

Leaguer



THE CELEBRATION IS ON. Plano coach Jesse Cole cheers on Wyatt Russo, who won the 200-yard individual medley and broke the national record. Photo by Joey Lin.

The defense doesn't rest

Plano, McCullough defend state swimming crowns

By PETER CONTRERAS
Public Information Director

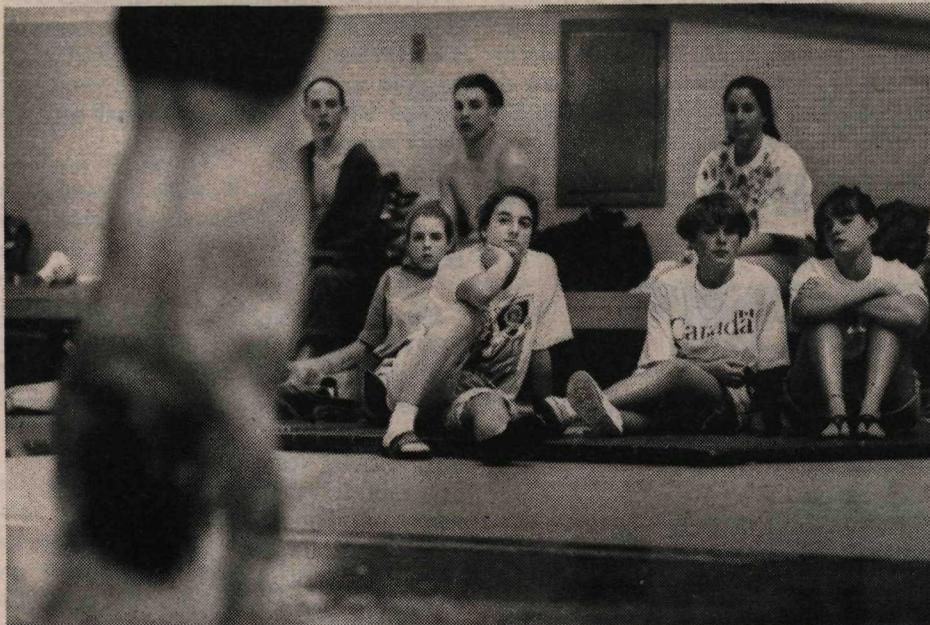
Wyatt Russo set a national record and won four gold medals, leading the Plano Wildcats to their second consecutive boys high school championship at the 1992 UIL Swimming and Diving Championships.

Meanwhile, Conroe McCullough's girls thundered to their fourth consecutive state championship, breaking the state record for most girls' titles. Houston Memorial boys' team still holds the state record with five straight crowns (1970-74).

Plano led Conroe McCullough by one point going into the meet's final event, the 400 freestyle relay, and Russo swam the last 100 meters in his team's victory that wrapped up the title.

Conroe McCullough finished second in the race and second in the meet for the second straight year.

Plano finished with 190 points while Conroe



WATCHING. Swimmers watch the finals of the diving competition. Photo by Joey Lin.

McCullough followed with 183 points, Conroe Oak Ridge was a distant third with 99 points.

Conroe McCullough captured the girls state title, outscoring Humble Kingwood 163-133. San Antonio Taft was third with 90 points.

San Antonio Taft's Jennifer Banda was the only double winner in the girls competition. She won the 200 yard individual medley and the 100 backstroke.

Russo set a national high school record in the 200 individual medley with a time of 1 minute, 47.59 seconds. The old record was 1:47.98, by

Gregory Burgess of Jacksonville (Fla.) Bolles High School in 1988. The old Texas high school record of 1:48.47, set by Russo last year, also fell.

The senior recorded another state record in the 100 backstroke, with a winning time of 49.19, besting the mark of 50.06 he set last year. Russo also swam the third leg of Plano's winning 200 medley relay team.

Other state records include:

- Girls' 200-yard medley relay — Humble Kingwood, 1:47.55; Boys' 200-yard individual medley — Wyatt Russo, Plano, 1:47.59; Boys' 100-yard backstroke — Wyatt Russo, Plano, :49.19; Boys' 100-yard breaststroke — Todd Bricker, Tyler Lee, :55.74

CX debaters gear up for their own State Meet

By JENNIFER R. SANSBURY

Cross-Examination debaters have a new opportunity this spring—the chance to do something besides C-X in University Interscholastic League academic competition.

As a result of a vote in March 1990 by UIL member schools, the state-level C-X event now stands apart from the annual Academic State Meet. It has its own dates, its own program, even its own T-shirt.

"It split because we've had people concerned that C-X debaters could only do C-X," said Treva Dayton, director of speech and debate. "In the conflict pattern, they couldn't enter any other events."

Because the contest lasts for the better part of a day, competitors previously could not enter any other events. With the change, C-X debaters can enter any other contest except Lincoln-Douglas debate in the May academic meet.

Nearly 500 students will compete in next month's 82nd state Cross-Examination debate. Conferences 1A, 2A and 3A will compete March 16-17 while 4A and 5A teams will debate March 20-21. Dayton said she expects about 40 1A teams, 47 2A teams, 52 3A teams, 46 4A teams and 60 5A teams.

The first and second place teams from districts with eight or more teams advanced to the state meet. If a district had seven or fewer teams, only the first place team went on. Regional-level competition no longer exists for C-X Debate.

"We've reduced the number of people we're taking from district," Dayton said. "The opposite side of that coin is we've quadrupled the number of people who get to come to state and apply for scholarships."

"It also means that the regional sites don't have to schedule rooms and judges for C-X Debate."

Until this year, the top three teams in each district advanced to regional competition and the top three teams at regionals went to state. Travel-wise, the new set-up means that some schools won't have to drive as far to Austin for the state meet as they would have for regionals; however, the opposite is also true.

"The disadvantages are for the administrators to get it into their local calendars and get it planned, and for some schools it's going to mean increased travel," Dayton said.

"We heard in the fall Student Activities SuperConferences some real strong opinions that they didn't want the extra weekends of travel, but that wasn't reflected in the referendum vote," she said.

"Obviously there are some downsides to it. Nothing we do is in everybody's best interest—you can't please them all."

We must internalize desire to hold educational contests

Why is it that we know what we as individuals should do when working with students competing in activities to provide the best education possible for them? Secondly, why is it that, while most of us even know how we should accomplish this, we don't always conduct ourselves as we should to get the desired results? If we know what we should do and how to do it, why don't we? The answer is a matter of desire.

How strong is our desire to conduct ourselves in a manner that is best for the education of our youngsters in our programs? Although we realize our behavior is uneducational, is the desire to win so great that it justifies intimidation of officials, skirting of the rules, or unethically trying to disrupt our opponents?

Is the coach's desire to win through intimidation of the officials stronger than his desire to see that his players and the student fans witness behavior that is respectful and educational?

Does an end justify the means? If it does, then how can we be surprised when Wall Street stock traders, politicians or others decide to evade the rules in order to achieve a self-satisfying end?

My personal observation is that coaches are more likely to win with positive and respectful attitudes than with negative, disrespectful attitudes.

Although it is rarely discussed, the same is true for officials. When officials allow the rules to be bent, they do so for the sake of expediency but the long-term effects undermine the very principles and standards that officials are hired to uphold.

I think we know that officials should call the game according to the rules. They should control the behavior of the coaches, fans and players in a



Bailey Marshall
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Director's corner

way that human beings should treat each other in all phases of their lives—that is, with respect. As a long-time official, I think I'm safe in saying that I know what officials should do. We have the skills to do it. Why don't we control the game like we know it should be controlled?

Which is stronger: Our desire not to offend someone for fear of not working at a site in the future or our desire to see that an educational atmosphere is maintained. Perhaps there are other motivations, such as fear of being "scratched" by a coach.

The same can be said about us as administrators. Which is stronger—the desire not to offend one of our patrons by questioning them about their behavior or the commitment to see that coaches, fans, students, players and officials conduct themselves in a manner that is respectful and educational?

So how do we resolve these conflicting desires? I believe we must work harder to create an environment that fosters a desire to maintain educational competitions. We have to start by changing ourselves, in whatever capacity we work with competition. We must internalize the higher principles that we know are best for education.

We must involve all these groups in the development of our mission statement so that all parties concerned can internalize these goals and feel a part of them.

After we re-examine our behavior and commit ourselves to the higher principles of competition, we must work with those other individuals and groups to see that our goals and missions for sports are educational in nature, not simply to entertain the community and students, or placate the crowds. If this means "rocking the boat" with our constituents, then so be it. While the short term effects may be difficult, the long term ramifications will be positive. Fans will come to expect a certain level of decorum at games. Students will learn that activities are intended to teach specific educational objectives that cannot be achieved through intimidation or unruly behavior.

Where do we start? We can start through the local school district, the UIL, and the TEA to establish mission statements and to see that everyone who works with the youngsters in competition understands them. We cannot accomplish this task through coercion or punishment. We must involve all these groups in the development of our mission statement so that all parties concerned can internalize these goals and feel a part of them. When these goals are internalized by all involved, we will have that desire necessary to conduct "educational competition" and not "cut throat" competition.

Speaking out for sportsmanship

By JOE PATERNO
Head Football Coach
Penn State University

"You cannot enjoy a sport unless you have trained properly and have disciplined and prepared yourself. But once you get that chance to compete, let's not get ourselves so uptight that we've got to win - that we're afraid to make a move because we think if we lose there are those silly people who will say 'Losing is worse than dying, because you have to live with defeat.'

"One of our famous coaches in this country made that statement. That's got to be utterly ridiculous. But when he makes that statement, a high school coach reads it and wants to mimic him. And someone in the junior high school program wants to mimic him."

"We can't let people get hold of our kids and make them think they've got to win. The winning is great. You strive for it. You try to do it. You compete to win. But, if we lose, we lose . . . we lose. I've never been in a game where there wasn't enough glory for everybody - winners and losers. I think that's something we've got to keep in mind.

Leaguer

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Changes within sight: Statewide input sought for review of sightreading format, procedures

Year in and year out probably no single segment of our music program is subject to more discussion and debate than the sightreading contest. Annually, there is at least one item on the TMEA/UIIL Music Advisory Committee agenda pertaining to sightreading. These concerns generally run the gamut from the selection of judges, to sightreading music selection and basic contest format. During the previous decade, at least two committees studied this contest enigma in depth but little about the contest, its procedures or anticipated outcome changed other than some minor revisions in the music selection process. Yet, there is a continuous tone of dissatisfaction that seems to permeate this event.

This constant level of concern was brought into even greater focus when the band and vocal representatives to the TMEA/UIIL Music Advisory Committee voted to have special committees appointed to carefully study the sightreading contest and determine if any changes might be implemented to ease the stress associated with this event.

In consultation with the elected leadership of TMEA, the following plan has been adopted to fulfill the request of the Advisory Committee.

- Through the TMEA magazine, seek volunteers who wish to be considered for appointment to this committee. (This step was taken in the October issue with good response)
- Appoint a core committee (one each in band and choral) of five to seven members to be charged with the responsibility of gathering information, identifying problem areas and drafting

initial proposals to address these concerns. It was decided that these two committees should be made up of colleagues who live in relatively close proximity to one another so that a series of meetings could be planned over an extended period of time with little travel and minimal inconvenience to the committee members.

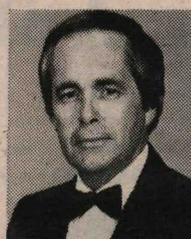
The vocal committee will be based in the Houston area and includes the following directors:

- Charles Collins - Mayde Creek High School (Katy)
- John Hemmenway - Arnold Junior High (Houston)
- Margaret Jordan - Parkview Intermediate (Pasadena)
- Judy McEnany - Lamar High School (Houston)
- Phil Raddin - Klein High School

You will note that the make-up of the committee includes both middle school/ junior high school and high school directors. Consequently, the work of the committee should reflect a sensitivity to all levels of vocal sightreading performance.

The band committee will be based in the Austin area and includes the following directors:

- Gary Faust - Georgetown Junior High
 - Don Haynes - LBJ High School (Austin)
 - Oscar Herrera - Del Valle High School
 - Don Hopkins - Dripping Springs High School
 - Harlon Lamkin - Travis High School (Austin)
 - Aaron Lewis - Lexington High School
 - Karen Sperry - Martin Junior High (Austin)
- This committee, too, is made up of directors



Richard Floyd
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Music matters

from a variety of schools including those in urban, suburban and rural settings at both the middle school and high school level. As a result, every category of school should feel that its particular needs or concerns will be addressed by the membership of this committee.

- Develop a survey to be distributed statewide to all band and choral directors to hopefully help bring the potential problems and possible solutions associated with this event into clearer focus. This survey will appear in the April issue of the TMEA Magazine and the next issue of *The Leaguer*. Deadline for its return will be May 15. This will give everyone the opportunity to respond to the questions after going to their spring concert and sightreading contest.
- Core committees begin their work.
- Appoint a larger committee of regional consultants to review and react to the proposals developed by the core committees. This intermediate step will allow the core committee to benefit from regional input representing the entire state. Regional consultants will be appointed in early April. Anyone wishing to be considered for appointment to this committee

should contact the State UIL Office prior to March 15.

- The core committee will then prepare a preliminary report for the summer meeting of the TMEA/UIIL Advisory Committee.
- Actual proposals will then be drafted by the core committee for consideration at region meetings during the 1992-93 school term.
- Final deliberation and action will be taken during the 1993 TMEA/UIIL Advisory Committee summer meeting.

Every step has been taken to develop a thoughtful process that allows for significant statewide input, focused work by highly qualified representative committees and ultimate review by the elected musical advisory committee members representing all 22 regions of the state. Please be assured of the fact that it is not the intent of this exercise either to make a Division I less attainable in the sightreading contest room or add an additional layer of frustration to this segment of our music contest program. On the other hand if all goes well, approximately 12 months from now we will be looking at options that will either validate the current format and procedures of our sightreading contest or offer us alternatives that more accurately, consistently and equitably evaluate the sightreading skills of our band and vocal students.

Don Owens

'An endless commitment to his band'

The preceding two issues of the *Leaguer* recognized Doyle McElroy and Marca Lee Bircher, both 1991 recipients of the Denius-UIL Sponsor Excellence Award. The third fine arts teacher to be so honored is Don Owens of Dickinson High School.

Don Owens has been teaching music for 31 years. He started his career in Oklahoma. After several years of teaching in our neighboring state to the north, he elected to move to Texas in 1974 to join the ranks of Texas Music Educators. Why? Because he thought the performance standards of Texas bands were the highest in the nation and he wanted both the inspiration and challenge of being a part of this proud tradition. Today, there are very few music educators in Texas who do not know Don as the hardworking, dedicated and highly successful Director of Bands at Dickinson High School.

Few bands have been more successful in music competition than the Dickinson High School Band. The awards are too numerous to mention here. But of greater importance, is the fact that the Dickinson High School Band program places an even greater emphasis on the musical and personal growth of each individual student. Don's concern for the education and self-worth of each student is reflected in the fact

that over the past five years, 91% of his students have been rated as excellent or superior in various solo and ensemble competitions at both the regional and state levels.

There is further evidence of his concern for the individual student. His principal, Ron Ahlhorn, states, "Don Owens has an endless commitment to band members individually and collectively. He generates strong self-esteem and confidence within each of his band members." I might add that Mr. Ahlhorn goes on to say, "I have been associated with UIL activities either as a participant or educator since 1957. In that span of time, I have never seen a sponsor as dedicated as Don Owens."

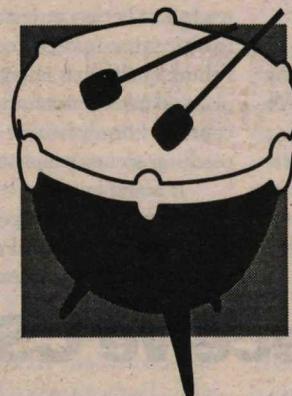
A statement from Bill Borgers, Superintendent of School in Dickinson, also praises his concern for the individual student. He says, "Mr Owens has a strong influence on every student in the band, teaching them the importance of commitment to a team effort and enhancing their self-esteem."

The Denius-UIL Sponsor Excellence Award is an ongoing program intended to honor our outstanding directors, coaches and sponsors. In the spring of this year high school principals will again have the opportunity to nominate candidates for this distinguished award and \$1000 prize.

Baylor music faculty instrumental in developing ensemble manual

The University Interscholastic League and the instrumental music teachers of Texas are indebted to the applied instrumental music faculty of Baylor University for all the work it has done in reviewing the new small ensemble works that have been added to the revised *Prescribed Music List*. Their diligent research has culminated in the publication of an annotated listing of new works for woodwinds, brass and percussion ensembles. The 82 page manual includes a concise summary of each work, ranges and relative difficulty of each individual parts plus suggested mallet selections for percussion ensembles.

At the recent Texas Music Educators Association Clinic in San Antonio, complimentary copies of this manual were distributed during a series of clinics where excerpts from the new



music were performed and discussed by the music students and faculty of Baylor University. This project has produced a valuable resource for both directors and private teachers who help students to select appropriate repertoire for solo and ensemble performance.

Because of the popularity of these clinics, all copies of the original printing have been dis-

tributed. However, the Baylor University School of Music does plan to reprint the manual in the very near future. Additional copies will then be available at a nominal cost of \$10.00. Contact Richard Shanley, School of Music, Baylor University, Waco, TX 76798 for details. Dr. Shanley can be reached by phone at (817) 755-3571.

Many thanks to this dedicated group of talented performers and dedicated music educators. The members of the Baylor wind and percussion faculty include: Helen Ann Shanley-Flute, Doris DeLoach-Oboe, Richard Shanley-Clarinet, Jennifer Speck-Bassoon, Michael Jacobson-Saxophone, William Bernatis-Horn, Barry Hopper-Trumpet, David Gier-Trombone, Michael Fischer-Tuba/Euphonium and Larry Vanlandingham-Percussion.

It's time to let the soup simmer

At last year's UIL State Meet, I circulated a questionnaire intended to gauge the general level of satisfaction or dissatisfaction with the UIL journalism contest program. If George Bush received the same results, his spin-doctors would call it a mandate from the people.

That's because only one in four — probably fewer — advisers and students bothered to complete and return it.

First, I wanted to know how many State Meet qualifiers attended a student activities conference, thinking that many had. Wrong again. Less than one in four had. Of those who attended, they said they enjoyed themselves. I earned a 4.4 on a 5 point scale, with five being "had the greatest time of my life. Compared favorably to what I suspect heaven is like."

Of course, lots of kids who attended the workshops didn't make it to the State Meet. There's no way to determine whether attending one of the fall student activities conferences hurt more than helped. I plan to keep it that way.

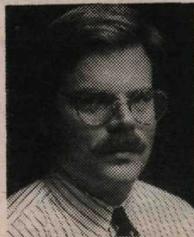
I also sought written comments but, these being high school students, didn't get many. One kid wrote, "Mr. Hawthorne had some very helpful tips and humorous anecdotes. It wasn't your average boring UIL symposium."

Thought my colleagues would enjoy hearing that.

I also wanted some idea of how well the UIL contest preparation material — the Journalism Contest Manual and the practice packets — is being received. Again, response was generally positive, even if the compliments were somewhat backhanded. Some wrote:

- Very helpful.
- Very informative.
- We bring kids to State every year with no newspaper and no class. I use this book to coach my best writers and it obviously works.
- It is our Bible. We have no school newspaper or journalism class so the book has provided our students with very concrete do's and don'ts.
- Forget the manual. We need more practice sheets.
- Could be updated if you have time.
- I miss the old red manual with all the corny Star Trek lines. Why did you take those out? We thought they were pretty funny.

Comments regarding the district meets weren't as enthusiastic. Loud, crowded conditions and questionable judging were the major complaints. Doors were left open during contests. Monitors talked throughout the contest.



Bobby Hawthorne
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Scholastic Journalism

An adviser wrote, "Who is in charge of judges at the district meet? Could different sets of judges evaluate each event so they wouldn't suffer from so much burnout by editorials?"

Yes, if you can find that many judges.

Others charged that contests took "forever" to grade, and even then, many districts didn't use the critique sheets, or if they did, the judges wrote few if any specific comments.

Other districts didn't follow the UIL conflict pattern, causing conflicts between news and ready writing, or fell hopelessly behind, causing other conflicts. The director of one contest didn't show until well after the contest was supposed to have started, and then "didn't seem to know her duties."

The rooms were too cold. The rooms were too hot.

These complaints came from people who qualified for state. Imagine how the losers — oops, in a well planned contest, there are no losers — the non-advancing winners felt.

Comments regarding regional meets were surprisingly upbeat, as were those regarding the headline contest changes, although one adviser wrote, "I like the changed count. However. I feel that it has made the contest much too easy."

Hard to decipher that one. Is he or she glad it's too easy? Can't say.

As expected, students raved about the new headline count. One wrote, "the headline contest is 100 percent better. I wouldn't do it last year because I hated the count style."

A teacher wrote, "The new headline rules made for a better contest with students being able to concentrate more on content and less on count. I think quality has improved at every level. But please don't ever consider doing away with the contest. I firmly believe that it is a useful tool in teaching accuracy and conciseness."

It is and I won't.

Despite the many potholes in the road to the State Meet, the general response to the preparatory material, the contest content itself, and the

administration of the district and regional meets was positive, if not wildly enthusiastic.

After a few years teaching in public schools, it may be difficult for teachers to be wildly enthusiastic about anything short of a winning lottery ticket, so I don't take this as a personal affront. Nor do I take it as an endorsement of the entire process. Improvement of the quality of judging and contest administration will remain the number one priority.

However, at this stage of the game, I think we will allow the various changes made over the next few years to settle. In the past few years, we've dramatically altered the headline contest, dropped word counts from the news, feature and editorial writing contests, and developed the judge's critique forms. It's time to quit stirring the pot and let the soup simmer for a while.

I don't expect the Academic Committee of the Legislative Council, which will meet June 4 in Austin, to entertain proposals that would change the UIL journalism contests. I continue to receive requests to adopt sports writing as a UIL contest, but I do not believe a proposal to do so will be made to the Academic Committee. I can't support such a recommendation because I believe that sports writing emphasizes the same skills involved in both news and feature writing, i.e. recognition of news values and elements, lead selection, use of direct quotes, transition, etc. Nor do I think that requests for the UIL to sponsor publication design, broadcast or editing contests have much chance of passing either. The UIL may add one or two academic contests in the next few years, but they won't be journalism contests.

Rather than tinkering further with the high school contests, I think the next major push should be in the development of a junior high journalism contest that develops thinking skills specific to those grade levels. I don't think this contest should pattern itself after the high school contests. The test could be short-answer, objective, and based loosely on the same writing models as are demanded in the TASP tests.

For example, we might provide a writing sample and then ask students specific questions — either multiple choice, true-false or fill in the blank — about the sample. We do not want to force junior highs to hire contest judges.

Any thoughts you have about this would be greatly appreciated. Of course, I don't expect to receive that many. I remember what happened the last time I asked the State Meet qualifiers for the same thing.

Spring crunch

What with religious holidays, track meets, UIL academic spring meets, and the JEA national convention, finding a date for the ILPC state convention is never very easy. This year's convention was shoe-horned between the Capitol 10,000 and the regional academic meet weekends, but still managed to conflict with the JEA convention in Denver.

Conflicts next year won't be as dramatic. The ILPC convention is set for April 16-17. The 1993 Capitol 10,000 — a 10-kilometer race in Austin that attracts as many as 25,000 people — will be March 28. Other relevant 1993 dates include:

March 29 - April 4 — Second week of district academics

April 9-10 — First week of district athletics

April 11 - Easter

April 23-24 — Regional academic meets

April 23-25 — JEA National Convention, Long Beach, California.

Majoring in advertising?

Have students who are planning to major in advertising? If so, the just released 28th annual edition of *Where Shall I Go To College to Study Advertising?* provides students and counselors information on 111 universities with advertising programs.

Of particular value is the information for each school on entrance requirements and the number of scholarships available for students interested in advertising.

The booklet is co-edited by Billy I Ross and Keith F. Johnson, both of Louisiana State University. Copies are available for \$2 each from Advertising Education Publications, 623 Meadow Bend Drive, Baton Rouge, LA 70802.

Springboard update available

The Columbia Scholastic Press Association has published several new textbooks lately, including the fifth edition of the *Springboard to Journalism*. Upgraded from a manual to full textbook status, the publication includes 240 exercises for students. The 230-page publication covers operations, reporting and presentation, with chapters written by outstanding advisers nationwide and edited by CSPA President Helen Smith, an award-winning newspaper adviser from Newton, Mass. A teacher's manual is also available.

CSPA also announced the release of *The Adviser's Companion* by Robert Greenman, a New York City writing teacher and former newspaper adviser. The book provides an insightful look at the professional, technical and philosophical foundations of advising. For prices, contact CSPA at 212/280-3311.

Also, former Gladewater High School adviser Clarence Dawson celebrated the publication of his book, *Return to Montezuma*. Now living in Stephenville, Clarence has penned two other books and countless magazine articles. He taught at Gladewater for 38 years. According to the *Stephenville Empire Tribune*, the book is "a suspenseful narrative of adventure, young love, discreet sensuality and history." Copies are \$10.95 each and available from Sunstone Press, 239 Johnston Street, Santa Fe, NM 87501.

Denney, Hill receive CSPA's Gold Key Awards

Lorene Denney and Rick Hill, two of the most popular and respected journalism advisers in Texas, received the prestigious Gold Key Award from the Columbia Scholastic Press Association at its annual national convention in New York City. Denney has advised publications at A. N. McCallum High School in Austin since 1978. Prior to that, she taught at Reagan High School in Austin. Hill is a yearbook company representative in Amarillo. In all, the CSPA awarded nine Gold Keys this spring.

The CSPA recognized Denney and Hill for their "outstanding devotion to the cause of the school press, encouragement to the student editors in their endeavors, service above and beyond the call of delegated duty, leadership in the field of education, and support of the high ideals which

this Association has drawn its strength and inspiration."

During her 25 year career, Denney's staffs have won the coveted Pacemaker Award from NSPA, the Silver Crown from CSPA, and Tops in Texas from ILPC. Both her newspaper and yearbook consistently rank among the finest in the state and nation.

She served in virtually every office of the Texas Association of Journalism Educators, including president, and has served on countless committees. She is a popular workshop and seminar instructor as well.

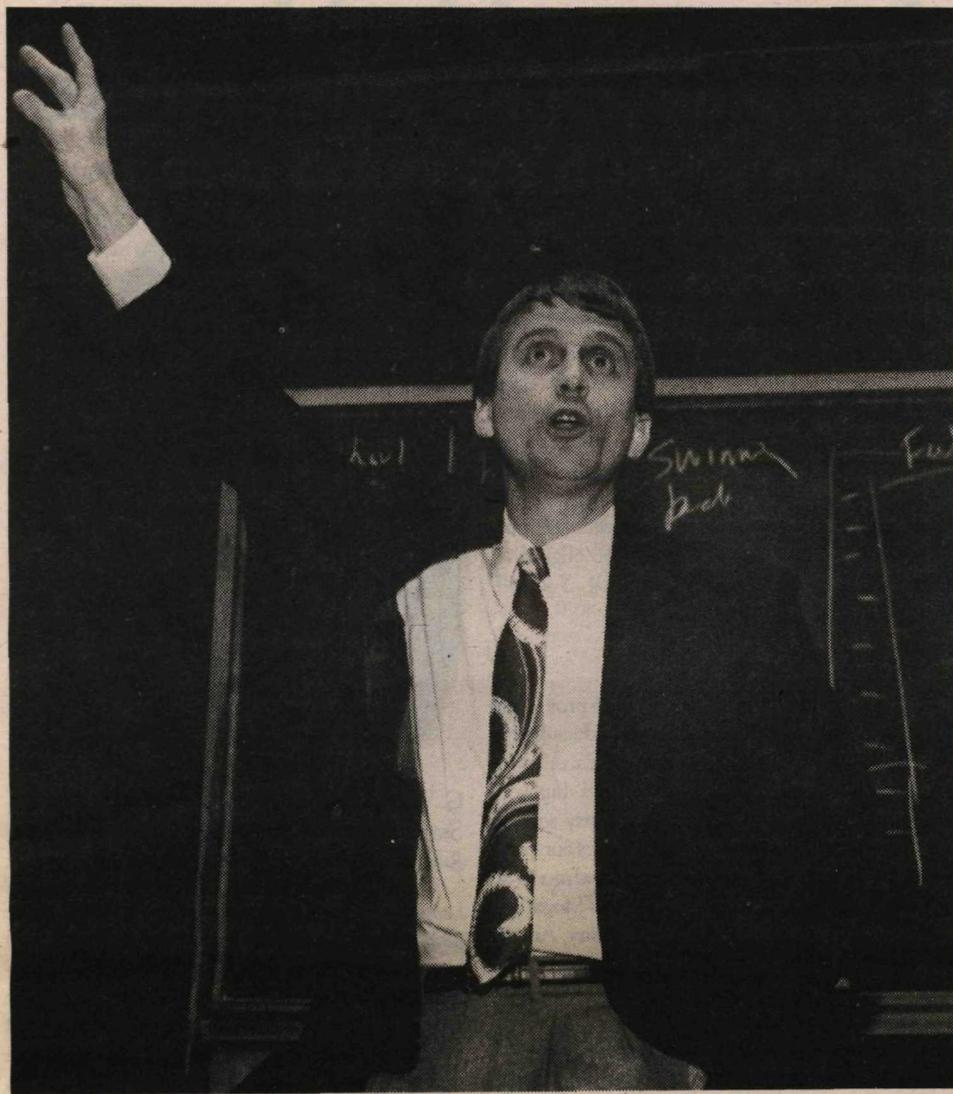
She received both the Max R. Haddick Teacher of the Year Award and the Edith Fox King Award from ILPC, and was named one of the top five journalism teachers in the nation by NSPA.

Hill is a member of the ILPC Summer Yearbook Workshop faculty and received ILPC's Edith Fox King Award in 1991.

He began his career as publications adviser at Eisenhower High School in Lawton, Oklahoma, where he became one of the nation's most popular workshop and seminar instructors.

His staffs won all the major state and national awards. He taught at Cameron University in Lawton prior to joining Taylor Publishing Company in Amarillo.

Another member of the ILPC Summer Yearbook Workshop faculty, Gary Lundgren, received a Gold Key also. Lundgren is publications adviser at the University of Arkansas and is editor of *Points & Picas*, a magazine published for yearbook advisers.



65th meeting expected to draw 2,000

Student journalists to journey to Austin for ILPC convention

More than 2,000 of Texas' finest high school journalism students and advisers will converge on Austin, April 11-12, for the Interscholastic League Press Conference's 65th annual convention.

"The purpose of the convention is to recognize excellence, to reward students and advisers for their hard work this school year, and to set the foundation for next year's publications," said Bobby Hawthorne, ILPC director. "Sessions are intended to provide specific information that students can put to use immediately in order to make their publications more journalistic and more of a service to their readers.

"We particularly invite new newspaper and yearbook advisers to attend," he added. "We have scheduled several 'for adviser only' sessions. In addition, there will be several opportunities to share ideas, relax and enjoy the fellowship of colleagues."

The 90-plus sessions will be presented by many of the nation's most outstanding journalism educators, including seven out-of-state speakers:

NOT SO SILENT KNIGHT. David Knight, one of the nation's most popular seminar instructors, will return to Austin for the 65th annual ILPC spring convention. David's sessions are renown for their humor and enthusiasm.

Photo by Kirk Crippens

Jim Paschal of the University of Oklahoma, Bill Seymour of West Virginia University, David Knight of Lancaster, South Carolina, Ben Van Zante of Iowa City, Iowa, Bill Downs of Ouachita Baptist University, Joe Glowacki of Connersville, Indiana, and Nancy Patterson of Roanoke, Virginia.

In addition to the out-of-state speakers, the program will feature many of the state's top journalism teachers, Austin-area professional editors, photojournalists, reporters and newscasters, and University of Texas at Austin journalism professors.

Highlighting the convention will be the announcement of the Gold Star awards, the Tops in Texas individual achievement awards, the Max R. Haddick Teacher of the Year Award, and the Edith Fox King Awards for distinguished service to Texas journalism education.

Registration begins at 10 a.m., April 11 and sessions are scheduled from 1 p.m. to 5 p.m. Sessions will be held from 9 - 11 a.m. on April 12, with the grand awards assembly from 11:20 - 12 noon.

Registration is \$13 per delegate. Advanced registration is recommended. Schools need not be members of the ILPC to attend. For registration, housing and other information, contact Bobby Hawthorne at ILPC, Box 8028, UT Station, Austin, TX 78713-8028.

Beyond the Three R's: Benefits of high-quality journalism programs are both immediate and long-term

By DAVID C. TRUSSELL

(Editor's note: David Trussell is a graduate of Monterey High School in Lubbock, where he edited the award-winning *Mirror*. He is now an editorial assistant in the UIL journalism department and a student at The University of Texas at Austin.)

The Three R's are not the only essentials to a good education. Believers in the old school may not buy that, but they fail to take into account the fact that the old school no longer exists. Reading, writing and 'rithmetic may be the foundations of education, but a bare foundation is of no use in modern society. Today's students need much more than a one-room schoolhouse approach. The "back to the basics" idea not only drives students away from school by boring them to death, but also leaves those who do graduate from such an antiquated system poorly prepared for college and beyond. Elective and extracurricular programs provide a solution to both problems, though some admittedly do a better job than others. In fact, certain programs clearly stand out in their educational and practical value. Journalism is such a program.

Students who develop their talents in quality high school journalism programs are destined to reap a bumper crop of benefits not only in high school, but also in college and/or professional life. High quality journalism programs teach a multitude of skills, all of which are highly useful in completing successful educations and building successful careers. The writing skills that journalism cultivates produce writers with the ability to clearly communicate ideas and to "get the point across," skills which many complain today's stu-

dents are lacking. Journalistic writing, however, goes beyond the basics by teaching students how to write to inform, to persuade or to entertain, as well as teaching them how to know the difference. Daniel Levinson, journalism teacher at Thayer Academy in Braintree, Massachusetts, published an article entitled "Journalism Is Not an Academic Joke" in the Fall 1985 edition of *Independent School*. In the article, he notes that, "Nothing refines the higher-order writing skills we want students to have like facing an audience that really cares what you write about and how you write it." High school journalism provides such an opportunity.

Journalism, as Levinson points out, provides a real world experience that is missing from much of the rest of the educational process. No other single program combines so many valuable skills. Aside from writing, journalism students learn proofreading and editing skills, techniques of creative design, the art of photography, business skills of advertising and public relations, and critical thinking about current issues. In addition, journalism students learn to work together for a common goal, much like they will later be asked to do in the workplace. They learn that hard work pays off, both in awards and in recognition by their peers. Perhaps most importantly, they learn what it means to make a difference, provided that their creativity is encouraged and not stifled by advisers and administrators. In short, high school journalism creates well-rounded people who care about the world around them and have a desire to change it.

These benefits are not exclusive to newspapers. In quality programs, yearbooks provide much the same education. Good yearbooks are more than pictures; they are historical records. Yearbook stories must be effectively written news sto-

ries in order for the book to present an accurate picture 20 years down the road. As John Cutsinger, former award-winning yearbook adviser at Westlake High School in Austin, states in an October 1988 article in *Quill & Scroll*, "Insightful yearbook staffs carefully weigh the newsworthiness of the stories they will tell in their publications.... Successful yearbook stories do meet the tests of the news values."

Yearbook staffers also learn proofreading and editing, design and all the other skills mentioned above. A quality yearbook program is no less valuable than a quality newspaper program.

Students become involved in journalism for a variety of reasons, but an enjoyment of writing and a desire to see their name in print are usually among the initial ones. Of course, students may also become involved for the business aspect, photography or artwork. All are vital to successful publications. Students who are not afraid of the work will generally stay with a good journalism program, in part because they know that they are receiving great educational benefits. Aside from that, it really is fun. Newspaper and yearbook staffs become like families, and friendships are formed that last a lifetime. As Dixie Martin, adviser at Sylvan Hills High School in Sherwood, Arkansas, noted in the January/February 1989 edition of the *Ball State University Journalism Department Communique*, "A strong family places importance on traditions, continuity, togetherness and support of each other. Certainly these are areas that can also help bind a staff together..." Journalism lends itself to social activities, making students feel that they belong to something, and giving them something more than academics in their education.

With recent statistics indicating the decline of verbal SAT scores, it is a shame not to emphasize good journalism programs. Statistics also prove that publications students have significantly higher test scores, as well as making better grades in high school and college. Research done by the American College Testing Program, as reported in the February/March, 1986 edition of *Quill & Scroll*, indicates the following: "Of more than 19,000 participants in the study who had taken the ACT Assessment as high school students in the 1982-1983 testing period, almost 25 percent had worked on the staff of a school newspaper or yearbook. Those students' ACT English and ACT composite scores... were significantly higher than those who had not worked on a high school publication." The same study also indicated higher grades both in high school and college for publications students. The immediate benefits of journalism are obvious, but there are long-term benefits as well. The second stage of the ACT study indicated that publications students are more likely to be communications majors and enter communications related fields. Not only do journalism students pick up valuable skills, but they attain direction for the future as well, something which is clearly vital to success.

High school journalism deserves more than simply the right to exist. It deserves support. Bad journalism programs offer few of the benefits listed above. Quality programs, however, can go far beyond. It is clearly in the best interest of any school that truly cares about its students to adequately fund a journalism program and to pursue a top-notch adviser. Today's editors are tomorrow's leaders; they only need the chance to prove what they can do.

New era of contest management begins

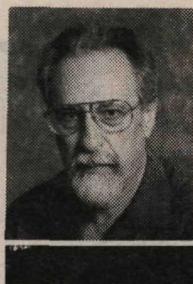
For 30 years, the OAP contest manager has been the sequestered guardian of the morals of the community, the Play Appraisal Committee has served as editor, and I have played the role of censor. This era has passed. In February, the State Board of Education approved, with a one word change, the UIL Legislative Council action of last October. These changes are effective immediately and apply for OAP this year.

Details concerning these issues appear in my September column and they have been widely discussed. These immediate changes appear in Official Notices and this constitutes "legal notification," but does not mean everybody will get the word. We will include this notification in each Contest Manager's packet. This column, Official Notices, and a reminder to contest managers does not guarantee that the information will be read. We all have a responsibility to communicate, since the changes have a major impact on the way rules are enforced at the contest site, the responsibilities of each school, and the District Executive Committee. I trust each of you will help me, in a nice way, inform contest managers.

The contest manager is no longer responsible for language, action or interpretation of Section 1033(c)(1)(H), "the morals rule." The responsibility is the exclusive right of the director, local administration, local school board, and community. If there is any question concerning the ultimate suitability, the District Executive Committee may act with the same authority that covers all UIL activities under Sections 25 and 603 in the current C&CR. You will note that the State Executive Committee has jurisdiction over activity beyond the district under Section 604.

A better mousetrap

Never fear, the Play Appraisal Committee will continue to function and will mark those things they do not find acceptable. I will continue to give opinions as to what I believe to be appropriate for all concerned and what I believe will get us into trouble. It has taken 30 years to see a positive change in this area. I do not wish to see us regress because some fool allows Marvin Hudgens to drop his pants in the church scene of *Dark of the Moon*. I find it difficult enough to write newspaper copy, and composing a rule that is clearly understood and accurately interpreted is almost impossible. I am frankly pleased with the



Lynn Murray
.....
Educational theatre

new "morals" paragraph and believe it is a better mousetrap.

Approach with caution

I urge all directors, etc. to approach this year with the same caution as before. We really do not need protests over language, action, costumes, or anything else this year. Principals or superintendents are responsible for knowing what their directors are doing for OAP. They must "sign off" on each entry. When the eligibility notice is signed, they should read it carefully.

"This play has been carefully examined and the script and production are approved for presentation by the students of our school and are acceptable in our community."

This statement is very specific to the issue of "moral standards of the community" and is the responsibility of local administration. I think all of us would call this requirement consistent with site-based management.

The other two changes appear to be minor, but do have a major impact on potential District Executive Committee action and the contest manager arranging a critique for a disqualified play. These changes were also discussed in the September column and I will not repeat.

One-act play contest managers should be reminded that the company of a disqualified play is now eligible to receive a critique, but it is not required. The decision rests with the director. The director must make sure that company members are open to and capable of handling the critique. The contest manager should make certain that the company knows that the critic judge did not disqualify the school and that the critique is for educational purposes. It must not be used to justify a decision, explain the circumstances, or provide the "what might have been results." The critique should be handled in a manner determined prior to the beginning of the contest. Details for handling this situation will be provided in the new *One-Act*

Play Handbook, but not until next year.

Speaking of the *Handbook for One-Act Play, 11th Edition*, this publication is now out-of-print. We have a few stray copies and will try to find one if your's is lost. I am sure there are many of you with multiple copies. I urge you to share them with the needy and junior high/middle school directors.

Those that failed to send the \$.52 first-class postage should anticipate getting their bulk-mailed OAP eligibility notice sometime in March. I urge ALL to send the return envelope next year. This allows you to know (confirmed!) that we have the title card and you have needed materials for your zone/district entry. Do not forget the eligibility notice is due 10 days before your contest. You will not receive another reminder.

Special thanks

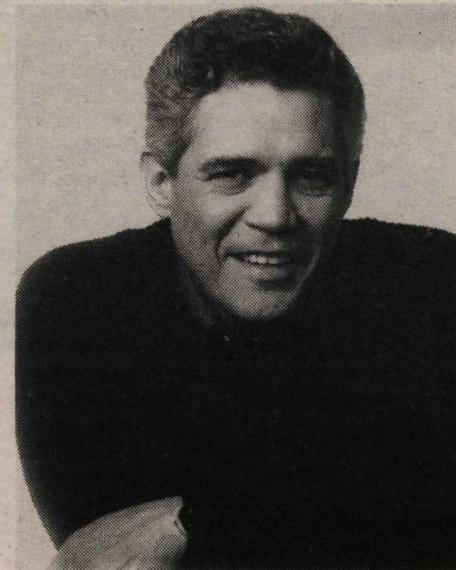
I owe a special thanks to all those providing UIL focused programs at the Texas Educational Theatre Association Convention in San Antonio. It is impossible to name them all, but you know who you are. UIL and secondary school theatre education in Texas is richer for your contribution. The convention was super and much of the credit is due to Fred March, Dennis Maganza, Bill Peeler, a super departmental secretary, Annie Patton, and the students at Southwest Texas State University. You did a great job gang and you will never receive enough credit!

I wish I could remember all the questions from the past two months. It would be wise to publish the answers. Three were prominent. You may NOT videotape a UIL one-act play contest entry during the contest. You may hold rehearsal on Sunday. There is no UIL rule for the one-act play contest restricting Sunday rehearsal. You may use anybody you wish to critique shows at a workshop or festival that has three or more OAP entries participating.

Professional assistance rule

I make a habit of encouraging, urging and coercing to get festival hosts to invite more than three schools. If you have only three participating, make sure all are there at the beginning. The last few years have seen illness, accidents, weather, and other strange reasons preventing one group from participating. The result is two ineligible play companies. They received "professional assistance", and were in violation of the "full-time" employee rule, Section 1033(b)(5) of the C&CR.

Check the critic judge list in this issue of the



G.W. BAILEY named "Honorary Texas State Chairman for Theatre in Our Schools Month, March, 1992.

Leaguer. There are numerous new OAP critic judges available and waiting to be called. Many have extensive UIL experience directing or participating and some are former critics returning to support your programs. We are in the process of developing brief vitae on the computer and hope to add this information to the TETA K-12 section calendar published for next fall. TETA AO is becoming an effective tool for improvement in the process. They would like to see all districts use the AO developed critic judge nomination form for area, regional and state, as well as the recommended contractual agreement. If you do not have a copy, ask a current critic or contact me. These forms will be included in the new *Handbook*, but we do have copies available now.

G.W. Bailey has been named "Honorary Texas State Chairman" for theatre in Our Schools Month, March 1992. If you want to be reminded of his Texas connection, read the biographical information in the December column. A promotion packet for TIOSM is still available from Krin Perry, TEA theatre specialist, and she would be delighted to hear from you at (512) 463-9556. Texas was the national American Alliance for Theatre and Education TIOSM winner last year, and Krin is looking forward to keeping the award in Texas. Let her hear from you.

Judges to rank of junior high plays in '92-93

By LYNN MURRAY
One-act play director

One-act play for junior high (7-9) or middle school (6-8) is growing. We have mailed packets to over 30 districts and there are probably some we do not know about. In these packets, we provided eligibility notices for local operation and program copy. We will continue to improve communications in this area. The Approved Lists in the *One-Act Play Handbook* are applicable to OAP grades 7-9. We will try to include specifics in the new *Handbook*.

At the request of the UIL Committee of

TETA, the UIL Legislative Council approved changes in the junior high paragraph, Section 1076, in the C&CR. Beginning next fall, winners in junior high One-Act Play "SHALL" be ranked. If it is a UIL play contest, the statement is clear.

They also added, "The current *One-Act Play Handbook* shall be followed. Deadlines and schedules are to be determined by the District Executive Committee." These changes will bring junior high in line with high school structure at the district level. OAP points will be separated in the new C&CR in an elementary/middle/junior high section and OAP information will be expanded in the *1992-93 Handbook for Elementary, Middle and Jun-*

ior High School Academic Contest Activities.

One of the real issues brought before the Texas Educational Theatre Association UIL/OAP Committee was using sixth grade students in a middle school structure of 6-8. Small schools have made this request and I suspect it has been widely practiced without asking. At this time, it is not legal. Whether it should be is open to question and will be discussed by the Academic Committee meeting June 4. Do you have an opinion? How does this fit with the theatre arts essential elements for grade 6? If somebody does not respond, I will have to make a guess about what is best for students.

ONE ACT PLAY OFFICIAL NOTICES

(back page) delete the play and set approval deadlines add the line "See Drama Page."

Changes to the One-Act Play Plan in the current C&CR
Section 1033(b)(5)(B) Add: Violations of this rule may result in the school and/or director being subject to the full range of penalties as found under Subchapter 4, Section 700.

Section 1033(c)(1)(H) Substitute: STANDARDS. Directors shall eliminate profane references to a deity and obscene language or scenes from the approved production. Directors shall revise or reject all material within approved plays which in any way fails to meet these requirements. The administration of the producing school is charged with the responsibility of assuring that the director complies with these requirements and that the play does not offend the moral standards of the community. When a script and production are examined and approved by the administration of the producing school, the production is eligible for presentation at any contest site.

Section 1033(c)(2) Changes: The contest manager is required to declare ineligible any play which violates any one of the following rules or Section 1033(c) above, EXCEPT AS PRESCRIBED IN ITEM H ABOVE. The contest manager shall notify the judge of such ineligibility before the judge makes a decision. No play which is declared ineligible by the contest manager shall be included in final ranking, be considered for any honors, or be given a critique, and members of the company of an ineligible play may not be given individual awards.

49 added to one-act play critic judges list

Forty-nine accredited critic judges certified by the Texas Educational Theatre Association Adjudication Organization were added to the list by attending the Texas Educational Theatre Association convention workshop January 30. Many of the new critics have a history of involvement in the one-act play contest. This addendum should be attached to the list that appeared in the November issue of *The Leaguer*. This addition to the 1991-92 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

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

New Judges

David R. Allen, Texas Tech University, Lubbock, 79409, I, W 806/742-3601, H 797-0716
 Jay C. Brown, South Plains College, 1401 College Av., Levelland, 79336, I, W 806/894-9611, H 794-3243
 • Pam Brown, Cooper High School, Route 6 Box 400, Lubbock, 79423, I, W 806/863-3160, H 794-3243
 Bridget Kay Burns, East Texas State University, Commerce, 75428, II, W 903/886-5346, H 886-6508
 Eric J. Cates, East Texas State University, Commerce, 75428, II, W 903/886-5346, H 395-4364
 Donna Clevinger, P.O. Box 49351, St. Petersburg, FL, 33743, H 813/341-4619
 Nicholas Dalley, KD Studio, 2600 Stemmons Pkwy Ste 117, Dallas, 75207, II, W 214/638-0484, H 393-7933
 David Deacon, Texas A & I University, Box 178, Kingsville, 78363, IV, W 512/595-3402, H 592-7813
 • Tom A. Dickson, L.D. Bell High School, 1601 Brown Trail, Hurst, 76054, II, W 817/282-2551, H 498-0870
 Bill Durham, 1221 Barton Hills Dr. #227, Austin, 78704, IV, H 512/445-7431
 Charles Falcon, San Antonio College, 1300 San Pedro Av., San Antonio, 78284, IV, W 512/733-2726, H 822-7700
 Mary-Margaret Fisher, 4837 Cedar Springs #316, Dallas, 75219, II, H 214/528-6308
 • Floyd Garcia Jr., Snyder ISD, 42nd Street, Snyder, 79549, I, W 915/573-7512, H 735-2465
 Barbara Gilmore, East Texas State University, Commerce, 75428, II, W 903/886-5346, H 784-5000
 Dennis Gilmore, Athens Little Theatre, P.O. Box 102, Athens, 75751, II, W 903/675-3908, H 675-9417
 Karen Gossett, R. L. Turner, 1600 Josey Lane, Carrollton, 75006, II, W 214/323-5902, H 817/382-7443
 Brian Elliot Griffin, Hicks/Griffin Productions, 1602-C N. University, Lubbock, 79415, I, W 806/745-7921
 Alva S. Hascall, University of Texas at Austin, P.O. Box 7818, Austin, 78713, IV, W 512/471-2787, H 892-3453

• Troy Allen Herbart, Socorro High School, 10150 Alameda, El Paso, 79927, I, W 915/859-7969, H 590-6555
 • Carol A. Hicks, Hicks/Griffin Productions, 1602 N. University, Lubbock, 79415, I, W 806/745-7921, H 765-5038 ext. 39
 Ray Holland, East Texas State University, Commerce, 75428, II, W 903/886-5346, H 886-6795
 Charlene Hudgins, University of Houston Downtown, 1 Main Street, Houston, 77002, III, W 713/758-2275, H 863-1224
 Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood, 76801, I, W 915/646-2502, H 643-1204
 James Paul Ivey, Hardin-Simmons University, 2200 Hickory, Abilene, 79698, I, W 915/670-1404, H 695-2612
 Ray E. Karrer, Paris Junior College, 2346 Hubbard, Paris, 75460, II, W 903/784-9242, H 784-3885
 Susan Dianne King, Texas Tech University, Lubbock, 79409, I, W 806/742-3601, H 799-5359
 Deborah A. Kinghorn, University of Houston, Dept. of Drama, Houston, 77204-5071, III, W 713/749-1427, H 528-7210
 Jeffrey Kinghorn, University of Houston Downtown, 1 Main Street, Houston, 77002, III, W 713/221-8104, H 528-7210
 Kathy Lingo, Collin Co. Community College, 2800 E Spring Creek Pkwy, Plano, 75074, II, W 214/881-5906, H 964-0486
 Tal Lostracco, Theatre for Texas Youth, 5919 Birchbrook Av. #225, Dallas, 75206, II, W 214/824-7441, 368-5055, H 821-8871
 Jerry MacLauchlin, McLennan Community College, 1400 College Drive, Waco, 76708, II, W 817/750-3679, H 752-5925
 Maureen McQuade Siegel, University of Texas at Austin, Austin, 78713, IV, W 512/471-5793, H 447-5529
 Carale Manning-Hill, 2103 33rd #1, Lubbock, I, H 806/744-7037
 Lou-Ida Marsh, Educational Theatre Consultant, 607 W Fox St., Caldwell, III, W 409/567-4388
 Bill Morton, San Jacinto College North, 5800 Uvalde, Houston, 77049, III, W 713/458-4050 ext. 283, H 280-8355
 Kerri O'Connor, East Texas State University, Commerce, 75428, II, W 903/886-5346, H 886-6495
 Steven J. Peters, Baylor University, P.O. Box 97262, Waco, 76798, II, W 817/755-1861, H 776-2057
 Julie Renner, Stephen F. Austin State University, Box 9090, Nacogdoches, 75962, III, W 409/568-4003, H 564-1023
 • Robin Robinson, Kingwood High School, 2701 Kingwood Drive, Kingwood, 77339, III, W 713/540-5300, H 686-6235
 Christi Schmidjell, Texas Tech University, 4625 71st #112, Lubbock, 79424, I, W 806/792-7096, H 358-4664
 Chuck Sheffield, Richland College, 12800 Abrams

Road, Dallas, 75243-2199, II, W 214/238-6255, H 827-7526
 Vera L. Simpson, 2160 Thousand Oaks #723T, San Antonio, 78232, IV, H 512/496-5794
 Andra Allen Smith, East Texas State University, Commerce, 75429, II, W 903/886-5346, H 886-2835
 Dennis Smith, East Texas State University, Commerce, 75429, II, W 903/886-5346, H 886-2835
 C. Lee Turner, Prairie View A & M, P.O. Box 747, Prairie View, 77446, III, W 409/857-2356 or 2357, H 713/890-0773
 Patrick Clay Vaughn, Texas Tech University, 3212 18th, Lubbock, 79411, I, W 806/792-3601, H 765-5420
 • Molly Vernon, Central Middle School, 3014 Sealy, Galveston, 77550, III, W 409/765-6637, H 554-6655
 T. J. Walsh, Texas Lutheran College, 1000 W. Court Street, Seguin, 78155, IV, W 512/372-6020, H 392-1698
 Connie Whitt-Lambert, Texas Wesleyan University, 1201 Wesleyan, Fort Worth, 76205, II, W 817/531-4970, H 387-2408
 Randal G. Williamson, East Texas State University, Commerce, 75429, II, W 903/886-5346, H 468-4632

Corrections
 Clarence W. Bahs, Stephen F. Austin State University, Nacogdoches, 75962, III, W 409/568-4003, H 564-9725
 • Vicki Bond, Thomas Jefferson Junior High School, 701 E. Hayes, Beeville, 78102, IV, W 512/358-1571, H 358-0739
 Royal R. Brantley, West Texas State University, Box 747, Canyon, 79016, I, W 806/656-2811, H 359-3613
 Carol Brown, Cisco Jr. College, Cisco, 76437, II, W 817/442-2589, H 442-2629
 Kathryn Carter, Tarrant County Junior College-South Campus, 5201 Campus Drive, Fort Worth, 76119, IV, W 817/531-4526, H 512/614-4628
 Marion Castleberry, McMurry University, 14th & Sayles, Abilene, 79604, I, W 915/691-6306, H 698-8483
 • Gene Clough, 4568 Westchester Drive, Waco, 76710, II, H 817/776-6228
 Gaylan J. Collier, 2616 S. University Dr., Fort Worth, 76109, II, H 817/926-9700
 Jerry D. Cotton, Cedar Valley College, Dallas Avenue, Lancaster, 75146, II, W 214/372-8120, H 227-3832
 Jay Dowd, KD Studio, 2600 Stemmons Frwy #117, Dallas, 75201, II, W 214/638-0484, H 520-3137
 Kelly Draper, Lamar University, Beaumont, 77705, III, W 409/898-3580, H 880-1753
 Bob Farrer, Grayson County College, Denison, 75020, II, W 903/463-8609, H 893-3664
 Sheila Hargett, Southwest Texas State University, San Marcos, 78666, IV, W 512/245-2147, H 396-5397

James Hatfield, University of Texas at Tyler, 3900 University Blvd., Tyler, 75701-6699, II, W 903/566-7253, H 356-2030
 Elizabeth Hedges, Panola Junior College, 1109 W. Panola Ave., Carthage, 75633, III, W 903/693-2064, H 947-6244
 James Henderson, 7954 Locke Lee Lane #53, Houston, 77063, III, H 713/977-7828
 Doug Hoppock, Northeast Texas Community College, P.O. Box 1307, Mt. Pleasant, 75455, III, W 903/572-1911, H 757-7758
 Lou Lindsey, McLennan Community College, 1400 College Drive, Waco, 76708, II, W 817/750-3577, H 756-5111
 Glenna D. Maglio, Bee County College, 3800 Charco Road, Beeville, 78102, IV, W 512/358-3130 ext. 302, H 362-1739
 Danny Moss, 211 Ralph, Longview, 75605, II, H 903/663-1167
 Luiz Munoz, University of Texas at Pan Am, Edinburg, 78539, IV, W 512/969-2823, H 631-0753
 • Pascal Muscanere, Plano ISD, 1717 17th Street, Plano, 75074, II, W 214/423-4521 ext. 309, H 771-4343
 Terry W. Ogden, San Jacinto College-Central Campus, 8060 Spencer Hwy., Pasadena, 77501-2007, III, W 713/476-1828, H 480-1920
 Roger Schultz, Aggie Players, Texas A & M University, College Station, 77843, III, W 409/845-2526, H 693-7757
 Gregory M. Schwab, Sul Ross State University, Box C-29, Alpine, 79832, I, W 915/837-8220, H 837-8218
 Victor L. Siller, Tyler Junior College, Box 9020, Tyler, 75711, II, W 903/510-2203, H 566-2176
 Clarence Strickland, Tyler Junior College, Box 9020, Tyler, 75711, II, W 903/510-2211, H 595-0630
 J. Richard Waite, 2000 Jonquil Park Drive, Clovis, NM, 88101, H 505/762-9149
 Bill Watts, Angelo State University, 2601 West Avenue N, San Angelo, 76909, I, W 915/942-2344, H 949-4058
 E. Don Williams, Lubbock Christian University, 5601 19th Street, Lubbock, 79407, I, W 806/792-3221 ext. 378, H 795-1479
 Angela Zbrank, Zbrank & Hight P.C., P.O. Box 2050, Liberty, 77575, III, W 409/336-6454, H 296-4095

Deleted Judges

Paul Bailey
 Jane Boyd, Irving
 Steven Erickson
 Betty Hukill, Abilene
 Jerry Ivins, Paris
 Pamela McDaniel, San Francisco, CA
 Susan Burrows Mingea, Fort Worth
 Scott Schumann

Two Denius Award recipients profiled

Janna Riggins teaches at Kaufman High School, just south of Dallas. She has coached UIL events for 15 years, coaching everything except math and science.

"She contributes to her school in numerous ways," said Janet Wiman, UIL academic director. "She coordinates graduation ceremonies, homecoming events, is the UIL coordinator for her school, has served on the UIL regional advisory committee and has been the Texas delegate to the national debate topic selection committee for the past two years."

Riggins said the school uses competition to reach its educational objectives.

"The Kaufman school district's mission within the community is to provide life skills for our students so they are equipped to achieve all they

can within the real world," she said. "I believe that competition truly reaches the goals."

She said her students cultivate a wealth of skills—organization, desire, dedication, discipline—that make them better prepared for the future.

"A UIL competitor proves to be more aware, more well-read, more analytical, more mature and more articulate than the average teenager," she said. "Through competition, my students do not always travel with the crowd, but instead they lead their crowd."

KHS Principal Ron Eubanks said Riggins' is a consummate educator.

"Janna is truly a superb teacher in every sense of the word. Her energy and willingness to spend many hours before and after school working with students who enjoy competition is remarkable,"

Eubanks said. "Janna loves her students and it shows. Her students respond to her direction and leading enthusiastically and willingly."

Patricia Thompson teaches at Samuel Clemens High school just north of San Antonio. She has coached UIL academic events for 17 years, with specialties in cross examination debate and literary criticism. In 1990, her literary criticism UIL state winner had the highest score in all five conferences.

"Sponsoring UIL activities for the past 17 years has truly been the high point of my teaching career," Patricia said. "Without a doubt, this is the most personally rewarding activity to which I could have devoted myself."

"What may not be apparent to the casual

observer is the high regard—indeed deep affection—in which she is held by the students she coaches," Schertz-Cibolo-Universal City superintendent Dr. Byron Steele said.

"She expects her students to excel and they do."

He pointed out that her leadership as chair of the English department has produced a 97% mastery level on writing scores.

"One statement that I personally overheard concerning Patricia is that she presents the field of teaching in such a positive light that 11 of her 20 'lit critters' (as they are affectionately called) have selected English as a major with teaching as a possibility for their future," said Wiman. "Texas in indeed fortunate to have such a devoted and enthusiastic person in the teaching profession."

On honor crews, summer clinics and cross ex debate resolutions

Random notes in a desperate attempt to organize the first-ever State Team Debate Tournament.

Each year a number of high school students serve as members of the Honor Crew for the Academic State Meet. Honor Crew members serve as chairpersons, timekeepers and runners for the speech events, and help with monitoring the extemp prep room. These students play a very important role in hosting the meet by introducing contestants and orienting judges, distributing and collecting ballots, and timing presentations. In return, they have an opportunity to observe excellent rounds of speech competition. Honor Crew members are also provided with lunch tickets and a free one-act play ticket.

Two students from any high school may be nominated by their speech teacher with a brief letter explaining why they could serve responsibly. Each crew member must commit to serving all four preliminary rounds on Friday and two sessions of finals on Saturday (May 8 & 9). We mail all the materials that will be used before the meet, and conduct an orientation and training session early Friday morning before prelim rounds.

Applications will be considered in the order they are received, so if you're interested you should apply as soon possible. If at your regional meet you find you've qualified to compete at State, we can make substitutions!

Coaches' Clinic

On July 17-19, 1992, UIL will co-host with the National Federation a clinic for speech and debate coaches at the Radisson Plaza Hotel in Austin. We're planning sessions designed especially for beginning coaches, as well as each competitive speech area. Some of the speakers and panelists will be joining us from other states, and several Texas coaches will be sharing their ideas and expertise.

One of the most frequent requests we get from speech coaches is for additional workshops and training. Our fall SuperConferences are designed primarily for students, but this summer's clinic will be for coaches and sponsors only. It should be a great opportunity for sharing ideas, and a wonderful chance to visit colleagues and enjoy Austin in a non-competitive situation.

We hope to have the costs and schedule confirmed by early April along with pre-registration information. Watch this column for further details.

Planning for District Competition

Now that district C-X debate is behind us, hosting or preparing for the other speech events should be a little easier than before. Since the prose and poetry categories did not change this year, we've had fewer questions about whether or not selections are appropriate for the categories. The most common reason that we've found selections are not acceptable is that they are published only as plays. Now is the time to ensure that your



Treva Dayton
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Speaking of which

students have the required documentation for prose.

The practice extemp topics were taken from those used for Invitation A meets. Many are quite general because the topics were printed more than a month before the last date they could be used. Some topics such as these, which do not become outdated quickly, will also be included in the district questions, but you should expect more topics that require the most current information available to be answered effectively. Competitors might try rewriting these practice topics to make them as current as possible.

The ballot verification period is a critical part of the academic meet. Check with the contest director before the competition to determine when and where verification will take place. A number of the problems that occurred during C-X competition were the result of mistakes that should have been identified during an official ballot verification. I hope your district runs without any errors, but if not, I hope mistakes are corrected before official results are announced. This will save disappointment for students involved.

involved.

C-X Debate Resolution Ballot

The results of the national vote for the CX problem area for 1992-93 were announced by the National Federation of High School Associations on January 17. Texas, along with the vast majority of other states, voted for the global environment as the preferred topic area. Europe was the second favorite area, and the Middle East was a distant third.

We have mailed the ballots for voting on the specific environmental resolutions, and your vote needs to be returned to our office by March 5. The National Federation will announce the results on March 17. There is also a survey question on your ballot, asking whether or not you feel that one international and one domestic topic should be a mandated requirement during each three year period.

The debate topic selection committee, which met in Tampa, Florida last summer, chose all international areas as the three top choices. However, this is the first time since the 1987-88 academic year, when the problem area was Latin America, that debaters will be researching an international topic. Since Texas has so many active debate programs, it's especially important that your opinions are considered in the selection process.



1991 State Meet Honor Crew. Students from Commerce, Falfurrias, Hays, Austin Johnston, Austin LBJ, Springtown, and Austin Travis high schools participated as Honor Crew members at the 1991 Academic State Meet.

The Informative and Persuasive topics were taken from the Invitational Set A material that was used between January 17 - February 8, 1992.

INFORMATIVE

1. What have been Governor Richards' priorities for the New Texas?
2. Jobs In Texas: Who's gaining and who's losing?
3. Capital punishment in Texas: What is the continuing controversy?
4. Drawing the lines: Why is redistricting in Texas so difficult?
5. What progress has been made in protecting endangered species in America?
6. What are the latest predictions for the U.S. economy in '92?
7. Who is Bill Clinton?
8. Who is Patrick Buchanan?
9. What are the recent actions by the FDA affecting American health care?
10. North and South Korea: What have been the latest attempts to bridge the division?
11. How has the world responded to the civil war in Yugoslavia?
12. What challenges does Fidel Castro face in the coming year?
13. What are the major causes of tension between the U.S. and China?
14. What has been the toll of the war in Yugoslavia?
15. Conflict in Northern Ireland: What is the IRA and what do they want?
16. A year after Desert Storm: What's happening in Iraq?
17. What progress has been made toward majority rule in South Africa?
18. How are U.S./Japanese trade relations affecting the '92 presidential campaign?

PERSUASIVE

1. Are salaries for professional athletes out of control?
2. What should be done to stem the rise in violent crime in Texas?
3. Oliver Stone's JFK: Has he taken dramatic license too far?
4. Would limiting Congressional terms lessen the influence of special interest groups?
5. Would more American protectionist trade policies help the U.S. economy?
6. Bad news for the Big Three: Can the American auto industry make a comeback?
7. How can the U.S. best maintain the health of all its citizens?
8. Who's most likely to win the Democratic presidential nomination?
9. What chances does a Democratic candidate have of defeating George Bush in 1992?
10. Should teenagers who commit violent crimes be tried as adults?
11. Are American immigration policies unjust?
12. Should the United States normalize relations with Vietnam?
13. Can Japan be blamed for the recession in America?
14. Occupied territories: Should Israel trade land for peace in the Middle East?
15. Is the threat of nuclear weapons continuing to worsen?
16. How can the U.S. best reduce the trade deficit with Japan?
17. Should the U.S. pursue a free trade agreement with Mexico?

C-X Debate State Meet

- ✓ Bring a stopwatch. We won't be able to provide timers for all prelim rounds. Students who would like to serve as timekeepers are welcome.
- ✓ Bring comfortable shoes and an umbrella!
- ✓ Read the *Constitution and Contest Rules*. Make certain that any parents or other supporters know the restrictions on taking notes and that you are familiar with all the rules.
- ✓ Relax, and have a safe trip to Austin!

Open keyboarding competition possible

By ALAN THOMPSON
Keyboarding Contest Director

For many years keyboarding teachers have expressed concerns that their students could participate in keyboarding contests during only one year of their four-year high school career. The UIL *Constitution and Contest Rules* presently requires keyboarding contestants to be enrolled in a first-year keyboarding class—either fall or spring—in order to be eligible to participate in UIL keyboarding contests, and limits participation to only one year. Each year brought new proposals for the UIL to create a second contest for second-year keyboarding students, and each year these proposals were rejected during the legislative process.

In June 1991, a proposal was made to the UIL's Academic Standing Committee to eliminate the eligibility requirement that keyboarding contestants be enrolled in a first-year keyboarding class in order to participate in UIL keyboarding contests. The proposal would also permit contestants to participate in more than one year.

During public hearing meetings held in October 1991, the president of the Texas Business Education Association and three other business teachers addressed the keyboarding proposal and two other business education proposals. All three proposals have cleared the various legislative steps and await approval by the State Board of Education in the spring of 1992. If approved, the new rules will go into effect for the 1992-93 school year, and the *Constitution and Contest Rules* will be amended to remove the requirement that UIL keyboarding contestants be enrolled in any keyboarding class and to allow students to compete in more than one year. In fact, they could conceivably compete in all four of their high school years. The justifications for the proposed changes were that the business education curriculum now offers keyboarding by touch in several courses, and students should be allowed to enter keyboarding contests during each of their high school years just as they are in other contest areas.

If the keyboarding proposal receives approval from the State Board of Education, the new struc-

ture will not only give students more opportunities to participate in keyboarding contests, it will do away with the need to establish a second year contest. Since contest directors are relieved to survive one contest, the work and strain of a second contest might be more than they would want to tackle. Also, approval of the proposal should increase student interest in keyboarding and improve the level of competition.

Another point of debate between keyboarding teachers is whether the UIL contest should be changed from the present speed and accuracy format to a production format. About three years ago, one group sent a petition to the UIL asking that the contest be changed to require production activities rather than speed tests. Their rationale was that students have to be able to produce on the job—not take speed tests. I suspect, however, that employment agencies still require that applicants for certain categories of office jobs be able to type at a stated speed and have applicants take speed tests to determine their speed and accuracy.

Each type of contest has its value, and good

arguments can be made for each. In one sense a production test is a speed test because the contestant's production time is a factor in rating the results. Keyboarding coaches at the 1991 State Meet were told of the continuing question of whether the contest format should be changed. The vote for keeping the present format appeared to be unanimous. While this question remains to be settled, there are suggestions that computers be allowed in future keyboarding contests.

Janet Wiman, who serves as director of all UIL academic contests, has asked Gary Schepf, TBEA president, to appoint a committee to study possible use of typewriters and/or computers in keyboarding contests; adding a notetaking contest; and the development of a computer contest with business applications.

The keyboarding contest at the State Meet will be moved up to 8 a.m. since the shorthand contest, which previously had that time slot, has been discontinued.

Good luck with your keyboarding contestants. I hope to see you in Austin at the State Meet.

Changes cause mild confusion

Changes have been made for the 1991-92 school year that have caused some confusion. One question certain to buzz through the phone lines the second week of March is the whereabouts of the Academic District Meet Entry Form. This form is located in the red *UIL Academic Coordinator's Handbook* mailed to all schools in late August. A decision was made to place the academic form in this handbook in an attempt to keep the mailings to the schools to a minimum. If you cannot locate your handbook, contact Julie Jenkins in the League office, and she will send you a copy of the entry form.

Another change that has caused some uncertainty is the new format for Spelling. In Part IA of the contest, students will be asked to correct any misspelled words out of a set of five. Each set of words is allocated two blank lines for corrections. If all words in the set are spelled correctly, the lines will be left blank. Contestants may find that only one word, and in some cases two, will need to be corrected. Each line is valued at 1/2 point.

Part IB will test another style of proofreading. Each line of words will be followed by a blank space. If there is a correction to be made within the line, the correction should be written in the blank space after the sentence. Each line is valued at one point. Part I will consist of approximately 30 points.

Part II of the spelling test will be familiar, yet not as long. Approximately 70 words will be pronounced for the students to spell correctly. Each correctly spelled word will be awarded one point. Part III is the tie breaker and will consist of approximately 20 pronounced words. Contestants are required to take all three parts of the test in order to qualify for grading.



Janet Wiman
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Academically inclined

Instructions are given for each part of the test. The new format seems to be more of a problem for coaches than for contestants. The specific details were not outlined in the rules because it takes two years to implement a rule change. This is very difficult when the contest is undergoing revisions and changes need to be made as they are discovered. Please be patient through this year until the kinks can be worked out. I really think you will come to like the new format better than the old. It comes as no surprise that I have heard no complaints about the fact that, in addition to the three individual winners, a spelling team of three will also advance. This will increase, by approximately 10 percent, the number of contestants who have the opportunity to advance.

Mathematics contestants will make history this year, as this is the threshold year for this new event. Contestants will not be permitted to use calculators this year. Also new for students in conferences A, AA, and AAA is the Computer Science event. This is a paper and pencil test which does not require the use of computers until the State level. Students are entered as a team of three. The conflict pattern shows this event listed in both Session III and IV. This is to prevent

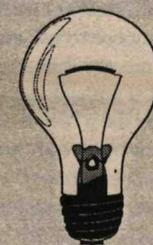
conflicts past the district level of competition.

Science contestants are limited to using only the calculators on the official list printed in the first two *Leaguers* this fall. Establishing an official list should curb the controversy that surrounded the event last year. Calculator Applications contestants are *not* limited to an approved list of calculators; however, the rules in the C&CR still hold.

Keyboarding was moved into Session I and Accounting to Session II in the conflict pattern. Coaches should check the new conflicts to ensure that students are not preparing to participate in two events that are in conflict.

With State C-X Debate held prior to the academic district meets, teachers are calling to ask if C-X debaters may enter other academic events. The answer is yes, with the exception of Lincoln-Douglas Debate. It has been determined that the skills of these two debate styles are enough alike that students should be restricted to entering only one debate event. This is consistent with the limitation on entering only prose or poetry and only informative or persuasive speaking. And why, you ask, would speech contests be limited when some of the other academic events are not? The answer is time. Speech events require preliminary and final rounds, and this takes a lot of time. As always, the conflict pattern dictates some limitations for everyone.

You are now faced with the decision of who should represent your school in each of the 22 academic events. Locate your entry form in your coordinator's handbook and look carefully at the offerings. Students may surprise you at their ability to convert what they have learned in the classroom to contest success. Give them the chance.



Bright Ideas

Junior high brochure

West Ridge Middle School, Eans ISD, published a brochure titled, "Put the YOU in UIL," which briefly described each event. The brochure is then made available to students and parents to promote participation and explain the role of UIL academic contests in the school's extracurricular program.

Share the wealth

Superintendents and principals are reminded to be certain that academic and athletic coaches and their regional qualifiers receive relevant portions of the Regional programs. These programs are generally mailed from the regional meet directors to administrators. They need to filter down to the individual sponsors and participants.

AP English exam, State meet conflict is possible

The Advanced Placement English exam is scheduled for Friday, May 8, possibly posing conflicts with the Academic State Meet. Students who qualify to the UIL Academic State Meet in

journalism, speech or one-act play and who plan to take the AP English exam should contact League academic director Janet Wiman at the UIL office of the possible schedule conflict on April 27 -- the

Monday morning after the regional academic meets.

Telephone 512/471-5883 or FAX Wiman at 512/471-5908.

Despite improvements, alignment problems persist

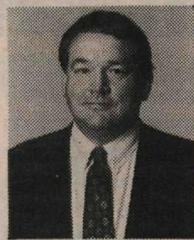
The realignment has been completed in basketball, football and spring meet. Coming to schools soon will be other 1992-93 alignments, including cross country, volleyball, and team tennis.

The League staff wishes to congratulate all regional service centers for the professional manner in which they handled the actual release. There were fewer problems than in the past with distribution of copies.

During the appeals meeting it became apparent that problems with the alignment still exist. Some schools have to travel from metropolitan areas to fringe area schools. This is difficult to explain to patrons, but the concept of districting is for every school in the state. This includes those who are in sparsely settled areas, away from large cities. Most of us do not realize that they are the ones who travel everywhere they go. Long distances are a way of life - not a sometimes inconvenience.

Conference A schools continued the "split" method of districting in basketball and spring meet academics, one-act play, golf, tennis and track. This division caused many spring meet districts to be spread out over 100 miles. It is hoped that mid-point sites can be selected for the district meets. In some districts, schools may choose to use one of their eight invitational track meets to have a zone meet. From this zone meet just enough qualifiers could compete in district to make a "finals only" format. There will be many opportunities for innovative scheduling and cooperation.

In conference A basketball some travel could



Bill Farney
Postscripts
on athletics

be saved by schools from the smaller enrollment districts playing non-district games against larger enrollment schools in the same area.

Conference AAA has evolved to the point where the upper limit of enrollment is much too large in comparison with the lower end. The policy committee in June will consider at least two different recommendations from conference AAA schools which could impact the alignment for 1994-95 and 1995-96. One proposal would reduce conference AAA from 216 schools to approximately 205 schools. Another proposal would add 12-15 schools at the top of AAA to conference AAAA. Both of these proposals, if passed, would give some relief to conference AAA. However, the larger AAA schools would then become the smaller schools in conference AAAA. The Legislative Council will have to make a decision as to what is best for the majority of schools.

The State Board of Education approved the "three teams from each district" concept in conference AAAAA for the 1992-93 school year. This applies to football, girls volleyball, boys baseball, boys and girls soccer and boys and girls basketball.

In football conference AAAAA will crown

two state champions. Division I AAAAA will be composed of one school in each district with the highest enrollment that finishes 1st, 2nd or 3rd in the final district standings. Division I will have 32 teams.

Division II AAAAA will have 64 teams. The two smallest enrollment teams who finish 1st, 2nd or 3rd in the final district standings will be in Division II.

In basketball, baseball, soccer and volleyball there will be three representatives from each district. The 1st place team in each district will have a bye in bi-district. Only 2nd and 3rd place teams will play bi-district games/matches. 1st and 2nd place teams from the same district would not meet until the regional final game. A 3rd place team could meet the 1st place winner from the same district in an earlier playoff round. These team sports will bring four teams to the state tournament, crowning one state champion.

All districts must determine before the season how to resolve ties in the final district standings. More confusion developed in 1991-92 because districts did not prepare for ties. One of the biggest problems was postponing a district game until the end of the season to see if it "needs to be played". Do NOT do this.

If officials do not show for a Tuesday game or match, reschedule that game on Saturday. If you have played a Tuesday game and the officials do not show for Friday, play that game the next day, on Saturday. Coaches will not want to, but I am sure they would prefer to play it then, rather than have to forfeit or flip.

Games cancelled because of weather or public disaster must follow the guidelines of the Con-

stitution and Contest Rules. Only varsity, district games under this provision can be made up as an exception to the one contest per school week (Monday-Thursday) or two contests per calendar week (Monday-Saturday).

In planning your student activities for next year, please be aware of the 10 day limit. This State Law provision states that a student may not miss a class more than 10 times for extracurricular activities. This rule in cumulative throughout the school year. Students may get up to five additional days for competition beyond the district level, but these "extra" days cannot be approved for regular non-district or district competition. Even though the League office does not give interpretations on this rule, it is our understanding that a student who violates this provision is "ineligible" to compete. UIL rules are clear that the minimum penalty for an "ineligible" student competing is forfeiture of the contest.

Within the next two years a number of schools will change to non-traditional calendars. The year-round school concept will spread to even more districts. Schools with other than six-weeks grade reporting periods will need to check with the Texas Education Agency for answers to academic eligibility which involve any combination other than six, 6-week grade reporting periods.

In planning your competitions, please keep in mind the state testing dates. These dates will soon be announced for 1992-93 and may require adjustments to your schedules.

Our staff is here to serve the schools. Please feel free at any time to suggest changes in procedures, policies, and rules. The League can remain strong only through your constructive input.

Look how far we've come Girls' Basketball For Those Too Young To Remember

This article is for those of you who think two gymnasiums, three sets of uniforms, warm-ups and a travel budget and practice gear are part and parcel of your athletic program. Remember the rule change which allowed unlimited dribble? If not, you're too young to appreciate where women's athletics are today and just how far we've come.

The UIL sponsored girls' basketball from 1918 until 1928 on the county level, but didn't have a statewide playoff system like the one we have today. Pressure from the National Health, Physical Education and Recreation Association convinced the UIL to withdraw support for the program. The national association maintained that girls were not able to handle the emotional pressures of basketball making it an undesirable sport for girls. The association contended basketball was harmful to girls and created undue competitive stress.

From 1930 thru 1950 high school girls basketball continued, but it was sponsored by outside organizations.

But help was on the way. In 1948 Dr. Rhea Williams was appointed UIL Athletic Director. One of his first priorities was to get girls' basketball back as a UIL activity. Dr. Williams felt that girls should be given the same opportunities to participate as boys. Thanks to the work of Dr. Williams, Miss Ruth Motley and Miss Beth Spears, the UIL approved the implementation of girls' basketball. The plan went into effect for the 1950-51 school year, with the first state tournament being held in March of 1951.

The tournament was held at Gregory Gym



Gina Mazzolini
Sports
notebook

on the University of Texas campus. Because it was one of the first state activities for girls, the UIL had specific rules to abide by while the girls were competing at the state tournament. Among the rules was the need for the shirt tail of the jerseys to be tucked in at all times. Dr. Williams explained that the officials spent a great deal of time reminding the girls to keep their shirts tucked in. The UIL was trying to impress upon the girls that they should conduct themselves and dress as young ladies at all times. Also in 1951, the limited dribble rule was in effect, and the court was divided into two sections. After each score, the ball was brought back to mid-court.

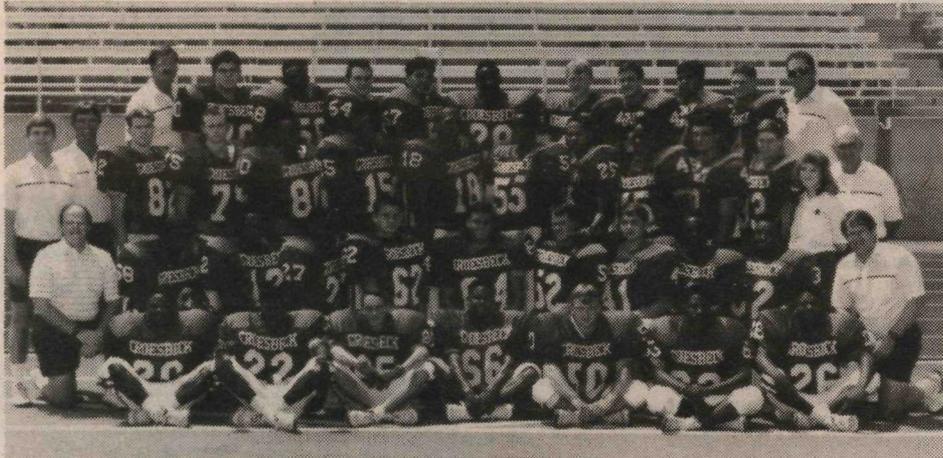
In 1950-51 more than 400 teams started the season. After a three-day tournament in monstrous Gregory Gym (it was a big gym with glass backboards,) Comanche in conference A, and Claude in conference B, claimed the first girls' state basketball titles in UIL history. Forty one years to the month, these two outstanding teams will be recognized at this year's UIL state tournament. Within three years of the first tournament

the number of schools participating in girls' basketball had almost doubled.

The 1951 championship was the first time a state tournament was held for a girls' team sport. So the championship program, which sold for five cents, included a list of "Basic Principles of Your University Interscholastic League" and an explanation of how to follow the tournament by using the brackets provided in the program. There was also a small statement of the inside cover of that first girls' state basketball program, it said "Interscholastic athletics may be likened to atomic energy in that they possess tremendous power for with good or evil, depending upon the way in which they are conducted. The determining factor is the type of sportsmanship shown by participants and fans."

The determining factor in interscholastic athletics may not have changed, but the game certainly changed with unlimited dribble, a full-court game and new uniform designs. The spirit and enthusiasm for girls' basketball around the state continues to grow, but it's important as we prepare to honor those first teams to remember how far women's athletics have come, and how far we can still go.





Dad Burnet, we made a Groes error.

In the January/February Leaguer, we reported that the head coach Jerry Bomar's Groesbeck Goats won the Conference 3A state football championship, defeating Burnet 7-0 in the state title game. However, we reversed the outcome in a small box accompanying the story. We regret the error.

Setting PRIORITIES

Teaching sportsmanship is more important than anything else athletic directors do

By JIM MEYERS
Xavier High School

Editor's note: Reprinted from the Winter, 1991 issue of the Wisconsin Athletic Director's Newsletter.

Last spring at our All-Sports Banquet I asked the parents to think about sportsmanship and give some thought to items that I feel are important for our athletic program.

The following are some thoughts to ponder and questions on sportsmanship that should be important to us as athletic directors. Much of the following has been begged, borrowed, or stolen from speeches, articles or conversations with A.D.'s.

- One person practicing sportsmanship is more important than 50 people talking about it.
- If and when your teams lose — is there something left?
- Do your coaches care half as much about those kids as their parents do?
- Is education reflected throughout our athletic program?
- Sportsmanship — a journey, not a destination.
- High School athletic events — are they an exercise in education?
- You teach what you are — before you teach what you know.
- Sportsmanship is an attitude — attitudes

can be adjusted.

- If officials rated our school on sportsmanship, and we evaluated our sportsmanship, would the ratings differ?
- Control what we can — influence what we cannot.
- Sportsmanship — if it is to be — it is up to me, and that means you!
- What are high school athletics all about? Why should we have athletics in our school? What role should athletics play in our educational process? What does sportsmanship mean in our school?
- How concerned are we? Do we take a good look at the people who spend two or more hours a day with our young men and women?
- What values are being taught by our coaches?
- Does a coach who constantly criticizes officials gives his/her players a reason for not playing well?
- How do we deal with fan mon and dad?
- Parents who criticize officials will also criticize coaches.
- Do we cheer for our team, or do we cheer against our opponent?
- Winning — Losing — Sportsmanship — Are they compatible in our school? How would we rank them?
- High school athletics plays a vital role in education. Don't let television be the teacher!

Intrinsic rewards

The value of extracurricular activities at the Junior High level is under constant scrutiny by parents, administrators and the community. This scrutiny is not only healthy, but critical to the success of effective program development. Most criticism of junior high school extracurricular programs includes, but is not limited to the following topics:

1. Too much emphasis is placed on winning.
2. Inconsistency of team selection.
3. Loss of school time or "study time" for individuals.
4. Benefit of activity is limited to a select few.

Constructive critics are not the people on the outside looking in, but sponsors and coaches dedicated to the betterment of society through educational experiences. It is hard to find a successful person in a leadership role who did not participate in an extracurricular activity, or an administrator who has never been involved in an extracurricular program.

Conscientious parents look for programs that build self-esteem in their children. Those same parents seek programs that teach healthy work ethics. Many of the characteristics of successful, well-adjusted adults are observable in our progressive, well-adjusted adolescents. The role of extracurricular activities seems clear. These programs teach students to set goals, meet objectives, and evaluate progress as an individual and as a team. Extracurricular programs allow students to realize possibilities and surpass expectations. They allow students an opportunity to make quick and rational decisions under pressure, with the luxury of immediate feedback. By matching skills under organized and equitable conditions, these programs teach progression as a means, and discipline as an end. Extracurricular activities allow for an intrinsic reward system that cannot be paralleled.

At this crucial age, the need to be social, to be accepted, and to be part of a group is reflected in both teams and gangs. Our students compete in school by matching math and computer skills. They compete on their own by matching skills of wit and rhyme. The type of skill is a secondary concern, only to the primary catalyst of competition. Whether organized in the setting of a school, or as an impromptu leisure time activity, students seem to be searching for competition.

In order to develop junior high school programs which cater to the needs of students in our school and community, we must look at the available alternatives. The unfortunate alternative that many schools have chosen is closing their doors at the end of the school day, and closing their eyes to the needs of their youth. Unfortunately, the rude awakening has surfaced in the forms of undesirable or delinquent behavior.

A second alternative is to put the responsibility



Cynthia Doyle
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Straight talk

of leisure time activity into the hands of parents, giving them limited access to school facilities and allowing professionals to oversee programs. This works, but places a heavy burden on a few hard workers, and the programs rarely last. Using professionals in an administrative capacity limits the contact they might have with the participating students.

A third alternative is to design a program that would allow all students to participate. This design would be as an intramural program within the school, and would also include interscholastic teams for those with time and talent to participate. Through a selection process, students would match skills in organized competition against students of similar interest from other schools, with paid professionals overseeing and coaching in their area of expertise. Students would excel and professionals would be held accountable for program development.

The last option a school might exercise is not common, but is being tried in at least one junior high school in Plainfield, Indiana: a "no-cut" policy for all extracurricular activities. This policy allows for any student, regardless of ability level, to participate in any activity he or she wishes. The results include half of the school's 800 students involved in one activity or another. Because of the high number of participants, parental involvement is a "happy by-product".

Through extracurricular activities we create an environment that encourages, nurtures and builds character. We foster a family code of honor that teaches and demands a specific standard of behavior. We allow students to receive and relinquish power according to the needs of the group. We open hearts and souls and minds to experiences beyond words. We help create emotions that would either parallel the joy of celebrating a birthday or parallel the heartache of losing one's best friend.

Our extracurricular activities are not a magic fix-all, or an instant solution for problems that have taken years to manifest. But extracurricular activities are a step in the right direction for students, parents, schools and communities that want a focused, committed and capable generation to follow.

Skyrocketing legal expenses result from special ed decisions

Probably the largest number of suits against public schools and school districts in recent years have been those brought by parents of disabled (previously "handicapped") children based on the requirements of P.L. 94-142 and its regulations, promulgated by the Department of Education. Aside from the extensive costs of educational services required as a result of these decisions, disputes subject to P.L. 94-142 now expose school districts to liability for large awards in payment of the plaintiff's legal costs. These costs may be

assessed against defendant school districts even if they were never incurred by the plaintiff but were, instead, contributed by advocacy groups supporting the rights of the disabled.

Parents need not even prevail in a court proceeding to win such awards. At a recent school law meeting, Professor Dixie Huefner of the University of Utah in Salt Lake City reported that five federal appellate courts have now ruled that parents prevailing even at the level of an IEP hearing or appeal of its decision to a state board

may seek attorney fees included in such a dispute. These are in addition, of course, to other costs the district must incur for hearing proceedings, and these can be considerable.

According to Professor Perry Zirkel of Lehigh University, a recent proceeding cost the district \$13,000 for stenographic services and transcript printing in addition to its attorney fees. As a result, Zirkel said, school funds that should be going for educational services — both special and general — are going to "the serving people — the attorneys,

hearing officers, and expert witnesses."

This probably explains the propensity of many school districts to merely agree to the demands of parents of disabled children, regardless of professional advice to the contrary or the effect of such concessions both upon the disabled and other students. Increasing demands by parents and advocates for disabled children can only make this problem worse unless the courts or Congress take another look.

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

ONE ACT PLAY
(back page) delete the play and set approval deadlines
add the line "See Drama Page."

ONE ACT PLAY
Changes to the One-Act Play Plan in the current C&CR
Section 1033(b)(5)(B) Add: Violations of this rule may result in the school and/or director being subject to the full range of penalties as found under Subchapter 4, Section 700.

Section 1033(c)(1)(H) Substitute: **STANDARDS.** Directors shall eliminate profane references to a deity and obscene language or scenes from the approved production. Directors shall revise or reject all material within approved plays which in any way fails to meet these requirements. The administration of the producing school is charged with the responsibility of assuring that the director complies with these requirements and that the play does not offend the moral standards of the community. When a script and production are examined and approved by the administration of the producing school, the production is eligible for presentation at any contest site.

Section 1033(c)(2) Changes: The contest manager is required to declare ineligible any play which violates any one of the following rules or Section 1033(c) above, EXCEPT AS PRESCRIBED IN ITEM H ABOVE. The contest manager shall notify the judge of such ineligibility before the judge makes a decision. No play which is declared ineligible by the contest manager shall be included in final ranking, be considered for any honors, or be given a critique, and members of the company of an ineligible play may not be given individual awards.

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

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

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

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

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

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.

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.

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.

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

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

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

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

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 79 Delete from Class III Miscellaneous Woodwind Ensembles: Hook/Voxman-Andantino (2 alto saxophones, tenor saxophone)...SMC

Page 79 Class II Miscellaneous Woodwind Ensembles: Lester(arr)-Etude Plus Two (2 alto saxophones, tenor saxophone)...JTL

Page 39 Class I Alto Saxophone: Whitney/Bolton-Rumba (accompaniment on marimba or piano)...Bou

Page 184 Class II Treble Voice Solo: Fifty-Seven Classic Period Songs (first selection in each part) Beethoven-I Love You

Page 34 Class III Clarinet Solo: Mopper-Seven Short Pieces for Clarinet and Piano (play two contrasting movements)

Page 44 Class I Trumpet Solo: Gibbons/Cruft-Suite (play movements one and two or three and four)

Page 100 Class II Percussion Ensemble: Krause-Little Suite (5 performers: 3 timpani; bells; xylophone; snare drum; bass drum, gong)

Page 114 Grade V String Orchestra: ADD Grainger-Molly on the Shore...LML

Page 162 Grade II Treble Chorus: Juilliard Repertory Library, Vocal 3 Hassler-Tanzens und Springen (SSA) delete (with instruments)

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/Vedelski-Gavotte from Harpsichord Suite No. 5

Page 68 - B-Flat Clarinet Quartets Class II: Smith-Suite for Four Clarinets (play 2 movements) Prescribed Music List - Page 91 - 346 Four Brass-Israel-Tower Music (2 euphoniums, 1 tuba) should be listed under 334-Miscellaneous Brass Trios

Page 68 McKay-American Sketch listed under B-flat Clarinet Quartets and Mixed Clarinet Quartet. Should be Mixed Clarinet Quartet on page 69. Delete the listing under B-flat Clarinet Quartets.

Page 166 Telemann/Depe(a) Praise Ye the Lord (SSA)...Bel-Mil

Page 32 Schuman/Eitlinger-Romances (play any romance)

Page 50 The two Galliard/Brown-Six Sonatas should be condensed to one entry to read as follows: Galliard/Brown-Six Sonatas (2 volumes) (play one entire sonata)...IMC

Page 51 Galliard/Brown-Six Sonatas (2 volumes) (play one slow and one fast movement from one sonata)

Page 110 - String Orchestra Grade I: Auton (arr)-Folk-songs for Strings, Set 2 (play two 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."

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 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
Incorrect -- intrigante, intrigaunte
Correct - intrigant(e), intrigaunt(e)
Incorrect - hors d'oeuvre
Correct - hors d'oeuvre
Incorrect - Apteryx
Correct - apteryx
The alternate spelling for "gaberdine" is "gabardine."

C&CR INTERPRETATION
The State Executive Committee on October 2, 1991, issued the following interpretation of Section 1209 (i) the UIL Constitution and Contest Rules:

Students who violate athletic off-season or concurrent regulations and then change schools do not avoid the penalty. The student's suspension remains in effect at the new school for the amount of time or number of contests specified by the district executive committee or the State Executive Committee.

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.

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

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

PICTURE MEMORY
Students in grades 4 and 5 will be responsible for the new Art Smart! Picture Memory Contest Bulletin for 1991-92 and 1992-93. The official list in the new Picture Memory Contest Bulletin for 1991-93 is the final authority. Gerard David is identified as Flemish, and Vincent van Gogh is identified as Dutch. The nationality on these two small prints should be revised to match the official list.

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 are 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.

DALLAS ISD
The SEC has issued a public reprimand to Mr. Michael Terrell, Choir Director of Dallas Arts Magnet High School, for failure to participate in the Concert and Sight Reading Contest.

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

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

C&CR INTERPRETATION
The State Executive Committee on October 2, 1991, issued the following interpretation of Section 1209 (i) the UIL Constitution and Contest Rules:

Students who violate athletic off-season or concurrent regulations and then change schools do not avoid the penalty. The student's suspension remains in effect at the new school for the amount of time or number of contests specified by the district executive committee or the State Executive Committee.

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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.

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

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

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

OAK RIDGE HS
Football player #50 of Oak Ridge High School in Conroe has been issued a public reprimand and suspended from the football team for violation of the Athletic Code. The penalty was assessed by the State Executive Committee.

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

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

WEST ORANGE-STARK HS
The State Executive Committee issued a public reprimand to Coach Dan Hooks, West Orange Stark High School, for violation of the Athletic Code. He is on probation in football through November 11, 1992. The committee upheld the actions of the school district in suspending him from two varsity football games.

LINCOLN-DOUGLAS DEBATE
Lincoln Douglas Debate Topic (To be used through May)
Resolved: That the right to die should be valued as highly as the right to live.

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.

TSSEC DEADLINE
The deadline for receipt of TSSEC Entry Forms is April 1, 1992.

AGUA DULCE HS
An Agua Dulce High School football player was suspended for the remainder of the 1991-92 football season and placed on probation in all UIL activities through the 1991-92 school year for unsportsmanlike conduct. A public reprimand was issued to Agua Dulce High School, and the Superintendent was commended for the swift disciplinary action taken by the administration.

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

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

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

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

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, basketball.
Galen Kaemingk, Socorro High School, football.

Larry L. Nowotny, Canyon HS, football
Bobby Bates, Newcastle HS, football
Terry Simpson, Lamesa HS, basketball
Richard Badillo, Donna HS, football
Nelda Billescas, Deer Park HS, basketball

Jose A. Perez, Hebbbronville HS, basketball
Stuart Beckwith, Aledo HS, basketball
Michael DeCello, Progresso HS, basketball
Donnie Lopez, San Diego HS, basketball

Robert Gill, Arlington HS, basketball
Vernon Marsh, San Antonio Southwest HS, basketball
Will Williamson, San Antonio Robert E. Lee HS, basketball
Scott Isbell, Alice HS, basketball
Tom Guidry, Lancaster HS, basketball
Greg Gillis, Bremond HS, basketball
Kay Wessels, Fort Stockton MS, basketball

Tom Inman, Shepton HS, basketball
Stuart Burleson, Rocksprings HS, basketball
Jesse White, Beaumont West Brook HS, basketball
Mark Minor, Goree HS, basketball
Rene Gerbich, Southmore Intermediate School, Basketball

Rick Walters, J. Frank Dobie HS, Basketball
Nancy Whitlow, Alief Olle MS, Basketball
Tony Pinson, Daingerfield HS, Basketball
David Combs, River Road HS, Basketball

Jolanda Garcia, Riverside HS, Basketball
Norman Thompson, Crandall HS, Basketball
Renea Whitaker, Waxahachie HS, Basketball
Mike Mack, James Bowie HS, Basketball

Jeff Hays, Longview-Pine Tree HS, Basketball
Marty Renner, Hooks HS, Basketball
Larry King, Weslaco HS, Basketball
Jack Flannery, LaTeza HS, Basketball
Keith Meyer, Lakeview-The Colony MS, Basketball

Michael Kluck, Kingsville HS, Basketball
Mike Meredith, Dumas HS, Basketball
Roy Rutledge, Brownfield HS, Basketball
David Hastings, Churchill HS, Basketball

Loyd Halbrooks, Loop HS, Basketball
Steve LaMore, Tyler HS, Basketball
Terry Julian, Mineola HS, Basketball
Odis Malone, Diamond Hill HS, Basketball
Joe Carrilo, Parkland HS, Basketball
Scott Kennedy, Neches HS, Basketball
Arturo Castillo, San Perita JHS, Basketball
Barry Webb, Shelbyville HS, Football
Rick Wallace, Banquete HS, Football
Jack Whitten, Plano East HS, Soccer