

# Leaguer

## Dallas Carter case dismissed; football title to Converse

A state appeals court ruling October 3 stripped Dallas Carter High School of its 1988 Class 5A football championship. The decision dismissed the long-running lawsuit that had allowed Dallas Carter to retain the disputed title.

Dr. Bailey Marshall, director of the University Interscholastic League, said the decision by the Third Court of Appeals in Austin would prevent Dallas Carter from keeping the crown. The appeals court ruling set aside a lower court ruling that let Dallas Carter back into the playoffs in 1988.

The Third Court said it lacked jurisdiction because the legal dispute was moot.

"In this case, the event to which the (court) injunction relates, the 1988 championship, has long since passed," the court said in an opinion written by Judge Jimmy Carroll.

"Hence, this appeal is moot. Accordingly, we will not consider the issues raised by the parties in their briefs because that would constitute an impermissible advisory

• Please turn to Dallas Carter, page 8



## Head Lines.

JENNI WIELAND from Westwood High School in Round Rock looks up curiously as Bob Singleton puts make-up on her. Singleton was teaching a class on how to make actors look old with make-up and clothes during the UIL SuperConference, held September 29 at The University of Texas at Austin. Singleton has taught this class since 1970. Wieland didn't think Singleton could make her look old, but in the end she agreed that it worked.

Photo by KIRK CRIPPENS.

## League considers effects of year-round school plan

On September 15, the State Board of Education took the first step in making it easier for schools to schedule year-round classes. If ultimately approved, the rules would allow students in year-round schools to participate in extracurricular activities while on break as long as they meet UIL rules.

UIL directors said the plan presents opportunities and challenges.

"Over the years, the UIL has created a structure of rules based on the premise that high school students attend school from September through May, and take vacations in June, July and August," said UIL athletic director Bill Farney. "If high schools embrace the year-round concept, some of our rules will have to be altered to ensure that the equity concept that's been built into the system remains intact."

For example, the League would need to make certain that students did not abuse workout rules during their vacation periods, even if the player was technically in-season.

"For example, the League would be reluctant to allow a football player who chose not to go to class during the football season to work out five or six hours a day and then look at films," Farney said. "The same is true for other athletes."

Under the SBOE guidelines, students would receive the same amount of instruc-

tion as they do on a nine-month schedule, although some students in year-round schools can attend classes for fewer than the currently required 175 days, as long as they receive the same number of instructional hours. The SBOE must approve the year-round concept twice more before the plan is implemented, and schools will have an option to determine if they are interested in the year-round or quarter-system.

Farney said he thought most coaches would prefer to have their players in schools during season.

"For one thing, it's easier to monitor players if they're attending class," he said. "For another, they are a part of the school's spirit support system."

Farney said he did not think the plan would be used by players or coaches to skirt the no-pass, no-play rules.

"The rationale behind the year-round plan is reasonable," Farney said. "Faced with rising enrollments and costs, there's a need to maximize facility use. I think school districts that choose to implement the year-round plan will do so because of its overall educational value—not because of its ramifications for school athletics."

The year-round concept would also have an impact on the League's academic and fine arts program.

"Presently, we are not conducting academic contests during the summer, although

we sponsor or co-sponsor instructional workshops for student publications and one-act play," said Bobby Hawthorne, UIL activities director. "Plans for summer workshops in speech have also been examined."

Hawthorne said a year-round concept could allow the UIL to move certain spring meet academic contests to the summer, thus alleviating conflicts in the spring.

"For example, students who compete in team debate may not participate in other UIL spring meet academic contests," Hawthorne said. "These students who cannot participate in more than one contest are not as likely to reach the State Meet, and consequently, not as likely to receive a TILF scholarship."

"And with the corporate sponsorship money going into the TILF program, the likelihood of qualified applicants receiving scholarship grants will increase substantially," he said. "It is possible that in a year-round concept, this conflict could be eliminated."

UIL academic director Janet Wiman said the League would examine possibilities of altering its schedule once more information regarding the year-round plan is available.

"Right now, we're not certain if year-round means that students would be in school 58 days, three times a year and then out for 58 days on a rotating basis, or that they would go to school nine weeks and then

have a three-week break, as is common among many school districts that have embraced the year-round concept," she said. "The mechanics of altering the academic program to fit a year-round schedule would require considerable work but we certainly would be willing to explore the possibilities."

Music director Richard Floyd said he thought year-round schools would not have a major impact on the UIL music program.

"Music is almost a year-round activity in the schools already," Floyd said. "Many schools have programs that offer instruction in August, and continues throughout the school year, concluding with TSSEC in June."

Individual music activities such as solos and ensembles could easily be expanded into the summer, he added.

"However, the issue of organizational events would be more complex since these activities require a balanced representation of instruments and voices," Floyd said. "Students in concert band, choir or orchestra would probably need to be in school in the spring so that they could participate in rehearsals, although, it would not be mandatory. If students could strike some accommodation with directors, there would be no League restrictions that would prohibit them from participating in performances and contests."

## Take Ten sets expectations at interschool competitions

One of the strategic areas of concern for 1990-91 is the emphasis on proper conduct and good sportsmanship at all contests. Schools have renewed their efforts to inform students, fans, parents and players about behavior expectations at interschool competitions.

In order to better educate the fans and participants, the UIL and the Southwest Basketball Officials Association are co-sponsoring a project to help everyone understand basketball rules. This will involve no more than 10 minutes prior to an early season basketball game. Players from both schools will be involved on their respective ends of the court to demonstrate basic rules of basketball. The two game officials will announce the rule or situation, and then the players will demonstrate the violation or infraction.

Areas to be covered include back-court, three seconds in lane, double dribble, goal tending, block-charge, three point shot, line violations, foul by air-borne shooter, level of contact, principle of verticality, throw-in, illegal screening, counting the last-second shot, and lack of action.

The home team players will not interact with visiting team players during these demonstrations. Each coach will be asked to have players prepared to demonstrate certain situations. All home teams will illustrate certain rules, and all visiting teams will have another group to demonstrate.

It is hoped that "Take-Ten" will be utilized by as many schools as possible. Fans will appreciate the officials taking time to explain rules. Coaches and players should benefit from the focus and better understanding of rules. But the most important outcome could be a perception on the part of fans and parents that officials do prepare, are unbiased and share the role of educator in this game. There will always be disagree-



BILL FARNEY

### Postscripts on athletics

ment on a particular call. Officials can make errors in position, rules knowledge, and judgment. But the vast majority of officials are neutral arbiters in a game which should enhance education for everyone involved.

#### ■ Random Notes

**Camps and Clinics** - Schools are reminded that camps and clinics in the team sports are prohibited during the school year, including holidays. The only period of time during which students may attend camps and clinics is from the first day of summer vacation through the first Saturday in August.

**Designated Administrator** - \*The UIL is recommending that schools designate a school administrator to greet officials at games. Schools shall designate an administrator for each home game who shall meet the officials as they arrive on the court or field, introduce himself to the officials, point out where he will be sitting, and tell them to contact him at his seat if they need assistance with any problems with fans, coaches, or players. At the end of play, the designated school administrator (employee who is not coaching) shall accompany the officials to the dressing room. If the officials had problems that were not reported during the game, they will report those problems to the designated administrator, who shall report the problems to the appropriate administrator at the home and/or visiting school. If officials have been severely verbally abused

and/or physically touched in any manner, the designated administrator shall call the UIL office the first working day after the game to report the incident, as well as reporting it to the appropriate administrator at the home and/or visiting school. Disruptive fans may be ejected from an athletic contest, and may be suspended from attending future contests. In games/matches beyond regular season, both teams shall designate an administrator for the contest.

This is not a requirement for 1990-91, but could become part of the rules in 1991-92. However, it makes good sense to attempt implementation where possible this year to enhance sportsmanship and emphasize proper conduct at athletic activities.

**Track and Field Uniforms** - Form-fitting, i.e. leotard type shorts are not legal equipment (uniform) for UIL schools. Before purchasing any uniform other than traditional styles, please contact the UIL. Remember, college rules permit more latitude in uniform design than do the high school rules.

**Fund-raisers** - Any fund-raising for the purpose of financing students tuition, fees, or any related expenses at summer camps is a violation. Such expenses must be paid by the student and/or parents from personal funds in order to assure such camps, clinics, etc. are strictly voluntary.

**Basketball practice after school** - Coaches want to insure that they do not begin basketball after-school practice before the October 22, prescribed date. If there are allegations of prescribed, organized, or suggested practices, it is up to the coaches to prove that they are not getting an early start.

**Applause** - Congratulations to all school administrators and instructional staffs for initiating a new school year. Please feel free to write or call on any UIL related matter. We are here to serve you.

## Activities Week set October 15-20

With more than 1.3 million Texas high schools students taking part in University Interscholastic League programs, Governor Bill Clements has declared the week of October 15-20 as High School Activities Week in Texas.

"Participation in activities such as athletics, speech, music, debate and drama generally leads to positive development for students and often to superior achievement," Clements said in announcing High School Activities Week.

The governor also added that "participation in extracurricular activities often contributes greatly to the social development and interaction of all high school students. This social development benefits local communities by channeling young people's interests and talents into positive efforts and instilling in them an early sense of civic duty and community pride."

"The Senate and House of Representatives of the United States of America have resolved that the President should designate October 15-20, 1990, as National High School Activities Week, in recognition of the valuable contribution that extracurricular programs make in the development of interests and talents of young people," concluded Clements.



Coca-Cola is the official corporate sponsor of the UIL

## Leaguer

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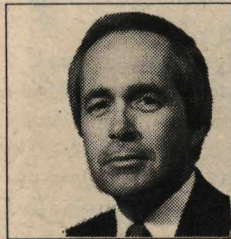
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## The guardians of program's true objectives

It's that time of year again! More than 800 marching bands throughout Texas are busily preparing for Friday night performances, invitational festivals and UIL Marching Contest. At most schools this long standing tradition generates interest in the music program, fosters commitment on the part of each band member and rallies the support of the parents and the community at large. The high profile exposure that stems from this activity holds great potential for the development and perpetuation of public support for all music programs.

It all sounds good doesn't it? But as this annual fall ritual unfolds, it is no secret that some organizations are preparing more than others. This augmented preparation generally manifests itself through some combination of time, intensity and attitude. Within reason this extra commitment is to be admired and commended if it exists for the right reasons. On the other hand one can argue that, if the additional demands on each student's time and energy coupled with the execution of the same show again and again exists solely to "win at any costs", the intentions of the directors responsible for such a strategy is flawed.

The true motivation for such practices can only be measured by each director and the school administrators that are accountable for that band program. Is it possible to determine the source of such motivation? To a great extent, yes. There are indicators that could help one identify symptoms of mis-placed priorities. The presence of one or more of these indicators would suggest that a careful assessment of the educational pri-



RICHARD FLOYD

### Music matters

orities that are the driving force in the rehearsal hall or on the drill field is in order.

• **ATTITUDE TOWARDS STUDENT'S TIME:** The State Board of Education has determined that out-of-school rehearsal during the school week can not exceed eight hours. There are examples of schools pushing this regulation to the limit and then adding week-end rehearsals in hopes of "getting an edge" on the competition. The value of such marathon schedules is questionable. The Policy and Ethics Code of the Music Plan of the *Constitution and Contest Rules* states that a director "must recognize the importance of the total educational process and remain sensitive to each student's needs in terms of his academic pursuits, family life and extracurricular activities" as well as "maintain a reasonable and proper balance of pre-school and out-of-school rehearsal schedules". Can 13 plus hours of in-school and out-of-school rehearsal satisfy this component of our Ethics Code, be justified in the name of music education, or; more importantly, be in the best interest of the students we serve?

• **ATTITUDE TOWARDS WINNING:**

Some programs appear to exist for one reason and one reason only. That reason is to be successful in contests. The entire course content, rehearsal schedule and focus for the year are all structured solely around contest participation. This practice is particularly prevalent during the fall. Alfe Kohn in his book *No Contest: The Case Against Competition* states that competition can be counter-productive if it exists only as a artificial, extrinsic reward. In such a setting the activity itself, in this case music, assumes a position of secondary importance. It only exists as a means to compete and win. Developing a quality performance, making a first division or advancing to region can all be appropriate goals if they are not the singular objective for the season or year. It would be far more desirable to establish goals that emphasize a commitment to the improvement of music skills, the enhancement of musical awareness and the development of each participants potential. In this environment the contest achievements become an outgrowth of the program rather than the sole force that fuels the groups activities for the year.

• **ATTITUDE TOWARDS OTHER CONTESTANTS:** A director who fails to invest energy in preparing students for the contest experience, neglects to instill a feeling of mutual respect in fellow musicians from other schools, or chooses not to lead students to understand what can be learned from observing and supporting the performances and achievements of others, is depriving students of one of the most valuable benefits of educational competition. Research tells us that, without proper guid-

ance, students seem to naturally adopt an adversarial posture when placed in a contest environment. When this happens "respect for the competition" diminishes, the reaction to competitors is limited to negative criticism and there is little likelihood that any significant learning will result from the contest experience.

• **ATTITUDE TOWARDS ADJUDICATION:** Some directors view judges as adversaries, yet one of the many goals of educational competition is to help students understand and graciously accept adjudication. This objective is easy to achieve when the outcome is favorable. On the other hand, it is all too easy to "blame it on the judges" when the contest results are not to our liking. Students, and fans for that matter, will normally reflect the attitude towards judges and contest results that have been instilled by the director or school officials. The development of an appropriate attitude towards adjudication is an integral part of the preparation for educational competition. A teacher who chooses to ignore this important component of the education deprives the students of a valuable lesson that will have numerous applications throughout their lives.

As teachers and administrators we are guardians of the true purposes and objectives of music education in our schools. Yet, the excitement and energy-filled environment that surrounds marching competition makes it difficult to maintain a clear vision of these values. Be vigilant that none of the symptoms of misplaced priorities that have been identified are present in any programs under your direction or charge.

## They'll be the judge of this

### Outstanding musicians hired for State Marching Band

An outstanding slate of judges have been contracted to serve as adjudicators for the 1990 State Marching Band Contest to be held on November 12 in Austin, Texas. Judges have been selected based upon the following criteria.

- Recommendations of past state contest participants.
- Positive evaluations of previous State Marching Band Contest judging assignments.
- A balance of high school and university level judges.
- A balance of in-state and out-of-state judges.
- Ethnic and gender representation.

Judges for the 1990 State Marching Band Contest will be:

- Keith Bearden, Lubbock, Texas, Texas Tech University
- Greg Bimm, Chicago Heights, Illinois, Marion Catholic High School
- Pat Brumbaugh, Jonesboro, Arkansas, Arkansas State University
- Larry Campbell, Brenham, Texas,

Blinn Junior College

- Tom Caneva, Boulder, Colorado, University of Colorado
- Jack Ferris, Pearland, Texas, Pearland High School
- Bob Floyd, Richardson, Texas, Berkner High School
- Steve Grugin, Nacogdoches, Texas, Stephen F. Austin University
- Richard Lambrecht, El Paso, Texas, Coronado High School
- Ed Lisk, Oswego, New York, Oswego City School District
- Tim Salzman, Seattle, Washington, University of Washington
- Larry Volman, Jonesboro, Georgia, Clayton Co. Schools

Contest sites this year will include Memorial Stadium, Burger Center, and Nelson Field which is located in northeast Austin approximately 10 minutes from the University of Texas campus. The change to Nelson Field has been made to alleviate the traffic and parking problems experienced at Westlake in the past.

Souvenir programs will be available at



LAPORTE TRUMPET players Paul Moon (left) and Mike Isam duet during the 1988 finals of the State Marching Band Contest. Photo by JOHN MOORE.

all sites. The program will include background on the contest, a program listing for all participating bands, judge's photos and biographical sketches, plus other items of interest. Once again participation plaques

will be presented to all bands at the contest that do not advance to the finals. The top five finalists will then receive appropriate trophies designating their standing in the finals.

## Successful OAP year requires early planning

This is usually my September song, but the need to speak to censorship took precedent over my usual desire to identify changes for this year and to encourage you to start the one-act play process. Here goes! Summer is gone, the school year is well past the beginning and the UIL theatre operation, sputtering as it may be, is under way. I hope you had a good summer and are now ready for OAP.

Now is the time to plan and pick. Planning meetings should be completed no later than November 1. If you haven't heard from the host school in your district, refer to *The Handbook* and start the process. The One-Act Play Contest is far more effective when directors get together, organize, and form recommendations to be submitted to the District Executive Committee. Make your recommendations in writing and send a representative to clarify anything necessary. The calendar is always a major issue and this year it is especially hectic. The second academic district week, falling just prior to Easter, makes the conflict solving dream more than impossible.

Because of acute calendar problems, districts may request in writing the use of March 15 and 16 for the zone or district One-Act Play Contest. Your request must include an agreement to meet the set and title deadlines one week early and provide a 45¢ first class envelope, (the current postal rate for two ounces) for mailing the official OAP Eligibility Notice. Postal rates will likely be higher in February. This form must be mailed first class in order for you to meet the re-

quired ten day deadline prior to performance. Your failure to send two ounce first class postage will result in your form being mailed bulk rate on March 1. Bulk delivery will not make it to your school on time.

If there are more than eight schools in your district, zones should be scheduled. OAP rules do not prevent you from zoning with fewer than eight. If your district calendar permits, the educational advantage for your students may be worth the extra time and effort required for zoning. In all cases, the play contest date should not conflict with other spring meet events. The time of the contest should be arranged to draw the largest possible audience and leave the critic time for a full critique. Theatre does not exist without an audience. OAP performances scheduled at 8:00 a.m. create a monster. The only purpose is to determine who advances. Such scheduling does not permit a real theatre experience for the students. OAP played to a critic makes a mockery of the intent of the program and the educational experience of all involved. Find a way to draw an audience that will be responsive to all performances.

The school with the best facilities should be the site for OAP. It is great to have a college facility or a quality facility in a neutral high school, but such availability is rare. Too often the site determines the contest manager. The OAP contest manager, like the site, should be the best available. The contest manager determines the success of the contest. This is the weak link in the OAP structure. The manager must be thoroughly



LYNN MURRAY

### Educational Theatre

familiar with the *Handbook For One-Act Play, 11th Edition*, current C&CR, and other information available. Organizational and administrative guidelines and rules must be enforced impartially.

The ultimate goal of the planning meeting should be to encourage participation, determine ways to continuously improve the quality of production, and increase the number of participants in each district. Directors should prepare for a positive relationship with each other, their students, and their communities. When directors work together well, the students and communities will follow.

Now that planning is completed the time to pick is past. Successful directors select strong scripts suitable for their students. Start now! Select quality literature that will suit your situation and support the continued development of a theatre program in your school. I would refer you again to pages 51 - 58 in the *Handbook For One-Act Play, 11th Edition*. This section, along with the rules, should be reviewed at least annually. The play appraisal committee tries to

select plays of literary merit for approval, but that does not mean that all plays on the short or long lists are of equal value or suitable for your students.

A critic judge should not take a director to task because of a particular author, type, or style. Any judge will have a difficult task if a director chooses a script of insufficient challenge or roles unsuitable for individual students. I would always encourage you to select material of such quality that it would be reasonable to use the play as required reading for a dramatic literature class. Use the same criteria as used for evaluating a novel or short story. It is literal truth that "the strength of the player is in the play."

I trust you will take time to evaluate the view expressed by David Brock. It will be evaluated by the the UIL Committee of the Texas Educational Theatre Association. I'm sure members will be interested in your response.

The critic judge list will be published in November. Use last years model until then. Area sites are being arranged. All area meets will be held April 4 or 5. The specific list will not be published until December. Do not assume you can produce an approved play until you obtain permission from the publisher. Read the new language for the "time" rule in the current C&CR. The meaning is the same and I hope the new words help. More about that next month.

The OAP entry deadline is November 1. If your school was entered last year and the card is not in the UIL office, your principal will receive a collect call on the deadline day!

## OAP format changes suggested

By DAVID BROCK, M.D.

*Editor's Note:* David Brock has been a critic judge for several years. He is a pediatrician and an actor with the Paris Community Theatre. His MA degree is in theatre.

I have enjoyed my association with the Texas UIL One-Act Play competition, but have decided for reasons practical and attitudinal not to continue as a play judge. Since I no longer have any vested interest, I would like to give you my opinion concerning the structure of the competition; or perhaps more truly express my concern about the present shortcomings of the structure. Realizing that since I am a relative novice to this system, I may be addressing concerns which have been worked out years ago, I still feel that the League should consider a different and more equitable format for the one-act play competition.

In a nutshell, I have come to feel that (1) the plays should be one-act cutting, and that (2) the same play should be performed by all schools in any given year.

I have seen that much time is spent by the teacher and by the students in working up a cutting of a full-length play. Time spent in making a cutting of a play by our overburdened teachers could be spent much better in the teaching of drama. Much time is also

wasted in rehearsing a play, for invariably line are learned by the students and then cut when the time limit is exceeded. Besides the time wasted, it also creates a frustration for the student. Despite our attempts to ignore judging the teacher, the quality of the cutting of the play cannot help but influence the judging of the play. The teacher is judged ultimately by his or her ability to bring out the best in the student actors; I fear that all too often we wind up being influenced unduly by the cleverness of the teacher in selecting, cutting, or designing the play.

The second argument for using one-act plays rather than cuttings is the fact that there are hundreds of excellent one-act plays in existence. I am not talking about *Wild Cat Willy and the Bearded Lady*; I am talking about *Moon of the Caribees* and *The Happy Journey to Trenton and Camden* and *27 Wagons Full of Cotton*. There are great serious and actable one-acts, scores by great American playwrights alone, which would serve to teach our children good drama and to serve as a spring-board for their talent. Each year a different type of play — comedy, tragedy, farce, absurdist, or whatever — could be chosen, so that over four year period the students would have a variety of styles to perform and compare. If the greats of drama are to be represented — Shaw, Shakespeare,

Moliere, Aeschylus, and on and on — then one act of one of their plays would be the selection for the year. There are many good acts of full-length plays which would stand by themselves.

Regarding using the same play for all schools. I can hear the outcry from the teachers (and have, in fact, heard that outcry when I proposed the one play competition.) This outcry seems to me to be due largely to the teacher's egos, competitive spirits, and desire for self-satisfaction than it is from being restricted to set roles which might not fit the abilities of the students. As to the latter complaint, we have to live with set limitations in other competitions like football and debate. Just because in any given year the coach doesn't have a good kicker, he can't decide to change their rules and forego the need for kicking. A school may not have eleven good men some years, yet they are still expected to compete against teams who have the full complement. Likewise, each school does not choose its won debate topic for the year, but all speak to the same problem, fair or not for any one school.

The advantage of having all schools perform the same play is obvious. Even it is primarily the students' talents and abilities which are to be judged, it is impossible for the judge to separate the quality of the mate-

rial in order to judge competing students fairly. If a teacher selects some light comedy to show off an excellent actor while the competitor selects a more demanding play, the actors cannot be fairly compared. This disadvantage for the judges is the sheer boredom that might result from seeing the same play over and over. But we are not doing this to give the judges a nice day's activity, are we. We are studying the actors and seeing what they can do with the role they are given. And from school to school, the comparison and judgment will be much more equitable if we are comparing different students' abilities in the same roles.

One more aspect that never seems to have come up is the possibility of using the one-act play competition as a design competition as well. Using the gray boxes which are standard, plus the allowable "props" which can be adjoined, each school would have its students study design and submit a design for the one-act play which was that year's state selection. The teacher would choose the best design from her students. Here again, we would not be judging the teacher's cleverness in presenting the play, but the student's which is, after all, the focus of our interest. The one best design from each competition would be awarded a trophy. Obviously the design winning would not progress the play to the next level, but at each level the plays in competition would have the chance of winning the design award.

## 5 Texas newspapers cited for exemplary work

The Association for Education in Journalism and Mass Communications and the American Newspaper Publishers named five Texas high schools among 71 nationally to be recognized as exemplary programs. Schools listed were Austin Anderson (EDITION, Jack Harkrider, adviser); Austin Westlake (FEATHERDUSTER, Deanne Kuntz, adviser); Copperas Cove (BLUE BEACON, Jan Stalder, adviser); Duncanville (PANTHER PRINTS, Mary Pulliam, adviser) and Lubbock Monterey (MIRROR, Jennifer Tomlinson, adviser).

The exemplary programs were identified by the Committee because "they have the strong support of their school administrations and produce high quality newspapers without restricting students' First Amendment freedoms."

In recognizing the high school journalism programs, ANPA Foundation Chairman James M. Moroney Jr. said, "The 1988 Hazelwood decision of the U.S. Supreme Court presented significant challenges to student free press rights. The high school newspapers named are among the many all across the United States that encourage excellent work by student newspaper people. We commend them for their diligence and dedication to a strong student press."

Moroney is chairman of the executive committee of A. H. Belo Corporation of Dallas, parent company of the *Dallas Morning News*.

## TAJE urges consistency in UIL contest judging

The Texas Association of Journalism Educators is asking UIL district and regional spring meet journalism directors to take special efforts to ensure fairness and competency among judges. In addition, directors are asked to pay judges between \$20-\$25 per contest, to hire a minimum of three judges with at least one being a teacher, and to post the names of judges.

TAJE also suggests that writing and judging be performed on site the day of the contest, and that all papers and comments be returned as soon as UIL rules allow.

TAJE will provide a list of judges if directors desire, association president Jennifer Tomlinson said. "We are working to guarantee that these contests are as educational as they can and should be," she said.

TAJE will evaluate the spring meet contests at its annual business meeting, April 6-7 in Austin during the ILPC state convention.

# On coverage and credibility

**W**hat do we cover and how do we cover it? For editors and reporters, this remains the ultimate question. A few years ago, Bob Greenman put together a list of 100 news and feature ideas for the *School Press Review*, the official publication of the Columbia Scholastic Press Association. Just for good measure, he followed up with another 150 in a later issue, thus providing a counterbalance to the constant lament among student reporters that "there's nothing going on in our (pick one) school, community, state, nation, world, existence," thus justifying their decision to run on page one a story about the history of Halloween, or something equally insipid.

Bob believes student newspapers should be journalistic, and there's nothing very newsworthy about rehashing how ghosts and goblins came to be associated with October 31. Bob knows what he's talking about. He advised the student newspaper at *Edward R. Murrow High School* in the Bronx, of all places.

For years, roadshow journalists like myself waggled around copies of Bob's lists, shoving them in the faces of advisers and students alike, trying to make them understand that the great majority of high school students could care less how Halloween came into existence or even who won ribbons at the FFA stock show, rodeo and exhibition. However, we argued, they may be interested in a story that tells and shows how specific students prepare animals for competition. One of my favorite stories deals with the ambivalence 4-H students felt about raising stock show animals, knowing most would end up in a slaughterhouse. The story wasn't about a "thing," it was about a universal sentiment, an emotion that cuts across the school's many social barriers.

So we've peddled the idea that data and news aren't the same thing. One of my favorite lines is, "Names are not news. If they were, we'd fix a cup of coffee each morning and read the phone book."

Monthly publications banner stories about individual and isolated events — particularly past events — without attempting to place them into a greater social or educational context won't cut it with today's readers. Students may scan the newspaper



BOBBY HAWTHORNE

## Scholastic journalism

whose banner story is a list of names of people who made the honor roll or who'll be marching in the band or who was elected to the student council, but they won't read it critically. And they'll wonder, "Is what the newspaper staff thinks is really important around here?"

So the bottom line is, student journalists should cover events and issues that are meaningful to their readers. They should cover these events and issues journalistically. They should not serve as a PR mouthpiece for the administration. If the school wants a flack, it should hire one and let 'em put a spin on any story emanating from the campus. Perhaps various and sundry adults will eat up the stuff, but students won't find it very appetizing.

Perhaps there is something to be said about the consistency of making the student newspaper as palatable as the textbooks, but it comes at the expense of teaching students that writing and reading in schools are painfully boring and irrelevant.

The tricky thing about Bob Greenman's lists, however, is that no newspaper can or should cover all 100 or 150 news and feature items. One of the elements of news is "proximity" and consequently, events or issues here may not be newsworthy there. What and how news is covered is a delicate matter. Last year, a Dallas staff was chastised by administrators for covering growing racism among students. Should it have been covered? Yes.

At the same time, staffs should avoid the bandwagon effect — covering an issue for the sake of covering it, without regard to its local relevance. An adviser from a Dallas suburban district said, "Our staff talked about covering racism, but decided that if our stories couldn't improve the situation, then we wouldn't cover it."

That's a reasonable response, although I'd hate to see a day when newspapers cover only those issues they think they can resolve or ameliorate. Sometimes, exposure brings improvement, if not resolution. A local high school newspaper recently ran a series on date rape, an issue that has received considerable coverage in the professional press lately. The high school paper quoted various adults — law enforcement officers and counselors primarily — but no victims. It was a "just so you'll know" kind of story.

Should the story have been covered, particularly in light of the fact that no instances of date rape had been reported? Yes. In fact, I prefer this approach to the much abused "Amy (not her real name)" approach. The preponderance of anonymous sources used in controversial stories leaves me suspicious, in the same way that I wonder about TV news reporters who always conclude their reports with a zinger quote from some unnamed official or bystander.

At the risk of being redundant, what we cover and how we cover it defines the publication, establishes its credibility. On the high school level, the risk is not covering anything other than club news and sports as if that's all students thought or cared about, reflecting a reality that readers know doesn't exist.

All of this brings me to the big flap that's going on at UT-Austin. Perhaps you've read about *The Daily Texan's* coverage of a homosexual group's "kiss in." It involved 30 people and attracted a crowd of 150 to 200 people — not a particularly big event by any standard, yet the *Texan* gave it front page treatment, including a 6 3/4 by 9 1/2-inch photo of two couples kissing. Occasionally, a photograph's technical quality or artistic content will justify play that its news value otherwise would not. This isn't the case here. The photo is nothing special. So it can only be surmised that the photo was used to shock and/or agitate.

Kevin McHargue, *Texan* editor, said the event was newsworthy and deserved coverage. No one argues this. How it was covered is another matter. The day after the original story, the *Texan* ran a letter to the editor that described an explicit homosexual

• Please turn to CREDIBILITY, page 8

# Practice new headline count system

By **BOBBY HAWTHORNE**  
UIL Journalism Director

About the headline writing contest:

• Should you instruct students to practice using the new count system?

Yes! This spring, all letters, spaces, characters and punctuation for district, regional and state meets will count as one. Students will be directed to write their headlines so that individual characters fit into predetermined and numbered slots. Thus, judges need only to look at the slot of determine if the headline satisfies

the count requirement.

The directions will be the same as they've been in the past. Students will be directed to write (for example) a two-line headline, counting 15-19. The difference is that all words and spaces will count one (1), and each word or space will be placed in a numbered slot. This way, the judge will be able to determine at a glance whether the headline satisfies the count requirement. Unlike in past year, students will write their headlines on a sheet separate from their stories.

The UIL will reformat the contest so that students have sufficient space to write their headlines. Headlines that are more than 20 counts long may require additional room. However, this is a formatting problem that we can easily solve.

• Will the use of upstyle and downstyle heads be affected?

No. Students may use either style. Since all characters will count the same, it will not affect the contest. However, students should be consistent in their use of upstyle or downstyle.



**THIS CLASS IS SO...** *interesting.* Students from various high schools around Texas close their eyes and learn to relax. Bill Gelber showed young actors different ways to relax for on-stage work during the UIL SuperConference held at the University of Texas at Austin on Saturday, September 29.

Photo by Kirk Crippens.

## UIL academics not just a spring thing

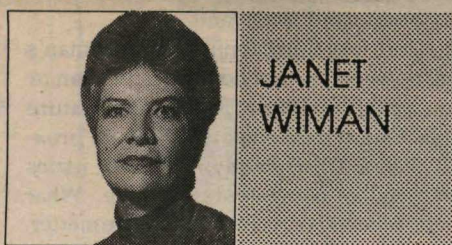
**F**all signals a myriad of academic activities for the schools with arranging for student activity superconferences, ordering materials, and identifying students and faculty who are interested in the challenges of academic competition topping the list. If it appears that UIL academic activities only relate to the spring, think again. More and more schools are organizing earlier each year. Though the UIL offers invitational meet tests for only two dates, February 3 and February 22, many schools are hosting meets in the fall. Let us know when you are hosting an invitational meet, and we can provide the information should someone call for it.

The UIL Academic Coordinator forms are coming in and some have great suggestions. Edward Shepler, Principal at North Zulch ISD, has asked for a calendar for the Academic Coordinator Handbook which lists only academic events. Consider this done for next year.

Because of this suggestion, a one-page calendar has been generated listing the 1990-91 academic dates, and a copy will be mailed to each person who returned the coordinator information form. Maria Adela Gutierrez from Hebronville asked for tentative dates for 1991-92. They are:

- Invitational A — February 1
- Invitational B — February 22
- District I — March 23-28
- District II — March 30-April 4
- Regional — April 20-25
- State — May 7-9

Another great idea came from Jimmy Roberts, UIL Academic Coordinator from



JANET  
WIMAN

### Academically inclined

#### REMINDER

The names of Spring Meet District Directors are due in the UIL office by November 1.

Bremond. He suggested that the UIL District Meet Entry Form be designed to make it easy to see if persons are entered in conflicting events. Since the Legislative Council is looking at the possibility of limiting eligibility for conflicting events, this idea could save Spring Meet District Directors and contest directors a lot of time. Would anyone want to send in a sample?

A survey which includes several questions relative to the UIL academic program was mailed to principals in September. The survey will determine if there is interest in the UIL sponsoring a juried art exhibition, a written contest for Spanish, and a general mathematics contest. Numerous requests have been made by teachers and organizations for UIL to consider events in these areas. If you have interest in these contest

areas, let us know.

District directors are struggling with the dates for academic meets this year. Any dates outside the two permitted weeks require a letter of approval from Bailey Marshall. The 1991 spring calendar provides a challenge, but many districts have designed creative schedules in order to work everything in. Many have received permission to host L-D, C-X, prose and poetry prior to March 18 since these events do not require tests. The only ray of hope is that the calendar will not fall this way again soon.

The aluminum can drive is underway and appears to be catching on. Raising money for Texas Interscholastic League Foundation scholarships means money back to education. A packet of material with all of the details was sent with the coordinator mailing. Watch for the UIL logo on all Coca Cola Classic cans. They should be in your area by now.

There has been more interest shown in the Current Issues & Events Contest and the Computer Science Team Competition than was anticipated, since the events are new this year. Conferences A, AA, and AAA are lobbying to be included in the computer science team competition. If you feel strongly about this issue, send a letter to your Legislative Council representative or the UIL office.

If your program is like many others in the state, you have not had the luxury of easing into the new school year. The UIL academic staff members are eager to assist you. We work for your organization and you.

## Challenge grant to TILF issued by Abell-Hanger

The Abell-Hanger Foundation of Midland, Texas has issued a three year \$600,000 conditional matching fund charitable challenge grant to the Texas Interscholastic League Foundation.

Any new annual grants, or additional annual grants by a foundation or individual will be matched by the Abell-Hanger Foundation, up to \$200,000 per year for three years. Endowed funds which are increased, or new endowments will be matched according to the number of yearly scholarships generated by the new funds.

During this 1990-91 school year, the Abell-Hanger Foundation has awarded funding to 24 students in the amount of \$3,000, each, to be awarded \$1,500 each of the first two years in college. Five of this year's recipients are in the field of nursing. Recipients of the Abell-Hanger Foundation/TILF awards become eligible by competing in any UIL Academic State Meet Contests. Recipients must apply to TILF as a graduating high school senior in May of each year, and attend an accredited college or university in Texas by the following fall term.

The Texas Interscholastic League Foundation now has more than \$2 million of endowed funds, and receives more than \$350,000 in annual grants. This year, TILF is disbursing 366 scholarships to 53 colleges or universities in Texas in the amount of approximately \$489,000.

TILF was established in 1958 for the academically talented youth of Texas as "An investment in young minds", and can boast no administrative costs, is tax deductible, has professional management of funds and provides semester progress reports to the donors for the students funded.

Individuals, groups or foundations who would like to help TILF match the Abell-Hanger Challenge Grant should contact Dr. Rhea H. Williams, Executive Secretary, P.O. Box 8028 - University Station, Austin, Texas 78713-8028, (512) 471-5883; or Carl L. Yeckel, President, 5956 Sherry Lane, Suite 620, Dallas, Texas 75225, (214) 750-1884.

Deadline for matching funds must be secured by May 31, 1991 to meet the Abell-Hanger Foundation Challenge Grant's first year requirement.

## On the Topic of Topics

It's been more than a year since the League office discontinued mailing practice extemp topics to people who sent self-addressed stamped envelopes for that purpose. The change in policy has been printed in the *Leaguer*, in the *C&CR*, and in several information mailings, but we continue to receive requests for topics.

I truly understand the desire for as many practice topics as you can get your hands on, and especially ones you didn't have to create yourself! During the last several years that I coached speech, I had as many as a dozen competitive extempers at any one time, and coming up with good topics for that many speakers was one of my most time-consuming tasks.

Time is the major reason we no longer mail topics to individuals. Sorting of envelopes by designated months, duplicating, stuffing, and mailing topics became an increasingly demanding job, as more schools requested them. But not everyone knew they were available, and that meant phone calls and letters asking for assistance. We decided that a more efficient method of making practice topics available to all member schools was to print them on a regular basis in the *Leaguer*, since every high school receives several copies.

Although no longer in the classroom or coaching, I still spend a significant portion of my working life writing extemp topics. I don't write them all, I'm happy to say, since providing 25 for both prelims and finals requires 600 topic questions for the two invitationals, two districts, and the regional and state meets. And then there are the practice ones. Even when events are whirl-



TREVA DAYTON

### Speaking of which

ing in Eastern Europe or the Middle East or here at home, it's difficult to write good topics on that volume.

There are several ways to create additional topics to supplement those printed in this paper, if your competitors need more. Perhaps the easiest method is to take an informative topic and reword it to be persuasive, or vice versa. We do this frequently, and so can your students. This practice has the added advantage of helping speakers become aware of the different focus required by changing the wording of a question. Remember, it is the responsibility of the competitor, not the topic, to remain informative in informative contests and to become persuasive when entering in persuasive speaking.

Sit down with one or more of the 'big three' news magazines - *Time*, *US News & World Report*, and *Newsweek*. Look at the similarities in the headlines and create general topics. Then look at the differences (which is much easier after you have read the magazines!) and write more specific topics that reflect the differences in perspective or emphasis. In any set of UIL topics

you'll find some questions that can be answered even if these are the only news sources you have available.

Try listening very carefully to a news program. Concentrate on the questions anchors pose and then proceed to answer with film clips and commentary. These are often identical to the issues being covered in print media. List the major stories of any evening news broadcast and use the list as a means of generating ideas for topics. You can do the same with National Public Radio news broadcasts.

Don't hesitate to go back and use a topic you've seen or used before. One of the topics at the 1990 State Meet last May was "How dangerous is Saddam Hussein?" If you drew it again today, you would certainly not be giving the same speech! Another example is the question "What is the story of the Hubble telescope?", because today's story is completely different from the one being told last May. A copy of all 100 topics used at State is included in the 1990-91 edition of the *Extemporaneous Handbook*.

If you have several extempers on the squad, students might contribute a minimum number of topics each month, and include their own topics when they draw for practice. Extempers should keep a list of all the speech topics they hear in contests, and all the topics they draw but don't choose. Sometimes working as a group to develop topics helps speakers to recognize the subject areas about which they don't feel confident speaking. Choose that topic for practice, and you're that much better prepared for contest!

## October 16 is National Speech Day

Plan special events to increase public awareness of activities programs

By TREVA DAYTON  
UIL Speech Activities Director

National Speech and Music Day is October 16 and this would be an excellent time to promote your speech program both within the school and throughout the community. In 1983, the U.S. Senate and the House of Representatives passed a joint resolution proclaiming the third week of October as National High School Activities Week. During this week, high schools across the country will again be working to increase public awareness of the values of activities programs.

Your speech students can plan special events that will highlight speech activities and get other students interested in the program. You might have someone write an article for the school newspaper, explaining just what speech competition includes and what students gain from the activity. Since

UIL speech contests have been taking place for 80 years, it's a pretty safe bet that there are people in your community who could share their experiences in high school speech competition. Memories of those activities remain vivid, and many former competitors have wonderful stories to share. Among well-known Texans who have competed in speech or one-act play are Bill Moyers, Tom Landry, Jane Pauley, Robert Crippen, and Ann Richards. Former President Lyndon B. Johnson coached debate at Sam Houston HS, and one of his teams was runner-up at the 1931 State Meet in Austin. Who in your community can be included on the list?

My experience in visiting with adults who competed during high school is that they first remember something specific about a contest, coach, or competitor. But the conversations almost always include comments about how high school speech competition

helped them develop important skills and abilities. Research techniques, confidence, the ability to communicate thoughts and ideas effectively, responsibility, and leadership skills are among the most frequently mentioned benefits. Former Congresswoman Barbara Jordan has said of her participation in UIL debate and extemporaneous speaking, "The value of being able to think on your feet cannot be underestimated." Don Meredith, sports commentator and another high school extemper, said "Without extemporaneous speaking, how could I have dealt with Howard Cosell?"

Those who have had experience in competitive speech recognize the values of the activity, and it is to the benefit of your program to share that information with others. There are countless ways you can do so. Perhaps your speech competitors can visit elementary or junior high campuses

### Sample Extemp Topics

#### INFORMATIVE

1. With election day nearing, how is the race for the Texas statehouse shaping up?
2. What do employment and unemployment statistics reveal about the Texas economy?
3. Why is there growing concern over the health of the nation's banking system?
4. What have the Senate confirmation hearings revealed about David Souter?
5. What is the controversy over the capital gains tax cut proposal?
6. What do the newest Bush administration energy-policy proposals contain?
7. What are the latest developments in medical research on gene therapy?
8. Dark days for NASA: What are the causes for increased criticism of the agency?
9. What is the current status of the Americans who remain in Kuwait and Iraq?
10. What role has the United Nations played in the Persian Gulf conflict?
11. Why did Peru's President Alberto Fujimori recently decline US military aid to fight drugs?
12. What were the results of the "two plus four" talks?
13. What is the 500 Days plan?

#### PERSUASIVE

1. Will the Middle East crisis mean a recovery for the oil industry in Texas?
2. Is Phil Gramm running for more than a seat in the US Senate?
3. What are the chances that federal budget negotiations will actually produce a reduced-deficit budget?
4. What should be done to reduce America's dependence on foreign oil?
5. Should women be allowed to serve in combat positions in the US armed services?
6. Should David Souter be confirmed as a justice of the Supreme Court?
7. Should the federal government change its agricultural subsidy programs?
8. How can American schools best prepare students for a changing job market?
9. Cheap oil or the world economy: What's really at stake in the Middle East conflict?
10. Will the newest peace plan for Cambodia bring an end to the civil war?
11. What impact will the charges against Winnie Mandela have on Nelson Mandela's struggle to end apartheid?
12. Does economic reform in the Soviet Union have a chance of success?
13. Are US immigration policies unfair to Salvadorans?

and share with those students both the kind of performances they do and the reasons they are active in the program. You might plan a presentation so that parents and others have an opportunity to see your work, or produce a videotape and show it in the cafeteria during lunches. Contact the media in your home town and provide them with information about your activity program.

I would love to hear from you about how your speech students become involved in National High School Activities Week and National Speech Day. If your fall is already so frantic that you don't have time to participate now, maybe you can at least plan. You might choose to plan something in the late spring to share what you have accomplished throughout the year with your school or community. And please remember to mark the third week in October on your calendar for next year.

## Conf. A redistricting, state marching band on Council agenda

The University Interscholastic League Legislative Council will meet October 21-22 at the Red Lion Hotel in Austin. The Legislative Council meets annually to review UIL rules and regulations, to hear testimony from interested parties, including representatives for school administrators, athletic coaches, classroom teachers, boards of education, parent-teacher organizations, sports medicine groups, and school music directors.

Among the items on the October agenda are a proposal to conduct the State Marching Band Contest on alternating years, and a proposal to divide Conference A into large school and small school districts so that the district configuration will be dictated by size of school rather than geographic proximity. If approved, the plan would be conducted on an experimental basis at Conference A spring track and field, golf and tennis meets in 1992.

The 24-member Legislative Council is composed of one member elected for a four-year term from each of the four UIL basketball regions within each of the five conferences, and four members, one from each of the four UIL regions. The four at-large members are appointed to the Council by the Chairman of the Legislative Council.

The Council's duties include:

- proposing and passing amendments to the UIL Constitution and Contest Rules.
- amending or adopting contest rules.
- appointing standing and special committees.
- and fixing membership and participant school fees.

All UIL rule changes must be ratified by the State Board of Education before going into effect.

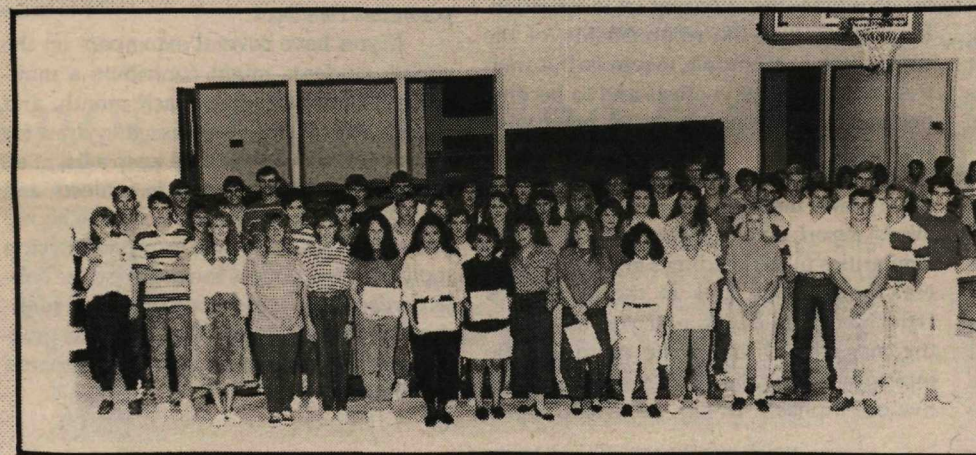


### THE NUMBERS TELL THE STORY.

Mission High School sophomore Fernando Rivera III (left) tied with — of Longview and — of Lubbock for the Conference 5A state number sense championship. In addition, Rivera — shown here with his coach, Adelina Alaniz — won the Texas Math/Science Coaches Association state meet, and led the Mission number sense teams to sweepstakes trophies in both TMSCA and UIL meets. Since winning his first trophy at Los Frenos, he has won 85 trophies, 11 gold or silver medals, and numerous ribbons and plaques. Alaniz teaches at K. White Jr. High, but coaches the high school team.

### STATE THEIR CASE.

UIL State Meet, that is. Of the 146 students at Goldthwaite High School (shown below), 46 qualified for UIL state meet competition. Six of the students qualified in girls' cross country, 16 in one-act play, 24 in band solo-ensemble, and three in tack and field. Two were double qualifiers in OAP and band, one a double qualifier in cross country and OAP, and one a triple qualifier in OAP, band and track.



## ■ Credibility loss a shameful demise

• Continued from page 5

act. The letter was written by one of the speakers at the rally the previous day because, the speaker said, paraphrasing didn't do his statements justice. He never said the paraphrasing wasn't accurate, just not explicit enough.

Will this courtesy be extended to all sources? It's doubtful. Did the *Texan* believe that its readers are so thick that they could not comprehend the paraphrased passage? Surely not. Then why run the letter? Again, I suspect for its shock value. In defending its coverage, the *Texan* decided to up the ante. "If you think yesterday's stuff was outrageous, get a load of this."

Generally, I'm an ardent supporter of *The Daily Texan*. It is often more ambitious, engaging than its professional peers in Austin. Many of its staffers are students I've

known since their freshman and sophomore years in high school. Yet I am more concerned about the *Texan's* credibility than at any time I can recall. All too often recently, it has been patronizing, self-serving and vulgar. I wonder if it can call itself the voice of the student body because, in my judgment, it has lost touch with its readers. It has allowed itself to be stereotyped as a bunch of radicals, and this image that has been created has eroded the newspaper's credibility in examining the multiple problems confronting the University, ranging from multiculturalism to spending priorities to the incoherent curriculum.

I agree with *Texan* editors that news is occasionally shocking, but its news value should not be judged purely on its shock quotient. TV scenes of Bull Connor releasing the dogs and fire hoses on civil rights marchers were equally shocking and newsworthy. The same can't be said for the

*Texan's* coverage of the kiss in.

What lessons are there here for high school journalists? First, readers aren't as dumb as you may think they are. They want and need to be informed but they resent editors who patronizingly rub their noses in the news.

Secondly, once readers suspect the newspaper is out of touch with its audience — a parrot for the administration on one extreme or for a fringe minority on the other — they'll revolt. It's a quiet but fatal rebellion.

Here's how it happens: Readers will pick up a copy of the paper. They'll thumb through it, scanning the news columns for a familiar name, glancing at the ads, perhaps checking out the sports scores.

But that's it. They don't trust the news or editorials and won't read them. For a newspaper, there can be a no more tragic demise.

## ■ Carter

• Continued from page 1

opinion on an abstract question of law. The judgment of the district court is set aside and the cause is dismissed."

The court's decision in effect reinstates a 1988 ruling by Texas Education Commissioner William Kirby, who ruled that Carter violated the state's no-pass, no-play law by altering the grades of one of its players.

"According to our rules, they must forfeit all of the games that the young man played in because he was ineligible," Marshall said. "That means they must forfeit the championship, effective today."

Thus the championship would go to Converse Judson High School, which lost to Dallas Carter 31-14 in the state 5A championship game in December of 1988.

Dallas Carter has 15 days to appeal the state appeals court decision.



## The Annual Calculator Survey

BY J.R. COGDELL  
AND D.L. BOURELL  
Calculator Applications Co-Directors

We are excited about a new year of Calculator Applications Contest activities. We have completed the fifth tabulation of calculators that contestants used at the State Meet. Here's that information from the 1990 State Meet.

Our position concerning factors governing the choice of a calculator has not changed since last year. It is elaborated in Chapter 2 of the *Calculator Applications Contest Manual*, available from the UIL office. Most calculators available commercially are acceptable for use in the calculator applications contest, including calculators with factory-installed programs/functions. Exceptions are mentioned in Section 924 (e) and in 924 (f) (1) in the 1990-91 Constitution and Contest Rules [pages 105-6].

Figure 1 shows the calculators used by the 1990 state contestants, by conference. Team competitors are included. Contestants may use as many as three calculators. If a student brought three different calculators, each one merits one third of a point on the graph. If a student used only two calculators and they were different brands, each one was worth one half of a point. Of 96 points, 95 points go to Hewlett-Packard calculators (99.0 percent) and of these, approximately 42.5 each used the hp-11C and

the hp-32S (88.7 percent of the total). The lone, non-hp calculator was one from Texas Instruments (ti 35+). The hp calculators are clearly dominating the contest. The hp-11C is losing ground to the hp-32S. The hp-32S was not used in 1988, and in 1989 it got 18 points (18.8 percent).

Figure 2 shows a similar plot based on the students who finished in the top three places at the 1990 State Meet Individual Competition, as well as the first place team finishers (all 15). Because of three ties, the total for the individual competition was 18. All were hp models. Over 17 points went to the hp-11C (52.5 percent). The hp-32S took 39.9 percent of the total, with the hp-28S a slim third at 5.56 percent.

We hope you find this information useful and we want to hear your comments regarding the advantages and disadvantages of the calculators you use. It is tempting to conclude the the hp-11C and hp-32S are the ones to use, but we believe that almost any of the calculators available commercially are probably adequate for all levels of the contest if they have the requisite function keys. A more certain interpretation is that the hp-11C and hp-32S are clearly acceptable for competition. This makes us wonder what (if any) advantage calculator type has in the contest, and how significant non-performance factors such as cost are in the selection of a calculator. Let us know if you have comments on this subject.

FIGURE 1  
Calculators Used at the 1990 State Meet

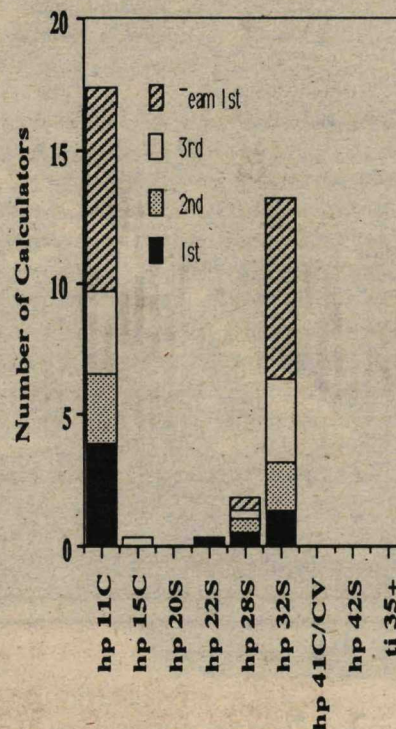
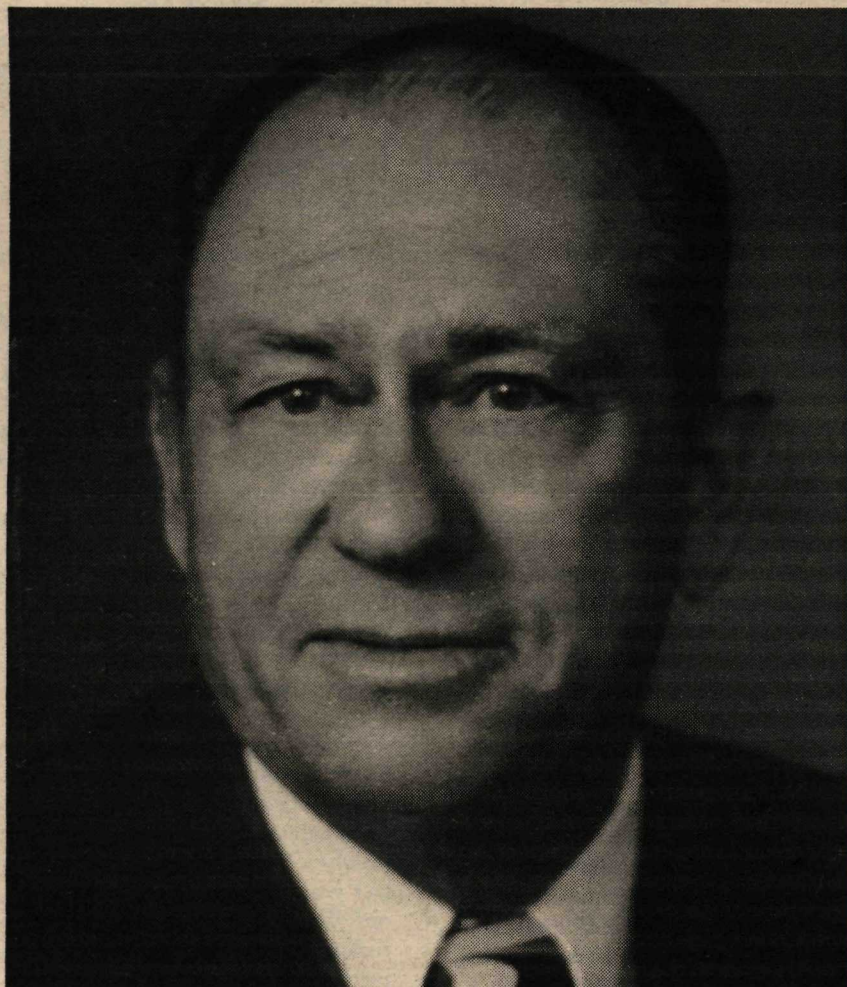
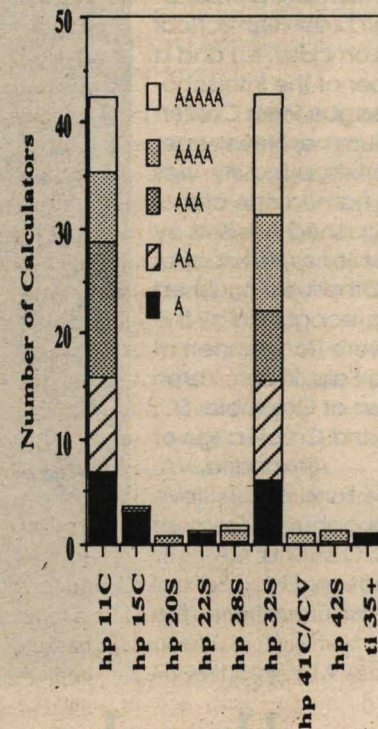


FIGURE 2  
Calculators Used by Placing Contestants at the 1990 State Meet



DR. RHEA WILLIAMS

Named UT Kinesiology & Health Dept. Outstanding Graduate

## Ex-UIL director named outstanding graduate

Former UIL director Dr. Rhea Williams has been selected as one of five most outstanding graduates of the Department of Kinesiology and Health Education at The University of Texas at Austin. The announcement comes during the department's Centennial celebration.

Dr. Williams joined the League in 1947-48 as associate director and state athletic director. He became director of the League in 1966 and retired in 1978. Since retirement he has served as Executive Secretary of the Texas Interscholastic League Foundation, a scholarship program which provides scholarships to Texas high school students who attend college or university in Texas.

During the 1990-91 school year TILF will disburse approximately \$490,000 to 366 students attending 54 colleges or universities in Texas. Since 1958 TILF has disbursed approximately 6,500 scholarships with a value of over \$6 million dollars.

A 1928 graduate of Clarksville High School, he attended Southern Methodist University and lettered in basketball and baseball for four years each. He was captain of the basketball and baseball team, and was All-Southwest Conference in both baseball and basketball, and was All-American in

baseball. He graduated with a B. S. degree.

After a brief career in professional baseball, he served as principal and coach at Avery High School from 1933-36, and Franklin High School during 1936-37. In 1937-38 was director of Health and Physical Education at Pan American University at Edinburg, Texas. From 1938-42, he was professor of Education and Kinesiology at Southwestern University at Georgetown.

Dr. Williams entered the Navy in 1942 as a Lieutenant (j.g.), served four years, and was released to inactive duty as Lieutenant Commander. Upon being discharged from the Navy, he returned to the University of Texas and received a doctor's degree in Kinesiology in 1947. While in Austin working on his degree, he served as assistant to the Director of the UIL for 14 months.

He holds memberships in Masonic Lodge; Methodist Church; Kiwanis Club; American Association of Health, Physical Education and Recreation; American Association of University Professors; Phi Delta Kappa, (President from 1946-47 and treasurer for 25 years); and numerous other educational associations. Last year, he was inducted into the Texas High School Hall of Fame in both basketball and football.

## Distinguished Adviser

Howard Spanogle, newspaper adviser at Glenbard East High School (Lombard, IL.) and a member of the Interscholastic League Press Conference Summer Newspaper Workshop faculty, was named one of four

Distinguished Advisers by the Dow Jones Newspaper Fund. Others distinguished advisers recognized by the Fund were Ron Bennett of Idaho Falls, Idaho; Karen Flowers of Columbia, SC; and Carol Lange of Alexandria, VA.

The Fund chose Steve O'Donoghue of Fremont HS, Oakland, CA as its 1990 National High School Journalism Teacher of the Year.

Photo by Martin Goetz



## Small school, big success

*Editor's note:* The following letter was received last spring Superintendent Larry W. Nichols of the Thorndale Independent School District.

I have read with great interest many newspaper articles describing in detail the sorry state of education in Texas schools. I have also noticed that many "experts" who are not educators are proposing plans to correct the problems that exist. As Superintendent of Thorndale ISD I am willing to admit that we have room for improvement. I am also aware of the fact that we have many successes and that educators in Thorndale make a difference in the lives of our students on a regular basis. Let me tell you about our school.

- Thorndale ISD is located 45 miles east of Austin, with an enrollment of 380 students, K-12.

- Thorndale ISD was recognized by the State Board of Education for excellence on the TEAMS test.

- 1988-89 Elementary School TEAMS recognition

- 1989-90 High School TEAMS recognition

- Dropout rate - very low - 0% - 2%.

- Very active in UIL academic contests.

- Defending state champions in both Lincoln Douglas Debate and Cross Examination Debate.

- We are sending six debaters to the state level in May of 1990.

Thorndale ISD staff members devote several Saturdays each spring without significant additional pay to sponsor Thorndale students' academic competition at invita-

tional literary meets usually dominated by much larger schools.

- Thorndale ISD won the district (13 schools) academic trophy for the 1989/90 school year.

- The Thorndale ISD One-Act Play will compete at the state level after advancing beyond regional.

- Thorndale ISD is sending students in other academic events to the state level after advancing beyond regional.

- Thorndale ISD sent an Ag Land Judging team to state.

- Thorndale ISD is sending a student to the National Forensic League National Contest.

In Thorndale the UIL academic competition helps to motivate our students and enhances student self esteem. It serves as a gifted and talented program on an informal basis to supplement our formal program.

Thorndale ISD is fortunate to have classroom teachers who care about their students and who take time to meet their students' needs in the classroom and often after hours. Thorndale ISD is not blessed with fancy new buildings and a rich tax base. We are blessed with several staff heroes who are willing to go above and beyond the call of duty to serve our students. They are led by dedicated principals who are concerned about the effectiveness of classroom instruction. The Board of Education adopted a generous budget to ensure that our staff has the supplies needed to provide a quality education. We take care of our facilities and believe that we have achieved excellence in the classroom in addition to efficiency. The Thorndale tax patrons support their school by paying

taxes at a 97 percent collection rate.

Athletic excellence provides motivation for many of our students and builds a lot of community support. The Thorndale athletic program has achieved results in many areas this school year. It has given our students confidence and a winning tradition.

- State Football Champions in 1989
- Playoffs in girls' volleyball
- Playoffs in girls' basketball
- Playoffs in boys' basketball
- State participant in tennis
- Regional champions in track (boys)
- District champions in track (boys)
- Successful junior high and junior varsity programs
- Undefeated in district and state ranked in baseball at the current time

The athletic success is a result of athletic talent, superior coaching and community support.

There are other areas of success in our school that we are proud of. I will not mention all of them at this time. We have heroes in secretarial positions, educational aide positions and in the custodial, maintenance and food service areas. We believe that there are many things right with public education at Thorndale ISD and we wanted you to hear a success story to help balance the weight of all of the negative press the schools are receiving. We are proud of our students, our staff and our community. We hope that when the topic of restructuring is discussed, that you realize that some schools only need a minor tune up, not a complete engine overhaul.

Thanks for taking the time to share our success.

## Academic T-shirts with UIL logo ready

T-shirts for academic participants, featuring the new UIL logo and motto, "Making a World of Difference," are now available. Shirts come in white or in one or four neon colors: pink, orange, yellow and green. The four-color silkscreen features the Earth from a space view, and a corner of the sun, framed on a black outer-space background.

Shirts may be ordered from TUNE IN, 3711 Manorwood Road, Austin, TX 78723. Part of the proceeds from T-shirt sales will go to the Texas Interscholastic League Foundation. For more information, call TUNE IN at 512/474-9459.

## 3 student activities conferences on tap

Information regarding the three remaining UIL student activities conferences has been mailed to schools. Conferences scheduled for late October and November include:

- October 27 -- UT Pan American. For information, contact Neal Reike, 512/381-3583.

- November 3 -- The University of North Texas. For information, contact Betty Culp, 817/565-3481.

- November 10 -- Texas Tech University. For information, contact Ray Purkerson, 806/742-2350.

## Invitational academic meets scheduled

McAllen Memorial High School is having an invitational academic tournament, February 2. All UIL academic contest areas will be covered. For information, contact Bill Hetrick, McAllen Memorial High School, 101 E. Hackberry, McAllen, TX 78501 or phone 512/687-7281 (school) or 512/687-1303 (home).

Taft High School will hold its invitational meet on February 9. For information, call the school at 512/528-3854.

## Picture Memory Prints same as last year

The 1990-91 Picture Memory Contest prints and UIL Picture Memory Bulletin are the same as those used during the 1989-90 school year. "If you purchased the prints for the contest last year, you need not duplicate by ordering again," said UIL academic director Janet Wiman. "The same 40 pictures will be used this year."

## Clarifying the college tryout rules

The athletic staff has received numerous questions concerning allowable recruiting visits and tryouts for senior athletes. The following information is in the UIL Constitution & Contest Rules, however we feel it is important to reprint these two sections so everyone can have the rules and interpretations at hand.

### ■ Institution-Financed Visits

Seniors may take up to five expense paid trips financed by the college or university, in each UIL sport, but these visits shall not be taken on school time. Also, prior to each visit, the student-athlete must have a visit permit signed by the in-season varsity coach, principal, and at least one parent. These trips must be taken in the allowable time frame:

1. Cross Country, Football, Volleyball: After the last day of school competition in the respective sport.
2. Baseball, Golf, Tennis, Track & Field: Prior to March 1 and/or after the last day of school competition in the respective sport.
3. Basketball, Swimming & Diving: Prior to November 1 and/or after the last day of school competition in the respective sport.
4. Soccer: Prior to January 1 and/or after the last day of school competition in soccer.

With regards to missing school, students are not considered to be missing school if they are in compliance with local school board attendance policies which allow for



GINA MAZZOLINI

### Sports notebook

excused absences when visiting colleges on institutionally financed recruiting trips. In other words, if the school policy gives all seniors two days to visit a college or university, a senior-athlete may take an institution-financed visit on those days.

Questions:

Q: Can a fall athlete take an institution-financed trip in November?

A: Yes, if his/her team has completed their season.

Q: Can he/she take a recruiting trip for a fall sport and basketball in early November?

A: No, the basketball cut-off deadline is November 1, he/she must take the trip after basketball season.

Q: Can he/she take a fall sport recruiting visit in November if he/she is participating in basketball?

A: Yes, if he/she is being recruited for the fall sport only and with permission from the in-season head coach.

Q: School board policy allows seniors to have two days in the spring to visit colleges. Can an athlete use these days in the fall?

A: No, the athlete must follow school board policy and use them in the spring.

Q: When can a Cross Country/Track recruit take an institution-financed recruiting trip?

A: When the high school cross country season is over and prior to March 1, and then again after the track season is over.

Q: When can an athlete take a self-financed visit?

A: Anytime - however, you must be sure that the student does not receive anything of valuable consideration while on this visit (this includes meals, soft drinks, t-shirts, souvenirs, etc.). On campus however, seniors may accept three admissions through a pass gate to athletic events. (A student-athlete in grades 7-11 shall not use these pass gate admissions unless he is an immediate family member of the senior taking the recruiting trip.)

Q: When may a senior-athlete sign a letter of intent or scholarship agreement which contains the conditions of a scholarship with a post-secondary institution?

A: Anytime (however the signing date is normally determined by the governing association - NCAA, NJCAA, NAIA, etc.)

Because team tennis is not listed specifically in the Constitution & Contest Rules, the staff opinion has been given that a team tennis athlete may take an institution financed trip in the fall

For purposes of receiving an athletic scholarship, a senior may participate in a college or university athletic tryout to test or reveal athletic ability under the following conditions:

1. Students shall not practice with or against college athletes.

2. Students shall not participate in a tryout on school time.

3. Students must have permission from one parent or guardian, the in-season varsity coach, and the school principal.

4. Students shall participate in no more than one tryout session per institution and no more than five tryouts in one sport.

5. Students shall not tryout out in a sport until after the UIL season in that sport.

6. UIL member school facilities shall not be used.

7. Schools or coaches shall not provide transportation, equipment or defray expenses for students attending college tryouts.

8. Students must try out on the campus of the college that is giving the scholarship, and the tryout must be supervised by an employee of that institution.

The tryout rule was added to allow high school seniors to seek additional opportunity to participate at a college or university and possibly receive a college scholarship. This rule protects a student from missing school and missing an in-season competition (unless permission is received by the in-season head coach). We need all coaches to know and understand the rules and assure that all students are compliance with numbers 1-8 stated above. As previously stated, the student-athlete may tryout once the UIL season (in that sport) is over. The student must be in compliance with the entire rule if they wish to retain eligibility for subsequent UIL activities.

## Zero Tolerance for rule violations a must

By JOHN E. ROBERTS

*Editor's Note:* John Roberts is the executive director of the Michigan High School Athletic Association

Integrity means different things to different people; but in its original sense it means "being whole, entire, or undiminished," being derived from the Latin word from which we get the math term "integer," which perhaps gives us the clearest picture. An integer is a whole number, as distinguished from a fraction or mixed number. It is a complete entity.

A synonym for integrity is honesty; an antonym is **duplicity**, the trait of saying one thing and doing another.

It is not unusual for us to hear representatives of a school point accurately to its record of living by the rules and reporting its few inadvertent violations, while confessing it would not report the violations of an opponent or neighboring school. It is not unusual for a coach to describe his or her selfless commitment to youth and contribution to the well-being of athletes, while contending it is not the job of one coach to

report the violations of another. **Duplicity.**

What these strong members of the coaching profession sometimes fail to realize is that their reluctance to report the other guy undoes a lot of the good they profess to be doing and usually do. In the first place, it tends to make them chronic complainers and gossips, and always quick with an excuse as to why victory eluded them. In the second place, it sends a message to students that you can cheat and get away with it. **The result of duplicity.**

MHSAA Regulation II, Section 1(A) stipulates that no member school shall knowingly permit its athletes or teams to compete against another member school in a contest in which an ineligible athlete is used. It is no more grievous a wrong under MHSAA regulations to enter an ineligible athlete in a contest than to enter a whole team of eligible athletes against an opponent you know will play that ineligible athlete.

MHSAA Interpretation #166 states: "When the eligibility of any player is questioned, the information concerning that student should be communicated to the athlete's superintendent or principal. If the

matter is not satisfactorily settled, notice or protest concerning the violation should be submitted in writing to the MHSAA."

MHSAA Interpretation #167 states: "Information regarding ineligibility of students should be communicated to opposing schools before contests are played rather than after their completion, if that is possible."

Integrity in sport — honesty — is the most critical of the several critical issues which confronts us, even more important than the ugly specter of poor sportsmanship, for the reason conveyed in these words from columnist George Will:

"Bartlett Giamatti, baseball's next commissioner, is the designated metaphysician of American sport. Last year, he flexed his mental muscles regarding disciplinary action against a pitcher who was caught using sandpaper to scuff balls, thereby giving pitches more pronounced movements.

Giamatti noted that most disciplinary cases involve impulsive violence, which is less morally grave than cheating. Such acts of violence, although intolerable, spring from the nature of physical contests between

aggressive competitors. Such violence is a reprehensible extension of the physical exertion that is integral to the contest. Rules try to contain, not expunge, violent effort.

But cheating derives not from excessive, impulsive zeal in the heat of competition. Rather, it is a cold, covert attempt to alter conditions of competition. As Giamatti puts it, cheating has no organic origin in the act of playing and cheating devalues any contest designed to declare a winner among participants playing under identical rules and conditions. Toward cheating, the proper policy is zero tolerance."

On a couple of instances in the past few years we have investigated allegations of coaches knowingly violating MHSAA regulations. When the allegations were substantiated, our penalties were swift and severe. The complaint followed that we overreacted, that we threw the book at a minor violation.

No violation is minor when the violation is intentional. Toward premeditated violations — cheating — there can be zero tolerance or we lose the integrity of and reason for our programs — to contribute to the positive education of young people.

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

**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 zoonthropy.

**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:**  
cantaloupe: delete  
cantaloupe (misspelled) from the spelling list.

**Grade 7/8:**  
caffeine: change caffeine, caffeine to caffeina.

**FOREIGN EXCHANGE**

Approved program soft 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 Association; 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 AVUSA, 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; NAASP, 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 Ex-

change,

- 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 International-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 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.

**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**

L-D Debate Topic (To be used from September through December)

Resolved: That the federal judiciary exerts excessive influence on American society.

**ODESSA PERMIAN**

The State Executive Committee disqualified Odessa Permian High School for district honors in football for the 1990-91 season for violation of the summer workout rules.

In addition, the SEC suspended Odessa Permian High School head varsity football coach Tam Hollingshead and head junior varsity football coach Myron Schneider from two football games, issued a public reprimand to each, and placed them on probation through September 19, 1991 for violation of summer workout rules.

Also, the SEC issued a public reprimand to Odessa Permian High School assistant football coaches Nate Hearn and Larry Morri, and put them on probation through September 19, 1991 for violation of summer workout rules.

**MUSIC**

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

**ERROR**

A photograph in the September, 1990 *Leaguer* incorrectly identifies a marching band student as being from Wimberly High School. The student is a member of the Austin Anderson High School marching band. The UIL regrets the error.

**WEST ORANGE-STARK**

On September 20, the District 23-4A Executive Committee issued West Orange Stark High School a public reprimand and placed the football program on probation for one year for violation of Section 1250 (b) (3).

**PICTURE MEMORY**

The 1990-91 Picture Memory Contest prints and UIL Picture Memory Bulletin are the same as those used during the 1989-90 school year. If you purchased the prints for the contest last year, you need not duplicate by ordering again. The same 40 pictures will be used this year.

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