





## Successes set groundwork for new objectives

Each year the UIL staff is asked to list the major accomplishments they were a part of, the major problems unresolved, and the major objectives they hope to help accomplish during the ensuing year. I have taken the liberty of listing a few statements from UIL administrators.

Major administrative accomplishments during the 1990-91 school year:

1. Organizing and hosting five SuperConferences (96 workshops, 45 presenters in addition to myself) and the State Meet, all of which produced extremely positive feedback.
2. Creating the necessary rules, evaluation sheets, contest directions, study packets, etc. for the new and/or expanded elementary/junior high contests.
3. Preparing for the changes in the cross-examination debate schedule, *Constitution and Contest Rules*, handbooks, *Leaguer*, judging and results forms, mailings, etc.
4. Improving the quality of several handbooks and publications, as well as editing and helping to write the new cross-examination debate handbook.
5. Implemented the current issues and events contest, and did not have a single error on any contest or answer key.
6. Revised *Prescribed Music List*. (This was the most extensive revision in history with new material, additional services, and a new format.)
7. Reorganized State Marching Band Contest.
8. Produced school orientation video.



Bailey Marshall

### Director's corner

9. Preliminary planning for a judge's orientation video.
10. Largest participation in the history of the One-Act Play Contest.
11. Coordinated comprehensive review of rules, by-laws and procedures of the UIL report from the State Board of Education.
12. Had successful meetings with all regional spring meet directors, sponsors, and in most instances the regional executive committees.
13. Coordinated Advisory Council report.
14. Improved athletic state meet/tournament programs.
15. Developed better media relations.
16. Implemented monthly mailings to media (sports editors and news editors).
17. Generated day-to-day information/releases on UIL matters.
18. Eliminated regional cross-examination debate.
19. Further developed training procedures and workshops for district and regional spring meet directors.

20. Revised and refined forms and streamlined procedures for conducting events.
  21. Encouraged a state-wide concern for improving sportsmanship.
  22. Maintained quality manuals for administrators, coaches, and sponsors.
  23. Received support and successfully established a building fund.
  24. Completed another year with expenditures close to or below the year's income.
  25. Worked with staff to set goal of "Exceeding Expectations of the Member Schools" and to establish objectives and procedures to successfully reach the goal.
  26. Completed study by Interscholastic League Advisory Council (mandated by HB 417, 71st Legislature) with positive outcome.
  27. Program to improve relations with and efforts from regional sites was quite successful.
  28. Created and implemented more academic team competition.
  29. Completed establishment of Legislative Council Finance Committee and developed procedures for operation. Recommendations of the committee were well received by the administration of The University of Texas at Austin.
  30. Initiated project to build UIL building. Started building fund and plans for Foundation assistance.
- Major unresolved administrative problems:
1. Meeting printing and project deadlines without sacrificing quality.

2. Communication with and function of the Music Advisory Committee.
  3. Communication with and function of Region Executive Committee.
  4. Sightreading music selection and procedures.
  5. Lack of staff and space to serve the needs of the schools to the degree that they want and expect.
  6. Inability to motivate all staff to be "total program" contributors.
  7. Correspondence was not prompt at times and staff members sometimes were not available for phone duty during work hours.
  8. Still need to make it better known that the UIL is an organization of schools and the process is open to superintendents, principals, sponsors, etc., as well as the general public.
  9. Increase and improve public information.
- Major administrative objectives for 1991-92 school year:
1. Host cross-examination state meets with an adequately qualified judging pool and tournament staff.
  2. Maintain and improve the quality of state meets and SuperConferences; improve administration and quality of regional meets.
  3. Provide better information and resources to elementary and junior high administrators and sponsors.
  4. Develop a music judge's orientation video.

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# Leaguer

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## An enriching experience: *Wind ensemble students to benefit from nationally recognized authority*

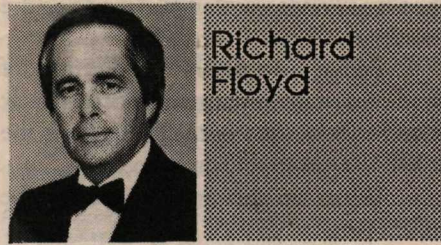
The TSSEC Wind Ensemble Contest is scheduled for May 9, 1992. Again this year, each ensemble will receive the benefit of a 30-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

The traditional routine of the contest will occur as it has in the past. Each group will have a scheduled warm-up followed by its thirty-minute performance time on the stage of Bates Recital Hall. For the purpose of the competition, the three-member judging panel will adjudicate the performance, determine a rating, provide written and taped comments, and ultimately select the outstanding organization in the various conferences. There will be no changes in this procedure.

However, during each performance a fourth adjudicator will also be listening and making taped comments. At the conclusion of the concert, this conductor/clinician will move with the ensemble to a designated rehearsal area for a 30-minute clinic and discussion session. The focus of this enrichment period is not intended to dwell on technical execution or rehearsal techniques, but rather to discuss style, interpretation and other musical considerations. This portion of the event in no way will have any bearing on the outcome of the contest. It will simply offer the members of the ensemble the opportunity to hear words of wisdom and inspiration from a nationally recognized authority on wind music.

This past year saw a significant increase in the number of schools choosing to participate in the TSSEC Wind Ensemble Contest. It is likely this trend will continue. Therefore, directors of bands considering participation in the 1991 State Wind Ensemble Contest are reminded of the following:

(1) Participation in the event is limited because of judge's schedules and the availability of performance sites. Entries are accepted as postmarked. Entries received after the schedule



Richard Floyd

### Music matters

is full will be placed on a waiting list or returned.

(2) Many district contests do not take place until after April 1. It is not necessary to wait until after a Division One is earned to formally enter the contest. Official entries will be held by the UIL office in the order they are received until the results of the District Contests are known. At that time bands receiving a Division One will be officially entered in the contest. Entries for bands not receiving a Division One will be returned and the entry fee will be refunded.

Questions concerning these two provisions are welcome at (512) 471 - 5883.

The traditional adjudication panel for the 1991 Wind Ensemble Contest will be:

**JOHN WHITWELL** - John Whitwell is well known to all band directors in Texas. At present he is Director of Bands at Stephen F Austin University where he heads all aspects of the band program and works closely with the music education students at that University. Prior to his appointment to the faculty at SFA, he held a similar post at Abilene Christian University. He also enjoyed a distinguished career as a high school band director in Ann Arbor, Michigan before coming to Texas.

**PAULA CRIDER** - Paula Crider should need little or no introduction since she has been actively involved in the band programs of Texas for many years. Her Crockett High School bands were consistently among the finest performing groups in the state and her work at the University of Texas as Assistant

Director of Bands is well documented. She is in demand nationally as an adjudicator, clinician and conductor. During the 1991-92 school term Paula is on-leave from the University of Texas and serving as a Visiting Professor and Conductor at Columbia College in Columbia, Georgia.

**DON WILCOX** - This is a return engagement for Don Wilcox as an adjudicator for the State Wind Ensemble Contest. He is the highly successful and respected Director of Bands at the University of West Virginia. Ensembles under his baton have given distinguished performances throughout the United States and Europe. Don is recognized as a highly skilled adjudicator with a wealth of experience at both the collegiate and high school levels of wind music performance.

In addition two outstanding guest clinicians have been secured for this year's wind ensemble contest:

**H. ROBERT REYNOLDS** - H. Robert Reynolds is Director of Bands at the University of Michigan and Conductor of the distinguished Detroit Chamber Winds. He is no stranger to Texas having conducted the Texas All-State Band on several occasions. Professor Reynolds has also conducted many All-Region Bands across the state and been guest clinician for several conducting and band workshops as well. This will be a wonderful opportunity for SWEC participants to meet and interact with a gentleman who is recognized internationally as a major personality in the arena of wind music and wind music performance.

**ALLAN MCMURRAY** - Allan McMurray, Director of Bands at the University of Colorado, will be returning for a second time as a clinician/commentator for the SWEC. In addition, he will be in our state in February to serve as Guest Conductor of the Texas All-State Symphonic Band. Professor McMurray has developed the band program at the University of Colorado into one of the outstanding wind music programs in the

nations. His ensembles have performed throughout the United States, Europe and Japan. But more importantly he is a gifted musician who has the ability to share his musical insights with young people in a clear, friendly and unthreatening manner.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their district contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal thirty-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary professional quality tape recording of each performance is provided at no cost.

- The entry fee is only \$150 per ensemble.

- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.

- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol, are within walking distance or a short drive away.

- Recreational options include water sports at Barton Springs, outdoor activities in Zilker Park, ice skating at Northcross Mall and shopping throughout the city. The San Marcos Aquarena Springs featuring glass-bottom boats and an underwater theater is only 35 miles to the south.

## Rule for fine arts, academics not needed, directors say

A proposal which would allow 19-year old students to participate in League academic and fine arts competitions was passed with no recommendation by the Legislative Council, and will be placed on the referendum ballot this winter.

Under current rules, students who are 19 on or before September 1 are ineligible for extracurricular competitions.

UIL academic director Janet Wiman said a study committee this summer unanimously endorsed the rule change.

"Red-shirting and other abuses of this rule are unknown in the academic area," she said. "The reasons for keeping an age limit in athletics are obvious. However, we think —

and the staff of the Texas Education Agency agrees — that the benefits gained by these students from participation in UIL events outweighs the negative effects.

"Also, I do not believe that age alone is a critical factor in success in academic contests," she added. "Training and talent are far greater determinants than age."

Bobby Hawthorne, UIL journalism and current issues and events director, said students returning to complete their education are not likely to be among those challenging for top academic honors.

"We have always held that the UIL academic and fine arts program is a gifted and talented program, designed for the best and

brightest students," he said. "Most students returning to school are working toward a high school diploma. If participation in these contests assists them in achieving this goal, then so much the better.

"And if changing the rule allows students who, for medical or other reasons beyond their control were forced to drop out of school for a year, to compete and thus enhance their high school careers, then I think that's a bonus as well."

Treva Dayton, speech and debate director, said schools are making greater attempt to encourage students who have left school for whatever reason to get their high school diploma. "We can expect to see the average

of high school students rising," she said. "If the League offers the kind of programs that would motivate students to finish school, then it would be unfortunate if the 19-year old rule denied them this additional motivation to earn their diploma."

Music director Richard Floyd agreed. "We see more and more 19-year old students who, for numerous unavoidable reasons, are still in high school pursuing their diploma," he said. "It is not uncommon for these students to have an interest in music and be actively involved in the music programs at their school. Yet they are denied access to the

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## Looking for a reason to cheer

**EDITOR'S NOTE:** This column is based on a speech, presented at the 1991 fall convention of the Kansas State Press Association.

You may not realize it, but this is the 200th anniversary of the Bill of Rights. Consequently, we're going to see a lot of celebrations coming on the heels of our other recent celebrations, namely winning the (pick one) war, World Series, district football championship, the Louisiana governorship.

For all the hoopla that surrounds these things — and they're all done in the name of freedom, liberty and American values, which, by the way, is the same way we market pick-up trucks and beer — we're pretty shabby at protecting the rights we say we so cherish.

So events like this remind of a photograph, circa 1968, of a politician, grinning at the camera. Under his photo was a headline. It read, "Why is this man smiling?" The implication was that he ought not to be.

So it goes with the Bill of Rights, particularly the free press clause of the First Amendment. Both in principle and practice, freedom of expression is under siege.

For example: While American soldiers were preparing to wage battle in Kuwait for all those good American values, a Central Texas reporter was fired and an editor reassigned for writing and running a story about a fellow who said Americans had no business in Arab squabbles.

Well, after paying all of those taxes to ship thousands of soldiers halfway around the world, people didn't want to hear it. Supporting the troops meant stifling any dissenting opinion about American policy in the Middle East. Presumably, we were fighting for freedom to present only the most popular, universally accepted opinions.

For journalists, the celebration of the 200th anniversary of the Bill of Rights will be tempered somewhat by the fact that Desert Storm was as big a rout for the press as it was for Saddam.

Paul McMasters, national Freedom of Information chairman for the Society of Professional Journalists, said, "The Pentagon went out with two fronts on this one — the battlefield in the gulf and the American media. I would say the Pentagon scored a decisive victory in both cases. Everyone is the winner in the real war. The public is the longtime loser in the war against the media."

For the first time I can recall, the news media covered itself, writing why it couldn't go here or there, why it couldn't report this or that, expecting, I suppose, some sort of sympathy. It didn't get much. When Bob Simon of CBS News was captured, people quipped, "Score one for the Iraqis."

Peter Arnett was branded a traitor for doing his job.



Bobby Hawthorne

### Scholastic journalism

In the public's mind, a lot of reporters were quarrelsome, uninformed, self-serving and whining. Of course, the Pentagon made the most of it, portraying journalists as troublesome at best, unpatriotic at worst. Here's part of a letter that ran in the *U.S. News & World Report* in response to a column titled, "Why America Hates the Press."

"Although I doubt that most people actually hate the press, it is not hard to understand the public's lack of respect for the news media. We have some of the world's best news publications and a few outstanding reporters and writers, but far too many journalists appear to be arrogant, overbearing, rude and often abysmally ignorant of the situations they are supposed to be covering. Instead of seeking the truth in a thorough and objective manner, their goals seem to be embarrass interviewees and create sensational news items."

It was written for a former journalist. The *Times Mirror Center for the People & the Press* polled nearly 1,000 Americans asking whether the military should exert more control over how news organizations reported the war. Fifty seven percent said yes.

*USA Today* measured confidence in the military and the press. The military won, 78 to 22 percent.

It should come as no surprise that a list of most respected institutions is likely to include the news media somewhere between TV evangelists and toxic waste disposal companies.

All this dissatisfaction with the news media doesn't necessarily translate into theoretical challenges to the Bill of Rights. But it certainly has other far-flung practical applications.

In another recent study not related to the war, the American Society of Newspaper Editors found:

- minimal support for the right of the press to serve as watchdog on government.
- a willingness to limit or prohibit forms of communication with which people disagree. This would include expression to which they disagree as well as expression that might endanger national security.
- an inability to distinguish between what the law prohibits and what merely is objectionable but protected by law.

This is at the heart of political correctness. Although blown out of proportion by both sides, it is seen as a challenge to freedom of expression, even if it hit its nadir

when Jane Fonda was slammed for doing the Tomahawk Chop.

Perhaps we would add freedom of expression to the endangered species list. It seems like both sides — the far right and the far left — want to stifle free speech.

What are the implications for the student press?

First, you may be operating under assumptions that are no longer valid. If you think that readers will always support the publication, philosophically and financially, that the public will grant to journalists rights others do not have, that students will identify with causes or issues that journalists raise, you may be surprised.

Journalists are no longer given the benefit of the doubt. This is true of ABC News and the Putz County School Gazette.

Student journalists must strike a balance between what the law allows, what the community can stand, and what they perceive their journalistic mission to be. This isn't a simple issue. Now, before I go on, let me say that:

- I believe that the student publications should be the voice of the students, and a training ground for free expression in a balanced and responsible way. It does not exist to glorify the school.

- I believe the student press should be an outlet for many voices — not just the popular or "officially approved" ones. It is healthy — not dangerous — for society to entertain diversity and debate between contending views.

- I believe the student publications should inform readers of diverse views so that readers can make responsible decisions.

- I believe schools should value the Bill of Rights for students. Someone once noted, "A society that would trade a little liberty for a little order will lose both and deserve neither."

As concerned as I am that many staffs do not fulfill their mission to cover their schools journalistically, I'm equally bothered that others wrap themselves in the "right to publish" even if no compelling reason to publish exists.

Last spring, a Texas newspaper published an in-depth report on safe sex and AIDS. No big deal. This topic has been covered at great length and appropriately so. Teens are now the number one at-risk group.

How the staff covered this issue threw the school into a tizzy. Parents who protested the content argued that the message of the coverage was:

1. Everybody's doing it.
2. You gotta protect yourself.
3. Condoms will protect you.

To their credit, the staff included some compelling content, particularly an interview

## Bowie's McCartney selected by JEA as a 'Recognized Adviser'

Carol Lange of Thomas Jefferson High School for Science and Technology, Alexandria, Va., was named the Dow Jones Newspaper Fund's 1991 National High School Journalism Teacher of the Year.

The award was presented during the joint convention of the Journalism Education Association and the National Scholastic Press Association in Chicago, November 16.

Ms. Lange has taught English for 21 years and advised scholastic publications for 17 years. This year she is teaching five sections of Intensive Journalistic Writing, an academic English composition course that prepares students for the College Board's Advanced Placement English Language and composition examination. Before starting at Thomas Jefferson in 1987, she had taught at Fairfax High School for 13 years.

In honor of her selection as Teacher of the Year, the Newspaper Fund will award a \$1,000 scholarship to one of Ms. Lange's seniors who will be a news-editorial major in college next fall. The scholarship recipient will be chosen through a writing competition to be held next spring.

The Newspaper Fund recognized 13 other outstanding high school journalism teachers, including John McCartney, publications adviser at Bowie High School in Austin who was named one of nine Special Recognition Advisers.

The honored teachers were selected from among 87 nominees for the National Teacher of the Year Award.

## Convention, ratings deadline reminders

- The deadline for receipt of ILPC yearbook individual achievement awards is December 10. ILPC will mail to its members a packet of information regarding the spring convention, April 11-12, the newspaper ratings and the newspaper individual achievement awards, which are due February 10.

- The Texas High School Press Association fall convention is November 22-23 at the University of North Texas. For information, contact Dr. Richard Wells, chairman, Dept. of Journalism, UNT, 817/565-2205.

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## Input on choice of area meet dates needed

One-act play directors often ask for the opportunity to have a voice in contest decisions beyond the district level. When given the opportunity, few respond. Why? We are all too busy and can all claim there aren't enough hours in the day. The reality is that most of us are too politically passive to act or we don't like change. We would rather accept the status quo. Yet, when change is forced upon us without an opportunity to respond, we scream!

Well, here is an opportunity to have a voice on several items. Will you take time to respond? Area meet dates this year are April 10-11. Most are set for April 11 to conserve school time. Next year, the comparable dates are April 9-10, Good Friday and the Saturday before Easter. Would you rather have area these two days or April 2-3 against the second district academic week? Vote for one or the other.

Sometime this spring, a committee will evaluate the process we use for play approvals and additions to the basic set. Ways will be considered to make these decisions at each level in OAP. Can you think of ways this might be accomplished? Do you think the play approval and set approval should be changed? Is there a better way?

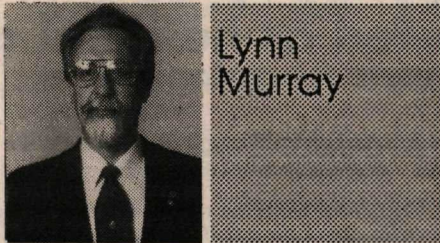
Are there major hardships being created by moving the play and set deadlines back two weeks to December 20 and February 2 this year? Would you prefer keeping the approval process the same and maintaining the early approval dates? Would you agree to increasing the fee to \$20 in order to attract a greater number of quality evaluators to get requests returned faster? Which are your preferences, or do you have any?

### OAP proposals pass

All of the OAP proposals submitted to the Legislative Council in October passed. (Refer to page 5 of the September *Leaguer*) We must wait for the State Board of Education approval in January before the changes become official. I should know the results by the January 29, beginning date of the TETA convention in San Antonio. I will try to make the announcement during the UIL/TETAAO Critic Judge workshop Thursday afternoon.

Thanks to Ron Ranson, Theatre and Video Library has supplied me with eleven VHS video titles that I can use at workshops. Some of these are being used at SACs this fall. If you did not get a copy of their catalogue/newsletter, it may be obtained from: Theatre Arts Video Library, 17 Andrew Avenue, Leucadia, CA 92024, Phone or FAX (619)6332-6355. Dana Nye has also supplied five makeup tapes for conference use. Catalogues may be obtained from: Ben Nye Company, Inc., 11571 Santa Monica Blvd., Los Angeles, CA 90025, Phone (213)477-0443, FAX (213)479-1930.

All area meets are now set. As soon as enrollment info is completed, we will send to



Lynn Murray

### Educational theatre

all schools the area, district, and regional info, along with UIL workshop information for the TETA convention. You should have this by December.

### Selecting quality play material

Because of the early deadlines you must make decisions about your OPA entry now! Choosing a quality script and producing 40 minutes designed for contest does not happen by accident. Plays worth production in OAP are plays of literary value and theatrical merit that can be reduced, adapted or structured in a sequences of scenes (scenes from) that can be played under 40 minutes. If you can't find a suitable 40-minute one-act play, what do you do?

Read or attend performances of as many plays as possible. Request new catalogues from approved play publishers and check Fireside Theatre editions. Evaluate the most produced play list in *Dramatics* magazine and best play series published annually.

*Variety*, *Theatre Crafts*, *The New York Times* and critic reviews in newspapers and magazines are excellent sources of information about new plays. Ask your colleagues about new plays. Make sure you attend TETA conventions and workshops.

The Suggested Criteria for Play Selection appears on page 56 of the *Handbook*. I urge you to review these important considerations before you chose. When you find a quality script, the creative effort begins. You now become the playwright or you find a friend that has used your script choice as their contest entry. OAP rules do not limit how much help you may receive preparing the script.

### Know how, when to delete

What should you delete? Absolutely nothing, until you obtain permission from the playwright, publisher, or agent. Most will allow scenes or cuttings to meet the OAP "morals" rule or time requirement. This does not mean additions or alterations. You might begin the process by looking for the single story line with a definite beginning, middle and end. Delete minor characters, minor conflicts, and subplots. Eliminate scenes which repeat ideas or exposition already presented. Evaluate long speeches, monologues, narration, or description which might be shortened or eliminated. It is often possible to delete sections of scenes that do not provide

### TETA Critic Judges List, page 9

plot advancement or character development. You can sometimes substitute action for dialogue. You should always stick to the main conflict.

Some of you have already received permission from Dramatist Play Service and have called about items 1-4 or 5. Do not be alarmed. The DP's staff is new. They do not define "scene" the same way we do. All you need is the top half of the approval for the contest manager. We will work with DPS to clarify the "rules". Call me if you need clarification.

A major time-saver is the elimination of scene changes and blackouts. Blend scenes together with dialogue or business. Delete the least important scenes, but make sure you allow minor climaxes. Some comic relief, the scenes which are important to character development, relief from emotional or climactic moments are essential. You must allow for variety in tempo and intensity. A play of all climactic scenes will create a play with all peaks and no valleys. Time must be taken to play the good moments and allow the audience to respond.

### Treat play with integrity

You must always be true to the playwright's intent. The characters must be left whole. Look for well developed characters. They must be rooted in reality. Always look for strong character action. Plays without dimensional characters do not do well in OAP.

Be completely familiar with the script before you start and continue to evaluate through the final performance. Don't be afraid to try. You learn to direct by directing and to "cut" (create scenes from) by cutting. If you accept the challenge, start early and good luck.

Planning is essential in all phases of theatre production and contest preparation. Your district planning meeting should have taken place by now. If you haven't heard from anyone in your district, start the process yourself. Time is short. Even though the November 1 planning deadline has past, planning is essential. This is a "should", not "shall", deadline.

OAP directors must have a working knowledge of the C&CR, Official Calendar, and where to find Chapter 1, Subchapter M. Eligibility and Subchapter Q. Protests. They must also be familiar with Chapter 2, Subchapter A, Sections 900-904. Knowing how Spring Meet is structured will reduce confusion. If all else fails, read the OAP *Handbook*.

The *Handbook for One-Act Play*, Eleventh Edition should be a director's primary guide. A habit of reading this publication at least once at the beginning of the school year and

prior to play selection will reduce tension and telephone calls. OAP rules in the current C & CR should be read now. Reading carefully will save the total frustration of making a mistake in relation to play choice, play approval, set approval or interpretation. Schools are disqualified and students are deprived of a valuable educational experience because directors failed to read the OAP *Handbook* and rules. The *Handbook* is published as an attempt to make things happen when they should. Knowing the *Handbook* is the first lesson a director in OAP should learn. No matter how well trained in theatre, it seems to be the last lesson learned thoroughly.

### Preaching to the choir

This office is the first to admit that OAP rules are not simple and directors have many responsibilities. How many directors will submit ineligible play titles without looking at the approved lists? Plays produced last year are not necessarily approved for everybody this year. The play you have chosen may no longer be available. Reading will help all of us. I'm sure this sermon is for those that won't read this column.

In case you don't respond to the beginning of this column, I hope you will at least be prepared to present your ideas at the UIL open forum during the TETA convention. You should receive the TETA registration form in December. If not, contact Fred March, Theatre Director, SWTSU, San Marcos, TX 78666 (512)245-2147.

### Flash!

Jim Leonard, Jr. (*The Diviners*, etc.) has agreed to allow scenes from, cut to time, of his long plays. for OAP. He did not know his agent had refused permission.

### Flash!!!

The details of transition are incomplete, but Dr. Randal J. Buchanan, Theatre Director at Texas A & I University, has been approved as the new Executive Director of the Texas Educational Theatre Association, effective February 1, 1992.

Randy, a past president of TETA, current chair of the UIL Advisory Committee of TETA, and an active State Meet level TETAAO critic judge will move to Austin this spring.

TETA is indeed fortunate to attract an outstanding theatre educator to assume this important position and I look forward to supporting him in every possible way and working with him toward the continued growth and improvement of educational theatre in Texas.



## So, what's your problem?

### Middle East, environment, Europe considered as national debate topic

The National Federation Topic Selection Committee has selected the following three problem areas for consideration by each state in determining the 1992-93 high school debate problem area. Each school will receive a ballot for ranking these choices in November. Coaches are urged to allow students the opportunity to discuss each area thoroughly and provide input before you vote. Ballots must be returned to the UIL office by January 6. After the national results of the problem area vote are announced, you'll receive a second ballot to vote on the specific resolutions.

**Problem Area I: Middle East**

The Middle East continues to be the focus of much debate. Our reliance on the Middle East for oil has made this region an important area of concern. The three proposed resolutions focus on some of the problems facing the United States in the area. Resolution one addresses the problem of political stability in the Middle East. Affirmative cases might focus on the impact the Kuwaiti invasion had on the politics in the region. Teams may wish to alter our arms transfer policy, to promote stable U.S. - Arab relations, or to promote long-term regional stability. Resolution two focuses on our military involvement in the Middle East. Cases might change our arms transfer policy, increase military alliances, and increase or decrease U.S. military forces in the area. Resolution three examines our support for nations of the area, which might involve our relationship with ethnic groups (the Kurds and/or the Palestinians, for example). Affirmatives might assist ethnic groups, promote human rights, or pressure countries to give individuals more rights.

**I. MIDDLE EAST:** What changes should be made in United States foreign policy toward the Middle East?

**RESOLVED:** That the United States should adopt a policy to substantially increase political stability in the Middle East.

**RESOLVED:** That the United States government should substantially alter its military commitment to one or more countries in the Middle East.

**RESOLVED:** That the United States should adopt a policy to substantially increase self-determination for one or more nations of the Middle East.

#### **Problem Area II: Global Environment**

The 1990's will be a key time to develop policies to deal with environmental threats. Failure to act within this decade is likely to doom the survival of our planet. The three proposed resolutions focus on different approaches to address global environmental problems. Resolution one focuses on domestic non-military energy policies that reduce



Treva Dayton

#### **Speaking of which**

pollution of the environment. Possible affirmative approaches include expanding solar and other "clean" energy alternatives, and increasing current regulations on emissions in energy production. Resolution two focuses on use of trade and aid policies to promote environmentally sound practices. Affirmative options include decreasing or terminating economic and/or military assistance and the imposing of tariffs and non-tariff barriers for countries that fail to encourage environmental protection. Resolution three allows the affirmative to advocate wilderness preservation. Protection of domestic wilderness areas (parks and reserves) and of foreign wilderness areas (Amazon rain forest and Antarctica) could be discussed.

**II. GLOBAL ENVIRONMENT:** What should the United States do to improve the global environment?

**RESOLVED:** That the United States government should implement a non-military energy policy to substantially reduce pollution.

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

**RESOLVED:** That the United States government should increase preservation of wilderness areas.

#### **Problem Area III: Europe**

American foreign policy toward Europe has been the focus of discussion in recent years. The decline of Soviet influence, the emergence of strong nationalistic movements, and the increasing interdependence of European economics and politics have joined to force a re-evaluation of American interests. The Single European Act, which begins its full implementation in 1992, gives particular salience to this topic area. Resolution one addresses broad-based requirements for interaction between the United States and Europe. Teams, in addition to some of those areas listed below, might focus on economic aid policies, loan and loan forgiveness programs, technical and managerial programs, arms control negotiations, collective economic and security agreements, and pursuit of diplomatic initiatives with emerging nations. Resolution two focuses on our military commitment in Europe. Teams might choose to concentrate on the formation of new

#### **INFORMATIVE SAMPLE TOPICS**

1. What were the results of the recent election in Texas?
2. How are Texas institutions of higher education coping with current budget crunches?
3. How is the Louisiana race for governor shaping up?
4. What were the major issues surrounding the Hill-Thomas confrontation?
5. What predictions have economists made for 1992?
6. What do the latest batch of tax cut proposals contain?
7. A decade after the discovery of AIDS: What progress has been made?
8. What do recent polls reveal about Americans' opinions of President Bush?
9. Who is Mario Cuomo?
10. How is John Major de-Thatcherizing Great Britain?
11. What impact has recent Soviet emigration had on Israel?
12. What role did James Baker play in bringing about the Middle East peace conference?
13. What economic reforms has Boris Yeltsin proposed for the Russian republic?
14. What were the results of the recent parliamentary elections in Poland?
15. How is the rest of the world responding to the Haitian coup?

#### **PERSUASIVE PRACTICE TOPICS**

1. Will the tragic mass murder in Killeen lead to changes in Texas gun laws?
2. Will a state lottery have a real fiscal impact on Texas government?
3. Why do Americans feel the recession is not over?
4. What changes, if any, should be made to the way US Supreme Court justices are chosen?
5. What chances does a Democratic candidate have of defeating George Bush in 1992?
6. Compromises on the civil rights bill: Can anyone legitimately claim victory?
7. Has deregulation of the airlines made travel better or worse for Americans?
8. Which, if any, of the latest tax cut proposals would best serve the American public?
9. Is Gorbachev telling the truth in assuring that he's still in control?
10. Will the peace agreement in Cambodia bring an end to long-term violence?
11. A decade under Francois Mitterand: Has his leadership been good for France?
12. Will the peace conference bring the Middle East any closer to real peace?
13. Self-destruction in Yugoslavia: What action should the international community take?
14. Can a stable democracy be implemented in Ethiopia?
15. Should the US continue most favored nation status for China?

battlefield strategies, decreasing or increasing troop allocations, evolving command systems, treaties involving NATO forces and reorganized force structures. Resolution three examines the trade relationship between the United States and Europe. Teams might elect to discuss import/export restrictions; establish U.S. - European dispute resolution panels; or harmonize and/or mutually recognize regulations, industrial subsidies, and other governmental actions that affect international commerce.

**III. EUROPE:** What should be the United States foreign policy toward Europe?

**RESOLVED:** That the United States should substantially increase its foreign policy initiatives in Europe.

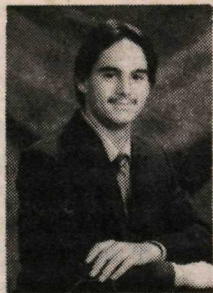
**RESOLVED:** That the United States should substantially alter its military commitment in Europe.

**RESOLVED:** That the United States should substantially change its foreign trade policy toward one or more countries in Europe.



Ronnie Cole  
Springlake-Earth High School

My UIL academic experience has given me more than any other single activity in high school. First, my knowledge in math and science has escalated above what it would have otherwise been. UIL inspired in me the drive of competition, the desire to be the best, the thrill of winning, and the humility of defeat. It gave me discipline for studying that will last through college and throughout my life. It also provided me with the opportunity to talk with my peers



Ronnie Cole

from throughout Texas. Finally, it was one of the best and most fun times of my life. UIL is a great experience, and I would encourage any student interested in a UIL contest to participate. The sooner, the better.

Nicole Schoenhals  
Follett High School

I cannot imagine my school years without UIL academic competition. Throughout my education, UIL was my motivation to persevere, challenge myself, and conquer the unknown. For me UIL was a continuous learning experience. No matter what event I was competing in, I always discovered something new: a piece of information, an idea to expound, a phrase to ponder. This created a desire in me to accomplish the ultimate goal — four consecutive trips to



Nicole Schoenhals

Austin. Reaching that goal was not easy; I learned about managing my time and respecting fellow competitors. UIL taught me how to reach that goal, how to utilize my personal best, and how to learn from every experience.

## Get a jump on district meets

### Videotapes, manuals available to help get the academic ball rolling

With the year well underway, a number of items deserve attention. One is the orientation videotape that was mailed to principals in late August. This 55 minute video was designed to be used as the school's official UIL orientation required by the C&CR and to prepare all UIL coaches, sponsors, and directors for the 1991-92 school year. The tape addresses academics, athletics, and music separately with a 10 minute overview of eligibility rules. If you have not viewed the tape, you might ask your administrators for an opportunity. The video is entitled *Beginning the Quest for Excellence: An Orientation for UIL Sponsors, Directors and Coaches*.

Districts should have organized by this point and reported the name of the Spring Meet District Director to the League office. The academic timeline also indicates that C-X debate coaches should have met and organized for the debate meet which is to be held between January 2 and February 24. This may slip by some districts because it is new this year, but each debate coach should take the initiative to check into the planning of the district competition.

Schools hosting invitational meets will be listed in the *Leaguer* if the information is



Janet Wiman

### Academically inclined

received early enough to be printed prior to the meet date. This means that you should submit the information now so it can be used. The most repeated request coming from the superconferences is for this information. Remember to read pages 104 and 105 of the C&CR for dates and ordering deadlines. Plan to indicate on your invitation whether or not you are using original tests or which UIL test set you will be using. This will prevent a school from entering two invitational meets using the same test materials. There are several individuals and companies that write original materials. The UIL staff can provide a list of these testwriters.

Part I of the spelling contest has been revised since the first few copies were mailed to interested teachers. If you would like to have a more updated version of what your

students can expect in Part I, send a self-addressed stamped envelope to Julie Jenkins at the League office. Write *Part I* in the bottom lefthand corner of the envelope and this will help her know what to send you.

If you are a UIL coordinator and have not mailed the *UIL Academic Coordinator Information Sheet*, please do so. This information is very helpful in having a name and telephone number should we need to contact your school.

The academic program is fortunate to have Julie Jenkins as the new academic administrative assistant. She is a quick study, and is very interested in the program. She may not have all of the answers when you call, but she knows where to find the information you need. In her first month in the UIL office, she learned about dividing the conference A districts and why the labels from last year will not be correct, how the proposals find their way through the legislative council process, how quickly interested parties want to know the outcome of the proposals, and that all of the proposals passed in October will go before the State Board of Education and will not be effective until August 1, 1992. Welcome, Julie, to our interesting and complex world.

## Schedule C-X planning meeting

Coaches of students competing in cross-examination debate should have already attended or been notified of the date of your district's debate planning meeting. If you haven't heard anything, you should check with your administration immediately. This meeting is something new in the UIL schedule, and although we've mailed an announcement to every principal, there is no way to guarantee that information was received by the appropriate person.

A suggested agenda for the debate planning meeting can be found in the C&CR, Section 1001, (i) (2), pp. 165-66. Some of the issues that should be addressed include:

- Choosing a CX debate contest director. If the person is a coach of teams competing at

district, special attention should be given to procedures that will be used for pairing, assigning judges, and handling any questions. This name should be provided to the League office. A form for this purpose will be mailed to each district director in early November.

- Setting the date(s) and location(s) for the district CX competition. I'd suggest that coaches check with principals and bring their campus calendars. The Jan. 2 to Feb. 24 window should allow flexibility.

- Estimating the number of entries. The spring meet district director or a designated representative (e.g., the CX contest director) shall use this estimate to order ballots and judging instructions from the League office. Orders must be received at least 30 days prior

to the scheduled competition. The deadline for your official entry with the names of your debaters will be 10 days prior to your competition. This entry form can be found in both the Academic Coordinators Handbook and the Spring Meet District Directors Handbook.

- Determining the format and schedule for the competition.
- Confirming procedures for entering contestants and making changes in entries.
- Deciding how judges and timekeepers will be selected, confirmed, and assigned, etc.
- Confirming who will receive official entries and how substitutions prior to the tournament will be made.

-- Treva Dayton

## 19-year olds remain bound by 4-year rule even if proposal OK'd

• Continued from page 3

enrichment opportunities our music contests provide. Consequently, the vast majority of music educators throughout Texas are very much in favor of this proposal. The maturity

factor is not an issue in music activities and the presence of a 19-year old student need not displace a younger student from participating in UIL music contests.

Lynn Murray, UIL one-act play director, said he "could not see how changing the rule would adversely affect the one-act play contest. In some instances, allowing 19-year olds to participate would provide needed cast

members in small school programs."

Murray said 19-year olds should be included as part of the academic community. "Every effort should be made to make them an active, vital part of activities for which they qualify," he said.

If passed, students would still be required to comply with the 4-year rule, which states that students have four years of competition

from the time of entry into the ninth grade. The 4-year rule is subject to waiver. The 19-year old rule is not.

"It will not be possible for students to compete in academic contests for more than four years," Wiman said.

This fall, superintendents voted 373-313 against removing the age limit for participation in academic and fine arts competition.



## CI&E essay proposal approved

Proposals to increase the current issues and events contest from 40 to 60 minutes, and to change the test scoring system were passed by the UIL Legislative Council, meeting in Austin, October 21. If approved by the State Board of Education, the items would go into effect in September, 1992.

"While it would be impractical to judge every essay, we believe that the essay should be a more determining factor in the district, regional and State Meet standings," said Bobby Hawthorne, CI&E director. "I have a philosophical difficulty with requiring students to write, and then not judging that writing. Under the new plan, the essays of the top eight scorers in the objective portion of the contest would have their essays scored."

The objective portion of all tests will be scored. Judges will then evaluate the essays of the eight contestants with the highest scores

in the objective portion of the test. These essays will be read and assigned a score based on a one to 10 scale, with 10 being the highest score possible. This score will be added to the point total from the objective portion of the test, resulting in an overall score.

If at this point, a tie exists, then those essays involved in the tie will be judged one against the other(s) to break the tie.

"I realize that this will demand more of the judges," Hawthorne said. "However, I don't think we should construct a contest with administrative convenience in mind first, educational objectives second.

"The contest should demand both recall and application of information," he added. "An essay is required in order for students to apply facts to a specific essay prompt."

The proposal to increase the contest from 40 to 60 minutes was introduced in order to

give students more time to concentrate on the essay.

"Currently, students are under little pressure to concentrate on the essay portion of the contest," Hawthorne said. "At State Meet last year, some students turned in essays of fewer than 25 words. The question is, should a student who answers 35 of 40 questions correctly yet turns in shallow essay place higher in the standings than a student who answers 34 questions correctly while turning in a coherent, precise 150-word essay? While we don't expect research papers, we think students should construct four or five solid paragraphs about the writing prompt."

Under this new plan, the essay would count no more than 20 percent of the overall score. The increase in the length of the contest will not have an impact on the current conflict schedule.

## Ex-number sense champ says thanks

Editor's note: The following letter was received by Janet Wiman, UIL academic director, from Kevin Massaro, a graduate of Ingleside High School.

Dear Ms. Wiman:

Thank you for your help regarding the UIL academic competition program. It is exciting to hear the program has grown to its present level. I hope we can arrange a similar program for Colorado.

My own experience with Number Sense tells me the value of the program. What you learn in UIL competition stays with you long after you leave high school.

I competed in Number Sense from 1972-1974. I had a goal of winning the 2A state championship. I came close...third, anyway. It taught me to focus on a goal, and to direct my activities toward that goal — even over the summer.

The actual skills learned help me now. I use them every day. Remembering a phone number is easy once you've trained yourself to remember the powers of 2 up to  $2^{20}$  (1,048,576), and literally dozens of formulas. I can still do (most) math in my head faster than most people can enter it into a calculator. That helps when you are negotiating, and people try to slip one by you. (Buying a car is an everyday example. I caught a \$750

"inadvertent" mistake when I tried to buy my last car just from calculating the payment in my head. That was not the first time, either.) This is 17 years after I competed.

You are also correct in saying that Number Sense raises SAT scores better than anything else, but don't stop there. The Graduate Management Admission Test (GMAT) was a series of 25 minute tests, resembling little number sense tests. I could finish and check my work in 11-14 minutes, and spend the next 10-15 minutes watching everyone else in the room sweat until the bell rang.

Business school wasn't for me, so I applied to the University of Denver School of Law. Standing in the way was the Law School Admission Test (LSAT). While it was considerably more difficult than the GMAT, the analytical and logical reasoning sections comprising  $2/3$  of the test were just more complex number sense word problems. The ability to think and reason quickly...under pressure...is finely honed by those little 10 minute tests.

There was a note on the board at Law School recently offering to pay for help to get a certain score on his second try at the LSAT. My advice was to just get a pile of Number Sense tests and work until you're good at it.

I did well enough on the LSAT to get a tuition reimbursement scholarship of \$2000 per year for 4 years. Add that to my \$1250

from the Houston Endowment, and I can directly attribute \$9250 to Number Sense.

I had help, of course, and I am also a good student. Dolly Crawford of Ingleside High School was a world class coach. Without her hours and dedication, I could not have done nearly as well.

Does Number Sense work? One of the skills you develop is pattern recognition. If I see  $69 \times 51$ , I immediately see the familiar ( $a^2 - b^2$ ) and know that the answer is 3519. Troubleshooting electronics, you look for patterns. In law, you look for patterns, too. The term in law school is issue spotting. It is pattern recognition all over again. Instead of looking for a binomial, you look for the elements of assault, or unconscionability or....

Number Sense teaches you to think...quickly and under pressure. Its value transcends the mathematical problems you learn to solve. I would recommend it to anyone planning to get a graduate degree, or go to a competitive school, or anyone who wants to learn to think analytically and quickly.

I was surprised to see that Colorado did not have a similar program. Perhaps with your help, the climate in Colorado is favorable toward starting a similar program. I can't imagine a better use of school money than copying the UIL academic competition program.

Thanks again.

## Celebrations

• Continued from page 4

with a person who is HIV-positive. But they also rehashed part of a book listing safe sex, risky sex and unsafe sex, some of which was inappropriate for high school students. They also ran several essays — not journalistic articles but essays — on condom use that incited parents to near riot.

Students and the adviser defended their coverage of the issue. I did too. But I didn't agree with all of it. AIDS must be discussed by students, and that discussion should be brutally frank. But I'm not convinced that all of the brutal discussion must take place on the pages of the newspaper.

So what am I saying here? Student journalists must make certain that their publications reflect community sensibilities. Am I asking them to censor themselves? No. Am I asking that they shy away from controversial topics? No. I'm asking that they take the rights available to them, and use them more intelligently than they sometimes do.

Too many publications merely mimic what others have done. Students attend a convention, see a few slides about date rape and return home, determined to do a story on date rape, whether it's an issue in their school or not.

I'm asking reporters to be more responsible, more sensitive to the needs and expectations of their audience.

You have difficult choices to make: what to cover; how to cover it. Is a story that is appropriate for 17 or 18-year old seniors also appropriate for 14 year old freshmen? Is this story necessary or are we flirting with the base interests of a teenage audience?

Weigh these considerations seriously. For better or worse, you have the power to do great damage or good. I'll leave you with a quote from a report on ethics by the Society of Professional Journalists:

"Like everyone else, journalists do not live in black and white purity, but rather with blurred relationships and shades of gray. Only by talking about this and wrestling with it openly can we create an atmosphere in which the lines not to cross will be clearly marked."

### INVITATIONAL MEETS

The League will attempt to publish information regarding invitational meets. Send date of meet, school, address, phone number, contact person to Bobby Hawthorne, UIL, Box 8028, UT Station, Austin, TX 78713-8028 or FAX to 512/471-5908.

#### Gregory - Portland High School

**January 18, 1992**  
Contact Janice Prewitt  
Gregory - Portland High School  
Box 338, Gregory TX 78359-0338  
(512) 643-6566

#### Taft High School

**February 15, 1992**  
Contact Jean Wolter, Taft HS  
502 Rincon Road, Taft TX 78390  
(512) 528-2559

#### Tivy High School

**February 8, 1992**  
Contact Shirley Leifeste  
1607 Sidney Baker, Kerrville, TX 78028 • 512/257-2212

#### Barbers Hill High School

**Speech tournaments**  
**December 6&7**  
**January 31-February 1,**  
**May 8-9**  
Contact E. Harvey Craig  
Box 1108, Mont Belvieu,  
77580-1108  
713/576-2221 x 248 (school)  
713/576-5394 (home)

#### Crane High School

**January 18, 1992**  
Contact: VanDodd  
511 West 8th, Crane, TX 79731  
915/558-3573

#### Rockport-Fulton High School

**February 8, 1992**  
Box 907, Rockport, TX 78382-0907  
512/790-2285



## TETA Accredited List of Critic Judges

The 1991-92 Texas Educational Theatre Association Adjudicators' Organization Accredited List of Critic Judges is published for the benefit of zone, district, area and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests (Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.)

The UIL recommends the use of a single critic judge. (Refer to Section 1033 (d) (3) (B) (I))

Accredited judges that have not yet returned their TETA dues or TETA membership are marked with an \*. If a district has contracted a judge marked (\*), the judge must pay appropriate fees and update records in order to be eligible. Additional accredited judges will be added at the judge's workshop to be held at the annual Texas Educational Theatre Association Convention, January 29-February 1 at the Convention Center in San Antonio. Judges added will be published in February.

### Critic/Judges List 1991 - 92

• = Public School Teacher  
I, II, III, IV = Approximate Region

- Cheryl Allen, P.O. Box 150, Winnie 77665 III, H 409/296-4108; W 296-4187
- Marilyn Pool Allen, 1803 Huntington, Midland 79705 I, H 915/686-9382; W 682-2544
- Phil Allen, 1303 Kings Hwy., Dallas 75208 II, W 214/941-2300
- Jim Tyler Anderson, Navarro College, Corsicana 75110 II, W 903/874-6501 x203, H 817/565-9569, Denton 76201
- Darrel Baergen, Southwestern Baptist Seminary, P.O. Box 22000, Fort Worth 76122 II, W 817/923-1921; H 294-7733
- Clarence W. Bahs, Stephen F. Austin State Univ., Nacogdoches 75961 III, W 409/568-4003; H 564-9725
- \* Paul Bailey,
- Patricia C. Baldwin, Angelina College, Lufkin 75901 II, W 409/639-1301; H 634-3622
- \*Ellen Baltz, 1226 Strawberry Park Lane, Katy 77450 III, H 713/578-1016; W 953-1666
- Sally Barbay, 430 Wilcrest, Houston 77042 III, H 713/558-8275
- Kathy A. Barber, Kilgore College, Kilgore 75662 II, H 214/984-5021; W 983-8126
- Kathryn Norris Bauer, Southwest Texas State Univ, San Marcos 78666 IV, H 512/452-5042; W 245-2147
- Jeannie Pasini Beekman, 10606 Clematis, Houston 77035 III, H 713/728-3655
- Elaine Bent, 2318 Weatherby Drive, Mesquite 75181 II, H 214/222-6015
- Maurice A. Berger, Southern University, Baton Rouge, Louisiana 70813 III, W 504/771-3190; H 753-9808
- Debra Blizzard, 14100 Montfort, #1208, Dallas 75240 II, H 214/788-2540
- Georgia A. Bomar, East Texas State Univ, Commerce 75428 II, W 214/886-5344; H 886-7676
- Vicki Bond, 607-1/2 Cook Road, Beeville 78102 IV, H 512/358-0739; W 358-1571
- Carolyn Houston Boone, University of Houston, Houston 77204-5071 III, W 713/749-1427; H 827-7432
- Jane Boyd, 4302 W. Northgate, #38, Irving 75062 II, W 817/488-9596, ext. 365; H 214/256-1576
- Royal Brantley, West Texas State Univ, Box 747, Canyon 79016 I, W 806/656-2799; H 359-3613
- Celia Braswell, 8450 Cambridge, #3202, Houston 77054 III, W 713/522-8592; H 790-0608
- \*Carroll Brown, Cisco Jr. College, Cisco 76437 II, W 817/442-2589
- Joe Allen Brown, Texas Wesleyan College, Fort Worth 76105 II, W 817/531-4990; H 534-2161
- Randall J. Buchanan, Texas A&I Univ, Kingsville 78363 IV, W 512/595-2614; H 595-7708

- Anthony J. Buckley, East Texas State Univ, Commerce 75429 II, W 214/886-5346; H 886-3031
- Raymond Caldwell, Kilgore College, Kilgore 75662 II, W 903/983-8117; H 753-7156
- Jim Carlsen, Corpus Christi State University, Corpus Christi 78412 IV, W 512/994-2318; H 850-7109
- Sheleigh Carmichael, San Jacinto College - South 13735 Beamer., Houston 77089 III, W 713/484-1900 ext 224; H 481-6537
- Kathryn Carter, Tarrant Co. Jr. College-South IV, W 817/232-7797, H 680-3210
- Rod Caspers, University of Texas at Austin, 78713 IV, W 512/471-5793; H 512/451-2796
- Marion Castleberry, McMurry Univ., Abilene 79604 I, W 915/691-6306; H 672-7970
- Rene' Brister Chambers, Midland Community Theatre, Midland, 79705, W 915/682-2544, H 520-3312
- l'Gene Clough, 4568 Westchester Dr, Waco 76710 II, H 817/776-6228
- Gaylan J. Collier, 2616 S. University Dr., Fort Worth 76109 II, H 926-9700
- Bill G. Cook, Baylor Univ, Waco 76798 II, W 817/755-1861; H 829-2193
- Pat Cook, Baylor Univ, Waco 76798 -7262 II, W 817/755-1861; H 772-4713
- John Corley, Houston Community College, Houston 77004 III, W 713/630-7264; H 946-4260
- Michael S. Corriston, Galveston College, 5001 Avenue U, Galveston, 77551 III, W 409/763-6511; H 713/388-2116
- Jerry D. Cotton, Cedar Valley College, Lancaster 75146 II, H 214/227-3832; W 312-8100
- Kay Coughenour, East Texas State Univ, Commerce 75429 II, W 214/886-5311; H 886-2652
- Phillip Craik, McMurry College, Abilene 79697 I, W 915/691-6304; H 676-7405
- Josh Crane, Univ. of Houston Down Town 77002 III, W 713/221-8092; H 520-5469
- David Wright Crawford, Tyler Jr. College, Tyler 75711 II, W 903/510-2211; H 894-6876
- Ralph Culp, Univ. of North Texas, Denton, 76201 W 817-565-2211, H 817/382-1448
- Doug Cummins, Pan American Univ., 1201 W. University, Edinburg 78539 IV, W 512/381-3583; H 381-4076
- David T. Deacon, Texas A&I Univ, P. O. Box 178, Kingsville 78363 IV, W 512/595-3401; H 592-7813
- Eugene Dickey, 4835 N. O'Connor, STE 134-447, Irving 75062 II, H 214/393-2435
- Tom A. Dickson, L.D. Bell HS, 1601 Brown Trail, Hurst 76054 II, W 817/282-2551; H 498-0870
- Cran Dadds, 1419 West 5th, Corsicana 75110 II, W 214/872-5421; H 872-6096
- Bill Doll, Howard College, 1001 Birdwell Ln., Big Spring 79720 I, W 915/264-5000/5155; H 267-6230
- \*Jay Dowd, 6320 Campbell Road, Apt. #1463, Dallas 75248 II, W 214/638-0484; H 733-0603
- Kelly Draper, Lamar University, Beaumont 77705 III, W 409/898-3580; H 880-1753
- Eleanor A. Dryden, Route 3, Box 511A, Snyder 79549 I, H 915/573-9739
- Kathleen Durapau, Tarrant County Jr. College - NW, Ft. Worth 76179 II, W 817/232-2900, ext. 615; H 581-0780
- Charlotte English-Joyner, HRC 2, Box 127, Spur 79370 I, H 806/263-4269
- \*Steven C. Erickson,
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- Andy Fitch, TW Designs, 4731 Algies, Dallas 75207 II, W 214/634-2965
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- Michael L. Greenwald, Texas A&M Univ., College Station 77843-4234 III, W 409/845-0528; H 693-7332
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- Sheila Hargett, Southwest Texas State Univ, San Marcos 78666 IV, W 512/245-3575; H 396-5397
- Sandra Harper, McMurry College, Abilene 79697 I, W 915/691-6295; H 695-8366
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- Lucy Holsonbake, Univ. of North Texas, Denton 76203-3126 II, W 817/565-2211; H 214/528-7878
- Doug Hoppock, Northeast Texas Community College, Mt. Pleasant 75455 III, W 214/572-1911; H 757-7758
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- Charles Huxell, McMurry College, Abilene 79697 I, W 915/691-6303; H 698-1399
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- Jeff Hunter, University of Texas at Austin IV, W 512/471-5793
- Ann Hunter-Harmon, 4733 Fawn, Fort Worth 76132 II, W 817/346-9617; H 346-6199
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- Ray Karrer, Paris Junior College, Paris 75460 II, W 214/784-9242; H 784-3885
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- Silas Kenemer, 3420 Bird Street, Fort Worth 76111 II, W 817/282-2551, ext. 236; H 838-2061
- Cherald Ellis Kocurek, 270 Emporia Blvd., San Antonio 78209 IV, H 512/828-8512
- Jay P. Kyle, Panola College, Carthage 75633 II, W 903/693-2095; H 633-2287
- Terral Lewis, Amarillo College, Amarillo 79178 I, W 806/371-5343; H 353-5243
- Lou Lindsey, McLennan Community College, Waco 76708 II, H 817/756-2951 W 750-3577
- Kathy Price Lingo, Collin County Community College, Plano 75074 II, W 214/881-5906; H 964-0486
- Susan Loughran, St. Edward's Univ, Austin 78704 IV, W 512/448-8490; H 398-4013
- Glenna D. Maglio, Bee County College, Beeville 78102 IV, W 512/358-3130 ext 302; H 358-6542
- Jim Mammarella, San Antonio College, San Antonio 78284 IV, W 512/733-2718; H 491-9969
- Lou-Ida Marsh, 607 West Fox, Caldwell 77836 III, H 409/567-4388; W 567-7222
- Jan McCathern, Western Texas College, Snyder 79549 I, W 915/573-8511, ext. 304; H 573-5128
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- James R. Miller, Sam Houston State Univ, Huntsville 77341 III, W 409/294-1328; H 295-2868
- Suzanne Burrows Minge, Brewer High School, Ft. Worth 76108 II, W 817/367-1200, H 731-9565
- Mary Jane Mingus, Tarleton State Univ., Stephenville 76402 II, W 817/968-9131; H 968-2207
- Danny Moss, 211 Ralph, Longview 75605 II, W 903/753-9031; H 663-1167
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- Charles A. Roof, Jr., Victoria College, Victoria 77901 IV, W 512/573-3291; H 573-5470
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- Stacy Schronk, Tarrant County Junior College-NE, Hurst 76054 II, W 817/656-6684; H 267-8674
- Roger Schultz, Texas A&M Univ, College Station 77843-4234 III, W 409/845-2621; H 693-7757
- Gregory M. Schwab, Sul Ross State Univ., Alpine 79832 I, W 915/837-8220; H 837-7279
- Victor L. Siller, Tyler Junior College, Tyler 75711 III, W 903/510-2203; H 510-2203
- Robert Singleton, Houston SPVA, Houston 77006 III, W 713/522-9288; H 862-1662
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- Wayne I. Toone, Temple Junior College, Temple 76505 II, W 817/773-9961; H 939-2743
- Heidi H. Treharne, 3732 Mulberry Ln, Bedford 76021 II, W 817/488-6941; H 685-6372
- Cynthia Turnbull-Langley, McLennan Community College, Waco 76708 II, W 817/750-3691; H 512/445-6817
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- John Wright, Paris Jr. College, Paris 75460 II, W 903/784-9327; H 903/784-4558
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## Council entertains host of athletic rule proposals

The 51st annual meeting of the Legislative Council adjourned on Tuesday, October 22, 1991. The following amendments approved by the Council and passed (All items must be approved by the State Board of Education before they can become effective.)

**Baseball:** Conferences AAAAA and AAAA baseball playoff games shall not be played before Wednesday of that week unless by mutual consent. (This amendment would prevent one team from forcing another to play the next round baseball game on a day following the conclusion of the previous round.)

**Football:** For August 1992 only, socks and shoes may not be issued until the Thursday prior to the first day of organized practice.

**Golf:** Schools shall not enter invitational golf tournaments scheduled on more than one school day per any one tournament.

**Soccer:** A school must contact the UIL athletic staff and receive prior approval before selecting and using non-SSOA referees for varsity contests.

A date change - move the first day of after school practice to January 2.

**Tennis:** Schools shall not enter invitational tennis tournaments scheduled on more than one school day per any one

tournament.

**Volleyball:** Volleyball equipment may be checked out to players on any one day during the week preceding the starting date.

For 7th and 8th grade - Volleyball equipment may be checked out to 7th and 8th grade players on any one day during the week preceding the first day of school.

Clarifies that scrimmages during the week that school is in session must be in compliance with the state law (one contest per school week).

**Team Sports (AAAAA only pending State Board of Education approval):** Baseball, basketball, soccer and volleyball will reduce the number of regular season games by one and advance three teams to the playoffs.

**6-Man:** Delay the implementation of the 75 ADM cut-off figure in six-man football until the two year alignment period beginning with the school year 1994-95.

**General:** Section 1201: Athletic Codes  
A school coach may not charge student athletes in grades 7-12 from the coach's attendance zone, a fee for private instruction during the school year.

Clarify - Explain the limitations and requirements of player participation on non-



Gina Mazzolini  
**Sports notebook**

school teams. How to count eighth/ninth graders with regards to player limitation. (See off-season restrictions.)

This amendment clarifies the intent of the coaching restriction on non-school teams in Section 1209. Current wording prohibits coaches from any involvement. The new wording states that coaches are prohibited from organizing, assisting with selection of coaches, and/or selection of players, playing with or practicing with student athletes in grades 7-12 from their own attendance zone.

Two referendum ballot items on the Amateur Rule will be voted on by member schools. The first amendment would allow a student to return money as well as other valuable consideration to regain eligibility. The second item would protect a student from

inadvertently violating the amateur rule if they unknowingly participate with a teammate who accepts valuable consideration.

As usual, there were several additional items discussed and either tabled, rejected or placed under study. The study items include: charging for scrimmages, central site for football championships, starting day for practice of fall sports, starting date for junior high football, moving for athletic purposes in regards to occupation and residence concerns, and restricting non-school sports during the school week.

The League staff would like to thank the Legislative Council for their thoughtful actions throughout the weekend. The time that each council member invests in this process demonstrates their dedication to the students and programs of our organization. Again, thank you.

Legislative Council Officers for the coming year are:

Chair — Larry Butler, Supt., Spearman ISD

Vice Chair — Jill Shugart, Supt., Garland ISD

We look forward to another productive year.

## Highland Park captures 4A team tennis title

Third consecutive crown; Cooper take home 5A trophy

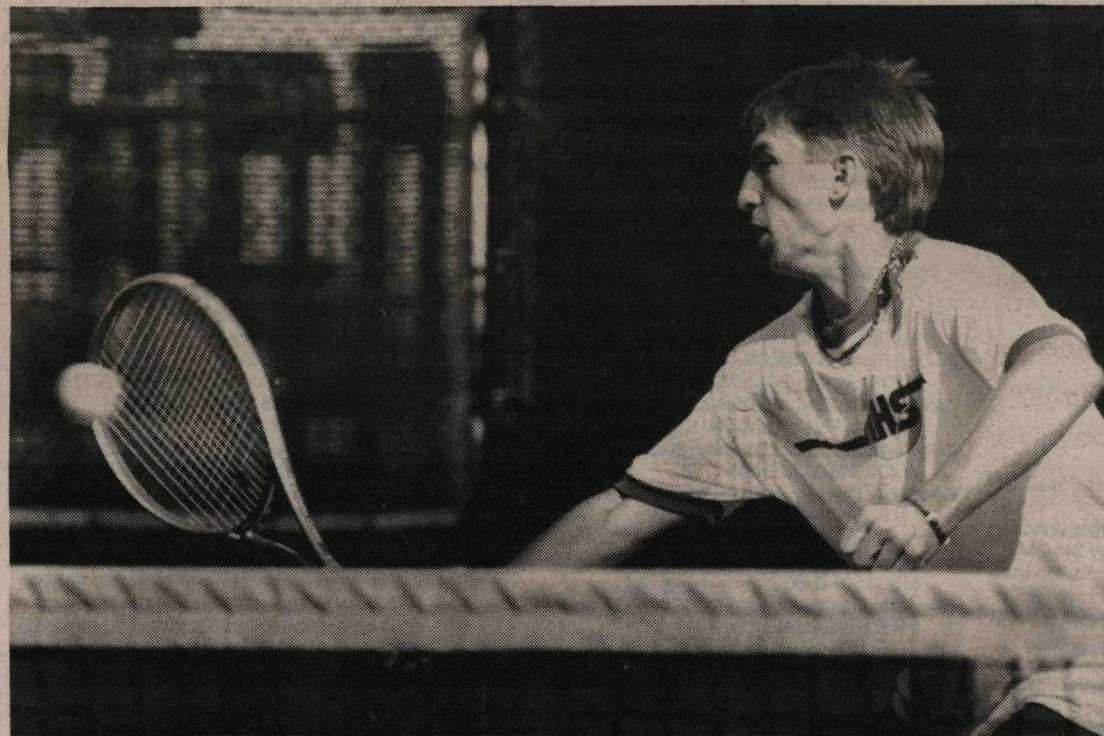
Dallas Highland Park won its third straight Class 4A state team tennis championship with a 11-7 win over Wichita Falls while Abilene Cooper, making its first appearance since 1984, got by Harlingen 10-7 for the Class 5A crown Nov. 1-2 in Austin.

Highland Park advanced to the finals with a 12-6 win in the first round over San Antonio Alamo Heights. Only Alamo Heights, with four, has more Class 4A state team tennis titles than Highland Park.

Wichita Falls, a loser earlier in the season to Highland Park, reached the finals with a 14-4 victory over Katy Taylor.

Abilene in recent years has struggle to reach the state finals, mainly because district and cross-town rival Abilene Cooper, but the Eagles on consecutive days beat previously unbeaten teams in winning its first team tennis title.

In the first round, Abilene posted a 13-5 win over Sugar Land Clements while Harlingen, making its first state team tennis appearance, recorded a 10-7 win over Klein. Sugar Land Clements entered its match with Abilene with a 20-0 record while Harlingen was a perfect 18-0 before falling to the 16-1 Eagles in the finals.



Harlingen was a perfect 18-0 before falling to the 16-1 Abilene Cooper Eagles in the finals. Harlingen, making its first state team tennis appearance, recorded a 10-7 win over Klein in the semifinals. Photo by Joey Lin.

## 19-year old rule

Continued from page 1

participants," Farney said. "If anyone can get a temporary restraining order to participate, whether they are ineligible by no pass, no play, or residence rules, etc., and the League does not have the opportunity to eventually prevail in court and seek forfeitures, then a situation will develop that permits on-going process of competition through restraining orders and temporary injunctions."

A challenge to a similar rule in Michigan was defeated last year. The Michigan Supreme

Court ruled that the mandatory forfeiture rule was "reasonably designed to rectify the competitive inequities that would inevitably occur if schools were permitted without penalty to field ineligible athletes under the protection of a temporary restraining order, pending the outcome of an ultimately unsuccessful legal challenge to one or more eligibility rules."

The 19-year old rule is one of the oldest rules on the books. "An age rule of some kind has existed since 1910," Farney said. "The 19-year old rule has existed since 1936-37. It is based on state law which prescribes when a student can enter school. Traditionally, the

schools have also felt the rule emphasized normal progression through school, and discouraged red-shirting and holding athletes back for competitive purposes.

"It exists also because of the advantage a more mature student would have over younger students, and this maturity can be both physical, emotion and psychological," he added. "The safety considerations are also prime factors because potentially, if the rule changes, a 20-year old could participate against a 14-year freshman. This is more likely to occur in the smaller schools which don't have enough students to field sub-varsity teams."



## Legislative Council

• Continued from page 1

- to require schools to get UIL approval if they plan to use non-SSOA certified soccer referees.

- to prohibit coaches from organizing or administering non-school baseball, basketball, football, soccer or volleyball teams during the school year.

- to limit tennis and golf invitational golf tournaments to a maximum of one school day per tournament.

- to permit a student to return money as well as other valuable consideration to regain eligibility.

- to change the beginning date for soccer season to January 2.

- to allow volleyball coaches to issue, or place in lockers, practice uniforms for students prior to the first practice date.

UIL staff was also instructed by the Legislative Council to study and survey charging admission for all scrimmages and establishing a central site for the football championships.

In issues concerning academics, the Legislative Council agreed to add a vocabulary component to the high school spelling contest and place an amendment on a referendum ballot to member schools that would eliminate the age rule for academic, music, and fine arts competition.

"The vocabulary component is designed

to help students learn more about words and their correct usage, thus enriching a student's wordpower," said Janet Wiman, UIL academic director. "We are just adding a new dimension to the event and renaming it the Spelling and Vocabulary contest."

If the referendum ballot on the age rule returns to the UIL with a favorable recommendation and if approved by the State Board of Education, the amendment would no longer prohibit a 19-years old from participating in academic, music, and fine arts competition in UIL activities.

The Texas Education Agency initially asked the UIL to study the elimination of the age rule. The UIL staff determined that the justification for keeping the age limit in athletics — safety of participants — does not apply to academic, music, and fine arts competitors.

"The Legislative Council, along with the Texas Education Agency, believes that the benefits to be gained by these students from participation in UIL events outweighs the negative effects, such as displacing other students who are following a normal four-year progression," said Richard Floyd, UIL music director.

Other academic related proposals passed by the Legislative Council were to:

- allow critiques for disqualified one-act play entries and remove from the contest



Council members Eddie Little of Kilgore and Yvonne Katz of San Antonio Harlandale discuss items during the October 20-22 meeting. Photo by George Bridges.

manager the responsibility of determining the moral acceptability of a play.

- allow the same range of penalties for one-act play currently in force for most other UIL events if directors solicit or accept professional aid.

- place the responsibility for interpretation of one-act play language and community standards rule in the hands of the administration of the producing school.

- eliminate the requirement to use a blind draw to determine places when unbreakable ties occur in individual speech contests in state meet finals only.

- establish a team competition for high

school accounting and literary criticism.

- allow for Sunday participation in UIL academic competition at regional and state levels in the event of emergency situations such as loss of electrical power at a facility.

- allow students on a ninth grade campus to be combined with students in grades 10-12 for UIL music competition.

- specify that a student must earn a Division I rating at a current UIL region solo and ensemble contest to be eligible for the Texas State Solo and Ensemble Contest.

All proposals passed by the Legislative Council must have State Board of Education approval before going into effect.

## Former UIL director Rodney Kidd honored by Southwestern University

Former University Interscholastic League director Rodney Kidd was inducted into the Athletic Hall of Fame at Southwestern University on October 11. Kidd and Chester Lee Allen, who served as an athletic director and coach in Texas for 40 years, were the third and fourth inductees into the Hall. Both graduated from Southwestern in 1925.

Kidd, who died in 1985 at the age of 85, is best remembered for his devotion and service to the youth of Texas, particularly in the Austin and Central Texas area.

Kidd served as UIL director from 1948 to 1967. As acting director in 1947, he was instrumental in reorganizing the state's schools into districts and conferences as Texas abandoned the county-wide meet system.

Following a standout track and field career at Southwestern from 1921-25,



Rodney J. Kidd

Kidd served on the Southwestern faculty and became Director of Health and Physical Education and coached from 1927-38.

Kidd was named Austin's Most Worthy Citizen in 1957 and was the recipient of the SU Distinguished Alumni Award in 1966. He was also honored with the Silver Beaver Award for his devoted work with the Scouts in the Capitol Area Council.

## Successes and objectives

• Continued from page 2

5. Look at more ways to use video materials and enhance the image of our music programs and the UIL in general.

6. Prepare a procedure manual for region executive committees.

7. Continue to stress a deemphasis on "win at all costs" in UIL competition.

8. Computerize Drama Loan Library.

9. Strengthen our value base with the legislature and The University of Texas at Austin.

10. Study the points and awards given in the academic contest areas.

11. Solicit funds to hire professional help to develop a name, theme, and graphics for the elementary and junior high academic program.

12. Locate funds for additional scholarships and teacher excellence awards.

13. Handle faxes and correspondence more expeditiously.

14. Expand sportsmanship ideas and

techniques.

15. Seek greater understanding between officials and coaches.

16. Orient new employees and new school officials to the spirit, intent, and mission of the UIL.

17. Establish summer workshops for Legislative Council and State Executive Committee.

18. Improve public information, especially in areas other than athletics.

19. Establish a more open system. Involve administrator, sponsors, and others in ways to open the system. More structured meetings throughout the state to allow open discussion.

The statements listed above are primarily special goals, objectives, or problems that staff members work with daily. The staff also works toward completing many other objectives, all basically trying to reach the ultimate goals of providing service to the public schools with pride and to help maintain a purely amateur educational program.



# November, 1991

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## SAVOY ISD

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

## 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.

## GREENWOOD ISD (MIDLAND)

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

## IOWA PARK HS

The SEC has issued a public reprimand to Coach Ray Sefcik, Iowa Park High School, suspended him from one game, and placed him on probation in football through the 1991-92 season for violation of the Athletic Code.

## SNYDER ISD

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

## CALVERT ISD

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

## CHILTON ISD

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

## CROSS-X DEBATE

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

## BROWNSVILLE PORTER

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

## LINCOLN-DOUGLAS DEBATE

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

## GUSTINE HS

The State Executive Committee upheld the decision of the District 32A Executive Committee to disqualify the Gustine girls' basketball team from district honors for the 1990-91 school year, for violation of Section 1201 (a)(1), employment of coaches. The committee also issued a public reprimand to Gustine High School and put the girls' basketball team on probation through February 8, 1992.

## CALALLEN HS

The State Executive Committee issued a public reprimand to Calallen High School and placed it on probation through February 8, 1992, for violation of TEA rules governing practice time during the school day. The committee also issued a public reprimand to Coach Leta Andrews and placed her on probation through February 8, 1992.

## MCLEAN HS

The State Executive Committee found a McLean High School football player ineligible as of November 14, 1990, and forfeited all games the student had participated in since November 14. They issued a public reprimand to Coach Jerry Miller, and placed him on probation in football through December 10, 1991, for violation of the Athletic Code. They also issued a public reprimand to McLean High School, and put the school on probation in football through December 10, 1991.

## GREGORY-PORTLAND ISD

The State Executive Committee issued a public reprimand to Gregory-Portland Football Coach Bruce Bush, suspended him from attending two football games, and put him on probation through February 25, 1992, for violation of the amateur rule. Gregory-Portland High School was issued a public reprimand and the probationary period they are under was extended to February 25, 1992.

## PLEASANT GROVE ISD

The State Executive Committee issued a public reprimand to Pleasant Grove High School through October 31, 1991, for failure to notify proper parties that they would not participate in regional competition in Lincoln-Douglas Debate and cross-examination team debate.

## DECATUR HS

Decatur High School one-act play director Jana Woodruff was issued a public reprimand, suspended from directing all UIL activities through May 14, 1991, and placed on probation in all UIL activities through May 14, 1992.

## FOREST BROOK HS

Coach Billy Thompson of Forest Brook High School has been issued a public reprimand, suspended from coaching baseball through May 14, 1991, and placed on probation in baseball through May 14, 1992.

## ODESSA HS

Coach June Owen of Odessa High School has been suspended from coaching girls' basketball through May 14, 1991, and placed on probation through May 14, 1992, for violation of the Athletic Code.

## S&S CONSOLIDATED HS

S & S Consolidated High School has been issued a public reprimand and placed on probation in basketball through January 9, 1992. The penalties were issued for violation of the Athletic Code.

## NEW CANEY HS

Mr. Mike Powell, of New Caney High School, has been issued a public reprimand and placed on probation in basketball through January 9, 1992 for violation of the Athletic Code.

## BELLAIRE HS (HOUSTON)

Houston Bellaire High School has been placed on probation in baseball through January 9, 1992 for violation of off-season limitations and the amateur rule. Mr. Rocky Manuel has been issued a public reprimand and placed on probation in baseball through January 9, 1992 for violation of the Athletic Code and off-season limitations.

## HARLINGEN HS

Coach Jesse Langhofer of Harlingen High School has been issued a public reprimand, suspended from the first home game of the 1991-92 football season, and placed on probation in football through the 1991-92 season for violation of the Athletic Code.

## BAYTOWN LEE HS

Baytown Lee High School has been issued a public reprimand and placed on probation in basketball through January 30, 1992, for violation of the Athletic Code.

## CLEAR LAKE HS

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

## LEE HS (NORTH EAST ISD)

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

## FORT WORTH BREWER

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

## BROWNSVILLE HANNA

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

## AUSTIN MCCALLUM

The State Executive Committee issued a public reprimand to Austin McCallum High School for violation of the Athletic Code, put the school on probation in baseball from September 16, 1991, through June 4, 1992, and requires the Austin ISD to develop a plan to deal with inappropriate behavior by fans.

## SAN ANTONIO BRACKENRIDGE

The State Executive Committee issued a public reprimand to San Antonio Brackenridge High School Coach Billy Cox and put him on probation through the 1991-92 school year for using an ineligible baseball player.

## FORTH WORTH DUNBAR

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

## SANDERSON HS

The State Executive Committee issued a public reprimand to Coach Gary Shackelford of Sanderson High School, for removing his team from the playing field prior to the end of a contest, and put him on probation through October 31, 1991. The District 8A Executive Committee assessed a penalty of public reprimand with one year's probation to Sanderson High School.

## BROWNSVILLE PORTER

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

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.

## C&R OFFICIAL INTERPRETATIONS

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

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

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

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

## FOREIGN EXCHANGE

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

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

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

Also, Foreign Student League; Foundation for International Understanding; Friends in the West; Fulbright Gesellschaft; German American Partnership Program; Iberoamerican Cultural Exchange Program; Intercultural Homestay Services; International Christian Youth Exchange; International Education Forum; International Student Exchange; International Student Exchange of Iowa; International Travel Study; INTRAX, Inc; Japan-American Cultural Exchange; Legacy International; NACEL Cultural Exchanges; NASSP-School Partnerships International; National 4-H Council; National FFA Organization; National Registration Center for Study Abroad; and Open Door Student Exchange.

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

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

## JOHN TYLER (TYLER)

John Tyler High School Band was issued a public reprimand and placed on probation for the 1991-92 school year for violation of Section 1102 (a) "Failure to Participate."

## PRESCRIBED MUSIC LIST

Page 13 - Concert Band Grade II: Wiggins (arr)-Giles Farnaby Suite (play any 3 movements)

Page 15 - Concert Band Grade IV: Wiggins (arr)-Giles Farnaby Suite (play all)

Page 67 - B-flat Clarinet Trios Class III: Purcell/Vedeski-Gavotte from Harpsichord Suite No. 5

Page 68 - B-Flat Clarinet Quartets Class II: Smith-Suite for Four Clarinets (play 2 movements)

## ROBERT E. LEE (TYLER)

Robert E. Lee High School Orchestra (Non-Varsity) was issued a public reprimand and placed on probation for the 1991-92 school year for violation of Section 1102 (a) "Failure to Participate."

## ONE ACT PLAY

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

## MUSIC MEMORY

The Bass Clef Book contains the only official Music Memory List for the 1991-92 school year.

## SPELLING

Attention Elementary and Jr. High Spellers: Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the A+ Spelling List for 1991-92. It is important to have the most current spelling list (1991). Significant revisions of the old list have been made.

Misspelled words in High School Spelling Power:  
jennet, genet (donkey)  
griffin, griffon, gryphon

## 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. Gerald 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.

## UNSPORTSMANLIKE CONDUCT

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:

Mr. Greg Tramel, Latexo junior high coach, September, 1991.

Galen Kaemigk, Socorro High School, October 4, 1991.

## ORAL READING (grades 4 through 8)

Section 1080: Oral Reading, page 249 of the Constitution and Contest Rules should be changed as follows:

(d) (2) Timekeeper Contestants who continue speaking after the six minutes have expired shall be disqualified by the contest director BE PENALIZED ONE RANK.

## CORPORATE SPONSORSHIP

Radisson Hotels, Wilson Sporting Goods and Mikasa Sports join Coca-Cola as the official corporate sponsors of University Interscholastic League activities.

## CLARKSVILLE HIGH SCHOOL

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