

The Leaguer

Bill regarding UIL sent to subcommittee

Senate Bill 417, which contains the recommendations of the Texas Sunset Advisory Commission regarding the University Interscholastic League, has been referred to a subcommittee. Similar bills (H.B. 877 and H.B. 883) have been introduced in the House and await hearings before the House Governmental Organizations Committee.

"Certain provisions of the bill have generated considerable opposition by school people, several of whom spoke during a hearing on the bill, held on February 15," said UIL director Dr. Bailey Marshall. "Their primary concerns about the proposed legislation rest in giving the State Board of Education the authority to change rules in either the middle of the school year or in the middle of a contest season. School people see the prospects of this highly disturbing.

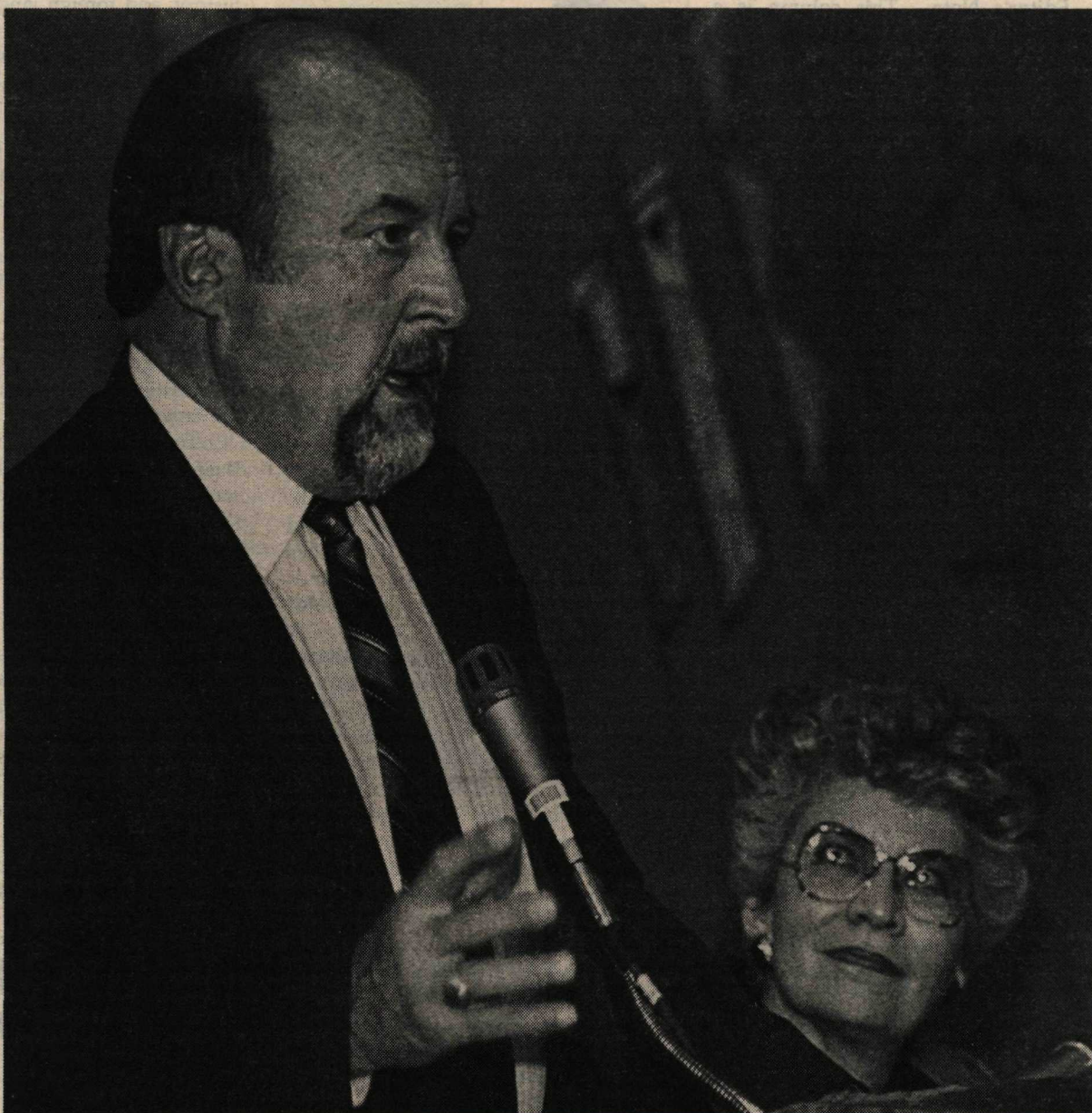
"Also, school people are concerned about the possibility of the UIL funds being placed in the State Treasury," he added. "They feel that such a move would cost the schools in terms of higher membership fees and other service charges."

Provisions of the senate bill include:

1. Allowing the SBOE to approve, disapprove or modify any of the UIL rules, and to reconsider its approval, disapproval or modification at any time the board considers appropriate.

2. Charging the SBOE with the task of providing leadership for the school districts of the state in the execution of extracurricular activities "in a manner that is appropriate to the educational environment of the public schools. The State Board of Education shall adopt rules under which the agency shall review, on a schedule adopted by the board, a school district's compliance with the rules of organizations sanctioning or conducting interscholastic competition."

3. Creating an Interscholastic League Advisory Council, consisting of two members of the SBOE appointed by the chairman of the board; a member of the House of Representatives appointed by the speaker of the house; a member of the Senate appointed by the Lieutenant Governor; two members of the Legislative Council, appointed by the chairman of the council; two public school board members appointed by the commissioner of education; and three members of the general public appointed by the commissioner of education. The advisory committee would review the rules of the UIL and make subsequent recommendations to the Legislative Council and the SBOE.



CHECK AND RECHECK. That was the message given to spring meet directors-general by Ted Kepple, director of instructional resources/health and physical education, El Paso ISD. Kepple was a member of a panel whose members examined the pleasures and pitfalls of the UIL spring meet contests. Looking on is UIL academic director Janet Wiman. The session was held in Austin, January 30.

• Photo by Bobby Hawthorne.

4. Depositing membership fees in the state treasury to be used only for the League's administrative expenses. Entry fees and admission fees for competitions would be deposited in one or more accounts outside the state treasury under the control and direction of the League, and "may not be used for the expenses of conducting competitions and for rebates to member school districts provided for by League rule."

In other developments, the Committee to Review UIL Policies and Procedures will meet at 1 p.m. February 28 at the Doubletree Hotel in Austin. This committee will hear recommendations regarding rules, policies and procedures before formulating specific proposals to be presented to the various standing committees of the Legislative Council, which will meet this summer.

Members of the CRUPP committee include Ray Alexander of Houston, representing the State Board of

Education; Supt. Elaine Ballard, Paris ISD, representing TASA; Supt. Paul Curtis, Uvalde ISD, representing the UIL Legislative Council; Teresa Gutierrez, Victoria, representing the PTA; Jim Handy, Spring ISD board member, representing TASB; Jane Nelson, Lewisville, representing the SBOE; Supt. Victor Rodriguez, San Antonio ISD, representing the UIL Legislative Council; Supt. Julian Shaddix, Dripping Springs ISD, representing TACS and Principal Jerry Speer, Pasadena Dobie HS, representing TASSP. At large members will include Ted Edwards, an Austin sports medicine physician; Maridell Fryar, executive director of instructional services, Midland ISD; Ellie Noack, Austin ISD athletic director; and Travis Smith, Plano Williams HS band director.

Two other appointments -- a state representative by the Speaker of the House and a state senator by the Lieutenant Governor -- are pending.

Greatest changes occur in academic area

Editor's Note: This column is a continuation of League director Dr. Bailey Marshall's examination of the changes made in the University Interscholastic League during the past decade.)



BAILEY
MARSHALL

Director's Viewpoint

The most rapidly growing area of competition in the UIL is the academic program. In the past 10 years, the number of schools and students participating in the League's academic contests have steadily grown. The League has responded to the increased interest by developing, piloting and adopting more contests, not only at the high school level but at the elementary and junior high levels as well.

Interest in the UIL academic competition has been keen among other states, many of whom have modeled their own programs after ours. For example, the UIL staff recently spent time with Oregon school personnel who wanted detailed information about League academic competition.

To better serve the schools in the academic area, Janet Wiman was hired in 1986 as the UIL Academic Director. Through her leadership, many new services have been developed, additional competitions as requested by the schools have been added, and improved judging criteria and contest rules have been adopted and implemented.

ADDITIONAL CONTESTS

In the elementary and junior high academic programs, Spelling for grades 3 each year. The tests are developed by University of Texas at Austin professors and persons with special expertise from other areas of the state.

Competitions in computers, art, and 4, Dictionary Skills (5-6 and 7-8), Listening (5-6), Science (7-8), and Calculator Applications (7-8) have been added. This brings to 16 academic competitions for elementary and junior high school students.

New contests in Accounting, Literary Criticism, and Lincoln-Douglas Debate have been added to the high school program. These three contests have been well received and the number of participants are equal to or greater than most of the other 17 high school competitive activities.

Each of these activities required the development of three to six different tests

history, and foreign languages have been requested by school teachers and administrators. The feasibility of adding these three programs is being studied.

HANDBOOKS AND STUDY GUIDES

Numerous handbooks and study guides have been developed to assist teachers to prepare their students for UIL competition. Five elementary and three high school study guides have been developed during the past six years. Virtually all of the other manuals and study guides for the academic competitions have been revised during the same period.

To further assist the sponsors and their contestants, the staff has produced numerous videos. In addition, four major student activity conferences covering all areas of the academic program are scheduled each fall.

JUDGING GUIDELINES IMPROVED

Many of the concerns that were raised in the academic competitions evolved from problems in grading, judging, and administration. This was especially true at the elementary and junior high level. Six new publications have been developed that have helped reduce these problems.

Meetings during the past eight years with the regional site directors have helped reduce problems at the regional

level. Meetings with individual contest directors at selected regional sites the past two years have been very fruitful.

GIFTED AND TALENTED

The UIL program was the first in Texas to offer challenging competitions for the gifted and talented students. In many schools, these competitions are a major source of involvement for gifted and talented students.

Competitors in these programs develop a higher level of thinking skills, improve their management of time, and learn the art of competing. All of these skills are important for success in college and later life.

SUMMARY

While athletics continues to garner the majority of attention from parents and the media, thus reinforcing the notion that the League is a sports organization, the academic program involves more students in more activities than any other aspect of the UIL. In the past 10 years, these enriching activities have reinforced basic educational objectives, critical writing and thinking skills, for example.

As we enter the 1990s, the League has reiterated its commitment to its young scholars, most of whom toil away from the spotlight of public attention but who will surely go on to become Texas's leaders of tomorrow.

HS coaches are now the leaders of the profession

By LES RADER

Patton JH, Ft. Leavenworth KA

Coaching is an unusual profession. The rewards are often seen by no one...but are feelings the coach experiences. It has become a profession where the higher one progresses in the profession the less of a role model they become.

The first few years I coached, I looked to the college coaches as role models. I think this is a natural phenomena, the higher one progresses the more of a role model they become. I have changed my views in recent years as I watch college NCAA Division I basketball go through an evolution from an intercollegiate sport to a part of the world of entertainment. Many "big time" college coaches of the large schools spend most of the time during games stalking officials, yelling (many times profanity) at the officials and players, yelling at their colleagues, chasing officials at half time and after games, and yelling at the other team's players.

The physical intimidation that is

taught by some coaches and the attitude that participating outside the rules is fine unless you are caught has destroyed college basketball as some of us knew it. A prominent college basketball coach stated in an interview before the Final Four, "We are all actors, this is the role I play." College basketball has become a part of the entertainment industry.

We junior high and high school coaches now have a larger responsibility thrust upon us than ever before. Our young athletes see college stars playing as they are taught by their coaches. They see college coaches on the sideline stomping and ranting and wonder what is wrong with their coach. Parents wonder why their child's coach does not chew out the official when a call goes against their team. These are but a few of the pressures pushed down on us.

We have to do an even better job of teaching the young men and women the

Please turn to Leaders, page 10

The Leaguer

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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.

Six chosen for sightreading review panel

By RICHARD FLOYD
Music Activities Director

One topic on the agenda for this past summer's TMEA/UIL Music Advisory Committee was a discussion of the current sightreading procedures for both band and orchestra. The same issue was also on the floor for discussion during the District Executive Secretary's meeting that followed shortly thereafter.

During these meetings, it was recommended that the state office be asked to form a committee to look into this particular problem area. As a result of this recommendation, the following committee was appointed by the UIL in consultation with the TMEA Band and Orchestra Division Presidents:

- Al Cortinas - Rio Grande City High School.
- Bob Floyd - Richardson Berkner High School.
- Bob Parsons - Jacksonville High School.
- Barbara Prentice - Boles Junior High School.
- Ron Wells - North East Independent School District.

• Carla Wright - San Antonio Alamo Heights High School.

At its first meeting during TMEA in San Antonio, the committee's discussion focused on the entire sightreading contest structure and format. It was agreed that the final recommendations of the committee could take one of three forms: 1.) No change, 2.) Modification and revision of the current sightreading contest plan, 3.) A major restructuring of the sightreading contest for band and orchestra.

In the area of major revisions, two alternative formats will be reviewed. The first option would allow the director and students to use the preparation period in any way they see fit. In other words, the ensemble could practice, play or use any technique deemed appropriate in order to prepare for the reading. Such a format would become more of a rehearsal technique evaluation rather than a sightreading demonstration.

A second, and possibly more valid option, would simply permit the director and students to silently study the music for a given period of time. At the conclusion of the study period, the ensemble would read the music without further discussion. This procedure would more clearly measure each individual's ability to study the music, identify the problem areas and thoughtfully prepare for a successful reading.

In addition, this procedure would truly measure sightreading ability and eliminate the need for contrived sightreading room techniques that are not really a part of the learning process that takes place daily in the classroom or rehearsal hall.

It is important to note that this is the first time that there has been a major study of the instrumental sightreading program for well over a decade. Consequently, all districts are encouraged to discuss these important issues and provide input to the committee members. In addition, all individuals are invited to share their thoughts and suggestions with the state office. Any such communication will be forwarded to all committee members. It is hoped that the first report from this important committee will take place at the TMEA/UIL Music Advisory Committee this summer in San Antonio.

Plan devised to allay accompanists problems

The music column of the November 1988 *Leaguer* discussed in detail the many concerns that have surfaced regarding music contest priorities in general and marching contest abuses in particular.

The thrust of the article was to encourage school administrators, directors and parents to take steps to modify those areas of their marching contest preparation that might be deemed opposed to the overall educational philosophy of music competition.

It was further stated that while there is evidence that contest abuse does exist, it is not widespread. Consequently, there is time 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 our school music organizations are seeking to maintain worthy priorities and balance objectives for the student musicians that benefit from their programs.

This topic is not a new issue. It was discussed in detail at the summer TMEA/UIL Music Advisory Committee meeting in San Antonio. At that time, the 22 band directors representing all UIL districts of the state charged the state office with the responsibility of appointing a committee to review current abuses and make recommendations regarding how these abuses could be eliminated. The members of the committee are as follows:

- Glynn Finley - West Orange-Stark High School
- Scott Mason - Crane High School
- Linda McDavitt - MacArthur High School
- Charles Nail - Permian High School
- Don Owens - Dickinson High School
- Scott Taylor - Richardson High School



RICHARD FLOYD

Music Matters

Official Notices

PRESCRIBED MUSIC LIST

Page 130, Passereau/Faure - Il Est Bel Et Bon. Move to Grade V. Directors may elect to use either the Chester or Salabert edition.

Page 170, Chester Book of Madrigals, Book 2. Directors may substitute the Salabert edition of Passereau: Il Est Bel Et Bon

PRESCRIBED MUSIC LIST

Exaltations by Martin Mailman and published by Boosey & Hawkes was inadvertently left out of the most recent edition of the Prescribed Music List. The composition is classified Grade IV.

- Arturo Valdez - LaPorte High School

This committee held its first meeting during the recent Texas Music Educators Association Clinic and Convention. It was agreed that the committee will actively review all areas of concern in the months ahead, seek input from all sources and present a report during the 1989 TMEA/UIL Music Advisory Committee summer meeting. In the meantime, it is hoped that each band director in Texas will carefully examine the priorities for his or her own program and consider modifications where necessary to maintain a balanced approach to rehearsal schedules, funding and other factors that are an integral part of contest preparation.

In years past, there have been reoccurring schedule conflicts at TSSEC because some schools have assigned a large number of soloists to a single accompanist. In many cases, particularly where a single accompanist was scheduled with 15 or 20 soloists, there were schedule conflicts, performance delays and other related problems.

In order to help everyone cope with this dilemma, the contest computer program has been enhanced to help eliminate this problem. This service will be available only to those schools that limit each accompanist to a maximum of 10 soloists and follow the prescribed procedure. Schools that observe the 10 solo limit and complete their forms properly, will have all soloists with a single accompanist scheduled with a time buffer between performances.

The procedure will be as follows:

1. You will find on this year's solo form that there is a new column eight for accompanist. Identify each accompanist that will be playing for 10 or fewer performers in this column by inserting two initials.
2. You will need to make sure that the same initials for each accompanist appear on all forms.
3. It is essential that you do not duplicate initials for more than one accompanist.
4. You will enter nothing in column eight if an accompanist is playing for only one solo or if an accompanist is playing for more than 10 events.
5. Then submit your entry before the April 1 deadline.

Entries submitted observing the above procedure, can anticipate that up to 10 solos with the same accompanist will be scheduled approximately 45 minutes apart. Anyone submitting more than 10 solos with the same accompanist will encounter scheduling conflicts similar to those they have experienced in the past. It is important to note that this program will work only until the original contest schedule is full and that entries are entered into the computer in the order they are received. Consequently, early entries are most likely to receive their preferred schedule.

Details concerning this service will be included in the TSSEC packet being sent to all schools.

TETA a huge success

The Texas Educational Theatre Association Convention in San Antonio was a huge success thanks to Vice-President Munoz and Host Jeffries. North East ISD teachers and administrators handled beautifully the logistics of serving 1,300 participants. Special guests and TETA members presented numerous super sessions, workshops and performances. Congratulations to all. UIL is proud to support such a class act.

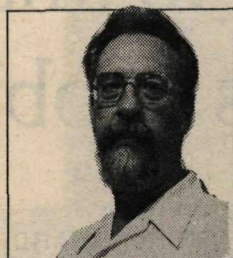
I wish to especially thank George Sorensen for his brilliant handling of the demo critique for the judging workshop. James Buchanan's students from Taft High School and Marion Sweatmon's company from Marshall High School provided George with two excellent vehicles for sharing his approach to the essential educational process of OAP. Thank you all for your aggressive involvement!

Plan your 1990 schedule to be in Houston for the 40th anniversary celebration of TETA. The dates are February 1-3 and the downtown Hyatt Hotel will be the site. Marilyn Miller, Cypress Creek High School, will be convention director and John Corley, Houston Community College, will serve as host. Make plans and budget to be there. Program ideas go to Marilyn, logistical ideas and support to Corley, and administrative recommendations through our new president, Jim Miller at SHSU. He needs your support and cooperation.

If you want to get involved in TETA and you are willing to produce, contact Jim. Let him know where and when you are willing to serve. There is a place for everybody. The greatest contribution you could make to your own theatre program would be to become involved in TETA. You will gain more than you give, no matter how much you give.

Plan your production calendar next year to clear February 1-3. "I'm in production" is a poor excuse for not feeding your own professional growth. You can find enrichment, learn more about OAP /UIL and have more fun while you learn than in any three days of the year. I do get carried away, but the cause is good and I believe in the opportunity for us all.

The Texas Educational Theatre Association Adjudicators Organization is now operational. George Sorensen, Texas Tech, is chair for the next two years and Jim Rambo, Western Texas College, is chair-elect. Vicki Bond, Beeville, has been appointed as executive secretary. Lou Lindsey and Lou-Ida Marsh will serve on the executive committee and a super group has been elected and appointed to the Standards and Ethics Committee. The UIL office will continue to serve as the logistical channel, but the Adjudicators Organization will deal with the policies and



LYNN
MURRAY

Educational Theatre

ethics of the contest judging experience. The "Policies and Code of Ethics of TETAAO" was presented in the September column and is in place for this contest year.

As of Saturday, January 28, 1989, all judges, contest managers and directors are required to know and uphold all OAP rules. Directors have signed their professional acknowledgement forms, judges have signed their agreement cards, and contest managers, assigned by the district, region or State Office are required to follow the new *Handbook*. Ignorance of rules will no longer be a tolerated excuse. Contest management is still the weak link in OAP and all of us have pledged to make sure OAP rules are followed. You are not required to be obnoxious or protest in a loud voice, but you are responsible for citing politely those rule sections of the C&CR or OAP *Handbook* being violated. Don't confuse rules with administrative guidelines and local policies. I heard a great many ideas during TETA convention that were thought to be rules. Read the books and you will know what is correct.

Please note carefully all judges deleted from the November list and those recertified and added. The new talent pool of critics makes it possible for you to find a quality judge if you haven't already. My public apology to Clayton Cook for the incorrect date on the critic judge workshop letter he received. He arrived on Friday for the Thursday workshop in San Antonio. Although he is deleted from the list, this office has approved his contracted judging assignments this year. We will look forward to Mr. Cook joining us in Houston.

Back to the *Handbook*. Although directors should have some knowledge of the League calendar, Eligibility, Violations and the Academic Plan; they must be thoroughly familiar with the *Handbook for One-Act Play*, 11th Edition. Some of you are trying to operate with editions that are nine years old. The tenth edition will cause confusion, but use of older versions will cause chaos.

Please get a new *Handbook* and use it ASAP. Directors should make a habit of reviewing this publication prior to beginning the OAP process and read the rules again prior to contest time. How long does it take to read 10 pages? The *Handbook* and rules are published as an attempt to help you do the things that



NO FIDDLING AROUND. Cooper HS won the 1988 2A state one-act play championship with its production of *Teveya and His Daughters*, the basis for the musical *Fiddler on the Roof*. Shown here are Tony Merry as Teveya, Chrisa Seigler as Golde, Daniel Sansing as Faferal, and Lori Wilson as Hodel. Merry won the Best Actor award.

must be done with some order. There is as much repetition in the *Handbook* as you find in this column, but knowing this publication is the first lesson a quality OAP director should learn. No matter how well trained in theatre, it seems that some directors do not know that the OAP *Handbook* exists.

We have received numerous titles that are ineligible. We received 15 scripts after the approval deadline. How can a director rehearse six weeks on an ineligible play? It is now time to read. We had three judges give critiques last year prior to awards. We had two panels give written critiques. Did the 30 directors involved know the rules? They claimed ignorance. Somehow, ignorance is a little difficult to believe. Were they too timid to speak out or afraid of how their colleagues or judges would respond to being advised of the rules?

A major point of OAP rule confusion continues to be Section 1033 (c) (2) (E), Sets and Props. Page 9 in the new *Handbook* provides a detailed explanation, but many fail to read "Definitions" in the opening paragraph of Additions to the Basic Set. Definitions are found on page 124. An understanding of the unique UIL usage of these terms is essential to understanding the rule and the explanation. The Glossary provides additional clarification of terms.

The Set and Prop rule is not as complicated as it reads. The "basic set" is the stage equipment and facilities available at the contest site. No scenery, except the League-Approved Unit Set and standard stage door and window units, available at the site may be a part of the "basic set." Doors and windows in scenic flats are not acceptable. A painted backdrop may not be used just because it happens to be available at the contest site. A sky cyc or scrim at the contest site is considered the same as drapery and may be used, but you won't find these at many sites. Note that standard stage door and

window units and the unit set **may** be included as a part of the "basic set." The contest manager is not required to provide these items, but cannot keep you from using them. You must be willing to provide them for all to use for both rehearsal and performance.

A contest manager should be willing to borrow whatever is necessary to make the site well equipped. A follow spot should be made available at each site. All that is declared a part of the basic set must be made available to each entry for both rehearsal and performance. Sound equipment at the site may be a part of the basic set, but that sound equipment supplied by individual companies does not necessarily become a part of the basic set. You are not required to share sound equipment. You may, if you wish. Again, the contest manager may borrow.

Sound equipment is particularly difficult to handle as a part of the "basic set." If it does not function properly, the contest manager/site crew is responsible. There is a major problem created when site sound equipment does not function. If sound equipment belongs to the company, it must be made functional during the ten minute set period or the company does without. As a part of the "basic set," it must be functional in the same manner as the light board or grand drape.

The contest manager may be caught in the dilemma of having to repair site sound equipment before the contest can proceed. What is available to one company as the "basic set" must be available to all. If a contest manager provides functioning site sound equipment as a part of the "basic set" to one company, that equipment must function for all!

Did you send us a first class 45¢ postage #10 envelope for your eligibility notice? All others will be mailed bulk rate. ASAP after the February 23 title entry deadline.

Addendum to OAP critic/judge list

Thirty-five accredited critic judges were added to the 1989 list by attending the Texas Educational Theatre Association convention workshop January 26-28 in San Antonio. Many of the new critics have a history of involvement in the One-Act Play Contest. This addendum should be attached to the list that appeared in the November issue of *The Leaguer*. This addition to the 1988-89 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

• = Public School Teacher

New Judges

Phil Allen, Moving Target Theatre Co., P.O. Box 225794, Dallas 75222-5794 II, 214/979-2599
 Clarence W. Bahs, Stephen F. Austin State Univ, Nacogdoches 75962 III, 409/568-4003
 Kathy A. Barber, Kilgore College, Kilgore 75662 II, 214/983-8119
 Jeannine Pasini Beekman, 10606 Clematis, Houston 77035 III, 713/728-3655
 Michael S. Corriston, Alvin Community College, Alvin 77511, 713/331-6111
 Jerry D. Cotton, 1301 Oakbluff Drive, Lancaster 75146 II, 214/227-3832
 Philip Craik, McMurry College, Abilene 79697 I, 915/691-6304
 Rachael M. Crowe, KD Studio, 2600 Stemmons Frwy., Dallas 75207 II, 214/638-0484
 Jeff Dannick, Moving Target Theatre Company, P.O. Box 225794, Dallas 75222-5794 II, 214/979-2599
 Terri DeShon, 408 Nimitz Dr., Beeville 78102 III, 512/358-0031
 Robert B. Foard, 9060 FM 78, #112, Converse 78109 IV, 512/659-5825
 Michael Kim Frederick, Del Mar College, Corpus Christi 78404 IV, 512/886-1154
 Holly Glosser, Paris Junior College, Paris 75460 II, 214/784-9488
 Charles Gordone, Texas A&M Univ, College Station 77843 III, 409/845-2526
 Mac Groves, Howard Payne Univ, Brownwood 76801 II, 915/646-2502

Adam Hester, Abilene Christian Univ, Abilene 79699 II, 915/674-2021
 Michelle Huerta, 705 Acorn Place, Austin 78704 IV, 512/444-1476
 Alice Jenkins, Stephen F. Austin State Univ, Nacogdoches 75962 III, 409/568-4003
 Douglas J. Jenkins, Stephen F. Austin State Univ, Nacogdoches 75962 III, 409/568-4003
 Stephen M. King, St. John's School, 2401 Claremont, Houston 77019 III, 713/850-0222
 Jay P. Kyle, Panola College, Carthage 75633 II, 214/693-2000
 Kathy Price Lingo, Collin County Community College, Plano 75074 II, 214/881-5906
 Andy Long, Stephen F. Austin State Univ, Nacogdoches 75961, III 409/568-4003
 Ricky L. Lowe, 2422 Trice, Waco 76707 II, 817/755-1861
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 Jan McCathern, Western Texas College, Snyder 79549 I, 915/573-8511
 Glenna D. Maglio, Bee County College, Beeville 78102 IV, 512/358-3130
 Mary Anne Mitchell, Texas Tech Univ, Lubbock 79409 I, 806/742-3601
 Kitty Catherine Moore, Texas Tech Univ, Lubbock 79409 I, 806/742-3601
 Danny Moss, 211 Ralph, Longview 75605 II, 214/663-1167
 Krin Brooks Perry, 500 Mississippi, Big Lake 76932 I, 915/884-2217
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 •Charlene Simpson, 134 Shenandoah Dr., Comanche 76442 I, 915/356-2738
 Gayle S. Smith, Eastern New Mexico Univ, Portales, NM 88130 I, 505/562-2229
 Dick Stafford, P.O. Box 1011, Chandler 75758 II, 214/849-3706
 John D. Templin, Fort Worth Country Day School, 4200 Country Day Lane, Fort Worth 76109 II, 817/732-7718

Recertified

Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, 915/686-9382
 Perri Bell, Route 4, "The Owls," Gonzales 78629 IV, 512/672-6227

Maurice Berger, Southern University, Baton Rouge, LA 70813 III, 504/771-3190
 Randall J. Buchanan, Texas A&I Univ, Kingsville 78363 IV, 512/595-2614
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 John Corley, Houston Community College, Houston 77004 III, 713/630-7264
 David Wright Crawford, Tyler Jr. College, Tyler 75711 II, 214/531-2211
 Ralph B. Culp, University of North Texas, Denton 76203-3126, 817/382-1448
 Doug Cummins, Pan American Univ, Edinburg 78539 IV, 512/381-3583
 •Eleanor A. Dryden, Route 3, Box 511A, Snyder 79549 I, 915/573-9739
 Robert V. Farrer, Grayson County College, Denison 75020 II, 214/465-6030
 Paul A. Hutchins, Cooke County College, Gainesville 76240 II, 817/665-7731
 Gregory D. Kunes, University of Oklahoma, Norman, OK 73019 II, 405/325-4021
 Anthony A. LoBue, Texas Tech Univ, Lubbock 79409 I, 806/742-3601
 Jerry L. Long, Wharton County Jr. College, Wharton 77488 III, 409/532-4560
 Tom Lyttle, University of Houston-Downtown, Houston 77002 III, 713/221-8118
 Lou-Ida Marsh, 607 West Fox St., Caldwell 77836 II, 409/567-4388
 Pamela D. McDaniel, University of Oklahoma, Norman, OK 73019 II, 405/325-4021
 Mary Jane Mingus, Tarleton State Univ, Stephenville 76402 II, 817/968-9131
 Deborah Mogford, Baylor Univ, Waco 76798 II, 817/755-1861
 Bill Morton, San Jacinto College-North, Houston 77049 III, 713/458-4050
 Jim Rambo, Western Texas College, Snyder 79549 I, 915/573-8511
 Allan S. Ross, San Antonio College, San Antonio 78284 IV, 512/733-2715
 Stacy Schronk, Tarrant County Junior College-NE, Hurst 76054 II, 817/656-6684
 Lawrence Ray Smith, 522 East Lane, Kerrville 78028 IV, 512/895-5936

Richard Soddors, Southwest Texas State Univ, San Marcos 78666 IV, 512/245-2147
 George Sorensen, Texas Tech Univ, Lubbock 79409 I, 806/742-3601
 Clarence L. Strickland, Tyler Junior College, Tyler 75711, 214/531-2211
 Dennis W. Thumann, 6702 Strawberry Park, San Antonio 78238 IV, 512/647-3861
 C. Lee Turner, Prairie View A&M Univ, Prairie View 77446 III, 409/857-2356
 J. Richard Waite, Eastern New Mexico Univ, Portales, New Mexico 88130 I, 505/562-2476
 Bill D. Watts, Angelo State Univ, San Angelo 76909 I, 915/942-2033

Delete

Judy Anderson, College Station
 William P. Ballard, Kilgore
 Celia Braswell, Houston
 David Buenrostro, Garland (Deceased)
 Sally Burdick, Houston
 Vera Campbell, Beaumont
 M. Caroline Canfield, San Angelo
 Clayton Cook, Vega
 Kay Cook, Vernon
 Joanna Cowell, Euless
 Eugene W. Dickey, Canada
 Linda Giss Donahue, Edinburg
 Claudette Gardner, San Marcos
 Michael Greenwald, College Station
 Henry E. Hammack, Fort Worth
 Michael Harlan, Austin
 Suanne M. King, Stephenville
 Dawn Robyn Kinsey, Stephenville
 Denise Lee, Stephenville
 Dennis W. Martin, Commerce
 Patricia Renee Martin, Commerce
 Rod Metzler, San Marcos
 Sherry Reynolds Mullins, Garland
 Hal E. Newsom, Wichita Falls
 Jerry S. Phillips, Athens
 Jerry Rollins Powell, Pasadena
 Rose-Mary Rumbley, Dallas
 John R. (Reggie) Schwander, Texas City
 Coy L. Sharp, Odessa
 Michael Spicer, Midland
 Roger Stallings, Texas City
 Charles G. Taylor, Belton
 L. K. Williamson, Richardson
 Nathan R. Wilson, Commerce
 Gifford W. Wingate, El Paso

SWC Notes

The Texas Academic Skill Program Test is being implemented beginning this spring. How does the taking of this examination and other requirements associated with the successful completion of this test affect NCAA athletic eligibility?

According to Dr. Mike Kerker with the Texas Higher Education Coordinating Board, the State Law will now require students attending a Texas Public Community College or University beginning in the fall of 1989 (or thereafter) to take the Texas Academic Skills Program Test (TASP). The test must be taken before a student completes nine or more college hours. If the test is not taken prior to the completion of the ninth college hour, the student will not be permitted to enroll the second semester.

If a student takes the test prior to the deadline but does not successfully complete (pass) all sections of the test, the law permits these students to continue to attend a state institution taking regular courses until sixty hours of college are completed. However, remedial activities must continuously be taken until the entire test is passed. After these first sixty hours, if the student has not passed all sections of the test, only lower division courses, remedial courses, or other remedial activities may be taken until the exam is completed.

Students are encouraged to meet with high school counselors at once to obtain information about the testing dates, sites, and costs. Current seniors are affected by this new state law. All students should be urged to take the test before enrolling in college this fall. Two summer testing dates are available on June 10 and July 29. Other 1989 test dates are September 30 and November 18.

A grandfather clause has also been passed. This grandfather clause would permit the students to be exempt from this testing requirement only if they complete three college level credit hours prior to the fall of 1989.

After the fall of 1989, students from any institution (private, out-of-state) who transfer to a Texas public institution will also be affected by this law. They will need to take the TASP Test prior to the completion of nine hours. They must pass the entire test before sixty college hours or will be limited to lower division and/or remedial courses.

If a student wishes to use the three hours (under the grandfather clause) to count for athletic eligibility, NCAA rules only permit the student to take these hours at the athletic eligibility certifying institution.

Circulate regional meet programs

The League will mail to superintendents and principals copies of the regional spring meet programs. It is important that these programs be circulated among all contest sponsors, coaches and qualifiers. Important information regarding scheduling, conflicts, housing and entry fees will be included in the regional contest programs.

Prison reform chosen as 89-90 debate topic

On January 20, 1989, ballots from 36 states, the District of Columbia, the National Catholic Forensic League and the National Forensic League were tabulated at the National Federation of State High School Association's headquarters to select the 1989-90 national high school debate topic. Prison Reform was clearly favored in this year's balloting.

A ballot to determine the favored resolution within the Prison Reform topic area was mailed to each UIL member high school administrator in early February. To vote, simply contact your administrator. Ballots must be postmarked by March 1st and returned to the League office. The National Federation will announce the favored resolution March 20th. The following chart summarizes the results of the state-by-state balloting on topic areas.

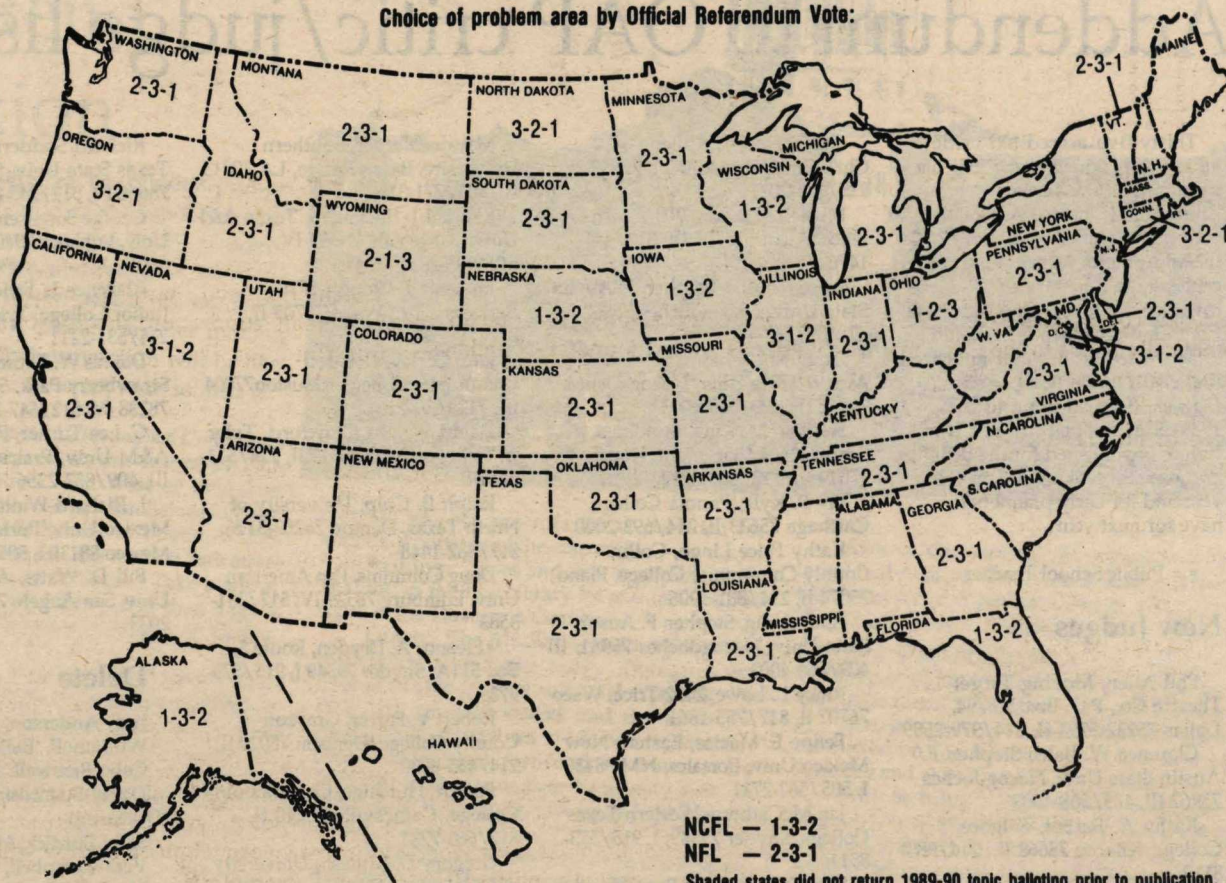
Problem Area: PRISON REFORM: How can the federal government reform prisons and jails in the United States?

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.

HOW THEY VOTED FOR 1989-90: Choice of problem area by Official Referendum Vote:



Questionable speech: Answers to those Spring Meet questions that are most likely to pop up at contest time

Reminders:

- A C/X debater cannot enter another speech/debate event.

The Committee to Examine the Status of Team Debate is currently studying the possibility of allowing debaters to cross-enter other speech events, but no action has been taken for this year. A proposal from the committee will be presented in June to the Academic Committee of the UIL Legislative Council.

As a bit of relief many districts have opted to hold team debate earlier than the other academic contests. This will allow debaters who do not advance to region to enter academic events. They may not enter speech events, however.

- C-X teams that refuse to debate in semifinal or final rounds at district, region or state will be disqualified.

Disqualification means "not advance." The further penalty is that refusing to debate may be grounds for suspension from team debate for the following year. This applies to debating a team from another school as well as debating a team from your own school.

- Only first and second place winners will advance to region in districts with 15 or fewer C/X teams competing. Three teams will advance to region in districts with 16 or more teams competing.



KAREN
MCGLASHEN

Speech Notes

The Committee to Examine the Status of Team Debate is also studying the possibility of lowering or eliminating the number of teams needed at district to qualify three teams to regional. A proposal will be presented in June to the Academic Committee of the UIL Legislative Council.

- Oral interpretation categories are the same as last year.

A. A minor modification in Category B (Performer's Choice) of Poetry is the stipulation that the choice must be a single poem--no collections.

B. An author may not be used in more than one category.

C. Documentation is required only for Category B and C in Prose. A photocopy of biographic information showing the birthdate of the writer is required. For Category A in both Prose

L-D topic for UIL District, Regional, and State Meets (may also be used at invitational tournaments)

Resolved: Americans have overemphasized convenience at the expense of the natural environment.

TFA L-D topic for use at TFA State

Resolved: That the American Judicial System is justified in curtailing parental rights for the welfare of children.

NFL L-D topic for use during March and April

Resolved: That the public's right to know ought to be valued above U.S. National Security interests.

and Poetry (Pulitzer Prize) contest directors will simply verify the author's name on the Pulitzer list.

D. Co-written works are excluded from Categories B and C in Prose.

E. There is no grace period in Poetry or Prose. Penalty for exceeding seven minutes is disqualification.

- Extemporaneous speaking topics will include state, national and international issues.

In an attempt to make topics more

current, this year's topics will be mailed separately from the other district materials. Extemp topics will arrive later than the other supplies. Contest directors will need to cut the slips—a change from the perforated pages in the past. Copies for up to four sections of preliminaries will be provided.

If you have further questions, please write or call the League office (512-471-5883). I hope this year's Spring Meet is the best ever for you and your students.

SMALL school vs. BIG school

Despite problems, small schools offer tremendous rewards

By SHIRLEY DOHERTY
Thorndale High School

Can a debate coach, whose car automatically heads to the nearest tournament locale on weekends, find happiness in a small town where UIL participants attend one or two practice meets?

When my husband accepted the superintendency of the Thorndale School District, my concerns were not so much for the logistics of the move from the Houston area, but rather how to cope with tournament withdrawal pains. Both of our children had been involved in UIL, TFA and NFL events for several years. Greg, a sophomore at Angelo State University, has qualified for two years to attend College Nationals in extemp and informative. Kendra, a sophomore at Thorndale High School, has won several trophies in duet acting and oratory. The scene of my marriage proposal was a debate tournament where my future husband and I were representing the University of Houston as members of the debate team. Was all of this behind me as I took up residence in the small central Texas town of 1300? Not on your life!

My initial impression of life as a teacher in a small 1-A school was SHOCK. How could one human being teach five different levels of English, sponsor the junior class, run the basketball concession stands, print the football programs and still remain sane? Yet I discovered that all over this state, teachers do this very thing day after day. So much for my complaints

about teaching in those "tough" urban schools!

But there were some very positive discoveries as well. I found an abundance of talent in the student body, a sophisticated and cooperative faculty, and an administration very positive toward UIL academic meets.

I began recruiting students from my English classes and worked with them whenever we could find time. That was not always easy since students in small schools do everything. They play football and basketball, lead cheers, perform with the band, work on the yearbook staff, etc. Something these young people do have is a strong work ethic. They know how to utilize time to the maximum. Plus--there's no MTV here. Cable..yes..MTV..no. All of life is centered around the school and home. There is no local movie theatre or bowling alley to compete with UIL activities.

Our next problem was how to get on tournament invitation lists. This was easily solved by a visit to the Texas Speech Communication Association Convention with 25 pre-addressed postcards. *The Leaguer* was also very helpful with its list of UIL prep meets. There was no actual budget for debate materials and entry fees but our principal worked diligently to help find funds for us and this year we have a budget all our own.

Research is always a problem for small schools because of library limitations. Small libraries cannot justify expenditures for the detailed kind of

research debaters need, although ours in Thorndale tried hard to help. Two basketball concessions helped build up our fund for these kinds of supplies. Frankly, we also relied on our son at Angelo State to mail us specific resource materials on the debate topics. My mini-van became our home away from home as we journeyed to San Antonio for Saturday novice tournaments. We sometimes faced problems entering the larger prep meets over entry fees. We could usually locate funds for entry fees for students, but judging fees were not so readily available. When you have six students and a coach traveling to tournaments in a mini-van, there's no additional room for an extra judge. Most of the schools understood this problem and accepted our entry with the one sponsor judge, but unfortunately for the smaller school, not all are so willing to help.

Did we lose debates? Of course. Were we gaining valuable experience? Yes. We faced crises of confidence over our clothing, the size of buildings, the number of catalog cases, and the 1-A vs. 5-A syndrome. But these young people persevered with personal courage and continued to work harder as the year progressed. There were occasional payoffs of small trophies, which helped offset that question we heard at each meet: "Where in the world is Thorndale?"

The most exciting thing to me as a teacher of debate (this year I have a debate class of 15 students) was to see that debate is alive and well in the old style at

the small school. There is still analysis, coherent delivery and logical argumentation! Our "disads" may not be as slick as some use, but we're debating at UIL the way we did it in the "old days." I have had the special joy of watching young people mature in confidence and debating skills in a way I never would have seen in a larger school. We've discovered that in speech competition, it doesn't matter whether you are 1-A or 5-A. Unlike team sports, where the size of school matters, an individual speech competitor can compete on an equal basis with other speech competitors regardless of the size of the home school.

I've never worked harder than in the small school, and I've never had such incredible rewards. When one of my debaters walks into a room with a 5-A debater, shakes hands and squares off in head-to-head combat, and leaves the debate knowing he has held his own, I have witnessed a winner in the noblest sense of the word. The UIL Academic Meet is the great motivator in these learning experiences. My appreciation for this work has grown since I've been part of Thorndale. Thanks UIL, for what you do for students in Texas, especially those who attend the small school.

NOTE: At the 1988 State Meet, Thorndale High School (1-A) won championships in both Lincoln-Douglas Debate and Cross-Examination Debate. This was the first time in UIL's history for a school to win both divisions of debate in the same year.

'Team work' approach is seen as the most critical difference

By VICKIE ELLIS
B. F. Terry HS (Rosenberg)

When I had to get a parking sticker to park in the faculty parking area, that was surprise enough, but when my classroom changed from room No. 4 on the south hall to room No. 428 in the mid-southwestern part of the building, I knew I had transferred from a 2-A school to a 5-A school.

In terms of UIL competition, the differences seem just as drastic in most instances. To begin with, at the 2-A school I was responsible for coaching all debate, extemp, poetry, prose and one-act play while working as the UIL coordinator for all literary events. Here at the 5-A school, I coach only the interpretation events. Now that I am working with only a few

events I've stopped telling my poetry students to ask the judge for an affirmative ballot at the end of the selection!

In addition, one gets to enjoy all the benefits of team work as a sponsor. At B.F. Terry High School (Rosenberg), I work with the director of our theatre program, James Boman, and the director of our debate department, Simona Field. It is worth so much to know they are there for support, encouragement and sanity. We are not only there for each other, but for each others students as well. I feel the students sense a great deal of team spirit from the novice interp events all the way through the c-x debate events. The cohesiveness seems to be an edge we have on the competition.

In the small schools some other UIL coaches (math and literary for example) wanted more or less to be separated from the performance areas for fear we may get "overly dramatic" and embarrass them. It seemed that in the smaller system it was only appropriate for students to become enthusiastic and eager if the occasion was a football game.

In the smaller system the attitude is clearly defined: a football player who carries himself across the field with pride and confidence is considered healthy; however, a debater carrying a brief case and walking with pride and confidence across a campus is considered "arrogant." In the larger system excessive enthusiasm is acceptable, regardless of the area of competition.

Altogether, I suggest the most critical differences between a small and a large school involve a "team-work" approach on the part of the administration and staff, plus a campus-wide acceptance and pride for the fine arts department.

To focus in on a comparison rather than a contrast, I'm convinced that students are real humans filled with potential, talent and love anywhere you teach. There will always be a "Joey" with a lack of self-confidence who needs to be encouraged or a "Jennifer" who will blossom into a dynamic, polished performer who needs you to keep pushing for perfection. If one teaches as sincerely as possible, then follows through with excitement, the rewards of teaching await you in any size school.

Three reasons to attend 62nd ILPC convention

Why should you consider attending the ILPC convention, April 15-16? Three reasons: Information, motivation, fellowship.

•**Information** -- ILPC brings in the finest scholastic journalism specialists available. Each has practical background and knows the nitty-gritty of churning out publications, working with staffs and administrators while maintaining a degree of sanity. They bring a realistic, down-to-earth approach to the situation.

•**Motivation** -- Scholastic journalism should be fun. Our instructors provide tips on eliminating the drudgery, sidetracking the mundane and capturing the excitement of student publications. Students and advisers learn that producing an outstanding publication is a combination of hard work, creative thinking and teamwork.

•**Fellowship** -- Whereas math or English teachers can congregate in the teachers' lounge to discuss common gripes, publications advisers rarely find empathy among their peers. Few appreciate the special problems of producing a journalistic publication that satisfies the requirements of quality journalism as well as the widely varied tastes of adult and teenage audiences. Attending conventions provides an opportunity to discuss common problems, to examine different situations, to compare notes and, if necessary, to "get it off your chest." To facilitate interaction,

we will set aside an hospitality lounge where teachers can escape from the crowd for a few moments, grab a cookie, a donut and a cup of coffee, and relax.

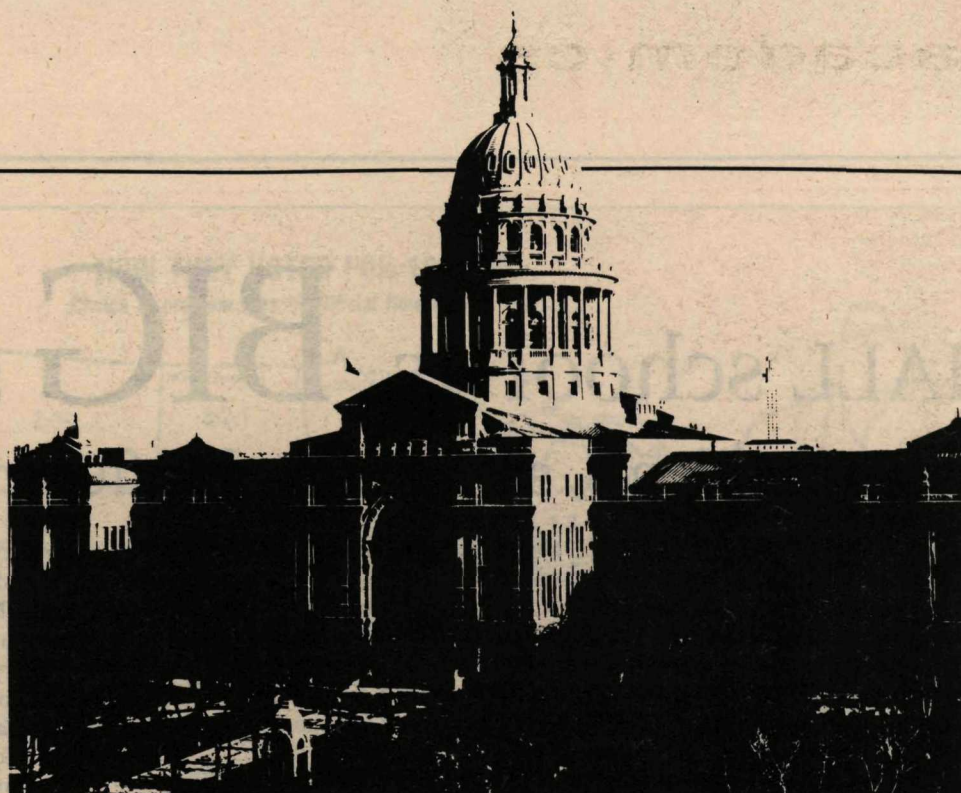
If you've never attended an ILPC convention lately, please consider making this one. The 62nd convention will be one of the best ever. You won't want to miss it.

Location: The Joe C. Thompson Conference Center (TCC), located at the corner of 26th Street and Red River, just west of Interstate Hwy. 35 and north of the Lyndon Baines Johnson Library and the LBJ School of Public Affairs. Take IH 35 to 26th street. Go west on 26th street toward the University of Texas. Take a left at the first light onto Red River, and then a quick right into the Thompson Conference Center parking lot.

Registration: One teacher or adviser from each school should check in at the registration desk in the lobby of the TCC between 10 and 11:45 am. The opening assembly will begin at 12 noon. The first instructional sessions will begin at 1 p.m. Sessions will be scheduled at 1 pm, 2 pm, 3 pm, and 4 pm. The Individual Achievement Awards ceremony will be at 5 pm, along with the first showing of the Clio Awards. Registration is \$12.50 per delegate. Checks should be made payable to ILPC. Please pre-register. Orders received after March 30 can be claimed at the registration desk. All conference participants must wear badges to all sessions during the day.

Refunds: Requests for refunds must be received by ILPC by April 1. Refund requests will be processed after the convention. Refunds will not be given at the convention and refund requests received after April 1 will not be honored.

Lost badges: Badges lost or left at home will not be replaced. Replacement badges will



cost \$12.50. No pro rata fee is provided for attending portions of the convention.

Parking: Buses and cars may park in the TCC lot, in the LBJ Library lot and in the C lots south of the Thompson Center.

Lunch: The \$12.50 registration fee covers conference attendance only. Delegates are responsible for all meal and hotel expenses. The TCC will provide snacks and drinks in the outside patio from 9 am to 12 noon on Saturday only. Numerous fast-food restaurants are available in the immediate University area. A list of such restaurants will be provided in the official program.

Housing: A UIL housing guide is included in this mailing. Hotel/motel rates are listed. Advisers should take special precautions to guarantee proper behavior by students. The Austin hotels welcome us each year. Their courtesy and efficiency help make the convention a success. Please be equally considerate.

Exhibits: Yearbook and other publishing company exhibits will be on display in TCC 2.102. The winners of the yearbook individual achievement awards will be on display in TCC 2.120 and the newspaper individual achievement award winners will be on display in TCC 2.122. IAAs will be on display from 10 am to 5 pm Saturday and from 9 am to 12 noon

Sunday.

Awards Ceremonies: The "Tops in Texas" Individual Achievement Awards announcements will be made at 5 pm Saturday in UTC 2.102. The Grand Awards Assembly will be held from 12:30 to 1:30 pm Sunday in the LBJ Auditorium. We have attempted to finish early on Sunday so that staffs might return home by early evening.

Instructional sessions: Sessions will be conducted on the UT campus at 1, 2, 3, 4 pm Saturday and at 9, 10 and 11 am Sunday.

Who to bring? Sophomores and juniors. Since instructional sessions are designed to improve the publication, it would not make sense to bring seniors, who will not return to the staff in the fall. Take your seniors to a fall convention, your underclassmen to the spring convention.

What to bring? Copies of your publication to exchange with others. Comfortable shoes and clothes. An umbrella. And a chaperone. League policy requires an adult supervisor accompany each delegation. We recommend one adult per 15 students. Registration fees will be waived for parents or teachers who chaperone and do not plan to attend the sessions.

Also, bring a notepad, pencils or pens.

Safety: Avoid traveling alone, especially after dark. Groups and/or pairs are highly recommended.

Advice, good and bad news, and similar stuff

THE UIL DISTRICT spring meet journalism contests are little more than a month away. Three suggestions:

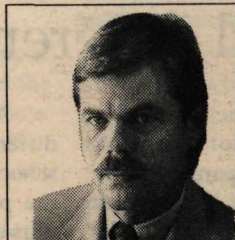
• If you have never hosted a meet, attend an invitational meet and shadow the meet director. This will give you a good idea of what you're in for.

• If you've never hosted a meet, ask a sponsor from another district or neighboring school to assist you the day of the meet. Pay for her substitute.

• Publicize the meet. Have your newspaper students form a news bureau to provide results to local print and broadcast media.

• Pay your judges. A small stipend -- \$20 per contest judged -- is just compensation for the time and effort required to read 24 news, feature, editorial and headline entries.

THE ILPC SUMMER publications workshop will be June 23-27. Again



BOBBY
HAWTHORNE

Scholastic journalism

directing the sequences will be Bruce Watterson (yearbook), Bob Button (newspaper) and Sherri Taylor (photography). Workshop information has been mailed to ILPC members, and more detailed articles will be published in the March Leaguer.

THE LONG BEACH (CA) Press-Telegram recently published an article on the American Scholastic Press Association. In comparing American with the

Columbia Scholastic Press Association, the National Scholastic Press Association and Quill & Scroll, the Press-Telegram found that:

• Of the four organizations that offer a national critique service, all operate under non-profit status--except American, which is a for-profit licensed business.

• Each holds annual national conferences and workshops or offer scholarships--except American.

• They all have listed phone numbers and staff available to provide guidance and answer teacher or student questions--except American.

They all employ full-time paid staff, and are housed by and affiliated with a university--except American.

• The directors of the three other organizations disclosed their budgets in response to a Press-Telegram inquiry. American's founder and director Richard

Plass refused.

• All the associations are approved by the National Association of Secondary School Principals--except American.

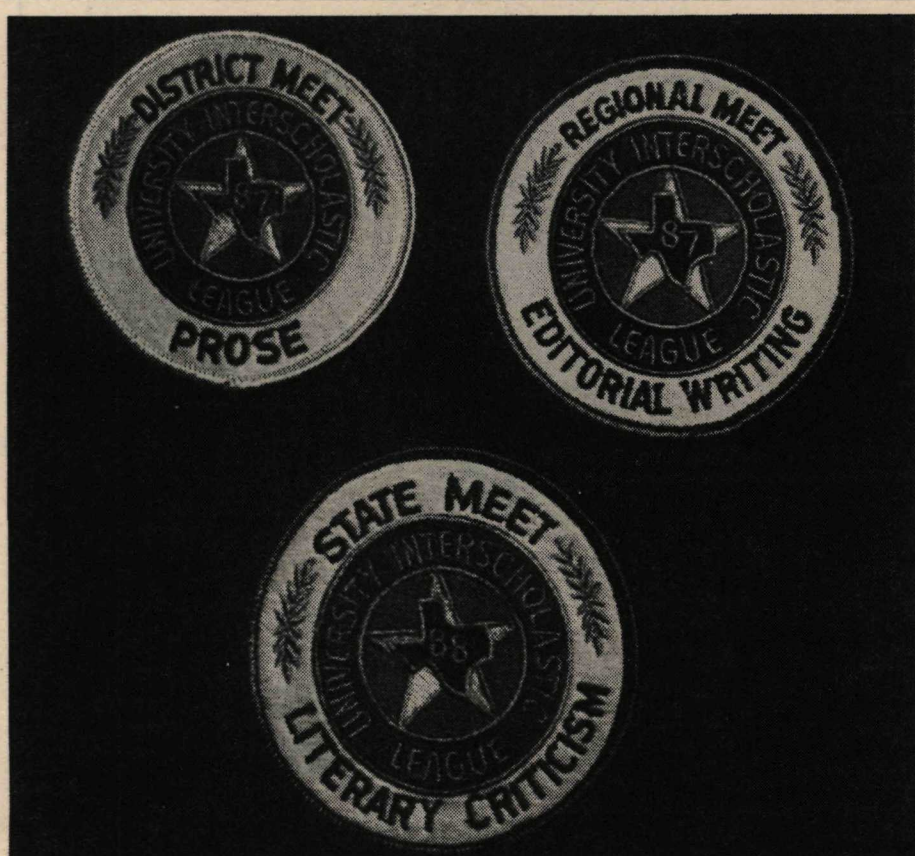
Draw your own conclusions.

THIS JUST IN: The National Assessment of Educational Progress reported that American high school students have mastered basic skills in reading, writing, math and science but can not use their knowledge effectively in thinking and reasoning.

In writing, the NAEP reported that less than one third of high school students wrote adequately in exercises to rebut an opposing view, convince others or analyze information.

The NAEP urged educators to find ways to involve students more as active rather than passive learners.

Sounds to me like the recipe for a quality journalism program.



PATCHING UP THINGS. Southwest Emblem Company will produce the official patch for UIL Spring Meet events, which covers golf, tennis, track and field and the 20 academic events. The patches will designate the year, the level of competition, and the name of the event. Patches are priced with tax included at \$3.25 for regional and state and \$3 for district. When ordering by mail, please include 25 cents per patch to cover postage. Southwest Emblem Company, P.O. Box 350, Cisco, TX 76437

Team concept adopted for two math contests

Beginning with the 1989 spring meets, both the number sense and calculator applications events will be expanded to include a team concept. The three entries to the district meet from each school will be the school's team.

The team score is determined by adding the scores of the three members of the team. The first place team from each district in number sense and in calculator applications will advance to regional in addition to the first, second and third place medalists in each event.

The results from each district will be different as it will be possible for between three and six persons to qualify to advance to regional in each of the two events. For example, if one or more of the medalists is a member of the team, fewer than six will advance to regional. If the first, second and third place medalists are from the same school they will be the first place team, and only three persons will advance to regional. It is predicted that the new concept will increase the number of qualifiers at each level by approximately 25 percent.

After district, team members who are not also medalists will compete only for a team honor. For example, the score of a person who advances to regional as a team



JANET
WIMAN

Academically Inclined

member will not be considered when determining regional medalists. This may cause some difficulties in the beginning because it is different from science. In the science event, the top scorers who were not medalists have a chance at becoming a medalist at each level of competition. The opposite is true of number sense and calculator applications where only medalists compete for first, second and third at regional and at state.

This new concept has several positives. It allows a larger number of contestants to advance, it requires no new tests, and it allows the contest to be administered with only a minimum of change. The district and regional contest directors have tally sheets to handle team scores. Instructions will be included in the packets; however, sponsors are asked to be patient and help contest directors work out the details during this first year.

Sample extemp topics reflect current events

By KAREN MCGLASHEN
Speech Activities Director

Extemporaneous speaking contests are divided into Informative Speaking and Persuasive Speaking for UIL competition. The contests are designed to provide students an opportunity to develop skills in research, organization, and speaking. By preparing for extemporaneous speaking contests, students will become acquainted with current issues, learn to select, organize and logically develop his information, and communicate ideas effectively with limited preparation time.

According to the League's *A Teacher's Guide for Extemporaneous Informative and Persuasive Speaking* the informative speaker's primary aim is to answer the topic in a manner that will "widen the audience's knowledge and understanding of particular issues, events or entities (e.g., persons, places or organizations) through identification, explanation or clarification." The primary aim of the persuasive speaker is to "formulate a position which will motivate the audience to adopt, reject or at least consider a certain belief, or to follow or consider a certain course of action."

Extemporaneous speaking topics at district, regional, and state meets will include state, national, and international issues. Topics will be chosen from the general areas of political, social, economic, educational, and cultural interests. The subject areas are the same for both contests but the wording of the topic and the contest for which it is designed will dictate the treatment of the question. Ultimately it is the responsibility of the speaker, not the topic, to make the speech either informative or persuasive.

Experienced extempers understand the importance of preparation far greater than the 30 minutes allotted before the contest. The topics listed below are designed for practice purposes.

• PERSUASIVE SPEAKING SAMPLE TOPICS:

1. How effective will William Bennett be as "Drug Czar?"
2. Will James Baker's lack of foreign policy experience hinder his effectiveness as Secretary of State?
3. Is the space shuttle back on its feet?
4. How should Texas deal with its ever increasing prison population?
5. Supercollider: A boon for Texas?
6. Should NCAA Proposal 42 be repealed?
7. Will Bush be successful in stepping out of Reagan's shadow?

8. Is the nation's Savings and Loan industry on its last leg?
9. Are our airlines safe?
10. Can Benazir Bhutto bring democracy to Pakistan?
11. Glasnost: Who benefits most from the change?
12. Will the U.S.-P.L.O. dialogue lead to peace in the Middle East?
13. What are the chances of Texas having another Republican governor?
14. Will the truth in the Iran-Contra affair ever be revealed?
15. Are too many Americans now armed and dangerous?
16. Did Ted Bundy deserve "the most extreme punishment society has?"
17. The Afghan Rebel factions: A house divided?
18. Are congressional pay raises justified?
19. Will Japan continue to dominate technology into the 21st century?
20. America's homeless: Any hope of help?

• INFORMATIVE SPEAKING SAMPLE TOPICS:

1. What role will William Bennett play in the Bush administration?
2. Who is James Baker?
3. What are NASA's plans for the future?
4. Prison Reform: What alternatives are available?
5. What is a superconducting supercollider?
6. How will NCAA Proposal 42 affect collegiate sports?
7. How will history view Reagan's eight years as President?
8. What options are available to save the ailing Savings and Loan Industry?
9. What changes are being made to improve airline safety?
10. How will Benazir Bhutto affect Pakistan's foreign relations?
11. What is Glasnost?
12. What will result from the U.S.-P.L.O. dialogue?
13. Who are the Texas gubernatorial contenders?
14. Ollie North's Trial: What secrets are likely to be told?
15. What senseless shootings have occurred recently?
16. Who was Ted Bundy?
17. What lies ahead for Afghanistan after the Soviet troop withdrawal?
18. What perks and hidden benefits do congressmen receive?
19. Why do U.S. companies have trouble cracking the Japanese market?
20. What local, state, and federal programs currently provide help for the homeless?

Head of the family

Successful coaches entice cooperation

By SHIRLEY STARTZMAN
Greenfield (IN)

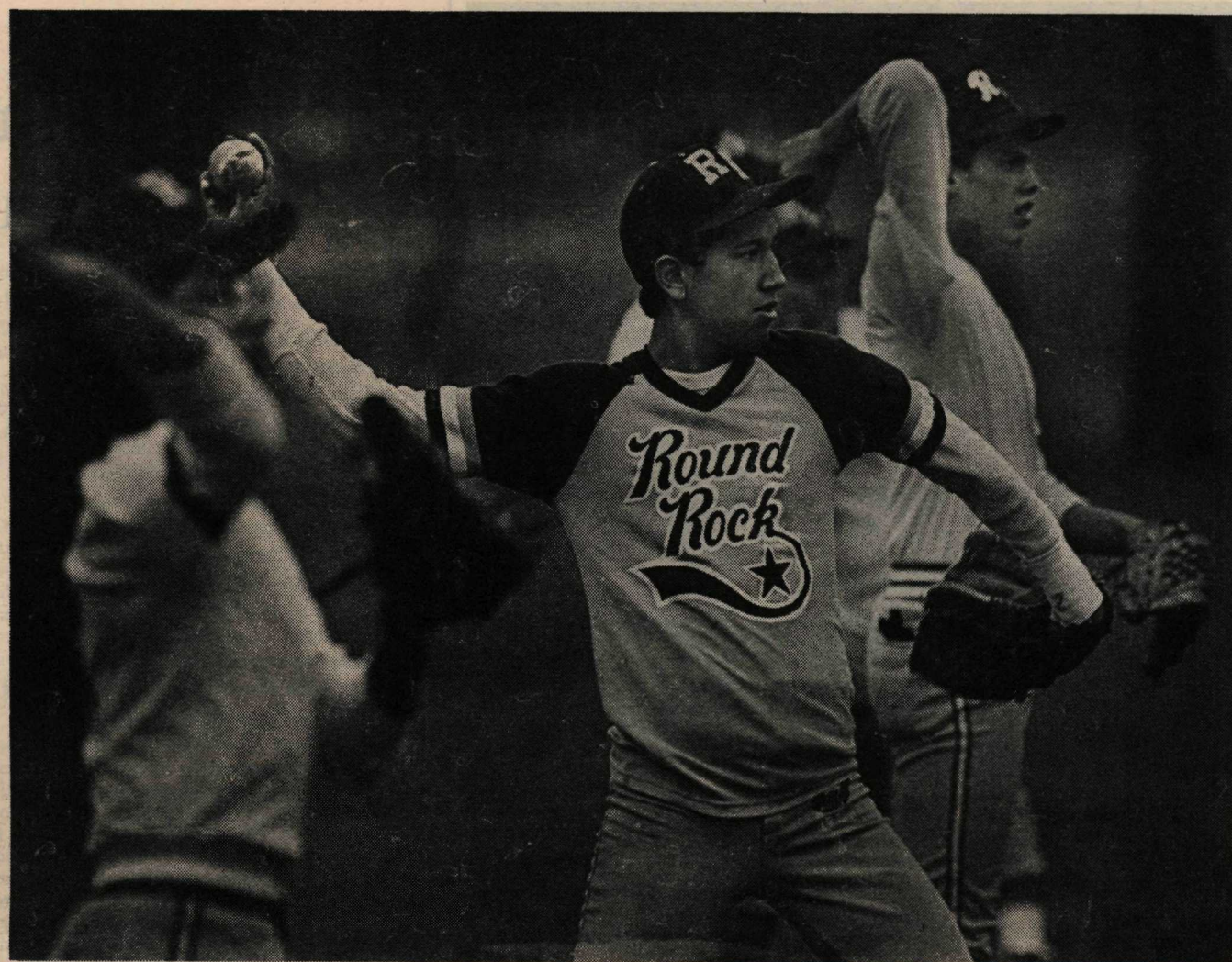
If you are a good high school coach, you are a lot like American scouts--out front of the wagon train, looking for enemy signs and the best way to get to your destination. Almost certainly, you are teaching a new scout how to read tracks while taking care of the kids in the wagon train. That pioneer spirit is the common ground you share with other successful coaches.

What does it take to be a pioneer? A lot of time and dedication, according to 10 "pio-neers" I surveyed for a master's degree paper. Their answers can help you improve your spirit and performance.

1. Are you confident in your ability? Consistent front-running coaches have a well-developed sense of self-worth and are extremely confident. They stick to their guns; it never occurs to them that when they are out front, there may be no followers. It makes little difference to them whether "Mary" at Central High is teaching things that way or not, or whether "Mike" runs the same defense on a third-and-two situation. The thought of defeat is foreign; they expect to win against any odds!

2. Do you actively work to maintain a cohesive team that sticks together no matter what? The successful coaches are positive in outlook and do not create the "I" vs. "you" atmosphere. For instance, if your team has been playing their own games, what would you do? Some coaches would start a locker-room talk with, "I'm tired of seeing you play your own game out there. From now on..."

The successful coaches have a different approach: "We are just not playing as a team. We've got the best players, and we can execute plays better than any other school around here. We have to work on making those plays together. Tomorrow, let's..." Yes, it is tough when you are frustrated; but remember,



• Photo by John Moore.

THE BOYS OF WINTER. A week after a massive ice storm paralyzed the state, high school baseball players, including these junior varsity players from Round Rock, took to the fields, preparing for the coming season. Sports schedules are stretched to the limits in mid-February, due to the overlapping winter and spring sports.

your frustration leads the team.

3. Are your coaching ethics an extension of your basic life ethics? All successful coaches have the same ethics on the court as they do in their private lives. Successful coaches have one rule for all, with no exceptions. One coach used running laps in the gym for corrective action and found that the new assistant lost seven pounds running in the first two weeks! Another coach learned the tough way that if you have dinner with one set of parents during the season, you had better be prepared to dine with all the parents! The successful coaches have a highly developed sense of ethics, and they correct unethical practices early.

4. Does your discipline of athletes come before winning? Successful coaches are concerned with the overall development of their players into adults. They view their sport as part of life and use it to instill good qualities in their athletes. Nine out of every 10 successful coaches thinks that professional and personal development of players comes before winning.

5. Do you regularly schedule individual meetings with your players? Successful coaches all indicated that players felt they were valued and needed on the team when they received individual

attention. Most coaches scheduled five to ten minutes at mid-season and again at season's end to talk with each player individually.

Assistant coaches participated equally in these sessions. Players reviewed their own goals and those of the team. Weaknesses were not pointed out as such, but "areas to work on" were by the head coaches. Coaches praised the players who demonstrated a willingness to accept these areas and to really work on them. At season's end, coaches also evaluated the player's future in the program, building team unity and the player's self-confidence.

Successful head coaches do a lot more behind the scenes than most expect. They are the head of a "family" that must work together. They are realistic in their approach to assistants and players, and they accept them for who they are. Good coaches are creative and fair and have a highly developed sense of ethics with a sense of humor that doesn't seek to degrade.

Good coaches teach assistants before turning them loose. They are independent thinkers and stick to their guns in the face of adversity.

Successful coaches are truly a breed apart!

Leaders

Continued from page 2

importance of working together, being respectful to the other players, coaches, cheering sections, and officials. It is hard to help your athletes to realize that not all can be stars but yet have important roles to play on a team.

The cheers and crowd participation are other areas of athletics that have become more difficult to keep positive. The negative cheering that has filtered down from colleges has influenced our students to behave inappropriately. The challenge is becoming larger and larger each year. College basketball has seen an escalation in fighting on the court between players and sometimes fans.

Every coach and athletic director must prepare themselves, their staff, and students to prevent this from happening in our schools. This cannot become a part of the game or the game will not survive.

High school coaches, we are the leaders of our profession. We are the role models for our profession. Ours is not an entertainment profession but a part of public education. The rules and hard work that have made high school coaching a great profession must continue. We must meet the challenge and continue to make our profession a positive and rewarding educational experience for every girl and boy that our lives touch.

Official agreement: Better training of basketball officials and consistent statewide philosophy needed

Basketball officiating has improved dramatically over the last few years. Basketball officiating continues to be controversial and, by numerous reports, is declining in quality. How can both of these previous statements be true? It is a complex problem.

While officiating organizations have continued to improve their educational programs, there does seem to be an increased dissatisfaction with basketball officials and with the quality of officiating. Some of the complaints include inconsistent judgment, inconsistent administration from game to game, inconsistent administration during the same game, calling fouls at the slightest physical contact, not calling fouls at any time except the most vigorous contact.

In addition to these concerns, coaches complain that officials are haughty. Officials counter with the complaint that coaches are obnoxious and intimidating. Fans seem to be getting more vocal and, as always, are experts in any rule determination. It has always been a puzzle how a basketball fan sitting 200 feet from a possible infraction can scream in high indignation at a call made by an official who is four steps away from the action.

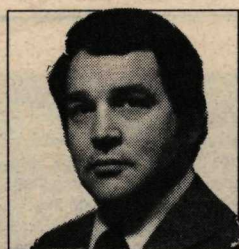
Coaches complain that the division ratings for officials do not indicate the quality of official. To some extent I will agree with that determination. Many times an official has received enough game experience to be in Division I. However, that official is not capable of calling a high intensity game. There is a need for an additional rating system which further delineates officials who display

more desirable officiating traits.

There are several types of officials. New officials just beginning may fall into several categories. They may be overly technical, too general, or inconsistent. They may officiate at a different level in the last two or three minutes of a game. They may not even develop a consistent level at any time during the game causing the players and coaches to be off-balance in their strategy and play. Older, more experienced officials tend to be more tolerant of coaches and seek to use preventive officiating. They would rather have a coach modify his behavior rather than assessing a technical foul. More experienced officials do, however, tend to "bracket" a coach as a "trouble-maker" more easily than a younger, lesser experienced official.

The official who has reached some level of success and is officiating in high school and college has difficulty adjusting from game to game. In some cases the official may be using three person mechanics in the college level and then revert back to the two person mechanics for the high school level. In addition, the level of contact permitted in the collegiate level is far more severe than that that can be allowed for the high school level. Some of these officials sometimes tend to be hyper-technical in their approach to the game.

Most inexperienced officials tend to call traveling too early. Traveling is a catch-all that prevents players from being aggressive and in some cases should have been a foul on one team or the other. These officials have difficulty with the principal of verticality. The defensive player is entitled to a space. On many



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offensive scoring attempts the offensive player is guilty of charging since the player has violated a defensive player's space. These officials also tend to call any contact after the shot has been released (even the slightest contact with the hand which has no direct bearing on the shot) instead of ignoring contact as insignificant.

Probably the area of greatest inconsistency involves contact on rebounds. Whenever a rebound occurs there is always contact. It is puzzling to players when on one occasion they rebound and are involved with contact and no foul is called and then the next case contact occurs which does not displace the rebounder or cause any advantage or disadvantage to a player results in a foul being called. Admittedly, this is a difficult area to officiate. But if an official calls contact at all times, many games will not be completed and most players will foul out.

What is needed is a consistent philosophy of officiating that transcends the local chapters and covers the entire state. Along with this philosophy there needs to be a consistent training program for officials and indication as to the level of expertise demonstrated by these officials in training sessions. The Southwest

Officials Association is doing a tremendous job in this area but cannot begin to reach enough officials to make an impact on the state. Additional work and attention needs to be given to this area and the schools may need to become involved in support.

It doesn't help too much to improve the quality of officiating unless the coaches' knowledge of rules increases at the same pace. One of our lingering problems is the failure of coaches to know the rules, increasing the possibility that their players will not be knowledgeable. A coordinate system of education involving mandatory educational programs, seminars, clinics, workshops is needed to help improve a very important part of our educational programs. If we believe that games and athletic contests are educational, then we must believe that improving the quality of the officiating and the coaching awareness of rules is a priority.

There will never be complete agreement between coaches and officials. There is a built-in conflict factor because of the tremendous pressures caused by a winning at all cost attitude. But, that is not to say that improvements cannot be made. Recommendations will be made to the Legislative Council Athletic Committee in June. The League would appreciate any suggestions from any interested party for possible solutions to the coach - official relationship and improving the quality of officiating in our state. If we apply enough attention and detail to the problem, we can dramatically improve the atmosphere for the officials and coaches so that contests will become more educational for the students.

Explaining the seven-day grace period

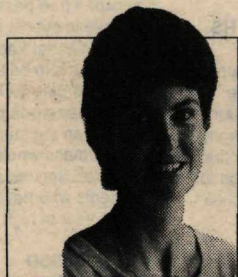
One of the most frequently asked questions we have at the end of a six week grading period is, "when does this student become eligible?", or "if the student becomes ineligible, how much of a grace period does he receive?" The following information is taken from Texas Public Education Handbook - printed and dispersed by the Texas Education Agency:

Seven-day pre-suspension period ("seven-day grace period")

The seven-day pre-suspension period begins with the close of school on the last day of the six weeks grading period and ends seven days later. For example, if the six weeks ends at 3:45 pm Friday, April 12, the suspension would take effect at 3:45 pm on Friday, April 19.

The seven-day pre-suspension period also applies to students with an "incomplete" grade.

The rule 19 TAC 97.113(f) does not



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Sports Notebook

provide for any extension of the seven-day period because of a holiday. For example, if the six weeks ended on Friday, February 28, the student would become ineligible on Friday, March 7 even if March 3-7 were a school holiday and school did not resume until Monday, March 10.

Eligibility restored.

In order for an ineligible student to regain eligibility for participation in

extracurricular activities, two conditions must exist: 1) the six weeks period must have ended and 2) a school official must have determined that the student has passed each course taken.

If these conditions are met, the student may resume participation immediately after the end of the six weeks period.

Students with an incomplete in a course regain their eligibility when the "I" is replaced with a passing grade. Local district policy dictates the amount of time students have to make up work.

MARCH MADNESS

With the month of March just a few weeks away, it's time to make final preparation, with or without your team, for the upcoming state tournaments.

Girls' State Basketball - March 2, 3 & 4, Frank Erwin Center, Austin

Boys' State Basketball - March 9, 10, & 11, Frank Erwin Center, Austin

Girls' & Boys' State Swimming - March 17-18, Texas Swim Center, Austin

Coaches who will be participating in the tournament/meet, we congratulate you on a job well-done.

CALLING ALL MONITORS.

As the State Tennis Tournament Director, I am actively recruiting high school tennis coaches to work the tennis tournament. The job (of court monitor) entails keeping score and being available for an appeal. If we can get only 10% of the Texas tennis coaches to volunteer we could cover every match. It seems players and coaches request to have a court monitor, but unless we get the numbers to help out - it's virtually impossible. Please help the faithful few who are always available and work just one match.

Official notices

LINCOLN-DOUGLAS DEBATE

Section 1001: Cross-Examination Team Debate (b) (4). In the event that a team cannot compete, two academically eligible students may be substituted for the team members or the alternate team shall be notified. A sponsor or designee who fails to notify the regional and/or state contest directors that a team will not compete is in violation of the academic Spring Meet Code and THE SCHOOL shall be disqualified FROM TEAM DEBATE for the current academic competition and such violations may be grounds for suspension from team debate for the following year.

Section 1002: Lincoln-Douglas Debate (b) (3). After a given tournament has begun, no substitution shall be allowed. When a debater cannot participate in the next higher meet for which he has earned eligibility, the alternate should be notified. A sponsor or designee who fails to notify the regional and/or state contest directors that a team will not compete is in violation of the academic Spring Meet Code and THE SCHOOL shall be disqualified FROM LINCOLN-DOUGLAS DEBATE for the current academic competition and such violations may be grounds for suspension from Lincoln-Douglas debate for the following year.

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.

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.

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.

SPELLING CORRECTIONS

Please note the following corrections of the Spelling Word List: Grades 3-4: Change ballpoint to ball-point (pen).
Grades 7-8: Change matinee, matinee to matinee, matinee
Grades 3-4: Change fusebox to fuse box.

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.

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.

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.

PRESCRIBED MUSIC LIST

Page 130, Passereau/Faure - II Est Bel Et Bon. Move to Grade V. Directors may elect to use either the Chester or Salabert edition.

Page 170, Chester Book of Madrigals, Book 2. Directors may substitute the Salabert edition of Passereau: II Est Bel Et Bon

PRESCRIBED MUSIC LIST

Exaltations by Martin Mailman and published by Boosey & Hawkes was inadvertently left out of the most recent edition of the Prescribed Music List. The composition is classified Grade IV.

COLUMBIA ISD

The District 12-4A Executive Committee Imposed 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 full week of the 1988-89 season, only one girls' basketball game may be scheduled. This week shall not be a week in which a tournament has been scheduled.

MARTIN HS (LAREDO)

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

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

CYPRESS-FAIRBANKS ISD

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

MANSFIELD ISD

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

EAGLE MOUNTAIN-SAGINAW ISD

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

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

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.

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.

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.

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.

C & CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretations of the C&CR:

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.

Section 1208 (h) of the C&CR: A school shall be held to its original agreement to permit the home team to retain 100 percent of the gate receipts when schools have scheduled games on a two year home-and-home basis, unless the two schools mutually agree otherwise.

Section 409 (a) governs a change of school by any student who has completed the eighth grade, whether or not the student has represented a school in grades nine through twelve. Section 409 (d) and (e) speak to the applicability of the Previous Athletic Participation Form as it relates to students who have or have not represented another school in grades nine through twelve in either varsity or subvarsity competition. Section 410 does not bind the district executive committee to determining only the status of students who participated at another school the previous or current year, as it relates to moving for athletic purposes. Section 400 (p) prohibits students from moving for athletic purposes.

Section 408 (b) applies if at least one of a student's parents is alive. Students who are placed by their parent(s) or guardian(s) in a home licensed by the state as a child care boarding facility are eligible after one calendar year, even though they are transferred from one boarding facility campus to another boarding facility campus, provided the home licensed by the state was appointed as their guardian by appropriate authority more than one year ago.

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.

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.

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.

DALLAS CARTER

The State Executive Committee issued Dallas Carter HS a public reprimand and a two-year probation in football for violation of Section 21 (d), failure to report to the district executive committee a grade change by an administrator.

EXCHANGE WAIVERS

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

AIFS Scholarship Foundation, Adventures in Real Communication, AFA International/Intercultural Programs, Alexander Muss High School in Israel, American Council for International Studies, American Heritage Association, American Institute for Foreign Study, Inc., American Intercultural Student Exchange, American International Youth Student Exchange Program, Amicus International Student Exchange, Amigos de las Americas, ASPECT Foundation, ASSE International Student Exchange, AYUSA, Carl Duesberg Society International, Inc., Central States Rotary Exchange Program, Children's International Summer Villages, Inc., Citizens Exchange Council, Eastern States Student Exchange, Educational Foundation for Foreign Study, Educational Resource Development Trust, Experiment in International Living, Foundation for Study in Hawaii & Abroad, Friends in the West, Iberoamerican Cultural Exchange, Int'l Student Exchange of Iowa, Intercambio, International Christian Youth Exchange, International Education Forum, International Student Exchange, Inc., International Travel Study, Inc., NACEL Cultural Exchanges, National Registration Center for Study Abroad, Ohio Erie Youth Exchange, Open Door Student Exchange, People to People High School Ambassador Program, Phillips Academy School Year Abroad, Presidential Classroom for Young Americans, Inc., School Partners Abroad, School Partnerships International, Spanish Heritage-Herencia Espanola, Student Travel Schools, Inc., University of New Orleans, Up With People, World Experience, Youth Exchange Service, Youth for Understanding, WEST Programs, Inc.