

Leaguer

Second chances

Playoff expansion proposal debated

By PETER CONTRERAS
Director of Public Information

The UIL's Legislative Council gave approval early last month to a plan that would send to the high school playoffs the top three teams from each Conference 5A district in four additional sports.

Joining football with three teams in the playoff would be volleyball, boy's and girl's basketball, soccer and baseball.

The proposal is currently being presented to district superintendents statewide on a referendum vote for implementation during the 1992-93 school year. If approved by the schools, the plan would go to the state board of education for final approval.

Introduced by Spring Branch Independent School District administrator Wayne Schaper, the proposal passed by a 14-6 vote.

Under the Schaper proposal, three teams from each Conference 5A district would advance to the playoffs with one state champion being crowned in each sport except football. Conference 5A football districts already send three teams to the state playoffs under a format adopted this past season.

However, another proposal approved by the Legislative Council on that same day was a format to change the Conference 5A playoffs beginning with the 1991 season.

The new format would call for the largest enrollment team of the three district representatives would enter a 32-team bracket, preliminarily labeled "Division I," to play for the state title. The remaining teams would play for another championship in a 64-team "Division II" bracket.

Last month's proposal to send three teams to the playoffs in the additional sports came from a January plan adopted by Schaper to send four teams from each district to the playoffs in two separate divisions. Schaper introduced the four-team plan again at the meeting, but it was defeated, 14-6.



Hands Up!

CLARKSVILLE'S Vergil Richardson, a 6-2 senior center, stops Joel Nolte of Hardin-Jefferson in the 3A boys' state basketball finals, won by the Hawks, 75-68. Nolte, a 5-10 senior guard, scored 14 points for Hardin-Jefferson, which finished the season at 37-1. Richardson scored 22 in the game, and both were chosen to the all-tournament team. For full tournament results, please turn to page 11.

Photo by
KIRK CRIPPENS.

TILF to award \$600,000 in scholarships

All UIL Academic Regional Meet winners should receive the following items in the winners packets: 1991-92 *Scholarship Opportunities*, a brochure from the Texas Interscholastic League Foundation, and an application.

Graduating high school seniors who compete in the UIL Academic State Meet either this year, or in previous years, may apply for TILF scholarships between May 1-15, 1991. Dr. Rhea H. Williams, Executive Secretary of TILF reports that the foundation will award 500 scholarships in June for the 1991-92 school year, 300 new scholarships and 200 renewals totaling \$600,000.

There is one additional listing and one correction for the 1991-92 *Scholarship Opportunities*. The additional award is:

Red Oak Foundation Scholarships 3 awards of \$4,800 each, payable \$600 each semester for four years. For contestants in any UIL academic event who declare an edu-

cation major at the University of Texas at Austin. Recipients must show a financial need and maintain a minimum 2.75 GPA while attending The University.

The correction for the bulletin should read: Keitha Morris Memorial Award \$1,000 annual award, payable \$500 each semester of the first year. This scholarship will be awarded to the Outstanding Actress in Region IAA One-Act Play Contest.

Scholars' grades impressive

Dr. Williams reported that during the 1990 fall semester, 363 scholarship recipients attending 54 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 22 percent of the students made a 4.0 GPA, 54 percent made a 3.5 or better GPA, and 76 percent made a 3.0 or better GPA.

"These students are typical of the quality of students that apply for and receive TILF scholarships," Dr. Williams said. "Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so."

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for 1991-92 *Scholarship Opportunities* and an application by enclosing a self-addressed, stamped (58 cents) envelope to: TILF, Box 8028 - University Station, Austin, Texas 78713-8028.

Recipients must begin school by the fall following graduation from high school and must attend school at a Texas college or university. Applications must be postmarked by May 15, 1991. Announcements will be mailed to all applicants on June 21, 1991.

Statistics stress importance of education

By **DONNA A. LOPIANO**, Ph.D.
Texas Women's Athletic Director

All 50 states, the District of Columbia and the United States Congress have declared April 6 Student-Athlete Day in the hope of encouraging young people to stick to the books while pursuing dreams of athletic stardom.

The track record of educational sport has not been impressive. Only 33 percent of Division I basketball players graduate in five years. Only 37 percent of Division I-A football players graduate in five years.

According to estimates by The Northeastern University Center for the Study of Sport in Society:

■ 20 to 30 percent of high school football and basketball players are illiterate.

■ 67 percent of all National Football League players do not have their degrees.

■ 80 percent of all National Basketball Association players do not have their degrees.

■ 84 percent of all major-league baseball players do not have their degrees.

■ 92 percent of all National Hockey League players do not have their degrees.

The average career expectancies in these pro sports are: 3.5 years in the NFL, four years in the NBA, 4.5 years in major-league baseball and four years in the NHL.

We cannot allow our young people to continue the dream of becoming sports stars in high school, college or the pros and allow them to participate in sport without a demonstration of academic achievement. The truth is that the odds are better for a high school athlete to become a doctor or attorney than a professional athlete.

Fifty-nine percent of the one million high school football players and half-mil-

lion high school basketball players believe they will get a college scholarship. Forty-four percent of the black high school players believe they will play in the NFL or NBA.

The cold facts are that only one out of 100 high school athletes will ever play Division I college sports and only one out of 10,000 high school athletes will play in the NBA or NFL.

There is widespread concern that student-athletes are being exploited in collegiate sport, but what is happening at the high school level seems to go unnoticed. Only six states - Mississippi, Texas, West Virginia, Hawaii, California and Massachusetts - currently have a mandatory "C" requirement for participation in athletics.

In spite of the fact that 79 percent of high school students support the concept of "no pass, no play," 44 states allow high school athletes to participate even if they never earn more than a "D" in any course. Even in the six states with no-pass, no-play rules, the ethical conduct of teachers and administrators eager to support winning teams has, at times, been questioned with regard to awarding unearned passing grades.

An NCAA study of athletes enrolling in 1981 predicted that more than 50 percent of all high school athletes entering their freshman year in college would be ineligible to compete if Proposition 48 ("C" average in college preparation core courses

and minimum Scholastic Aptitude Test score of 700) had been in effect then. However, only 13 percent of college basketball players and 10 percent of football players have been ineligible since Proposition 48 went into effect in 1986. These results appear to indicate that most student-athletes have attained the new academic performance standards.

We must enforce those standards even if it means losing a game. Our education sport system cannot be permitted to exploit student-athletes.

What more must be done?

1. Student-athletes must be educated about the facts and the enormous odds against attaining the professional sport ranks. Even

if they do make it to the pros, the chance of making a living for more than four or five years is very small. All student-athletes must have required insurance - an education.

2. Our high schools and colleges must enforce no-pass, no-play rules. If student-athletes are not performing academically, they must spend extra time developing their educational rather than sport skills.

3. Too many institutions of higher education deliver eligibility, but not education, to their student-athletes. The athlete continues to play, but all too often makes little progress toward graduation. We must bring this to a screeching halt.

4. We must applaud academic achievement of our student-athletes as vigorously as their athletic accomplishments. Coaches,

teachers and parents must ask about academic performance *before* raving about performance on the playing field.

5. There are those who support the elimination of interscholastic and intercollegiate sport. We cannot throw out the baby with the bath water. Sport is an integral part of American life. 3.3 million boys and 1.8 million girls - one out of every three high school students - annually participate in athletics. Athletics provide valuable lessons and experiences for players. The very characteristics that make a great athlete - dedication, discipline, hard work, the ability to perform under pressure, goal orientation, teamwork and the ability to deal with victory and defeat - can also make that player a great student or a great citizen. However, we must be committed to reinforcing the connection.

We must understand that the athlete as student and player demonstrate these characteristics. If the athlete is too lazy to demonstrate these characteristics in the classroom, he/she should not be allowed on the playing field. These demands must be made by coaches who care rather than by rules and policies.

Ultimately, the ethical conduct of the business of educational sport comes down to the coach and the principal, with the support of parents and community members, or the coach and college president with the support of the alumni and fans, who must reinforce clear academic and athletic performance demands.

To do otherwise is a decision to cheat society out of the productive future of one-third of all American youth.

(Reprinted from the *Austin American-Statesman*, Sunday, March 31, 1991.)

We cannot allow our young people to continue the dream of becoming sports stars in high school, college or the pros and allow them to participate in sport without a demonstration of academic achievement.

The Leaguer

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The School Band: Clarifying Priorities

Famed conductor puts band in music education context

The College Band Directors National Association held its biannual conference in Kansas City on February 20-23 of this year. One of the major topics on the agenda for that meeting was the current status of the school band programs in many regions of our nation. There is growing concern within the membership of CBDNA and other professional organizations that many factors, both within and outside the ranks of music educators, are gradually eroding the foundation of the school band and the music curriculum as we know it.

As a springboard for discussion of this timely topic, CBDNA President Richard Strange asked each living past president of CBDNA to prepare a paper addressing some facet of "The Problems Confronting Music In Our Schools." During the next several issues of the Leaguer, it will be my intent to share some of the thoughts contained within these papers with you.

The following statement entitled "The School Band - Clarifying Priorities" was written by Frank Battisti, 1979-1981 CBDNA President. Mr. Battisti is presently the Wind Ensemble Conductor at the New England Conservatory. He is an international leader in the wind band movement and also enjoyed a broad array of successes as a high school band director. His wisdom speaks not only to band programs, but to all other music disciplines as well.

■ The School Band: Clarifying Priorities

There should be great concern about what IS happening and what IS NOT happening in many of the school band programs throughout the United States. We should not lose sight of the fact that the band program must be a part of the music education component of the total educational curriculum.

We could say that the goal of a music education program should be to help each student develop a deep understanding and lasting appreciation of the art of music. Students must be provided opportunities to have intimate experiences with music of high quality. Teachers must be sensitive musicians who have excellent performance skills, and a thorough knowledge of high quality music in their teaching area.

It is unfortunate, but currently there are school band programs geared toward entertainment and the short term reward of competitive recognition, rather than toward the development of musical skills, understanding, creativity, and the long term appreciation of great music.

Today, much of the literature being performed by school bands emphasizes the commercial and popular elements in American society—TV theme music, movie theme music, rock music, and so on. Band directors should be able to make qualitative value judgments concerning the literature they require their students to learn and play.

The objectives of the music curriculum



Richard Floyd

Music matters

in our public schools must be oriented toward developing listening skills, musical knowledge and sensitive performance skills in concert and chamber music activities. A curriculum emphasizing these objectives will assist students in the development of musical taste and discrimination.

It is important that the musical experiences in which students are involved clearly focus on the music and this music must be of high quality. Music is the subject we teach—it is not band! Band is the vehicle through which we teach music and students develop their musical potential. How we do it, and the kind of musical experience opportunities we provide in band, are very important factors. Students taking "band" should be studying and experiencing music in the context of aesthetic education. They should be excited, not by just the activities of the band, but also by the good quality music the band is performing. With the skills, knowledge and sensitivity gained through their band experience, they also should be able to appreciate good quality music when performed by other individuals, bands, orchestras, jazz ensembles, choirs, etc.

In high schools that continually expand marching band activities, there is frequently a gradual loss of emphasis on the concert music activities. Often the instrumentation of a concert band is very restricted and reflects the needs of the marching band and not the demands of the "concert music." When one sees a marching band equipped with an extensive amount of field type percussion instruments, special "corps style" brass instruments, flags, etc., and then sees a depleted instrumentation in the concert band component of the band program, one has to question the philosophy and priorities of this part of the school music program.

The practice of eliminating some or all of the woodwinds from the marching band and expanding the number of brass and percussion instruments has contributed to the decreasing number of students studying woodwind instruments. This emphasis on the brass and percussion instruments makes woodwind instruments less attractive to students.

The music performed by marching bands does not offer students a rich and broad musical diet. The use of quality music in various styles is needed to aid students in the development of instrumental technique, comprehensive musicianship skills, and aesthetic sensitivity.

Twirling competition still in music plan

This past summer the TMEA/UIL Advisory Committee voted to recommend to the UIL Legislative Council that twirling be deleted from the UIL music contest plan.

In September, the proposal was placed on a survey circulated to all school superintendents. The results of that survey indicated that the majority of school administrators were in favor of the deletion of the twirling contest.

However, public testimony heard during the Legislative Council meeting in October resulted in the defeat of the proposal. Consequently, twirling will remain a part of the music plan for the foreseeable future. Twirling competition will continue to be held at both the district and state level.

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The arts are clearly an integral part of life at Harvard and Radcliffe, important for their value to the college environment and also for the potential they provide for lifelong enrichment. In addition to academic criteria, therefore, we always consider extracurricular talents and personal strengths when we evaluate a candidate's credentials. We look for students whose previous participation in the arts shows that they can make a substantial contribution to our community.

”

William R. Fitzsimmons
Dean of Admissions
Harvard University

Even in the concert band area one often hears performances of music calculated to make bands "sound good," as opposed to the performance of music which has the potential to assist students in the development of skills, (both listening and performing) and a deeper understanding and appreciation of high-quality musical art.

An instrumental program which focuses on musical skill development and the aesthetic growth of every student should offer a broad and balanced program of musical activity. The concert band and/or wind ensemble should be the primary and central experience within this curriculum. Only in this ensemble may the students be exposed to the great music (both original and transcribed) from the 17th through 20th Centuries.

A good instrumental program will involve students in solo, small ensemble and large ensemble experiences. Through these experiences students may be exposed to a

rich diet of music from the past and present and offered an opportunity to learn about music—its history, literature and traditions, and develop good performance skills. It is also important to give students opportunities to create and arrange music which will expand their use of musical knowledge and skills.

Those of us providing music learning activities for students through a band program should desire to stimulate and challenge students musically, intellectually and emotionally. Hopefully, we can motivate them to be creative and assist them in their understanding and appreciation of music and the development of good musical values. The development of musical taste and discrimination should enhance the quality of their life and assure a future "adult age" society that values the benefits of music in education and strongly supports the inclusion of music in the public school curriculum.

Notes from a slightly peeved UIL journalism contest judge

Director's note: The following article was submitted by a veteran UIL journalism contest judge, who asked to remain anonymous.

Last minute changes in schedules for UIL district and invitational contests are among problems encountered this spring by volunteer judges.

Judges who often take time off from work in order to judge the competitions have also been paid less than they were promised and have not been paid mileage, according to one veteran judge.

"The worst problem thus far has been last-minute schedule changes," the judge said. "Two of us had been asked to judge at one contest about 70 miles from our office and had been told we needed to be there at 11 a.m. Then, after we had adjusted our work schedule and made arrangements to work a later shift, we were told two days before the contest that the host school had changed the schedule and pushed things back four hours.

"Regardless of how much we wanted to judge, we couldn't go back to our supervisors and ask them to change the work schedules around one more time," the judge added.

As a result, two veteran judges were unable to participate and the judging coordinator had to scramble to replace them. She finally came up with a pair of judges without any previous experience."

A suggestion from one judge is that the judging coordinator send out letters of confirmation, recapping the time and promised pay.

"That way," the judge added, "questions can be asked early on, and hopefully problems solved.

"It couldn't hurt," the judge continued. "I've judged for many years and this, by far, was the worst year I've experienced. We've simply scratched some schools and districts from our list."

Preparing Next Year's Leadership

Working from within

How student editors can maximize staff unity and overall publications quality through strong personal and human relations skills

This is the second in a series of three articles about developing leadership skills in student editors. The first article, about organizational skills, was featured in the March *Leaguer*.

By ANDY DREWLINGER

There's no doubt about it. Staffs with technical strength in writing, design and photography can produce quality newspapers and yearbooks. Yet more than a few staffs have seen their talent underused or not used well in proportion to what the group can do to meet student expectations of the publication, do the most with available funds, etc.

The problem can often be linked to the editor.

Okay, you're thinking "What about the adviser? administrative censorship? the staff being split into different classes because of scheduling conflicts?" Yes, these factors and others can play a role. But there are plenty of examples of editors who, through having good organizational skills, possessing a positive and open attitude, being secure about themselves and their strengths and weaknesses, knowing how to motivate and encourage staff members, and treating staff members as partners, have surpassed whatever limitations have been placed before them. And, after all, isn't our goal to produce "student" publications? If we truly believe this, then the editor must be the major force, and the adviser's role is to directly develop that force initially, and back it up over the long-term.

I dealt with organizational skills in the last issue. Now let's look at each of the other traits.

No matter what happens before or after the publications class, the editor must make sure that he/she doesn't bring a negative attitude about work into the class, especially when the staff is left hanging because the editor won't talk it out with them and the adviser. If someone is not doing his work, the editor must quickly identify the problem and work with the adviser to develop solutions and implement them. If a non-journalism student, teacher or administrator has strongly criticized the editor about something in the recent issue, he must take time during the next class period to air the complaint. Don't try to

deal with it alone, or think it will go away, because it will often manifest itself in a short temper, listlessness, lack of attention to details, and others that, over time, can create unrepairable tension among the staff.

Staying upbeat in the face of criticisms, conflicts and personal problems can be incredibly difficult for anyone, but especially for teenagers. Yet, the staff will be affected, both openly and subconsciously.

Perhaps nothing has created more massive problems among organizations than the leader being insecure in his/her role. The insecurity can result from lack of technical knowledge, but more often is a result of a leader not feeling secure in his role with people.

Maybe the leader was held back from doing the most with his skills in past positions. Maybe he senses someone else on staff is as talented, or more so, than he. Whatever the reason, a staff can be literally divided by the editor because what often happens is the editor becomes so dominant that everyone else is underused, talent-wise. The division comes about from those on staff who, like the editor, are talented but lack the power to make the most of their situation (and may have their own agenda for what the staff should accomplish); those who are unsure of their participation and look at the editor for guidance (or to do their work); and a small minority who may not care but are pressured to take sides. In a situation where everyone is highly talented, then it will be they against the editor.

To avoid this kind of problem, an editor must always remember that the title doesn't give him the right to be a dictator, even if many of his decisions are good ones. He must be open to input from other staff members. This may include occasionally asking staff members what to do even if he knows the answer. The purpose is to create good will and a feeling among staff members that their opinions count.

Another reason for not being dictatorial is that an editor's perspective about things, just as anyone's perspective, is limited no matter what the level of talent and knowledge. For example, I've spoken to editors before who didn't want to run a story because a lot of other school papers or a major national magazine had written a lot about the topic. But just because you read such publications a lot doesn't mean the majority of your student body does. You must be open to different perceptions, and

that's where other staff members come in—to give a more varied focus.

Interesting enough, leaders who practice these ideals consistently often receive such a high level of respect from their peers that seeking input almost becomes unnecessary. This is because the others agree with 95 percent of what the leader proposes without lengthy discussion.

"Thank you" "Good job" "You're a big help to us." Phrases that kids find corny to say to each other must be a part of the editor-staff relationship. And there is no way editors can say them too much.

Editors will come into a position expecting the adviser to handle the motivational and encouragement aspects. But we advisers can't let that happen, and we must be willing to remind the editor regularly that he must take on these tasks, as well.

An editor should also take time early in the year to learn the personal and technical strengths and weaknesses of each staff member. Don't get too caught up in the technical quality of work that you don't identify and deal with personal conflicts (such as a staff member's fear of interviewing a teacher whose class he failed), and work with the adviser in dealing with such concerns.

When criticism is necessary, one of the best things an editor can do is preceed a criticism with a compliment. Everyone does something good, so throw in some honey before the vinegar. You will find people are more accepting and willing to change under these circumstances.

When everyone on staff feels they can participate in the decision-making process, an editor will have an extremely workable group. It doesn't matter whether some staff members are more talented than others or can come up with good ideas more often than others.

Everyone can contribute to the complete process. Don't ever forget this.

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 80s. 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.

Big Weekend

On the same weekend as the Capital 10,000 and the Texas Relays, more than 1,800 journalism teachers and students crowded into Austin April 6-7 for the 64th annual ILPC convention. They were feted to 90 instructional sessions, exhibits and awards assemblies. Among the major award winners were:

- **Tops in Texas Newspaper:** Panther Prints, Duncanville
- **Tops in Texas Yearbook:** El Paisano, Austin Westlake
- **Max R. Haddick Teacher of the Year:** Susan Komandosky, Round Rock



OUT OF

In youth, we realized the real world is a big place. Most of the time we looked at the world and community as a place to get pizza at Mr. Gattis or Domino's, clothes and almost anything else at Barton Creek Square Mall with over 210 stores. Senior or later we recognized that in the Westbank Community, the *Pioneer* provided us with weekly news coverage, and the volunteer fire fighters protected our homes and businesses. You get out of it what you put into it and Westlake maintained a good give-and-take relationship with our community.



OUT OF

Competing always seemed to be a big deal often causing us to put aside a valuable lesson from middle school: It's not whether you win or lose, it's how you play the game. Nevertheless we all wanted to win, to earn respect and to have a good time while playing everything from baseball to gymnastics. Practice began August 14 and paid off when the volleyball team finished second in regionals, football won district and tennis ranked second in the state. Athletes came out of the sports pages earning recognition for winning events and just playing the game.

P.A.N.T.H.E.R. PRINTS



Teen court proposal still in planning stage

By STELLA BERNARDI
Lawyer Tim Treadwell is planning a teen court program that would allow students to hear and decide on cases involving minor offenses. The program would be a part of the district's juvenile justice system. Treadwell, who is a lawyer with the law firm of Treadwell, Treadwell & Treadwell, P.C., in Dallas, said the program would be a part of the district's juvenile justice system. The program would be a part of the district's juvenile justice system. The program would be a part of the district's juvenile justice system.

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Lawyer Tim Treadwell is planning a teen court program that would allow students to hear and decide on cases involving minor offenses. The program would be a part of the district's juvenile justice system. Treadwell, who is a lawyer with the law firm of Treadwell, Treadwell & Treadwell, P.C., in Dallas, said the program would be a part of the district's juvenile justice system. The program would be a part of the district's juvenile justice system. The program would be a part of the district's juvenile justice system.

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Duncanville, Westlake dominate ILPC

Duncanville and Austin Westlake high schools, two of Texas' most dominant student publications programs over the past decade, again garnered the Interscholastic League Press Conference's major awards. The Duncanville newspaper and Westlake yearbook were named Tops in Texas at the 64th annual ILPC state convention, April 6-7 in Austin.

For Duncanville's *Panther Prints*, the award was its fourth since 1985. Advised by Mary Pulliam, the newspaper won in 1985, 1986 and 1989.

Westlake's *El Paisano* previously received the top yearbook award in 1985. The yearbook was advised by John Cutsinger, who resigned last year to take a position with Jostens, Inc. in Minneapolis, MN.

In the other major awards category, Susan Komandosky, publications adviser at Round Rock High School, received the Max R. Haddick Teacher of the Year Award. Komandosky has taught for 18 years, the past five at Round Rock. Her publications have consistently won top ILPC and other state, regional and national honors. She is state director of both the Texas Association of Journalism Educators State Director, and the Journalism Education Association. In addition to advising both publications, she is sponsor of the school's award-winning student council.

"On a faculty of leaders, Mrs. Komandosky is herself an outstanding leader," stated Dr. H. Lynn Russell, Round Rock principal. "She is one of the most dedicated, productive teachers I have known in my 30 years as an educator."

Other awards recipients included:

■ **Edith Fox King Awards for distinguished service to Texas scholastic journalism** went to Kem Brossman, Labay Jr. High School; David Laird, San Antonio Roosevelt; Marilyn Stevens, Northwest HS; Justin; Susan Adcox, Barbers Hill HS; Mont Belvieu

TOPS IN DIVISION

Newspaper — P-7: *Panther Prints*, Duncanville HS; P-6: *Eagle Eye*, DeSoto HS; P-5: *The Maroon*, Austin Stephen F. Austin HS; P-4: *The Pulse*, Liberty-Eylau HS; P-3: *The Eagle Echo*, Barbers Hill HS; P-2: *Texas Times*, Wimberley HS; P-1: *Panther Spirit*, Roosevelt Reveille; Page in Local Paper: *Hi-Standard*, LaGrange HS; Junior High: *Ridge Runner*, Austin West Ridge MS.

Yearbook — Y-7: *Panther Tale*, Duncanville HS; Y-6: *Las Memorias*, Amarillo Tascosa HS; Y-5: *El Paisano*, Austin Westlake HS; Y-4: *Hawk*, Red Oak HS; Y-3: *The Grove*, Texarkana Pleasant Grove HS; Y-2: *Panther*, Longview Spring Hill HS; Y-1: *Wildcat '90*, Archer City HS; Junior High: *Houston Labay JH*.

GOLDEN QUILL AWARD

Newspaper

- *The Edition*, Austin Anderson
- *The Stampede*, Hampshire-Fannett
- *Hillcrest Hurricane*, Dallas Hillcrest
- *Pride*, South San Antonio HS
- *Rampage*, San Antonio Marshall

Yearbook

- 1990 *Chaparral*, Lubbock Monterey
- *Retrospect*, West Ridge Middle School, Austin
- *Buffalo '90*, Haltom HS, Fort Worth
- *Highlander*, Dallas Highland Park
- *Jackrabbit*, Ralls HS

NEWSPAPER TOPS IN TEXAS IAAS

NEWSWRITING: Roni Broussard, Katy Taylor HS; **FEATURE STORY:** David Trussell, Lubbock Monterey HS; **SPORTS WRITING:**

Wendy Gillespie, Follett; **EDITORIAL WRITING:** Jennifer Sorufka, Angleton HS.

ENTERTAINMENT REVIEW WRITING: Dirk Moore, Angleton HS; **GENERAL COLUMN:** Jeff Mays, Dallas Hillcrest HS; **SPORTS COLUMN:** Amy Hettnerhausen, Austin Lanier.

IN-DEPTH NEWS FEATURE: Staff: San Antonio East Central HS — Diana Bartlett, Tammy Barker, Kayla Himes, Tina Garza, Ryan Parker, Jeannette Truesdell, Jeff D'Andrea, Kim Reese, Krisi Casisas, Donna Gusman.

PHOTO STORY: Glenn Oswald, Brandon Knowles, Keith Snook, Duncanville HS; **PAGE ONE LAYOUT:** Dongmin Shim, Austin S. F. Austin; **STUDENT ART:** Dongmin Shim, Austin S.F. Austin; **EDITORIAL CARTOON:** Stephanie Boyar, Dallas Hillcrest HS.

SPOT NEWS PHOTO: Glenn Oswald, Duncanville; **SPORTS PHOTO:** Glenn Oswald, Duncanville; **FEATURE PHOTO:** Tisha Ray, Irving MacArthur; **ONE-SHOT AD:** Steven Declerck, Brian Worley, Austin Westlake.

YEARBOOK TOPS IN TEXAS IAAS

THEME DEVELOPMENT: David Minkley, Kristen Neff, Lubbock Monterey; **DIVISION PAGES:** Blake Miller, Austin Westlake; **STUDENT LIFE SPREAD:** Angie Kolander, Lubbock Monterey.

SPORTS SPREAD: Shane Kemp, Round Rock; **CLUB ORGANIZATION SPREAD:** Jamie Bateman, Jonathan Allen, Wimberley; **ACADEMIC SPREAD:** David Cooper, Austin Westlake.

ADVERTISING/COMMUNITY SPREAD: Regina Harris, Carthage; **CLASS SECTION SPREAD:** Wayne Marinik, Nick Marshall, Red Oak.

FEATURE PHOTO: Kevin Ivy, Round Rock; **PORTRAIT:** John Huckelba, La Vernia; **SPORTS FEATURE PHOTO:** Brandon Knowles, Duncanville; **SPORTS ACTION PHOTO:** Wayne Eggert, Angleton.

Dorm monitors sought for summer workshop

Applications are being accepted for positions as dormitory monitors during the ILPC Summer Publications Workshop, June 21-25. Duties of the dorm monitor include enforcing curfews, controlling traffic between floors and investigating possible rule violations.

Monitors will reside in private rooms on the students' floors. ILPC will pay monitors \$100 to cover transportation costs, and waive tuition, room and board fees.

To apply, send your name, school, home address, city/zip, home telephone number and social security number to Jack Harkrider, c/o ILPC, Box 8028, UT Station, Austin, Texas 78713-8028. Deadline for receipt of applications is June 1. Appointees will be notified by phone no later than June 4.

Also, the workshop for advisers has been approved for 28 hours of TEA advanced academic training credit.

In order to receive credit, advisers must enroll and attend the adviser's sequence, which will be directed by Bob Button, newspaper adviser, Grosse Pointe South High School, Grosse Pointe, MI, a former Dow Jones Newspaper Fund National High School Journalism Teacher of the Year.

For an application, write ILPC, Box 8028, UT Station, Austin, TX 78713-8028.

Currently, we're on schedule: Minor glitches aside, all went well in first year

By **BOBBY HAWTHORNE**
Current Issues & Events Director

Last fall, at a student activities conference in Edinburg, I distributed a sample current issues and events contest to the 50 or so students assembled. After giving them a few moments to look it over, I asked, "So how many of you think you could answer all of these correctly?"

About half the kids raised their hands. I didn't think they could, but I wasn't certain of it, and the prospects of a spate of teenagers acing my exam really grated on me. So I was determined that the contest would thread between impossible and difficult, without relying on completely arcane data, silliness or trickery. True, the tests would be impossible for the typical man on the street, but for students who are presumably preparing for the contest, the questions should not have been that tough.

With two district meets under my belt, I feel comfortable claiming success. For a first-year contest, we accomplished a great deal with relatively few pitfalls. To our eternal credit, the answer keys for districts one and two were correct, although a few coaches challenged select responses. This question, for example, raised a few inquiries: "William Bennett resigned as the nation's drug czar in order to:

- become Department of Education Secretary.
- become Democratic Party National Committee chairman.
- become Republican Party National Committee chairman.
- assume presidency of Harvard University.

One coach said none of the responses are correct.

Not true. William Bennett resigned in order to become Republican Party National Committee chairman. That he did not actually become Republican Party National Committee chairman is irrelevant. He resigned to do so, but was forced to withdraw from consideration because of conflicts of interest.

Another question asked, "Which Texan was not involved in negotiating directly with Iraq leader Saddam Hussein in Baghdad and securing the release of 25 Americans trapped in Iraq or Kuwait?"

- John Connally
- Mohammed Ali
- H. Ross Perot
- Oscar Wyatt Jr.

Many students answered, "Mohammed Ali," which is incorrect. He isn't a Texan. The correct answer is H. Ross Perot. And, by the way, Ali did negotiate with Hussein for the release of American hostages. But the question asks, "Which Texan..."

Is this trickery? No. These questions do, however, force students to think beyond the obvious.

I was made aware of my propensity to list "All of the above" or "None of the above" only when the answer was, in fact, all or none of the above. Duly noted, I made amends.

I was also cautioned that too many questions ask for a person or location. I'll also attempt to include questions that require students to identify situations rather than names or places.

Also, coaches and judges were not certain whether students were required to write the essay, although it is stated in the UIL Constitution and Contest Rules that, "All participants are required to answer the

essay question." This does not state specifically the penalty for not writing the essay, but we have interpreted participants who do not write an essay are disqualified. This is stated specifically on regional and state meet contests, and will be clarified in the 1991-92 C&CR.

A short meeting of Current Issues & Events coaches is scheduled on the Saturday morning of the State Meet. We will discuss the contest and accept suggestions for changes. Two changes that I'll propose to the Academic Committee of the Legislative Council will be that the contest be expanded to at least one hour, if not longer, and that all essays be read and scored, and the score count a portion of every student's cumulative score.

Undoubtedly, this will have a major impact on the grading of the contest, and I have not determined a precise mechanism for grading and scoring the essay.

One idea that has surfaced is that the essays of the top eight finishers after the grading of the objective portion of the contest be graded. The essays would then be scored on a one to 10 scale. A perfect essay (if there such a thing) would count 20 percent of the total score.

Frankly, it seems unfair that a student who scores 35 on the objective portion of the test and who has written a perfectly horrid essay should place higher than a student who answers 34 questions correctly and who has written a brilliant essay.

And so the task to be addressed will be to see that the essay is scored in proportion to its relative importance. I am certain other proposals will surface in the weeks prior to the State Meet and thereafter.

Now one of the disadvantages of having all student essays graded is the increased

workload on judges. Again, this will have a significant impact on the contest, and it is possible that contest sponsors are happy with the current scantron-graded format.

Still, the educational benefits of grading all essays will outweigh the hassles in grading them. The UIL is not -- or at least, it should not be -- sponsoring this contest merely because it is quick and simple to administer.

Coaches are invited to send their suggestions to me at UIL, Box 8028, UT Station, Austin, TX 78713-8028. Usually, coaches whose students advance to the State Meet are more satisfied with the contest than sponsors whose students failed to advance past the district meet. Nonetheless, we'll meet the morning of Saturday, May 4 to entertain any and all comments. A conference of coaches is scheduled for 9 a.m. in the Bass Lecture Hall in the Lyndon Baines Johnson Library, with the contest set at 10:30 a.m. and the awards assembly set at 3 p.m., both again in Bass Lecture Hall.

Finally, I was tremendously pleased to hear from contest coaches and judges who said they enjoyed the contest, and thought the questions -- objective and subjective -- were interesting and relevant. Frankly, I've enjoyed creating this contest. There seems to be something unfair about getting paid to read newspapers and magazines, but it's something I've learned to live with.

Next year, I'm certain average scores will increase from the high 20s and low 30s to the mid and high 30s. For one, team debaters will be eligible to compete, since their State Meet will be moved to March, and all students and coaches will have a full year to put together the extensive data files that we see debaters toting around at spring meets.

State Calculator Applications: A primer

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

Late April and early May are exciting for us Austin residents, for we see lots of vehicles or all sorts roll into Austin with strange markings like "State Meet Bound," "Win State or Bust," or "We're #1." Coming to State is an exciting experience for you, for your students, and for us State Directors, too. For many of you, this year will be the first time you have participated in State Meet; for many, this is a long-time tradition. This article should help you understand what to expect at State this year in Calculator Applications.

We have three events at State in Calculator Applications. On Friday evening, 8 p.m., in the Thompson Conference Center, Room 1.110, we have a Conference for coaches and, if you wish, students. (Some experienced coaches sent their kids to a movie to relax.) When the Calculator Applications contest was being developed, this was a working session where we had free-wheeling discussions of the contest rules

and format. Recently this type of business goes on between State Directors and your TMSA representatives. The Friday evening conference has evolved into a time to announce procedures so that everyone knows what to do and when. This article gives the outline of what we will cover at that meeting. In other words, at that meeting we will go over the information given below, pass out the schedule for the contest on Saturday, and pass out the seating chart.

Saturday morning is the State Contest. Number Sense and Calculator Applications are in the same room this year, WEL 1.316, which is where Number Sense was last year. The Number Sense contest is at 8 a.m., and Calculator Applications at 9 a.m.. Seating will be assigned according to a seating chart distributed the previous evening at the conference. You may enter the room as soon as the Number Sense crowd vacates. At about 8:45, we will dismiss everyone but coaches and contestants, and coaches will check calculators to ensure that they are cleared and turned off. After that is completed, we will dismiss coaches to attend the doors and we will distribute

the tests. We will begin the contest as soon after 9 a.m. as possible. If a contestant has not showed up by 9 a.m., we will seat the alternate from that region and conference if available. (Of course, alternates are supposed to be notified in advance.) Otherwise, no one may enter the room after 9 a.m.. The contest will take 30 minutes, and you should be finished by 9:45 at the latest. We collect the contests and count them before we dismiss the contestants, to make sure that nothing is missing.

This year we will be using volunteer coaches to do the grading. Using former contestants has become somewhat unreliable, and we are sure that coaches will be fast and accurate in grading and ranking the tests. Of course, we require that coaches grade in conferences other than their own, and we will demand, on pain of death, that results be kept secret until the Awards Ceremony.

At 2 p.m. we will have an Awards Ceremony in WEL 2.224 to announce winners and present awards. Then the tests are made available for examination, and any questions are answered. Awards are not

considered final until all problems have been resolved. Finally, the first-place winners are photographed for the UIL Leaguer.

Let me summarize what we expect from coaches at this year's state contest: (1) we expect you to inform yourself of schedule and procedures at the Friday evening meeting; (2) we expect you to get your contestants to the contest location early, and to warn them about alarm watches; (3) we expect you to assist in clearing calculators; (4) we expect enough of you to help grade to complete that task in a couple of hours; and (5) we expect graders to keep a good secret for a couple of hours.

Let me stress the importance of coaches clearing calculators. It is your responsibility to know how to clear the common types of calculators and to remain in the contest room to do your part. With the increased participation that team competition yields, we need your help more than ever.

We've had several inquiries about new calculators that have lots of built-in formulas, for geometry, etc. The rules still say, in effect, "any calculator that you can buy in a

■ Continued on page 8

Full house

Search for larger theatre underway

Please note the enclosed State Meet OAP schedule. Especially note that tickets will not be available to the general public for Conference A or AA. We are trying to solve a long standing problem of two many people and not enough seats. No, we do not have a larger theatre available unless we go back to a five day run and play all conferences in the Bass (3,000 seats) Concert Hall. As it is, conference AAA is often swallowed in this

space and we do not use the upper floors for any conference. We will attempt to sell any available empty seats in Conference A and AA, to those that stand and wait (patiently).

Refer to Section 901 (n) for points allocated for the Academic Championship or Spring Meet Sweepstakes. One-Act Play points cannot be excluded from these championships. If OAP points have not been counted at the district level, contact Janet Wiman, UIL Academic Director, or me for an explanation. "Shall" is the operative word. If an Academic Championship or Spring Meet Sweepstakes is given, OAP points "shall be awarded." It has been customary in many districts to exclude OAP for a variety of reasons that I do not understand. OAP points for plays were reduced from last year by almost fifty percent. Individual OAP points awarded are now twenty-five percent of last year's total. This was done in order to eliminate any dominance OAP might have. It is mandatory under the current plan that OAP points be included!

This seems to be the year for OAP disqualification for every conceivable reason. No, your friend that is not a full-time employee cannot come to your rehearsal and critique your actors or give you directorial advice. Such an activity is in violation of Section 1033 (c) (5) (A). Don't run the risk of disqualification. This includes, ex-students, your husband/wife or anybody else, unless you take your cast to a workshop under the provisions of item (B).

You might also note that any former or current OAP director is considered a "professional" under Section 1033 (c) (5) (B). Any certified critic judge, theatre arts teacher, or those specifically identified in item (B) are professionals. In simple language, don't take the risk of anybody being involved with your contest play unless they are full-time employees of your school board. The exception of the retired teacher/administrator being paid to direct is clearly noted in item (A).

You should also see that item (B) states



Lynn Murray

Educational theatre

It is mandatory under the current plan that OAP points be included!

1033 (c) (1) (G) gives permission to use "incidental" sound and music effects. It is my opinion that body mikes provide more than "incidental" sound support. This does not prevent using a recorded or live voice from off-stage. The live voice may use a microphone. In all cases, these should be "incidental" and for characters not listed in the "acting edition cast listing." There are some notable problems with *SHADOW BOX*, a play that has a character listed as "interviewer." We attempt to clarify with special approvals. If the interviewer or voice is seen or appears before the audience, they become "judgable characters." If they are "off-stage," they are not judgable characters. It is always safer to ask. Written approvals are best. There are no deadlines for such approvals required by, Section 1033 (c) (1) (C).

A new *Handbook For One-Act Play*, 12th Edition must be completed for next fall. Every attempt will be made to further explain, clarify, and define. In the final analysis, most decisions must be made on the local level.. You should not be afraid to ask. Solve the problem before it starts. Any prevention is worth more than the pound of cure.

Is there an active OAP director with continuous service that started prior to 1955? Does Pat Jurek at Port Lavaca-Calhoun hold the record? If you have been directing OAP longer or know of a director involved longer, let me know. I have been judging and administering in OAP since 1957 and I am sure I'm overlooking somebody. Let me hear from you "old timers."

Take time to complete Critic Judge Questionnaires. The Texas Educational Theatre Association Adjudicators' Organization cannot do an effective job unless they hear from everybody. Don't call me to praise or complain unless you are willing to provide a written record.

I hope to see you at the State Meet OAP. Stop me long enough to help me remember who you are and where you are from.

clearly that "three or more cast participate." Inviting three is a mistake unless all three are on site and ready when the workshop starts. Don't run the risk of a no-show or somebody getting sick.. Start with four!

New questions concerning OAP rules are asked each year and interpretation must be given. It is legal to use body "microphones" on cast members in order that they be heard? Sections



Tracey Ayers and Shane Kullberg perform in Conroe McCullough's 1990 5A winning one-act play, *Look Homeward, Angel*.

One-Act Play State Meet Schedule

MAY 2, THURSDAY (Note: PAC - Performing Arts Center)

- 7:30 am AAA company meeting and rehearsals: Concert Hall, south entrance of the PAC.
- 4:00 pm AAA contest, four plays: Bass Concert Hall.
- 7:30 pm AAA contest, four plays: Bass Concert Hall.

MAY 3, FRIDAY

- 7:30 am AA company meeting and rehearsals: McCullough Theatre, northeast corner of the PAC.
- AAAA company meeting and rehearsals: Bass Concert Hall, south entrance of the PAC.
- 9:00 am - 12:00 noon Conference AAA critiques: Bass Concert Hall, Lobby Level.
- 4:00 pm AA contest, four plays: *McCullough Theatre.
- AAAA contest, four plays: Bass Concert Hall.
- 7:30 pm AA contest, four plays: *McCullough Theatre.
- AAAA contest, four plays: Bass Concert Hall.

MAY 4, SATURDAY

- 7:30 am A company meeting and rehearsals: McCullough Theatre, northeast corner of the PAC.
- AAAAA company meeting and rehearsals: Bass Concert Hall, south entrance of the PAC.
- 9:00 am - 12:00 noon Conference AA and AAAAA critiques: Concert Hall Mezzanine and Lobby.
- 4:00 pm A contest, four plays: *McCullough Theatre.
- AAAAA contest, four plays: Bass Concert Hall.
- 7:30 pm A contest, four plays: *McCullough Theatre.
- AAAAA contest, four plays: Bass Concert Hall.

~ Critiques following awards presentation ~

One-Act Play Admission: \$3.00 for students and \$4.00 for adults for each session.

* - Complimentary tickets will not be honored in the McCullough Theatre. Participant's tickets will be honored in the McCullough Theatre ONLY for the participant's conference. Advanced tickets will be made available on an equal basis to participating schools for their session only. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold five minutes prior to the beginning of each four play session.

One of the best years ever

Every effort made to see that regional meets are a positive learning experience

This may prove to be the best year ever for UIL regional academic meets. Very capable people are in charge at every site. Baylor and Southwest Texas are new sites, but their careful planning will make them look like pros.

Site personnel have reviewed their notes from the 1990 meets and are making every effort to make their meets a positive learning experience for students. UIL staff members have visited all 18 sites this fall and early spring and have held workshops for contest directors at several.

Planning and attention to detail by the coaches will also make the meets go more smoothly. Several items that need attention are:

- Shorthand contestants will not be permitted to use spell check or memory functions on their typewriters. These features will need to be turned off. Correcting devices are permitted.

- All team events except C-X Debate require that three contestants participate in order to comply with the definition of a team. If a team member *cannot compete*, students may be substituted.

- Spellers should think carefully before using the "all caps" writing style as this style is often difficult to decipher.

- If a regional qualifier cannot compete, the regional spring meet director and the



Janet Wiman

Academically inclined

alternate should be contacted. C-X and L-D debate carry stiff penalties for "no-shows".

- Prose contestants need to be sure their documentation is in order.

- Science students need to reread the rules to ensure that their calculators comply. Five major companies have listed *their only currently marketed scientific* calculators that meet these requirements. This list has been provided to the regional science contest directors. This is not an all inclusive list, as other calculators may meet the guidelines. Contestants and coaches should be prepared to defend any calculator not on this list.

Casio FX-82 D, FX 250 D, FX 300 V, FX 570 A, FX 115 D; Hewlett Packard 11 C, 15 C, 32 S; Radio Shack EC-4008; Sharp EL 520 D, EL 531 D, EL 509 D; Texas Instruments TI 30.

- Discuss the type of conduct that is appropriate for persons representing your

school and encourage contestants to follow this code of conduct. This will enable students to enjoy the experience of friendly competition.

- State qualifiers need to remember to pick up Winners' Packets which have pertinent information about State.

- Regional handbooks have been mailed to all schools. Check with the principal or UIL academic coordinator. Read the book carefully. Only three to five are sent to each campus but you may make as many copies as you need. If you do not know where you go for regional, check the coordinator's handbook and the Leaguer.

Regional meets are an important part of the UIL program. Without the help and assistance of 18 colleges and universities, students would lose out on unique opportunities to visit college campuses. Thanks to Abilene Christian University, Angelo State University, Baylor University, Blinn College, East Texas State University, Kilgore College, McMurry University, Odessa College, Sam Houston State University, San Jacinto College, South Plains College, Southwest Texas State University, Tarleton State University, Texas A&I University, Texas Tech University, Tyler Junior College, University of North Texas and UT-San Antonio for affording this opportunity to our Texas students.

Calculator

■ Continued from page 6

store is legal." That means that these new calculators can be used. We don't think that these calculators will give an advantage, since the programmed information is fairly routine, but we could be wrong. Of one thing we're sure—we can't change the rules at this stage. Changing the rules is a two-year-long process, and changes should originate with the coaches. We'll support any rule change that has majority support, but frankly hope that we don't have to start policing calculators.

I might add that Dr. Bourell will not be with us at State Meet this year. He and his family will be in Germany at the Max Plank Institute for a year's research project, starting late April. We have already written the 1992 test series and you should see little difference due to his absence, except that Cogdell will be at every conference in the fall.

The State Directors always approach the State Meet with joy and dread. Joy in seeing old friends, and in watching the students show their skills on the test. Dread that something will go wrong. But we are all there for the same reason: to have a fair and no-surprises contest.

To regional contest directors: Thanks!

Editor's note: This spring, UIL Journalism director Bobby Hawthorne coordinated a series of regional planning meetings. The following article is based on his talks at these meetings.

By **BOBBY HAWTHORNE**
UIL Director of Journalism

In visiting with regional contest directors this spring, the first question that I was generally asked did not involve anything as arcane as eligibility rules or contest plans but rather "who is paying for this meal?" The answer — The UIL — came as something of a surprise to them, it seemed. For years, they've been more accustomed to giving than receiving, at least when it came to UIL activities.

They told me this with a sense of humor, without rancor. Still, they said, it was nice to be feted for a change.

These meetings stemmed from the League's corporate sponsorship agreement with Coca-Cola. UIL director Bailey Marshall said he wanted to see that funds were spent in such a way as to have the greatest positive impact on the spring meet program. Spending them on the regional contest directors seemed all too logical. Regional meets are the all important links between the schools and the State Office, yet the League has not done a particularly good job of expressing its appreciation to the regions — by that, I mean individual

contest directors.

Well, better late than never.

Each spring, several hundred youngsters visit Texas college and university campuses to participate in UIL activities, either academic or athletic contests. These are major events in their lives. I know first hand how important they are. My junior year in high school, I entered journalism and ready writing contests, went to Kilgore Jr. College, and somehow finished first in feature writing and earned a trip to the State Meet. Austin, Texas in the spring of 1970 was quite a different place than White Oak, Texas, and I was introduced to quite a different world.

Because I went to state, I also became eligible for and later received a UIL scholarship that enabled me to attend the University of Texas at Austin. I doubt I'd be where I am today were it not for the fact that a judge at Kilgore thought my paper was better than 20 others, which isn't to say that the 19 others are now on skid row, but hyperbole is always a nice part of events like this.

Conducting these meets is a major responsibility and task — you might call it a hassle. At a meeting at Blinn JC, Dr. W. O. Schwartz, president of the college, said that "he had been associated with this problem — er, program — for 20 years."

He later assured me it was just a slip. A Freudian slip, most likely. Still, regional

contest directors are asked to organize and conduct these meets for little or no remuneration, and often not even very much recognition or appreciation. Meanwhile, the UIL is always asking regional contest directors to do more. For example, this spring, we will have a new contest — current issues and events, in all conferences, and computer science in 5A, as well as crowning regional academic champions.

Not only are they required to give up one of their weekends, in many cases, they must convince other people into giving up theirs as well. Then, the day of the meet, they are sometimes treated to:

- agitated advisers who want to know the names, ages, social security numbers, and qualifications of the judges. I've always found that the perceived quality of judges is in direct proportion to how the student finishes.

- crying students, who are certain that a mistake must have been made. There is no way they could have finished third or fourth, they'll say, because last year, they finished first and went to state. So some horrible mistake has been made, and YOU MUST FIX IT. And by the way, their daddy is a lawyer.

- track coaches who believe the meet referee was nitpicky for disqualifying a hurdler merely because he ran the full distance out of his lane.

- tennis mommas who complain that the courts aren't as good as the ones little

Suzie played on last year at Junior Wimbledon.

By the end of the day, contest directors may wonder if the rewards justify their efforts. Let me tell you this: it does. It is human nature to remember the one or two negative encounters rather than the overall positive experiences. It is worth keeping in mind that people are all too quick to criticize mistakes and equally quick to overlook the good that regional directors perform. It's only later that students and coaches appreciate your hard work. Rest assured, the school administrators, coaches, sponsors and students recognize and appreciate these contributions to the League program.

In a wider sense, many of the young men and women who participate in the regional meets will return as college freshmen, and they will be better students for their experiences in UIL activities.

The League academic contest directors are stressing analysis, interpretation and synthesis, and this emphasis on higher order thinking skills should be evident when students reach the college classroom.

So, these meetings were an opportunity to say to regional contest directors: "We express our deepest gratitude for the work that you do, for your commitment to young people, and for your support of educational competition. If we haven't taken the time to say it before, you are doing a remarkable job and we appreciate it."

Staying within time limits is contestant's burden

It's the count-down time of year for UIL academic competition, with district meets behind you and regional contests just ahead. Those of you advancing to regional in speech will be extra busy with last minute improvements of your debate cases, your extemp files, and your interp presentations. Best wishes to each of you for a successful regional meet!

Last month I included in this column answers to some common questions, in an attempt to reduce problems you might have at district. It may have helped, because for the most part those issues were not the reasons for the phone calls I got from district contest directors. There were, of course, some problems, that I hope you can avoid at regional.

The most frequent problem was violation of time limits. It is essential that you understand the responsibility for keeping within the time limits rests with the contestant and not the time keeper. If your interpretation selection is pushing seven minutes, you need to cut it, even if you don't think there is a single word you can do without! Extempers must pay attention to time while they're speaking. It is truly heartbreaking to be disqualified at regional for overtime. I know, because it's happened to students of mine in both extemp and interp. There wasn't anything I could do, except share their disappointment, because that's what the rules say.

The another problem was documentation in prose. Please review pages 192-193 of the C&CR for documentation requirements. And remember that the publication



Treva Dayton

Speaking of which

The National Federation has announced the results of the debate vote and the CX debate resolution chosen for the 1991-92 school year:

Resolved: That the federal government should significantly increase social services to homeless individuals in the United States.

date is not acceptable! In poetry, you may not use the same poet in both categories, and your poet-centered program must contain at least three poems or cuttings from at least three poems.

I'd like to say thanks to those of you who called during your district meets. Even when the answers you received weren't what you wanted to hear, everyone remained calm, courteous, and professional. It was obvious that directors and coaches were trying to deal with situations in a fair and equitable manner, and my day by the telephone was not nearly as difficult as I expected. I'm hoping for an even quieter phone on regional weekend!

The following topics were among those used in preliminary rounds during the first district week.

INFORMATIVE

1. What are the latest developments in the efforts to provide equitable funding for public education in Texas?
2. The continuing drama of Texas insurance reform: How does Ann Richards plan to rewrite the script?
3. Why is the Texas Department of Commerce under investigation?
4. What are the latest developments in the research of Alzheimer's disease?
5. How have America's airlines been affected by the Persian Gulf war?
6. What is the continuing controversy over the right to die?
7. What does the Bush administration's anti-crime measure contain?
8. How are state governments coping with budget deficits?
9. Repairing our decaying cities: What are the most pressing needs?
10. What will it cost to rebuild Kuwait?
11. What were the conditions for a cease-fire in Operation Desert Storm?
12. What role has the U.N. played in the Middle East since Iraq invaded Kuwait?
13. What led to the dissolution of the Warsaw Pact?
14. The process of reunifying Germany: What's been accomplished and what's left to do?
15. What support have American allies provided to cover the cost of the Gulf war?

PERSUASIVE

1. Should the Texas Legislature meet in a regular session each year?
2. Would a state income tax be in the best interest of Texas?
3. Can anything be done to stem the rise of family violence in Texas?
4. Will the end of the war mean an end to the recession?
5. Should the music industry rate recordings the same way the film industry rates movies?
6. Will public support of Bush's handling of the Middle East conflict make him unbeatable in '92?
7. What role should conservation play in an over-all U.S. energy policy?
8. What role should the federal government assume in providing housing for America's homeless?
9. Should credit unions be regulated in the same manner as banks?
10. To what extent is democracy likely to flourish in post-war Kuwait?
11. Saddam Hussein survived the war: Can he survive as the leader of Iraq?
12. What role should the U.S. play in pursuing peace in the Middle East?
13. Leadership in the Soviet Union: Will Boris Yeltsin's challenge lead to a change?
14. Can Yugoslavia avoid a civil war?
15. Is Fidel Castro's regime on the verge of collapse?

Reminders to debaters who advance to State

- Bring a stop watch or a watch with a second hand for timing. Very few sites, including State, are able to provide timers for every debate round, and you may need to time your partner or let a judge use your watch.
- Don't bring your lap computers. Computers will not be allowed in debate rounds at Regional or State.
- Schools that advance in CX or LD from Regional are required to supply a debate judge for the State Meet. The form is in your regional winner's packet, and it must be completed and returned to the UIL office. Don't lose it or forget to get it to your coach.
- Check out the scouting rules! There have been some changes, and you are responsible for knowing the rules.
- If a qualifying L-D debater or CX team is unable to compete at the next level, the alternate(s) and contest director must be notified.

Toeing that fine line: The difference between acting and interpretation

Director's note: This is the first of what we intend as an on-going "Judge's Corner" column. We are actively seeking editorial contributions from qualified judges, and we welcome reader response.

By SID TRICE

Since judging my first interp contest back in — well, that's not important — I've been asked many times to define exactly where is that fine line between interpretation and acting. That mysterious void into which once a poetry contestant has passed, all other elements of their performance seem to vanish from a judge's mind.

Emulating the practices of our great political leaders, I have successfully managed to avoid a direct answer to that question for many years now. The reasons are simple: 1) There are nearly as many answers to that question as there are interp judges; 2) That line is so difficult to "pin down" that even the rules don't try to do so, and; 3) I'm not sure I know the answer.

I do offer an answer to another question, though, which hopefully gives some insight into the issue. This, however, is also only

my opinion, and many qualified judges and coaches may disagree. That's the nature of the game.

I think a fair question to ask a judge is: "If you're the kind of judge who will mark down a contestant for 'overacting' (which I am), then how do you know when that's happened?" That question I can answer without having to draw that hateful line through a maze of "acceptable" and "unacceptable" body and facial gestures.

For what it's worth, here's one judge's opinion. The primary difference between interp and solo acting events lies within the priority of the literature in the overall performance. In solo acting events, the literature serves as the vehicle through which contestants may be evaluated on their "dramatic" or "acting" abilities. Of course, the better the vehicle, the better the chance of success, so good old "literary merit" is just as crucial in either event. In prose or poetry interp, the primary focus of the performance is the literature itself. By the very name of the event, we expect to experience literature through a contestant's oral interpretation. Interpers are not evaluated

on their acting ability, but rather their ability to "convey" literature orally to an audience.

We can't pretend that the body isn't there and require contestants to remain completely motionless throughout the performance, but the hands and body should be used only to reinforce what's contained in the literature, not for the full theatrical effect of pantomime or acting. I believe that as long as the literature remains the star of the performance, and the contestant remains the vehicle, then few sensitivities will be offended by natural, limited use of the hands or body.

The best bet is to use restraint, but if you have a performer who you feel is "toeing that fine line," but you're convinced that it's an effective, legitimate interp performance, then it all comes down to analyzing the risks versus the potential gains. But that's a whole different subject.

Sid Trice is a former State Champion in poetry interpretation, an active and experienced critic judge, and a member of the UIL State Meet judging pool.

Trying times

Senior college tryout provision changed

The senior tryout provision has been changed (effective immediately) to a more expanded opportunity level for senior athletes. The changes include permitting practice with or against college athletes (except contact football activities) and the allowance of trying out for a scholarship at a location other than a college campus with certain provisions.

These changes were passed by the the Legislative Council and schools, and were then approved by the State Board of Education earlier this spring.

Coaches and school administrators are urged to duplicate these regulations for all seniors who may be considering a college tryout. It is important that all facets of the rule be followed. Equally important is that students carry a copy of the regulations as they go to the actual tryout.

Please be reminded that a senior who is through competing in all UIL athletic activities for the year is not subject to this rule.

TEXASUILCOLLEGETRYOUTRULE (effective immediately)

An individual is eligible to participate in a League varsity athletic contest as a representative of a participant school if he has not participated in a college or university athletic practice session or test to reveal, demonstrate, or display athletic ability. Any contest at which a higher admission fee is charged to college coaches than is charged to parents or other adults is considered to be a college tryout.

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

- (1) Seniors shall not try out in a sport until after the UIL season in that sport.
- (2) Seniors shall not participate in a tryout on school time.
- (3) Seniors must have permission from one parent or guardian, the in-season varsity coach, and the school principal.
- (4) Seniors shall participate in no more



Bill Farney

Postscripts on athletics

than one tryout session per institution and not more than five tryouts in one sport.

(5) Seniors may practice with or against college athletics except in football contact activities.

(6) UIL member school facilities shall not be used.

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

(8) Seniors may try out on the campus of the college that is offering the scholarship, and the tryout must be supervised by an employee of that institution.

(9) Seniors may tryout for an athletic scholarship at a location other than a college campus provided the tryout is open to any senior who wishes to apply and provided there is no charge for services or products to the student.

PENALTY: Loss of varsity eligibility in all high school sports for one year.

The UIL Standing Committee on Athletics will meet in Austin on June 11-12. Presentations will be made on June 11. Any individual who wants to make a presentation should contact the League office athletic department to be placed on the agenda. It is not necessary to be present in order for a proposal to be considered. Any written request for new rules or rule changes will be heard. Items already on the agenda include the status of soccer as a League sport, recommended changes in the Athletic Amateur Rule, basketball experiments for 1991-92, and discussion of implications in athletics for schools operating year-round.

Conroe McCullough, Plano claim state swimming & diving crowns

For the third straight year, the Conroe McCullough girls won the state championship at the 1991 UIL Swimming & Diving Championships last month in Austin while the Plano boys claimed their first state crown in the 21-year history of the UIL sport.

No one came close to the Conroe McCullough girls. Conroe McCullough finished the meet with 186 points, easily outdistancing second place finishers Houston Clear Lake and Humble Kingwood who both totaled 95 points. Plano was fourth in the girl's division with 90 points while San Antonio Madison was fifth with 80 points.

The race for the boy's title was also not close. Plano finished the two-day meet with 179 points while the Conroe McCullough boys were second with 120 points. San Antonio Churchill claimed third with 102 points, Houston Clear Lake fourth with 100 points and San Antonio Marshall was fifth with 86 points.

Six new records were set at the state meet. Plano (Kevin Legrow, Jamie Mott, Wyatt Russo and Jamie Gyde) in the 200-yard medley relay (1:33.77); San Antonio Madison's Indira Allick in the 200-yard individual medley (2:01.69); San Antonio Marshall's Matt Hooper in the 500-yard freestyle (4:21.17); Plano (Jamie Mott, Bert Whitaker, Wyatt Russo and Jamie Gyde) in the 200-yard freestyle relay (1:23.58); Russo of Plano in the 100-yard backstroke (50:06) and Conroe McCullough's girls relay team of Tara Leach, Lisa Rhodes, Syzanne Steres and Lori Walker in the 400-yard freestyle relay (3:30.10).

League to discontinue selling rule books

Beginning the 1991-92 school year, the UIL office will not be selling rule books. Coaches will need to order rule books from the National Federation for baseball, basketball, soccer, swimming & diving, track & field, and volleyball. Tennis and golf rule books may be purchased from the USTA and USGA respectively.

The address of the National Federation of State High School Associations is 11724 Plaza Circle, Kansas City, Missouri 64195. Schools should allow 2-4 weeks delivery for all shipments. All orders should be addressed to the Order Department.

The UIL will send a NCAA Football Rule Book to every football school. In addition, the UIL has mailed a National Federation Order Form and Catalog. Listed below are the addresses to order tennis and golf rule books.

United States Tennis Association
1212 Avenue of the Americas
New York, New York 10036-9998

United States Golf Association
Golf House, P. O. Box 2000
Far Hills, New Jersey 07931

Landry inducted into high school Hall of Fame

KANSAS CITY, MO - Former Dallas Cowboy coach Tom Landry, legendary UCLA basketball coach John Wooden and 1956 Olympic decathlon champion Milt Campbell are among 14 individuals selected for induction into the National High School Sports Hall of Fame.

The 1991 class is the ninth group to be inducted into the Hall of Fame, which was started in 1982 and is housed at the National Federation of State High School Associations in Kansas City, Missouri. This year's class increases to 136 the number of individuals who have been inducted into the Hall of Fame.

Induction ceremonies for the 1991 class will be held July 5 in San Diego, California, in conjunction with the National Federation's 72nd Annual Meeting.

Landry played five sports at Mission (Texas) High School, and he was the quarterback on the 1941 football team that finished 12-0. In college, Landry lettered in football at the University of Texas at Austin and also played professional football with the New York Giants.

As a National Football League head coach, Landry guided Dallas to two Super Bowl titles and 20 consecutive winning seasons in 29 years with the Cowboys. In that 29-year span, Dallas captured 13 division titles, five NFC crowns and Super Bowl victories in 1972 and 1978.

Landry, who is the third winningest coach in NFL history with 271 wins, was inducted into the NFL Hall of Fame last year, his first year of eligibility for the honor.

Wooden, who gained his greatest fame

while leading UCLA to 10 NCAA basketball championships, is recognized as one of Indiana's best all-time players from his days at Martinsville High School. Campbell won state titles in track and swimming and was all-state halfback in football at Plainfield (New Jersey) High School.

Nolan Cromwell, an all-around athlete at Ransom (Kansas) High School and the University of Kansas before his all-pro career with the Los Angeles Rams, also was selected in the Athlete category, along with Denise Curry, all-time leading scorer in UCLA women's basketball history, and Ron Waller, former Delaware high school football standout who went on to play, coach and scout in the National Football League.

In addition to the six athletes, four outstanding coaches, all from different

sports, will be inducted: Bron Bacevich, football coach at Roger Bacon High School in Cincinnati, Ohio; Leslie Gaudet, basketball coach, Pine Prairie (Louisiana) High School; David Robertson, swimming coach, New Trier High School, Winnetka, Illinois, and Arthur Weiss, wrestling coach, Clearfield Area High School, Clearfield, Pennsylvania.

Three contest officials were selected — Richard Pace of Maitland, Florida; William Pack of Tullahoma, Tennessee, and Harold Weir of Rocheport, Missouri.

Herman Masin, editor of Scholastic Coach who has been with the magazine for 55 years, is the other member of the 1991 class.



POINTED COMMENTS. Clarksville High school head basketball coach Clyde "Buster" Carlisle directs his players during the 3A state finals.

Photo by
KIRK CRIPPENS.



■ CONFERENCE A

Semifinals

- Bronte 72, Paducah 65
- Moulton 68, Tenaha 65

Finals

- Moulton 53, Bronte 44

■ CONFERENCE 2A

Semifinals

- Abernathy 76, Liberty Hill 67 (OT)
- Troup 55, Krum 54

Finals

- Abernathy 55, Troup 46

■ CONFERENCE 3A

Semifinals

- Clarksville 54, Bowie 46
- Hardin-Jefferson 97, Stafford 52

Finals

- Hardin-Jefferson 75, Clarksville 68

■ CONFERENCE 4A

Semifinals

- Port Arthur Lincoln, 73, Dallas South Oak Cliff 65
- San Antonio Alamo Heights 80, Pampa 77 (three overtimes)

Finals

- Lincoln 77, Alamo Heights 68

■ CONFERENCE 5A

Semifinals

- Duncanville 82, Galena Park North Shore 50
- San Antonio Jay 64, Fort Worth Dunbar 57

Finals

- Duncanville 65, San Antonio Jay 38

Duncanville steamrolls to 5A crown

Was it suppose to be this easy?

Duncanville High School didn't think so but the Panthers weren't complaining as they had a cake walk on their way to the 1991 UIL's Boys' State 5A championship March 10 in Austin.

Other conference winners were Moulton in 1A, Abernathy in 2A, Hardin-Jefferson in 3A and Port Arthur Lincoln in 4A.

Behind the play of 6-3 guard Marvin Bell and 7-1 center Greg Ostertag (both all-tournament selections), Duncanville breezed by Galena Park North Shore in the semifinals 82-50 and then blasted San Antonio Jay 65-38 in the title game on Saturday.

"Is it suppose to be this easy? They say it's not," said Duncanville coach Phil McNeely. "We certainly never expected anything like this."

Ditto for Galena Park North Shore and San Antonio Jay.

Port Lincoln captured its fourth state crown in the last six years with a 77-68 victory over San Antonio Alamo Heights in the 4A title game.

SourLakeHardin-Jefferson claimed the school's second boy's state championship with a 75-68 win over Clarksville. In the 2A

final, the Abernathy boy's team matched what the girl's accomplished a week earlier - winning a state championship by virtue of a 55-46 decision over Troup. The setback was Troup's second straight loss in the title game.

In the 1A final, Moulton did away with some 40 years of basketball frustration at the state tournament with a 53-44 win over Bronte. Moulton had suffered through 17 disappointing previous state tournament trips - 14 by the girls teams and three by the boys, including nine championship game losses.

-- Pete Contreras

Blind to fundamental ethical requirements

By **R. SCOTT KRETCHMAR**
Physical Education Department
Penn State University

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

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

The debates we have on these issues usually are lively ones. Sometimes I ask students to represent opposite points of view, and sometimes we work as a single group to tackle these ethical dilemmas. But invariably, I am struck by the degree to which some students view certain dubious actions as issues of strategy and not also morality. Some students seem to be more or

less blind to the fundamental moral requirements of civility, care, trust, honesty and fellow feeling — at least in the contest of sport.

These individuals simply do not "see" the search for loopholes in the rules as seeking an unfair advantage, or unintended deception that substitutes for prescribed skill as cheating, or intentional fouling as careless advantage seeking, or intimidation as behavior that exceeds the bounds of common human decency and civility.

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

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

It certainly is an overstatement to suggest that this has happened universally

or completely. We have many examples of morally praiseworthy behavior in sport today, and many athletes do raise ethical questions over what their coaches may expect them to do or how they see some professional athletes behaving.

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

This was a game between eight- and nine-year-old girls. For most it was their first experience with soccer, and for many, their first experience with organized competition of any sort. In short, they had not yet been highly socialized into the contemporary "sport ethic."

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

On one of these occasions, an eight-

year-old contacted the ball solidly and sent it two yards squarely into the stomach of an opponent. There was an audible thud, and the victim dropped to the ground gasping and sobbing. No whistle was blown, but spontaneously and instantly the action stopped. Girls from both teams gathered around the temporarily injured girl, some of them rubbing her back and asking if she was okay. The soccer ball, still in play, lay motionless and unattended somewhere around midfield.

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

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

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. Schirmer.

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

Prescribed Music List - Page 11, Grade III Orff/Krance-Carmina 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).

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.

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 - zoanthrophy 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:

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

Grade 7/8:

caffeine: change caffeine, caffen to caffeine, caffeina.

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 U. S. 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, 1991 - 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.

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

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.