

Leaguer

State Meet one-act play schedule

School productions a great bargain

MAY 7, THURSDAY (Note: PAC - Performing Arts Center)

7:30 am — AAA company meeting and rehearsals: Concert Hall, south entrance of the PAC.

4:00 pm — AAA contest, four plays: Bass Concert Hall.

7:30 pm — AAA contest, four plays: Bass Concert Hall.

MAY 8, FRIDAY

7:30 am — AA company meeting and rehearsals: McCullough Theatre, northeast corner of the PAC

AAAA company meeting and rehearsals: Bass Concert Hall, south entrance of the PAC.

9:00 am — 12:00 noon Conference AAA critiques: Bass Concert Hall, Lobby Level.

4:00 pm — AA contest, four plays: *McCullough Theatre.

AAAA contest, four plays: Bass Concert Hall.

7:30 pm — AA contest, four plays: *McCullough Theatre.

AAAA contest, four plays: Bass Concert Hall.

MAY 9, SATURDAY

7:30 am — A company meeting and rehearsals: McCullough Theatre, northeast corner of the PAC.

AAAAA company meeting and rehearsals: Bass Concert Hall, south entrance of the PAC.

9:00 am — 12:00 noon Conference AA and AAAAA critiques: Concert Hall Mezzanine and Lobby.

4:00 pm — A contest, four plays: *McCullough Theatre.

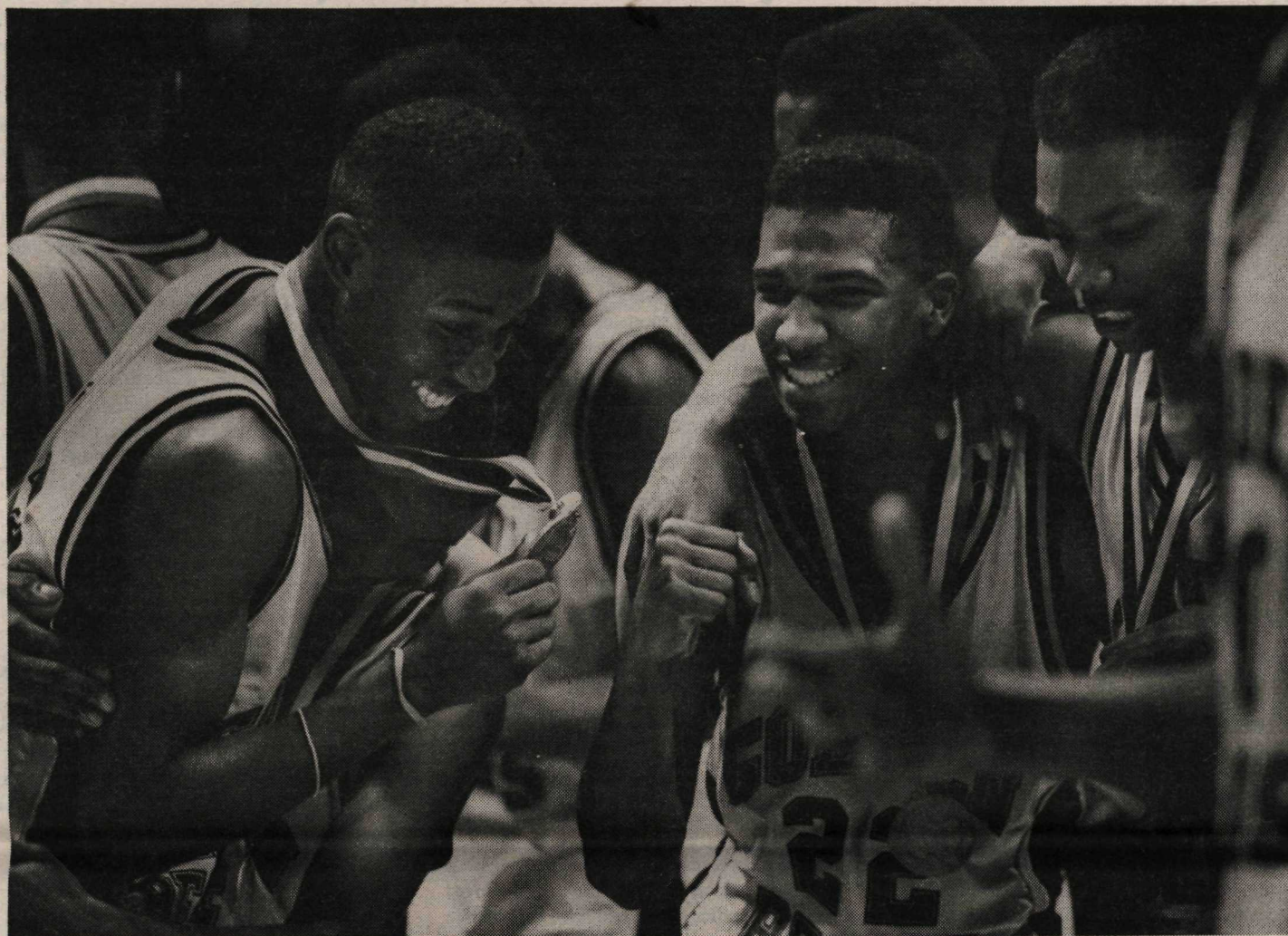
AAAAA contest, four plays: Bass Concert Hall.

7:30 pm — A contest, four plays: *McCullough Theatre.

AAAAA contest, four plays: Bass Concert Hall.

~ Critiques following awards presentation ~

One-Act Play Admission: \$3 for students and \$4 for adults for each session.



The *FIRST* time is the charm

Longview, San Marcos claim 5A titles in initial appearances

BY PETER CONTRERAS
Director of Public Information

A pair of first-time players, Longview in the boy's tournament and San Marcos in the girl's tournament, handled the pressure of participating in the UIL State Basketball Championships without any problem in claiming class 5A state titles last month in Austin at the Frank Erwin Center.

Well, without any problem may be stretching the truth just a bit after both had to go into overtime in the finals to stake claim as the best basketball team in the state.

Longview battled back from an 11-point deficit in the second half to defeat Victoria 71-67 for the boy's crown while San Marcos' Pat Luckey connected on a turnaround jumper inside the lane with five seconds left in overtime to turn back state powerhouse Duncanville 45-43.

The Lobos reached the finals with a 95-64 thrashing of Houston Worthing in the semifinals. Victoria advanced to the title game after getting by Fort Worth Wyatt 86-84 in its semifinal contest.

Dallas South Oak Cliff won the Class 4A title after beating Austin McCallum 65-56 in the semifinals and then Georgetown in the finals 73-60. Georgetown made it to the championship game with a 65-64 upset of the state's top ranked



4A team, Pampa, in the first round.

Stafford ruined a perfect season for Groesbeck with a 73-72 victory and the Class 3A crown. Groesbeck finished the season with an 18-1 record and were also seeking a state title in basketball to

SOC it to 'em. Members of the Dallas South Oak Cliff team (above) celebrate their state 4A finals win over Georgetown. (Left) Duncanville's Lana Tucker drives in the Pantherette's loss to San Marcos in the 5A girls championship game.

Photos by Joey Lin.

join the football title won in December. Stafford reached the finals with a 58-52 in the semifinals while Groesbeck posted a 70-60 win over Clarksville.

Troup ended several years of frustration with a 60-40 win over Krum in the Class 2A title contest. Troup advanced with a resounding 69-25 victory over Poth while Krum defeated West Texas power Abilene 66-59 in the semifinals.

Laneville went ahead with the last basket of the third quarter and then let Petersburg recapture the lead for a 51-49 win and the Class 1A state championship. Petersburg advanced to the title game with a 77-62 victory over Weatherford Brock

while Laneville scored a 84-72 decision over Dime Box in the other semifinal game.

Back to the girl's tournament, San Marcos advanced to the 5A championship game with a

Please turn to BASKETBALL, page 11

Two on sportsmanship

Fan behavior must improve

By KEN HAMBLETON

It would be only natural to read columns and editorials about an incident after it happens.

When (notice, not if) a referee is slugged, stabbed or knocked senseless, there will be an uproar of unprecedented noise in all the sports pages, sports talk shows and other news venues.

Some writers will bemoan the idiocy of fandom that runs out of control. Others will decry the situation as one of dire circumstances.

But the fact remains, a referee, probably in basketball, will be slugged, stabbed, seriously injured or even killed, and the day is coming soon.

Almost any referee will say he has feared for his safety more than once in his career and probably more than once this past season.

The professional coaches whine that referees can't stay up with the game. It is hard to argue that fact. But pro basketball referees have given up calling the game by the rules intended by its founder because the players are so very fast, talented and big.

College coaches picked up on the notion. The plethora of college basketball games on television gives every fan in the country a chance to see how different coaches intimidate referees each night of the season.

Ranting and raving through the manic-depressive moods of such coaching heroes as Indiana's

Bobby Knight and Missouri's Norm Stewart appear to be the norm rather than the exception.

Major college coaches, including those in the Big Eight, bait officials throughout almost every game.

That rubs off on the players and the fans. Ah, the fans.

That's where the trouble is going to come from.

Coaches and players face suspension and loss of game-playing privileges if they step too far beyond the bounds of sportsmanship.

Fans rarely face such penalties.

Anonymity in a mob creates bravery to perform such cowardly acts as throwing things on the court, hurling foul names and launching personal insults.

Imitation is also expected. College fans, including the Antlers at Missouri, establish what is perceived as an acceptable norm for high school fans.

Why else would fans from small farm towns, as well as Lincoln and Omaha, feel it is acceptable to chant obscenities and verbally attack every call that goes against their team?

Even as recently as 15 years ago, 99 percent of the fans at a high school basketball game wouldn't think of waving their arms and screaming at the top of their lungs when an opposing player was shooting a free throw. As recently as last week, one school group handed out noisemakers to accentuate such activity.

This season, packs of Lincoln fans have been warned about obscenities. One Lincoln fan shoved a referee. An official was threatened with a knife after a district wrestling meet in Iowa.

Officials must be accompanied by police and security officials at all major college games and at

Sportsmanship isn't just for athletes

By ROBERT A. BAINS

Principal at Manchester High School West
Manchester, NH

Editor's note: Reprinted from the October 1990 issue of National Association of Secondary School Principals NewsLeader

School officials in our state have been forced to confront the ugly demon of poor sportsmanship.

Perhaps you've read comments from a coach who took his case to the media when he alleged that poor officiating cost him the "big" game. Perhaps you've heard about the cheerleaders being humiliated by opposing fans who do everything from booing and mooing to turning their backs on the cheerleaders so they won't have to look at them.

Perhaps you've seen fans throw toilet paper onto the gymnasium floor or tennis balls or coins into the hockey ring. Perhaps you've heard fans yell derogatory remarks at coaches or athletes.

Perhaps you've seen and heard enough.

"But, they are only having fun," says the spectator who paid his \$2 entrance fee. "No wonder school spirit isn't what it used

to be," says the student after the principal pleads for decorum. "Free speech!" shouts the sports junkie who laments about the lack of respect kids have today.

Principals must exert the leadership necessary to bring this problem under control. We cannot turn our backs while the fanatics undermine the ideals of sportsmanship that have contributed much, in the past, to the moral fiber of our society.

It would be easier, and better for our blood pressure, to stick our heads in the sand. However, we must take a good look around us and do whatever must be done to re-establish sportsmanship as the foundation on which we build successful athletic programs. It might also be a good place to start as we reassert the basic values of our society. Values can be taught in our public schools.

We must emphasize that winning is not the only thing to consider when it pertains to the final score. Winning is the only thing when it pertains to people conducting themselves in a manner that makes all of them winners.

There is such a thing as sportsmanship. It can be alive and well in each school if people become committed to making it a reality. Principals can make a difference.

all state high school tournament games. This isn't done as courtesy. It is done because there is enough of a threat to the well-being of the officials.

Is winning that important? Obviously, to a deranged few, it is.

The only hope is that what was started can be stopped, and stopped before the inevitable—serious

injury or death caused by some maniac fans.

To borrow a worn phrase: 'Just say no.' Don't put up with the jerk in front of you. Identify him and report him to the authorities present.

Then, instead of removing the jerk from the game, hand him a whistle and a striped shirt and let him finish the game on the court.

Leaguer

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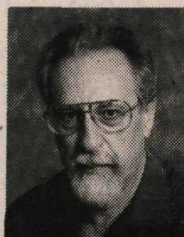
Spring (meet) housecleaning

It seems that I write a similar epistle each spring. I deal with zone and district situations that should not happen or close the gate after the horse gets out. Everything is not covered by the OAP HANDBOOK, but take heart. A new *Handbook For One-Act Play*, 12th Edition, must be completed for next fall. We have only 20 copies of the 11th Edition left. I will further explain, clarify and define, but ultimately, decisions must be made on the local level. Most of the time, reading the OAP *Handbook* and common sense will serve. Don't be afraid to ask!

Zone contests are covered by the same rules as district. The awards rule for OAP does apply. Awards should be presented to advancing plays, best actor/actress, all-star, and honorable mention casts. It is deplorable that youngsters at the zone level do not receive some token. For many, this is their only opportunity to be recognized for their efforts in theatre during the entire year! If any district is so poor that the administrators do not feel they can afford the cost of 20 certificates, please let me know. I will personally donate the certificates for such minimal recognition. Yes, deplorable was the word I used.

Contest managers must allow directors to use legal OAP Unit Set elements. I am amazed at the numbers of highly questionable Unit Set elements being allowed. Unit Set type flats made with 1" x 4" yellow pine that weigh a ton, flats not covered on both sides, and flats without double action hinges are not UIL Unit Set elements, therefore not legal and violate the set rule. Platforms with solid plywood sides, pylons made of 3/4" plywood, or pylons covered with 1/4" plywood on three sides are not Unit Set elements and violate the set rule. Platforms, step units and ramps that are two feet high are not Unit Set elements. Dimensions in the OAP *Handbook* apply.

Directors cannot support Unit Set flats with stage braces, sandbags, furniture or other properties. Yes, I said furniture! The latest device is to support the flats by leaning them against properties. The Unit Set may be supported by other Unit Set elements or clamped to standard stage door or window units. No, you cannot clamp a flat to a bookcase, chair, table or stage brace/brace jack. Do not confuse this with the approved practice of using stage weights or sandbags inside pylons standing in a vertical position. Tape, nails, screws, or wire may not puncture Unit Set elements. This includes spike tape on platforms, ramps, pylons, and flats. Tape peels paint and these elements may be used in such a position that spike tape would show. This does not mean you cannot use spike



Lynn Murray
Educational
theatre

tape on the stage floor. "Glow tape" used on a portion of the spike mark is an acceptable practice. It allows company members to "set" items in blackouts.

Standard stage door and window units should not be confused with the UIL Unit Set. They may be used (any number) with the Unit Set or alone. If they are at the contest site, they must be declared a part of the "basic set" available to all. It is acceptable to use curtain brackets or other devices requiring nails or screws on doors and windows. They are made of wood. Nails or screws, appropriate for curtain hardware, do not cause permanent damage.

The set drawing and listed properties or set pieces on the official OAP eligibility notice are not etched in stone. They may be changed at any time. This is directorial choice. A director is not required to use approved scenery, or Unit Set elements "tentatively" drawn and listed. Any Unit Set element or legal property may be added or deleted. This is directorial choice. Changes may be made anytime prior to the contest performance, including the "set" period. This is another reason that a contest manager representative must watch each performance.

The use of fire in any form must be cleared with the contest manager at each level. Local fire laws apply at each site. Flame is not automatically approved. Any explosive device violates Section 1033 (c)(2)(F). In the opinion of this office, flash paper is an explosive device and this opinion has been the same since 1970.

It can be easily understood why contest managers are confused by the new Section 1033(c)(1)(H) STANDARDS. "Morals" rule enforcement rests with local administration. It is not the contest manager's responsibility to enforce item (H). Please refer to the March Leaguer, "Official Notices", and page 6.

Contest managers must provide adult timekeepers backstage and in the house. I urge all to use multiple watches in both locations. I also urge

timers not to make times available to companies during performance or after. The official time is contest manager property and should be made available to each director only in case of disqualification or after the contest is over. Each company should keep their own time. If the official backstage timekeeper gives a cue to keep a company from exceeding the forty minute time limit, the company has an ineligible participant.

All OAP directors must become familiar with the Chapter 2 of the C&CR. Sections 900-906 are essential for both high school and junior high. If you are not aware of these sections, you will not have a clue as to how Section 1033 fits. Refer to Section 901 (n) for points allocated for the Academic Championship or Spring Meet Sweepstakes. One-Act Play points cannot be excluded from these championships. If OAP points have not been counted at the district level, contact Janet Wiman, UIL Academic Director, or me for an explanation. "Shall" is the operative word. If an Academic Championship or Spring Meet Sweepstakes is given, OAP points "shall be awarded." It has been customary in many districts to exclude OAP for a variety of reasons that I do not understand. It is mandatory under the current plan that OAP points be included.

The substitution and late entries items on page 90 of the C&CR have been especially valuable to directors this year. Deadlines seem to be a major problem. We had major problems because 399 directors failed to send \$.52 first class postage with the title card for return of the eligibility notice. Spring break is a major culprit. Many directors missed the ten day deadline.

We are very close to reaching an all-time high in OAP withdrawal. We started with record entries, but "withdrawals" or "dropouts" will reduce total participation below last year's. I have some difficulty in understanding why a director would select a play that would strain resources. Understudies are essential and crew members are vital. Alternates should participate in rehearsals as though they will have some role to play after unanticipated disasters that appear following the spring first six-weeks. This is the real world of no-pass, no-play. Directors should know that the livestock shows are in March. You should know that there will be schedule conflicts with basketball and track and field. Casting baseball players, tennis players, and golfers will create a nightmare in scheduling, but should not be justification for OAP withdrawal. Small schools have a problems in scheduling, but it must be anticipated. Plan for

STATE OAP TICKET NOTICE

Complimentary tickets will not be honored in the McCullough Theatre. Participant's tickets will be honored in the McCullough Theatre ONLY for the participant's conference. Advanced tickets will be made available on an equal basis to participating schools for their session only. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit. Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold five minutes prior to the beginning of each four play session.

disaster and you will be surprised if the hailstones do not hit your company.

I see a new rule coming on. The number of assistant directors seems to be on the rise. Why should four adults be backstage helping with set and strike? Directors should be listed on the entry card, title card, and on eligibility notices to avoid confusion, but it is legal to add them at the contest site. Perhaps it should not be! Should all "directors" allowed backstage appear on the printed program? This would certainly reduce the number. Most of us theatre director types do not want others getting credit for our efforts. What do you think? The Academic Committee meets in June.

Unfortunately, there have been several schools over the forty minute time limit this year. In all cases reported to this office by critic judges, students and directors have handled critiques well. Perhaps I was wrong about dealing with "what might have been." I hope so. There are too many instances when the director is the behavioral problem in stress situations during the OAP Contest. When this happens, there are usually student problems. Unhappily, director behavior is mirrored by students in these cases.

I hope all of you will take time to thank contest managers and critic judges. They are the least appreciated and most critical to OAP. Contest managers are seldom paid and critic judges are not paid enough for the flack they receive. I am surprised that some administrators think that minimum TETAAO recommendations are too much. I wonder how much those administrators allocate for a six hour AAT credit inservice for their teachers? Creative Drama Network specialists receive a \$300 consultant fee for a six hour workshop. The most any OAP critic judge could be paid (using the recommendation) would be \$280 for eight plays. The time required is close to eight hours, including critiques. Do you think the recommended fee is too much?

Plan to attend the State Meet OAP. Note the published schedule. Conference A and AA single play tickets will be sold until the house is full for each show! See you there!!

Summer choreography workshop for theatre directors set

The Department of Theatre and Dance will offer a summer choreography workshop for secondary school theatre directors. A one-week intensive training session has been designed by Rod Caspers, Assistant Professor of Theatre and Dance at UT-Austin and guest choreographer, Christopher Boyd. The workshop dates are June 28 through July 3. Daily sessions will run from 9:00 - 5:00 with a break for lunch. The cost of the workshop is \$125 and includes tickets to see the university's productions of MAN OF LA MANCHA and GHOST DANCE OF THE LEVITES. On free nights, participants may choose to visit rehearsals of the three summer Summer Theatre Workshop shows or attend performances

at Austin area theatres.

"Hands on" activities will be the rule. A portion of each day will be spent in the dance studio. Various approaches to staging and choreographing musicals will be covered. Each participant will be exposed to techniques that will help to develop their own movement vocabulary. Ideas for collaborating with a guest choreographer, as well as for choreographing by oneself will be covered. Participants will have an opportunity to be choreographed in several musical numbers. They will also be asked to choreograph a number with student dancers.

Video clips of movie musicals will be viewed in conjunction with the lecture/demonstration

portion of the workshop. Participants will leave with a solid list of musicals appropriate for high school usage, as well as with conceptual/choreographic ideas for each. A Choreography Source Book will be provided to all who attend.

Christopher Boyd has been involved in theatre for 18 years in many capacities: director, choreographer, and designer as well as a performer. His performing experience includes film/television appearances, musical theatre and dance tours throughout the U.S., Mexico, and England. His ten years of choreographic experience includes repertory works for several professional dance companies as well as many musical theatre productions.

Professor Caspers has recently returned from New York where he served as associate director for Green Plays. He has directed various productions for the Department of Theatre and Dance, including *Working*, *Merrily We Roll Along*, *Lies and Legends*, *Pippin*, and musical reviews featuring Tom Jones and Harvey Schmidt (*The Fantastics*, *110 in the Shade* and *Celebration*) and Steve Barton and Denny Berry (*Phantom of the Opera*).

Those interested in attending the choreography workshop should contact Rod Caspers, Assistant Professor, Theatre Studies, Department of Theatre and Dance, The University of Texas at Austin, Austin, TX 78712, (512) 471-5793.

Few changes made in music regions, areas realignment

Realignment for UIL music regions and areas has been finalized for the 1992-93 and 1993-94 school terms. Essentially all boundaries will remain the same with the exception of Parker and Johnson Counties being reassigned to Region 7.

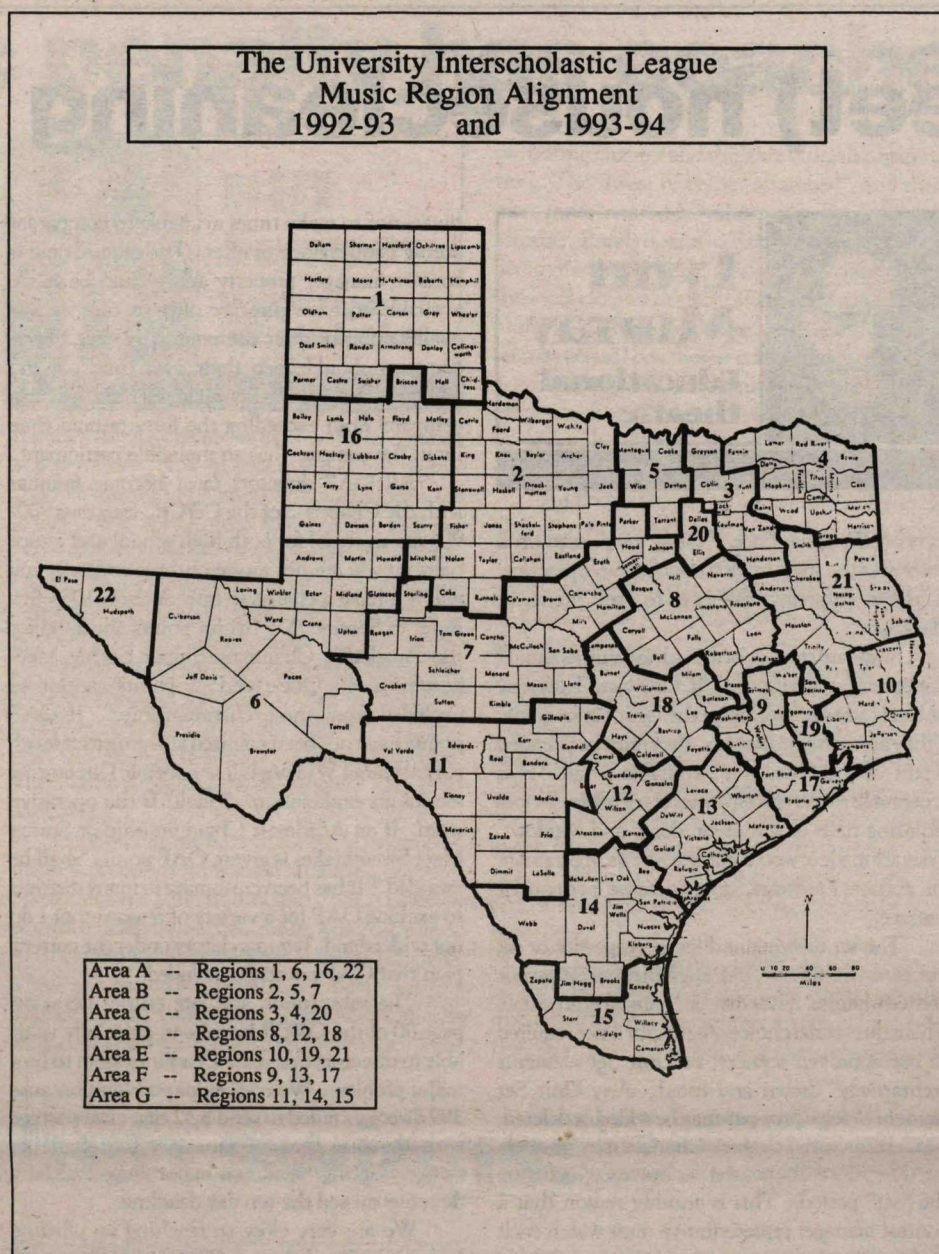
This change will expand the pool of performing groups in that region while relieving some of the congestion that exists in Region 5 because of the large number of AAAA and AAAAA programs.

This change was implemented only after extensive dialogue with region executive secretaries, the Region Executive Committee of Region 7 and the Executive Board of the Texas Music Educators Association.

All schools who presently have transfers to adjoining regions in effect and any school that wishes to consider a transfer for the next biennium should review Section 1102 (g) TRANSFERS on page 267 of the current *Constitution and Contest Rules* and take appropriate action to assure that their music programs will be assigned to the appropriate regions.

While transfer requests are accepted up to August 1 schools are encouraged to take action during the next 30 days so that directors can participate in the appropriate spring TMEA/UIL planning meetings normally scheduled during the month of May.

Questions concerning the new alignments or transfers should be addressed to the state office.



Current sightreading plan outlined

Last month on these pages the sightreading contest revision project was addressed at length. In summary the plan now in effect is as follows:

- Through the TMEA magazine, seek volunteers who wish to be considered for appointment to the various committees. (This step was taken in October of 1991)

- Appoint band and choral core committees whose purpose is to gather information, identify problem areas and draft initial proposals to address these concerns. (The membership of these two committees was announced in the March *Leaguer*)

- Distribute a survey statewide to help identify potential problems and possible solutions.

- Ask the core committees to begin their work using the results of the survey as a basis for their action.

- Appoint a larger committee of regional consultants to review and react to proposals developed by the core committees. (The membership of these committees is being determined at this time.)

Please turn to SIGHTREADING, page 6



**Richard
Floyd**
.....
**Music
matters**

Not an either/or issue

Music education is central to the philosophical basis for our educational system

The following message was delivered by John C. McLaren, Chairman and CEO of BBE Sound, Inc. to the National Commission on Music Education at the Forum in Los Angeles September 10, 1990. Mr. McLaren serves on the board of the Orange County High School for the Arts and on the Dean's Advisory Committee at Pepperdine University School of Business and Management.

One of the most serious and ominous issues facing American society is the shocking decline in academic standards in schools across the country. This has caused a "back to basics" movement which, in the minds of some people, requires cut-backs in budgets and time for music education.

But this is a red herring. This should not be an "either/or" issue. Nobody in his right mind would claim academic standards have declined because children spend too much time studying music! Yes! Academics must be greatly improved. And so should music education—not just for a few, but for all children because music can play an awesomely powerful role in the growth of our children into intelligent, responsible peace-loving citizens.

Let us look at the philosophical basis for our education system. Why do we provide a free education to all children? And, more to the heart of the matter, why do we compel all children to attend school? There are many answers, but underlying all

of them is one basic truth. Our society compels children to go to school because the fundamental purpose of a compulsory, free education is to civilize them: to mold children into responsible, cooperative, law-abiding, peaceable, contributing citizens. When that truth sinks in, the relevance of music education to this central purpose is obvious and striking.

The school band or orchestra is a powerful metaphor for civilization itself. It teaches the child, with immediacy and intensity, all the basic lessons of life in a civilized community.

The school band teaches children to live and work together in a community with a spirit of peace, friendship, trust, cooperation, and harmony; to be willing to discipline and accommodate one's individuality to the legitimate needs and concerns of the community for the betterment of all its members; to play one's proper role in the life of the community; to respond honestly and enthusiastically to the rightful urgings of the leadership; to learn the laws the community has established to govern itself and to peacefully abide by those laws. And to do all of this in the knowledge that the result will be far richer than the individual can achieve by himself alone. In a band, just like in a civilized community, the whole is far greater than the sum of the parts.

It is ironic that we are still arguing about the

importance of music education. The foundations of our civilization were laid in the Greek democracies of two and a half thousand years ago, and even then, music was recognized of paramount importance. Plato felt that music should begin in the early years and counselled, "Music training is a more potent instrument than any other, because rhythm and harmony find their way into the inward places of the soul."

Confucius said that only men who understood music were fit to govern.

Shakespeare expressed similar feelings. "The man that hath no music in himself...let no such man be trusted."

The fascinating correlation between music and mathematics is a theme which recurs throughout history. Pythagoras thought of music as a department of mathematics and laid the foundations of the science of acoustics.

Reflecting these ideas centuries later, German astronomer Johannes Kepler related music to planetary movement. Descartes also saw the basis of music as mathematical as did Von Leibniz. This view strongly supports the idea that music is a uniquely powerful educational tool involving and integrating the activities of both the right and left brain—the aesthetic and the rational. (A contemporary echo of this is the rapid growth of the interaction between computers and music.)

Let us take a look at the significance of music in the life of our communities today.

What ails our society and particularly our children and teenagers today? The same problems which have been complained of for thousands of years, probably. But we do have some special troubles—certainly when we compare ourselves to other societies—Japan, Europe, and others. Our children are not learning as well as previous generations. Maybe more music education, not less, is a key part of the answer to this problem. Think of a child playing a horn in a marching band. What other educational situation provides the total physical, intellectual and emotional involvement of their eyes, the hands, the breathing, the ears, the feet, the left brain skills of counting and measuring plus the right brain's aesthetic sensibilities?

Mathematical skills are poor today. Perhaps Pythagoras, Kepler, and the rest were right—music is a branch of mathematics. Maybe if we complement orthodox math teaching with music training our kids might improve their math skills to a level more comparable to the achievement levels of Japanese school children. Maybe it is no coincidence that Japan's public schools have what are probably the richest and most comprehensive music education programs in the world.

Please turn to MUSIC EDUCATION, page 6

CHOIR AND BAND SIGHTREADING CONTEST SURVEY

PERFORMANCE AREA: _____ Choir _____ Band

HIGH SCHOOL CONFERENCE: _____ AAAAA _____ AAAA _____ AAA _____ AA _____ A

MS/JH SCHOOL CONFERENCE: _____ M.S. _____ Jr. High _____ CCC _____ CC _____ C

Please indicate your response to each of the following statements.

- With some exceptions, the music selected for the sightreading contest is generally of a reasonable level of difficulty for the age group and conference I teach.
strongly agree agree no opinion disagree strongly disagree
- The current sightreading process accurately evaluates the way I teach sightreading on a routine basis.
strongly agree agree no opinion disagree strongly disagree
- Each year I take time away from my normal classroom approach to sightreading in order to prepare for the procedures presently required at sightreading contest.
strongly agree agree no opinion disagree strongly disagree
- I think learning to sightread in the way it is required to do well at contest is beneficial to my students.
strongly agree agree no opinion disagree strongly disagree
- If there is no sightreading contest directors will be less likely to spend instructional time on learning to sightread.
strongly agree agree no opinion disagree strongly disagree
- I would like to see the sightreading contest revised to more accurately evaluate the sightreading skills of my students.
strongly agree agree no opinion disagree strongly disagree

I would like to see the sightreading study committee consider the following options:
(Please check all that apply)

Eliminate sightreading from the UIL Music Contest Plan

Keep the sightreading format as it currently exists.

Change the contest to a rehearsal format evaluation. Example: Give the director and students a specified allotment of time (with no judges present) during which the ensemble can prepare for the reading in any way they see fit. (Play, sing, count, clap, rehearse the music, etc.) The work would then be performed for the judging panel.

Change the contest to a true sightreading evaluation. Example: BAND - Select easier sightreading music and change the 7 to 10 minute discussion period to a silent study period for director and students. Then give the director the opportunity to explain how any ritards, tempo changes, fermatas, etc. would be conducted. The ensemble would then read the piece. VOCAL - Commission sightreading exercises that accurately measure sightreading skills rather than using performance pieces.

Other Options (Give details on separate sheet and attach to survey.)

OPTIONAL INFORMATION

Indicate the sightreading ratings for the top band or choir you conducted the following years:

_____ 1992 _____ 1991 _____ 1990

RETURN TO: Sightreading Survey
University Interscholastic League
P.O. Box 8028 - University Station
Austin, Texas 78713

RETURN BY: May 15, 1992

Music official notices

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 (o) "Failure to Participate."

ROBERT E. LEE (TYLER)

Robert E. Lee High School Orchestra (Non-Varsity) was issued a public reprimand and placed on probation for the 1991-92 school year for violation of Section 1102 (o) "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 should read) 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-Tanzen 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/Vedenski-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 MixedClarinet Quartet. Should be Mixed Clarinet Quartet on page 69. Delete the listing under B-flat Clarinet Quartets.
Page 166 Telemann/Depue-(a) Praise Ye the Lord (SSA)..... Bel-Mil
Page 32 Schuman/Ettlinger-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)
Page 162-Treble Chorus-Grade II: Delmonte-Stars Are for Those Who Lift Their Eyes (2 or 3 part) (piano or guitar) [this is not an acapella (a) piece]

ADD TO THE PUBLISHERS LIST:

RBP Music Publishers, 2615 Waugh Dr., Suite 198, Houston, TX 77066

Sightreading

Continued from page 3

•Ask the TMEA/UIL Music Advisory Committee to review final recommendations and submit them to the UIL Legislative Council and the State Board of Education for adoption.

A copy of the Sightreading Survey appears elsewhere on this page. Please feel free to extract it from this issue of the *Leaguer* or make a photocopy for your use. In either case, please complete the survey and return it to the indicated address by the prescribed deadline. Do be aware of the fact that a copy of the survey also appears in the April issue of the TMEA magazine. This dual publication was done in an effort to reach as many directors and teachers as possible. Please note that you need to complete and return only one survey.

This will likely be the most extensive review of the sightreading contest program in the history of the Music Division of the UIL. Its success is dependent upon the quality of input that is generated statewide. This is your opportunity to share your concerns, comments and suggestions with both the State Music Office and the membership of the committees.

■ Page 5/MUSIC: April, 1992

Music education isn't an either/or issue

Continued from page 3

Violence and vandalism are problems in schools across the country at enormous social and economic costs. "Music", as Concreve said, "Hath charms to soothe the savage beast." I am certain studies would show that kids in bands and orchestras get into far less trouble, and are far better citizens than kids who are not. Indeed, it might be cheaper to have every child in every school play in a band than carry the incalculable burdens of violence, vandalism, and crime with which so many schools and communities are affected. A bumper sticker I saw recently said it well: "The school band-non-violent team spirit."

There is another reason, a special and particular reason, why it is vitally important to have the broadest and most comprehensive music programs in American schools.

America, as has often been said, is the human melting pot of the world. People from every race, culture, and language have come here in the last two hundred years to become a part of the American dream. We are now finding out though—to our dismay—that the melting pot does not work as fast or as efficiently as we used to believe it did. In addition to the millions of under-privileged minorities in the U.S., we now have hundreds of thousands, maybe millions of immigrants from countries with little of the common European heritage shared by earlier generations of immigrants. The difficulties for these groups in becoming part of the mainstream America are much greater.

Every thinking person knows deep down that for America to realize its full human, economic, political and philosophical potentials, we must develop one common, uniquely American cul-

ture. If that solid foundation can be successfully laid, the greatness of the American dream will continue to grow and flourish in the coming centuries.

Here is where music education in our school can be a magnificent instrument to help reach that goal. Absolutely nothing reaches the human spirit, no matter in what country or society, like the power of music. Nothing builds bonds of friendship and respect across language, race and cultural barriers faster than music.

I cannot think of a more vital and fundamental objective for American public schools than the pursuit of a common culture rich enough to contain all the diverse people within this country. There are no means or methods as powerful and as effective as music education in helping bring about this goal.

And the winners are...

At this time of the year, philosophy is forced to take a back seat to data-crunching. Like most advisers, who are caught in the maelstrom of yearbook deadlines, spring conventions, UIL contests and heavens know what else, I'm a little drained and desperately need this mental respite. So here goes...

Duncanville was the only double Gold Star winner in ILPC's spring newspaper and yearbook ratings competitions. Advised by Mary Pulliam, both the newspaper, Panther Prints, and yearbook, Panther Tale, earned Gold Star recognition. Other schools to win double honors included Wimberley (gold star yearbook, silver star newspaper, Bradley Wilson, adviser), Austin Bowie (bronze star yearbook, silver star newspaper, John McCartney, adviser), and Houston Memorial (bronze star yearbook and gold star newspaper, Lisa Schwartz, adviser).

The complete list of star recipients includes:

★ YEARBOOKS

GOLD STAR

- Retrospect 1991, West Ridge Middle S.
- Panther Tale, Duncanville High School
- The Deer, Deer Park High School
- Cypress, Wimberley High School
- Marauder, North Garland High School
- Highlander, Highland Park High School
- Flashlight, Abilene High School
- The Tiger, Texas HS, Texarkana

SILVER STAR

- Gusher, Pearland High School
- Black & Gold, Pleasant Grove HS
- Nor 'Wester, Northwest High School
- '91 Panther, Spring Hill High School
- El Viajero, Coronado HS, Lubbock

BRONZE STAR

- Round-Up, Canyon Vista JH.



Bobby Hawthorne
.....
Scholastic Journalism

- Lone Star, Austin Bowie High School
- Eagle, Labay Junior High School
- Reata, Memorial HS, Houston

★ NEWSPAPERS

GOLD STAR

- Panther Prints, Duncanville HS
- Rampage, John Marshall HS, San Antonio

- Anvil, Memorial HS, Houston
- Panther Spirit, Follett HS
- Featherduster, Westlake HS, Austin
- Maroon, Stephen F. Austin HS, Austin
- Hillcrest Hurricane, Dallas Hillcrest HS

SILVER STAR

- Lone Star Dispatch, Bowie HS, Austin
- Falcon Cry, Fulmore Middle School, Austin
- Palantir, Trinity HS, Euless
- Shield, McCallum HS, Austin
- Grass Burr, Weatherford HS
- Runeskrift, Lanier HS, Austin
- Bear Facts, Hastings HS, Alief
- Tattler, Angleton HS

✓ TOPS IN TEXAS IAAS

★ YEARBOOK

- Theme Development: Staff, Wimberley Secondary School

- Division Pages: Nikki Pulliam and Ronnie Thompson, Duncanville HS

- Student Life Spread: Jennifer Rudak, Texarkana Pleasant Grove HS

- Sports Spread: Sarah Abbott, Pearland HS

- Academic Spread: Cathy Terrell, North Garland HS

- Class Section Spread: Heather McClure and Jill Kendrick, Pollok Central ISD

- Advertising/Community Spread: Cassy Home, Tiffany Isham, Kendra Blagg and Marsha Cullon, Stinnett West Texas HS

- Organization Spread: Randi Finkelberg, Coppell HS

- Yearbook Sports Action Photo: Kyle Roehrig, Austin Bowie HS
- Yearbook Sports Feature Photo: Terri Harris, Longview Spring Hill HS

- Portrait Photo: Diana Johnson, Spring HS

- Yearbook Feature Photo: Martin Martinez, Angleton HS

★ NEWSPAPER

- News Writing: Sara Lovas and Jill Rutherford, Dallas Hillcrest

- Editorial: Ethan Thompson, Port Aransas HS

- Sports Writing: Stephen Willeford, Duncanville HS

- Feature: Nicole Krizak, Austin Travis HS

- Entertainment: Sean Guerrero, San Antonio Churchill HS

- Photo Story: Stephanie Boyar and Lauren Ritter, Dallas Hillcrest

- General Column: Douly Xaykaothao, Duncanville HS

- Sports Column: Jimmy Dawson, San Antonio Marshall

Please turn to ILPC, page 9

Lake Highlands adviser named Teacher of Year

Jim Davidson, newspaper and yearbook adviser at Lake Highlands High School in Dallas, was named recipient of the Max R. Haddick Teacher of the Year Award by the Interscholastic League Press Conference. The award was presented during concluding ceremonies of the 65th annual ILPC state convention, held April 11-12 at The University of Texas at Austin.

Davidson has taught journalism for 24 years, the past 12 at Lake Highlands. During his tenure the student newspaper and yearbook have received top awards from ILPC, the National Scholastic Press Association and the Columbia Scholastic Press Association. He advised the yearbook recognized as Tops in Texas by ILPC in 1982.

Davidson was one of the three original organizers of the Gloria Shields All-American Publications Workshop, one of the largest summer journalism workshops in the nation. He has served on the organizing committee and faculty of this workshop for the past ten years. He is also a popular speaker at other conventions and workshops across the nation.

A member of several journalism organizations, Davidson received the Gold Key Award from CSPA in 1989, as well as ILPC's Edith Fox King Award in 1981.

"Jim's students leave his classroom with much more than just a knowledge of subject matter," said Mary Pulliam, publications adviser at Duncanville High School. "At a time when the turnover of journalism teachers is so high, we are fortunate that a teacher of his calibre has devoted so much of his life to teaching journalistic skills and ethics to our future professional journalists."

Five advisers lauded for distinguished service

Five publications advisers were named recipients of the Edith Fox King Award by the Interscholastic League Press Conference. The awards were presented during the 65th annual ILPC state convention, held April 11-12 at The University of Texas at Austin.

Edith Fox King was a San Antonio journalism teacher who, with Dr. DeWitt C. Reddick, established journalism competition under the auspices of the University Interscholastic League in 1927. The award is presented to advisers in recognition of distinguished contributions to scholastic journalism education in Texas.

Recipients included Susan Roberts of La Porte High School, Pat Kappmeyer of Churchill High School in San Antonio; Vera Porter of White Oak High School, Margie Watters of Borger High School, and Thomas Toulmin of R. L. Turner High School in Carrollton.

Roberts has taught journalism for 22 years, the last 13 at La Porte. Her publications consistently receive state recognition. Last year, she led both her newspaper and yearbook staffs in the transition to desktop publishing.

Roberts is a member of several journalism organizations, including the Texas Association of Journalism Educators in which she has held office.

She is also a member of the Harris County Department of Education Journalism Steering Committee.

"I personally value (her) friendship as well as (her) professionalism," said Linda Duncan, publications adviser at Deer Park High School. "She is a veteran adviser who deserves some recognition."

Kappmeyer has taught journalism for 17 years, the past five spent at Churchill High School. During her tenure, the Churchill student newspaper has received Distinguished Merit honors from ILPC three times and First Class rankings from the National Scholastic Press Association and the American Scholastic Press Association. The yearbook staffs she has advised at Churchill have received Distinguished Merit awards from ILPC four times and First Class honors from NSPA. Her students have received four Gold Circle awards from the Columbia Scholastic Press Association.

Kappmeyer is also a member of numerous journalism organizations, including the Texas Association of Journalism Educators, for which she chairs the Student Press Rights and Scholarship committees. She is speaking at the ILPC convention for the seventh consecutive year on student press rights.

"Students going to college or the workplace (from her program) know the latest technology and are competitive with their peers," said Pam Smith, yearbook adviser for East Central High School in San Antonio.

Porter has taught journalism for 20 years at White Oak High School, consistently directing the student newspaper and yearbook to state recognition. She has served for two years as vice president of the Texas School Public Relations Association. Porter is also a member of the Texas State Teachers Association and Phi Delta Kappa.

Porter expanded the journalism department at White Oak, from a subsidiary department with only two Journalism I classes to a program with advanced Newspaper and Yearbook Production classes as well as a Photojournalism class. She has had nine students advance to the state level in UIL journalism competition, including three first place winners.

"Since she took over, she has built a very strong journalism department," said Dan Noll, White Oak principal. "She has graduated a plethora of journalism talent into the collegiate ranks, with several going on to professional careers in the field."

Watters has taught journalism for 21 years

and has been the adviser at Borger for the past seven years. Under her guidance, the Borger newspaper and yearbook have won several awards and honors, including Distinguished Merit recognition from ILPC for last year's yearbook.

Watters is a member of several journalism organizations, including the Journalism Education Association and the Association of Texas Photography Instructors. She also serves on the Faculty Advisory Board for the Panhandle High School Press Association.

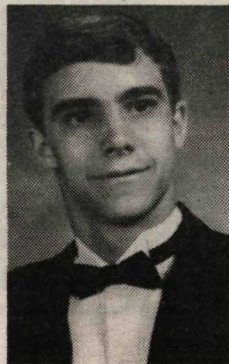
"Her classes are well-organized, motivational, challenging, interesting and enjoyable for all students," said Larry Coffman, superintendent of the Borger Independent School District. "Her high expectations for the students are reflected in their work and achievements."

Toulmin has taught journalism at Turner High School for 22 years, where his publications have consistently won top ratings, including Tops in Division for newspaper in 1979. His staffs have also won on the national level, including NSPA All-America honors.

In 1992, he won Carrollton ISD's VIP — Very Important Profession of Teaching — Award, presented by the school board to a select group of teachers each year. He also works at the SMU summer publications workshop.

Testimonials

"The four years of my high school UIL experience have meant a great deal to me. The competition gave me a new thirst for knowledge. I not only gained knowledge outside the classroom that benefited my contest, but I learned to take the information

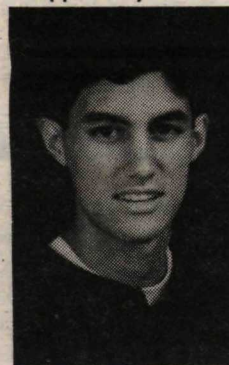


that I gained in my regular classes and apply it to my contest. This is where I realized how to make my knowledge and apply it

to the real world. Without the UIL I would not be where I am today, and I would like to thank you for that."

Dennis Haar
Sterling City High School
Conference A
Science Contest
3 years of UIL Involvement

"Participating in UIL contests gave me an opportunity to see how the skills I



had acquired in high school rated against my peers. It gave me a true perception as to what level I was in comparison to my peers

— it kind of settled me in for the college experience."

Naka Nathaniel
Churchill High School
San Antonio
Conference 5A
Current Events Contest
3 years of UIL involvement

Sharing the journey to excellence

BY ANDY ZAPATA
Azle High School

EDITOR'S NOTE: The following article first appeared in the January, 1992 issue of the Texas Math/Science Coaches Association newsletter.

My daughter, Elizabeth, is a 5th grade student. Recently we had a conversation related to her joining the elementary math team that represents her school. Part of me was proud and part of me harbored a tinge of regret. I've been working with UIL math and science students for sixteen years and I realized that my daughter is going to have to learn that there is a price to pay to become good at something. Right now she's still into dolls and playing "teacher" or "nurse" or "mommy" to her younger brothers. Now at the same time our elementary school is beginning to open this child's eyes to piano lessons, choir, school skits, and yes, math team competition.

Don't get me wrong. I would be very happy to see my eldest participate in what I believe is the best way to learn about competing in our sometimes harsh world. I just wanted her to ease into it a little later.

Elizabeth doesn't have an HP in her purse, nor does she remember her multiplying by 25's rule very well. She does enjoy going to some of the



ANDY ZAPATA

math meets with me but usually as grader helper. Maybe one day she will become more concerned about competing, but for now visiting with the "big" kids on math trips and helping dad eat donuts at the tournaments in the grading room seems to suit her fine.

Sometimes I feel that some of the student competitors that I work with have my daughter's present attitude toward work and competition. It frustrates me to watch a student with obvious math and science abilities just sit there. I've been in this coaching business long enough to have bushels of ways to motivate them, and yet it seems the logic of self improvement for scholarships or standardized tests is defeated by a baseball or a clarinet, or just plain greed. Needless to say I don't see a lot of appreciation for delayed gratification. The part of my motivational speech that deals with working 10 tests a day to get up their number sense score in a month only seems to turn the students off and not on.

After thinking about their apparent lack of dedication, I decided that one of the problems I had to solve was finding out each child's reason for

being on the math team, so that I could personally as well as collectively motivate each child on the team. Then I considered my own reasons for working with the students to see if there was a connection. In most cases I found that the students shared pretty much the same goals as me.

Knowing this and sharing the similarities with the students seems to get them motivated. I've learned not to look so far down the road in the math team competitions, and I tailor the practices to allow as many students as possible to reach a personal goal. This doesn't guarantee that my students practice super hard every time we get together as a team, but it does make them aware that I share some of their goals, and yes, some of their frustrations. It doesn't mean that I quit trying to motivate my students. No, I just try to use the dialogue of goal setting to be more aware of what their goals are so that their journey to excelling in math and science competition can be shared.

Yes, my daughter one day will have to give up her play time with the dolls to achieve some goal. Hopefully she will have someone with the insight and ability to help her sort out her goals and push herself to achieve those goals. I hope she does stay with the math team program here in Azle. It should be an interesting learning experience for both of us.

The competition intensifies: Contestants required to kick it up a notch

Now that district competition is complete, it is time for regional qualifiers and their coaches to direct their thoughts to an even more intense level of competition.

TILF scholarship recipients, when asked to reflect on their UIL academic experiences, described regional as exciting and challenging. They wrote of the challenges of competing with students from other regions of the state, visiting college campuses, and having the opportunity to test their skills against other students who had equally high expectations for themselves.

Each regional site sends its own specially designed handbook to each high school in the region. Copies should be at your school now. Most sites mail three handbooks: one to the principal, one to the athletic director, and one to the UIL academic coordinator. Pertinent pages may and should be copied and distributed to the coaches and qualifiers. These handbooks give pertinent information about regional such as dates, times, room numbers, fees. Ask around if you have not



Janet Wiman
Academically inclined

seen one.

Regional schedules have been set to follow the conflict pattern, so if you have students who qualified in conflicting events, alternates and the Spring Meet District Director should be notified. This should be done in a timely manner in order to permit the alternate to make plans to attend the competition and to continue preparation for the event.

It seems that this year there are conflicts to deal with that go beyond the UIL conflict pattern.

Many of the organizations that sponsor academic competitions have scheduled their events on the same day. This is unfortunate for the academic students as many are faced with having to make a choice. The problems incurred when attempting to alter schedules and times are almost insurmountable, and I am sure other sponsoring organizations also find this to be true.

Regional meets are an important part of the UIL program. Without the help and assistance of 18 colleges and universities, students would lose out on this unique opportunity. A special word of thanks goes to South Plains College, Abilene Christian University, Odessa College, Angelo State University, Texas Tech University, McMurry University, Tarleton State University, East Texas State University, University of North Texas, Baylor University, Kilgore College, Tyler Junior College, Blinn College, Sam Houston State University, San Jacinto College, Southwest Texas State University, Texas A&I University, and University of Texas at San Antonio.

'92 SAC dates confirmed

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

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

Emil A. Mucchetti, professor of English at Texas A&I and Region IV, AAA director-gen-

eral, will serve as general coordinator of the SuperConference.

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

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

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

Conferences begin at 9 am and end at 3 pm with a one hour lunch break. One-act-play sessions continue until 4 pm. Programs for each site will be mailed to the schools in September and October.

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

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances, and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

Practice extemporaneous topics

These were selected from topics used in district weeks one and two.

INFORMATIVE

1. Who is Patrick Buchanan?
2. What are the most recent developments in the battle against cigarette smoking in America?
3. What do the most recent economic figures show about the status of the recession?
4. Global terrorism: Who are the latest perpetrators and victims?
5. What's the latest on the political front in the Philippines?
6. Why is the Texas mental health care system in the news?
7. Congressional overdrafts: What are the latest developments in the House bank scandal?
8. Who is Hillary Clinton?
9. What are the latest skirmishes in the battle between Congress and the President?
10. What are the causes of tension between Ukraine and the Commonwealth of Independent States?
11. Life after leadership: What is Gorbachev doing these days?
12. Who is H. Ross Perot?
13. How have the candidates' campaign strategies changed as the Democratic field narrows?
14. What are the latest developments in the Azerbaijan-Armenia conflict?
15. Why hasn't the United Nations peace plan led to peace in Yugoslavia?
16. How is Iran flexing its muscles in the Middle East?

PERSUASIVE

1. What actions should Japan take to improve relations with the U.S.?
2. Does Bill Clinton possess the integrity needed to be President of the United States?
3. Is the death penalty an effective deterrent to violent crime?
4. Why have negative ads become so common in political campaigns?
5. Would a full-time Legislature improve the quality of government in Texas?
6. How serious a threat is voter anger to congressional incumbents?
7. Why are Japanese auto makers so successful in the American market?
8. Why is the quality of education in America failing to meet our expectations?
9. What are the chances for a united Korea?
10. Will United States' assistance to former Soviet republics prove to be too little, too late?
11. What should be done to stem the rise of violence on Texas school campuses?
12. A Richards' report card: What grade has the governor earned for her leadership of Texas?
13. Should cigarette advertisements be subject to stricter censorship?
14. Is Congress or the White House more responsible for America's economic woes?
15. Is the U.S. dragging its feet in the battle against world-wide environmental damage?
16. Can de Klerk lead a peaceful transition to majority rule in South Africa?

Prose and poetry committee finalizing new interpretation categories

The 1991-92 UIL Prose and Poetry Committee met in Austin on April 5-6 to choose new categories for the interpretation events for the 1992-93 academic year. UIL Speech consultants Charlene Strickland of Hardin-Simmons University and Cindy SoRelle of McLennan Community College joined Treva Dayton and committee members to discuss suggestions submitted from speech coaches around the state. Serving on this year's committee are Donna Hopkins of

O'Donnell High School, Lois Davis of Killeen High School, Joe Trevino of Bishop High School, and Ron Dodson of Westlake High School. Committee members are now in the process of finalizing the category definitions and the necessary changes for the C&CR and other UIL materials. The new categories will be available at the Academic State Meet and will be published in the next *Leaguer*. They will also be available on the TENET system as soon as they are finalized.



THEY'LL CROSS THAT BRIDGE WHEN THEY GET TO IT. Students at the State Cross-Examination Debate Tournament prepare for their competitions. Photo by George Bridges.

Taken to school

Invaluable lessons learned during state CX meet will make future tournaments run even smoother

The CX State Tournament has come and gone, and to the best of my knowledge everyone survived. I wish I could say that everyone went home 100 percent satisfied, but it is accurate to say that the positive responses vastly outnumbered the negative. Someone is going to be unhappy if rules are violated and penalties assessed, or competitors miss roll call and can't compete. However, disregarding rules would only create a larger problem. We had 247 teams competing over a four day period, and there were problems in only a tiny percentage of those rounds.

Although this was certainly not the first debate tournament I've worked with, hosting this particular one will help us alleviate some problems next year. We have ideas for such things as ballot distribution and posting elimination round results which should help things run more smoothly. We've been able to identify some of the most time consuming elements of both organizing and running the meet and can adjust the schedule if needed. Coaches and debaters are now familiar with the format, and that should help. Other problems, such as the error that occurred in the announcing the results of one round, will be tougher. It was a human error, not a computer error, and if anyone knows how we can guarantee those will never happen, please contact me! I promise I'll find an important role for you to play in hosting next year.

Thanks for the really fun, exciting, and challenging things that happened during the tournament are due to lots of folks: the debaters who were on their best behavior and actually got to the right buildings and rooms at the right time, the coaches who were understanding about delays and prompt about picking up ballots, the college faculty and students who contributed their expertise to make our judging pool the best we've ever had, the UIL staff who worked behind the scenes to pull this off, and the contest managers, tab room staff and volunteers who checked ballots and assisted in other ways. An event of this size demands cooperative effort, and those contributions are sincerely appreciated. Our goal is to provide an even better tournament next year.

District competition is also finished, and



**Treva
Dayton**
.....
**Speaking
of which**

coaches who have students advancing to regional meets should be certain to read carefully the pages of the regional handbook that apply to your competitors. Regional handbooks are mailed to high school administrators, and you might want to copy

such things as contest schedules and times for student check-in. You need to allow plenty of time for parking and locating the building where your events will be held. Leaving these details until the day of the contest is not a good idea.

Coaches who have Lincoln-Douglas debaters that advance from regional to state will need to be certain your debaters receive a winner's packet. This packet includes two judging forms which must be completed by the coach or hired judge and returned to this office immediately. Don't let the debaters take it home before you get the forms! All students advancing to state should get a winner's packet with important information about the meet.

Requests for students to serve on the State Meet Speech Honor Crew should be sent to my attention as soon as possible. We still have openings and are accepting applications. Please see last month's *Leaguer* if you missed the original notice about the Honor Crew and its responsibilities.

Cross-Examination Team Debate Topic

(To be used for the 1992-93 school year)
RESOLVED: That the United States government should reduce worldwide pollution through its trade and/or aid policies.

4A AND 5A CROSS EXAMINATION DEBATE STATE CHAMPS: Sean Tiffie and Jon Schnautz of Buda Hayes (4A) and Marc Stein and Jared Simon of San Antonio Tom C. Clark HS (5A).

A, 2A AND 3A CROSS EXAMINATION DEBATE STATE CHAMPS: Keith Swink and Erica Schwartz of Aspermont HS (A), Richard Holcomb and Michael Holcomb of Ingram Tom Moore HS (2A), and Dusty Boyd and Thad Norvelle of Crane HS (3A).



State C-X Debate

CONFERENCE A

- 1st - Aspermont, Keith Swink and Erica Schwarz
- 2nd - Roscoe, Chris Pieper and Peter Lopez
- 3rd - Austwell-Tivoli, Sarah Aguirre and Heather Hatton
Sulphur Springs North Hopkins, Chad Martin and Brent McQueen

CONFERENCE AA

- 1st - Ingram Tom Moore, Richard Holcomb and Michael Holcomb
- 2nd - Gainesville Callisburg, Michael Thurman and Ginger Prather
- 3rd - Karnes City, Craig Brown and Kerri Kellner
Overton, Scott Garrett and Chase Maxwell

CONFERENCE AAA

- 1st - Crane, Dusty Boyd and Thad Norvelle
- 2nd - Sealy, Tammy Ward and Ellen Magjarevich
- 3rd - Van, Tracy Henderson and David Braswell
Glen Rose, Derek Merman and Erika Hise

CONFERENCE AAAAA

- 1st - Buda Hays, Jon Schnautz and Sean Tiffie
- 2nd - Conroe Oak Ridge, Zach Pearson and Scot Kinser
- 3rd - Katy Taylor, Robert Mertz and Rik Zator
Gregory-Portland, Timothy Bailey and Douglas Roubidoux

CONFERENCE AAAAAA

- 1st - San Antonio Clark, Marc Stein and Jared Simon
- 2nd - South Garland, Chris Cofropia and Sean McCaffity
- 3rd - Spring, Jason Sheets and Brett Griffin
Houston Bellaire, Michael Zamsky and Stephen Silver

Why they do it? Students endure long bus trips, uncomfortable desks for a kind word and constructive criticism from a judge

By NEVA HAND
Henderson High School

Except for the hum of the fan and an occasional sniff or a shuffling foot, the classroom was silent. As I looked across the rows of fidgeting bodies, I compared the faces I saw with those more familiar to me: the left-handed red-haired girl at the front of the second row looked like Jill, a student from my own school; a tall lanky blond boy at the back of the center row reminded me of my dentist. He looked up at me and smiled, his clear, fair skin blushing.

Pencils moving deftly across the sheets of paper in front of them, heads rhythmically moving back and forth from information sheet to white paper, they quietly created their stories. Each one read precisely the same facts, untangled them from the bits of unnecessaries thrown in to encourage higher order thinking, and recorded their essays in decidedly different manners.

One by one, each emerged from his concentration with a deep breath, a glance around the

room that concluded on the clock, and an unfolding of joints made stiff by the straight, hard desks. Although some approached the podium behind which I sat with quiet smiles, most came with lineless faces searching only for the stapler which marked the end of the task: to write an editorial not only suitable for publication but also pleasing to the critical pens of the judges—those genderless persons who had neither faces nor bodies, only grading pens with which to record tactless comments belittling the efforts of fledgling writers.

I knew how they regarded journalism judges. I had been allowed to hear their verbal exchanges following competition many times before. Their descriptive chatter was based not on their individual approaches to writing the editorial, not even on whether the "pro" or "con" was the "correct" side to take, but only on the probable disposition of the judge with the bad handwriting or the sarcastic red pen. I knew their judgments were based purely on emotion because I, too, had served as judge and knew their descriptions to be unfounded. And although they knew I had judged, I was merely

teacher to them since they had not seen me in any other capacity.

But even so, they persisted. With newly sharpened pencils and more clean white paper, they would arrive at the school before dawn on a Saturday morning ready to board the "yellow dog" with other academic hopefuls for a two and one-half hour ride to put their self-esteem on the line again. The red-head who looked like Jill; the lanky blond; all the thoughtful young adults who folded themselves into the uncomfortable wooden desks were once again reading, discriminating, and recording what each considered to be essential to solid editorial writing. Their genuine determination to elicit from those judges—they were surely the same ones at every meet—a positive comment ("Great lead!" or "Nicely organized!") was the magnet that kept forcing their return. Hopes for medals, ribbons, or trophies could not have provided a stronger pull to these young writers. Only the possibility of a legibly written "Well done!" in red ink at the end of a penciled editorial could have done that.

ILPC individual achievement awards

Continued from page 6

- **In-Depth News/Feature:** Staff, Austin Lanier
- **Computer Art:** Chris Heatherly, Mark Munoz, Angleton
- **Student Art:** A. J. Henderson, Katy Taylor HS
- **Editorial Cartoon:** Jason Royall, Irving HS

- **Page One Layout:** Ryan Montgomery, Alief Hastings HS
- **General News Photo:** William Pethel, Jr., San Antonio Marshall
- **Feature Photo:** Tonya Fleming, Mexia HS
- **Sports Action Photo:** Joel Simon, Austin Westlake HS
- **Sports Feature Photo:** Sam Mercer,

Wimberly Secondary School

- **Advertisement:** Amanda Mamykon, Brooke Baker, Haskell HS

The yearbook individual entries were judged by Gary Lundgren of the University of Arkansas. The newspaper entries were judged by staff members of the *Austin American-Statesman*, led by managing editor Drew Marcks. Their assistance is greatly appreciated.

And congratulations to the winners.

CX State Results

TOP SPEAKERS - 1A

- 1. Heather Hatton - Austwell-Tivoli
- 2. Peter Lopez - Roscoe
- 3. Sarah Aguirre - Austwell-Tivoli
- 4. Katy Foster - Follett
- 5. Bobby Niemtschk - Thorndale

TOP SPEAKERS - 2A

- 1. K'Cee Schwartz - Wall
- 2. Laurie Fohn - Wall
- 3. Jason Weaver - Boys Ranch
- 4. Kelley Green - Boys Ranch
- 5. Kerri Kellner - Karnes City

TOP SPEAKERS - 3A

- 1. Thad Norvell - Crane
- 2. Ellen Magjarevich - Sealy
- 3. Alexis Hatt - Jourdanon
- 4. Marty Vela - San Diego
- 5. Kristi Armstrong - Bridgeport

TOP SPEAKERS - 4A

- 1. Jon Schnautz - Hays
- 2. Sean Tiffie - Hays
- 3. Douglas Roubidoux - Gregory Portland
- 4. Kevin Carbrey - Allen
- 5. Josh Steele - Pampa

TOP SPEAKERS - 5A

- 1. Chris Cofropia - South Garland
- 2. Rachel Szarzynski - Eastwood
- 3. Sean McCaffity - South Garland
- 4. Isaac Castillo - Eastwood
- 5. Sherry Barnett - Baytown Sterling

Automatic penalty has coaches fuming

The implementation in 1991-92 of 1208(h), Automatic Penalty for ejections and unsportsmanlike conduct has caused a stir in the ranks of coaches and officials. During this year's 100th anniversary of basketball, the League office received the 100th report on coaches ejections for unsportsmanlike conduct.

The penalty of public reprimand and one-year probation has applied to any coach ejected from a UIL athletic contest or any football coach who is given three or more 15-yard unsportsmanlike penalties in the same game. Any further ejection, in any sport, or the accumulation of three more 15-yard unsportsmanlike penalties in football requires an automatic appearance before the State Executive Committee. There has been at least one repeat offender.

The provision was passed by the schools to emphasize sportsmanship, highlight the role of coaches as positive role models, and offer an opportunity for sports activities to be viewed as educational laboratories - literally practicing the values they purport to teach.

After almost nine months enforcement, the reviews are mixed. Obviously, there is debate with regard to effectiveness. Some coaches and athletic directors are concerned that officials have too much power, have used the rule to punish coaches, or wield it as intimidation. These groups feel the rule has gone too far and that there are better ways to accomplish sportsmanship. One suggestion is to let school administrators work directly with ejected



Bill Farney
.....
Postscripts on athletics

coaches, using local measures to evaluate, counsel, and penalize. This approach would not require coaches' names to be published statewide in the Leaguer, but would place enforcement with the local school and/or district executive committee. Part of this recommendation could involve a local committee meeting with officials in a "plea bargaining" session. Another suggestion by coaches and athletic directors is to have a cooling off period of 24 hours, during which time an official could evaluate his judgement from a cooler perspective prior to making a final determination of ejection. This latter suggestion is laced with numerous drawbacks.

School administrators have largely supported the new procedure with some minor reservations. Sometimes the school principal finds a problem with an official's style or demeanor, which is deemed to be causative to the coaches' adverse behavior. There is a mistaken belief that officials are not punished and do not answer to anyone. Officials do answer to several different groups; to their local

officiating chapter and the state officials organization. The threat of being "scratched", and their own inner sense of evaluation pose additional scrutiny. Rarely does an official who ejects a coach get invited back to that school to officiate. Often the local chapter or state office sanctions or disciplines an official. But, these sanctions are seldom seen by school coaches or administrators.

The majority of officials would prefer not to eject coaches. There are those individuals, as there are also coaches, who have short fuses. But these types are the exceptions.

Adding to the unrest are all the professional and college sports which provide negative examples of coaching behavior. Not to mention rude fans, spoiled athletes and announcers who constantly reinforce the need for a coach to "work" the official so as to get favorable calls.

The UIL staff is in a unique position. Officials do make errors. Officials are not perfect. But, the safety, integrity and authority of officials must be a primary consideration. If poor officiating deserves abuse from fans, players, and coaches, the purpose of competition will become secondary to anger, retaliation, and violence. Historically, the League has protected the decisions of officials. A protest based on an official's decision will be not considered.

All interested parties will have the opportunity to suggest changes on this, or any other rule, when the Athletic Committee meets on June 3-4, 1992 in Austin. However, rule changes suggested

by the Athletic Committee must be passed by the Legislative Council in October, 1992 and subsequently approved by the State Board of Education. Any substantive change would not go into effect until August of 1993.

One important factor that must prevail is the constant emphasis on good sportsmanship. It has been suggested that the UIL initiate a series of joint meetings between officials and coaches as early as 1992-93, to stress human relations techniques and to share mutual concerns. These types of meetings could be held in every region of the state, and they would provide an educational format which is a different approach from the penalty structure as now listed.

Historically, a penalty does not always act as a deterrent, or prevent undesirable actions. Much more effective is a positive approach, which could include discussing common concerns and trying to understand each other's problems.

Of course, there will always be coaches who display poor judgement and unsportsmanlike conduct, and officials who are less than professional. Our goal is to minimize these types of individuals and achieve a broader understanding on the part of coaches and officials. The vast majority of people would then be cooperating and dealing with conflict on a sound humanistic basis, and all contests would benefit.

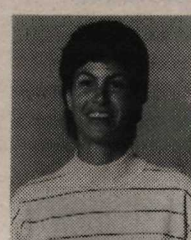
Please send your suggestions to the University Interscholastic League. The League can only be as strong as those who participate in it.

The pendulum swings: Non-school programs remind us that doing what's best for the kids isn't necessarily what's best for the coach

Well, it's that time of year again to look at the impact of rule changes and the possibility of restrictions on activities that coaches fought so hard to remove. Yes, the pendulum is swinging toward change, certain trouble areas in the state would like another "reform". Approximately four years ago coaches, parents, and non-school people supported the concept of allowing non-school activity all year, except concurrent with that school sport season. Now, because of the opportunities available in non-school programs, it seems that some students are choosing to forego other school activities and participate (specialize) in only one sport and pursue that activity year round.

If a student chooses to specialize, then that's the student's prerogative. If parents influence their child to specialize, for whatever reason, that is the parent's prerogative. But, if the high school coach tells a student they have to stay with one sport - attend the athletic period all year long, and play on a non-school team for that sport during the off-season - then I have problem.

We all know the benefits of involvement in extracurricular activities. We also know that a well-rounded student gets to experience so much more than the student that focuses on a single activity. High school should be challenging, developmental, enriching and fun. Let the students have fun. Let them get involved in several activities, and not just athletics. If a student chooses to specialize in the ninth grade, the student will focus on one activity for four years to the exclusion of other high school experiences. That might not seem bad, but if a student puts all his eggs in one basket and then opportunities don't materialize, you have to look at all the student lost by choosing to ignore the other possibilities and chances that



Gina Mazzolini
.....
Sports notebook

high school offers.. Also, there is the burnout factor. If a student puts all their energy in one activity, there comes a time when he says "enough is enough, I'm done". If the student were a multiple activity student, there would be new challenges, different training, different team mates, and a different coach. Sometimes these things are refreshing.

When kids are involved in school activities a school coach can monitor their grades and their academic progress. Research indicates the more involved students are, the better grades they get. What we know about motivation and levels of expectation suggests that we need to create good programs, set high standards and get the kids involved. Wouldn't it be nice for coaching staffs to work together and encourage the students to participate in all activities. The students would be involved with master teachers, with academic eligibility standards, and be in educationally sound activities.

The last couple of months the phone's have been ringing off the wall because of concerns with non-school programs. Coaches and administrators would like the athletic staff to intervene and place restrictions on certain non-school activities.

They've suggested there be a rule to prohibit all non-school team sports activity until late Spring. It seems that we should be able to strike a peaceful coexistence with all our activities. Remember we're here for the kids. Let's do what's best for them, not necessarily what's best for you as a coach. A solution to the concern between volleyball and basketball might be to have the head volleyball coach be the assistant basketball coach and vice versa. This might solve the people problem within a school, and then both coaches would encourage all students to do all activities.

Invaluable volunteers

With the State Athletic Spring Meet right around the corner, it seems a good time to stop and thank the many volunteers who travel to Austin every May to ensure that the State Track and Field Meet and Tennis Tournament run smoothly.

Between three and four hundred people from across Texas make the trip to volunteer their time and services, everyone from students, coaches and parents to people who just enjoy high school athletics and want to make a contribution. All the volunteers are necessary and without them the State Spring Meet would never happen.

One person stands out in terms of volunteerism, and dedication to the student athletes of Texas. Since the mid 1970's Ben Ball has volunteered his time and expertise to the State Tennis Tournament. When he began working with UIL he was "in charge" of the tournament. He ran the tournament for the sheer pleasure of helping the students, and because of his love for the game of tennis. Back then he was announcer, referee, mediator, and unofficial tournament di-

rector.

The Texas Tennis Association recently acknowledged his gifts to the game in our state. Donated money was set aside for a scholarship in his name. Now in his late sixties, Ball still remains an active tennis player and will be in Austin again this May to give his time to the game and the students.

Ball is just one example of the many volunteers that help the University Interscholastic League, not just in Spring Meet, but in all the sports. Volunteers make the tournaments work, especially the individual sports tournaments like swimming, cross country, team tennis and spring meet that don't seem as glamorous as football or basketball. We appreciate the help of everyone who has volunteered their services to the UIL over the years.

UIL to offer coaches courses for AAT credit

The Courses are Presented by: The National Federation Interscholastic Coaches Education Program. Two Courses will be offered: Sports Science & Sports First Aid

The Courses will be offered: In Denton in Late April & In Austin this Summer.

For more Information call: the ACEP at 1-800-747-4457 or Bill Farney or Gina Mazzolini at the UIL Office (512) 471-5883

Official notices

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:

- Greg Tramel, Latexo junior high coach, basketball.
- Galen Kaemingk, Socorro HS, 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, Hebbronville HS, basketball
- Stuart Beckwith, Aledo HS, basketball
- Michael DeCello, Progreso 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 Whitelow, 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, LaTexo 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 Hallbrooks, Loop HS, basketball
- Steve LaMore, Tyler HS, basketball
- Terry Julian, Mineola JHS, basketball
- Odis Malone, Diamond Hill HS, basketball
- Joe Carrilo, Parkland HS, basketball
- Scott Kennedy, Neches HS, basketball
- Arturo Castillo, San Perlita JHS, basketball
- Barry Webb, Shelbyville HS, Football
- Rick Wallace, Banquete HS, Football
- Jack Whitten, Plano East HS, Soccer
- Marcus Cloud, Huntsville HS, baseball
- Mel Fields, Pasadena HS, soccer
- Matt Webb, Lancaster HS, baseball
- Mark Williams, Silsbee HS, baseball
- Mike Burks, Hallsville HS, baseball
- John Dudley, Lubbock Coronado HS, baseball
- Willy Maxwell, Arlington Lamar HS, baseball
- Rocky Manuel, Bellaire HS, baseball
- Bobby Knotts, Dickinson HS, basketball
- Richard Scofield, Sulphur Springs HS, basketball
- Larry Hartwick, Colorado HS, basketball
- Rick Walters, Houston Dobie HS, basketball
- Laura Zouzalik, Austin Lanier HS, basketball
- Jay Silley, Hallsville HS, basketball
- Henry Ramirez, El Paso Riverside HS, soccer
- Harold Scott, Fort Worth Southwest HS, basketball
- Larry Mathys, Hays Consolidated HS, soccer
- Lee Sutton, Texas City HS, basketball
- Joyce Strickland, Commerce Middle School, basketball
- Wayne La Mere, Flour Bluff HS, basketball
- Ralph Fleming, Abilene Cooper HS, basketball
- Pecos McDaniel, Dripping Springs HS, basketball
- Danny Bueno, New Braunfels Canyon HS, soccer
- Lesa Cockrell, Lufkin HS, basketball
- Laura Springer, Coppell HS, basketball
- Jim Hardin, Itasca HS, basketball
- Ron Mayo, Hamlin HS, basketball
- John Fuqua, Cuero HS, basketball
- Mel Dixon, San Antonio Roosevelt HS, basketball

State basketball

Continued from page 1

54-52 semifinal win over Sugar Land Dulles while Duncanville posted a 51-40 victory over Plainview. The defeat to San Marcos denied Duncanville its third state crown in the last five years.

Three desperate shots by Georgetown failed to find their mark and Canyon Randall escaped with a 42-41 victory and the Class 4A championship. Georgetown advanced to the finals with a 59-44 win over Kaufman while Canyon Randall defeated Austin Westlake 66-50.

In Class 3A, Canyon gave that school district it's second state champion in one day with a convincing 49-29 win over Winnsboro. Canyon

won its semifinal game, 45-44, over McGregor while Winnsboro got by Yoakum 66-60.

Panhandle continued to deny Marion High School a Class 2A state girl's basketball championship with a come from behind 52-49 win in the finals. Panhandle posted a 57-43 first round victory over Lovelady while Marion hammered Dublin 66-42 in the other Class 2A first round game.

Celeste, behind the play of junior Shalonda Enis, coasted to the Class 1A state title with a 70-57 win over Weatherford Brock in the finals. Celeste defeated North Zulch 73-34 in the first round while Weatherford Brock edged Claude 58-53.

ALL-TOURNAMENT BASKETBALL TEAMS BOYS - SELECTED BY THE MEDIA

Class 1A

Tim Fox*	6-6	Jr.	Center	Petersburg
Corey Barnes*	6-2	Jr.	Center	Laneville
Darian Tusie	5-8	Sr.	Guard	Dime Box
Kelvin Vanzandt	6-4	Jr.	Center	Laneville
Jerry Fillingim	6-1	Sr.	Guard	Petersburg

Class 2A

Greg Austin*	6-5	So.	Center	Troup
Jason Hamm*	6-5	Jr.	Center	Krum
Larry Norris	6-1	Sr.	Forward	Abernathy
Joey Martin	6-4	Sr.	Guard	Troup
Edward Jasper	6-4	Sr.	Center	Troup

Class 3A

Isaac Hudson	6-4	Sr.	Center	Stafford
Lenoy Jones	6-4	Sr.	Forward	Groesbeck
Chris Cheatham	6-1	Sr.	Forward	Stafford
Brandon Bennett	6-5	Sr.	Forward	Groesbeck
Joey Clopton	5-8	Sr.	Guard	Stafford

Class 4A

Derrick Battie*	6-8	Sr.	Center	Dallas South Oak Cliff
Cordell Love	6-2	Sr.	Guard	Dallas South Oak Cliff
Chris Brown	5-10	Sr.	Guard	Austin McCallum
Glen Sendclair	6-4	Sr.	Center	Georgetown
Howley Bonner	6-4	Sr.	Forward	Dallas South Oak Cliff

Class 5A

Bobby Taylor*	6-4	Sr.	Guard	Longview
Jimmy Smith	6-1	Jr.	Guard	Victoria
Eric Leftwich	6-7	Sr.	Center	Victoria
Byron Young	6-6	Sr.	Center	Longview
Darrell Waters	6-4	Sr.	Center	Fort Worth Wyatt

* - Unanimous

GIRLS ALL-TOURNAMENT TEAMS

Class A

Shalonda Enis*	6-0	Jr.	Center	Celeste
Elesha Walker*	5-4	So.	Guard	Weatherford Brock
Shalmarie Stoffle	5-5	Sr.	Guard	Claude
Tina Eudy	5-3	Sr.	Guard	Celeste
Abigail Olson#	5-11	Jr.	Forward	Celeste
Jennifer Gist#	5-9	Sr.	Center	Weatherford Brock

Class AA

Nater Dunn*	5-8	Jr.	Forward	Marion
Angie Ogletree*	5-5	Jr.	Guard	Panhandle
Melissa Gerth	5-4	So.	Guard	Marion
Pauline Truesdale	6-0	Jr.	Guard	Dublin
Gina McGill	5-7	Sr.	Center	Panhandle

Class AAA

Mandy Hale*	6-1	Sr.	Center	Winnsboro
Kristin Ciborowski	6-0	Jr.	Center	Yoakum
Rosaland Wilkerson	5-7	Sr.	Guard	McGregor
Sandi Stevens	5-4	Jr.	Guard	Canyon
Leslie Shippy	5-10	Sr.	Center	Canyon

Conference AAAA

Shawna Ford*	5-6	Sr.	Guard	Georgetown
Lanae Jones*	6-4	Sr.	Center	Kaufman
Amanda Sandlin*	5-8	Sr.	Forward	Canyon Randall
Corey Norman	5-3	Sr.	Guard	Canyon Randall
Sandy Parker#	5-9	Jr.	Forward	Canyon Randall
Carly Curtis#	5-6	Sr.	Guard	Georgetown
Sally Annis#	5-8	Jr.	Guard	Austin Westlake

Class AAAAA

Pat Luckey*	6-1	Jr.	Center	San Marcos
Bonnie Byas	5-5	So.	Guard	San Marcos
Shereen Abdur-Rahman	5-9	Jr.	Center	Sugar Land Dulles
Martha McClelland*	6-5	Sr.	Center	Duncanville
Christy Lake	5-8	Sr.	Guard	Duncanville

* - Unanimous

- Tied for fifth spot on team

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

Official notices

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 Fort 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 Fort 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.

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 - intrigante(e), intrigaunte(e)
Incorrect - hors d'oeuvre
Correct - hors d'oeuvre
Incorrect - Apterix
Correct - apteryx
The alternate spelling for "gaberline" is "gabardine."

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) Timeskeeper. 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.

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).

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.

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.

CHILLICOTHE 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.

WACO ISD

Waco University High School was placed on probation for the remainder of the 1991-92 school year for violation of the Athletic Code, and the action taken by University High School in dealing with the matter of fan control was supported by the State Executive Committee which specified that the penalty would have been much more severe if the administration had not taken such stringent and positive action.

AUSTIN ISD

The State Executive Committee placed Austin Johnston High School on probation for the remainder of the 1991-92 school year, commended the school for the action they took, in response to a violation of the Athletic Code by a student representative, and suspended the student from participating in all UIL sports and from attending any UIL activity for the remainder of the 1991-92 school year.

SAN ANTONIO HIGHLANDS

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

ORANGE GROVE ISD

The State Executive Committee issued a public reprimand to Orange Grove High School for violation of the Athletic Code, placed the school on probation through the 1991-92 school year, and commended the administration for the prompt and efficient way the matter was handled.

TULOSO-MIDWAY HS

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

WESLACO ISD

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

DECATUR ISD

The State Executive Committee issued a public reprimand to Coach Larry Hicks of Decatur for violation of SBOE regulations.

HIDALGO ISD

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