

# Leaguer

## A 'finals' decision

### Council nixes football central site plan

By PETER CONTRERAS  
Director of Public Information

Proposals to hold at least three football state finals in Austin and to have the UIL sponsor drill and dance teams were rejected by the League's Legislative Council, October 21-22. The 24-member rulemaking body of the UIL voted 19-5 against a proposal that would have allowed Conference A - 4A schools to vote on the central football site issue, and then authorized the League staff to monitor drill and dance team competition.

"The central site issue is something that won't be resurfacing unless there is a grass-roots movement from the schools," said UIL athletic director Bill Farney. "The athletic directors and high school coaches were overwhelmingly opposed to the concept."

Although the issue is dead for now, UIL director Bailey Marshall said he believes it will resurface.

"In observing other states, I think it has added to their programs," Marshall said. "I think eventually our school administrators will determine that it will add to our football program and mean more financially to them as well."

The council also asked the UIL staff to monitor drill and dance team competition, and to express to state and national companies concerns regarding what were described as negative trends in these contests. Among the trends cited were loss of class time, excessive fund-raising at the local level for competitive trips, escalating costs of costumes, the trend toward inappropriate choreography and costumes for high school students, and the credibility of national championships.

In other action, the Council approved

#### Other Council action:

- Journalism, page 6
- Academics, page 8
- Elementary/JH, page 9
- Athletics, page 10

measures to place greater emphasis on sportsmanship.

The council approved items that:

- call for public reprimands and one year's probation for coaches who are ejected for unsportsmanlike conduct or in football, are given three 15-yard unsportsmanlike-conduct penalties in one game.

- require coaches to notify their superintendent within 24 hours or the next school day if players are disqualified from a contest for unsportsmanlike conduct.

- require schools to designate an administrator to be in charge of each home game was approved.

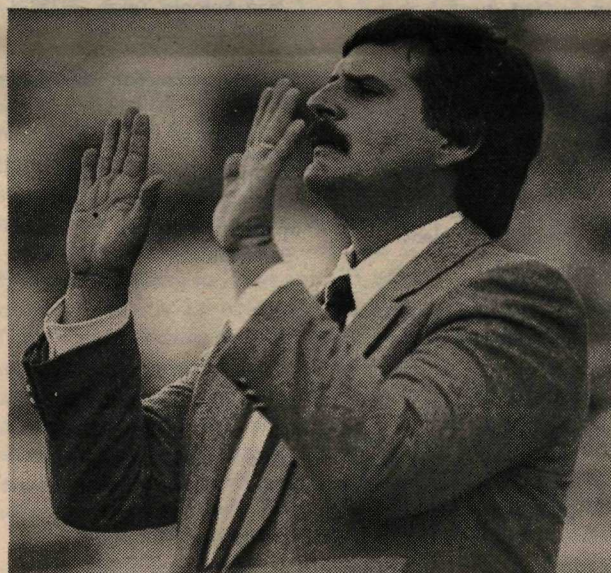
"We think these three things will help control conduct at games," said Marshall. "That is probably the most important thing that came out of these meetings."

In other Legislative Council action:

- Approved an proposal to subdivide Conference A schools into basketball and spring meet districts based on enrollment. Schools with an average daily membership of up to 74 students would be placed in districts together, and schools with 75 to 139 would be placed in districts together. The district champions from the small and large Conference A district would eventually meet in regional competition.

- Established an alternating year format for the Regional and State Marching Band Contest. Conference AAAA, AA and A

• Please turn to COUNCIL, page 11



Under perfect skies, musicians gathered from across the state and judges from across the nation to participate in the UIL State Marching Band Contest, November 12. Above, a trumpet player from Princeton High School contributes to his band's fifth place finish. Below, Brownfield director Bill Surface listens to his band, which won the 3A championship. Other champions were Sudan (A), Iraan (2A), Dickinson (4A) and Duncanville (5A).

Photos by Kirk Crippens

## Applications for Denius-UIL Sponsor Award due to schools soon

By DR. BILL STAMPS  
Assistant to the UIL Director

The ultimate recognition — cash. For years everyone that I know has honored outstanding staff members who go beyond the call of duty and who are inordinately successful in preparing young people for UIL competition. Unfortunately, rewarding these coaches and sponsors with something other than a ribbon, plaque or trophy was forbidden by UIL rules and by lack of funds.

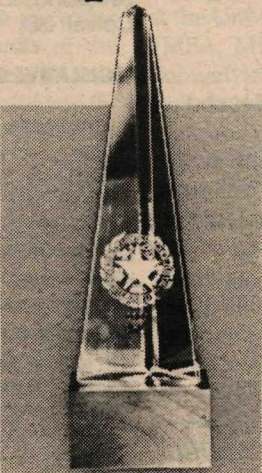
A few years ago, the Legislative Council made it possible for a sponsor to receive a cash award from the UIL. Frank Denius, with funds from the Effie and Wofford Cain Foundation, provided \$10,000 each year for three years to remove the second restriction. Thus a new award to honor coaches and sponsors with tangible assets was born.

Within the next few weeks, announce-

ments and application blanks will be sent to the schools for completion before April 10, 1991. Your assistance is needed to see that outstanding sponsors are nominated for one of the ten \$1,000 awards.

Nominations are made by peers or members of the community in one of three categories: academic contest sponsors, athletic coaches, and music and one-act play directors. Principals are encouraged to consider faculty from each category. The nominees must have sponsored high school UIL activities for no less than five years.

All nominations are to be submitted on



the appropriate form by April 10 to the high school principal who will initiate a process to select one outstanding nominee. Only one nominee from each high school may be sent to the state judging committee.

The nominees must be recommended by the high school principal and the superintendent. The superintendent of schools will send the nomination postmarked no later than May 1, to the Denius-UIL Sponsor Excellence Award Committee, Box 8028, University Station, Austin, Texas 78713-8028. Winners will be announced by September 15, 1991.

The Director of the University Inter-

scholastic League will appoint a Committee of active and retired sponsors, administrators and other knowledgeable persons who will select the recipients of the awards.

Criteria which will be considered in the selection process will include:

- Accomplishments of UIL participants as a result of the sponsor's leadership over a five year period.

- Indications that the sponsor made maximum use of existing resources and students' aptitude.

- Principals' recommendation of the sponsor as an effective teacher in non-UIL classroom activities.

- A statement regarding the relative importance of competitive activities in the sponsor's personal educational philosophy.

- The desire to recognize sponsors from each of the three categories of UIL activities.

## Region sites, directors

### Region I, A

Dean Jerry Barton  
South Plains College  
Box 5  
Levelland, Texas 79336  
(806) 894-9611, office

### Region I, AA

Mr. Garvin V. Beauchamp  
Abilene Christian Univ.  
ACU Box 7645  
Abilene, Texas 79699  
(915) 674-2637, office

### Region I, AAA

Dr. Lee Buice  
Odessa College  
201 West University  
Odessa, Texas 79764  
(915) 335-6412, office

### Region I, AAAA

Dr. O. S. Cauthen  
VP for University Affairs  
Angelo State University  
P. O. Box 11015,  
ASU Station  
San Angelo, Texas 76909  
(915) 942-2116, office

### Region I, AAAAA

Dr. Ray Purkerson  
Texas Tech University  
Box 4560  
Lubbock, Texas 79409  
(806) 742-2350, office

### Region II, A

Mike Daniel  
Box 188, McMurry Station  
McMurry University  
Abilene, Texas 79697  
(915) 691-6273, office

### Region II, AA

Ms. Barbara J. Lee  
Tarleton State University  
Box T 78-Tarleton Station  
Stephenville, Texas 76402  
(817) 968-9423, office

### Region II, AAA

Dr. Ron Huffstutler, Dean  
Division of Continuing  
Education  
East Texas State University  
Commerce, Texas 75428  
(214) 886-5919, office

### Region II, AAAA

Ms. Betty Culp, CCECM  
University of North Texas  
Post Office Box 5344  
Denton, Texas 76203  
(817) 565-3481, office

### Region II, AAAAA

Jack Thornton  
Baylor University  
3031 Dutton  
Waco, Texas 76798  
(817) 755-1921, office

### Region III, A

Dean Jim D. Campbell  
Student Services Division  
Kilgore College  
1100 Broadway  
Kilgore, Texas 75662  
(214) 983-8188, office

### Region III, AA

Dean Jerry Leard  
Tyler Junior College  
Box 9020  
Tyler, Texas 75711  
(214) 510-2306, office

### Region III, AAA and IV A

Ms. Janis Sneed  
Director of Student  
Activities  
Blinn College  
Brenham, Texas 77833  
(409) 830-4181, office

### Region III AAAAA

Dr. Max Coleman  
Sam Houston State Univ.  
Huntsville, Texas 77341  
(409) 294-1570 or 294-1563,  
office

### Region III AAAAA

Dr. Dean Evans and Mr.  
Jerry Callahan  
San Jacinto College  
8060 Spencer  
Pasadena, Texas 77505  
(713) 476-1811, office;

### Region IV AA

Bill M. Miller  
Jowers Center, Room 112  
Southwest Texas State  
University  
San Marcos, Texas 78666  
(512) 245-2114, office

### Region IV, AAA

Dr. Emil A. Mucchetti  
Department of English  
Texas A & I University  
Box 162  
Kingsville, Texas 78363  
(512) 595-2640, office

### Region IV, AAAAA and \*

Mr. Charles E. Brown  
Assoc. Superintendent  
Northside ISD  
5900 Evers Road  
San Antonio, Texas 78238  
(512) 647-2264, office

### \* Golf hosted by San Antonio

ISD;  
Tennis, Track and Field  
hosted by  
Northside ISD  
Academic Activities hosted  
by UT,  
San Antonio

## Mr. Chairman:

### San Antonio ISD superintendent takes Council reins

The honors this year are coming in pairs for the newly-elected chairman of UIL's Legislative Council.

Dr. Victor Rodriguez, superintendent of the San Antonio Independent School District, was named recently as one of the five most outstanding graduates of the Department of Educational Administration at The University of Texas at Austin.

The recognition is especially significant in light of the fact that UT-Austin's College of Education is celebrating its 100-year anniversary during the 1990-91.

The honor came just before Rodriguez was elected chairman of the Legislative Council. The 24-member body, on which Rodriguez has served for several years, is the League's legislative body.

Dr. Rodriguez represents the 5-A conference in Region 4. His term on the Council will end next year.

Last February, Rodriguez received two other titles: an outstanding alumnus of the University of North Texas and one of



VICTOR RODRIGUEZ

America's 100 top school administrators as selected by *The Executive Educator* magazine.

Now in his ninth year as SAISD's chief executive, Dr. Rodriguez earned his bachelor's and master's degree at the University of North Texas. He completed his doctorate at UT-Austin in 1982.

Rodriguez has been with the SAISD since 1957. He has served as a teacher, coach, high school vice principal, personnel director, deputy superintendent, and assistant superintendent for administrative services.

He spent the 1973-74 school year at Yale University on a fellowship in the Mid-Career Program in City School Administration. From 1979 through 1981, he took part in the Cooperative Superintendency Program conducted jointly by the Texas Education Agency and UT-Austin.

The SAISD Board of Education named him superintendent-elect in 1981. A year later, after completing his doctorate, Rodriguez began his tenure as superintendent.

### Sponsors invited to write academic invitational tests

Invitational meets provide good opportunities for students to enjoy the competitive experience before district competition. The UIL provides two full sets of invitational materials. Set A may be used on February 2 and Set B on February 23.

Since some schools want to schedule invitational meets on dates other than these two, the UIL is organizing a resource list of teachers who will write tests for a fee. If you will write tests for literary criticism, accounting, computer science, current issues & events, keyboarding, journalism, shorthand, or speech topics, please contact David Doss at the League office.

Additional invitational tests are available for number sense, calculator applications, and science through the Texas Math Science Coaches Association, and spelling tests may be ordered from ASW Enterprises, 1802 Sycamore, Abilene, TX 79602.

David Smith, 708 S. Avenue C. Kermit TX 79745 (915) 586-6375) will write a literary criticism test for use on January 26 and one for March 2.

Become an invitational testwriter. Send your name, address, phone number and indicate the tests you are interested in writing. Writing tests for invitational meets will provide a great service to many schools.

# Leaguer

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EDITOR.....Dr. Bailey Marshall  
MANAGING ED. ...Bobby Hawthorne

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## YOU CAN'T TOUCH THIS.

Winning the state marching band contest, that is. Duncanville High School drum majors celebrate the announcement that their band had won the Conference 5A championship. Above, Eric Gamble pounds away during the performance by San Antonio Marshall, which placed third in Conference 5A.

Photos by Kirk Crippens.

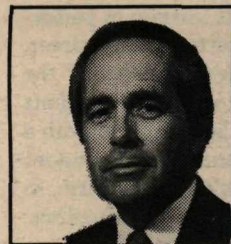
## Wind ensemble contest features enrichment session

The TSSEC Wind Ensemble Contest is scheduled for May 11, 1991. Again this year, each ensemble will receive the benefit of a thirty-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

The traditional routine of the contest will occur as it has in the past. Each group will have a scheduled warm-up followed by its thirty-minute performance time on the stage of Bates Recital Hall. For the purpose of the competition, the three-member judging panel will adjudicate the performance, determine a rating, provide written and taped comments, and ultimately select the outstanding organization in the various conferences. There will be no changes in this procedure.

However, during each performance a fourth adjudicator will also be listening and making taped comments. At the conclusion of the concert, this conductor/clinician will move with the ensemble to a designated rehearsal area for a thirty-minute clinic and discussion session. The focus of this enrichment period is not intended to dwell on technical execution or rehearsal techniques, but rather to discuss style, interpretation and other musical considerations. This portion of the event in no way will have any bearing on the outcome of the contest. It will simply offer the members of the ensemble the opportunity to hear words of wisdom and inspiration from a nationally recognized authority on wind music.

This past year saw a significant increase in the number of schools choosing to participate in the TSSEC Wind Ensemble Contest. It is likely this trend will continue. Therefore, directors of bands considering participation in the 1991 State Wind Ensemble Contest are reminded of the follow-



Richard  
Floyd

### Music matters

ing:

(1) Participation in the event is limited because of judge's schedules and the availability of performance sites. Entries are accepted as postmarked. Entries received after the schedule is full will be placed on a waiting list or returned.

(2) Many district contests do not take place until after April 1. It is not necessary to wait until after a Division One is earned to formally enter the contest. Official entries will be held by the UIL office in the order they are received until the results of the District Contests are known. At that time bands receiving a Division One will be officially entered in the contest. Entries for bands not receiving a Division One will be returned and the entry fee will be refunded.

Questions concerning these two provisions are welcome at (512) 471-5883.

The traditional adjudication panel for the 1991 Wind Ensemble Contest will be:

**GARY HILL** - Gary is no stranger to Texas bands having served as Director of Bands at East Texas State University before his appointment to the faculty at the University of Missouri at Kansas City. Professor Hill is recognized nationally for his achievements in wind music performance, conducting and instrumental music education.

**ROBERT WINSLOW** - Dr. Winslow has been a Texas resident since the mid 1970's

when he left U.C.L.A. to accept the position of Director of Bands at the University of North Texas. He maintains a keen interest in the traditions of Texas bands and is in constant demand as a guest conductor and clinician throughout Texas and the nation.

**TOM DVORAK** - This will be Tom Dvorak's first visit to Texas as a UIL adjudicator. Presently he holds the position of Director of Bands at the University of Wisconsin at Milwaukee. Professor Dvorak is actively involved in wind music performance at the high school level, is recognized as an advocate of exemplary educational music and is author of the widely acclaimed resource guide, *Best Music For Young Band*.

In addition two outstanding guest clinicians have been secured for this year's wind ensemble contest:

**TOM LEE** - Many will remember the outstanding ensembles Dr. Lee developed during his years as Professor of Conducting at the University of Texas. His concerts for TMEA, MENC, and CBDNA are still acclaimed for their artistic excellence. Presently Dr. Lee serves as Director of Bands and Professor of Conducting at U.C.L.A. This will be his first appearance as a clinician/commentator for the Texas State Wind Ensemble Contest. His inspired musicianship will be readily apparent to all who work with him.

**JERRY JUNKIN** - Professor Junkin has held the position of Wind Ensemble Conductor at the University of Texas at Austin since 1988. Prior to his return to Texas he served on the faculty at the University of Michigan and the University of South Florida. Most recently the University of Texas Wind Ensemble, under the direction of Mr. Junkin, has been invited to perform at the World Association of Bands and Ensembles 1991 Conference in Manchester, England. Having been a product of the

"Texas Band Tradition," he is uniquely qualified to service as a clinician for this event.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their district contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal thirty-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary professional quality tape recording of each performance is provided at no cost.

- The entry fee is only \$150 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.

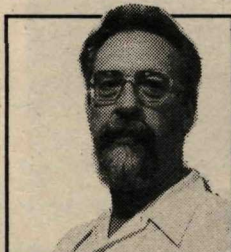
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol, are within walking distance or a short drive away.

- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The San Marcos Aquarena Springs featuring glass-bottom boats and an underwater theater is only 35 miles to the south.

## School theatre arts enrollment comparatively solid

Please note that 1991 Area Meet dates will be April 5-6, not 4 or 5 as published last month. Thursday is not available because of state required testing. While I am correcting, there are three corrections that should be made in David Brock's letter published last month. The second paragraph should have read "...the plays should be one-act and not a cutting...". The sixth paragraph should read "...each school does not choose its own debate topic...". The second sentence of the seventh paragraph should begin "Even though...". I'm sorry David. Our proofing system failed.

This column will be brief. The theatre page space will be better used on the NASSP article. I hope many of you will find it useful. I should point out that enrollment in public school theatre arts is good in comparison to some other areas. In the spring of 1989, the number of students enrolled in theatre arts was twice that of speech and almost three



Lynn Murray

### Educational theatre

times journalism. Before you feel too secure, theatre arts enrollment was about the same as English as a second language. Theatre arts is far from being available in all schools.

OAP planning should be completed. I hope all directors had the opportunity to make recommendations to the spring meet district executive committee. I know there are districts where administrators plan OAP without directors input. I think this is unfortunate, but part of the real world. The final

authority rest with the superintendents of each UIL district. It should be noted, however, that the OAP plan provides for the planning meeting. If directors have administrative support, there will be a planning meeting. Where planning meetings are held campers are happier and OAP operates more effectively.

We will likely hear from a few more eligible TETAAO critic judges and will publish those added to the official list prior to the next publication deadline. Every attempt has been made to be accurate, but a few mistakes are likely. Judges should check the list carefully and notify us immediately. Corrections received will be published in December.

I was surprised to discover that our old friend, Jim Throneburg, has retired from Dramatists Play Service. Any phone contact with DPS concerning UIL should be made with Craig Postisil. Craig knows about UIL

and the necessity of a contract that has had the "no deletions" removed! When making a "scenes from" request, make sure you tell publishers that the production is for UIL.

Host Beverly Moerbe and Convention Director Chuck Sheffield are in the final stages of putting together Theatrefest '91, for January 23-27 at the Forth Worth - Hyatt Regency. If you have a last minute program idea, contact Chuck at Richland College. He may have a spot left. You should have received a convention reminder card with dates, addresses and phone numbers. Beverly will be mailing convention registration materials in late November.

The OAP entries and area meet list is being prepared and will be mailed in December to critic judges, theatre directors, and administrators. This mailing will also include TETA Convention information. There are numerous UIL programs planned, including the critic judging workshop.

## The importance of teaching theatre

*Editor's note:* The following is reprinted with the permission of The Educational Theatre Association in cooperation with the National Association of Secondary School Principals.

Until very recently, theatre has been considered little more than an extracurricular frill in most American high schools. That is changing, as more and more state school systems take steps toward the development of comprehensive fine arts curricula, require certification of arts teachers, and require completion of arts courses for high school graduation.

"The arts are not a frill," observes the recent report of the New Jersey Literacy in the Arts Task Force. "They are one of the most essential and most basic forms of language, extending powerfully the range of human expression." That report, published in October, 1989, recommended a specific curriculum framework for each of the fine arts disciplines, reflecting a national trend toward a new emphasis on arts education. Twenty-nine states now have, or will have by 1992, an arts requirement for graduation, and 20 of them adopted that requirement in the past 10 years. In all but two of the 29, theatre is included in the arts curriculum, along with, generally, music, dance, and visual arts.

The arts are quite literally the vessels that carry our culture, and theatre, which can encompass all of the arts, is the largest and richest of these. Since ancient times, the stage has been a place for communal storytelling, a place where groups of people come together to examine important ideas, to seek truth, to celebrate and mourn, to bring history and literature to life. For participants and audience alike, the theatre is both Shakespeare's mirror held up to nature and a window on the human condition. Learning to see through that window and understand what's in that mirror should be a fundamental part of every student's

preparation to participate in our society.

There are other ways in which theatre can play an important role in your school's curriculum. Among them:

Theatre can serve as a bridge that connects not only the other fine arts disciplines but also such diverse studies as history, literature, science, math, psychology, home economics, drafting, industrial arts, marketing, computer science, and others.

Theatre teaches verbal and non-verbal communications skills, so important to success in any field of endeavor.

- It stimulates creativity.
- It teaches problem-solving skills.
- It builds the confidence of students who participate in productions.
- It enhances students' abilities to work in groups toward a common goal.
- It develops self-discipline.

Because it is the focus of so many crucial social and career skills, and because it offers an alternative to the traditional classroom learning experience, theatre is an excellent way of intercepting students at risk.

And finally, for a small number of students, theatre is a career path. A well-planned high school theatre curriculum can provide graduates with the foundation for further study at the college and conservatory level.

Qualities of a good high school theatre curriculum.

The Educational Theatre Association considers these qualities to be fundamental to an effective high school theatre program.

The study of theatre should be woven into the fabric of the liberal arts curriculum. The curriculum should emphasize the connections between theatre and other disciplines. Productions directed by the theatre teacher can be used to illuminate studies in the humanities, just as history, literature, and other classes can enrich the study of theatre by providing a context for productions of classic and contemporary plays. The theatre teacher should be encouraged to integrate other disciplines to the greatest extent possible, without compromising the theatre

work, both in classwork and in production.

The theatre program should seek to involve a broad range of students. A basic premise of the high school theatre curriculum should be that skills learned in performance are valuable in virtually any career. Thus, while one of the objectives of the curriculum should be to provide students who are considering a theatre career with a sound basis for further study, every student should have an opportunity to perform, to do non-performance work on productions, and to enroll in theatre classes.

The theatre program should offer a balance of classroom and production activities. It should be a goal of the theatre curriculum to develop a critical sensibility as well as performance skills. In addition to studying acting and working on productions, students should read and analyze great works of theatre, should study the relationship between theatre and the larger culture, and should be provided with a critical framework that helps them to recognize and understand good theatre. When practical, they should have opportunities to see productions by professional companies.

Theatre classes and productions should emphasize process and learning over product. While high school theatre teaches should be encouraged to produce the best theatre possible, and while good work should always be recognized, the administration should create a climate in which it is understood by the theatre teacher and the students that education—not winning festival competitions—is the first objective of educational theatre.

The theatre curriculum should be multicultural. Students should be exposed to the theatre traditions and dramatic literature of cultures other than their own.

Theatre courses should be taught, and theatre productions should be directed, by trained, experienced teacher/directors. The theatre teacher should have a theatre degree and practical directing experience, and should be encouraged to continue the study

of theatre in both academic and professional environments. In states which certify theatre teachers, certification requirements should be considered a minimum standard of qualification.

The school administration should provide for an appropriate means of evaluation and assessment of student work in theatre. As in other arts disciplines, student work in theatre cannot always be evaluated by conventional methods. Administrators and teachers should work together to develop a means of assessment that is fair and reliable, that is based upon individual progress in the discipline, and that nurtures student creativity.

Theatre's place in the high school curriculum.

Theatre can play a vital, valuable role in your school's curriculum.

"In addition to providing students with opportunities to experience cultural diversity, theatre education enables them to develop self-confidence and to improve their communication skills—two invaluable qualities for the 21st century."

Timothy Dyer, Executive Director  
National Association of Secondary School Principals

"The measure and mirror of every great age—classical Greece, medieval Europe, Elizabethan England, neoclassical France and mid-twentieth century America—are shaped and recorded by its theatre. We owe our own age no less, and the place to start is in the secondary school."

David Ball, Director  
Duke University Drama

"Of the arts, theatre is perhaps the most encompassing, for it not only embraces both the visual and performing arts, but also develops the capacity for a critical engagement with a literary text. Its great potential is as an essential link to an interdisciplinary approach to teaching."

A. Graham Down  
Executive Director  
Council for Basic Education

## TETA accredited list of critic judges for one-act play

The 1990-91 Texas Educational Theatre Association Adjudicators' Organization Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests (Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.)

The UIL recommends the use of a single critic judge. (Refer to Section 1033 (d) (3) (B) (i))

There are additional accredited judges that have not yet returned their TETA dues or TETA membership. If a district has contracted a judge not listed, the judge must pay appropriate fees and update records in order to be eligible. Additional accredited judges will be added at the judge's workshop to be held at the annual Texas Educational Theatre Association Convention, January 24 - 26 at the Hyatt - Regency in Fort Worth. Judges added will be listed will be published in February.

### Critic/Judges List

- = Public School Teacher  
I, II, III, IV = Approximate Region
- Cheryl Allen, P.O. Box 150, Winnie 77665 III, H 409/296-4108; W 296-4187
- Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, H 915/686-9382; W 682-2544
- Phil Allen, 1303 Kings Hwy., Dallas 75208 II, W 214/941-2300
- Darrel Baergen, Southwestern Baptist Seminary, P.O. Box 22000, Fort Worth 76122 II, W 817/923-1921; H 294-7733
- Clarence W. Babs, Stephen F. Austin State Univ., Nacogdoches 75962 III, W 409/568-4003; H 564-9725
- Paul Bailey, First United Methodist Church, Box 600, Odem 78370 IV, W 512/368-9187; H 368-6311
- Patricia C. Baldwin, Angelina College, Lufkin 75901 II, W 409/639-1301; H 634-3622
- Ellen Baltz, 1226 Strawberry Park Lane, Katy 77450 III, H 713/578-1016; W 953-1666
- Sally Barbay, 430 Wilcrest, Houston 77042 III, H 713/558-8275
- Kathy A. Barber, Kilgore College, Kilgore 75662 II, H 214/984-5021; W 983-8126
- Kathryn Norris Bauer, Southwest Texas State Univ., San Marcos 78666 IV, H 512/452-5042; W 245-2147
- Jeannie Pasini Beekman, 10606 Clematis, Houston 77035 III, H 713/728-3655
- Perri Bell, Route 4, "The Owls," Gonzales 78629 IV, H 512/672-9185 or 6227
- Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813, III, W 504/771-3190; H 753-9808
- Jon M. Berry, Texas Lutheran College, Seguin 78155 IV, W 512/379-4161 ext 321; H 620-1544
- Michael T. Bolen, Brickstreet Productions, 1014 West Houston, Tyler 75702 II, W 214/592-7850; H 597-5876
- Georgla A. Bomar, East Texas State Univ., Commerce 75429 II, W 214/886-5344; H 886-7676
- Vicki Bond, 607-1/2 Cook Road, Beeville 78102 IV, H 512/358-0739; W 358-1571
- Carolyn Houston Boone, University of Houston, Houston 77204-5071 III, W 713/749-1427; H 827-7432
- Royal Brantley, West Texas State Univ., Canyon 79016 I, W 806/656-2799; H 359-3613
- Carol Brown, Cisco Jr. College, Cisco 76437 II, W 817/442-2589; H 468-5958
- Joe Allen Brown, Texas Wesleyan College, Fort Worth 76105 II, W 817/531-4990; H 534-2161
- Randall J. Buchanan, Texas A&I Univ., Kingsville 78363 IV, W 512/545-2614; H 595-7708
- Anthony J. Buckley, East Texas State Univ., Commerce 75428 II, W 214/886-5346; H 886-3031
- Raymond Caldwell, Kilgore College, Kilgore

- 75601 II, W 214/983-8117; H 753-7156
- Sheleigh Carmichael, San Jacinto College - South, Houston 77089 III, W 713/484-1900 ext 224; H 481-6537
- Rod Caspers, 2703 Ashdale Dr., Austin 78758 IV, H 512/451-2796
- Marion Castleberry, McMurry Univ., Abilene 79604 I, W 915/691-6306; H 672-7970
- l'Gene Clough, 4568 Westchester Dr., Waco 76710 II, H 817/776-6228
- Gaylan J. Collier, Texas Christian Univ., Fort Worth 76129 II, W 817/921-7625; H 926-9700
- Bill G. Cook, Baylor Univ., Waco 76798 II, W 817/755-1861; H 829-2193
- Pat Cook, Baylor Univ., Waco 76798 II, W 817/755-1861; H 772-4713
- John Corley, Houston Community College, Houston 77004 III, W 713/630-7264; H 946-4260
- Michael S. Corriston, Alvin Community College, Alvin 77511 III, W 713/331-6111; H 388-2116
- Jerry D. Cotton, Cedar Valley College, Lancaster 75146 II, H 214/227-3832; W 272-8100
- Kay Coughenour, East Texas State Univ., Commerce 75428 II, W 214/886-5311; H 886-2652
- Kenneth Cox, Oklahoma State Univ., Stillwater, OK 74078 II, W 405/744-6094; H 377-1479
- Philip Craik, McMurry College, Abilene 79697 I, W 915/691-6304; H 676-7405
- Josh Crane, Univ. of Houston Down Town 77002 III, W 713/221-8092; H 520-5469
- David Wright Crawford, Tyler Jr. College, Tyler 75711 II, W 214/510-2678; H 894-6876
- Doug Cummins, Pan American Univ., Edinburg 78539 IV, W 512/381-3583; H 381-0488
- David T. Deacon, Texas A&I Univ., Kingsville 78363 IV, W 512/595-3401; H 592-7813
- Ruth R. Denney, 8812 Mountain Path Circle, Austin 78759 IV, H 512/395-6185
- Eugene Dickey, 4835 N. O'Connor, STE 134-447, Irving 75062 II, H 214/393-2435
- Tom A. Dickson, L.D. Bell HS, 1601 Brown Trail, Hurst 76054 II, W 817/282-2551; H 498-0870
- Cran Dodds, 1419 West 5th, Corsicana 75110 II, W 214/872-5421; H 872-6096
- Bill Doll, Howard College, Big Spring 79720 I, H 915/264-5200; W 267-6230
- Kelly Draper, East Texas State Univ., Commerce 75428 II, W 214/886-5343; H 886-2467
- Kathleen Durapau, Tarrant County Jr. College - Northwest, Ft. Worth 76179 II, W 817/232-2900; H 581-0780
- Steven C. Erickson, UT - Dallas, Dallas 75211 II, W 214/690-2984; H 217-0835
- C.L. Etheridge, The Univ. of Texas at El Paso, El Paso 79968 I, W 915/747-5146; H 533-8967
- Bob Farrer, Grayson County College, Denison 75020 II, W 214/465-6030; H 893-3664
- Andy Fitch, Southern Methodist Univ., Dallas 75275-0356 II, W 214/692-2558; H 696-3843
- Tina Fitch, Southern Methodist Univ., Dallas 75275-0356 II, W 214/692-3510; H 696-3843
- Michael (Kim) Frederick, Del Mar College, Corpus Christi 78404 IV, W 512/886-1507; H 643-2134
- Holly Glasser, Paris Jr. College, Paris 75460 II, W 214/784-9488; H 785-4334
- Michael L. Greenwald, Texas A&M Univ., College Station 77843-4234 III, W 409/845-0528; H 693-7332
- Mac Groves, University of Houston-Clear Lake, Houston 77058 III, W 713/283-3357; H 280-0913
- Nik Hagler, SAG/AFTRA - Houston, 2650 Fountainview #326, Houston 77057 III, W 713/972-1806; H 489-0552
- Edward J. Hamilton, University of El Paso, El Paso 79963 I, W 915/747-5146; H 533-9696
- Henry E. Hammack, Texas Christian Univ., Ft. Worth 76129 II, W 817/921-7625; H 292-1774
- Sheila Hargett, Southwest Texas State Univ., San Marcos 78666 IV, W 512/245-3575; H 396-5397
- Sandra Harper, McMurry College, Abilene 79697 I, W 915/691-6295; H 695-8366
- Elizabeth Hedges, Panola Jr. College,

- Carthage 75633 III, W 214/693-2064; H 947-6244
- James Henderson, 7954 Locke Lane, #53, Houston 77063 III, H 713/977-7828; W 528-7300
- Doug Hoppock, Northeast Texas Community College, Mt. Pleasant 75455 III, W 214/572-1911; H 757-7758
- Richard J. Hossalla, Southwestern Univ., Georgetown 78626 IV, W 512/863-1365; H 863-9318
- Donald Howell, P.O. Box 366, Alice 78333 IV, H 512/668-1938; W 664-0126
- Charles Hukill, McMurry College, Abilene 79697 I, W 915/691-6303; H 698-1399
- Nancy Jo Humfeld, Howard Payne Univ., Brownwood 76801 II, W 915/646-2502; H 643-1204
- Jeff Hunter, University of Houston-Clear Lake, Houston 77058 III, W 713/283-3332; H 474-2570
- Paul A. Hutchins, Cooke County College, Gainesville 76240 II, W 817/668-7731; H 382-6845
- Cathy Huvar, Wharton Co. Junior College, Wharton 77488 III, W 409/532-4560; H 532-8235
- Jay Jennings, Southwest Texas State Univ., San Marcos 78666 IV, W 512/245-2147; H 392-1669
- Kathleen Juhl, Southwestern Univ., Georgetown 78626 IV, W 512/863-1368; H 388-3308
- Joseph B. Kaough, III, North Harris Co. College, Houston 77073 III, W 713/443-5548; H 288-3402
- Ray Karrer, Paris Junior College, Paris 75460 II, W 214/784-9242; H 784-3885
- James D. Kemmerling, West Texas State Univ., Canyon, 79016 I, W 806/656-2814; H 355-8191
- Cheral E. Kocurek, 268 Emporia Blvd, San Antonio 78209 IV, H 512/828-8512; W 653-1230
- Jay P. Kyle, Panola College, Carthage 75633 II, W 214/693-2095; H 633-2287
- Terral Lewis, Amarillo College, Amarillo 79178 I, W 806/371-5343; H 353-5243
- Lou Lindsey, McLennan Community College, Waco 76708 II, H 817/756-5111; W 750-3577
- Kathy Price Lingo, Collin County Community College, Plano 75074 II, W 214/881-5906; H 964-0486
- Susan Loughran, St. Edward's Univ., Austin 78704 IV, W 512/448-8490; H 398-4013
- Glenna D. Maglio, Bee County College, Beeville 78102 IV, W 512/358-3130 ext 302; H 358-6542
- Jim Mammarella, San Antonio College, San Antonio 78284 IV, W 512/733-2726; H 491-9969
- Lou-Ida Marsh, 607 West Fox, Caldwell 77836 III, H 409/567-4388; W 567-7222
- Trish McAdams, Hardin-Simmons Univ., Abilene 79698 I, H 915/670-1404; W 692-9638
- Jan McCathern, Western Texas College, Snyder 79549 I, W 915/573-8511; H 573-5128
- Becci McDainel, San Antonio College, San Antonio 78284 IV, W 512/733-2715; H 496-3506
- Pamela D. McDaniel, University of Oklahoma, Norman, Oklahoma 73019-0310 II, W 405/325-4021; H 329-4621
- Nancy McVean, Weatherford College, Weatherford 76086 II, W 817/594-5471; H 594-8082
- Joseph D. Mendoza, Lee College, Baytown 77520 III, W 713/425-6355; H 421-4580
- Rodney A. Metzler, 736 Willow Ridge Road, San Marcos 78666 IV, H 512/392-0013; W 433-7953
- James R. Miller, Sam Houston State Univ., Huntsville 77341 III, W 409/294-1328; H 295-2868
- Mary Jane Mingus, Tarleton State Univ., Stephenville 76402 II, W 817/968-9131; H 968-2207
- Luiz Munoz, Summit Production, 1600 North Airport Dr. #6, Weslaco 78596 IV, W 512/969-2823; H 631-0753

- Pascal Muscanere, 410 Heritage Place, Rockwall 75087 II, H 214/771-4343; W 423-4521 ext 326
- Terry W. Ogden, San Jacinto College-Central Campus, Pasadena 77505 III, W 713/476-1828; H 480-1920
- Allen Oster, Stephen F. Austin State Univ., Nacogdoches 75962 III, W 409/568-4003; H 564-8821
- Krin Brooks Perry, 1701 N. Congress Ave. Austin 78701 I, W 512/463-1494
- Adonia Placette, Lamar Univ., Beaumont 77710 III, W 409/880-8037; H 866-5878
- Beulah Prueff, 10351 Chevy Chase, Houston 77042 III, H 713/789-6153; W 266-0920
- Jim Rambo, Western Texas College, Snyder 79549 I, H 915/573-6796; W 573-8511
- Helen S. Roberts, South Plains College, Levelland 79336 I, W 806/894-9611 ext 266; H 894-4327
- Synthia Rogers, Dallas Theatre Center, Dallas 75219 II, W 214/526-8210; H 322-1822
- Allan S. Ross, San Antonio College, San Antonio 78284 IV, W 512/733-2715; H 828-7743
- Maril Runnels, Wayland Baptist Univ., Plainview 79072 I, W 806/296-5521; H 296-2997
- Steve S. Schoolar, Texas Wesleyan College, Fort Worth 76105 II, W 817/531-4475; H 924-8088
- Robin J. Schraft, Southwestern Univ., Georgetown 78626 IV, W 512/863-1359; H 863-3710
- Stacy Schronk, Tarrant County Junior College-NE, Hurst 76054 II, W 817/656-6684; H 267-8674
- Roger Schultz, Texas A&M Univ., College Station 77843-4234 III, W 409/845-2621; H 693-7757
- Scott Schumann, Tarrant County Junior College-NE, Hurst 76054 II, W 817-281-7860; H 545-7513
- Gregory M. Schwab, Sul Ross State Univ., Alpine 79832 I, W 915/837-8220; H 837-7279
- Victor L. Siller, Tyler Junior College, Tyler 75711 III, W 214/531-2203; H 566-2176
- Robert Singleton, Houston SPVA, Houston 77006 III, W 713/522-9288; H 862-1662
- Lawrence Ray Smith, 522 East Lane, Kerrville 78028 IV, H 512/895-5936
- Cindy SoRelle, McLennan Community College, Waco 76708 II, W 817/750-3645; H 754-0603
- George W. Sorensen, Texas Tech Univ., Lubbock 79409 I, W 806/742-3601; H 797-5502
- Joan E. Sorflaten, P.O. Box 4, Keller 76248 II, H 817/379-6885; W 431-1569
- Charles Squier, Palo Alto College, San Antonio 78224 IV, W 512/921-5335; H 736-3770
- Neil St. Clair, Howard Payne Univ., H.P. Station, Brownwood 76801 I, W 915/646-2502 ext. 3007; H 646-6620
- Dick Stafford, Piedmont College, P.O. Box 10, Demorest, GA 30535, W 404/778-2215, ext. 49; H 776-2753
- Clarence Strickland, Tyler Junior College, Tyler 75711 III, W 214/531-2211; H 877-2436
- Jimmy L. Tinkle, Angelina College, Lufkin 75901 III, W 409/633-5233; H 634-5800
- Wayne I. Toone, Temple Junior College, Temple 76505 II, W 817/773-9961; H 939-2743
- Heidi H. Treharne, Texas Wesleyan Univ., Ft. Worth 76052 II, W 817/531-4444; H 685-6372
- C. Lee Turner, Prairie View A&M Univ., Prairie View 77446 III, W 409/857-2356; H 890-0773
- J. Richard Waite, Eastern New Mexico Univ., Portales, NM 881301, W 505/562-2476; H 762-9149
- W. Kenneth Waters, Jr., Stephen F. Austin State Univ., Nacogdoches 75962 III, W 409/568-4003; H 569-7564
- Bill Watts, Angelo State Univ., San Angelo 76909 I, W 915/942-2033; H 949-4058
- Richard A. Weaver, Texas Tech Univ., Lubbock 79409 I, W 806/742-3601; H 797-2331
- E. Don Williams, Lubbock Christian College, Lubbock 79407 I, W 806/792-3221; H 795-1479
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## Philosophical differences

Changes in UIL journalism contests hopefully reflect reality, not myths

Proposals to eliminate word counts for news, feature and editorial contests, and to lengthen the headline writing contest from 30 to 45 minutes were passed unanimously by the Legislative Council and will take effect in 1991-92, pending State Board of Education approval.

A proposal that would have allowed journalism students to enter all four journalism contests was tabled and will be studied by an ad hoc committee, which will examine the overall spring meet academic program. This committee will meet this spring and will study, among other things, the conflict pattern and the spring meet schedule of points.

Each of the proposals received the support of the Texas Association of Journalism Educators. In addition, journalism advisers responding to a survey conducted this fall indicated overwhelming support for the proposals. The survey was included in the Interscholastic League Press Conference membership mailing, which is mailed to all UIL member schools. Advisers were asked to respond to three questions by circling a number between one and five, with one indicating strongly disagree and five indicating strongly agree. Results are as follows:

■ **Statement one:** that the length of the headline writing contest be lengthened from 30 to 45 minutes.

Numbers of persons responding: 126.  
Sum of all responses: 508.  
Mean response: 4.03.

■ **Statement two:** that word counts for editorial, feature and news writing contests be eliminated.

Numbers of persons responding: 126.  
Sum of all responses: 504.  
Mean response: 4.00.

■ **Statement three:** that rules restricting journalism students to enter no more than three journalism contests be rescinded so that students may enter all four contests.

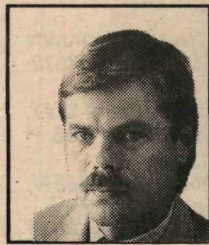
Numbers of persons responding: 126.  
Sum of all responses: 530.  
Mean response: 4.21.

The council's Academic Committee approved all three proposals during its summer meeting, but then voted to table at the UIL staff's request the proposal allowing journalism students to enter all four journalism contests.

Although this proposal received the highest support from advisers responding to the survey, it is less of an emergency item than the other two. The first two proposals have a direct effect on the judging of the contests, and judging remains the biggest problem in the journalism contest program.

Word counts for other writing contests, particularly the ready writing contest, have been eliminated, and it was only a matter of time before they were dropped for journalism contests as well.

To my knowledge, no student has ever been disqualified for writing over or under the word limit. Students whose papers were too short may be disqualified for omitting vital information, and students whose papers are too long may be disqualified for contain-



Bobby Hawthorne

### Scholastic Journalism

ing irrelevant or extraneous information. However, I cannot recall a single instance where a judge disqualified an otherwise excellent entry because it fell above or below the word count.

Writing instructors have long argued that articles should not be judged on length — that length is an artificial barometer of writing quality. Judges should look for content, structure, sequence and style. If the news questions are answered in a journalistically stylistic manner, then the length is wholly irrelevant.

Lengthening the headline writing contest was the second step in the overall renovation of that contest. The first step was revising the headline point schedule (see related story, this page). It was important that we give students more time to devote to the six headlines. Given that most school newspapers are published monthly, the notion of students working on extreme deadlines is an anachronism. This may be the case for daily newspaper wire editors, but it isn't — or at least shouldn't — be for student journalists.

The decision to table the proposal that would have allowed students to enter all four journalism contests followed staff concerns that such an act would reduce individual participation and have a possible adverse effect on meet point totals.

Basically, some people believe that if students are allowed to enter all four contests, then sponsors will select three students, and these three students will enter all four contests. While dual participation is reality, I don't believe advisers will take it to this extreme. But even if they did, I fail to see why it is perceived as entirely negative. Track athletes are allowed to enter five events. In addition, math/science students may enter calculator applications, number sense, science and accounting.

If journalism students are so ambitious as to want to enter all four, and if they are capable of competing, then I wonder why they should not be allowed to do so. Certainly, it is incorrect to think that students learn the same thinking skills in each of the four journalism contests. Editorial writing emphasizes analysis and interpretation. Feature writing emphasizes creative description. News writing stresses content prioritization, news structure and stylebook rules. Headline writing emphasizes brevity.

Of course, finding students who wish to enter all four contests is a formidable task in itself. State curriculum restrictions have forced advisers to scramble to find students — any students — to fill journalism slots. With dwindling enrollments due to the

graduation requirements, journalism advisers no longer have luxury of taking the best and brightest to spring meets. This explains why district meet participation is often less than 100 percent. Advisers are forced to take the best students available, but today that is no longer the national merit scholars and top 10 students — the bread and butter of school journalism programs that it was 10 years ago.

While dual participation is a reality at district meets, it remains the exception at region and state meets. At the 1990 State Meet, no conference had more than three students compete in more than one contest. Conference 3A had only one student of 48 competing in two contests, and Conference 2A had only two.

Fears that individual students may dominate meets — i.e. a student winning all four journalism contests — are without foundation. The reality of the UIL academic spring meet program is program dominance. Outstanding advisers attract outstanding students, and these programs, be they speech, math or journalism, wield tremendous power. To wit: Gregory-Portland placed students in poetry interpretation (third), prose interpretation (first and second), Lincoln-Douglas debate (third) and team debate (second) at the 1990 State Meet. San Antonio Lee placed first and second in team debate, second in persuasive speaking, and first and second in informative speaking — in 5A.

Hats off to them. Their sponsors are among the finest in the nation. Like successful schoolboy football teams, the faces may change but their results will remain the same. I imagine both schools will do almost as well this year.

The League has operated on the assumption that students should compete in as many different extracurricular activities as possible, and I certainly support this. But my interpretation of this would mean that students are encouraged to participate in athletic, drama, music, and academic contests. The major problem of the spring meet contest program is that many students are forced to choose between athletics and academics.

Furthermore, within the academic contest framework, the level of specialization required for success is such that it is unlikely that students can compete successfully in journalism and/or ready writing, a math/science contest, and a speech contest. It would be a noble thing for sponsors to prepare students for contest with a greater concern for each student's general academic achievement than for competing successfully. I've yet to hear of a track coach benching a 10-flat sprinter in favor of a kid who runs a 12.5 because the coach is more concerned with the slowpoke's overall educational experience than he is the district championship. It's an admirable idea. So is world peace but you know how far we've come on that one.

Let's hope that the decisions of this committee are as compatible with the reality of journalism in schools as they are with the UIL's philosophy of competition.

### Headline counts changed

The count system to be used in the 1991 spring meet journalism contests has been changed. This spring, all letters (upper and lower case), grammatical symbols, punctuation marks, and spaces will count as one (1). This decision was made last spring, based on input from the Texas Association of Journalism Educators Advisory Committee on UIL.

Students will still be given an opportunity to write six headlines, and they must write the headline to fit a specific count. For example, students will be asked to write a two-line headline, with each line counting no less than 18 and no more than 24. However, all letters, punctuation marks, symbols and spaces will count as one.

### Statement of Philosophy

The following statement will be mailed to district and regional meet journalism directors and should be read to judges.

Students compete in UIL contests to learn. No doubt, many of the entries will be journalistically weak, and even that is probably a great understatement. Please remember that these students enter these contests after months of preparation and work. Their efforts are genuine and they deserve to be treated with respect.

Therefore, every entry should be read and graded by at least one judge. It is not necessary that every judge grade and comment upon every entry. In most judging panels, entries are divided among the judges, and then only those papers that are in contention for one of the top six places are seen by every judge. For example, 24 entries may be divided into three sets of eight, and each judge will read and grade the eight papers in his or her set. Chances are, each judge will have no more than two or three entries that will challenge for a top six place, and those two or three should be seen by all judges. Entries that obviously are not in contention for a top six place need not be read by every judge, although it is certainly permissible for any judge to see any entry. If a disagreement arises regarding whether an entry should be considered for a top six place, always give the entry the benefit of the doubt.

Every student deserves feedback from the judge. It is educationally bankrupt to look at the lead of the story and then dismiss it without so much as a complete reading and editing. Please remember that these are students who participate in these contests as part of a greater educational experience. We should not expect professional quality work, and we should see ourselves as educators first and foremost, critic/judges second.

You may provide feedback by writing directly on the students' papers or by completing the attached evaluation sheet and returning it with the entry to each student. In order to have a successful meet, we depend upon and appreciate your professionalism and good will.

### Plan now for UIL contests

Chances are, the date and site for your district spring meet academic contests — including the journalism contests — have been selected. Begin planning now. Whether your school is hosting a meet, you should contact other sponsors in your district to discuss judging, contest changes, and facility requirements.

Assume that the journalism contest director has never conducted a meet, knows little or nothing about judging, and anxiously awaits your input. Otherwise, expect anything and don't complain when it's all said and done.

## Not just a numbers game: Developing students' problem-solving abilities is primary goal of calculator applications contest

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

As the replacement for the slide rule contest, the Calculator Applications is the pre-engineering component in the UIL array of contests. And of course your directors are faculty in the College of Engineering. You may think of the Calculator Applications contest as an applied math contest, but we think of it as a problem-solving contest. Thus our primary goal in designing the contests has not been solely to develop skill in processing numbers on a calculator; rather our primary goal has been to develop problem-solving ability.

For this reason, the stated (= word = situation) problems on the tests are of great importance to us. In these problems, some sort of real-world situation is described in the English language, and the task is to translate into mathematical expressions and calculate the answer. These problems are important to us because that process of translating a real-world situation into a workable problem is the essence of engineering. The engineer is always on the lookout for real-world problems that cry out for better solutions. Problems of communication, transportation, burdensome labor, tedious menial work, and healthcare come

to mind, and engineers are engaged in solving problems in all these areas. By learning to solve the stated problems on the Calculator Applications contest, your students get a small foretaste of engineering.

So what can you expect on the contest? You will find sixteen stated problems, ranging from easy, easy to almost impossible. Hopefully the easy problems come early in the test and the hard ones are at the end.

And where do these problems come from? The UIL Constitution states, "... the contest shall include geometric and stated problems similar to those found in [various high school textbooks], and in League materials related to the contest." In fact, we used to look for problems in textbooks but never found many good real-world problems there. So most of the problems we make up or adapt from previous contests, official UIL tests and also practice tests from individuals and the TMSCA series.

What makes a good problem? It should be from an ordinary life situation and be easily described. We outlaw calculus problems, but expect basic knowledge of clocks, calendars, astronomy, geometry, measurements, growth and decay processes, interest calculations, etc.

One way to get comfortable with stated problems is to realize that most of the problems on the tests fall into definite categories.

For example, there are significant digit problems, percent problems, or problems that match one of the traditional categories defined in the UIL Calculator Applications Contest manual (translation, unit-conversion, rate, function, geometry, or scaling problems)

We looked at five of last year's tests to observe the distribution of problems. We found 45% translation problems, 5% unit-conversion problems, 10% rate problems, 10% function problems, 25% geometry problems, and 5% scaling problems. This is a bit misleading for two reasons: (1) often problems involve more than one category, for example, scaling and geometry problems go together; and (2) all problems in-

volve translation to some degree, so problems outside the other categories are by default placed in the translation category.

In this and subsequent Leaguer articles, we will discuss the various types of problems. Here we will conclude by dwelling a bit on percent problems.

A typical percent problem is, "The Austin phonebook is two and one-quarter inches thick, but the UT Austin phonebook is one and one-eighth inch thick. What is the percent difference between the thickness of these two books?" Percent problems are easily recognized, and the key to working them is to know the various definitions.

The four types of percent problems are defined as:

$$\% \text{ increase (or change)} = \frac{\text{second} - \text{first}}{\text{first}} \times 100\%$$

$$\% \text{ decrease} = \text{negative of } \% \text{ increase}$$

$$\% \text{ error} = \frac{\text{approximate} - \text{exact}}{\text{exact}} \times 100\%$$

$$\% \text{ difference} = \frac{\text{second-mentioned} - \text{first-mentioned}}{\text{first-mentioned}} \times 100\%$$

Clearly our example is a percent difference problem;

$$\text{hence the answer is } \left[ \frac{1.125}{2.25} - 1 \right] \times 100\% = -50.0\%$$

## Current issues & events questions and answers

By BOBBY HAWTHORNE  
Current Issues & Events Director

In the event that you have didn't attend the current issues and events session at one of the five student activities conferences, here's what you missed:

### ■ An overview

The contest will consist of 40 questions and a tiebreaker that students will be expected to complete in 40 minutes. It should take approximately 15 minutes for the questions and 25 for the tiebreaker. Questions may be posed so that students are asked to choose one of four that is correct, choose one of four that is incorrect, choose all of the above, or choose none of the above.

### ■ UIL Rules

- School may enter three students
- Three students may advance as individuals or team.
- Three individuals will advance from district - regional - state
- One team will advance from district - regional - state.
- A member of a team who did not place first, second or third at district but who advances to region with the team, and then places first, second or third as an individual can advance to the State Meet — despite how well the other members of the team performed.

### ■ Conflict pattern:

CI&E will be held during the first sessions. This means it will conflict with ready writing, shorthand, number sense, calculator applications, poetry and prose, Lincoln-Douglas and team debate.

At state meet, the contest will be held at 8 a.m. Saturday, May 6.

### ■ Preparing for the District Meet

Most of the work is done for you.

Various and sundry administrators representing the schools in your district will meet to select a host site and Spring Meet District Director. This person is in charge of all spring meet activities — track and field, golf, tennis, one act play and the academic contests.

The Spring Meet District Director then appoints a director to serve as Academic Meet director. Often, this is the principal of the host school. This person is in charge of ordering materials.

• *Contest materials.* The district spring meet director will requisition materials from the UIL, using a form that we'll mail around the first of February. We generally mail materials about two weeks prior to the meet. In addition, the district meet director will order all of the plaques and trophies.

• *Entry forms.* Each school will submit the District Meet entry forms to the host school. They are generally submitted 10 days prior to the meet.

• *Personnel.* Next, the director will appoint individual contest directors, including a director for the current events contest.

• *Facilities.* Generally, a classroom that will seat at least 24 is needed. Given that an essay is involved in the current events contest, a room with sufficient writing surface is necessary.

• *Judges.* Appoint three members of

the grading team to judge the tiebreaker and to settle disputes. These persons may be social studies, speech, journalism or English teachers, or a combination thereof. Sponsors of students not involved in the tiebreaker may serve on this grading team. Judging the tiebreaker is completely subjective, and the decision of the judges is final. We won't have a judging rubric, but we will provide a list of points that we believe the student should address in the essay.

• *Disputes.* If the majority of the grading team agrees that the grading key contains an error, the contest director is authorized to correct the error and re-score the papers. Sponsors and other experts not on the grading team may be consulted before the decision is made. However, the decision of the grading team and contest director is final.

• *Announcing official results.* After a verification period, results, first through sixth, should be posted and forwarded to the district meet director so that they can be sent to the next higher meet.

• *Return of papers.* Papers may not be returned before April 1.

### ■ Invitational Contest Materials

I will write two invitational contests. Set A is for invitational meets on or after February 2, and Set B is for meets on or after February 23. It'll cost \$10 per contest, and may be ordered on the invitational meet order form, which will be mailed to your principal and/or UIL academic coordinator.

■ Nuts and bolts about the contest.

Questions will involve international, national and state events that have occurred on or after September 1. Keep in mind that news changes over the course of a year, and it'll be important to be able to remember events within a time frame.

We will not have a set ratio among state, national and international events, although it is probable that questions will be evenly distributed among the three areas.

We will not ask questions that are specific to a single city. For example, we would not ask a question about the mayoral election in McAllen. However, we might ask a question about the mayor of McAllen — Othal Brand, who was nominated as chairman of the state pesticide control board.

■ Where will we go to get our information? From no one source. We will select topics that will be covered by a variety of media outlets. It would be unfair to concentrate questions from articles that come from a single source, the *New York Times*, for example.

Students need access to one or more national newspapers — *USA Today*, *Wall Street Journal*, *Science Christian Monitor*, *New York Times*, *Washington Post*.

To a state metropolitan newspaper from the big three cities: Dallas/Fort Worth, Houston, San Antonio.

To weekly newsmagazines, primarily *Time*, *Newsweek*, *U.S. News & World Report*.

Other sources — CNN, PBS, network news, *Texas Monthly* — provide students

- Please turn to Current Events, page 8

## Evolution of academic contest program continues

The cycle for the UIL academic rule changes is approaching its final stage. Some items died in committee and the ones that passed are awaiting State Board of Education approval. Since the SBOE may not consider the proposals until early spring, *none of the academic changes will go into effect for the 1991 meets.*

Items that were passed by the Legislative Council for 1991-92 and are pending SBOE approval include:

- expanding the Computer Science Team competition to include conferences A, AA, and AAA,
- changing the designation of the science team for a school from the first three names listed on the entry form to the three contestants from the school with the highest scores,
- increasing the length of the headline writing contest from 30 to 45 minutes,
- eliminating the word counts for news, features and editorial contests,
- deleting shorthand from the Spring Meet Plan after the 1991 meets,
- reducing the total number of high school spelling words from 160 to 120 and adding a written component for the test,
- prohibiting the use of computers during debate rounds,
- refining the language describing calculators that are permitted in the science contest,
- adding two steps to the current method



Janet Wiman

### Academically Inclined

- of breaking ties in speech events,
- establishing a team competition for high school spelling, and
- adding a high school general mathematics contest which will include areas from general math through calculus.

Because the proposal to hold cross-examination debate earlier than the traditional district date and have C-X teams advance directly from district to state received both enthusiastic support and enthusiastic opposition, the issue will be decided by the outcome of a referendum ballot sent to the administrator of each member school. The vote will be counted by conference, and the change would be implemented only for those conferences which approve the proposal. Debate coaches desiring to express their opinions on the issue should contact their administrators. There are a number of advantages and disadvantages to consider.

The most important advantage of the

change would be that C-X debaters would be able to enter other academic contests, including speaking events. The desire for debaters to be allowed to enter other academic events was a major justification for the proposal and has been a request of debaters and coaches for some time. A second advantage would be that removing debate from the regional tournaments would make it much easier for regional directors to host quality competitions with a sufficient number of judges for the remaining speaking events. You may have other reasons to favor this proposal.

Some coaches expressed concern because the proposed change would reduce the number of teams advancing from district, even though it would substantially increase the number advancing to state. Others were concerned about having another weekend in a busy spring schedule committed to competition, and some debaters wrote that they would hate to miss the experience of the regional meet.

While some coaches felt that bringing C-X debaters from district straight to state would mean additional travel and expense, one council member noted that many areas would have a shorter distance to travel than they currently travel to regional.

Another amendment that originated in the Policy Committee that will affect the academic area is one that prohibits basing a

stipend paid to an academic sponsor, coach, director, or adviser on the points earned by or the success of that sponsor's students in UIL competition. The exact wording will read: Any salary or stipend arrangement which makes it to the financial interest of a coach, director, or sponsor to win a UIL contest will be in violation of the Spring Meet Code, and the member school district, participant school, and the school district personnel shall be subject to the range of penalties outlined in Subchapter R.

The staff was directed to study a number of items and submit appropriate proposals to the Standing Committee on Academics in its June 1991 meeting. Items include evaluating the current point structure, determining the impact of allowing students to enter four journalism events, replacing the current keyboarding contest with a computer event based on business application and researching ways to solve problems that have arisen from the conflict pattern.

Based on high interest indicated in the survey which was sent to administrators in September, the staff will study the feasibility of developing Spanish and art competitions. Associations that have shown interest in these contests will be involved in any further development.

Again, these proposals are pending SBOE approval and will not take effect until 1991-92.

## Current issues & events

• Continued from page 7 with greater understanding of world events.

■ What will you need to know? Begin with who, what, when, where, why and how. Also consider the elements of news:

- Prominence — names in the news
- Impact — how important is the event?
- Proximity — where things happened
- Conflict — political, ideological, or cultural disagreements.
- Human Interest — newsmakers in a more human role.

We are not going to try to trick you with arcane information or trivia.

Nor will we ask questions that are gender-preferences. In other words, we're not going to ask who won the NBA Eastern Division championship, or the NFL scoring title. We won't ask who won the MTV music video awards.

Now, it is possible that we may ask questions regarding sports or entertainment when issues roll over into a greater social, political or cultural context. For example:

- Who was the female reporter who was allegedly sexually harassed in the New England Patriot's dressing room.
- Judas Priest — can music be responsible for the actions of those who listen to it. Same is true of rap music, which has been blamed in part on violence

against women in society. The Central Park gang rape is a good case in point.

■ The tiebreaker essay: The purpose of the essay is to provide information, not to argue. It may analyze or interpret. The main purpose is to enhance the reader's understanding of a subject by analyzing its parts and interpreting its meaning. So we're looking more for manipulation of information than we are regurgitation.

The essay will reveal or contain the following:

1. An understanding of the question.
2. Knowledge of the relevant material, including sufficient supporting evidence that is accurate and relevant.
3. Clarity of thought.
4. Logical sequencing of material.
5. Mastery of sentence structure, capitalization, punctuation, spelling and legibility.

All students will answer the same tiebreaker question. Unlike informative speaking or ready writing, they will not choose a prompt.

Furthermore, we will not publish prior to the spring meets lists of possible essay topics. However, we will not attempt to trick or confuse with arcane topics. If you listed the four or five biggest news stories today, chances are the questions will involve one of these issues.

A manual for the contest is available at no cost from the UIL. To request it, write Bobby Hawthorne, UIL, Box 8028, UT Station, Austin, TX 78713.

## Ready writing in the 90's

By DR. TERRI LECLERCQ  
Ready Writing Director

This year's ready writers will notice a subtle shift in the prompts: the general question will become slightly more literary, and the current event prompt will become more general.

Students and sponsors have asked that the general prompt for ready writing extend beyond educational issues to issues at large: social problems for young people, society and its interworkings, fears and joys, tough social questions that no one has yet resolved. Students who want to address those issues will enjoy the prompts this year, I believe. Some will be taken from current literature being discussed across the state; others will be culled from great literature that speaks to the human condition. No prompt will require that students have read the original work, whether it's an article or classic novel. The prompts are meant to stir up questions, to ignite the students' interest so that they, in turn, will create interesting prose about their perspective on the idea behind the prompt.

The general alternative prompt, focusing on current events, will address general current event topics.

Because the UIL now has an academic program just for current event enthusiasts, this part of the reading writing contest will look at events in a more general way. For instance, rather than offer a quotation about Iraq's hostages, we will find a commentary describing the effects of bondage on nonpolitical hostages kept for months and years in underground prison cells. From that prompt, students are free to use all the current events they know to back up their thesis or hypothesis about indiscriminate bondage. The difference between this year's focus and the last few years' is that this prompt will focus less on statistics and hard facts than on the thoughtful examination of the question, which should of course be supported by anything the student knows.

I hope you all have the opportunity to attend the SuperConferences in your area and receive copies of the winning state essays from last year. Another exciting part of the Conference for Ready Writing students this year is that a number of sponsors, whose students have made it all the way to state competition, will be on hand to offer you specific advice. These sponsors have all sorts of exciting stories and practical advice—I hope you get to share it.



## Elementary/JH changes

Several actions taken by the UIL Legislative Council during their meeting October 22-23 in Austin will affect the elementary and junior high academic program. If these items are approved by the State Board of Education, they will take effect in the 1991-92 school year. The Council approved a creative writing contest for second grade students. The writing prompt page will contain pictures with brief captions, and the students will be instructed to create an original story using their choices from these captioned pictures. Evaluations will be based on clarity of communication and originality rather than correctness of structure or style.

Another addition is a maps, graphs, and charts contest with divisions for grades five through eight. The objective tests provided by the League will include questions that require such skills as making estimations, comparisons and approximation, using scale, interpreting legends, and other skills needed to gain information from such sources. All the necessary information will be included, since the contest is designed to challenge students to use important skills, rather than test specific information or facts learned through academic studies.

The listening contest has been expanded to include the seventh and eighth grades, and the tie-breaker has been changed. Contestants will be given a single essay question over the script read or played by tape recorder for the contest, and only the essays of those involved in a tie will be graded. This will make the listening contest one which incorporates more elements of the language arts curriculum, and eliminate the need for students to have a break and listen to a second complete script.

The Council also approved a change in the penalties assessed for going overtime to make them consistent in elementary and



Treva Dayton

### Speaking of which

junior high speaking events. All speaking contestants, beginning in 1991-92, will be penalized one rank, rather than being disqualified, for exceeding the time limit in oral reading and impromptu speaking, and for failing to meet either minimum or maximum time requirements in modern oratory.

The proposal to add number sense competition for the third grade was not approved, although strong interest was evident. Concern was expressed that number sense, in the current format that requires quick computation without the use of pencil and paper, was not the most appropriate math contest for students at this grade level. The proposal has been referred to the UIL staff for further study, and we will be working with elementary math educators to decide what contest format would best meet the needs of these younger students.

These new programs and contest procedures are the result of input from sponsors of elementary and junior high students, and we welcome further comments and suggestions. While there are now more opportunities for competition, it is important to remember that the elementary-junior high program is intended to be flexible. You are encouraged to make choices, so that local competition truly meets the needs of your student population and can be administered by your faculty and staff.

## Sample extemp topics

### INFORMATIVE

1. The race for Texas governor: what issues were most important to Texas voters?
2. Why have Texas homestead laws been in the news?
3. How did the Democratic Party fare in the Texas elections?
4. What factors have led to recent changes in surveys and polls reflecting the popularity of President Bush?
5. Who was Leonard Bernstein?
6. How has the Persian Gulf crisis affected the profits of American oil companies?
7. What role does the news media play in policing political advertising?
8. How have Arab nations responded to American forces in the Persian Gulf?
9. How has the United Nations responded to the recent violence at Jerusalem's Temple Mount?
10. What steps has South Africa taken toward meeting U.S. conditions for lifting economic sanctions?
11. What impact have economic sanctions had on the people of Iraq?
12. What were the results of the recent elections in Pakistan?
13. Who are the recipients of this year's Nobel Prizes?

### PERSUASIVE

1. Will Texas consumers have to pay the price for failures in the insurance industry?
2. Drug related crimes in Texas: are stiffer penalties an answer to the problem?
3. Will the superconducting-supercollider survive federal budget cuts?
4. What steps should be taken to provide safe and reliable air transportation for America in the 21st century?
5. The battle of the budget: will there be any real winners?
6. The television networks' new season: has the American public been duped again?
7. Was President Bush's veto of the 1990 Civil Rights Act justified?
8. What is the difference between regulation and censorship of art, music, and literature?
9. Will Saddam Hussein accept a diplomatic solution to the Persian Gulf crisis?
10. How effectively has President Bush handled the Persian Gulf crisis?
11. Can Mikhail Gorbachev's reform plan end the economic crisis in the Soviet Union?
12. Should the U.S. pressure Israel to compromise its position to achieve peace?
13. What are the chances for an end to the civil war in Lebanon?

## Explaining debate topic selection procedure

By JANA RIGGINS  
Kaufman Independent School District

(Editor's Note: Jana Riggins has served one year of a two year appointment as a UIL Representative to the National Debate Topic Selection Committee. Two debate coaches from Texas are invited by the UIL to attend each year, along with the UIL Speech and Debate Director who serves as the Texas voting delegate, so that Texas has representation for its very large and active debate programs.)

What a thrill to be invited to attend the National Federation of State High School Association's conference to select the national debate topic for 1991-92! Each time the ballot for selecting the debate topic of the year arrived in my teacher mailbox, thoughts of how problem areas and resolutions were devised ran through my mind. Attending as a representative of the University Interscholastic League and the state of Texas, I was profoundly impressed as I watched the topic selection process in motion. Let me



Jana Riggins

share the procedure with you briefly so you, too, will know how our topic selections are determined.

First, topic areas are generated from the entire body of delegates at the conference the previous year. Secondly, individuals are secured who commit to research and explore the viability of a particular topic area. Their initial study reports are sent to the National Federation office by April 1, where copies are forwarded to the Congressional Research Service staff at the Library of Congress in Washington, D.C., and also to the National Federation's Speech Advisory Committee for study.

Revised study reports are presented to the delegate body when it meets in August, as well as to small group subcommittees for thorough explanation and discussion. Conference delegates have an opportunity to

suggest revisions and re-wording of specific resolutions for the problem area. The second day of the conference includes meetings between the study committee chairperson and the official Wording Committee to carefully review and determine the very best wording of each resolution. Wording Committee members sit with various dictionaries in hand to scrutinize each and every word in the resolutions in an effort to provide the very best of debatable topics.

On the morning of the third day of the Topic Selection Conference, delegates assemble to review the results of the previous day's meetings. It is then that a straw vote is taken of all participants. Topics which receive at least a one-third vote are retained for further discussion.

Remaining topics once again are examined and refined through the process of amendments, after which each topic is voted on by official state delegates. Each delegate is allowed to vote for three areas, and the five areas which receive the most votes by the body are retained. After further discussion, each state votes one last time for three problem areas. The areas that you as a coach

receive on your preferential ballot are those three which have received the highest number of votes in the final balloting of the conference. As you can see, this is a detailed process of selection.

It is important to note that you as a coach should expect to receive two ballots—one which arrives at your school in December. This will be your first opportunity to view three problem areas and express your preference. The second ballot will come in February when you are asked to select your choice of wording of the specific resolution under the problem area. It is essential for debate coaches to return both ballots so that the ultimate problem area/resolution selection reflects what debate coaches across the nation wish to see high school students researching and debating for the entire school year.

The topic selection process is a meticulously executed procedure that has as its main objective the goal of providing our debate students with a challenging, informative year of research and competition. Our participation at every level of the process insures such quality.



## The Race Is On

After 11 weeks of regular non-district and district games, the second-season for many high school football teams began in November. For the first time ever, Conference 5A has been divided into large and small-school divisions. Here, Austin Reagan's Ragan Nichols returns an interception as the Raiders wrap up the district title over Austin Westlake.

Photo by  
Kirk Crippens

# Council grapples with plethora of proposals

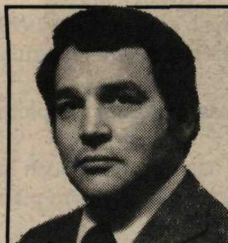
The Legislative Council met in Austin October 21-22. The annual meeting produced lively debate on a number of topics. More than four hours of requests were presented on Sunday morning with each speaker limited to five minutes. At 1:30 pm, after lunch, the standing committees met to review actions from their summer meetings and consider additional requests made on Sunday morning. The State Board of Education must act on all changes BEFORE any new rule or modification can take place. The following items were passed by the council. They are listed in summary form with the date for implementation notes. Remember, all items must be approved by the State Board of Education BEFORE they become part of UIL rules. Items involving rewording sections have been omitted from this list. Unless noted otherwise, all are effective 1991-92.

- Delete the requirement that schools with synthetic turf provide shoes and a practice time for visiting teams. If approved, effective August 1, 1991.

- Move certification of 1992 baseball districts (A, AA, AAA) from May 23 to May 19th to require only one playoff round (instead of two) the last week in May.

- Require coaches to disclose any known conflict of interest with a sports official to opposing schools prior to a contest.

- Require that a coach ejected from a contest for unsportsmanlike conduct or being given three 15-yard unsportsmanlike penalties during one contest, receive an automatic penalty of public reprimand and one calendar year probation (unless the superintendent or designee wishes to appeal the penalty to the State Executive Committee). Further provide, that any further ejections while on probation will require the coach to appear before the State Executive Committee for consideration of penalty.



Bill Farney

### Postscripts on athletics

- Stipulate that in baseball, basketball, soccer, and/or volleyball tournaments games to be played on the last day of the school week prior to holidays.

- Allow schools to play a tournament game on December 26, when that date falls on a Thursday. Schools must still abide by a five consecutive day restriction which must include December 24 and 25.

- Provide that invitational track meets may be conducted on school days other than the last school day of the week with certain restrictions.

- Authorize district and regional tennis tournament directors to start the consolation and championship matches at the same time. If the loser in the championship match has not played the winner of the consolation match, these two would play to determine second place in singles and in doubles.

- Allow students to tryout for athletic scholarships at a location other than a college campus provided there is no charge to the student, the tryouts are open to any student wishing to apply, and the students do not have to be a subscriber for any recruiting service, program, or product. If approved on Referendum Ballot and by the State Board of Education, effective immediately.

- Allow students to practice with or against college athletes (except in football contact activities) in allowable college try-

out situations. If approved on Referendum Ballot and State Board of Education, effective immediately.

- Permit the all-star basketball games held in conjunction with the Texas Association of Basketball Coaches to fall under the exception of Section 1208(p) allowing UIL school coaches to coach in these games. If approved, effective August 1, 1991.

- Establish penalties for violations of concurrent participation rules. If approved effective August 1, 1991.

- Permit up to five teams in round robin tournaments. If approved, effective August 1, 1991.

- Permit soccer schools who drop from Conference AAAA to Conference AAA to continue in UIL soccer. If approved, effective August 1, 1991.

- Authorize UIL to include input from Southwest Officials Association and designated coaches associations for selection of regional and state tournament officials.

- Stipulate that after two schools have agreed to ask the UIL to assign officials, neither school may contact an officiating chapter representative.

- Permit two day regional volleyball tournaments.

- Authorize two coaches' passes for the State Track and Field Meet.

- Require schools to designate a principal or designee (employee who is not coaching at that contest) for each varsity home game to serve as a designated administrator for increased emphasis on sportsmanship, crowd control, and more expedient administration of the contest.

- Move the collegiate financed recruiting visits date for swimming and diving to correspond with the soccer visitation period (prior to January 1 and/or after the last day of school competition). If approved, by ref-

erendum ballot and State Board, effective August 1, 1991.

- Add the 200 freestyle relay to swimming events. If approved, effective immediately.

- Permit 20 baseball games and two tournament or 18 baseball games and three tournaments.

- Change the first date for playing eighth grade and below football to the Tuesday after the first Thursday in September.

In other action the Legislative Council authorized the Committee on Realignment and Reclassification to reconvene in January 1991 to study the effects of the AAAAA football structure (3 teams qualifying in playoffs) as it relates to other activities.

A continued search for better solutions to officiating concerns will be addressed by the Officials Problems and Solutions Committee. This group will meet in the spring of 1991 to formulate proposals to the Standing Committee on Athletics in June 1991. The committee members authorized an ad hoc committee to study the athletic amateur rule. This committee will take on the tremendous task of evaluating the intricate provisions dealing with what can and cannot be given to athletes. Non-school competition and changing times make it expedient that this area be given expert attention.

The next meeting of the Legislative Council as it relates to athletics will be the Sub-Committee on Athletics on June 11-12, 1991 in Austin. Interested individuals should mark this date and be prepared to submit any request for rule changes. Everyone does not agree with every rule. But the process of UIL rule change assures that all rules have received a majority approval prior to implementation - and can be changed later by another majority vote.



**HIGH FIVES.** Mary Elizabeth Feville and Brooke Rosen (facing camera) of El Paso Coronado celebrate a successful point against San Antonio Churchill in their team's 13-5 victory enroute to the Conference 5A state team tennis championship. Coronado squeezed past Tyler Lee, 9-9, 22-20, in the finals. In its semifinal round, Lee clipped Clear Lake, 11-7. In Conference 4A, Dallas Highland Park knocked off Wichita Falls, 12-6 in the semifinals and Austin Westlake, 11-7, in the finals for the state title. Westlake earned its berth in the finals by rolling past Waco Midway, 13-5.

Photo by KIRK CRIPPENS.

## 4 teams defend cross country state crowns

Crystal City's Ricky Gallegos won his third consecutive Conference 3A boys state cross country championship, and four teams defended their state team titles, November 10 in Georgetown. Gallegos outdistanced teammate Lupe Lopez by a full 35 seconds, finishing at 15:25, the best time posted by any runner.

Teams defending their state crowns were Sundown (2A boys); Canyon (3A girls), Corpus Christi West Oso (3A boys), and Conroe McCullough (5A boys). In addition, three other individuals — Melony Patterson of Crowley (4A girls), Raffeg Ayyad of Mesquite Poteet (4A boys), and Alan Culpepper of El Paso Coronado (5A boys) — repeated as state champions. State champions were:

- **Conference A**  
Girls' Team — Gruver, 67; Nazareth, 97; Mertzton Irion County, 99. Individual — Stephanie Duke, Utopia, 12:07; Jill Williams, Anton, 12:15; Tina Klement, Muenster, 12:45.  
Boys' Team — Sabinal, 70; Plains, 73; Rocksprings, 132. Individual — Stephen Shifflet, Graford, 16:55; Louis Verde, Trenton, 17:25; Saul Rodriguez, Balmorhea, 17:35.
- **Conference 2A**  
Girls' Team — Abernathy, 66; Spearan, 74; Schulenberg, 80. Individual — Elizabeth Silva, La Villa, 12:08; Jennifer Mitchell, Frankston, 12:08; Sarah Hanks, Coahoma, 12:29.  
Boys' Team — Sundown, 48; Farmersville, 89; Boys Ranch, 102. Individual — Larry Romero, Sundown, 16:39; Troy Reese, Hempstead, 16:39; Brandon Baxter, Archer City, 16:48.
- **Conference 3A**  
Girls' Team — Canyon, 34, Yoakum, 98; Dimmitt, 106. Individual — Jennifer Myers, Yoakum, 12:10; Valerie Clary, Springtown, 12:15; Nancy Olson, Southlake Carroll, 12:17.  
Boys' Team — CC West Oso, 52; Canyon, 60; Crystal City, 66. Individual — Ricky Gallegos, Crystal City, 15:25; Lupe Lopez, Crystal City, 16:00; Clint Hosey, CC West Oso, 16:04.
- **Conference 4A**  
Girls' Team — Austin Westlake, 72; Borger, 83; CC Calallen, 111. Individual — Melony Patterson, Crowley, 11:56; Teresa Castillo, Hereford, 12:10; Jennifer Moehrig, CC Calallen, 12:16.  
Boys' Team — Mesquite Poteet, 56; Edcouch-Elsa, 56; Port Lavaca Calhoun, 114. Individual — Raffeg Ayyad, Mesquite Poteet, 15:55; Ricky De La Rosa, Edcouch-Elsa, 15:57; Matt Priest, Mesquite Poteet, 16:09.
- **Conference 5A**  
Girls' Team — Klein Oak, 94; Conroe McCullough, 119; Edinburg, 126. Individual — Desi Avila, North Mesquite, 11:38; Sonia Sepulveda, Edinburg, 11:46; Mary April Sangalang, Cypress Creek, 11:49.  
Boys' Team — Conroe McCullough, 67; Houston MacArthur, 118; Amarillo, 119. Individual — Alan Culpepper, El Paso Coronado, 15:38; Bryce Cramer, Clear Creek, 15:41; Lance Perez, San Antonio Jefferson, 15:48.

## Federation approves track & field rule changes

Beginning with the 1993 season, a cage will be required around the back and sides of the discus circle, according to a rules change approved by the National Federation Track and Field Rules Committee at its meeting June 12-13 in Kansas City.

The committee felt it was time to add Rule 6-3-6 which changes the status of the discus cage from a recommendation to a requirement because of a concern for the safety of athletes, officials and spectators. The change will not take effect until the 1993 season so that school officials will have time to implement the discus cage as part of their track and field program. The use of a discus cage may not eliminate all possible injuries, but it should greatly reduce the number of injuries.

For 1990-91 the rules committee also has clarified Rule 4-3-1 which pertains to visible undergarments worn by a single competitor. The committee decided that

when more than one undergarment is worn, each apparel must be of a single color; however, it does not have to be the same color. However, when different members of a relay team or cross country team wear multiple undergarments, team members must wear the same color on each undergarment to distinguish them as teammates. The rules committee also prohibited competitors from wearing a watch in any track and field event.

Following are other rules changes and clarifications made by the committee:

Rule 4-5-2: Stipulated that violations of the participation limitations rule shall result in disqualification from further competition.

Rule 7-2-8(3): Stipulated that the thickness of the sole of the track shoe shall not exceed 1/2 inch, including cleats or ridges. The thickness limitation extends from the toe to the arch of the shoe and does not include the heel.

Rule 7-4-14(Note 2): Authorized meet

management to locate one-inch permanent check marks on the side or across the pole vault runway in the planting area at six-inch or one-foot intervals. These check marks may be located in an area six feet to 14 feet from the stopboard.

The committee identified three points of emphasis for the 1990-91 season: safety in the throwing events for competitors, judges and spectators; safety in the landing areas of the pole vault and high jump, and team uniforms.

The committee also approved two national record applications for inclusion in the 1991 edition of the National High School Sports Record Book. Henry Neal of Greenville High School in Greenville, Texas, set a record in the 100-meter dash with a time of 9.9 on May 12, 1990, at the Texas track and field championships in Austin. Neal's performance broke the record set by Derrick Florence of Galveston, Texas, in 1986 (10.1).

## Council update

• Continued from page 1

would compete in odd numbered years and Conference AAAAA and AAA would compete in even number years. *The district contest would continue on an annual basis.*

- Rejected a proposal to delete twirling from the UIL Music Contest Plan.

- Placed on a referendum ballot by conference a proposal to advance in Cross-Examination Team Debate directly from district to the State Meet, bypassing region.

- Placed on a referendum ballot an amendment that would allow a student who has successfully passed the General Education Development test to remain eligible for UIL activities.

- Placed on a referendum ballot an amendment that would prohibit foreign exchange students from competing more than one year in any single UIL athletic activity.

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.

#### SAVOY ISD

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

#### 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.

#### MUSIC NOTICES

*Prescribed Music List* - Page 107, Russell: Buffo Set (play one) is published by G. Schirmer.  
*Prescribed Music List* - Page 117 - Miscellaneous String Trios - Class 2  
Tartini - Two Trio Sonatas in

D Major (2 violins, cello or viola)

#### MEDIUM ENSEMBLE CONTEST

Section 1109 (d) (5) on page 270 of the 1989-90 *Constitution and Contest Rules* should read:  
(5) Limitation. A student may enter two medium ensemble events provided they are different events as listed in Section 1109 (a), (b) and (c) in addition to the limitations stated in Section 1108 (g).

#### PICTURE MEMORY

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

#### 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.

#### 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 4 - column 12 -

crucifixion can be also capitalized (C).

• page 11 - column 33 - pentagon can also be capitalized (P)

• page 17 - column 49 - viciousness change to viciousness, and

• page 17 - column 51 - zoanthropy change to zoanthropy.

#### SPELLING CORRECTIONS

Attention Elementary and Jr. High Spellers: Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the A+ Spelling List for 1990-91. It is important to have the most current spelling list (1990 printing). Significant revisions of the old list have been made.

#### Grades 5/6:

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

#### Grade 7/8:

caffeine: change caffeine, caffein to caffeine, caffeina.

#### FOREIGN EXCHANGE

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

Adventures in Real Communication; Adventures in Real Communication Year Program; AFS Intercultural Programs; AIFS Scholarship Foundation; American Center for Cultural Exchange; American Council for International Studies; American Heritage 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 AYUSA, International.

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

Also, Friends in the West; German American Partnership Program;

Iberoamerican Cultural Exchange Program; Intercultural Christian Youth Exchange; International Education Forum; International Student Exchange of Iowa; International Student Exchange, Inc.; International Travel Study; INTRAX, Inc.; Japan-American Cultural Exchange, Inc.; Nacel Cultural Exchanges; NASSP, School Partnerships International; National 4-H Program; National FFA Program; National Registration Center for Study Abroad; and Open Door Student Exchange.

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

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

Also, School Year Abroad; Spanish Heritage-Herencia Espanola; Student Travel Schools; University of New Orleans; World 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 Morris*, 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.

#### 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.

#### PORT NECHES GROVES

The District 23-4A Executive Committee has given Port Neches-Groves High School a public reprimand for violation of Rules 1201 (B) (2) and 1201 (C) (1) of the Constitution and Contest Rules and District 23-4A Football Policy Number 34.