

# Leaguer

## State Board mulling playoff plan

League officials hoping to satisfy SBOE's concerns about expanded proposal

In June, the State Board of Education failed to approve a proposed three team playoff structure in Conference 5A which would involve volleyball, basketball, soccer and baseball. The measure, which would have gone into effect in 1992-93, was approved by referendum ballot among 5A superintendents last year.

"The motion approved by the SBOE was to postpone action until more information was gathered, with the intent to reconsider the proposal in the spring of 1992," UIL Athletic Director Bill Farney said. "However, it is hoped that the SBOE will approve the concept prior to the spring so that brackets for the playoffs for 1992-93 can be sent to schools in late January with the release of the new alignment for 1992-93 and 1993-94."

The alignment is scheduled to be released the last week in January.

"If we don't have approval by the reclassification and realignment release date, all team sports except football will be unable to schedule district contests because they will not know dates for playoffs," Farney said.

### Reasons for SBOE action

State Board members cited several reasons for not approving the item. Among them were concern for additional loss of school time, additional cost to schools in terms of transportation to and from the playoff games, and the perceived "watering down" of the playoffs.

"I think the reclassification and realignment committee concluded that this (the original proposal) is the best method to solve

the perceived problem of larger schools and smaller schools within the same conference," Farney said. "By allowing an additional school to participate, and by separating the larger schools into different divisions, an additional opportunity is provided for the smaller schools to participate."

### Playoffs will not be watered down

Additionally, Texas Conference 5A has more schools in its one division than 22 states have in each of their respective playoff structures. The number of students participating in 5A schools will assure that there will be enough quality teams so that the playoffs will not be watered down.

"We proved this two years ago when the 5A champion in football was the district runner-up, and we've had state champions in all sports that finished second in their divisions," Farney said.

There was some indication that the SBOE may still approve the concept early enough for implementation to occur in 1992-93, he said.

The UIL is compiling data concerning school satisfaction, including particular problems with the current 5A football experiment involving three teams in the playoffs. This information will be presented along with financial data from the 1990-91 playoff to the State Board in hopes that it will approve the new measure.

Under the proposal, conference 5A football would have three teams per district in the playoffs but would crown two champions, a



ENOUGH TO GO AROUND. There are plenty of quality teams in Conference 5A for an expanded playoff schedule, UIL director Bill Farney said.

Division I representing larger school qualifiers in each district, and Division II, for schools with smaller enrollments which qualified. Division I represents the largest enrollment school in the district which finished first, second or third in the district standings. There would be 32 schools in the Division I playoffs, and 64 in Division II, which would represent the two other schools placing in the top three in each district.

While three teams in basketball, volleyball, baseball and soccer from each district would qualify, only one Conference 5A state champion would be determined. The winners from the same districts who continue to advance would

meet each other in the regional finals. The district champions in these four sports would draw a bye in the first round with second and third place teams playing bi-district games.

The plan would also require the reduction of the season by one playing date so that the additional playoff round would not extend the season.

"People seem to be willing to give up the additional game or match with the hopes of getting their teams in the playoffs."

"The Council has already acted on this. We hope the State Board of Education will take some action on it now," Farney said.

## UIL renews one, acquires two new sponsors

Wilson Sporting Goods, Mikasa Sports join Radisson Plaza Hotel as UIL corporate sponsors

The UIL entered into sponsorship agreements with Wilson Sporting Goods, Mikasa Sports and the Radisson Plaza Hotel at Austin Centre, effective July 1. These sponsorships include special services to the UIL and, in some cases, financial contributions to the League and its scholarship arm, the Texas Interscholastic League Foundation.

The Radisson Plaza Hotel at Austin Centre has again been selected as the UIL Headquarters Hotel. The Radisson will offer the same \$70 UIL rate that was offered last year.

The UIL rate is applicable for up to four persons per room. In addition, the Radisson will host a reception for coaches and officials during each UIL state tournament held in Austin. The hospitality schedule for these events will be published in an upcoming issue of the *Leaguer*. Finally, the Radisson will provide tournament officials with accommodations during the nu-

merous UIL championships held in Austin each year. Inquiries regarding the Radisson Plaza Hotel should be directed to Craig Gore at 512-476-3700.

Wilson Sporting Goods is the football, basketball, baseball, golf and tennis sponsor for the next three years. Wilson will be supplying the tournament balls to the championships of these events. Participating schools in these tournaments will be entitled to keep this equipment for their use following tournament play. Wilson will be providing financial support through 10 college scholarships, contributions to the event bud-

gets and to the state championship hospitality receptions for coaches and officials to be held at the Radisson. Students who participate in the sponsored athletic events and the UIL Academic State Meet during their senior year are eligible for the \$1,000 Wilson scholarships. Direct inquiries regarding Wilson's products and services to Dave Terre at 214-991-3801.

"These corporations are demonstrating their commitment to the UIL, the Texas economy and the Texas educational system,"

-- Susan Lenihan, UIL marketing director

Mikasa Sports is the UIL volleyball and soccer sponsor for the next three years. Mikasa will provide the tournament balls for the UIL state championships in these sports. As with the Wilson

agreement, the participating schools will retain this equipment for future use. Mikasa is providing financial support to the event budgets, offering five \$500 scholarships to participants in the sponsored sports and the Academic State Meet. Mikasa will also help finance the hospitality receptions for officials and coaches at the state Volleyball and Soccer tournaments. Inquiries regarding Mikasa's products and services should be directed to Tim McGinty at 214-343-0071.

"These corporations are demonstrating their commitment to the UIL, the Texas economy and the Texas educational system," said Susan Lenihan, UIL marketing director. "We hope all member schools are able to recognize and appreciate their efforts throughout the academic year."

Questions or comments on the UIL Corporate Sponsorship Program should be directed to Lenihan at 512-471-5883.



## 14 finalists selected for Denius Award

Fourteen teachers and activities sponsors have been selected as finalists for the 1991 Denius-UIL Sponsor Excellence Award, UIL Director Dr. Bailey Marshall announced.

The group was reduced to 14 from a list of 113 by a panel of judges.

In its first year, the Denius-UIL Sponsor Excellence Award seeks to highlight the contribution of sponsors to UIL scholastic competition. "The award was created to identify and recognize outstanding sponsors who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system while helping them to keep their personal worth separate from their success or failure in competition," Marshall said.

The finalists for the award are Leo Ramirez, Number Sense and Calculator sponsor at McAllen High School; Donna Hopkins, Journalism and One-Act Play sponsor at O'Donnell High School; Brenda Gardner, Journalism and Literary sponsor at Devine High School; Ruth

Powell Trumble, Spelling and Ready Writing sponsor at Atlanta High School; Jana Riggins, Speech, Spelling and Ready Writing sponsor at Kaufman High School.

Also, Patricia Thompson, Speech and Literary Criticism sponsor at Schertz Clemens High School; Marca Lee Bircher, Concert Choir and Ensemble sponsor at Dallas Wilson High School; Doyle Edmond McElroy, Concert Choir and Marching Band sponsor at Sealy High School; Larry W. Cure, One-Act Play sponsor at Arlington Martin High School; Donnie Owens, Marching Band and Concert Choir sponsor at Dickinson High School; Tom Kimbrough, football coach at Plano High School; Don Coleman, basketball coach at Houston Memorial High School; Norma Pullin, volleyball, tennis and junior varsity basketball coach at East Bernard High School; and Dean Weese, girls' basketball and golf coach at Levelland High School.

In mid-September, panel of judges will select 10 winners, each of whom will receive a \$1,000 check.

## Science Contest List of Approved Calculators

### Hewlett Packard:

11C  
15C  
20S (20S II not permitted)  
32S (32S II not permitted)

### Casio:

fx-82d (Series)  
fx-115d (Series)  
fx-250d (Series)  
fx-300v (Series)  
fx-570a (Series)

### Texas Instruments:

TI-25 (Series)  
TI-31 (Series)  
TI-34 (Series)  
TI-30SLR+ (Series)  
TI-35  
TI-36

### Radio Shack:

EC-4008  
EC-4021  
EC-4031

### Sharp:

EL509D (Series)  
EL 520D (Series)  
EL531D (Series)

(Series) — Calculators marked (Series) are approved for all variations of letters and/or descriptors after the numbers, for example: EL590C, TI-30STAT, fx-300v SUPER-FX, fx-115m.



By TYRE THOMPSON  
Liberty Hill High School

OURS IS THE AGE OF SPECIALIZATION. In vocational choices, hobbies, academics, and even diet, people must specialize their skills and interests to survive in a contemporary society awash in a growing sea of information.

Athletics have not escaped this trend. Professional sports organizations discourage multi-sport athletes in order to protect their investments, and multi-sport college athletes have become dinosaurs, extinct in the wake of society's insatiable hunger for success. Even middle and high school athletes face increasing pressure to pick one sport in which to excel, rather than learn and enjoy several sports.

As coaches, fans, parents, teachers, and administrators, we must avoid creating our own athlete factories similar to those in the Communist Block during the '70's and '80's which most people here decried as inhumane and mind-controlling. Young athletes cannot ignore the opportunities of college scholarships and professional wealth, but they also cannot ignore the more realistic and valuable rewards of high school athletics. We must encourage student-athletes to compete in as many sports as they wish, for multi-sport participation will build a more mature and healthier society, strengthen high school athletic programs, enrich the coaching profession, and, most importantly, produce well-rounded student-athletes.

To what should a high school athletic program aspire? Too many too often confuse "excellence" (the noble goal of most programs) with "wins" when ideally an excellent athletic program teaches athletes to "play," a skill that they can use to build physically, mentally, and socially healthy lifestyles as adults. Unfortunately, many high schools cannot offer popular adult recreational sports, such as swimming, tennis, golf, men's volleyball or softball, or women's golf. Conversely, some sports

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# Leaguer

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## Refresher course: Rather than dwelling on changes, review the entire contest music plan

With the exception of the revisions in the State Marching Band Contest format, 1990 was a year of only minor changes in the UIL Music Contest plan. Regardless of the magnitude, all revisions whether large or small were adopted only after careful study and extensive input by the TMEA/UIL Music Advisory Committee, the Technical Advisory Committee and the State Director of Music. All proposals were ultimately reviewed and approved by the State Board of Education.

These revisions should be properly noted; however, before the rule changes for the new school year are discussed it would be wise to review two areas of general eligibility that are often misunderstood or misapplied.

**GENERAL STUDENT ELIGIBILITY**  
Section 480: There are no changes here; however, changes in the awards rule as it applies to UIL academic and fine arts programs made one year ago are still not totally understood by all directors and sponsors. Please review this section carefully since many of the limitations are much less restrictive than in the past. In particular, note that students may accept unlimited awards for participating in an invitational academic or fine arts contest which does not count on League standing (i.e. UIL Region, Area or State Competition). Under this provision it is no longer necessary to scrutinize such events as young artists competitions or symphony guild concerto auditions that offer prizes since participation in such events will not be subject to any UIL limitations. In fact participation in such events should be encouraged.

**AMATEUR MUSICIAN STATUS** - Section 431: Again there is no change in this section. Its inclusion in this discussion stems from the fact that many directors and school administrators confuse the Music Amateur Rule with the Athletic Amateur Rule. The Music Amateur Rule addresses only the adjudication of music events and teaching for pay. It does not apply to compensation for performance. In other words, it is perfectly acceptable for an individual or organization to receive money or other compensation for performing under any and all circumstances.

### Rule changes effective 1991-92

**REGION/AREA/STATE** - New terminology has been approved to identify the geographical structure of the UIL Music Contest plan. We now have 22 UIL Music Regions (these have been called Districts in the past), seven Areas for the second round of elimination in the State Marching Band Contest (previously identified as Regions) and State competition in marching and solo and ensemble events. This terminology and the geographic entities it describes parallels identically the structure for all TMEA activities.

**INTERSCHOOL CONTESTS THAT GIVE MONETARY OR OTHER VALUABLE CONSIDERATION AS AWARDS** - Section 1102 (b) (7): In the past, any music organization taking part in an event that offered money or other valuable consideration as awards was automatically suspended from participation in UIL music contests for the following year. This restrictive penalty was considered rigid and inflexible. Therefore the rule has been



Richard Floyd

### Music matters

revised to allow the region executive committee to consider a wide range of penalties as outlined in Subchapter R of the *Constitution and Contest Rules*. These penalties can range from the minimum of a private reprimand, all the way up to a three year suspension. Remember, this restriction applies only to organization events. Therefore it, in no way, conflicts with the Awards Rule for individual competitions discussed earlier in this article.

**SA AND TB VOCAL SIGHT READING MUSIC SELECTION** - Section 1111 (e)(7): This revision simply aligns the vocal sightreading options with the new classifications for middle schools and junior high schools. In all middle school conferences, as well as junior high school and CC conferences, choral groups performing a majority of SA or TB music in their concert competition may elect to sightread SA or TB music designated for that conference. Action has already been taken by the Vocal Sightreading Music Selection Committee to assure that appropriate music is provided.

**NEW SMALL ENSEMBLE EVENTS** - Section 1108 (c) - At the recommendation of the Prescribed Music List Music Selection Committee the following ensemble events have been added to the Solo and Small Ensemble Contest Plan: Flute Choir (273), Clarinet Choir (275), Saxophone Trio (236), Brass Trio (334), Euphonium/Tuba Quartet (347), and Cello Choir (470). Repertoire for all but the saxophone trio can be found in the new *Prescribed Music List*. The saxophone trio list will be made available when completed.

**HEARING A SMALL ENSEMBLE WITHOUT A SCORE** - Section 1108 (k)(5): Under this new provision a judge may hear an ensemble without a score if the following two conditions are met:

(1) The judge is provided with a statement from a music retailer or music publisher that no published score exists.

(2) A set of original parts are supplied in lieu of the score.

This change was made to facilitate the performance of certain classic selections of the small ensemble repertoire that are published without the benefit of a condensed or full score.

**SIGHT READING ROOM PROCEDURE** - Section 1111 (c): In the sightreading room an additional question will now be asked of the director of each organization. "This organization will be reading (insert Title of Selection) which has been chosen for Conference (insert Varsity or Non-Varsity conference). Is this the correct Conference for your organization?" This precaution should eliminate any chance that an organization might inadvertently read the wrong music.

**STATE MARCHING BAND CONTEST FORMAT** - Sections 1105, 1106 and



**PREVAILING WINDS**. Of the 16 wind ensembles participating in the 1991 UIL Wind Ensemble Contest, three were named "Outstanding" in their conferences. Outstanding performers in the contest, held at UT-Austin, were Barbers Hill High School (Mont Belvieu) in 3A, Edcouch-Elsa High School in 4A and Spring High School in 5A.

**1107**: This change has been discussed in depth in numerous regional and state meetings. In summary, it need only be stated that the State Marching Band Contest will be held in 1991 for Conferences A, AA and AAAA. AAA and AAAAA will participate at the region level only. In 1992, the State Contest will be hosted for AAA and AAAAA. This every other year rotation will continue for the foreseeable future. One of the prime benefits of this format is the fact that all bands earning a Division I in Conferences A, AA and AAAA will have the option to advance to the area contest provided that there have a letter of intent on file prior to the region contest. Extensive background material addressing the evolution and intent of this revision in the Marching Contest Format is available upon request from the State Office.

**MARCHING CONTEST JUDGES LIMITATIONS** - Section 1112 (a)(7): Beginning this fall, a judge at the region level marching competition may not reside within the area in which a band under his/her direction competes. This limitation applies only in years that the state competition is held in his/her conference. In addition, a judge at the area contest may not evaluate other bands in his/her conference if his/her band has been selected to advance to the next level of competition. This restriction has been adopted at the request of school officials and other concerned individuals who wish to eliminate any real or perceived conflict of interest that might exist when a director is placed in a situation where he/she might be judging a band that could be a competitor at the next level of competition.

**PRESCRIBED MUSIC LIST**: The 1991-92 school year marks the beginning of a new four year cycle for the *Prescribed Music List*. Committees in band, choir and orchestra have been working for approximately two years to research and grade the new materials found in this volume. The new list includes extensive

revisions and is presented in a new easy to use and read format. Special attention has been given to the performance needs of our current middle school/junior high school alignment and a certain amount of "overlap" was built into the Grade I-II-III lists to accommodate the special needs of these programs. New categories have been added to broaden the options for ensemble participation and with the help of directors, private music teachers and university studio professors, many solo and ensemble events have been updated with the addition of fresh, attractive new repertoire.

Any new repertoire list carries with it the stigma of unfamiliarity. Teachers seeing the list for the first time will not be afforded the luxury enjoyed by the committees of reviewing the new selections for many months before adding them to the list. But it must be remembered that new composers and new music offer the opportunity for intellectual challenge and musical growth. Directors are encouraged to undertake a careful study and review of the new music at their performance level before passing final judgement on the content of the new list or the wisdom of the committees that worked so diligently to produce this volume.

The sole purpose of the contest rules and regulations for our music programs is to provide the best and most equitable kinds of educational competition for our students within the framework of the total educational mission of our schools. While it is easy to dwell on "what's new," directors would be well advised to carefully review the entire music contest plan as the school term begins. The better we understand the guidelines under which we operate, the more successful we will be in providing rewarding and problem-free performance opportunities for our students.

Questions concerning any facet of the music contest program in Texas may be addressed to the UIL State Music Director at 512-471-5883.



## Being careful to repeat myself

It is a tradition among League directors to keep on file a number of columns of sufficient vagueness that they can be used in any circumstance. Or emergency. Deadlines are considered emergencies around here.

Generally, these columns deal with weighty topics such as the benefits of good sportsmanship, the necessity of rules, how rules are made, and why "winning at all costs" isn't always sound education policy.

Rather than admitting that they haven't spent a nickel's worth of thought on a more timely or relevant topic, League directors justify this exercise in redundancy by reasoning that every year brings a new crop of teachers and/or coaches who deserve or at least need to hear these timeless truths.

I am proud to be a part of that tradition. Please keep that in mind as you continue.

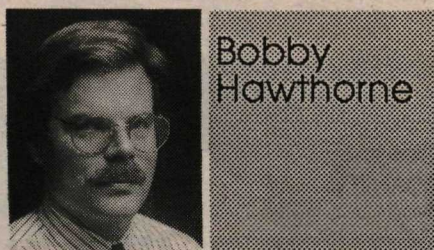
The readers of this column tend to fall into three categories: "others," beginners and veterans.

"Others" will include English, history, or business teachers low enough on the totem pole to have been volunteered to advise the newspaper, yearbook or both. These people often inherit responsibility for coaching students in the UIL spring meet journalism contests as well. Given that they've spent four or five years in college and thousands of dollars in preparation and hopes of teaching English literature or *American history*, they're not always thrilled by this. But they accept their fate as the educational equivalent to kitchen patrol.

After one year, they secure enough seniority that when offered a more attractive assignment — like sophomore class potty officer — they jump at the chance, and I never hear from them again.

Odds are, you're an "other."

A beginning adviser is someone who graduated from a college or university with a degree in journalism, communications or some other field that suggests that he or she would recognize a newspaper if swatted with one. Some of these people are actually very talented and knowledgeable, freshly scrubbed and convinced that they can make a difference. It is part of our mission to identify, nurture, and convince them that the second year of advising will be a lot easier "so hang in there because, really, it'd be a shame to waste everything you've learned this year, and besides, the administration just might scrape up a few dollars for a computer or two, and with a couple of Macintoshes, this job is a snap if you'll just recruit a few students who can read, and we know you will because you have a way with kids. Don't answer now. Take a month or two to relax. In your current state of mind, you can't appreciate how much fun you've been having. Trust us."



**Bobby Hawthorne**  
**Scholastic journalism**

To our complete amazement, some do hang in there. They return for the second year, fall into a groove and in a few years assume the personality of Vic Morrow in the old television series, *Combat*: grizzled and brooding but the guy the grunts run to when the bullets start to fly.

But not everyone is cut out to be a sergeant, or even a private. The annual turnover rate among journalism teachers is placed at 75 percent. Although no one has the hard data to prove it, this business eats its young. You don't need body counts to know that a massacre took place at Little Big Horn. Case in point: in 1987, a former high school teacher, Bruce Konkle, and I received a "Pioneer Award" from the National Scholastic Press Association. Bruce, who at the time was directing the South Carolina High School Press Association, and I are the same age, and in 1987, we were 35 years old — much too young to receive an award with "pioneer" attached to it.

Pioneers should be old guys who wear their pants up around their sternums and remember the day the Titanic sank. I wasn't even a teenager when the Beatles played the Ed Sullivan show.

A glance at the list of award winners — the Gold Key from the Columbia Scholastic Press Association, for example — shows that most recipients are in early middle age. What does that tell you?

But back to the matter at hand. The UIL journalism program consists of newspaper and yearbook ratings, and the spring journalism contests.

The ratings are administered by an association called the Interscholastic League Press Conference. You probably tossed our membership mailing in the trash. That's okay. I get a lot of junk mail too. If you're interested in ILPC, drop me a note, and I'll send you a new set of forms.

Why should you join ILPC? Because no matter how prestigious your college's department of journalism or how many degrees you received there, nothing you've ever done has prepared you for advising a newspaper or yearbook. And no one in your school will have the faintest idea what you're going through. Your

colleagues probably think that a yearbook comes in every box of Cracker Jacks.

"Why, how hard can it be, publishing one little old book per year?" they'll wonder. "You think that's hard, wait until you have to get six freshmen cheerleaders to scream and jump at the same time. Now, you understand why my stipend is twice as large as yours."

ILPC provides valuable information and fellowship through our ratings and conferences. The ratings represent our vision of what school journalism should be, and are performed by knowledgeable, objective professionals who seek to provide constructive, supportive, and thorough examinations of the publication. The spring convention and summer workshop offer opportunities to exchange ideas and learn from experts.

Most importantly, ILPC seeks to secure and maintain scholastic journalism's rightful place in the secondary curriculum. We believe in mature, responsible, ethical journalism, and we don't think it can be achieved if the program is used as a dumping ground for students who haven't mastered simple sentence construction. Ample empirical and anecdotal evidence testifies to the educational benefits of rigorous journalism programs. If your idea of higher order thinking skills for publications is song dedications and letters to Santa, ILPC is not for you.

But that doesn't mean you can't participate in the UIL spring meet contests. Your school and community may not give a goat's ear about intelligent publications and may, in fact, do everything in their power to keep the newspaper and yearbook from articulating any thought more substantial than "A little more school spirit would be nice." Still, administrators have to pay minimal lip-service to journalism if they want to compete for the UIL district academic meet championship. A strong journalism program, coupled with a solid speech or math/science program, is an almost unbeatable combination.

Best of all, the UIL journalism contests demand the same skills — i.e. news judgment, style, attribution, and transition — that students would (should?) learn in fulfilling the essential elements for journalism and/or in producing intelligent publications. A student capable of writing a coherent editorial or feature for the school newspaper should have a breeze with the UIL contests.

So that's it for my introduction to the UIL journalism program. If you enjoyed this column, look for it again in the September, 1992 issue of the *Leaguer*, unless I decide to dredge up that other old stand-by, "What competition means to me."

Hawthorne said. "The word lengths were an artificial factor in the determination of winners at spring meets."

• Reminder: The UIL has no amateur rule for the academic contests. A student who has worked in newspaper or another journalism field for pay is eligible to compete in any League journalism contest.

## Publication ratings, awards changes made

• Rather than sending yearbooks directly to the judges, advisers must mail the books to the ILPC office. ILPC will mail the books to the judges.

"It has become almost impossible to find judges willing to critique 35-45 yearbooks in the time frame that we require," ILPC Director Bobby Hawthorne said. "Many books were not being rated and returned until well after the holiday break, and by that time, the staff had almost completed the current book without the counsel that the rating and annotation is expected to provide. Under the new system, we hope that all ratings will be completed prior to or immediately following the holiday break."

• A new yearbook rating booklet. The new rating form allows for schools to "custom fit" their book to their schools and to the specific school year. The booklet stresses basic journalism: comprehensive coverage, precise writing, high quality photography, superior design and graphics, and relevant unifying concepts. Unlike past rating forms, the booklet will not rely on points but rather general rating categories and marks of distinction.

"With so many outstanding newspapers and yearbooks, it has become increasingly difficult to single out one publication for the 'Tops in Texas' Award," Hawthorne said. "This new system will allow us to recognize more schools for their achievements."

The yearbook evaluation guide was written by Sherri Taylor, associate professor of journalism at Syracuse University and former adviser at Irving High School, where her yearbook staffs won three Tops in Texas Awards in the 1980s.

• Top Publication Awards. Rather than Tops in Texas, Tops in Division and Gold Quill awards, ILPC will establish a three-tier awards system: Gold Star, Silver Star and Bronze Star. These awards will go to the top 10 percent of publications. Selections will be made based on evaluation guide marks of distinction and recommendations made by the respective publications judges. ILPC will retain the Award of Distinguished Merit, Award of Achievement, Award of Honor and Award of Merit ratings for all publications.

"In addition to the problems of naming a single 'Tops in Texas' yearbook or newspaper, we had circumstances where the top three or four newspapers in the state might come from a single rating category," Hawthorne said. "This category may contain 45 schools, versus another category that contained 10 or 12."

"The awards should reflect the best of Texas scholastic journalism, and I'm not certain that was always the case under the previous structure."

## Headline contest expanded to 45 minutes

Although the UIL spring meet journalism contests are months away, coaches should be aware of several changes.

• The headline writing contest has been expanded from 30 minutes to 45 minutes. Students will be given six stories from which to write headlines. "We think the additional 15 minutes will increase substantially the quality

of entries," UIL Journalism Director Bobby Hawthorne said.

• Word length requirements for news writing, feature writing and editorial writing have been eliminated. "The length of the entries will be determined by the content of the fact sheets. Students should include in their entries only information relevant to the theme of the story,"



## Play, set approval deadlines earlier

I usually open the year with a "welcome", but I think it more appropriate to begin with "start now". The 66th year of OAP will likely be full of surprises. I will start with the more urgent and try for a transition to what I believe to be the more welcome news for the year.

For this school year, the following date changes appear in the Official Notices in the *Leaguer*. The last day for submitting plays NOT on the approved lists for consideration as One-Act Play Contest entries is December 20, not January 15 as listed on the Official Calendar. The last day for requesting additions to the basic set for the One-Act Play Contest is February 2, not February 14 as listed in the Official Calendar. Why is the change necessary?

A decision was made to allow, by special request through Dr. Bailey Marshall, early zone and district OAP meets. All such requests must be submitted to Dr. Marshall prior to January 1. For administrative purposes, this moves OAP back two weeks. In order to facilitate play and set approval, the dead lines had to be two weeks earlier. The set deadline simply returned to the old date (*Handbook for One-Act Play*, 10th Edition) of February 2. December 20 was used because that was the last working day in this office prior to January 3.

Certainly, this will impose an earlier play choice on many directors and script preparation must be completed prior to Christmas. The good side of this change is the potentially early return of play and set requests. This will allow them to actually know the committee's decision before they begin rehearsal. Several directors had to start over last year and many were left in suspense until close to the February 23 title deadline. Frankly, this date is much too late for a March 14 contest.

It is essential that you obtain publisher permission to produce any script as early as possible. It may be best to get clearance on several titles and then choose. There will be surprises from both French and Dramatist Play Service. You cannot obtain permission for plays by Williams, O'Neill, Gibson or Wilder. I'm sorry, but permission for scenes from *AH, WILDERNESS* can no longer be obtained and there are likely other surprises. We have not been able to get permission to produce *THE DIVINERS* for two years. The fault is not the publisher. Don't blame them. Get clearance now for anything you might need.

### C&CR deliberations

What do you think of this paragraph as a substitute for Section 1033 (c)(1)(h), on page 212 of the current Constitution and Contest Rules?

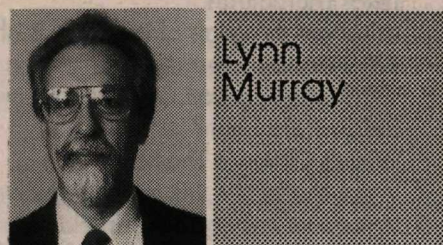
"Directors shall eliminate profane references to the deity and obscene language or scenes from the approved production. Directors shall revise or reject all material within approved plays which in any way fails to meet these requirements. The administration of the producing school is charged with the responsibility of assuring that the director complies with these requirements and that the play does not offend the moral standards of the community. When a script and production are examined and approved by the administration of the producing school, the production is eligible for presentation at any contest site."

This change, along with the others below,



### High Five

For the fifth consecutive year, Mineola High School won the Conference 3A state one-act play championship. The 1991 play, *Sparks Fly Upward*, was directed by Larry and Sue Wisdom, and included Best Actor and Samuel French Award Winner Andrew Sundholm and Best Actress Kathryn Phillips (left). Also shown here are Misty Young and James York. Justin Gray (not shown) was selected to the honorable mention all-star cast.



Lynn Murray

### Educational theatre

are being submitted to the UIL Legislative Council, October 20 - 22 in Austin. If approved by the Council and the State Board of Education, they will be effective this spring. The proposal would simplify interpretation of the language and community standards rule. It places responsibility for interpretation under local control and most importantly, it allows for a range of penalties. This allows the executive committee to suit the penalty to the violation.

The "morals" rule as currently written is not flexible, since it demands an automatic "death penalty" disqualification for even an accidental or inadvertent violation. It also places the contest manager under extreme pressure since he/she is the only person who determines a violation and declares a disqualification. Much confusion results from misunderstandings or misinterpretations of the present rule on the part of contest managers, administrators, and district executive committees.

This change places responsibility and control at the local level. It takes out of this office much of the responsibility of telling each community, director, and administrator how to produce their play. It does not eliminate the play approval process or basic policy guidance given in the *Handbook for One-Act Play*. This proposal has the full support of the state office staff. We believe that local control of this

highly subjective issue is the best option. It unanimously passed the Academic Committee of the Legislative Council in June.

### Academic panel action

The Academic Committee also approved a change in Section 1033(c)(2) on page 212 of the Constitution and Contest Rules to allow schools disqualified in OAP the option to receive a critique. The critique will be presented by the critic judge in the regular manner, but only if the director feels the students can handle the experience in a positive educational sense. Judges must not become involved in "what might have been" or who would have received awards or where the play would have ranked. I have opposed this change for many years because of the numerous negative experiences with this practice in the late 1950's and early '60's. I now believe that directors are better trained to control the educational focus of their students and hope this will be a positive step for OAP. This change will become effective only if passed by the Council and Board of Education. If approved, it will become effective next spring.

The Academic Committee also approved a major addition to Section 1033(b)(5)(B) on page 21 of the Constitution and Contest Rules. This is the "Faculty Director" rule.

"Violations of this rule may result in the school and/or director being subject to the full range of penalties as found under subchapter 4, Section 700, of the *Constitution and Contest Rules*. This proposal would allow the same range of penalties for violation of this rule as are currently available for other UIL infractions. It would eliminate the "death penalty" disqualification for minor or inadvertent violations of the "professional assistance" portion and would focus the penalty on those responsible, rather than on the play company.

The Academic Committee also passed a minor change in Section 1076 that would require ranking in the junior high OAP and added a statement that placed the junior high scheduling and deadlines in the hands of the District Executive Committee. In all other cases, the current OAP *Handbook* and Approved Lists apply to all UIL junior high OAP at all levels.

### Handbook for OAP

Speaking of Handbook, hold on to your *Handbook for One-Act Play*, 11th Edition. We will continue to use this publication until after the State Board approves all UIL Legislative Council action and this is not likely to happen until late January. Following that action, revisions to the OAP *Handbook* must reflect those items approved. The revisions are major in scope and it would be totally confusing to publish a new 12th edition without the changes. The new *Handbook* will be used for three or four years.

I am pleased to report that a special study committee has recommended to the Legislative Council that OAP points be adjusted. The recommendation is 8, 4, 2, for best actress/actor, all-star cast, and honorable mention. There were other changes recommended to balance the total system and, if approved, will be effective in 1992.

I am delighted to report that two OAP directors, Donna Hopkins at O'Donnell High School and Larry Cure at Arlington Martin High School and a former OAP director, Marca Lee Bircher at Dallas Wilson, have been nominated for a Denius - UIL Sponsor Excellence Award. Ten winners will receive a \$1,000 check. Good show to all three! If you need help with your fund balance, the drama staff will be happy to participate.



## High School Speech and Debate: Some things change, and others don't!

The new schedule for cross-examination debate becomes effective in all conferences this year, and that means planning for district competition should be done as soon as possible. District debate may be held between January 2 and February 24, which is the deadline for certifying district winners to the state office. The C-X State Meets will be held the week of March 16-21 at UT Austin. Districts with eight or more teams competing will advance both first and second place teams to State. Districts with fewer than eight teams will advance only the first place team.

Tentative plans, which will be confirmed and finalized as soon as possible, are to host conferences A, AA, and AAA on Monday and Tuesday, March 16-17, and conferences AAAA and AAAAA on Friday and Saturday, March 20-21. All preliminary rounds, some of which will be power matched, will be held the first day, with ballot verification following. Elimination rounds will be held the second day.

Districts holding C-X debate close to the certification deadline should plan to fax the results, and not rely on the mail. The results form must be completed by the contest director, and the coach of each advancing team must return a required judging form. If you have an advancing team, make sure you pick up a winners' packet. This packet contains the required judging form that must be received by the state office by March 3. This form provides vital information about the judge representing your school, which will be included in the brief judging philosophy summary made available to teams at the tournament. While the coach may serve as the required judge, many schools choose to hire some other qualified person with debate experience, so that coaches can be more accessible to their debaters. Regardless of your choice, each school must provide a judge to be available through as many rounds as your team remains in competition. Failure to do so could result in forfeiture of rounds.

The winners packets will also contain registration instructions and a tentative tournament schedule, housing information, and information about applying for TILF scholarship funds. All students competing at the C-X State Meet will become eligible to submit an application for a UIL scholarship on May 1 of their senior year. The application will be included in registration packets at the State Meet.



Treva Dayton

### Speaking of which

Each summer at the National Debate Topic Selection Committee Meeting, people are impressed with the number of active debate programs in Texas. Perhaps this change in scheduling will lead to an even greater number of Texas debaters! A new handbook for C-X debate, written by Cindy SoRelle of McLennan Community College and Paula Moeller of Jack C. Hays High School, is now available and can be ordered by using the high school academic order form.

### Lincoln-Douglas Debate and Individual Speech Events

The only change in L-D is that computers or other electronic retrieval devices may not be used during a debate. I can't imagine that this was ever a problem, but it keeps the rule consistent with C-X. The next topic will be announced in mid-December. Since invitational tournaments may choose the L-D topic to be used, you should read each invitation carefully.

Prose and poetry categories remain the same as

"The changes in world events, rather than in rules, ought to make this a challenging year for extempers."

**Cross-Examination Debate Topic (to be used through the year) Resolved: That the federal government should significantly increase social services to homeless individuals in the United States.**

**Lincoln-Douglas Debate Topic (to be used September through December) Resolved: That affirmative action programs are justified in American society.**

last year. We do plan to change categories for the 92-93 school year, and welcome your suggestions. Ideas for new categories should be submitted no later than December, so that they may be considered by the committee. Additional steps for breaking three-way ties have been added for interpretation events. See Section 1003 of the *Constitution & Contest Rules* for details.

The new tie-breaking criteria also apply to both extemporaneous speaking contests, and C-X debaters may now enter either informative or persuasive speaking. The changes in world events, rather than in rules, ought to make this a challenging year for extempers.

### Persuasive Sample Topics

1. Should Texas government switch to annual legislative sessions and full-time legislators?
2. How well has Ann Richards lived up to her campaign promises?
3. A report card on environmental issues: How should President Bush be graded?
4. Would an extended school year for US public schools improve education in America?
5. Who is most likely to become the next Democratic presidential nominee?
6. One year later: What was actually won by Operation Desert Storm?
7. Can Boris Yeltsin provide the leadership needed to prevent disaster in the Soviet Union?
8. How should the US respond to the revolutionary changes in the USSR?
9. Is there any chance for peace in Yugoslavia?
10. Will Soviet citizens tolerate the economic hardships of the move to a market economy?

### Informative Sample Topics

1. What does the latest Texas state budget contain?
2. What issues were addressed during the last special session of the Texas Legislature?
3. What are the goals of President Bush's "America 2000" initiative?
4. What are the latest developments in the BCCI scandal?
5. What's behind Dan Quayle's recent call for an overhaul in the US civil justice system?
6. Who is Clarence Thomas?
7. What challenges will Soviet republics face as independent states?
8. What role has Boris Yeltsin played since the failure of the coup?
9. The Communist Party falls: What led to the death of a Soviet giant?
10. What is the current status of the hostages in the Middle East?

## Writing, geography contests added to elementary/JH program

Sponsors of elementary and junior high academic contestants will find several changes in the program this year. Two new contests have been added, including creative writing for second grade students and a maps, graphs & charts contest for grades five through eight. Both of these events are described in the *A+ Handbook for Elementary and Junior High Academics*. Although no previous tests are available, a study packet containing the types of questions students can expect has been developed for maps, graphs & charts and can be ordered from the elementary and junior high order form. This contest will have two sets of materials; an elementary set for fifth and sixth graders, and a junior high set for grades seven and eight.

The listening contest has been expanded to include grades seven and eight. These grade levels will be given different listening scripts and questions than grades five and six. All listening contestants will now have an essay question as a tie-breaker, to be graded only if necessary to break a tie, rather than a second script. This should make the contest easier to

administer, and it makes the listening contest an integrated language arts challenge.

The new list of prints to be used for the picture memory contest for the 1991-92 and 1992-93 school years is now available. The new picture memory bulletin, *Art Smart*, can be ordered from the UIL office, but the prints must be ordered from Texas Pictures, P.O. Box 34270, San Antonio, 78265-4270. (512) 655-6634. The spelling list for all grade levels is also available by using your UIL order form. The words change every year, so make certain you have the blue and white 1991-92 *A+ Spelling List*, and not last year's.

The changes in the elementary and junior high program are the result of suggestions and requests from sponsors across the state. We welcome your input, and would especially appreciate your comments on the new events. This year the district director of each elementary and/or junior high district meet will be requested to return to our office a form indicating the events offered and the number of students competing. This information will be used to help us make future plans for the academic program.



## Afterthoughts on the State Meet and Calculator problem 911-50

By J. R. COGDELL  
Calculator Applications Director

After the Awards Ceremony at the State Meet, several contestants challenged the answer to Problem 911-50. Actually, they didn't challenge the answer; they pointed out that their answers, which had been counted incorrect, were equally valid. I knew that they had answers differing slightly from the answer on the key because I had confirmed my calculation (derived from #1 below) during the grading session and been unable to see where the other answer had come from. When the students explained their answer after the awards were passed out, I made the judgement that their formula was derived from an unrealistic special case, and that common sense favored my answer. Thus I stayed with my original answer and the results were unchanged by their challenge.

### A bad call

That evening after the meet I worked several hours on this problem and in the end decided that their answer was at least as good as mine, and I was prepared to regrade and rerank the contest. However, the UIL does not allow me to reconsider once the Awards Ceremony is completed and people are gone; it is treated like a bad call in an athletic contest.

The purpose of this article is to apologize for my error and to give some ideas about how to handle problems of this type in the future.

The problem reads "What is the spacing between human hairs on a person's scalp if 100,000 hairs cover 50 percent of an approxi-

mately 7 inch diameter, spherical head?(mm)" What we need is a formula relating the area, the distance between hairs, and the number of hairs. Let  $d$  be the desired distance, and  $N$  the total number of hairs, and  $A$  the total area covered by hairs. Then if we assume that the hairs are in a square array,  $d$  apart, each hair occupies  $d^2$  of area and the total area required is  $A = Nd^2$ . This formula gives  $d = 0.705$  mm, which is the answer on the answer key. This I would regard as the common sense approach to the problem. Let's call this Formula #1.

If we have a square array of hairs,  $n$  on a side and  $d$  apart, then the area covered is  $A = (n-1)^2 d^2 = (R(N) - 1)^2 d^2$ . This, Formula #2, leads to  $d = 0.707$  mm. We counted this wrong in the grading but later I decided it to be equally valid.

When you work with a square area and draw out the figures belonging to the two approaches above, you realize that the first gives the minimum hairs in a square and the second gives the maximum hairs in a square. Perhaps a reasonable approach is to take the average between the two. This leads to the formula  $A = (R(N) - 0.5)^2 d^2$ . This is Formula #3. Formulas #1-#3 all handle the interior of the area the same; they differ in how they handle the edge condition.

If we work instead with a rectangle,  $n$  hairs by  $m$  hairs (now  $N = nm$ ) the area is  $A = (n-1)(m-1)d^2$ . This leads to  $A = (N+1)d^2 - (n+m)d^2$ . Since we are dealing here with an edge effect, we introduce the periphery of the area,  $P = 2(n+m)d$ . In these terms, the area becomes  $A = (N+1)d^2 - (P/2)d$ , which is a quadratic equation in  $d$ . I like this formula, Formula #4, because it works for any rectangular area and

introduces the edge effect directly. We can apply this formula to our problem by assuming an exact hemisphere and the answer comes out 0.706 mm. This is the maximum. We can also calculate a minimum using this approach, and the minimum turns out to be 0.705 mm.

But what's sacred about a square array? We could equally well use an array of equilateral triangles. The area of such a triangle is  $F(R(3), 4) \times d^2$ . After the border is established, you complete two triangles with each hair, but generally get one triangle/hair on the border. Thus the approximate area is  $F(R(3), 4) d^2 \times (2N - N_p)$ , where  $N_p$  is the number of hairs on the periphery. Apart from the edge effects, which now lose importance, this type of array has about 14.4% less area for the same number of hairs, assuming that  $N$  is large. Put another way, the close packing of the triangular array gets about 15.5% more hairs in an area, provided the number involved is large.

### I'm always learning...

My conclusion is that we need to make this type of problem a 10% problem in the future because results are model dependent. A good strategy would be to use Formula #1 and then multiply by 0.9 to correct for bias.

Again, I apologize to all involved for my mistake. In hindsight, I can see that I hadn't thought very carefully about that type of problem. I think I know how to solve that type of problem in the future. That's what I like about my job; I'm always learning new stuff.

## Proposals to change current issues & events essay requirement, contest length pass

Proposals to clarify the Current Issues and Events Contest essay requirement, increase the length of the contest from 40 minutes to 60 minutes, and change how the current issues and events test is scored were approved by the Academic Committee this summer. The items will go before the Legislative Council, October 20. If approved by the Council and the State Board of Education, the measures will go into effect during the 1992-93 school year.

"The essay should be an integral part of the contest," said Bobby Hawthorne, CI&E director. "Presently, the essay is used only to break ties. It isn't surprising that many students last year concentrated on data collection rather than information processing. Rather than reciting names, dates and places, students need to know how to transact information. The multiple choice tests do not require students to apply the information they've collected."

If approved, the objective portion of all tests will be scored. Judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Essays of all contestants tied for the top eight places shall be judged. Each essay will be read and assigned a score based on a one to 10 scale, with 10 being the highest score possible. This score will be added to the point total from the objective portion of the test, resulting in an overall score. If, at this point, a tie exists after the grading of the essays, then those essays involved in the tie will be judged one against the other(s) to break the tie.

Under this plan, the essay would count no more than 20 percent of the overall score.

"Without a doubt, this will add time needed to grade the contest," Hawthorne said. "However, I don't think we should sacrifice the important educational components of the contest for the sake of administrative convenience."

With the expanded role of the essay, more time will be needed for students to write a cohesive, complete essay, he said, adding that the increase in the length of the contest, if approved, will not have an impact on the current conflict schedule.

## West Texas State University added to student activity conference slate

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

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

"Ray Purkerson has retired as Region 1, Conference 5A spring meet director," said Bobby Hawthorne, who coordinates the student activities conferences. "His replacement will need time to assume the responsibilities of the posi-

### Full SAC schedules, page 11

tion, and we hope that by moving the student activities conference to WTSU for a year, we can give that person that extra time to prepare for the spring meets without having the extra responsibility of tackling a SuperConference early in the year."

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

"In addition, the UIL is excited about returning to WTSU," Hawthorne said. "Conferences held there were always well attended by Panhandle students, and well supported by WTSU faculty and staff."

He added that the League is exploring

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

Most conferences begin at 9 am and end at 3 pm with a one hour lunch break. One-act-play sessions continue until 4 pm.

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

## Bookstores to fill orders for literary criticism reading list

The literary criticism reading list has been set for the 1991-92 school year. Managers of bookstores at UT-Austin, Sam Houston State University, University of North Texas, and West Texas State University have been provided with the list and requested to have copies on hand for the SuperConferences held at these sites. The bookstores at East Texas State University will continue to fill orders. The number is 903/886-5830.

A Handbook to Literature 5th edition, ed-

ited by Holman and Harmon (Macmillan 1986) will continue to be used as the authority for Part I of the literary criticism competition.

Literary Criticism Reading List — Novel: *Wuthering Heights* by Emily Bronte.

Any unabridged edition is acceptable.

Ordering information: Bantam Classics edition, 1983, ISBN 0-553-21258-3. Place orders by calling 1-800-223-5780. List price: \$2.50. Signet Classics edition, 1959. ISBN 0-451-52338-5. Place orders by calling 1-800-

526-00275. List price: \$2.50

### DRAMA:

*The Rivals* by Richard B. Sheridan

Any unabridged edition is acceptable.

ORDERING INFORMATION: Norton

Edition, edited by J.P. Lavin, 1980, ISBN 0-393-9044-4.

Place orders by calling 1-800-233-4830.

List price: \$6.95

### POETRY:

Selected poems by Robert Frost.

1. Departmental; 2. Hyla Brook; 3. Out, Out—; 4. Design; 5. The Telephone; 6. The Aim Was Song; 7. Mending Wall; 8. Pan With Us; 9. Home Burial; 10. American is Hard to See; 11. Carpe Diem; 12. Birches

Any unabridged edition is acceptable.

ORDERING INFORMATION: *The Poetry of Robert Frost*, Henry Holt, 1979, ISBN 0-8050-0501-3. Place orders by calling 1-800-247-3912



## New rules:

### CX debate schedule, team spelling top changes

The start of a new year brings changes in all aspects of education programs, and the UIL academic program is no exception. The rule changes that were passed in October 1990 Council meeting are reflected in the 1991-92 Constitution and Contest Rules. There are several procedural changes as well.

Perhaps the change of greatest magnitude for the UIL academic program for 1991-92 is the new approach to C-X debate. The schools voted to hold C-X debate district competitions between January 2 and February 24, to by-pass regional competition, and to hold the State C-X debate tournament March 16-21. The conference A, AA, and AAA tournament will be scheduled on March 16 and 17 and the AAAA and AAAAA tournament on March 20 and 21.

Beginning this year, the spelling competition will include a team event and will add a 15-minute written question component. The three individual contestants entered by each school will comprise the team. Should a school enter fewer than three spellers, the school will not qualify for the team competition. The first, second, and third place individuals plus the first place team will advance to regional and to state.

UIL science contestants should refer to the Official Notices of the League for the list of calculators approved for use in the science contest. The list was designed to offer a large number of options. It includes products of several companies, lists only low-cost calculators, and takes into consideration the calculators-of-choice at the 1991 State Meet. The bottom line is that only the calculators on the list will be permitted at the district, regional, and state meets.

The new mathematics contest will be introduced this year for all conferences. It will include both an individual and team concept. Like spelling, the three individuals entered by the school will comprise the team. The computer science contest has been expanded to include all five conferences. Regretfully, because participation has decreased so dramatically over the past several years, shorthand will not be offered in the 1991-92 program.

Word limits for the journalism contests have changed, and advisers will need to check the wording for each event for details.

The calendar in the UIL Constitution and Contest Rules should be altered to reflect deadline changes for one act play. The last day for submitting plays NOT on the Approved List has changed from January 15 to December 20. The last day for requesting additions to basic set for the OAP contest has changed from February



Janet Wiman

### Academically inclined

14 to February 2.

The UIL has designed two sets of invitational meet test materials for the 1992 spring semester. Set A may be used between January 17 and February 8. Set B may be used between February 14 and March 7. If you will let us know your tournament date, the staff can pass the word on to interested parties.

The proposals for the 20 items that are on the agenda for the October Legislative Council meeting have been mailed to schools. None of these proposals will be effective for this school year. Ask your administrator for an opportunity to review the academic and policy proposals, as there are a number of items that will be of interest to academic coaches. One item that will provide food for thought is the new concept of placing a cap on points that can be earned in certain events. This would permit points to be awarded in team events and for the top scorers in the science event.

A second item that has been mailed to schools is the questionnaire. Academic questions include concepts such as whether or not schools favor 1) advancing two teams in number sense, science, calculator applications, mathematics, current issues and events and spelling; and 2) offering two levels of competition in mathematics, permitting three entries in a Level I and three in an Advanced level of competition. Another item requests information concerning academics and magnet schools and their role in UIL academic competition.

On a more personal and sad note, the UIL academic department is starting the new year without one of its most valued employees, David Doss, who died on August 22. David took great pride in working with this program, where he had been an administrative assistant for six years. He understood every aspect of the academic area, which made him invaluable in answering questions and planning for changes. For those of you who worked with him and knew him from State Meet and superconferences, I am sure you will join me in saying that UIL will feel this loss throughout the year and for many years to come.



Glenn Hopkins, principal of O'Donnell High School, chaired the special study committee examining the academic contest program.

## Expand team concept, academic panel urges

A special study committee will recommend that the UIL expand the team concept in its academic contests. The panel of nine educators, meeting in Austin, examined the League's academic program, and its suggestions will be presented to the Academic Committee of the UIL rule-making Legislative Council in October.

"The committee consisted of persons who represent a wide range of interests, talents and experience," said Janet Wiman, UIL academic director. "For example, we had a high school principal, several school district UIL coordinators, a journalism adviser, an one-act director, a regional spring meet director, and a high school math/science teacher. We needed their full range of expertise."

The team concept, which has been adopted extensively by the League in the past five years, has generated considerable interest and concern among educators, Wiman said. "The panel recommended expansion of teams in literary criticism and accounting, and awarding of points for team events," she added.

The team concept has been adopted in current issues and events, calculator applications, computer science, mathematics, number sense, science, spelling, and team debate.

"Changes in the academic program must be delicately balanced between what is best for students and what is possible by district and regional site administrators," Wiman said. "Since we are now crowning district, region and state meet academic champions, we also want

to make certain that the UIL academic program is balanced among several curriculum areas so that one subject area cannot dominate the spring meet."

The committee's recommendations included:

- Increasing points awarded in one-act play.
- Adjusting points awarded for one-act play, cross-examination debate and team events.
- Exploring the possibility of offering a separate level of math/science competition for magnet schools and/or academics.
- Limiting the number of points that an individual school may score in a single contest area.
- Continuing to explore the possibility of advancing both first and second place team.

Members of the committee included Glenn Hopkins, principal at O'Donnell High School; Barbara Lee of Tarleton State University in Stephenville and Region 2, Conference 2A spring meet director; Ken Einkauf, student activities director at Port-Neches Groves High School; Billie Donegan of South Grand Prairie High School, Edwina Miller of Palestine High School, and Rosalee Sprouse of Pine Tree High School in Longview. Non-voting members of the committee included Leo Ramirez, math/science teacher at McAllen High School, Larry Preas, a one-act play director at Austin S. F. Austin High School, and Pete Craycroft of Austin Lanier High School, a journalism adviser and baseball coach.

## Study packet for first-year math contest is available

By DON SKOW  
Math Contest Director

First, I would like to say how excited I am about this new UIL event and the fact that I am

going to be the director of this new contest. For those of you who are number sense sponsors, do not worry, I will still be the director of that contest. I hope this new contest will add new sponsors and students to this contest that do not necessarily compete in the Calculator Applications, Number Sense or Science Contests. The new event will be known as the Mathematics Contest.

If you have not yet received or read this year's UIL Constitution, the contest procedures will be as follows. First, it will be open to all five conferences and it will also have a team competition. The test will consist of 60 problems in

a time limit of 40 minutes. No calculators will be allowed on the test. Only pencil or pen and scratch paper will be allowed. Each question will be multiple-choice. A through E, where E will always be "None of these." Each correct answer is awarded 5 points and each incorrect answer loses 1 point. If a problem is left unanswered, no points will be deducted or added for the problem. The test covers Algebra I through Elementary Calculus. There will no set pattern on how the problems are arranged on the test or how many of each type of problem from each subject area will appear on the test.

Since this is a new contest, no previous

tests are available. But, you are lucky! Check this year's UIL Academic Order Form. I have written two tests that the UIL will offer for your students to take them during the 40 minute time limit. This way your students will have an idea of what the contest is like.

Besides buying the two practice tests, meet me at one of the four Student Activities Conferences this fall. We will have a one hour session and I will give a mini-test during the session. I will consist of a special 15 minute test that contains 23 problems. You will enjoy it! Do not miss the Student Activities SuperConference in your region.

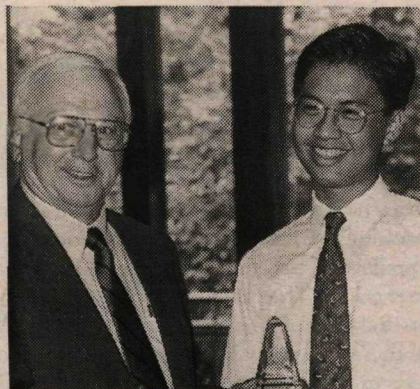


## Dreamer & Doer: San Antonio junior wins Disney honor

Michael Lu, a junior at Churchill High School in San Antonio, has been named the winner of the 1991 Texas Walt Disney World's Dreamer and Doer Award sponsored by the University Interscholastic League, it was announced last May. Victor Hinojosa of Harlingen High School was selected as first runner-up.

"Dreamers and Doers" is a national student recognition program sponsored by the National Federation of State High School Associations, Walt Disney World, and the UIL. Students are nominated by their schools and a national selection committee selects ten semifinalists from each state. The criteria encourages consideration of students who, although they may not have finished first or traveled the greatest distance, have displayed characteristics coined by Walt Disney as the Four C's: curiosity, confidence, courage and constancy.

Lu's essay tells how he demonstrates these characteristics. "Eight years have passed since the day I first came to the United States. Back then, I knew not a single word of English, and except for my family, I knew not a single soul. I knew that it was up to me to conquer my fears



MICHAEL LU, Texas Dreamer and Doer, and UIL director Dr. Bailey Marshall.

and ineptness in communication. With that dream came my participation in debate and forensics. I knew I couldn't attain complete confidence in myself unless I was sure I could communicate effectively. My participation in debate boosted my confidence more than anything else. It taught me that with some curiosity and courage, and a lot of hard work, anything could be achieved."

Lu is a member of the National Honor Society and the junior varsity tennis team at Churchill High School. He has participated in Lincoln-Douglas Debate and Extemporaneous Speaking his freshman, sophomore and junior years. This past February, Lu was nominated to represent Churchill High School at the Texas Forensic Association State Tournament in Student Congress.

As recipient of the award Lu will serve as a UIL spokesperson for interscholastic activities during his senior year and attended, a national "Dreamer and Doer" educational event at EPCOT Center in Orlando, Florida this past summer.

Other finalist for the award were 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; and Joseph Williams of Avinger High School.

## Doyle selected UIL assistant AD

Cynthia Doyle, a former elementary school principal and head girl's basketball coach in the Beaumont Independent School District, was named as an Assistant to the UIL Athletic Director, effective August 1.

For the past two years, Doyle had served as principal at Regina Howell Elementary in the Beaumont ISD. Since 1978, Doyle had also served as head girl's basketball coach, assistant girl's track coach and head girl's cross country coach in the Beaumont ISD.

A 1977 graduate of Bethel College with a bachelors degree in health/physical education, Doyle received a Masters Education degree from Lamar University in 1983 in guidance and counseling.

Doyle is a member of the Texas Association of Basketball Coaches, Texas Girls Coaching Association, Texas Elementary Principal and Supervisors Association and the American Association of School Administrators.

## Let the children play: Young athletes cannot ignore the realistic and valuable rewards of high school athletics

Continued from page 2

offered scholastically are difficult to continue playing on the recreational level after high school. Specialized athletes who have known little more than success and high level performance in the competitive environment, often do not feel comfortable as adults applying their talent to another sport in which they must experience failure while learning new skills. A sport such as men's volleyball, which draws heavily on ex-basketball players in many areas in order to grow, desperately needs open-minded athletes with skills learned in other sports. Steve Timmons, for example, played basketball, not volleyball, until late in high school; today, he is one of the world's top hitters. Herschel Walker seldom saw snow while growing up a football star in Georgia, but if he ever wins an Olympic medal, it will be in bobsledding—his adopted sport—not football.

### Avoiding burnout

Multi-sport participation not only strengthens society, it strengthens athletic programs. Young athletes, despite seemingly endless energy and boundless enthusiasm, burn out. This has happened often in tennis and gymnastics, where stars such as Bjorn Borg and Nadia Comanecia devoted their formative years to succeeding in their sports only to exhaust themselves in their later youth. Few people, much less adolescents, have the drive to train for nine months in order to play for three. Discipline is a valuable lesson of athletics, but most young people need more immediate return for their effort than extended off-season training can provide. If athletes play the sport in season, however, they still condition, they develop a variety of skills, and they maintain enthusiasm and motivation by playing more often.

A strong coaching staff has effective

teachers and motivators with various coaching styles. Few individual coaches can motivate every athlete, but strong coaching staffs can come close. Staffs can only reach their potential, however, if the program exposes as many of its athletes as possible to as many of its coaches as possible. Ten coaches have 10 different styles, and one coach may successfully motivate some athletes in ways that positively affect their performance in other sports. Athletes who specialize miss this exposure to different coaching styles.

The most important winner in a program that encourages multi-sport participation is the athlete. Most people know that strong athletic programs create well-rounded students by teaching dedication, responsibility, cooperation, discipline, sensitivity, concentration, sportsmanship, competitiveness, and good health habits.

However, many do not realize an athlete may need to participate in more than one sport to reap all of these benefits and avoid developing a one-dimensional perspective of the competitive experience. Athletes who participate strictly in individual sports or for winning teams will miss the lessons of teamwork or handling defeat. A more valuable experience is starring on one team and filling a role on another, and experience many skilled, single-sport athletes miss. Athletes who compete in various sports with varying success develop an invaluable, well-rounded perspective on athletics.

True, multi-sport participation is not for every athlete. Economics can affect the decisions of exceptional athletes. Athletes with exceptional talent in sport have every right to devote their high school athletic careers to perusing college scholarships or professional contracts. Judging who has college or professional potential can be tricky, however, and this should not serve as a blanket rationale for focusing EVERY athlete's energies into one sport.

Coaches know that few high school athletes receive scholarships and fewer play professionally. Many parents, fans, and athletes have a poor perspective of these odds, however, and coaches must responsibly emphasize this reality. An athlete's high school career occurs only once, and if mediocre athletes don't play football in high school, when will they ever play? We must allow athletes to choose their sports while helping them make informed choices.

True also is that an athlete may not want to play every sport or even more than one sport. Some high school

athletes have specialized skills valuable in one sport but possess little ability in other sports; they may not be comfortable or interested in expanding their athletic horizons. In addition, some small communities pressure exceptional athletes to play every sport because their participation can mean success for that team and community. However, many students need to time to rest, catch up on school work, spend time with family, or participate in non-athletic extra-curricular activities. Unfortunately, it is tempting to encourage athletes to train for their

specialty sports during this off-season period through lengthy weight-lifting regimens, strict diets, or regular workouts. In moderation, athletes benefit from this off-season activity while still having time to develop a social life outside of sports, but these requirements often consume as much time and energy as an in-season sport. Again, rest should be the athlete's choice, not an excuse to encourage all athletes to specialize. After all, Bo Jackson, John Elway, Danny Ainge, and Reynaldo Nehemiah did not become successful, professional multi-sport athletes by resting nine months a year.

As parents, coaches, teachers, fans and administrators, we all contribute to the high school athletic experience and will often allow our competitive natures to blind us the true athletic curriculum. Fans and parents tend to want vicarious pleasure and recognition from an athlete's or team's success which puts pressure on coaches to win in order to protect their jobs and careers. This pressure eventually trickles down to athletes who must specialize in order to run faster, jump higher, hit harder, or perfect a technique.

The ideal athletic curriculum should transcend fundamental, conditioning, and wins or losses. It should teach students how to enjoy working within a team and to appreciate personal improvement from disciplined practice; in short, it should teach young people how to PLAY. Students will treasure these skills long after the talent fades, long after the shining trophies dull and collect dust, and long after the glorious memories have dimmed.

Let the fans cheer. Let coaches teach. And, most importantly, let the children play.

Editor's note Tyre W. Thompson teaches and has taught girls' volleyball and boy's basketball in the Liberty Hill Independent School district.

**An athlete may need to participate in more than one sport to reap all of these benefits and avoid developing a one-dimensional perspective of the competitive experience.**



# No pay, no play: Educational activities important for all -- not just those who can pay

When educators talked in challenging terms about the issues of the 90's, little did they know that those predicted crises would come so early in this decade. School reform is in progress and the Robin Hood plan of school finance has tumbled once property-rich districts into daily decisions never before considered. With most districts facing tax increases and others facing added fiscal responsibility, the school year of 1991-92 braces for change and upheaval which will try the hardest.

When any school budget considerations occur, the first area to be examined is the activity program: music, academics and athletics. In recent days announcements have come forth from all over the state about proposed cutbacks. Included are cuts in coaching staffs, coaching apparel, money for coaching clinics, meals for athletes on road trips, under-varsity teams, transportation, and talk of activity fees for students in extra-curricular activities. Administrators are scrambling to maintain viable programs in the climate of budget cuts. School trustees are facing angry parent groups protesting these new cost-saving measures.

## No pay, No Play explored

Most major daily newspapers have explored the facets of "No Pay, No Play" with realistic concerns for those students who cannot afford to pay. Everyone believes that value is obtained from activities, even though some taxpayers are insisting that the parents of those participating should foot the bills rather than those without children.

Those with children who participate believe their taxes should pay for the activity programs—that they cannot afford additional fees when parents are paying a number of costs now. Insurance, laundry fees, athletic shoes, band instruments, costumes and uniforms are just a few of the items already shouldered by parents.

Other states have instituted student activity fees. Even though these states are functioning with the fee system, almost all of them have



Bill Farney

## Postscripts on athletics

had to make some adjustment. A ceiling has been set in several states as to how much a family has to pay if they have more than one child in an activity. All states have provisions to waive the fee for students who are economically disadvantaged. Booster clubs in some areas are directing energy to provide supplementary funds so that fees may be avoided.

One problem with this approach, however, is that not all communities are equally capable of having parents and patrons who will expend the time and effort to raise extra funds. Low-income parents are often too involved with work and life necessities to devote funds to booster clubs. After food, shelter and clothes for the family, the pot is often empty.

With some national test scores falling (SAT language scores are the lowest in 20 years) should anyone be concerned with student activities? Are activities necessary in today's secondary schools? Does the expenditure of 1-1/2 to 2% of the total school budget for activities represent a necessary or vital outlay?

## Activities are wholesome alternatives

Student activity sponsors and coaches will answer that these activities direct energy into wholesome activities and reduce the interaction possibilities with negative elements for the student; drugs, delinquency, idleness and gangs. Educators will respond that activities are important to those who participate, but are equally important to the overall learning climate of the school. They will affirm that discipline problems are fewer in times of heightened interest in

contests, that the entire school draws from the spirit of involvement. Much the same as adults identify with their favorite professional teams, the shared mission of interest helps in all areas of school life.

## Activities enhance learning process

There is no reason to believe that a school with a winning journalism, band, or athletic program produces better educated students who make better grades. There is lingering evidence from years and years of activities, that involvement in these activities keeps students in school—keeps them interested. While that is not the best reason to stay in school and excel, in this age when education is crying out for any positive contributor to the complicated process of teaching and learning, those aspects that have been proven to enhance education should be nurtured.

Our efforts are first and always the instructional processes that prepare a student for effective lives. To communicate, to reason, to have knowledge that is applicable, must remain the primary focus. As evaluation takes place which seeks out the deterrents to this process, everyone—including the activity programs—must be willing to adjust, trim, and alter so that nothing stands in the way. History has proven, and our new efforts will affirm, that properly conducted educational competition is a partner to a positive education. There is no reason to believe that the best participants in the classroom cannot be the best competitors in the arena. Actually, most of the activities are a form of classroom extension that enrich the curriculum rather than detracting from it.

In 1934-35, during the height of the great depression, a boys basketball team from Wylie (Abilene) played 48 games. They won 40 of those games, defeating some college teams and many larger schools. The community had realized that some of these boys would not stay in school without the added interest in basketball. They traveled to many games in the coach's car. They paid for their shoes and letter sweaters,

while the school bought their uniforms. They played some games outdoors and some on the indoor courts of the colleges in Abilene. Their parents were farmers, business owners and some were unemployed. Many parents could not afford to travel to the games, but they saw the interest their sons took in school work because they had to pass the majority of their work and be on track to graduation in order to play. Their season ended at the regional tournament, one step short of a trip to Austin for the state tournament. I know two fine gentlemen from that team: Woody Appleton, my father-in-law, and Gordon Wood, the winningest football coach of all time. Woody was the playmaker guard and Gordon was the leading scorer.

If Wylie had not played basketball, would they have made different career choices? I do not know. But the point is that in the most difficult economic times a community saw fit to offer youngsters the opportunity to expand their horizons in the classroom and outside in a competitive arena. It was that important. Wylie High School is but one example. There were many others where someone sacrificed so that students could compete.

## Only those who can afford to pay...

If people in those dark days developed the resolve and vision to insure competitive opportunities, I am convinced today a dedicated people can work together so that meaningful activities will not be cut; so that music, academic and athletic competition will not become the playground for only those children of parents who can afford to pay and those gifted athletes for whom anyone will fork over money—either over or under the table. I am convinced that activities will remain under the jurisdiction of educational leaders who should know how to balance work and play; and the citizens of tomorrow will have the experience of competition that teaches what cannot be learned in the classroom—but must be united with classroom learning to produce a fuller-functioning human being.

# Budget woes force schools to justify activities

## If properly conducted, sports teaches life lessons

With the beginning of a new school year comes the challenge of filling all teaching/coaching positions, participating in competitions without incident and providing the student-athlete with a positive educational experience. The current budget restraints that schools are facing have forced athletic administrators to justify each and every program.

Sports, if properly conducted, are educational because they teach the participant and the observer new truths about testing oneself against others and about the values of challenge and response, teamwork, discipline and perseverance.

A fundamental lesson to be learned is that goals worth achieving can be attained only through effort, hard work and sacrifice. Even then, there are times when that will not be enough to overcome obstacles that life will place in your path.

This is why we ask that administrators and

coaches set goals for their teams. On any given evening of competition, only 50% of the teams will win on the scoreboard. By setting measurable and attainable goals most everyone should be able to have success. I'm not suggesting that we ask our student-athletes to settle for second best, or concede that they are inferior. What we have to realize is there are times when someone else is better. When you've prepared as best you can and you've competed to the best of your ability and you're not declared the winner, you need to evaluate your performance against other things besides the score board.

Everyone is concerned about accountability today. Coaches are very accountable—the outcome is immediate and visible—in fact it's on public display a couple of times each week. This is why you need to have a direction for your program and goals for both the athletes and the program. If not, you have to try to please too many people, and we've all heard that story.



Gina Mazzolini

## Sports notebook

Last year Texas public schools made the column of "News of the Weird" three times in one week. The column picked up a story about an overzealous mother trying to get her daughter elected to a cheerleading squad, a coach trying to motivate a player by using a starters pistol and another instance of creative manipulation of the rules. The point here is that athletics is very visible. Everything you do is made public and most things are printed to sell newspaper not to highlight a typical, hardworking coach.

I guess I'd love to see the day when the headlines talk about a friend of mine who is required and paid to coach two sports, but who's volunteered to coach a third sport because she wants to stay involved with her athletes. Or how about an article on an athlete who just won the state championship, and when having a gold medal draped around her neck, blushed and said "Thank You", or maybe a front page story about the state championships, when our coaches volunteer to come to Austin, at their own expense, to help work the event.

I have had the opportunity over the last few years to see coaches go above and beyond what is required of them in order to help student-athletes; I've seen coaches that were gracious in both victory and defeat.

After watching a grueling two-a-day practice a couple of weeks ago, we need to thank you coaches for your dedication and we need to tell you how much we appreciate what you do. Have a good year.



## UT-Austin SuperConference program

The Student Activities SuperConference, September 28, will acquaint students and coaches with the nature and rules of the UIL academic contests. This is a tentative program. Check the final program the day of the conference for last-minute changes.

### ■ Advanced Academic Training

Advanced Academic Training credit has been approved by TEA for teachers in the one-act play sequence only. Unless otherwise denoted, all sessions are structured for high school students only.

### ■ Food Service

Union dining service will sell coffee, juice, breakfast snacks and fast food lunch items from 8:30 am to 1 pm at the following locations:

- Robert A. Welch Hall, Food Cart
- University Teaching Center, Food Cart

Students and sponsors with sessions in Winship Drama Building have only a short walk to the food locations listed above. These arrangements make it possible for participants to remain on campus for lunch.

### ■ Hospitality Rooms

Two hospitality rooms provided by the UIL are open to sponsors and teachers. One is located on the first floor of Robert A. Welch Hall in Room 2.310. The other is in UTC 3.102. Drop in, visit, and relax.

### ■ T-shirts

UIL academic T-shirts will be sold during the conference.

### ■ Emergencies

For assistance with medical or other emergencies, please see the UIL representatives at the registration desks in the lobby of Robert A. Welch Hall or outside the auditoriums in the UTC.

### ■ Bus Stops

When dropping off students for the UT SuperConference, please follow the map in the program. Each stop gives the building, its location, and all UIL activities taking place at the location.

- Stop 1 Winship Drama Building, 23rd & San Jacinto  
Stop 2 UTC and Graduate School of Business, 21st & Speedway  
Stop 3 Robert A. Welch Hall, 24th & Speedway  
Stop 4 Park in Lot 26, 26th & Speedway (northwest corner) or in "A" lot at the corner of Wichita and 27th Street.

### ■ Parking

Buses may officially park in Lot 26, located on the northwest corner of 26th Street and Speedway, or in "A" lot at the corner of Wichita and 27th Street, as shown on the map. Cars may park in any space not designated "Reserved at all times". Students should walk to Lot 26 to meet their buses.

### ■ Administrative Session

9 - 9:50 a.m. — Academic coordinators update. Janet Wiman, UIL Academic Director. WEL 2.308.  
10 - 10:50 a.m. — Coordinator's Swap Shop. WEL 2.308.  
11 - 11:50 a.m. — Tips on running a district academic meet, WEL 2.308.

### ■ Computer Science: Suzy Gallagher, Nell Dale, Laurie Werth, Charles Schwobel, UT Computer Science Department.

9 - 9:50 a.m. — The Computer Science Team Competition. WEL 3.502.  
10 - 10:50 a.m. — Programming Strategies I, WEL 3.502.  
11 - 11:50 a.m. — Programming Strategies II, WEL 3.502.

### ■ Spelling: Dr. Carolyn Gray, Writing Lecturer, UT Austin.

11 - 11:50 a.m. — Spelling: A Study of Words. Dr. Carolyn Gray, GSB 2.126. NOTE: This session will be repeated from 1:30 - 2:30 p.m.

1:30 - 2:30 p.m. — Spelling: A Study of Words. (Repeat of 10-11:30 a.m. session) Dr. Carolyn Gray, GSB 2.126.

### ■ Accounting: LaVerne Funderburk, UIL Accounting Contest Director

9 - 9:50 a.m. — Preparing for the UIL Accounting Contest. LaVerne Funderburk, WEL 2.312.  
10 - 11:50 a.m. — Students and Teachers learn from area CPAs. WEL 2.312.

### ■ Literary Criticism: Dr. Liz Buckley, East Texas State University.

9 - 9:50 a.m. — Introduction to Literary Criticism Contest

## Student Activities SuperConference

September 28

The University of Texas  
at Austin

October 12

The University of North Texas  
Denton

November 2

Sam Houston State University  
Huntsville

November 16

West Texas State University  
Canyon



and Reading List. Dr. Liz Buckley. GSB 2.124.  
10 - 11:50 a.m. — University of Texas at Austin Professors Discuss Selections on the Literary Criticism Reading List. GSB 2.124.

### ■ Current Issues & Events: Bobby Hawthorne, UIL CIE Director.

9 - 9:50 a.m. — Introduction to the UIL Current Issues & Events Contest. Bobby Hawthorne, WEL 1.308.

### ■ Journalism: Bobby Hawthorne, UIL Journalism Director; Andy Drawlinger, TAJE President.

10 - 10:50 a.m.  
• The News Writing Contest. Bobby Hawthorne, WEL 1.308.  
• TAJE Adviser's Meeting: WEL 2.304.  
11 - 11:50 a.m.  
• The Feature Writing Contest. WEL 1.308.  
• TAJE Adviser's Meeting. WEL 2.304.  
1 - 1:30 p.m. — Adviser's session: Discussions of changes in the UIL journalism contests and program. WEL 2.304.

1:30 - 2:10 p.m.

• The Editorial Writing contests. WEL 1.308.  
• TAJE Adviser's Meeting: WEL 2.304.

2:20 - 3 p.m.

• The Headline Writing contests. WEL 1.308.  
• TAJE Adviser's Meeting: WEL 2.304.

### ■ Ready Writing: Dr. Terri LeClercq, University of Texas at Austin, and Karen Werkenhith, Georgetown High School.

1 - 3 p.m. — Preparing for Ready Writing. Dr. Terri LeClercq, and Karen Werkenhith. GSB 2.124.

### ■ Number Sense: Don Skow, UT - Pan American

9 - 9:50 a.m. — Number Sense Sponsors. Don Skow, WEL 1.316.  
10 - 10:50 a.m. — Introduction to Number Sense (for high school students). Don Skow, WEL 1.316.  
11 - 11:50 a.m. — Advanced Number Sense. Don Skow, WEL 1.316.

### ■ Mathematics: Don Skow, UT-Pan American

1:30 - 3 p.m. — Introducing the new Mathematics Event. Don Skow, WEL 1.316.

### ■ Calculator Applications: Dr. John Cogdell, UIL Calculator Applications Contest Co-Director, UT Austin.

9 - 9:50 a.m. — Introduction to Calculator Applications. Dr. John Cogdell. WEL 2.224.  
10 - 10:50 a.m. — Problem Solving. WEL 2.224.  
11 - 11:50 a.m. — Calculator Applications Sponsors. WEL 2.224.

### ■ Science: Dr. Pete Antoniewicz, Dr. Marvin Hackert, Dr. Linda Butler, UIL Science Contest Directors, UT Austin.

9 - 9:50 a.m. — Introduction to the UIL Science Contest. WEL 2.246.

10 - 10:50 a.m. — Science Sponsors Meeting. 2.246.

11 - 11:50 p.m. — Lecture. Dr. Pete Antoniewicz, and Dr. Linda Butler. WEL 2.246.

1:30 - 3 p.m. — Tours of the UT Science Facilities.

### ■ Speech: Treva Dayton, UIL Speech & Debate Director.

9 - 9:50 a.m.  
• Prose and Poetry Basics. Charlene Strickland, UIL Consultant, Hardin-Simmons University. Acquaints beginning students with the UIL interpretation contests' categories and rules. UTC 2.102A.

• From the Performer's Perspective. Marianna Stockstill, Marion High School, moderator. Former UIL contestants give helpful hints for meeting the challenges of interp contests. UTC 3.122.

• An Introduction to Extemporaneous Speaking. Sid Trice, Director, Tune In. The basics you need to get started in extemp. UTC 3.124.

• Economics of Environmental Problems for Extemp. Greg Rehmke, Economics in Argumentation. A discussion of the economic aspects of pollution, waste management, recycling, etc. for extempers. UTC 3.132.

• Lincoln-Douglas Basics. David Campbell & Kris Seago, DKResearch. Familiarizes beginning students with value debate. UTC 3.134.

• Cross-Examination Debate Basics. Cindy SoRelle, UIL Consultant, McLennan Community College. An introduction to CX team debate for beginners. 2.112A.

• Focus on Homeless Issues for CX Debaters. Jeff Roper, Administrative Director, The Hope Foundation for the Homeless. Insight into the scope of the homeless problem and the massive efforts of non-profit shelters. UTC 3.110.

10 - 11:30 a.m.

• Performances and Critiques of Prose and Poetry. Demonstration performances will be critiqued by coaches and experienced judges. UTC 2.102A.

• Putting It All Together. Charlene Strickland, UIL Consultant, and Donna Blevins. A how-to session for extempers, including helpful hints for organizing files, analyzing topics, and formatting the speech. UTC 3.124.

• Civil Rights, Property Rights, and Lincoln-Douglas Debate. Greg Rehmke, Director, Economics in Argumentation. A discussion of the economics and values of current civil rights issues. UTC 3.132.

• Analysis of the Homeless Topic. David Campbell & Kris Seago, DKResearch. Topic analysis for cross-examination debaters. UTC 2.112A.

1 - 1:50 p.m.

• Characterization and Narration. Sid Trice, Director, Tune In. How to develop techniques for portraying various characters and narrators for interpretation con-

tests. UTC 3.124.

• In Search of Selections that Work. Rhonda Sharp, Hays High School. Help for interpretation contestants in locating literature for performance—traditional authors and beyond. UTC 3.122.

• What's in my Files Besides the Big Three? Mary Laing, Brazoswood HS. Helpful hints for selecting, organizing, and using extemp files. UTC 3.134.

• Update of Current International Events. Lee Miller, Editor of LS Information. An overview of international events and issues for extemporaneous speakers. UTC 3.104.

• The Economics of Housing and Homelessness, Part I: Regulating the Poor. Greg Rehmke, Director, Economics in Argumentation. A discussion of issues for CX debaters. UTC 3.132.

• Demonstration Lincoln-Douglas Debate. Presenter TBA. A videotaped debate from the 1991 UIL State Meet. UTC 2.112A.

• Sponsor's Session. Treva Dayton, UIL speech director. An informal update for speech and debate coaches. UTC 3.102.

2 - 3 p.m.

• The Seven Minute Dilemma. Charlene Strickland, UIL Consultant, Hardin-Simmons University. Methods of cutting literature for contest performance time limits. UTC 3.122.

• Voice and Accents. Cindy SoRelle, UIL Consultant, McLennan Community College. A workshop for interspers on using and controlling the voice in performance. UTC 3.124.

• Update on Current National Events. Lee Miller, Editor of LS Information. An overview of domestic events and issues for extempers. UTC 3.104.

• Values and Criteria in Lincoln-Douglas Debate. David Campbell & Kris Seago, DKResearch. UTC 3.134.

• Videotaped CX Debate. Presenter TBA. National Federation's taped debate on the homeless resolution. UTC 2.112A.

• The Economics of Housing and Homelessness, Part II: In Pursuit of Happiness. Greg Rehmke, Director, Economics in Argumentation. A continuing discussion with information for CX debaters. UTC 3.132.

### ■ One-Act Play

F. Loren Winship Drama Building, 23rd & San Jacinto

The one-act play portion of the Austin student activities conference will encompass more than 40 sessions dealing with the following topics: teaching theatre, acting, directing, performance, theatre curriculum, movement, make-up, and one-act play contest rules and administration.

Sessions will be held from 9 - 10:25 a.m., 10:35 - 12 noon, 1:30 - 2:40 p.m. and 2:50 - 4 p.m. A sponsors' AAT credit seminar will be held from 12 - 1:20 p.m. A \$5 donation is requested to cover basic AAT materials and food. Teachers must register by 9 a.m. the morning of the conference in order to attend the AAT lunch workshop.

All rooms listed are in the Winship Drama Building and the Drama Lab Theatre. Advanced academic training available by registration ONLY. The sessions are jointly sponsored by the Department of Drama, University Interscholastic League and the Texas Educational Theatre Association.

Lunch will be available for teachers ONLY registering by 9 a.m. including those receiving advanced academic training. Coffee, cakes and donuts will be sold through lunch time in the lobby. Proceeds will go to Drama Scholarships.



# September, 1991

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### MUSIC MEMORY

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

### 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-Carmine Burana (play 1 and 2 plus two other movements; or play 13 plus two other movements) PML Page 30, Class I Contra-Bass Cannel Solos

Schmidt-Sonatina for E♭ 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)

### 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.

### AUSTIN ISD

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.

### 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 - 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:  
caneloupe: delete caneloupe (misspelled) from the spelling list.

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

### SNYDER ISD

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

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

### CALVERT ISD

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

### CHILTON ISD

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

### CROSS-X DEBATE

Cross-Examination Team Debate Topic (To be used throughout the year)  
Resolved: That the federal government should significantly increase social services to homeless individuals in the United States.

### 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.

### 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.

### 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.

### DECATUR HS

Decatur High School one-act play director Jana Woodruff 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.

### FOREST BROOK HS

Coach Billy Thompson of Forest Brook High School 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.

### 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.

### CLEAR LAKE HS

Clear Lake High School has been issued a public reprimand and placed on probation in basketball through January 30, 1992.

### 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).

### FORT WORTH BREWER

The State Executive Committee issued a public reprimand to Fort Worth Brewer High School and put the school on probation for the 1991-92 school year for violation of off-season workout rules. The school is required to develop a plan to avoid similar violations. Brewer High School coaches Ben Davis, James Roller, and Terry Massey were issued public reprimands and placed on probation through the 1991-92 school year. Mr. Davis was suspended from attending the first home football game of the 1991-92 season and Mr. Roller and Mr. Massey were suspended from attending the second home football game of the 1991-92 season.

### CLARKSVILLE HIGH SCHOOL

The State Executive Committee issued a public reprimand to Clarksville High School and put the school on probation through June 4, 1992, for violation of SBOE rules and for failure to abide by applicable state law.

### BROWNSVILLE HANNA

The State Executive Committee issued a public reprimand to Brownsville Hanna High School and put the school on probation through June 4, 1992, for violation of the Athletic Code. The school is required to develop a plan to avoid similar violations. Brownsville Hanna High School Coach Juan Garcia was issued a public reprimand, put on probation through the 1991-92 school year, and suspended from attending the first four soccer games of the 1991-92 season for violation of the Athletic Code.

### AUSTIN MCCALLUM

The State Executive Committee issued a public reprimand to Austin McCallum High School for violation of the Athletic Code, put the school on probation through June 4, 1992, and requires the Austin ISD to develop a plan to deal with inappropriate behavior by fans.

### SAN ANTONIO BRACKENRIDGE

The State Executive Committee issued a public reprimand to San Antonio Brackenridge High School Coach Billy

Cox and put him on probation through the 1991-92 school year for using an ineligible baseball player.

### FORTH WORTH DUNBAR

The State Executive Committee issued a public reprimand to Forth Worth Dunbar High School Coach Robert Hughes, put him on probation through August 5, 1992, and suspended him from attending the first four boys' basketball games of the 1991-92 season for violating the holiday restriction. A public reprimand was issued to Forth Worth Dunbar High School, the school was put on probation through August 5, 1992, and instructed to develop a plan to avoid similar situations, for violation of the holiday restriction.

### BROWNSVILLE PORTER

The State Executive Committee issued a public reprimand to Brownsville Porter High School Coach Ladis Alvarez, put him on probation through August 5, 1992, and suspended him from attending the first four junior varsity soccer games of the 1991-92 season for violation of the Athletic Code.

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.

### BROWNSVILLE PORTER

On June 5, 1991, Brownsville Porter High School was suspended by the State Executive Committee from all UIL activities for failure to provide information requested by the Director of the League and failure to comply with recommendations of the State Executive Committee, in violation of Section 605 (b). The suspension will remain in effect pending:

- (1) receipt of a written program as instructed by the State Executive Committee during the meeting of March 27, 1992;
- (2) receipt of a written response to the allegations that Brownsville Porter High School junior varsity soccer team and Coach Ladis Alvarez violated Section 1200 (h) and 1201 (b) (3), of the Constitution and Contest Rules verbally and physically abusing an official during and after a game on March 9, 1991; and
- (3) the results of the hearing to be scheduled by the State Executive Committee to hear those allegations.

### BROWNSVILLE PORTER

On August 6, 1991, the State Executive Committee issued a public reprimand to Brownsville Porter High School, put the school on probation through August 5, 1994, and removed the suspension provided:

- (1) the school board formally accepts the plan developed by the Management Team; and
- (2) that the UIL programs at Porter High School remain under the supervision of the Management Team through the three year probationary period.

### C&CR OFFICIAL INTERPRETATIONS

According to Section 25 (h) (7) a district executive committee does not have the authority to require a school to purchase equipment which is not required by rules stated in the Constitution and Contest Rules

Section 441: Students are in violation of the athletic amateur rule if they accept valuable consideration:

1. based on their participation in a UIL sponsored sport; or
2. for providing instruction in a League sponsored sport in a sports camp; or
3. based on prior participation as a participant in a sport camp in a sport which the UIL sponsors; or
4. that other students must pay for (including, but not limited to, the fees charged for camps).

Section 1209: Students are in violation of Section 1209 (b) (2) and Section 441 if they attend a camp free or at reduced rates when other students are being charged to attend that camp.

### FOREIGN EXCHANGE

Approved program for foreign exchange students who want to participate in UIL activities for 1991-92 include:

Academic and Cultural Exchange; Adventures in Real Communication; Adventures in Real Communication Year Program; AFS Intercultural Programs; AIFS Scholarship Foundation; American Association of Teachers of German; American Center for Cultural Exchange; American Heritage Association; American Intercultural Student Exchange; American International Youth Student Exchange Program; Amicus International Student Exchange; Amigos de las Americas; ASSE International Student Exchange; ASSIST; and AYUSA International.

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

Also, Foreign Student League; Foundation for International Understanding; Friends in the West; Fulbright Gesellschaft; German American Partnership Program; Iberamerican Cultural Exchange Program; Intercultural Homestay Services; International Christian Youth Exchange; International Education Forum; International Student Exchange; International Student Exchange of Iowa; International Travel Study; INTRAX, Inc.; Japan-American Cultural Exchange; Legacy International; NACEL Cultural Exchanges; NASSP-School Partnerships International; National A-H Council; National FFA Organization; National Registration Center for Study Abroad; and Open Door Student Exchange.

Also, PACE Institute International; Pacific Intercultural Exchange; PCL International Performing Arts Exchange; People to People Student Ambassador Program; Presidential Classroom for Young Americans; Program of Academic Exchange; and the Rotary International program (district to district exchanges, but not club to club exchanges).

Also, School Year Abroad; Spanish Heritage-Herencia Espanola; Student Travel Schools; University of New Orleans; WEST Programs; Wo International-Punahou School; World Educational Services Foundation; World Experience; Youth Exchange Service; Youth For Understanding.

### JOHN TYLER (TYLER)

John Tyler High School Band was issued a public reprimand and placed on probation for one year for violation of Section 1102 (a) "Failure to Participate."

### ROBERT E. LEE (TYLER)

Robert E. Lee High School Orchestra (Non-Varsity) was issued a public reprimand and placed on probation for one year for violation of Section 1102 (a) "Failure to Participate."

### ONE ACT PLAY

The last day for submitting plays NOT on the approved lists for consideration as One-Act Play Contest entries is December 20, not January 15 as listed on the Official Calendar. The last day for requesting additions to the basic set for the One-Act Play Contest is February 2, not February 14 as listed in the Official Calendar.