

# Leaguer



Bob Young

## Waiver officer Bob Young to retire

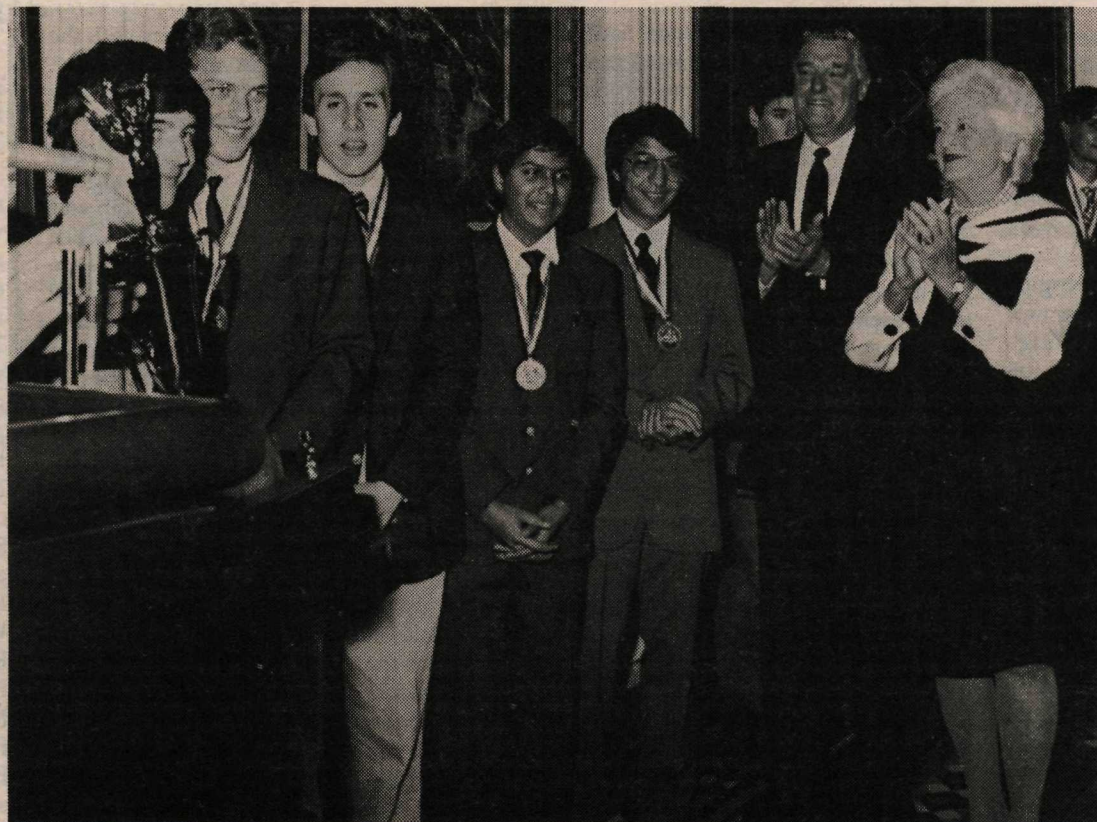
Bob Young, assistant athletic director and waiver officer for the University Interscholastic League, will retire effective August 31, 1991, UIL officials announced.

Young has served as assistant athletic director for the last three years and as waiver officer since he joined the UIL in 1983. Young will retire with 31 years of service to Texas public schools.

"Bob has been a great value to the Texas schools and the UIL," said Dr. Bailey Marshall, UIL director. "He has been instrumental in developing our athletic waiver process. Students and parents who have applied for hardship waivers have always felt Bob has been fair with them, even on those occasions when the request for a waiver was denied."

A graduate of Tyler Junior College and Stephen F. Austin State University, Young served as a teacher and coach in Jasper, Rusk and Kingsville. In 1967, Young was named director of Health, Physical Education and Safety for the Kingsville ISD.

Eleven years later, in 1978, Young was named as high school principal at Woodsboro High School and later as superintendent at Celeste ISD in 1981.



## The science of winning

**FIRST LADY BARBARA BUSH** applauds members of the Lubbock High School math/science team on winning the National Science Bowl, April 21-22 in Washington D.C. The team was selected UIL and sponsored by the Superconducting Super Collider in Waxahachie. The team will attend a two-week international science conference in Australia in July, sponsored by the Intel Corporation.

*Photo courtesy of Lubbock High School.*

## Lubbock High math/science team wins Dept. of Energy National Science Bowl

By JANET WIMAN

Director of Academic Activities

The Lubbock High School math and science team that represented Texas claimed the national championship at the 1991 Department of Energy National Science Bowl in Washington, D.C. on April 21-22. The team was selected by the UIL and sponsored by the Superconducting Super Collider in Waxahachie.

Team members are seniors Jay Moore and Tom Zavisca, and juniors Nirjar Sridhara and Michael Hsia. Lee Cochran served as alternate. Texas competed in nine rounds against teams from 17 other national laboratories. The oral questions covered areas of biology, chemistry, physics, earth science, computer science, general science, astronomy, general math, algebra, trigo-

nometry, geometry and calculus.

"We knew we had a strong group to represent Texas," Royace Aikin, Lubbock High math/science department chair said. "They had already proven themselves competing at UIL state and Texas Math and Science Coaches Association state competitions."

The Texas team overcame a first-round loss in the double elimination tournament and went on to win the next seven rounds. "No one paid much attention to us as we were seeded last," Aikin said. "The other teams' attitudes changed as we continued to win rounds." Hugh Smith, a Texas team coach, overheard one of the Brookhaven Laboratory team members say to another during the final round when Texas had amassed a 100 point lead, "All we can do

now is sit back and learn from them."

The champions attended a luncheon with the Secretary of Energy, James Watkins, and First Lady Barbara Bush awarded the championship trophy. The team will attend a two-week international science conference in Australia July 1-12, sponsored by Intel Corporation.

"I'm absolutely elated," said Knox Williams, Lubbock High principal. Williams credited the coaches Royace Aikin, Ann Sims and Hugh Smith for their dedication and willingness to spend long hours working with students.

All five of the national winners have qualified to compete in math and science contests at the UIL Academic State Meet on May 3 and 4 in Austin.

## State Board of Education pondering 5A playoff plan

Two proposals, including one that allows three teams in all team sports in Conference 5A to advance to the playoffs, were approved by a vote of school superintendents University Interscholastic League officials announced last month.

The other proposal receiving a favorable vote was a change in enrollment of six-man member football schools - allowing only those schools with an enrollment of 75 or below to participate in six-man football.

Both proposals must now go before the State Board of Education for final approval.

The expansion of the Conference 5A playoffs now allows three teams in football, volleyball, boys and girls basketball, soccer and baseball to advance to post-district competition. That proposal passed by a 142-60 margin of 5A superintendents.

In volleyball, boys' and girls' basketball, soccer and baseball, teams from the same district will be bracketed to meet at or prior to the regional finals. One team will be advanced out of each region to a final 5A state championship tournament and determining a single 5A champion at the state

tournaments in Austin.

In Conference 5A football, districts already send three teams to the state playoffs under a format adopted this past season. But under this new proposal, the format will change for next season.

The new format would call for the largest enrollment team of the three district representatives to 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.

By a 55-25 vote, Conference A superintendents passed the proposal to limit six-man football to schools with an enrollment of 75 or below (any Conference A school, regardless of enrollment, may choose to play eleven-man football.).

This change, if approved by the State Board of Education, would go into effect for a two-year alignment period beginning with the 1992-93 school year.

Currently schools with enrollments of 95 or below may choose to participate in six-man football.

## Have we forsaken our roots?

### Teaching values must be at the core of interscholastic athletics

By JOHN E. ROBERTS, Executive Director  
Michigan High School Athletic Association,  
Inc.

A year ago I finished the task of reading every BULLETIN published in the MHSAA's 67-year history. It wasn't a word-by-word reading of every page, but it was a page-by-page review of every issue.

This was humbling work, bringing home the truth that there are very few new problems, revolutionary solutions or original ideas in interscholastic athletics. It impressed upon me the need for looking back at our accomplished history as much as ahead to our uncertain future.

My counterpart in New Mexico, Dan Salzwedel, stated in a December presentation at the National Conference of High School Directors of Athletics, "We don't understand our roots in interscholastic athletics. At times we forget our purposes, and therein lies our problems."

Mr. Salzwedel recalled that in the early 1900s in New Mexico and most other states, interscholastic athletic programs boldly proclaimed it was their purpose to teach morals and values which would help students be successful in life. He said New Mexico listed teamwork, dedication, discipline, and the work ethic as objectives of the program. He suggested that abandonment of these clearly-stated purposes has led to a loss of integrity in interscholastic athletics.

At the same meeting where Mr. Salzwedel spoke, Ron Stolski, an athletic director for Brainerd, Minnesota, asked the question "Do you remember why you decided to devote yourself to education and athletics? You probably did it for idealistic

reasons... to make a difference. Sadly," he said, "there has been a loss of idealism, which is why ethics and integrity are declining in interscholastic athletics."

Al Burr, high school principal in Clayton, Missouri, said this to the MHSAA's Annual Business Meeting audience in 1988: "Why did you become a teacher? Go all the way back to that day you made the decision. I'll just bet that 99.44 percent of you decided to be teachers because you liked kids, because you wanted to work with kids, because you felt you had something significant to offer kids, and because you wanted help kids grow just a little bit better. "In my opinion," said Dr. Burr, "outstanding principals don't lose sight of that. They don't stray far from that mission, to help kids grow just a little bit better."

For lots of reasons the teaching of values has lost favor in at least the public schools of this nation. But if we remember why we began in education, remember our personal roots in education if you will, we would be teaching values, at least in interscholastic athletics.

"When you hire your coaches," said Dr. Burr at the MHSAA Annual Business Meeting, "hire good teachers because they teach the school's most difficult subject—values. Teaching values is not easy. It's much easier to teach facts and skills."

"Compare the difference in the difficulty of teaching the value,  $9 \times 6 = 54$ , with the difficulty of teaching the value of honesty," said Dr. Burr. "Compare the difference in difficulty of teaching the fact the WW II started for us on December 7, 1941, and ended on September 2, 1945, with the difficulty of teaching courage. Compare

the difficulty of teaching any fact with the difficulty of teaching the value of integrity. Coaches have to be outstanding teachers because they teach the hardest thing we have to teach."

Just as it helps the individual to remember his or her roots in education and athletics, it helps the organization. Lee Iacocca has said about the nation, "If we are losing control of our destiny, it's because we aren't facing up to our program's heritage." Similarly, if we are losing control of the destiny of interscholastic athletics, it may be because we aren't facing up to the heritage of our programs... because we've forgotten the purposes and objectives of educational athletics and forsaken the rules and regulations that were adopted in early years to promote educational athletics.

Tracing the history of interscholastic athletics through the page-by-page chronicles of the MHSAA BULLETIN, one observes that in the 1920s through 1940s, high schools recognized problems and developed new rules to address them. In the 1960s through 80s, high schools recognized problems and oftentimes dropped old rules to avoid problems. The result has been the return on many old problems.

We relaxed interstate sanctioning requirements and national-scope tournaments have returned. Many states relaxed outside competition rules, and now we observe that AAU volleyball and basketball programs decimate high school spring sports seasons. The MHSAA relaxed the requirement for weekly academic checks, and academic improprieties seem to be returning.

Jim Watkins, high school athletic di-

## 10 Texas juniors named finalists for Dreamer's & Doers

Ten high schools juniors have been selected as finalists for the 1991 Walt Disney World's Dreamer and Doer Award for Texas sponsored by the UIL.

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

The 10 finalists are Eric Hopkins of Seagoville High School; Catherine Clapp of Dallas Lake Highlands High School; Robert Browning of Texline High School; Wesley Seguin of Wimberley High School; Ross Louis of Arlington Sam Houston High School; Allen Williams of Port Neches-Groves High School; Roger Dale Flournoy of Quitman High School; Victor Hinojosa of Harlingen High School; Joseph Williams of Avinger High School; and Michael S.F. Lu of San Antonio Churchill High School.

The winner of the 1991 Texas Dreamer and Doer Award will be named in Austin on May 11. The Texas recipient of the award will serve as a spokesperson for interscholastic activity during his or her senior year and will attend, at no cost to the student, a national "Dreamer and Doer" educational event at EPCOT Center in Orlando, Florida during the summer.

## Leaguer

The *Leaguer* (ISSN 0897-4314) is the official publication of the University Interscholastic League. The *Leaguer* is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 2622 Wichita, Austin, TX 78705 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

The *Leaguer* is published eight times yearly by Texas Student Publications. It is published monthly, September through May, with the exception of a combined January/February issue. There are no issues in June, July or August.

One year's subscription is \$8. Second class postage paid in Austin, TX.

POSTMASTER: Send address changes to The *Leaguer*, Box 8028, UT Station, Austin, TX 78713.

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

### STATE EXECUTIVE COMMITTEE

**Chairman:** Dr. Bob Caster, Supt., Palestine ISD; Alberto Byington, Supt. Brooks ISD, Falfurrias; Dr. Marlon Czaja, Supt. Glen Rose ISD; Dr. Teresa L. Long, Austin; Ms. Carrie McAfee, Principal, District 9, Houston ISD; Dr. Marianne Reese, Supt. Johnson City ISD; Mr. Greg Sherwood, athletic director, Lubbock ISD; Mr. Travis Spears, school board president, Levelland ISD; Mr. George Vaults, Supt. Calvert ISD.

### LEGISLATIVE COUNCIL

**Chairman:** Chairman: Victor Rodriguez, San Antonio ISD; **Vice Chairman:** Larry Butler, Spearman ISD.  
Bill Graves, San Angelo ISD; Richard Cohagan, Gunter ISD; Ben Gilbert, Stephenville ISD; Eddie J. Little, Kilgore ISD; Hugh Hayes, Katy ISD; Bob Hawes, Joshua ISD; Sam May, Sinton ISD; Kenneth Judy, Crawford ISD; Johnnie Reeves, Christoval ISD; Dan Owen, Holliday ISD; Robert Ryan, Dimmitt ISD; Paul Curtis, Uvalde ISD;

Wayne Schaper, Spring Branch ISD, Houston; Walter Sears, Mt. Vernon ISD; Bill Shaver, Bellville ISD; W. V. McAlpin, Sudan ISD; Bill Alexander, Frankston ISD; and Bennie Wolff, Stockdale ISD.

**At large members:** Mauro L. Reyna, Ysleta ISD, El Paso; Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10; Dr. Yvonne Katz, Harlandale ISD, San Antonio.

### ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farney, assistant director and director of athletics; Janet Wiman, assistant director and academic director; Bobby

Hawthorne, director of journalism activities, *Leaguer* managing editor and ILPC director; Richard Floyd, director of music activities; Bonnie Northcutt, assistant to the director; Gina Mazzolini, assistant athletic director; Bob Young, assistant athletic director; Peter Contreras, waiver and public information officer; Treva Dayton, speech activities director; Lynn Murray, one-act play director; Diana Cardona, spring meet materials director; Dr. B. J. Stamps, assistant to the director; Susan Lenihan, special projects director; Dr. Rhea Williams, TIF secretary.

Enjoy  
**Coca-Cola**  
Trade-mark ®

Coca-Cola is the official corporate sponsor of the UIL

## SBOE approves marching band revision

### Revalidating values of strong band programs

This coming fall we begin a new chapter in the history of the State Marching Band Contest. The State Board of Education has approved the revised format proposed and endorsed by the overwhelming majority of the state's music educators and school administrators. As a result, on November 11, 1991 the State Marching Band competition will be held for Conferences A, AA and AAAA only. For all schools in these conferences the fall will unfold much as it has in the recent past.

On the other hand AAA and AAAAA bands will participate only in the district level of competition. This format change will open new horizons for bands in these conferences. The entire fall, from the first day of summer band, will need not be keyed to the perfection of a "winning" contest show. Many other choices will exist. As each school administration and band director contemplates these options and determines priorities for the marching season it will be critically important to keep foremost in mind the underlying reasons for the format change. Remember that the concept of an alternating year format for state level competition was developed for the following reasons:

- Dilute the growing public notion that the singular most important aspect of our music programs is competition marching and the crowning of a state marching band champion.
- Reduce the cost associated with the development and preparation of a competition show and the accompanying cost of travel and other contest related expenses.
- Make it possible for students to experience a diversity of music and marching styles while offering a wider variety of halftime entertainment to the student body, patrons and citizens of the community in attendance at local football games.
- Restore the integrity of the Division I rating.

#### ✓ Review objectives

School superintendents and high school principals are encouraged to review these objectives with their band directors as plans for the fall begin to unfold and specifically discuss what strategy will most likely serve to attain these desirable goals and provide the most educational benefits for each band student. Here are some possible options.

First, the primary goal for summer band need not be "to get the show on the field." Instead time can be spent thoroughly reviewing fundamentals, developing the younger musicians and preparing a more diverse repertoire of music for the fall. The marching season can begin with a variety of music and halftime performances that broaden educational opportunities for the students and entertain fans on Friday night. Friday night will no longer need to be one more step in the quest to "perfect the show." Who knows, it might even be possible to do a combined halftime presentation with the visiting school band or the cross town rival.



Richard Floyd

#### Music matters

Secondly, the last day for district marching band contest in conferences AAA and AAAAA has been extended to November 9. Consequently at the option of the district executive committee this means district marching band contest can be held in late October or early November. Districts exercising this option will permit the students' performance abilities to mature at a wholesome rate, allow the district marching contest to be the culmination of the fall's marching activities and avoid the need to force school bands into "contest mode" the fourth week of school in order to get ready for an early contest.

#### ✓ Proper perspective

Finally, under this new format students can be reintroduced to the concept that earning a Division I rating is a dignified, worthy goal in itself, thus creating an environment where success does not depend on "beating" a musical opponent. Steps can also be taken to educate parents and citizens regarding the value of music and marching band as a educational, fulfilling experience rather than a vehicle for competition.

Be assured that the adoption of a strategy that reflects these options and the philosophy they embrace will clearly demonstrate a commitment to the intended objectives and goals that molded the formulation of this State Marching Band Contest revision. Marching contest will be approached in the proper perspective, fans will enjoy a variety of halftime performances, funds will be freed up for use in other components of the band program and students and directors alike will once again look upon the Division I rating as a worthy and rewarding goal.

Of course there is another option. The status quo can be perpetuated. Directors can elect to continue to develop a single competition show and fill the void created by the modification of the State Marching Band Contest format by seeking out commercial "regional" and "national" festivals to feed the contest habit. Such contests exist at this time and there is likely to be more. Marching Bands of America has already stated, "With the recent vote to hold the Texas State championship only every other year for each of the classes, the Southwest Regional will play an even greater role in providing a large event for Texas bands who participate."

In general these competitions are profit motivated. They are not a component of or accountable to the educational community.

“

Over the past four years, the band division of the Texas Music Educators Association, through the use of the TMEA/UIL Music Advisory Committee, has carefully and thoroughly studied and discussed the proposal to revise the State Marching Band Contest. Overwhelmingly, the consensus found the proposal to be a sound method to increase the educational value of the activity and enhance our total music education program.

As administrators, teachers and parents who adopt and embrace this proposal, we can set an example for our students that music can be learned for its intrinsic values and not merely as another avenue to compete with our fellow man.

Frank Coachman  
TMEA Band Division President  
Director of Bands  
Killeen: Ellison High School

”

This is not to say that they do not offer a viable forum for competition marching; however, their existence does run counter to the expectations held for the newly adopted marching contest revisions. It should be clearly understood that the purpose of the revised State Marching Band Contest format was not to open up the fall for such festivals. Consequently, participation in these events is questionable and defeats the purpose of the new format.

It is crucial that schools approach this revision positively and in an affirmative manner. The alternative is not acceptable. Clear evidence indicates that an overemphasis on marching competition has threatened the overall quality of band programs in many areas of the nation. In some cases, bands have literally marched themselves out of the academic curriculum and taken on the aura of a "non-contact" sport.

Don Wilcox, Director of Bands at West Virginia University, has spoken directly to this crisis. He says, "In my work with bands across the country, I find a disturbingly consistent problem growing in many high school band programs where marching band competition events assume an out-of-proportion role in the priorities of the director, students and parents. The basic goal of teaching music is often greatly weakened or nearly lost."

#### ✓ Music values at risk

In another quote, Dr. W.J. Julian, Director of Bands at University of Tennessee commented, "High school marching band competitions have become a deterrent to the band programs in this country. Instead of teaching music, too many band directors are concentrating on one field show that is repeated to their home crowd and at many competitions. This is not music education."

In addition band programs that place a

unduly high priority on participation in marching competitions risk diluting the true values that are the hallmark of a balanced music program.

Craig Kirchhoff, Director of Bands at Ohio State University has addressed this concern as follows, "Band programs that overemphasize competition marching are activity-oriented rather than aesthetic-oriented. An increase in the activity of competition marching band has forced many of our most gifted students to choose not to participate in their band programs. They perceive competition marching band as an all-consuming activity that will have little or no significance for their future or for their growth as sensitive human beings."

John Carmichael of Furman University also speaks to this issue, "Students are taught to equate participation in marching band with competition. The reasons for participation end up having little to do with music. I still believe that there are some benefits in competition if it is not overemphasized. It's like sun bathing—too much causes cancer."

Texas bands enjoy a level of excellence that is heralded nationally. It is a tradition that should not be taken lightly or for granted by school administrators or band directors. We do not want to allow our programs to encounter the pitfalls that have besieged bands in many areas of the nation where marching competition is all encompassing. This coming year gives every AAA and AAAAA band school band program in Texas and those charged with the responsibility of shaping the destiny of these programs the opportunity to revalidate the values and priorities that have been the underlying strengths behind the quality of bands throughout Texas for decades. It is a wonderful opportunity. Let's make the most of it.

## Preparing Next Year's Leadership

# External Communications

**Knowing how to communicate effectively with readers can aid an editor in getting broad-based support for the publication.**

This is the third in a series of three articles about developing leadership skills in student editors. In the March *Leaguer*, the author covered organizational skills. Communication between editors and staff members/advisers was the topic in the April *Leaguer*.

Many times editors can become so engrossed in the day-to-day publications work that they forget to cultivate on-going communications with the people who read and are affected by what is in the publication. Worse, some become so full of themselves, and/or get turned off by comments about the publications that show an obvious lack of understanding about the job the staff has to do, they think only they know what is best for the publication. Therefore, they don't take suggestions for coverage ideas or criticisms seriously.

Yet, part of the editor's role must be educating students, teachers, administrators, school board members and parents about the goals and accomplishments of the staff. Part of that involves knowing what the editor and staff want to accomplish (both short-term and long-term), and explaining these goals (perhaps through a column in the first issue or, for yearbook, during a school assembly or class meetings); developing approaches that encourage reader input; and putting reader suggestions into place as often as possible (and, when you can't, being able to effectively explain why not).

When an editor and staff have clearly-defined goals and then fulfill these goals in

their approach to publishing, the editor can anticipate and prepare for comments about the publication.

Looking at reader input, letters to the editors are always an important avenue for that, but more face-to-face opportunities can create long-term support for the publication. For example, consider:

- Setting up a publications board of a student from each grade level, a teacher and an administrator to critique each issue of the paper, and provide comments to the editor and, if it's possible to get everyone together, the entire staff. Through this, the staff can understand what different readers think and, in turn, help influential people in the school understand the journalistic side to preparing issue content and choosing approaches to writing. Another board could meet to critique the yearbook. Students who serve might eventually be interested in taking journalism.

- Arranging a principal's press conference once a semester so the principal can talk about school issues, and give students a chance to practice asking questions and taking notes in a conference format. The same thing could be done with the superintendent and school board president.

- Arranging a monthly meeting with the principal to get his ideas for stories, possible sources, yearbook coverage ideas, etc. This kind of public relations effort can make a difference when you decide you want another computer, a new staff camera, or another purchase a principal approves.

Another PR approach that works has been done for several years at Austin High School. Adviser Peggy Morton and her editors send out a "quote-accuracy" letter after each issue to persons used as sources in that issue. The purpose is to see whether or not sources think they were quoted correctly, and the sources appreciate the staff

for being concerned with accuracy and being secure enough to deal with possible errors.

With individual face-to-face encounters, dealing with criticisms is surely the hardest thing for student editors to face. Even though it's easy to want to fight negative reactions, the best thing to do is not get defensive. If the staff made a legitimate error, recognize it and be prepared to print a correction. If the editor isn't sure if it is an error, he must take note of the source's and reporter's views, separately. Then in conference with the adviser, discuss both sides to determine the approach to take.

If the concern involves coverage, knowing what the various opinions about coverage are can help an editor provide answers. How can you respond to the person who thinks there's not enough coverage of certain groups? The person who thinks minorities are underrepresented as sources? The person who objects to stories about sex, drug abuse, etc.? An editor should discuss these questions early in the year with the staff and adviser so he can present a unified response when such questions arise.

The best reason to have good external communications is what the staff can gain from it. Being able to get an interview with a teacher on the spur of the moment because you have a good professional relationship with that person. Having a talented student enroll in journalism because you listened to his views about the publication. Getting the principal to buy new equipment for the staff because you solicited his opinions. Good communications extend beyond a dialogue between people.

Andy Drewlinger, publications adviser at Austin LBJ High School, will become Texas Association of Journalism Educators President June 1 for a two-year term.

## 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.

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

## Hawthorne inducted into school press Hall of Fame

UIL Journalism Director Bobby Hawthorne was recently inducted into the Scholastic Journalism Hall of Fame, based at the H. H. Herbert School of Journalism at the University of Oklahoma.

The Scholastic Journalism Hall of Fame inducts one person per year. Hawthorne is its 24th honoree since the program was initiated in 1972.

ILPC founder DeWitt Reddick was inducted in the Hall of Fame in 1974.

## Correction

The *Panther Spirit* of Follett High school won Tops in Division in the P-1 category at the ILPC State Convention, April 6-7. The publication is advised by Teresa Robison.

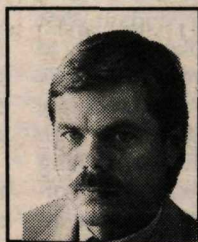
Lubbock Roosevelt Reveille won tops in division in the Mimeograph category.

# New twists emerge in the race for the top awards

Press association directors from across the nation met recently in Albuquerque for the JEA/NSPA national convention to share ideas, drink coffee, gossip and pick up freebies of all kinds. Occasionally, we gathered to discuss common problems and concerns. It is ironic that ratings and their concomitant awards are universally regarded as the worst part of press association work — ironic in that rewarding excellence should be a more pleasurable experience, for the givers and givees, than it is.

In Texas, the problem stems from the fact that there is so much excellence and so few awards.

First, no school or staff, at least since 1979, has won the Tops in Texas awards that didn't richly deserve the honor. I've received numerous inquiries regarding why such-and-such school won Tops in Division or Tops in Texas? These questions always come with a parenthetical "Why didn't my staff win?" This comes with a parenthetical



**Bobby Hawthorne**

## Scholastic journalism

"It's all politics." By this time, I'm sick of parentheses and think to myself, "Hey, if the awards were all political, you'd have received at least one by now, if just to spread them around a bit."

Instead, I diplomatically offer one or two explanations: The decision-making process is subjective — the "it's just one judge's opinion" defense. If this doesn't work, I get testy. "Well, just drive to Austin with your publication, and we'll lay yours and the champions' on the table and go

through them page by page."

So far, no one has taken me up on the offer, which is a relief because I'd dread having to discern the differences in quality of — just for the sake of argument — newspapers from Angleton, Duncanville, Austin Stephen F. Austin, San Antonio Clark or Lubbock Monterey.

You might have noticed that these are all 5A schools. Given their situations, I'm not certain Follett didn't have the best newspaper and Labay junior high the best yearbook in the state last year. Apples and oranges.

To further complicate the situation, schools often subscribe to more than one rating service, and these rating services rarely agree. In responding to the post-ILPC convention survey, an adviser asked, none too rhetorically, "How can a yearbook that won a CSPA Gold Crown win no more than a Distinguished Merit rating from ILPC?"

Search me. Perhaps our judges are better than CSPA's, although I'd never suggest such a thing because it would only anger the adviser and CSPA director Ed Sullivan.

As much as we'd like to pretend that they're educational, ratings are essentially adversarial in nature. Generally, the advisers of the publications being evaluated know what's good and what's bad about the publication, and don't need someone from Kansas or Ohio telling them that the photos are grainy. What they expect from ratings is confirmation, and too often, this translates into awards. "We need new computers, and our principal said we can have them if we receive a first place rating."

That's an element of additional pressure that we don't need. Is this a fair expectation? Is a press association that ignores such realities serving its members? Do I have answers for these questions?

■ Continued as **RATINGS** on page 5

## Whose standards do we use?

We are approaching the end of another OAP Contest cycle and this year was a great one. Results and a pictorial record of the State Meet contest will be first published in *Texas Theatre Notes*, made available to all high schools courtesy of the Texas Educational Theatre Association. There were 1081 schools entered in the One-Act Play Contest by the November 1 deadline. This represented 94% of the 1155 eligible high schools belonging to the UIL. Conference AAAAA had 94%, or 231 schools entered of a total of 247. Conference AAAA had 162 or 97% of the total 168 schools. Conference AAA had 205 entered of 210 or 98%. Conference AA had 208 entered of 219, or 95%. Conference A had 275 entered of 311 schools, or 88%. One-Act Play Contests were held in all of the 154 University Interscholastic League Spring Meet districts. Eleven schools withdrew from competition prior to district meet leaving 1070 actual participants, the largest in League history.

Along with the super numbers, there were super problems and we must find ways to solve some of them. There were letters, some signed and some disguised. It is usually easy to determine the source. There were numerous phone calls, with the best of intentions, I hope. In all cases the central issue was "How may I get this play, school or director disqualified?" I believe, along with most of you, that we should all play by the same rules. The difficulty is that all rules are open to interpretation and I always try to explain the intent. OAP contest managers, directors and administrators do not always clearly agree with the explanation I provide and the rules do not always reflect the intent of the Legislative Council that passed the rule. Perhaps it is time to look carefully at all OAP rules, their intent, how they are being applied, and whether or not the real violator is being punished.

Contest management remains the most difficult assignment in OAP. Yes, contest managers and some site crew people are misguided. They threaten disqualification because they perceive that it is the only way to control. If we all would realize that only the contest manager is empowered to disqualify and only then if a rule is violated, we all might find OAP more relaxed and more fun. The major problem with OAP management is that we are losing good managers because they are tired of the flack. They must be self-educated or have on-the-job training. How can we keep experienced

contest managers, train the willing, and encourage other trained theatre people to help?

The OAP contest manager is the single source of enforcement at the contest site, but the district executive committee is responsible for Section 1033 (a) and (b). Beginning with Section 1033 (c), the only protestable rule is 1033 (c) (1) (H) or the one often called the "morals rule." "Plays used must not offend the moral standards of the community or be in bad taste...." Whose standards, community, and taste? Almost 1200 communities have high schools. Where should the call be made? Most administrators will tell you that the call should be made at the local level. If this is the case, should the rule apply only to the district level? The OAP Eligibility Notice requires the signature of the principal or superintendent, "This play has been carefully examined and the script and production are approved for presentation by the students of our school and are acceptable in our community." Then, the play is produced at a site a few miles away or in Austin.

What is the community? The UIL play appraisal committee takes a very conservative position as to language and content, but tries hard to allow directors the freedom to choose plays of literary merit that meet the basic requirements of "A Play for all Seasons" and pages 53-58 in the OAP Handbook. They are not the final responsibility for editing the language. Under the current "morals" rule the contest manager is the final authority, except for language. How can they possibly be expected to rule on the way in which the material is handled? Can you see an area, regional or state contest manager telling a superintendent that they are not qualified to interpret community standards? Who should be the guardian of community morals and the judge of appropriate language?

Dealing with how a word is used often involves subjective choice. Cursing is something we all recognize when we hear language we find objectionable. "Profane references to the Deity..." should be recognized immediately, but they are not. You can ask several audience members if they



Lynn Murray

### Educational theatre

heard or what they heard and get vastly different responses.

For more than 20 years I have worn the villain's cloak of censor for UIL and for many school districts. I frequently give opinions

based on the actual line and intent in the script. It is not my job to judge the director or the community. I never ask for names. The contest manager may agree with my opinion or choose to rule differently. A protest may be filed in opposition to my opinion. This is the right of the contest manager and administrator of a participant school or the district committee. They are not required to agree. I can accept the disagreement and accept the pressure of angry administrators, directors and parents. This is what I am paid to do, but....

Is it time to look in a different direction, determine the most desirable level of responsibility and determine if the penalty fits the crime? It is my opinion that the morals rule should be local administrative responsibility and must be handled at that level. This was also the view of the Legislative Council when they instructed me to remind administrators that they were responsible for dealing with the use of tobacco, alcohol, costuming and other actions that would be a violation of state law or obscene. Incidentally, I have always interpreted "immorally suggestive" to mean "obscene." This is not the view of many others. Obscene is almost the same as obscure, "not readily understood or not clearly expressed." The different views of what is obscenity is almost as varied as views held on play selection. Nobody agrees.

The dilemma is whether a contest manager has a better view of what is appropriate in your community than your director, administrator, or school board. Does one community have the right to impose their views of acceptable or appropriate on another community? I don't like the word censorship, but my dislike is out of context. I practice self-censorship by the way I talk, dress, and act. I have difficulty, however, telling others they should accept my standards. You may easily conclude that I am an ultra conservative liberal.. I believe high

school students are sophisticated enough to handle almost any subject matter in discussion or in print. I do not believe all plays and all themes treated by those scripts are suitable for all students, schools, or communities. I am forced to make judgement calls, based on experience, that I think are generally appropriate for the state. The UIL Play Appraisal Committee must make the same type judgements. Some of you will believe that I missed some calls this year. There will be letters and calls after the State Meet over what I consider to be an outstanding list of plays of considerable literary merit that are acceptable in most communities. Oh, you don't agree?

Rather than disqualification, what do you think about applying the range of penalties available under Subchapter R of the C&CR for most OAP violations?

What do you think about the number of directors that may be back-stage or in the dressing rooms at the contest site? Should alternates be allowed to help in the dressing room or in set-up or strike? Should the method used to determine OAP order at area, region, or state be changed? Should organized audience distractions, coughing, or other deliberate disturbances result in penalties applied against the school they represent? You will have an opportunity to be heard. The UIL Committee of Texas Educational Theatre Association (TETA) is meeting May 11, and the Academic Committee of the Legislative Council meets June 4. I hope to make proposals that I believe to be suitable and appropriate, but I need your input. The full council will act on proposals in October. Let me hear from you!

I am saddened to report the death of Dr. Charles A. Schmidt, April 22, following a prolonged illness. Charlie was my first boss. I worked for him at Sam Houston State University from 1957-70 and shared an office with him several of those years. He was the Dean of the College of Fine Arts until his retirement in 1981 and Chairman of the Department of Speech and Drama from 1952-75.

Charlie served as a critic judge for OAP from 1949-86. He judged hundreds of contest, including the state level and wrote several articles on judging and educational theatre that appeared in this publication. He was a long time member of the TETA. He served several years as secretary and served as president in 1964.

A Charles A Schmidt memorial scholarship is being established for theatre students at SHSU and those wishing to participate may direct their responses or inquiries to Dr. James Miller, Dept. of Drama and Dance, SHSU, Huntsville, Texas 77341.

## Ratings

■ Continued from page 4

Well, of course not, but I have a plan, and that's almost as good. The plan is this: ILPC is abandoning the Tops in Texas concept in favor of a three-tiered awards structure that is modeled on CSPA's Gold and Silver Crown Awards. Rather than Golden Quill, Tops in Division and Tops in Texas awards, we'll have Gold Star, Silver Star and Bronze Star awards. The determinants for these awards will be a combination of point totals and marks of distinction. We anticipate recognizing the top 10

percent of yearbooks and newspapers per year with one of the three awards. If 260 yearbooks are rated next year, we expect to present approximately nine Gold Star, nine Silver Star and eight Bronze Star (26 total) awards. Presently we are presenting 14: one Tops in Texas, eight Tops in Division, and five Golden Quill.

We will retain the four rating categories (Distinguished Merit, Achievement, Honor and Merit). The "star" awards are given for achievements beyond a distinguished merit rating.

This change has practical and philosophical implications: We can honor more schools, yet only the most deserving schools

will receive the top awards. In the past, the second-best newspaper or yearbook in a division could well have been the second-best newspaper or yearbook in the state. Conversely, awards have been locked into rating categories, with Tops in Division plaques going to categories that may include as few as 15 publications rather than 35 or 40. All schools will receive evaluations and ratings, but the top awards will be reserved for the top 10 percent of staffs.

Will this, at long last, bring total equity to the judging process? Probably not. Small schools are certain to argue that the star awards will be dominated by the 4A and 5A schools. True enough, although not to the

extent that one might anticipate. Judges will be instructed to bear in mind all extenuating circumstances.

In addition to the new awards structure, we are revising the rating/evaluation criteria in the hopes of giving staffs more flexibility in creating publications that serve, first and foremost, their readers rather than the whims of a publication critic.

Should these revisions prove deficient, and you feel compelled to debate your 1992 ratings, then expect me to posit the old explanations. It might be a good idea to grab the publications, gas up the car and be prepared to drive to Austin.

## Relaxed rules spell new problems

By ELLEN HARRIS  
Director of UIL Spelling Contests

In order to remain viable, any group must change or adapt. UIL is a changing organization, especially in the area of spelling. The old Spelling and Plain Writing Contest, with its emphasis on correctly formed letters, has evolved into a more reasonable Spelling Contest. Today's contestants can print their words in pencil if they desire. The criteria for grading is simple. Is the word spelled correctly and is it legible? These new and relaxed rules bring with them a new set of problems.

Students who print all of their letters in upper case run a risk of missing capitalized words unless they clearly indicate that a letter is a capital. For example, CHICAGO would be an error but CHICAGO would probably be acceptable. If two graders disagree on a letter, a third grader's opinion is sought. Those who opt to write in pencil should be certain that they use a soft, dark lead. Hard lead pencils often make writing too light to be legible, and legibility is a criterion for correctness.

Other problems and questions have arisen, and steps are being taken to address these areas. First, should the students be allowed to interrupt the pronouncer during the test in order to ask for additional clarification? In the past, allowing or disallowing this has been the prerogative of pronouncers. This privilege has been widely abused by students who find themselves needing a

moment or two of extra thinking time. The problem becomes serious because the length of time needed to administer the test exceeds the scheduled time, and some students participate in consecutive contests. Verifiers are present during the test and if there is a question, the student can check his paper during the verification period at the end of the test. Also, at that time, a student could ask for additional information. The pronouncer will clarify homonyms, etc. when the word is first given.

A second problem area seems to be capitalization. This is addressed in 1991-92 *Spelling Power*. The official League dictionary is Webster's Third New International Dictionary, Unabridged. Webster's has several classifications: cap, usually cap, often cap, and sometimes cap. During future UIL competition, the first two categories will require capitalization, and the second two can be spelled either way.

The difficulty of the official word list has also been a matter of concern. Perhaps it will help if everyone is aware of the long-range objectives for the spelling contest. We are preparing a master list of approximately ten thousand words that every college freshman should recognize and be able to spell. A high school competitor would have a nucleus of six to eight thousand words by the end of the senior year. These words come from eclectic sources, including SAT and ACT college entrance examinations, lists of words most commonly mispronounced or confused, and words

that should be part of an educated person's vocabulary.

From our current spelling, we hope to move into an era of spelling and vocabulary. With this goal in mind, we are exploring the possibility of requiring students to study a portion of the list for meaning, not be a large number, perhaps 20 to 25 percent. These could be based upon a list of roots. The possibilities are endless and the reward to the students just as infinite. Another area being explored is student participation. Many students are involved in spelling contests through their eighth grade year, but find it hard to make the team during their first two years of high school. It has been suggested that we have separate contests for grades 9-10 and grades 11-12. This would involve twice as many contests and participants, but it should make the senior level much stronger. Freshmen and sophomores would have more and better opportunities to compete at district, regional and state levels. An easier junior list could be aimed at PSAT words, biology, physical science, literary terms, commonly confused and misspelled words, etc.

The possibility of making the spelling contest stronger, more useful, and available to a greater number of students is very exciting. Any changes in the test format or eligibility by grade level must be approved by a constitutional amendment. We hope you will consider these suggestions, and we encourage your comments and suggestions.



Mildred Peveto

## Nat'l Federation recognizes Texas speech coach

By PETE CONTRERAS

Mildred Peveto, a theatre arts teacher and speech coach at Newman Smith High School in Carrollton, received recently the Section VI Outstanding Speech Educator Award by the National Federation Interscholastic Speech and Debate Association.

The announcement was made by Treva Dayton, Director of Speech and Debate for the University Interscholastic League and member of the NFISDA Speech Advisory Committee. Each of the 50 states is given an opportunity to nominate a candidate, and eight sectional awards are given. Section VI includes the states of Texas, New Mexico, Colorado, Arkansas, and Oklahoma.

"Mildred is known throughout Texas as an educator who demands the best from her students and gives the best of herself," Dayton said. "Communication educators from across the country have seen the quality of performances her students achieve. We in Texas are fortunate that our competitive students are constantly challenged to meet such high standards of excellence."

A teacher since 1965, Peveto was recently honored as the Texas Speech Communication Association's Outstanding Speech Teacher of the Year. A graduate of Howard Payne College in 1965 and the University of North Texas in 1972, with a master's degree in drama and speech, Peveto has directed five one-act plays to the state level in UIL competition, winning in 1978 and 1980. She has coached 40 students to the finals or to championships at the Texas Forensic Association State Meets, and 35 students to the National Tournament of the National Forensic League. Over the years, Peveto has had more than 15 students competing in the state finals of UIL competition in prose and poetry interpretation, extemporaneous speaking, and debate.

Peveto was cited by the national committee for her significant and long-term contributions to interscholastic speech, drama and debate activities and to professional communication and theatre organizations.

## Major CX changes on the horizon

Next year's schedule for UIL cross-examination debate is a dramatic change from what we've had in the past. The rule changes mean that for the first time in a very long time, CX debaters will be able to enter more than one event in UIL district.

The proposal to hold CX competition prior to the Academic District Meet was included in a survey mailed to superintendents last fall. The proposal and survey results were then presented to the Legislative Council in October, and the council elected to have the issue included on a referendum ballot mailed to all schools. The item was passed by all five conferences and is effective for the 91-92 school year.

CX district competition must be held between January 2 and February 24, 1992. The deadline for certifying district CX winners to the UIL state office in February 24.



Treva Dayton

### Speaking of which

Districts with eight or more teams competing will send the first and second place teams to the State Meet, which will be held at the University of Texas in Austin during the week of March 16-21. Districts with seven or fewer entries will advance only the first place team. The maximum number of qualifying teams in each conference is 64, so we'll have a Texas-sized State Debate Meet!

CX debate points will count toward the district academic championship, but since there will be no CX at Regionals, no points will be awarded at that level. CX debaters will be eligible to enter other district contests, including speech events, but are prohibited from entering Lincoln-Douglas.

Our staff is still working on specific details such as the time schedule and process for elimination rounds. We hope to have this information available to you in the speech and debate coaches packet we mail in early September. It is important that debate coaches hold a planning meeting early next fall, so that your local debate competition is included on all school calendars throughout your district. The thought of hosting such a large tournament is somewhat daunting, but it ought to be exciting! Hope to see you there!

## Remembering our purposes

Continued from page 2  
rector in Louisville, Kentucky, who won the Thomas E. Frederick Award for distinguished service in the field of interscholastic athletics, has written:

"We have let the universities and colleges and camp organizers (and now the shoe manufacturers) control our very lives.

We pay money to universities for summer camps to allow their coaching staffs to view and recruit our young people at our expense. We have allowed rating services to exploit our young people. In our desire to be noticed, we have let others manipulate us and our programs."

It is very possible that if we are losing control of the destiny of interscholastic ath-

letics, it's because we've lost our memory or lost our resolve... because we have forgotten our purposes, or forsaken our roots... because we've lost sight of why we got into education and athletics in the first place—to make a positive difference in the character of kids by unashamedly teaching morals and values—or because we've lost our idealism.



**SKULL SESSION.** Arlington's Craig Newman (18) and Richy Ellwood (2) test the "two heads are better than one" theory against Danny Warren (9) of Klein in the 5A semifinals, won by Klein, 4-3. Photo by John McConico.

## San Antonio Madison girls, Plano boys capture state soccer championships

A quick San Antonio Madison girl's squad captured the 1991 UIL State Soccer Championship while Plano used overtime to get by Klein for the boy's title played last month at Pflugerville High School.

Madison posted a 2-1 semifinal win over the Klein girl's and then coasted to the state crown, defeating Plano 3-1 in the championship game, behind the play of all-tournament selections Kristi Mchale, Sherri Albrecht, Sandy Miller and Emily Partain.

Plano reached the girl's finals with a 4-1 victory over Arlington Martin on the

tourney's first day.

Plano advanced to the boy's finals with a 2-0 blanking of San Antonio Churchill in the semifinal and then scored three unanswered goals in the second overtime period to defeat Klein 4-2. Klein took a 2-1 lead in the first overtime period on a score by Keith Carlson but the Wildcats countered with scores from Judd Joy, Dan Marshman and Adam Van Derven for the win.

Klein scored a 4-3 win over Arlington in the semifinals.

## Crippens photo lauded by press photo association

Kirk Crippens' photograph that appeared on the front page of the March Leaguer (Victoria girls after the 5A state basketball championship game) won first place in sports photography in Region 8 National Press Photographers Association

competition for that month. This region includes professional daily and college daily newspapers in Louisiana, Texas and New Mexico. Crippens is a sophomore at The University of Texas at Austin. He is a graduate of Duncanville High school.

## No blind dates

Close attention to starting dates recommended

Calendar for Athletic Events August-September, 1991:

### ■ August

7 First day to issue football shoes and socks, conferences \*AAAAA, AAAA, AAA, AA, A & Sixman. Helmets may be fitted and placed in lockers (NO conditioning drills or organized instruction permitted.)

12 First day for volleyball workouts, all conferences.

12 First day for fall football conditioning, conferences \*AAAAA, AAAA, AAA, AA, A, & Sixman. (No contact activities permitted. No contact equipment except helmets may be worn. Other contact equipment may be fitted and placed in lockers.)

14 First day for issuing football shoes and socks, conference AAAAA. Helmets may be fitted and placed in lockers (No conditioning drills or instruction permitted.)

16 First day football contact activities permitted, conferences \*AAAAA, AAAA, AAA, AA, A & Sixman.

19 First day for volleyball scrimmages or games, all conferences.

19 First day for fall football conditioning, conference AAAAA. (No contact activities permitted. No contact equipment except helmets may be worn. Other contact equipment may be fitted and placed in lockers.)

22 First day for football interschool scrimmages, conferences \*AAAAA, AAAA, AAA, AA, A & Sixman.

23 First day football contact activities permitted, conference AAAAA.

29 First day for football interschool scrimmages, conference AAAAA.

Football and Volleyball, 7th and 8th grades, practice begins first day of school.

\*AAAAA with no spring training.



Gina Mazzolini

### Sports notebook

#### ■ September

5 First day for playing football games, all conferences.

10 First day for playing football games for 7th and 8th grades.

Please note that the starting dates for all athletic activities will remain as stated on the calendar. If you school starts the week of August 12th or the week of August 19th, you will have to adhere to the 8 hour per school week practice time and the one contest per school week limitation. In other words, if you start school on August 12, which is the same day for two-a-days, you could only practice 8 hours from Monday through the close of the school day on Friday. If you are in school the week of the 19th (volleyball), you could participate in one scrimmage Monday through Thursday, with remaining scrimmages/matches to be played after school Friday and Saturday.

If your school calendar has been altered since you have scheduled your pre-season activities, we suggest you check to be sure that practice times and contests are in compliance with UIL rules and state law.

Individual sports - cross country and team tennis - do not have a starting date mandated on the calendar. You may practice and tryout when your superintendent/school board authorizes the season to begin.

## National Federation announces rule changes aimed at improving basketball sportsmanship

In a move to improve sportsmanship in high school basketball, technical fouls will be combined with personal fouls for player disqualification, the National Federation of State High School Association announced last month.

In its April 7-9 meeting in Kansas City, the National Federation Rules Committee made the change based on positive experiences from two states this past season. Beginning with the 1991-92 season, any combination of five personal or technical fouls will disqualify a player from a game.

In concert with this change, the committee voted to add all technical fouls to personal fouls to reach the bonus situation. Since all fouls will be counted, the bonus situation will start now on the seventh team foul in each half instead of the fifth personal foul. All fouls - personal and technical - on a team, including the coach, will count toward the seven in each half.

The committee also voted to reduce from three to two the number of technical fouls for disqualification of a player or bench

personnel. Three technical fouls still are necessary to disqualify a head coach.

Two changes were made relative to the three-point field goal. Beginning next season, three free throws will be awarded a player who is fouled in the act of shooting an unsuccessful three-point field goal. In the same scenario with an intentional personal foul, the fouled player would receive three free throws and the team would also get the ball out-of-bounds for a throw-in at the spot nearest the foul. In another major change, lack of action has been deleted from high school basketball. Schindler said that many coaches and players, and even some officials, did not really understand lack of action and that the game will not change by deleting the rule.

"High school basketball is a game of action, so this change will not affect the game," Schindler said. "We are starting the next 100 years with an action game. We don't have a shot clock, and we shouldn't dictate that teams may not hold the ball - that's a part of game strategy."

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

#### 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.

#### 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  
Tartini - 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 Eb 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)

PML Page 132, Grade V Mixed Chorus  
Palestrina-(a) Super Flumina Babylonis should be (SATB)

#### PORTER HS (BROWNSVILLE)

The State Executive Committee issued a public reprimand to Coach Michael Alex of Brownsville Porter High School, placed him on probation through March 26, 1992, and support the suspension of Coach Alex by the Brownsville ISD, for violation of the Amateur Rule.

#### MONAHANS ISD

The State Executive Committee suspended Coach Gary Abercrombie of Monahans High School from coaching basketball through March 26, 1992, and placed him on probation through March 26, 1993, for playing two basketball games during a school week, in violation of state law.

#### CORPUS CHRISTI ISD (MOODY HS)

The State Executive Committee upheld the decision of the District 30 AAAAAA Executive Committee and issued a public reprimand to Mr. Hector Salinas, Coach at Corpus Christi Moody High School, and placed him on probation through March 26, 1994, for moving for athletic purposes and violating the Athletic Code.

#### GREENWOOD ISD (MIDLAND)

The State Executive Committee suspended a Greenwood High School student from the first three basketball games of the 1991-92 season for violating the Athletic Code.

The State Executive Committee suspended an Austin Bowie High School student from all UIL activities for the remainder of the 1990-91 school year for violating the Athletic Code.

#### 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 Seclik, 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 - zoanthropy change to zoanthropy.

#### SPELLING CORRECTIONS

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

Grades 5/6:  
cantaloupe: delete canteloupe (misspelled) from the spelling list.

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

#### SNYDER ISD

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

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

#### CALVERT ISD

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

#### CHILTON ISD

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

#### CROSS-X DEBATE

Cross-Examination Team Debate Topic (To be used throughout the year)

Resolved: That the 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, 1991 for violation of summer workout rules.

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

#### 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 Manuei 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.

#### 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 sus-

## 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.

• **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.

suspended two 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.

#### LEE HS (NORTH EAST ISD)

San Antonio Robert E. Lee High School one-act play was disqualified for district honors and placed on probation through the 1991-92 school year for violation of Section 1033 (G) (5).