

Leaguer

Two new contests enter UIL program

Two new academic contests — Current Issues & Events in all conferences and Computer Science in 4A and 5A — will be introduced this spring, highlighting a year of growth in the League's academic program which includes the appointment of three new contest directors.

New directors include Dr. Carolyn Gray, Spelling; Dr. Linda Butler, Science; and Dr. Terri LeClercq, Ready Writing. Dr. Butler is in the UT Department of Botany and replaces Dr. Judith Edmiston. Dr. Gray is an instructor in the UT Department of Management Science & Information Systems.

Dr. LeClercq replaces Dr. James Kinneavy, who retired after 25 years. Dr. LeClercq is the writing specialist at the UT-Austin School of Law and a writing consultant to several Texas law firms. She co-directed the contest with Kinneavy the past three years.

"I plan to carry on the successful Kinneavy traditions," she said. "The contest will continue to have two prompts: one general knowledge and the other keyed toward contemporary events. The current events prompt however will shift focus from a specific current event to a more general question about contemporary affairs. This prompt will elicit a response to a general world situation rather than a specific person or event."

The Current Issues and Events contest, which will be directed by Bobby Hawthorne, who also directs the League's journalism programs, will be geared for students interested in specific world events. "The contest will consist of questions about current events that have taken place during the 1990-91 school year," Hawthorne said. "The tiebreaker question will be a short essay."

The contest is designed for social studies students and teachers, although it will appeal to speech and journalism students as well, Hawthorne said.

Both individuals and teams will advance in the contest. Information regarding



Dr. Terri LeClercq

the CI&E contest is in the *Constitution and Contest Rules* and the *Spring Meet Handbook*. In addition, information may be obtained by requesting it directly from Hawthorne.

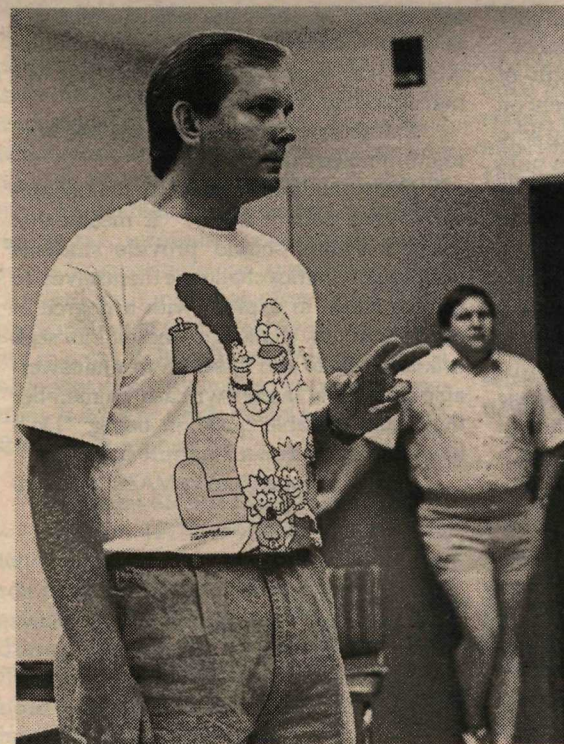
The Computer Science contest is also a team event, and will focus on programming skills rather than mathematical, engineering or other subject applications, said Janet Wiman, UIL academic director. It will consist of written examinations at district and regional meets, but a written exam and programming session at the State Meet.

"The addition of these two contests expands dramatically the League's commitment to academic excellence," Wiman said. "We anticipate tremendous enthusiasm for these contests."

She added that schools paying stipends to sponsors of UIL academic contests should add Current Issues & Events and Computer Science to their lists. "Administrators must also take special efforts to see that these new contest sponsors receive information from the League necessary to prepare students for competition and to administer the contests if necessary."

One of the best means to prepare students and sponsors is to have them attend one of the five fall student activities conferences (see related story, page 6), Wiman said.

Sponsors of state ready writing champions will be honored during the five fall student activities conferences, LeClercq said. "I will use this opportunity to meet with sponsors whose students have placed first, second or third at State Meet," she said. "This will be an opportunity to know each other and for them to share their teaching methods with beginning sponsors."



While you were out of the office

UIL activities continued in June with the state baseball tournament and the ILPC summer publications workshop. Above, Duncanville players celebrate their 5A state title, won over Deer Park, 6-5. Other state champs include Colmesneil (A), Harmony (2A), Freer (3A), and Carthage (4). At the left, Bob Malish of Canon Cameras USA stresses the importance of taking care of equipment. More than 600 students and advisers attended the five-day workshop, held at UT-Austin.

• Top photo by KIRK CRIPPENS

TILF receives \$75,000 gift from Joe B. Cook estate

The Texas Interscholastic League Foundation has received a gift of \$75,000 from the estate of Joe B. Cook of Houston, a longtime TILF board member who died July 5. Mr. Cook joined the TILF board in 1962, served as its president from 1968-1980, and was a board member at the time of his death.

Mr. Cook's bequest will be added to an endowed TILF scholarship fund which he

and his late wife Louise Patterson Cook had previously established. His bequest will add two new four-year scholarships to the five scholarships presently being given by the Cook Scholarship Fund. Each scholarship is for \$2500, payable \$1000 the first year and \$500 each of three additional years.

"I can't think of anyone who has made greater contributions to TILF than Louise

and Joe Cook," said Dr. Rhea Williams, TILF secretary and former UIL director. "Joe served as president and member of the board for 30 years, and his family is instrumental in providing more than \$250,000 in funds for scholarships. There are countless people across the state who owe their educations and subsequent successful careers to Louise and Joe Cook. And future students will also

benefit from the family's generosity."

Joe Berry Cook was born in 1901 near Gilmer, in east Texas. He attended The University of Texas.

"Joe's family had little money for college," his daughter, Barbara Wendland of Temple, said. "In fact, financial need had kept his three older brothers from finishing high school. But Joe was determined.

• Please turn turn Cook, page 7

Extracurricular activities offer talented students a way

Out of the maze

By **BOBBY HAWTHORNE**
Assistant Contest Director

Much has been said — positive and negative — about educational competition. Tradition ally, League officials have de-emphasized the "competition" aspect while emphasizing the "education" angle. I realize that it is easier for us to sit here and preach to you about balancing education and winning, since my paycheck is not directly attached to how well 16 and 17-year old boys perform on Friday nights. But it is important to know that educational competition is not an oxymoron, nor are our pleas for balance mere platitudes. If competition — athletics in particular — is to remain in schools, it must be attached to specific, identifiable and verifiable learning objectives.

Recently, I read in *Vital Speeches* the comments of a research professor who lamented the state of American schools, saying he remembered a time when recreation was not education. I'm sure others feel as he did — that much of what happens in schools today, extracurricular activities in particular — are mere recreation. During the education reform movement, Mr. Perot echoed these sentiments. Comparing length of school years, school days and time spent on homework is a popular device of those who support the contention that American public schools are more interested in social agendas and recreation than they are in education.

Your first job is to dispel this myth. It is a unique characteristic of mammals that the young learn survival skills through play. Athletic, fine arts and academic contests exist in the schools to support and enhance basic curriculum first and foremost, and then to an extent to buttress what may be considered a values-based curriculum. To elabo-

rate briefly on both, activities:

- Support the basic curriculum — the essential elements, if you will — by providing a laboratory experience for the lessons learned in math and science classes, in speech and drama classes, in physical education classes and music classes.

- Support value-based curriculum by teaching students the need to work hard to achieve goals: (1) To be responsible for their own work; (2) to respect authority figures; (3) to respect the rights of others; and (4) to compete within an agreed-upon set of conditions.

Everything that we do must be directed back to the development of these skills. I read in *Education Week* the comments of an educator who said that so much of schooling is value-neutral where students learn the institutional rules well enough to win by playing them or to survive by taking advantage of them. To quote:

"Set against the formidable array of rewards and punishments of the school bureaucracy, the pursuit of meaning, of useful knowledge, of excitement, curiosity, unknown facts and unanswerable questions all become second-class citizens taking a back seat to a managerial mentality. In other words, true learning is lost in the school's managerial and janitorial maze."

Extracurricular activities are one way to minimize this.

Okay, that's all sufficiently philosophical. What does it mean? It means that extracurriculars should provide students with opportunities challenge themselves, to pursue truth, to explore with a degree of excitement, to challenge oneself, to seek unknown facts and answers to unanswerable questions. In my own case, I remember that unanswerable question being, "Do I have it in me to run a 2-minute half-mile."

• Please turn to MAZE, page 10

Hold your ground

All organizations make certain assumptions regarding the behavior of their members and clients. One assumption is that members and clients will accept the authority of an organization to certain norms of interaction. In particular it is assumed a member or a client will accept that an organization official is restricted in his freedom to concede requests and demands.

This assumption is made by most member school officials and League administrative officials of the Interscholastic organizations. When school administrators ask for rulings from the state offices, they, in most instances, realize that League administrators are restricted in their freedom to concede requests and demands. In other words, the member school administrators realize that the League administrators must stay within the rules.

This relationship is also expected when school officials rule on eligibility in their local situation; however, the assumption is often incorrect when school officials or League officials deal with parents or outsiders. Parents and fans often do not accept the authority of the League rules and do not accept that the League has a legitimate right to established rules. Consequently, they don't conform in their dealings with the school officials or League officials as expected.

When patrons do not accept the authority of the League or are not aware of the League and its rule, they often apply extreme pressure on the school personnel when an issue arises over League rules. When the pressure becomes quite intense, the school personnel often refer the patron to the League office personnel for a ruling. This changes the relation from a confrontation between the patron and the local school personnel to a confrontation between the patron and a League administrator.

This may be the most important role that the League administrative officials carry out — to remove severe conflict situations



BAILEY MARSHALL

Director's Corner

• Marshall column, page 10

from the local level. However, many school officials refer every ruling to the League office, and this has created some problems. First, the patron assumes, whether stated or not, that the school official is opposed to the rule or to the League itself. Secondly, if there is an automatic referral to the League office without some commitment by the school officials to the rule itself or the League, the position of the league officials is worsened. The League officials are exposed as if they are free agents and they in turn exposed to unrestrained pressures.

How can school officials bypass a confrontation with an irate parent or fan and still alleviate some of the pressure that is likely to occur when a patron contacts the League office officials? Research indicates that if one of the parties in a bargaining situation is committed to this stand and if the commitment is recognized by the second party, the second party will frequently forego threats or promises which he might otherwise have profitably employed. (Schelling, 1960)

The school official could indicate his organizational commitment to the League even though he cannot defend the specific rule ideologically.

The existence of such legitimation by school officials is likely to reduce the pressures that are applied on the school official himself as well as on the League officials. It is also less likely that patrons would file suit if they feel their local school people are committed to the League program.

The Leaguer

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Juggling several things at once

As if just getting started with school isn't difficult enough, thousands of high school musicians — like these from Wimberly High School — are gearing up for Friday night football games and marching contests. The marching season will culminate with the State Marching Band contest, November 12 in Austin.

Photo by
Bradley Wilson.



Important marching band issues to be included on UIL survey

On Wednesday, August 8, 1990 the members of the UIL Standing Committee on Music met in Austin, Texas at the Airport Hilton Hotel. At that meeting this body, comprised of school superintendents representing all conferences of the state, reviewed each proposal that had been submitted to the Legislative Council of the University Interscholastic League for its consideration. Eight of the ten proposals discussed were approved for submission to the full Council; however, after thoughtful deliberation it was agreed that all schools should have the opportunity to respond to two proposals included on the agenda. Subsequently these two items will appear on the 1990 Superintendent's Survey that is being prepared for distribution to the UIL member schools in early September.

PROPOSAL 1. Establish an alternating year format for the region and state marching band contest.

This is the proposal that was drafted by the Marching Band Study Committee this past year, reviewed during the spring TMEA Region meetings and approved by the band representatives to the TMEA Advisory Committee in San Antonio on August 1, 1990. At that meeting the proposal was approved by a vote of 18 to 2 with 2 delegates abstaining. Under the plan Conference AAAA, AA and A would compete in odd numbered years and Conference AAAAA and AAA would compete in even numbered years. The district contest for all conferences would continue on an annual basis.

PROPOSAL 2. Remove twirling from

the UIL music contest plan.

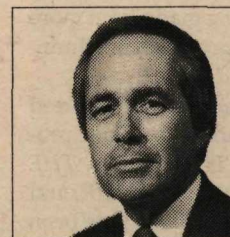
At the present time twirling is the only activity in the entire UIL music contest plan that does not relate specifically to music performance or the essential elements for music as defined by the Texas Education Agency. More and more bands no longer use twirlers as a part of their UIL contest performances. In addition district executive secretaries report that there is dwindling participation in UIL twirling competition in many areas of the state. A survey of the band representatives to the TMEA/UIL Music Advisory Committee resulted in a 20 to 2 vote to discontinue UIL twirling contest.

The results of this survey will be submitted to the Legislative Council for final deliberation during its annual business meeting October 21-22, 1990. It is clear that these two issues directly effect high school marching band and twirling programs. The concept of an alternating year state marching band contest has been discussed in many forums and has consistently received favorable support. The continuation of twirling as a part of the UIL music program has also been a subject of debate on many occasions. Consequently it is important that directors share their opinions concerning these proposals with their principal and superintendent so that the results of the survey accurately reflect the majority opinion of our state.

Anyone in need of additional information or clarification is encouraged to contact Richard Floyd, State Director of Music at (512) 471-5883.

Music rule changes for 1990-91 reviewed

While 1989 was a year of little change for UIL Music Contest, action taken by the Legislative Council and the State Board of Education did result in one major revision in general student eligibility that will effect music students. In addition there are five minor modifications to the actual music contest plans. Each revision was adopted after careful study, thorough review and extensive input by the TMEA/UIL Music Advisory Committee, the Technical Advisory Committee and the State Director of Music. It is crucial that all directors familiarize themselves with these changes since they can and will effect participation in UIL music competition. The following revisions will be in effect for the 1990-91 school year.



RICHARD FLOYD

Music matters

designated chairman of the adjudication panel in all high school sightreading events. This TMAA member will be expected to be thoroughly familiar with sightreading room procedures and will be responsible for seeing that the sightreading contest functions in an equitable, consistent manner. If there is more than one TMAA certified judge on the sightreading panel, the District Executive Secretary or his designate will appoint one of the TMAA members to serve as chairman.

Scoring system for determining the first two bands that will advance from district to region marching contest - Section 1106 (f)(1)(C): This rule specifically states that the three judge ranking system used for UIL speech competition will be used to determine the bands that will advance to Region. The use of this system will insure that a consistent scoring system is used at all district contests throughout the state. Anyone who plans to compete at this level is encouraged to familiarize themselves with this procedure since it does differ from systems used by some districts in the past. The State Music Office will gladly answer any questions pertaining to this scoring procedure.

■ Summer marching band limitations

Section 1105(b)(4): This provision, which places certain limitations on summer marching band activities, actually was in effect this summer. Its content has been widely publicized. Please contact your District Executive Secretary if you have any questions regarding the statement that must accompany your marching band contest entry.

It must be remembered that the purpose of the music rules is to provide the best and most equitable kinds of educational competition for our students. While changes this year are minor all directors would be well advised to carefully review the entire music contest plan as the new school term begins. The better we understand these guidelines and implement them, the more successful we will be in providing optimum competitive performance opportunities for the student musicians in the state of Texas.

Questions concerning any facet of the music contest programs of Texas may be addressed to the State Music Office at 512-471-5883.

■ General Student Eligibility

Section 480: There continues to be major revisions in the general eligibility requirements for students participating in the UIL academic and fine arts programs. Please review this section carefully since it does open up new options for your students. In particular note that students may accept unlimited awards for participating in an invitational academic, or fine arts contest which does not count on League standing (i.e. UIL District, Region or State Competition). Under this new provision it will not be necessary to scrutinize such events as young artists competitions or symphony guild concerto auditions that offer prizes since participation in such events will not be subject to any UIL limitations. Furthermore, it no longer matters whether or not the competition is alike or similar to an activity which the League sponsors.

■ Choral Sightreading Procedure

Section 1111 (e)(4): This single sentence addition was adopted to eliminate some confusion and inconsistency that had existed in the choral sightreading room during recent years. Under this provision there can be no further warm-up or instructions by the director once the starting pitches have been given and sung.

■ Vocal Medium Ensemble

Section 1109 (c): The maximum number of singers per part has been raised from four to eight. This revision was actually approved by the State Board of Education for immediate implementation during the 1989-90 school year; however, this is the first time that it actually appears in the Music Contest Plan of the *Constitution and Contest Rules*.

■ Sightreading Judges

Section 1112 (2)(B): Beginning this spring, a judge selected from the recommended list of approved judges shall be

Quality theatre is often controversial

This is the time of the year when directors should be focused on planning meetings and play selection, including the contest entry for next spring. Play selection is the most difficult task of the director in the One-Act Play Contest. This task is being made even more complex by community pressures or administrative action.

Last year in our state, it was reported that administrators refused to allow productions of *DARK OF THE MOON*, *THE CRUCIBLE*, *THE CHILDREN'S HOUR*, and numerous other scripts that have long been produced in Texas OAP. Theatre educators are discovering that censorship is on the rise. Censorship takes many forms, direct and indirect. Having been accused of promoting smoking, drinking, satanism, violence, premarital sex, or whatever directors edit from a play script anything that might be considered controversial by anyone. Such action can be a violation of international copyright law, but it is important to understand that it may destroy the artistic integrity of the play or production and relegate theatre to meaningless entertainment, destroying the very reason why theatre arts is included in our K-12 curriculum.

I'm sure some of you are surprised that the person responsible for UIL censorship dares to write on this subject and in fact supports the local director's right to select quality material and produce it as written. If you are too surprised, you should read pages 53-57 in the *Handbook For One-Act Play*, 11th Edition. We should all recognize that smoking actual cigarettes or drinking liquor by high school students is a violation of Texas

law, but the playing of characters that do these actions does not necessarily promote smoking or drinking. At the same time you read the above pages you might also like to hear the OAP eligibility notice administrative certification. "This play has been carefully examined and the script and production are approved for presentation by the students of our school and are acceptable in our community." The principal or superintendent of each school must sign this form to officially enter the UIL play contest. The administrative signature on the contest play official Eligibility Notice should settle the "morals" issue of Section 1033 (c) (1) (H) in the UIL C&CR. This includes the costuming used in the production! Perhaps it is time that it should also settle the "profanity" issue. It is especially disturbing when I discover contest manager disqualification over dialogue which I do not consider a violation of this rule. The iniquity of interpretation is sometimes astounding. My annual conversations with and letters from contest managers, administrators, director, parents, and OAP State Meet patrons clearly indicate that people listening to the same line or watching the same scene to not hear or see the same thing. It seems to me that the local director and administration is in a much better position to determining what is acceptable for their students than a contest manager from a competing school or an administrator from Austin.

No, I'm not trying to jump ship, but this conservative administrator is finding it very difficult to understand the wave of so called "conservatism" that seems to be affecting educa-



LYNN MURRAY

Educational Theatre

tional decisions. I consider it radical when a religious group prays for the failure of a high school play that has been on the UIL Approved List for 20 years. It seems "radical" to me that *INHERIT THE WIND* or *TO KILL A MOCKINGBIRD* cannot be produced by any Texas school. It is unacceptable to me that a school administrator makes a decision about the suitability of a script for the community because a bond issue might not pass or somebody threatens to sue. Any play has the potential to be controversial from some view. Plays are about conflict. Conflict is about disagreement. Plays often evoke different views from audience members. A controversial high school play is potentially any play. If anybody thinks it should not be produced with high school students, it is automatically controversial.

In addition to those already mentioned. The following is a list of plays that individuals or groups have recently requested banned (censored) from UIL: *THE ELEPHANT MAN*, *THE PRIME OF MISS JEAN BRODIE*, *THE CHILDREN'S HOUR*, *THE SHADOW BOX*, *ONE FLEW OVER THE CUCKOO'S NEST*, *ON BORROWED TIME*, *I'M NOT RAPPAPORT*, *GHOSTS*, *A FLEA IN HER*

EAR, VOLPONE, *TARTUFFE*, *NOISES OFF*, *THE RUNNER STUMBLES*, *THE FOREIGNER*, *BLACK COMEDY*, *CRIMES OF THE HEART*, *BLOOD WEDDING*, *VANITIES*, *CHILDREN OF A LESSER GOD*, *THE RIVER NIGER*, *AMEN CORNER*, *RAISIN IN THE SUN*, *DEATH OF A SALESMAN*, and *LIE OF THE MIND*.

If these were banned somebody would object to *SPARKIN*. This evil play produced in UIL since 1928, promotes the use of chewing tobacco. I discovered this complaint researching the history of OAP from an anti tobacco letter written in the 30's.

We must be objective enough to recognize that play selection, like textbook selection, is a potential problem for administrators. A good director will be sensitive to that potential and script value will be clearly communicated to the administration. This won't provide protection from attack. Someone will find evil in the most innocent script and satanism seems to be the popular vehicle. In fact, I rather object to *HANSEL AND GRETEL*. This is a story of a no good father deserting his children to die in the woods. They survive exposure by trespassing and are about to be eaten by a cannibal witch when they trick her to death. "Do unto others what they are trying to do to you" or "kill the other guy first" seems to be a central theme. I do realize this is a little absurd, but no more so than some concepts of what is seem at State Meet. Many times horror tales for children have a violence level far exceeding *LIE OF THE MIND*. One of the more vocal objectors of this script saw absolutely nothing wrong with *HANSEL AND*

• Please turn to CENSORSHIP, page 12

Censorship: Notes From The Principal

By DR. F. SCOTT REGAN
Bowling Green State University

Just as children children and parents worry about getting "a note from the principal," directors of theatre for young audiences and secondary school teachers are increasingly getting messages about their production from school administrators. How do we respond?

NOTE #1 "Could anything about the production be considered "humanistic?"

The play was Pauline Conley's *Code Breaker*. This play, that celebrates individuality over conformity, science over superstition, and people over machines, could be considered guilty of the charge (as could most worthwhile plays). Unfortunately a minority group of parents were monitoring all school activities and expressing concern over things that they found to be teaching humanistic values as an alternative religion.

ISSUES: Should the principal be allowed to read the script in advance? Should the parent watchdog group be supplied with a script? Should an alternative production be offered? Should the school be given a take it or leave it offer from the director?

NOTE #2 "Why should we allow you to use words on stage that we don't allow the children to use, even on the playground?"

The word was "Damn" and it was found in Suzan Zeder's *Doors*, a realistic, contemporary play about a child feeling squeezed by an impending divorce.

ISSUES: While our characters and actions on stage should provide "opportunities to learn," shouldn't they also provide real images that audiences can identify with. Would a parent, in the midst of a divorce, say "shucks?" On the other hand, does the use of the unacceptable work, used in the framework of an official school assembly, destroy the "willing suspension of disbelief," and distract the audience from concentrating on the real emotions and events? Most importantly, how does an art form differ from reality and how can we communicate that to school authorities and, more importantly, to audiences? Should Venus de Milo wear clothes while in school?

NOTE #3 "I know that life is like that, but it should have had a happy ending."

Again the play was *Doors*.

ISSUES: In our fervent desire to be relevant to the schools have we indirectly

promised to bring happiness and knowledge, but no tears? Are students ready for a view of the world that is not entirely happy? Does our value to young audiences come from reinforcing the positive and optimistic or from realistically depicting the complex world that the children will inherit?

NOTE #4 "We are working so hard to educate our kids about the evils of drug and alcohol and you allow actors to depict it right on stage."

A most innocent production of Hans Christian Andersen tales included a brief, pantomimed, dinner scene toast.

ISSUES: While scenes that glorify alcohol (how funny he is when he's stoned) would obviously be of concern, did we glorify or advocate it by simply including this "responsible drinking" scene? What other kinds of inadvertent messages might our plays be sending about problem solving, sexism, or the arts? How can cultural and historic context be provided for stage behavior that may no longer be acceptable? Must we ban the Commedia delle Arte because they often use violence to end disagreements?

While the seemingly increasing num-

ber of "notes from the principal" may reveal a great deal about our society today, I would suggest that our reaction to these challenges may say a great deal about us as well. When confronted with an objection, complaint, or outright censorship, the way that we as directors react sends important messages to our young performers. Are we defensive? Superior? Angry? Do we try to see the other side of the issue? Do we explore other alternatives? Do we insist on balanced programming? Do we avoid controversy at all costs or create it at all costs? Do we respect the views and morality of our young performers? Do we allow them a dignified way out if they are uncomfortable with the morality they portray on stage? And most importantly, do we educate our actors about the controversy? (What better lesson in civics?)

How can we use a censorship battle as an educational lesson with our students? In an Ohio suburb a high school production of *Voices from the High School* was cancelled by the school administration. The director found a sight in the community to house the production and the show went on. Part of the show was later presented at the state.

• Please turn to PRINCIPAL, page 7

There's nothing to fear from these kids

Aside from the announcement that scientists have isolated and identified the chemical makeup of armpit odor, it was a pretty uneventful summer. The two big stories — Ann v. Claytie and George v. Saddam — have played pretty much as expected. Down and dirty.

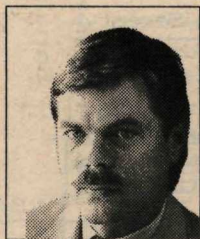
No news there.

As usual, I spent the better part of my free time teaching greenhorn reporters and editors at summer workshops. This involves forcing 15 and 16-year olds — teenagers who'd spent all of their time prior to the workshop and who would spend their days after the workshop sleeping until noon — to sit for four days, 8 to 12 hours per day, listening to me ramble about personal opinion columns or modular design. It's a way to prepare them for life in a nursing home.

As usual, I was more impressed than depressed with this batch of neophytes. Like all teachers, I had a few students I wanted to adopt, one or two I wanted to choke with my bare hands, and many others who came and went without much fanfare. On the whole, they were serious, mature kids of every ilk.

About the only thing they had in common — at least in this particular setting — was a desire to produce publications that reflect reality rather than some idealized, scrubbed version of it. They're smarter than they're given credit for, even if they don't write as well as I would have liked. They've long since tired of the spin adults place on all things teen related. When I read to them a column about teen bashing by baby-boomer parents — written by a kid from Illinois for *Newsweek's* special issue, *The New Teens* — they all agreed: Amen. Damn right. Give us a break.

But that was the only thing uniform about them. Demographically and psycho-



BOBBY HAWTHORNE

Scholastic journalism

logically, they came from all tribes. At the beginning of each workshop, I distributed a questionnaire that I hoped would give me some insight into who these people were. I asked modest questions like, "The last good book I read was..." "I'd give anything to meet..." and "My friends like me because..."

I asked one other question: "If I've learned anything in life, it's..."

The answers were astounding, running the gamut from delightful to desperate, boundless faith to crass cynicism. They were often funny, sometimes sad. Here's a sampling:

- You can't trust a whole lot of people.
- The world is full of hypocrites.
- If a girl tells you something, you can bet she means the exact opposite.
- Don't take anything for granted.
- You can never be certain of anything, and I'm not even sure about that.
- You *can* usually get away with putting things off.
- If you work hard enough, it's yours.
- Learn from your mistakes. Life goes on.
- There is no end to the mysteries out there.
- Mom does know more than I think she does.
- Make your own path instead of following in people's footsteps.
- If you can't forgive other people for

things they've done, then life is pretty miserable.

• Don't take life too seriously and brush between meals.

These are bright kids — perhaps a bit too sharp for their own good. They sometimes question authority, wonder "why" and "how" and "so what?" They see excellent newspapers and yearbooks and ask, "Why can't we do this?"

And the answer is, of course, someone out there, standing with arms crossed presumably, won't let them because "It just wouldn't look good." Other than that, they provide no explanation, offer no educational justification to fall back upon, no academic principles to defend. Rather than strength, they have power — the power to regulate information, to manipulate data in an attempt to create images. And the image created is one of "Hey, no problems here. Everything here is just fine."

It's quality control, with the emphasis on control.

With all of the problems facing Texas public education, you'd think those in charge would have their hands full with the really big problems: dropouts, finances, test scores, just to mention a few.

Particularly galling is the mistaken notion that these kids — who'd taken four or five days of their summer vacation to sit in cold classrooms, listen to endless lectures, choke down dormitory food, and then stay up past 2 a.m. in order to finish a column or page design — are part of the problem rather than part of the solution. They might just as easily have been sprawled out on the floor at home, watching soap operas or their parent's R-rated videos, or aimlessly wandering shopping malls.

But rather than being turned-off, bored, or brain-dead — you know, those younger

Americans who, we were told this summer, never read newspapers, never watch TV news shows, never pick up news magazines, who have little or no idea of what's going on in the world and yet will still be allowed to vote, although fortunately most won't — instead these kids are focused, concerned, intelligent, creative. Good Lord, you'd think educators would fall over themselves to encourage these young people. Who would guess that adults would find them so dangerous?

Despite the fact that they angered or frustrated me on occasion because they didn't catch on quickly enough or were chit-chatting during a lecture, I found them to be completely trustworthy. Not an anarchist in the bunch. I didn't hold it against them that they acted their age. And I wondered who in their right minds would fear these kids so much that they'd squander their precious talents and energy.

No doubt, students need guidance, direction. Sometimes — often — they must be told "no." That's the role of the qualified adviser. But to bridle them completely, to snuff out any spark of intellectual curiosity is an academic and social injustice, even if the Supreme Court says it's no longer a crime. Yet this is what I heard time after time: "Our school sees the publication as good public relations. We're pretty much told what to cover and how to cover it."

Another question on the questionnaire was, "When people think of the school paper, they think..." It doesn't come as a surprise that many students didn't answer the question or, if they did, responded, "nothing really" or "the same ol' same ol'."

And so after a summer on the workshop trail, I can report: The kids were great but I worry for them.

No news there.

Journalism changes proposed

BY BOBBY HAWTHORNE
UIL Journalism Director

On October 21-22, the Legislative Council will hear three proposals affecting the journalism contests. One would expand the headline writing contest from 30 to 45 minutes. Another would eliminate word counts on the feature, editorial and news writing contests. And another would allow students to participate in all four contests. I favor all three for the following reasons:

• The quality of student work in the headline writing contest has been deplorable. Contest directors, judges and advisers have complained about this contest. It survived an effort to eliminate it from the UIL contest plan, but only because major changes were promised. Expanding it to 45 minutes was among the suggested changes, although the council must pass the proposal and the State Board of Education approve their ac-

tion.

Writing six headlines in 30 minutes is a major task, even for veterans. It is something of a mystery why so much importance has been attached to speed. Daily editors working on deadline are required to crunch out headlines. Student editors, working for publications that are published monthly, aren't (or shouldn't be) under the same pressure. The additional 15 minutes will allow students time to polish. The improvement in the quality of headlines should be dramatic.

• The length of any piece of writing should be determined by its content, not an artificial word count regulation. The UIL provides students with fact sheets. Most of the information on the fact sheets should be used in the story. Some of it should not. The sophistication of the student in using facts — whether as direct or indirect quotes or as transitions — will determine the quality of

the entry. I've judged countless contests, and I've never witnessed a paper being disqualified because it contained too few or too many words. I've seen papers disqualified because they contained too many or too few facts — but that's not the same thing.

• My philosophy of competition has always been liberal — within reason, if they want to play, let them play. The same should apply for journalism. If students wish to compete in four contests and if they are good enough to do so, then why deny them that opportunity? Frankly, schools more often than not have a difficult time filling their full slate of potential contestants. Rather than allowing spots to go empty, we should give ambitious students a change to compete.

I don't buy the argument that allowing students to compete in four contests will discourage them from competing in other contests. The academic conflict plan does a pretty good job of that already. Journalism students can't compete in several speech areas. Those who'll want to compete in ready writing, current issues and events or

whatever will be required to make choices. That's an unfortunate fact of life.

Nor do I subscribe to the argument that it is somehow wrong to allow one student to participate in four contests will prohibit others from competing. The best basketball players are the ones the coach puts on the floor. The same should be true in journalism.

Headline counts changed

An a related matter, the headline writing count system has been changed for the 1991 spring contests. After a meeting with the TAJE Advisory Committee for UIL Contests, it was decided that all letters, spaces and grammatical notations will count as one. Students will place letters into individual slots, allowing the judges to determine at a glance whether the headline fits the prescribed count.

This move alone will eliminate a tremendous burden on judging the contest. For more information, write me at Box 8028, UT Station, Austin, TX 78713-8028.

Academics...

The Austin Student Activities Conference will be held Sept. 29. There are no registration fees of any kind. Tentative programs will be mailed to UIL coordinators of Central and South Texas schools prior to September 14. Official programs will be available on site the day of the conference. Program content for the Sam Houston, University of North Texas, Texas Tech and UT-Pan Am conferences will be similar to the UT-Austin program.

Advanced Academic Training

Advanced Academic Training credit has been approved by TEA for teachers in the one-act play sequence only.

Bus Stops

When dropping off students for the UT SuperConference, please follow the map in this program. Each stop gives the building, its location, and all UIL activities taking place at the location.

- Stop 1 Graduate School of Business, 21st & Speedway
- Stop 2 Robert A. Welch Hall, 24th & Speedway
- Stop 3 Robert L. Moore Hall, 26th & Speedway
- Stop 4 Winship Drama Building, 23rd & San Jacinto

Parking

Buses may officially park in Lot 26, located on the northwest corner of 26th Street and Speedway, as shown on the map. Cars may park in any space not designated "Reserved at all times". Students should walk to lots to meet their buses.

SESSION LISTINGS

Administrative Session

10 - 11:30 a.m.
UIL Academic Coordinators: Practical Information for the Beginner or Veteran. Janet Wiman, UIL Academic Director.

Accounting

9-9:50 am
Introduction to the UIL Accounting Contest. LaVerne Funderburk, UIL Accounting Contest Director.
10 - 10:50 a.m.
Students and Teachers visit with area CPAs.
11-11:30 a.m.
Tax planning for teachers.

Calculator Applications

9 - 9:50 a.m.
Calculator Applications Sponsor's Session and Workshop on Geometry Problems. Dr. David Bourell and Dr. John Cogdell, UIL Calculator Applications Contest Directors.
10 - 11:30 a.m.
Introduction to calculator applications.
1-1:50 p.m.
Advanced calculator applications
2-3 p.m.
Calculator applications workshop on stated problems.

Literary Criticism

9 - 9:50 a.m.
Introduction to Literary Criticism Contest Dr. Fred Tarpley, UIL Literary Criticism Contest Director.
10 - 11:30 a.m.
UT-Austin Professors Discuss the Literary Criticism Reading List

Ready Writing

1 - 3 p.m.
Ready Writing from Start to Finish. Dr. Terri LeClercq, UIL Ready Writing Director.

Current Issues & Events

9 - 9:50 a.m.
• Introduction to the UIL Current Issues & Events Contest. Bobby Hawthorne, CI&E Contest Director.

Journalism

10-10:50 a.m.
• Introduction to the UIL Journalism Contests.
• The News Writing Contest. Bobby Hawthorne, UIL Journalism Director.
10:50 am-11:30 a.m.
• The Feature Writing Contest.
11:30 - 12:30 p.m.
Lunch
12:45- 1:15
• Adviser's session: Discussions of proposed changes in the UIL journalism contests.
1:30 - 2:10 p.m.
• The Editorial Writing contests
2:20 - 3 p.m.
• The Headline Writing contests

Number Sense

9-9:50
Beginning Number Sense (for junior high students). Don Skow, UIL Number Sense Contest Director.
10 - 11:30 a.m.
Advanced Number Sense (for high school students). Don Skow, UIL Number Sense Contest Director.
1-1:50 p.m.
Numbers Sense sponsors' session. Don Skow, UIL Number Sense Contest Director.

Science

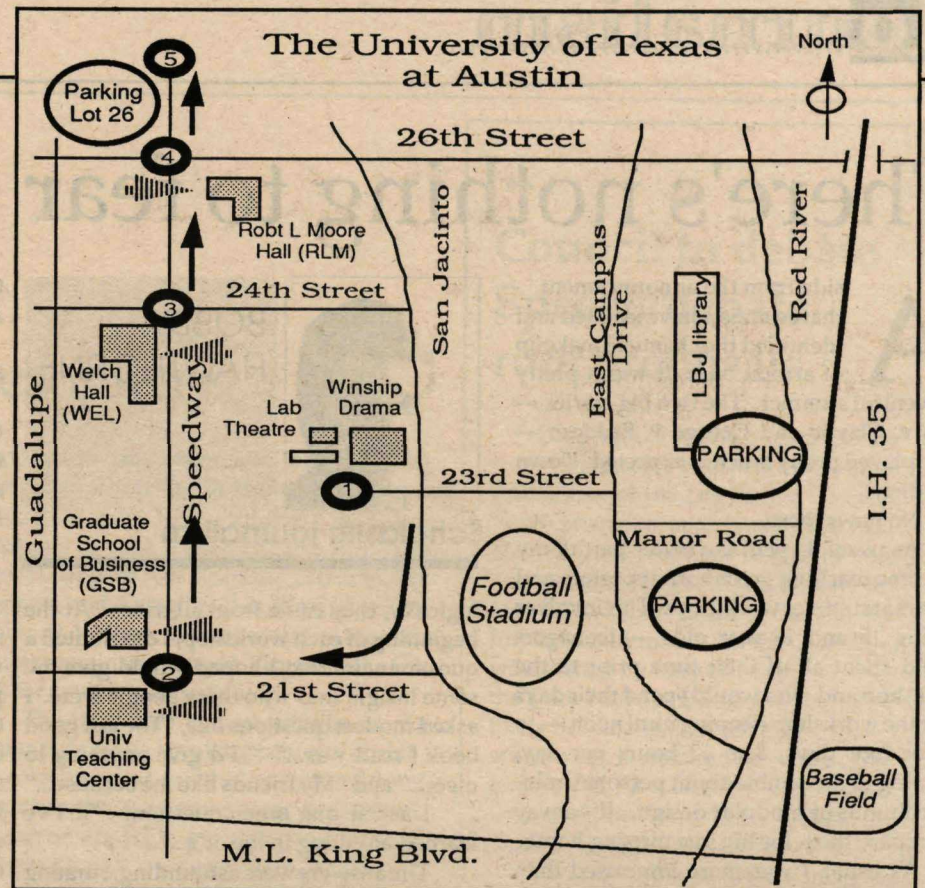
9-9:50 a.m.
Introduction to the UIL Science Contest. UIL Science Contest Directors.
10-11:30 a.m.
Lecture. UIL Science Contest Directors.
1-1:50 p.m.
Lecture. UIL Science Contest Directors.
2-3 p.m.
Science Sponsor's Session.

Computer Science

10 - 11:30 a.m.
• Introduction to the Computer Science Contest. Dr. Nell Dell, UT Computer Science Department.

Speech & Debate

9:00 - 9:50 a.m.
• Prose and Poetry Basics: Acquaints beginning students with the UIL interpretation contests' categories and rules.
• From the Performer's Perspective: Former UIL contestants give helpful hints for meeting the challenges of interp contests.
• An Introduction to Extemporaneous Speaking: The basics about the contest you need to get started in extemp.
• Update of Current Events: An overview of domestic events and issues for extemporaneous speakers.
• Cross-Examination Debate Basics: An introduction to CX team debate for beginners.
• Guidelines for Judging Debate and



- Individual Events: Designed to help beginning sponsors develop a knowledge of the judging process.
- Lincoln-Douglas Debate Basics: Familiarizes beginning students with value debate. • Analysis of the Space Exploration Topic: Topic analysis for cross-examination debaters.
 - Space Exploration, Part I: From Sputnik to the Space Station, the history, economics, technologies, and policies of space exploration.
 - 10:00 - 11:30 a.m.
 - Performances and Critiques of Prose and Poetry: Demonstration performances will be critiqued by coaches and experienced judges.
 - American Values for Lincoln-Douglas Debaters: Applying the values of America's founding documents to the current LD topic and current events.
 - Putting It All Together: A how-to session for extempers, including helpful hints for organizing both files and speeches.
 - The Space Exploration Topic: Topic analysis for CX debaters.
 - 1:00 - 1:50 p.m.
 - Characterization and Narration: How to develop techniques for portraying various characters and narrators for interpretation contests.
 - Locating and Selecting Literature for Interpretation: Help for beginning prose and poetry contestants in the search for selections that work.
 - From Iraq to Outer Space: Useful for both extempers and CX debaters, this discussion focuses on energy, economics and the environment.
 - Demonstration Lincoln-Douglas Debate.
 - Videotaped CX Debate: National Federation's taped debate on space exploration.
 - Negative Strategies for CX Debate. Discussion of negative research and argumentation strategies.
 - 2:00 - 3:00 p.m.
 - Cutting Without Chopping: Techniques for cutting literature for contest performance time limits.
 - Voice and Accents: A workshop for interpers on using and controlling the voice in performance.

- Update on Current Events: An overview of international events and issues for extempers.
- Researching LD Topics: Introduces LD debaters to resources available for value debate research.
- Space Exploration, Part II: The economics and technologies of the final frontier continued.
- Spelling
10 - 11:30 a.m.
Spelling: A Study of Words. Dr. Carolyn Gray, Writing Lecturer, UT Management Science and Information Systems Department. NOTE: This session will be repeated from 1-1:50 p.m.
1-1:50 p.m.
Spelling: A Study of Words. (Repeat of 10-11:30 a.m. session) Dr. Carolyn Gray, Writing Lecturer, UT Management Science and Information Systems Department.
- One-Act Play
F. Loren Winship Drama Building, 23rd & San Jacinto

The one-act play portion of the Austin student activities conference will encompass more than 40 sessions dealing with the following topics: teaching theatre, acting, directing, performance, theatre curriculum, movement, make-up, and one-act play contest rules and administration.

Sessions will be held from 9 - 10:25 a.m., 10:35 - 12 noon, 1:30 - 2:40 p.m. and 2:50 - 4 p.m. A sponsors AAT credit seminar will be held from 12 - 1:20 p.m. A \$5 donation is requested to cover basic AAT materials and food. Teachers must register by 9 a.m. the morning of the conference in order to attend the AAT lunch workshop.

All rooms listed are in the Winship Drama Building and Drama Lab Theatre. Advanced academic training available by registration ONLY. The sessions are jointly sponsored by the Department of Drama, University Interscholastic League and the Texas Educational Theatre Association.

Lunch will be available for teachers ONLY registering by 9:00 am including those receiving advanced academic training. Coffee, cakes and donuts will be sold through lunch time in the lobby. Proceeds will go to Drama Scholarships.

1990 Student Activities Conference Dates/Sites

- Sept. 29 - UT/Austin
- Oct. 13 - Sam Houston State Univ.
- Oct. 27 - UT/Pan American
- Nov. 3 - Univ. of North Texas
- Nov. 10 - Texas Tech University

Calculator applications contest going desktop

By J. R. COGDELL
and DAVID BOURELL
Calculator Applications Directors

At the State Meet last May, we announced that we were in the process of revising the production techniques for the calculator tests.

The immediate need was that our Computer Center had decommissioned the computer that we had used for years to produce the numerical problems for the calculator tests. Of course computers come and go, but normally the programs are easily modified to run on the new system. In this case that may have been possible, but it seemed to us that we needed to modernize our production techniques to the "desktop publishing" level.

The League office supported our efforts by upgrading my (Cogdell's) Mac, buying some software, and paying us extra for the hours it required to do the work. The result is that we now can produce the tests on our personal computers, and print them out on laser printers without walking across campus (many times) to pick up output. From your point of view, the result is that we have neater, better composed tests. We think you'll see the difference immediately.

For the computer-curious, we generate the numerical problems in the C computer language, and transfer the information into Microsoft Word 4.0 for formatting and printing. We also paste in the stated problems and the boxes for the geometry problems using Microsoft Word, but we have not yet found a graphics program to generate the geometry problems that is as fast and flexible as the old-fashioned way.

For the record, JRC will attend the fall SuperConferences in Austin, Huntsville, and Lubbock; DB will attend those in Austin, Edinburg, and Denton. We look forward to seeing old friends and making new acquaintances at these conferences. Good luck in the coming year.

Pass this 'fill in the blanks' test

If there is truth to the theory that students perform better in school when they are involved in activities, then a goal for this year should be to get a larger percentage of the student body involved. Whether students are on the football team, the drill team, the yearbook staff, in the school play or have been asked to represent the school in ready writing or current issues and events, they are involved and engaged in worthwhile productive activities. Not only do students get to work with the school's most motivated and enthusiastic teachers, but they also get to experience worthwhile and exhilarating challenges which provide opportunities for growth.

Richard Colburn of Little Cypress-Mauriceville says that participation in the journalism contests was one of the most enriching experiences of his high school career. Jenifer Wood of Mt. Vernon who has been involved since elementary school says her involvement helped her learn to face new challenges.



JANET WIMAN

Academically inclined

Tommy Tucker of Ozona says he participated in UIL academic events as early as second grade. Tucker says the UIL academic competition provides a competitive area for the intellectual aspects of ourselves. Orion Auld, a four year competitor from Colony High, echoing that thought, likes the opportunity to exercise creative muscle. Toby Harwell of Blooming Grove says preparing for the accounting contest made his class more interesting. He even admitted that he got so motivated that he "read ahead." Michael Hsia of Lubbock High says his in-

volvement in UIL math and science events helped him place out of courses. "I scored a five on the Biology AP and placed out of all the general biology courses at UT with A's, a very nice way to end my high school career."

Donna Francis of Savoy High says she was afraid of competition in her early high school years because she was afraid of losing. She says, "UIL makes competition fun."

Holly Prestridge, Orangefield High School, says winning the State Championship in accounting boosted her self confidence. "Getting involved in UIL academic competition was the best move I made during my high school years."

There are 91 blank spaces on the UIL academic entry form. Begin now identifying students who could benefit from academic competition so that no spaces go unfilled.

Why think about this now? Why not? Why not experience the benefits of involvement all year. Catch the spirit early! It can make a *world of difference*.

Joe Cook

• Continued from page 1

"He played in a dance band and held various jobs to pay his college expenses," Wendland said. "One job with the telephone company required climbing poles to make repairs during the daytime and then operating a switchboard at night. Joe had the flu during a 1917-18 epidemic in which many people died, and he experienced the disruptions that World War I brought to the University."

"Despite these obstacles Joe finally saw how he could graduate before his funds ran out, by taking an extra-heavy course load during his last semester," she said. "But this meant getting special permission from a professor whose secretary wouldn't even let Joe into her boss's office. Feeling desperate, Joe climbed through a ground-floor window directly into the professor's inner office in U.T.'s Sutton Hall, while the professor and his secretary were out to lunch. When the professor returned he found Joe sitting in his office. Impressed by Joe's determina-

tion, he signed the necessary permission slip, and Joe succeeded in graduating at the end of that semester in 1921. He received one of the first 100 B.B.A. degrees awarded by the University."

After graduation, Joe Cook held accounting jobs in Dallas, Houston, and Gilmer before moving to Shreveport, where he went to work for Woodley Petroleum Company. He stayed at Woodley for 31 years, retiring in 1960 as its Vice President and Treasurer.

While working in Shreveport Joe met Louise Patterson. "They married one month before the 1929 stock market crash, just after Joe had started his job with Woodley," Wendland said. "At the height of the depression their only child was born." The family moved from Shreveport to Houston in 1935, when Woodley moved its offices to Houston, and Mr. and Mrs. Cook lived there for the rest of their lives.

Mrs. Cook graduated as valedictorian of her high school in Malvern, Arkansas and won a scholarship to the University of Arkansas. "But even with this help she could not afford to go to college," Wendland said. "The memory of this bitter disappointment

stayed with her all her life," contributing to her and Mr. Cook's desire to help other good students avoid the disappointments and hardships they had suffered. Sixty years after she left Arkansas, Mrs. Cook established an endowed scholarship at the University of Arkansas for students from the Arkansas county where she had grown up.

Mr. and Mrs. Cook have also established an endowed scholarship fund at Lon Morris College in Jacksonville. In addition, they have established a similar fund at Kilgore College to provide scholarships for graduates of high schools in nearby Upshur County where Mr. Cook spent his early life. In 1983 the Cooks gave an endowed professorship in mathematics to the University of Texas at Austin. After Mr. Cook's retirement, he and Mrs. Cook devoted their time primarily to investments, philanthropy, and travel. He was a member of the board of trustees of Lon Morris College. He also belonged to the Pioneer Petroleum Producers Society, the Petroleum Club of Houston, and the Retired Executive Luncheon and Information Club. He was a 65-year member of the Bethesda Masonic Lodge of Gilmer.

Principal

Continued from page 4

Thespian festival. This director did not back down when faced with a censorship threat, but did find an accommodating compromise by moving the production off campus. Here are some other suggestions to involve young performers in learning from controversy.

- Clarify the controversy. Why would someone object to homosexuality being depicted on stage (or whatever?) Why would a playwright want to depict it on stage?
- Have them research the 1st amend-

ment.

- Have them research the 1988 supreme court Hazelwood School District versus Kuhlmeier decision (freedom of the press.)

- Have them analyze media coverage of the Maplethorpe Exhibit banned from the Corchoran Gallery for fear of losing NEA funding and subsequent indictment of gallery director in Cincinnati.

- Have them write a persuasive essay to keep the play from being censored.

- Invite a speaker from "other side" to talk to the cast.

- Perhaps, ask them to argue from the other point of view. Acting involves understanding the motivations of characters who

might be quite different from ourselves, so an acting improvisation might be fruitful. If theatre is to provide a window on the world, a way of understanding others, such real life theatre should be very educational.

As artist/educators our responsibilities when faced with a censorship issue are two fold. We must protect the integrity of our art and we must strive to make the controversy another part of the educational process. Let us prepare to go to the trenches for our beliefs. But let us do so with the clearest of consciences and with strategies that are humane and dignified. We must not surrender to the Philistines, but we lose if we win by becoming one of them.

Lost in space?

Debaters to explore US policy toward mesosphere

In August, the National Federation Debate Topic Selection Committee met in Little Rock, Arkansas. The committee amended the 1990-91 resolution to "Resolved: That the United States government should significantly increase space exploration beyond the Earth's mesosphere." The UIL has also adopted this amended resolution, and this wording will be used in all UIL debate competition. The problem area was revised for consistency, and now reads: What should be the United States government policy toward the region beyond the Earth's mesosphere?

If you spent part of the summer researching the topic, don't panic! The change will not affect cases that meet the intent of the original problem area. It will exclude affirmative cases based on unusual interpretations of the term 'space', such as prison space, personal space, etc. At last year's State Meet in Austin, several Texas debate coaches recommended the same wording change, anticipating a problem with such arguments.

Several rule changes in CX debate approved by the Council become effective this year. Now districts with six or more CX teams competing will advance three teams to Regional. Substitution after district has been restricted so that a team must consist at all times of at least one of the original members who competed at the district meet. At district and regional meets, teams may choose not to debate for first, second, or third place. Clarifications were made con-



TREVA DAYTON

Speaking of which

cerning evidence requirements and the scouting rule, with possible penalties specified. With so many changes, it is important that you read the CX section of the Constitution & Contest Rules carefully.

Lincoln-Douglas Debate

Two LD topics will be released by UIL this year. The current topic "Resolved: That the federal judiciary exerts excessive influence on American society ." is available for use through December. The second topic, which will be used at district, regional, and state meets, will be announced in December. Hosts of invitational tournaments may choose the LD topic to be debated, however, so you should check the invitation carefully for the specified resolution. The rules concerning scouting and evidence requirements are now consistent with those of CX debate.

Prose, Poetry, Informative, and Persuasive The number of categories in both interpretation events has been reduced to two. The Pulitzer Prize Winners category was

dropped in each event, and the remaining categories are unchanged from the past year. Poetry Category A is Performers Choice and Category B is A Poet-Centered Program. Prose Category A is Works by 20th Century Writers, and Category B is Works by 19th Century Writers. Documentation requirements remain unchanged. Please see the C & CR for complete descriptions.

The only rule change specific to the extemporaneous speaking contests prohibits computers or other electronic retrieval devices in the preparation room. In all events, taping or filming is prohibited, and judges are prohibited from discussing their decisions with others while judging a given round.

UT Film Library closes

The University of Texas Film Library closed on May 31, 1990. The rental opportunity provided by the library will no longer be available to the schools. Videotapes may be purchased from the places listed below.

(1) The videotapes offered (prose, poetry, extemp, L-D, & C-X) by the National Federation must be ordered through their office at P.O. Box 20626, Kansas City, Missouri 64195, (816) 464-5400.

(2) The 1989 & 1990 UIL State Meet L-D & C-X debate rounds, informative & persuasive rounds, as well as Student Activity Conference session tapes may be ordered through Real to Reel Productions, P.O. Box 5494, Austin, Texas 78763, (512) 499-8210.

Council to debate Speech/debate rule proposals

Proposals for rule changes were submitted June 7, 1990 to the Academic Committee of the Legislative Council. Those proposals approved by the Academic Committee will be put to vote before the full Legislative Council during its October meeting in Austin. Implementation of changes, if any, would then be subject to approval by the State Board of Education and most likely become effective for the 1991-92 school year. A description of these proposals will be mailed to your school administrator. Your input before the October meeting is encouraged.

The following proposals and survey items would affect speech and/or debate contests:

- prohibiting the use of computers or other electronic retrieval devices during debate rounds,
- adding an additional step (converting ranks to decimal equivalents) when three or more contestants are involved in a tie that cannot be broken by judges' preference,
- mandating adherence to the academic conflict pattern at all levels of competition,
- lowering the points awarded to Cross-Examination debate teams to the equivalent of points awarded to other contests (from 25, 20, 15, & 10, to 18, 16, 12, 9 for first through fourth place),
- mandating that district cross-examination debate competition be held before the Academic District Meet.

The proposal to hold C-X debate prior to the district meet, if approved, would:

1. advance C-X debate winners directly to the State Cross-Examination Debate Meet, to be held in Austin during UT's spring break,
2. eliminate C-X at the Regional Meets and remove C-X debate points from the Regional Academic Championship,
3. mandate that district C-X competition be held prior to a February 24th deadline for certifying district winners to the League office,
4. allow C-X debaters to enter other academic contests at the district, regional, and state meets, including non-conflicting speech events, but excluding L-D debate, and
5. set the number of teams advancing directly from district to state at first and second place winners in districts with eight or more teams competing, and first place only in districts with seven or fewer teams competing.

Extemp speaking sample topics

INFORMATIVE

1. How is the Texas economy being affected by the Persian Gulf conflict?
2. What are the major differences between Ann Richards' and Clayton Williams' political views?
3. The battle for high ratings: What can we expect from television this year?
4. Who is David Souter?
5. What was the outcome of the Marion Barry trial?
6. What is the Big Green?
7. Why does the price tag for the savings and loan disaster continue to grow?
8. What has made Soviet citizens impatient with the pace of perestroika?
9. What has been the global response to Iraq's invasion of Kuwait?
10. What progress has been made toward a reunified Germany?
11. What are the causes of the latest wave of violence in South Africa?
12. What led to the downfall of Benazir

CX TEAM DEBATE TOPIC

(To be used throughout the year) Resolved: That the federal government should significantly increase space exploration beyond the Earth's mesosphere.

LD DEBATE TOPIC

(To be used September through December) Resolved: That the federal judiciary exerts excessive influence on American society.

Bhutto?

PERSUASIVE

1. Will budget cutbacks mean the end of the superconducting supercollider?

2. The race for the Texas statehouse: Who's to blame for the negative campaign?
3. Will the overload from drug cases destroy our court system?
4. Is a doctor justified in assisting a terminally ill patient with suicide?
5. Are athletes' salary negotiations damaging professional sports?
6. Environmental activists: Crusaders for a just cause or terrorists?
7. Can Gorbachev lead the Soviet Union out of its current economic crisis?
8. Have US oil companies taken unfair advantage of consumers?
9. Saddam Hussein: A madman or a shrewd political leader?
10. Is the use of US military force justified to prevent an Iraqi invasion of Saudia Arabia?
11. Can Corazon Aquino maintain power in the Philippines?
12. What is the most likely outcome of the civil war in Liberia?

Compiled by Peter Contreras
UIL Public Information Director

Recycle for Education campaign promises \$100,000 for TILF

President Bush joins effort to promote scholarship drive

An aluminum can recycling campaign, launched recently in Austin, will raise more than \$100,000 for the University Interscholastic League scholarship program, UIL director Bailey Marshall said.

"We have been guaranteed a minimum of \$100,000 and we have an opportunity to raise \$200,000—possibly as much as \$500,000—for the Texas Interscholastic League Foundation," Marshall said.

UIL academic director Janet Wiman said the funds raised will fund a minimum of 100 scholarships for the 1991-92 school year and as many as eight per year each year thereafter. "That number could increase if more money is collected through the recycling project," she said. Half of the initial investment will go for immediate scholarships and the other half will be placed into an endowed fund for future grants, she added.

The statewide "Recycle for Education" campaign will continue for four months.

"We're asking all Texans to donate aluminum cans for more UIL scholarships and to enhance the future of Texas," said Maria Keeler, spokesperson for Alcoa Recycling Company, one of the major sponsors of the campaign. "It's a win-win situation—at the same time we are raising money for scholarships for Texas youth we are also raising recycling awareness and helping save the environment."

Joining the UIL and Alcoa as corporate sponsors are Texas Coca-Cola Bottlers, Schlitzsky's, Western Auto and Browning-Ferris Industries.

Texans who want to help the scholarship program by donating aluminum can may call 1-800-64 TEXAS for the nearest participating recycling center.

Cheerleading, drill team update

The Legislative Council standing committee on policy of the UIL this past June recommended that the UIL regulate and sponsor competition for cheerleading and drill teams in Class 5A and 4A.

The six-member committee will recommend to the Legislative Council that the proposal be placed on a referendum ballot, with a favorable recommendation, to Class 5A and 4A superintendents.

If accepted by the Legislative Council

I AM DELIGHTED to join with all of those gathered at the LBJ Library on the University of Texas campus to kick off the "Recycle for Education" drive.

All Americans have an obligation to serve as stewards of our environment. Texans have acknowledged this by promoting creative, environmentally sound projects. Through previous recycling efforts, you've saved some of our State's most precious natural treasures, while providing an example of civic responsibility.

This effort is an example of that same commitment. By recycling to support the University Interscholastic League scholarship program, you're making investments in both a cleaner environment and a brighter tomorrow for hundreds of Texas students. That's a program from which we can all gain.

Barbara joins me in sending our best wishes for Texas-size success. God bless you.

Text of Letter from President Bush

and passed by the Class 5A and 4A superintendents, cheerleading and drill team competition could become a UIL activity during the 1992-93 school year.

Texas Dreamer & Doer

Mark Mixon, a senior this fall at Kenedy High School, has been selected as the winner of the 1990 Walt Disney World's Dreamer and Doer Award for Texas sponsored by the UIL it was announced last May in Austin.

"Dreamers and Doers" is a second year national student recognition program in which the UIL is a proud participant. It is an official program of the National Federation of State High School Associations and is sponsored by Walt Disney World. The program allows the UIL to honor a student whose achievements may have gone unnoticed and to increase the public's awareness of the values and needs of activity programs in our nation's high schools.

Like so many other students in Texas public schools, Mixon exemplifies high school activity programs. These students provide constant support and stability, but rarely gain the spotlight. It is therefore, different from "scholar-athlete" or "all-America" type programs. The criteria encourages consideration of students who, although they may not have finished first or traveled the greatest distance, "display characteristics coined by Walt Disney as the 'Four C's: curiosity, confidence, courage and constancy."

Mixon's academic activities include three years on the debate team, a member of the marching band, concert band and choir, and the drama team for two years. In athletics, Mixon has lettered three years in football, basketball and golf and twice in track and field. As a junior, Mixon was a second-team all-district selection as a linebacker in football.

The winner was one of 10 finalist for the award. Other finalist were Celeste Crain of Lewisville High School, Heather Granzin of Miles High School, Trey Lary of Burnet High

School, Carl Mickelson of Houston Waltrip High School, Sonya Mora of Cotulla High School, Cheryl Pustejovsky of Abbott High School, Laurie Romine of Grady High School in Lenora, Yeon Shim of Houston Stafford High School and Glen Wienecke of Harper High School

Mixon will serve as a spokesperson for interscholastic activity during his senior year and this past summer attended, at no cost to the student, a national "Dreamers and Doers" educational event at EPCOT in Orlando, Florida.

Athletic Committee Results

A recommendation will be made to the Legislative Council of the University Interscholastic League in October to allow the UIL to survey all Texas high schools concerning the issue of Austin as a central site for five state championship football games, a standing committee on athletics decided in early June.

The issue of a central site for all five state football finals was presented last fall to the Legislative Council but the committee took no action on three different proposals that were presented by the Fort Worth Star-Telegram and the Austin and San Antonio Chambers of Commerce.

But on the recommendation of the UIL staff, the standing committee on athletics will forward a proposal to the Legislative Council that would allow the UIL to survey all its member schools about the possibility of Austin, with agreement of the University of Texas, to use Memorial Stadium to host the Class A, AA, AAA, AAAA, and the "Big School" championship games.

The recommendation does not include the six-man and the "Regular 5A" championship football games because both would finish a week earlier than the other five games.

A report issued by an ad hoc Problems and Solutions committee was endorsed by the standing committee that would allow the UIL staff to evaluate the soccer program

during the 1990-91 school year, seeking input from the soccer coaches association, soccer players and parents, soccer officials association and school administrators to develop guidelines in that evaluation.

The committee will also forward to the Legislative Council a proposal that instructs host schools to designate a school administrator as game manager for all UIL athletic events. The naming of a game manager by the host school is an attempt by the UIL to reduce the problems of crowd behavior and abuse of sports officials.

Another proposal would suspend a coach from the next regularly scheduled contest in that sport should the coach be ejected for unsportsmanlike conduct.

The Legislative Council is scheduled to meet in Austin Oct. 21-22.

Football Coaches Assn.

The American Football Coaches Association (AFCA) has extended an invitation to all Texas high school football coaches to join their association.

With a membership of over 5,000, over half are high school coaches along with many collegiate head coaches and their staffs. John Heisman and Amos Alonzo Stagg were among the early leaders of the AFCA, which was formed in 1921. Three manuals, four newsletters, and other information about the game of football and the coaching profession are just some of the advantages of membership. Editorial content in the manuals includes articles by some of the most successful football coaches in the history of football.

The AFCA national convention in 1991 will be held Jan. 7-10 in New Orleans, but in order to attend, coaches must be AFCA members. For additional information, contact the AFCA office at 7758 Wallace Road, Suite 1, Orlando, FL. 32819

Texan named to Hall of Fame

Texan Jimmy Bond, a standout basketball player in high school, along with four former Olympic performers, including gold medal winners Cheryl Miller, Billy Mills and Rafer Johnson, were among 14 individuals selected for induction into the National High School Sports Hall of Fame.

This year's class increases to 120 the number of individuals who have been inducted into the Hall of Fame.

Induction ceremonies for the 1990 class were conducted in July in Minneapolis, Minnesota, in conjunction with the National Federation's 71st Annual Summer Meeting.

Bond was among six former outstanding high school athletes for induction. A basketball star, Bond led Pampa High School to a 78-2 record and two state titles

In his junior and senior seasons (1953 and 1954), Bond averaged 21.4 points per game while helping his teams to a 56-0 record and two Class 4A state championships. He was named first team all-state both years; and, in 1954, he played in the Texas High School Coaches North-South all-stat game and the High School All-America game in Murray, Kentucky. He was a first-team high school all-America selection in 1954.

Recycling plan to benefit scholars

By DR. BAILEY MARSHALL
UIL Director

More than 1.5 million students are expected to participate in UIL activities again this year. Those who do participate will be spending hours outside of the regular school day developing their skills and yet, at the same time, budgeting their time for studying so they can pass all their work. Research indicates that students make better grades during the season when they are participating than when they are not.

■ Scholarship Program

The Texas Interscholastic League Foundation will again give out scholarships amounting to over \$500,000 this year to outstanding academic students who participate in UIL activities. Amazingly the past year's scholarship recipients had the following record: Eighteen percent: 4.0; 44 percent: 3.5 and above; 75 percent: 3.0 and above.

This record supports research that says outside participation in high school is one of the best predictors of success for students in college.

■ Coke — Cans for Scholarships

Coca Cola has introduced an aluminum

can collection campaign to benefit the Texas Interscholastic League Foundation scholarship program. Other corporations working with Coke are Alcoa Recycling Company of America, Schlotsky's, BFI, and Western Auto. Every penny that is earned through this project will go toward scholarships for UIL participants. None of the money will be used for administration of the collection campaign or administration of the TILF.

Awards for high schools, junior highs, and elementary schools that collect the most aluminum will be provided by Coke.

We hope all schools will participate in this program which will provide assistance for many students to attend college and will help with the recycling movement.

■ Sportsmanship

Last year there were more reported incidents of misconduct by players, coaches, and fans than during the past five years combined. It is imperative that all of us — sponsors, coaches, administrators, players, officials, parents, and fans — work together to keep our program educational. We must reverse the trend from the past years and see that our students receive a positive education from their experience in the UIL programs.

The UIL Legislative Council will be considering some rule changes for the 1991-92 school year that would further penalize misconduct by coaches, fans, and players. To effectively reduce or eliminate misconduct we can't depend on rules, regulations and penalties. We must all set standards of acceptable behavior — the type we want everyone to live by — and see that students and adults agree to this code of conduct and behave accordingly.

■ Rule Changes

The 24 member UIL Legislative Council will meet October 21-22 to consider rule changes.

The meeting will begin at 8 a.m. on Sunday with a public hearing. Anyone is welcome to make a presentation regarding a rule, a proposed rule change, or policies and procedures. After hearing input from all interested persons the Council will take action on all proposals on October 22.

The Council may pass a proposal, reject a proposal, place the change on a referendum ballot to all member schools, or study the proposal and consider passage next year.

Information regarding proposed UIL rule changes has been mailed to each school. If you have any concerns about the propos-

als, please contact your Legislative Council representative. Even if you favor a proposal you should contact your representative since those who oppose an item normally voice their opinions, while those who favor a change remain silent. Sometimes the Legislative Council members vote against a proposal because they are not aware of any positive support from school administrators. Speak up!

■ Staff Goals

Each year the UIL staff sets a goal regarding service to the schools and patrons. This year a global goal was established — "Exceed the expectations of the school personnel and the public."

This is a broad goal which will necessitate lofty mini-goals such as:

1. Every staff member being courteous, even when disagreeing with someone on the phone or vis-a-vis.
2. Answering correspondence within a day or two after receipt.
3. Returning phone calls within 24 hours of receipt.
4. Mailing orders to schools in time to be used effectively.
5. Eliminating errors in correspondence and other mailings.
6. ETC. Etc. etc.

We are going to try hard to reach our goals in all areas of service. If you have a concern about something, let us know.

Maze

• CONTINUED from page 2

What I learned was that, with a lot of hard work and good coaching, I did.

These challenges should take place within an educational context — that players, coaches, sponsors and fans bear foremost in mind that the contests are a means toward an end — not the end itself. I don't run that many 2-minute half-miles these days, but now I apply the lessons I learned then.

Establishing this educational setting in which to develop extracurricular activities is the responsibility of the school administration.

This is no easy task. In fact, some wonder if it is possible to insure that the benefits of competition outweigh the risks. Yes it is. But it is an on-going process that requires the involvement and cooperation of all interested parties. First, administrators must emphasize to sponsors and coaches the educational rather than the purely competitive nature of contests. This should be written into hiring policies. School employees must understand from the outset the role of extracurricular activities in the school and community. Essentially, this role should be an emphasis of "doing your best" rather than "winning at all costs."

During the opening days of school, meet with all of your coaches, directors and sponsors of extracurricular activities to develop goals for the activities program. Arrive at a clear understanding of what is expected during the year. At the same time, make a

plan to achieve those goals. One of your goals might be, for example, that no contest shall resemble the Ayatollah Khomeini's funeral.

Once you've stated your objectives, you must relate them to all interested parties, such as:

■ Booster Clubs and Parents

The majority of activities supported by booster clubs are related to UIL activities, and in the club's desire to serve the school, they can easily become over-zealous and jeopardize the school's or an individual's eligibility. We urge you to see that Booster Club guidelines, available from the League, are distributed to all support organizations. Specifically:

- See that parents are careful not to criticize any student participant, that they are aware of the capabilities and limitations of young people and don't have unrealistic expectations of them.
- Help the UIL conduct fair and equitable competition by adhering to rules, upholding the law, and having respect for authority.
- Delegate authority to schools and then support the decisions made by the schools. If you desire a policy change, determine at what level the change should be made, then discuss your point of view with school officials.

Among the most important goals to emphasize must be sportsmanship. Make sportsmanship a recurring theme throughout the school year.

- Take every opportunity to call attention to patron sportsmanship at games and other competitive events.
- Inaugurate sportsmanship awards

that will include teams, student body and fans. Consider presenting these at the end of the year, giving the opportunity to broach the subject at every competitive event during the year.

■ Media

It is a good idea to emphasize the role of activities with the media as well. While reporters often serve as promoters of activities — sports in particular — newspaper, radio and television reporters sometimes forget, or at least fail to point out in their coverage, the educational nature of contests. They exert pressure to win without consideration for the price of victory or even the ultimate meaning of victory.

You need to work with reporters to see that they assist you in keeping contests in an educational context.

■ Students and fans

Most importantly, be a role model for the students and fans.

- Support officials' decisions without protest.
- Convey respect for them at times.
- See that officials are extended courtesy and protection by players, school personnel and laymen. Information regarding crowd management and game security is enclosed in the various coaching manuals.
- Treat your opponents as your guests, and to put clean play and sportsmanship above victories.
- Insist that others follow your lead. It is doubly important that fans must realize that they have a responsibility as role models too.
- Discuss with your students the meaning of winning. Help them deal with pressure, criticism, adulation, disappointment.

■ Crowd management / game security

If you established the correct atmosphere for competition, then the chances that you'll need to take corrective measures are greatly diminished. Still, the schools must be prepared for any emergency.

First, you must have a crowd control policy, see that authorized faculty members attend all contests, and that adequate law enforcement before, during and after the game is provided. Most importantly, every step must be taken to extend protection and courtesy to game officials.

Should an altercation involving fans and game officials, then the school administration and the school board must take immediate steps to see that the person or persons making the attack on the official or officials is arrested and prosecuted before the proper court.

A final point: When we discuss local behavior expectations, there is carried with it an unstated assumption that someone or something is expecting something of you. Who is this person or thing? To a degree, it is the UIL, acting on behalf of its members. To a degree, it is the State, acting through its Legislature and Texas Education Agency on behalf of its citizens in the best interests of the state. But perhaps most importantly, these expectations are values shared by educators, acting in the best interests of young people.

The role of education is to develop the physical, intellectual and aesthetic abilities of students, and establish the groundwork for a continued pursuit of these abilities. Interscholastic activities — athletic, fine arts and academic — can be cornerstones in this effort.

New decade brings challenges, opportunities

The new school year brings new opportunities to UIL athletic programs. An emphasis on sportsmanship and a higher regard for one's opponent highlight the goals for the year. Indeed, the past few years have seen an increase in physical abuse of officials, one-uppance chants and cheers toward opponents, violence at contests and angry, vocal fans interfering with games - even attacking players.

The new decade brings a need to prepare youth for the 21st century. It is impossible to teach every fact or skill which students may need in adulthood. It is feasible to prepare students with skills, understandings, and appreciations that will help them solve problems and seek alternate solutions.

The function of athletics in high schools is first and always educationally based. Every rule for contests must point toward educational benefits derived from that contest. Coaches are among the best teachers in any school. Though they often have an undeserved reputation of being less than effective, they have demonstrated strong effectiveness as classroom teachers. The values and skills learned in their athletic laboratories will serve as positive training.

It is difficult to teach in today's schools. Not too many years ago the authority and respect for public education was the rule. Today it is the exception. Schools are being blamed for most of society's failures. Par-



BILL FARNEY

Postscripts on athletics

ents expect schools to provide resources and answers to all perceived needs. State legislatures are shocked at the costs of education, and insist that the taxpayer get better accountability. Educators are judged on an international scale. Europe and Japan seem to produce stronger scholars than the United States. Someone must be blamed. It is fashionable to point to schools as the culprit.

School activity programs receive most criticism because so much energy and time are devoted to them. Critics advocate removing activities from schools to eliminate as many distractions as possible. The prevailing theory is that academic achievement would benefit from this change. Students would focus on classroom learning and participate after school and on non-school days in community sponsored athletic programs.

While this approach has some advantages, a quick review points out glaring weaknesses. If activities are not sponsored

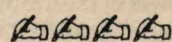
and controlled by schools, their educational value would be dependent on their sponsor's degree of integrity. It is unlikely that most persons outside of education would enhance sound educational goals. They do not now. Parents sponsoring teams are interested in their children and in winning. Promoters are interested in making money or gaining a reputation as an authority on "blue chip" recruits. The student of average ability would have a tough time finding a place to play. Two distinct groups will dominate participation outside schools: those athletes with outstanding ability, and those with interested parents. Only the best and richest will play. High school sports would become club sports and each parent would pay a fee for their child's involvement. Talented players would be given scholarships based on need. Need will have a direct correlation to talent. In other words, few poor kids with average ability will find help in defraying expenses.

So much for universal education! It is naive to forecast that all sports be moved from schools. The incredible cost of starting up a non-school football team would almost certainly keep that sport in schools. The insurance costs alone would stagger any effort. However, other sports are now being sponsored outside schools. It is likely that golf, tennis, swimming, basketball, soccer, volleyball, cross country, track and field, and baseball could find non-school forums.

But will sports - outside schools - enhance the educational development as well as in-school sports? The answer is an emphatic, "NO"! What is needed is further evaluation of all extracurricular activities, including fine arts and music, to further remove those facets which may be a distraction to the education process.

HB 72 did much in this area. But the most important modifications are made each year at the local level. Coaches and administrators should work together to avoid excess travel, prevent loss of school time and utilize cost-control techniques. They also must "sell" activities to the public. Less than one percent in most schools is spent on extracurricular activities. The public needs to know this. Athletes are among our best students. This needs to be publicized to overcome the "dumb jock" myth. Sponsors and coaches should be responsible for goal setting for individual athletes and entire teams. Although winning is always an admirable goal, students should express other equally desirable objectives.

As we approach \$2 per gallon gasoline and increased trauma in our society, it is important to offer competitive opportunities to our young people. Properly organized, educationally based, fiscally controlled, these maturity enhancing activities are properly placed in schools. A constant vigilance is required to assure tax-payers that they are getting good return on their investment.



PLEASE don't wait until half-way through the season before you thoroughly check on eligibility standing,

Helpful reminders

As you might remember, a few years back the UIL office received allegations that several ranked high school players had received clothing and/or equipment from athletic manufacturers. After investigating the allegations and learning that it was fact, several tennis athletes were ruled ineligible. These same rumblings are surfacing once again.

Coaches, before you play anyone in a match, check to see that they are in compliance with the Amateur Rule. If a student who is in violation does play in a match, the



GINA MAZZOLINI

Sports notebook

matches he/she played in would have to be forfeited. Please don't wait until half-way through the season before you thoroughly check on eligibility standing. If you do, it could affect the entire team, not just the one or two individuals involved.

■ Team Tennis State Tournament

A reminder, as per your coaches manual, the State Team Tennis Tournament will be a single-elimination with no consolation. The tournament will start Friday afternoon on November 2nd with semi-finals in 5A and 4A. The teams that do not advance will receive a plaque and bronze medals immediately after the match. The teams advancing will meet in the championship match on Saturday morning. There is no seeding per say, the two teams with the best overall match record will be placed in opposite

halves of the bracket. The third best record will be placed in the upper/lower half pending a coin flip.

Coaches, this year all sports are emphasizing sportsmanship. In tennis we ask that you set behavior expectations and model them, reinforce them and reward them. If a student-athlete does not measure up, you need to take appropriate action. Let's have an exemplary season both in playing and display of sportsmanship.

Volleyball season is fast and furious. By the time this publication reaches our member schools, most teams will have played two or three tournaments and district competition will be in full swing. This year promises to be another showcase of talent. All five defending state champs have at least six players returning from their state tournament roster. The level of play appears to be elevating each year which will once again create a competitive district, regional and state playoff.

Coaches, we appreciate the work that you do. We realize that during the first two weeks of season - affectionately called two-a-days - you are putting in a 12-15 hour day. You are trying to: hand-out equipment, run a fair tryout, and mold six players together offensively and defensively to compete one week later. It sounds almost impossible

doesn't it. Besides the "given" that goes along with two-a-days we also expect coaches to establish team rules and regulations. Among them are the standards of behavior. The behavior must display the highest concept of sportsmanship. As a coach you must teach it, model it, expect it and reinforce it. After all, the values we seek from athletics cannot exist without good sportsmanship.

So coaches, besides the three new preps you are preparing for the first day of school, you need to be a role model, a counselor, and of course a tactician. We know you can do it, we have seen you do it in the past. We know it takes energy, in fact it gets tougher each year. Without you, our kids would not have all these great experiences. Yes you are powerful, yes you impact the developmental years of the student-athletes. So just remember be fair, be consistent, be a master teacher, be competitive and have fun.

■ 4A Volleyball Coaches

The 4A playoff bracket that is printed in the coaches manual is not correct. A corrected copy was sent to each coach in early August. To eliminate confusion on playoff opponents please destroy the old copy and save the bracket printed on the cream colored paper.

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.

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.

MARTIN HS (LAREDO)

Martin HS band director Juan Valenciano, has been suspended from UIL activities through school year 1990-91 for violation of Section 1111 (c), prior knowledge of sightreading music, Section 1101 (a) (4) (A), the Music Code, and Section 560 (a) (3).

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.

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.

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. Schiermer.

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).

GREGORY PORTLAND

The SEC has issued a public reprimand to Gregory-Portland HS and placed it on probation in football through February 25, 1991 for violations of the state law limiting schools to one 60-minute athletic period within the school day.

SAN ELIZARIO ISD

The SEC has issued a public reprimand to San Elizario HS and placed it on probation through February 25, 1991. The terms of the probation include requiring the superintendent to be involved in overseeing UIL participation and developing a plan of action for crowd control. The committee suspended coach Mary Lou Corral, San Elizario HS, from coaching any UIL activity through February 25, 1991. A player on the San Elizario HS junior varsity girls' basketball team has been suspended by the committee for the first two games of the 1990-91 basketball season.

GALENA PARK HS

The SEC has placed coach Glynn Black, Galena Park HS, on probation through February 25, 1991 for violations of the Athletic Code.

MCMULLEN COUNTY ISD

The SEC has suspended coach Jim Voight of McMullen County ISD (Tilden) from coaching any UIL activity through February 25, 1991 for violations of the Athletic Code.

PALMER HS

The SEC has issued a public reprimand to coach Joe Rodriguez of Palmer HS, suspended him from the first three games of the 1990-91 football season, and placed him on probation until February 25, 1991.

RICHARDSON ISD

The SEC has issued a public reprimand to coach Bryan Spruill of Richardson North Jr. High School, suspended him

from the first three games of the 1990-91 basketball season, and placed him on probation through February 25, 1991.

SPELLING CORRECTIONS

The following words need to be corrected in the 1990-91 Spelling Power:

- page 17 - column 49 - viciousness change to viciousness, and
- page 17 - column 51 - zoanthropy change to zoanthropy.

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 the A+ Spelling List for 1990-91. It is important to have the most current spelling list (1990 printing). Significant revisions of the old list have been made.

Grades 5/6:

canteloupe: delete canteloupe (misspelled) from the spelling list.

Grade 7/8:

caffeine: change caffeine, caffein to caffeine, caffeina.

FOREIGN EXCHANGE

Approved program of foreign exchange students who want to participate in UIL activities for 1990-91 include:

- Adventures in Real Communication; Adventures in Real Communication Year Program; AFS Intercultural Programs; AIFS Scholarship Foundation; American Center for Cultural Exchange; American Council for International Studies; American Heritage kAssociation; American Intercultural Student Exchange; American International Youth KStudent Exchange Program; Amicus International Student Exchange; Amigos de las Americas; ASPECT Foundation; ASSE International Student Exchange and AYUSA, International.

Also, CDS International, Inc.; Center for Humanistic Interchange; Children's International Summer Villages; CIEE, School Partners Abroad; Cultural Academic Student Exchange; Culture Homestay Institute; Educational Foundation for Foreign Study; Educational Resource Development Trust and Experiment in International Living.

Also, Friends in the West; German American Partnership Program; Iberoamerican Cultural Exchange Program; Intercultural Christian Youth Exchange; International Education Forum; International Student Exchange of Iowa; International Student Exchange, Inc.; International Travel Study; INTRAX, Inc.; Japan-American Cultural Exchange, Inc.; Nacel Cultural Exchanges; NASSP, School Partnerships International; National 4-H Program;

National FFA Program; National Registration Center for Study Abroad; and Open Door Student Exchange.

Also, PACE Institute International; Pacific Intercultural Exchange; PEACE-USA; People to People Student Ambassador Program; Presidential Classroom for Young Americans; Pro-American Education and Cultural Exchange; Program for International Educational Exchange; Rotary International Youth Exchange at

- Cal-Vada Rotary Exchange,
- Central States Rotary Exchange,
- District 695 Rotary Exchange,
- District 503 Rotary Exchange,
- Eastern Exchange Rotary Exchange,
- Ohio-Erie Rotary Exchange,
- Rocky Mountain Rotary Exchange,
- South Central Rotary Exchange.

Also, School Year Abroad; Spanish Heritage-Herencia Espanola; Student Travel Schools; University of New Orleans; Wo Internatgional Foundation for Study in Hawaii and Abroad; World Educational Services Foundation; World Educational Student Travel, Inc.; World Experience; Youth Exchange Service; Youth For Understanding.

SNYDER ISD

Snyder High School has been placed on probation by the State Executive Committee in one-act play through June 11, 1991.

Also, Mr. Jerry Worsham of Snyder High School has been suspended from coaching or directing any UIL activity through the end of the first semester of the 1990-91 school year, and placed him on probation through the end of the 1991-92 school year for violation of Section 901 (b) (6).

C&CR INTERPRETATION

The State Executive Committee on June 12, 1990 issued the following interpretation of the UIL Constitution and Contest Rules:

- Section 402, High School Graduate: Any student who has passed the General Education Development Test is ineligible whether he/she has received a credential.

CALVERT ISD

Calvert ISD has been issued a public reprimand and placed on probation through the 1991-92 season in basketball for violation of the Athletic Code. The penalties were issued by the district executive committee and upheld by the State Executive Committee.

Enjoy

 Coca-Cola is the official corporate sponsor of the UIL

CHILTON ISD

Chilton ISD has been issued a public reprimand and placed on probation through the 1991-92 season in basketball for violation of the Athletic Code. The penalties were issued by the district executive committee and upheld by the State Executive Committee.

CROSS-X DEBATE

Cross-Examination Team Debate Topic (To be used throughout the year)
 Resolved: That the federal government should significantly increase space exploration beyond the Earth's mesosphere.

LINCOLN-DOUGLAS DEBATE

Lincoln-Douglas Debate Topic (To be used from September through December)
 Resolved: That the federal judiciary exerts excessive influence on American society.

MUSIC

Subchapter O, Section 484: Music Awards - Student, team should be deleted from the first sentence. The rule now applies only to music organizations.

OAP Censorship

• Continued from page 4

GRETEL.

Despite our attempts to produce absolutely "clean" plays in UIL, good theatre, like life it imitates, doesn't always translate neatly. The power of theatre does not emit from the ability to produce facts, but in its ability to project images and metaphors. Our students understand, like Pinocchio, that there is something outside the textbook and theatre must provide "windows to that bigger world." Windows, unlike lessons, will never be observed alike by all who look. This is the strength and danger of the art of theatre.

It has been said that "Good teaching is dangerous." Mediocre lessons seldom get teachers in trouble. The challenge of the provocative and stimulating lesson is that it is not safe or pleasing to everybody. It is difficult to straddle the fence of mediocrity in a time of fast change when society is in dire need of creative answers and solutions.

I must give public thanks to playwright Suzan Zeder; publisher Orlin Cory; director Jeanne Klein; Professor F. Scott Regan at Bowling Green State University and to University of Northern Iowa Professor Gretta Berghammer for provoking these thoughts. After hearing and reading their efforts on censorship at the American Alliance for Theatre & Education convention in Minneapolis, these thoughts may be heavily plagiarized. I think you will be interested in reading Scott's comments that he could not present because of time. I would also remind you that permission must be obtained from the publisher or playwright to modify, edit, cut, or tamper in anyway with protected works. In most instances, you can do the play the way it is written. Perhaps you should choose not to produce *SMALL CRAFT WARNING, WHO'S AFRAID OF VIRGINIA WOLF* or *LION IN WINTER* for your fall production, but in any case "Good Show" and best wishes for a great year.