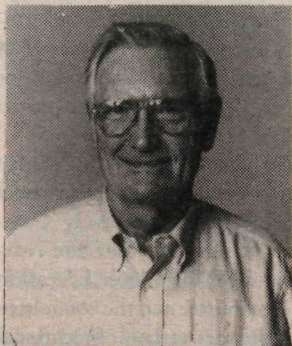


Leaguer



DR. B. J. STAMPS

Stamps recalled as dedicated, visionary educator

Dr. B.J. Stamps, former superintendent of the Amarillo Independent School District and assistant to the UIL Director, died Saturday, June 27, 1992. He was 65.

Stamps was superintendent of AISD from 1979 through June 1984, and was a member of the UIL Legislative Council. In October, 1984, Stamps accepted a position as assistant to UIL Director Dr. Bailey Marshall.

"The public schools, administrators, teachers, coaches, sponsors and students of Texas have lost a great friend," said Marshall. "Dr. Stamps dedicated his life to quality education and educational competition."

Prior to serving as AISD superintendent, Stamps had worked for 25 years in the Dallas school system and was associate superintendent when he left in 1979.

Stamps received his bachelor's and master's degree in educational administration from East Texas State University and his doctorate from Nova University in Fort Lauderdale, Fla.

He began his teaching career in 1949 at Henderson County Junior College in Athens. In 1953 he moved to Dallas as a high school teacher.

He was an elementary, junior high and high school principal in Dallas from 1957-58. He designed the Skyline Center for Career Development in Dallas and became its principal in 1968.

In 1971, Stamps was named deputy assistant at the Skyline Center and he became assistant

✓ Stamps continued, page 2

The big pitch for fast-pitch

Legislative Council to examine the possible addition of girls' softball

The possible addition of girls' fast-pitch softball to the menu of University Interscholastic League activities will be a possibility when the 24-member Legislative Council meets October 18-20 in Austin.

The Legislative Council meets annually to review UIL rules and regulations, to hear testimony from interested parties, including representatives for school administrators, athletic coaches, classroom teachers, board of education, parent-teacher organizations, sports medicine groups, and school music directors.

Legislative Council members are elected for a four-year term representing each of the four UIL basketball regions within each of the five conferences, and four members, one from each of the four UIL regions. The four at-large members are appointed to the committee by the Chairman of the Legislative Council.

A proposal was made to the Standing Committee on Athletics this summer to add softball as a championship sport. Currently, schools playing softball conclude their season without a championship format, unlike baseball which plays to a state championship in each conference.

The UIL athletic staff was asked by the Athletic Committee to survey schools to find out which ones are currently playing softball and to prepare plans for a possible 1993 spring state championship season. Results of that survey will be presented to the Legislative Council in October and from that information, a decision will be made concerning the addition of another championship sport to the UIL.

"A number of individuals have expressed an interest over the last sev-



DOUBLE PLAY.

Robstown crushed Bridge City, 10-1 to win its second consecutive state 4A baseball championship. Players celebrating include (l-r) Gilbert Olivarez (13), Arturo Cabrena, Jesse Garcia (0) and Robert Rodriguez (8).

Photo by Bobby Hawthorne.

eral years about the growing interest in girls' fast-pitch softball," said Dr. Bill Farney, UIL athletic director.

A motion was also proposed without any recommendation to place the issue of a "central site" state championship football games on the Legislative Council agenda. The Athletic Committee will forward a proposal with a favorable recommendation to allow girls to play high school football.

In academic-related issues, school superintendents will be surveyed to see if they favor changing the authoritative source (from Webster's New Third International Dictionary, Unabridged, 1986, to a desk dictionary like was done

at the elementary and junior high level) in high school spelling and vocabulary contest.

The Standing Committee on Academics also moved to disallow or prohibit the use of calculators equipped with tapes in the UIL accounting contest.

Also passed were proposals to change the scoring in the mathematics contest; to reinstate the number sense contest for fourth grade students; to alter the scoring for the maps, graphs and charts contest; and to reduce the time for the computer science written exam to 45 minutes from 60 minutes.

Language will be drafted by a mu-

sic advisory committee that would limit the usage of electronic instruments in UIL music contests. "We are just looking into placing some kind of limit in the use of electronic instruments because you would be amazed at how much they can do," said Richard Floyd, UIL music director.

A proposal was also passed and forwarded to the Legislative Council to permit 7th grade students to participate in solo and ensemble competition in conference 4A and below.

Some of the favorable action taken by the Legislative Council next month will need State Board of Education approval before being implemented.

Rite of passage: For academic competitors, the road to State begins with UIL SuperConferences

In less than three weeks, the UIL will conduct its first of five Student Activities SuperConferences of the season at the University of North Texas in Denton, September 26. The conferences are a rite of passage for many of the state's finest students and academic coaches.

In an effort to better serve South Texas schools, Texas A&I will host on October 31 one of the five UIL Student

Activity SuperConferences next fall.

"Two years ago, we conducted one of the conferences at the University of Texas/Pan American," said Janet Wiman, UIL academic director. "We've always received enthusiastic support from South Texans, and we wanted to make certain that they had every opportunity to benefit from the expertise of the UIL academic directors."

Emil A. Mucchetti, professor of

English at Texas A&I and Region IV, AAA director-general, will serve as general coordinator of the SuperConference.

In addition, the UIL will again hold a conference at Texas Tech University. Last year, the conference was held at West Texas State University in Canyon.

Over the past few years, conferences have grown substantially. "The

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

Conferences begin at 9 am and end at 3 pm with a one hour lunch

✓ SuperConferences continued, page 4

Difficult to maintain positive image

Most of what the average fan or general public hears about the UIL has to do with penalty enforcement. Normally what they read is someone attacking the system — either the rule is a bad rule or the executive committee that made the decision over-reacted and assessed a penalty that was too stringent.

First, let's talk about the bad rule. Virtually any rule that is enforced is going to look bad to whomever suffers the penalty. At the same time, any rule that is not enforced is no longer a rule.

Next, let's talk about penalties. Most research indicates that the more stringent the penalties for violation of laws and rules, the greater the impact on reducing violations. In fact, it has been my observation that since the penalty structure has been reduced within the UIL rules and regulations, we are having more violations. It is not fair to conclude from my observations that this is the only reason we are having more violations. It could be that our societal changes have resulted in a lack of respect for rules and lack of concern about



being penalized, or it may be that since the penalty has been reduced, the violations are more likely to be reported. I tend to think it may be a result of all of the above.

Regardless what the reasons are that we have violations and penalties, the fact still remains that it is difficult to maintain a positive public image about any organization that has rules and enforces rules. You can look at the NCAA and our own governmental enforcement agencies to see the difficulty.

What can we do to help change these images?

1. Develop a better understanding that if you do not enforce rules, you have no rules. Parents, fans and other patrons need to understand that if you make exceptions to rules the exception becomes the rule.

2. Remove rules that are not reasonable—the annual rules revision process through the Legislative Council usually takes care of this.

3. Develop an understanding that you must have significant rules and penalties as a deterrent to gaining an advantage or doing things that are educational.

4. Better due process — allow people to have their day in court and feel they have had ample input. Occasionally at the district executive committee level parents are not invited to make a presentation when there has been a "clear cut" violation. Even if it is "clear cut", the parents should be allowed to express their feelings.

5. Develop a philosophy that we should do what is right because it is right — and not for fear of penalty.

Dr. B. J. Stamps served on Legislative Council

Continued from page 1

superintendent for career education in 1972.

Stamps was named assistant superintendent for instructional services in 1974 and became associate superintendent for learning in 1977 until he moved to Amarillo.

He was named by the State Board of Education to serve on the Public School Professional Personnel Advisory Committee. He also served on the State Textbook Committee, the Career Education Advisory Committee and the committee that supervised the overhaul of vocational education programs in the state.

He was chairman of the public division of the 1980 United Way fund drive.

Survivors include his wife, Mary Elizabeth Stamps and one daughter and one son.

Diamond Shamrock introduces 'Hooray for Excellence'

Does your school or district have an innovative academic program you think the public would be interested in hearing about?

If so, it could be worth \$500 and statewide recognition as part of a new academic awareness campaign called Hooray For Excellence.

Sponsored by the Diamond Shamrock Football Network in conjunction with the University Interscholastic League, Hooray For Excellence will feature stories about interesting academic programs as part of the halftime show of each 5A playoff game the radio network broadcasts.

"The fun part," said UIL Marketing Coordinator Susan Lenihan, "is the students and teachers can tell the story."

Any Texas public school can participate in Hooray For Excellence by preparing a five minute

■ More development news, page 11

audio tape presentation about the interesting educational programs taking place on its campus.

Those selected will be featured during the halftime shows of all 5A playoff games broadcast by the Diamond Shamrock Football Network. Additionally, schools whose presentations are selected for broadcast will each receive \$500 and a Hooray For Excellence recognition certificate from Diamond Shamrock.

"This program is aimed at stimulating the public's interest in the classroom," said Diamond Shamrock Chairman Roger Hemminghaus. "I think we can accomplish this by letting our students and teachers take their story directly to the public via the Diamond Shamrock football broadcasts."

Hemminghaus said he believes a consensus exists among educators that having public support is essential to creating an effective academic environment.

"Hooray For Excellence seeks to tap the public's interest in football to create an interest in academics," he added. "This interest is key to gaining public support for education."

The presentations that will create this interest can be about almost anything that accomplishes or leads to learning.

As long as it is accomplishing something motivationally or academically significant and can be presented interestingly, it should work, said Diamond Shamrock Manager of Jobber Communications Gene Smith. "But the emphasis is on interesting."

To facilitate participation in Hooray for Excellence, Diamond Shamrock Football Network will mail to each Texas public school a brochure explaining Hooray For Excellence and calling upon each school to participate.

Schools may also obtain information about Hooray For Excellence by contacting the Diamond Shamrock Football Network, P.O. Box 1931, Amarillo, Texas 79189, 806/374-5333.

The schools whose presentations are used on the air will receive checks and certificates of recognition from Diamond Shamrock during the Christmas break.

"If we can just begin to create as much excitement about the classroom as there is about football, Hooray for Excellence will have accomplished its goal," said Hemminghaus.

Leaguer

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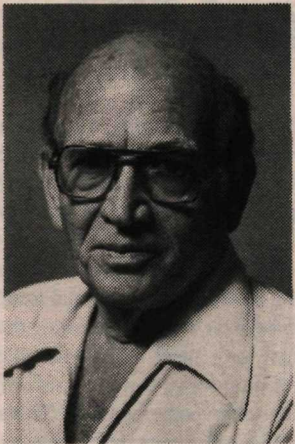
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DR. NELSON PATRICK

Ex-UIL music director installed in Phi Beta Mu Texas Bandmasters Hall of Fame

Dr. Nelson G. Patrick, Department of Music, The University of Texas at Austin and former band director of Stephen F. Austin High School of Austin was installed June 27 in the Phi Beta Mu Texas Bandmasters Hall of Fame in ceremonies held in connection with the annual Convention of the Texas Bandmasters Association meeting in San Antonio.

Dr. Patrick has served as public school music teacher-band director in Texas public schools from 1930-60; however, four of those years were spent in the army during World War II. Prior to coming to Austin in 1954 he taught in Premont, Donna, and San Benito, Texas. In each of these schools Dr. Patrick developed strong musical organizations, winning many honors and awards in local and national competitions.

Following nearly 30 years of public school music teaching, Dr. Patrick joined the faculty of the Department of Music, The University of Texas at Austin. That same year Director of Music for the University Interscholastic League was added to his duties; in 1968 he assumed the duties of Assistant Dean and in 1977 became Acting Dean for the College of Fine Arts.

While serving as Director of Music for the UIL Dr. Patrick was also instrumental in developing Texas State Solo-Ensemble Contests and the State Marching Band Contest. When asked which of these activities he considered the most rewarding, the immediate response was: "The eight to nine thousand students who have been in my classes and performance organizations have given me the most lasting pleasure and rewards than any teacher could expect; all other activities served to enhance the teaching environment."

The Texas Bandmasters Hall of Fame is sponsored by the Alpha Chapter of Phi Beta Mu, an International Bandmasters Fraternity.

The Texas Bandmasters Hall of Fame is housed in the state headquarters of the Texas Music Educators Association in Austin.

New year, new rules

Minor changes taking effect; directors urged to review Music Contest Plan

There are very few music rule changes for the 1992-93 school year. Even so, it is important that we familiarize ourselves with those few minor changes that were recommended by the TMEA/UIL Music Advisory Committee and other sources. These rule changes and additions were reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. All proposals were ultimately presented to the State Board of Education for final approval.

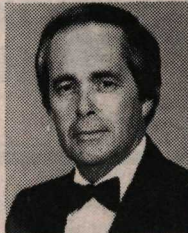
Each rule change is referenced as it appears in the 1992-93 UIL Constitution and Contest Rules.

- **NINETEEN YEAR OLD RULE** - Section 400: Please note that the "nineteen year old rule" no longer appears in Section 400 under the heading of General Eligibility. This restriction is now found in Section 440 Eligibility for Athletic Contests. Please be aware of the fact that this rule no longer applies to Fine Arts or Academic contests. Therefore, beginning this fall a student's age will not be a factor in determining eligibility for these events. Do keep in mind the fact that this revision does not negate the "four year rule". Students still has only four years from the time that they enroll in the ninth grade to complete UIL eligibility.

- **SIXTH GRADE PARTICIPATION** - Section 1102 (b)(3): Prior to this fall sixth grade participation in concert and sightreading contest was limited to string students only. Beginning this year any sixth grade student who qualifies for membership in the varsity concert band, choir or orchestra at his or her middle school will be eligible to participate in UIL concert and sightreading contest.

- **NINTH GRADE ONLY SCHOOLS** - Section 1102 (k)(3): Ninth grade only schools will no longer be permitted to participate in UIL junior high school music competition. Organizations representing schools comprised of nine grade only students will compete as high school non-varsity groups as defined in Section 1102 (l)(3).

- **MIDDLE SCHOOL/JUNIOR HIGH SCHOOL VOCAL VARSITY GROUPS** - Section 1102(l)(1): Middle schools and junior high schools may designate a mixed choir or treble choir as the varsity group representing the school. Other



Richard Floyd

choirs from that school may be entered as non-varsity groups provided that there is no duplication of personnel.

- **ORGANIZATIONS REPRESENTING NEW MUSIC PROGRAMS** - Section 1102 (l)(2): At the option of the music director and local school officials, music organizations representing new music programs may enter as non-varsity groups in the conference to which they are assigned until such time that the organization earns a Division I rating.

The intent of the rule is to allow fledgling bands, choirs and orchestras to participate in UIL music activities at a realistic level of expectation until the program is fully established. This provision will likely be the subject of numerous questions, therefore anyone considering this option would be wise to contact his or her Region Executive Secretary or the State Office for additional clarification.

- **STUDENTS ON NINTH GRADE CAMPUSES** - Section 1102 (l)(5)(B): This provision will make it possible for students on ninth grade campuses to be merged with students in grades ten through twelve for the purpose of UIL music competition. This option exists only if the ninth grade students receive their music instruction as a part of the total high school music program.

- **MEDIUM ENSEMBLE MUSIC SELECTION** - Section 1109 (g)(3)(B): This rule change will eliminate the practice of having students perform a selection in the medium ensemble category that is also being performed by any or all of the ensemble members as a small ensemble.

- **PRIOR EMPLOYMENT RULE** - Section 1112 (a)(8): In the past this rule referred to prior residence. Because of the population complexity of

urban/suburban areas and the increased mobility of our society it was determined that the issue of prior employment was more relevant than prior residence. Hence, beginning this year, a judge may not accept a judging invitation unless three years have elapsed since the time of last employment in the region, area, or zone extending the invitation.

- **JUDGE CONFLICT OF INTEREST** - Section 1112 (a)(10): A region may not employ a judge, nor a judge accept an adjudication assignment if there is a known conflict of interest.

- **PARTICIPANT AWARD AT REGION SOLO AND ENSEMBLE CONTEST** - Section 1113 (b)(2)(L): At the option of the region executive committee, a certificate or other similar symbolic award may be presented to participants in the region solo and ensemble contest. This provision has been added to the awards plan to accommodate the interests of some regions that wish to recognize UIL solo and ensemble contest participants who do not earn a Division I.

- **ELIGIBILITY FOR TSSEC** - Section 1114 (b): Beginning in the spring of 1993 it will be necessary for a soloist or ensemble to earn a Division I rating with a Class I selection at a region contest during the current school year in order to be eligible for the Texas State Solo and Ensemble Contest. In the past, a Division I rating from any previous year would qualify a student for participation in TSSEC.

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 this discussion has focused on new rules and rule changes it would be wise to review the entire Music Contest Plan as the new 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 or 471-5908 (FAX).

WE HEAR a lot about changes in our schools. The topics include, but are not limited to, year around school, block scheduling, budget restraints and a restructured curriculum. As these topics are discussed and debated, it is important to note and remain mindful of what business, political and educational leaders say about the significance of music and its role in shaping the lives of our future adults.

ERNEST BOYER
President of the Carnegie Foundation

"Children must learn from the earliest schooling that music is basic. Music gives us a language that cuts across the disciplines, helps us to see connections and brings a more coherent meaning to our world."

GREGORY ANRIG
President of Educational Testing Service

"The things I learned from my experience in music in school are discipline, perseverance, dependability, composure, courage and pride in results. Not a bad preparation for the work force!"

SHIRLEY YOUNG
General Motors,
Vice President of Consumer Market Development

"The Japanese consider the study of music important for their engineers. Playing a musical instrument involves discipline, creativity and conceptualization. These attributes, added to engineering talent, help produce products that are not only functional but also harmonious in every way. Music reaches across cultures and needs no translation."

NAPOLEON BONAPARTE

"Music, of all the liberal arts has the greatest influence over the passions, and is that to which the legislator ought to give the greatest encouragement."

Journalistic publications: More than just good PR

If you hang around any place long enough, you too can become an expert or at least, like me, what passes for one.

The last few years, I've been interviewed first regularly by university students who think they want to teach journalism in public schools or who for whatever reason need information about Texas public school journalism.

It's very flattering. Like everyone else, I love being interviewed, if but for the opportunity to feign outrage at being misquoted, knowing it's better to be interviewed and misquoted, than never to have been interviewed at all.

So I'll put just about anything on hold to wax philosophic, even if it's on a topic as arcane as scholastic journalism. I'm never asked about art, politics, religion, music — the juicy stuff — even though I possess extraordinary knowledge and quite quotable opinions about each. Their loss.

This summer, a delightful young woman dropped by to interview me for a paper she was writing on — what else? — high school journalism. Here's what I told her:

Certain administrators see student publications as an extension of the school's public relations effort. As such, content consists of how proud the students are of their school, how successful certain kids were in this, that or the other, and, in general, how happy everyone is just to be there.

It's full of compulsory enthusiasm. Kind of like a pep rally.

No one reads these publications. Students scan them, looking for their names or the name of a friend. If they're a member of the Spanish Club, they may read the Spanish Club article, if only to see if they were mentioned (The Spanish Club met and et. Members of the Spanish Club include...). These publications adhere to the "names are news" philosophy of journalism, which means they're written with all the panache of the a telephone book.

One theory of communication states that the media do not tell people what to think. They tell people what to think about. If that's the case, these publications suggest to readers that nothing worth thinking about has happened, is happening or will happen.

Certain other schools and communities expect more from their journalism programs than public relations. They expect the journalism

programs to be a vital part of the school's basic educational mission, which should be to teach students to think. I assume that is why we have schools, although I must admit that I felt wildly exhilarated that first day of class. So far as the first few weeks of class are concerned, I'm just glad my daughter, a third grader, is out of my hair.

Even if parents pray for a quick end to summer vacation, they still want their schools to be more intellectual than janitorial. And few taxpayers honestly believe the most challenging challenge facing American education is bad PR. Most suggest that too many high school graduates can't read, write, cipher and/or, in general, think.

So how does journalism figure in here?

• First, a journalism-based publications program is firmly committed to basic language arts skills, but goes one step farther. The school's journalists publish their work, and the value of this cannot be understated. Publication is one of the key proponents of a successful writing program, and in most schools, the newspaper or yearbook are the only outlets for student writing.

Also, journalistic writing is meant to be read by an audience of peers, the most critical audience of all. This writing is powerful and visually compelling, as opposed to what most of what students write in schools — reports, essays, research papers — which are intended to fulfill a requirement for a grade. It's not expected to be read by anyone other than the teachers — and in some cases, not even by them.

Unfortunately, too many high school publications read as if they are written to satisfy some textbook standard of journalistic correctness. I can always tell publications that are written for the teacher, and those written for students. The former are merely correct — kind of a "if you enjoy reading textbooks, you'll love our newspaper" approach.

They publish lots of information — data — but contain precious little news. The stories require minimal thought and effort. For example: "The honor roll was released last week. Students



Bobby Hawthorne

who made the honor roll include..."

Or "This year, the Science Club explored the world of science and learned many fascinating things. Members of the Science Club in-

clude..."

Or "It's volleyball season again! Members of the team include..."

Or "Halloween is next week. Halloween began in the Middle Ages. Students who plan to go trick or treating include..."

While such stories may consume 10 column inches on a newspaper page or yearbook spread, they can't be confused with "writing." Instead, think of it as data processing.

• Second, journalistic writing requires that students deal with issues that are relevant and timely to a student audience, that tell the readers something new.

Student journalists achieve this by isolating a theme, finding an angle, interviewing, observing, listening — then writing. The purpose of the story is to inform, entertain, lead. It serves as an educational tool for both the writer, who must go through the writing process, and the reader, who learns something new by reading something interesting, even entertaining.

• Third, student journalists are forced to grapple with the consequences of their actions. If the content is unfair, unbalanced, inaccurate, incomplete, then student journalists must answer for it. If content is controversial, they must defend it, even if it is accurate, balanced, fair and complete. Either way, they learn something, if but that certain people think they know more about journalism than journalists, and that those same certain people generally believe the press only behaves responsibly when it muzzles itself.

• Fourth, student journalists must display some command of current events. They must see how global issues and events have local implications. For example, this summer, the Supreme Court handed down several interesting rulings that'll have an impact on education. The ban on graduation prayers comes to mind. In addition,

the U.S., Canada and Mexico signed a free trade agreement. Will, and if so, how will it affect the local community? Who are students, teachers and administrators supporting in the presidential election, and why?

Journalistic publications attempt to show a relationship among international, national, state and local issues and events without rehashing the obvious. Students don't need to be told that George Bush is running for re-election and will face Bill Clinton in the November election. Those who do, don't read the student newspaper anyway.

• Fifth, journalistic publications reflect the latest trends in design and graphics. They don't look like a 1950 issue of Grit magazine. And they don't just slap type and photographs on a page. They balance complex spatial relationships to achieve visual clarity and appeal.

Many districts have invested in desktop publishing as a way of updating the look of their publications, as well as teaching computer literacy.

• Finally, journalistic publications are committed to the welfare of society at large and their community in particular. They seek the truth, knowing that it changes daily and that one person's truth may not be another's.

There are risks to associated with journalistic publications. Articles sometimes raise troublesome questions or touch on sensitive issues. Students are more prone to question authority, to ask why and how and, perhaps most importantly, so what? Stories challenge the entrenched elites.

No one ever complains to the principal about silly or trivial content in student publications. No parent ever calls to ask, "Why doesn't the newspaper run fewer horoscopes, crossword puzzles and stories about SAT test dates and more stories on what it's really like to be a teenager today?"

But they'll raise hell when a staff decides to look at a controversial topic such as teen sex or challenge the powers that be.

These risks are worth taking. In fact, they appear almost inconsequential, considering that SAT verbal scores of Texas seniors plunged to their lowest level ever.

If the purpose of the school is to prepare students to survive in the Information Age, I can think of no better preparation than a year or two on a journalistic newspaper or yearbook staff.

Current issues, events contest changes taking effect

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

In only its third of existence, changes are coming to the current issues and events contest, effective during the 1992-93 school year.

- The contest will be 60 minutes in length.
- The importance of the essay will be increased as well.

I was never comfortable with the requirement that students write essays that probably would not be graded. At the same time, we have to recognize the feasibility of grading 24 or more essays within a given time frame. Thus, we've devised a scheme that we hope will challenge students, improve the contest, and provide a structure for quick and efficient judging.

Rather than using the essay as a tie breaker, judges will score the objective portion of each contest. 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 and one being the lowest. 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 students involved in the tie will have their essays judged one against the other(s) to break the tie.

Under this plan, the essay would count no more than 10 percent of the overall score.

We will devise a rubric for judging, that may include most if not all of the following questions:

- Does the essay reveal an understanding of the question, particularly by stating an idea as a topic sentence? (two points)
- Does the essay reveal a knowledge of the relevant material (two points)
- Does the essay provide concrete details and apt quotations rather than abstract generalizations? (two points)
- Does the essay analyze or interpret? (one point)
- Is information presented in an organized manner? (two points)
- Are ideas presented clearly and logically? (one point)
- Is punctuation, spelling and grammar cor-

rect? (one point)

Minus points:

- Does the essay editorialize? (minus one point)
- Is the essay sloppily written and poorly proofread? (minus one point)
- Does the essay contain unnecessary verbiage or padding (minus one point)

The essay should help readers understand a subject.

In *Writing with a Purpose*, Joseph Trimmer and James McCrimmon stated, "The word critical does not mean to find fault. Its Greek root means 'to find separate, discern or choose.' Thus, the critical essay attempts to enhance the reader's understanding of a subject by analyzing its parts and interpreting its meaning."

Revisions, rule changes and corrections

I should start this year by telling you to read the new Handbook for One-Act Play, 12th Edition. I will, but wait a few days. The Handbook is finished and my new secretary, Paula Parks Fulford, has completed proofing it. It is now being printed. My projection for availability is October 1. In the interim, there are a few changes that you should remember and consider.

Paula is new, but not really. She is a native of Snyder and is a Jerry Worsham ex, very much aware of the one-act play contest. She has taught theatre in Texas and has even taken a few theatre courses at UT Austin. I am certainly pleased that she married Jeff, a book company buyer/rep, and that they moved to Austin at the right time. Don't expect her to know everything the first year. My direct line is still (512) 471-4517. If you cannot get in, you can always call the regular UIL number and Paula will try to help you, you can hold or I will call you back.

My former secretary, Nina, left Texas to pursue a Ph.D. in sociology at the University of North Carolina. We wish her well.

• C&CR CHANGES

The current C&CR is available and it reflects changes that became effective last spring, plus those effective September 1. I'm sure all of you are now aware of the change in the "Faculty Director" rule, "Standards" rule and contest management enforcement of the "morals" clause. You should take special note of the new OAP individual awards points.

Pay attention to Section 1076: Junior High Schools One-Act Play Contest. Junior high/middle schools may conduct a variety of competitions that are not UIL, but the One-Act Play Contest for these grades must follow the rules. If it is to be called a UIL contest and be a part of the junior high Spring Meet, then OAP rules apply. Refer to Section 1076 for exceptions.

Correct the OAP dates under Section 1033 (b) (7) (A) & (B) and (c) (1) (A) & (c) (2) (E). The play deadline is December 21 and the set deadline is February 2. The correct dates appear in the official calendar, Official Notices and the new Handbook.

As soon as the new OAP Handbook is mailed, and the 1992-93 OAP enrollment materials are received (mailed August 24), the Drama Loan Library postage and handling fee goes to \$2.00. Rising postage rates have made it impossible for us to maintain the old \$1.00 fee. You should also correct publishers' addresses in the C&CR. The Dramatist Play Service zip code is "10016" and the Dramatic Publishing Company's P.O. Box is "129." The addresses are correct in the new Handbook.

Permission to produce "scenes from" Dramatist Play Service is no longer questionable. In a telephone conversation with Craig Pospisil, Non-Professional Rights, he indicated that Bradley



Kalos, President, had agreed to a modification of their "rules" to make it possible for Texas directors to produce DPS scripts under the UIL structure. I have not yet received the new form from DPS, but I do not anticipate a problem. Feel free to plan with DPS scripts in mind.

There are major revisions in the OAP Handbook, and changes to the approved lists are considerable. Almost all long plays previously approved have been added, but make sure you secure written publisher approval to produce "scenes from" before you start "cutting" a script. Just because somebody used it in OAP in the past is no guarantee that you can obtain permission for contest this year. Professional rights take precedent. There are many reasons why production rights may no longer be available. Agents and playwrights change their minds. A play appearing on the UIL approved lists does not guarantee you can obtain rights, especially at the last minute. Plan early. You are not required to produce a play just because you get permission for it.

I preach the "plan early" sermon in most of my columns. I wish it could be said that I plan early and have area meets set. They are not. The area week is April 5-10, 1993. I'm aware that the calendar says April 9-10, but Monday through Thursday were blocked because of TEA testing dates. The test dates do not fall April 6-8, 1993 and several areas must be held during the week. Thursday, April 8, will likely become a popular area day because many schools take a holiday April 9-10. We will deal with sites on a case by case basis and conserve as much school time as possible. I hope you understand that areas are scheduled on Saturday to keep OAP advancing students eligible. Missing two days for Area, two for Regional and two for State would total six. The maximum is five and students could be involved only in OAP. This is not realistic.

I trust you all realize that using the previous week, March 29-April 3, for area meets would cause extreme conflicts in some areas with district academics and the week following area would be "hari-kari" against the second district athletic week. Saturday, April 10, will be the only possible date for some sites. I know many directors and contest managers would prefer weekdays, but as noted, Saturdays are urged because of students.

As long as I'm on dates, zone/district OAP dates are in the calendar, but there is some flexibil-

ity. Early zone/district OAP dates are not approved automatically. The Spring Meet Director must request a calendar exception from Bailey Marshall, UIL Director. Any date prior to Saturday, March 13, will not be approved. Conferences A, 2A and 3A cannot get March 15-16 approved and conferences 4A and 5A cannot get March 19-20 approved because these dates conflict with the State Cross-Examination Debate Tournament. There is also travel time to consider on Wednesday, March 17.

I did digress from the new Handbook slightly, but for a good cause. The following list is a thumbnail sketch of major changes to highlight when you receive your copy. I will try to remind you of the changes at the SuperConferences this fall.

- There is an index. Thank you, David Moerbe. His name appears in Acknowledgments, but most of you won't read that part.
- The OAP calendar is revised and correct. You will note that first class postage on a self-addressed envelope is required in order to receive your official eligibility notice.
- Computer, photo copied or typed scripts will not be accepted for play or set approval unless the play is an original or in public domain.
- Caster/wheels, etc. or stage braces/brace-jacks, etc. will not be considered for approval to be used with unit set elements.
- Headers above standard stage doors and windows to make these units 8 feet high do not require approval. Doors and windows must all be gray to match the League Approved Unit Set. Decorated doors and windows (period/wood grained/marbleized, etc.) and colors other than medium gray on standard door and window stage units will not be considered for approval. Special doors (screen doors/dutch doors, etc.) must still be submitted and will be approved only if required by the script. They also must be gray.
- Open flame is discouraged and local fire laws shall be followed. Flash paper is considered a violation of Section 1033 (c) (2) (E). Electrified candle lamps, torches, etc. are encouraged.
- The "ensemble" individual award is clarified.
- All directors' (assistant/technical, etc.) names shall appear on properly signed eligibility notices and only these adults shall be eligible to be backstage and involved in the set-up/strike periods as directors.
- Script use backstage is clarified.
- The Texas Educational Theatre Association Adjudicators' Organization Operating Code, By-Laws and Addendum (Policies/Ethics, contract, critic judge nomination form) are included.
- A further attempt has been made to eliminate "male gender" and "winning company."
- Clarifications have been made in the contest manager's section in references made to other

sections where guidelines are found. Note carefully page 45 for unit set usage and clarification of sound systems and sound/light checks just prior to performance.

- The sight crew and timekeeper are further clarified.
- The panel ranking plan has been revised and the complete plan has been included in the Handbook.
- Out-of-print plays have been deleted. Twenty one-acts and thirty long plays have been added to the approved lists.
- Note that directors have been unable to obtain permission to produce plays by Ketti Frings, William Gibson, Eugene O'Neill, Thornton Wilder or Tennessee Williams. This note appears at the end of the Ineligible Plays list. That does not make them ineligible, just unavailable.
- Drama Loan Library postage is now \$2.00.
- Some drawing/dimension corrections have been made on the unit set drawings.
- Corrections have been made in the Definitions and Glossary.

I plan on an open OAP session at the TETA convention January 28-30 at the downtown Hyatt Regency in Houston. I urge you to attend a SuperConference and the convention. The 1992 participation list will be distributed at both. If you cannot attend or you want your copy early, send \$1.00 for postage and we will mail you one. Note especially the change in the traditional UT Austin SuperConference date. It is October 10! UNT on September 26 is first this year and a quality program has been developed.

Randall Buchanan, Executive Director of TETA, moved to Austin in June. The TETA office is located at 1130 B Reagan Terrace, Austin, Texas 78704. The telephone number is (512) 416-9934 and the Fax is (512) 416-9661. The P.O. Box will continue to be used as the official address for TETA, but you need to know where to locate Randy. Members will be mailed the new TETA directory in the fall issue of *Texas Theatre Notes*. This publication will help in communicating with our colleagues.

The TETA-developed critic judge list will not be available until October 1. Use the lists published in November and February of last school year.

Welcome back to Texas, Donna Clevinger! Dr. Clevinger, known to many as a member of the faculty at UNT, moved to Florida a few years back. She has returned to us as the new theatre director at Texas Lutheran College, Seguin. She is an accredited critic judge and expects to become busy again, especially in the central Texas area.

Texas, TETA and Texas Theatre in Our Schools Month (March) chair, Krin Perry, have again been awarded first in the nation by the American Alliance for Theatre in Education at their national convention in Seattle August 9.

SuperConferences

• Continued from page 1

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

"We are also beginning our fall conference schedule earlier than usual," Wiman said. "Traditionally, we have started the year with the conference at the University of Texas at Austin. However, certain conflicts prohibited this."

SuperConferences are scheduled to mini-

mize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstra-

tions, performances, and contest administration. Students may choose from novice and advanced

sessions in some academic areas, as well as small-group sessions in specific UIL activities.

■ Page 5/ONE-ACT PLAY: September, 1992

1992 Student Activities SuperConferences

- September 26** - The University of North Texas, Denton
- October 10** - The University of Texas at Austin
- October 24** - Texas Tech University, Lubbock
- October 31** - Texas A&I University, Kingsville
- November 14** - Sam Houston State University, Huntsville

Calculator applications

A look backwards, a look forward

By **J.R. COGDELL**
and **D.L. BOURELL**
Calculator Applications Directors

Welcome to a new year of Calculator Applications! We both are looking forward to another good year. There are a few alterations in the contest this coming year, but that comes later in the article.

First, as we have traditionally done in previous years, we want to look back at the calculators used at the 1992 State Meet. The two figures summarize calculators used by contestants at the State Meet, by conference (Figure 1) and by individual top finishers (Figure 2). The Hewlett Packard family continues to dominate the contest, although there seems to be a greater variety of calculator appearing at the State Meet than in the preceding several years. The hp32S, hp32SII and hp11C dominated.

Our position concerning the factors governing the choice of a calculator is elaborated in Chapter 2 of the *Calculator Applications Contest Manual*, available from the UIL office. Most calculators available commercially are acceptable for use in the Calculator Applications Contest, including calculators with factory-installed programs and functions. Exceptions are mentioned in the UIL Constitution and Contest Rules under the Calculator Applications Contest.

Now, let's look forward to the new year of calculator applications. The most significant

change this year will be the absence of "starred" stated problems, whose solution involves approximation and inexact modeling of the given situation. They are most easily identified on previous contests by an asterisk (*) by the problem number. The "correct" answer must fall within ± 10 percent of the "exact" answer, so a spread of acceptable answers is listed on the answer sheet. These problems represent an important class of engineering problems, and their inclusion on the contest is justified.

However, there are several factors that complicate their creation and solution. First, some of these problems have very complicated exact solutions which poses difficulties for your contest directors who must find it to formulate the answer spread.

For example, a rope suspended horizontally between two poles actually forms a complicated catenary shape which is formidable to describe (On the contest, the student would be expected to

approximate it as an arc of a circle).

Second, some of these problems are impossible to solve exactly. An example is the number of pencils or sticks of a given size in a bundle. This difficulty in "pinning down" the exact answer poses a problem in our generation of the answer key. In these instances, we ourselves make an assumption that makes good sense and then decide whether the approximation results in an overestimation or underestimation of the unobtainable, exact answer. We then set the spread accordingly.

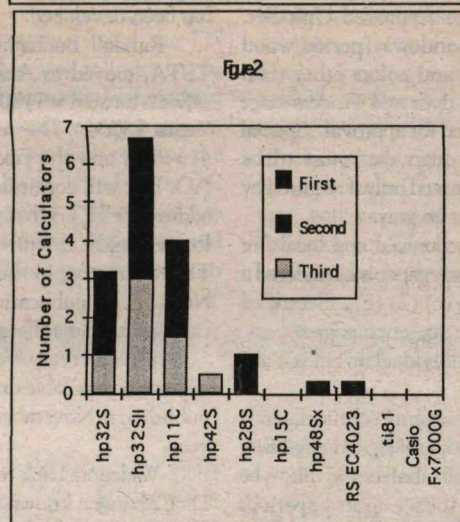
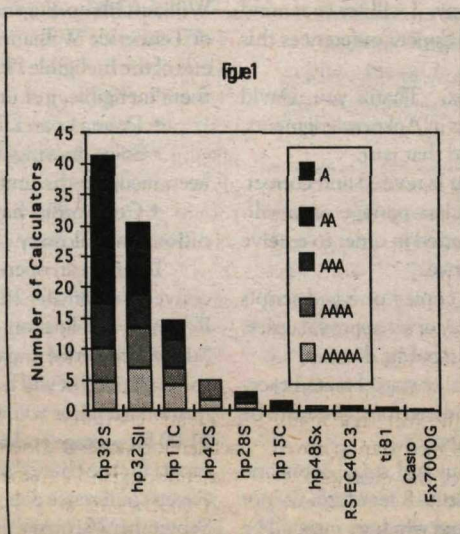
As we work the contest independently to obtain answers, the "good sense" of the approximation is evidenced by our independent selection of the identical approach.

The problem here is that the answer is no longer based on a 10 percent deviation from the exact answer, but rather is based on the assumptions of your contest directors. For these reasons, we have decided to test a calculator series without any of these problems. We are not outlawing these problems, and we reserve the right to reintroduce them on the 1993-94 Contest, depending on the response we receive from you, the coaches and the TMSCA. We welcome your comments on this, either in writing to us care of the UIL office or in person at one of the UIL Student Activities Conferences this fall.

On a lighter note, one of the distinctive

features of this year's contest stated problems will be an international flavor. This is based on the life experiences of Dr. Bourell, who lived last year in Germany while doing a sabbatical. He collected information for problems from all over Europe, including the geometry of Stonehenge, the "lean" in the Leaning Tower of Pisa, the air traffic at Frankfurt International Airport, the endless unit conversions associated with exchanging the various foreign currencies and who-knows-what-else. We hope this adds a little spice to this year's contest.

Finally, tentative decisions have been made respecting our attendance at the Fall Student Activities Conferences. Dr. Bourell plans to attend the conferences in Lubbock and Denton, Dr. Cogdell will appear at Kingsville and Huntsville, and both will conduct the Student Activities Conference in Austin. We look forward to seeing you there and give you all the best of good wishes for a productive school year.



FIRST OF ITS KIND. Hays High School students winning 1992 4A UIL state championships are Jon Schnautz and Sean Tiffie, who comprise the Championship Cross-Examination Debate team and received 1st and 2nd Top Speaker awards, respectively; Leigh Wells - Newswriting; and Trace Shelton - Ready Writing. Jon Schnautz also placed first in Persuasive Speaking.

All accounted for

Concepts revised; calculators silenced; formats broadened

By **LaVERNE FUNDERBURK**
Director of Accounting

Changes are a part of the ongoing development of the UIL Accounting Contest. In two years there may be two major changes. For the Spring 1994 contests, the concepts will be revised to more closely reflect the three state adopted textbooks.

Also, if the proposal passes, only display calculators will be allowed in the Spring of 1994. The only new item on the agenda for this coming contest season will be additional objective testing formats.

First, let's take a look at the Accounting Concepts. At State Meet 1992, teachers requested that the concepts be reviewed since newer editions of the state adopted textbooks were released. A cross-section of high school accounting teachers in each of the five conferences were asked to compile their suggestions for revision. I, too, reviewed the latest editions of each text. From this combined effort, there is now a "proposed" revision of the concepts.

This proposed revision will be distributed at each of the SuperConferences this fall. I invite all high school accounting teachers to write to me after you have reviewed the proposed revision. This includes positive as well as constructive criticism. (P.O. Box 812, Hamilton, TX 76531)

A normal response rate to such a request is about 2%. Please respond even if you support the proposed revision. For those of you who will be in that 2%, I thank you heartily for your time and effort to improve this contest.

The proposed revision will also be distributed at the State Meet in 1993 with the same request for review and response. The final revision will be compiled during the Summer of 1993. The final revised concepts list will be distributed during the Fall 1993 SuperConferences, will be included in the 1993-94 study packets, and will be used in writing the 1994 tests.

Second on the agenda is the topic of printing calculators. The UIL Academic Committee passed the written proposal that would prohibit the use of calculators equipped with tapes in the Accounting Contest. It will come before the UIL Legislative

Council for approval in October. If approved by the Council and State Board of Education, it will go into effect in the Spring of 1994.

This will always be a cause for disagreement throughout the state. When the change was first allowed, I noted at State Meet that probably 10% of the students used a printing calculator. Each year saw a decline. During the 1992 State contest, only two out of 60 used tapes. I agree that those two students had every right to use their choice of equipment. However, the noise was very distracting. I believe that this is a good change for the overall program.

Finally, let's look at what's in store for the upcoming 1992-93 season. Since we have strayed from the usage of the scantron sheet that limited us to only five choices, it seems only appropriate to take it a step beyond. Look for matching and numeric answers (no choices).

The matching could be as broad as the 26 available letters in the alphabet. A likely environment would be terms and definitions, line items and where they belong on the various financial statements, etc. The "no-choice" numeric answer would require calculation of the correct response without any amounts to choose from.

At the time of this writing, the 1993 exams were not prepared. I anticipate having a customized answer sheet for each exam. Still under consideration is a customized answer sheet containing "bubble-in" rather than handwritten alpha and numeric answers.

At the 1992 State Meet, there were isolated cases of "is that an 'a' or 'd'?" The "bubble-in" customized answer sheet would solve this problem. Then we only have to deal with "Which mark did he erase?"

Well, nothing in concrete yet. I just thought I'd let you in on what's been traveling through my head. (Get a life, right?)

The important thing is that we continue to make this contest better. Our goal is to give students an opportunity to improve themselves and increase their self-confidence while working in a field they enjoy. We all know accounting is either in your blood or it's not!

Have a great year. Let me hear from you. And COME to a SuperConference near you.

Literary Criticism reading list

The literary criticism reading list for 1992-93 is as follows:

■ **NOVEL:** *Brave New World* by Aldous Huxley. Any unabridged edition is acceptable. Ordering information: HarperCollins edition, 1989; ISBN 0-06-080983-3; Place orders by calling Toll Free 1-800-331-3761; List price: \$6.

■ **DRAMA:** *Oedipus the King* by Sophocles. Questions will be based on the translation by Steven Berg and Diskin Clay, Oxford University Press. Ordering information: Oxford University Press, 1988. ISBN 0-19-5054938. Place orders by calling Toll Free 1-800-451-7556. List price: \$5.95

■ **POETRY:** Selected poems by Gwendolyn Brooks, Pulitzer Prize Winner for Poetry, 1960

Any unabridged version of the selected poems is acceptable.

The Mother; Kitchenette Building; What Shall I Give My Children?; The Rites for Cousin Vit; A Lovely Love; When You Have Forgotten Sunday; The Love Story; The Chicago Picasso; The Sermon on the Warpland; The Second Sermon on the Warpland.

Also, Young Heroes; I. Keorapetse Kgotsile (Willie); II. To Don at Salaam; III. Walter Bradford. Also, Riot; Riot, The Third Sermon on the Warpland, An Aspect of Love, Alive in the Ice and Fire.

Ordering information: All of the poems listed above will be found in Dudley Randall, ed. *The Black Poets*. Bantam, 1983, \$4.95. ISBN 0-553-26241-6. Place orders by calling Toll Free 1-800-223-6834, ext. 9198

LeClercq resigns as ready writing director

Dr. Terri LeClercq has resigned her position as UIL Co-Director of Ready Writing, which she has held for the past four years.

During her tenure with UIL, LeClercq served as representative to the Texas Council of Teachers of English/UIL Advisory Committee. In addition to co-authoring the *Ready Writing Handbook* with Dr. James Kinneavy, Professor Emeritus in the UT English Department, she also redesigned the Ready Writing evaluation sheets, administered the Ready Writing Contest at state meets, and secured 15 judges for the contest each year.

"Terri is as well liked and respected director as the League has known," Bobby Hawthorne, UIL journalism

✓ Turn to LeClercq, page 8

After years of change, a welcome respite

All is relatively quiet on the academic contest front; rule refinements explained

After reviewing the last 10 years of sweeping changes in the academic program, this year looks rather calm as most changes fall into the category of refinements. All are included in the 1992-93 *Constitution and Contest Rules* which is now in the schools and available on the order forms. The following list will simplify your search.

• **Accounting:** A team component has been added to the accounting contest.

• **Current Issues & Events:** The essay requirement has been clarified, the contest has been lengthened from 40 minutes to 60 minutes, and a change has been made in the way the current issues and events test is scored.

• **Debate:** Debaters competing in the district, regional, or state tournaments will be prohibited from observing preliminary rounds in which they are not debating.

• **Keyboarding:** Contestants will be permitted to enter the keyboarding contest more than one year regardless of whether or not the contestant is enrolled in a typing class.

• **Literary Criticism:** A team component has been added to the literary criticism contest.

• **Mathematics:** Calculators may be used in the high school mathematics contest (see C&CR, p. 148 for the list of approved calculators) and a tie breaking procedure has been implemented.

• **Science:** The scoring in the science contest has been changed. Six points will be awarded for a correct answer and two points will be deducted for an incorrect answer.

• **Spelling & Vocabulary:** A vocabulary component has been added to the high school spelling contest, and the name has been changed from spelling to spelling and vocabulary.

• **One Act Play:** Junior high districts will be required to rank rather than rate one-act plays.

• **Points:** Points have been adjusted for various academic events, and a cap has been placed on the points a school can win in events which award both team and individual points (see C&CR, pp. 104-105).

• **Prose & Poetry:** Categories changed.

Keyboarding has undergone perhaps the most sweeping change as the traditional link of eligibil-



Janet Wiman

ity to enrollment in a class has been dropped. Like most of the other UIL academic events, keyboarding contestants may now enter more than one year. Yes, your state keyboarding champion from 1992 may enter again in 1993. No, your student does not have to be enrolled in a typing or keyboarding class to enter the contest. This event is due for a number of changes in order to accommodate the advancements in technology and curriculum. Input from business teachers and other interested parties is needed to help structure these changes.

This year both mathematics and high school science contestants who want to use calculators during the contests will find their lists of approved calculators in the two contest plans. There are no limitations on calculators used for the calculator applications contest. Thanks to a committee of math/science teachers and the quick response from the contest directors, these lists are included in the C&CR. This, and the fact that math/science coaches are now accustomed to an approved list, should help with some of the questions we handled last year.

SPELLING & VOCABULARY

The spelling and vocabulary contest is ready for its threshold year. The *UIL Word Power* booklet includes the complete list of words with "bullets" (I) to indicate the words which will be addressed as vocabulary words. A sample of test format is also included in the booklet. The UIL Legislative Council has asked the staff to see if spelling and vocabulary coaches would like to replace the authoritative source for this event from the large *Webster's Third International Dictionary, Unabridged* to a smaller desk dictionary. This question is asked on a questionnaire mailed to superintendents this month. If you have an opinion, contact your principal or superintendent and

write to the academic department at the UIL office.

Literary Criticism and Accounting will include team components as a part of the events. In addition to the top three winners qualifying to advance, the *team of three* with the highest total score will also advance. This means that it will now be possible for as many as six to advance in each of these two events, but if history holds true, four and possibly five are more likely. Adding a team component does not change preparation for the contestants, it only comes into play after the first six individual places have been determined.

Points for a number of the events have been altered to reflect the requests made by a special academic championship study committee. Check pages 104 and 105 of the C&CR to see if points were changed for your event. Read the information on the cap that has been placed on events that award both individual and team points. The concept of placing a cap on these events was implemented to allow a first place team at UIL State to earn points toward the championship but would prevent a school from harvesting points for first, second, and third as well as the first place team at district. The cap also keeps the value of the various 22 academic events more in line with each other.

With the added responsibilities of principals, most will take the opportunity to appoint a UIL academic coordinator. This person will identify academic coaches and interested competitors, order materials, and make arrangements for both students and coaches to attend an activity conference nearby. The conferences are free and pre-registration is not required. The sessions are designed for high school students, and in most cases, do not cover materials relevant to junior high students. (see story on page 1, schedule on page 4).

Academic Meet Dates

C-X Debate District	Jan 2 - Feb 22
C-X Debate State Meet	March 15 - 20
District I Academic	March 22 - 27
Area One Act Play	April 9 - 10
Regional Academic	April 19 - 24
State Meet Academic	May 6 - 8

Mark your calendars with these dates for handy reference.

Ready writing enriches education

By **KAREN WERKENTHIN**
UIL Ready Writing Co-Director

"We are given as our birthright a Stradivarius and we come to play it like a plastic fiddle." — Jean Houston

As I read Houston's words, I thought about how beneficial UIL Ready Writing is for its participants. While Ready Writing coaches may not create virtuosos, they can certainly move beyond traditional approaches to enrich their contestants' learning experiences. Coaches who not only want today's winning ready writers but also tomorrow's successful citizens might consider the following suggestions.

Come to one of the five SuperConferences this fall. Last spring when Dr. Terri LeClercq and I chose the contest prompts, we made sure they related to the lists of topics compiled by students

and coaches at the 1991 SuperConferences. Anyone in attendance at those conferences had an advantage over others.

Complete the following questionnaire from Donald Graves' *Build a Literate Classroom* (Heinemann, 1991) along with your ready writers. The questions will help you evaluate "...your own spirit of inquiry, your own investigation of the world around you through books and writing...."

• What books were you "lost" in within the last six months? These were books that you simply couldn't put down because you became absorbed in the author's way of presenting information.

• Did you read the daily newspaper four out of the last seven days? What are the top three news stories from your town, state, nation, the world? What are your predictions about their outcomes? What is your place in these predictions? With whom did you discuss the news?

• What are the three or four life questions

that consistently run through your mind? These are questions that relate to life, death, purpose, existence, and so forth. What do they move you to do? Read? Write?

• What have you written in the last six months that represented writing to "find out"? That is, you encountered a complex event and you wrote to find out what something meant. These are usually short occasional pieces. Have you tried writing poetry? Fiction?

• What new thing, practice, or process have you learned in the last six months? This should have no direct connection with school, but is something you learned out of your own curiosity.

Employ cooperative learning techniques with your ready writing group. Help each other. Collect books, articles, ideas. Discuss them. Debate. Challenge each other. Go through the writing

✓ Turn to Ready Writing, page 8

National speech, debate clinic was a tremendous success

Maybe it was because this summer was so busy that it seemed to fly by, but the unusually cool weather in August makes it feel even more as though summer came and went more quickly than ever. Considering the early start dates for many school districts, for some of you, it really did!

The speech coaches' clinic, co-hosted by UIL and the National Federation in July, was a tremendous success. The three-day clinic was attended by 130 forensic educators who heard from 20 experts in the field. Some excellent ideas were presented in each of the contest areas and for hosting invitational or district meets, and the AAT credit was a welcome plus. Coaches were enthusiastic about the opportunity to hear people from other states as well as experienced Texas educators, and the out-of-state guests were equally impressed with the energy and commitment of Texas coaches.

One of the exciting things about the clinic was the number of new coaches who attended. There are several schools initiating competitive speech programs for the first time, and many new coaches taking over established programs. If you know of a beginning coach in your area, I hope you'll offer whatever assistance you can. If you're a beginning coach, don't be afraid to ask questions. We all know how difficult that first year of teaching and coaching can be!

The National Federation hosted the CX Debate Topic Selection Meeting in Indianapolis on August 7-9. Although a motion was made to amend the global environment topic, the motion failed, and the 92-93 topic wording remains the same as previously announced. (See box on this page.) Gay Hollis of Kingwood High School was one of the Texas representatives attending, and she submitted an excellent study report on



Treva Dayton

CROSS-EXAMINATION TEAM DEBATE

Resolved: That the United States government should reduce worldwide pollution through its trade and/or aid policies.

LINCOLN-DOUGLAS DEBATE

Resolution for September through December
Resolved: That freedom of choice among public schools would better serve the interests of American society.

Africa. This report, along with reports on congressional reform and health care, were the three selected for the ballot to determine the next CX debate problem area. A description of these choices will be included in a future *Leaguer*, and you should receive your ballot in December.

At this annual selection meeting, each state representative is asked to give a brief summary of the "state of debate" in their area. It's always interesting to hear how speech competition is conducted in other places, and if it's not comforting, at least it reminds me that we're a part of a large family of communication educators whenever delegates refer to the same problems we face in Texas - funding, training and retaining quality teachers, evaluating and improving education, etc.

I enjoyed being able to report that UIL CX participation in Texas increased substantially last year, with an additional 200 teams entered in district meets. The State CX Debate Meet will be held in March again this year, and we expect

PRACTICE EXTEMPORANEOUS TOPICS

INFORMATIVE

1. What is the Texas Automobile Insurance Plan?
2. What is the continuing controversy over election districts in Texas?
3. What do the latest opinion polls reveal about Americans' support of the presidential candidates?
4. What is James Baker's newest assignment in the Bush administration?
5. Crisis in Somalia: What are the latest developments?
6. How do the economic proposals of George Bush and Bill Clinton differ?
7. Who was John J. Sirica?
8. What do recent economic indicators reveal about the American economy?
9. What are the major components of the proposed North American Free Trade Agreement?
10. What has been learned about the detention camps in Bosnia-Herzegovina?
11. What are the causes behind the delays in the transition to majority rule in South Africa?
12. What progress has Boris Yeltsin made toward reforms in Russia?
13. What was the impact of Hurricane Andrew?

PERSUASIVE

1. Can George Bush carry Texas in his bid for re-election?
2. Are the candidates' wives being exploited in the presidential campaign?
3. Will the abortion issue be a deciding factor in the November elections?
4. Should the US Congress ratify the North American Free Trade Agreement?
5. National health care: Would it work in America?
6. Has the tax burden in the US shifted unfairly from the federal government to the states?
7. What should be the United Nations' response to the continuing violence in Serbia?
8. Is America failing to provide leadership in the new world order?
9. Is another military confrontation between Iraq and the western allies inevitable?
10. Could an earlier world response have prevented the current tragedy in Somalia?
11. Is Boris Yeltsin likely to lose his grip on the Russian government?
12. Should the US impose trade sanctions on China?
13. Will the latest round of talks bring the Middle East any closer to real peace?

continued growth in entries. Because the South by Southwest music festival is also scheduled for that week (March 14-20), it is important that you make hotel reservations early. You may want to include this on the agenda for your CX planning meeting. Planning meetings for CX district competition should be scheduled as soon as possible.

The only major changes in UIL speech and debate competition this year are the new categories for prose and poetry interpretation. The new categories are described in the C&CR and the revised fourth chapter of the *Prose and Poetry Handbook*. Other rule changes effective this year include a reduction in the points awarded for CX debate and a restriction on debaters observing rounds when they have been assigned a bye in district, regional, or state competition.

The Legislative Council will meet in October to hear proposals for changes in UIL rules or contests. If you are interested in speaking or submitting a written concern concerning speech or debate, please contact my office. A brief opinion survey was included in the information packet will mail to all high schools. These are addressed generically to 'Speech or Debate Coach' and if you haven't received it check with your principal or mail distribution personnel. The survey results will be presented to the council, and your opinion is important.

At each SuperConference we've scheduled an informal session for speech coaches, where specific questions and concerns can be addressed. Hope to see you there. Best wishes for a great

Challenge ready writers to think critically, creatively

• Continued from page 7

process together. Practice reading past contest prompts, make meaning of them, and generate possible theses for them. Practice elaborating through connections with literature, current events, history, the media. Help ready writers find their own "voice." (See *English Journal*, December 1991, for two excellent articles on helping students develop style — Brian W. Ford's "Essays of the Act of the Mind: Authentic Voices in Student Writing" and Elaine Murphy's "Whomp! Real Voice in College Admission Essays.")

Challenge your ready writers to read good

books. The National Council of Teachers of English publishes *Books for You* (1988), and Advanced Placement offers wonderful lists of both classical and current authors. Provide copies of Bill Moyers' *A World of Ideas I and II* (Doubleday, 1989 and 1990) so your ready writers can read interviews with some of the "most outstanding minds of our time — poets and physicists, historians and novelists, doctors and philosophers." Encourage your ready writers to become experts themselves about a topic or two. Have them keep "reading journals" and share them. Take your contestants to practice meets and/or hold a practice meet at your school. Then together analyze

and evaluate what they experience in the two-hour time frame of the contest.

You and your ready writers will learn and grow by thinking creatively and critically, solving problems, making decisions, responding appropriately to unanticipated situations. And working cooperatively means more success for all.

I look forward to working and learning with you at the SuperConferences. Veteran coaches — bring your suggestions on helpful books and techniques. New coaches bring your questions and concerns. Veteran and new ready writers do the same thing. Together we can "orchestrate" our efforts in aiming for Austin in May 1993.

Task force envisions changes to Texas high schools

Graduates of Texas high schools will be members of increasingly challenging state and global communities. To ensure that their graduates succeed, the state's high schools will become places where students work toward clear postsecondary goals, aided by educators who hold the highest expectations for all students and communities that provide extensive support for

their schools. Administrative, legislative, and private sector actions will provide critical support in helping schools prepare the productive Texans who will carry the state through the coming century.

Such is the vision developed by the Task Force on High School Education. Appointed by the Chairman of the State Board of Education in

January, this task force included members of the State Board of Education, representatives of state government, and appointees from organizations representing parents, high school teachers, counselors, and principals, district administrators, local school boards, higher education faculty, and the business community (see attached list of task force

✓ Turn to Task Force, page 11

LeClerc

• Continued from page 7

director and a longtime friend and colleague said. "She updated the ready writing contest, bringing it into line with current classroom standards. In addition, her sessions at UIL activities conferences were always insightful and substantial, without being ponderous or didactic. She sold a lot of kids and teachers on ready writing through the force of her personality, her sense of humor and her charm, as well as her uncompromised dedication to the importance of writing in schools."

LeClerc, who teaches writing courses at the UT Law School, cites travel to four UIL SuperConferences per year as a problem for her at this juncture in her life.

"For the next several years I need to be at home with two junior high children," she said, but added, "I may be able to help UIL again once my children learn to drive and become more independent."

Karen Werkenthin will continue as co-director.

Developing a coaching philosophy

When developing a coaching philosophy, a tough decision to be made is the importance you place on winning. To decide that winning is less important than student-athlete development is one thing, but to walk the walk and truly make decisions to reflect this is another.

It is easy to say that striving to win is more important than winning, but in the heat of the moment, or even during the course of the season, do you play only your best athletes or athletes that are injured or do you scream at your athletes who have erred when trying to perform? If so, you're probably not acting in the best interest of all your students.

Society in general and communities specifically place a lot of emphasis on winning. Look around, we award those who win. When has a Coach-of-the-Year ever been a coach with a .500 season?

On the other hand, we say that sports are very important, they enhance the development of the student. We maintain that sports are an extension of the classroom, to help develop leadership skills, build character, build a team concept and stress the importance of discipline. Good coaches are master teachers, but they are sometimes evaluated on their win-loss record, not what they have brought to the team, or how they developed the students on the team.

With the start of a new school year, take a minute to evaluate your philosophy. If you place winning ahead of all else, regardless of the price, you need to change. Rainer Martin, PhD, suggests that coaches adopt a simple objective: Athletes first, winning second. This means that every decision made and every behavior displayed should



Gina Mazzolini

reflect first what is best for your athletes and second what may improve the athletes or the team's chances of winning.

The objective of athletes first, winning second does not mean winning is unimportant. Martin states that the immediate short-term objective of any contest is to win. Every coach and athlete should have the objective of striving to win within the rules of the game. Michael Novak in *Joy of Sports* states that to play sports without striving to win is to be a dishonest competitor. Striving to win is essential to enjoyable competition.

A study done by the Michigan Youth Sports Institute looked into why kids participate and why they drop out. The study shows that kids will continue to participate as long as they're having fun. Fun or enjoyment comes from many aspects of participation. One of the areas mentioned was from personal satisfaction that comes with professional proficiency. "Kids don't mind working hard and competing as long as they are achieving success." With this in mind I'll share some conclusions from the study:

■ "TRUTHS" ABOUT CHILDREN AND SPORTS

The study underlines a number of truths about children and sports that have been identified in other research:

1. Fun is pivotal; if it's not "fun", young people won't play a sport.
2. Skill development is a crucial aspect of fun; it is more important than winning, even among the best athletes.
3. The most rewarding challenges of sports are those that lead to self-knowledge.
4. Intrinsic rewards (self-knowledge that grows out of self-competition) are more important in creating lifetime athletes than are extrinsic rewards (victory or attention from others).

■ FOR LEADERS: Superintendents, Principals, Athletic Directors

- Choose staff members who understand the "truths" about young people and sports.
- Design activities that ensure enjoyment—that balance challenge and skill so that boredom and anxiety can be avoided.
- Recognize that what constitutes fun varies with the age and skill levels of the participants.
- Help parents become part of the team, not critics.
- Develop definitions of success that are not based solely on winning.

■ FOR COACHES:

- Become a communicator (a listener and a giver of feedback).
- Recognize the needs of your kids, and balance your needs with theirs.
- Develop perspective: Remember what you were like at their age, and what you could do then; don't judge the kids by what you can do now.

• Remember the "truths", and plan activities with them in mind.

• Seek out workshops and educational programs that teach not only sports-related skills, but also communication and interpersonal skills that will help you work with parents and get the most out of your kids.

• Try to work with parents and make them part of the team, rather than viewing them as critics to be avoided.

■ FOR PARENTS:

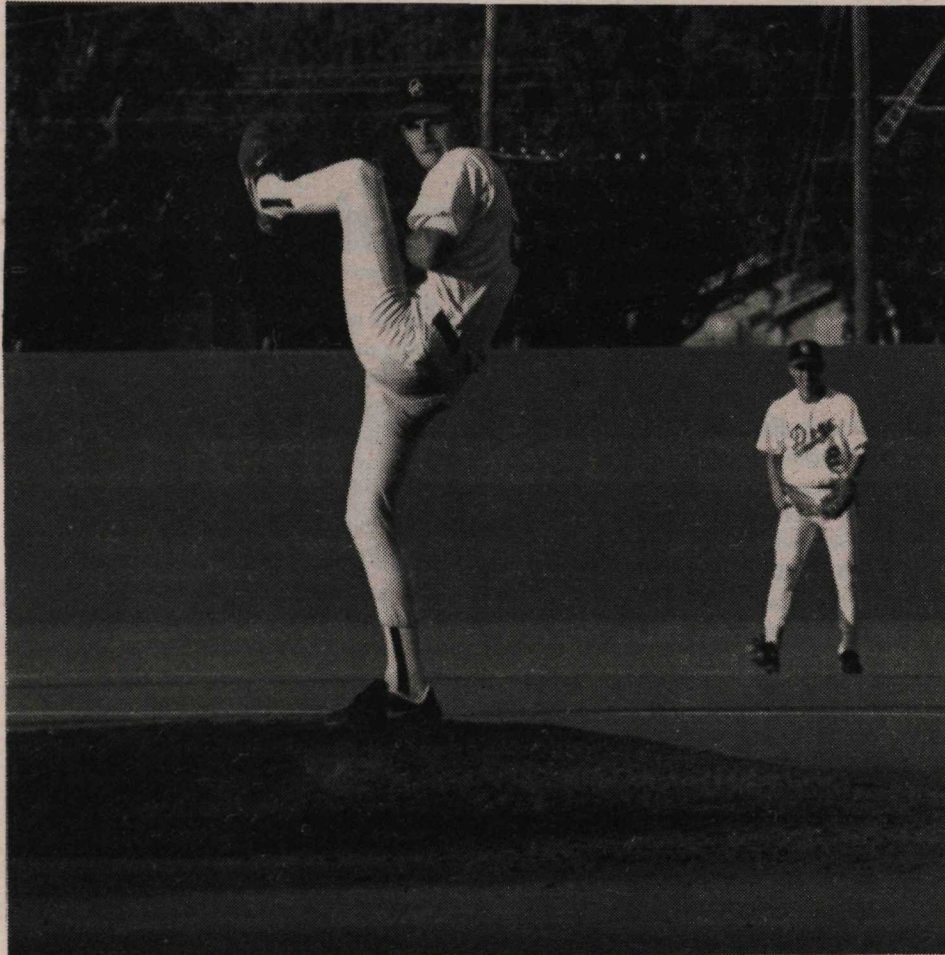
• Remember the "truths" and talk to your children with them in mind. (after a game, ask about "fun", "skill improvement" and "learning experiences".)

• See yourself as part of the team and supportive of the coach; avoid setting up a conflict in your child's mind between his or her parents and coaches. If you want to affect the coaching, volunteer to help.

• Develop perspective: Remember what you could do at your children's age; don't judge them by what you can do now.

• Develop an understanding of what your child wants from sports—not all children want the same things. Determine if he or she wants to be involved at all.

With this in mind, I wish everyone a successful season. Coaches, thank you in advance for all you will do for the student-athletes in the State of Texas. Without you folks, students would not experience all the positive, educational moments associated with activities. We know you put in long, hard days and believe it or not, you're very much appreciated.



ALL WOUND UP. Queen City's Klark Reynolds struck out eight and gave up only six hits in leading the Bulldogs to a 4-3 win over Bellville in the 3A finals. Reynolds finished the year 12-2, and the 'Dogs took the state crown with a 24-7 mark.

Valley Mills, Robstown repeat as state baseball champions

Valley Mills and Robstown are both quietly being associated with the "D" word these days. As in "Dynasty."

The Eagles of Valley Mills won the school's second straight Class 1A state baseball title while the Cotton Pickers of Robstown also satisfied the thirst of the hardball-crazed community with their repeat performance in Class 4A at the 1992 UIL State Baseball Championships last June in Austin.

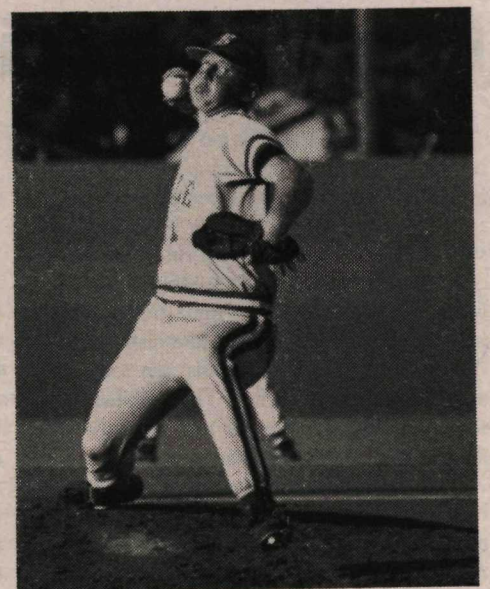
Shiner in Class 2A, Queen City in Class 3A and Freeport Brazoswood in Class 5A also won state baseball championships.

Valley Mills shut-out Detroit 6-0 in the semifinal round and posted a 9-4 win over Flatonia as they had their entire infield and one outfielder named to the all-tournament team.

Robstown, playing in front of a sea of red and white at Disch-Falk Field both days, recorded a 8-4 victory over Big Spring in the semifinals and a 10-1 decision over Bridge City for its second state crown in five trips.

Freeport Brazoswood won its first state title in 1984 and added yet another one with wins over El Paso Coronado in the semifinals (10-0) and South San Antonio (5-1).

In only two trips to Austin and the state baseball tournament, the Comanches of Shiner have made both visits count with state championships. Shiner posted a 3-0 blanking of Holliday in the semifinals and a 5-4 victory over China



CHEEKY. A Bellville pitcher blows them down, on a day when the temperature on the field at Disch-Falk Field soared past 100 degrees.

Springs in the finals.

Queen City lost in last year's state Class 3A finals and remembered that taste so well that the Bulldogs did not want to do it again. Queen City won the state crown with a 6-5 win over Graham and a 4-3 victory over Bellville.

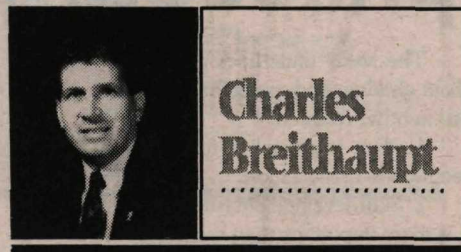
Promote the key pieces of the puzzle

'We are entrusted with God's special gift — the children of Texas'

The summer has slipped quietly past, school has started all across the state and activities are in full swing. Before more time passes I would like to reflect on my appointment in June as Assistant Athletic Director, and share with you some of my background, experiences and philosophy.

After spending 17 years in public education, it is exciting to be part of the greatest organization of interscholastic competition in the world. Starting out as a junior high boys and girls coach, involved with football, basketball, baseball and track, allowed me to understand the fundamental approach to competition. My career was enhanced after serving on the high school level as an assistant in the aforementioned sports in both 3A and 5A classifications. Teaching history and English gave me a deeper appreciation of the abilities of students and the importance of the academic arena. Serving as an athletic director, assistant principal and principal taught me the significance of organization and learning to work with a variety of people. My short tenure on a local school board provided me with insight into the overall spectrum of education, particularly in the financial scheme of things. All of these diverse experiences have given me a broad overview of the problems facing many in the public schools.

While winning a state championship in basketball in 1991, I felt I had reached the ultimate reward in coaching. However, while trying to repeat in 1992, only to be met with a disappointing loss in the regional finals, I understand more clearly the words of USA Olympic Women's Basketball Coach Theresa Greutz. She wrote on the blackboard, following her team's devastating loss to the Unified Team in the semifinals, the following words: "Sometimes God's greatest gifts



Charles Breithaupt

are his refusals." These words strike me solidly as I remember all the work and preparation that these young athletes endured over the years. Truly my greatest memories are not the trophies, medals, and accolades. The greatest memories are of the effort and attempts at success. Therein lies the real reason we coach, direct, or participate. It is the preparation and the attempt that matters most.

James Michener in his book *The Fires of Spring* wrote, "The game was sheer magic. Many words are wasted about high school athletics: body building, character formation, sportsmanship. Rarely do sports achieve these flowery ends, but what they do achieve is something even finer. They help boys find a place in society, especially boys who might otherwise live on the fringes of the world." While Michener wrote specifically about boys and athletics, the same can be said for girls and for music and academic competition. Personally I believe that competition does build character and for the most part, we do foster good sportsmanship. However, it is important that administrators, coaches and directors continue to strive to promote these key pieces to the overall puzzle.

Often times we look upon rules with disdain. We complain about the absurdity and lack of common sense surrounding a particular piece of legislation. Yet, many times we fail to apply the rule to the entire state and student population. A rule that might seem asinine in one section of the state could be absolutely necessary in order to create fair competition in another.

Breithaupt joins UIL staff, brings wide range of experiences to assistant AD's position

Charles Breithaupt, principal at Hardin-Jefferson High School in Sour Lake, has been named assistant athletic director at the University Interscholastic League.

"Charles has served with distinction as a teacher, coach and administrator as well as serving on the board of trustees," said Marshall. "He brings valuable experience and an outstanding record in public school service to the UIL."

His primary responsibilities with the League will include serving as tournament directors for the state boys golf, basketball and baseball tournaments, and handling waivers.

Breithaupt (pronounced BRIGHT-up), a graduate of Buna High School, has served as a football coach (10 years), yearbook adviser, UIL academic event sponsor, track

& field coach and basketball coach.

Breithaupt led Hardin-Jefferson to the AAA Boys' basketball state championship in 1991 with a 37-1 record. He was named the Texas Association of Basketball Coaches Coach of the Year, and the Greater Houston Area and District 23AAA Coach of the Year.

In 14 seasons as a head coach at Beaumont West Brook High School and Hardin-Jefferson High School (boys' and girls'), Breithaupt fashioned a 392-92 record and 14 district championships.

Breithaupt, 38, holds both Bachelor and Master of Science degrees from Lamar University in Beaumont and has been admitted to candidacy in the doctoral program at Texas A&M University.

It is a good time for us to focus on the objectives of the League. These are:

- (a) to enhance the student's educational experience;
- (b) to prepare them for citizenship by providing interschool competition among the public elementary and secondary schools in Texas; and
- (c) to establish rules and procedures for sanctioning and conducting interscholastic competition, including rules providing penalties for rules violations by school district personnel, that are consistent with rules of the State Board of Education.

It has been the goal of every director of the League since 1910 to insure that these objectives

are met. The baton of integrity has been passed from Shurter to Bedichek to Kidd to Williams and now to Dr. Marshall. Each of these outstanding directors have made their marks in a distinctive, positive manner that has benefitted all member schools.

Coaches, directors, and administrators of member schools have a unique opportunity to see that these objectives are met as well. What a special task we all have. We are entrusted with God's special gift, the children of the State of Texas. The UIL has adopted the motto "Making a World of Difference". It is my hope that as we engage in competition in the 1992-93 school year that we all make a difference in the lives of the student-athletes of Texas.

Possible addition of softball receiving mixed reviews

The anticipated addition of softball as the newest UIL state championship sport is meeting frowns and smiles from member schools.

The introduction of the softball playoff structure has come under criticism for being long overdue. We would hate for schools to think that we still operate under the same needs as were present during the "Coolidge" administration. On the other hand, the League is also sometimes accused of moving too fast. The introduction of soccer in 1983 was the last new sport that was added to the state playoff structure.

As participation of student athletes in softball increases, schools are looking for consistent restrictions that allow equitable competition. According to the National Federation of State High School Associations "Summary Report", fastpitch softball ranked 4th on the list of the 10 most popular sports. In 1991, 8,867 schools offered fastpitch softball, with approximately 219, 464 student athletes participating at the high school



Cynthia Doyle

level. Softball is one of only four sports reflecting an annual increase in participation since 1989.

Many districts welcome a new team sport during the spring season. Schools hope that softball will appeal to players on summer league teams, as well as students experiencing fastpitch play through physical education classes. Unlike soccer, most schools have a talent pool of student that have limited to advanced experience.

Coaches of spring sports prefer a fall softball season. With volleyball as a fall team sport,

administrators seem to favor a spring season. The tentative UIL schedule reflects a spring season.

February 15 - First day to practice or scrimmage

February 22 - First day to play a game (Playoff dates pending)

Many non-school softball patrons are concerned about a conflict between UIL and non-school competition. Some administrators are concerned with school athletic budgets. A few coaches are concerned with "sharing of athletes" between spring sports. All have valid concerns that should be discussed and worked out within the district, so that the focus of implementation is how the program can meet the needs of the athletes and the needs of the school community.

As the date for the softball acceptance draws near, we are open to input and ideas that best reflect the needs of participating schools. Schools and communities eagerly anticipate the adornment that surrounds a state high school championship.

If softball is adopted, we hope that the schools is the entity that offers a positive reception for another student-centered learning experience. Our survey/acceptance form will be mailed in September. This form should be returned by October 1, 1992 for placement in our initial alignment for 1992-93 softball. Pending SBOE approval, the alignment will be released in January.

■ SWIMMING

Swimming in Texas is as well respected among swim fans as football is among football fans. Many of our outstanding individuals and teams will receive recognition, but only one will have the distinction of being a national record holder for this year. Wyatt Russo's performance at the 1992 State Swimming and Diving Championships in Austin is a national record. Sports record books for this and other outstanding performances are available through the National Federation of State High School Associations (816/464-5400).

Mazzolini to be inducted into CMU Hall of Fame

UIL assistant athletic director Gina Mazzolini will be inducted September 26 into the Central Michigan University Athletic Hall of Fame.

A two-sport standout for the Chippewas, Gina played volleyball and basketball from 1974-78, and still ranks third in career blocks. She led CMU to

its first state title in 1976-77 with a 42-9 window.. Her 988 career points is still tied for 10th best while her career scoring average (11.36) is eighth, career

rebounds (888) is fourth and career rebound average (10.48) is second.

Gina joined the UIL in September, 1982.

Wilson extends UIL partnership

Dave Terre, Southwest Regional Manager for Wilson Sporting Goods, recently offered the UIL a one-year extension to Wilson's current three-year agreement as the exclusive supplier of UIL state championship game balls in Football, Tennis, Basketball, Golf and Baseball.

Under the current three-year agreement, Wilson donates \$10,000 yearly to the Texas Interscholastic League Foundation, the UIL's scholarship arm. The addition of a fourth year will guarantee ten additional student/athletes a \$1000 scholarship opportunity. Students who participate in the sponsored athletic events and the UIL Academic State Meet during their senior year are eligible for the ten \$1,000 Wilson scholarships.

Another integral part of the Wilson agreement is the donation of game balls for the football, tennis, basketball, golf and baseball state championships, as well as the regional basketball championships. Participating schools in these tournaments will be entitled to keep this equipment for school use following tournament play. In conjunction with these state championship events, Wilson has initiated the first-ever Most Valuable Player Award in both Girls' and Boys' Basketball, and serves as co-host to the state championship hospitality receptions held for coaches and officials.

Inquiries regarding Wilson's involvement with the UIL should be directed to Dave Terre @ 214-991-3801.

Mikasa Sports enters year two

Mikasa Sports, the exclusive supplier of UIL state championship game balls in volleyball and soccer, is entering into the second year of their three year agreement as an official UIL sponsor. Mikasa is providing financial support to the event budgets, offering five \$500 scholarships to participants in the sponsored sports and the Academic State Meet, and hosting the hospitality receptions for officials and coaches at the state volleyball and soccer tournaments.

Last year, for the first time ever, Mikasa presented Most Valuable Player Awards to a select few deserving and impressive athletes at the volleyball and soccer championships. These awards will continue to be awarded by Mikasa throughout their sponsorship period. Inquiries regarding Mikasa's products and services should be directed to Tim McGinty @ 214-343-0071.



HSE assistant general manager Jon Heidtke (second from left) addresses the media at the August 4 press conference in Dallas, announcing Alamo High School Extra, a weekly show spotlighting Texas High School Football on HSE. Joining Heidtke at the head table are (l-r) Alamo Rent A Car Director of Corporate Sponsorships Marc Cannon, and UIL public information director Peter Contreras. The show's host will be Craig Way of Dallas radio station KRLL.

Alamo Rent A Car joins as UIL partner

UIL, Alamo, HSE launch weekly program showcasing scholar/athletes

Alamo Rent A Car President Charles Platt recently announced a Texas initiative to provide recognition to students and schools, funding for University Interscholastic League activities, as well as special rental car rates for Texas educators and families.

Platt, himself a former high school football player, understands the interaction between academics and sports. "Many times athletic involvement brings an improvement to a young person's academic achievement," says Platt. "Alamo knows the importance of encouraging success and rewarding effort, especially when it comes from our youngsters," he adds.

As part of the company's statewide initiative, Texans requesting Rate Code "TO" when reserving an Alamo Rent A Car will receive a 20 percent discount off the newly-established UIL membership base rates, effective now through the end of August 1993. Or, if traveling on a weekend, Texans may request Rate Code "TM" and receive a rate of just \$16 a day in Texas for a Chevy Beretta. As a unique spillover element of this program, Alamo Rent A Car will rebate 5 percent of the

rental revenues to the University Interscholastic League's scholarship arm, the Texas Interscholastic League Foundation (TILF), when renters provide UIL account number 252660. This UIL rate is available not only to UIL member school faculty and staff, but also to the parents of the over three million students of UIL member schools. These rentals could lead to a dramatic increase in scholarships for those college-bound graduates who participated in UIL academic, athletic and cultural competitions.

In addition to the UIL rate plan, the nation's fifth largest car rental company has formed the Alamo Scholar/Athlete of the Week program, developed in conjunction with the UIL and Home Sports Entertainment (HSE), which was launched at the beginning of this year's football season.

Each week a scholar/athlete is selected from one of five regions in the state. The selected player's high school receives a \$500 scholarship donation and a commemorative plaque from Alamo Rent A Car. Being chosen as an Alamo Scholar/Athlete of the Week will bring statewide recognition to the young person and his school on

HSE's Alamo High School Extra television program. Scholar/Athlete of the Week segments will begin airing September 9th on *Alamo High School Extra* and can be seen every week, Wednesday (6:30 p.m.) and Friday (4:00 p.m.), on cable systems throughout Texas that offer HSE programming.

For an 18 week period, players will be selected from five regions by a committee consisting of newspaper, radio and television sports writers who cover high school sports in Texas. A committee within the school — usually composed of the principal, teachers and coaches — will help identify the player to be honored who excels in both scholastics and athletics. The Alamo Scholar/Athlete of the Week program will run into next year, with the last televised youth profile airing Friday, January 8th, 1993.

Further information on *Alamo High School Extra* may be obtained by phoning Jeff Watts Productions at 214-647-8355. To reserve an Alamo Rent A Car, call Alamo at 1-800-354-2322 and request Rate Code "TO" or "TM" and the UIL account number 252660.

Task force

• Continued from page 8

members). The task force was to examine the state of high school education in Texas and to recommend policies and programs to ensure that all Texas students achieve their postsecondary goals.

The consensus developed by the task force is expressed in a policy on high school education — a policy adopted by the State Board of Education in July. The task force report, due to be published in October, will include specific recommendations for different levels of the education enterprise

including the classroom, campus, school district, education service centers, institutions of higher education, Texas Education Agency, State Board of Education, and Legislature.

The task force challenges all levels of the education enterprise to focus on the high school's primary academic mission and calls on the business and higher education communities to help high schools identify the proficiencies that will ensure success in the coming century. It envisions high schools as communities of learning — communities where both students and staff are engaged in intellectual growth.

To combat the anonymity of today's high schools and to make explicit the links between academic achievement and postsecondary goals, the task force recommends that each student be paired with a teacher who will advise the student on both academic planning and other matters throughout high school. At the beginning of the student's high school career, the student develops an individual education plan in consultation with family members and this teacher.

Recognizing the strains that this recommendation would place on current organizational and staffing features of Texas high schools, the task

force recommends that the high school's daily schedule be wholly instructional in design and content and flexible enough to accommodate the diverse instructional and personal needs of students. Since teachers' professional responsibilities will expand under these recommendations, the task force also recommends that classroom teachers have longer contracts, receive better pay, and exercise more direct control over planning for professional development.

For more information, contact David Jacob, Policy, Planning and Evaluation, TEA, 1701 North Congress, Austin, TX 78701 or call 512/463-9701.

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

Official notices

MINEOLA HS

Mr. Dwight Thomas, baseball coach of Mineola High School, has been issued a public reprimand, placed on probation through April 1, 1993, and upheld the superintendent's action of suspending Coach Thomas from the first three games of the 1991-92 season, for violation of the baseball practice starting date and Sunday workouts.

BANQUETE HS

The State Executive Committee issued a public reprimand to Mr. Rick Wallace, assistant football coach of Banquete High School, placed him on probation through April 1, 1993, and suspended him from the first home game of the 1992-93 football season, for violation of Section 1201 (b) (3).

MOTLEY COUNTY HS

Motley County High School has been issued a public reprimand and placed on probation through April 1, 1993, for violation of the Athletic Code. In addition, a plan to educate fans and students on appropriate conduct must be developed and submitted to the League office. Mr. Tony Raffaele, basketball coach, Motley County High School, has been issued a public reprimand and placed on probation through April 1, 1993, for violation of Section 1201 (b) (3).

GONZALES ISD

Mr. Victor Salazar, basketball coach, Gonzales High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended from two district games (including a prohibition from scouting), for violation of Section 1206 (3) (i). The boys' basketball team was required to forfeit one game.

LINGLEVILLE ISD

Mr. Randy Parks, basketball coach of Lingleville High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended from three games of the 1991-92 season, for violation of Sections 1201 (b) (3) and 1200 (h). In addition, a student representative of Lingleville High School has been suspended from three basketball games (one of which has been served and two to be served during the 1992-93 basketball season), and suspended from all athletic activities for the remainder of the 1991-92 school year.

HOOKS ISD

The State Executive Committee issued a public reprimand to Coach Marty Renner of Hooks High School, placed him on probation through February 5, 1994, and suspended him from three basketball games of the 1991-92 season. As a condition of probation, Mr. Renner is required to arrange a meeting between administrators, coaches and officials to develop a plan to prevent future incidents of unsportsmanlike conduct and report on the plan to the UIL office by July 1, 1992.

WESLACO ISD

Mr. Larry King, basketball coach, Weslaco High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for two games during the 1991-92 season. Mr. Dave Brown, Weslaco High School basketball coach, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for the last three games of the 1991-92 season.

MARBLE FALLS ISD

Mr. Larry Berkman, basketball coach, Marble Falls High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended for two basketball games of the 1991-92 season.

SAVOY ISD

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

DECATUR ISD

The District 9AAA Executive Committee issued a public reprimand to Decatur High School and extended the probation on the boys' basketball program through the 1992-93 school year.

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 AAAAA 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.

BRENNHAM ISD

Brenham High School has been issued a public reprimand and placed on probation in football through October 1, 1992, for violation of the Athletic Code.

LYFORD ISD

Mr. Alberto Garcia, football coach, Lyford High School, has been issued a public reprimand and placed on probation through October 1, 1992, for violation of the Athletic Code.

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 required that:

- (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.

DONNA HS

Coach Richard Badillo, Donna High School, has been given a public reprimand and placed on probation through November 11, 1992, for unsportsmanlike conduct, in accordance with Section 1208 (h).

WILMER-HUTCHINS HS

The State Executive Committee issued a public reprimand to Wilmer-Hutchins High School and placed the school on probation in One-Act Play through November 11, 1992, for violation of Section 1033 (b) (6) (B), failure to participate.

IOWA PARK HS

Iowa Park High School Coach Lucky Gamble has been suspended from one varsity football game, issued a public reprimand, and placed on probation in football through November 11, 1992, for violation of the Sunday practice rule. The penalty was assessed by the State Executive Committee.

STAFFORD HS

The State Executive Committee issued a public reprimand to Stafford High School and placed the school on probation through November 11, 1992, for violation of the Athletic Code.

EL PASO AUSTIN HS

The State Executive Committee issued a public reprimand to Mr. Hampton Hunt and Mr. Brent McCuiston, coaches at El Paso Austin High School, for violation of the athletic code, and placed both coaches on probation through November 11, 1992.

WEST ORANGE-STARK HS

The State Executive Committee issued a public reprimand to Coach Dan Hooks, West Orange Stark High School, for violation of the Athletic Code. He is on probation in

football through November 11, 1992. The committee upheld the actions of the school district in suspending him from two varsity football games.

ACADEMY HS

The State Executive Committee supported the actions of the District 26 AA Executive Committee by issuing a public reprimand to Academy High School and placing the school on probation through January 14, 1993, for violating football practice regulations. Coach Jerry Kindred of Academy High School was also issued a public reprimand and placed on probation through January 14, 1993 for the violation.

OAKWOOD HS

A public reprimand was issued to Oakwood High School and the school was placed on probation through January 14, 1993, for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

ARLINGTON HOUSTON HS

Houston High School in Arlington was issued a public reprimand by the State Executive Committee for violation of the Athletic Code. Coach Ken Oze was issued a public reprimand and placed on probation through January 14, 1993 for violation of the Athletic Code.

CHILICOTHE HS

The State Executive Committee issued a public reprimand to Coach Roy Martinez of Chillicothe High School and placed him on probation through January 14, 1993, for violation of the Athletic Code. The Superintendent was commended for the swift disciplinary action taken by the administration.

SAN ANTONIO HIGHLANDS

The State Executive Committee suspended Mr. Gary Clark of San Antonio Highlands High School from coaching any UIL activity or being involved in UIL activities in any way, including scouting, through February 26, 1994, for knowingly playing an ineligible player. San Antonio Highlands High School was issued a public reprimand and placed on probation through February 26, 1993, and required to develop and submit a plan to the UIL to educate coaches and avoid this type of situation.

TULOSO-MIDWAY HS

The State Executive Committee issued a public reprimand to Mr. Bobby Craig, Coach, Tuloso-Midway High School, for violation of the Athletic Code, and put him on probation through February 26, 1993. A condition of probation is that he is responsible for personally writing to basketball coaches and administrators in his area asking them to attend the first meeting of the basketball officials association, and to attend the first three meetings himself.

WESLACO ISD

The State Executive Committee issued a public reprimand to Coach Dave Anders of Weslaco High School, and upheld the suspension given to him by the school district which prohibited him from coaching any of the remaining basketball games of the 1991-92 season. The Weslaco ISD basketball coaching staff is required to attend the first three meetings of the officials association next fall, and to personally write coaches and administrators in their area explaining that there have been problems between officials and coaches and inviting them to attend these meetings.

HIDALGO ISD

The State Executive Committee issued a public reprimand to Coach Henry Paige of Hidalgo and placed him on probation through February 26, 1993 for violation of the Athletic Code.

CSJET-APPROVED PROGRAMS FOR FOREIGN EXCHANGE STUDENTS

Academic Adventures in America; Academic and Cultural Exchange; Adventures in Real Communication; Adventures in Real Communication Year Program; AFS Intercultural Programs; and AIFS Scholarship Foundation.

Also, American Association of Teachers of German; American Heritage Asso-

ciation; American Intercultural Student Exchange; American International; Youth Student Exchange Program; Amigos de las Americas; ASPECT Foundation; ASSE International Student; and Exchange.

Also, ASSIST; AYUSA International; Center for Cultural Interchange; Children's International Summer Villages; CIEE School Partners Abroad; Creative Response; Cultural Academic Student Exchange; Cultural Homestay International; EF Educational Foundation for Foreign Study; Educational Resource Development Trust; and The Experiment in International Living.

Also, Foreign Links Around the Globe; Foreign Study League; The Foundation for International Understanding; Friends in the West; Fulbright Gesellschaft; German-American Partnership Program; Iberoamerican Cultural Exchange Program; Intercambio Internacional; International 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; Japan Exchange Services; Legacy International; Nacel Cultural Exchange; NASSP, School Partnerships International and National 4-H Council.

Also, National FFA Program; Open Door Student Exchange; PACE Institute International; Pacific Intercultural Exchange; People to People High School Student Ambassador Program; A Presidential Classroom for Young Americans; Program of Academic Exchange; Rotary International Youth Exchange and School Year Abroad.

Also, Spanish Heritage-Herencia Espanola; Student Travel Schools; WEST Programs; Wo International - Punahou School; World Educational Services Foundation; World Experience; Youth Exchange Service; Youth for Understanding

AUSTIN ANDERSON

Austin Anderson High School Baseball Coach Jim Tompkins was issued a public reprimand by the State Executive Committee for failure to list students on an eligibility list prior to allowing them to participate in a varsity contest.

BANQUETE HS

The State Executive Committee issued a public reprimand to Mr. John Hilliard, Banquete High School Coach, and placed him on probation through May 10, 1993, for violation of the Athletic Code.

HASKELL HS

The State Executive Committee has suspended Haskell Paint Creek High School from One-Act Play competition for the 1992-93 school year for failure to participate in the One-Act Play contest.

AUSTIN JOHNSON HS

Mr. Darrell Crayton, Coach, Austin Johnson High School has been issued a public reprimand and placed on probation for the 1992-93 school year for recruiting. The State Executive Committee also issued a public reprimand to Austin Johnson High School and Austin Independent School District and put the school and the school district on probation for the 1992-93 school year for recruiting.

AMATEUR RULE

A change to the amateur rule was approved by the State Board of Education and is now in effect. The rule reads:

Section 441: Amateur Athletic Status (e) Amateur Status Regained. If a student did not realize that accepting the valuable consideration was a violation of the amateur rule, and returns the valuable consideration, within 30 days after being informed of the violation, that student may regain athletic eligibility as of the date the valuable consideration is returned. If a student fails to return it within 30 days, that student remains ineligible for one year from when he or she accepted it. During the period of time a student is in possession of valuable consideration, he or she is ineligible for all varsity athletic competition. Any games or contests in which the student participated during that time would be forfeited as the minimum penalty.

Public reprimands

The following personnel have been issued a public reprimand and placed on probation for one year in accordance with Section 1208 (h) for being ejected from a contest for unsportsmanlike conduct:

COACH, SCHOOL

★ BASKETBALL

Gerald Bennett Houston C.E. King HS
Nelda Billescas, Deer Park HS
Bobby Knotts, Dickinson HS
Richard Scofield, Sulphur Springs HS
Larry Hartwick, Colorado HS
Laura Zouzalik, Austin Lanier HS
Jay Silley, Hallsville HS
Harold Scott, Fort Worth Southwest HS
Lee Sutton, Texas City HS
Joyce Strickland, Commerce M.S.
Wayne La Mere, Flour Bluff HS
Greg Tramel, Latexo junior high coach
Terry Simpson, Lamesa HS
Ralph Fleming, Abilene Cooper HS
Pecos McDaniel, Dripping Springs HS
Lesa Cockrell, Wufkin HS
Laura Springer, Coppell HS
Jim Hardin, Itasca HS
Ron Mayo, Hamlin HS
John Fuqua, Cuero HS
Mel Dixon, San Antonio Roosevelt HS
Ramiro Portida, San Benito Miller-Jordan Jr. High School
Richard Survison, Boerne HS
Doug Duke, Gladewater HS
George Dixon, Dallas Lincoln HS
Silverio Zuniga, Brownsville Gladys Porter HS
Phillip Roybal, Wichita Falls HS
Jose A. Perez, Hebbronville HS
Stuart Beckwith, Aledo HS
Michael DeCello, Progresso HS
Donnie Lopez, San Diego HS
Robert Gill, Arlington HS
Vernon Marsh, San Antonio Southwest High School
Will Williamson, San Antonio Lee HS
Scott Isbell, Alice HS
Tom Guidry, Lancaster HS
Greg Gillis, Bremond HS
Kay Wessels, Fort Stockton MS
Tom Inman, Shepton HS
Stuart Burleson, Rocksprings HS
Jesse White, Beaumont West Brook HS
Mark Minor, Goree HS
Rene Gerbich, Southmore Int. School
Rick Walters, Pasadena HS
Nancy Whitelaw, Alief Olle MS
Tony Pinson, Daingerfield HS
David Combs, River Road HS
Jolanda Garcia, Riverside HS
Norman Thompson, Crandall HS
Renea Whitaker, Waxahachie HS
Mike Mack, James Bowie HS
Jeff Hays, Longview-Pine Tree HS
Marty Renner, Hooks HS
Larry King, Weslaco HS
Jack Flannery, LaTexo HS
Keith Meyer, Lakeview-The Colony MS
Michael Kluck, Kingsville HS
Mike Meredith, Dumas HS
Roy Rutledge, Brownfield HS
David Hastings, Churchill HS

★ BASEBALL

Marcus Cloud, Huntsville HS
Jerry Malone, Marlin HS
Dennis Theaker, Aldine MacArthur HS
Clem Mancini, Wichita Falls Rider
Mark Medina, Corpus Christi Miller HS
Robbie Surratt, Lindale HS
Mike Rodgers, Jasper HS
Rodney Fausetts, DeKalb HS
Eugene Pounds, Angleton HS
Bruce Miller, San Antonio Lee HS
Dan Easley, Klein HS
Keith Brown, New Braunfels Smithson Valley HS
Matt Webb, Lancaster HS
Mark Williams, Silsbee HS
Mike Burks, Hallsville HS
John Dudley, Lubbock Coronado HS
Willy Maxwell, Arlington Lamar HS
Rocky Manuel, Bellaire HS
John Hicks, Mesquite-Poteet HS
Gary Lauer, McAllen Memorial HS
Oran Hamilton, Dayton HS
David Locates, Nimitz HS
Pete Davis, San Marcos HS
Buster Brown, Mineral Wells HS
Rob Stamp, Irving-Nimitz HS
Pat Hernandez, South Grand Prairie HS
Dan Marotto, Seagoville HS
Bobby Arias, Venus HS
Jesse Trinidad, Hanna HS
Ross Taylor, Randall HS
Gerald Turner, Trinity HS
John Etier, Weslaco HS
Victor Garza, Mercedes HS
Randy Porter, Arlington HS
Mike Gilbert, Spring Hill HS
Rusty Franklin, Plano East HS
Calvin Ivey, Gonzales HS
Billy Cox, Brackenridge HS
Tereso Rodriguez, Austin Bowie HS
Kent Meador, Lubbock Coronado HS
Louis Lowe, Hamilton HS
Rocky Manuel, Bellaire HS

★ FOOTBALL

Galen Kaemling, Socorro HS
Larry L. Nowotny, Canyon HS
Bobby Bates, Newcastle HS
Richard Badillo, Donna HS
Barry Webb, Shelbyville HS
Rick Wallace, Banquete HS, Football

★ SOCCER

Chad Krier, Klein Forest HS
Robert Ray, Klein Forest HS
Seth Laimansigh, Houston Spring Woods High School
Gilbert Montes, Canutillo HS
Danny Bueno, New Braunfels Canyon HS
Larry Mathys, Hays Consolidated HS
Henry Ramirez, El Paso Riverside HS
Jack Whitten, Plano East HS
Mel Fields, Pasadena HS

CROSS-EXAMINATION TEAM DEBATE

Resolved: That the United States government should reduce worldwide pollution through its trade and/or aid policies.

LINCOLN-DOUGLAS DEBATE

Resolution for September through December

Resolved: That freedom of choice among public schools would better serve the interests of American society.

RESOLUTION FOR JANUARY - MAY

The second Lincoln-Douglas resolution, to be used through May, will be announced December 15, 1992 and published in the January Leaguer. It will be used for UIL district, regional, and state competition.

PICTURE MEMORY

Students in grades 4 and 5 will be responsible for the new Art Smart! Picture Memory Contest Bulletin for 1991-92 and 1992-93. The official list in the new Picture Memory Contest Bulletin for 1991-93 is the final authority. Gerard David is identified as

Flemish, and Vincent van Gogh is identified as Dutch. The nationality on these two small prints should be revised to match the official list.

ONE ACT PLAY PROBABATIONS

The State Executive Committee has placed the following schools on probation for the 1992-93 school year for failure to participate in One-Act Play competition: Dodd City High School, Goodrich High School, Houston Worthing High School, Lamesa Klondike High School, Lenora Grady High School, and Megargel High School.

ONE ACT PLAY

The last day for submitting plays NOT on the approved lists for consideration as One-Act Play Contest entries is December 21, not January 15 as listed in Section 1033(b) (7) (A) and (c) (1) (A) of the Constitution and Contest Rules. The last day for requesting additions to the set for the One-Act Play Contest is February 2, not February 14 as listed in Section 1033 (b) (7) (B) and (c) (2) (E) of the Constitution and Contest Rules.