

Leaguer



A huge win, a tough loss

Although they finished second in their district and were given little or no chances of winning, Victoria upset Duncanville — the top rated team in the state and No. 2 rated team in the country, ending the Pantherettes' 134-game winning streak in the semifinals of the UIL Girls' State Basketball Tournament. But in the finals, Jan Lahodny's Victoria team fell another unheralded team, Amarillo Tascosa, 54-41, giving West Texas a clean sweep of the girls' state titles. The pain of losing in the championship game is evident in Stingarettes Shelly Claussen, Brenda Conaway and Emily Varnell. For full tournament results, turn to page 10.

Photo by KIRK CRIPPENS

West Texas State to host '91 SuperConference

West Texas State University will host one of the four UIL Student Activity SuperConferences next fall, UIL directors announced recently. The WTSU conference will replace the conference that is usually held at Texas Tech University in Lubbock.

The change was made in order to give Texas Tech's new regional meet director time to acclimate himself with the responsibilities of the job and to serve the schools of the Texas Panhandle.

"Ray Purkerson is retiring as Region 1, Conference 5A spring meet director at the end of the 1991 spring semester," said Bobby Hawthorne, who coordinates the student activities conferences. "His replacement will need time to assume the responsibilities of the position, and we hope that by moving the student activities conference to WTSU for a year, we can give that person that extra time to prepare for the spring meets without having the extra responsibility of tackling a SuperConference early in the year."

The League also wanted to renew its long-standing relationship with WTSU.

"In addition, the UIL is excited about returning to WTSU," Hawthorne said.

"Conferences held there were always well attended by Panhandle students, and well supported by WTSU faculty and staff."

He said that the League is exploring the possibility of moving the West Texas

conference between Texas Tech and WTSU on alternating years. "This way, we can best serve all of the students of the South Plains and the Texas Panhandle," he said.

UIL directors also is exploring the possibility of a SuperConference in Northeast Texas in 1992. "We are looking for a site that has adequate facilities to host these conferences, which have become quite large and extensive," Hawthorne said. "After consid-

- September 28
The University of Texas at Austin
- October 12
*The University of North Texas
Denton*
- November 2
*Sam Houston State University
Huntsville*
- November 16
*West Texas State University
Canyon*

ering several sites, we decided it would be best to study the possibilities further rather than settling for sites that would not meet the needs of teachers and students."

Over the past few years, conferences have grown substantially.

"The quality of the program coupled with the interest in UIL academic contests have sparked a tremendous interest in these conferences," Hawthorne said. "The typical session is attended by more than 100 persons, and it is not unusual for several thousand advisers and students to attend any given conference."

Conferences begin at 9 am and end at 3 pm with a one hour lunch break, except for

one-act-play sessions, which will continue until 4 pm. Programs for each site will be mailed to the schools in September and October.

"SuperConferences are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas," said Janet Wiman, UIL academic director. "Pre-registration is not required, and there is no fee for attendance."

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances, and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

Computer science students and teachers are particularly urged to attend sessions for the team computer science competition, which will be in effect for all five conferences next year.

Focus on positive educational experiences

Developing a positive educational experience in all UIL activities by and for all UIL participants, coaches and fans should be the focus for all educators this year, and the continued focus until we accomplish that goal. Somewhere over the past few years we have lost sight of that mission and are at a serious crossroads for our competitive activities, especially our athletic activities.

What do we mean by a positive educational experience through participation in UIL activities. This means obeying all rules, both state and local (to the letter), regarding preparation for an activity and participation in the competition. It also means the coach, sponsor or director treats the students in a positive way as though they are in an ideal classroom. It means the coaches, players and fans treat their opponents and officials as their guests and in a manner they would like to be treated. It means the officials enforce the rules, especially rules regarding the conduct of participants, coaches and fans consistently and without use of foul language or overly aggressive action.

The above description is the ideal—the goal or picture we see as our goal. This is the “end in mind” that we should be directing our activities to reach.

Now, let's look at how we reach that goal or desired end. What steps do we take?

The first decision to be made is do we attempt to reach our goal through forced compliance or through leadership and management. Seldom do rules and regulations and enforcement of the rules and regulations gain compliance as desired, and normally leaves people with “bad tastes in their mouths” about the controlling organization or facets of an organization (police



Bailey Marshall

Director's corner

force, FBI, IRS, etc.). Since forced compliance quite frequently provokes ill will toward the organization, let's review the things we as administrators, coaches, sponsors, teachers, officials, fans, press, and participants can do and should do to alleviate the current problems and reach our desired goals through a positive “action” approach.

Let's start with the sponsor or coach, who has direct influence on the participants and is the most important variable in determining the type of education a student will receive while participating in any competitive activity. First and foremost, the sponsor must accept the premise that they are the key and the goal or desired end described above is the ultimate goal (positive education).

Above all the sponsors and coaches must conduct themselves in a manner to reach the goal and conduct themselves in a manner that they would want the opposing sponsors and coaches to perform — in a way they would want someone working with their own child to conduct themselves. This means they should:

- abide by rules and regulations;
- not teach students to try to beat the rules to gain an advantage;
- not berate the officials, and if they

have a question of an official, ask it in an adult manner;

- use proper language;
- encourage students to do well in their school work

• encourage the fans and parents to conduct themselves in a professional manner;

• do the best they can coaching and teaching participants and non-participants.

Administrators play a large role in reaching this goal. They will be the ones who will need to initiate the actions and projects to sell this goal to the various groups and do things to help these groups develop and maintain positive behaviors. This means they will need to:

- establish meetings with and for the individual groups and collective groups;
- provide leadership in educating individuals and selling the goals to the individuals.
- serve as a model at all educational competitions.

• be able to withstand and help coaches and players withstand the pressures from special interest groups to win at all costs.

• serve as a change agent within the school and community when needed.

Next, let's talk about the officials. This group performs more in an area of control and has the responsibility of trying to see that the players, fans and coaches conduct themselves in an educational manner. They too must conduct themselves accordingly when working with coaches and players. They must act as adults even though fans, coaches or players may be hostile toward them—they must not lower their standards and react in a hostile fashion. They must deal with the problem with as little con-

frontation as possible.

To help reach our goal, the officials must:

- see that coaches, players and fans follow the rules of expected conduct.
- work with the school administrators to control volatile situations.
- control their emotions even though they may be treated inappropriately.
- report misconduct to the proper authorities when it occurs.
- prepare themselves mentally and physically for the game.

Participants are influenced primarily by their coaches and their experiences. They normally conduct themselves in a manner that they feel will be accepted by their coaches, the officials and the fans. Quite frequently they receive mixed messages regarding conduct approved by the various groups. We adults are the ones who must send a consistent and clear message to these young men and women.

Some of the things the students must do are:

- treat their opponents as they would want to be treated.
- treat the officials and coaches as adult leaders who are to be respected even though they may err on occasion.
- work as hard as they can to do the best they can in their academics and activities (within the rules).
- report rules violations to proper authorities.

The fans are the group that must be reached by administrators, coaches, officials and press. They must accept their responsibilities in our educational process if they

■ Please turn to PRESERVING, page 3

The Leaguer

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Music education

Just what the doctor ordered

By LES SUSI

Editor's note: Les Susi is a music educator in Ohio. This article originally appeared in "Adlib," a newsletter published by Coyle Music, Columbus, Ohio. Used with permission.

Contrary to popular misconception there is a life and opportunity for instrumental music students other than music. A high percentage of participants in instrumental music programs go on to pursue professional careers other than music and later credit disciplines learned in instrumental music with giving them the impetus for their achievement.

The opening paragraph of a study done by the Rockefeller Foundation supports this conclusion: "An enduring myth within the academic world is that getting into medical school is exhaustingly difficult and that doors are open only to science majors, hence the soul destroying pre-med rat race. Leaders of the medical profession themselves generally hold to this belief, yet the facts are quite otherwise. They suggest that an excellent piece of advice for an outstanding student eager to be admitted to medical schools is to be a music major."

The Rockefeller Foundation study states that music majors have the highest rate of admittance to medical school, a whopping 66.7 percent. Biochemistry, the subject area closest to medicine, has a rate of 59.2 percent. The humanities in general have 51.2 percent admittance rate compared to 47 percent admittance rate for the natural sciences. The credibility of these

statistics and the study lies in the fact that the study was done by medical doctors involved with medical schools throughout the United States. The study not only encourages but strongly suggests that students concentrate on liberal arts and maintains that physicians with liberal arts backgrounds make better doctors.

This study should be read not only by music teachers and the counselors who insist on loading students schedules with heavy duty science courses, but especially by administrators and boards of education who, when contemplating cutbacks, arbitrarily begin with music programs and the arts in general. The Rockefeller study also states that students with interest and background in the liberal arts will not be at a disadvantage during their years in medical school and that this should be worthy of note by admissions committees, pre-medical school advisors, and the like.

Administrators and boards of education should begin to realize there is more to instrumental music than marching band and the other more visible performing groups. They need to realize that instrumental music can be and is more than a training ground for future teachers, professional musicians, informed listeners, and appreciators. It does go beyond that, as is borne out in the Rockefeller study.

If you are in the position of defending programs against cutbacks, you should take time to research and use such studies as the Rockefeller study and to document the successes of your students in careers other than music.

The essence of role as music educators

Emery Fears, Director of Bands at Norfolk State University, was recently recognized as that university's Teacher of the Year. One of his ex-students paid him the following tribute:

"He challenges you to be your best, makes you feel good when you are - AND

TELLS YOU WHEN YOU ARE NOT."

The words speak beautifully to the very essence of our role as music educators. Hopefully they can serve as a creed for each of us as we strive to challenge and enlighten the students in our bands, choirs, and orchestras.

Preserving educational competition

Continued from page 2

are to continue to view public school competition.

Fans must:

- accept that the school competition is for education and not a life or death matter.
- accept that players, coaches and officials make honest mistakes and that this is not professional competition or even college level (where they also err).
- accept their responsibilities as part of the educational process.
- treat the opponents and officials as they would like to be treated.

Finally, the media will have to play an important role in accomplishing this lofty goal. They can communicate the goals, objectives and the reasons why it is important that we reach these goals. The media can:

- express concern about misconduct of

players, fans and coaches.

- create an atmosphere where it is more important to play fair than to win dishonestly.
- carry stories that are educationally positive (success of athletes in academics or sportsmanlike acts).

In closing, all of us must work together to reach this goal for interschool competitive activities. All you have to do is observe some of the cheating, playing outside the rules, fighting, and other unacceptable practices during the past two years to know something has to be done to preserve public school educational competition. Hopefully this change can be effected without a lot of rules or regulations or without some large statewide organized effort, but effort by everyone involved in our programs.

State Your Case

Calculator applications stated problems:

Discussing function, geometry and scaling problems

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

Function problems involve known functions with unknown parameters. The key to solving function problems is to be intimately familiar with the standard functions, both their forms and the types of situations where they are used. The more common functions are the straight line and the exponential. The straight line function is used in problems that call explicitly for its form and also in problems involving interpolation and extrapolation. The exponential function is used in biological growth, radioactive decay, and a variety of interest and inflation problems. We will give one example of each form.

Here is a problem we used in the past, but I'm too lazy to look it up so I'll quote it from memory. "Estimate the tangent of 85° by interpolation between the tangents of 80° and 88°." The formula for interpolation (or extrapolation) is based upon the straight-line model and is well known. It is $\tan 85^\circ = \tan 80^\circ + \frac{85 - 80}{88 - 80} \times (\tan 88^\circ - \tan 80^\circ)$. In this formula we put the unknown in quotes because this is not the true tangent of 85° but rather the interpolated value based upon a straight line model. The answer, to three places, is 20.0.

This interpolation problem is sort of a trick question to snag the unwary, and as I recall we caught a few students napping with that question. The "trick" is that your calculator gives you the true tangent of 85°, so why go through the complicated interpolation formula? Answer: You must do it by interpolation because the tangent curve is rapidly varying near 90° and not well approximated by a straight line. So you get a wrong answer by calculating the tangent directly. We didn't say "What is the tangent of 85°?"

Most engineering calculators have a build in routine for fitting a straight line to a set of data points. If you input only two points, the straight line will be fit to those two points and you don't have to use the complicated interpolation formula. On my new H/P 42S calculator, the statistical functions include a variety of curve-fitting features and also do "forecasting," which is just another word for interpolation or extrapolation. I recommend that you get out your manual and look up "linear interpolation", "curve fitting", or "statistical functions" and see how to use these features in solving straight line problems.

Growth, decay, and interest problems use a function of the form $y = y_0 r^x + y_1$. There are many examples that we could give, but here is a simple one: 90C-58. Under certain conditions, bacteria double in number in 1 hour. What is the percent increase in 1 minute, assuming a constant rate? (%) Here $y_1 = 0$, $y = 2y_0$ (the final value, y , is twice the initial value y_0), $r = 2$ and $x = 1$ (hour). To obtain the answer, we need the "y" at $x = 1$ (minute), which is $y =$

$y_0 2^{(1/60)} = 1.0116y_0$. Thus the % increase in one minute is 1.16%.

In interest problems we use $r = 1 + i$, where i is the interest per compounding period and x is the number of compounding periods. One can even place the fundamental equation given in the previous paragraph into a form where the curve-fitting features of your calculator can be used. But we leave it to the reader to figure out how to do that, and if it's worth doing.

Geometry problems appear explicitly on the test, presented with figures, but geometry problems also appear disguised as stated problems. Here the main difference is that you must read the problem statement carefully and draw your own figure. The key is to draw the figure correctly since otherwise you will not get the correct answer.

Here is an example: 90E-30. The lead for my automatic pencil is 0.5 mm in diameter and 60 mm long. If 12 red leads cost \$1.35, what is the cost/mm³ for this material? (cents/mm³). We've all seen pencil lead and know that it has a cylindrical shape. Thus the first step is to draw a cylinder. Next we note that the volume of the cylinder is needed, and we know the formula for that of course. Finally we divide the volume times 12 into the cost to obtain the cost/mm³. This is a fairly simple problem, but the geometry problems in stated form can be almost as complicated as the explicitly drawn problems. But there are lots more fun because for the most part they are invented from daily experience and reveal the relevance of geometry to life situations.

Finally we have scaling problems. I suspect most of you wish we did not have scaling problems, for I know you have trouble teaching the principles to your students, even if you understand them yourself. What makes these problems hard to master, I suspect, is that they depend upon intuitive understanding of life and the way the world works much more than other problem on the tests.

Here is an example: 90B-57. My daughter's car weighs 2200 pounds and can be waxed in 3 hours. If my car weighs 3400 lbs, how long would it take to wax? (hours). Since my car is obviously bigger, it should take longer to wax, but how much bigger is my car and how much longer would it take?

The key idea is that length, area, and volume scale (a verb, not a noun in this context) by known functions. We assume that both cars have the same shape, more or less. Consider a linear scaling factor L . This might be the length of the car, or its height—it doesn't matter so long as we consider the cars to have the same shape. To fix ideas, let's say that L represents the

Please turn to Calculator, page 7

Tommy Tune to chair Education Theatre month

March is the one-act time in Texas and the governor has designated it as "Educational Theatre Month." The Texas Educational Theatre Association has been identified as providing the leadership in Texas and has joined with the American Alliance for Theatre in Education to celebrate theatre in education nationally.

Tommy Tune, the only person in theatrical history to win a Tony Award in four different categories, is serving as the Texas Honorary State Chairman for the second annual National Theatre In Our Schools Month March, 1991. Tune, winner of seven Tony Awards, is a graduate of Lamar High School in Houston, where he worked under many time State Meet One-Act Play Contest director Ruth Denney. He credits Ruth with providing him with the motivation to work hard and succeed in theatre.

Mr Tune says, "It was then that I realized that every person — all the performers and all the technicians — every single person was a part of the whole. No one individual was more important than the other. This was the greatest lesson that I ever learned in theatre!"

Tommy Tune recently won Tony Awards, choreography and direction of a musical, for *GRAND HOTEL* and is currently directing *ZIEFGELD PEESENTS WILL ROGERS*, expected to open in late spring at the Palace Theatre. Pictures and a message from Mr. Tune are a part of the Theatre In Our Schools Month publicity packet available from Krin Perry, Theatre Arts Specialist at TEA, 1701 N. Congress, Austin, Texas 78701 or (512) 463-9556. Materials are free, but Krin needs publicity programs, posters, and anything else you do celebrate this month.

Since Texas schools are in zone and district OAP during March, celebrating is an excellent way to focus on your school's theatre program. The packet includes a program cover prototype, which should be used for OAP. Start celebrating by contacting Krin Perry for your Theatre In Our Schools Month materials.

I owe a special thanks to Don Blackenship, theatre director at Trinity High School in Euless and Nancy Poyner, theatre director at Lake Highlands High School in Richardson, for providing productions for the critic judge workshops at the TETA convention. We are appreciative of the time and energy involved for students and directors.

We also thank administrators of these schools, and others too numerous to mention, for the support of their students and directors involved in the many programs of TETA focused toward the improvement of the UIL One-Act Play Contest. Without administrative support it is difficult to grow in quality and professionalism.

I owe an apology to Silas Kennemer, 3420 Bird Street, Fort Worth, Texas 76111, (817) 838-2061. He teaches Speech and English at L.D. Bell High School (817) 282-2551, Ext. 236 and he was added to the TETAAO



Lynn
Murray

Educational theatre

■ Drama Summer Workshop Info, page 8

Critic Judge list in January. I don't know why he was not listed in the additions and corrections released last month, but he wasn't. He is eligible to serve.

Sometimes we lose site of the real purpose of the one-act play contest and I thought sharing a brief letter from a friend and colleague might remind you of the true focus of theatre and education. It made my day. I hope your having the same kind of positive experience. The letter was edited to protect all identities.

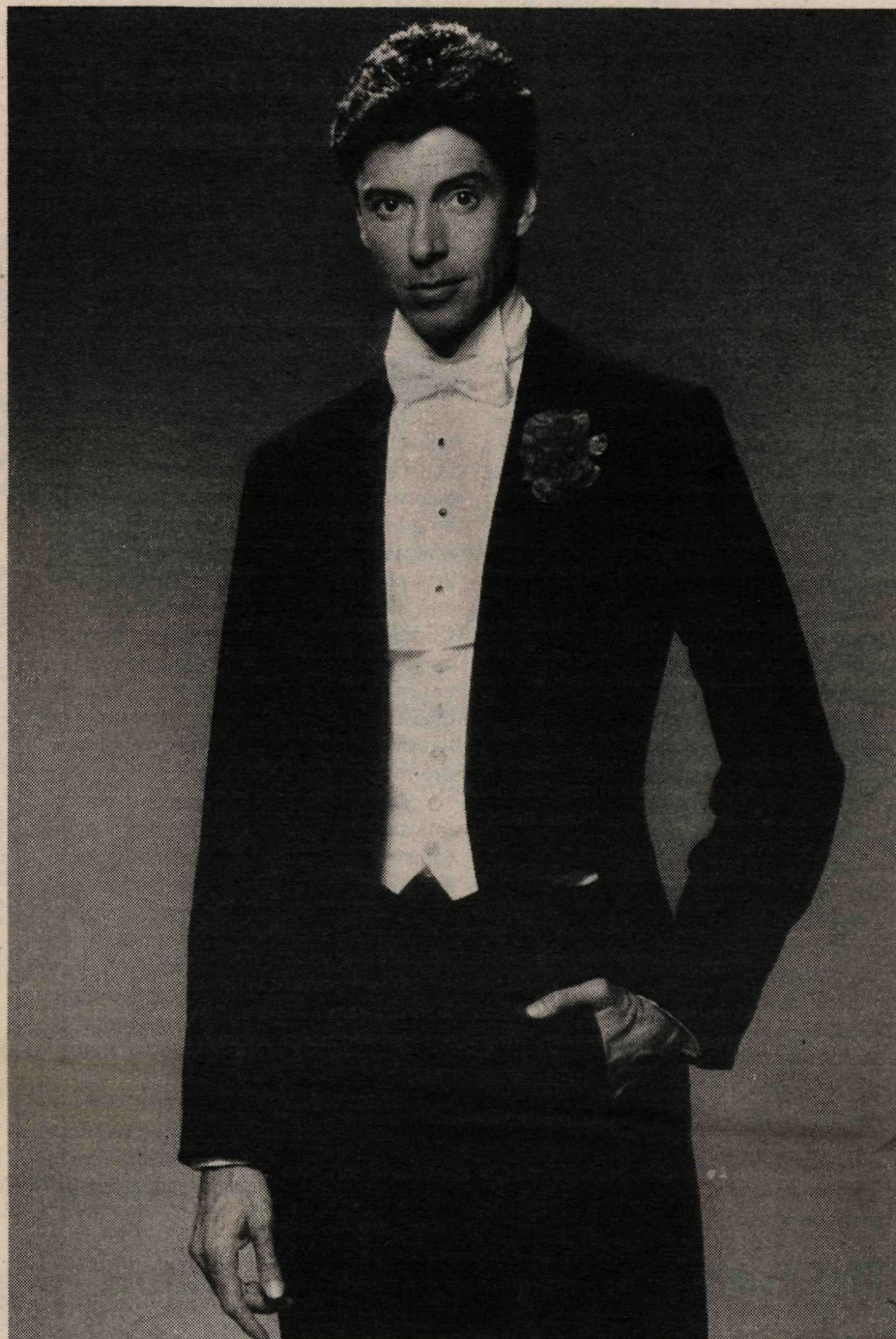
"Just a brief note to share a bright spot in my day. The mother of one of my one-act play students came this morning to meet me. Her son has never been involved in theatre before, but has been cast in my production.

"She told me her son has always come home after sports practice, student council meeting, Senior Class Officer's meeting, etc., without talking about anything. He has always been very closed. After the first rehearsal for the play, he came home and told them about it. Since then, he has begun sharing other aspects of his life with them, and talks incessantly when he gets home from rehearsal. She and her husband are both very happy about the change in him, and they attribute it entirely to his participation in theatre. It made my day, and I thought it might give a lift to you to hear about it. We must be doing something right, after all, if the good aspects of rehearsal time are being transferred to the good aspects of living.

"Most of my cast this spring is made up of freshmen, and only three of the 15 have been on stage before. We crowd in only two rehearsals a week, but those are full of co-operation, sharing, and intense concentration on the production in which we are involved. We may go down the tubes as far as awards at contest are concerned, but I do believe my kids are already reaping the kinds of awards I'm interested in seeing that they earn."

I trust all of you know that most contest experiences are positive, I also trust that you ask for royalty reduction for your contest entry. This is especially important because most publishers charge \$15 - \$25 for scenes from long plays. You don't get reduced rates unless you ask.

Have a great spring! Oh yes, just to remind you. You can't costume your crew like your cast. Yes, they can wear black. Yes they can make scene changes, but only if they are not supposed to be seen by the audience.



TOMMY TUNE, the only person in theatrical history to win a Tony Award in four different categories, is serving as the Texas Honorary State Chairman for the second annual National Theatre In Our Schools Month.

Responses to judges' critiques said to be 'positive overall'

By **GEORGE SORENSEN**
Immediate Past Chair, TETAAO

The Texas Educational Theatre Association Adjudicators' Organization became a reality in 1989. Since that time, the Administrative Committee has examined numerous phases of the one-act play contest, including contest management, judges' critiques, accountability to rules and guidelines, and methods of evaluation in keeping with the organization's purpose to promote ethical standards in judging.

The members of the Administrative Committee have been impressed with the overall positive responses to judges' critiques. It is apparent that critic judges are, for the most part, diligent and conscientious in their efforts to extend the educational process of directors and students in the one-

act play contest. Our surveys of questionnaires over the past two years indicate that critic judges are concerned for ethical and artistic standards in their involvement in the UIL one-act play contest.

The Administrative Committee urges directors and contest managers to complete and submit the questionnaires following the contest. Feel free to offer supporting remarks and statements to assist the committee further in evaluation. Such efforts are crucial to TETAAO in continuing to provide outstanding, qualified critic judges.

I am very grateful for the opportunity to serve as Chair of the Adjudicators' Organization over the past two years. As the organization continues to realize its goals, I am confident that it will further enhance the accomplishments of the one-act play contest in Texas.

UIL Journalism Contests

District meets begin the week of March 18 — about the same time many of you will receive this issue of the Leaguer. We continue to receive telephone calls asking whether the counting system for the headline contest has been changed for meets this spring.

Yes, it has. All letters (upper case and lower case), symbols, punctuation marks, spaces and numbers will count as one (1).

More changes are in the works. In the spring of 1992, the headline writing contest will be 45 minutes long, and word limitations for news, features and editorials will be eliminated.

• What are the chances of the UIL adopting sports writing as a contest?

About the same as Barbara Bush running off with Saddam Hussein.

ILPC Convention

The Interscholastic League Press Conference spring convention is April 6-7 in Austin, the same weekend as the Capital 10,000 — the nation's largest 10-kilometer run. More than 2,000 student journalists and their advisers will be in Austin for the convention, and another 30,000 or 40,000 for the 10K.

All will be searching for hotel rooms. Persons planning to attend the convention should reserve rooms immediately.

Schools need not be ILPC members in order to attend. In fact, they need not even be public schools. Each year, a number of private and parochial schools — including ones from Louisiana, Oklahoma and even Mexico — have attended the convention.

Viewing schools through a prism

I'm asked, "So what are you going to write on this month?"

I don't know, I reply. "I'm passionate about only a few issues, and I'm afraid I've pretty much run them in the ground."

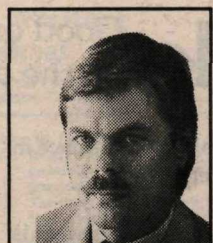
I'm reluctant to write a "Let's all be good" column. Other than one or two incidents, sportsmanship isn't much of a problem in my area. I've never had a single episode of cheating by either adviser or student reported to my office. It's not to say that it doesn't happen. But no one has felt strongly enough about it to draw it to my attention.

In the event that someone out there is planning to be a bad sport or a cheat, be warned: We won't like it one little bit, and if we catch you, we'll write more columns on sportsmanship and cheating. So there.

Also, I don't see the purpose of writing one of those "how to" columns on reporting and/or coverage when so often, students are denied an opportunity to cover issues or events that most significantly affect them. Why tell them how to do something they're probably not allowed to do anyway?

Removing sermons and journalistic recipes from the repertoire leaves not much room for anything other than philosophy. But again, I've almost exhausted my reserve of philosophical pontifications. They don't seem to be doing a great deal of good, given that I still receive lots of phone calls and letters from advisers, telling me some kid's story has been gutted by the principal because it paints something less than a rosy picture of the school.

What, if anything, does that tell us about



Bobby Hawthorne

Scholastic Journalism

the school? Is it fair to view a school through the prism of the journalism department? Yes, I think it is. Denial of freedom of expression says much about the overall academic environment of the school. And the school is, to degree, a reflection of community values. Unfortunately, the Gulf War has renewed our passion for censorship. Fortunately, we obliterated Iraq and suffered less than minimal damage ourselves. Had the war bogged down and American troops taken heavy losses, chances are censorship would not have appealed to as many people. We'd have wanted to know what the heck was going on.

I don't make any pretension that censorship in war is the same as censorship in public schools. They are not equals. At the same time, St. Bernards and chihuahuas are both dogs.

Similarly, dress and hair codes often have as much to do with personal preferences as discipline. A lawyer would call it "content censorship." For example, Ole Chip can't wear a Motley Crue or other heavy metal T-shirt to school, but few would blink if he showed up with "Blast Hussein to Hell" or

some equally bloodthirsty sentiment draped across his chest.

It's little wonder that school boards are accused of being more concerned that students not read Mark Twain than they are that students can't understand Mark Twain, or that they're more concerned with what's on a kid's head than what's in it.

Making comments like these don't exactly qualify me as the person most likely to be invited to a school administrator association summer barbeque. I sometimes receive strange looks at UIL functions. Recently, a school superintendent said to me, "Oh yes. I know who you are. I read your column every month."

He said in such a way as to imply he thinks it's good to know what the enemy is thinking. The enemy? Hardly. A gadfly, perhaps. If anything, I'm a sounding board for teachers and students who are frustrated by the limitations imposed on them for reasons that have little or nothing to do with education. I've often found it ironic that when it comes to a paycheck, teachers are told that they are professionals who teach because they love the students. When it comes to academic freedom, however, they are often treated like students.

For example, a teacher wrote in response to last month's column, "I am one of those teachers you wrote about in your article. I approached my principal with the problem of having 26 students in one section of creative writing. The students range from the lowest level to honors. The principal told me,

■ Please turn to Recognizing, Page 6

Summer workshop offers top national instructors

It's hot. The dormitory rooms can be cramped. The classrooms are often too cold. The food isn't anything to write home about. The rules are strict, and the dorm monitors not very forgiving.

So why is the ILPC summer publications workshop one of the most popular in Texas and the Southwest? Because we are devoted to one thing, and one thing only: improving your student publications. To that end, we hire the best people available, and give them everything they need to help you make your newspaper and yearbook the best they've ever been.

At the 1991 ILPC summer publications workshops, June 21-25, yearbook, newspaper, desktop publishing, and photography sequences are taught by the nation's finest scholastic journalism experts. Consider, for instance, Bob Button, who'll teach the adviser's sequence this year. The adviser of the Tower at Grosse Pointe South High School outside Detroit (MI) for 23 years, Button's staffs have won NSPA All-American awards every year, have won five National Pacemaker Awards, and have won a Gold Crown ranking from the Columbia Scholastic Press Association.

Most impressively, Button was named 1988 National High School Journalism

Teacher of the Year for 1988, thus crowding a list of achievements that includes a NSPA Pioneer Award, a CSPA Gold Key, and being a Dow Jones Newspaper Fund Distinguished Adviser.

In charge of the newspaper sequence will be Rob Melton, adviser at Woodrow Wilson High School in Portland, Oregon, where he advises the Statesman, one of the nation's most honored newspapers. He is a Dow Jones Newspaper Fund Distinguished Adviser.

Then, there's Bruce Watterson, director of the desktop sequence. Yearbook adviser at Henderson State University in Arkadelphia (AR), Bruce is one of the nation's leading yearbook and desktop publishing specialists. While at Ole Main High School in Little Rock, his staffs consistently produced state and national championship books.

And finally, there's photography sequence director Sherri Taylor, formerly of Irving High School who is now an instructor at Syracuse University. For years, she advised the award-winning Irving publications, which won three state ILPC yearbook championships.

In addition, our faculty includes many of the nation's finest teachers of journalism, including:

- H. L. Hall of Kirkwood (MO) High School, a former National High School Journalism Teacher of the Year. Hall directed the adviser's sequence last year.

- Howard Spanogle, the adviser of the Echo of Glenbard East (IL) High School newspaper, and a Dow Jones Distinguished Adviser.

- Laura Schaub of Sand Springs (OK), past president of the Columbia Scholastic Press Adviser's Association.

- Gary Lundgren, director of student publications at the University of Arkansas and editor of Yearbook Points and Picas.

- Judy Allen, a yearbook consultant and former adviser at Western Oaks Junior High in Bethany (OK) who now lives in Toledo, Ohio.

- Dan Vossen, adviser at Yukon (OK) Middle School whose publications at Yukon High School won top state and regional honors.

- Terry Nelson, newspaper and yearbook adviser at Yorktown HS in Muncie (IN) who will teach the photo-editor's sequence.

Any list of the nation's best teachers will include a number of Texans, and among the Lone Star advisers who'll serve as instructors are Rick Hill of Amarillo, Mary

Pulliam of Duncanville, Donya Witherspoon of Dallas, Judy Babb of Dallas Highland Park, Jim Davidson of Dallas Lake Highlands, Randy Vonderheid of North Garland, Kem Brossman of Labay Junior High (Houston), Bradley Wilson of Wimberly High School, and Bob Malish of Dallas, a technical adviser with Canon USA, freelance photographer, and a former high school and college yearbook photographer.

Students and advisers can expect five days of rigorous training in the fundamentals of publications production. Over the years, the ILPC workshop has established a reputation for excellence. Our instructors emphasize intelligent, responsible and ethical journalism. Students are expected to attend all classes, complete all homework assignments, and participate in seminars and discussions. But the intensive training prepares students and advisers for the difficult task of producing newspapers and yearbooks that the staff, school and community can take pride in.

For more information and registration materials, write Bobby Hawthorne, Director of Summer Workshops, Interscholastic League Press Conference, Box 8028 • UT Station, Austin, TX 78713-8028, or call 512/471-5883 - (FAX) 512/471-5903.

Preparing Next Year's Leadership

Maximizing Work: Good organizational skills can make all the difference for an editor

By ANDY DREWLINGER
Austin LBJ High School

Editing involves an intricate set of responsibilities, all of which, when done well, set the tone for a staff that regularly accomplishes its goals. An editor will not only take on some writing, design and/or photography assignments, and editing of content, but also:

- finalize what will be in a newspaper issue or due for a yearbook deadline;

- work with the adviser to develop basic specifications for what should be included in stories, page designs, etc.;

- Take time to regularly read other high school publications, daily newspapers, magazines and instructional books about publications work to get ideas to present to the staff;

- Regularly communicate with staff members concerning assignments and making sure they meet deadlines;

- Communicate with non-journalism people who have opinions about the publication;

- Work with the adviser to train new staff members; and

- Know how to deal with changes right before going to press, such as a story that has not come in or a page that has to be re-designed because the content fits differently than you envisioned.

All of this can be overwhelming to an editor who has no sense of organization, but to the one who does it will be exciting, challenging and give him practice with thinking skills. Because it's the ability to think and

think ahead that makes all the difference in accomplishing a lot or very little.

One thing that every leader must do is set aside a daily time for thinking about what he and the group have to do. Preferably he gets away from everyone, even for just five minutes. We advisers should encourage this and, if it's done during class time, allow the editor to use our offices or nearby rooms.

Without distractions, a good leader will assess, both personally and group-wise,:

- what has been done;
- what needs to be done that day; and
- what he wants done the next day.

Then the leader should look at how two or three of these ideals may be interconnected in order to anticipate upcoming problems (for example, if a staff member, who has two story assignments for the next issue, didn't get enough quotes in the first one, and the next story is coming due, what can the editor do to make sure the problem isn't repeated?).

Preparing a list of things to do and checking each one off as you accomplish it should be done next. For long-range goals of two or more days ahead, a date book is a necessity.

Once the basic planning is done, making sure you have time to deal with everything is a big challenge. Look at what needs to be done in class versus outside of class. Obviously, communicating with staff members can best be done in class. But what about that day you can see a source only during class for an assignment you have, but have to talk to a staff member about a prob-

lem you see occurring? The editor must know when he can see the person earlier or later in the day, or know when he can call the staff member at home. The editor must plan ahead to know how and when he can best accomplish each responsibility.

Some editors want to spend most class time doing their assignments, but the reality is that the best editors will do most of their work outside of class to have time for interaction with staff, meeting with the adviser to discuss and come up with ideas to deal with concerns, and planning and preparation.

The thinking process is multi-dimensional and will take time to develop as it relates to publications leadership. But at its best, staffs and publications will prosper beyond anything you thought imaginable.

In the *April Leaguer*, the author will cover how editors can effectively communicate with staff members and the adviser.

Andy Drewlinger, publications adviser at Austin LBJ High School, will become Texas Association of Journalism Educators President June 1 for a two-year term. He has extensive experience in leadership training, having done numerous leadership development sessions for prospective teachers as a national officer of the Student National Education Association in the early 1980s. Last summer, he organized the first city-wide leadership conference for Austin's student editors, held in late July. The conference was rated as superior or excellent by 90 percent of the participants.

Recognizing the enemy when you see it

■ Continued from page 5

'Nobody ever said it was going to be easy.' I explained that it is difficult to teach writing to that many students on that many levels; I mentioned the time involved in grading writing. He said I could talk to the counselor about rescheduling some students. When I tried to talk to her, she said there was no place to put any of the students. I later found out that the counselor was told by the principal to do nothing — that I 'needed to get used to it.'

"You are right. I get the feeling that we are there to babysit. Nobody cares if students learn anything — but they better pass that TAAS test! And it is all the English teachers' responsibility. How are we supposed to teach writing to 25 students per class? When do we plan for classes and grade the writing assignments of over 120 students? Do they think I can do all this in my 50-minute planning period each day?

"Creative writing is in the curriculum for the purpose of teaching students how to write. Evidently, nobody bothered to read the essential elements for the course. The idea is that students will analyze works from

various genres and will then write their own short stories, plays, poetry, etc. Ninety percent of my students cannot write a simple sentence; most of them need individual help reading and understanding the most basic of instructions.

"There is a long way to go if America wants to improve education. I just wish people would realize that all of the problems are not within teaching itself. I think I have a lot to offer students — that's why I am teaching. I'm just afraid that after this first, very discouraging year, I may be another one of those teachers that loves teaching but leaves it."

The enemy is an exodus of our best and brightest teachers. I received this letter from a parent about a week after the other. Her son had been editor of the school's newspaper for two years.

She wrote, "As frustrating as my experience has been dealing with (school district) bureaucrats, there have been some fine rewards, i.e. seeing kids get excited about writing and thinking; meeting dedicated teachers from other schools, and being able to call on someone like you who is an ad-

vocate for kids and learning.

"Keep up the good work because it is very important. In fact, there may not be anything as critical to our future as turning on young minds."

The enemy is loss of faith from parents who support education but who believe they pay taxes so that students are taught to think rather than what to think.

If we worry that some parents clamor for school vouchers, it may be because they remember their high school days. They may have been among those bright students who found that schools were too often about social functions and ball games, and they want something better for their kids.

That is, unless they are fortunate enough to be in school districts that see writing and thinking as central to the school's basic mission. There are many of them out there. But not nearly enough.

On well. For those who have long tired of me whining about this, I'll close with something else. How about this: District and regional meets are coming up. Watch your manners.

March Calendar

■ MARCH

- 18-23 First week for holding district academic and zone and district One-Act Play Spring Meets. (HS music contests are permitted only when there are no district meets or other spring meet contests scheduled.)
- 23 Last day for holding district solo and ensemble contests.
- 23 Soccer district certification deadline.
- 25 Last day for mailing first district week academic results to regional.
- 25-26 Soccer bi-district games.
- 25-30 Second week for holding district academic and zone and district One-Act Play Spring Meets. (HS music contests are permitted only when there are no district meets or other spring meet contests scheduled.)
- 30 Area soccer certification deadline.

■ APRIL

- 1 Last day to accept all athletic plans for 1991-92, except football.
- 1 Entry deadline for State Solo and Ensemble Contest.
- 1 Last day for mailing second district week academic results to regional.
- 2-4 Reserved for state testing.
- 5-6 Girls' and boys' district meet athletics (golf, tennis, track and field).
- 5-6 Area meet One-Act Play for all conferences.
- 5-6 Regional soccer.
- 6-7 Interscholastic League Press Conference State Convention.
- 8-13 Second week for girls' and boys' district meet athletics (golf, tennis, track and field).
- 12-13 State Soccer Tournament.
- 15-20 Regional meet academic and one-act play. (No UIL spring meet athletics permitted.)
- 22-27 Girls' and boys' regional meet athletics (golf, tennis, track and field).

■ MAY

- 1 First day for submitting applications to the League office for TILF scholarships.
- 2-4 State Meet — One-Act Play and Academic.
- 4 Last day to determine district baseball representatives, conference AAAAA and AAAA without Byes.
- 9-11 Girls' and Boys' State Meet Athletics (golf, tennis, track and field).
- 11 Last day to certify district baseball representatives, conference AAAAA with Byes.
- 11 State Wind Ensemble Contest.
- 11 Last day to certify bi-district baseball champions, conference AAAAA and AAAA without Byes.

Ready writing rubric stresses new priorities

By DR. TERRI LECLERCQ
Ready Writing Director

This year's ready writing score sheets will emphasize the contest's priorities to both the judges and contestants: originality and organization. This score sheet is part of the continuing gradual shift in the ready writing program.

The score sheet allows judges to award a total of 10 points to each contestant: zero to six for originality of thought and expression, zero to three for organization on both macro and micro levels, and zero to one point for grammatical correctness. Below the scoring grid (rubric) is space for judges' comments. Thus each contestant should be able to leave the contest knowing what three judges found effective about the individual essay by reading both the numerical score breakdown and the comment section.

The philosophy of the League toward ready writing is that this contest is a teaching device and an encouragement toward further writing. Although the essays are indeed critiqued and ranked, they should also be considered the early writing of future writers. Thoughtful judges' responses to organization, persuasive language, and literary techniques can encourage these future writers to concentrate on all of their writing tools, including sentence-level editing.

We are open to your responses to the new rubric and encourage you to write to us about its effectiveness.

UIL Ready Writing Score Sheet

Contestant Number: _____ Contestant Conference: _____

<p>— Points for interest (6-highest, 0-lowest): <i>substance, clarity, details, examples</i></p> <p>— Points for organization (3-highest, 0-lowest): <i>each part contributes to whole; follows thesis or hypothesis; logical paragraphs</i></p> <p>— Points for correctness of style (1-highest, 0-lowest): <i>clarity of communication; errors that hinder communication considered more important than errors of mere convention and standard usage</i></p> <p>— TOTAL SCORE (out of ten)</p>	<p>Notice to Judges:</p> <p>(1) Ready writing rewards interest and creativity over formulaic writing or grammatical correctness.</p> <p>(2) The ready writing prompts are designed to spur thought, not control it. You should be able to identify the common thread between the prompt and the essay, but the essay need not be directed specifically at the prompt.</p> <p>UIL Philosophy of Judging: All written comments will be returned to and read by the contestants. Therefore, judges need to first identify and comment on the positive aspects of the essay. After commenting on the positive aspects, judges should offer constructive criticism aimed to help students overcome area(s) of weakness or error. The comments need not be long but should be specific rather than general because specific references are more beneficial.</p>
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Strengths: _____

Areas for Continuing Concentration: _____

x x		
<p>Judge #1</p> <p>— interest</p> <p>— organization</p> <p>— style</p> <p>— TOTAL</p>	<p>Judge #2</p> <p>— interest</p> <p>— organization</p> <p>— style</p> <p>— TOTAL</p>	<p>Judge #3</p> <p>— interest</p> <p>— organization</p> <p>— style</p> <p>— TOTAL</p>

Calculator

Continued from page 3

length of a car. Then the areas of the cars will scale proportional to L^2 and the volumes of the cars will scale proportional to L^3 . The equations are $Area = \kappa_A L^2$ and $Volume = \kappa_V L^3$, where the K 's are constants of proportionality. Since the problem does not mention either area or volume, you may wonder about the relevance of these equations; here is where the intuition comes in. The weights of the cars are given and weight is a volume related property. Thus we might think $weight = KxVolume$, where K is a constant (known as the weight density); thus $weight = \kappa_{WL}^3$. From this relationship we can determine the ratio of the lengths of the two cars from the stated weights. We can't find κ_{WL} or the length of either car, but all we need is the ratio. Specifically, $2200 = \kappa_{WL} L_1^3$, and $3400 = \kappa_{WL} L_2^3$, where L_1 and L_2 are the lengths (scaling parameters) of the two cars. Dividing the equations and solving for the ratio, we

have $L_2/L_1 = \sqrt[3]{3400/2200} = 1.156$. Thus if my daughter's car is 10 ft long, my car would have to be 11.56 feet long for the weights to come out in the right ratio, assuming weight proportional to volume.

But what we want is the waxing time. If you've ever waxed a car, you know that the time is proportional to the surface area of the car; hence waxing time = $K_X L^2$, where K_X is a constant. From this equation we can determine the ratio of the waxing times: $T_2/T_1 = (L_2/L_1)^2 = (1.156)^2 = 1.337$. Thus the time to wax the larger car would be $3 \times 1.337 = 4.01$ hours.

Scaling problems are important to master, for the principles are easily applied to many areas of life and study. The beauty of the principles is that you can take known information and apply it to similar, analogous situations without understanding all the proportionality constant involved. For example, we never determined κ_{WL} , κ_V , κ_A , ... in the example, but we were able to "scale around them."

Last minute current issues & events contest questions

By BOBBY HAWTHORNE
Current Issues and Events Director

Q: My students are interested in competing in the Current Issues and Events contest. How do they get started?

A: Go to the library and rummage through newspapers and newsmagazines published after September 1. It is a good idea to put together a data bank of questions and answers. Keep in mind that we'll concentrate on significant world, national and state events. As hard as we might try to do otherwise, most questions will concentrate on names, events and places.

It is also a good idea to ask to see the invitational meet contests. These will give you some idea of the nature and format of the questions.

Q: A question on one of the invitational meets involves the original Edgewood v. Kirby lawsuit. However, the Constitution and Contest Rules say that the contest will only involve matters that have taken place during the current school year. What date have you selected as the beginning of the current school year.

A: September 1, 1990. However, the Constitution and Contest Rules relate to district, region and state meets, not necessarily

invitational meets. Even so, the question regarding Edgewood v. Kirby remains relevant, since the issue remains in the news. The *Austin American-Statesman* only recently ran a story on James Vasquez, and I've seen his name numerous times in news stories in Dallas, San Antonio and Houston newspapers regarding the school funding issue.

Q: My students found that any time a question included "All of the above" or "None of the above," it was most likely to be that answer. Is this by design? Are you trying to trick us? Or are you just figuring out what you're doing?

A: All of the above.

Q: My students expected more questions regarding the Gulf War. Why weren't there more of them?

A: The Gulf War has proven a particularly difficult issue from which to develop questions, particularly because of its potential for quick and radical change. For example, the ground war lasted only 100 hours. The air war lasted approximately 40 days.

In addition, we've had pretty much the same actors involved throughout: Schwarzkopf, Powell, Scowcroft, Cheney, and, of course, President Bush. There are

peripheral players — Bob Simon of CBS or Peter Arnett of CNN, for example — who may be the subject of a question.

Also, I've avoided the temptation to get too technical in description of material and strategy. Now that the war is over, we'll be able to construct questions that are not subject to major changes.

The war certainly offers prime material for essay questions.

Q: One of the invitational meet questions suggests that Albania was a member of the Soviet bloc. Not so. Albania was more aligned with Red China.

A: That's the truth, Ruth. We'll be more careful next time. Don't want people to think we're bloc heads.

Q: The C&CR says the essay should be 200 words long. However, our students are finding that after answering the 40 questions, they don't have enough time to write a long essay. Any chances this will be changed?

A: The committee that originally established the parameters and guidelines for this contest will late this spring to examine all aspects of the contest, and make recommendations for changes. These changes would not go into effect immediately, however.

Their recommendations will be taken to the Academic Committee this summer, and then to the Legislative Council next fall. If approved by the Council and then by the State Board of Education, changes would go into effect in the spring of 1993.

Although it is early to be passing judgment, I think the essay portion of the contest should be an integral part of the scoring rather than used as a tiebreaker. I realize this has serious implications for judging. However, contests should be developed for their educational value and not for ease of administration. I think it is educationally unsound to ask students to write, and then not grade or critique their writing.

Finally, I think the contest should be expanded to a full 60 minutes. It may also be worth considering to give students 30 rather than 40 multi-choice questions. This would also give them more time to devote to the essay.

The essay is important because it shows that students have a wider understanding of events than simply a momentary memorization of dates, names and places.

Q: I have several opinions about this contest. Would you like to hear them?

A: Absolutely. Send them to P. O. Box 8028, UT Station, Austin, TX 78713-8028.

A true champion

TILF scholar dies after struggle with cancer

Lorelea Acker, a TLIF scholarship recipient and freshman at West Texas State University, died February 4 after a year-long struggle with an inoperable brain tumor. She was 18.

Acker, a 1990 Nazareth High School graduate, was a two-time participant in news writing at the UIL State Meet. She received the J.O. Webb Memorial scholarship and sought a degree in elementary education.

Her tumor was diagnosed in February 1990. She received regular chemotherapy treatments during the spring but still completed her senior year in high school, earning the honor of valedictorian.

"Lorelea competed in news writing at the State Meet her senior year, placing fourth, even though her physical condition was quite bad," said Bobby Hawthorne, UIL journalism director. "She asked for no special considerations, and I doubt that anyone in the room other than myself knew of her illness. Her adviser later told me, and I agree, that had she not been sick, she most likely would have won the contest."

The winner of the news writing contest, ironically, was her classmate, Cindy Albracht.

Acker began her freshman year of college living on campus, and when her condition worsened, she moved home, commuting 90 miles each day with her parents to attend class.

Despite her hardships, Acker earned a 3.5 grade point average in sociology



■ Lorelea Acker of Nazareth High School

and political science for the fall semester. While seeking further treatment this spring, Acker was enrolled for six hours of correspondence work.

At WT, Acker quickly earned the respect and admiration of school administrators as well as fellow students, who chipped in to fund an electric wheelchair for her. Shelly Lanners, a coordinator in Acker's dormitory, told a Canyon newspaper last fall that "Lorelea has brought the whole hall closer together, with her enthusiasm and pride for the hall and WT. You can't help but like her."

TILF Secretary Dr. Rhea Williams said, "Lorelea's courage and strength attest to the guidance she received from a loving family. Although she will no longer be with us in person, she will always live on in the lives of those who knew her and loved her."

"Over the years, I've been fortunate to have known many extraordinary young people, but few have exhibited the courage or have been the inspiration that Lorelea has been," Williams added. "She was a true champion."

Avoiding a cold spell

Students should not abuse relaxed spelling rules

The spelling contest has undergone a number of minor changes in the recent years. Changes that on the surface seem to solve existing concerns often cause unforeseen problems. The term legibility replaced plain writing several years ago, and this year contestants are permitted to print. Some students who have combined these two changes by using an all-caps writing style in invitational tournaments have found that judges mark errors when it is not clear when a capital letter is indicated. Items to be read aloud to contestants at the district competition acknowledge that printing is acceptable but discourage the use of the all-caps handwriting style because of the possibility that errors may be marked when students do not make it clear when they want to use a capital letter. Instructions to contest directors and graders will address this concern.

Another point of concern among spellers and their coaches is that some students have asked for a definition, sentence or pronunciation of every single word. Several



Janet Wiman

Academically inclined

district and regional directors report that some students severely abuse this option which causes the contest to go beyond the time allotment. Since verifiers mark words that are unclear and these words are re-pronounced, a better solution is for students to wait until the end of the pronunciation period and ask for a repeat only when really needed. Spelling coaches should discuss these items with their spellers before district. Relaxing requirements only works if contestants assume responsibility for adjusting for the potential problems.

Pass along regional meet programs to contest participants, sponsors, coaches

UIL coordinators and administrators should take special efforts to see that coaches, sponsors and qualifiers to regional meets receive all or parts of the regional programs. "These programs contain valuable information regarding schedules, contest locations, entry fees and other facts essential to a successful meet," said Janet Wiman, UIL academic director.

The programs are usually mailed to the superintendent or principal, with the intention of relevant sections to be duplicated and made available to all persons participating in the regional meets.

"A few regional sites are also mailing copies of the regional program to school athletic directors and/or academic coordinators," Wiman said. "Information in these programs must also be available to all contest coaches as well as regional qualifiers. Doing this will eliminate potential problems at regional, and could mean the difference between a trip to the State Meet or staying at home."

Teachers, students focus of UT summer workshops

The University of Texas at Austin Department of Theatre and Dance is sponsoring a "teacher's" workshop in conjunction with the 29th annual Summer Theatre Workshop. This parallel program was created because teachers asked to attend the annual workshop for high school students and participate in all phases of the program.

Teachers participating in the workshop as "transient" students may receive up to eight semester hours credit by registering for Drama F365K-High School Play Production, F275J-Advance Studies in Theatre and Drama (Acting/Movement for Secondary Teachers), and F382P-Advanced Projects in Teacher Training. Those enrolled will participate in a directing seminar and work with the high school students. For those enrolled in graduate school at UT-Austin, six semester hours of graduate credit may be earned toward an MA in Teacher Training. "Transient" students and former UT-Austin students have until May 1 to apply.

From June 8 through July 13, courses in acting, voice, technical theatre, make up, directing, and production activities will be structured to involve both teachers and

students. The directing seminar will begin June 5 and continue through the workshop period.

Final productions are set for July 12-13 in the McCullough Theatre in the Performing Arts Complex. The plays will be directed by UT-Austin Assistant Professor Stephen Gerald, guest directors Joe Trevino, theatre director at Bishop High School, and Larry Wisdom, theatre director at Mineola High School. Mineola holds the distinction of having won the Conference AAA State Meet One-Act Play Contest for five consecutive years under the direction of Larry and Sue Wisdom. Companies of the plays will be composed exclusively of workshop students. Teachers taking the workshop courses will serve as assistant directors.

Workshop acting classes will be taught by Associate Professor Marian Hampton, and guest faculty, Sue Wisdom, Larry Wisdom, and Joe Trevino. Robert Singleton, UIL State OAP director 1975-77 and theatre director at the Houston High School for the Performing and Visual Arts since 1977, will teach make-up and the directing seminar with teachers. Classes in movement, acting, and technical theatre will be taught by UT-

Austin Department of Theatre and Dance faculty and staff. The program will be administered by Lynn Murray, UIL Drama Director.

The workshop will be of special benefit to teachers seeking drama teacher certification, taking courses to meet local requirements, participating in the UIL one-act play contest, and/or teaching the variety of theatre subjects needed for the TEA theatre arts curriculum.

Teachers desiring participation in this workshop as "transient" students should request admission to UT-Austin, director of admissions, prior to May 1, in order to register June 4. Enrollment is limited for the "teacher's" workshop. Priority will be given to those teachers notifying the workshop director of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office, but is not required. Those interested in the "teacher's" workshop should reserve a position. They may reach workshop director Murray at the UIL office, 512/471-5883 or 471-4517.

For teachers who cannot attend the full-term summer theatre workshop, a short term

non-credit workshop, specifically designed to help teachers with preparation for the UIL one-act play contest is planned for the final week. This six-day, July 8-13, workshop will focus on play selection, cutting a long play, using limited scenery, use of the League-approved unit set, using limited lighting, interpreting OAP rules, and directing the contest play. Teachers will be accepted for this workshop on a first-come, first-served basis. A \$125 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers accepted will receive immediate confirmation. If the workshop is filled, registration checks from those not accepted will be immediately returned. A waiting list will be maintained.

Teachers in the short term workshop will view workshop laboratory scenes, the three major workshop productions, workshop classes, and Department of Theatre and Dance productions during the five-day program. Critique sessions on all activities will be held. Applications for the Summer Theatre Workshop for high school students and the short term teacher's workshop will be mailed to all theatre directors in March.

Funny you should ask

Answers to frequently asked questions

Now's the time that students and academic coaches begin final preparation for district competition, and in some cases panic has begun. Phone calls and letters to this office for clarification or help include several concerns that are frequently repeated. Here are answers I give to some of the most commonly asked questions.

■ **What do I do if I cannot find documentation for a prose author after a thorough search of all the sources available to me?** Choose another selection immediately! It doesn't matter how perfect you think a selection is for you if you won't be allowed to read it in competition, and you won't if you can't provide the required documentation. The longer you delay beginning to work on other material, the greater the disadvantage you'll face at district.

■ **Can't the UIL office provide documentation from the extensive University of Texas library system?** Unfortunately, no. Although I'd love to have the time to spend afternoons in the library doing such research, it just isn't possible. There are simply not enough hours in the day or days in the week.

■ **Is the copyright date of the publication and/or a picture which shows that the author couldn't possibly have been born in the last century sufficient?** No. If you don't believe that people tend to use pictures that are flattering rather than recent, check the obituaries in any newspaper that includes photos! Please see pages 192-193 of the C&CR for a list of what is acceptable documentation. And by the way, I am continually impressed by the resourcefulness of some of you out there! I can't tell you how many photocopies of personal letters from authors and/or publishers I have received to verify! If your letter is written on letterhead with the author's or publisher's address, you do not need to have the documentation approved by this office. I have to believe that the authors are pleased to accommodate your requests, since you have selected their work to perform!

■ **Can extempers highlight or underline articles in their files?** Yes. The rules prohibit anything that can be considered an outline, so don't write numbers in the margins. Handwritten notes are limited to an index file, so beyond a heading that would tell someone on your squad where to file the article in your index, don't write on your articles or copies.

■ **Can extempers use *The Readers' Guide* as their index?** Yes, because it is printed source material, but I certainly don't recommend it. You can't possibly carry with you all the periodicals listed in the book, so much of what it contains is useless. And the lapse in time between the most recent printing and the date of your competition means you won't have the most current references. There is no substitute for creating your own index for the materials you include in your files. Not knowing what information you have makes it extremely difficult to choose the topic you can develop most effectively.

■ **Can Vital Speeches be included in**



Treva Dayton

Speaking of which

■ **extemp files?** Yes. This publication includes entire speeches, but not outlines. All the printed speeches are much longer than those allowed in extemp, so no contestant could simply duplicate someone else's presentation, even if the topics were quite similar. If you quote from this source, you should of course give credit to the original author in your speech.

■ **Can you use a computer printout as your index file?** Yes. The rules prohibit you taking any computer or electronic retrieval device into the prep room, but a printout is typed material. If it is an index file designed for the sole purpose of convenience in finding references, it's fine. DO NOT include any summaries or other types of information on this index! At the student activities conferences around the state, I've found that more and more schools are using some type of computer system for their extemp index.

■ **If we hold cross-examination debate early in our district, can team debaters enter other speech events?** No. The 1990-91 UIL calendar has created difficulties for some districts, and several requested adjustments have been approved to avoid competition during spring break or during a holiday weekend. However, regional and state meets will follow the mandated conflict pattern. See page 159 of the C&CR for the rule which states "Team debaters may enter no other speaking event." Although there will be changes next year, there is no exception to this rule for this year's competition.

■ **Will my two CX teams be disqualified if they both make the finals and refuse to debate against each other?** Not at the district or regional level, but they would be at the State Meet. This allows more flexibility at district and regional, but assures that we won't have camera crews set up for a state meet final debate that doesn't take place. It also guarantees that the State Championships are determined by the judges' decision about which team did the better job in that round, rather than any other criteria.

■ **Where can I order materials about the UIL Lincoln-Douglas topic?** For this one, I don't have a good answer! The LD debate study packet contains three publications, but none are designed to address any specific resolution. Ordering a video from last year's State Meet might be especially helpful if you've never seen a Lincoln-Douglas debate, but of course it won't cover the current resolution. (For an order form, contact Reel to Reel, P.O. box 5494, Austin, TX, 78763.) There is an abundance of information con-

Sample topics for invitational extemp speaking rounds

These topics were used in preliminary rounds for the Invitational Meet on February 23, 1991.

■ Persuasive topics

1. Is a tax increase needed to maintain effective government services in Texas?
2. What should be done to improve the parole policies of the Texas criminal justice system?
3. Would a state lottery be in the best interest of Texas?
4. Would eliminating trade barriers among North American economies benefit Texas?
5. Do all-volunteer U.S. armed services place an unfair burden for national defense on minorities?
6. Would a second Bush veto of the Civil Rights Bill be justified?
7. The Gulf and the Presidency: How would a successful war affect Bush's re-election chances?
8. Is the public's right to know more important than the government's authority to suppress information in the name of national security?
9. Should Congress support the Bush administration's sweeping reforms of the banking industry?
10. Street war in American cities: Will the killing ever stop?
11. Was the Reagan defense buildup of the 80's worth the money?
12. Would a capital gains tax cut help anyone except the wealthy?
13. Is targeting the supply a bad strategy in the U.S. war against drugs?
14. Iran: Who's side are they on?
15. Were de Klerk's recent moves too little and too late to curb racial violence in South Africa?
16. War in the Gulf: Will Palestinians be among the losers?
17. What are the chances for independence for the Baltic States?
18. Who's really in charge in the Soviet Union?
19. Can the new President of Haiti deal effectively with the country's problems?
20. What political price will the U.S. pay for victory in Operation Desert Storm?

■ Informative topics

1. Would Ann Richard's recent environmental proposals hurt the Texas economy?
2. Are local communities likely to lose control of their schools as a result of a statewide educational funding program?
3. Is Comptroller John Sharp's 'Project Fair Pay' really fair?
4. Can Ann Richards provide the leadership needed to accomplish her campaign promises?
5. What critical issues need to be addressed in the energy policies of the U.S.?
6. Owning your own home: Is the American dream becoming the impossible dream?
7. Are Saddam Hussein's interests being served by the choice of material presented by the U.S. broadcast media?
8. Will the investment in the Gulf war hinder our ability to invest in non-military technology?
9. What steps should be taken to curb the soaring cost of health care?
10. Should Congress support the proposed free trade agreement between Mexico, Canada, and the U.S.?
11. Bush's domestic agenda: Is anyone minding the store?
12. Delivery of U.S. mail: Would private industry do it better?
13. Are anti-war protesters unpatriotic?
14. How will post-Cold War policies affect the outlook for world peace?
15. Has CNN's Peter Arnett sold out to the Iraqi government for ratings?
16. Allies in the coalition against Iraq: Are America's partners contributing their fair share?
17. Can Argentina and Brazil head off economic disaster?
18. Is America's objective in Operation Desert Storm to liberate Kuwait or to punish Iraq?
19. Can Yugoslavia avoid civil war?
20. Is it too late for Gorbachev to save the Soviet Union?

cerning U.S. health care available in magazines and newspapers, and careful research will reveal that many of the articles deal with potential governmental roles concerning the issue. I would appreciate hearing from those of you who have found quality handbooks or other sources that provide good informa-

tion for novices about LD debate in general.

If you have other questions, you should call or write this office. The closer to district we get, the busier the phone lines become, so please don't wait until the last minute. Best wishes for a smooth and successful district meet!

Lifetime involvement in sports pays dividends

By TERRY C. WELLS

Many years ago, many long years ago it seems, I subconsciously decided to have sports be an integral part of my life. That decision — unintended as it may have been — altered my world forever and in my estimation in the best possible fashions.

I can still remember those countless hours in the comfort of my folks' backyard, scooping grounders from among the clumps of dirt, launching no-jump jumpers from the edge of the driveway, and weaving from clothesline to walnut tree trying to score that winning touchdown.

I can remember the Davis boys — three brothers, all older than I — running and jumping and throwing and catching whatever ball happened to be in season and always willing to have the kid from next door be on their "side." But most of all I remember that they taught me how to play and enjoy the games — and that is what they were: games.

The seasons passed quickly though, and before I knew for certain what was happening it was time to enter "organized sports." A kid could be no more fortunate than this kid — real uniforms, real teams, real games and real coaches, all while in elementary school.

There were city recreation teams, church league teams and YMCA teams, and the games were played on Saturday mornings or Monday evenings or whenever, all in front of caring parents and long-ago friends. And there were the coaches — Mr. Walker, Mr. Danaher, Mr. Barclay, Mr. Dunster, Mr.

Wills, Mr. Hazlett. Every single one was my coach; every single one was a good man. They all taught me to play and enjoy the games — go for the win, yes, but play and enjoy.

These times passed quickly also, and the sometimes frightening arena of junior and senior high school was upon me before Mom could get all the sweat socks and lucky T-shirts washed and dried. Yet, there was someone there to help, someone to guide, someone to teach — there was a coach.

Their names are as vivid as those who came before them: Coach Smith, Coach Thomas, Coach Stinson, Coach Baumgartner, Coach Carrier. They pushed and pried, demanded and commanded, and sometimes even laughed and cried, but they always taught — firmly and fairly and correctly. I played for them; I played the games that they made fun.

I was a fortunate boy; I was always surrounded by those who made my dreams attainable. My world always had someone in it who taught me to play the game and to enjoy. Indeed I was a fortunate boy.

It has been nearly 20 years now since I began coaching. Lord, please help me to remember how fortunate I have been and am now, and Dear Lord, please help me to always teach my youngsters — and they really are my youngsters — how to play the game and enjoy so they too can be fortunate.

Wells is president of the Kansas Coaches Association.

CHAMPIONS

Girls state tournament results

■ CONFERENCE A

Semifinals
Nazareth 57, Zavalla 42
Moulton 47, Jayton 32
Finals
Nazareth 50, Moulton 30

■ CONFERENCE 2A

Semifinals
Abernathy 57, Marlon 55
Honey Grove 42, Jacksboro 35
Finals
Abernathy 37, Honey Grove 32

■ CONFERENCE 3A

Semifinals
Winnsboro 59, Yoakum 48
Tulla 77, Hardin Jefferson 60
Finals
Tulla 58, Winnsboro 39

■ CONFERENCE 4A

Semifinals
Levelland 31, Catalan 28
Dallas Lincoln 49, Georgetown 45
Finals
Levelland 51, Dallas Lincoln 30

■ CONFERENCE 5A

Semifinals
Amarillo Tascosa 56, Alief Elsik 46
Victoria 38, Duncanville 36
Finals
Amarillo Tascosa 54, Victoria 41

State Board approves athletic rule changes

The State Board of Education on February 16 in Austin approved the following UIL rule changes involving athletics:

- Require coaches to notify opposing schools when a possible conflict of interest with an assigned sports official exists.
- Require that a coach ejected from a contest for unsportsmanlike conduct, or a football coach who receives three unsportsmanlike penalties in one game, be given a public reprimand and placed on probation for one calendar year.
- Allow seniors to try out at a neutral site and be observed by representatives from more than one college at a time.
- Remove the restriction, except in football contact activities from practicing with or against college athletes at a college tryout.
- Permit seniors to take financed re-

cruiting trips for swimming before Jan. 1.

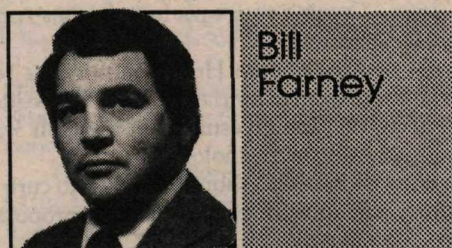
- Prohibit more than one year's participation in UIL athletic activities by a foreign exchange student.
- Evaluate and approve live telecasts of the 5A championship football and Big School football championship games.
- Recommend appointing PGA professionals as regional golf tournament directors.
- Recommend using neutral announcers at contests.
- Adopt National Federation swimming rule changes and add the 200-yard meter freestyle relay to swimming events.
- Allow the education commissioner to appoint members to the UIL State Executive Committee without representation from each UIL region.

Panel grapples with question of amateur status

What is an amateur? Since the early days of the University Interscholastic League, those in charge of athletics have insisted that the maximum educational benefits of interscholastic athletics can only be obtained by strict adherence to the athletic amateur rule. This rule, in philosophy, does not permit an athlete to receive valuable consideration for participating, teaching, or coaching or for having one's name used in connection with promotion of a product, plan or service. The reward for having participated is the participation itself.

It did not take long to ascertain that some schools were more financially able to provide support than were other schools. Therefore, it was decided that a standard limitation would be applied to all students and a strict prohibition against receiving any valuable consideration. It has been a constant struggle. Well-meaning parents and booster clubs want to "reward" winning teams. Community agencies such as service clubs, churches, and businesses, seek to associate their organization with the aura of a winning athlete or team. Folks just can not understand why students cannot be given free meals, trips, gifts, or even money.

The Olympic movement in the past decade has added increased pressure to all



Bill Farney

Postscripts on athletics

high school associations who seek to enforce an amateur rule. With corporate involvement to enhance our premier athletes, the natural extension of that involvement has sifted down to the high school athlete. But Texas as well as a number of other states have resisted the temptation to open the door for potential abuse. There is an allowance for students who are involved in Olympic development activities to receive some assistance. But this assistance is carefully defined and does not open the door for financial aid to all athletes. The definition of amateur athlete has remained relatively narrow in scope and does not permit unlimited giving to high school athletes.

A recent ad hoc committee has recommended some changes in the rule. These will be considered by the Athletic Commit-

tee in June. If approved, they will be sent on to the Legislative Council in October 1991.

1. Add to the rule a positive statement defining an amateur, the statement should provide educationally sound reasons for protecting the amateur status of high school athletes.
2. Include in the rule the following concept: that it is a violation to participate on a non-school team in a League sponsored sport with a player who accepts valuable consideration for winning or placing.
3. Include the following concepts in the rule: (a) that it is a violation to participate on a non-school team in a League sponsored sport on which any participant accepts valuable consideration as pay for playing on the team; (b) it is determined that a student had no way of knowing that other participants on the team were accepting valuable consideration for playing, the district executive committee may assess a penalty from the range of penalties to that student rather than finding that student ineligible. The range of penalties includes reprimand through suspension for one day to three years.
4. State clearly, within the rule, that students in grades 9-12 are affected by the amateur rule and that it is in continual effect,

throughout the year, from the first day a student enters the ninth grade.

5. State clearly, within the rule, under the circumstances parents of student athletes may be involved in soliciting help from non-profit groups to subsidize travel, meal and lodging expenses for student athletes who have qualified to national competitions in League sponsored sports.

The members of amateur committee were confronted with the same dilemma faced by the University Interscholastic League staff. Is the rule fair? Should any part of it be changed? Does a school still need to control what athletes receive as a result of their participation?

Perhaps the most perplexing question is how can the interpretation of the rule be modified to allow for "token" gifts of flowers, snack food items, etc. without damaging the rule itself and its intent? Is a single long stem rose a token? Probably. Is a bouquet of one dozen red roses a token? Probably not.

The task of the council and staff will be to construct a rule from committee directives that primarily guards "amateurs", while permitting a few items to athletes above and beyond what is currently considered acceptable.



Photo by KIRK CRIPPENS

JUBILATION. Members of the Amarillo Tascosa girls' basketball team storm the floor in the wake of their win over Victoria in the Conference 5A state championship game in their first ever trip to the state tournament. Coached by Mike Miller, the Lady Rebels finished 26-8 for the season.

Why we coach

A state tournament signals the closing of a UIL high school sport for the school year. After watching numerous games throughout the season and 15 games the past few days, you start wondering why adults coach and why students play.

As a coach, we would like to think that your needs (to coach) are fulfilled by serving the young people on your team. Your athletes have both physical and personal needs. The physical needs include sport-specific training, learning and refining sport skills and developing the combination of physical and mental toughness needed for your sport. Personal needs include communicating effectively, problem solving, cooperating with others and responding (hopefully sportsmanlike) to success and failure. We say that sport experiences are supposed to develop positive qualities such as sportsmanship, discipline and being able to think on your feet. It seems though that needs can not be met and positive qualities can not be developed unless there are planned, purposeful and deliberate actions. If you as coach do not design steps/activities to meet the needs of your athletes and develop positive qualities, then sports will help create characters instead of building character.

I think we witnessed a little of both this past weekend. There were instances where coaches and teams displayed exemplary behavior/character in tough situations. The actions were a direct reflection of the head coach and the expectations they have to maintain a class program. Year in, year out these coaches give their time to the sport to the youngsters in our schools and make us proud to watch them, win, lose or draw. A winning record is a nice thing to have but having a program above reproach and watching the student-athlete (who gave it everything they had) handle themselves so well in victory or defeat makes it a positive experience.

■ West Texas Sweeps State Basketball Championships:

- A - Nazareth (most state championships with 12)
- 2A - Abernathy



Gina Mazzolini

Sports notebook

3A - Tulia

4A - Levelland (tied state record in Conference AAAA with 6 state championships)

5A - Amarillo Tascosa (first time at the state tournament)

■ Here's an example of good sportsmanship you don't run into everyday-

A girls basketball game earlier this month resulted in an unusual number of personal fouls - somewhere in the 60's. It got so bad that late in the game the officials - on their way to the scoring table to report the latest foul - forgot the player's number. They indicated the number of a girl who was on the bench.

Now what do we do?

The coach of the team which committed the foul made the decision an easy one. He knew who fouled. He gave her number to the official even though it was her 5th one and meant she was out of the game. Whether or not it made a difference in the game's outcome is speculative - but also irrelevant. The right thing was done by this coach even though some of his school's fans probably didn't like it.

The team with the exemplary coach didn't win this particular game although they won their conference championship anyway. But more important than the game's outcome or even the conference championship, this team - because they have a coach who teaches, not just coaches - found what people mean when they say "it's not whether you win or lose but how you play the game" that counts.

■ Soccer Regional Site Change

Region II - Boys' Soccer - Longview; Girls' Soccer - Plano, Clark Stadium.

How one school gets everyone involved to 'Packs The Place'

(Editor's Note: The following appeared in the Iowa High School Activities Association Bulletin.)

Tipton (IA) High School has been a leader in the same type of promotion as the "Pack The Place" idea. They've had a "Fill The Gym Night" the past three years with great success.

Athletic Director Dave Vogelgesang indicates that he attempted to do all the planning himself to start with, but now the first step in his plan is to establish a volunteer committee of staff, students, administrators and community people for

planning the project.

They have had one night for wrestling, one night for boys basketball, and one night for girls basketball. This year, they started a night for volleyball, and Dave says, "Although we've filled the gym on several occasions with this promotion before, the volleyball night might have been the best yet." Perhaps that's because they've gained in experience and ideas each promotion they've had.

Here are some of the successful ideas Tipton has used:

1. Every athlete on the respective

teams has sent a personal invitation to six to 10 people that they know who normally do not attend these events. The athletic department pays the postage.

2. Starting at least a week in advance, a local grocery store includes a poster promoting the upcoming night in all outgoing grocery bags.

3. The entire school choir is on hand the night of the promotion to sing the National Anthem — spotlights and all. The pep band, of course, also is on hand.

4. There are school announcements each day and posters are distributed

around the school promoting the event.

5. Mr. Vogelgesang personally writes a special invitation to ALL staff members — elementary on up — urging their attendance.

6. This year Dave says he will do some special promotional work through their local cable channel.

These are just some ideas that one school has found successful and Dave concludes by saying, "It's important to get lots of people involved in the planning. The AD alone can just get overwhelmed by it if he/she tries to do it alone."

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

LINCOLN-DOUGLAS DEBATE

Important notice: The LD topic was incorrectly printed in the December 1990 Leaguer. The correct topic is:

Resolved: That the United States government has a moral responsibility to ensure access to quality health care for all citizens.

This topic will be used for UIL district, regional and state meets.

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.

MUSIC NOTICES

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

Prescribed Music List - Page 117 - Miscellaneous String Trios - Class 2
Tartini - Two Trio Sonatas in D Major (2 violins, cello or viola)

Prescribed Music List - Page 11, Grade III Off/Krance-Camina Burana (play 1 and 2 plus two other movements; or play 13 plus two other movements)

PML Page 30, Class I Contra-Bass Clarinet Solos
Schmidt-Sonatina for E b Contra Clarinet and Piano (play two movements)

Prescribed Music List

PML Page 79, Class I Percussion Ensemble
Brown-Four Times Three (play movement 1 or 3)

C&CR MUSIC

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

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).

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:

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

Grade 7/8:

caffeine: change caffeine, caffen to caffeine, caffeine.

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 Sec. 901 (b) (6).

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.

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, 1992 for violation of summer workout rules.

Also, the SEC issued a public reprimand to Odessa Permian High School assistant football coaches Nate Hearn and Larry Morri, and put them on probation through September 19, 1992 for violation of summer workout rules.

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.

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

MUSIC MEMORY

The following correction Official List (page 1) of the 1990-91 Music Memory Bulletin (Treble Clef):
Selection #6 - Don Giovanni should be underlined.

SWIMMING NOTICE

200-YARD FREE RELAY ADDED: The 200-yard free relay will be included in the district, regional and state meet. For more information, contact Bob Young, UIL assistant athletic director, at 512/471-5883.

GUSTINE HS

The State Executive Committee upheld the decision of the District 32A Executive Committee to disqualify the Gustine girls' basketball team from district honors for the 1990-91 school year, for violation of Section 1201 (a)(1), employment of coaches. The committee also issued a public reprimand to Gustine High School and put the girls' basketball team on probation through February 8, 1992.

CALALLEN HS

The State Executive Committee issued a public reprimand to Calallen High School and placed it on probation through February 8, 1992, for violation of TEA rules governing practice time during the school day. The committee also issued a public reprimand to Coach Leta Andrews and placed her on probation through February 8, 1992.

MCLEAN HS

The State Executive Committee found a McLean High School football player ineligible as of November 14, 1990, and forfeited all games the student had participated in since November 14. They issued a public reprimand to Coach Jerry Miller, and placed him on probation in football through December 10, 1991, for violation of the Athletic Code. They also issued a public reprimand to McLean High School, and put the school on probation in football through December 10, 1991.

GREGORY-PORTLAND ISD

The State Executive Committee issued a public reprimand to Gregory-Portland Football Coach Bruce Bush, suspended him from attending two football games, and put him on probation through February 25, 1992, for violation of the amateur rule. Gregory-Portland High School was issued a public reprimand and the probationary period they are under was extended to February 25, 1992.

RICHARDS HS

The State Executive Committee suspended Richards High School from one-act play competition for the 1990-91 school year for failing to participate in one-act play competition after sending in an entry form.

PLEASANT GROVE ISD

The State Executive Committee issued a public reprimand to Pleasant Grove High School through October 31, 1991, for failure to notify proper parties that they would not participate in regional competition in Lincoln-Douglas Debate and cross-examination team debate.

SANDERSON HS

The State Executive Committee issued a public reprimand to Coach Gary Shackelford of Sanderson High School, for removing his team from the playing field prior to the end of a contest, and put him on probation through October 31, 1991. The District 8A Executive Committee assessed a penalty of public reprimand with one year's probation to Sanderson High School.

KERRVILLE TIVY HS

Kerrville Tivy High School has been issued a public reprimand and placed on probation in baseball through May 14, 1991, for violation of the Athletic Code. A student representative was suspended for the 1989-90 season and placed on probation through May 14, 1991.

DECATUR HS

Decatur High School has been issued a public reprimand and placed on probation in one-act play through May 14, 1991, for allowing an ineligible student to participate in district contest. Jana Woodruff, one-act play director, was issued a public reprimand, suspended from directing all UIL activities through May 14, 1991, and placed on probation in all UIL activities through May 14, 1992. A student representative was suspended from participating in band for the first two football games of the 1990-91 school year and placed on probation in all UIL activities through May 14, 1991.

FOREST BROOK HS

The SEC has issued a public reprimand to Forest Brook High School and placed the school on probation through May 14, 1991, for violation of the Athletic Code. Coach Billy Thompson has been issued a public reprimand, suspended from coaching baseball through May 14, 1991, and placed on probation in baseball through May 14, 1992.

ODESSA HS

Coach June Owen of Odessa High School has been suspended from coaching girls' basketball through May 14, 1991, and placed on probation through May 14, 1992, for violation of the Athletic Code.

S&S CONSOLIDATED HS

S & S Consolidated High School has been issued a public reprimand and placed on probation in basketball through January 9, 1992. The penalties were issued for violation of the Athletic Code.

NEW CANEY HS

Mr. Mike Powell, of New Caney High School, has been issued a public reprimand and placed on probation in basketball through January 9, 1992 for violation of the Athletic Code.

BELLAIRE HS (HOUSTON)

Houston Bellaire High School has been placed on probation in baseball through January 9, 1992 for violation of off-season limitations and the amateur rule. Mr. Rocky Manuel has been issued a public reprimand and placed on probation in baseball through January 9, 1992 for violation of the Athletic Code and off-season limitations.

IOWA PARK HS

The SEC has issued a public reprimand to Coach Ray Sefcik, Iowa Park High School, suspended him from one game, and placed him on probation in football through the 1991-92 season for violation of the Athletic Code.

VAN HORN HS

A public reprimand has been issued to Van Horn High School by the State Executive Committee for violation of the state law limiting schools to one 60-minute athletic period within the school day.

HARLINGEN HS

Coach Jesse Longhofer of Harlingen High School has been issued a public reprimand, suspended from the first home game of the 1991-92 football season, and placed on probation in football through the 1991-92 season for violation of the Athletic Code.

BAYTOWN LEE HS

Baytown Lee High School has been issued a public reprimand and placed on probation in basketball through January 30, 1992, for violation of the Athletic Code. In addition, the State Executive Committee accepted the suspension penalties assessed three student representatives by Goose Creek ISD and placed them on probation for the remainder of the 1990-91 school year.

CLEAR LAKE HS

Clear Lake High School has been issued a public reprimand and placed on probation in basketball through January 30, 1992. The State Executive Committee upheld Clear Lake High School's one game suspension of three student representatives, issued a public reprimand to the students and placed them on probation for the remainder of the 1990-91 school year. In addition, the committee suspended three other student representatives from the next basketball game, issued a public reprimand to the students and placed them on probation for the remainder of the 1990-91 school year.

MUSIC MEMORY

"Variations on Simple Gifts" by Copland is located on the *Listen* album on Band No. 2, not Band No. 1 as printed on page 141 of the Music Memory Bulletin.

C&CR Interpretations from the State Executive Committee

C&CR INTERPRETATIONS

It is a violation of Section 441 if student athletes and/or their attorneys accept money or other valuable consideration for payment of legal expenses incurred to file suit or take other legal action against a school, school district, or the League.

It is a violation of Section 481 if coaches and/or their attorney(s) accept money or other valuable consideration for payment of legal expenses incurred to file suit or take other legal action against a school, school district or the League.

• **Section 440 (d):** High school students who are enrolled in Beginning Racquetball courses through Early Admissions College Programs are not in violation of Section 440 (d) provided: they are not seeking eligibility for UIL tennis or team tennis; the college course is a beginning course; the course covers general knowledge, terminology, playing rules, and racquetball skills only; the course is not a conditioning course.

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

• **According to Sections 25 (g) (4), 603, and 604,** the district executive committee has final jurisdiction in cases occurring within its district when schools are publicly reprimanded and placed on probation and/or when students are suspended from participation in UIL activities.

• **Section 441 (a) and (e)** is interpreted as it is written and cannot be interpreted any other way. Therefore, it is a violation to accept money and eligibility cannot be regained by returning the money.

• **It is a violation of Section 481** if coaches and/or their attorney(s) accept money or other valuable consideration for payment of legal expenses incurred to file suit or take other legal action against a school, school district or the League.

• **Section 1206 and 1209 Use of school athletic facilities for recreation during the off-season and on Sundays.**

Facilities may be made available to athletes under the following conditions:

- 1) Recreational opportunities receive advance approval by the local school board and administration (should have board approval).
- 2) The dates and times of operation shall be announced, posted or publicized so that every student attending that school is aware of the opportunity.
- 3) Each activity is based on a first come, first served basis.
- 4) School coaches are responsible for notifying student athletes in their sport that their participation is strictly voluntary, never required, and is in no way a prerequisite for making the team or getting more playing time.
- 5) No instruction may be given on a Sunday or during the off-season of a team sport.
- 6) Someone other than a coach should be appointed to supervise facilities.
- 7) Coaches should not participate with their athletes in the athletes' sport. Such actions place the responsibility on the coach and school to prove they are not violating Sunday and Off Season Regulations.
- 8) Use of facilities may be restricted to that school's student body.

Note: If only members of an athletic team are participating in their sport in an open recreational facility, it could be deemed a violation of off season regulations.

• **Section 1208 (p)** does not prohibit a school district from leasing its facility to an outside entity on a one time basis for an all-star game provided:

- 1) the facility which was previously utilized for that specific all-star contest is being renovated and facilities other than public school facilities cannot accommodate the contest;
- 1) the lessee assumes all responsibilities and all costs relative to the contest;
- 2) the lessee signs a disclosure freeing the school district from all related liability;
- 3) all lease monies are paid in advance;
- 4) no athletic director, coach, teacher, or school administrator of the school district is associated with the contest in any capacity other than negotiating the lease agreement.