

# The Leaguer

## Academic scholarships

### Meadows Foundation gives TILF \$200,000 for endowed grants

The Meadows Foundation of Dallas recently granted \$200,000 to the Texas Interscholastic League Foundation to establish an endowed scholarship fund that will provide grants of \$1,000 each for four years to selected State Meet Ready Writing contest competitors.

Recipients may use the scholarships to attend a Texas college or university, providing they maintain a grade point average of 3.0 on a 4.0 scale.

The endowed grant confirms the Meadows Foundation's commitment to academic educational competition, said TILF secretary Dr. Rhea Williams.

"The Meadows Foundation directors and board members have been extremely pleased with the college success of ready writing contest participants," Dr. Williams said. "These students have exhibited a mastery of writing mechanics, style and content, all vital skills needed in today's economic marketplace."

Williams cited a recent survey, conducted by San Antonio College and mailed to 5,000 area businesses, asking business executives to name the skills most needed by potential employees. "Surprisingly, businessmen listed reading and writing skills rather than technical preparation as the most important," Dr. Williams said. "I think this realization that reading and writing abilities are at the center of all learning speaks well for the UIL's writing programs."

## L-D topics chosen

Lincoln-Douglas topics currently being debated:

- UIL Lincoln-Douglas debate topic for September, October and November: Resolved: That the adoption of an official language in the United States better serves the interests of society.

- Other topics being debated this fall: Resolved: That the individual ought to value the sanctity of life above the quality of life. Resolved: That the establishment of a Palestinian nation would enhance justice.

- UIL Lincoln-Douglas debate topic for December, January and February: Resolved: The best government is that which governs least.

- Other topics being debated in January and February: Resolved: Public safety supercedes the individual's right to bear arms.



**HORN OF PLENTY.** LaPorte trumpet players Paul Moon (left), a junior, and Mike Isam, a sophomore, duet as their 5A band, which placed fourth, competes in the finals of the State Marching Band Contest, November 7. Houston Westfield won their second consecutive 5A championship as well as the Governor's Cup, setting off a celebration, led by drum major Katie Schwenker. Other state band champs included Allen (4A), Denver City (3A), Olney (2A) and Sundown (A).

In other state meet play, San Antonio Alamo Heights won its third consecutive 4A state team tennis title, crushing Dallas Highland Park, 13-5. The championship is the Mules' fourth in six years. Tyler Lee took the 5A title, besting Lubbock Coronado 9-6.

Photos by JOHN MOORE





## Students the focus of rule changes

Decisions that affect students are not always easy to make. This was evident at the UIL Legislative Council meeting October 16-17. The problem was there were as many differing opinions about what is best for students during the off-season as there were groups of people.

Most of the differences of opinion about UIL off-season rules were tempered by a person's background and current position. Some of those differences were evident in the correspondence to the committee and staff and positions espoused by different persons making presentations. Some of these persons with different philosophical bases were:

- College coaches coaching the sport.
- Parents of students playing one sport.
- High school coaches coaching one sport and high school coaches coaching two or more sports.
- Athletic directors.
- Principals.
- Superintendents.
- Coaches' association representatives.
- Classroom teachers.

The council listened intently to all the proposals and read their correspondence closely. Members wrestled with their own philosophies regarding control as did all the staff members. After many hours of deliberation, both prior to and during the council meeting, they made decisions that would change the current off-season rules quite drastically, if these are approved by the State Board of Education.

Some of the major concepts passed



BAILEY  
MARSHALL

### Director's Viewpoint

regarding rule changes were:

1. Most off-season rules for all team sports are the same. In the past each set of rules for each sport was different.

2. Students can play for and work out with outside teams from June 1 through the first weekend in August. Limits were set on the number of players on the teams, and coaches from their school attendance zone were prohibited from working with these teams. This was a relaxation for most team sports other than basketball.

3. Students can attend summer camps with most of the same restrictions that summer leagues and games have. Also added was that the students cannot attend an institutional camp -- the camps must be open to any student. This was a relaxation for most team sports.

4. After the close of the basketball regular season in February, students who play football, basketball, and volleyball may play for and work out with outside teams on Fridays after school and on the weekends until June 1. This was a relaxation for all these sports for workouts but a restriction for games for volleyball.

This position seemed to be a

compromise for those who wanted no restrictions, those who wanted restrictions until the end of the year, and those who wanted restrictions until after the track season. Those favoring this time set were mostly coaches from the Texas High School Girls Coaches Association.

5. During the high school season there shall be no concurrent play on outside teams (to be voted on by the schools).

This is a new concept in our rules since there has never been any rules restricting play on outside teams. The only sports in which there have been previous problems are soccer and baseball. However, the council felt students had enough play during the season. If they were playing on other teams this could lead to injury and would take up too much study time.

The rules that were passed by the council and are to be voted on by the schools will be presented to the State Board of Education for approval. As soon as the State Board approves, disapproves, or alters the rules, schools will be notified of the details of each rule.

Your elected representatives (Legislative Council members) are to be commended for their work. Many hours of their time have been spent in committee meetings and individual deliberations this past year. They considered many other items than off-season rules. They passed to the State Board of Education off-season rules and other rules that should make our programs better for all the students involved in all our programs.

## The Leaguer

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 2622 Wichita, Austin, TX 78705. Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

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Karen McGlashen, speech activities director; Lynn Murray, one-act play director; Bobby Hawthorne, director of journalism activities and ILPC director; Diana Cardona, spring meet materials director; Dr. B. J. Stamps, assistant to the director; Dr. Rhea Williams, TILF secretary; Dr. Nelson Patrick, music director emeritus.

## Role of colleges, universities is vital

The UIL benefits from the services of 18 colleges and universities in Texas that host UIL regional spring meet athletic and academic events.

For the 1989 regional meets, two new sites have been selected. Tyler Junior College will host Region III AA and Abilene Christian University will host Region I AA. These two new sites will host all regional spring meet activities including academic events, golf, tennis, and track & field.

Since Spring Meet Lists were mailed before arrangements were finalized, schools will need to insert the following information on their lists: Mr. Garvin Beauchamp, Abilene Christian University, P.O. Box 7645 ACU Station, Abilene, TX 79699, (915) 674-7645; Dr. Raymond Van Cleef, Tyler Junior College, Box 9020, Tyler, TX 75711, (214) 531-2200.

The UIL staff plans to hold training sessions with personnel from both new sites to ensure that event directors will have the information and knowledge they need to feel comfortable in running the events.



JANET  
WIMAN

### Academically Inclined

Both sites have shown an eagerness to serve the schools in their areas and this display of interest and concern usually means a good regional meet.

District directors general will play an important role as these two sites prepare for their first year. Assistance, encouragement, and support from district directors, sponsors and coaches will be invaluable to the regional site personnel.

Colleges and universities play a vital role in the UIL programs. Public schools benefit not only from the use of superb

facilities but from opportunities for students to visit college campuses and interact with college faculty and students. The UIL welcomes Abilene Christian University and Tyler Junior College to the list of sites serving as regional hosts.

### Math/science invitational meets

The UIL offers invitational meet test materials for number sense, calculator applications, and science for a limited number of dates. Schools interested in hosting meets on dates other than November 19, December 10, January 21, and February 18 have an avenue for purchasing special test materials through the Texas Math Science Coaches Association Test Writing Service.

The purchaser will receive two copies of the test and answer keys for a fee of \$25. Checks should be made payable to TMSCA. Orders should be made at least three weeks prior to the meet date to: TMSCA Test Writing Service, c/o Jonell Kesner, Box 1485, Breckenridge, TX 76024.

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# A contest is only as valuable as we make it

Substance abuse. Now there's a term that is heard often these days. In fact as we near the end of this decade it has increasingly become a major topic of discussion in every segment of our society whether it be an issue addressed by the news media, a principal concern in political campaigns or a priority item in local communities. This ground swell of dialogue would suggest that there is little or no disagreement with the fact that substance abuse has become a major curse in our society.

Yet as one notes the many substances that have created this concern, one finds that a significant number of them initially had a social or medical reason for their existence. In other words, when properly administered by a qualified individual they contributed to the physical or mental well-being of the person or persons that consumed them. However, when users choose to use these substances to excess or for the wrong reason they bring harm to themselves, to those around them and, in some cases, to the community in general.

It would be very logical to question what this opening statement has to do with a Music Column in *The Leaguer*. This inquiry is understandable when one considers the fact that the term substance abuse generally refers to drugs, tobacco, alcohol or other chemical or natural substances that are used to excess or for improper purposes. However, this introduction leads us to address another type of abuse that has a dramatic impact upon young people, music programs, directors, parents and communities. For the sake of discussion let's call it "contest abuse."

Here again we are talking about an entity that has the potential to generate enormous good for everyone involved or associated with it. Educational competition provides inspiration, motivation, evaluation against a predetermined standard of excellence and one kind of violation of the relative success of our school bands, orchestras and choirs. In the case of marching band competition, it goes one step further and provides for the actual, direct comparison of band programs throughout Texas. While the benefits of this latter kind of competition remains a subject of debate, the State Marching Band Contest continues to be endorsed by the majority of the schools in Texas. The emphasis placed on this competition by some band programs and school districts has led to the kind of contest abuse mentioned above and hence the reason for this discussion.

In 1985 Dr. Bob Moats, a stress psychologist, speaking at a UIL seminar on The University of Texas at Austin campus stated that contests and competitions in

general were valueless. He argued that such activities inherently possessed no value or position of importance. A contest is simply a structured event that only begins to take on value and meaning when the participants and observers assign human values to it. In specific terms a music contest is only as important as the schools, directors and students choose to make it. It can be a valuable, motivational tool for those programs that want to use it or it can become a dominant force that totally consumes some directors, students and communities. In other words, an event that can have value and significant meaning for those that participate properly can, at the same time, be abused by those that attempt to attach inappropriate or inflated significance to it. In essence these misdirected priorities are the focus of our discussion and the primary cause of "contest abuse."

What kinds of abuses exist? There are many, but the first that comes to mind especially addresses the subject of winning at all costs. A subscriber to this philosophy to rehearse excessively, invest an exorbitant amount of funds in music and materials for the contest performance and exhibit a total obsession with winning as opposed to musical growth and achievement. Reports surface on a regular basis that indicate a small but unfortunately increasing number of bands are rehearsing much of the summer in hopes of perfecting the "UIL Contest Show". These bands in some cases preempt summer vacations, students' summer jobs, and other non-school enrichment activities for the sake of getting a "head start" on preparation for the fall. Many of these same bands invest many thousands of dollars in initial design of a particular contest show. These programs often have only one primary goal. That is to win at all costs. Such an attitude is counter to the purpose of the UIL Music Contest Program, places undue hardships on students, nurtures the philosophy that winning is more important than learning and ultimately defeats the purpose of music education as an integral part of the school curriculum.

Let's now specifically discuss the three areas mentioned in the preceding paragraph. That is excessive rehearsals, exorbitant costs and inappropriate priorities. First, the abuse of excessive rehearsals usually begins in the summer. Certainly no one is suggesting that there should not be summer band. Everyone recognizes the fact that it takes time to prepare for the early fall demands that exist for any musical organization that finds it necessary to provide ceremonial music during certain school functions at the beginning of the school year. This is true whether it is a high school band preparing



RICHARD FLOYD

## Music Matters

for the first pep rally and game of the season or a junior high music organization that must perform at the sixth grade orientation. It has been traditional that bands rehearse two to three weeks at some point in the summer in or order to prepare for their many fall performance responsibilities. On the other hand, a summer rehearsal schedule that is designed solely to prepare an overly difficult marching show by the beginning of September should be questioned as being in conflict with the values and purposes of our high school band programs. In short, an extended summer rehearsal format that is solely designed as a tool to teach "the contest show" with partial or total disregard for the student musician's other summer priorities and interests could certainly be deemed a kind of "contest abuse."

It must be remembered that the Policy and Ethics Code in the Music Plan of the Constitution and Contest Rules states that a director "must recognize the importance of the total educational process and remain sensitive to each student's needs in terms of his academic pursuits, family life and extracurricular activities" as well as "maintain a reasonable and proper balance of pre-school and out-of-school rehearsal schedules." It is difficult to understand how a director can remain true to this segment of our Policy and Ethics Code yet plan a summer rehearsal schedule that totally dominates the lives of band students for the major part of the summer.

It is feared that there will be an expansion of this practice. Recent trends suggest that bands that subscribe to this philosophy are being increasingly successful in competition while bands that follow a more realistic, educationally sound schedule that includes only a 10 to 15 day summer band schedule find themselves playing "catch-up" when the appropriate time for contest preparation arrives. The continuation or escalation of this practice could lead to regulations and sanctions for summer band activities. This is a posture that no one, including the UIL wants to see become a reality; however, it will be necessary for certain programs to restructure their thinking and current practices in order to avoid such regulations.

A second area of concern has to do with the amount of funds that are invested in a

specific contest show. Some directors have concluded that they must have a custom designed show by a major drum and bugle corp designer in order to be successful. Some directors even establish "bragging rights" based on the fact that "my show was designed by the show designer for the Intergalactic Marauder Drum and Bugle Corp." These shows first of all are expensive. This is money that could be spent on concert repertoire, enrichment, or other musically worthy projects that are more in the main stream of music education. Secondly, these shows are designed with the Drum and Bugle Corp format in mind. Yes, they are demanding, exceedingly complex, and in some cases exciting to watch. They are not; however, conceived to be introduced in late August and presented in a polished form some eight weeks later. They are designed to be rehearsed at an intense pace for most of the summer while being seasoned with numerous competitive performances and a final national competition in early August. The Drum and Bugle Corp movement is without doubt a unique element in the American music scene and the concept does have its merit. However, one can argue that this phenomenon is really more of a social, non-contact sport rather than educational competition conducted in the name of musical growth and development.

No one is suggesting that it is inappropriate to seek assistance in show design. Such a stance would be comparable to a philosophy that professes the concept that directors should compose or arrange the music they perform with their concert groups. There will always be a need and place in some programs for the commission of show design as well as the preparation of special arrangements that fit the strengths, weaknesses, and needs of a particular organization. Yet these materials should be viewed as educational resources that fit the needs, priorities, and time frames of a public school band program rather than the priorities of a privately funded DCI Corp that essentially rehearses nearly twelve months of each year. In other words, the costs should be commensurate with other costs associated with a sound, comprehensive band program and the instructional time required to learn the show should clearly exhibit a concern for the overall academic, social and family well-being of all participants.

A secondary concern, in this regard, has to do with the preparation of complex shows that require the services of outside instructors in order to expedite the initial preparation of the marching routine. It must be remembered that one of the purposes of the UIL is to provide equitable competition. Competition based on the

Please turn to MUSIC, page 9



# It's never too early to choose, edit play

One-act play area meets are being organized and the final listings will be delivered to all schools in the December enrollment mailing. Look for this mailing. The envelope will be full. If scheduling is a problem, most area meets are set for Saturday, April 8. When facilities are unavailable, we have had to use Friday or earlier in the week.

Careful readers of the first OAP enrollment mailing received an unintended shock. We did not intentionally remove Samuel French from the approved publishers list. The listing has been corrected and French appeared in the second mailing. Samuel French is still an approved publisher in the new *Handbook*. Have you ordered the *Handbook for One-Act Play*, 11th Edition? Don't delay. Do it now. It will take three to four weeks for delivery.

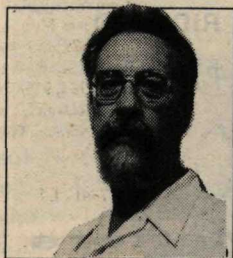
It will take longer to get publisher approval to produce "scenes from" through Samuel French, unless the play was produced in UIL last year. Each new request to the Samuel French leasing office requires contact with the playwright or agent. We removed all of French's titles from the list of long plays in instances where approval was denied. All remaining listings controlled by French have been approved or have not been requested in the past year. I urge you to request immediately publisher approval of potential contest titles. If you read this column last month, you caught our inadvertent deletion and missed the shock. Thank you for reading carefully. I deserved the phone calls.

Now is the time to pick and plan. Winners in OAP are most often those producing strong scripts suited to the students' talents. Choosing a quality script and producing 40 minutes designed for contest does not happen by accident. It takes time and planning. Plays worth production in OAP are plays of literary value and theatrical merit that can be reduced, adapted or cut to 40 minutes. If you can't find a suitable 40-minute one-act play, what do you do?

Read as many plays as possible and attend as many plays as you can. Request new catalogues from approved play publishers and check Fireside Theatre editions. Evaluate the most produced play list in *Dramatics* magazine and the best play series published annually.

*Variety*, *Theatre Crafts*, *The New York Times* and critic reviews in newspapers and magazines are excellent sources of information about new plays. Ask your colleagues about new plays. Make sure you attend TETA conventions and workshops.

The Suggested Criteria for Play



LYNN  
MURRAY

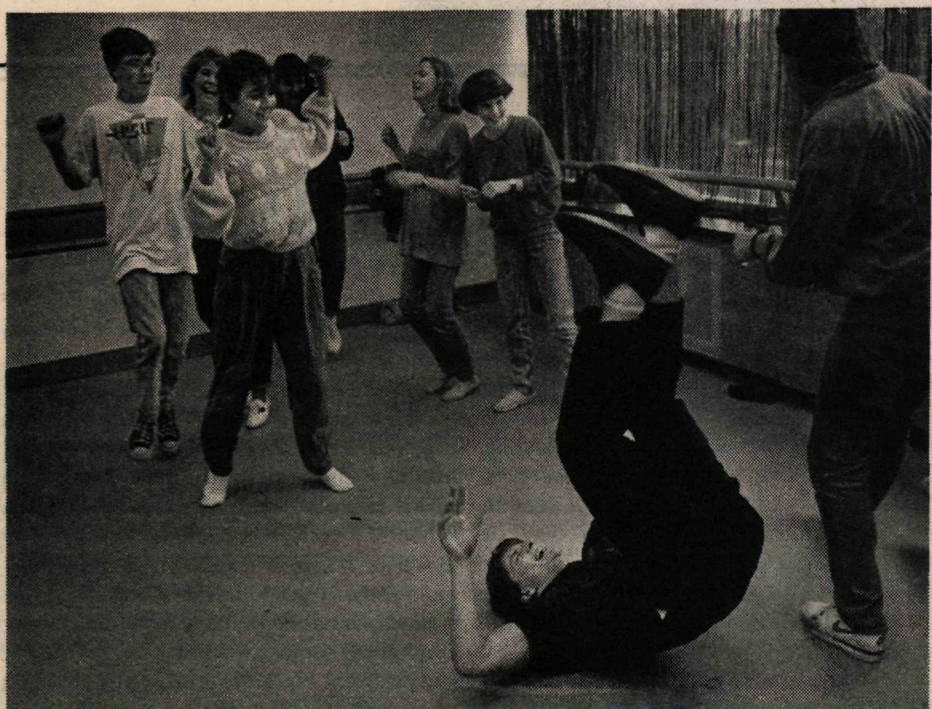
## Educational Theatre

Selection appears on page 56 of the new *Handbook*. I urge you to review these important considerations before you make a play choice. When you find a quality script, the creative effort begins. You now become the playwright or you find a friend that has used your script choice as their contest entry. OAP rules do not limit how much help you may receive preparing the script.

What should you delete? Absolutely nothing, until you obtain permission from the playwright, publisher or agent. Most will allow scenes or cuttings to qualify time wise. This does not mean additions or alterations. You might begin the process by looking for the single story line with a definite beginning, middle and end. Delete minor characters, minor conflicts and subplots. Eliminate scenes which repeat ideas or exposition already presented. Evaluate long speeches, monologues, narration or description which might be shortened. It is often possible to delete sections of scenes that do not provide plot advancement or character development. You can sometimes substitute action for dialogue. You should always stick to the main conflict.

A major time-saver is the elimination of scene changes and blackouts. Blend scenes together with the dialogue or business. Delete the least important scenes, but make sure you allow minor climaxes and some comic relief. The scenes which are important to character development and provide relief from emotional or climactic moments are essential. You must allow for variety in tempo and intensity. All climactic scenes will create a play with all peaks and no valleys. This is the most common criticism of State Meet performances. Time must be taken to play the good moments and allow the audience to respond.

You must always be true to the playwright's intent. The characters must be left whole. Look for well developed characters that are particular persons. They must be rooted in reality. Always look for strong character action. Plays without dimensional characters do not do well in OAP. No OAP director can make a bad script a good play.



THEY DO KNOW BEANS ABOUT IT. Students pretend to be "Mexican jumping beans" while participating in a creative movement session, during the one-act play portion of the UIL Student Activities SuperConference, held October 29 at The University of Texas at Austin.

Photo by JOHN MOORE

These random thoughts about producing "scenes from" are derived from many sources, but might be credited to Bob Singleton, Lou Lindsey, Lou Ida Marsh, Wheelice Wilson, I. E. Clark, John Steele and others that have shared their experiences. They would all tell you to be completely familiar with the script before you start and to continue to evaluate through the final performance. Don't be afraid to try. You learn to direct by directing and to "cut" by cutting. If you accept the challenge, start early and good luck.

Planning is essential in all phases of theatre production and contest preparation. Your district planning meeting should have taken place by now. If you haven't heard from anyone in your district, start the process yourself. Time is short.

OAP directors should have a working knowledge of the C&CR, the Official Calendar and should know where to find Chapter 1, Subchapter M. Eligibility and Subchapter Q. Protests. They should also be familiar with Chapter 2, Subchapter A, Sections 900-904. Knowing how spring meet is structured will reduce confusion. If all else fails, read the *OAP Handbook*.

The new *Handbook for One-Act Play*, Eleventh Edition should be a director's primary guide. A habit of reading this publication at least once at the beginning of the school year and prior to play selection will reduce tension and telephone calls. OAP rules should be read again prior to November 1. The time has passed. Reading carefully will save the total frustration of missing a deadline or making a mistake in relation to play choice, play approval, set approval or interpretation. Schools are disqualified and students are deprived of a valuable educational experience because directors failed to read the *OAP Handbook* and rules. The *Handbook* is published as an attempt to make things happen when they

should. Knowing the *Handbook* is the first lesson a director in OAP should learn. No matter how well trained in theatre, it seems to be the last lesson learned thoroughly.

This office is the first to admit that OAP rules are not simple and directors have many responsibilities. I urge you to take time to read the rules. Do it now, not next week! How many directors will submit ineligible play titles without looking at the approved lists? Plays produced last year are not necessarily approved for everybody this year. The play you have chosen may no longer be available or approved. How many directors fail to delete profanity? The contest manager is required to declare your entry ineligible! Reading will help all of us. I'm sure this sermon is for those that won't read this column.

The OAP items, presented by the Texas Educational Theatre Association to the UIL Legislative Council, passed.

I haven't had any responses to my column on rule questions last month. I hope you will at least be prepared to present your ideas at the UIL open forum during the TETA convention. You should have received the TETA registration form. If not, contact Charles Jeffries, Convention Host, MacArthur High School, 2923 Bitters, San Antonio, TX 78217, 512/653-3920. New TETA members should make a slight correction in the form. Strike "renewal" and insert "new."

For those that have not heard or that missed *Texas Theatre Notes*, Ronald Schulz and Ford Ainsworth passed away in recent months. Both served UIL and TETA in many ways. We will miss these valued colleagues and theatre in Texas is richer for their having been with us for many years. We could not begin to describe their many contributions and the students and colleagues enlightened by their contributions and service to educational theatre.



## Critic/Judges List

• = Public School Teacher

◊ = Needs Recertification: These judges MUST be recertified in January, 1989, in order to be eligible to judge. A revised critic judge list will be published in February, 1989, in *The Leaguer*.

The 1988-89 Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests [Refer to Section 1033 (d) (3) (A) in the current Constitution and Contest Rules.] The League recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i)]

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 Steve S. Schoolar, Texas Wesleyan College, Fort Worth 76105 II, 817/531-4475  
 Robin J. Schraft, Southwestern Univ, Georgetown 78626 IV, 512/863-1359  
 Stacy Schronk, Tarrant County Junior College-NE, Hurst 76054 II, 817/656-6684

Roger Schultz, Texas A&M Univ, College Station 77843 III, 409/845-2526  
 ◊ John R. (Reggie) Schwander, College of the Mainland, Texas City 77591 III, 409/938-1211  
 ◊ Coy L. Sharp, Permian Playhouse, P.O. Box 6713, Odessa 79767 I, 915/362-2329  
 • Gretchen Shoopman, 600 N. Santa Rosa, #1205, San Antonio 78207 IV, 512/223-1671  
 Victor L. Siller, Tyler Junior College, Tyler 75711 III, 214/531-2203  
 • Charles David Simpson, 619 S. Wheeler, Jasper 75951 III, 409/384-2628  
 Lawrence Ray Smith, 817 Junction Hwy., Kerrville 78028 IV, 512/895-4774  
 V. A. Smith, Texas A&I Univ, Kingsville 78363 IV, 512/595-3407  
 Thomas F. Soare, Sam Houston State Univ, Huntsville 77341 III, 409/294-1338  
 ◊ Richard Soddors, SWTSU, San Marcos 78666 IV, 512/245-2147  
 George W. Sorensen, Texas Tech Univ, Lubbock 79409 I, 806/742-3601  
 • Joan E. Sorlaten, P.O. Box 4, Keller 76248 II, 817/379-6885  
 Michael Spicer, Midland Community Theatre, 2000 Wadley, Midland 79705 I, 915/682-2544  
 Charles Squier, Palo Alto College, San Antonio 78224 IV, 512/921-5338  
 Kathryn St. Clair, 2604 22nd St., Lubbock 79410 I, 806/763-3855  
 Neil St. Clair, Texas Tech Univ, Lubbock 79409 I, 806/742-3601  
 ◊ Roger Stallings, College of the Mainland, Texas City 77591 III, 409/938-1211  
 Glynnis Holm Strause, Bee County College, Beeville 78102 IV, 512/358-3130  
 ◊ Clarence Strickland, Tyler Junior College, Tyler 75711 III, 214/531-2211  
 William H. Swinny, 317 Lamont, San Antonio 78209 IV, 512/826-7425  
 Marilyn Swinton, SWTSU, San Marcos 78666 IV, 512/245-3133  
 Mary Beth Swofford, Incarnate Word College, San Antonio 78209 IV, 512-828-1261  
 ◊ Charles G. Taylor, University of Mary Hardin-Baylor, Belton 76513 IV, 817/939-5811  
 ◊ Dennis W. Thumann, 4320 Burton Way, #1631, Colorado Springs, CO 80918 II, 303/531-6764  
 Jimmy L. Tinkle, Angelina College, Lufkin 75901 II, 409/639-1301  
 Wayne I. Toone, Temple Junior College, Temple 76701 II, 817/773-9961  
 Ann Turner, Palo Alto College, San Antonio 78224 IV, 512/921-5334  
 C. Lee Turner, Prairie View A&M Univ, Prairie View 77446 III, 409/857-2356  
 David Underwood, Midwestern State Univ, Wichita Falls 76308 I, 817/692-6611  
 Ann Vliet, 900 West Blanco, Kyle 78640 IV, 512/268-0537  
 ◊ J. Richard Waite, Eastern New Mexico Univ, Portales, NM 88130 I, 505/562-2476  
 John B. Warriner, Texas Tech Univ, Lubbock 79409 I, 806/742-3601  
 W. Kenneth Waters, Jr., Stephen F. Austin State Univ, Nacogdoches 75962 III, 409/568-4003  
 B. Warren Watson, 5307 McCormack Blvd., Dallas 75206 II, 214/823-4388  
 Bill Watts, Angelo State Univ, San Angelo 76909 I, 915/942-2033  
 David C. Weaver, Globe Theatre, 2308 Shakespeare Road, Odessa 79761 I, 915/332-1586  
 Richard A. Weaver, Texas Tech Univ, Lubbock 79409 I, 806/742-3601  
 E. Don Williams, Lubbock Christian College, Lubbock 79407 I, 806/792-3221  
 Jeanene S. Williams, 201 Rockford Rd., Waco 76712 II, 817/772-2401  
 ◊ L.K. Williamson, UT-Dallas, Richardson 75080 II, 214/690-2786  
 John Wilson, Corpus Christi State Univ, Corpus Christi 78412 IV, 512/991-6810  
 Nathan R. Wilson, East Texas State Univ, Commerce 75428 II, 214/886-5339  
 Gifford W. Wingate, UT-El Paso, El Paso 79968 I, 915/747-5146  
 Doyle R. Wood, P.O. Box 855, Wolfforth 79382 I, 806/796-0062  
 John Presley Wright, Paris Junior College, Paris 75460 II, 214/784-9327  
 Angela Zbrunek, 3500 Rollingbrook, #1023, Baytown 77521 III, 713/422-5718



## Nothing fine about this cure-all

**J**ust for the sake of argument let's say Leonard owns a master's degree in biology and would prefer to spend the school day teaching kids to slice and dice pickled frogs.

But because the district is swamped with math/science teachers, and because physical education majors find higher pay and better working conditions in the private sector, Leonard is also teaching two phys. ed. classes and coaching the boys' football team, though he doesn't know a football from a pumpkin.

But that's okay, his principal assures him. The football team is little more than a dumping ground for kids who need an easy PE credit to remain eligible for UIL science contests anyway. "Just don't do anything controversial that might make me look bad or that I'll have to explain," he's told. So all year long, the team runs quarterback sneaks, fails to score a point and finishes 0-10. But in this biology-crazed community, no one seems to notice or care.

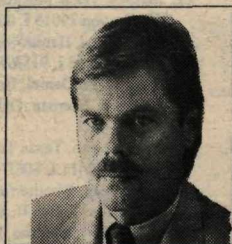
You don't buy that? Well, try this one... When an insurance salesman fails to sell insurance, the blame generally is laid upon the head of the salesman. Chances are, the company hired the guy, trained him, gave him a company car, a blue blazer with the company emblem on the pocket and a pocket calculator. If the guy fails to sucker some recent college grad into buying a policy, then his bosses figure the guy simply isn't cut out to be an insurance salesman and they fire him.

After an unsuccessful perusal of the want ads, the poor fellow turns to the public schools for relief. (Mom always told him to get a teachers certificate. "Heaven forbid that you should have to use it," she said, "but one day, it might just come in handy.") He's hired and plopped in front of a class of 35 16-year-olds.

Though he couldn't scare a college senior into buying whole-life insurance "for just pennies a day," he's now expected to inspire 16-year-olds to learn algebra.

Perhaps you prefer truth to fiction. If so, this one will floor you...

HB 246 was not especially kind to journalism. In fact, it was down right mean. For the better part, it relegated the course to second-class status, denying teachers access to college-bound students. How was this done? By deleting journalism courses from the college-bound curriculum electives. A subsequent attempt to approve advanced journalism as a college bound senior English elective was refused for reasons never adequately explained. The failed effort left those who spearheaded the effort -- mainly a former Austin journalism



**BOBBY  
HAWTHORNE**

### Scholastic journalism

teacher, Tom Prentice, then of the Texas Daily Newspaper Association, and Prof. Mike Quinn of The University of Texas at Austin Department of Journalism, dazed. What happened?

No one knows. Odds are, State Board of Education members realized that the majority of high school journalism programs in Texas are charged to persons whose qualifications extends no further than the possession of a bachelor's degree in education or English and a teacher's certificate. This is a kind of unspoken truth.

Why such a deplorable situation? Who are the culprits? It would be nice to think that school administrators assign publications to teachers lacking journalism expertise due to the paucity of certified journalism teachers. No doubt, a shortage exists. But that isn't as often the case as one might expect.

It is just as true that administrators prefer teachers who are certified in English rather than journalism, and who will support school philosophy (read: not rock the boat). That the teacher lacks the writing, editing, design/graphics, or legal/ethical expertise is less a minus than a plus. In a survey of Kentucky advisers and principals, Dr. Julie Dodd found that in a listing of personality characteristics, advisers rated "assertive" much higher than did the principals. "This could be an indication that principals did not want teachers to challenge administrative decisions," she stated. Not surprisingly, advisers who had more college journalism training were more likely to develop conflicts with the school administration.

So while certified advisers are rare, it is equally true that even if a surplus existed, the demand may not be high. It is simply too easy to turn the program over to a beginning teacher with the unstated understanding that the publications should be seen, not heard.

In other words, "Run those quarterback sneaks up the middle and don't make me look bad."

Let's not be too quick to censure administrators. The JEA Commission on the Role of Journalism in Secondary

Education named school academic counselors, the professional media, university departments of journalism and education, and, not the least, the journalism teachers themselves as accomplices.

Granted, outstanding teachers continue to attract accomplished students. But these are clearly the exceptions. For the great majority of journalism teachers, access to motivated, talented and articulate students is an uphill battle. For the many beginning teachers lacking journalism training but who compensate with large degrees of integrity and dedication, the task is overwhelming.

Without the talent and work ethic of the top scholastic students, even the trained and dedicated newspaper and yearbook advisers find themselves attempting to produce bricks without straw. In many ways, this works to the advantage of school administrators, who do not want students to produce cogent editorials, insightful news or provocative features but rather "good PR" as if the two were mutually exclusive. Consider the words of a former adviser, "After my second year of teaching journalism, my principal decided not to renew my contract. I sincerely believe that the main reason for the principal's decision stemmed from my allowing my students to print several editorials critical of administrative policies."

This teacher owns a journalism degree from the University of Missouri, one of the nation's finest J-schools.

It would not be an overstatement to call the situation desperate.

But it is a mistake to search for panaceas, and the latest cure-all being tossed around is the suggestion that journalism be made a fine arts substitute in the college-bound curriculum. The idea is based on the success of the speech teachers, who pulled a similar coup two years ago. It would be folly to read too much into their success, however. For one thing, the percentage of speech courses taught by persons holding either a major or minor in speech is far higher than the percentage of journalism courses taught by teachers with a major or minor in journalism.

This would preclude the speech equivalent to the cut and paste or fill-in-the-blank journalism course.

Also, it has been incorrectly reported that speech is a fine arts substitute. It is not. Students in the college-bound track may enroll in a fine arts substitute or speech. Other than for competition, there is no local mandate to offer speech

Please turn to Journalism, page 11

### Notepad

#### Proposal to delete headline contest tabled

A proposal to delete the headline writing contest was tabled, October 15, by the Academic Committee of the Legislative Council until its summer meeting.

"The committee felt it needed additional time to consider the results of a fall survey and to weigh the suggestions of a report from a panel of advisers representing the Texas Association of Journalism Educators," said Bobby Hawthorne, UIL director of journalism, who last spring proposed replacing headline writing with a personal opinion writing contest.

#### Journalism is the focus of principal's bulletin

Don't miss the November, 1988 issue of *The Bulletin*. The official publication of the National Association of Secondary School Principals is devoted to an full and reasoned argument in favor of journalism in the secondary schools. Articles are authored by several of the nation's finest publications advisers, including ILPC veterans John Bowen of Lakewood, OH, Bruce Watterson of Arkadelphia, AR, and H. L. Hall of Kirkwood, MO.

The gist of the coverage is that the relationship between journalists and administrators need not be adversarial, and that sound journalism programs emphasize sound critical thinking skills. Read the articles, and urge your administrators to do the same.

#### Writing samples sought by JEA rights panel

John Bowen, chairman of the JEA Scholastic Rights Commission, is compiling samples of outstanding student reporting and writing.

He is seeking samples that exemplify professionalism (balance, fairness, clear attribution and significance), that influence the quality of life in the school or community, and that reflect a range of student research, courage and responsibility.

In addition to the copy of the published work, Bowen seeks a brief explanation of how the article influenced the school or community, and a description of the excellence and character of the student's experiences in writing the story.

Entries should be mailed to John Bowen, Lakewood High School, 14100 Franklin, Lakewood, OH 44107.



## On the state of debate

While many coaches and students across the state are looking to the UIL to increase the stature of cross-examination debate, I am determinedly examining the status quo. The picture is not pretty. The solution is not simple. This article will neither provide a panacea nor placate all.

The cover story entitled "The Decline of Debate" in the October 10, 1988 issue of *The New Republic* further corroborated that all is not well in the domain of debate. Reactions to the article, I imagine, were mixed. Many silently prayed that the "powers that be" not come within a few hundred miles of the magazine. Others cleverly "borrowed" the school library's copy. Or perhaps there was that glint of hope that if the expose' were discovered by an administrator, the magazine's cover depicting caricatures of the presidential candidates expostulating on the woes of the world would divert attention from the type of activity actually being addressed. I dare to say that not a single advocate of the art xeroxed the article, highlighted major points and used it as a preface to a plea to his principal for a budget increase.

No, we continue to espouse the values of this interscholastic contest yet fail to insure that the goals of debate are achieved. Regardless of the size of school, the size of program, or the size of budget, the debate coach or sponsor is ultimately in charge of directing the program where it does, or in many cases does not, go. It is our responsibility as educators to guarantee that students reap the benefits participation can offer.

What are some of the skills acquired by debating?

**1. Communication.** Call me traditional or dinosauric, but I firmly believe that communication is the primary purpose of debate. Ralph Waldo Emerson wrote, "Conversation is an art in which a man has all mankind for his competitors, for it is that which all are practicing every day while they live." Although many contend that debate is not conversation (anyone ever carry on a dialogue with the man in the Federal Express commercial?) public speaking is enlarged conversation. A slobbering adolescent, machine-gunning at close to 300 words a minute, is rarely intelligible. If he were, what judge, other than an ex-college debater, would enjoy listening to arguments delivered at that speed? Heard any lawyer's closing statement, professor's semester review, minister's sermon, weatherman's forecast, businessman's annual report, comedian's monologue, or mother's bedtime story delivered at 270 words a minute?

**2. Research.** The value of original research cannot be over emphasized. However, considering the breadth of most resolutions (not to mention the inventiveness of many affirmative teams),



KAREN  
MCGLASHEN

### Speech Notes

the limitations of most school libraries, and the small nature of some squads, handbooks are necessary. Still, they should supplement not replace research. The practice of "I don't research it, I just read it" must be eliminated. It was Goethe who noted, "There is nothing more frightful than ignorance in action."

**3. Extemporaneous Thought.** Thinking quickly on one's feet is an acquired talent which can be fostered through practice. Canned arguments, generic attacks or outrageous disadvantages with weak links do not encourage original or spontaneous thinking.

What then is the answer to the problems plaguing debate? Allow me to examine several alternatives. Some may be workable. Others may not. I solicit your suggestions.

- Prohibit the judge from taking notes (a.k.a. "flow")

This alternative, though perhaps not a popular one, would force competitors to focus on a few arguments (quality over quantity) and concentrate on persuading the judge. Perhaps a resurgence of ethos, pathos, and logos would result. The concept of no notetaking by judges was utilized by CEDA, the college equivalent of Lincoln-Douglas debate, upon its inception.

- Encourage the use of non-debate judges (a.k.a. "lay")

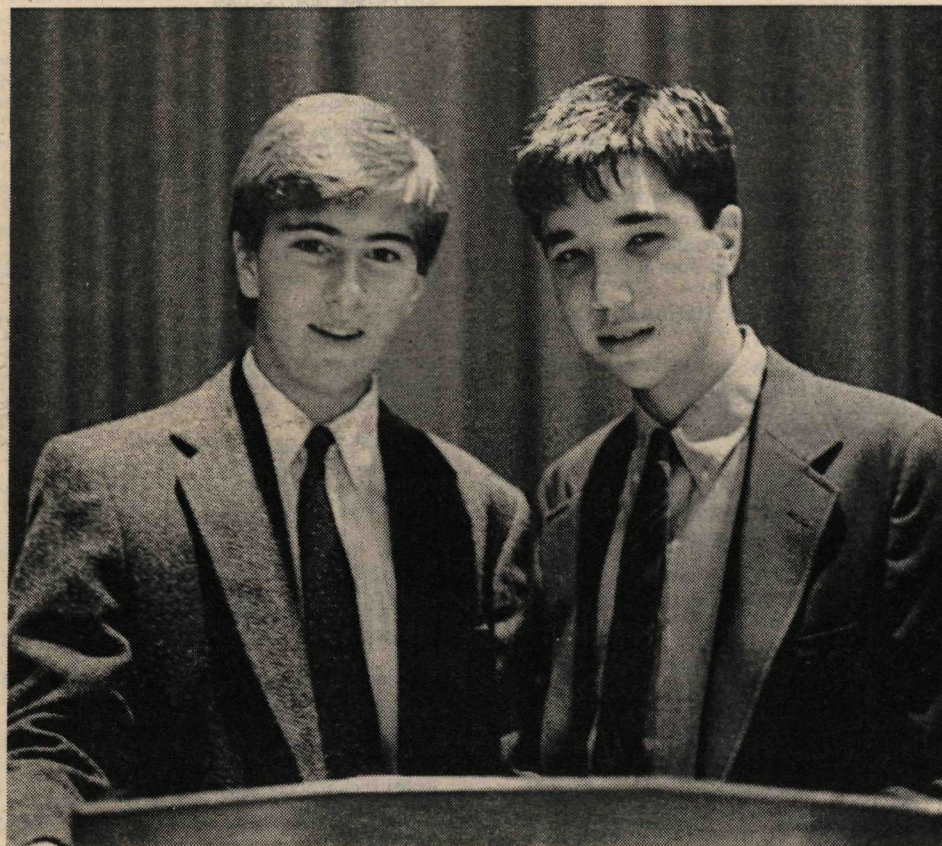
This solution, one contended by Warren Blackstone ("It's No Fish Ye're Selling," *Texas Speech Communication Journal*, Volume XII 1987), George Grice ("Lay Judges: The wise competitor will learn to work with them," *The Leaguer*, October 1986), and others has occurred sporadically and to most experienced coaches' chagrin. My contention has always been that the best speakers adapt to whatever audience, albeit one judge, is present. Audience analysis and adaptation are skills which debaters must master.

- Lengthen rebuttal speeches

Although at first this alternative might appear to only give more time for motor-mouthing, it is possible that the rebuttal responses might include more explanatory comments and thus become persuasive.

- Sanction summer workshops

Coaches frequently point a finger at college debaters who conduct those evil workshops where all forensic fledglings pick



**THE GREAT DEBATE.** Tim Martin (right) and Hank Legere, juniors from Madison HS in San Antonio, entertained and enlightened those attending the UIL Legislative Council meeting, October 15 in Austin. Martin and Legere debated the League's off-season and out-of-season rules -- issues that dominated the Council's two-day meeting.

up those naughty habits. What sponsors fail to realize is that three fingers are pointing back at them. Coaches can discourage attendance at certain camps, recommend attendance at others, or personally get involved in teaching the workshops. If a student does slip into undesirable habits, then it is the sponsor's duty to reteach the desirable attributes. Practice does not make perfect. Practice makes permanent. The National Federation of High School Associations will be addressing the issue of summer institutes in a conference it is hosting on forensic education at Northwestern University in Evanston, Illinois, December 27-29, 1989.

- Place winning it its' proper perspective

Debate is competitive by its very nature. One team always wins and another always loses. Is a decision (a win on the ballot) the only measure of success? Yes, to most youngsters and some sponsors. No, to the more mature. The competitors who fail to do whatever is necessary (including speed-reading, spreading, or running the infamous nuke, beef, greenhouse or whatever the going DA happens to be) to win should be commended. It is wise to consider the words of Arnold J. Toynbee when he commented, "Our purpose in debating is to learn, not to win, or rather, learning is the only way of winning that makes any sense." Thus, winning is not measured only in hardware brought home from tournaments. As the National Forensic League annually prints in its

national tournament booklet, "A trophy is only as honorable as the one who holds it, as valuable as the learning it has generated, as worthy as the goals it inspires."

- Become involved in the topic selection process and adopt narrow resolutions

A complete description of the process involved in wording and selecting a national topic will not be given here. However, it is important to note that the process is now being conducted in two steps--balloting in December on the topic area only and again in March on the specific resolutions within the favored topic area. This year's announcement dates are January 20th and April 14th. The intent of the change is to encourage more deliberate and thoughtful consideration prior to the time of voting. It is important that coaches and students discuss the resolutions and then vote for the most desirable one. Furthermore, attendance at the annual August meeting of the National Federation's Debate Topic Selection Committee is encouraged. Suggestions for topic areas and study committee reports are always welcomed. All meetings are open.

- Restrict affirmative case areas for novices

A proposal to adopt a limited number of affirmative cases for use by novices was placed before the members of the Texas Forensic Association at the recent Texas Speech Communication Association Convention. Though narrowly defeated, the proposal is perhaps worthy of further consideration.

Please turn to DEBATE, page 12



## Invitational academic meets

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.

### High School Invitational Meets

~19~

Hebbronville High School - Sylvia Martinez  
PO Box 880, Hebbronville 78361  
512/527-5751 (512/527-5420)  
(Speech Tournament)

North Lamar ISD - Joyce Schaeffer  
PO Box 68, Powderly 75473  
214/737-2006 (214/785-5397)  
(Math/Science Tournament)

December 2-3

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

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

~9-10~

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

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

~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)

~14~

Temple High School - Jim Kerby  
415 N. 31st Street, Temple 76501  
817/778-6721 (All UIL events)

~16~

Edgewood High School - Katy Russell  
PO Box 6, Edgewood 75117  
512/896-4856 (Typing Tournament)

~21~

Dunbar-Struggs High School - Jack Burton  
2010 E. 26th Street, Lubbock 79404  
806/766-1300 (806/793-9333)  
(Math/Science Tournament)

Reagan County High School - Richard McReady  
1111 12th Street, Big Lake 76932  
915/884-2787  
(All UIL events, except shorthand)

~27-28~

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

~28~

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

February -early

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)

~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)

~4~

Denver City High School - Janice Bradley  
601 Mustang Ave., Denver City 79323  
806/592-2933 (806/592-2397)  
(All UIL events)

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

~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)

~11~

Grandview High School - Marcia Pinkerton  
PO Box 310, Grandview 76050  
817/866-2861 (817/866-2341)  
(All UIL events)

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

Monterey High School - D. Curbo, J. Tomlinson  
3211 47th Street, Lubbock 79413  
806/766-0700  
(All UIL events, except speech and debate)

~16~

Edgewood High School - Katy Russell  
PO Box 6, Edgewood 75117  
214/896-4856 (Typing Tournament)

~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)

~18~

Bells High School - Lynda Lewis  
PO Box 7, Bells 75414  
214/965-7315 (214/892-2016)  
(All UIL events, except extemporaneous speaking, shorthand and debate.)

~18~

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

Connally High School - Michael Moore  
715 Rita Street, Waco 76705  
817/799-5565 (All UIL events)

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

Follett ISD - Randel Beaver  
Drawer 28, Follett 79034  
806/653-2301 (806/653-2212)  
(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)

~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)

~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)

Ingram Tom Moore High School - Larry McCarty  
700 Hwy 39, Ingram 78025  
512/367-4111 (512/896-0134)  
(All UIL events, except ready writing, shorthand, and typewriting)

~25~

United High School - Laura Mora  
8800 N. McPherson, Laredo 78041  
512/726-4700 (512/723-8490)  
(All UIL events)

MARCH 3-4

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

~4~

Central Texas College - Beth Acree  
PO Box 1800, Killeen 76540-9990  
817/526-1258  
(All UIL events, except debate and literary criticism)

Hebbronville High School - Sylvia Martinez  
PO Box 880, Hebbronville 78361  
512/527-5751 (512/527-5420)  
(UIL Literary Tournament - all events)

### Elementary/JH 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)

~12~

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

~19~

North Lamar ISD - Joyce Schaeffer  
PO Box 68, Powderly 75473  
214/737-2006 (214/785-5397)  
Grades: 6, 7 & 8 (Math/Science Tournament)

Rogers Middle School - Kathy Severyns  
314 Galway, San Antonio 78223  
512/333-7551 (512/653-8866)  
Grades 6, 7 & 8 (number sense, calculator applications, science and spelling - history)

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 events except music memory, picture memory and dictionary skills)

~14~

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)

Temple ISD - Jim Kerby

415 N. 31st Street, Temple 76501  
817/778-6721 (All UIL events for the Middle School)

~27-28~

Saegert Middle School - Janice Lee  
118 N. Bowie, Seguin 78155  
512/379-4717 (512/372-0694)  
Grades 7&8 (calculator applications, number sense, science, spelling, and ready writing)

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)

~18~

Follett ISD - Randel Beaver  
Drawer 28, Follett 79034  
806/653-2301 (806/653-2212)  
Grades: 7 & 8 (calculator applications, number sense, science, spelling, ready writing, and dictionary skills)

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)

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

Marcell Elementary - Jorge Cavazos  
1201 Bryce, Mission 78572  
512/580-5635 (512/585-4976)  
Grades: 4, 5, & 6  
(Math/Science Tournament)

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 TBA

Brewster Junior High - B. Garza  
Rt. 3, Box 101, Edinburg 78539  
512/383-5532 (512/383-3637); Grades: 7 & 8  
(number sense, spelling, ready writing, oral reading and impromptu speaking)

~4~

Los Fresnos Elementary - Lorene Villarreal  
PO Box 309, Los Fresnos 78566  
512/233-4404 (512/943-2944); Grades: 2, 3, 4, 5 & 6  
(number sense, spelling, ready writing, oral reading, storytelling, music memory, picture memory, listening and dictionary skills)

April TBA

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)

~1~

Wiley Middle School - Charlotte Carter  
1030 East Live Oak Street, Waco 76704  
817/752-9691 (number sense, science, spelling, ready writing, oral reading, storytelling, picture memory)



## Cross-x debate topics examined

1989-90 competitors will argue space, discrimination, prison

By KAREN MCGLASHEN  
Speech Activities Director

Proposed topic areas and resolutions for the 1989-90 Cross Examination Team Debate include:

**I. SPACE:** How should the United States encourage the use of space beyond Earth's mesosphere?

*Resolved:* That the federal government should significantly increase United States exploration of space beyond Earth's mesosphere.

*Resolved:* That the federal government should increase United States commercial use of space beyond Earth's mesosphere.

*Resolved:* That the federal government should increase United States weapons research and deployment for use in space beyond Earth's mesosphere.

*Synopsis:* The space topic is timely because of current problems with the space shuttle and the rethinking of priorities within NASA. The phrase "beyond the Earth's mesosphere" was selected in order to precisely define "outer space," suggesting that cases dealing with aviation or "inner space" are unlikely areas for affirmative ground. Resolution one focuses on the exploration of space. Affirmative cases might include planetary exploration, the space telescope, and the search for intelligent life in space. Resolution two focuses on the commercial use of space. Affirmative

cases could feature the colonization of space, the promotion of private industry ventures in space, the manufacture of products in space, the increased use of satellite remote sensing, and increased use of communication satellites, among others. Resolution three focuses on the military use of space. Possible affirmative cases in this area are offensive and defensive weapons systems, military intelligence-gathering satellites, and various aspects of the Strategic Defense Initiative. Dependent on the resolution chosen, some negative arguments could include cost factors, environmental impact, and private versus federal development.

**II. DISCRIMINATION:** What can the federal government do to further decrease discrimination in the United States?

*Resolved:* That the federal government should establish a nationwide program to further decrease discrimination against handicapped persons in the United States.

*Resolved:* That the federal government should establish a nationwide program to further decrease gender-based discrimination in the United States.

*Resolved:* That the federal government should establish a nationwide program to further decrease racial discrimination in the United States.

*Synopsis:* Despite substantial governmental action, discrimination continues to be a major concern in the United States. Within the proposed resolutions, affirmative teams might initiate, expand, or augment existing regulations, rules or programs to accomplish their goals. Negative ground could include efficacy of legal remedies, reverse discrimination, the cost of government regulation, and defense of present programs. Each resolution focuses on an individual area of discrimination. The first resolution concerns the handicapped. Affirmative teams might deal with mental or physical handicaps, as well as the definition of a handicap. The second resolution involves gender-based discrimination. Possible case areas for affirmative teams

range from sexual discrimination to comparable pay to maternity leave to affirmative action to divorce settlements. The third resolution focuses on racial discrimination and may include almost all aspects of society in which race is an issue. Education, technology, housing, and employment are but a few points for arguments.

**III. PRISON REFORM:** How can the federal government reform prisons and jails in the United States?

*Resolved:* That the federal government should adopt a nationwide policy to decrease overcrowding in prisons and jails in the United States.

*Resolved:* That the federal government should enact a nationwide policy to decrease violence in prisons and jails in the United States.

*Resolved:* That the federal government should expand rehabilitation programs for convicted criminals in the United States.

*Synopsis:* Prison and jail reform are issues being hotly debated in many states and localities. Officials consider incarceration one of the key factors for deterring crime in the United States. Each topic in the problem area deals with a separate concern - overcrowding, violence, and rehabilitation. The term "nationwide" in the first two topics implies that the affirmative should enact a program to affect the prisons and jails at various governmental levels throughout the country. Possible affirmative cases on the first topic include prison construction, halfway houses, and alternative sentencing. The second resolution may allow affirmatives to develop cases on guard brutality, convict gangs, or sexual abuse. The third topic allows for creative affirmative approaches such as job training, community service, and probation supervision to expand the rehabilitation of convicted criminals. Some negative positions on the topics may include funding problems, government versus private control, the efficacy of present rehabilitation programs, and the desirability of local over federal solutions.

## Music must fulfill school's educational objectives

Continued from page 3

premise that everyone has comparable opportunities for preparation. One could build a strong argument for the case that outside instructors are inappropriate since every school does not have the accessibility or funding to provide such benefits. On the other hand, many schools need the flexibility of using outside part-time instructors when a limited staff makes it difficult if not impossible to cover all areas of show preparation in the normal rehearsal time. The bottom line of this concern is simply the fact that directors and schools must use good judgement and reserve in dealing with this practice in order to avoid the kinds of regulations that exist in some other League programs.

The final and ultimate kind of contest abuse might well be the philosophy that extols the concept that winning is the only goal. It might be argued in some forums that such a philosophy has merit in professional athletics, politics or certain other adult arenas but it has no place in educational competition. This philosophy

often times precedes the kinds of abuse already discussed; however, it can certainly exist without the symptoms above. It can exist simply because a director has no vision for his organization beyond a First Division Plaque, a Sweepstakes Trophy or advancement to the next level of competition. One must always be mindful of the purpose of educational competition in music which is to provide motivation, give students an opportunity to strive for a standard that will encourage them to reach their potential, and provide input from qualified adjudicators that will help them access their progress and establish new goals. This purpose is defeated when winning is the only motive for participation in the contest.

Each of us must be ever mindful of the fact that the ultimate priority of any school program is education. Education does not come only through winning. In fact, one of the most challenging opportunities any director faces is to help students learn through defeat or when they fall short of their goals. At these times students must

be helped to accept adjudication graciously and with dignity. Blaming the judges or other external forces does nothing for the educational well-being of the participants or the creditability of the contest. Students must be led to understand that the real growth and learning took place as they prepared for the event and the fact that they had given their best in essence made them winners regardless of the outcome. They must be guided to access the results of the events, learn from it and then set new goals for the future. When this philosophy is the guidepost, a music program that is involved in competition of any nature will always be assured of providing consistent and meaningful growth experiences for the students involved.

In the final analysis one must remember that, historically, substance abuse has always led to some kind of regulation. Sooner or later certain elements of the society or government takes a stand and seeks to curtail the abuse by putting in place rules, laws and other limitations that hopefully help control the

inappropriate use of the substance in question. As with most regulations this action is taken to control the actions of a few for the well-being of all. "Contest abuse" could lead to the same kind of action. Many current UIL rules were adopted by the school superintendents of Texas because abuses existed and the equality of educational competition was being threatened. At the present time, there is evidence that "contest abuse" exists but it is not widespread. Consequently, there is time for directors, school administrators and parents in programs that exhibit symptoms of these abuses to take steps to establish priorities that are compatible with the spirit of educational competition and the best interest of the band programs of Texas. Such action would eliminate the necessity for rigid rules and would send a clear signal to all that the school music organizations in general and the marching bands in particular are seeking to maintain worthy priorities and balanced objectives for the student musicians that benefit from these programs.



# Rethinking the off-season rule

The October Legislative Council meeting featured the most significant discussion ever on the issues of summer camp, off-season restrictions and participation on non-school teams. Those guests who happened to view the proceedings will agree that reflective concern probed all areas of these issues. Spurred by an ad-hoc committee's year-long study on a number of off-season regulations, a general position was reached. That position includes:

- **Students and parents should make the decisions about what a student does in the summer.** Certain amateur rules and calendar restrictions were recommended to protect the athlete and family.

- **School coaches are not to be involved with the students from their school in non-school sports.** In other words, school coaches cannot coach a non-school team that has students from their school district attendance zone. The primary sport affected by this change would be some summer baseball teams traditionally coached by school coaches.

- **Students should not play for a non-school team in the same sport during their school season.** Currently, junior high (eighth grade and below) has a restriction which prohibits junior high students from participation on a non-school team during the season of their school team. If the new rule involving high school students is approved by the state board of education, then all students in grade 7-12 would be under the same rule. The basic rationale includes a concern for loss of potential study time as well as possible interference with clashing philosophies of non-school team sponsors and coaches.

Under the new proposals, camps would be permitted from June 1 through the first Saturday in August in all team sports for all athletes—regardless of whether they had previously participated on the varsity in that sport. Again, there is a restriction on school coaches instructing students from their school district attendance zone. This restriction prevents coaches from instructing students from their school who have been in high school (grades 9-12) previous to the camp. The idea is to open up camps for all students, but take whatever pressure there is away from both coaches and high school students interacting in those camps.

- **Summer leagues would be permitted for all students from June 1 through the first Saturday in August.** There is a limit on the number of students on the summer team who will be in the



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## Postscripts on Athletics

same high school next year. It was decided not to limit the number of contests during the summer. Previous rules limited basketball summer leagues to no more than twenty games. Again, there are restrictions on school coaches coaching a summer team which has a player from their school district attendance zone.

- **Students should be permitted to try-out for a college scholarship after the school season in the sport for which they want a scholarship.** These tryouts cannot be during school time and certain provisions apply. A number of colleges—including junior colleges—select their scholarship-athletes through tryouts. The previous rule did not permit tryouts without the student losing all further athletic eligibility. That meant a basketball player would be ineligible for tennis if that student had a tryout for a basketball scholarship. The new rule, if approved, would permit tryouts during the 1989-90 school year.

Off-season activities during the one-allowable school day period have been made more equitable. Previous rules permitted no more than seven players (3 on 4, or 4 on 3) in football off-season. Other team sports have been able to use a full team versus a full team (example: basketball can scrimmage five on five, volleyball six on six, etc.) The Legislative Council approved the concept for eleven on eleven in football off-season. This change, if approved, would not permit contact activities, but would permit eleven players on offense to line up against eleven players. Players could understand the relationship of other players' responsibilities in relation to their own. Coaches could see how to defense a particular offensive alignment. Football coaches have been asking for this change for a number of years.

- **Other changes would permit the use of films, chalk talks, and classroom instruction in all off-season sports.** This would provide an opportunity for use of video play-back, instructional films, etc.

An item of concern, on which the council took no action, was the problems

some schools are experiencing in individual sports. Parallel swim club programs during the school swim season have prompted some administrators to consider possible season limitations on individual sports. If the problems persist—and they are not limited to swimming and diving—future legislation may see a season limitation in certain individual sports. Currently, the only limitation is the number of tournaments and/or meets in which a student may participate.

One of the most emotional issues was whether to limit non-school participation in any team sport. Should a school sport be protected by limiting any other non-school activity during the school sport season? Should football be protected by not permitting baseball and basketball non-school participation in the fall? Should volleyball for girls be protected by restricting non-school participation in girls basketball in the fall? Should basketball for girls be protected by not permitting volleyball non-school participation during basketball season? The result of the issue was to permit non-school participation for touch football, basketball, and volleyball on non-school nights and weekends after the certification of district winners in basketball—approximately February 15. Track and baseball coaches expressed some concern that the attractiveness of these non-school teams in the spring could hurt track and baseball.

The clash in philosophy boils down to two separate schools of thought. One group wants to keep sports in definite seasons with restrictions on non-school participation during those times. This position maintains that non-school teams often don't fulfill educational objectives, do not have qualified coaches, have coaches who clash in technique with the school coach, ignore the state laws about students having to pass in order to play, detract from study time, and bring possible violations of the amateur rule because fees and costs are often paid by the sponsors of the non-school teams.

Some parents counter that they should have the right to choose a wholesome activity for their children all year long. They should not be limited if their child chooses to play only one sport. They feel that it is not the purpose of the UIL to protect sports or to define rules to make it easier for students to be in all sports without outside conflicts. They want their child to compete with athletes from other states which have fewer, if any, rules concerning off-season. In their experiences in out-of-state competition they conclude that other states have an

Please turn to OFF-SEASON, page 11

## Guidelines for recruiting HS athletes

FROM THE SOUTHWEST  
CONFERENCE OFFICE

Inasmuch as the 1988-89 academic year has begun and the NCAA affiliated coaching staff members may be contacting prospective student-athletes, as well as yourself, on your campuses, the following guidelines are offered in regard to recruiting rules:

1. A contact is any face-to-face encounter and dialogue between a member institution's coach and a prospective student-athlete or the prospect's parent(s) or legal guardian. Recruiters should obtain permission from the school administrator or his/her designee prior to making the contact. Contacts may not occur until the prospect has completed his or her junior year of high school. College coaches cannot input into the content, schedule and actual drills of a high school practice.

2. During an evaluation, the coach may sit in the stands and observe practices or contests. College coaches may also visit with high school coaches and administrators. The student-athlete's academic record and potential may also be assessed. It should be noted that during the evaluation period, a member institution's coach is prohibited from contacting a prospect or the prospect's parents or legal guardian.

3. Only those students who have begun classes for their senior year are permitted to take official visits. An official visit is one in which the member institution pays for the student's transportation to and from campus and provides free housing and meals for the student on the 48-hour visit.

### 4. Football

Contact period—December 1, 1988 to February 11, 1989

Evaluation period—Months of November and May.

### Basketball

Contact period—September 17th to October 7th; March 1st to April 15th

Evaluation period—July 10th to July 31st; December 11th to December 31st; February 8th to February 28th.

Early Signing Date—November 9th to November 16th

(UIL rules permit the student-athlete to sign a Letter of Intent at this time)

### All Other Sports

Contact period—No limitation

Evaluation period—July 10th to July 31st  
Please contact the NCAA Legislative Services (913) 384-3220 and they will be happy to provide you with additional assistance.



## Council judgments

After two days of public hearings and business meetings, the 48th annual Legislative Council adjourned on Monday, October 17 after having approved a number of ambitious proposals. The State Board of Education must approve the action taken by the Council before the amendments become effective.

The Legislative Council placed the following amendments on the referendum ballot to be effective August 1, 1989\*\*:

### Explanation of Amendment:

1) Prohibit concurrent non-school participation during the school seasons in basketball, baseball, football, soccer and volleyball.

2) Permit seniors to participate in college tryouts.

3) Protect schools in a two year home and home football contract - when the home team the first year cancels the game for the second year.

4) Add girls' 300 meter hurdles to track & field.

5) Add boys' triple jump to track & field.

6) Change the dates for A, AA, and AAA baseball. The starting date would be the Monday after the athletic spring meet district certification and the state tournament would be the last week in June.

The Legislative Council approved the following amendments effective 1989-90, unless otherwise noted\*\*:

### Explanation of Amendment

1) Provide a greater range of off-season activities for the in-school day athletic period. In football this would allow full team non-contact drills and the use of passing and punting machines and films. (Effective Immediately) (Pending approval of the State Board of Education)

2) Allow summer participation for all team sports from June 1 through the first Saturday in August.

The following restrictions are placed on the sports:

1) grade 7-12 students shall not be coached by any 7-12 grade coach from their own school district attendance zone

2) limit the number of players from the same school on a team: Basketball = 3; Volleyball = 4; Baseball = no limit; Football = 4; Soccer = 7

3) Restrict non-school basketball and baseball practice and play, in grades 9-12, from the first day of school until the first day of practice for that sport.

4) Permit non-school soccer participation on non-school nights, from the first day of school until the first day of school practice.

5) Permit post-season football, volleyball and basketball play on non-school nights, after the district certification deadline in basketball.

6) Permit post-season soccer and



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MAZZOLINI

## Sports Notebook

baseball participation on non-school nights after their district certification deadlines.

7) Prohibit noisemakers at indoor athletic competitions.

8) Permit students to wear school owned athletic clothing before and after school.

9) Permit the Texas Six-Man Coaches Association to sponsor an all-star girls' basketball game.

10) Permit soccer practice to begin the second Monday in December.

11) Athletes cannot be required to participate in an off-season program the day of an in-season competition. (Effective Immediately)

12) Allow Conference A schools to permit students in the 6th grade and below to participate on a junior high team. **Fifth Grade and Below Shall Not Participate in Football.**

13) Provide equity in the minimum penalty for violation of off-season rules for schools in small districts. In districts with five or fewer schools, the minimum penalty is ineligibility for four consecutive games, including at least the first two district games. (Applies to basketball, volleyball and baseball. Effective Immediately)

14) Condemn any action by a coach that might cause a student athlete to consider using a performance enhancing drug.

15) Allow varsity athletes to attend summer camps from June 1 through the first Saturday in August. (Restrictions with the school coach, facilities, etc. apply)

16) Prohibit questioning the integrity or honesty of sports officials. This would be a violation of the athletic code. (Effective Immediately)

17) Amend the current yellow/red card system so that the accumulation would end with the last district ball game and start again with post-district competition.

18) Set the starting date for junior high football to the second Thursday in September.

19) Set April 1 as the acceptance deadline for all athletic activities, except football, which is September 1. (Effective 1990-91)

\*\*The amendments will not be official, regardless of the effective date, until they are approved by the State Board of Education.

## Calendar Items

The starting dates for volleyball and basketball for the 1989-90 school year are as follows:

### VOLLEYBALL

Begin practice - August 14

Begin games/scrimmages - August 21

District certification AAAA without byes - October 28

District certification all conferences including AAAA with byes - October 31

State tournament - November 17-18

### BASKETBALL

Begin practice - October 23

Begin scrimmages - November 6

Begin games - November 20

Girls' District certification AAAA without byes - February 10

Girls' District certification all conferences including AAAA with byes - February 13

Boys' District certification AAAA without byes - February 17

Boys' District certification all conferences including AAAA with byes - February 20

Girls' State tournament - March 1-3

Boys' State tournament - March 8-10

The starting dates in each sport are one week later than they were this year. What this means is the volleyball season will be 10 weeks next year and the basketball season will be 12 weeks next year. Please make adjustments with your scheduling for 1989-90.

## Off-season

Continued from page 10

advantage when college scholarships are handed out.

Both sides were well represented. An excellent debate between two high school students highlighted the Sunday session of the Council Meeting. The debate offered no solutions to the problem, but proved two things:

1) The debate program in UIL schools is alive and well, and

2) There is no easy solution to the differing philosophies.

## Journalism as advanced elective

Continued from page 6

courses, especially if a qualified teacher isn't available, and courses in oral interpretation or debate in the A-3A schools are rare. But most schools have a yearbook and/or a newspaper. And if it has a publication, you can bet it'll offer a journalism course, even if the course is taught by the insurance agent whose instructions to the staff include, "If you have a question, call the yearbook rep. I'll be reading." The unstated treaty is, "I'll pretend I'm teaching and you pretend you're learning."

Again, an unspoken truth, although the teachers cannot be held responsible when they are asked to work outside their chosen fields. Generally, they do as creditable a job as possible.

But good intentions aside, will the SBOE consider journalism as a college bound elective unless it can be assured that the course will be taught by trained professionals? Unlikely.

Should the SBOE single out journalism when other disciplines are in similar straits? Not if equity and fairness are considerations. Isn't it unfair to deny journalism teachers the same advantages

Once again, the League proved to be what it claims to be. It continues to be representative of the majority of opinions from the schools it represents. Everyone has a voice in change. No person is excluded from expressing a personal opinion or position. Rules might not be favored by all, but they are made and changed through a democratic process that permits those affected by a change to have a voice. Since 1910, there have been many rule changes. Some outlived their original purpose and have been replaced. It is hoped that all future changes will continue to reflect what is best for the overall education of our youth.

enjoyed by art, drama and speech teachers? Perhaps. But this places the interests of teachers before those of students. Students' rights to good teachers supercede teachers' rights to good students.

The educational benefits of a quality journalism program are well documented. Skilled, dedicated teachers deserve access to the high-level students, just as the high-level students deserve access to these outstanding teachers. It is disheartening when skilled must scramble for students. My sympathies lie not only with them but with those bright young men and women, who would grow so much under their tutelage.

The goal of the associations whose responsibility it is to protect the interests of scholastic journalism must devise a plan whereby excellence is awarded and ineptitude penalized. Oklahoma certifies journalism programs, taught by qualified teachers, as college-bound courses. A similar plan should be considered here. We cannot become an advocate for quality by protecting indifference and mediocrity.



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

## Official notices

### 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.

### 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.

### 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.

### ROCKWALL ISD

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

### 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.

### 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.

### 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.

### 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.

### 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.

### TYLER ISD

The State Executive Committee has suspended a John Tyler HS (Tyler) student representative for three football games and placed it on probation through the 1988-89 school year for violation of the Athletic Code (inappropriate interaction with official).

### 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.

### 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.

### 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.

### C & CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretation of Section 401 (b) of the C&CR:

Section 401 (b), as an exception to the Amateur Rule, allows a senior, during self-financed visits to college campuses, to accept a free pass gate admission to athletic events for himself, plus two additional free pass gate admissions to be used only by that student's parents or guardians. The use of these free passes by persons other than the student, his parents or guardians would be a violation of the rule. Seniors are defined as students who have completed their junior year of high school.

### 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, 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

### REGIONAL SITES

Regional sites for Region 1-2A and Region 3-2A are as follows:

Region 1-2A: 1988-89 volleyball and basketball -- Howard County. Spring meet -- Abilene Christian University. 1989-90: volleyball, basketball and Spring Meet -- Abilene Christian University.

Region 3-2A: 1988-89 volleyball -- Trinity Valley Community College in Athens. 1988-89 Basketball, Spring Meet -- Tyler Junior College. 1989-90: volleyball, basketball and Spring Meet -- Tyler Junior College.

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.

### ANTHONY HS

The District 5-A Executive Committee has assessed Anthony HS a public reprimand and a two-year probation in football for violation of Subchapter M, Section 400 (g) regarding academic eligibility of a student.

### 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.

## Debate possibilities

Continued from page 7

I am told that the concept has worked well in Oklahoma, our neighbors to the north. The restriction, though intended to ease the negative burden of researching a myriad of affirmative cases, would not totally circumvent squirrel cases.

As I ponder the possibilities involved in improving the quality of high school debate, I am reminded of a discussion I had shortly before graduation with my college debate coach and mentor, Robert Greenstreet. I, like most first year teachers, was ready to set the circuit afire and revolutionize debate. My coach informed me that all I could do was instruct my own teams the best I knew how and give low speaker points and losses to teams I judged that didn't measure up to my ideals. I was cautioned further that in doing so I would run the risk of offending those teams and coaches I was "trying to help." My commentary here hopefully will not be taken thusly. I welcome your replies. It was Voltaire who remarked, "Men will continue to commit atrocities as long as they continue to believe absurdities."