

Leaguer

Football playoffs expansion passed

The State Board of Education, meeting in Corpus Christi, February 24, approved the UIL's plan to expand the Conference 5A football playoffs to include three teams from each district, beginning next season.

The proposal was passed by the Legislative Council in October and later approved 160-57 in a referendum of Conference 5A school superintendents in November. Under the plan, the largest two schools in enrollment among the top three finishers in each of the 32 5A districts would advance to into a 64-team playoff bracket. The school among the three with the smallest enrollment would be placed into a separate 32-team playoff bracket.

"It is important to emphasize that this plan is being implemented on an experimental basis," said Dr. Bailey Marshall, UIL director. "It is an attempt to equalize competition in 5A, where school enrollments range from 1,440 to more than 5,000. But if this doesn't work, then the schools will either alter it or eliminate it."

Marshall said the League has examined the problem of enrollment inequity, but that alternatives to the traditional five-conference format have been seen as unfeasible. UIL athletic director Bill Farney, who has studied the situation extensively, said the expanded playoff proposal has great possibilities.

"Almost every year that I've been with the League, we have heard from athletic directors and school administrators about the problems posed by the sharp

differences in enrollment within conferences, especially in Conference 5A because it doesn't have an enrollment cap," Farney said.

"Virtually every plan we've looked at had its advantages and its disadvantages, and regardless of how an alignment is structured, someone is going to be at the top of a conference, and someone is going to be at the bottom. So I don't think any one plan will ever garner unanimous approval."

Farney said the proposal passed by the SBOE is an alternative to requests to create a sixth conference. "The creation of a sixth conference looks to be a quick and simple solution, but it poses travel problems when it comes to junior varsity and minor sports and to the academic and fine arts contests."

The measure almost did not make it before the full State Board. Citing fears that expansion of sports playoffs sends a wrong educational signal, the Board's Committee on Students defeated the plan, 3-2, on February 9.

At that time, Marshall said he thought the proposal was "in effect dead" unless the Board voted to raise the issue at its February 24 meeting.

However, Education Commissioner William Kirby said that he had talked with some members of the student committee and that he believed there was some confusion as to what the "no" vote actually meant, and the item was placed back on the meeting in Corpus Christi.



In Full Swing.

Baseball season is underway. While a thunderstorm rages outside, Austin Anderson's Shaun Mierl takes lessons from head coach Jimmy Tompkins. A week of volatile weather forced practices to be moved to the gym, where Sid Telner (left) takes pitching practice.

Photos by JENNIFER MANN.

Diamond-Shamrock honored for 25 years service

An appreciation luncheon honoring Diamond Shamrock for its 25-year sponsorship of the Texas High School Championship football playoffs was held recently in San Antonio with Dr. Bailey Marshall, Director of the University Interscholastic League (UIL), presenting company officials with a plaque.

"We are deeply grateful for the service Diamond Shamrock has provide us with for the last 25 years," said Dr. Marshall in making the presentation. "Interest in high school football has grown tremendously over the years and one reason is because of the service in broadcast- ing the football playoffs that Diamond

Shamrock has provide to the fans of this state."

Added Don Curphey, president of McCormick Advertising (the agency that has coordinator the playoff broadcasts for all 25 years), "Through the UIL, our companies can make small contributions for helping to bring our education stan-

dards up to world class. And this folks is all why UIL events -- the academic, fine arts and athletic, are important and necessary in reaching our kids and inspiring them to be competitive and to stay in school and to be all that they can be. We are proud to be associated with the UIL."

Separating strategic from moral decisions

By R. SCOTT KRETCHMAR
Physical Education Department
Penn State University

(EDITOR'S NOTE: The following article appeared in the Michigan State High School Activities Association *Bulletin*.)

The ethics unit in my philosophy of sport classes is a popular one with graduate and undergraduate students alike. We deal with such issues as loopholes in the rules, illegal deceptions, intentional fouls and intimidation. I remind students that we all are members of a society that, in general, positively sanctions many forms of behavior that can be viewed as morally questionable. One ground rule for our discussions is that no act can be defended simply by pointing out that current societal norms allow it or that many athletes are doing it.

The debates we have on these issues usually are lively ones. Sometimes I ask students to represent opposite points of view, and sometimes we work as a single group to tackle these ethical dilemmas. But invariably, I am struck by the degree to which some students view certain dubious actions as *issues of strategy* and not also morality. Some students seem to be more or less blind to the fundamental moral requirements of civility, care, trust, honesty and fellow feeling — at least in the contest of sport.

These individuals simply do not "see" the search for loopholes in the rules as seeking an unfair advantage, or unintended deception that substitutes for prescribed skill as cheating, or intentional

fouling as careless advantage seeking, or intimidation as behavior that exceeds the bounds of common human decency and civility.

Whether or not to do such things, according to these students, basically is a strategic (not a moral) decision. These acts, as they put it, "are all now a part of the game."

I cannot help but wonder: has callous behavior become so common in sport today that many people now accept it as normative? Have we been acting selfishly in sport so regularly and for such a long time that now we think nothing of it? Have our moral sensitivities been dulled to the point where good strategy has become, *ipso facto*, good sportsmanship?

It certainly is an overstatement to suggest that this has happened universally or completely. We have many examples of morally praiseworthy behavior in sport today, and many athletes do raise ethical questions over what their coaches may expect them to do or how they see some professional athletes behaving.

Yet, I want students to realize the degree to which their viewpoints may be a product of their socialization and the speed at which such a process may occur. To make this point, I tell about a soccer game I watched several years ago in Brockport, New York.

This was a game between eight- and nine-year-old girls. For most it was their first experience with soccer, and for many, their first experience with organized competition of any sort. In short, they had

not yet been highly socialized into the contemporary "sport ethic."

Their movements around the field were remarkable. Except for the two goalies, they traveled in a pack chasing the elusive ball. Frequently, the ball would become somewhat trapped in the middle of a thick mass of girls with those closest to the ball kicking furiously to dislodge it.

On one of these occasions, an eight-year-old contacted the ball solidly and sent it two yards squarely into the stomach of an opponent. There was an audible thud, and the victim dropped to the ground gasping and sobbing. No whistle was blown, but spontaneously and instantly the action stopped. Girls from both teams gathered around the temporarily injured

girl, some of them rubbing her back and asking if she was okay. The soccer ball, still in play, lay motionless and unattended somewhere around midfield.

It is quite a distance, morally speaking, from this spontaneous gesture of concern for the welfare of an opponent to some of the acts of intimidation and rule-bending we witness among competitors hardly any older than these young girls. But it is a trip that some athletes make very quickly as they modify their behavior.

I ask my students to consider where they are on this "journey". I ask them to consider the possibility that they are so far along in this process of socialization that they see only strategic decisions where they also ought to see moral ones.

Crowd control

School officials responsible for behavior of sports fans

Emotions run high over athletic events. Special precautions must be taken to insure proper control of both crowds and players, to avoid actions or incidents which could embarrass the school and the community.

The principal is responsible for seeing that proper arrangements are made to conduct contests in an educational fashion. This means proper placement of students and fans in the stands, patrol of grounds adjacent to the area, adequate policing both inside and outside the facility and publicizing among students, players and fans the proper attitude of courtesy and sportsmanship.

The coach must conduct himself so that he or she creates no unnecessary tension. The coach who gesticulates and questions officials' decisions is indirectly

inciting fans toward misconduct. The coach must accept decisions of the officials and not use the newspaper, the radio, the television or any other means of publicity to deride officials. Without officials, we could not have games.

Of course, officials may make mistakes occasionally, but they make no more than the coaches and players do in game play. Officials are guests of the school and of the community and should be so treated. They should, as a matter of custom, be given adequate police protection.

Should an incident occur, the school should insist that the person involved be arraigned, prosecuted and penalized.

Let's work together to insure that our athletic program is conducted in an educational fashion and that no school suffers through misconduct of its fans, students, coaches or other faculty.

Leaguer

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Treva Dayton, speech activities director; Lynn Murray, one-act play director; Diana Cardona, spring meet materials director; Dr. B. J. Stamps, assistant to the director; Dr. Rhea Williams, TILF secretary.

Music feedback

At the conclusion of the 1989 State Marching Band Contest, many comments and questions surfaced regarding contest dates and the make up of judging panels. As a result of these concerns a survey was prepared and distributed to 165 bands that participated at the Region and State level of competition. It was felt that this sampling would give the most accurate picture of sentiment regarding these issues since each director surveyed had just completed the fall contest cycle.

However, before we review the results of this survey, a bit of background information might be in order. Since 1984, the State Marching Contest has been scheduled for the Monday following the last week-end of the regular UIL high school football season. This date was chosen so that bands did not have to extend their marching season solely to compete in the State Marching Band Contest. At present, a band which has been certified to State can perform at its last football game on Friday or Saturday night, travel to Austin for the following Monday's contest and then put its marching equipment away for the year. The only deviation from this routine would occur when a band's football team advances to the playoffs. Traditionally, the regional contests are then scheduled on the Saturday 10 days prior to the state contest. It should be noted that, while this Saturday has become the preferred regional date, the contest can be scheduled earlier or as late as the Wednesday immediately preceding the State Contest date. The district contest, in turn, must be completed seven days prior to the region deadline.

The use of this format in 1989 caused some direct conflicts with certain UIL cross country events that were scheduled on the same Saturday as most regional marching band contests. These conflicts occurred for the first time because the football season and subsequently the marching contest schedule had been shifted back one week to realign the beginning of the football season with the start of school. Other League sports programs such as team tennis, cross country and volleyball do not observe this shift which traditionally takes place every seven years. These conflicts were resolved by various means of creative scheduling that made it possible for most students to participate in both events. They will gradually dissipate as the football and marching dates gradually move forward one calendar date each year.

Even so, it seemed appropriate to poll the directors of bands that experienced these conflicts to determine if other dates would be more acceptable or less likely to create problems. Forty-seven percent of those directors polled responded and 68 percent of those responding indicated that, in spite of some con-



RICHARD FLOYD

Music Matters

flicts, the current dates were the most desirable option available. The breakdown by conference was as follows (NA = no answer):

Option I - Leave the contest dates as they are

Responses:	Yes	No	NA
5A - 14	12	2	-
4A - 19	11	5	3
3A - 16	9	3	4
2A - 17	14	2	1
<u>A - 12</u>	<u>7</u>	<u>4</u>	<u>1</u>
TOTAL - 78	53	16	9

Option II - Move all contest dates forward one week.

This format would place the State Contest on the first Monday in November and the District Contest no later than the 24th of October.

Responses:	Yes	No	NA
5A - 14	1	7	6
4A - 19	-	10	9
3A - 16	2	9	5
2A - 17	1	11	5
<u>A - 12</u>	<u>2</u>	<u>7</u>	<u>3</u>
TOTAL - 78	6	44	28

Option III - Move all contest dates backward one week.

This format would place the State Contest on the third Monday in November (Thanksgiving week) but would permit the District Contest to be scheduled as late as the first week in November.

Responses:	Yes	No	NA
5A - 14	2	6	6
4A - 19	11	2	6
3A - 16	5	10	1
2A - 17	5	8	4
<u>A - 12</u>	<u>4</u>	<u>6</u>	<u>2</u>
TOTAL - 78	27	32	19

Based on these responses, study by the Marching Band Committee and considerable discussion by the League staff, the dates for 1990 will be as follows:

October 31 - Last date for certifying bands from district to region

November 7 - Last date for certifying bands from region to state

November 12 - State Marching Band Contest

Every effort will be made to work with individual schools to resolve any conflicts between marching band and other UIL events.

Since there had also been some con-

Check It Out!

Recently a very concise, easily understood book on copyright law for music educators came to my attention. Every music office should have a copy. Author: Jay Althouse. Title: Copyright: The Complete Guide for Music Educators; Publisher: Music In Action, P.O. Box 204, East Stroudsburg, PA 18301

cerns voiced in regards to the makeup of judging panels at both the Region and State Contest it seemed appropriate to explore this issue as an additional component of the survey. In the past, judging panels have been structured to include both in-state and out-of-state directors from both the high school and college ranks. Annual surveys of state participants have indicated that this practice addresses the preferences of the majority of participants; however, this is the first time that regional participants have been polled. The results of this most recent poll would indicate that regional participants tend to have the same preferences as state participants with the exception of the use of out-of-state college directors. In this

category, nearly two-thirds of the A-AA-AAA schools indicated that out-of-state college directors should not judge. On the other hand, approximately 50% of the AAAAA-AAAA schools either agreed or strongly agreed that out-of-state college directors should be represented on each panel. The results of this survey will be shared with the Regional Contest Chairmen and every effort will be made to secure adjudicators that reflect these preferences. Comments concerning the results of this survey are welcome.

Note: A= Strongly Agree; B= Agree; C=Neutral Opinion; D=Disagree; E=Strongly Disagree; F=No Answer. The result of the survey is as follows:

#1 TEXAS HIGH SCHOOL DIRECTORS SHOULD BE ON EVERY STATE PANEL.

Responses	A	B	C	D	E	F
5A - 14	8	4	1		1	
4A - 19	11	4			3	1
3A - 16	12	3	1			
2A - 17	11	4		1	1	
<u>A - 12</u>	<u>11</u>				<u>1</u>	
TOTAL 78	53	15	2	1	6	1

#2 THERE SHOULD BE OUT-OF-STATE HIGH SCHOOL DIRECTORS ON EVERY STATE PANEL.

Responses	A	B	C	D	E	F
5A - 14	1	3	4	3	3	
4A - 19	3	2	5	2	5	2
3A - 16	2	5	5	2	2	
2A - 17	3	4	5	4	1	
<u>A - 12</u>	<u>2</u>	<u>1</u>	<u>5</u>		<u>4</u>	
TOTAL 78	11	15	24	11	15	2

#3 TEXAS COLLEGE DIRECTORS SHOULD BE ON EVERY STATE PANEL.

Responses	A	B	C	D	E	F
5A - 14	1	7	4		2	
4A - 19	7	7	1	1	2	1
3A - 16	3	3	6	3	1	
2A - 17	1	6	3	3	4	
<u>A - 12</u>	<u>2</u>	<u>4</u>	<u>4</u>		<u>2</u>	
TOTAL 78	14	27	18	7	11	1

#4 OUT-OF-STATE COLLEGE DIRECTORS SHOULD BE ON EVERY STATE PANEL.

Responses	A	B	C	D	E	F
5A - 14	4	3	3	4		
4A - 19	5	4	4	2	3	1
3A - 16	1	3	4	4		
2A - 17	2	3	2	5	5	
<u>A - 12</u>	<u>1</u>	<u>1</u>		<u>4</u>	<u>6</u>	
TOTAL 78	13	14	13	19	18	1

UIL rules do not restrict Sunday rehearsals

The "State Board Studying Grid Play Off Plan" article in last month's *Leaguer* prompted numerous calls about Sunday rehearsal. It is not a violation of general UIL rules or the one-act play contest plan to rehearse on Sunday. The referendum ballot item related to Legislative Council action that was considerably broader than Sunday rehearsal. The defeat of this item had absolutely no bearing on the current status of rehearsing OAP on Sunday. I repeat. UIL rules do not restrict OAP rehearsals on Sunday.

Those who missed the 40th anniversary celebration of the Texas Education Theatre Association last month should not fail to schedule January 30 - February 3 for next year. We will meet at the Hyatt-Regency in Fort Worth. Chuck Sheffield, theatre director at Richland College, will arrange programming and Beverly Moerbe, theatre director at Boswell High School, will handle local arrangements and convention organization. I'm sure they will ask many of you to serve in what promises to be an exciting time. If the growth pattern from Austin '88 (1200), San Antonio '89 (1300), and Houston '90 (1500) is any indication, the Fort Worth convention will be our largest and most exciting ever.

It is impossible to thank all the contributors to *Theatrefest '90* for their support of UIL programs. The presenters were so numerous that it would take most of this column to list them. May I just say "thank you" to all the individuals and groups that contributed to programs that support UIL operations and the one-act play contest.

I must send a special thanks from all of us to Marilyn Miller, the Cypress-Fairbanks ISD, and her staff for an outstanding convention operation. John Corley, Houston Community College, and his program staff provided theatre educators



LYNN MURRAY

Educational Theatre

with difficult programming choices at every time period. Our greatest frustration was an inability to be in at least five programs each hour. Thank you John and Marilyn.

Did you send a first class 45¢ postage #10 envelope with your title card? If so, your eligibility notice has been mailed. All others will be mailed bulk rate ASAP after the February 23 title entry deadline. Bulk rate mail takes time for delivery. If you do not have your eligibility notice by March 7, call and we will send a replacement.

If you are still looking for a critic judge, call me. There are enough to cover all contests. Some excellent people were added to the TETA/O list. Make use of these people. Several have extensive experience in UIL and some have experience judging in other states as well. Note also the two deletions from the November list.

I always seem to chase the cat after it has escaped the bag, and this is no exception. It is not necessary for you to send enrollment cards, title cards, plays, or set approvals by next day mail or some other fast and expensive service to meet OAP deadlines. This office has always and will continue to accept postmarks for deadlines. Save your money. Contributions to the US Post Office or Federal Express will not improve the quality of your contest play. I should note, however, that we do ask regional OAP Winners to send pro-

gram copy by the fastest means. The UIL office has a FAX machine and the number is (512) 471-5908. We will include this number in regional packets.

Speaking of telephone numbers, TETA has provided its executive director with a direct line, (512) 471-4517, that is answered only in my UIL or drama office. If it is busy, I am on the phone. If my secretary answers, I am on another line. If there is no answer, I am out of the office. Dues-paying members of TETA may certainly use this number. You may still pay your TETA dues, even though you could not attend the convention. A form is not really necessary. A simple piece of paper with name, school address, school phone, home address, home phone, and a check made to TETA for the \$20 individual dues will make you a full member. You can mail it to the new TETA Box (P.O. Box 15990, N.E. Station, Austin 78761-5990) or to the UIL office.

With the support of the Texas Commission of the Arts, TETA has undertaken a major training project to support theatre arts kindergarten through grade six. The basis of the elementary school program is creative drama, an improvisational non-exhibitional process based on the natural human impulse to act. Students are guided by a leader to imagine and reflect upon human experience. Action and dialogue are improvised as students explore, develop, experience, and communicate ideas, concepts, and feelings through dramatic enactment.

TETA requested and received matching grant funds from TCA to support the creative drama initiative this year. The purpose of the creative drama initiative is to teach elementary school teachers in K-grade 6 how to use creative dramatics in the classroom. The skills learned by the teachers can help them fulfill the fine arts essential elements and give them ways to

enrich the methods of teaching other subjects.

In 1984, TETA began developing a group of specialist as professional consultants to support this program. There are now more than 30 members of the Creative Drama Network. The 1984 specific goals of the Creative Drama Network were to: (1) develop a series of standard in service workshops for K-grade 6 teachers; (2) provide training seminars to assist qualified consultants in conducting these in serving sessions; and (3) to notify schools of the availability of creative drama consultants through the CDN.

The criteria for CDN membership is: (1) a university degree, two years advanced study in creative drama/theatre for children and youth or the equivalent in professional training and experience; (2) two years teaching creative drama, preferably with some experience in a classroom setting; and (3) successful completion of TETA's CDN training seminar for each standard workshop topic.

TETA is willing to support the cost of inservice workshops dollar for dollar in 30 school districts interested in this program. Districts that have not had CDN or TCA supported workshops will be served first. A brochure about the CDN and this service will shortly be mailed to all TETA members, secondary school theatre teachers, superintendents, elementary principals, fine arts coordinators, and service centers. The school district cost for a six hour AAT credit workshop for 25 teachers will be approximately \$300. If you think your school district might be interested, contact me now. It is our belief that programs, audiences, and human beings are best developed by beginning with the very young.

As you begin your OAP experience this year, I hope you will help us all remember that our primary mission is education. Call me if I can help.

UT to sponsor summer teachers workshop

The University of Texas at Austin Department of Drama is again sponsoring a "teacher's" workshop in conjunction with the 28th annual Summer Theatre Workshop. This parallel program was created because teachers asked to attend the annual workshop for high school students 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, F275J-Advance Studies in Theatre and Drama (Acting/Movement for Secondary Teachers), 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-Austin students have until May 1 to apply.

From June 9 through July 3, 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 13-14 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 Marian Hampton,

voice/acting; and guest director Ric Garcia, theatre director at Klein Oak High School and the 1989 State Meet OAP winning director. 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 teach the directing seminar 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 bene-

fit to teachers seeking drama teacher certification, taking courses to meet local requirements, 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 4. Enrollment is limited for the "teacher's" workshop. Priority will be given to those teachers notifying the workshop director of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office but is not required. Those inter-

• Please turn to WORKSHOP, page 8

Minority workshop at UT June 25-29

The College of Communication at The University of Texas at Austin will host its annual Minority Introduction to Communication (MICOM) program June 25-29 on the UT campus. Approximately 20 high school students of Asian, Black, Mexican or Native American descent will be selected to participate.

To be considered for MICOM, a student must have completed his or her junior year of high school by May of 1990, be a U.S. citizen and have submitted a MICOM application available through his or her high school counselor. Applications must be received by March 23, 1990. Announcements will be made in late April.

A highly competitive program, MICOM gives students a first-hand view of the academic degree programs available at the University in advertising, journalism, radio-television-film and speech communication. A select group of faculty members provides short lectures and seminars. Representatives from the news media, advertising and film industry and political campaigns also talk to students about career opportunities available in those fields. Students will be housed in a campus dormitory during their stay. All expenses are paid except for transportation costs to and from the University of Texas.

Additional information is available from Yvonne Becerra, Assistant to the Dean, College of Communication, University of Texas, Austin, TX 78712-1904 or by calling (512) 471-5775.

College ad programs outlined in new text

Wondering where to study advertising? A publication, *Where Shall I Go To College to Study Advertising?*, should prove handy. Edited by Dr. Billy I. Ross, distinguished visiting professor at Louisiana State University, the publication lists 109 advertising education programs offered by schools in 43 states. The publication basic contents include titles of programs, degrees offered, accreditation, number of students and faculty, number of scholarships, financial assistance, entrance requirements, tuition and fees, room and board, chapters of American Advertising Federation, and the person to contact for more information.

Copies of the publication are \$2 each and can be ordered from Advertising Education Publications, 623 Meadow Bend Drive, Baton Rouge, LA 70803, or call (504) 767-0988.

Let's keep a good thing going

Things seem to be going pretty darn well. The Soviet Union has traded Eastern Europe for a McDonalds. Prisonwise: Noriega's in and Mandela's out. The Columbia cocaine lords are saying that they've had enough of blowing up things and so they're closing shop. As a gesture of their sincerity, they didn't try to kill George Bush during the big drug pow wow.

On the education front, there's more good news: Texas' best football players aren't going to Oklahoma, even though some of the news isn't so hot: They're headed to A&M. No other education news to speak of.

Of course, not all is peachy keen. Donald and Ivana are history, at least as a couple, and I shutter to think what the rest of us can expect in our personal lives if the world's two most perfect people can't cut it together. And Baylor is reconsidering its 145-year ban on dancing. Just what the world needs: more dancing bears.

But all in all, things look okay.

Let's keep it rolling. In a few short weeks, the first of the UIL district journalism contests will take place. We've gone to special lengths to guarantee that this year's contests are as painful as ever for everyone other than the people who attended the fall student activities conferences. Those folks were told what the contests would involve and pretty much what the leads for the news stories should be, what positions they should take in the editorial writing contests, and how to develop the perfect opening scene for the feature writing contest. Yes, we told them all of this stuff because they, despite their near comatose states, stumbled onto crickety old school buses at ungodly hours of the morning after staying up all night celebrating the football team's loss, and then traveled for five hours on those back-breaking bench-style seats to attend a 45-minute session on headline writing, and you know how I feel about headline writing.

So just to make these Saturday morning jaunts to Lubbock, Denton and Huntsville appear worth the misery



BOBBY HAWTHORNE

Scholastic journalism

(coming to Austin is a treat in and of itself), we figured, "What the heck. Let's do it big. Here are the 1990 contests. Draw your own conclusions. Just don't tell anyone what you've seen or heard here today."

Bet you wish now you had attended one of them, don't you?

But back to the matter at hand. Most district meets go pretty smoothly. I catch hell on regional weekends, but the district contests are generally run by teachers who know what they're doing and care enough to do a good job doing it. Still, in the matter of judging, I urge you to take the advise of Ronald Reagan: "Trust but verify."

The district meet may be held at Site A where the journalism contests are just as likely to be dumped on the first year typing teacher, fresh out of Baylor where she wasn't allowed to dance. Can you trust your district contest to someone who has never done the Cotton-Eyed Joe? I wouldn't.

So two-step over to that telephone and call her. Reach out and touch her. Give her a word of comfort, a shoulder to cry on. Tell her it'll be okay. Try not to think of the scene in *Born on the Fourth of July* where Ron Kovic (Tom Cruise) tells the young recruit from Georgia, "This is my second tour and I've never seen a Georgia kid killed." And two scenes later, the kid gets it.

Ask this teacher if she has hired two or three judges. If so, who are they? Can they read? Have they seen the judging criteria? Do they realize that they're not working with Pulitzer Prize winning material, and that the purpose of the contest is to help students learn? That's an important point. It's one thing to hire

judges who know journalism. It's another to hire judges to know journalism and don't mind sharing some of what they know. So make certain that your district meet provides a little feedback to every student who participates.

We (I'm too humble to admit that I did it myself, without help from anyone, thank you) have developed an evaluation sheet upon which judges can indicate on a five-point scale how an entry succeeded or failed in meeting the standards set forth in the judging criteria. While the use of these evaluation sheets is not mandated, it is strongly recommended. Do you think we (I) have nothing better to do with my time than to crank out forms that may or may not be used? Don't answer that. Use them anyway.

District contest directors are urged to duplicate enough of the evaluation sheets to give to each student in each contest, and then demand that judges use them. If demanding doesn't work, beg or grovel, whichever seems more appropriate.

Going off to a meet should be fun. You can stop at the Dairy Queen and have a Blizzard. Winning is nice. You get a ribbon or a medal and your name announced out loud. But the big payoff should be learning a thing or two about writing, and when the entry is returned to the student without so much as a "nice try, kiddo," then the whole thing resembles far too closely a waste of time. I've found that students are less concerned with why they won or lost than they are in knowing what they did wrong or right.

Isn't it nice when young people want us to tell them what they did wrong? When was the last time a student asked to be corrected? "I accept that fact that my work is not of equal quality to that of my competitors, but do tell me, how can I make it better? Quench my thirst for knowledge!" When did you hear that last? Can't remember, can you?

Which brings me back to my original point: that things are going pretty darn well. Now, if only Donald and Ivana can patch things up, they could dance together at the next Baylor sock-hop.

Deadline nears for Q&S scholarship

All high school journalism teachers and publications advisers who have at least six semester hours of journalism courses and a minimum of four years of teaching and advising experience are eligible to apply for Quill & Scroll's Lester G. Benz Memorial Scholarship for Journalism Study.

The scholarship program's objective is intended to identify and reward experienced journalism teachers and publication advisers who are seeking the opportunity to upgrade their journalism skills,

teaching methodologies and advising techniques.

Established in honor of Lester G. Benz, former executive secretary of the Quill and Scroll International Honorary Society for High School Journalists, this scholarship is intended to pay a maximum of \$500 for actual tuition, room, board and transportation costs for one adviser selected.

Application forms may be obtained by writing Quill and Scroll Foundation, School of Journalism and Mass Commu-

nication, The University of Iowa, Iowa City, IA 52242. Application deadline is April 15 and the announcement of the 1990 recipient will be made by May 1.

By making this award, Quill and Scroll Society wishes to reinforce in the minds of all teachers and school administrators that teaching young people journalistic writing, verbal and visual skills is important to the development of an informed citizenry which is a common goal this Society shares with the educational mission of the nation's schools.

BACK BY POPULAR DEMAND

HUGO VICTOR. Sure, he lost the house he was building and a few acres of prime lumber in the hurricane. But David Knight of Lancaster, South Carolina didn't lose his sense of humor. And he'll return to Austin, April 7-8 for the ILPC state convention. Knight, shown here during his 1989 lecture on interviewing, joins a distinguished group of newspaper and yearbook experts on the ILPC program. More than 1,800 journalism students and teachers will be on the UT-Austin campus for the affair — one of the largest of its kind in the nation. For registration materials, write ILPC at Box 8028, UT Station, Austin, TX 78713.

Photo by JOHN MOORE



I'm satisfied with my job but...

Texas journalism teachers enjoy their work but believe there is too much of it and too little time to do it, according to the results of a survey conducted by Bobby Hawthorne, director of the Interscholastic League Press Conference at The University of Texas at Austin. The report, titled *Job Satisfaction Among Texas High School Journalism Teachers*, is based on Hawthorne's survey of ILPC members who advise student newspapers.

The report seeks to determine factors contributing to job satisfaction and job dissatisfaction. Findings of the survey include:

- Teachers believe their courses are beneficial, and that the community and school want and appreciate superior work.
- Teachers believe they are the most qualified persons to determine content of the newspaper and to direct the overall newspaper effort.
- Teachers cite "working with students" and "watching student progress" as the primary factors contributing to job satisfaction.
- Teachers neither strongly agreed

nor disagreed to the statement, "I am satisfied with my job."

- Work conditions, status, effects on personal life, stress/pressure and salary were cited as factors contributing to overall job dissatisfaction.
- Achievement, the work itself, responsibility, recognition and interpersonal relations were cited as factors contributing to overall job satisfaction.
- Company policy and administration, job security, and job advancement were cited as neither sources of job satisfaction nor dissatisfaction.

In addition to the questionnaire responses, advisers wrote comments about their experiences in the classroom.

"We chose to study certified journalism teachers who are ILPC members," said Hawthorne, ILPC director who conducted the survey and wrote the report. "These advisers represent the best publications departments in Texas, and we felt that if this group of teachers is, to steal the relevant educational jargon, "at risk," then the remainder of the publications advisers — most of whom teach journalism out

of their field of certification or advise publications as activities rather than as part of the basic curriculum — may also be as dissatisfied, and possibly more discontent with their jobs."

Hawthorne added that the message to administrators is clear: Attention must be directed to both the content and context of the job to achieve and maintain high job satisfaction among journalism teachers.

"These teachers generally express positive job attitudes," Hawthorne said. "They enjoy teaching journalism and they enjoy their students. However, these feelings of job satisfaction are tempered by the perceptions of inequities, especially in terms of salary and time on task. Unless these inequities are resolved, journalism education in Texas high schools is likely to suffer an exodus of its best and brightest teachers at a time when it can least afford it."

Copies of the report can be obtained from the Interscholastic League Press Conference, P. O. Box 8028, UT Station, Austin, TX 78713-8028. The price is \$5.95 prepaid.

JEA certification

• National certification for scholastic journalism teachers is now available from JEA for those who meet the educational background requirements. Those with a secondary school teaching certificate in any field and an undergraduate degree with a major or minor in journalism are eligible for JEA certification. Courses must include news writing and reporting, communications law, and publications

advising. For more information, contact JEA, Kansas State University, Kedzie Hall 104, Manhattan, KS 66506.

NCTE resolution

• A resolution supporting students' right to practice freedom of speech and the press has been adopted by members of the National Council of Teachers of English. The resolution states:

"RESOLVED, that the National Council of Teachers of English urge state legislators, state departments of education, and local school districts to promote legislation protecting the rights of students in their exercise of freedom of speech and press; that NCTE urge and assist its affiliates to promote legislation ensuring these rights; and that NCTE urge all local communities and schools to ensure these rights."

June 22-26 set for ILPC Summer Publications Workshop

Registration material is now available for the 1990 ILPC Summer Publications Workshops, June 22-26 at The University of Texas at Austin. ILPC's summer workshop is widely recognized as one of the most outstanding in the nation. It features many of the nation's foremost student publications experts.

In addition to past workshop sequence directors Bruce Watterson of Arkadelphia, AR; Bob Button of Grosse Point, MI and Sherri Taylor of Syracuse, NY, the faculty will be strengthened by the additions of H. L. Hall of Kirkwood, MO, who will direct the adviser's sequence; John Cutsinger, who will teach in the yearbook sequence; and Howard Spanogle of Lombard, IL, who will teach in the newspaper sequence.

"We have expanded the program to include both advanced and beginning desktop publishing sequences, and in John, H.L. and Howard, we have contracted three of the nation's most respected journalists," said ILPC director Bobby Hawthorne. "We are working to continue our reputation as one of the elite student publications workshops."

Deadline for registration is June 1. For materials, write ILPC, P. O. Box 8028, UT Station, Austin, TX 78713. AAT credit for the adviser's sequence will be awarded.

Building a champion

Notes from state team math winners

State championships carry prestige for the school as well as for the students and coaches. Such accomplishments verify that students are willing to work harder than usual, coaches are putting in extra hours, and the administration and community value achievement.

During the 1989 UIL Academic State Meet, the first state team champions were crowned in number sense and in calculator applications. Bishop, Port Neches-Groves, Quitman, and Wichita Falls Hirschi each had a state championship team. Believe it or not, Plains (A), Shallowater (2A), and McAllen (5A) high schools won the state team championships in both number sense and calculator applications.

•What is at work in these schools that produces math team champions?

Leo Ramirez, math coach at McAllen High School, says his school has built a tradition around excellence. Traveling with his teams to meet the best and planning for success from the beginning rank high on his list. He says his teams set goals which focus on individual and team needs. His students work harder to maximize their individual abilities in order to help the team reach its full potential.

"The participation in UIL has aided his students in getting scholarships, Ramirez says. "During the 1980's, McAllen number sense and calculator applications students have accepted approximately \$600,000.00 in scholarships. It should be evident why each team member makes the sacrifices necessary to be successful!"

From the two McAllen High School 1989 championship teams, Homer Gutierrez is at MIT and Robert Vargas is at Stanford. Oscar Cano is at the University of Texas Pan American, and Javier Niño is currently a sophomore at McAllen High. Gutierrez and Vargas were on both teams.

Richie Cullins, Plains number sense coach, said the math and science events complement each other, and he gives credit to coaches Macky McWhirter, Larry Devitt and Eric Banfield for working together. He also commends all of the Plains teachers for helping. The administration at Plains has also demonstrated its support and approval of the program. "Without administrative support, a math and science competitive program would be difficult, if not impossible, to maintain," Cullins said. "The people of Plains have also shown tremendous interest and support of our UIL program. It makes a big difference to know that the work and the time that is invested is appreciated by the community."

The same three Plains students won



JANET WIMAN

Academically Inclined

the state championships in both number sense and calculator applications. Lance and Layne Morrow are still in high school. Chad Guetersloh, who currently is a freshman at Baylor University, said, "Number sense and calculator applications helped my reasoning and thinking ability, as well as my test-taking ability."

He added that the competition he went through in UIL helped to lower his test anxiety and, therefore, increased his efficiency in test taking. In addition to helping them with ACT and SAT tests, both Morrows said they believe that number sense and calculator applications exposed them to more math concepts than they might see in the standard math curriculum.

Gay Bratton, Shallowater coach, said that her team members' willingness to make sacrifices of personal time in order to excel was critical to Shallowater's success as the students were also involved in other school activities such as athletics, band and twirling. Bratton said he believes that attending math and science tournaments throughout the year helped her students show great improvements. Both Shallowater and Plains coaches indicated a friendly rivalry with neighboring schools is highly motivating, and each coach cited the other school as a 'friendly rival'.

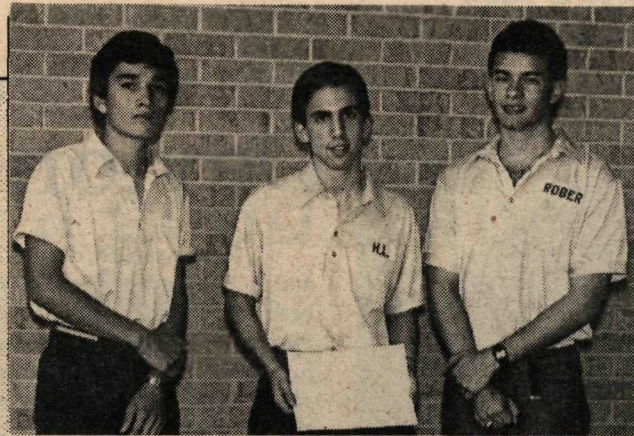
Kevin Gravett, Shallowater, summed it up when he said, "It was a real thrill to be on the first UIL championship team in both number sense and calculator applications."

Team member Heather Jordan sent a message to the 1990 contestants: "We hope to win again."

All three coaches said they believe that the teams' successes have had positive influences on their schools and their belief in the importance of the pursuit in academic excellence.

All three agree that building a program takes a long term commitment, and they recognize teachers, parents, school administrators and community support as key elements of success.

Individual state championships are tremendous honors for schools. Developing a program that produces a team championship is especially difficult and rewarding. Having dual championships is absolutely phenomenal!



1989 CALCULATOR APPLICATIONS TEAM CHAMPIONSHIPS

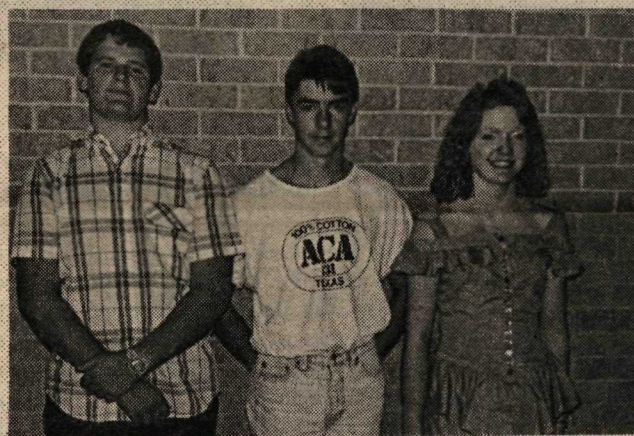
1A Plains
2A Shallowater
3A Bishop
4A Port Neches-Groves
5A McAllen



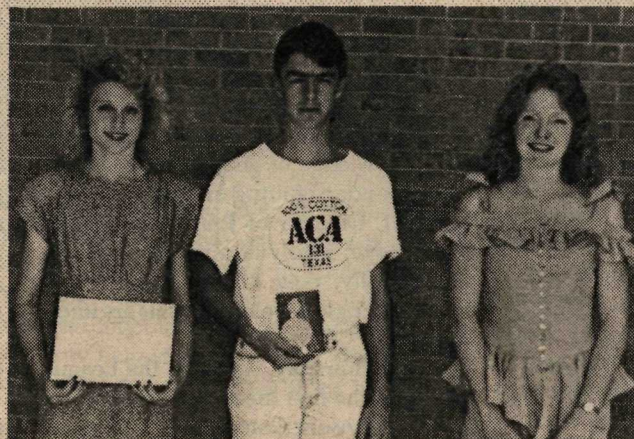
1989 NUMBER SENSE TEAM CHAMPIONSHIPS

1A Plains
2A Shallowater
3A Quitman
4A Wichita Falls Hirschi
5A McAllen

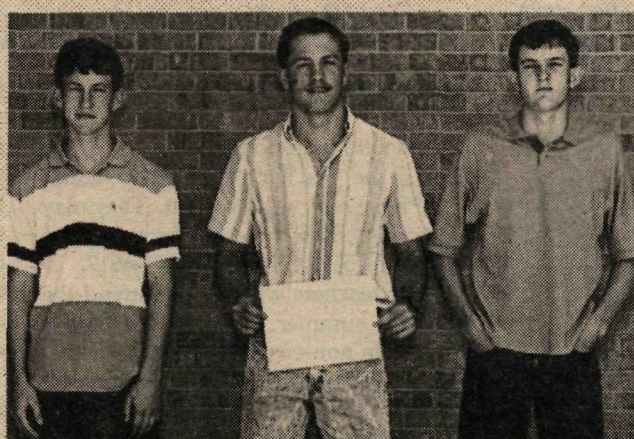
McALLEN — Members of the Conference 5A state number sense team were H. L. Gutierrez, Javier Niño, and Robert Vargas.



McALLEN — Members of the 5A state calculator applications team were Homero Gutierrez, Oscar Cano and Robert Vargas.



SHALLOWATER — Members of the Conference 2A number sense champion team were Karrie Alewine, Kevin Gravett and Heather Jordan.



SHALLOWATER — Members of the Conference 2A calculator applications team champion were Jimmy Garrett, Kevin Gravett and Heather Jordan.

PLAINS — Members of the A calculator applications and number sense team champions were Chad Guetersloh, Lance Morrow and Layne Morrow.

Dayton joins UIL staff



TREVA DAYTON: New speech director

A former speech, debate, English and theatre teacher, Treva Dayton has been appointed as UIL Director of Speech and Debate, Elementary and Junior High Academic Activities, replacing Karen McGlashen, who resigned in January.

Dayton taught five years at Pflugerville High School and four years at Georgetown High School, serving as UIL coordinator for both districts. In addition, she has worked with League through its student activity conferences and State Meet Academic Contests for 15 years.

"I'm tremendously excited about working with the League," she said.

"The UIL speech and debate programs students with some of the best experiences in their high school careers, and this position gives me the opportunity to see students across the state in their competition. For the last few years I've been working with elementary and junior high programs, so I'm really looking forward to working with sponsors on these levels and increasing the opportunities for these students to compete."

A graduate of The University of Texas at Austin with



Karen McGlashen

a BS in Speech Communication, Dayton has served as member of the National Debate Topic Selection Committee, and is a member of the Texas Speech Communication, the Texas Forensic Association, and the National Forensic League. In addition, she ran her own business, publishing educational material, for four years prior to acceptance of the position with the League.

Dayton commended McGlashen for her contributions to the League speech program.

"Karen initiated a variety of projects to improve communication, especially between this office and coaches out there in the trenches," she said.

"The feedback from last year's State Meet has given me plenty to do in working to make things a little smoother this year. The input from the 1989 Regional Advisory Committees was excellent — professional, specific, and filled with useful suggestions. The list begun this year of people interested in judging speech events has already been requested by several districts. Following up on these projects and making the most of all the information is going to be quite a challenge."

Sound off

Watches that emit audible beeps banned

There have been numerous questions about the use of watches/timing devices that emit audible signals in the number sense and calculator applications contests. For the 1990-91 school year, the wording has been clarified. For the 1990 Spring Meets, however, contestants must follow the wording as it appears in the *C & CR*. The wording states "Students shall not use a timing device that emits an audible signal." For this year, contestants should not plan to use such a device, even if the timing feature is turned off.

The instructions to contest directors reflect this wording, and the Contestant Certification Form will read: *This is to certify that during the contest I will abide by the instructions to refrain from using tape players, radios, and timing devices/watches that emit audible signals. I also understand that timing devices/watches that are not equipped to emit audible signals are permitted.*

For district, regional and state competition, students and sponsors are requested to adhere to the current wording and to assist contest directors to make this rule easy to implement. UIL rules are enacted to solve problems. This rule was initiated to provide a quiet, uninterrupted testing period for the students.

Up to date: Meeting set April 12 to assist in the development of new current events contest content, structure

What are the risks to Europe and the United States of a reunified Germany? How does drug trafficking threaten the fledgling democracies of Latin America? Should America remove its military bases from the Philippines?

In an attempt to cultivate students knowledge and understanding of world events, the UIL is developing a 40-minute current events contest for the 1990-91 school year.

"In addition to the much-publicized critical shortcomings in high school seniors' knowledge of geography, students lack an understanding of world events," said UIL Director of Journalism Bobby Hawthorne, who will direct the contest. "Specifically, they do not comprehend how seemingly unrelated events are interrelated."

On Thursday, April 12, the League will hold the first meeting of its Current Events Advisory Committee. This panel will consist of persons who are currently involved in the teaching of current events

in subject fields that cut across the secondary curriculum. Presently, representatives from the speech, journalism, and social studies areas as well as the coordinator of a "Citizen Bee" and a school administrator have been invited to participate on this committee.

"This contest will challenge students' knowledge of timely issues and events, and will encompass politics, religion, geography, natural sciences, education, business, media and other relevant topics," Hawthorne said. "By requiring students to use both current and historical perspectives, the contest will require them to think beyond the traditional course boundaries to determine what effect one situation or event might have upon another."

The contest will consist of two parts: the primary contest and a tiebreaker.

In Part I, questions will be posed in such a way as to allow for objective grading. Use of scantron cards is anticipated.

In Part II, contestants will respond to

a subjective essay question. The tie breaking essay will be of an expository nature, and will be judged on content first and clarity and precision of composition second. Writing style will be a secondary consideration. The essay should be no more than 100 words in length.

National daily newspapers such as the *New York Times* or a Texas metropolitan newspaper, business newspapers such as the *Wall Street Journal*, specialized periodicals such as *Forbes*, *The Atlantic* and *Texas Monthly*, news magazines such as *TIME*, *U.S. News and World Report*, and *Newsweek*, journals of political or social nature, and other periodicals that report and/or explain world events will serve as sources for contest questions.

Persons wishing to submit recommendations to the proposal should contact Hawthorne, UIL, P. O. Box 8028, UT Station, Austin, TX 78713-8028 prior to April 1. Materials may be sent to the UIL office via a FAX machine (512/471-5908).

Workshop

• Continued from page 4
 ested in the "teacher's" workshop should Please reserve a position. They may reach workshop director Murray at the UIL office, 512/471-5883 or 471-4517.

For teachers who 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 9-14, workshop will focus on play selection, cutting a long play, using limited scenery, use of the League-approved unit set, using limited lighting, interpreting 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. Applications for the Summer Theatre Workshop for high school students and the short term teacher's workshop will be mailed to all theatre directors in March.

Raucous behavior must not be tolerated

By **DR. TIM R. WESTERBERG**
Principal, Littleton (Colorado) High School

"The research is clear. Students who participate in activities programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than other students in general. In addition, activities programs provide valuable lessons for many practical situations—teamwork, sports-manship, winning and losing, hard work. Through participation in activities programs, students learn self-discipline, build self-confidence and develop skills to handle competitive situations. In short, dollar for dollar high school activities may be the best deal in education today."

Those words are part of a message I wrote to all Littleton High School fans in a 1986 fall sports program. I meant them then, and I believe in them just as strongly today. And yet I am concerned about some of the activities that go on at some of our athletic events, and about the lessons our young people learn when we condone or even support these behaviors.

Let me be more specific by supplying examples of the kinds of behaviors that are of concern to me and that I think detract from the inherent value of high school athletics. The events listed below are real; they occurred on one or more occasions at Littleton High School athletic events this year.

Throwing Objects on the Playing Field. At a basketball game this winter, LHS students "opened fire" with dozens of rolls of toilet paper following the first basket by our team. I am not sure if any

players were hit, but no one was hurt. Time was called briefly while the playing field was cleared. "Good clean fun" commented one parent. Perhaps. But another parent, one from the opposing team, complained to me in bitterness after the game about the humiliation she felt as she saw her son being pelted with rolls of toilet paper. Needless to say, she left that evening with a bad impression of Littleton High School and its students.

Are such acts examples of good sportsmanship? Is throwing toilet paper at athletes consistent with our school philosophy of respecting the dignity and self-worth of others? I think not. And by the way, the more advanced version of throwing objects onto the playing field—bottles, cans, snowballs and other hard objects—has resulted in serious injury to fans and players at numerous college and professional sporting events. I don't think throwing objects on the playing field is the kind of thing that enhances high school athletics.

Profane Cheers. Two favorite cheers among high school students today are in this category, both of which have been learned from their older, more "mature" counterparts in college and professional sports. The first is a cheer, or more accurately a chant, that is directed at officials following an unfavorable call. It has to do with the bodily function of the male Bovine and is usually found in pastures and barnyards. This chant involves the repetition of a two-word phrase, the first of which is the word "bull."

The second popular cheer of this variety is also a two-word phrase, the

Do we really intend to teach our young people to find someone else to blame for their own shortcomings?

literal definition of which has something to do with delivering a blow with one's foot to a certain part of the human anatomy. The first word in this phrase is the word "kick."

Do these cheers reflect the values in the quote above?

Cheers That Are in Poor Taste. Here is a sample from a recent athletic event. The home team begins the cheer by chanting "You are stupid." The visiting team responds by chanting "You are ugly." This chant continues for five or six repetitions. I can remember being disciplined as a small child for talking that way to others. Come on folks, we have more class than that.

Degrading the Opponent's Cheerleaders. It has become fashionable in recent years for fans to hurl insults in the form of derogatory labels, animal sounds, obscenities and degrading sexual references at the cheerleaders from opposing teams. These behaviors anger me as an educator and as a father.

Blaming Others. High school athletics has fallen victim to a whole series of behaviors that come under the category of finding someone else to blame for our own failures. Players, fans and coaches get technical fouls called on them when they lose control of their own behavior.

We all lose control from time to time, and I don't expect perfection from anyone, including our coaches. We are striv-

ing for excellence, not perfection. But losing control is not a virtue. I can't count the number of mornings I have heard adults apologizing for their behavior at the game the night before. Why do good, decent people suddenly take on a different personality when they enter the sports arena?

And then there is the almost constant badgering of officials and coaches by coaches and fans. Officials, for example, do "blow" calls from time to time, but so what? If our players had played perfectly, and if our coaches had coached perfectly, our team would be ahead by such a margin that a few "bad" calls by officials would not make a bit of difference. Do we really intend to teach our young people to find someone else to blame for their own shortcomings? I think not.

Many people, including some who are very close to me and whose judgment I value, have told me that I am "off base" and out of touch with reality. Still, I must remain true to my values and do what I think is in the best interest of the young people in our community and, in this case, of high school athletics. Obviously, my message here is a call for your support and your help.

I have thought at times about giving up and just "going with the flow." But I can't do that—I am not a quitter. I learned to be persistent through my participation in my high school athletics.

23 added to OAP list of certified judges

Twenty-three TETAAO accredited critic judges were added to the 1990 list by attending the Texas Educational Theatre Association convention workshop January 31- February 4 in Houston. Many of the new critics have a history of involvement in the one-act play contest.

This addendum should be attached to the list that appeared in the November and December issues of *The Leaguer*. This addition to the 1989-90 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners next year.

• Public School Teachers

NEW JUDGES

Jack L. Bilbo, Jr., East Texas Baptist Univ., Marshall 75670 II, 214/935-7963

Carolyn Houston Boone, University of Houston, Houston 77204-5071 III, 713/749-1427

Jackie Bromstedt, University of Texas at Austin, Austin 78712 IV, 512/471-

5793

Sheleigh Carmichael, San Jacinto College - South, Houston 77089 III, 713/484-1900 ext 224

Kathryn Carter, 7015 W. Beverly Mae, San Antonio 78229 IV, 512/696-1624

Marion Castleberry, McMurry College, Abilene 79005 I, 915/698-3065

Rene Brister Chambers, Theatre Midland, Midland 79705 I, 915/682-2544

Suzanne Cravens, University of Houston, Houston 77204-5071 III, 713/749-1427

Kelly Draper, East Texas State Univ., Commerce 75428 II, 214/886-5343

Kathleen Durapau, Tarrant County Jr. College - Northwest, Ft. Worth 76179 II, 817/232-2900

Mary Margaret Fischer, East Texas State Univ. Commerce 75429 II, 214/886-5346.

Nik Hagler, SAG/AFTRA - Houston, 2650 Fountainview #326, Houston 77057 III, 713/972-1806

Edward J. Hamilton, University of El Paso, El Paso 79968 I, 915/747-5146

Henry E. Hammack, Texas Christian Univ., Ft. Worth 76129 II, 817/921-7625

Mary Magni, Bee County College, Beeville 78102 IV, 512/358-3130 ext 504

Becci McDainel, San Antonio College, San Antonio 78284 IV, 512/733-2720

Melody McLarty, East Texas State Univ., Commerce 75429 II, 214/886-5339

Stan Norman, 1860 White Oak #315, Houston 77009 III, 713/880-1215

John A. Rude, University of Texas at El Paso, El Paso 79968 I, 915/747-5146 ext 283

Scott Schumann, Tarrant County Junior College - NE, Hurst 76054 II, 817/281-7860.

• Robert Singleton, Houston SPVA, Houston 77006 III, 713/522-9288 or 7811

Cindy SoRelle, McLennan Community College, Waco 76707 II, 817/750-3645

Heidi H. Treharne, Texas Wesleyan

Univ., Ft. Worth 76052 II, 817/534-0251

Molly Jean Vernon, Galveston - Central, Galveston 77550 III, 409/765-6637

Eddy M. Williams, Lamar University at Orange, Orange 77630 III, 409/883-7750 ext 255

CORRECTIONS

James Henderson, 2307 Midlane Apt. F8, Houston 77027 III, 713/621-9262 or 524-7999

Michael T. Bolen, Brickstreet Productions, 1014 West Houston, Tyler, TX 75702, 214/592-7850 or 592-7859

DELETIONS

Mary Beth Swofford, Incarnate Word College, San Antonio 78209 IV, 512/828-1261

John Wilson, Corpus Christi State Univ., Corpus Christi 78412 IV, 512/991-6810

We are nearing the last straw

When I was much younger, my mother would finally get enough of her children's mischief and announce, "This is the last straw." I found out later, of course, that this meant two things: a shortened version to describe the weight of one additional straw which would "break the camel's back," and a severe, often painful disciplinary action from Mom. After all appeals to decency and good behavior had been ignored, I recall the consequences of that last straw.

The conditions of lewdness, violence, unsportsmanlike acts, fan and player fights, abuse of officials, and general rowdiness have brought the League to declare that we have now reached an ugly crossroad which demands some somber conclusions.

In the past four months, here are some examples.

- Officials have been hit, cursed, and threatened.
- Fans have come on the field and court and engaged in fights with players.
- In one game, officials had to outrun adult male fans to reach the safety of a protective school principal.
- Players spit on the opponent's mascot.
- Players mooned the crowd (and were not ejected from the game).
- A player from one school sustained a broken arm after a disturbed fan hit him with a chair.
- A mother came onto the court and struck an official repeatedly.
- A coach spit on and hit an official.
- A coach tackled a player, pinned him on the floor, and was choking him before other school officials pulled the coach off.
- A junior high coach and two trustees bumped, pushed, and threatened to "beat up" a basketball official.
- Numerous coaches have been ejected from games after accumulating their third technical foul.



BILL FARNEY

Postscripts on Athletics

- In at least four cases, coaches have taken their teams off the court in protest.
- Students from the home school threw rocks at the opposing team's bus.
- A school hired 12 uniformed security officers for a game and required all persons to go through a metal detector. Twelve firearms were confiscated including one Uzi semi-automatic weapon. Several fans ran out into the parking lot and discarded weapons rather than risking detection. The season concluded with all that school's remaining games being played at 4:30 pm.

Why are these incidents increasing? What can be done to curb this trend?

In order to apply some remedy, probable causes must be determined.

Professional and college sporting events display violence, boorish behavior by coaches, vulgar and profane fan behavior, and announcers who question the judgment and integrity of sports officials. Professional and college players more often than not are prima donnas. Sack dancing, hip-wiggling, finger pointing, anguished facial expressions, and overt tactics to take advantage of rules are a grim reality. The focus is on excitement, entertainment, and financial gain.

Unfortunately, the negative aspects of these sports filter down to high schools. Boisterous celebrations, taunting, and screaming at officials are now problems for high schools.

The time has come to take drastic action. If public school athletic contests are going to be educational, if the safety of officials is important, if citizens expect to

come to a game that will NOT be marred by violence, obscenity, vulgarity, fighting, and profanity, if individuals can expect to get involved in officiating, if the public is to renew its faith in school activities as imparting positive attributes to participants, talk must cease and prompt action occur.

Hard choices are imminent. What we have now is not working. Probations and warnings are not enough. There are two options — do nothing or institute tougher rules for unsportsmanlike conduct. Everyone at a UIL contest must realize that their actions carry a penalty. While innocent persons could be inconvenienced, public and peer pressure will bring athletic contests back to sanity.

- Coaches ejected from games automatically receive a public reprimand, must appear before the State Executive Committee and must miss at least the next contest.

- Players ejected from games must sit out the next contest as a minimum penalty.

- Any school whose fans enter the playing area must forfeit the contest. If fans from both schools enter the playing area, both schools forfeit.

- In addition to penalties which may be applied to student representatives, school district personnel, or member schools, the school whose players, fans, or coaches physically assaults an official must forfeit that contest.

- Any student representative who assaults, hits, or strikes an official shall be suspended from all UIL activities for not less than one calendar year.

- Schools which fail to cooperate or show disregard for the rules are subject to suspension for any and all UIL activities.

The Legislative Council will consider these and other measures in an effort to bring back into focus what athletics is all about. Serious measures need to be taken before the privilege of participation is lost. We could be nearing that last straw.

Concurrent rules apply in softball

The UIL Constitution & Contest Rules includes softball as one of the programs. Accordingly, participants are required to adhere to Section 1200-1209. What this means is that the concurrent participation rule is in effect. Any student playing for the high school team cannot play or practice with a non-school team during the high school season. (Season is defined as the first day of practice through district certification.)

Calendar dates for the 1990-91 school year:

Volleyball - August 13 - first day for volleyball practice; August 20 - first day for scrimmages or games.

The week of August 20th - 25th and 27th - September 1 schools may play 3 matches. If your school is in session the second week, you may play one match during the school week and the remaining matches after school Friday and Saturday.

Basketball - Nov. 5 - 1st week for scrimmages - 2 max. One scrimmage during the school week, the second, after school Friday or Saturday. Nov. 12 - the first day for games.

NCAA changes ACT scoring component

The NCAA has changed one component regarding the initial-eligibility requirements for participation in intercollegiate athletics that must be met by prospective student-athletes entering NCAA Divisions I and II institutions.

One component of these initial-eligibility requirements is the requirement that a prospect achieve a minimum score on the ACT or SAT. Please note that because ACT has developed a new format and score scale for the ACT, the minimum required score (for purposes in initial eligibility) for ACT tests administered subsequent to Oct. 1, 1989, is 18 rather than 15. This is because, according to concordance tables published and distributed by the ACT agency, the concordant value of the previously required composite score of 15 is 18. This does not represent an increase in the required ACT score, but only recognizes that a score of 18 on the new test is equivalent to a score of 15 on the previous test.

If you have questions regarding the above information, please contact the legislative services department at the NCAA national office, P.O. Box 1906, Mission, Kansas 66201, 913/384-3220.

Redistricting process completed

By DR. BAILEY MARSHALL
UIL Director

Once more, we have completed the task of reclassification and realignment, a process that most people do not look forward to, especially the UIL staff.

Since this year's policies allowed for more odd team districts, fewer schools appealed their assignments. Seventeen schools asked for a change through the Reclassification and Realignment Review Board. Of those, six were changed to districts as requested. However, appeals were made to the Appeals Board involving three of these schools.

On February 20, the Assignment

Appeals Committee heard written appeals, and reversed three of the changes made by the Reclassification and Realignment Review Board.

Of the original 17 requests for changes, only three survived the two committees. Cleveland Tarkington will compete in District 21-3A in football and District 23-3A in all other activities. Trinidad was moved from District 42-A to 53-A, and New Summerfield was moved from 43-A to 42-A.

Changes in System

The Reclassification and Realignment Committee will meet in April to discuss current policies as well as possible changes

in the redistricting procedure. Among the items to be discussed will be:

- creating additional conferences;
- giving exceptions for migrant students;
- allowing fewer teams in a conference with more districts.

Last year, the policies were changed by the Legislative Council to allow approximately 15 more schools in 4A, to end mandates for even-numbered teams in district, and to place no more than six schools in a football district if such configurations would involve extraneous travel, such as a one-way trip of more than 150 miles.

Persons interested in appearing before this committee should notify the UIL office.

'Something must be done with soccer'

In the past, member schools have voted to accept new activities into the University Interscholastic League because they felt new activities would provide opportunities that students would not otherwise receive. Usually the students, coaches, parents, and others that are affiliated with the new activity are very grateful and appreciative and will do most anything to prove that they are a class act. Usually.

It seems that since day one with soccer (new seven years ago), there has always been something — a lawsuit, unethical conduct, suspension of coaches, coaches, players and fans out of control, to name a few. Soccer folks never seem to be happy about anything. They somehow think that they are above and beyond rules that are made for all team sports within this organization.

In the few short years that we have dealt with soccer, the season has been changed three or four times. To the best of my knowledge there has been a proposed season change by someone, every year. The starting date for practice has been changed three times in three years - with the date for games not altered.

Soccer people are the only people I know who want an exception for everything. They want an exception for the first day of practice because of X, Y, Z, and then they want an exception on when they can legally scrimmage, only to come back and try to get an exception to start their season



GINA MAZZOLINI

Sports Notebook

a couple days earlier than allowed by rule. Then, after the season gets started, they would like an exception to the number of games per school week (state law) as well as an exception to the number of games per calendar week. Just when you think that there aren't any more possible situations for exceptions, they'll call and ask for another exception.

I guess at this point I am very tired of being accused of single-handedly destroying the sport of soccer in the State of Texas. I might add, this comes mainly from club coaches who are making a living off the non-school teams. This also comes from parents that have been explained the rules only to find out that their child probably needs to make a choice. Sometimes I do not understand how an all-world, all-universe soccer player could find time to play for the high school anyway. With all the trips they make, I sometimes find it hard to believe these kids could actually be a full-time student.

About 25 percent of our member

schools participate in the UIL soccer program. It is amazing, however, that soccer generates more calls and complaints than any other sport we offer. Then if we don't take the time and argue with a soccer person, they think that we do not care about the sport or that we do not have any ammunition to defend the rules. I guess they do not realize that the rules are made by the member schools and approved by the State Board of Education.

The 1990 soccer season is just underway, and we have had more coaches ejected, more reports of misconduct, and more rule violations than we should have in five years. The word misconduct is too mild, and the trend of outrageous behavior among soccer coaches is alarming. In the Austin area alone, we have teams that feel they need to bare their bottoms to the crowds. They also have a repertoire of rude gestures and foul language. The players also subscribe to different tactics, such as holding shirts and shorts of opponents, clipping the heels of players, and dangerous play. Oh, yes spitting is still up there.

We must take a look at this to determine if we really think these are educationally sound competitions.

I hate to pick on the Austin area, but unfortunately I do not have to go any farther away to find questionable practices. For instance, high school soccer players, knowing the off-season rule, played anyway but to protect themselves

they played under assumed names. In another incident, a handful of soccer players were told that if they knowingly violated the concurrent rule, they would face a severe penalty. They violated the rule and the District Executive Committee made them ineligible for the year. The reaction by club coaches and parents and (still possible at press time) an attorney was disbelief. They assumed that severe meant that they would be ruled ineligible for the first few district ball games. I am not advocating banning the kids for life, but I think the students need to be accountable for their actions. They made a decision, knowing the consequences. Now they must live with the situation.

I am not going to belabor a point. I could keep writing about the rule violations, the attitudes etc., but I think we all know the gist of what I am addressing. I do think the program should be evaluated to determine if it still belongs in the UIL, especially since we keep hearing about how we are limiting the soccer players because of our "ridiculous rules."

At a recent UIL meeting not even relating specifically to sports, almost every administrator I spoke with said that something must be done with soccer. The media in attendance begged us to reconsider the addition of soccer. By the end of a typical work day, the UIL staff is wondering if soccer belongs.

I think it can, but not in its present form.

National Federation changes soccer rules

The National Federation soccer rules committee met in January and adopted the following rule changes for the 1990-91 school year. If you have any questions, please call Gina Mazzolini at the League office.

Summary of the rules revisions for 1990-91:

- 3-3-3 (d) — Clarifies that either team may substitute unlimited players when an injured player is attended on the field
- 4-1-1 — Note that shin guards which are commercially manufactured for that purpose and worn under stockings are now mandatory.
- 4-1-1 (a) — Provide that visible apparel under a jersey must be alike and solid in color. Visible apparel under shorts must be of similar length, alike

and of solid color the same as the basic color of the shorts.

- 4-2-6; 4-2-7 — Provides that hearing aids worn in or behind the ear and intraoral mouth protectors are legal.
- 12-8-1 Penalty — A cautioned player must be substituted for immediately.
- 12-8-1 (e) — A player must be cautioned for incidental use of vulgar or profane language.

3-3-3 (d) — Clarifies that either team may substitute an injured player is attended on the field.

Definitions — All definitions are now in rule 18. Definitions of "player" and substitute are revised so that a team is not required to play short if a team member is disqualified between periods.

Points of Emphasis for 1990-91:

1. *Incidental use of vulgar or profane language.* (12-8-1e). This rule change allows the referee to take stronger action than a verbal admonition. The referee must now caution a player who uses incidental vulgar or profane language. In the past, a referee used to ignore or verbally admonish a player for language not severe enough for disqualification. The intent of this rule is to eliminate entirely the use of inappropriate language.

2. *Misconduct* (12-8-2a) Fighting will be considered violent conduct in accordance with rule 12-8-2(a). Both the initiator and the retaliator shall be disqualified for the rest of that contest and subject to additional penalty under state association rules.

3. *Indicating the Throw in Spot.* Proper officials mechanics call for the referee to point to the spot where the throw in is to be made. If an official fails to point out the spot, and then stops play for a throw in violation, the flow of the game has been interrupted for a situation that perhaps could have been prevented through the use of proper preventative officiating mechan-

ics.

4. *Persistent Infringement* 12-8-1). When the actions of a player are repeatedly in violation of any of the rules of the game, the player shall be cautioned and if the behavior continues, the player shall be disqualified. As a point of emphasis this year, referees are challenged to be especially vigilant in identifying players of persistent infringement by keeping a mental record of the players who commit the fouls. Once identified, these players must be issued a formal caution. Once cautioned, the player who is then guilty of misconduct must be disqualified.

5. *Encroachment* (13-3-1, 16-1-2). When a team is taking a goal kick or a free kick within its own penalty area, the opposing players shall be 10 yards from the ball and outside the penalty area. All opposing players must remain outside the penalty area until after the kick is taken and the ball leaves the penalty area. In other words, all opposing players may not cut through the penalty areas (to challenge for the ball) until the kick has been taken and the ball leaves the penalty area.

POSTMASTER: Send changes of addresses to **THE LEAGUER** • Post Office Box 8028 University Station • Austin, TX 78713-8028

SPLENDORA ISD

The District 23 AAA Executive Committee has issued a public reprimand to Splendora ISD and placed them on probation in football through the 1990 season. The penalties were issued for failure to file correct eligibility forms and allowing students to participate, and failing to submit physical examination/medical appraisal forms prior to allowing students to practice.

WESTWOOD ISD

Westwood High School, Palestine, has been given a public reprimand for violations of the residence rule by a football player, and all games in which the ineligible player participated have been forfeited. The penalty was issued by the District 18 AAA Executive Committee.

WEST-ORANGE COVE ISD

The State Executive Committee has issued a public reprimand to Coach Dan Hooks, West Orange-Stark High School, and has placed him on probation through December 12, 1990, for violating the Athletic Code.

MUNDAY ISD

The State Executive Committee has issued a public reprimand to Munday High School and placed the school on probation for violating the Athletic Code. The terms of the probation include presenting an acceptable plan to the State Executive Committee to resolve the situation and to see that it doesn't occur in the future.

DETROIT ISD

The State Executive Committee has issued a public reprimand to Detroit High School and placed the school on probation through December 12, 1990, for violating the Athletic Code. The terms of the probation include presenting an acceptable plan to the State Executive Committee to resolve the situation and to see that it doesn't occur in the future. The committee issued a public reprimand to Coach Lewis Lamar, Detroit High School, placed him on probation through December 12, 1990, and suspended him from attending the first two football games of the 1990-91 season, for violations of the Athletic Code.

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.

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.

MARTIN HS (LAREDO)

Martin HS band director Juan Valenciano, has been suspended from UIL activities through school year 1989-91 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.

C & CR OFFICIAL INTERPRETATION

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

Section 400 (d), the 15-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.

According to Section 440 (b), students who have an option to attend more than one high school within a school district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select. If a student subsequently changes to another school within that school district, he is not eligible for varsity athletic competition until he has been enrolled in and regularly attending that school for at least the previous calendar year.

Section 1014 (c) prohibits a student from entering the Keyboarding Contest more than one time, regardless of how many school years that student is enrolled in first-year typing.

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

In order to consider a guardianship under Section 442 (b) and (c), the guardianship must be legal, recorded in its regular order in the office of the District or County Clerk, and of at least one year's standing. If no legal guardianship has been taken out, three years' residence with and support of a contestant establishes guardianship within the meaning of this rule.

Section 1206 (c): Schools may use non-traditional systems for length of classes provided:

1. the classes meet within the regular school day;
2. classes are alternated throughout the semester and meet on Monday-Wednesday-Friday one week and Tuesday-Thursday the next week;
3. the total time for the alternate period in any five-day school week does not exceed 300 minutes;
4. the school has Texas Education Agency approval of the plan;

5. the schedule is mandated at the beginning of the semester and is not changed to allow for more time during an abbreviated school week.

Section 402: For the purposes of eligibility, persons are considered high school graduates if they received an equivalency credential based on the General Education Development Testing Program.

DALLAS CARTER

Carter High School, Dallas ISD, has been disqualified from district football honors for the 1989-90 school year, and placed on probation in football through the 1990-91 school year, for playing an ineligible student in a district football game. This penalty was assessed as a result of the appeal by Carter High School of the decision of the district executive committee.

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 Bureson, 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.

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.

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.

WESTLAKE HS (EANS ISD)

Westlake High School, Eanes ISD, has been issued a public reprimand and placed on probation in all UIL activities through the 1990-91 school year. The penalties were assessed by the district executive committee for violation of the Athletic Codes.

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, hurray, hooray

Grades 5-6:

kasher: change to kosher, kasher
route (course): change to route, rout
visitor: change to visitor, visitor
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)
templar: change to templar (T)
wonton: change to wonton
whiskbroom: change to whisk broom
whoopla: change to whoopla, hoopla, houp-la
Zeus: change to Zeus (genus of fish)

MUSIC MEMORY

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

PORT ISABEL ISD

Jacqueline Pederson of Port Isabel High School has been suspended from all UIL activities through November 30, 1989, and placed on probation through October 31, 1990, for incorrectly

certifying a student's eligibility for the 1988-89 academic district meet.

Virgil Lee of Port Isabel High School has been suspended from all UIL activities through November 30, 1989, and placed on probation through October 31, 1990, for falsifying records which resulted in incorrectly certifying a student's eligibility for the 1988-89 academic district meet.

SAN FELIPE-DEL RIO

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

SAVOY ISD

Coach Billy Coburn, Savoy High School, has been issued a public reprimand and placed on probation through October 31, 1990, for violation of the Athletic Code.

Also, Savoy High School has been placed on probation in football through October 31, 1992, for violation of the Athletic Code.

MUSIC NOTICES

Prescribed Music List - Page 107, Russell: Buffo Set (play one) is published by G. Schirmer.

Prescribed Music List - Page 117 - Miscellaneous String Trios - Class 2

Tartini - Two Trio Sonatas in D Major (2 violins, cello or viola)

MEDIUM ENSEMBLE CONTEST

Section 1109 (d) (5) on page 270 of the 1989-90 *Constitution and Contest Rules* should read:

(5) Limitation. A student may enter two medium ensemble events provided they are different events as listed in Section 1109 (a), (b) and (c) in addition to the limitations stated in Section 1108 (g).

PICTURE MEMORY

David, Jacques - Louis or David French Interior (correct in Bulletin).