

The Leaguer

Repeat effort

Plano rallies to win
2nd straight crown

Add another chapter to the storied history of the Plano Wildcats. Down 14-6 at the half, the Wildcats rallied for 15 points in the third quarter to defeat Houston Stratford, 28-21, and win their second consecutive Conference 5A state football championship.

In doing so, Plano rolled up its 28th consecutive victory, became only the second team to win 16 games in a single season, the first team since the 1968 Austin Reagan Raiders to win back to back titles, and only the fourth team in Texas history to win six outright state championships.

The Wildcats were led by quarterback Steve Needham, who rushed for 144 yards and two touchdowns and passed for 124 yards and another TD.

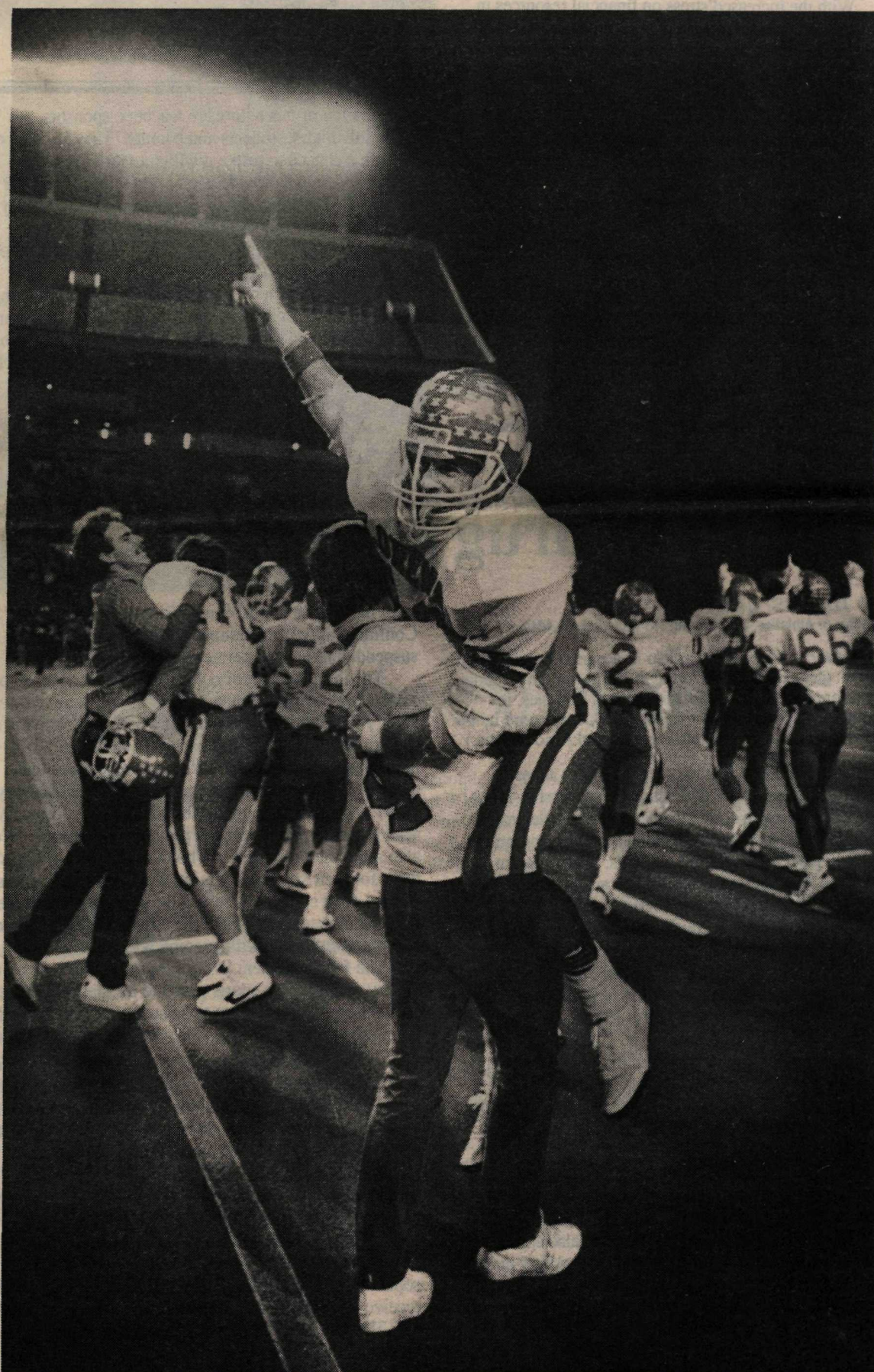
Plano wasn't the only reigning champion to defend its crown. West Orange-Stark ended Rockwall's Cinderella season, 17-7, to finish the season at 15-0. Quarterback Tremain Lewis led the Mustangs with three touchdown passes and 66 yards rushing.

In the Conference 3A finals, Cuero relied on the powerhouse running of junior Robert Strait to roll over McGregor, 14-6. Strait rushed 39 times for 213 yards, finishing the season with 3,515 yards rushing and 55 touchdowns, both conference records. In a playoff game against Smithville, Strait scored 47 points, setting a single-game conference scoring mark.

CONTINUED ON PAGE 11

JUBILATION. An underdog since the open day of the season, Lorena upset highly favored Refugio, 8-7, to win the Conference 2A state title. Here, players celebrate as a last-ditch field goal attempt by Refugio falls short.

Photo by JOHN MOORE



Evaluation crucial to program justification

Have you ever been asked to provide information concerning the effectiveness of your UIL programs or other student activities? If so, you probably understand the difficulty of doing so on other than a subjective basis or on gut level feelings.

With the increased stress on financial resources in many districts and at the state level, more questions are likely to be asked about the extracurricular activities program and its effectiveness. We will need to justify the expenditures we are making, and this justification will necessitate an improved evaluation system.

Some of the questions we need to answer are:

1. What are the goals and objectives for each specific activity?
2. What evidence is available that the goals and objectives are being met?
3. What is the extent of student participation in the program?
4. Do some students participate too much in the extracurricular activities program?
5. Is the activity program well balanced?
6. Are expenditures in each activity and the total activity program reasonable in relation to expenditures for the academic program?

Some of the people who should be involved in an



Director's viewpoint

Bailey Marshall

evaluation of this nature are teachers, sponsors, administrators, students and parents. They should be given a chance to respond without fear of reprisal. This means we must provide anonymity when asking for completed questionnaires or for interviews or surveys.

Other techniques that may be used are group discussions, description reports, observations from outside evaluators and self-evaluations.

Each year, there should be a preliminary meeting with sponsors, students and parents to outline the goals and objectives, and at the end of the year, a report by the sponsors on how well the goals/objectives were reached and such other information as:

1. number of student participants;
2. financial report;

3. major accomplishments; and
4. recommendations.

To continue to provide a strong, educational competitive program, we must show that the educational values derived are worth the costs. This is true more so today than ever before. Let's prepare now and not wait until we are asked questions we can't answer satisfactorily.

Competition assists education

University Interscholastic League interschool competition causes students, teachers, coaches and parents to work to their maximum and thus not falling victim to inertia or complacency. In competition against others, persons strive at their maximum to defeat others of similar skills and abilities. They must strive to develop their skills to the extent of their abilities. Those who fail to do so are defeated somewhere "down the line." This includes students, teachers, parents, and administrators.

Students who participate in UIL activities learn this difficult lesson of life early in their competitive years. They learn they must compete within the rules and simply perform better than their opponents. To outperform their opponents, they understand they must work to their capacity and learn all they can, keep physically fit and mentally alert. In other words they learn they can't be "satisfied" and succeed.

8 steps to drug prevention

BY DENNIS HART

Director of Athletics, Skowhegan HS Skowhegan, Maine

(Editor's Note: This article is a partial transcript of a speech given by Dennis Hart at the 17th Annual National Conference of High School Directors of Athletics, in Nashville, Tennessee, December 1986, sponsored by the National Federation of State High School Associations.)

We believe that in order for a drug abuse program for athletes to be successful, it has to fit into a comprehensive schoolwide program. We modeled our program for athletes after the program that is in place for all of our students. Our program addresses eight elements that we feel are essential to a good drug abuse prevention program.

The first element is education and awareness. Before each sport season, we conduct a drug awareness program for our coaches. We encourage coaches to discuss drug abuse with their teams on a weekly basis. We also meet with the parents before each sports season. They are shown a video presentation such as "Cocaine Drain" or "Why Say No To Drugs" and then the drug abuse policy is discussed. On a statewide basis, our coaches will participate in a training session for two days this spring. We also send one head coach to a national drug abuse workshop each year.

The second element of our drug abuse program is to set policies and procedures. To this end, we issue each coach a coach's handbook that, among other things, discusses our drug abuse policy. We are also constantly revamping our athletic code. Instead of a strictly punitive athletic code, we have tried to emphasize the help aspect in cases of drug abuse. We try to teach athletes that they must be responsible for their own actions. To this end, we have a self-referral policy that allows athletes to get help and still remain with their team. If they self-refer, they must undergo a substance abuse evaluation and then

must participate in a 10-hour awareness session. Confidentiality is maintained and they will not be suspended if they cooperate in their program.

The third element of our drug abuse program is to establish a positive climate for our athletic environment. We try to provide an environment where it is okay not to use drugs. We encourage coaches to talk openly with our athletes about drug abuse. We try to make sure that athletes don't receive mixed messages. We make every effort to get parents' support for what we are doing. We send letters to parents for our pre-season meetings. We also send letters to parents who don't show up. We ask them for their support in giving their athletes the message that we don't condone breaking the athletic code. If we think an athlete has violated the athletic code, we try to confront him in a non-threatening way.

The fourth element in our program is support groups. We try to encourage sports teams to be support groups for each other. We want them to be supportive of each other during the season as well as the post-season, when parties occur. We believe that there is strength in numbers and that it is easier to say "no" if mutual support is a reality.

The fifth element is athletic awareness. Three times a year we meet with all our athletes to discuss drug abuse. We usually have guest speakers, former athletes or recovering drug abusers at these sessions. In addition, all sophomores in our school have a three-day drug awareness program as a regular part of the school year. The sophomores are pulled from classes for three days to participate in this program. The reason we choose sophomores is because seniors are leaving, juniors can receive a follow-up and freshmen are still in transition.

The sixth element of our drug abuse program is curriculum. We are constantly giving athletes books to read. An example is Carl Eller's *Beating the Odds*.

Please turn to DRUG PROGRAM, page 6

The Leaguer

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JUDGING BY THIS. Harold Turbyfill of Bryan HS weighs all considerations in his role as judge at a string ensemble competition, held January 16 in Round Rock. The competitor is Enoch Tang of Westwood High School in Round Rock.

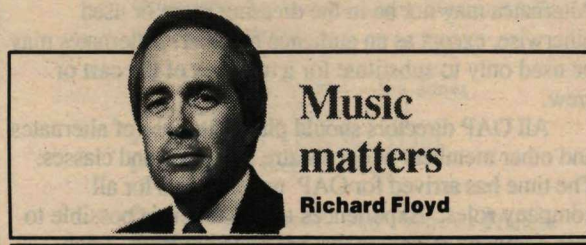
Photos by JOHN MOORE

Complications with TSSEC dates examined

The 1988 Texas State Solo and Ensemble Contest is scheduled for May 28 and 30. These dates correspond with the traditional weekend for this event; however, complications in this year's calendar will create some problems that have not existed in recent years. Everyone who plans to participate in this year's TSSEC should read the following carefully and then make plans accordingly.

The primary cause for concern stems from the fact that many school districts are extending their school year into the first week of June. Consequently, these schools will still be in session during the scheduled dates for TSSEC and it is likely that anyone from these schools assigned to perform on Monday will be missing a school day during the last week of classes. This unusual set of circumstances suggests that many more schools than in the past will want to request Saturday as their performance day. As a result it may not be possible to accommodate all requests for Saturday performance times. In order to process all entries efficiently and fairly, the following guidelines will be observed.

- All schedule requests will be processed in the order that they are received.
- Additional judges will be secured for Saturday as long as performance sites are available.
- When it is clear that no more events can be scheduled on Saturday, the remaining schools that have requested a Saturday time slot will be contacted to determine if Monday is an acceptable alternative.



Music matters
Richard Floyd

• As a last recourse, and only under the most extenuating circumstances, it may be possible to offer some Sunday afternoon performance times as a result of a new provision approved by the Legislative Council.

• Any schools requesting Saturday that cannot be scheduled on that day may accept either of these options. In cases where neither option is workable, entry forms and entry fees will be returned.

It is important to note that under these guidelines it is conceivable that a school or individual will be unable to participate in TSSEC because of the conflicts outlined above. This is not a pleasant circumstance but the complexity of the 1987-88 school calendars has left no other alternative.

Directors are encouraged to consider the following factors as they prepare their TSSEC entries.

- TSSEC Entry Packets will be mailed to all schools during early February.
- As soon as the district solo and ensemble contest is

completed, directors are encouraged to determine the maximum number of possible TSSEC participants and order additional entry forms if needed. (Use the handy order card included in the Entry Packet or call the State Office.)

• Schools not in session on Monday are urgently requested to ask for performance times for that day. In addition, other schools are encouraged to request Monday if at all possible. (Remember that schools are eligible for an exemption to the "Ten Day Rule" for competition above the district level.)

• If Saturday performance times are a high priority, plan to submit entries well in advance of the April 15th deadline. (Remember that all entries will be processed and scheduled in the order that they are received.)

• Directors requesting Saturday who wait until the April 15th deadline should prepare their students for the fact that they might not get their preferred performance day.

Finally, it must be remembered that the "No Pass - No Play" regulation will be in effect for all schools that have not completed the current school term by the scheduled contest dates. Therefore, students from these schools will find it necessary to pass all courses for the Fifth Six Weeks in order to be eligible to compete. Please call the State Office if there are any questions concerning how this regulation affects this particular contest.

Begin planning for spring meet contests

Raymond Caldwell-Kilgore, Janice Grupe-DeSoto, Sheila Hargett--San Marcos, Jim Miller-Huntsville and Stacy Schronk-TCJC-Hurst should not have been listed in November on the accredited critic judge list as needing recertification. I trust these critics will accept my personal apology for our failure to delete the marking after they attended the necessary renewal workshop.

I should also let this column serve as official notification that the Region III, Conference AAA one-act play contest will be hosted at Sam Houston State University and managed by Maureen McIntyre. OAP directors, contest managers and administrators of districts 17-24 AAA should make this correction on their one-act play entries list.

The leasing department at Samuel French is working hard to obtain approval from individual playwrights to allow "scenes from" in UIL. This is a major shift in their operation. The basic policy is still the same, but the opportunity for an individual request now exists. Many playwrights have given blanket approval and others have given approval of individual works.

Samuel French must deal with each request individually, but tentative approval has been obtained for the works of Capek, Shaw, Kelly, Barrie, O'Casey, Wilde, Wingate, Norfolk, Eliot, Masters, Reach, Stoppard, Ansley, Carmichael, Robin Shaw, Coward, Archibald, Brecht, (Eric Bentley) and many individual works. Most of the classics are available and many of the individual plays from the long play list may be used. *Charley's Aunt* may be done with full royalty. *Dark of the Moon* has now been cleared.

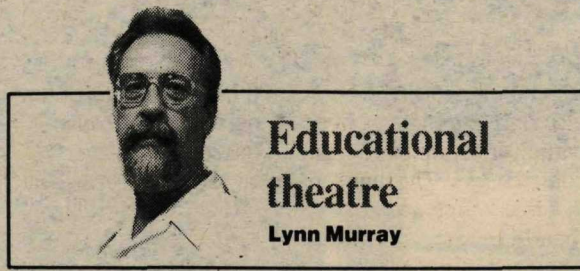
SURPRISE! SURPRISE!

Greater Tuna may now be requested for Texas only, thanks to the intervention of Jaston Williams. Since the deadline for approval passed prior to this notice, approvals of this script will be extended until February 14.

You may make individual requests about plays by calling the leasing department at Samuel French. Maxwell Anderson, William Saroyan, Edward Albee and Woody Allen scripts, along with *The Deviners*, will not be available for UIL. Good luck with Samuel French. I can only tell you they are trying.

The deadline for additions to the basic set is February 14. Furniture items do not require approval as an addition to the basic set. You may use the two 4'x4' and the two 4'x8' platforms (total 4) of the unit set. You may not cover unit set platforms with anything, unless you have approval. A rug is a prop and is not considered a "covering" for platforms. You may not cover the open sides of unit set platforms, even with a rug. You cannot generally get approval for platforms in addition to those available in the unit set. Platforms and step units requested as additions to the basic set are disapproved; unless they fit the, "without which the approved play cannot be produced," requirement. Lighting equipment is not approved as an addition to the basic set, unless it is small, portable, easily shiftable, controllable by company, used from floor level and is basic acting area lighting or a special essential to the script.

You may stack the unit set elements in any fashion, so long as it is safe and the units are not damaged. Unit set pylons should be weighted when used vertically. Devices other than unit set elements may not be used to elevate the unit set. Platforms, steps or ramps may not be used upside-down, backwards or on end without



**Educational
theatre**

Lynn Murray

approval. Parts of the unit set elements may not be used separately. The platform base must be used with the top. You may not use tacks, pins, nails, screws or tape on unit set elements.

Standard stage doors or windows are not elements of the unit set. They may be part of the "basic set" at the contest site and you may hang curtains from them or use nails, screws, etc. to make attachments. "Basic set" refers to all the equipment, drapery, standard stage doors, etc. "Unit set" refers only to the gray modular set of building block type scenery listed on page 77 of the *Handbook for One-Act Play*, 10th Edition and does not include standard doors and windows.

Unit set elements must be built to the basic specifications in the OAP *Handbook*, 10th Edition. Pylons must be open on one side. Pylons may not be built out of plywood. Unit set flats must be covered on both sides and have double action hinges. Pylons may be used as platforms. The front of each pylon must have a 1/4" plywood cap before it is covered with canvas on three sides. Any type unbleached muslin or canvas may be used to cover unit set elements. The better the quality, the longer they last. 1"x3" white pine may be created by ripping 1"x12"s in four equal strips. Approvals are required annually for scripts not on the approved lists and for all scenic additions to the "basic set."

All theatre arts students may be used in the preparation of the contest play. Once you get to the contest site, only company members are eligible. Alternates may not be in the dressing room or used otherwise, except as an audience member. Alternates may be used only to substitute for a member of the cast or crew.

All OAP directors should plan better use of alternates and other members of our theatre arts clubs and classes. The time has arrived for OAP understudies for all company roles. Experiences tell us that it is possible to lose company members that are good students. Each director should make sure that alternates can play a variety of roles, including leads, and can cover for any member of the crew.

PLANNING IS KEY TO ELIGIBILITY

There is almost always a way to get eligible students eligible for OAP. In addition to the four official alternates, any student that is entered in any Spring Meet event may be a substitute for any member of your contest play company. Anytime prior to the 10 day entry deadline, you can make changes in OAP. You may make any changes in the company as you advance to district, area, regional or state. Any student from your school that advances to region may also be used as a play company alternate.

The real key to keeping your company eligible is planning. Yes, you must know your students and the grades they usually make. Don't stop there. Check on them weekly. Don't stop there. Have somebody prepared to take each company member's place.

Additions to the accredited list of critic judges made during the January TETA convention will be listed in the February issue. I wish to thank all participants, presentors, critics and those providing technical support for this program. Your efforts made administration of OAP a pleasure.

My special appreciation to the companies of *The Foreigner*, presented by Gregory-Portland High School, Charlotte Brown, director; and *The Rivals*, presented by Austin-McCallum High School, Debbie Bentley, director, for their contribution to the critic judging workshop. We are especially grateful to the administrators for supporting these programs. Thanks also to Faces International and James Henderson for the time and critique.

The experience of the "Dialogue with UIL Judges" as a part of the program has lead us to this addition to UIL critic judging. Thanks again to Donna Clevinger, NTSU, for hosting and to Randall Buchanan, Texas A&I; John Brokaw, UT-Austin; Ray Karrer, Paris J. C. and Roger Schultz, Texas A&M for their contribution to the quality of judging in the UIL one-act play contest. All judging workshops in the future will require both sessions for addition to the list.

TIME TO PREPARE FOR CONTESTS

Now is the time for all play directors to start preparing their students for educational competition in OAP. You will note that I said *students, not a play!* If OAP directors are concerned with the education of their students, they will prepare them for a very subjective experience that parallels the real world. I do not believe that winning should be the ultimate goal. If winning is the goal, the majority is sure to be disappointed.

At the risk of directly quoting myself, I will say again that the one-act play contest can be a teacher of good values. It is an important learning laboratory where students experience many of life's situations. It is an educational laboratory to improve the quality of life for all participants. It has the opportunity to improve the students worth, dignity, character and pride in quality-accomplishment. There is no better place for the student to experience the emotions they will be required to handle later in life, but the situations must be controlled! If we help them learn to cope with the extreme highs and lows of the OAP experience, we are helping them cope with life. Directors that fail to cultivate the right attitudes or provide adequate controls have failed.

I believe that OAP can help students to succeed in later life. The foundation for success is hard work, respect, loyalty, cooperation and enthusiasm. They support the basic values of self-control, alertness, initiative and skill that culminates in poise and confidence. If we can help students focus ambition, adapt to situations, be resourceful, give their best effort, work with integrity and be reliable; the one-act play contest can be a viable educational tool. Winning is not the ultimate goal! It is far more essential to teach values.

How can an unhappy OAP director, screaming "We wuz robbed," teach students values? What does an adult teach students that looks for a technicality to disqualify others? Does this teach dignity and character building? I hope all of us will have an opportunity to check our motives against our educational goals as we start another year in OAP. Those of you reading my written sermons for the past four years will certainly recognize these words, but I believe this is the time of year they should be repeated. Good Show!

Team calculator competition sanctioned

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

Nineteen eighty-nine seems like a long way off, but as some of you know, the rule change process in the UIL takes a good deal of time. While some may feel a little frustrated over this, it does ensure that each proposed change gets the attention and thought it deserves.

In October, the UIL Legislative Council approved two changes to the Calculator Applications Contest, to become effective in the fall of 1988. They are, of course, subject to the rest of the approval process, but we expect them to pass without incident. The first is sanctioning of *team competition* in calculator. The format is similar to the team competition at the TMSA State Meet. At the district meet, in addition to individual winners being determined, each school's top three scores will be summed. The school with the highest total score on calculator will be the district team winner and will advance to region. The same procedure will be followed at region to advance one school's team to State. This means that the most students at the State Meet in calculator

(discounting ties) will be 120, 60 individuals (three top places in four regions, five conferences) and 60 team participants (top place team in four regions, five conferences). The number will be less as one considers that many teams will have individuals who placed at region.

The team competition is a separate event or bracket with respect to the individual competition. Hypothetically, students who win first place at district do not have to worry about a team competitor placing fourth or lower and advancing from the same district beating them at region. Clearly, a person may compete in both brackets if qualified. But at region/State, individuals only compete against other first, second and third Place individual winners, not team members who may have placed fourth, fifth, etc.

The other change to become effective in the fall of 1988 (pending SBOE approval) is the introduction of an official UIL *Jr. High/ Middle School Calculator Contest*. For the last few years, there have been two invitational and two district pilot tests, generated by Mr. Jack Sell of the TMSA. Starting in the fall of 1988, Drs. Cogdell

and Bourell will be making these tests. If you have any input or opinions concerning contest content or format, *please* contact us. We *really* want to hear from you. Write a note and send it to:

Dr. David Bourell
The University of Texas at Austin
Mechanical Engineering (ETC 5.160)
Austin, Texas 78712

Give us your thoughts on any aspect of the Jr. High/ Middle School Contest, but particularly these questions:

- Is an 80 problem, 30 minute test format workable/optimum?
- Are the three problem types (numerical, stated, geometry) appropriate?
- Is the mix of problems (54 numerical, 16 stated, 10 geometry) and their location on the test appropriate?

We in the "Ivory Tower" can't come close to generating an adequate test without your input. Please give us some help in this regard. With you, we want to make this a contest that will be both enjoyable and beneficial to the participants.

Invitational academic meet info listed

Below, schools holding invitational meets, contact persons and the dates are listing:

HIGH SCHOOLS

February

6 Del Rio High School - Eloy Barrera
100 Memorial Drive, Del Rio 78840
512/774-3521 (512/775-7023)
(All UIL events and more Math contests)

Belton High School - Bill Doughty
PO Box 300, Belton 76513
817/939-5884 (817/778-1095)
(All UIL events except shorthand)

12-13 Jefferson High School - Debbie Dehlinger
723 Donaldson, San Antonio 78201
512/736-1981
(Speech Tournament - TFA Qualifier)

Austwell-Tivoli High School - Dwight Mutschler • PO Drawer B, Tivoli 77990
512/286-3582 (512/286-3762)
(Speech and Debate Tournament)

13 Los Fresnos High School - Pam Wilson
PO Box 309, Los Fresnos 78566
512/233-5542 (512/233-9154)
(All UIL events except shorthand)

West Orange-Stark High School - Jim Ramsden
PO Box 1107, Orange 77630
409/883-4399 (409/886-3418)
(Debate & Inf./Per. speaking)

Monterey High School - Jennifer Tomlinson
3211 47th Street, Lubbock 79413
806/766-0700 • 766-0696 (journalism #)
(Math/Science Practice meet, journalism, ready writing practice meet.)

19-20 Barbers Hill High School - E. Harvey Craig
PO Box 1108, Mont Belvieu 77580
713/576-2221 (713/576-5394)
(Debate on 19 & 20, Speech events, spelling, shorthand, and typing on 20th.)

20 Early High School - Geneva Ethridge
PO Box 3315, Early 76801
915/643-4593 (915/643-3099)
(Heartland Academic/Literary Meet- all UIL events and more)

R.E. Lee High School - Jan Jones
411 Loop 323, Tyler 75701
214/561-3911 (214/561-3736)
(All events except Debate)

Ozona High School - Jim Payne or Frances Curry • PO Box 400, Ozona 76943
915/392-5501 (915/392-5031)
(All UIL events)

20 Smithson Valley High School - Charisle Hays
HCR 1, Box 101, New Braunfels 78133
512/885-7273 (512/438-7335)
(All UIL events except ready writing)

26-27 Boerne High School - Mary Kennedy,
Roy Stewart • 100 N. Esser, Boerne 78006
512/249-2591 (512/698-2864)
(26th: Academic-All UIL events except literary criticism, 27th: Speech/C-X Debate/Duet Acting.)

27 Westwood High School - Rosemary Kincaid
12400 Mellow Meadow, Austin 78750
512/250-1051 (512/331-7620)
(All UIL events)

March

4-5 Katy High School - E.L. Williamson
6331 Hwy Blvd., Katy 77450
713/391-8138 (713/574-4460)
(Speech, Debate and Acting events for 3A, 2A, and A schools only)

5 Sulphur Springs HS - Judy Tipping
1200 Connally, Sulphur Springs 75482
214/885-2158 (All UIL events except LD)

5 Center High School - Johnny Lee
302 Kennedy Street, Center 75935
409/598-2741 (409/598-7153)
(All UIL events except Team Debate)

JUNIOR HIGH SCHOOLS

February

6 Krueger Middle School - Ed Liles
438 Lanark, San Antonio 78218
512/655-3120
(calculator applications, number sense, spelling, science, general math, and history)

March

5 Center ISD - Johnny Lee
302 Kennedy Street, Center 75935
409/598-2741 (409/598-7153)
(calculator applications, number sense, science, and spelling)

If you would like to have your school's invitational meet appear in the Leaguer, or have any questions regarding the meets listed give David Doss a call at 512/471-5883.

Communications workshop for minority students set at UT

The College of Communication at The University of Texas at Austin will host a summer program for minority high school seniors from June 21-25. Approximately 40 Texas high school students will be selected to participate in the fourth Minority Student Introduction to Communication (MICOM IV) program.

MICOM'S primary aim is to give promising young students who have an interest in one of the communication professions information about the academic programs in the College of Communication. During their four-day stay on campus, students gain the opportunity to attend class lectures, interact with University faculty and students, and to meet professionals in the communication industry.

Students wishing to apply to MICOM IV are advised to submit an application through their high school counselor. Applications must be received by March 31. For applications and additional eligibility information, contact Yvonne Becerra, Coordinator, MICOM IV, College of Communication, The University of Texas at Austin, Austin, TX 78712 or call 512/471-1553.

Editorial reaches a wider audience than anyone expected

Once a story is printed, anything can happen.

Take the case of La Porte co-editor Anna Hanks. She wrote an editorial on cheating for the November 3 issue of the *Orange Pup*, which caught the attention of the Columbia Scholastic Press Association. CSPA reprinted the editorial in the *School Press Review*, which in turn caught the attention of editors for NBC's Children's Afternoon Special. Soon thereafter, NBC asked Anna to recite the editorial for the January 5 show.

"I don't think that most high school journalists realize how large their audience is, or how many hands one paper might travel through," said La Porte adviser Susan Roberts. "I know it was a shock for Anna."

Deadlines for TAJE awards rapidly approaching

The deadlines for receipt of applications for Texas Association of Journalism Educators awards are at hand, TAJE President Lucella Whitley of Randolph High School, San Antonio, said.

Deadlines include:

- **February 1** -- TAJE Honorary Life Membership. Nominations should be mailed to Susan Roberts, LaPorte High School, 301 E. Fairmont Pkwy., La Porte, TX 77571.

- **March 11** -- Administrator of the Year. Nominations should be mailed to Andy Drewlinger, LBJ High School, 7309 Lazy Creek, Austin, TX 78724.

- **March 23** -- TAJE \$1,000 student scholarships. Applications should be mailed to Gary Harlow, 6118 Royal Creek, San Antonio, TX 78239.

- **May 1** -- TAJE scholarships for summer workshops. Applications should be mailed to Dixie McGrath, 4507 Avenue C, Austin, TX 78751.

Nomination forms and applications can be obtained by writing Dr. Mary Sparks, Texas Woman's University, P. O. Box 23966, Denton, TX 76204.

8 good reasons to attend convention

More than 2,000 expected to attend April meeting

A program featuring eight of the nation's most prestigious scholastic journalists and a three-hour workshop about the issues and events of Third World countries headline the 61st annual Interscholastic League Press Conference state convention, April 16-17 at The University of Texas at Austin.

More than 2,000 students and advisers are expected to attend the 1988 convention, headquartered at the Joe C. Thompson Conference Center at the corner of 26th Street and Red River, just north of the Lyndon Baines Johnson Library.

Registration is \$10 per delegate. Advisers and students must register, and pre-registration is recommended.

Among the out-of-state speakers showcased during the two-day convention are:

- H. L. Hall of Kirkwood, MO, the 1985 Dow Jones Newspaper Fund National Journalism Teacher of the Year.

- Joseph Glowacki, photography teacher at Connorsville, IN and author of *Photography Foundations: The Student Photojournalist*, a Columbia Scholastic Press Association publication.

- Dr. Grady Locklear of Sumter, SC, the nation's foremost literary magazine specialists.

- John Bowen of Lakewood, OH, adviser of the acclaimed student newspaper, *The Lakewood Times*, and one of the nation's leading experts in student press law.

- Col. Charles E. "Chuck" Savedge, who for the past 25 years has been the nation's premier yearbook specialist.

- James F. Paschal, director of the Oklahoma Interscholastic Press Association, and founder and director of the American Student Press Institute.

- David Knight, journalism teacher and public relations director at the University of South Carolina at Lancaster, and a popular newspaper seminar and workshop speaker.

- Nancy Patterson, principal at a school for gifted students in Roanoke, VA., who for 17 years advised a Gold Crown and Pacemaker Award yearbook.

In addition, the program will feature many of Texas' finest journalism teachers, professors from the University of Texas Department of Journalism, and Austin-area daily print and broadcast journalists.

The highlight of the convention will be the announcement of the "Max R. Haddick Teacher of the Year" award, the "Edith Fox King" awards and the "Tops in Texas" newspaper and yearbook awards.

A special addition to the program will be the three-hour New Views, which is co-sponsored by the Journalism Education Association and Save the Children, and is funded under a special allocation to the U. S. Foreign Assistance Act.

The basic purpose of this workshop is for students and teachers to understand more about the issues and



EXPANDING HORIZONS. Students attending the 61st annual Interscholastic League Press Conference state convention, April 16-17 at The University of Texas at Austin, reported on Third World issues. A similar workshop

New Views workshop students with Third

New Views is a special three-hour workshop, set from 10 a.m.-1 p.m. Saturday, April 16 during the ILPC state convention at The University of Texas at Austin to help participants learn how to report effectively on global issues for their school newspapers. Students and teachers discover how events happening half the way around the world have an impact on the United States as a whole, on local communities and even on schools.

Registration is free although space is limited and early registration is recommended.

"Increasingly, the headlines we read, the clothes we wear, the food we eat, the people we know and the products we use originate from those countries we call the 'Third World,'" said June Plecan, program director.

"What are these countries? Who are the people who live there? How do they concern us? The purpose of this workshop is to answer those

events of Third World countries and how these countries impact our daily lives. "We also help participants realize that they can cover stories with international angles from their own schools, thus broadening the scope of their high school papers," said June Plecan, development education coordinator for Save the Children.

In addition to instructional sessions, the convention showcases the state's outstanding student publications, offers publishing company exhibits, conducts roundtable discussions on issues relevant to student journalists, and, just for kicks, twice presents the year's best television



New Views workshop, held during the University convention interview a USC instructor who has been held at the ILPC convention, April 16.

acquaints World issues

questions and in the process explore one of the fastest growing and perhaps most fascinating dimensions of journalism today -- international news," she added.

The workshop will be directed by Plecan of Save the Children, and will feature George Taylor of Tamaqua, PA., a past Dow Jones Newspaper Fund National High School Journalism Teacher of the Year, as well as professional journalists with international experience.

In addition, the workshop participants will learn about *WORLDWIDE*, a news service for high school news staffs which encapsules and explains the Third World events and issues that affect the lives of today's teens.

Apply now to reserve a place at the New Views writing workshop. Space is limited to the first 70 persons who apply so don't delay or you'll miss this exciting opportunity.

commercials -- the Clio Awards.

"The focus of the convention is helping staffs improve their publications," ILPC Director Bobby Hawthorne said. "Sessions are geared toward providing information that can be used immediately by students and teachers upon returning to their schools."

Pre-registration forms, maps, general schedules and other relevant data have been mailed to ILPC-member schools. Non-members may receive registration material by contacting ILPC at P. O. Box 8028, UT Station, Austin, TX 78713-8028 or at (telephone) 512/471-5883.

Looking for the silver lining in wake of Hazelwood ruling

"Student journalism is literally fighting for its life."

I must have heard or read that a hundred times while the Hazelwoods battled the Kuhlmeiers over First Amendment rights for high school newspaper reporters and editors.

Now that the Supreme Court has ruled that administrators may censor any speech that they reasonably feel might be "inconsistent" with the school's "basic educational mission," each of us is left to answer for ourselves the poignant, all-embracing question:

Am I dead yet?

Well, consider this: If you're still worried about grading that stack of papers, then cancel the funeral.

Frankly, predictions of the demise of student journalism in the wake of a negative Supreme Court ruling were greatly over-exaggerated. Public school education is the largest, most pervasive, most complex institution in America. As a bureaucracy, it makes state government look like a mom and pop fruit stand. Court rulings rarely have an immediate impact on the daily life of public education and this one will be no different.

Consider that courts, before Kuhlmeier, had consistently upheld student rights to freedom of expression so long as that exercise of free speech was not libelous, obscene, an invasion of privacy or a possible disruption of the educational process. Did that mean that administrators maintained a hands-off policy when it came to student newspapers? Of course not. Principals have censored at will. Free speech protections were held in slightly less regard than the 55 mile per hour speed limit.

With the literal fight over and lost, do we now keel over because the Supreme Court has deprived us of what we never had?

As with most court rulings, this one will be analyzed more for what it portends than for what it settles in this specific case. A few constitutional law experts may see the decision as another crack in the First Amendment protections offered to all citizens. Granted, the ramifications run much deeper than most of us now comprehend or appreciate. And it is difficult to reconcile the school's mandate to inculcate traditional values while denying students the same.

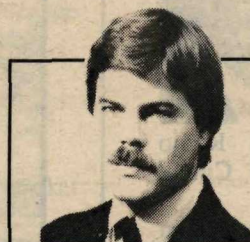
But on a purely practical level, the ruling will have little effect on the average school newspaper. Somehow, I cannot picture this horde of x-acto-knife wielding principals, suddenly unleashed upon the journalism departments of Texas. These people have better things to do.

Consequently, schools now producing quality newspapers will continue to do so, mediocre ones won't get much better or worse, and awful publications will remain awful. Furthermore, principals will not accept the court's permission to pore over stories in search of "speech that is, for example, ungrammatical, poorly written, inadequately researched, biased or prejudiced."

I wish they would. Another proofreader is always welcomed.

No doubt, they will continue to scrutinize stories for speech that is, as the high court stated, "vulgar or profane, or unsuitable for immature audiences," however those terms may be defined.

But again, any principal and/or adviser worth an EQ is doing this already. During the actual hearings, the



Scholastic journalism

Bobby Hawthorne

justices raised a fuss about the possibility, in the absence of censorship rights, of a student writing an editorial extolling the virtues of cocaine or devil worship. In the theoretical vacuum of a courtroom, this might be a valid concern but in reality, the chances of such a story seeing the light of day were and are nil. Advisers that are as strongly committed to eating and paying utility bills as they are to First Amendment rights would scratch together a reasonable rationale for giving such expressions of student opinion the old heave-ho.

In a roundabout and cynical way, the ruling could be a blessing in disguise for advisers. In the past, they've been caught between administrators who expected them to censor, and the law that forbade them from doing so. Whether advisers agree with the Kuhlmeier decision, at least it eliminates this Catch 22.

Perhaps it will prompt administrators to hire competent advisers rather than turning the job over to the lowest person on the English Department totem pole. Former adviser Chet Hunt, now an assistant professor of journalism at San Antonio College, told the *San Antonio Light*, "The answer is that high schools need to hire competent journalism teachers and leave the decision making up to them. But now this ruling allows anyone at the administrative level to do whatever they want."

Although the court qualified its decision, saying censorship must be "reasonably related" to some legitimate educational objective, and warning that the courts could intervene to protect student rights when censorship "had no valid educational purpose," the fear is that administrators will take a "when in doubt, edit it out" approach to the student newspaper. But, returning to reality, this already was the modus operandi.

We can only hope that those charged with the responsibility of prior review will appreciate the publication as a forum for student expression rather than simply a house organ that attempts to paint everything and everyone as peachy keen.

Hopefully, administrators will not see themselves as newly appointed thought police or overreact to the slightest complaint, finding it politically prudent even if educationally bankrupt to do so.

Let's hope there's enough wisdom out there to recognize that "controversial" social problems like teen pregnancy, drug abuse, and AIDS won't be solved by ignoring them, and that, as the *Austin American-Statesman*, noted, "a school is, first and foremost, a place where ideas are exchanged, not stifled."

Finally, let's hope that students and advisers will accept this decision as a challenge to produce even fairer, more balanced, and better researched stories, robbing anyone of the notion that they need to censor in the first place.

Amarillo executive named to TILF Board of Directors

Jim W. Walker, president of Eagle Exploration Co., Inc., an independent oil and gas company in Amarillo, was recently appointed to the Board of Directors of the Texas Interscholastic League Foundation.



He is also president of Plains Radio Broadcasting Company and Spool Cattle Company, both of Amarillo.

He has served as deacon and elder in Westminster Presbyterian Church. He is married with four children. He graduated from the University of Texas in 1958 with a business degree.

Walker has served on the executive committee of the Independent Petroleum Association of America and is now on the board of directors of the association, is currently on the executive committee of Texas Independent Producers and Royalty Owners Association and is past president of the Panhandle Producers and Royalty Owners Association.

Prior to 1972, he was with the *Amarillo Globe News* serving as assistant to the president and oil and gas editor. He served as president of the Association of Petroleum Writers. He is past president and campaign chairman of the Amarillo United Way, past president of the Amarillo YMCA, past president of the Children's Rehabilitation Center, past president of the Amarillo Aquatic Club and past vice-president of Kid's Inc.

Former SEC member Howard Calkins dies

Dr. Howard A. Calkins, 83, professor emeritus of government at the University of Texas at Austin and a longtime member of the UIL State Executive Committee, died Tuesday (Jan. 5) in an Austin hospital after a short illness.

Dr. Calkins served on the SEC from 1944 to 1970. He was on the UT Austin faculty from 1929 until his retirement in 1970. His fields were public administration and constitutional government, with special emphasis on various problems in Texas state government and administration.

From 1946 to 1950, he held an administrative position half time as registration supervisor for the University.

He participated in the 1950 revision of the *Manual of Texas State Government* and was a consultant in 1957 to the Texas Research League on the farm-to-market road program in Texas.

He also had published articles in the *Texas Law Review*, *American Yearbook* and *Handbook of Texas*.

Born Sept. 3, 1904 in Geneva, Ohio, Dr. Calkins earned a B.A. degree in 1927 from Ohio Wesleyan, and M.A., 1928, and Ph.D., 1952, degrees from the University of Wisconsin.

DEVINE HIGH SCHOOL UIL LITERARY DISTRICT CHAMPIONSHIPS

1960	1967	1974	1980
1961	1968	1975	1985
1962	1969	1976	1987
1964	1971	1977	
1965	1972	1978	
1966	1973	1979	

Community pride

On a tour through small Texas towns, one is likely to see numerous signs or banners honoring team athletic champions. But similar kudos for academic achievers are rare. Devine honored its UIL academic teams, which had won 21 district titles in 26 years, with this sign.

A sign of the (successful) times

Pictures speak louder than words in Devine, Texas where an 8' x 10' sign in front of the school proudly displays the successful history of Devine's participation in UIL district academic competition. Since 1960, Devine High School has won the UIL district academic and literary championship for 21 out of 26 years. A bank marquee in Marble Falls congratulates a UIL State Meet competitor. Both are examples of creative publicity.

In 1986, the State Champions in all six speaking events in Conference A were from the same district. Several years ago, a number sense student from North Lamar High School was the Number Sense State Champion for four years. These schools capitalized on their outstanding success stories as opportunities to draw attention to their programs.

Not only is information of this sort important to schools, it is also interesting to communities and creates opportunities for publicity for schools. Communities are pleased to see evidence that their youth are involved in wholesome, enriching activities. Articles and pictures that showcase school activities, especially successes like these, should be submitted to local newspapers. To assist schools with additional information for publicity, special news releases will be placed in Winners' Packets at Regional and the registration packets at State Meet.

The *UIL Coordinator's Handbook* devotes several pages to publicity for programs. One section lists examples of public service announcements that may be used on the public address system at sporting events, theatre and music productions, or on local radio stations.

Spring Meet activities begin and culminate during the next few months. Early attention to publicity can net newspaper articles or radio and television spots. Schools benefit from communities being aware of their activities. The UIL staff is interested in knowing of ways that your school gets publicity for its programs.

DISTRICT ACADEMIC MEET NEARS

The UIL Academic District Meets are approaching with opportunities for approximately 80 students from each high school to participate in 20 different academic competitive activities. The district meet entry forms have been mailed to the principals of all member high schools. For the school to be officially entered in the district meet,



Academically inclined

Janet Wiman

the entry form is to be filed with the district director general at least 10 days prior to the date of the meet. Names and addresses of the district directors are included with the entry forms. This year, schools are requested to mail one copy of the completed entry form to the UIL office at the same time the official form is mailed to the district director.

Schools are encouraged to list several alternates on the entry forms to cover the possibility that an entrant cannot attend the meet. When alternates replace students listed as official entries, the school should promptly notify the district director general of the change.

Participation at the district level is the beginning of the advancement process that leads to State Meet in May. Participation at UIL Academic State Meet qualifies competitors to apply for over \$350,000 in Texas Interscholastic League Foundation scholarship funds to be awarded in July, 1988. Applicants must be seniors to apply for the scholarships, however, they may qualify any year during high school. Applications will be included in the Winners' Packets distributed to State qualifiers at Regional Meet and will be available during State Meet. Completed applications are due in the UIL office between May 1 and May 25.

This year, districts will award points through sixth place which will recognize twice as many students. Students deserve the honor of representing their schools, the opportunity to engage in friendly academic competition with other students from around the state, and the chance to qualify to apply for scholarships. It all begins with the selection of students to represent the school at the UIL Academic District Meet. Capitalize on this golden opportunity.



BRISK SALES. Ticket sales for March 3-5 Girls' and the March 8-10 Boys' State Basketball Tournaments have been brisk, according to Erwin Center officials. Tournament ticket information was mailed to schools in October and tournament pass orders are now being accepted. For more ticket information, contact the League office.

Plan to prevent coaches' burnout

BY SUSAN ZINN
Assistant Director of Athletics

What is burnout? Freudenberger (1980) defines burnout as "someone in a state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward." Sound familiar?

Burnout is cited as one reason behind the decline of coaches in the work force, particularly of women coaches in Texas. Age is another factor. Believe it or not, young coaches are more susceptible. Older workers are classified as survivors and able to avoid burnout.

What can be done? Receiving positive feedback is one deterrent in preventing burnout? As administrators or fellow coaches, we probably do not provide enough positive strokes to those closest to us. Burnout victims are highly educated. (1+ for us!) They normally have pushed too hard and too long.

Five major causes of job burnout are: 1) lack of control over one's destiny; 2) lack of occupational feedback and communication; 3) work overload; 4) contact overload; and 5) role conflict and ambiguity. The key to avoiding burnout is self awareness but experts in the field recommend: 1) setting realistic goals; 2) taking things less personally; 3) accentuating the positive; 4) resting; and 5) participating in leisure activities.

What will be your goal in 1988 for avoiding coach burnout?

Winning isn't the only thing

BY J. GARY HAYDEN
American School Board Journal

Most school athletic programs in the United States seem to have forgotten, "It's not whether you win or lose, it's how you play the game."

Competitive sports are an important part of school. So important, in fact, that they probably should be billed as "cocurricular." In other words, athletics are so closely linked to schooling in the United States that labeling them as "extra" is misleading. But that's all the more reason the methods, styles and philosophies of contemporary school sports programs should be examined closely.

Things are getting out of hand.

In a nutshell: Students in kindergarten through 12th grade are not sports professionals--and they shouldn't be treated as such. Winning might be essential for professional athletes, but winning never should be the most emphasized goal of elementary, junior high school or high school sports. These days, however, the need to win has become so pervasive in schools that students sometimes actually are prevented from participating in the school's most basic sports programs.

How many times, for instance, have you watched a basketball game in which a team is ahead by 20 points, but the substitutes are allowed to play only during the last minute or two of the game?

Winning is wonderful, and there's nothing wrong with trying to win every game that is played. But winning shouldn't be the only lesson of school sports or the only message that athletic programs give students. It's time we remind ourselves--and our students--that all sports trophies gather is dust. It's the other lessons of school sports--the ones I'll discuss here--that stay with a student for a lifetime and make winners of all student-athletes.

• Lesson No. 1: How to win and lose. Throughout life, everyone must deal with success and failure, and the early training many students receive through school sports affects how they accept and react to good and bad events as adults. If winning constantly is flaunted--if defeat always is someone else's fault--then school athletics are a poor training ground for helping kids develop sound reactions to all types of success and failure.

• Lesson No. 2: How to compete. Most individuals and teams enter contests hoping to win; what they should learn is how to put forth their best efforts. Teaching students to make an effort gives them a competitive edge for life's later "contests."

• Lesson No. 3: How to cooperate. In any team sport, individuals not only need to be the best they can be, but they also need to know how to work together successfully. Learning cooperation is the first step toward understanding that group effort often is necessary to achieve productivity and success as adults.

• Lesson No. 4: How to participate. Too often, people sit and watch--whether the game is in the high school gymnasium or on television. Participation in sports and fitness programs, especially beginning in elementary school, can help kids establish a pattern of good physical fitness habits for life.

• Lesson No. 5: How to work toward a goal. To be good at anything requires practice. When student-athletes continually work to improve athletic skills, they should learn that any skill can be improved by continued work. Individual potential varies, of course, but learning how to reach potential is an acquired skill.

• Lesson No. 6: How to develop self-discipline. Practice makes perfect, but self-discipline keeps the practice consistent. Discipline in school sports helps teach youngsters that, to a large extent, they control how much they achieve.

• Lesson No. 7: How to sacrifice. Being a team player involves learning to put the team first. It also involves learning to set priorities and deciding how much time and effort are needed (as well as how many other pleasures and activities must be forgone) to reach a goal.

• Lesson No. 8: How to develop new skills. The team sports skills students learn in school cannot always be used in later life. They can, however, teach kids how to experiment to determine which skills they might be able to use later--including individual sports that can provide a lifetime of healthy physical activity.

It's time school systems stop directing their sports programs to star athletes and start paying full attention to making sure sports programs teach these eight lessons to all students. As successful coach and sportscaster Al McGuire has pointed out, "Winning is overemphasized. The only time it is really important is in surgery and war." We must take his words to heart.

Drug program outlined

Continued from page 2

Also, any athlete who is found to be in violation of the athletic code is required to attend a 10-hour awareness session that includes video presentations, group and individual discussions, as well as evaluation of the person's drug abuse problem.

The seventh element is staff development. We are always sending coaches to the various drug abuse workshops, and we offer various drug abuse programs to our coaches during the year. We also have one pre-season meeting in the summer, and send any coaches who want to go to the state coaches' conference on drug abuse. The combination of coaches education and an open climate has worked well for us.

The final element of our comprehensive drug abuse policy is modeling. We continually emphasize that our coaches should be good role models. The days of our

coaches saying, "Do as I say and not as I do," are over. We firmly believe that a coach must model the behavior that he expects from his athletes. As an example of this, the principal, the athletic director and some of our coaches have voluntarily gone on the athletic code. We are under the same rules as our athletes. If we violate the code, we will be evaluated and undergo a 10-hour awareness session just as our athletes must.

In conclusion, we must give credit to the Drug Enforcement Administration and the Maine Department of Educational and Cultural Services--Drug and Alcohol Division. Our program is modeled from their presentation.

I will leave you with this final thought. What is most important to us is when a tragedy happens we will be sad but will feel no guilt. If everybody in our system can say the same thing, we have done our job.

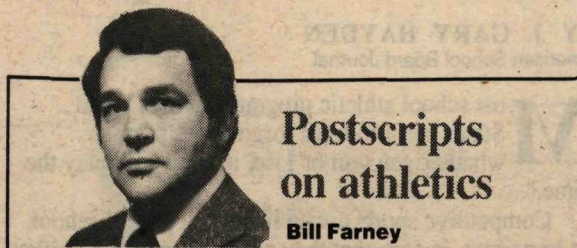
Alignment released Jan. 27

The new alignment for 88-89 and 89-90 will be released January 27th at 3:15 pm. The reclassification process always reflects changes in enrollments of public schools. This new grouping, based on October 1987 average daily membership, will usher in some new concepts.

Conferences AAAA, A and 6-man will no longer have zoned districts. Some districts will play bi-district contests, while other districts begin playoffs with an area contest. Football bi-district games will be played by districts containing six or eight schools and lying in close proximity to the district of their bi-district opponent. It is hoped that the new procedure will be more equitable and cut down on excessive travel for some schools.

The Legislative Council approved placing schools in different districts in some sports to avoid excessive travel for sports that play home-and-home each year. It is not as critical to have an open date in these sports, nor is playing a non-district game during the district schedule as formidable as it is in football.

The League staff may correct obvious errors in the alignment immediately upon detection. Changes in district assignment are possible only by appeal to the district conference and district assignment review committee. Unanimous consent of both districts involved may permit a district change provided the contiguous requirement is maintained. Schools will not be permitted



Postscripts on athletics

Bill Farney

to change conferences unless an error has been made in membership reporting or computation. The growth or decline of student population after October 1987 will not be considered.

Reclassification is one of the most traumatic tasks of the League staff. Where and with whom a school competes is of primary importance to students and to adult attitudes about the school. Extensive hours go into the division of schools into conferences and districts. It is a collective goal to achieve an alignment best for all schools with consideration given to the state as a whole, not one particular area.

The UIL is constantly seeking ways to improve the process and product. Your suggestions in writing (or in person) may be presented to the Policy Committee in June. Changes in the present system would not be in effect until 1990-91 and 91-92. We welcome your recommendations.

Code of conduct needed

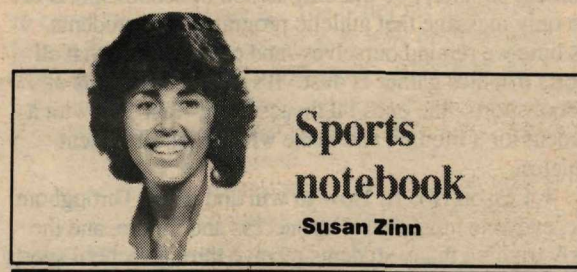
Policies are more than likely already in effect for many schools regarding expected behavior of students, fans, participants and coaches, but as we look at some incidents occurring early this school year, more steps need to be implemented to reinforce the code of athletic conduct for all.

Have we shown respect for opponents? Opponents are to be treated as our guests. Have we provided administrators or coaches to meet the team, provided the best accommodations and always put clean play and good sportsmanship first? Have we forgotten that positive human relations should be stressed at all times?

What about the officials? Officials should be recognized as the impartial arbitrators who are trained to do their job and who can be expected to do it to the best of their ability. UIL rules state that you must accept decisions of sport officials without protest. How many of us can actually say that we have been to a contest and not complained about a call an official has made? Aren't we in violation of UIL rules when we complain? Don't we owe more to our students involved in educational sport? Shouldn't we be a good example of high moral character, behavior, and leadership? The game does belong to the students.

Studies indicate that the coach is the most influential person on the court or field. The actions of the coach will be reflected by others involved in the contest. Let's ask ourselves the following questions:

- Do I exemplify the finest sportsmanlike behavior?
- Do I respect the integrity and personality of the individual athlete?
- Do I know and abide by the rules of the game?
- Do I ever bait or taunt officials? Don't I realize that I am personally responsible for all bench personnel conduct by rule?
- Do I demonstrate interest in my profession by



Sports notebook

Susan Zinn

seeking methods to improve and grow?

- Do I support all our programs at my school? Do all the athletes feel equally important and an integral part of the program?
- Do I display modesty in victory and graciousness in defeat?
- Do I promote ethical relationships among all the coaches at our school?
- Do we have problems determining what is in the best interest of the student athlete in regards to in-season and off-season preparations?
- Do I encourage the highest standard of conduct for my athletes? Are training rules and good health habits promoted?
- Do I strive to develop in each athlete the qualities of leadership, initiative and good judgement?

Other states have been forced to adopt systems in which players receiving technical fouls or players that have been rejected are not permitted to play in the school's next game. These states also have programs which require an ejected coach to appear before a board before their next scheduled game. Surely in Texas, with the amount of professionalism and self control usually seen exhibited at contests, we can personally and locally promote good sportsmanship and educationally sound programs without instigating any of these drastic programs.

Note soccer season dates, rule changes

BY GINA MAZZOLINI
Athletic Department Assistant

The soccer season interschool competition began January 18. With the start of this season, I'd like to re-emphasize the National Federation rule revisions, UIL rule changes and season dates.

3-3-3 Exception-During a Penalty Kick Situation: a) Unlimited substitution is not allowed at this time; b) Substitution is only permitted for a player who has been injured or cautioned; c) A substitute entering at this time shall not take the penalty kick.

4-1-1(a) The previously adopted new rule requiring home and away uniforms is in effect this year. (Fall - 1987)

4-2-1(c) Adds "Hard Splints" to the list of specifically prohibited equipment.

5-1-1 Rewritten to remove the implication that one system is recommended over the other. Both the Dual and Diagonal Systems of officiating are equally emphasized.

12-7-1 Adds "or touched" to the provision which previously only read "played". Further defines and standardizes with other codes, the restrictions on the goalkeeper.

Section 8: MISCONDUCT

Article 1...A player or coach shall be cautioned for: a) Persistently infringing upon any of the rules of the game or acting in an unsportsmanlike manner; b) Objecting by word of mouth or action to the decisions given by an official (dissent); c) Coaching outside the team area; d) Using coaching aids in excess.

Article 2...A player or coach shall be disqualified for: a) Persistent misconduct or for a second caution; b) Exhibiting violent conduct, using foul or abusive language or spitting at other persons.

Article 3...A coach who is disqualified shall leave the vicinity of the playing area and is prohibited from any further contact, direct or indirect, with the team during the remainder of the game. Failure to comply may result in termination of the game.

Article 4...Unsportsmanlike acts by bench personnel including foul or abusive language, spitting and violent conduct will result in disqualification. Penalty: Indirect free kick from the spot of the ball.

UIL Tie Break: All post-district UIL soccer games that end in a tie after regulation time will be resolved by: two fifteen minute overtime periods; if a tie still exists there will be shootout.

UIL SEASON DATES:

January 4 First date for organized or formal soccer practice for contestant or a team before or after school.

January 11 First interschool scrimmages for contestants or teams.

January 18 First day for interschool games.

March 26 Certification of district representatives. Last practices or games before or after school for school teams that have been eliminated in playoffs.

March 28-29 Certification of bi-district winners.

April 2 Certification of area winners.

April 9 Certification of regional champions.

April 15-16 State tournament (Austin Westlake)

For additional rules and clarification, please use the Soccer Coaches Manual.

Every year, the level of play increases. It is important that our levels of sportsmanship and fair play increase also. Let's work extra hard this year to insure all three aspects of our sport move in a positive direction. Have a good season!



HAND OUT. Stratford senior cornerback Mike Gibson lunges for Plano fullback Craig James, also a senior.

Lorena upsets Refugio, 8-7 for 2A crown

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Another of the state's finest running backs, Willie Mack Garza of Refugio, broke the 2A season rushing mark, previously held by Edwin Simmons of Hawkins. But his efforts were not enough to bring home the state title. The Gobblers fell in the final game to Lorena, 8-7. In that game, Garza rushed for 65 yards to bring his season record to 2,945 yards and scored his team's lone TD to raise his season total to 56, only one short of Kenneth Hall's state record. In all, Garza had more than 4,000 yards in runs, catches or returns.

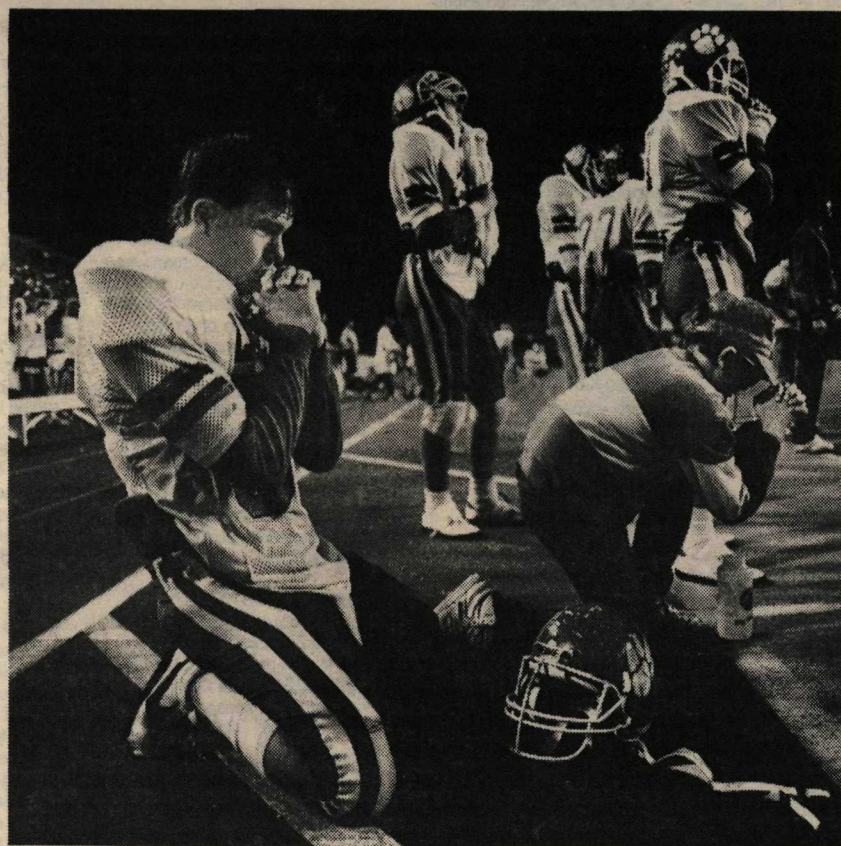
But Lorena, a team not even picked to win its district crown, scored late to finish the season at 14-1-1. After trailing 7-0 with little more than four minutes to play, the Leopards fashioned their go-ahead drive, capped by a 35-yard pass from quarterback Kellis Sampson to split end Kyle Allred. Sampson then hit Jeff Sutton for the two-point conversion. A 32-yard desperation field goal by Refugio with four seconds remaining fell short, preserving Lorena's storybook season.

The Conference A title game was every bit as close. With no time remaining, Sam Zepeda kicked a 19-yard field goal, boosting Wheeler to a 23-21 win over Bremond. Wheeler, led by Bubba Smith, whose 189 yards rushing on 21 carries set a Conference A title game record, ended the season at 13-2. Bremond also finished 13-2.

In the Six-Man championships, Lohn (13-1) defeated Wellman (11-4), 58-30.

JUMP BALL. Plano tight end Brent Heath snags a third quarter pass in the Wildcat's state title game. Defending is Stratford's David Jamison.

Photos by JOHN MOORE



PRAYING FOR HELP. Lorena's J. B. Chaney, a sophomore, falls to his knees while Refugio lines up a last-second field goal. The kick fell short, preserving Lorena's 8-7 Conference 2A win.



Official notices

FORT WORTH ISD

The State Executive Committee assessed a public reprimand to Fort Worth Dunbar HS in basketball for violation of off-season practice rules. The SEC also assessed Coach Robert Hughes of Dunbar HS a public reprimand and probation until November 5, 1988.

VALLEY VIEW ISD

The District 9A Executive Committee disqualified Valley View HS from district honors in football for the 1987-88 season for allowing an ineligible player to participate. The State Executive Committee also forced Valley View HS to forfeit four games in which the ineligible player participated.

HARLINGEN ISD

The State Executive Committee assessed a public reprimand in football to Harlingen ISD Coach Jesse Longhofer for violation of the Athletic Code.

CALVERT ISD

The District 13-A Executive Committee assessed to Calvert High School a public reprimand and probation to October 14, 1988 in football for violation of the Athletic Code.

PICTURE MEMORY

Please make the following correction on the Official List (page 2) in the Picture Memory Bulletin and also on page 15. The painting by Corot should be Ville d'Avray (not Ville D'Avray), the "d" should be lower case.

WOODSON ISD

The State Executive Committee issued a public reprimand and one year's probation in football to Woodson ISD Coach Matt Monzingo for violation of the Athletic Code.

The State Executive Committee also issued a public reprimand and one year's probation in football to Coach Doug Willis of Woodson, and suspended him from attending one home football game during the remainder of the 1987-88 season.

MEMPHIS ISD

The State Executive Committee issued a public reprimand and one-year's probation in all sports to Memphis ISD Coach Matt Monzingo for violation of the Athletic Code. The SEC also suspended Monzingo from all coaching duties in all sports through the end of the 1988-89 school year.

BASEBALL CALENDAR

The Official Calendar of the UIL incorrectly lists February 29, 1988 as the first day for playing baseball games in all conferences. The correct listing should be February 22, 1988.

BARTLETT ISD

Bartlett HS has been placed on probation through February, 1988 in boys' basketball and given a public reprimand for violating rules regarding practice by ineligible students. Also, Coach Franklin Jones of Bartlett HS has been assessed a public reprimand, been placed on probation to February 23, 1988 and suspended from being on the bench during the first home varsity basketball game of the 1987-88 season. The penalties were assessed by the State Executive Committee.

COLEMAN ISD

The District 8-AA Executive Committee assessed Coleman HS a public reprimand through February, 1988 in boys' and girls' basketball for unauthorized use of a videotape.

BLANCO ISD

Blanco ISD was assessed a public reprimand and probation in football through the 1988-89 school year for violation of summer practice rules. The penalty was assessed by the State Executive Committee.

LUMBERTON ISD

Lumberton ISD received a public reprimand and probation in basketball from the State Executive Committee through August 31, 1988 for violation of the Athletic Code.

KLEIN FOREST HS

David Stern of Klein Forest HS has been assessed a three-year suspension to September, 1988 from coaching boys' soccer. The State Executive Committee met in September, 1985 to rehear Stern's case, which involved violation of the Athletic Code.

CONROE ISD

The District 11-4A Executive Committee issued a public reprimand to Conroe Oakridge High School and placed the school on probation through the 1987-88 school year for violation of the Athletic Code.

MCKINNEY ISD

McKinney HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

ALLEN ISD

Allen HS has been assessed a public reprimand in boys' soccer by the State Executive Committee for violation of the Athletic Code.

C&CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following official interpretation of Section 1202 of the C&CR: It is a violation of Section 1202 to pay coaches from funds gathered by a high school booster club or other sources at the high school.

PORTER HS (BROWNSVILLE)

Porter HS (Brownsville) Coach Bud Mounts has been assessed a public reprimand, probation through May, 1990, and suspended from attending or participating in the first two home football games of the 1987-88 season for violations of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Porter HS has been assessed a public reprimand, probation through May, 1990 and forfeiture of one win in football district standings for the 1987-88 season for violation of off-season practice restrictions.

MANSFIELD ISD

Mansfield HS Coach Rodney Shropshire has been assessed a public reprimand by the State Executive Committee for violation of the boys' basketball Athletic Code.

MATHIS ISD

Mathis HS Coach Steve Patz has been assessed a public reprimand in football for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

MARTIN HS (LAREDO)

Martin HS (Laredo) has been assessed a public reprimand, probation through May, 1989, and forfeiture of one win in football district standings for the 1987-88 school year for violation of off-season practice restrictions. The penalty was assessed by the State Executive Committee.

Also, Coach Ed Peveto of Martin HS has been assessed a public reprimand, probation through May, 1989, and suspended from attending or participating in first two home football games during the 1987-88 season. The penalty was assessed by the State Executive Committee.

FORT BEND ISD

Clements HS Coach Buster Gilbreth has been assessed a public reprimand by the State Executive Committee for violation of off-season practice restrictions.

BANGS ISD

Bangs High School has been assessed a public reprimand in football and placed on one-year probation for violation of reporting practices and an additional year's probation for violation of certification of eligibility practice.

C&CR OFFICIAL INTERPRETATION

Section 1400 (a) (1) (C) allows a school to permit sixth graders and below to participate if their participation is necessary to field a junior high team. The rule does not authorize the school to allow sixth grade and below students to participate on additional teams.

CYPRESS-FAIRBANKS ISD

Cypress Creek High School has been assessed a public reprimand, placed on probation through the 1988-89 school year, and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. The penalty was assessed by the State Executive Committee. In addition, Coach Les Koenning of Cypress Creek HS was assessed a public reprimand, placed on probation through the 1988-89 school year and suspended from attending the school's first football game of the 1987-88 season.

EXCHANGE WAIVERS

Only students participating in programs approved by the Council on Standards for International Educational Travel (CSIET) may apply for a waiver of the parent residence rule. These programs include:

Adventures in Real Communication, AFS International/Intercultural Programs, American Heritage Association, American Institute for Foreign Study, American Institute for Foreign Study Scholarship Foundation, American Intercultural Student Exchange, American International Youth Student Exchange Program, Amicus International, Amigos de las Americas, A Presidential Classroom, ASSE International Student Exchange, AYUSA, Children's International Summer Village, Citizen Exchange Council, Educational Foundation for Foreign Study, Educational Resource Development Trust.

Also Experiment in International Living, Foundation for Study in Hawaii and Abroad, Iberoamerican Cultural Exchange Program, International Christian Youth Exchange, International Education Forum, International Student Exchange, International Travel Study, Nacel Cultural Exchange, National Registration Center for Study Abroad, Open Door Student Exchange, PEACE USA, People to People, School Exchange Service, Spanish Heritage/Herencia Español, Student Travel Schools, World Experience, and Youth for Understanding.

C&R OFFICIAL INTERPRETATION

Section 1250 (g) (1) applies to all League football contests, whether district games, non-district games, or playoff games, unless mutually agreed otherwise by the two schools involved. A visiting team can demand one half of the reserved seats. A visiting team has a right to split the stadium in relation to the fifty yard line, subject to the end zone situation being equal, unless mutually agreeable otherwise.

MUSIC NOTICES

PRESCRIBED MUSIC LIST

Page 15, Rimsky-Korsakov/Winterbottom-Scheherezade (play one)...BH, should read: The Sea and Sinbad's Ship and Festival at Baghdad.
Page 115, 431 Three Violins, Class I, Badings-Trio-Cosmos, Trio No. XIII (play one), should read: (play one movement).
Page 115, 431 Three Violins, Class II, Badings-Trio-Cosmos, Trio No. VII, No. VIII and No. XI, should read: (play one movement).

CRAWFORD HS

Crawford High School has been disqualified from the district marching band contest and is ineligible to participate in any further UIL marching contest during the 1987-88 school year.

SHARYLAND HS

Sharyland High School has been disqualified from the district marching band contest for violation of Section 400 (f) (1) and is ineligible to participate in any further UIL marching contest during the 1987-88 school year.

PRESCRIBED MUSIC LIST

Page 16, 202 FLUTE SOLOS, Class 1: Bach-Suite in b minor (play first movement of Polonaise, Double and Badinerie).....RCA/SMC should read: Bach-Suite in b minor (Play Overture or Polonaise and Badinerie)...RCA; and Bach-Suite in b minor (play Polonaise and Badinerie)...SMC.

PRESCRIBED MUSIC LIST

Page 24, 207 B-FLAT CLARINET SOLOS, Class 1, Finzi-Fughetta from Five Bagatelles, delete (play any movement)

MUSIC MEMORY

A new Official Music Memory List for the 1987-88 school year has been completed. Please ignore any other music memory list unless it is the Official List out of this year's bulletin ordered from the 1987-88 elementary/junior high order form.

GARLAND ISD

North Garland HS has been assessed a public reprimand by the State Executive Committee and forced to forfeit one football game for purposes of district standings at the end of the 1987-88 season for violation of off-season practice rules. In addition, Coach Joe Allen has been assessed a public reprimand, placed on probation through the 1987-88 school year and suspended from attending the first home game of the 1987-88 season for violation of off-season practice rules.

LEANDER ISD

Leander HS football Coach Tommy Zajicek has been assessed a public reprimand by the State Executive Committee for violation of off-season practice rules.

GRAHAM ISD

Graham HS has been assessed a public reprimand by the District 3-AAAA Executive Committee in girls' volleyball for violation of rules governing maximum number of games played per week.

MUSIC MEMORY

in the Music Memory Bulletin, page 2, on the Official List #5, under selection, the correct spelling should be "Hallelujah" (there is only one e) and on #17, under major work, it should read Three Places in New England (the second word is Places not Pieces).

SPELLING LIST

7 & 8 Grade Spelling List - the word canapé should have an accent above the é.

PICTURE MEMORY

in the Picture Memory Bulletin on page 2 the painting by Corot should be Ville D'Avray, the D is upper case just as it appears on the large prints and in the bulletin. Please remember whenever there is any question about spelling or punctuation, check the large prints! The painting by Kline, C & O, can use any recognizable form of the "and" sign or even the word "and."

C&CR OFFICIAL INTERPRETATION

The State Executive Committee issued the following interpretation of Section 700 (a) (2) and (3): A district executive committee has the authority to forfeit contests when participant schools fail to comply with the C&CR and the decision of the district executive committee cannot be appealed. A district executive committee does not have the authority to issue a public reprimand to school district personnel.