdville ISD, Fort Worth, Texas

L.M. Snavely, University of Notre Dame, Notre Dame, Indiana

Tom Waggoner, University of Mississippi, University, Mississippi

John Whitwell, Stephen F. Austin University, Nacogdoches, Texas.

## Ensemble, junior high rule revisions proposed

When the Legislative Council assembles in Austin October 16 and 17, several issues that specifically relate to our music contest programs will be addressed. All of these items were studied throughout the past year by the TMEA/UIL Music Advisory Committee, the Technical Advisory Committee and the Legislative Council Standing Committee on Music during their respective summer meetings.

Now each of these rule changes will receive a final review followed by Legislative Council action and ultimate approval, disapproval or modification by the State Board of Education.

Most of these changes are a matter of refining the various contest plans or making adjustments to accommodate recent trends in our educational competition program. However, two issues do contain some possibly extensive and long-range implications that will have a direct impact on both our Medium Ensemble and Junior High/Medium

Ensemble contests. The following is a discussion of these two items.

The first major revision pertains to the Medium Ensemble Contest. During recent years there has been a clear indication that there has been a misdirection of priorities in this particular event as well as an equally alarming deterioration in the judging standards for these contests. A first step intended to address this problem was initiated 12 months ago when the maximum number of participants in a medium ensemble event was reduced from 48 to 30.

At the time this action was taken it was also suggested by the Legislative Council Standing Committee on Music and the Technical Advisory Committee that the study of the Medium Ensemble Contest continue with the possibility of further revisions being considered in the summer of 1988. As a result of this study, the recommendations of all concerned committees, and extensive discussion with numerous interested parties the following



**RICHARD FLOYD**

### Music Matters

revisions will be on the agenda for the Legislative Council's consideration.

- All medium ensembles will be limited to a minimum of 11 and a maximum of 24 performers.

- Number of performers per part will be as follows: Band: two to a part; Choir: four to a part; Strings: four to a part.

- An individual student will be able to perform in two Medium Ensembles provided that they are different events. (This provision will make it possible for a student who is interested in both a classical ensemble and a jazz or experimental ensemble to do both and

will also accommodate those students who want to perform in both a vocal and instrumental ensemble or a band and orchestra event).

- Vocal Medium Ensembles will be expected to perform two works or two movements from a suite or other multi movement composition.

- While there will continue to be no required list, medium ensembles will be expected to perform repertoire that is comparable to Class I small ensemble repertoire.

- It will be further recommended but not required that Medium Ensembles from the same school not duplicate repertoire.

- Medium Ensemble Judges at all District Contests shall be selected from the Recommended or Supplemental list of judges.

It is expected that these revisions will enhance the quality of the Medium Ensemble Contests, eliminate the

Turn to MUSIC, page 5

# Adjudicator group approved by TEA

If you read my September column, you recognize my state-of-mind. I'm so far behind that I welcomed you to last year. As far as I know, the remainder of the information was correct.

I trust you have ordered the new *Constitution and Contest Rules* and the *Handbook for One-Act Play*, 11th Edition. You will find mistakes by carefully reading. I hope you will help me correct this publication prior to the 12th edition.

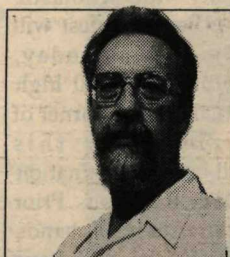
One major omission from the *Handbook* is only noted on page 5. I trust you will clip and save. The correct version appears in contest manager's packets. This correction is especially important, because contest managers are required to break panel ties in the manner specified, to send panel ballots and tabulation forms to this office, and to post copies for all to see and evaluate. Districts that fail to comply will be in violation of Section 1033 (d) (2). Now that you are sufficiently frightened, see if you can find other errors.

I am happy to report that the Texas Educational Theatre Association Board approved the adjudicators organization and the proposal will be presented to the UIL Legislative Council in October. I think the proposal is a good idea. I haven't received any negative responses. Speak now, if you don't agree.

All of you should note Student Activity SuperConference dates and plan to attend. The theatre programs look great. Clear January 26-28 for the TETA convention. You will be sorry if you miss the great sessions being prepared. I will try to provide the specifics in December. Now is the time to expend your energy looking for the right script and returning the OAP enrollment card. Oh yes, they were mailed last week. Ask your superintendent or principal for the material.

You will find a new Drama Loan Library order form in enrollment materials. The UT main frame computer is now being used to process library orders and keep track of what we have. Be patient. Adjusting to a new operation will take time. We have many new plays and all are ready for you to read.

As you select a script for OAP, search for quality. Advancing plays in OAP are usually strong scripts. The UIL play appraisal committee tries to select plays of literary merit, but this does not mean all plays in the *Handbook* are of equal value or suitable for your students. Judges are directed to evaluate acting and directing,



LYNN  
MURRAY

## Educational Theatre

not type and style, but they have a responsibility to identify material not suitable for the talents of performers.

I hope you will evaluate scripts for OAP with the same critical eye you select required reading for an English class. Characters must be worth doing and present a challenge for your students. The dialogue should be quality literature about a theme worth expressing.

Technical production must be possible within the limits of our contest. Can the play be produced with the UIL unit set or must you request additions to the basic set? Are the additions of such a portable nature that you might get them approved? Is there sufficient time to produce this play? Some scripts require more rehearsal time than others. Can you handle the set, costume, make-up and property requirements of the play you want to use?

Cast size is always a factor in choosing your contest play entry. The play must be suited to the number, experience and ability of those students available. Can your choice be reduced to the maximum fifteen or must you double cast? Are you building a theatre program with the play chosen? Does your choice add variety to theatre offering in your school? The play choice for contest should be an expansion of your school's theatre program, capable of extending and enriching interest in theatre. If your contest play does not create enough interest to draw an audience, you're missing one reason for participating in the one-act play contest.

The motivation for participation in OAP should be to strive for a theatre arts program of quality and expose students to outstanding literature. The contest play choice should support the curriculum. It should be appropriate for the interest, abilities and maturity levels of your students and the community. Your OAP entry should be performable with language and action suitable to your community and UIL rules with little revision.

Play choice should go beyond a vehicle designed to win a contest. Take



**THE MAN OF LAMANCHA.** Mineola High School won the Conference 3A one-act play championship last spring with its presentation of *Man of LaMancha*, starring Matthew Sundholm, Jonathan Pollei and Kim Meyers. Pollei won the Samuel French Award as Best Actor. Sundholm and Myers were both members of the All-Star cast.

care of your students and program and winning will take care of itself. It should stimulate growth in factual knowledge, literary and dramatic appreciation, also theatrical values and ethical standards of your students and audience. Good plays present opposing view points on important issues in order for us to develop critical standards for making judgments.

Play selection is the most difficult task of OAP participation and the director is responsible for choosing scripts worthy of the educational experience involved.

Several of these random thoughts on play selection were influenced by national publications you should have read. Since I helped write some of this material, I feel perfectly free to steal anything I like. If you would like to become involved in promoting secondary school theatre nationally, let me know. I have a membership application for the American Alliance for Theatre and Education and the convention next year is in New York City.

Are you teaching a "theatre production" course this year? It is not too late to develop the course for the spring

semester when the one-act play contest is a part of your production schedule. The TEA Theatre Arts Curriculum recognizes play production as a basic part of an educational theatre program. Students can receive course credit for formalized play production activities, even when conducted outside regular school hours.

It is OK to request "scenes from" Samuel French plays. You should first request approval from them prior to cutting. They handle each request with a form letter to the agent or playwright. If you plan to use a script published by French, start early.

I am often asked about providing video tapes of State Meet shows. It is not possible. It is a violation of international copyright law for you to video tape your own school production, unless the play is in public domain or your have written permission from the author or publisher. Permission can seldom be obtained.

UIL/OAP rules do not prevent rehearsals on Sunday! Local policy may be different, but most directors find Sunday afternoon a productive time for rehearsing when more than two hours is essential.

# Opinions sought on rule changes

By LYNN MURRAY  
One-Act Play Director

The UIL governing body meets annually in October. There are always proposals made concerning OAP. There have been concerns expressed in several areas over the past few years and I will be asking the TETA UIL Advisory Committee to address these issues in January. I would like your opinions, preferably written.

Should the OAP rules be modified to allow, at director and judge discretion, a private critique for a disqualified company? Reflect carefully before you answer. Can a disqualified company handle a critique? Is the situation going to be educational? What happens if the "angry" director believes the disqualification unjust? Can a company member, responsible for disqualification, handle the critique? How does the judge deal with "what might have been"? Can we avoid assumed or implied ranking? Does this cheapen the position of those ranked? What about "all-star" cast selection or inferences about people that might have been selected? Is the potential for good greater than the difficulties that may arise? What is best for the majority? Do we really want a rule change?

Would you like to see a change made in the time limit rule that would result in the curtain being closed, rather than

disqualification? Some of us can remember this being the rule years ago. The real argument was always whether or not the 40-minutes had actually elapsed. The timer back-stage was under extreme pressure and the result was usually an argument. It is currently possible for the company in charge to give the cue to close the curtain at any time. There is no real reason for going over 40-minutes, yet we have shows at the State Meet exceed the time limit annually. Why? The director should have the stage manager prepared to control the final curtain. Times run longer at different levels for a variety of reasons. Do we need a rule change?

The most controversial question concerns a critique for district contests that use a panel. Some have suggested drawing lots. Some have suggested a critic that is not a member of the judging panel. Districts that use panels often have directors that are more interested in winning than learning. It is difficult to determine what is best.

We don't really have enough highly qualified critics to promote panels and the cost of an objective (five member) panel is prohibitive. What do we do? There is no evil in having a panel, but all panel members trying to critique with the current logistical limitations would cause only arguments and surface critiques.

If many districts have panels, the

Turn to DRAMA, page 12

# Music proposals due Council consideration

Continued from page 3

assignments and performance requirements, resulted from concerns first expressed by several UIL Music Districts throughout the state at the 1987 TMEA/UIL Music Advisory Committee meeting in San Antonio. Since that time there has been extensive research and discussion that has resulted in the formulation of these recommendations.

Specifically these rule changes will modify the enrollment figures for all junior high school/middle school classifications, encourage scheduling policies that will permit organizations from smaller schools to perform before organizations from larger schools and possibly revise the performance requirements for some junior high school/middle school classifications. The results of these changes would be as follows:

1) During the preceding three years

the average school participation in Conference C-CC-CCC has been 321, 154 and 57 schools respectfully. Also there have been no allowances for junior high/middle schools that feed smaller high schools or schools that had no ninth grade. In order to help alleviate this problem, enrollment figures would be revised to produce three balanced classifications of middle schools (based on 7th-8th grade enrollment) and three balanced classifications of junior high schools (based on 7th-8th-9th grade enrollment). Research is being completed that will establish classifications with approximately the same number of schools statewide in each conference.

2) UIL Music Districts would then be encouraged to schedule all middle school/junior high schools with the smallest conferences performing first and

## ERRATA

Add to page 49 of the new *Handbook for One-Act Play*, 11th Edition.

5.

- (b) If a winner cannot be determined by a majority of first place votes, the production having a first-place vote and low total score preferred by a majority of the judges will be declared the first-ranked play. Plays are to be ranked second and third in the same manner.

*Sample Totaling of Play Contest Ballots (No majority of first place votes and tied total)*

Play Titles	Judge A	Judge B	Judge C	Total	Ranking
Play A	1	4	3	8	1st
Play B	3	1	4	8	3rd
Play C	2	5	1	8	2nd
Play D	5	2	2	9	
Play E	4	3	5	12	

- (c) Plays receiving a first place vote and/or low total score will be compared to determine judges' preference. (Play A is first because it was preferred over Play B or C by two judges. Play C is ranked second for the same reason, and Play B is the alternate. Play D does not rank even though it is preferred by two judges over Play A, ranked first. It did not receive a first place vote or a low total score. Plays B and C are ranked over Play D by judges' preference.)

(over)

*Sample Total of Play Contest Ballots (Majority 1st place, 2nd place and judges preference)*

Play Titles	Judge A	Judge B	Judge C	Total	Ranking
Play A	1	1	8	10	1st
Play B	4	3	2	9	3rd
Play C	2	2	6	10	2nd
Play D	3	4	3	10	
Play E	8	5	7	20	
Play F	5	7	4	16	
Play G	6	6	1	13	
Play H	7	8	5	20	

(Note: Play B is the alternate play by judges' preference although ranked first by low total.)

6. If a tie cannot be resolved using the above methods, refer to Section 1003 (b) (3) (A-J) in the current *Constitution and Contest Rules* for the method to be used as a final resort.
7. Panel ballots will be attached to the tabulation form and submitted to the state drama director with the contest manager's report form.
8. A copy of this tabulation form and each panel ballot (see item 2) will be posted for all companies to view.

the largest conference performing last. A second option to have separate contests for the smaller and larger conferences would also exist.

3) If the concepts outlined in sections 1 and 2 are approved, it is important to note that the Prescribed Music List Committees will be asked to determine if performance requirements should be revised in order to accommodate the new conference alignments. Any such revision could likely result in some schools having slightly higher performance requirements than in the past. For example, the largest middle schools could be expected to perform two Grade II selections rather than one Grade I and one Grade II. However, the vast majority of schools would experience no change in performance requirements.

There has been no revision of middle school/junior high school enrollment figures and conference assignments for over 20 years. Consequently there is no

doubt that these changes are more dramatic than those that have been experienced in the past. At the same time one should be reminded that high schools go through a realignment process every other year in an effort to maintain balanced competition between the various schools. The purpose of this action is to do just that and, at the same time, encourage organizations from smaller schools and smaller districts to participate.

The central issue of this discussion is to make everyone aware of the proposed changes and to allow one final opportunity for there to be input from throughout the state before final action is taken. Anyone having concerns for or against any facet of these proposals should contact the State Music Office to express these concerns. All such input will be shared with the Legislative Council Standing Committee on Music prior to its final recommendation to the full Council on October 17.

# Notes about the four SuperConferences

The SuperConference idea is being continued for the second year offering 360 minutes of programming in areas relating to UIL academic events at four sites: University of Texas (October 29); Texas Tech University (November 5); Sam Houston State University (November 12); and University of North Texas (December 3).

One of the reasons for moving to a six hour format is to offer six hours AAT credit for teachers and sponsors who spend so much of their personal time working with students who compete in the UIL academic events. This is a way to say thank you to these dedicated educators.

The staff is making every effort to learn from the oversights and mistakes made in last year's conference information. One item that needs clarification is the reason for requiring



JANET  
WIMAN

## Academically Inclined

teachers who are seeking AAT credit to attend all sessions from 9 a.m. to 4 p.m.. Teachers quickly note that this is seven hours. The TEA guidelines state that AAT credit is awarded for a minimum of 360 minutes of programming and that breaks may not be included in these 360 minutes. During the course of a day, approximately one hour is lost to breaks. This means that the lunch hour must be utilized for

## Austin Student Activities

### Conference Sessions, page 8/9

programming. Rather than have the conference run from 9 a.m. to 5 p.m., sandwich seminars have been scheduled to allow teachers to eat lunch while attending a session.

The second item that we failed to make clear last year and want to clarify for this year is that the conference is for both students and sponsors. Last year, sponsors attended without their students. We hope teachers will bring students as the conferences are free and provide a one-day overview of the academic events as well as instruction on how to get started preparing for the events.

For convenience, food will be available at all four sites though sponsors will have very little time to purchase a lunch before the sandwich seminars begin. Because time is limited, we recommend that sponsors pack a lunch and purchase a drink at the site. At Texas Tech, University of North Texas, and Sam Houston State University, food will be available at the student unions. At the University of Texas, a food cart will be scheduled for Welch Hall where most sessions will be held and the snack bar will be open at the Graduate School of Business where speech sessions are scheduled.

Programs for each conference will be mailed both by the League and from the university site. Don't wait. Schedule buses now. Persons wanting a program mailed directly to them should provide a self-addressed, stamped envelope with the site noted in the bottom left hand corner of the envelope.

The students and sponsors should go away from the conference feeling academically stimulated and well prepared to participate in UIL academic events.

## Invitational MATH/SCIENCE Meets

Invitational meets offer opportunities for large numbers of students to accept the challenge of UIL academic competition prior to the UIL District Meets in March.

There are several organizations other than the UIL that write test materials for invitational meets. The Texas Math Science Coaches Association has selected dates to complement the UIL invitational meet dates of November 19, December 10, January 21, and February 18. Their tests include number sense, calculator applications, and science for grades 9-12 on the following dates:

- Tests #1 -- November 5, 1988
- Tests #2 -- November 12, 1988
- Tests #3 -- December 3, 1988
- Tests #4 -- December 17, 1988
- Tests #5 -- January 14, 1989
- Tests #6 -- January 28, 1989
- Tests #7 -- February 4, 1989
- Tests #8 -- February 11, 1989
- Tests #9 -- February 25, 1989
- Tests #10 -- March 4, 1989

Each test from TMSCA sells for \$25.00.

A check made to TMSCA should be mailed with the order to JoNell Kesner, Box 1485, Breckenridge, TX 76024. Calls may be made before 9 p.m. to Kesner at 817/559-9534.

The UIL does not offer high school spelling tests for invitational meets; however, spelling tests may be purchased from ASW Enterprises, 1802 Sycamore, Abilene, TX 79609 or by calling 915/677-9030.

Because the support organizations such as TMSCA and ASW Enterprises understand the difficulty invitational meet hosts face in writing tests and the desire they have to use fresh tests at their meets, the service they provide can make hosting an invitational meet on dates other than when UIL has materials, much more palatable.

# Full speech menu

My mother always told me that my eyes were bigger than my stomach. You will have an idea why after examining the speech program for the University of Texas at Austin SuperConference, October 29th. Speech students and sponsors will have nearly 30 sessions from which to choose. With so many great offerings, it will indeed be a difficult choice to make.

Forget the days of old when the League sponsored nine activity conferences. Perhaps you remember sparse programs or you remember nothing at all because the offerings were so slim you have lost all recollection. Improvement is on the way.

When I was given the task of organizing programs for the four SuperConferences, I did exactly what the name "SuperConference" implies. At the Austin conference, students and sponsors will have ample opportunities for enrichment. A full day (9:00 to 4:00) of sessions will be offered for each of the following areas of specialization: Oral Interpretation (I can see Elizabeth Bell smiling), Extemporaneous Speaking, Lincoln-Douglas Debate, Cross-Examination Team Debate for the beginner, and Cross-Examination Team Debate for the experienced student. In addition, several sessions for sponsors only will be provided.

This year's Austin program will enable an L-D debater to attend six hours worth of L-D. Likewise, the experienced cross-examination debater may attend six hours of advanced theory and topic analysis. Doesn't that sound like fun? Of course if a student or sponsor prefers to attend one



KAREN  
MCGLASHEN

## Speech Notes

session of poetry, one session of prose, one session of Lincoln-Douglas debate, one session of C-X debate for beginners, one session of extemporaneous speaking, and one session of C-X debate for advanced debaters, he will be allowed that option.

An introduction to each contest, an explanation of the UIL rules, examples of performances, and tons of theory will be offered. Team debaters will receive an opportunity to question an expert about this year's debate resolution. Alan R. Baca, New Program Development Specialist with The Texas Department on Aging, will address issues relevant to retirement security.

Exact titles and descriptions of the workshops as well as the names of the presenters plus room numbers, information about lunch, and how sponsors may receive AAT credit will be included in the program soon to arrive at your school.

If you have never attended a conference before, come on down. If you have, return with a full bus of students this time. You will experience first-hand what my mother meant. I'll be the one running from room to room trying to attend all 28 speech sessions!

# Music memory honored

Continued from page 1

David Doss, UIL staff, used the Macintosh computer to create drawings of the designs. The two bulletins are used on alternating years. This year's bulletin is titled the *Treble Clef Bulletin* and, like last year's, has been revised to allow teachers to use either the fourth or fifth edition of the *Enjoyment of Music* record set.

Tower, who submitted the entry of the music memory curriculum idea, was recognized by the Austin School Board and honored for providing exemplary leadership and for instituting

music memory in Austin ISD. "The activity stimulates interest in listening to great musical selections and the contest format provides the motivation students need to exert the extra effort toward mastery. Teachers find the materials helpful to satisfy the listening requirements outlined in the essential elements by the State of Texas," Tower said.

Tower will be awarded a certificate of appreciation at the Legislative Council meeting in October for the direction she has given the UIL Music Memory program and for submitting the entry in the contest.

# Writing? But I'm not an English teacher

By **SALLY AUTRY**  
B.F. Terry (Rosenberg) HS

Writing is a mode of learning. It employs critical thinking skills necessary for comprehension. The mastery of these skills better prepares the students for any challenging activity later in life. The ability to apply these skills and to react requires more than memorization of material. How often are students asked to memorize information only to discover there is no practical application? Writing is a discovery process. It helps develop logical reasoning. It gives the student the opportunity to constantly expand on ideas; it gives the teacher insight to the needs of the student. Critical writing forces the students to analyze what they have said,

why they have said it, and what influenced their ideas.

If a coach asked his players to write how to defend the I-formation, he could see which players have a basic understanding and could react quickly. Memorizing plays can't teach this! Asking the team to review the game film and verbalize what happened or should have happened gives the coach immediate feedback as to what further analysis needs to be done. Coaches often speak of the best players they ever coached as having an intuitive knowledge of where to be on the court or field. A player is not born with this! By examining themselves through writing, these intuitive skills could be developed.

An actor or actress could reveal this same understanding if a drama teacher asked for a written analysis of a particular scene. Professionals are often asked to do this. Many times directors will ask for a written analysis before rehearsals begin. This insight enables them to shift or change a scene spontaneously which is inevitable with live performances. An actor who has only memorized lines would not have this ability.

A musical composition is organized much like the written composition in that it has an overture (introduction), a melody (body), and a finale (closing). Having students analyze a piece of music would allow them to see this logical organization. Since music has a repeated theme, it also

translates well into writing. For example, the band director might ask his students to describe what they hear or feel in a particular piece and verbalize this in

writing. This adds another dimension to the analysis of the piece as writing fosters learning.

Writing is applicable in every course and extracurricular activity students take in school. Educators, coaches, and sponsors are obligated to help their students foster intuitive thinking. The application of writing is a valuable tool in learning. It enhances the quality of communication between the teacher and student, coach and player, director and actor, conductor and musician.

# An open letter to business teachers

By **DIANNE BROWN**  
Sugar Land Willowridge HS

It's true. I really will have three classes of shorthand during the 1988-89 school year at Willowridge High School. In fact, we have an average of two classes in each of the four high schools in Ft. Bend ISD. This includes our new Kempner High School, which will have one class of shorthand even though there will only be three grade levels at the school. As surprising as these numbers may be considering the declining enrollment across the state, they did not happen by accident. Three years ago, in an effort to save the shorthand program in Ft. Bend ISD, the administrators in charge of curricula decided to change the type of shorthand taught in our system. Even as entrenched as I was, I support our change. Here is why.

During the 1987-88 school year, Willowridge HS had its first speedwriting classes. The class did not make for several reasons for 1986-87. I had two classes which started with 36 students each on the first day of school. As happens in shorthand classes, the enrollment dropped. The drop in enrollment was not large, however, classes leveled at 33 and 31 students. Our school counselors and I were not aware when these classes were formed that our new format generally has only a 10% dropout rate, which is quite different from the 50% dropout rate usually associated with classes taught on the old form. Because all the principles are taught during the first semester, our students can take shorthand for either one or two semesters. As a result, my classes

dropped to twelve students each for the Spring semester. Several of my students wanted to stay for the second semester, but were unable to because of graduation requirements or a conflict in scheduling. Had all the students been able to stay who wanted to, the classes would have been about 15 or 16 students each.

The second semester classes worked on dictation and transcription the entire semester. My slowest students were taking at 60 wpm at the end of the year. The others were taking at 70 and 80 wpm with relative ease and with a fairly high degree of accuracy on transcription. I even had a student with severe juvenile rheumatoid arthritis, and she was one of the average students, not the slowest by any means. My two top students were taking at 100 and 110 wpm with 98-100% accuracy. These were my UIL contestants. These girls placed first and fourth at the 5A District Contest. Actually, five of the first six places were won by Ft. Bend students using speedwriting at the District contest. My student who placed first at District went on to place second at Region and seventh at State. These results are quite respectable when you consider that the teacher (me) was a "symbolic" person who had never taught shorthand and did not know speedwriting before getting this teaching assignment.

You can have classes like this, too, if you are willing to work for them. The hardest thing to do will be to convince yourself and then your district to change from the type of shorthand you are offering. You will have to justify the expense for books as well as keeping the

course alive, but it can be done. I was lucky that our administrators had already realized that shorthand is still a valuable skill. You will also have to talk to and work with the school counselors. They are not omniscient, you have to let them know what you have to offer the students. You must let the counselors and the students know that shorthand skills are still wanted by over half of the employers across the country and they pay more to employees who have these skills. You also have to help both the counselors and students realize that speedwriting shorthand is a valuable skill for the college-bound student for taking notes in class.

As you are working toward reviving your shorthand program, remember that in some programs, principles are taught in the first semester. Because of this we are able to offer the course for either one or two semesters. The one semester course is the one that is better for your college-bound student and can be offered in both the Fall and Spring semesters. The students learn all the principles of speedwriting, and since they will not have to take down lectures word-for-word at college the speeds they attain will usually be more than sufficient for their needs. Some of these students may decide to stay for a full year if their schedule can be rearranged. One of the things I did that helped the students enjoy learning shorthand (I actually used it both semesters) was to make crossword puzzles for them of the brief forms, abbreviations, and phrases using software we have available at our school library. Wordsearch games also have them

learning in spite of themselves. Learning activities like these that they enjoy give the students a welcome break from writing homework straight from the text every night. Test scores will really jump if they are used as study guides.

The second semester is for building dictation speed and transcription accuracy. Because the students already know all the basic principles, you can now work on giving the students a high dictation rate. This semester should also be used for the students to work toward 100 percent accuracy. The trap to avoid here is boring them with dictation and transcription every day. The crossword puzzles and wordsearch games are excellent for review, or teaching low-frequency words that were not taught during the first semester. You can use your own imagination, and even enlist your students' aid in creating or adapting games for use in the classroom that can be used in conjunction with the text for teaching and/or reinforcement.

Always remember you are giving your students a skill that is still in demand. Employers want the shorthand-skilled person, even if it is only for the proofreading and language art skills we reinforce in our students. Some employers have quit asking for or requiring it because it is hard to find these skilled persons -- a situation it is up to us as business teachers to remedy. Other companies hire non-shorthand skilled employees, and then pay to send them for shorthand training. The business schools our students enroll in after graduation

Turn to **SHORTHAND**, page 15

# Austin Student Activities Conference

## Advanced Academic Training

Advanced Academic Training credit for the UIL conferences has been approved by TEA for teachers assigned to teach math, science, business, speech, theatre arts, journalism, English, and a language arts combination including speech, English and journalism. Those applying for AAT credit must register in the appropriate academic area at 9 a.m. and must attend all sessions in one of the areas (including a sandwich seminar) to complete the 360-minute TEA requirement. AAT credit has been approved for all sessions unless otherwise noted. Assessment and certification sessions are listed for each area.

## Building Abbreviations

GSB (Stop #1)	Graduate School of Business
WEL (Stop #2)	Robert A. Welch Hall
RLM (Stop #3)	Robert L. Moore Hall
WIN (Stop #4)	F. Loren Winship Drama Bldg.

## SESSION LISTINGS

### Administrative Session

Janet Wiman, Academics Director, UIL

- 10 - 11 UIL Coordinators' Session (No AAT Credit). WEL 2.306

### Calculator Applications

• Dr. John Cogdell & Dr. David Bourell, Directors, UT/Austin

- 10 - 11 Introduction to Calculator Applications for High School & Junior High: The Calculator as a Mathematical Tool. WEL 2.246  
 11 - 12 Advanced Session: Solving Challenging Problems. WEL 2.246  
 12 - 1 Sponsors' Sandwich Seminar: Setting Goals for Motivated Math Students. WEL 2.246  
 2 - 3 Solving Problems with Cones and Pyramids. WEL 2.246  
 3 - 4 Working with Real-World Numbers. WEL 2.246  
 4 - 4:15 AAT Credit Assessment and Certification for Mathematics. WEL 2.246

### Number Sense

• Don Skow, Director, Pan American University

- 9 - 10 Introduction to Math Concepts for Beginning Number Sense Students (junior high or high school). WEL 2.224  
 10 - 12 Problem Solving Techniques: Hands on experience working with advanced number sense problems (high school). WEL 2.224  
 1 - 2 Advanced Math Concepts for Number Sense: A challenging session on mental mathematics (high school). WEL 2.224  
 2 - 3 Sponsors: Meeting the Challenge. WEL 2.224  
 4 - 4:15 AAT Credit Assessment and Certification for Mathematics. WEL 2.246

### Science

• Dr. Peter Antoniewicz, Physics, UT/Austin, Dr. Marvin Hackert, Chemistry, UT/Austin, Dr. Judith Edmiston, Microbiology, UT/Austin

- 9 - 10 High Temperature Superconductors. Dr. Peter Antoniewicz. RLM 4.102  
 10 - 11 Intro to the Science Contest for High School Students. RLM 4.102  
 11 - 12 Animal Behavior. Dr. Judith Edmiston. RLM 4.102  
 12 - 1 Sponsors' Sandwich Seminar: Challenging Science Students. RLM 4.102  
 1 - 2 Acid Rain. Dr. Marvin Hackert. RLM 4.102  
 2 - 4 Sciences at UT Austin with Tours of Facilities & Labs. RLM 4.102  
 4 - 4:15 AAT Credit Assessment and Certification for Science. RLM 4.102

### Literary Criticism

• Dr. Fred Tarpley, Director, ETSU

- 9 - 10 Introduction to Literary Criticism. WEL 1.308  
 10 - 11:30 Panel Discussion: Univ. Profs. Discuss the Reading List. WEL 1.308  
     Novel: *To Kill a Mockingbird*  
     Drama: *Cyrano de Bergerac*  
     Poetry: *Songs of Innocence* and *Songs of Experience*  
 11:30 - 12 Preparing Students for Literary Criticism. WEL 1.308  
 12 - 1 Sandwich Seminar: *Cyrano de Bergerac*: A Comparison of Ferrer's *Cyrano de Bergerac* and Steve Martin's *Roxanne* (sponsors and students) WEL 1.308  
 4 - 4:15 AAT Credit Assessment and Certification for English or Language Arts. WEL 1.308

### Journalism

• Bobby Hawthorne, Director

- 9 - 10 Introduction to UIL Contests, Bobby Hawthorne WEL 1.316  
 10 - 11 Newswriting. Bobby Hawthorne. WEL 1.316  
 11 - 12 Feature Writing. Bobby Hawthorne WEL 1.316  
 12 - 1 Sponsors' Sandwich Seminar: Teaching Composition Videotape WEL 1.316  
 1 - 2 Editorial Writing. Jack Harkrider, Anderson HS (Austin) WEL 1.316  
 2 - 3 Headline Writing. Peggy Morton, SF Austin HS (Austin) WEL 1.316  
 3 - 4 Advising Student Publications (For Advisers Only). WEL 2.304  
 4 - 4:15 AAT Credit Assessment & Certification for Journalism. WEL 2.304

## Ready Writing

• Dr. James Kinneavy and Dr. Terri LeClercq, Directors, UT/Austin

- 12 - 1 Sponsors' Sandwich Seminar: *Teaching Composition*. WEL 1.316  
 12 - 1 Sandwich Seminar: *Cyrano de Bergerac*: A Comparison of Ferrer's *Cyrano de Bergerac* & Steve Martin's *Roxanne* ( WEL 1.308  
 1 - 2 The Nature of Ready Writing. WEL 1.308  
 2 - 2:30 Analyzing Select Essays. WEL 1.308  
 2:30 - 3:30 Writing a Sample. WEL 1.308  
 2:30 - 3:30 Sponsors: Motivating Students to Write. WEL 2.306  
 3:30 - 4 Critiquing Samples. WEL 1.308  
 4 - 4:15 AAT Credit Assessment and Certification for English or Language Arts. WEL 1.308

## Spelling

• Karen McGlashen, Spelling Director, UIL

- 1 - 2 Receive this year's Spelling Power and tips from former San Isidro HS competitors Marissa and David Ruiz. Marissa and David are prepared to share all trade secrets on preparing and winning. They should know — six trips to state and four state medals. WEL 2.308  
 4 - 4:15 AAT Credit Assessment and Certification for English or Language Arts. WEL 1.308

## Accounting, Shorthand, Typewriting

• Accounting: LaVerne Funderburk, Director, ETSU; Shorthand: Jan House, Director, Austin; Typewriting: Dr. Alan Thompson, Director, UT/Austin

- 9 - 10 Typewriting: New Class Offerings and Modernized Equipment Create a New Look for a Traditional Program. WEL 2.312  
 10 - 11 Accounting: An Introduction to the Concepts. WEL 2.312  
 11 - 12 The Accountant: How Do I Become One? ...Then What Do I Do? WEL 2.312  
 12 - 1 Sponsors' Sandwich Seminar: The Importance of Using and Developing Research Tools and Language Arts Skills in Business. WEL 2.312  
 1 - 2 Entrepreneurial Spirit: What It Takes to Be Successful in Business. WEL 2.312  
 2 - 3 How the Pros Do It: A Panel Discussion on Motivating Shorthand Students, Lynn Anderson (Austin Anderson HS), Dianne Brown (Sugarland Willowridge HS), Floyd Crews (Georgetown HS), WEL 2.312  
 3 - 4 Professional Growth Through Professional Organizations, Sadie Smallwood, TBEA Past President, Austin Crockett HS WEL 2.312  
 4 - 4:15 AAT Credit Assessment and Certification for Business. WEL 2.312

## Speech and Debate

• Karen McGlashen, Director

- 12-1 Sponsors' Sandwich Seminar: Evaluating and Improving Your Speech Program GSB3.104  
 Grab a bite to eat at the Food carts and join in an informal session for speech sponsors to review UIL changes, procedures, and their impact on your speech program. Karen McGlashen, UIL Speech Director

### Speech Sponsors' Sessions

- 10-11 Goal Setting for Educators GSB3.104  
 Peter G. Jolin, CSW-ACP  
 2-3 Guidelines for Judging Debate GSB3.104  
 Communication Services consultants Dr. Lawrence Ray Smith and Nancy R. Smith.  
 3-4 Guidelines for Judging Individual Speech Events GSB3.104  
 Dr. Lawrence Ray Smith and Nancy R. Smith have designed a session to assist the speech sponsor, coach, director, etc. in the principles of judging individual speech contests.

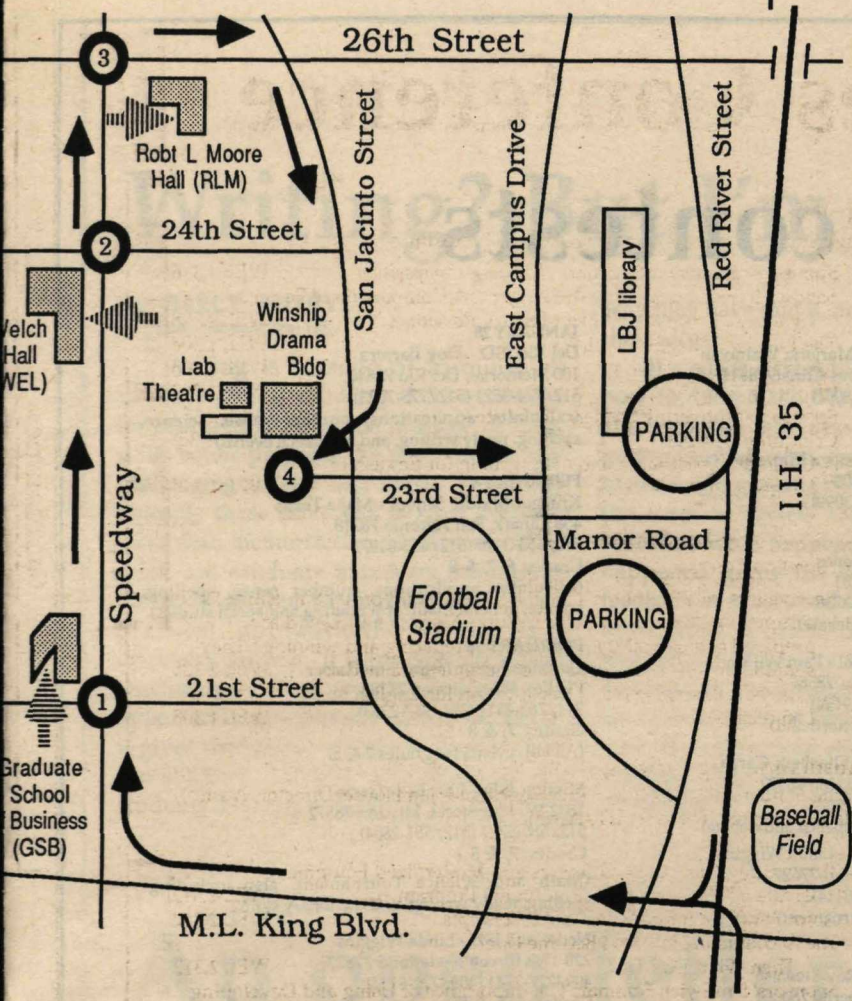
### Extemporaneous Speaking Sessions

- 9-10 Everything You Always Wanted to Know About Extemporaneous Speaking, But Didn't Know Where to Begin GSB 2.126  
 Mariana Stockstill, Marion HS,  
 10-11 Research & Filing: Making Something Out of Nothing GSB 2.126  
 Conducted by Donna J. Blevins, former national extemporaneous speaker and UIL consultant.  
 11-12 Extemporaneous Speaking from a Judge's Standpoint GSB2.126  
 Chris Reeder of the University of Texas Law School.  
 1-2 Introductions, Conclusions & What To Do In Between GSB2.126  
 By Donna J. Blevins.  
 2-4 Working Session for Extemporaneous Speakers: A Tag Team Approach GSB2.126

The session will be taught by Charlene Stickland, assistant professor of communications at Hardin-Simmons University and UIL extemporaneous speaking consultant, and Donna Blevins.



# The University of Texas at Austin



## Oral Interpretation Sessions

- 0 **UIL Rules for Prose and Poetry** GSB2.124  
Arlene Strickland.
- 11 **Introduction to Oral Interpretation** GSB2.124  
Ariana Stockstill, Marion HS.
- 12 **Performances and Critiques of Prose** GSB2.124  
Come listen and learn from some of the best interpreters and coaches in the state.
- 2 **Performances and Critiques of Poetry** SB 2.124  
This entertaining and informative session, selections suitable for the oral interpretation of poetry will be performed.
- 3 **The Process of Performance** GSB2.122  
Laura Drobnych, a University of Texas Communication major and former state prose and poetry participant.

## Lincoln-Douglas Debate Sessions

- 10 **Introduction to Lincoln-Douglas Debate** GSB3.138  
Bendi King, Tom Clark HS in San Antonio.
- 11 **Debating Values** GSB3.138  
Andrea Richmond, Bay City HS.
- 12 **Value Case Construction** GSB3.138  
Bendi King, Texas Forensic Association Treasurer and coach of numerous national public speakers.
- 2 **Structuring Arguments** GSB3.138  
Andrea Richmond, Bay City HS.
- 4 **Saturday Afternoon Live -** GSB3.138  
Outstanding L-D debaters battle it out as experienced coaches provide feedback.

## Cross-Examination Team Debate Sessions for the Novice Debater

- 10 **Basics for the Beginning Debater** GSB2.120  
Paula Moeller, Hays HS and former Texas Forensic Association President.
- 11 **Retirement Security: Topic Analysis for the Novice** GSB2.120  
An analysis of the issues inherent in this year's team debate resolution will be provided.
- 12 **Affirmative Case Strategy for the Beginner** GSB2.120  
Paula Moeller, experienced debate coach, will make that question easy to answer.
- 3 **Videotape of This Year's National Federation's Debate on Retirement Security** GSB2.120  
View a videotape produced by the National Federation of High School Associations of a debate on this year's topic.
- 4 **Aging: What Should the Federal Government Do to Enhance the Quality of Life for U.S. Citizens Over 65?** GSB2.124  
Repeat of the 2 p.m. program for advanced debaters.

## Cross-Examination Team Debate Sessions for the Experienced Debater

- 9-11 **Videotape of National Federation's Debate on Retirement Security** GSB2.12  
6  
Cindy SoRelle, McLennan Community College.
- 11-12 **Retirement Security: Topic Analysis for Advanced Debaters** GSB2.126  
An analysis of the issues inherent in this year's team debate resolution will be provided.
- 1-2 **Topicality** GSB2.122  
Chris Reeder, former debater who is studying law at the University of Texas.
- 2-3 **Aging: What Should the Federal Government Do to Enhance the Quality of Life for U.S. Citizens Over 65?** GSB2.124  
Alan R. Baca, New Program Development Specialist with The Texas Department on Aging.
- 3-4 **Cross-Examination Strategies in Team Debate** GSB2.122  
Cindy SoRelle, McLennan Community College debate coach and UIL consultant.

## One-Act Play

- Lynn Murray, Director

### 9-10:25 Session A

- 1. **Auditioning.** Basement Rehearsal Area B.202  
How to prepare and approach the auditioning process. Ken Borden, asst. instructor.
- \*2. **Anna Christie.** Payne Theatre 1.102  
Demonstration and discussion of Eugene O'Neill's Pulitzer Prize play of a man, a woman and the sea. Barry Pineo, director, and cast.
- 3. **Staging the One-Act Play.** Green Room 1.108  
Orientation for new directors and students with a UIL videotape featuring Ruth Denney, Robert Singleton, John Steele and former UIL participants. Lynn Murray, state drama director.
- 4. **Voice Training - Beginning.** Creative Dramatics 1.134  
The fundamental elements. Jackie Chapman, instructor in creative drama and voice, Austin Fine Arts Academy.
- \*5. **Theatre Games.** Theatre Room 1.140  
Working toward spontaneity, concentration and ensemble. Beryl Knifton, theatre director, Round Rock-Westwood.
- \*6. **Basic Lighting.** Classroom 1.164  
The mechanics and basic instruments. David Nancarrow, professor.
- \*7. **Movement Improvisation.** Dance Studio 1.172  
Demonstration in structured improvisation. Toni Bravo, assistant instructor.
- \*8. **Standard Scenic Construction Techniques.** Scene Shop 1.220  
An open forum for solving your technical/physical problems. Rick Stephens, drama shop foreman, Mike Winkelman and Susan Taylor, teaching assistants.
- 9. **Stage Make-up.** Make-up Room 1.308  
The Basics. Margaret Mitchell, teaching assistant.
- \*10. **The Subjective Side of Art.** Media Room 2.112  
The musical and painterly dimension of theatre. John Brokaw, professor.
- \*11. **The Playwright.** Seminar Room 2.136  
A session of exploration with a published playwright and producer of new plays. Webster Smalley, professor.
- \*12. **Drawing Your Design.** Drafting Room 2.138  
The quick and easy method of perspective. Robert Schmidt, assistant professor.
- \*13. **Stage Make-up Techniques.** Costume Shop 2.170  
The basics. Michaele Hite, specialist.
- \*14. **The Interview Method in Character Training.** Rehearsal Room 2.180  
A technique for the theatre/director in actor training. Gordon Peacock, professor.
- \*15. **Unarmed Stage Combat.** Drama Lab Theatre (west, across alley)  
Slaps, hits and throws for safe and exciting stage fights. Bill Watson, specialist.

### 10:35 - 12

### Session B

- \*1. **Acting.** Basement Rehearsal Area B.202  
The beginning process of discovering the potential of the actor's body through physicalization and improvisation. Bonnie Cullum, assistant instructor.
- \*2. **Merrily We Roll Along.** Payne Theatre 1.102  
Scene performances, discussion and evaluation of style in musical theatre. Discussion leader Connie de Veer, specialist, with performers Paula Michelle Baker, Connie de Veer, Jon Ecklund, Katherine T. Evans, Mark J. Flores, Robert W. Harlan, Marianne Hyatt, Heather Hollingsworth, Michael López, and J. Richard Smith, and musical director Scott Foster.
- \*3. **Acting Shakespeare.** Creative Dramatics 1.134  
Some beginning considerations. A lecture-demonstration, with drama students, on beginning techniques for the acting of Shakespeare. Lee Abraham, associate professor.
- \*4. **Light and Space.** Theatre Room 1.140  
Beyond lighting the stage. David Nancarrow, professor.
- \*5. **The Business of Show.** Classroom 1.164  
Is this career for you? Professional pavement pounding and audition techniques. Scott LaFeber, professional actor, assistant instructor.
- \*6. **Jazz Dance Basics.** Dance Studio 1.172  
Musical theatre. Lathan Sanford, assistant professor.
- \*7. **"Engineering" Scenery.** Scene Shop 1.220  
How shall I build it and from what? It's easier than you think. Steve Parks, technical director, College of Fine Arts.
- \*8. **Advanced Make-Up Problems.** Make-up Room 1.308  
Special problems and solutions. Robert Singleton, theatre director at the Houston High School for the Performing and Visual Arts.
- 9. **OAP Rules and Administration.** Media Room 2.112  
Scheduling, planning, contest management and the new Handbook. Lynn Murray, state drama director.

# Invitational academic contests

Listed below are the high schools and the elementary/junior high schools hosting invitational meets. If your school is hosting an invitational meet and you would like to have it printed in *The Leaguer*, please send the information to David Doss at the League office, P. O. Box 8028, UT Station, Austin, TX 78713-8028.

## HIGH SCHOOL INVITATIONAL MEETS

**OCTOBER 22**  
Bishop High School - Joe Trevino  
606 E. Sixth St., Bishop 78343  
512/584-3591 (512/592-3401)  
(Speech and Debate Tournament)

**October 28-29**  
Gregory-Portland High School - Charlotte Brown  
PO Box 308, Gregory 78359  
512/643-2538 (512/883-1712)  
(Speech and Debate Tournament)

**NOVEMBER 5**  
De Soto High School - Karen Vavra  
600 Eagle Dr., De Soto 75115  
214/230-0726  
(Speech and Debate Tournament)

Northeast Texas Community College - Carl Key  
Hughes Springs & Daingerfield High School  
PO Box 339, Hughes Springs 75656  
214/639-2891 (214/645-3211)  
(Math/Science Tournament)

**November 11-12**  
Clark High School - Kandi King  
5150 De Zavala Road, San Antonio  
512/325-4408 (512/641-6761)  
(Speech and Debate Tournament)

**November 12**  
Mineral Wells High School - Betty Hawkins  
3801 Ram Blvd., Mineral Wells 76067  
817/325-4408 (817/328-1538)  
(Speech and Debate Tournament)

**DECEMBER 2-3**  
Amarillo High School - Loretta Mash  
4225 Danbury, Amarillo 79109  
806/354-4419 (806/335-1415)  
(Speech and Debate Tournament)

Hirschi High School - Vicki Krueger/Jim Selman  
3106 Borton Lane, Wichita Falls 76305  
817/720-3300 (817/766-2667)  
(Speech, Debate and Math/Science Tournament)

**DECEMBER 9-10**  
Commerce High School - Myrna Bass  
PO Box 1251, Commerce 75428  
214/886-3756 (214/886-2059)  
(All UIL events, except shorthand)

El Campo High School - Charla Markham  
600 W. Norris, El Campo 77437  
409/543-6541 (409/543-1805)  
(Speech and Debate Tournament)

MacArthur High School - Bill Telford  
2923 Bitters Road, San Antonio 78217  
512/653-3920  
(IFA Speech and Debate Tournament)

**DECEMBER 10**  
Porter High School - Christina Cavazos  
3500 International Blvd., Brownsville 78521  
512/541-3431 (512/544-4422)  
(All UIL events, except shorthand, prose/poetry and debate)

**JANUARY 6-7**  
Central High School - Joe Willis  
100 Cottonwood St., San Angelo 76901  
915/658-2702 (915/944-1443)  
(Speech and Debate Tournament)

**JANUARY 27-28**  
Edcouch-Elsa High School - Bruce Christian  
PO Box 127, Edcouch 78538  
512/262-4731 (512/381-0720)  
(All UIL events)

**JANUARY 28**  
Andrews High School - Tommy Dittberner  
405 NW 3rd St., Andrews 79714  
915/523-3640 (915/523-2545)  
(Math/Science Tournament)

**FEBRUARY (TO BE ANNOUNCED)**  
Columbus High School - R.W. Simmons  
PO Box 486/FM 806, Columbus 78934  
409/732-3647 (409/732-3788)  
(cal. app., number sense, spelling, lit-crit, accounting, shorthand, and typing)

**FEBRUARY 3-4**  
Bryan High School - Anne Linne  
3310 Oak Ridge, Bryan 77802  
409/361-5400 (409/846-2844)  
(All UIL events, except shorthand)

Wichita Falls High School - Roma Gilbert  
2149 Avenue H, Wichita Falls 76309  
817/720-3177 (817/692-4812)  
(All UIL events, except shorthand and typing)

**FEBRUARY 4**  
Del Rio High School - Eloy Barrera  
100 Memorial, Del Rio 78840  
512/774-3521 (512/775-7023)  
(All UIL events)

**FEBRUARY 10-11**  
Austwell-Tivoli High School - Dwight Mutschler  
Rt. 1, Box 995, Tivoli 77990  
512/286-3582 (512/286-3762)  
(Speech & Debate Tournament)

Brazosport ISD - J. Moore, R. White, R. Poland  
PO Drawer Z, Freeport 77541  
409/265-6161 (409/297-3673)  
(Speech & Debate Tournament)

Sonora High School - Terry Marrs  
807 Concho, Sonora 76950  
915/387-6533 (915/387-5316)  
(All UIL events, except shorthand)

**FEBRUARY 11**  
Groesbeck High School - Diana Burton-Busteed  
502 W. Corporation Dr., Groesbeck 76642  
817/729-5933 (817/562-7176)  
(Speech & Debate Tournament)

**FEBRUARY 17-18**  
Barbers Hill High School - E. Harvey Craig  
PO Box 1108, Mont Belvieu 77580  
713/576-5394 (713/576-5394)  
(Speech, Business, Spelling and Debate Tournament)

**FEBRUARY 18**  
Carroll High School - Marjorie Walraven  
5301 Weber Road, Corpus Christi 78411  
512/853-0151 (512/992-8031)  
(All UIL events)

Early High School - Geneva Ethridge  
PO Box 3315, Early 76803  
915/643-4593 (915/643-3099)  
(All UIL events)

Lee High School - Jan Jones  
411 Loop 323, Tyler 75701  
214/531-3955 (214/561-3736)  
(All UIL events except debate)

Los Fresnos High School - Pam Wilson  
PO Box 309, Los Fresnos 78566  
512/233-5542 (512/233-9154)  
(All UIL events except shorthand)

Mission High School - Elizabeth Garza  
1802 W. 18th Street, Mission 78572  
512/580-5721 (512/581-2804)  
(All UIL events, except speech and debate)  
Nederland High School - Linda Wiggins  
220 17th Street, Nederland 77627  
409/727-2741 (409/722-0114)  
(Math and Science Tournament)

**FEBRUARY 24-25**  
Boerne High School - Roy Stewart  
100 North Esser Rd., Boerne 78006  
512/249-2591 (512/696-1118)  
(All UIL events except shorthand and L-D)

**FEBRUARY 25**  
Canadian High School - L.M. Scroggins  
800 Hillside, Canadian 79014  
806/323-5351 (806/323-5474)  
(All UIL events, except literary criticism)

Cooper High School - Donna Hanfeld  
Rt. 6, Box 400, Lubbock 79412  
806/863-2282 (806/745-7819)  
(All UIL events, except speech and debate)

**MARCH 3-4**  
Sterling High School - Janie Christian  
300 W. Baker Rd, Baytown 77521  
409/427-6651  
(All UIL events)

## Elementary/Junior High Invitational Meets

**NOVEMBER 5**  
Northeast Texas Community College - Carl Key  
Hughes Springs & Daingerfield High School  
PO Box 339, Hughes Springs 75656  
214/639-2891 (214/645-3211)  
Grades: 6, 7, & 8  
(Math/Science Tournament)

**NOVEMBER 12**  
Plainview ISD - Sam Kendall  
2220 20th Street, Plainview 79072  
806/296-6357  
Grades: 7, 8 & 9  
(Number Sense & Calculator Tournament)

**DECEMBER 10-**  
Bastrop Middle School - Wiley Alexander  
1602 Hill Street, Bastrop 78602  
512/321-3911 (512/321-9610)  
Grades: 6, 7, & 8  
(All UIL events, except picture memory and storytelling)

**JANUARY 7-**  
San Isidro Elem./J.H. School - Miquel Gonzalez  
Rt. 1, Box 1, San Isidro 78588  
512/481-3311  
(All UIL events, except music memory, picture memory and dictionary skills)

**JANUARY 28**  
Del Rio ISD - Eloy Barrera  
100 Memorial, Del Rio 78840  
512/774-3521 (512/775-7023)  
(calculator applications, number sense, science, spelling, ready writing, and all speech events)

**FEBRUARY 4**  
Krueger Middle School - Majie Takas  
438 Lanark, San Antonio 78218  
512/655-3120 (512/653-0197)  
Grades: 6, 7, & 8  
(calculator applications, number sense, spelling, science, general math, oral reading and social studies)

**FEBRUARY 18**  
Quitman Junior High - Sue Barber  
PO Box 488, Quitman 75783  
214/763-4311 (214/967-2203)  
Grades: 7, & 8  
(All UIL events for grades 7 & 8)

Mission ISD - Elizabeth Garza  
1802 W. 18th Street, Mission 78572  
512/580-5721 (512/581-2804)  
Grades: 7, & 8  
(Math and Science Tournament, also including spelling, ready writing, and dictionary skills)

Nederland ISD - Linda Wiggins  
220 17th Street, Nederland 77627  
409/727-2741 (409/722-0114)  
Grades: 6, 7, & 8  
(Math and Science Tournament)

**FEBRUARY 25**  
Austin J.H. School - Kathy Dacy  
801 Ennis, Bryan 77803  
409/774-7458  
Grades: 7, 8, & 9  
(calculator applications, number sense, science, spelling, ready writing, and all speech events)

Canadian ISD - L.M. Scroggins  
800 Hillside, Canadian 79014  
806/323-5351 (806/323-5474)  
Grades: 5, 6, 7, & 8  
(All UIL events, except music memory and dictionary skills)

Orchard Elem./J.H. School - Ralph McCord  
PO Box 30, 9714 Kibler St., Orchard 77464  
409/478-6610  
(All UIL events, except calculator applications, modern oratory, listening and dictionary skills)

**MARCH 25**  
Midway Junior High School - Tolline Barber  
9101 Woodway, Waco 76710  
817/772-4412 (817/776-6762)  
(number sense, science, spelling, ready writing, modern oratory, oral reading, storytelling, picture memory, and computer.)

**APRIL (TO BE ANNOUNCED)**  
Littlefield Middle School - C.L. Rogers  
105 N. Lake Ave., Littlefield 79339  
806/385-3922 (806/385-4988)  
Grades: 6, 7, & 8  
(number sense, science, spelling, oral reading, and picture memory)

# Those who want to keep their heads

Consider the Monty Python skit involving the brothers Doug and Dinsdale Piranha, two thugs who used crime, violence and sarcasm to take over night clubs, gambling casinos, and billiards halls. One of their victims, Vince "Snitterton" Lewis, claimed that Dinsdale had "chained me to the back of his tank took me for a scrape around to Dinsdale's place."

During interrogation, Dinsdale says to Vince, 'You've been a naughty boy, Clements.' Then, Dinsdale "split me nostrils open, sawed me leg off and pulled me liver out. When I told him my name wasn't Clements, then he loses his temper and nailed my head to the floor," Vince says.

(Moderator, incredulously: He nailed your head to the floor?)

"At first, yeah. He was a cruel man...but fair," Vince conceded.

Cruel but fair. Such is life. And in that spirit, we present a few comments from those who wish to retain the headline writing contest and/or oppose the implementation of a personal opinion writing contest:

- **Headline writing--action, word choice, an objective measuring device, count--all appeal to me.**

There is a skill to be taught and learned, although counts are no longer as strict for those with the latest technology. Not all of us have access to computers and printers with options to condense, kern, or "play" with head size to fit.

- I do believe the headline writing contest helps develop critical thinking skills as does headline writing for the newspaper. I also know that the Austin American-Statesman tests applicants on their knowledge of f,l,i,t,j.

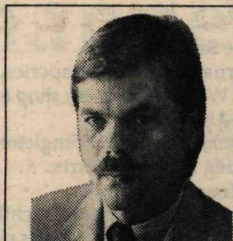
- **THE HEADLINE CONTEST** would be easier for the students to do in the specified time if they did not have to count each line. More emphasis should be given to the noun-verb agreement and eye-catching appeal. The headline should also tell the story in a few words.

- Computers have not eliminated the need for this skill. Students still need to know the basics--rules and counting heads. Do away with the contest when we do away with headlines in our publications.

- Headline writing is important because it is a vital component of design as well as an introduction to the news or feature story (or editorials, etc.)

Due to the use of computers in typesetting, I feel that headline count should not be a part of the contest.

- I like the headline writing contest. I



**BOBBY HAWTHORNE**

## Scholastic journalism

don't think that a personal opinion column would be too difficult at their level. One suggestion for the headline contest: I recommend that each student have to write only four or five headlines. If they can't complete those four or five heads in 30 minutes, their papers are not judged. I would stress quality headlines to my judges. Headlines teach students vocabulary, accuracy and cleverness.

- **THE HEADLINE WRITING** contest could be revised. Count should be done away with, but types of headlines could be stressed with emphasis on creativity and factualness.

- Technology has made counting heads less necessary, but a newspaper still needs good headlines. It would be sad to lose this skill. Students need practice in headline writing. Update the requirements!

- Desktop publishing may have made headline counting easier, but it has not done away with the need for skilled headline writers. Computers have made counting more flexible, but you still can't write a 40-count head and put it into a 2-column space. Emphasis in today's headline contest should be on content, with counts made flexible (within reason). Headline writing is still an art. Creating attention-getting, accurate, concise heads should be recognized in journalism competition. True, many of today's newspapers have broken the traditional rules. But you need to know the rules before you can break them, whether in law or in headline writing. Otherwise, we would have anarchy and boring newspapers. Keep the headline contest, please!

- For many schools which do not have access to desk-top publishing, so-called 'old-fashioned' headline writing skills are still very important. Some of us still use count systems and typesetters and consider these skills necessary.

A personal opinion column would not be based so much on learned skills as an innate talent and writing ability.

- If (the headline contest) is eliminated, something should be

substituted, and the personal opinion column sounds like a good replacement. However, my competitors like headline writing, and having a contest that is fun and good practice in quick-thinking skills is a nice plus for UIL Academics.

- The contest could be kept, discontinuing the counting (which could be changed to so many letters without the specification of size; i.e., write a headline with 20 spaces.) Headlines are still needed; it's the counting that's obsolete.

- I liked the contest because it forced students to use their wit and judgment to find the heart of the story and write a succinct headline to catch the reader's interest. However, with the onset of DTP, counting heads is a thing of the past. I like the idea of a personal column because it will give students the same chance to be as creative and witty as the headline writing contest.

- I feel that the skills used in headline writing are useful learning for students and do transfer to other learning experiences. Anyone can look in newspapers today and see that skillful headline writers are needed. I would change the contest format to eliminate the focus on counting, a soon-to-be obsolete skill.

- **WHILE I AGREE** in theory with the proposal to discontinue the headline writing contest, you must realize that the majority of the state's high schools (including both members and non-members of ILPC) aren't doing their own typesetting. Good headline writing is still vital to those who layout pages via a commercial printer. I believe it will be 6 to 10 years before the majority of schools are utilizing desk-top publishing. Why? School financing at the state level continues to be cut yearly and legislative educational reforms mandate increased requisites. While this situation exists, expensive computer terminals and laser printers will be a pipe dream. In the interim, keeping the headline writing contest intact would be appreciated by the "little" people. (It would be fine to add the personal opinion column writing contest as the fifth event.)

- Many schools still write headlines, even though we do have CompuWriters. We cannot tie up the machine (we have only one) while one student plays with headlines. We also write headlines for the yearbook. Practicing for UIL headline competitions has helped and been somewhat of an incentive.

I find the personal opinion column close to the ready writing and editorial

competitions--and in smaller schools we don't have enough good writers to stretch that far. The headline category was one in which we could place students who were not top writers--as required in the other categories.

- I still feel that students need to learn how to be clever in their headline writing and often this must be done in a varied amount of space (columns). The opinion column contest is a good idea, but it could not take the place of headline competition.

- The only thing that bothers me about the proposed personal opinion contest is that it sounds very much like the editorial writing contest. In actuality, the editorial is a statement of staff, however, in the contest situation, contestants must use their own beliefs to adopt a stand and support a position on an issue presented by the UIL office.

Despite the facts both pro and con presented in the editorial contest, students must use their own knowledge of the topic to supplement that information or eclipse it altogether. And the students who are able to do so are often the winners in the editorial competition.

So, what is the difference in the editorial contest and the new personal opinion contest?

- Our school doesn't have desktop publishing. I feel good headline writing is an art -- a developed talent. How would you teach a student to write a personal opinion column? What would the rules be -- just the opinion of the judge?

- I feel that the opinion column would be difficult to judge and too similar to the editorial contest.

- **HEADLINE WRITING** is a valuable skill, but the counting is obsolete. The personal opinion column would be an excellent chance for students to combine regular journalistic writing skills with creativity, wit, etc.--which certainly fit into what we read in today's publications.

- The majority of students enjoy writing personal opinion columns. They push thought processes, creativity and other high-level skills much more than the headline contest. This is a wonderful change for the UIL program that will be anxiously accepted by students at the competition.

- If the headline contest is dropped, the personal opinion contest seems a worthy substitute. The change will not hurt any of us -- old dogs can learn new

Cheated a bit on those last three. Cruel, but fair.

# Austin SAC Drama program

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| <p>*10. <b>Theatre Games.</b> Dance Studio 2.124<br/>Building character through improvisation. Steve Bacher, guest director, McNeese State University, Lake Charles, La.</p> <p>*11. <b>Playwriting Mini-Workshop.</b> Seminar Room 2.136<br/>Scene creation focusing on the playwright's management of conflict (participatory). Jackie Bromstedt, assistant professor.</p> <p>12. <b>Trojan Women.</b> Drafting Room 2.138<br/>(Note afternoon performance.) Costume and scenic design and realization. Michelle Ney, teaching assistant.</p> <p>*13. <b>Stage Make-up Techniques.</b> Costume Shop 2.170<br/>The basics. Michael Hite, specialist.</p> <p>14. <b>Starting Musical Theatre.</b> Rehearsal Room 2.180<br/>How to use all students to sing, dance and act to build a positive public image, and enhance your theatre program. Jackie Chapman, instructor in creative drama and voice, Austin Fine Arts Academy.</p> <p>*15. <b>Unarmed Stage Combat.</b> Drama Lab Theatre (west, across alley)<br/>Slaps, hits and throws for safe and exciting stage fights. Bill Watson, specialist.</p> | <p>*8. <b>Dressing the Set</b> Scene Shop 1.220<br/>Painting, ornamentation, draperies, foliage, and properties to enhance the scene design. Jim Weisman, scenery shop foreman, Performing Arts Center.</p> <p>*9. <b>Stage Make-Up Techniques</b> Make-up Room 1.308<br/>Specialty make-up. Robert Singleton, theatre director at the Houston High School for Performing and Visual Arts.</p> <p>*10. <b>Scripts for Young People</b> Media Room 2.112<br/>Using scripts/productions for children and youth to communicate with your community and build a theatre arts program. Coleman A. Jennings, professor.</p> <p>11. <b>Mime for the Beginner</b> Dance Studio 2.124<br/>Warm-up, basic techniques. and storytelling. Brian Lieske, teaching assistant.</p> <p>*12. <b>Stage Make-Up Techniques</b> Costume Shop 2.170<br/>The basics. Carolyn Lancet, assistant professor.</p> <p>*13. <b>Basic Directing Concepts</b> Rehearsal Room 2.180<br/>From concept to production. Stephen Gerald, assistant professor.</p> <p>14. <b>Stage Combat</b> Drama Lab Theatre (west, across alley)<br/>An introduction. Michael Cantrell, assistant instructor.</p> <p>15. <b>Creative Movement.</b> Dance Studio 2.116<br/>Movement techniques for self-expression. Sanjuanita Hunter, lecturer.</p> |
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- 12-1 Session C
- \*You Can Make a Difference. Green Room 1.108  
Things you can do in your classroom to create a positive atmosphere, increase student achievement, and score on the teacher appraisal instrument. Debbie Gideon Bentley, theatre director, Austin-McCallum. This session is required for teachers registered for AAT credit.
- 1-1:30 Lunch
- Sponsors' Sandwich Seminar Green Room 1.108  
Brief OAP rules repeat for directors registered for advanced academic training. A \$5.00 donation is requested to cover basic AAT materials and food.
- 1:30 - 2:40 Session D
- |   |  |
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| <p>*1. <b>Acting Shakespeare</b> Basement Rehearsal Area B.202<br/>Intimidated? Keep it pure and simple. Scott LaFeber, professional actor, assistant instructor.</p> <p>*2. <b>Noises Off</b> Payne Theatre 1.102<br/>Capitol City Playhouse through November 19, Wednesday-Saturday, 8 p.m., Sunday, 2 p.m. Demonstration of playing farce with director Jessica Kubzansky and cast.</p> <p>*3. <b>How to Use the Unit Set</b> Green Room 1.108<br/>A model and slide demonstration and discussion of the flexibility of unit set elements. Lynn Murray, state drama director. This session required for teachers registered for AAT credit.</p> <p>*4. <b>Warm Up/Warm Down Your Voice</b> Creative Dramatics 1.134<br/>Techniques for health and usage of the voice. Marian Hampton, associate professor.</p> <p>*5. <b>The Trojan Women</b> Theatre Room 1.140<br/>MFA thesis performance followed by discussion with director Bonnie Cullum and cast.</p> <p>*6. <b>Computer Graphics</b> Classroom 1.164<br/>Designing your scenery and lighting with school computers. Amarante Lucero, assistant professor.</p> <p>*7. <b>Tai Chi-Use as Body/Mind Training for Actors</b> Dance Studio 1.172<br/>An introduction to the principles and its applications in actor training. Tom Whitaker, assistant professor.</p> | <p>*8. <b>Physicalizing a Character</b> Basement Rehearsal Area B.202<br/>Bring your character to life through movement. Joanie Brownrigg, teaching assistant.</p> <p>2. <b>Puppetry</b> Green Room 1.108<br/>Basic principles of puppet movement. Brenda L. Cotto-Escalera, assistant instructor.</p> <p>3. <b>Ritual</b> Creative Dramatics 1.134<br/>A participatory process approach to capitalizing on theatre traditions in the classroom. Lou Ida Marsh, consultant.</p> <p>*4. <b>A Play-In-Process</b> Classroom 1.164<br/>A participatory session exploring the skills needed to work with an emerging original script. Jackie Bromstedt, assistant professor.</p> <p>5. <b>Movement Improvisation</b> Dance Studio 1.172<br/>Structured improvisation. Jose Bustamante, assistant instructor.</p> <p>*6. <b>Advanced Makeup Problems</b> Make-up Room 1.308<br/>Special problems and solutions. Robert Singleton, theatre director at the Houston High School for Performing and Visual Arts.</p> <p>*7. <b>High School Production</b> Media Room 2.112<br/>The relationship of theatre history for students and teachers. Lynn Sobieski, assistant professor.</p> <p>*8. <b>Awareness Through Movement</b> Dance Studio 2.116<br/>Exercises in the Feldenkrais Technique. Melba Mitchler, assistant professor, St. Edward's University.</p> <p>9. <b>Mime for the Beginner</b> Dance Studio 2.124<br/>Warm-up, basic techniques and storytelling. Brian Lieske, teaching assistant.</p> <p>*10. <b>Stage Make-Up Techniques</b> Costume Shop 2.170<br/>The basics, Carolyn Lancet, assistant professor. (Repeat)</p> <p>*11. <b>Make Me Laugh</b> Rehearsal Room 2.180<br/>Techniques used in performing comedy. Susan Loughran, associate professor, St. Edward's University.</p> <p>12. <b>Stage Combat</b> Drama Lab Theatre (west, across alley)<br/>An introduction. Michael Cantrell, assistant instructor.</p> <p>*13. <b>Noises Off.</b> Payne Theatre 1.102<br/>Continued.</p> <p>*14. <b>The Trojan Women.</b> Theatre Room 1.140<br/>Continued.</p> |
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**DRAMA, Continued from page 5**

number of people contracted would make it difficult for small schools and some isolated districts to find accredited judges. Do we go back to allowing anybody to judge? Will an adjudicators association be able to certify enough membership to make five member panels or an extra judge to critique a practical option? Can we afford more than current judging costs?

My final question for the day concerns the so called "morals rule" or really the profanity portion. Where should the authority be? Under ideal circumstances, such control should be at the local level. "This play has been carefully examined

and is approved for the students of our school." When the principal or superintendent signs the OAP eligibility notice, this should satisfy Section 1033 (c) (1) (H). Unfortunately, many administrators do not read this statement and I sometimes wonder if they are aware of the subject of the play they are certifying. It was the failure of directors and administrators to follow this rather simple criteria that years ago caused the responsibility shift to the contest manager and district executive committee.

What can be done to best handle the hot issue of censorship? There must be a middle ground between academic freedom and the restrictions imposed by ethics and morality. Such choices are a

part of our system. My concern is how to solve the problem prior to contest, rather than the alternate school filing a protest against one of the winners in order to advance.

It should be recognized that there is no right of absolute academic freedom in public schools. The UIL has the right to determine what plays can or cannot be produced, TEA and the State Board of Education have a textbook adoption process, and local school boards and administrators establish programs and policies. The latest Supreme Court decision may be controversial, but the meaning is clear.

Parents most often accept the teacher's judgment in mathematics, home

economics or driver training, but the situation changes when literature, theatre or even sometimes science is concerned. If you take high school performers and place them on a high school stage in front of parents, my advice is not to allow them to use language they use at home in front of their parents, in the school halls or classrooms, and certainly not language used with peer groups. Parents will not tolerate such behavior in front of their peers! The question is how to create a review system of local morals and language that will not offend the state community. I trust you will take time to read pages 51-57 in the new *Handbook* as you annually plan your season or select individual plays.

NCAA

## Recruiting guidelines

By DR. SUSAN ZINN  
Asst. Commissioner, Southwest Conference

Appearing on a monthly basis will be articles written to answer administrators' and coaches' questions regarding NCAA recruiting rules. We know that, as you work with youngsters seeking athletic scholarship opportunities, you are doing all that is possible to assure their post-secondary eligibility at which ever school is finally chosen by the student athlete and his or her parents.

Kevin Lennon, SWC Assistant Commissioner, was formally with the NCAA. From his perspective, many problems can be avoided if there is a cleaner understanding of NCAA recruiting rules affecting the eligibility of the student athlete. Innocent mistakes can often be avoided.

You are still encouraged to pose questions involving high school eligibility during the recruiting process to the UIL staff. The staff will assist you in interpreting state high school rules which vary from state to state.

Kevin will attempt to answer the most frequently NCAA questions asked by high school staffs. Inquiries such as "When can college recruiters evaluate students?", "Can the college coach be at our practice?", "Can students receive recruiting guides?", "What is the new 'Silent period'?" will be clarified. Articles will also appear explaining entrance requirements and new NCAA legislation that may affect the enrollment of future signees. If you have suggestions as to other topics of interest, drop a line to the SWC staff at Box 569420, Dallas, TX 75356.

The SWC staff wants to be of service to the high schools Texas. We are looking forward to bringing you these valuable messages on a regular basis.

## Common sense Rules can't substitute for reasonable behavior

Mary wants to play volleyball. Mary also wants to play basketball and tennis. John plans to be all-district in at least three sports. Mary and John have the ability to fulfill their dreams. The school's schedule allows for multiple-participation. Both sets of parents are supportive. The school year begins. Mary is a starter on the volleyball team. John is the leading receiver on the football team.

The tennis coach tells Mary that she needs to play on the team tennis squad in order to play tennis in the Spring. Furthermore, he strongly suggests that the workouts be just after school in the afternoon. That is the same time as volleyball practice. The volleyball coach reluctantly agrees to let Mary practice tennis after school on those days when there are no volleyball matches. Sounds like a good solution? The tennis coach decides that unless Mary can practice tennis every afternoon she will not be able to play tennis. Mary makes a choice. Her parents are upset, one coach is upset, and teammates in one sport are without a player who is willing to work with them toward their collective goals.

John gets out of football practice at 5:30 pm on Wednesday. It has been a tough workout. He showers and stops off at the school gymnasium where youngsters of all ages are in activity. Some students are lifting weights. Some are playing volleyball on the south cross court. Some are playing basketball on the north end. In the area behind the bleachers there are four games of ping-pong. John picks up a basketball and begins shooting baskets on the north end. He is awesome for a junior. Close-cropped auburn hair tops his 6'4" frame and he moves with a grace and swiftness that only natural ability and hard work can produce. The ball passes effortlessly from his fingertips, rises in graceful arc, then brushes the inside edge of the net. Five in a row. Six in a row. He's in a rhythm now. His touch is mid-season form. His body has used its youth to recover from the football workout. Fatigue does not stay long with the young.

A voice calls him from the door. It is one of the football coaches.

"John, what's going on?"

"Just a few buckets, Coach."



BILL FARNEY

### Postscripts on Athletics

As John walks toward the assistant football coach, he detects displeasure. "I thought we had an agreement with the basketball coaches that none of the football players would be practicing basketball until football season's over."

"Uh, Coach, I just came in here on my own. I haven't even seen any basketball coaches. They haven't told me to work out. I wanted to do this."

"It might be best if you would wait until the season is over. You could sprain an ankle, or something that would sideline you. Think about the team."

These are problems that a state association cannot solve. Yes, there are rules about coercion--forcing a student to play one sport in order to play another. There are rules about forcing specialization. There are also thousands of coaches who sacrifice so that youngsters can expand their abilities in as many directions as possible. Thank heavens for these reasonable people.

If a student wants to specialize in just one sport, then that should be honored. The key is that the student "wants to" and is not required. If students wants to be in a number of activities, then that should be within their grasp. The foundations of school activities include a basic premise that all activities are voluntary and available to those students who demonstrate interest and ability. Hence, the best compete against the best in an arena where values are solidly educational--not professional, and not obligatory.

The pressures on today's coaches are incredible. Too often they are judged, hired, and fired on the basis of win-loss record. Can you blame a coach from wanting the best material, and wanting that material to concentrate solely on that one activity? High Schools are not like colleges. High schools take the talent residing within a school attendance zone. Colleges can recruit from everywhere. It is unreasonable to expect a coach with smaller, slower, less talented students to out perform larger, faster, more talented players from other schools. Try to

convince any parent, however, that their child is not "good material"! Try to convince a good coach that he cannot take less talent and beat more talent if he works his team out harder, conditions them better, and puts more time and dedication into the program. Coaches live in hope. If they are positive, they pass that hope to their students. Lessons of learned in competition have carry-over value to adult life.

How can a school prevent cases like John and Mary? First, all coaches should have a system-wide policy about multi-sport athletes. Much understanding and cooperation are needed. Parents need to know those policies. Parents need to know that it will not be possible for their son or daughter to do everything. Choices must be made. Some combinations of participation are not possible. Schools cannot be everything to everyone. But schools must make good-faith effort to do as much as possible to assure opportunity and provide choices.

And common sense has no substitute. Regardless of rules and policies an absence of sound reasoning and common sense reduces the school program to shambles. One coach who demands that his or her program come first at the expense of all other programs can destroy goodwill and send all other coaches in a frenzy to become territorial. Get all the good athletes I can for my program. If my program is going to get the attention it deserves I have to have the top athletes. If I am to enhance my career I need the material to produce.

We have all learned a hard lesson over the years. Coach, it is not your program. The students do not belong to you. They are their own. They are their parents. The program belongs to the school. AS a coach you are primary trustee, but you do not own it nor do you own the youngsters. Yes, they must be accorded the attention and concern of your own children. They must be nurtured, counseled, conditioned and guided. But in the end, they leave. They have been loaned to your care. They are not yours. When they leave or whether they complete your program, they must have a good memory that you were fair, sensitive to their needs, and above all that you were a person who used an activity to get their best effort for the common good of the team. You have many opportunities to forget common sense. Please don't.

### UIL working bugs out of new telephone system

The League office recently installed a new phone system. The new system will be more efficient and provides a better chance of member schools getting calls through. During the first days of operation several callers were disconnected accidentally, and other problems caused inconvenience. In the name of progress we apologize for these situations. They were frustrating to us as well as to you. Please bear with us while we are adjusting and learning the new operation.



GINA  
MAZZOLINI

## Sports Notebook

### Proposals due lively debate

The Legislative Council promises to be one of the most lively in recent years. The majority of the debate will center on the proposed amendments from an ad hoc committee. This committee, authorized by the Legislative Council, was charged with comparing current team sport season/post-season restrictions and coming up with a basic set of restrictions for all sports.

After numerous hours of hearings, meetings and deliberation, it appears that it might not be possible to have all team sports consistent. I think we all agree that the five sports in question are different by nature. The unique parameters of each sport warrants individual attention. What's good for a football athlete may not be necessarily good for a volleyball or basketball athlete.

The input that the athletic staff has received demonstrates the concern with the proposed amendments. The Legislative Council potentially could have to evaluate numerous modifications to the proposed amendments.

I am confident that the coaches, administrators, and other interested parties will take a look at the interscholastic athletic programs and create rules that will allow each individual athlete to pursue one or multiple sports and have the opportunity for optional development.

In addition to the amendments from the Consistency of Rules Committee, the Legislative Council will also consider:

1) a proposal to allow seniors to participate in college tryouts.

2) a proposal to protect schools who sign two-year contracts with the home school keeping 100 percent of the game.

3) a proposal to allow athletes to wear school issued practice clothes before and after school.

4) a proposal to allow the Texas Six-Man Coaches Association to sponsor a girls all-star basketball game.

5) a proposal to allow UIL soccer to begin practice the second Monday in December.

6) a proposal to add girls' 300-meter hurdles and boys' triple jump.

7) a proposal to modify the range of penalties for districts with four or fewer teams.



RUSHING TOWARD THE PLAYOFFS. Killeen Ellison's Vincente Reid evades an Austin Reagan Defender in an early-season game. District races are tightening as the battle for playoff spots intensifies. Photo by JOHN MOORE.

## Athletic participation increases again

Participation in high school athletics increased for the fourth consecutive year in 1987-88 as more than 5.2 million boys and girls were involved in interscholastic sports.

Figures obtained from the 50 state association offices and the District of Columbia and compiled by the National Federation of State High School Associations show that 5,275,461 boys and girls were involved in high school athletics last year, an increase of 75,023 from 1986-87.

Boys participation increased 61,695 and girls participation was up 13,328. Overall boys participation was 3,425,777, the highest total since the 3,503,124 mark in 1980-81. Total girls participation was 1,849,684, the best mark since 1,853,789 in 1980-81.

The overall increase of 75,023 is the largest single-year rise in 10 years. Participation in high school athletic programs hit an all-time high of 6,450,482 in 1977-78 and then began a general decline until the reversal four years ago. Figures have remained slightly above the five-million mark since 1980.

Among boys' sports, football is still the most popular activity in terms of participants with slightly less than one million boys involved. After football at 949,279, basketball remains number two

with 524,606 participants, followed by outdoor track and field at 431,009.

The order of the rest of the top 10 remains unchanged from a year ago. Following outdoor track are baseball (407,630), wrestling (246,771), soccer (208,935), cross country (157,306), tennis (136,083), golf (124,486) and swimming (94,199).

Participation in all of the top 10 boys sports increased with the exceptions of outdoor track and wrestling. Football registered the largest numerical gain with an additional 18,103 participants, although the biggest percentage gains were in swimming (9.3 percent) and golf (8.7 percent).

Boys basketball remained number one in popularity among schools, with 16,769 high schools offering the sport. The remainder of the top 10, which is unchanged in order from last year, is outdoor track and field (14,246), football (14,068), baseball (13,589), cross country (9,823), golf (9,360), tennis (8,844), wrestling (8,358), soccer (6,159) and swimming (3,919).

Soccer continued its recent growth with an additional 179 high schools sponsoring the sport, the largest increase among top 10 sports.

Basketball once again is the most popular sport for girls, both in terms of

participants and schools offering the sport. With 392,047 participants, basketball continued its lead over outdoor track and field (326,694). Other top 10 sports in terms of participants are volleyball (292,883), fast-pitch softball (208,344), tennis (126,586), cross country (104,975), soccer (103,173), swimming (83,964), field hockey (47,701) and slow-pitch softball (40,539).

Volleyball (10,770) and soccer (10,139) gained the most participants in 1987-88. Other top 10 sports that experienced increases in participants are tennis (5,246), cross country (5,951) and slow-pitch softball (1,053).

In terms of number of schools, basketball (16,196) retained its lead over outdoor track and field (13,804), followed by volleyball (11,834), cross country (8,747), tennis (8,426), fast-pitch softball (8,314), swimming (3,897), golf (3,719), soccer (3,697) and indoor track (1,165).

Soccer also experienced the largest gain in school sponsorship among girls sports with an additional 275 schools. Other sports which increased sponsorship over last year were volleyball, fast-pitch softball, golf and swimming.

Copies of the complete 1987-88 sports participation survey are available by contacting the National Federation, 11724 Plaza Circle, P.O. Box 20626, Kansas City, Missouri 64195.

# Keyed Up

## Tips to help you begin calculator applications

By D.L. BOURELL  
and J.R. COGDELL  
Calculator Applications Contest Directors

The new academic year is in full swing now, and it's time to gear up for calculator. There are a lot of opportunities for improving your skills as a coach or competitor. One of the best ways is to attend a Student Activities Conference. The schedule is:

- October 29 - UT Austin (Bourell & Cogdell)
- November 5 - Texas Tech (Bourell)
- November 12 - Sam Houston State (Bourell)
- December 3 - Univ. of North Texas (Cogdell)

We want you to muster as many students as you can who you think would enjoy the calculator competition. Our sessions are focused around beginning students, advanced or experienced students and the coach. The agenda for the day reflects this.

- 10-11 am - Introduction to the Contest (Jr. & Sr. High)
- 11-12 noon - Advanced Session (1988 State Meet Test will be given)
- 12-1 pm - Sponsors Session
- 2-3 pm - Problem Solving Session (Cones and Pyramids)
- 3-4 pm - Working with Real-World Numbers
- 4-4:15 pm - AAT Assessment and Certification for Math

Here are a few suggestions on how to maximize the Student Activities Conference experience for yourself and your students. Have all your students bring a calculator and something to write with.

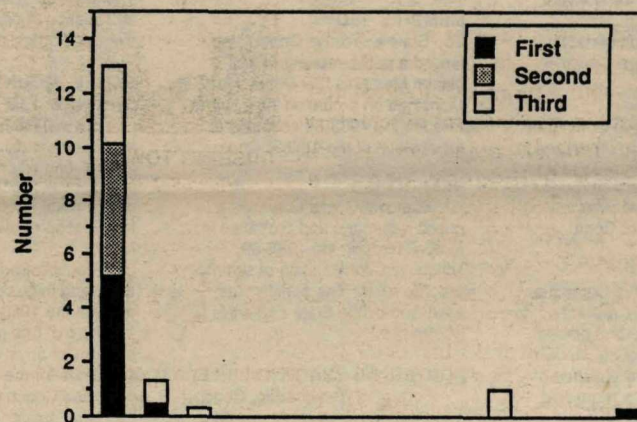
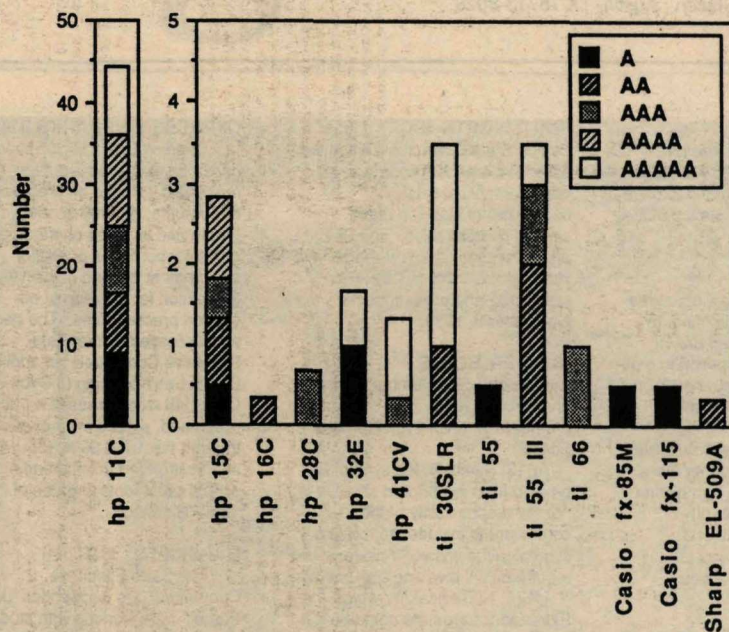
We have written a real straightforward test for the beginning session, 10 problems, which we hope will give new students a positive first impression of the calculator contest (trig. functions and logs are on the test). The advanced session is a mock meet using the 1988 State Meet Test. In the afternoon, we'll spend some time workshoping solid geometry problems and significant digit problems, the perennial bane of students and coaches alike!

Last, there will be AAT Certification given for math. If you want to take advantage of AAT certification, be advised that you must attend sessions in calculator or number sense continuously through the day (i.e., no lunch break). To ameliorate this, you are encouraged to prepare a brown bag lunch to eat on the fly. You may choose to eat during our sponsor's session at noon, which is fine with us.

The calculator summary for the 1988 State Meet has been reduced and is presented in the two graphs. This is given by conference all 61 participants at State and by place for the 16 winners. (There was one tie for first place.) Each student gets one unit on the graph regardless of how many calculators he or she uses. That explains the 1/2 or 1/3 of a calculator in the graphs, indicative of persons who brought 2 or 3 calculators, respectively. The major trend is that the hp 11C is the strong calculator of choice, used by 44 of the contestants (72 %) and 13 of the winners (82 %). The table lists the local Austin retail price of these calculators and whether they are still available. You can undoubtedly obtain a better price from discount places or by doing some looking around. As contest directors, we do not recommend or endorse any particular brand of calculator. We do list the considerations you should address in the Contest Manual, available from the UIL office. Clearly, any of the calculators here are good enough for successful competition. As always, we believe that the choice of a calculator is only part of the equation for success. Coaching, practice, mental discipline, skill and other aspects of the contest are vital as well.

### Retail Prices - Austin Area, Sept./88

Calculator	Cost
hp 11C	\$49.00
hp 15C	\$69.95
hp 16C	\$99.95
hp 28C	[Replaced by the hp 28S @ \$215.00]
hp 32E	[No longer available]
hp 41CV	\$155.00
ti 30SLR	\$16.50
ti 55	[Replaced by the ti 60 @ \$42.95]
ti 55III	[Replaced by the ti 60 @ \$42.95]
ti 66	[No longer available]
Casio fx-85M	\$17.95
Casio fx-115	\$19.95
Sharp EL-509A	[Replaced by the Sharp 509S @ \$16.95]



# Shorthand

Continued from page 7

after graduation require them to take shorthand because the students will not only have a better chance of getting a job after completion of the program at the business school, but they will be paid more for having shorthand skills.

I said that I will have three classes of shorthand for the 1988-89 school year. In reality, I will have four sections of shorthand. The district as a whole will have 11 sections. I will be teaching two full year shorthand classes, and I will have one class period in which I will teach the first semester, or principles, in both the Fall and Spring semesters. While I obviously do not have the final enrollment figures for my classes or the shorthand classes in the other high schools in Ft. Bend ISD, the sections generally average about 20 students each. These figures may not be

overwhelming at first, but they become more impressive when you think that there will only be approximately 5,000 students enrolled in shorthand courses in Texas.

I hope I have given you something to think about, because it is up to you now to sell shorthand. Recruit students from your other classes and from the classes of the other teachers in the business department just as you would for any other business subject. And again, work with your counselors. They can be your greatest allies in putting life back into your shorthand program. If there is any information you would like, such as the style of shorthand we now use or just for a friendly word of encouragement, please feel free to write or call me. Dianne Brown, Willowridge High School, P.O. Box 1004, Sugar Land, TX 77478; (713)437-1988 (w), (713)438-3855 (h).

# Official notices

October, 1988

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Postmaster: Send change of addresses to the Leaguer  
P. O. Box 8028 • UT Station, Austin, TX 78713-8028

## 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 eighth 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.

## 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.

## 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.

## NUMBER SENSE

Section 1009: Number Sense and Section 1045 Elementary/Junior High Number Sense:

(e) (3) Symbols. If a symbol is omitted from the printed sheet, it is not the responsibility of the contestant to include the missing symbol in the answer. Answers require only the writing of numerals.

(e) (5) Numerical Answers. Extraneous zeros are not to be used. For example, if .16 is the answer, 0.16 is not an acceptable answer.

## MEMPHIS ISD

The State Executive Committee issued a public reprimand and placed Memphis ISD Coach Matt Monzingo on probation in all sports through the 1988-89 school year for violation of the Athletic Code.

## 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.

## 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.

## MARTIN HS (LAREDO)

Martin HS (Laredo) has been assessed a public reprimand, probation through May, 1989, and forfeiture of one win in football district standings for the 1987-88 school year for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Coach Ed Peveto of Martin HS has been assessed a public reprimand, probation through May, 1989, and suspended from attending or participating in first two home football games during the 1987-88 season. The penalty was assessed by the State Executive Committee.

## 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.

## MANSFIELD ISD

The State Executive Committee has suspended John Parnell from working with students in preparation for any UIL activities during the 1989-90 school year, and has been placed on probation through the 1989-90 school year for violation of practicing on sightreading music.

## EAGLE MOUNTAIN-SAGINAW ISD

Boswell HS has been assessed a public reprimand in football and placed on probation through the 1988-89 school year by the State Executive Committee for violation of off-season practice rules.

A public reprimand was also assessed in basketball, probation through the 1988-89 school year, forfeiture of one game for the purpose of boys' basketball district standings for the 1988-89 school year, and Coach Clayton Brooks has been suspended from attending the first home district boys' basketball game of the 1988-89 season for violation of off-season practice rules.

## SAN FELIPE-DEL RIO ISD

The State Executive Committee has assessed a public reprimand to Coach Dan Neuse, placed on probation through the 1989-90 school year, and suspended from attending the first home football game of the 1988-89 season for violation of off-season practice rules.

## ROCKWALL ISD

The State Executive Committee has placed Coach Ronnie Thompson on probation through the 1988-89 school year for violation of off-season practice rules.

## MORAN ISD

The State Executive Committee has assessed a public reprimand to Coach Bill Godwin and placed him on probation through the 1989-90 school year for violation of the parent residence rule.

## 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.

## AUSTIN ISD

The State Executive Committee has assessed a public reprimand to Johnston HS Coach Ron Ward, placed on probation through the 1988-89 school year, and suspended from attending the first home soccer game of the 1988-89 season for violation of the Athletic Code.

## ALTO ISD

The State Executive Committee has assessed a public reprimand to Coach Keith Harkness and placed him on probation through August 17, 1989 for violation of the Athletic Code.

## ROYAL HS

Royal HS Coach Nathaniel Richardson has been assessed a public reprimand and placed on probation through August 17, 1989 for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

## CLEAR CREEK ISD

The State Executive Committee has assessed a public reprimand in golf to Clear Lake HS, upheld forfeiture of contest self-imposed by school, and placed on probation through August 17, 1989 for exceeding practice limitation on a regional course.

## CHAPEL HILL ISD

The State Executive Committee has assessed a public reprimand to Chapel Hill ISD and placed on probation through August 17, 1989 for violation of the Athletic Code.

## HAMSHIRE-FANNETT HS

The State Executive Committee has assessed a public reprimand to Coach Claude Tarver, probation through June 30, 1990, and suspended from attending the first home football game of the 1988-89 season for violation of off-season practice rules.

## SPELLING CORRECTIONS

Please note the following corrections of the Spelling Word List:

Spelling List Grades 3-4:  
Change ballpoint to ball-point (pen),

Spelling List Grades 7-8:  
Change matinee, matinee to matinee, matinee

## C & CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretation of Section 400 (n): A college course in general weight lifting, not specifically designed to prepare a student for a UIL activity, is not a violation of Section 400 (n) as it is presently written.

# 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).

## Constitution and Contest Rules

Page 278, Section 1112: ADJUDICATION (10) Honorarium. (B) Solo and ensemble events: \$100.00 per day plus \$12.50 for each hour over a scheduled eight-hour day.

## TSSEC Date Change

Texas State Solo and Ensemble Contest will be held on June 3 and 5, 1989.

## EXCHANGE WAIVERS

Only students participating in programs approved by the Council on Standards for International Educational Travel (CSIET) may apply for a waiver of the parent residence rule. These programs include:

AIFS Scholarship Foundation, Adventures in Real Communication, AFA International/Intercultural Programs, Alexander Muss High School in Israel, American Council for International Studies, American Heritage Association, American Institute for Foreign Study, Inc., American Intercultural Student Exchange, American International Youth Student Exchange Program, Amicus International Student Exchange, Amigos de las Americas, ASPECT Foundation, ASSE International Student Exchange, AYUSA, Carl Duesberg Society International, Inc., Central States Rotary Exchange Program, Children's International Summer Villages, Inc., Citizens Exchange Council, Eastern States Student Exchange, Educational

Foundation for Foreign Study, Educational Resource Development Trust, Experiment in International Living, Foundation for Study in Hawaii & Abroad, Friends in the West, Iberoamerican Cultural Exchange, Int'l Student Exchange of Iowa, Intercambio, International Christian Youth Exchange, International Education Forum, International Student Exchange, Inc., International Travel Study, Inc., NACEL Cultural Exchanges, National Registration Center for Study Abroad, Ohio Erie Youth Exchange, Open Door Student Exchange, People to People High School Ambassador Program, Phillips Academy School Year Abroad, Presidential Classroom for Young Americans, Inc., School Partners Abroad, School Partnerships International, Spanish Heritage-Herencia Espanola, Student Travel Schools, Inc., University of New Orleans, Up With People, World Experience, Youth Exchange Service, Youth for Understanding, WEST Programs, Inc.