

# The Leaguer

## HALL DUTY

Ex-UIL chief inducted  
into sports hall of fame

When Dr. Rhea Williams joined the UIL in 1948, 400 high schools played football and 700 played basketball, the athletic programs for girls were virtually non-existent and Blacks and other minorities were systematically excluded from participation in many activities.

When he retired in 1977, almost 1,000 play football, more than 1,100 play basketball, Texas has one of the nation's finest schoolgirl athletic programs, and minorities are prevalent in all League competitions.

In recognition to his many contributions to the League as sports director and director, Dr. Williams will be inducted into the Texas High School Football Hall of Fame, April 21 in Waco.



RHEA WILLIAMS

"Our task in the 1950s and the early 1960s was to increase participation while avoiding much of the vitriol experienced in other parts of the nation due to integration and other volatile social issues," Dr. Williams said. "On the whole, I think we had extremely good fortune with the integration process. We had no riots. We weren't forced to move our games to the afternoons, like they had to do up and down the East Coast."

Between 1954 and 1964, the League, under the leadership of Rodney Kidd and Williams, removed all barriers to participation by Blacks in UIL contests. During those years, participation in football tripled yet Dr. Williams worked tirelessly to see that the game remained solidly controlled by educators rather than overzealous fans.

Dr. Williams, who helped organize and develop the first Texas High School Hall of Fame in Breckenridge, graduated from high school at Clarksville, Texas, after participating and lettering in football, basketball and baseball. He attended Southern Methodist University and lettered in basketball for three years each. He was captain of the basketball and baseball team, was All-Southwest Conference in both baseball and basketball, and was All-American in baseball.

He served as principal and coach at Avery High School, Franklin High School, as Director of Health and Physical Education at Pan American College, Edinburg, Texas, and as Director of Health and Physical Education at Southwestern University, Georgetown, Texas. From there he entered the Navy as Lieutenant (j.g.), served four years with duties in Naval Aviation, and was released to inactive duty as Lieutenant Commander. Upon being discharged from the Navy, he returned to the University of Texas and received his doctor's degree, then went to North Texas State University as Professor of Health and Physical Education and from there accepted the position as Associate Director and State Athletic Director of the University Interscholastic League, the oldest and largest organization of this type in the world.

• Please turn to Dr. Williams, page 10



**FIVE IN 10.** For the fifth time since 1980, the Port Arthur Lincoln Bumblebees won the boys' Conference 4A state basketball title, igniting a celebration in the Frank Erwin center. The 'Bees beat Austin Travis, 86-72, to push their state tournament overall mark to 10-0. Full tournament results, page 11 Photo by John Moore.



## UIL rules change to meet needs of society

The University Interscholastic League was created by the public schools of Texas to administer its extracurricular competitive activities. Rules for competition are made by the schools and may be approved, modified, or rejected by the State Board of Education.

As a practical matter, the League provides leadership to the member schools while reflecting the dominant philosophy and values of its members. Like most institutions, basic philosophical changes come slowly. For the UIL, the 10 years between 1978-88 was a period of profound change following a number of years of stability, despite the fact that society was experiencing radical changes. Thus the decade can be seen as a time when the UIL struggled to catch up with changes in society.

In the February *Leaguer*, I discussed the changes made by the League in its academic contests. This month, I'll look at changes made in the League's music and athletic activities. But first, it is wise to look



BAILEY  
MARSHALL

### Director's Viewpoint

again at the philosophical evolution that has made changes in the specific contest areas possible.

#### Philosophical changes.

From its early years through the late 70s, the League rules were by nature restrictive. The rules reflected the conservative ideas of an earlier era, and were predicated largely on the notion of the stable family consisting of two parents who were stable in residence rather. The one-parent, mobile family was not the model for UIL philosophy, despite the fact that the traditional family was becoming

less the rule and more the exception.

Since 1980, the UIL changed to provide for greater opportunities for participation while adopting rules that are less restrictive. The onus for eligibility swung away from catch-all rules toward case-specific instances, with the responsibility for compliance and enforcement given to students, parents, coaches and administrators. Examples of rule changes that better reflect the needs of today's society include:

- Changing transfer rules to eliminate the one year automatic ineligibility when changing schools.
- Applying penalties to coaches and sponsors rather than strictly to students/teams.
- Eliminating restrictions on students' off-season activities.
- Establishing a waiver for foreign exchange students, parent residence and the four year rule.
- Providing a range of penalties for violations to replace automatic ones.
- Liberalizing the amateur rule.
- Eliminating many of the summer camp restrictions.
- Changing in the college course restriction to allow students to take college courses without jeopardizing their eligibility for UIL academic events.
- Removing the parent residence rule as a general eligibility requirement for

academic and fine arts competition.

- Establishing an appeals process for reclassification and alignment.

#### B. Program changes

Programs have been added in athletics and music. While most of the additions made in music and academic programs result from staff leadership, additions in athletics have occurred for the better part after programs were created and developed outside of the UIL.

Among the more dramatic music changes and additions include:

- Texas State Solo and Ensemble Contest became an official UIL contest.
- Texas Wind Ensemble Contest was established as a separate contest.
- State Marching Band Contest became an official UIL contest.
- District/Region/State format implemented for marching band competition.

Changes in athletics include:

- Soccer in 4A and 5A schools.
- Team Tennis in 4A and 5A schools.
- Competition leading to a state championship in baseball in all conferences.
- Two teams from each district advance to the playoffs in all conferences.
- Full cross country competition in all conferences.
- Combining boys' and girls' state track meets.

## Lifetime involvement in sports pays dividends

By TERRY C. WELLS

Many years ago, many long years ago it seems, I subconsciously decided to have sports be an integral part of my life. That decision--unintended as it may have been--altered my world forever and in my estimation in the best of possible fashions.

I can still remember those countless hours in the comfort of my folks' backyard, scooping grounders from among the clumps of dirt, launching no-jump jumpers from the edge of the driveway, and weaving from clothesline to walnut tree trying to score that winning touchdown.

I can remember the Davis boys--three brothers, all older than I--running and jumping and throwing and catching whatever ball happened to be in season and always willing to have the kid from next door be on their "side." But most of all I remember that they taught me how to play and enjoy the games--and that is what they were: games.

The seasons passed quickly, though, and before I knew for certain what was happening it was time to enter "organized sports." A kid could be no more fortunate than this kid--real uniforms, real teams, real games and real coaches, all while in elementary school.

There were city recreation teams, church league teams and YMCA teams, and the games were played on Saturday

mornings or Monday evenings or whenever, all in front of caring parents and long-ago friends. And there were the coaches--Mr. Walker, Mr. Danaher, Mr. Barclay, Mr. Dunster, Mr. Wills, Mr. Hazlett. Every single one was my coach; every single one was a good man. They all taught me to play and enjoy the games--go for the win, yes, but play and enjoy.

These times passed quickly also, and the sometimes frightening arena of junior and senior high school was upon me before Mom could get all the sweat socks and lucky T-shirts washed and dried. Yet, there was someone there to help, someone to guide, someone to teach--there was a coach.

Their names are as vivid as those who came before them: Coach Smith, Coach Thomas, Coach Stinson, Coach Baumgartner, Coach Carrier. They pushed and pried, demanded and commanded, and sometimes even laughed and cried, but they always taught--firmly and fairly and correctly. I played for them; I played the games that they made fun.

I was a fortunate boy; I was always surrounded by those who made my dreams attainable. My world always had someone in it who taught me to play the game and to enjoy. Indeed I was a fortunate boy.

## The Leaguer

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# 10 good reasons to support arts education

From time to time, I run across articles or essays that speak very clearly to the importance of arts in general and music in particular. The following is such an article and I wanted to share it with you.

Ten good reasons to support the arts in education:

1. The Arts are basic to a complete education.

"The arts are an essential element to education, just like reading, writing and arithmetic." -*First Lessons: A Report on Elementary Education in American*, 1986 William J. Bennett, U.S. Secretary of Education.

The arts are among the six "basic academic subjects." The arts are "valuable" in all areas of study because they "engage in the imagination, foster flexible ways of thinking, develop disciplined effort and build self-confidence." -*Academic Preparation for College*, The College Board, 1983

"The arts and humanities should not be considered frills in the academic programs of our educational institutions but should instead be central components of required curricula, with additional funding for art education provided as needed." -*50th Arizona Town Hall Report*, 1987

2. The Arts develop non-verbal thinking skills-perception, forming images and imagination.

"Pyramids, cathedrals and rockets exist not because of geometry, theories of structures or thermodynamics, but because they were first a picture-literally a vision-in the minds of those who built them." -Eugene Ferguson, historian, *Science*



RICHARD FLOYD

## Music Matters

"Where the speech of man stops short, then the art of music begins." - Richard Wagner, quote in *Testimony to Music*, 1987

"Arts Education can acquaint children with more subtle forms of feeling and more precise images of the human spirit than they are likely to discover on their own." - Laura Chapman, *Approaches to Art in Education*, 1978

3. The Arts help us create.

"Our goal is not to make every student an artist, but to exploit art as a unique vehicle for developing the individual creative potential in every student...Limited only by the power of our imaginations, art confronts the unknown and attempts the impossible in order to construct new meanings." - Jon Murray, *Daedalus*, Summer 1983

"When I examine myself and my method of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing knowledge." -Albert Einstein

4. The Arts build self-discipline.

"(Music began to develop in me) a constructive, analytic stance, in which you are doing something and not merely doing something you were told to do. When I

went into photography...I wasn't following rules...I just had the desire to express myself in a particular way...Discipline turned me from a sloppy Joe into a semi-rational being. I thank music for that." - Ansel Adams, photographer, as reported by Kenneth LaFave, *Arizona Daily Star*, November 13, 1983

5. The Arts are the living heritage of all-from the ancient to the modern cultures.

"From the dawn of civilization, men and women have used music, dance and the visual arts to transmit the heritage of people and to express human joys and sorrows. The arts are the means by which civilization can be measured." - Ernest Boyer, *Carnegie Foundation for the Advancement of Teaching*, 1987

"This explosion of activity and the exciting diversity of contemporary art is important to notice because it tells us that the multiple option society is only now beginning...the visual arts are always the cultural bellwether." - John Naisbitt, *Megatrends*, 1984

6. The Arts teach aesthetic literacy.

"Coming to understand a painting or a symphony in an unfamiliar style, to recognize the work of an artist or school, to see or hear in new ways, is as cognitive an achievement as learning to read or write or add." - Nelson Goodman, psychologist, *Of Mind and Other Matters*, 1984

"When you understand all about the sun and all about the atmosphere and all about the rotation of the earth, you may still miss the radiance of the sunset." - Alfred North Whitehead, *Science and the Modern World*

7. The Arts supplement the other

basic subjects-necessary communication skills for language and logical mathematical thinking are developed and motivated through the arts.

"Without the arts, education is not education but vocational training...Practicing one's profession successfully calls for skills in dealing with people, for being able to comprehend the connection between cause and effect, and for the ability to carry the burdens placed on the individual in a free society. The arts help to prepare the human mind for such needs." -Norman Cousins, *Christian Science Monitor*, January, 1987

"To neglect the contribution of the arts in education, either through inadequate time, resources or poorly trained teachers is to deny children access to one of the most stunning aspects of their culture and one of the most potent means for developing their minds." - Elliot Eisner, *Music Educators Journal*, April, 1987

8. The Arts cultivate social skills and social knowledge.

"A study by the American College Testing Program in 1974, later repeated in 1976, revealed that success in...high school sports, drama, art or music is a better indicator of a student's potential than high school or college grades or college aptitude tests...Students who put an overemphasis on academics, to the exclusion of other activities, are at a disadvantage." - Bob Young, *The Arizona Republic*, October 7, 1983

9. The Arts are vital for personal expression and growth.

• Please turn to 10 reasons, page 9

## SBOE okays revised JH conference structure

The revised conference structure for junior high and middle school music contest has been approved by the State Board of Education and will go into effect for the 1989-90 school term. In essence there will now be six conferences instead of three. The new alignment will be as follows:

- Class C Middle School: 0-249 enrollment in grades seven and eight.
- Class C Junior High School: 0-249 enrollment in grades seven, eight and nine.
- Class CC Middle School: 250-649 enrollment in grades seven and eight.
- Class CC Junior High: 250-649 enrollment in grades seven, eight and nine.
- Class CCC Middle School: 650 or more enrollment in grades seven and eight.
- Class CCC Junior High School: 650 or more enrollment in grades seven, eight and nine.

This revision will also require a modification in the performance requirements for junior high/middle

school bands, choirs and orchestras. -Traditionally such revisions have been addressed by the *Prescribed Music List* committees. The membership of these three committees can be found in the current *Prescribed Music List*.

The following proposal is under study at this time.

**Conference CCC Junior High Minimum Requirement:** Perform one number from the list designated Grade III. Perform a second number from the lists designated Grade II. Perform a march (band only) or a third number from any source. The upper limit will remain as listed under the band, choir and orchestra sections of the current *Prescribed Music List*.

**Conference CC Junior High and CCC Middle School Minimum Requirement:** Perform one number from the list designated Grade II. Perform a second number from the lists designated Grade II. Perform a march (band only) or a third number from any source. The upper limit will remain as listed under the band, choir and orchestra sections of the current

*Prescribed Music List*.

**Conference C Junior High and CC Middle School Minimum Requirement:** Perform one number from the list designated Grade II. Perform a second number from the lists designated Grade I. Perform a march (band only) or a third number from any source. The upper limit will remain as listed under the band, choir and orchestra sections of the current *Prescribed Music List*.

**Conference C Middle School Minimum Requirement:** Perform one number from the lists designated Grade I or II. Perform a second number from the lists designated Grade I. Perform a march (band only) or a third number from any source. The upper limit will remain as listed under the band, choir and orchestra sections of the current *PML*.

Comments or suggestions regarding these proposed new requirements are both timely and welcome. They may be addressed to the State office or to the appropriate committee.



# TETA actions listed

We have gone through zone, district and area. Is everybody ready for regional and state levels?

The major problems up to this point seem to be eligibility, mail delivery, meeting deadlines, and confusion from publishers as to what long plays can and cannot be produced.

At this point, we can no longer get permission to produce "scenes from" *The Glass Menagerie*. It was deleted from the long list in the new *Handbook*, returned to the list as noted in December, and withdrawn again by the publisher in January. The story is complicated, but Mr. Williams' will apparently made it impossible to do an act or scenes. Those that received production contracts for this year were extremely lucky.

Those that received permission from Flora Roberts to produce "scenes from" *The Miracle Worker* were also lucky and Tams-Widmark has been selective about which schools would be allowed to produce non-musical versions of their holdings. UIL continues to be faced with the dilemma of selective approval of a few works for a few schools. The ability to approve any plays for everybody has been one major criteria for the long play list. The UIL Committee of the Texas Educational Theatre Association is scheduled to deal with this issue before next fall. Do you have opinions as to how this problem should be resolved?

Since the *Handbook for One-Act Play*, 11th Edition was published, we have lost

the rights to produce "scenes from" *The Adding Machine*, *The Diviners*, *The Dresser*, *Exit the King* and others. I will publish a list of deletions next fall. *The Real Inspector Hound* should have been deleted from the "Ineligible Plays" list in the new *Handbook*. This was my error. *The Trip to Bountiful* has been withdrawn for professional production and I do not know if it will be available by next spring.

Several other issues were discussed by the UIL Committee of TETA during the numerous meetings. I wish all of you could have attended the UIL Open Forum and the committee meetings. Do you agree with these actions?

(1.) TETAAO (Adjudicators Organization) should create a list of guidelines for ethical behavior based on letters of complaints received. Two specific recommendations were included. Judges are not to evaluate in comparison with other productions or the movie of the same show; and judges are not to recruit and offer scholarships as a part of the contest site experience or critique.

(2.) Powerlifting conflicting with district OAP cannot go through the UIL committee, since it is not a UIL event.

(3.) Directors and districts can send recommendations to area and regional contest managers. Such recommendations may include a list of potential critics that are highly ranked by the district directors.

(4.) Directors have an opportunity to impact the order of critique following awards. A new rule is not required.

## State Meet One-Act Play Schedule - May 4-6, 1989

### PERFORMING ARTS CENTER

#### May 4, THURSDAY

4:00 pm 3A contest, four plays: Bass Concert Hall  
7:30 pm 3A contest, four plays: Bass Concert Hall

#### MAY 5, FRIDAY

4:00 pm 2A contest, four plays: \*Opera Lab.  
4A contest, four plays: Bass Concert Hall  
7:30 pm 2A contest, four plays: \*Opera Lab.  
4A contest, four plays: Bass Concert Hall

#### MAY 6, SATURDAY

4:00 pm A Contest, four plays: \*Opera Lab.  
5A contest, four plays: Bass Concert Hall.  
7:30 pm A contest, four plays: \*Opera Lab.  
5A contest, four plays: Bass Concert Hall.  
\* - Complimentary tickets will not be honored in the Opera Lab Theatre. Participant's tickets will be honored in the Opera Lab Theatre ONLY for the participant's conference.  
STUDENT TICKETS \$3 (per session)  
ADULT TICKETS \$4 (per session)



LYNN  
MURRAY

### Educational Theatre

(5.) It was recommended that TETAAO consider ethical implications of judge fraternization with audience members during a contest.

(6.) A proposal for ratings in different areas (acting, directing, ensemble, etc.) was discussed and action was delayed until the spring meeting.

(7.) The name of the "One-Act Play Contest" was discussed. The committee determined that the OAP contest deals with the structure of the presentation, rather than the source from which it comes.

(8.) A proposal for the abolition of the approved list and the need for play approval was discussed. The committee felt that there were adequate procedures for adding plays to the list and every

director has the opportunity to request permission for plays not already on the list.

(9.) A decision concerning a "mentor" system for new OAP directors was postponed until the spring meeting.

(10.) Panel critiques by rotating critics was debated. The UIL Advisory Committee supports the use of a single critic judge due to the educational purpose of the contest. There is a logistical problem. Rotating critiques would not allow students to hear critiques of other shows; therefore, the purpose of educational theatre would be defeated. Also, judges might find themselves in adversarial positions against their fellow judges.

(11.) A proposal was made to move the set addition deadline later. The committee determined that it would be logistically impossible.

(12.) The option to present the oral critique of all plays before awards was same day you make the call. Know the name of the person giving the verbal approval and the date. You may need to prove you made the call in order to obtain the written approval.

# UT sponsoring summer workshop for drama teachers

The Department of Drama is sponsoring a "teacher's" workshop in conjunction with the 27th annual Summer Theatre Workshop. This workshop was created because teachers asked to attend the student workshop and participate in all phases of the program.

Teachers participating in the workshop as "transient" students may receive up to eight semester hours credit by registering for Drama F365K-High School Play Production, F276-Rehearsal and Performance, and F382P-Advanced Projects in Teacher Training. Those enrolled will participate in a directing seminar and work with the high school students. For those enrolled in graduate school at UT-Austin, six semester hours of graduate credit may be earned toward an MA in Teacher Training. "Transient" students and former UT students have until May 1 to apply.

From June 10 through July 14, courses in acting, voice, technical theatre, make up, directing, and production activities will be structured to involve both teachers and students. The directing seminar will begin June 6 and continue through the workshop period.

Final productions are set for July 14-15 in the Opera Laboratory Theatre in the Performing Arts Complex.

The plays will be directed by UT-Austin regular faculty Jackie Bromstedt, teacher training and Stephen

Gerald, directing; and guest director John Steele, theatre director at Plano High School. Companies of the plays will be composed exclusively of workshop students. Teachers taking the workshop courses will serve as assistant directors.

Robert Singleton, UIL State OAP director 1975-77 and theatre director at the Houston High School for the Performing and Visual Arts since 1977, will work with teachers and teach make-up. Classes in movement, acting, and technical theatre will be taught by the UT Austin Drama faculty and staff. The program will be administered by Lynn Murray, UIL Drama Director.

The workshop will be of special benefit to teachers seeking drama teacher certification, taking courses to meet local requirements or to develop individual activities, participating in the UIL one-act play contest, and/or teaching the variety of theatre subjects needed for the TEA theatre arts curriculum.

Teachers desiring participation in this workshop as "transient" students should request admission to UT-Austin, director of admissions, prior to May 1, in order to register June 5. Enrollment is limited for the "teacher's" workshop. Priority will be given to those teachers notifying workshop officials of their intent to enroll. University housing (room and board) is available

through the UT-Austin housing office, but not required. Those interested in the "teacher's" workshop should reserve a position. They may reach workshop director Lynn Murray at the UIL office, 512/471-5883.

For teachers that cannot attend the full term summer theatre workshop, a "short term" non-credit workshop, specifically designed to help teachers with preparation for the UIL one-act play contest is planned for the final week. This six day, July 10-15, workshop will focus on play selection, cutting a long play, using limited scenery, use of the League-Approved Unit Set, limited lighting, interpretation of OAP rules, and directing the contest play. Teachers will be accepted for this workshop on a first-come, first-served basis. A \$125 non-refundable fee check must be made payable to the Department of Drama, The University of Texas at Austin. Teachers accepted will receive immediate confirmation. If the workshop is filled, registration checks from those not accepted will be immediately returned. A waiting list will be maintained.

Teachers in the "short term" workshop will view workshop laboratory scenes, the three major workshop productions, workshop classes, and Department of Drama productions during the five day program. Critique sessions on all activities will be held.



## Fall conferences, regional warm-up meet scheduled

BY KAREN MCGLASHEN  
Speech Activities Director

Plans are now being made for the Fall SuperConferences. If you have suggestions for programs or wish to volunteer your time and expertise in conducting a session, contact Karen McGlashen, Director of Speech and Debate, at 512/471-5883. Please use the following dates in planning/scheduling your fall activities.

UT/Austin --October 28  
Univ. of North Texas-- November 4  
Sam Houston State Univ.-- November 11  
Texas Tech-- November 18

### Regional Qualifier Warm-up

Wharton County Junior College is hosting a speech warm-up for contestants who have qualified to attend the Regional Meet. The warm-up is scheduled for April 15th. Contact Linda Alderson at 409/532-

4560, X 284 for more information.

### 1989-90 Cross-Examination Team Debate Topic Released

Four-hundred, thirty-seven Texas schools voted in March for next school year's debate resolution. The topic selected by Texas and the nation is "Resolved: That the federal government should adopt a nationwide policy to decrease overcrowding in prisons and jails in the United States." Resolution three dealing with rehabilitation came in second, followed by resolution two dealing with violence.

Congratulations to Paula Moeller of Hays High School, the author of the original study committee report submitted last August to the National Federation's Debate Topic Selection Committee. David Rien of Clear Lake High School authored a report on America's economic trade position which will be submitted this

summer as a possible topic area for the 1990-91 topic.

### Team Debate Committee

The Committee charged with examining the problems plaguing UIL team debate will be making its proposals June 5th to the UIL's Academic Committee of the Legislative Council. Details regarding the recommendations will be discussed at the State Meet Debate Assembly. If you missed the first public hearing which occurred last December, plan to make your views known before the summer academic meeting which will be held in Austin. Contact Barbara Jones at the League office if you wish to present a proposal.

### Farewell to a Friend

State Meet of '89 will mark Charlene Strickland's last time to serve as speech consultant to the League. A strong

supporter of UIL activities, Charlene's smiling face and professionalism have not only been seen at State Meet, but at local contests, conventions, committee meetings, and SuperConferences as well. A former high school speech teacher, coach of state champions, and instructor of communication at Hardin Simmons University in Abilene, Charlene will spend next year pursuing her doctorate in communication at the University of Oklahoma. The UIL speech and debate students across the state have benefited from the dedication she has provided as speech consultant from 1982 to 1989. Charlene, congratulations on your recent marriage and on behalf of all the extempers, interpreters, and debaters you've worked with throughout the years, thank you for a job well done!

## State Meet seen as 'epitome of tournaments'

Spring Break. State Meet. Semester exams. Summer vacation. The end of another school year is approaching. One of my joys this year has been doing away with the tortures of teaching. No more planning, grading or cafeteria duty. No more spring break or summer vacation either. Thank goodness there's still State Meet, huh?

When my thoughts turn to State Meet I think back to when I made my first trip to Austin nearly 15 years ago. The journey to Central Texas, the contest, and the entire experience was one I dreamed of and wanted so badly. I imagine that many of you and your students share my thoughts. As a student I expected the state contest to be the epitome of tournaments. As an educator I still expect that.

Under the guidance of Janet Wiman, Elizabeth Bell, Marilyn Swinton, J. E. Masters, and others, the state tournament has made major strides over the years. Although I have no plans to ruin a good product, in my first year as State Contest Director I hope to offer you and your students an even more memorable new and improved version of State Meet.

The culmination of UIL speech and debate activities occurs May 5th and 6th at the University of Texas in Austin. The sponsors' meeting is scheduled for 8 p.m., Thursday in Room 1.110 of the Thompson Conference Center. Attendance, though not mandatory, is encouraged. (What better way to leave school Thursday?) A representative from each school should register in the lobby of the Thompson Conference Center. At registration you'll need to complete an information card including your weekend Austin address

and pick up a packet which includes an Official State Meet program, scholarship information, a map, and a certificate to honor each participant. The directors of each of the contests will be introduced at the sponsors' session to review and clarify important rules and procedures. Information about next year's debate topic and poetry and prose categories will also be provided.

While you're registering or attending the sponsor's session your students may purchase T-shirts or patches and look over brochures about scholarships and summer camps.

Most questions asked about the State Meet are answered in the tentative program sent to each administrator in early April. Further information is also provided in the "Winner's Packet" given to each regional winner and alternate. In addition to your medal, be sure to ask for this packet!

Don't worry about entering State Meet. No certification by your school is required to enter speech or debate events. The results from the regional meet serve as your entry. There are no entry fees at State. If you cannot participate, notify your principal immediately. Your principal should then notify the director of the regional meet where the student qualified. It is the Regional Director's duty to contact the alternate and the UIL office to verify the change of entry. Please be aware of new penalties for failing to notify the regional and/or state contest director that a cross-examination debate team (page 101-102 C&CR) or Lincoln-Douglas debater (page 108) cannot compete in the regional or state contest. Violations may



KAREN  
MCGLASHEN

### Speech Notes

be grounds for suspension from the respective events for the following year. Because a C-X team qualifies as a school, two academically eligible students may be substituted for the cross-examination team members unable to compete.

Preliminaries for Prose and Poetry will be held Friday morning. Informative and Persuasive preliminaries will be held in the afternoon. Cross-Examination and Lincoln-Douglas Debate rounds will begin a little earlier than in previous years. C-X opening assembly is 4:30 and L-D is 5:00. Round I of both events will begin at 5:30. Round II is scheduled for 7:00 followed by Round III at 8:30. C-X Debate eliminations will begin at 9:00 a.m. Saturday. L-D elims will begin at 1:00. Interp finals will be held at 8:00 Saturday morning and Extemp finals will occur at 10:30.

It is extremely important to be on time to the opening assemblies and the contests. Attendance by the contestant at the opening assembly for each event is mandatory. If the student's name is called and he is not present, the alternate will be called. If a student qualifies in two academic contests or if there is a schedule conflict with one-act play, notify the

League office immediately (512) 471-5883. Whether or not an alternate should attend is up to the individual or school involved. An alternate will be allowed to compete only if a qualifier from his respective region and conference is unable to participate. Official substitutions will be made by the contest director at the end of the roll call. I encourage you to bring your alternate if attendance of the alternate is not a financial burden. State Meet is full of enrichment opportunities and the experience will be educational.

The awards presentation for all speech and debate contests will be Saturday, May 6th, at 4:00 p.m. in the LBJ Auditorium. Results will not be released until after this time. Do you think the Oscar nominees are notified before the Academy Awards that they did or did not win? Granted. UIL State Meet may not be quite as gala of an affair as the Academy Awards, but to many students it is the highlight of their competitive years.

In an effort to upgrade the UT Film Library's videotape collection of speech events, this year many of the final contests will be videotaped. Copyright violations prohibit taping prose or poetry, but tapes of other events will be used for educational purposes. Plans are to tape finals in cross-examination debate, Lincoln-Douglas debate, informative, and persuasive. The oral critiques will also be taped.

More than 150 prospective judges completed and returned the Judge Interest Form developed by the Texas Speech Communication Association's UIL

• Please turn to Speech, page 9



# Censorship rooted in personal, not comm

**R**ecently, I wrote an article for the Student Press Law Center on the media's coverage of last year's Supreme Court decision in the *Hazelwood v. Kuhlmeier* case. After reading articles from newspapers ranging in size and scope as *The New York Times* to the *Bozeman, Montana Times-Chronicle*, I found that coverage created an image of benign administrators who claim they probably won't censor even though the Supreme Court tells them they can.

Consider this lead from the *Miami Herald*: "Many South Florida educators and students were dismayed by the Supreme Court's ruling allowing school officials to censor student newspaper, but most said they didn't expect it to have much impact in their schools. Dade School Board Chairman Michael Krop said he did not believe the decision would bring major changes in board policy."

The story leaves readers with the impression that censorship isn't a problem, and that the *Hazelwood* decision was much ado about nothing. Given that Florida is hardly known as a bastion of enlightened thought or behavior, it is silly to think that censorship isn't the rule there, notwithstanding the Dade County situation, just as it is here and just about everywhere else. So why the skewed image of reality? Because reporters based their stories on the best programs where censorship was not exercised. The *Fort Worth Star-Telegram* centered its coverage of the decision on Arlington Heights High School, which has the best journalism program in the city, and on a couple of outstanding suburban schools. Presumably, reporters believed that school officials had not censored prior to the ruling merely because the law told them they couldn't.

This frame of reference was wrong. The decision had not changed reality. Motorists didn't all of the sudden start driving 65 merely because

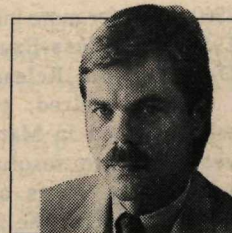
Congress raised the speed limit. Had reporters wanted to find schools where censorship was practiced, they would not have had to look long or hard.

The coverage was as misleading as a recent flap over a story in the *Dallas Morning News* that implied that the actions of nomadic Bedouins could be generalized to the rest of the Arab world. In the case in question, a father in the Israeli-occupied West Bank cut off the head of his daughter who became pregnant outside marriage.

Not surprisingly, the newspaper has been besieged with letters from Arab-Americans, furious that the paper would transpose the actions of one or two Islamic zealots to the remainder of contemporary Arab society.

Unfortunately, *Hazelwood* coverage did not move irate journalism students and teachers to inundate newspapers with letters, even though the situation portrayed by the media was every bit as spurious as the portrayal of murderous Arab fathers.

The reality is that censorship exists. The most worrisome aspect of the coverage was that the media never questioned the ideological nor the educational value of censorship. What is to be gained from censorship, other than the convenience of dealing with difficult questions by ignoring them? Certainly, if the content of student publications is libelous, slanderous, obscene or tasteless, then it should be corrected or omitted. I agree wholeheartedly with administrators who argue that 16 and 17 year-olds sometimes use improper judgment, and that their written comments can be damaging and offensive. But what is the educational justification for a district policy that requires students to side-step coverage of any issue that might not elicit a unanimous positive response. It is the adviser's job to make certain that expression is not unduly harmful to others. We should not carry this to the extreme,



BOBBY  
HAWTHORNE

## Scholastic journalism

under the assumption that students are so thin-skinned that they can't endure legitimate criticism.

Nor did the media challenge the premise that administrators are better trained than certified journalism teachers to devine the values of the community and thus more qualified to set the parameters of coverage for the school newspaper to reflect those values. The danger is that school officials will censor so that coverage will reflect their personal values or ideologies rather than those of the community. Take Copperas Cove, for example. It is a rural, military community. Yet the newspaper covers timely, relevant, substantial issues such as AIDS education, Edgewood vs. Kirby, dropouts and at-risk students, substance abuse and issues of teen sexuality.

Constrast this to a middle to upper-class, Houston suburban district, where school officials refuse to allow staffs to cover anything that might hint that their teens aren't freshly-pressed, clean-cut Richie Cunningham clones. The rationale: Our community is too conservative.

More conservative than Copperas Cove? More conservative than Duncanville? Than Lubbock? Than Corpus Christi?

Not likely. Every Texas community is conservative. "Our town is very conservative," they argue, as if this is an excuse for vapidty. Just what constitutes a "liberal" community, I'm not sure. Presumably, animal sacrifice at school board

meetings. How does one community tolerance? I read about the drama pr School, which is probably In the beginning, the com an outstanding theatre pr our boys prissing around *Dallas Morning News* administrative support Worsham, developed a program. Today, the sch name.

When a school official to determine when a topic then that decision is mo school official's own valu objective assessment of co have been amazed at ho norms change when a nev yet how stubbornly certain photos in the yearbook of various other superlatives.

At times, paranoia is education policy so that flip-flop when one perso little whether that perso drunk -- complains. Me panders to a lowest comm of blandness sufficient to critical reader, unless tha challenging curriculum.

Since no one could r libel suit being brought newspaper, it is strange accept the "protection" ex that reporters did not pu question. If, as I've been the student newspaper capacity, then the PR b newspaper that is abs evidence of thought must

## Irving wins two Gold Crowns

Irving High School was the big winner in the 1988-89 Columbia Scholastic Press Association ratings competition, bagging Gold Crowns for newspaper and year. Under the supervision of Sherri Taylor, the newspaper, *Tiger Rag*, has won two Gold Crowns and the yearbook, *Lair*, four.

Duncanville's newspaper, *Panther Prints*, advised by Mary Pulliam, also won a Gold Crown.

Other winners included Lubbock Monterey (Silver Crown, newspaper); Austin Westlake (Silver Crown, newspaper); Austin Anderson (Silver Crown, newspaper); Dallas Highland Park (Silver Crown, yearbook); Baytown Sterling (Silver Crown, yearbook); Texarkana Texas HS (Silver Crown, yearbook); and North Mesquite (Silver Crown, yearbook).

# Purpose of news contest is to requ

BY BOBBY HAWTHORNE  
UIL Journalism Activities Director

The majority of news writing found in student publications today is one-dimensional. That is, stories transact information about an isolated event without interpretation and/or analysis. For example, a typical club news story or class election story rarely tells much more than what happened to whom, when and where.

Generally, articles lack a sense of time and place, and attempts to report activities in an educational context are rare.

The UIL news writing contest fact sheets are structured in order to compel students to exam information with a more critical eye. We want to force students to master news elements such as timeliness, balance, fairness, objectivity and conflict. Thus, it is puzzling when we receive letters from District 1 contest judges, stating, "This topic probably was too prone to argumentation for

a news writing exercise and too much essential detail is submerged. This is a contest, not a scavenger hunt."

The purpose of the contest is to parallel real-world reporting situations for high school publications. Sometimes, professionals forget that students are expected to write for their high school newspapers, most of which are published once every three weeks. In covering events that might have occurred 10 days earlier, students must approach potential stories with a more discerning eye than would a daily reporter writing for the morning edition newspaper.

Besides, as a former daily newspaper reporter and editor, I cannot remember covering a news story that began with a listing of who, what, when, where, why and how in order of importance. I had to dig for information, and at times the most important facts came at the end of my search. I remember sitting through school board and city

council meetings that drag a newsworthy action too the "why and how" of a well-guarded.

The contention that the prone to argumentation exercise" is especially wi does the judge propose the balance and fairness unle with opportunities to deal Like much of what we press, the fact sheet contain conflicting parties, and responsibility to report ne story with his or her own o

Philosophy aside, the contest was consistent w writing samples provid *Contest Manual*. In addi *Contest Manual* rep



# Community values

determine the degree of  
m reminded of a story I  
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in leotards," is how the  
described it. But with  
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challenging, ambitious  
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the beauty queens and  
for example — persist.

sometimes disguised as  
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# Fire students to think

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In *Horace's Compromise: The Dilemma of the American High School*, Theodore R.Sizer wrote, "The focus of high school should be on the use of the mind. Although young citizens need to learn about and be exposed to many sides of life, the mind is central, and the school is the principal institution that society has for assisting adolescents in its use. The only way to learn to think well and usefully is by practice."

Yet arbitrarily censorship persists, effectively denying students an opportunity to develop the intellectual skills experts claim are most necessary.

On February 15, the National Assessment of Educational Progress reported that students have mastered basic reading, writing, arithmetic and science skills but cannot use their knowledge effectively in thinking and reasoning. Less than one-third of the high school students wrote adequately in exercises to rebut an opposing view, convince others or analyze information, the NAEP found.

Student publications — the school newspaper in particular — reflect the balance that school officials must achieve between development of the mind and control of the body. So long as school officials — and it does not matter whether they are administrators or advisers — tolerate superficiality and artificiality of thought, so long as they punish students who attempt to grapple with issues weightier than last month's football game, so long as they think the mission of the school is janitorial rather than intellectual, then we can expect the "What Johnny Doesn't Know This Week" reports to flourish.

Of course, this will prompt professional journalists to pontificate on the sad state of education, even though the Hazelwood coverage showed that the media don't have much of a clue of what's really going on in our schools, other than the hazy notion that something is wrong.

importance of reading the contest information sheet carefully because critical information may be placed in the final paragraph. This point was emphasized at each of the four UIL student activities conferences last fall.

One of the objectives of the contest is to require students to read the entire information sheet and then to prioritize facts. We are not trying to conduct a contest in the recitation of data. The purpose of this contest is to require students to think — to analyze, to interpret, to compare and to contrast. I believe that these lessons are at the heart of the quest to develop in students critical thinking skills. Reasoning and organizing underlie competent writing. A contest that does not challenge students to think — that is, to reason, to organize and to write with clarity and purpose — would be a questionable expense of time, money and effort.

## Journalism Update

### 80-plus sessions await convention delegates

More than 80 instructional sessions on topics ranging from yearbook logos to junior high editorial stances to sports photography are scheduled for the 62nd annual ILPC state convention, April 15-16 in Austin.

Among the program's headline speakers are Bob Greenman of Brooklyn (NY), David Knight of Lancaster (GA), Bruce Watterson of Arkadelphia (AR), John Hudnall of Omaha (NE), and Joe Glowacki of Connorsville (IN).

Also on the program will be outstanding Texas publications instructors, including Sherri Taylor of Irving, University of Texas at Austin journalism professors, and members of the Austin media.

Convention registration will open at 10 a.m. Saturday, April 15 at the Joe C. Thompson Conference Center on the UT-Austin campus. Registration is \$12.50 for students and advisers. The first of four sets of 50-minute instructional sessions begins at 1 p.m. Sundays sessions will be held at 9, 10 and 11 a.m., with the Grand Awards Assembly set for 1:30 p.m. in the Lyndon Baines Johnson Auditorium.

For convention information and registration material, please write ILPC at P. O. Box 8028, UT Station, Austin, TX 78713-8028.

### Plans for State Meet journalism contests set

The UIL State Meet journalism contests will be May 5 at the Joe C. Thompson Conference Center. An opening assembly will be held from 11 a.m. to noon, followed by the news writing contest at 1 p.m., the feature writing contest at 2 p.m., the editorial writing contest at 4 p.m. and the headline writing contest at 5 p.m.

The awards assembly is set for 7:30 p.m. in TCC 1.110, although results will

be announced and medals awarded as soon as they are available.

Full information will be provided to state meet qualifiers during the regional contests.

### Spanogle to direct ILPC advisers workshop

Award-winning adviser Howard Spanogle of Glenbard East High School near Chicago will direct the adviser's sequence of the ILPC Summer Publications Workshop, June 23-27. Spanogle, adviser of the Echo, one of the nation's most respected student newspapers, will focus on adviser/administrator relations, organization, staff recruitment and organization, and other classroom management skills.

Among Spanogle's more notable achievements is his work on a trilogy of books containing comments from teenagers. The books — *Teenagers Themselves*, *Voices of Conflict* and *Voices of Hope* — have received nationwide acclaim. *The New York Times* wrote of the *Teenagers Themselves*, "What emerges from this book's essays and interviews is a complex and diverse portrait of teenagers... (it) destroys the myth of the apathetic teenagers."

In addition to his work with the Glenbard East student newspaper and the books, Spanogle was a member of the JEA Commission on the Role of Journalism in Secondary Education, and is a popular seminar and workshop instructor.

He will join 1988 Dow Jones Newspaper Fund National Journalism Teacher of the Year Bob Button, famed yearbook specialist Bruce Watterson and photojournalism instruction Sherri Taylor as workshop directors. An additional feature of the workshop will be a sequence for students and advisers interested in desktop publishing.

The workshop is June 23-27 at The University of Texas at Austin. For registration materials, write ILPC at Box 8028, UT Station, Austin, TX 78713-8028.



## Putting those final touches on district meets

The district academic meets are over and many district directors and contest directors no doubt feel a sense of relief. Hosting a meet is time consuming and for a brief time all-consuming.

The district director should check over these items to make sure this year's competition can be put to rest.

- Mail to the League office the blue meet evaluation sheets and a copy of each school's academic district meet entry form listing all of the school's entries in the 19 academic contests.

- Send a copy of the results to each participating school.

- Prepare a brief report to be used by the next meet director.

- While thoughts are still fresh, jot down suggestions of ways the meet can be improved.

- Notify the alternate and the regional director when a qualifier cannot compete at regional.

- Reflect on the positive aspects of the activity and give yourself credit for taking on a job that makes a real difference to a large number of students.

On behalf of the thousands of students, sponsors, administrators and the UIL staff, thanks for your efforts!

### Academic State Meet notes

The 79th UIL Academic State Meet is rapidly approaching. The staff is preparing for more than 2,000 of the state's finest young academic competitors and 1,000-plus guests. If this year is like the last several years, and we expect it will be, during the week following regional meets,



JANET  
WIMAN

### Academically Inclined

two questions will be asked. One is, "Is there an entry fee for State Meet?" The answer is *no*. The other question is "Do principals need to certify State Meet participants who qualify from regional?" The answer again is *no*.

If a debate team member is being substituted for a debater who cannot attend, and if the substitute did not participate in regional, the principal will need to certify that the substitute is eligible. The regional meet results mailed to the League office by the regional director serve as official entries to the State Meet. As this article does not address one-act play, concerns relative to this event should be directed to Lynn Murray.

- **Winner's Packets.** To help provide the State Meet qualifiers with the information they will need to prepare to come to Austin, the staff has designed winner's packets for each contest area. The packets will be given at regional to first, second, and third place winners and the alternates to State Meet in each contest area. Hotel information, registration information, a map of how to get to Thompson Conference Center, a tentative State Meet program which

includes times for sponsors' sessions, the contest, and awards ceremonies, and tips on how to survive will be included in the packet.

- **Scholarship Information.** Contestants who participate in UIL Academic State Meet are eligible to apply during their senior year for new and renewed scholarships amounting to nearly \$400,000. The scholarship applications are due between the dates of May 1 and May 25. Since applications are in the winner's packets, contestants who are seniors may want to work on completion of the applications between the regional and State Meet. There will be a place to submit the applications during State Meet, should applicants wish to do so. Alternates will not be eligible to apply unless they actually compete or unless they competed in State Meet in a previous year. A brochure and an application for Texas Interscholastic League Foundation scholarships will be included in the winner's packet.

- **Pictures for 1989 UIL Champions.** Pictures of the first place winners in each contest will be taken for *UIL Champions*. Order forms will be available at State Meet for the 1989 publication.

- **Substitutions and Alternates.** In team debate, the school earns the slot. Members of the team may be substituted prior to the beginning of the meet. The rules for team debate in the *Constitution and Contest Rules* address the specifics for substituting a member. In all individual events, when a qualifier cannot participate at the next level, the alternate

advances.

- **Notifying Alternates.** There is a specific procedure that should be followed if a qualifier cannot attend State Meet. Contestants should notify their principals who will then notify the regional director. The regional director notifies the alternate and the League office. Team and L-D qualifiers have special obligations outlined in the C&CR to contact the League office if they do not plan to show up.

- **Contest Schedule.** If students have followed the conflict pattern announced in the fall of 1988, there should be no conflicts at State Meet except possibly with an academic contest and one-act play.

- **State Meet Mementos.** State Meet patches for each of the 20 academic events and State Meet T-shirts will be available during State Meet.

- **Things to See and Do.** A trip to Austin for a State qualifier can provide enrichment as well as an opportunity to compete. A list of activities is included in the winner's packet to allow sponsors and administrators an opportunity to plan for some of the activities.

- **Performance Events.** All performance events are open to the public. These include team and Lincoln-Douglas debates (see scouting rule in C&CR), informative and persuasive speaking, prose and poetry interpretation, and one-act play. Contestants and guests are encouraged to enjoy the quality performances of the competitors.

We look forward to seeing you in Austin in May.

## Elementary/JH contests studied

By JANET WIMAN  
Academic Activities Director

A committee of teachers and administrators met in Austin to study the academic contests offered in the UIL program for elementary, middle, and junior high schools. Wayne Bose, Pflugerville ISD discussed the importance of concentrating on the development of life skills and cited writing, speaking, listening, and information retrieval as skills that will serve students well in any area of the curriculum.

In an attempt to provide opportunities across the curriculum, the committee recommended, when possible, that ideas be combined to cover needed areas rather than adding events. The committee discussed the possibility of combining spelling, vocabulary and usage into one event and generated ideas for a social studies event that might include geography, map skills, and history.

Yvonne Fenner, Bandera ISD and Kay Walters, Sunray ISD noted the enthusiasm for history events in their districts.

Nancy Stuart, Del Rio, discussed the need for consistency in judging oral reading and questioned the issue of how much is too much when trying to decide the appropriateness of movement in an oral reading presentation. Ross De Leon, Odessa, discussed the possibility of including current events as a part of impromptu speaking.

Non-substantive changes were recommended for picture memory and music memory such as changing the names to art appreciation and music appreciation, making both events individual rather than team events, and alternating the picture memory bulletin every other year as is currently done with the music memory bulletin.

The committee also discussed the

possibility of eliminating modern oratory, omitting number sense for grade 4, and eliminating the titles of personal, expressive, and expository from the ready writing categories which would allow the contest prompt rather than labels to guide the student in developing the essay.

In discussing ways to make the program easier to administer, members agreed that a planning meeting which includes teachers is essential to a good competitive program. Carla Annear, Eanes ISD and Kay Fowler, Austin ISD confirmed the effectiveness of having representation at the meeting citing communication as the key. Becky Ice, Glen Rose ISD identified the need for videotapes which could be used in training. Ann Truell, Paris ISD noted the need for complete study packets for each contest and said it would help in recruiting sponsors if they had all they need when they begin. Mary Butler, Corsicana ISD discussed the value of having administrative support in such a program and noted how interest has increased in

her school district. Kellye Starnes, Snyder ISD shared her procedure for organizing for the meet and explained how three schools in their area rotate the meet.

The committee members were asked to present possible names for the academic program for elementary, middle, and junior high. Treva Dayton suggested the name *Academically Challenging Contests for Student Success* (ACCESS) and Truell, who had polled teachers in her district, suggested *Academic Competition for Excellence* (ACE). Bose suggested that teachers and students who participate in the program should be given the opportunity to name it. Ideas should be submitted to: Janet Wiman, Box 8028, UT Station, Austin, TX 78713.

The committee will assist the League staff throughout the summer to recommend revisions and make recommendations that can be presented to the academic committee of the Legislative Council. Input from interested teachers and administrators is requested.





**MAKING THE GRADE.** Carl Yeckel of the Carl B. and Florence E. King Foundation addresses TILF scholars at a banquet held in their honor February 27 at The University of Austin. Also seated at the head table were UT Director of Student Financial Aid Mike Novak; Dr. Thomas Hatfield, dean of the UT Division of Continuing Education; and Dr. and Mrs. Bailey Marshall.

## 350 new scholarships to be awarded by TILF

All UIL Academic Regional Meet winners should receive the following items in the winners packets: **1989-90 Scholarship Opportunities**, a brochure from the Texas Interscholastic League Foundation, and an application. Graduating high school seniors who compete in the UIL Academic State Meet either this year, or in previous years, may apply for TILF scholarships between May 1-25, 1989. Dr. Rhea H. Williams, Executive Secretary of TILF reports that the foundation will award 350 scholarships in June for the 1989-90 school year, 200 new scholarships and 150 renewals totaling \$450,000.00.

There are three additional listings and one correction for the **1989-90 Scholarship Opportunities**. The additional awards are:

**The Philip R. Jonsson Foundation** 2 awards of \$1,000 each, payable \$500 each semester of the first year. One award is to be given to a student who has earned eligibility in the UIL science contest and one award to be given to a student who has earned eligibility in a UIL journalism contest.

**Louise Cook Memorial Scholarship** One award of \$1,000 to be given \$500 each semester of the first year. This scholarship is open to contestants in any UIL academic event. Applicants may attend any accredited college or university in Texas.

**David E. Erickson, Jr. Honorary Scholarship** One award of \$1,000, payable \$500 each semester of the first year. The Erickson scholarship is open to contestants in any UIL academic event. Applicants may attend any accredited

college or university in Texas. The correction for the bulletin should read:

**Keitha Morris Memorial Award** \$1,000 annual award, payable \$500 each semester of the first year. This scholarship will be awarded to the Outstanding Actress in Region IA One-Act Play Contest.

### Scholars' grades impressive

Dr. Rhea H. Williams, Executive Secretary of TILF reported that during the 1988 fall semester, 325 scholarship recipients attending 37 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 20% of the students made a 4.0 GPA, 50% made a 3.5 or better GPA, and 75% made a 3.0 or better GPA. "These students are typical of the quality of students that apply for and receive TILF scholarships," says Williams. "Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so."

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for **1989-90 Scholarship Opportunities** and an application by enclosing a self-addressed, stamped (50¢) envelope to: TILF, Box 8028 - University Station, Austin, Texas 78713-8028. Recipients must begin school by the fall following graduation from high school and must attend school at a Texas college or university. Applications must be postmarked by May 25, 1989. Announcements will be mailed to all applicants on June 16, 1989.

## Notes in shorthand

BY JAN HOUSE  
Shorthand Contest Director

I am sure all of you have selected exceptional students who have a special talent for taking shorthand and are working hard with them in preparation for contest. It is so gratifying to see a student go from the point of not knowing anything about shorthand to taking dictation at 90 to 100 words a minute.

As you are practicing with your contestants, you might want to concentrate on dictating only in paragraph style. The material in the district, regional, and state meets will contain no salutation or complimentary closing.

I know that many of you were able to attend a student activities superconference this fall and hopefully picked up

some good ideas for contest preparation this year. There were a number of good presentations by teachers as well as outside speakers.

I have received good feedback this year on the changes made in the shorthand contest. As you know, last year was the first time the dictation speeds were dropped to 70, 80, and 90 and the length of dictation was dropped to three minutes. The majority of responses indicate that you liked both changes and the students seemed to like them also.

Hopefully all the contests will run smoothly this year and the students will enjoy the competition. Good luck to everyone, and I look forward to seeing you in Austin in May.

## Speech State Meet

• Continued from page 5

Advisory Committee and distributed at invitational meets across the state. Many district and regional contest directors utilized the list as a tool in locating competent judges for local contests. Judges for this year's State Contest have already been contacted. Judges have been recruited from various college and university speech departments around the state. High school coaches will continue to be used.

However, the high school coaches list continues to be much larger than our demand, so the previous method of splitting the list and alternating years is being used again this year. If you desire to be on the list, off the list, or notified whether or not you are on the list, drop me a line. Any school which qualifies a debate team for state must provide a judge for the three preliminary rounds Friday evening. The judge may be the coach.

Donations to the State Speech and Debate Judges Preference Scholarship Fund will be accepted in lieu of payment for judging. For the first time last year a

\$1000 scholarship was given. The Fund will be accepted in lieu of payment for judging. For the first time last year a \$1000 scholarship was given. The scholarship is for a state UIL speech and debate contestant who demonstrates excellence in communication skills and plans to major in speech at a Texas college or university. Last year's recipient was Scott Cummings of El Paso-Eastwood H.S. Scott is majoring in Speech at the University of Texas-El Paso. Information about the Texas Interscholastic League Foundation scholarships can be obtained in the regional winner packets or by calling Carolyn Brown at the League office. Applicants must compete in a UIL academic state meet contest to be eligible. In addition to this year's state contestants, graduating seniors who may have competed in previous state meets are eligible. For 1989-90 TILF will award approximately \$460,000 to approximately 350 students.

Call if you have further questions about State Meet. I hope to see you in Austin!

## 10 good reasons

• Continued from page 3

"When a child is encouraged to do the things she does well, it's more likely she will feel good about herself...Because I was not good at math, science or athletics, it made a difference in my life that the schools I went to offered chances for me to express myself in the arts. I was not chosen for volleyball teams, but I could star in a play. I was not a whiz at mathematics, but I could enter an essay contest." - Ginger Hutton, *The Arizona Republic*, December 19, 1986

10. Children Enjoy the Arts! - the student in the classroom, the child with a handicap, the child with a special talent.

"I'd like to tell stories myself rather

than just reading." First grade, Mesa

"I learned how to make beautiful paint and how to make magic and imagination." -Fourth grade, Chandler

"(I learned that) dancing can be fun and to have courage in yourself." -Fifth grade, Phoenix

"I've learned that when you compose, the ideas come from within you. You use the things of this world but they're really not of this world." -Sixth grade, Tucson

"I'm really not the school type. I didn't even want to go to college. However, through theater I discovered the world of learning. Next year I'll be at a university and I can't wait." - 12th grade, Tempe (AZ).



## That's a good question

### Haze surrounding the summer camp settling

**When may summer leagues begin?**

June 1, 1989 is the beginning date for summer league play for the five team sports sponsored by the UIL: baseball, basketball, football, soccer and volleyball.

**Is there a limit on the number of games or matches in summer leagues?**

No, students may practice and play in an unlimited number of contests during the summer.

**When do summer leagues end?**

Summer leagues in the team sports of baseball, basketball, football, soccer and volleyball terminate when school opens in the fall. However, students in football and volleyball will have to terminate summer league play when they begin practicing for their school teams in August. (see new concurrent rules for grades 7-12 students in team sports)

**May school coaches coach summer league teams?**

In basketball, football, soccer and volleyball coaches in grades 7-12 in any UIL sport shall not coach a non-school team that has any player in grades 9-12 from that coach's school district attendance zone.

In baseball, school coaches in 7-12 in any UIL sport may coach a non-school baseball team which has no more than six students from that coach's school district attendance zone who will be in grades 9-12 in the fall.

**Are there player limits?**

Limits on the number of students on the same team who will be in the same high school (grades 9-12) in the fall are:

Three in basketball, four on the seven-man flag (or touch) football, seven in soccer, four in volleyball and no limit of players for baseball unless a school coach is coaching the team. Then the limit in baseball is no more than six players.

"Students in the same school" means students who will be in the same school the next year whether or not the ability level of the student would qualify him for the varsity team. Students who have graduated from high school do not count. Students who will be in the ninth grade do not count if the ninth grade is not eligible for varsity. Examples: a ninth grade center, ninth grade as the top grade level in a junior high, and ninth graders in schools where 10, 11 and 12th graders make up a three grade high school.

Note: In summer camps where teams are formed for camp games, the league player limits apply.



BILL  
FARNEY

### Postscripts on Athletics

**May coaches organize leagues?**

Coaches may be involved in the overall organization of leagues but may not assign players from their school district attendance zone to teams, may not coach a team that has a player from their school district attendance zone, and may not be involved in any way which would coerce, require or solicit a player from their school district attendance zone to participate in the league. Officiating a league game is not a violation unless actual instruction, advice or coaching is involved.

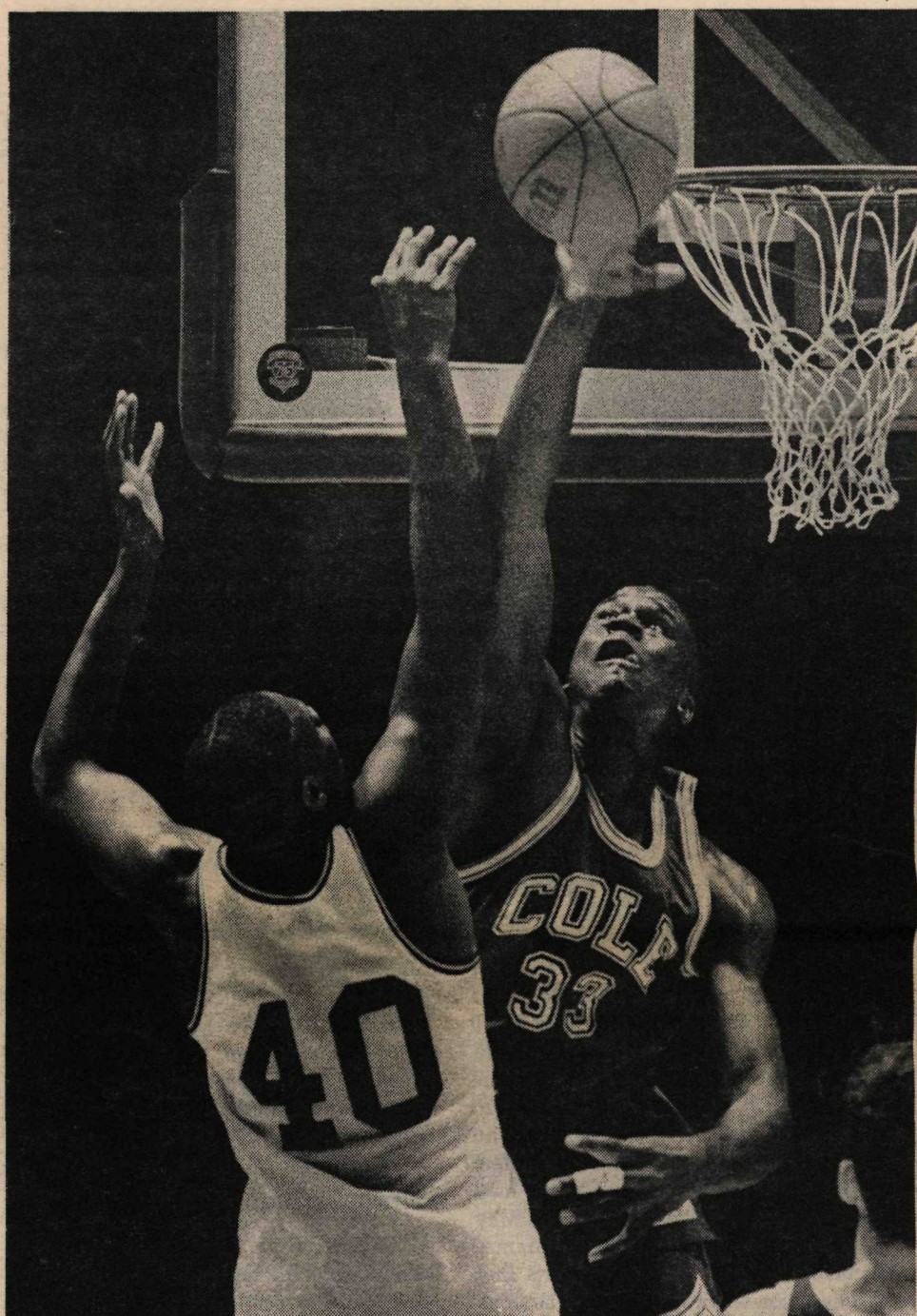
**Are fall and spring leagues now legal?**

Yes, students may participate on non-school teams during the school year except a non-school team during the school season of the same team sport. Example: no non-school volleyball participation during the school volleyball season for a student participating on a school volleyball team grades 7-12. The minimum penalty is forfeiture of eligibility on a game for game basis - one game/match in non-school volleyball makes the student ineligible for the next school game/match. Maximum penalty - forfeiture of eligibility for one year in that team sport. "Participation" means practice and/or playing games/matches.

**Financing summer leagues?**

Students in summer leagues shall not receive any item of valuable consideration. Any item retained by the student after the league's closing games must be either returned to the league or be a part of an initial fee charged to the student for participation on the league. Example: the cost of a t-shirt retained by the student must be part of a fee charged to students at the beginning of league play. Needy students cannot be "scholarshipped" or given fees complimentary. The UIL Athletic Amateur Award rule is in effect.

Students who are selected for "all-star teams" at the close of league play may have lodging, meals and transportation provided for subsequent "all-star" team



**TOWER OF POWER.** Parade All-American Shaquille O'Neal powered San Antonio Cole over Clarksville, 66-60, for the Conference 3A boys' title. In addition to his defensive play -- here, he blocks a shot by Clarksville's Tyrone Coashington -- O'Neal scored 19 points and pulled down 26 rebounds to lead Cole to the win, their 36th of the year without a loss. Photo by John Moore.

## Dr. Williams into Hall

• Continued from page 1

In 1967 he became Director of U.I.L. and retired to emeritus director and emeritus professor of Health Education in 1977. Since retirement he has served as Executive Secretary of Texas Interscholastic League Foundation, which provides scholarships for needy and talented students who participate in the U.I.L. Academic State Meet contests. Since its inception in 1958, TILF has provided 5,929 scholarships with a value of \$5,587,750.00. TILF has endowed funds of

nearly two million dollars and receives annual grants amounting to \$300,000.00.

Dr. Williams holds membership in Masonic Lodge, Methodist Church, Kiwanis Club, American Association of Health, Physical Education and Recreation, American Association of University Professors, Phi Delta Kappa, and numerous other educational associations. He is listed in Who's Who in Southwest, Fellow in Health and Physical Education, and Who's Who in American Education.

participation. Students shall not received actual money. Team coaches or league sponsors shall pay these allowable

expenses. The league organization should be structured to protect the amateur status of students.]





**NO ONE DOES IT BETTER.** Coached by Sandra Meadows, Duncanville rolled up a 39-0 record and marched to its second consecutive state girls' Conference 5A championship. Here, Parade All-American Cienra Henderson, Kelly Vick, Lori Leverentz and Shelly Tomlin celebrate following the Pantherettes' 42-38 win over Victoria in the 5A title game.

Photo by John Moore.

## SWC Notes

Southwest Conference coaches want to assist in making spring football practices/training as productive as possible for Texas high school coaches. You are cordially invited to attend any or all SwC spring paractices. The Southwest Conference coaches hope to make themselves as available as possible to answer questions or be of assistance to you.

Please note that NCAA rules prohibit providing complimentary entertainment, food, refreshments, room expenses, transportation or gifts during these clinic or campus visits. Coaching materials related to teaching, instructing and playing strategies may be provided.

The following are the spring practice dates for each institution. Southwest Conference coaches are looking forward to seeing you.

- TCU — March 27 to April 29
- Houston — March 27 to April 29
- Rice — March 18 to April 15
- Texas A&M — March 20 to April 20
- Texas — March 20 to April 15
- Baylor — March 15 to April 22
- (Clinic April 21-22)
- SMU — March 6 to March 18, March 27 to April 8
- Arkansas — March 29 to April 29
- (Clinic April 7-8)
- Texas Tech — Feb. 27 to April 1

# Champions crowned in basketball, swimming

The sound of the gun on the boys' 400 Freestyle relay signalled the last event for the UIL State Swim Meet as well as the completion of the third consecutive week of state tournaments.

The 1989 Swim Meet proved once again to be a showcase of exceptional performances. Five UIL state records and two National Federation were broken. The record setting events were:

### UIL State Swim Records

Boys' 50 Freestyle (Doug Dickinson, Amarillo, 0:20.22)

Boys' 100 Freestyle (Doug Dickinson, Amarillo, 0:44.42)

Boys' 100 Backstroke (Kit Patterson, San Antonio Churchill, 0:50.74)

\*National Federation Records (and UIL State Records)

Girls' 100 Backstroke (Jodi Wilson, Plano East, 0:56.35)

Boys' 400 Freestyle Relay (San Antonio Churchill, 3:02.41, Easton, Davis, Laurie, Patterson)

The team championship for girls' went to Conroe McCullough (118 pts.) with Cypress Fairbanks (85 pts.) in second and San Antonio Churchill (77 pts.) in third place.



GINA  
MAZZOLINI

## Sports Notebook

### State Soccer Tournament April 14-15 - Austin, TX

In the boys' competition, San Antonio Churchill (160 pts.) won the championship (for the second consecutive year) with Conroe McCullough (88 pts.) and San Antonio Marshall (72 pts.) finishing second and third respectively.

The girls' and boys' basketball tournaments provided a blend of new faces as well as the traditional dynasties in the State. At the girls' tournament there were seven teams participating for the first time in school history, while five schools made their 12th appearance and one set a record with their 13th appearance.

### Girls' State Champions for 1989

- A Nazareth
- 2A Grapeland
- 3A Hardin-Jefferson
- 4A Levelland (4th consecutive)
- 5A Duncanville (2nd consecutive)

For Nazareth, the title was its 10th, a UIL record for most state championships.

In the boys' tournament, 10 teams were participating for the first time in school history. The remaining teams at the state championships did not have the tenure of some of the girls' teams, however Port Arthur Lincoln made its fifth appearance this decade and won the 4A state championship for the fifth time.

### Boys' State Champions for 1989

- A Ladonia Fannindel
- 2A Edgewood
- 3A San Antonio Cole
- 4A Port Arthur Lincoln
- 5A League City Clear Lake

As a member of the tournament staff, I have an opporutnity to see the teams in the last minutes of preparation before they take the floor. The excitement, the anticipation, the anxiety, the focus, the drive, the whole spectrum of emotions. Once the game is completed, the staff is

responsible for presenting the medals and trophies. The majority of the coaches and staff display exemplary behavior.

Teams that failed to advance to the finals were naturally disappointed, but the coaches were reflective on the season, the accomplishment and the pre-season goals. They in turn tried to comfort the team and take care of each other. A few however were not so supportive. The coach took this opportunity to point out the mistakes, faults or other shortcomings. I'm sure there was not a lack of effort on the students' part. Maybe it was the bounce of the ball, a few lucky rolls or maybe even the difference between the athletic ability and experience of the personnel.

We hope that our coaches and their programs work on goal setting - both individual and team. Then they can evaluate the season in accordance with the stated goals. The win/loss column and the gold medal are measures of a successful season. However, the accomplishments, the development of teamwork, discipline and the committment should be the biggest "W" an individual earns in a season.



## 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 it 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.

### 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 Flute Solo Class I

Page 16, Bloch: Suite Modale (play movement 4 plus one other movement)

Page 17, Widor: Suite (play 2 contrasting movements)

### 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 he 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 him on probation through the 1988-89 school year, and suspended him 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-PANNETT HS

The State Executive Committee has assessed a public reprimand to Coach Claude Tarver, probation through June 30, 1990, and suspended him 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 probation in boys' football through November 15, 1989 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 Müss 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.