

The Leaguer



THE RITES OF FALL

QUARTERBACK Rory Jackson of Victoria Stroman and defensive end Chris Serenil of Austin Crockett had little trouble scrambling into the 1989 season in their September 9 gridiron opener, won by Crockett, 20-6. Across much of Texas, players battled record heat the first week of the season as the quest for state championships began.

Photo by John Moore.

Six-A proposal tops Council agenda

Proposals to add a 6A conference to the League, to select a common site for high school football state championship games, to limit varsity participation by foreign exchange students, and to establish regional and state academic team champions will be entertained by the Legislative Council at its October 15-16 meeting in Austin.

The Council, expanded last spring to 24 members, is the rulemaking body of the UIL. Its decisions are subject to approval by the State Board of Education.

At the top of its agenda will be the proposal to add a sixth conference. "The six conference configuration has been studied extensively, and it's been generally concluded that it would pose severe travel problems for many schools," Dr. Bill Farney, UIL athletic director, said.

"Still, it is a topic that has generated quite a lot of interest, especially among small Conference 5A and 3A schools, where the range from smallest to largest schools has increased appreciably recently."

An offer by the *Fort Worth Star-Telegram* to sponsor a state championship weekend at Texas Stadium in Irving will also attract considerable attention. The newspaper offered the UIL \$276,000 a year in exchange for sponsorship and promotional rights to the championship games, two of which would be played on a Friday night and three on Saturday. The proposal was referred to the UIL staff for study and was placed on a survey of superintendents this fall.

"We are trying to determine how our members feel about the common site proposal," said Dr. Bailey Marshall, UIL

director. "Traditionally, opposing schools have enjoyed the freedom to schedule football playoff sites between themselves. If school officials indicate a strong preference for the common site, then we will investigate fully all possibilities."

Farney said interest in hosting a "football weekend" has been expressed by other cities. "The coaches association recommended that the site be held in Austin, as are other state tournaments and meets," he said.

Other athletic proposals before the council would:

- Change eligibility standards for foreign exchange students. "Concern has been expressed that foreign exchange students are replacing local students in activities, thus hindering their educational development as well as opportunities for

college scholarships," Farney said.

- Restrict participation between UIL member schools and Texas private schools. "This proposal is a reaction to problems involving alleged recruiting violations," Farney said. "School officials are also concerned that private schools are not subject to House Bill 72 standards, and that some may play an unlimited number of games per season."

The council will also consider a number of major academic proposals as well, including recommendations to eliminate three contests -- the high school headline writing and shorthand contests and the junior high modern oratory contest -- to add a high school contests in

Turn to ACADEMIC, page 8

School athletics and accountability

Education has been moving into an age of accountability these past few years. We in the athletic business need to prepare for this movement.

I think we will experience a time when the boards and the general public will demand that:

1. We have stated objectives for our programs, and

2. Coaches exhibit in their teaching that they are trying to reach these objectives.

This means that you, as athletic administrators, will have to formally evaluate the coaches, not on their win/loss record or if the community and special interest groups are appeased, but on whether they are doing a good job reaching those objectives of the programs.

As those of you are aware, we do not receive the support at the local level we once did. You first experienced this through your budgets. I am afraid this won't improve.

We have been fortunate in Texas because our communities have given strong support to our program -- but our communities are changing and so is our support.



BAILEY
MARSHALL

Director's Viewpoint

To maintain the support we need from our communities, we must show that we are teaching valued characteristics such as:

- Leadership: making decisions; being fair to teammates or schoolmates.

- Sportsmanship: ability to lose gracefully; ability to win with humility; to play by the rules -- both game rules and eligibility rules; to accept decisions of the officials without protest -- questioning is okay -- protesting is not; to treat your opponents with respect.

All of these values are available through athletics. We -- you and I and all of us in administration -- must work to see that the objectives are being met. If not, we can't answer the increasing numbers of those who oppose school athletics.

Develop policies, procedures to enhance opportunities

The public schools of Texas through the University Interscholastic League organized to provide interschool competition as an additional opportunity for students to increase and enhance their education. Rules passed by the schools are intended to enhance the students' opportunities for education and protect their health and welfare.

Most educators feel that students learn valuable concepts and develop positive values and attitudes through participation in properly controlled competitive activities.

The rules passed by the schools through the UIL are just a part of the controls necessary to keep activities at a level where they will:

- Provide experiences that will help prepare the students for living in today's society;

- Minimize expenditures on games and practice schedules that would negatively affect the education of the total school population;

- Minimize loss of school or study time that would diminish education in the regular classroom;

- Eliminate pressure on students to: (a) participate in only one activity, (b) practice in violation of the intent of school, UIL or TEA rules or (c) curb their opportunities for a well rounded education.

School administrators, coaches, sponsors and teachers must work within their communities to formulate policies and regulations that will develop and maintain the proper educational program for their students.

Local control has become increasingly difficult during the past 10 years. Special interest groups such as booster clubs, parents groups and athletic associations have progressively become more sophisticated in their requests for support of their programs. This has led to an imbalance in some programs in some schools.

If we can't establish and maintain control at the local level, it will lead to more rules and regulations being passed by a state regulatory body. Most educators, including the UIL administrators, the State Board members and members of the UIL Legislative Council prefer that the controls be kept at the local school level.

We know schools can and will control their own programs. If you need suggestions, please contact the UIL office. We will assist you in the development of policies and procedures and outline how some schools are instituting effective controls.

Sharyland senior receives 'Dreamer and Doer' award

Walt Disney would have loved Martha Gonzales, a senior at Mission Sharyland High School. Gonzales is the daughter of migrant farmers, neither of whom speak English, yet she placed third in the Conference 3A Lincoln-Douglas debate contest last spring. This summer, she was named Texas' first recipient of the "Dreamers and Doers" Award, co-sponsored by Walt Disney World and the National Federation of State High School Associations, of which the UIL is a member.

"She embodies the four specific characteristics the late Walt Disney called the '4 C's' -- curiosity, confidence, courage and constancy," said Dr. Bailey Marshall, UIL director.

Nationally, 45 "Dreamers and Doers" were recognized.

The "Dreamers and Doers" program provided the opportunity for each high school in the 45 participating states to select one junior as its "Dreamer and Doer." Each local winner was then considered for state honors. Gonzales was named Texas "Dreamer and Doer" last May and received an all-expense-paid trip last month to Disney World in Orlando, Florida.

Semifinalist included Molly Frye of Klein Oak HS, Sonja Hoggatt of Canadian HS, Derek Dodson of Carthage HS,



Natasha Canlas of San Angelo Central HS, David Gould of Cypress Creek HS, Teresa Boston of El Campo HS, Erin Geiger of Lamesa HS, Gregory Rich of Midland Robert E. Lee HS, and Scott Westhoven of Warren HS.

"These students are the mainstay of interscholastic activity programs," Marshall said. "Although not often recipients of trophies, ribbons or other accolades, these students nonetheless are remarkable for their maximum effort to every task and their positive impact upon peers, programs and their community."

The Leaguer

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RICHARD FLOYD

Music Matters

A point of clarification

It is rare that I use this space in a personal fashion; however, response to a statement I made in San Antonio during the Texas Bandmasters Association Clinic has prompted me to do so.

On Wednesday morning of that outstanding conference, I was a participant on a panel discussion that addressed concerns surrounding the State Marching Band Contest and marching bands in general. During the course of that session, I made a statement to the effect that I believed that marching bands and the physical act of marching in particular had little or nothing to do with music education. Somehow, this comment was misinterpreted to mean that I was opposed to marching bands or at best did not think that marching band was important. It was certainly not my intent to represent such a position. I was simply trying to make the point that, while marching band was important to our overall programs and an integral part of the school band tradition in Texas, it did not serve as an ideal vehicle for meeting the goals of music education we hold important for our students.

Please allow me to re-state my opinion. Yes, marching bands are important and serve as valuable opportunities to teach many worthy concepts such as teamwork, goal setting, working in a unit towards a common end, plus many other important social skills and desirable traits of human development. Yes, it is possible to address some musical issues on the marching field, but the repertoire, priorities, and environment of the marching band experience are certainly not conducive to optimum musical growth. This does not mean that marching band is not an essential part of what we are about, but at the same time we cannot profess that marching band resides in the mainstream of music education.

I regret that my comments were taken to mean that I was no longer "pro" marching band. Nothing could be farther from the truth. Be assured that I will continue to support marching band as I have in the past and strive to work in the best interest of our music programs, directors, students and schools.

Sounds of summer

Regulation of marching band practice proposed

By RICHARD FLOYD
State Music Director

During the past year, summer band activities have been a major source of discussion in several forums. Many proposals concerning summer band regulations have surfaced and a UIL/TMEA appointed committee has studied the various issues in depth.

While there will be ongoing review of this issue with continued opportunities for input from many sources, one proposal has received tentative approval by the TMEA/UIL Music Advisory Committee, the Legislative Council Standing Committee on Music and the UIL Technical Advisory Committee.

Consequently, this proposal is being circulated as a survey item to all school

superintendents. If the proposal receives a favorable response, it is likely that it will be approved by the full Legislative Council during its October meeting. If such action is taken and the State Board of Education endorses the recommendation, it will go into effect for the 1990-91 school year.

The proposal requires that the following statement, signed by the director, accompany all entries in the district UIL marching contests.

"The members of this marching band or any of its components did not begin the marching preparation for this UIL contest presentation prior to August 1.

In addition, no more than 10 hours of supervised instructional time was devoted to marching fundamentals between the end of the previous school

term and August 1."

(Exception: Auxiliary camps, leadership training, and preparation for special summer events such as civic parades, professional football game appearances, and other non-competitive performances are not considered a violation of this limitation.)

Failure to include the signed statement would result in disqualification from the district contest.

This proposal sets a significant precedent since this is the first time that any effort has been made to regulate summer band activities. Because of the implications of such action each director is urged to discuss it with his or her school administrator early in the school year. The surveys will be returned to the elected members of the Legislative Council by September 20.

Reviewing music rule changes

By RICHARD FLOYD
State Music Director

During 1988, the Legislative Council and State Board of Education approved a variety of modifications in the rules governing both general eligibility and music competition at the junior high and high school level. These changes were approved after extensive input from the TMEA/UIL Music Advisory Committee, the Technical Advisory Committee and the State Director of Music. It is important to be aware of these changes since they directly affect the students and directors that represent schools in UIL music contests. The following revisions will be in effect for the 1989-90 school year.

General Student Eligibility - Section 400: Major revisions have been made in the general eligibility requirements for students participating in the UIL academic and fine art programs. The parent residence requirements that have existed in the past will no longer apply. You are encouraged to examine this segment of the *Constitution and Contest Rules* carefully since it will open up greater options for some students who would have been ineligible in the past.

Middle School/Junior High Alignment - Section 1102 (k) (2): A significant amount of study has been made regarding this particular issue, and the final proposal will be implemented for this year. A distinction

PRESCRIBED MUSIC LIST REVISIONS UNDERWAY. STORY ON PAGE 10.

has been made between seventh and eighth grade schools as opposed to seventh, eighth and ninth grade schools. As a result, there will be six conferences which should provide a more equitable basis of competition for all participants. Performance requirements for the new classifications have been distributed to the District Executive Secretaries and also will be published in a later issue of the *Leaguer* this Fall.

Elimination of Division I requirement for advancement from district to region - Section 1105 (f): With this rule change, it will no longer be necessary for a band to earn a first division in order to advance to the region marching contest. This exception will only apply if no first divisions are awarded in a particular conference.

Awards for the region and state marching band contest - Section 1106 (h) and Section 1107 (f) (2) and (3): These changes will create a consistent awards system for all bands who participate above the district level of marching competition. Participation plaques will be awarded at the region marching contest, and all bands that march in Austin at the state contest will be recognized with an appropriate award at that event.

New Medium Ensemble Limitations - Section 1109: The final

phase of the medium ensemble revisions will be in effect this year. The maximum number of players in all categories of the medium ensemble have been reduced to twenty-four musicians. In addition, certain limitations apply to the number of players or singers per part and the number of medium ensembles in which a student may participate.

Medium Ensemble Judges - Section 1109 (g) (8): All medium ensemble contest judges for the 1989-90 school year will be selected from the membership of the Texas Music Adjudicators Association.

Scheduling of middle school/junior high school contest - Section 1110 (b) (2): This revision actually takes the form of a recommendation. All districts will be encouraged to schedule the junior highs and middle schools that feed A, AA and AAA high schools prior to the performances of middle schools and junior high schools that feed AAAA and AAAAA programs.

Revisions in the vocal sightreading procedures - Section 1111 (e) (2) and (4): This Spring it will be permissible to sound the broken chord prior to the discussion period in the vocal sightreading room. In addition all choirs with the exception of high school varsity groups will be permitted to use

Turn to ADVISORY, page 11

It's a good time to review Handbook rules

The beginning of the school year is a good time to review OAP rules and mark your Handbook for One-Act Play and Constitution and Contest Rules with changes great and small.

"Four individuals may serve as crew members." This is certainly a great change and will impact the planning and organization for us all. "It is recommended that one critic judge be used to adjudicate each one-act play contest. The judge shall prepare a critique on each play and present it orally to all interested entries and audience members, as advised by the contest manager. The critique shall not be presented until after the contest manager has announced results of the contest." This is not a change at all, but will impact greatly those judges or districts that attempt private critiques or awards after critiques.

It is always interesting and sometimes amazing how old rules are given such new interpretations by individuals that do not choose to follow them. These interpretations are from the clerical or "housekeeping" changes in the C&CR, OAP Handbook, and from situations that have occurred in recent years.

- The Texas Educational Theatre Association Adjudicators' Organization will provide the accredited list of critic judges required by Section 1033 (d) (3) (A). Those contracted at each level must be a member of TETAAO. The new list will not be available until after October 1, but judges will certainly know if they have joined.

- Early zones or districts have not been approved for OAP.

- Postmarks are accepted as having met OAP deadlines.

- A company member must give certain cues. A site crew member, backstage timer, or contest manager does not have this authority.

- The OAP points explanation now appears directly under the points listing on page 90 of the C&CR.

- "Shall" has been substituted for "must" in all appropriate or applicable OAP rules.

- The word "winning" has been deleted from Section 1033. "In a well-planned One-Act Play contest, there are no losers." If this is true, all win or gain from the participation. Two companies do "advance" from each level and three plays are "ranked" at the state level.

- Professional associations may host workshops or festivals in which plays are critiqued. Section 1033 (3) (b) (5) (B) was never intended to limit such activity.

League OAP receives F. Loren Winship Award

The UIL One Act Play Contest received the F. Loren Winship Secondary School Theatre Award from the American Alliance for Theatre and Education. The award was accepted by one-act play director Lynn Murray in New York City, August 7.

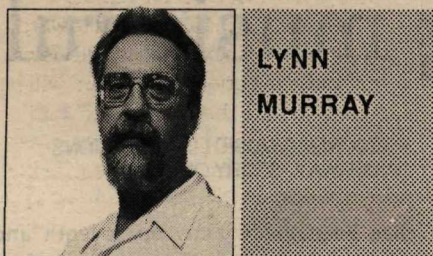
Kim Wheetley, director of the Southeast Institute for Education in Theatre at the University of Tennessee at Chattanooga and former theatre arts specialist for the Texas Education Agency, presented the award to Murray. "The State of Texas has one of the most comprehensive secondary theatre programs in the nation with roots and continuing development directly related to the UIL One-Act Play contest."

John Steele, chairman of the

theatre arts department at Plano Sr. High School, added, "The UIL One-Act Play Contest is the single most important factor in establishing a broadly based state-approved theatre curriculum for kindergarten through twelfth grade."

Added Jody Worsham of Nacogdoches HS, past chairperson of the TETA secondary section, "Few institutions have the positive impact of the development of secondary theatre in our state as has the UIL One-Act Play Contest. Each year, thousands of high school students from every size school are engaged in the competition. In many schools and in some isolated areas, this is the only live theatre they have the opportunity to experience."

F. Loren Winship was the was the third UIL one-act play director and later served as chairman of The University of Texas at Austin Department of Drama.



LYNN
MURRAY

Educational Theatre

- All references to "cuttings" have been changed to "scenes from".

- The complete printed script of a published play shall be provided by each director requesting play or set approval. Typed, copied, or computer generated copies of published, copyrighted scripts will not be accepted by the League for any purposes unless approval to copy has been obtained from the author or publisher.

- A starter pistol is considered a firearm.

- If a panel is to be used, the contest manager and others must refer to the "Ranking Plan for Judging One-Act Play Contest" found in the Contest Manager's packet for each level of OAP. The ranking plan found on page 48 of the Handbook does not include (b) and (c) under item 5 or items 6, 7 and 8. These items shall be required for the 1990 contest.

- Only one (1) best actor and one (1) best actress shall be named at each contest. The all-star and honorable mention all-start casts shall not exceed eight (8) members each. A group given an individual award shall be given only

one symbolic award. Failure to follow these limitations will be considered a violation of Section 1033 (d) (3) (E).

- Alternates are not eligible company members at the contest site. They shall not be in dressing rooms, back-stage or off-stage during rehearsals or performances. They may participate as audiences members.

- An ideal site crew may consist of alternates from each participating company. A contest manager may choose to exclude alternates used as site crew from working their home school show. The final decision concerning the site crew rests with the contest manager.

- The contest manager may have as many assistants as necessary to operate, administer and enforce OAP rules. The Contest Manager is not required to see all rehearsals or performances, but is required to have a competent, adult assistant in a position to observe at all times.

- A director may participate with the company during the set and strike periods. No matter what local rules have been established, a director shall not be denied access to the theatre during the performance.

- Sound or video recording and any copyrighted material violates international copyright law. The use of cameras or recording devices shall not be permitted during performances unless they are a part of the actual performance.

- OAP critiques may be recorded, but courtesy requires that the critic judge be asked.

- The recommended OAP judging fee is \$25 per play (minimum four plays), 1990 state mileage and per diem or actual expenses.

- A judge may use a note taker or secretary.

- Judges should not compare plays seen or directed to a contest play performance. They should also refrain from criticizing a company for what might appear an imitation of a movie or previous production; instead encourage individual creativity.

- Judges should not, as a part of the contest site experience, recruit and offer scholarships. This guide does not preclude contacts or offers after the contest.

- Judges may evaluate "scenes from" long plays as part of the critique process, but should not expect the scenes to present the complete play. One-act entries selected from "An Approved List of Long Plays for Contest" must reflect the characters drawn in the full script, the playwright's intent, and have sufficient continuity to make sense as a one-act adaptation.

- OAP Directors communicating directly with a critic concerning their contest entry may be ruled in violation of Section 901 (b) SPRING MEET CODE. Contest Managers shall provide scripts for critics. Any discussion related to the critique or contest shall be limited to the time period provided for directors to meet with the critic just prior to the contest.

- The use of music during the set or strike period shall constitute performance and a part of the forty minute period. Item C of "Contest Procedures," page 45 of the OAP Handbook, should be reviewed carefully.

If you have survived this two-dozen point sermon, you might want to know that listings of Coach House Press have been purchased by Dramatic Publishing Company. You are encouraged to begin early with publisher communication. If you plan to produce scenes from a play published by French, start very early. If your choice has restrictions or has not received prior approval from the playwright or agent, the process could easily take six weeks. The amateur leasing people do not control the time line. They can mail or FAX your request to the agent or playwright, but these people are often very slow in responding. Don't assume or take anything for granted. You must have written proof that permission has been granted. A contract or agreement in

Turn to PLAY CHOICE, page 7

Remembering Gloria

A year ago last month -- August 14 to be precise -- Gloria Shields died and it's taken me this long to figure out what it means.

If you didn't know Gloria, she taught at Red Oak High School from 1960 until 1980, at Garland High School for two years, and at Eastfield College for half a semester. In her 20-year career, she received most if not all of the appropriate advising awards. Her newspapers and yearbooks consistently won top ratings, and she compiled as enviable a record in UIL spring meet journalism contests as anyone.

Her success at Red Oak, she often joked, stemmed from the fact that she slept with the superintendent -- her husband, Don. That is true to the extent that three of her best students over the years were her children -- Karla, Julie and Jimmy.

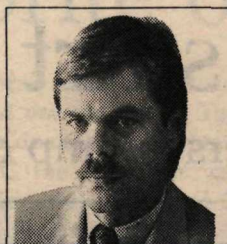
Like all good teachers and mothers, she had lots of other children as well. In many ways, Gloria gave birth to the dominance of Texas scholastic journalism that the Dallas area has enjoyed the past six or seven years. In fact, the center of power began shifting from Austin and Houston to Dallas around 1980 when tiny Red Oak, a Conference 2A school then, won the Tops in Texas yearbook award.

I first took hold of her apron strings during my junior year at White Oak High school. We met in 1970 at a UIL regional meet in Kilgore. Karla, a freshman, and I pretty much had our way at Region 2 journalism contests, though Karla's success that year continued at the State Meet. Mine didn't.

After I graduated from high school, Karla and Gloria kept track of me, writing or calling occasionally as I straggled though UT and a couple of reporting and editing jobs in Texas and California. Then in 1977, I surfaced as an editorial assistant to Dr. Max Haddick at the UIL.

Over the next 10 years, Gloria became my mentor as well as the guru of sorts for a cadre of publications advisers. She was as magnetic a person as I ever hope to meet. Her classes were a study in organized chaos. She was dumbfounded by principals who believe that education is orderly. It isn't, she insisted. Producing quality newspapers and yearbooks generated quite a lot of confusion, not to mention scrap paper and wax. She took great pride in the fact that the journalism room was always a mess. She recoiled at the idea of students sitting quietly at desks, eyes looking straight ahead, hands folded. "That isn't teaching," she once told me. "That's babysitting."

Not surprisingly, students flocked to her like moths to light (she hated cliches but this one seems appropriate). She attracted the honor roll kids as well as those who might today be labeled "at risk." There was a place on her staffs for all



BOBBY
HAWTHORNE

Scholastic journalism

kinds, and she made each student feel useful by putting them to work at something. If they couldn't write or design, they could sell ads. If they couldn't sell ads, they could fold and staple, and she had them thinking that folding and stapling was the most important jobs on the staff. For the first times in their lives, some kids found a home, a refuge where they were wanted and needed.

They stayed close to her, long after they had graduated and left Red Oak. My evenings with Gloria were disturbed any number of times by unexpected telephone calls from former students who just wanted to touch base.

Gloria had a way of making advisers feel special as well. They were drawn to her sense of mission, her sympathetic ear and, mostly, her can-do spirit. She was at the core of every project. She founded, organized and directed fall conventions and summer workshops at Mountain View College and then later at Eastfield College.

The Texas Association of Journalism Educators awarded her a lifetime membership, not knowing at the time that her life would be cut short by cancer. Soon after her death, the National Association of Journalism Educators recognized her with its Pioneer Award, which was altogether fitting. She certainly was that.

A year later, I miss Gloria for all of the selfish reasons. She was a surrogate Mom, a best friend, a colleague, a confidant.

What it all means, I guess, is that in a day of censorship, unfair EQs and stangulating curriculum restrictions, she gave us a model for the uncompromising pursuit of excellence. We know she'd have found a way to succeed, and so rather than surrendering or settling for second-best, we ask ourselves, "How would Gloria have handled this?"

I regret that the next generation of publication advisers will not have known her. Yet I take some solace in the fact that they will benefit from her deeds. The Dallas County Workshop that she founded was renamed in her honor and is one of the finest in the nation. It is guided and supported by teachers who feel her presence each time they sit down with a kid and begin the arduous task of producing a newspaper or yearbook.

Listen carefully. You can hear her, convincing a skeptical 16-year old that life holds no grander pursuit than to fold and staple the student newspaper.

Prepare for spring meet UIL journalism contests

The League will host four student activities conferences this fall for students and advisers needing a head-start on spring meet journalism contests. Journalism program will consist of introductory sessions on news, feature, editorial and headline writing contests, as well as a general "how to get started" session. A special feature will be panel discussions by past state meet qualifiers, who will share their recommendations with students.

The conferences will begin at 9 a.m. and end at 4 p.m. Advisers attending the full-day of scheduling will receive TEA advanced academic training credit. Tentative programs will be mailed to schools from the UIL office at approximately one month prior to each conference.

TAJE plans 8 regional workshops for advisers

The Texas Association of Journalism Educators will hold full-day activities for publication advisers at the four UIL student activities conference sites as well as in El Paso on October 28, in Midland on November 4, in Harlingen on November 11 and in Longview on November 18. "The conferences are geared toward beginning or inexperienced advisers, although experienced teachers will be there to share their expertise," said Jennifer Tomlinson, TAJE president-elect. "The purpose of these meetings is to offer specialized training to

beginning or inexperienced teachers, to show teachers how to apply classroom curricula to student publications, and to help generate a new enthusiasm for teaching.

TAJE/THSPA confab moves to UT-Arlington

The joint Texas High School Press Association / Texas Association of Journalism Educators fall convention will be November 30 through Dec. 2 at the University of Texas at Arlington. Convention coordinator will be Dorothy Estes of UTA. For details, contact TAJE executive director Pat Brittain, TAJE, Box 23202, Waco, TX 76702-3202. 817/772-6397.

JEA/NSPA convention is Nov. 2-4 in St. Louis

JEA/NSPA fall convention in St. Louis is Nov. 2-4 at the Marriott Pavilion Hotel. For registration forms, contact National Scholastic Press Association, 620 Rarig Center, 330 21st Ave. S., Minneapolis, MN 55455 or call (612) 625-8335.

ILPC Notes

- For early birds: the ILPC spring convention is April 6-7.
- November 1 deadline for membership and for submitting yearbooks for rating. Membership information has been mailed to schools. If you didn't receive a membership packet, write ILPC, Box 8028, UT Station, Austin, TX 78713-8028.

Headlines face final vote

The UIL Legislative Council will consider a proposal to eliminate the spring meet headline writing contest effective in 1990-91. The proposal, submitted by League director of journalism Bobby Hawthorne, was approved unanimously by the Academic Committee of the Legislative Council during its summer meeting in June, and will be considered by the full council, October 15-16 in Austin. The proposal was also approved unanimously by a special study committee, the Academic Participation Committee, which met in Austin September 11.

Hawthorne said the recommendation to eliminate the contest was based on six factors:

- The lack of consistent judging criteria for headline writing.
- The changing nature of headline writing in the professional press.
- The technological changes have made headline counts virtually obsolete.
- With three contests instead of four, judges will be able to better perform their duties.

The perception among administrators that journalism is over-represented in the UIL spring meet program.

Headline writing does not provide students with as valuable exercises in higher order thinking and writing skills as do the three other journalism writing events.

"We had discussed replacing the headline writing with either a sports writing or a opinion column writing contest," Hawthorne said. "However, I believe we will be wise to concentrate on the three primary writing events."

Hawthorne said he is also leading the creation of a current events contest.

"We are in the early stages of development," he said. "We hope to model the contest on the college bowl format. We are looking at the possibility of structuring the contest so that students are required to participate in both oral and written examinations."

"Of course, students who expect to do well in this contest will be those who read current affairs periodicals."

Dropping the zero

Time factor makes extra digit wasteful

By DON SKOW
Number Sense Director

I agree textbooks use 0.27 instead of .27. But both forms are mathematically correct. In teaching elementary and junior high mathematics, it is important that students use 0.27 in their working of problems.

The zero helps them in understanding the positional values of a digit. But once they know and understand the positional value of a digit, it is not necessary for them to write the zero.

Remember a number sense test is only 10 minutes long. Placing a zero in the answer space takes time which a student does not have on the test. You, as a coach, should be teaching your students how to take a number sense test.

For instance, leave an answer in improper form if the answer does not call for it in a particular form. Also, the average number sense student is not the average mathematics student in your classroom. It is easier to win at some UIL contests than it is for the student to win at a number sense contest.

At the UIL Student Activities Conferences held around the state last fall, no one objected to the rule change that I can remember. In fact, at the coaches session, nobody seemed to care. If coaches have a comment, they should attend the student activities conference in any UIL event and let their voices be heard.

The rule change is to keep from letting a student have a margin of error over other students. This margin of error comes into being when the problem involves a decimal or percent problem. Let me give you an example. Suppose problem #15 on a test reads, $.15 \times .18 = \underline{\hspace{1cm}}$. To work this problem, a student would use the double and half method; he would think $.30 \times .9 = \underline{\hspace{1cm}}$. The student thinks automatically of 270 and writes down a zero. He then realizes, "Oh no, it's .27!" and writes the answer as 0.27 and gets the problem correct. That's the reason for the rule change and the margin of error.

Getting a head start

Conferences give students, advisers a jump on competition

The sooner, the better.

That's the philosophy of the UIL in sponsoring four SuperConferences for contestants in the spring meet academic contests. Conferences are planned at The University of Texas at Austin on October 28, at the University of North Texas in Denton on November 4, at Sam Houston State University in Huntsville on November 11, and at Texas Tech University in Lubbock on November 18.

"The margin of victory in almost all of the UIL academic contests can be measured in the smallest of degrees," said Janet Wiman, academic director. "Usually, it becomes a matter of depth. Students who know the contest format, who are familiar with the contest setting and who have experienced competition generally do better at the district meets."

The conferences are designed to provide students a head start.

"Consultants will provide tips on contest preparation as well as tricks of the trade, so to speak, on taking the contests," Wiman said. "In some areas, demonstrations and performances will be conducted."

Presenters will include UIL contest directors, outstanding college professors and many of the state's finest high school

Student Activities Conferences

| | |
|-------------|-----------------------------------|
| October 28 | The University of Texas at Austin |
| November 4 | The University of North Texas |
| November 11 | Sam Houston State University |
| November 18 | Texas Tech University |

teachers, she added. Students will be able to choose between advanced and novice sessions in some areas.

Sessions will be held from 9 a.m. to 4 p.m.

"One of the main attractions is the availability of six hours of Texas Education Agency advanced academic training credit in language arts, math, and theatre arts. "In order to receive this credit, however, teachers are required to attend 360 minutes of workshops, excluding meals and breaks."

This year's schedule allows for a 30 minute lunch break for everyone, and a one-and-one-half hour break for students in most areas. Registration for AAT Credit

for each subject area is required at the 9 am session.

"Our focus for this school year will be on the examination of timely, relevant and weighty issues, and the attempt to assist students as they grapple with these issues," Wiman said. "This summer, a number of studies have indicated that schools, in their rush to the back-to-basics movement, have created students who are having trouble mastering more complex skills such as problem-solving, analysis and interpretation."

"The UIL contests will be designed to help students develop these important critical thinking and other higher-order thinking skills."

Hit the highlights: It's important to review academic contest rules

Ingenious discoveries and inventions of the 80's have changed our lives. Liquid paper, FAX machines, stick-on notes are among these. One that I use everyday is the highlighter. Grab a highlighter and your 1989-90 *Constitution and Contest Rules*, and I'll work you through the sections of importance for academic contestants.

Begin by highlighting the Statement of Purpose on page 3, and pertinent dates in the calendar on page 5-7. Don't forget October 28, November 4, 11, and 18 for student activity conferences, March 19-24 and March 26-31 for district dates, April 16-21 regional, and May 3-5 for state.

May 1 and 25 are important for scholarship applicants. Flip to pages 51 and 52 and highlight the entire Section 400. These rules apply to all UIL participants. Some have references to other sections such as 401, 402, 403, 404, and 405.

Move to page 53 and highlight Section



JANET
WIMAN

Academically Inclined

420. Notice that the Parent Resident Rule no longer applies to academic contestants; however, as stated in (b), a student may not change schools or the purpose of participating in a UIL event. The Awards Rules are covered on pages 65 and 66. Highlight all of Sections 480 and 481.

The Spring Meet Plan begins on page 84. Highlight the list of academic events in (a) (1) A-T. Also highlight (b) on pages 84-85 which deals with Sunday participation. On page 87, highlight all of (g) which deals with entering the district meet, making substitutions and late

entries. Highlight the words First, Second, Third, Fourth, Fifth and Sixth on page 90 (n). Districts announce winners and award points through sixth place.

On page 100, highlight (b) (2) which tells you that the UIL will prepare two sets of invitational tests. Set A may be used on February 3 and Set B on February 24. If you want to host a meet on any other date, you will need to write or purchase tests from another source. Continue to highlight all of (c) which tells you how and when to order invitational tests. Don't overlook the fact that pages 101 to 206 cover contest rules.

A very important section to highlight is in Appendix II, page 354. Highlight the entire section entitled Scholarship Opportunities. This can mean college scholarships for your students.

You are ready for your year. When you break out only the areas that apply, the C&CR does not look nearly so imposing.

hp 11C favorite of calculator contestants

By J.R. COGDELL
and D.L. BOURELL

We are excited about a new year of Calculator Applications Contest activities. We begin with the fourth printing of calculators that contestants used at the State Meet. Here's that information from the 1989 State Meet.

Our position concerning factors governing the choice of a calculator has not changed since last year. It is elaborated in Chapter 2 of the *Calculator Applications Contest Manual*, available from the UIL office. Most calculators available commercially are acceptable for use in the calculator applications contest, including calculators with factory-installed programs/functions. Exceptions are mentioned in Section 1008 (d) (page 138) and in 1008 (e) (1) in the Constitution and Contest Rules.

Figure 1 shows the calculators used by the 1989 state contestants, by conference. Team competitors are included. Contestants may use as many as three calculators. If a student brought three different calculators, each one merits one third of a point on the graph. If a student used only two calculators and they were different brands, each one was worth one half of a point. Of 96 points, 92 points goes to Hewlett-Packard calculators (95.8 percent) and of these 63 used the hp-11C (65.6 percent of the total). Two points were recorded for Texas

Instruments calculators, one for Casio and one for Sharp. The hp calculators are dominating the contest, with the hp 11C the "flagship" calculator. The calculator represented 30 percent of all calculators used at the 1985 State Meet. The hp-32S was surprisingly popular. It was not used in 1988, but this year it got 18 points (18.8 percent). It should be interesting to follow its use in the future.

Figure 2 shows a similar plot based on the students who finished in the top three places at the 1989 State Meet Individual Competition. Because of three ties, the total was 18. Over 14 points went to the hp-11C (77.8 percent) with only 1.67 points (9.3 percent) going to the various non-hp models. This is not much different from last year.

We hope you find this information useful and we want to hear your comments regarding the advantages and disadvantages of the calculators you use. It is tempting to conclude the hp-11C is the one to use, but we believe that any of the calculators represented are probably adequate for all levels of the contest. A more certain interpretation is that the hp-11C is clearly acceptable for competition. This makes us wonder what (if any) advantage calculator type has in the contest, and how significant non-performance factors such as cost are in the selection of a calculator. Let us know if you have comments on this subject.

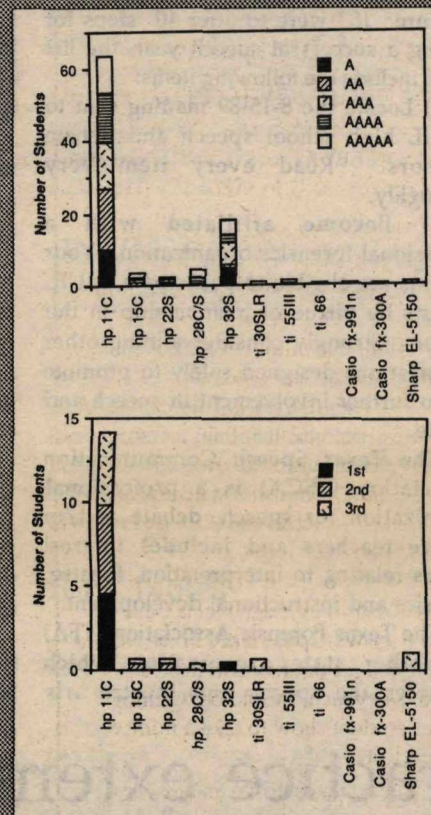
Elsewhere in this *Leaguer* the locations and dates for the Fall Student Activity Conferences are announced. Your CAC Directors will be in attendance: both of us at Austin, DLB at Denton, and JRC at Lubbock and Hunstville. We look forward to renewing old friendships and making new friends among the fine folks who participate in this activity.

We will hold four sessions at this year's conferences:

- An introductory session for teachers and students who have little or no experience with the contest. We will explain the goals and scope of the contest, "walk" you through a typical test page by page, and end up with a 10-minute contest to give a slight flavor for the competitive aspect.

- An advanced session for students, during which we administer a full timed test, exchange tests for scoring, and then discuss interesting problems from the test as time permits.

- Two sessions on scaling problems for coaches and advanced students. During the first one-hour session, we will explain the importance of scaling principles, discuss the major scaling laws that might appear on tests, and work examples. The second one-hour session will be a workshop with approximately 30 minutes for participants to work scaling problems and 30 minutes for discussion.



Play choice approval

Continued from page 4

writing is difficult to dispute. If you receive verbal approval, obtain the name of the leasing person and record the date. If verification is not received in two weeks, call or write again.

You will have better luck trying to call me either late in the morning, or early or late in the afternoon. If you get desperate, I don't mind being called at night, prior to 10:00 p.m. Don't call me at home for information that can only be found in the office. My brain is on hold. I can answer rules or administrative items, but it is difficult to remember specifics about plays not on the approved list. For those that are confused or frustrated by my lack of availability, I am a half-timer in UIL and supervise drama student teachers.

I hope to answer all your questions at one of the four Super Conferences. Make plans to attend at least one.



STATELY CROWD

One fifth of the student body at Goldthwaite High School qualified for UIL State competition. Principal Lewis Harris attributes this to some hard working dedicated students who were willing to pay the price that competition demands. He also said that this was brought about by dedicated teachers, coaches and parents of a community that supports its young people in all of their endeavors.

Organization key to surviving speech

Sponsors who survived the first few agonizing years of coaching speech and debate can appreciate the need for organization. Public speaking and debate coaches in particular thrive on structure. If I were to offer 10 steps for starting a successful speech year, the list would include the following items:

1) Locate the 8-15-89 mailing sent to all UIL high school speech and debate sponsors. Read every item very thoroughly.

2) Become affiliated with a professional forensics organization. Your students are eligible to participate in UIL contests by virtue of membership in the League. Strongly consider joining other organizations designed solely to promote and to further involvement in speech and debate.

The Texas Speech Communication Association (TSCA) is a professional organization for speech, debate and/or theatre teachers and includes interest groups relating to interpretation, theatre, forensics and instructional development.

The Texas Forensic Association (TFA) is another state organization which promotes the speech and theatre arts



KAREN
MCGLASHEN

Speech Notes

SPEECH ITEMS DUE COUNCIL
CONSIDERATION. STORY ON PAGE 11

professions and offers interscholastic competition.

The National Forensic League (NFL) is a nationally recognized educational honor society open to both students and coaches.

The National Federation Interscholastic Speech and Debate Association (NFISDA) is designed to provide a network of speech, drama and debate educators who prepare students for contests.

One of the benefits of membership in these various organizations is receiving information specific to the speech and

debate field. For information about joining one or all of these organizations, contact the following individuals: TSCA or TFA--Kandi King, Tom C. Clark H.S., 5150 DeZavala Road, San Antonio, TX 78249; NFL--Jim Copeland, Box 38, Ripon, WI 54971; NFISDA--Dick Fawcett, Box 20626, Kansas City, MO 64195.

3) Acquaint yourself with the many resources available to help teach and coach speech/debate. Consult the speech sponsor's mailing regarding order forms for UIL materials (extemp handbook, interp handbook, LD handbook, and debate kit on prison reform) and videotape rental information (extemp, debate, interp).

4) Secure the wording of the C-X and L-D debate topics. The C-X topic will be used throughout the school year, but the L-D topic will change more frequently. UIL selects one for use during September and October, one for use during November and December, and one for use the remainder of the year. TFA selects three for the fall, two for the spring, and one for the State tournament. NFL selects one every two months. You should make sure that your students are researching

and debating the current topic.

5) Familiarize yourself with the current UIL prose and poetry categories. Categories B and C of prose have changed slightly. Both include men and women writers.

6) Plan for you and your students to attend one of the four UIL sponsored SuperConferences: October 28--UT Austin; November 4--UNT Denton; November 11--SHSU Huntsville; November 18--Tech Lubbock. Let nothing interfere with these valuable workshops.

7) Finalize your tournament schedule. Weeks for holding the UIL Spring Meet can be located in the speech sponsor's mailing or a current *UIL Constitution and Contest Rules*. A copy of the TFA IQT's can be received by contacting Kandi King (address above). Consult your school calendar regarding Homecoming, Holiday Dances, Spring Break, etc.

8) Get approval and attend the TSCA Convention in San Antonio, October 5-7.

9) Provide input before October 15th to the League Office or Legislative Council members regarding proposed speech/debate rules.

10) Relax while you still can.

Practice extemp topics will be offered monthly

Practice topics for use in preparation for extemporaneous speaking will be published monthly in *The Leaguer*. The following topics were selected by speakers who placed first, second, or third at the 1989 UIL State Meet. Although not all the topics are particularly timely today, the questions should provide examples of what current issues are likely to be selected for extemporaneous speaking contests.

Informative Speaking

1. What is the problem with workers' compensation in Texas?
2. What effect has the Alaskan oil spill had on gasoline prices?
3. What impact has the Exxon Valdez oil spill had on the ecology of Prince William Sound?
4. Why didn't Ronald Reagan testify at Oliver North's trial?
5. How do stockbrokers make millions from insider trading?
6. What problems plague the Japanese in 1989?
7. Why did Gorbachev go to Cuba?
8. Who will be left to succeed Khomeini in Iran?
9. What will happen to the Contras under the latest Congressional funding plan?
10. What factors have complicated the political transformation of Namibia?
11. How has the PLO's strategy changed?
12. Why are Chinese students rallying?
13. The new USSR: What would Lenin think?

Persuasive Speaking

1. Can local jails solve the problem of prison overcrowding in Texas?

2. Has Exxon acted responsibly in efforts to clean up spilled crude oil in Prince William Sound?
3. Will the Supreme Court tamper with *Roe v. Wade*?
4. Will the House Ethics Committee report on Jim Wright topple the Speaker?
5. Can William Bennett forge a successful war on drugs?
6. Will 1989 truly be the year of free elections?
7. Gorbachev's visit to Cuba: He came. He saw. Did he conquer?
8. Will Poland's economic woes stifle democratization?
9. Can Israel surmount its current political paralysis?
10. The Sino-Soviet summit: Good or bad news for the US?

Cross-Examination Debate:

(for use all school year)

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

Lincoln-Douglas Debate:

(for use during September and October)

Resolved: That ability grouping in educational institutions is justified.

Academic participation committee

Continued from page 1

current events and computers.

Also, the council will entertain a motion by the Academic Participation Committee to create team academic champions at regional and state meets. "We are attempting to generate more interest in the academic contests, and feel that the team concept will achieve this goal," said Janet Wiman, academic director. "We will retain the current

structure as far as entrants and qualifications to the next higher round, but will probably revise the point system. As we envision it, students would score points in much the same way as is done in track and field -- that is, the team would consist of the students who qualify for the next higher round of competition."

Wiman said the idea of a complete academic team that moves from district to region and from region to state was studied. "We will continue to monitor this

idea, but concerns regarding travel, housing expenses, and increased judging at post-district meets must be resolved before we can move forward with such a plan," she said.

The Academic Participation Committee, a special study group that met in Austin September 11, also will recommend to the Council's Academic Committee that informative and persuasive speaking be combined into a single extemporaneous event.

Rethinking how we measure winners, losers

"We're going to have fun Saturday night. The thing we're going to emphasize is that it's still a game. It's 16-and 17-year-olds playing their hearts out, and that's what high school football is all about."

There's something different about high school sports--and this quotation probably describes that difference better than any other way.

The words were spoken by one of our football coaches whose undefeated team was scheduled to play another undefeated team in an obviously critical game along the trail leading to the state finals.

It's not important the sport is football. The words could have come just as well from a volleyball coach, a cross country coach or a coach of any other sport this fall. The important point is what this coach said, not the sport involved.

Read those words again! "We're going to have fun...it's still a game...playing their hearts out..."

It's refreshing to read words like these, and they're even more significant in light of the fact that they were spoken from a backdrop of intense tournament competition. It doesn't matter whether this football team won that game or not, or whether this team continued winning all the way to State. This coach made his boys winners whatever the scoreboard might say.

This coach teaches football with a much bigger scoreboard than the one showing "Home" and "Visitors." His scoreboard has at least three other categories--

"Fun"--"We're going to have fun."

"Perspective"--"It's still a game."

"Effort"--"Playing their hearts out."

Those are three pretty good ingredients of a high school sports experience.

We particularly like the middle one--"It's still a game." It doesn't mean it's not important to try to win. You can be sure this coach registers "100" on his personal determination scale--and so do his players. But the coach lets his players know "it's still a game," and when that game is over, the most important thing will be that you are able to answer "Yes" to these two questions: "Did you give it all you had?" and "Did you have a good time?"

That's what makes high school sports different than the other kinds. Having fun is important, and giving everything you've got is more significant than the final score. Like the timeworn but so true lines go: "Not whether you won or lost but how you played the game."

Tournament time is a particularly good time to reflect on the difference between high school sports and the other kinds we read about in the paper, listen to on the radio and watch on the television

screen. If it isn't true about having fun and giving your best, then what about all those teams, all those athletes--and there are so many--finishing other than first along the way? Do you really think that in high school sports they are losers?

No way! They are winners, everyone of them--all the way from runner-up to 136th place in State cross country, all the way from 3rd place to 8th, 9th or 10th in conference football and all the way from 2nd at State to elimination at subregionals in volleyball. They are all winners if they gave a maximum effort, if they enjoyed their competition and if they kept their sports experience in perspective with everything else important in the life of a teenager.

And the scoreboard? Nuts to the scoreboard! The scoreboard is only there because we need a mechanical system to move teams from one level of competition to the next.

Some day, maybe, someone will invent a "fun-dicator," an "effortometer" or a "perspective-gauge"--and then we'll find out who the real winners are.

Ready writing

Tips on encouraging competitive expository writing in the classroom

By SIDNEY T. CULP
Woodsboro High School

We never have anyone compete in ready writing. "Kids just aren't interested in ready writing." "Ready writing takes too much time." As we begin to prepare for the UIL competition each year in ready writing, we hear these statements from both students and teachers. They are copping out. Definitive classroom instruction can encourage student participation in this event.

A special mystique created by the use of the term "ready writing" scares the students before they ever attempt this event. If the teacher defines it to the student as expository writing, chances are they will respond with "Is that all it is? You are already teaching that to us now."

Expository writing, or explanatory writing, should be taught from the state textbook and augmented with material from the *UIL Ready Writing Handbook*. Beginning with a theme or purpose statement, the student can develop the theme topic and bring it to a conclusion. James L. Kinneavy and Terri LeClercq suggest two methods for this: the use of facts to support the position of the author followed by the conclusion, and the statement of facts available and the inconsistencies in the facts followed by a proposed solution. With a well-stated theme, the student can develop content that will intuitively lead to a conclusion (Irmscher 1987, 163).

The use of selected essays from

literature books and the UIL handbook will give students models for their writing. To help students prepare for writing their essays, current periodicals in the classroom can help spark interest in ready writing. Brainstorming and other pre-writing techniques learned in the New Jersey Writing Project are other useful tools for focusing on a topic. The teacher should allow students to discuss topics of their own general interest. Students will be more comfortable writing about subjects of which they are knowledgeable. These topics and model essays should be discussed in class.

Since ready writing is an event at spring meets, classroom instruction should begin the second six-weeks of school in order that interested students can practice and improve their skills prior to the beginning of school sponsored pre-meets beginning as early as January. An assignment of an essay to be done in class will give the teacher insight into which students are best qualified to be nominated as contestants to represent the school.

Students should be entered in as many pre-meets as possible before the district meet. This will require some effort by the sponsor and students involved as many practice meets limit the number of contestants per school due to the time required to grade the papers.

Ready writing is taught in the classroom curriculum as explanatory writing. All that is required is motivated students and an interested sponsor.

PML revisions underway

Every four years, it is customary to study and revise the Prescribed Music List used for our UIL contest programs. This revision process begins again this fall.

The study of this extensive repertoire list will take place under the guidance of band, orchestra and choir committees appointed by the State Director of Music in consultation with the performance divisions of the Texas Music Educators Association. These committees are now in place and have already begun their work. During the months ahead, they will be eager to receive input from throughout the state as they study the various components of our repertoire list.

The information they are seeking is three-fold:

1. What selections should be moved up or down on the list?
2. What selections should be deleted from the list?
3. Which repertoire (both new and old) should be added to the list?

In addition, the committee will continue to refine the solo and ensemble listings with a concerted effort to add more current repertoire to this portion of the book. Anyone having a particular interest in a segment of the solo and ensemble listing should contact the committee chairperson for that performance medium and offer his or her services as these lists are reviewed and revised. Below is listed the committee members plus the address

and phone number of each committee chairman.

Band Committee

- Paul Worosello, Chair, Klein Forest HS, 11400 Misty Valley, Houston, TX 77066.
- Bob Parsons, Jacksonville HS
- Charles Johnson, Pampa HS
- Marion West, Richardson North Junior HS
- Ray Lichtenwalter, University of Texas at Arlington
- Barbara Streit, Klein Oak HS

Orchestra Committee

- Charles Tittsworth, Chair, 6607 Fairfield, Houston, TX 77023.
- Sam Talamantes, McAllen: Memorial HS
- Bill Huff, Arlington: Martin HS
- Karen Walker, Midland: Lee HS
- Michael Allen, Denton HS

Vocal Committee

- Marsha Carlisle, Chair, 202 East 45th St. #204, Austin, TX 78751.
- Norris Blevins, Pasadena: Rayburn HS
- Janice Floyd, Garland: Lyles MS.
- Danny Hood, Amarillo HS
- Margot Perez, Roma HS

The quality of the Prescribed Music List is central to the mission of the UIL music contest programs. Consequently the work of these committees is of the utmost importance. Please assist these committee members by offering comments and suggestions throughout the forthcoming school year, so that the final revision of our Prescribed Music List will reflect the collective priorities of the music teachers and directors of Texas.

New policies in effect for 2-year realignment

In late September, schools will receive forms to report their high school membership for the first week in October. From these reports and a subsequent cross-check with the superintendent's report to TEA, the UIL will initiate the process of reclassifying schools into conferences and realigning them into districts for the 1990-91 and 1991-92 school years.

In late January or early February 1990, member schools will receive their 90-91 district alignments. Several new policies in the process will affect this alignment and are different from current policy.

1. It will not be a priority to assign an even number of schools to a district, especially if the assignment adversely increases travel for the district members.

2. Gone is the requirement to have a minimum of six schools in a football district. Some districts may have five or four, if having six causes additional travel for the schools.

3. Conference AAAA will have approximately 15 more schools in 1990-91 than in 89-90. A few will come from AAAAA and others from AAA. Conferences AAA and AA will still retain the number of schools as in the current AAA and AA alignments.

4. The League office has been directed by the Legislative Council to not accept any requests which ask for a particular alignment or district configuration. The UIL staff is not being abrupt when we answer any letter or call with, "I'm sorry. We are not permitted to consider any recommendations." This policy should assure all schools that no one is getting special consideration.

After alignments have been released, a school may appeal its assignment to a Conference and District Assignment Review Board if the school feels it should be in a different district. There is no appeal of a conference assignment unless a mistake has been made in computation.

Everyone is anxious to know the cut-off enrollment numbers for each conference. This is not possible because those figures are not available until all schools have been ranked from largest to smallest by enrollment. Conference AAAAA is determined by counting down from the largest school to the 250th school. If that smallest school has (for example) an enrollment of 1473 and the next smallest school is 1466, then the conference line is set at 1470. When this process occurs, the UIL staff blocks off the names of schools in the range of 240th to 260th, so that the cut is made based on enrollment without any knowledge of which schools are in that range. The



BILL FARNEY

Postscripts on Athletics

SWC produces recruiting tape

The Southwest Conference is making available a videotape, "The Key Points to Athletic Recruiting," to athletes, parents, coaches, counselors and boosters. The videotape answers questions regarding NCAA rules, financial aid, the national letter of intent and the number of scholarships available, and is available for \$30 plus \$5 for shipping.

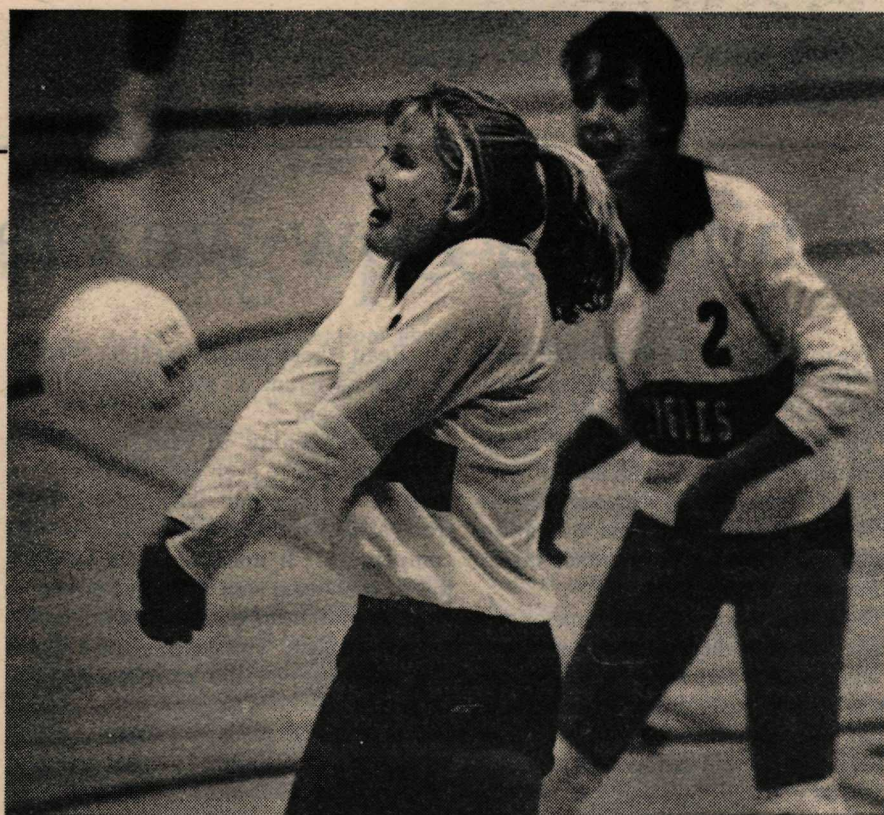
Order forms are available from the SWC, Box 569420, Dallas, TX 75396-9420. Phone orders will not be accepted.

process assures objectivity.

Although a proposal has been made to the Legislative Council for a six-conference alignment, the alignment for 90-91 and 91-92 will be five conferences. Additional changes in the reclassification system or adding conferences would not take place until 1992-93 and only after the Legislative Council and schools approve any recommended changes.

The UIL has undergone numerous studies on reclassification. With each new study, the hope remains that more negatives can be eliminated from the process, less travel will result, and schools will compete on some equitable basis with other schools of similar size. If size were the only variable, opportunities to make utilitarian changes would increase. However, other factors intrude -- factors causing problems with few easy solutions.

With every new district alignment comes hope for a good district, for friendly opponents, for convenient travel and for future success. It is the unopened Christmas gift that holds just what we want, or what we can use. Let us hope it is not a gift that would be totally unacceptable.



FOOTBALL ISN'T THE ONLY GAME IN TOWN. Volleyball season is in full swing, with players involved in tournaments and preparing for district action. Here players from Georgetown High School returns a serve in the finals of the Austin ISD Tournament against Austin S.F. Austin HS. Photo by John Moore

Rules change update

The information below is a condensed copy of the action taken at the October 1988 Legislative Council meeting, effective for the 1989-90 school year.

Non-school Team Participation

Students may participate on a non-school team during the school year except during the school season of the same team sport. The following restrictions apply:

- 1) a coach in grades 7-12 shall not coach a non-school team that has any player in grades 7-12 from that coach's school district attendance zone;
- 2) player limitation - the maximum number of players who played for the same school or its 8-9-10 feeder school are: baseball - no limit, (7-man) football - 4, soccer - 7, volleyball - 4.

"Players from the same school or its 8-9-10 feeder school" means any student who actually played in a varsity or subvarsity contest in that sport the previous school season. Students who have graduated from high school do not count in the player limitation, and neither do students in grades 8-12 who did not enter a school contest in that sport during the school's previous season.

3) School equipment shall not be used. This would include uniforms, shoes, individual player equipment, etc.

4) Amateur Rule - the athletic amateur rule is in effect during the non-school season as well as during the school season. Students shall not receive anything of valuable consideration.

5) Athletes must pay for any individual membership fees. A student athlete may not accept scholarships or other financial aid for participation in a camp or on a non-school league team.



GINA MAZZOLINI

Sports Notebook

This is what the new rules mean to each sport:

Volleyball: the high school season starts August 14. From August 14 through district certification on October 31, a student athlete cannot practice or play on a non-school volleyball team. Once the school season is over, a student may participate on a non-school team. No more than 4 players from the same school may play on the same non-school team, the school coach cannot work with any of her players and school owned individual player equipment may not be used.

Football: the high school season starts August 14. (August 21 for AAAAA with spring training.) From August 14/21 through district certification (November 11/18) a student cannot practice or play on a non-school football team. Once the school season is over, a student may participate on a non-school 7-man flag football team. No more than 4 players from the same school may play on the same non-school team, the school coach can not work with any of his players and school equipment may not be used.

Soccer: the high school season starts December 11. Students may play on a

Turn to PARTICIPATION, page 11

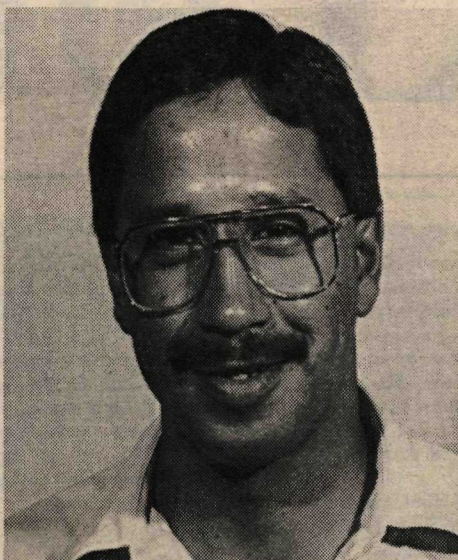
Contreras joins staff

Peter Contreras, the former sports information director at Southwest Texas State University in San Marcos, has joined the staff of the University Interscholastic League, effective August 1, 1989. Contreras will serve as waiver officer and director of public information.

"The League is working to dispel the myth that it is a sports-only organization," Dr. Bailey Marshall, UIL director, said. "We expect Pete to work to promote the full UIL program of academic, fine arts and athletic competitions. He has an extensive public relations, marketing and journalism background, and we feel he will do an excellent job communicating to the public the value of extracurricular competition."

Contreras will replace Bobby Hawthorne as the League's coordinator of media relations during state tournaments and meets, Marshall said. Hawthorne, the UIL director of journalism, will assume more responsibilities in directing and administering UIL spring meet academic contests.

Contreras is a graduate of Southwest Texas State University. He has been a sports writer with the *San Marcos Daily Record*, an assistant public relations and marketing director with the San Antonio



PETER CONTRERAS joins UIL staff as public information director and waiver officer.

Gunslingers of the United States Football League, an assistant sports information director at Stephen F. Austin State University, and in 1985-86 an assistant sports information director at SWTSU. In 1986, he was appointed sports information director at SWTSU, where he was responsible for the promotion of the university's 15 NCAA Division I men's and women's athletic programs.

He is a member of College Sports Information Directors of America, Texas Sportswriters Association, Football Writers Association of America, and the Basketball Writers Association of America.

Speech items due Council scrutiny

Several proposals which affect speech and debate were approved this June by the UIL Legislative Council's Standing Committee on Academics.

All the items will be reviewed October 15 and 16 by the full Legislative Council and implementation of changes, if any, would then be subject to approval by the State Board of Education and become effective during the 1990-91 school year.

Input from students, sponsors, and administrators regarding the following items is encouraged. Contact the League office or a Legislative Council member representing your region or conference. A complete description, justification, and wording of the proposals will be mailed by mid-September to each school administrator.

The members of the academic committee voted to recommend to the council in October that the following items be approved:

Debate

1) allow a district with six or more cross-examination debate teams to advance three teams to the regional meet

2) require schools which advance to the elimination rounds of the State Debate Meet to provide a judge

3) prevent, where possible, debate teams from the same school, district, or region from meeting prior to the semifinal or final round of debate

4) prohibit the substitution of both C-X team members, yet allow the substitution of one team member due to illness or academic ineligibility

5) allow C-X teams to choose not to debate for first, second, or third places at district or regional

6) eliminate the scouting rule from C-X and L-D debate

7) make the L-D evidence requirements consistent with those of C-X and specify a penalty for failing to meet this requirement

8) reduce the number of L-D topics used during the year from three to two

Extemp

1) prohibit the use of a computer or other electronic retrieval device in the

extemp prep room

Interp

1) reduce the number of categories in prose and poetry from three to two

2) specify an official timekeeper for the prose and poetry contests, who would keep time and record the time for use by the judges and the contest director, not the contestants; this proposal would not preclude the performer's sponsor or another contestant from displaying time signals

General

1) prohibit individuals from taping or filming speech/debate contests

2) recommend that the speech/debate contest director instruct the judges not to confer

Junior High

1) delete Modern Oratory from the Jr. High program

2) create two division (7th and 8th grade) of impromptu

3) allow junior high students to select material for oral reading from any source (the rule currently prohibits selections provided by various agencies)

4) set parameters for movement in oral reading

The members of the academic committee voted to send the following proposals to an ad-hoc academic committee for examination in a September meeting:

1) allow a team debater to enter another speech or academic event

2) combine informative and persuasive speaking into one extemporaneous contest

3) add a current events contest to the spring meet plan

The members of the academic committee voted to reject the following proposals:

1) mandate a pre-district meeting for speech and debate sponsors

The members of the academic committee instructed the UIL staff to monitor the following items:

1) delete the single elimination C-X debate format at regional meets

Participation rules

Continued from page 10

non-school team during the fall until December 11. From December 11 through district certification (March 24), a student athlete cannot practice or play on a non-school soccer team. Once the school season is over a student may participate on a non-school team. No more than seven players from the same school may play on the same non-school team, the school coach cannot work with any of his/her players and school equipment cannot be used.

Basketball: the high school season starts October 23. Students may play on a non-school team during the fall until October 23. From October 23 through district certification (Feb 13/20) a student athlete cannot practice or play on a non-school basketball team. Once the school season is over, a student may participate on a non-school team. No more than three players from the same school may play on the same non-school team; the school coach cannot work with any of his/her players, and school equipment cannot be used.

Baseball: the high school season starts January 29. Students may play on a non-school team during the fall and until January 29. From January 29 through

district certification (May 5/19) a student athlete cannot practice or play on a non-school baseball team. Once the school season is over a student may participate on a non-school team. During the school year the baseball coach cannot work with any of his players, but there is not a player limitation per team. In the summer, a coach cannot work with a team if it has more than six players from his school. School equipment cannot be used for non-school teams.

Miscellaneous; students are allowed to attend summer camps from June 1 through the first Saturday in August. From the first Sunday in August through May 31, a student may not attend a camp or a clinic.

Senior athletes are allowed to try-out for the purpose of receiving an athletic scholarship after they have completed eligibility in that UIL sport and under the conditions listed in Section 400 (k).

A senior athlete may take an expense paid recruiting trip within said time frame (see pg. 56 in the UIL Constitution & Contest Rules), but the trip cannot be made on school time and the student must have a visit permit signed by the in-season head coach, the principal and at least one parent.

Music advisory committee

Continued from page 3

their preferred method of sight-singing during the second reading of the music.

It must be remembered that the purpose of the music rules is to provide the best and most equitable kinds of educational competition for our students. The better we understand these guidelines and implement them, the more successful we will be in

providing optimum competitive performance opportunities for the student musicians in Texas.

It is hoped that these revisions will have a positive impact on the UIL music contests, and that they can be integrated into the total contest format with minimum problems or confusion. Questions concerning any rule change may be addressed to the State Music Office at 512-471-5883.

Official notices

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.

SOMERSET ISD

Somerset ISD has been issued a public reprimand for the 1989-90 school year for violation of the Athletic Code.

MILLSAP HS

Millsap HS has been issued a public reprimand for violation of the Athletic Code and Millsap Coach H.E. Brown has been issued a public reprimand for violation of the Athletic Code and placed on probation through May 31, 1990.

ROMA HS

Roma HS Coach Robert Naranjo has been issued a public reprimand for violation of the Athletic code and placed on probation through May 31, 1990.

HARLANDALE ISD

Harlandale ISD Coach Fred Garza was suspended from coaching for the remainder of the 1989-90 school year and placed on probation for the 1989-90 school year for violation of the Athletic Code.

BROWNFIELD HS

Brownfield HS baseball coach Les Schubert has been issued a public reprimand and placed on probation through the 1989-90 school year for violation of the Athletic Code.

BRAZOSWOOD HS (CLUTE)

Brazoswood HS band director Jim Koch, Brazosport ISD, has been issued public reprimand for the 1989-90 school year for violation of Section 1111 (c), prior knowledge of sightreading music.

MARTIN HS (LAREDO)

Martin HS band director Juan Valenciano, has been suspended from UIL activities through school year 1990-91 for violation of Section 1111 (c), prior knowledge of sightreading music, Section 1101 (a) (4) (A), the Music Code, and Section 560 (a) (3). Assistant band directors Nick Balli and Thomas Aguilar, Laredo ISD, have been suspended from UIL activities through school year 1989-90 for violation of Section 1111 (c) and Section 1101 (a) (4) (A). In addition, the State Executive Committee issued a public reprimand to Martin HS and placed it on probation through the 1989-90 school year in music. Terms of the probation include close supervision and monitoring of UIL music activities by the high school principal.

DEBATE

The following schools and sponsors have been issued a public reprimand for failure to notify the regional and/or state director that a qualifier in debate was not going to compete at the next higher level:

Mineola HS, Kaylin Bursleson, Debate Sponsor; Houston Lamar HS (no sponsor delegate); Houston Bellaire HS, David Johnson, Debate Sponsor; Houston Sterling HS, Yvonne Dupree, Debate Sponsor; Shamrock HS, Oleta Mercer, Debate Sponsor; North Dallas HS, Madelyn Hart, Debate Sponsor.

MUSIC MEMORY

The Bass Clef Book contains the only official Music Memory List for the 1989-90 school year.

C & CR OFFICIAL INTERPRETATION

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

Section 401 (a) (3) (A), relating to students not missing school on institutionally financed recruiting visits: Students who are in compliance with local school board attendance policies which allow for excused absences when they are visiting colleges on institutionally financed recruiting visits are not

considered to be losing school time.

Section 400 (d), the thirty day rule: Section 400 (d) would allow a student to be considered in regular attendance at the participant high school even though the hospitalized student had been transferred to another school's home bound program provided: the student's class work assignments are determined by the home school; the student continues to use textbooks from the home school; the hospitalized student never attends a class held in a regular classroom of the home bound ISD; the student's physician certifies that he may return to the home school and is able to participate; the student's grades are transferred back to the home school with him.

Section 1208 (d), the summer camp rule which will be effective June 1, 1989: Section 1208 (d) will not apply to students who have paid deposits or fees prior to April 1, 1989, to attend any sports camps which would have been allowed prior to the adoption of the new summer camp rule.

Section 1208 (d), the off-season rule to be effective June 1, 1989: Section 1208 (d) will not apply to non-school teams that had assigned playing positions prior to April 1, 1989. Such teams may complete their 1989 spring championship series even though it may continue into the summer. No student could be added to those teams after April 1, 1989, as an exception to the player limitation.

Section 10, membership in the UIL, and Section 351, assigning magnet schools to a conference: The Texas Academy of Mathematics and Science does not qualify for membership in the University Interscholastic League according to Section 10. However, according to Section 307, state law supercedes UIL rules, and the House Bill 2079 specifically states that students at this school may participate in UIL activities. Section 351 will apply to participation in all UIL activities for students enrolled in the Texas Academy of Mathematics and Science, University of North Texas, as defined in House Bill 2079. Assignment to a UIL conference shall be upon the basis of the enrollment of the school in its metropolitan area having the largest enrollment. It will be assigned to the nearest UIL district.

Section 1220 (b) (8), in the boys' baseball plan, should be deleted from page 310 of the 1989-90 Constitution and Contest Rules. See Section 1209 (h) (2) on page 308 for current restrictions on participating on a non-school baseball team.

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.

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

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.

HAMSHIRE-FANNETT 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.

ANTHONY HS

The District 5-A Executive Committee has assessed Anthony HS a public reprimand and probation through the 1989-90 school year 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.

SPELLING CORRECTIONS

Attention Elementary and Jr. High Spellers: Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in Spelling List B. It is important to have the most current Spelling List B (1989 printing). Significant revisions of the old List B have been made.

Grades 3-4:

hurrah: change to hurrah,
hoorah, hurrah, hooray

Grades 5-6:

kosher: change to kosher,
kasher
route (course): change to
route, rout
visitor: change to visitor,
visiter
visor: change to visor,
vizor

Grades 7-8:

canape: change to canapé
Attention High School Spellers: The authority for correct spellings is Webster's Third New International Dictionary, Unabridged, copyright 1986.

High School:

bimillennial: change to
bimillennial
holocaust: change to
holocaust (H)
Zeus: change to Zeus
(genus of fish)

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:

Adventures in Real Communication, Adventures in Real Communication Year Program, AFS Intercultural Programs, Alexander Muss High School in Isreal, American Council for International Studies, American Heritage Association, American Institute for Foreign Study Scholarship Program, American Intercultural Student Exchange, American International Youth Student Exchange Program, Amicus International Student Exchange, Amigos de las Americas, Aspect Foundation, ASSE International Student Exchange Programs, AYUSA International, CDS International, Center for Humanistic Interchange,

Children's International Summer Villages, CIEE School Partners Abroad, Cultural Homestay Institute, Educational Foundation for Foreign Study, Educational Resource Development Trust, Experiment in International Living, Foundation for Study in Hawaii & Abroad, Friends in the West, German-American Partnership Program, Inc., Iberoamerican Cultural Exchange Program, Intercambio Internacional de Estudiantes, Intercultural Homestay Services, International Christian Youth Exchange, International Education Forum, International Student Exchange, International Student Exchange of Iowa, International Travel Study, Inc., INTRAX, Japan-American Cultural Exchange, Nacel Cultural Exchange, NASSP School Partnerships International, National Registration Center for Study Abroad, Open Door Student Exchange, Pacific Intercultural Exchange, PEACE USA, People to People High School Student Ambassador Program, Presidential Classroom for Young Americans, Program of International Educational Exchange, Rotary International Youth Exchange Programs, School Year Abroad, Spanish Heritage-Herencia Espanola, University of New Orleans, WEST Programs, World Education Services Foundation, World Experience, Youth Exchange Service, Youth for Understanding International Exchange,