

Leaguer

Three chosen outstanding wind ensembles

Sweeny, Edcouch-Elsa and Laredo Nixon were named outstanding wind ensembles in their respective conferences, Saturday, May 9 in Austin. Each received all first-place ratings by the three-judge.

Others receiving all-first place ratings and plaques were Austin Crockett (5A), Humble Kingwood (5A) and La Porte (5A).

Frisco also received a plaque.

Others participating included:

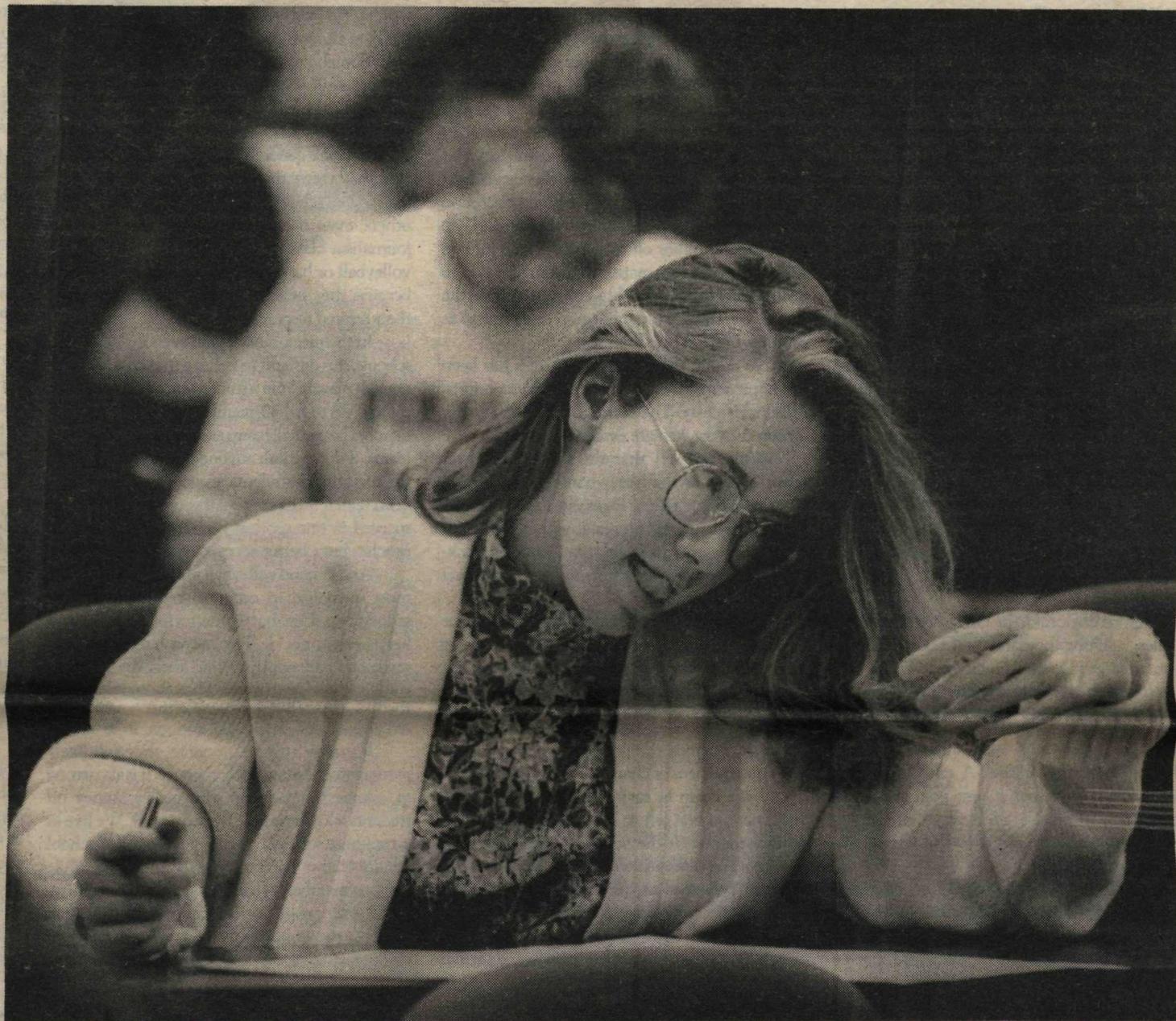
- 2A — Hamilton.
- 3A — Medina Valley, Dripping Springs, Rio Hondo, Pearsall and Orangefield.
- 4A — Lancaster and Columbia.
- 5A — Brazoswood, Spring and Laredo Martin.

Judges were Paula Crider of Columbia, Georgia; John Whitwell of Stephen F. Austin State University in Nacogdoches; and Don Wilcox of the University of West Virginia in Morgantown.

Dorm monitors for summer journalism workshop needed

Dorm monitors are needed for the ILPC Summer Publications Workshop, June 19-23. Responsibilities of a dorm monitor include seeing that curfews are enforced and that noise on the floor is kept to a minimum. Monitors receive free room and board during the workshop plus \$100 to cover travel and other expenses.

Applications will be accepted through June 1. To apply, fax or write Director of Summer Workshops, ILPC, Box 8028, UT Station, Austin, TX 78713-8028. Include name, school, publications advised, years teaching, home address (including zip code), home phone number and social security number.



HAIR-RAISING EXPERIENCE. In an attempt to break the tension during the UIL State Meet news writing contest, Robanne Phillips of Fort Worth Dunbar plays with her hair while contemplating what one adviser called "most

difficult news contest we've seen in 15 years." Phillips finished third behind second place Clifton Bennett of San Antonio McCollum and Ann Webb of DeSoto, who also won the top overall news writing plaque. Photo by Joey Lin.

A scholarly defense: Speech wins push G-P Wildcats to second 4A state academic title

Scoring heavily in the speaking events, Gregory Portland defended its Conference 4A state academic meet championship, while Ingram Tom Moore (2A), Lubbock High School (5A), Lindsay (A) and Crane (3A) took titles in their respective conferences.

Gregory-Portland scored in cross-examination debate (12.5 points), informative speaking (10), poetry interpretation (29) and prose interpretation (20), but also

picked up 18 points in spelling and 22 in one-act play to pad its 111.5 point total — 25 more than second place Buda Hays.

Ingram Tom Moore also won the bulk of its points in speech, particularly in C-X (25), to coast past Canadian, 87-64.

After recently winning the National Science Bowl competition for the second consecutive year, Lubbock High scored heavily in calculator applications (29

points) and science (23 points) in outdistancing second place Houston Langham Creek, which scored 50 points. McAllen placed third with 43.5 points.

Racking up points in seven events, Lindsay scored a whopping 101 points to replace San Isidro as the Conference A champion. San Isidro finished second with 59 points while Rocksprings took third with 53.

Lindsay's points came in cur-

rent issues & events (10), math applications (8), ready writing (12), science (19), spelling (22), Lincoln-Douglas (15) and news writing (15).

Crane scored heaviest in CX (25 points) but also took top honors in current issues and events and scored in calculator applications (12) and number sense (8) to squeeze past runner-up Barbers Hill, which scored 55 points. Bishop took third with 49 points.

Some decisions best left to students, parents

By **BOBBY HAWTHORNE**
Director of Journalism

Editor's note: The opinions expressed are the author's and do not reflect the opinion of the UIL.

Charles Jones wasn't the best basketball player in high school, but with a little polish, he could have been a very good one. He attended one of those small schools where even marginal athletic ability is richly coveted and so he played football, basketball and baseball, and ran track. He was a class officer and a member of two or three clubs.

In a small school, even a regular student can do this sort of thing. And at the time Charles was in school — the early 1970s — the UIL forbade students from attending summer camps, playing in summer leagues, and just about anything else that hinted of specialization. Some small schools even had rules that prohibited students who didn't play football from playing basketball.

In those days, no one questioned authority, regardless of how abusive or absurd it was. UIL rules facilitated administrative convenience, not any sense of due process or fair play. If kids moved from one school to another, the UIL assumed they did it for athletic purposes and disqualified them for anything other than junior varsity competition the next year.

As one critic said, the UIL cast out a fish-net of rules, catching thousands of innocent students in an attempt to hook who might be guilty.

It's hard to feel sorry for Charles. He had the opportunity to participate in a wide range of academic and athletic activities, just what the UIL wants. But it might have been a different story had Charles attended a 4A or 5A school. Because those schools have such a large pool of students from which to choose, an average athlete like Charles may not have been good enough at anything to play.

Sadly, UIL rules then denied him a chance to concentrate on one sport in order to hone his skills sufficiently to make the cut. He could have stayed home and shot baskets in the backyard, but he

could not have played in a spring or summer league or attended a specialized training camp. He was not even allowed to play in a church league.

Beginning in the late 1970s, UIL rules governing all kinds of student behavior were relaxed or rescinded. Today, students are judged innocent until proven guilty. They can move from one school to another without penalty. They can play in summer leagues and attend summer camps. In short, the UIL has found that extracurricular competition works better when bureaucracies don't attempt to usurp parental authority and discretion or act as society's great equalizer. If Mom and Pop want to send Junior off to summer camp for two weeks, then that's a matter for Mom and Pop to decide. And just because Jim Bob doesn't have the money to attend a summer camp is no reason to prohibit Little Stevie from going.

No doubt, the relaxation of rules has been accompanied by inconveniences and discomforts. Freedom is messy. The events in the former Soviet Union the past year are evidence of that.

While I doubt that the League will ever return to the days of heavy-handed regulation, I fear that schools' failure to resolve local squabbles between coaches and programs will provide sufficient rationale for the Legislative Council to back-track on the progress that students have made over the past 15 years.

On page 10, Dr. Bill Farney begins a dialogue on this. He is neither advocating nor opposing new rule proposals, nor is he championing the status quo. My purpose is engage in that dialogue by examining a philosophical context in which change, if it is to take place, may occur. It is not my intent to examine the problems, their nature or the consequences of change.

I can begin by saying that the solutions to problems are best left to local school boards and administrators. If the volleyball and basketball coaches can't share athletes, then it may be time to find new volleyball and basketball coaches. Why hold athletes responsible for coaches' immature behavior?

Even moreso than athletic coaches, academic

coaches, particularly in small schools, are forced to compete for students. An outstanding ready writer may likely be a top-notch debater or editorial writer. He or she may also be the one kid most likely to do well in current issues and events as well. Somehow, academic coaches have managed to share students without relying on local administrators or the UIL to intervene.

Certainly school size poses unique problems. Small schools generally offer only those programs that they think they can handle. For example, many small schools have student newspapers, and others, even if they have newspapers, have no journalism classes. Others choose to play girls' volleyball or basketball but opt not to offer both because they believe it would be too taxing on their limited resources.

In the mega-schools and even in 4A and 5A schools, it is difficult to believe that coaches can't enough players from a student enrollment of more than 1000 to fill 40-member football teams, 15-member basketball teams and 20-member baseball teams. I don't think anyone is served by denying the majority of students an opportunity to hone skills (call it specialization if you want) in order to succeed in one sport of their choice so that the coaches have better access to the super-athletes.

And if a stud volleyball player is told that she must specialize in order to receive a college scholarship, then that is a matter for the player and her parents to decide. But if a coach tells her, "Play my sports and nothing else," then the administration should intervene. They shouldn't rely on the UIL to do their job, even if this is a violation of League rules. It is an educational injustice.

If students opt to specialize, they will likely participate in non-school programs. It is also wrong to assume that anyone who makes money off students is a parasite or ill-intentioned. We live in a capitalist society. It is hypocritical for school administrators to extol American values while denying members of their community an opportunity to participate in the most basic of American values: the opportunity to find and cultivate markets (translated: to make a buck). Schools

have an obligation to protect students from exploitation, but should not confuse protecting students with protecting programs for coaches who would force students to participate in in-season school activities or risk losing eligibility for their sports of preference.

Schools have traditionally allowed various organizations to recruit on campus — practices that could be defined as exploitive. They continue to distribute literature for bogus *Who's Who* publications. At one or two schools, guidance counselors served as bounty-hunters for psychiatric hospitals. Given these examples, it seems absurd that a school would deny students an opportunity to participate in out-of-season soccer or basketball leagues, simply because someone may be making a few dollars in the process.

It is only difficult to distinguish the self-serving from the genuinely concerned when the terms are not defined. Is it self-serving or genuine concern for coaches to want the very best athletes in the school to play on their teams so that they can win more games and maybe get a pay raise at the end of the year?

Finally, the question of scholarship possibilities should not be blown out of proportion. Few students receive even partial athletic grants, and fewer still receive full scholarships. Specialization may assist the tiny fraction who are in a position to receive scholarships, but probably does little more than make average basketball players — the Charles Jones of the world — into good ones.

Being merely good is just enough to help Chuck lead his freshman college gym class team in scoring.

Administrators, coaches and their professional organizations have every right to bring concerns to the Legislative Council. That's why it's there. Certainly, rules will evolve as situations in the schools and in society change. But change should evolve from a philosophy that students and their parents — not the school, its administrators or coaches — are in the best position to determine how students should spend their time, money and efforts.

Leaguer

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Calendar changes prompt summer rehearsal queries

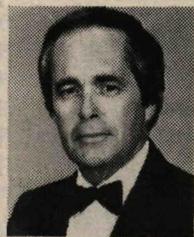
The current trend of starting school in early or mid August has prompted many questions concerning the regulation pertaining to when summer band rehearsals can begin. The regulation, which takes the form of a signed statement by the director, appears in Section 1105 (4) of the *Constitution and Contest Rules* reads as follows:

"The members of this marching band or any of its components did not begin the marching preparation for this UIL contest presentation prior to August 1. In addition, no more than ten hours of supervised instructional time was devoted to marching fundamentals between the end of the previous school term and August 1. (EXCEPTION: Auxiliary camps, leadership training, and preparation for special summer events such as civic parades, professional football game appearances and other non-competitive performances are not considered a violation of this limitation.)"

This limitation remains in effect regardless of when the school term begins. It was adopted by the Superintendents and Principals who serve on the UIL Legislative Council and ratified by the State Board of Education. Therefore it can not be modified or amended without action by these two bodies.

While some directors, who are at schools that will begin their fall semesters earlier than in the past, are concerned about how this restriction will impact their summer band program, there is more flexibility in the regulation than one might perceive on first reading. The limitation does not, in any way, address actual music rehearsals. In other words there is no limit on the starting date for music preparation or the review of music fundamentals. Therefore music rehearsals can be scheduled in July at whatever pace the band director and local school district deem appropriate.

In addition there are ten hours that can be used for marching fundamentals prior to August 1st. The committee that drafted the language of this regulation envisioned that this time would be used to introduce incoming students to the fundamentals of marching prior to the beginning of marching rehearsals in August but they could also be used for the full band to review marching funda-



Richard Floyd
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Music matters

✓ More music news on page 6

mentals during the latter part of July.

Using some variation of this approach should provide sufficient time to begin preparations for fall marching activities since the normal first public performances and marching contests will take place no earlier than in the past. Football season will begin September 3rd and the Regional Marching Contests will still be held at least two months or more after August 1st.

While the flexibility just outlined does exist, the temptation to expand summer band rehearsal extensively into July should be viewed with caution. All directors should be reminded of the fact that two components of our code of ethics state that directors will (1) maintain a reasonable and proper balance of pre-school and out-of-school rehearsal schedules and (2) will recognize the importance of the total educational process and remain sensitive to each student's needs in terms of academic pursuits, family life and extracurricular activities. Rigorous rehearsal schedules that impinge upon traditional summer activities and family vacations are not likely to be in the best interest of the individual students, their families or the band program as a whole.

It is probable that a broad array of schedule modifications will be implemented during the coming years under the guise of educational reform. Many of these changes will effect our music programs and how they interface with the school calendars. These changes, including the trend to start the school term earlier, will be closely monitored and revisions in the UIL Music Activities Calendar can and will be recommended as the need arises.

Back to basics must not mean axing music from our schools

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 hear 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.

• Continued on page 6

What they are saying about music in our schools

Recently a national symposium was held in Washington DC entitled "America's Culture at Risk". It received the attention of many legislators, the media and President Bush. Here is what some of our national leaders said about the importance of music and all fine arts in our schools.

Gregory Anrig, President of Educational Testing Service.

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

Richard Miller, Executive Director of the American Association of School Administrators.

"Schools need to develop creative leaders. This is the role of the arts. Our emphasis on higher order thinking skills must include arts education."

Keith Geiger, President of the National Education Association.

"It's time to say with one unified voice that education should not be a process of stuffing children with information to pass tests, or of merely readying young people for the job market. Rather true education develops fully realized human beings with the capability to interpret, feel, care, share and search for the meanings of life."

A. Graham Down, President of the Council for Basic Education.

"Growing up as a complete human being requires instruction in music. If writing is thinking, the arts contribute directly to that skill. The arts are basic generic subjects, part of the interdisciplinary core curriculum that must be available to all students."

These are powerful statements. They clearly challenge the wisdom of implementing reductions in fine arts programs in the name of educational reform, "back to basics" or fiscal austerity.



Lillian M. Brinkley, President-Elect of the National Association of Elementary School Principals.

"Teaching the whole child is important. Music can be used to reach the whole child. The K through 5th grade black male chorus I had my music teacher begin in my school has had an overwhelming response. It has caused a change in these young men. Attendance rates have soared to 95%, discipline problems are almost nil; their sense of pride has grown. You can watch the dignity with which they perform. Much of the money we put into discipline programs should be put into music programs. Beyond the use of their talents, music instruction provides non-musical rewards including self-esteem, self-discipline, individual creativity, as well as positive effects on the academic and social skills of the children."

Joseph M. Calahan, Director of Corporate Communications for the Xerox Corporation.

"Arts education aids students in skills needed in the workplace: flexibility, the ability to solve problems and communicate; the ability to learn new skills, to be creative and innovative, and to strive for excellence."

Sportsmanship for coaches as well as players

By ROBERT A. BAINS
Principal at Manchester HS 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.



The big ONE

Grapevine's Keith Faulker (#4) maneuvers past a Georgetown player in a 1-0 Grapevine state soccer tournament semi-final victory. Ironically, Grapevine lost in the finals, 1-0, to Plano, and finished the year with 26 wins and, one loss.

Plano, Martin win soccer crowns

Wildcats defend boys crown while Arlington's Warriors win first-ever

Senior Dan Marshman scored the game's only goal as Plano High School defended its state boys soccer championship with a 1-0 victory over previously unbeaten Grapevine High School last month in Pflugerville.

Marshman scored with just under 13 minutes remaining in the game as the Wildcats earned their second consecutive University Interscholastic League title.

Grapevine, which attempted only six shots on goal, ended the year 26-1.

Plano, which tried 16 shots, finished 20-3-2.

Marshman was named to the all-tournament team, joined by teammates Sean Higgins and David Hooper, both midfielders, and fullback John Holman.

Plano reached the finals with a 2-1 victory over Humble Kingwood in the semifinals while Grapevine posted a 1-0 win over Georgetown in the other semifinal contest.

On the girl's side, Jennifer McGarry and Erin Harvey scored second half goals, clinching Arlington Martin's 3-0 victory over Carrollton Smith for the UIL state soccer title.

UIL State All-State Soccer Tournament Teams

Boys

Humble Kingwood — Ty Atteberry, Midfielder; Chris Deabler, Defender.

Georgetown — Ian Hurst, Goalie; James Gonzales, Forward

Grapevine — Jason Hawkins, Goalie; Brandon Ford, Forward; Scott Rawlins, Forward.

Plano — Dan Marshman, Forward; Sean Higgins, Midfielder; John Holman, Fullback; David Hooper, Midfielder.

Girls

Humble Kingwood — Kristen Koop, Midfielder; Sharon Pickering, Defender.

Round Rock Westwood — Nikki Kubiszyn, Fullback; Alisa Jeffery, Goalie.

Carrollton Newman-Smith — Jami Simmons, Goalie; Jenny Simms, Defender; Kathy Brashears, Midfielder.

Arlington Martin — Angela Garrett, Forward

Casey Sears Halfback; Erin Harvey; Defender; Lisa Wells; Forward.

McGarry scored with 11:18 remaining in the game and Harvey followed with another goal with 9:07 left, giving Arlington Martin its first state soccer crown.

Arlington Martin, 24-4, took a 1-0 halftime

lead on a Casey Sears goal at 10:54.

Carrollton Smith, 18-2-2, rarely mounted an offensive threat. The Lady Trojans attempted only 11 shots on goal with two of those going off the Arlington Martin crossbar.

On sportsmanship

Editor's note: Reprinted from The Maine Principal, a newsletter of the Maine Secondary School Principals' Association, December 1990.

Although we all espouse the values of good sportsmanship, showing a real commitment to those values is sometimes very difficult. No community, school, or team is completely free from those who would exert pressure to win at any cost.

People who are interested in the integrity of interscholastic athletics speak about the need to play by the rules. In a general way, they support the

MSSPA rules. In a general way, they urge the MSSPA to sanction rule-breakers. In a general way, they preach citizenship and ethics in activities.

People who are truly committed to the integrity of interscholastic athletics not only preach good sportsmanship, they teach it by example and enforcement, even when it means removing an influential parent from the stands, or a veteran coach from the sidelines, or a star player from the game or team. Even when it means giving playing time to substitutes before giving playing time to superstars to set new records. Even when it means subordinating the results of contests to the process of educating students.

Any use of an ineligible player results in forfeiture of the contest. This is true whether the student played a full game or a few minutes, early or late in the contest, whether the score was close or lopsided. It is true whether the use was intentional, accidental, or the result of deception by student, parents, or others.

When a school discovers that an ineligible player has been allowed to compete, some hard decisions must be made. It would be only too easy to keep quiet and slide the evidence back into the desk drawer. And imagine the community pressure on the administrator when state championship play is involved!

As was widely reported in the Maine press

recently, Principal Tony Krapf of Madison High School found himself in such a position. On behalf of his school and three days prior to playing in the state championship game, he voluntarily reported that an ineligible player had played all season on the football team, thus erasing the Madison Memorial High School football team's opportunity to play in the state championship. "Good sportsmanship," Tony said, "is always more important than adding another trophy to our case."

What happened at Madison was tragic. Their response was heroic. As Knute Rockne said, "One person practicing good sportsmanship is far better than fifty others preaching about it."

Much is lost if the only goal is winning

I have received more "unhappy" letters in the last two weeks than in the 50 previous. I guess it is the time of the year when directors, parents and students vent their frustrations because something did not go their way. In most cases, the letters reflect a lack of training, objectivity, knowledge of the rules or open disappointment. I do not want you to stop writing the letters, but I do hope you will stop and think.

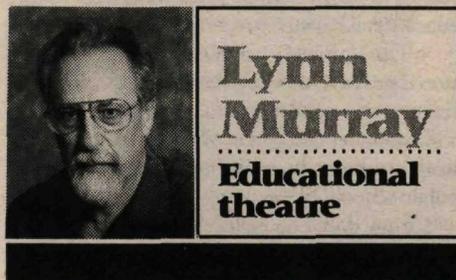
I urge beginning directors, those with minimal experience or without theatre training, and directors new in Texas to talk to those with considerable experience, directors that have won a few times, and those professionally involved in the annual evaluation by UIL and the UIL Committee of the Texas Educational Theatre Association. Go to workshops, play festivals, TETA conventions and workshops and other theatre training programs. Successful directors have paid their dues. It is my opinion that these are the most productive ways to pay dues. Planning is a major key, but judges will never be able to satisfy directors that only want to know why they lost or decision justification.

If you didn't plan your spring semester calendar carefully this year, now is the time to consider and plan for 1992-93. I hope you plan to include the one-act play contest as a part of your schedule. Actual OAP participation dropped this year although enrollment was a record high. There were several reasons, but the major causes were related to scheduling and student eligibility. These two basic problems can be solved and I believe OAP is worth the difficulty.

The values of OAP are many, but the basic values lie in motivations to achieve excellence in those things important to society. The importance of theatre to society is evidenced by the resources society contributes to support it in its many forms. This tremendous expenditure on various forms of theatre places a responsibility on those of us who have chosen the field.

The OAP contest supplies us with two important aids: motivation and evaluation. The first is an aid to encourage students and teachers to achieve excellence and the latter provides a measurement of achievement in relationship to others. I did not say you had to win to learn by comparison.

One of the main objectives of our contest is to teach theatre as an art form and we must structure and evaluate our contest accordingly. In the present structure, we have developed a usable plan of evaluation, although it is open to human error and mismanagement. It may be that we do not create the atmosphere that lends itself well to evaluation. Good teachers must prepare students



for educational competition in order to create that atmosphere.

For those that have been reading this sermon for 15 years, I ask your indulgence. For directors that have become involved in the past few years, I urge you to consider and plan carefully.

Sponsors for all UIL activities must be prepared for educational competition. OAP directors are no exception, but it is important for the theatre directors because they are involved as participants in a very subjective contest. OAP is a contest in acting and directing.

The play company must realize and prepare themselves for a subjective contest in which all gain, but few get awards. Learning to grow, learning by experience, and learning by comparison is vital. Competition in educational theatre is a motivating force, but much value is lost if the only aim is winning. All must win with humility and lose with dignity. The learning is in the experience.

Educational values derived from play contests are in part accrued from preparation. The teacher plans the production, teaching students under the stimulus of anticipated contest evaluation. Here lies much of the educational value.

Our critic judge plan provides additional values. One of these is the reinforcement of those attributes which were well taught and favorably demonstrated by the students. The judge is obligated to point out areas that need improvement and suggest methods of correction. In doing this, the critic is reinforcing the director and suggesting areas of growth. The judge is not obligated to substitute for a lack of theatre training, but does serve as an extension teacher and supplements the training the director has already received.

Why should we participate in competitive theatre? Many believe that competition in the arts is degrading. We must remember that competition is the basis of a free society. If competition works in industry, business, and athletics, it works in theatre. Director preparation and understanding the nature of educational competition is the key.

Competition in theatre promotes growth by comparison and encourages the pursuit of excellence. Success in OAP does create that all-important incentive, recognition, which often brings greater administrative support and student involvement. It is easier to justify supporting outstanding quality, but the director in OAP must have common sense.

There were 1090 entries in 154 districts. How many can win first place? Several years ago the OAP contest changed to two winners advancing in order to temper emphasis on winning the trophy. This year over 300 schools were actually recognized as "winners." Including zone winners, one-third of all entries are "winners." This does not include the multitude of individual awards at all levels of competition that bring additional recognition to participating theatre arts programs. OAP awards brought to the public's attention can be used to stimulate interest and pride in the program.

It is true that our society will more readily finance and support that which is identified or publicly recognized as successful. If we take competition out of our secondary theatre programs, we rob our programs of one of the ways to be successful and to be recognized. Or theatre programs need recognition.

Many find it difficult to believe quality theatre is possible in high school. How do we educate the public? It takes more than good publicity about coming productions. If we have our students and public properly prepared, they accept decisions and critiques as one measure of our theatre programs. OAP should not be the only measure of quality, but it can be one positive indication. Successful experiences in OAP have served as tremendous aids to theatre programs. Many schools have had programs of outstanding quality, but productions were sparsely attended and programs remained relatively insignificant and unknown until recognition was gained by winning OAP. Use it, but control it.

Winning is not the only reason that competition is important to theatre arts programs. Participants in theatre arts programs should certainly understand how to lose. Most have. We all live daily with winning and losing. OAP provides an opportunity for an educationally controlled exploration in the competitive adult world. Secondary school students must soon actively participate without objective supervision.

If your only goal is to win the trophy, the odds are still so great as to automatically suggest defeat. No loss of a trophy can take away the multitude of educational experiences available to students in

the one-act play contest. Your play company loses only if they are not prepared for the experience and their minds are closed to the informed comments of the critic. Even the poorest critic has something to offer.

Director behavior is mirrored by the students. When the OAP director is properly prepared and uses competition as an educational tool, they are providing experiences and teaching lessons that are necessary for the student to succeed in life. The coveted trophy will be forgotten, but the profits from educational competition will provide a foundation for an improved quality of life.

Plan now to be involved in OAP next year in a more objective way. Schedule participation in the Student Activities Conference nearest you. The dates were published last month. I will design a variation on this sermon for at least one session.

I will deal with major issues in September and conduct interpretation and question and answer sessions at the TETA Convention last week of January at the Hyatt Regency in Downtown Houston. Permission to produce "scenes from" using Dramatists Play Service scripts seems to be questionable for next year! We cannot live with their "rules." Area dates against Easter week will require careful planning. Zone/districts scheduled early will still require special permission. Major revisions in play, set, and other approvals will appear in the new OAP HANDBOOK. Headers will be automatically approved for standard stage doors, but they will all be gray. Decorated or period doors are out. Headers for bookcases or fireplaces will not be approved. Award maximums will be strictly enforced. Flash paper is out and open flame is on the way out. There will be other major changes, revisions, and special approvals will require justification "without which the play cannot be produced." Judges preference (for panels) will be clarified and strictly enforced. Everybody must read the HANDBOOK next fall. Do not assume anything is the same, especially experienced directors that may think they know where to find the answers.

All directors have an opportunity to recommend judges for area, region, and state. If you want the form now, call me. We will include the TETA-AO process in the fall mailing. Look for it. Do not complain when you do not act.

Other than the letters that I will get answered by June, this has been a great spring. The quality material I have seen is amazing. Texas theatre teachers are the best anywhere. Other states do not have what we have and I look forward to your help in making it better next year.

Have a productive summer and take a break!

State Meet one-act play contest results

It was a year for new faces. No school managed to defend its state championship in the State One-Act Play Contest, May 7-8-9 in Austin. The closest anyone came to defending a title were Mineola and Seagraves.

Mineola, which won the Conference AAA title last year, finished second in 1992 to the Cameron production of *Inherit the Wind*. Mineola performed *Billy Budd*.

Meanwhile Seagraves, which finished second to Boys Ranch in Conference AA last year, took the top prize this year with *Death of a Salesman*. Refugio finished second and Schulenburg third in AA

Full results are as follows:

CONFERENCE A

First Place: OF MICE AND MEN, Trent High School.

Second Place: THE GRAPES OF WRATH, O'Donnell High School.

Third Place: THERIMERS OF ELDRITCH, Blue Ridge High School.

CONFERENCE AA

First Place: DEATH OF A SALESMAN, Seagraves High School.

Second Place: OEDIPUS THE KING,

Refugio High School.

Third Place: RUMORS, Schulenburg High School.

CONFERENCE AAA

First Place: INHERIT THE WIND, Cameron: Yoe High School.

Second Place: BILLY BUDD, Mineola High School.

Third Place: THE MARRIAGE OF FIGARO, Sonora High School.

CONFERENCE AAAA

First Place: THE BOYS NEXT DOOR,

Mineral Wells High School.

Second Place: ROMEO AND JULIET, Snyder High School.

Third Place: RUMORS, Gregory-Portland High School.

CONFERENCE AAAAA

First Place: YOU CAN'T TAKE IT WITH YOU, Euless: Trinity High School.

Second Place: A SHAFT OF LIGHT, San Antonio: Taft High School.

Third Place: FIND ME, Plano: Plano Senior High School.

Let's make music together

By PAUL HARVEY

(EDITOR'S NOTE: Paul Harvey is a nationally syndicated columnist and radio commentator. This article is reprinted with permission.)

Music is everywhere—in bird song and in bubbling brooks and in laughter, even in the stars.

Music is the universal language that transcends time and space.

Music is one of the seven forms of human intelligence, all equal in stature and in potential.

And yet education—as is—is almost totally geared to nurturing linguistic and logical - mathematical abilities alone, leaving the other five forms—including music—neglected.

At elementary-school level more than half of all school districts in the United States have no full-time music teacher.

And thus our schools tend to refine intellects but neglect to discipline emotions.

And undisciplined emotions keep getting us into trouble.

The ugliest headlines are about somebody who may have been smart as all get-out—smart enough to be a bank executive or a politician or a scientist.

But if emotionally colorblind, he's an unguided missile inevitably destined to self-destruct.

Without the arts—including music—we risk graduating young people who are "right-brain damaged."

For anyone to grow up complete, music education is imperative.

Case histories on file with the National Commission on Music Education uncover exciting correlation between the study of music and such critical work-place performance factors as self-esteem, self-discipline, the ability to work in groups and higher cognitive and analytical skills.

Music in schools, what little there is, is considered ancillary to "real education," as something of a "curricular icing." If it is to be re-established as basic to education, as fundamental to being "an educated person," then educators and performers,

composers and publishers—and those in music-related industries—must close ranks to restore educational balance in schools.

The National Commission on Music Education is such a coalition. Already, in its first year, it has won the support of 75 national organizations, willing, under a slogan of "Let's Make Music," to work together toward the musical enrichment of public schools' curricula.

How does one plausibly argue for spending school money on music when we are graduating illiterates?

Should we not be putting all our emphasis on reading, writing and math?

The "back-to-basics curricula," while it has merit, ignores the most urgent void in our present system - absence of self-discipline.

The arts, inspiring—indeed requiring—self-discipline, may be more "basic" to our national survival than traditional credit courses.

Presently we are spending 29 times more on science than on the arts, and the result so far is worldwide intellectual embarrassment.

Music connects diverse people to one culture

Continued from page 3

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 comput-

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.

ers 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 they 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.

Violence and vandalism are problems in schools across the country at enormous social and economic costs. "Music," as Concrete 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 culture. 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.

Making a difference

Compiled by Peter Contreras

Charlotte Brown, theater arts teacher at Gregory-Portland High School, has been named as one of 12 educators in the nation to receive the 1992 Outstanding Speech/Drama/Debate Educator Award by the National Federation Interscholastic Speech and Debate Association (NFISDA) ... For more than 19 years Brown has taught theater arts at Gregory-Portland ... Brown has built the theater department from 45 students and one faculty member in 1972 to more than 300 students with three faculty members ... She has coached students to five UIL championships in one-act play contests, 13 state champions in prose and poetry and three TFA state champions in humorous and dramatic interpretation ... Brown also has coached a national champion in the poetry event and has had 21 students qualify for national competition including four semifinalists and one finalist in the humorous competition ... She was the 1991 Texas Speech Communication Association teacher of the year.

Bill Krueger, head boy's basketball coach at Houston Clear Lake High School, won his 1,000 basketball game this past season ... The milestone win came in a victory over Texas City High School and Krueger becomes only the fourth boys basketball to ever accomplish the feat and the first in Texas ... Krueger completed the 1991-92 season with a 27-6 record which brings his overall mark to 1,001-210 in a career that began in 1958 and has included prior coaching stints at Cameron Yoe High School, San Marcos High School and Clear Creek High School ... He has state titles to his credit also, one at San Marcos and the other a couple years back at Clear Lake ... Before it is all said and done (retirement), Krueger could become No. 1 on the list as the national leader has only 25 more victories and is retired.

Lorene Denney, who advised student publications in Austin for 25 years, first at Reagan and then at McCallum High School, is retiring. Columbia Scholastic Press Association recently awarded Denney it's highest honor, the Gold Key Award for outstanding devotion to the student press. Lorene is a past state high school journalism teacher of the year and president of the state journalism teacher association.

Fred Nuesch, Sports Information Director at Texas A&I University in Kingsville, is finishing up his 24th year in that position ... During those 24 years, Nuesch has published 24 Region IV-AAA volleyball tournaments, 24 Region IV-AAA girls basketball tournaments, 24 Region IV-AAA boys basketball tournaments, 24 Region IV-AAA golf tournaments, 24 Region IV-AAA tennis tournaments and 24 Region IV-AAA track and field meets ... During his spare time, Nuesch has also served as the regional director and judge for dozens of journalism contests throughout South Texas.

If you know of an individual that is making a difference, please write Peter Contreras, Box 8028-University Station, Austin, Texas, 78713.

TILF to award 500 scholarships for 1992-93

All UIL Academic Regional Meet winners should receive the following items in the winners packets: 1991-92 Scholarship Opportunities, a brochure from the Texas Interscholastic League Foundation, and an application. Graduating high school seniors who compete in the UIL Academic State Meet either this year, or in previous years, may apply for TILF scholarships between May 1-15, 1992. Dr. Rhea H. Williams, Executive Secretary of TILF reports that the foundation will award 500 scholarships in June for the 1992-93 school year, 300 new scholarships and 200 renewals totaling \$600,000.00.

There is one additional listing and two corrections for the 1992-93 Scholarship Opportunities. The additional award is:

Mikasa Scholarships 5 awards of \$500 each, payable \$250 each semester of the first year. In addition to competing on the state level in any UIL academic event, recipients must have competed in either UIL Soccer or Volleyball while in high school. Recipients may attend any accredited college or university in Texas.

The corrections for the bulletin should read:

Carl B. & Florence E. King Foundation 10 awards of \$4,000 each, payable \$500 each semester, renewable for four years. For contestants in Journalism, Speech, Science, Spelling, Number Sense, Calculator Applications or Ready Writing. Applicants may attend any accredited college or university in Texas and must maintain a minimum 2.7 grade point average.

Carl B. & Florence E. King Foundation Endowment 3 awards of \$4,000 each, payable \$500 each semester, renewable for four years. For contestants in any UIL academic event. Applicants may attend any accredited college or university in Texas and must maintain a minimum 2.7 grade point average.

TILF scholars' grades impressive

Dr. Rhea H. Williams, Executive Secretary of TILF reported that during the 1991 fall semester, 529 scholarship recipients attending 66 colleges and universities in Texas compiled some impressive GPA statistics. Approximately 20% of the students made a 4.0 GPA, 47% made a 3.5 or better GPA, and 70% made a 3.0 or better GPA. "These students are typical of the quality of students that apply for and receive TILF scholarships," says Williams. "Though not everyone that applies can receive a TILF scholarship, certainly those who are eligible to apply should do so."

Students who have participated in the UIL Academic State Meet during any year in high school are eligible to apply to TILF during their senior year. Qualified students may write for 1992-93 Scholarship Opportunities and an application by enclosing a self-addressed, stamped (58¢) envelope to: TILF, Box 8028 - University Station,



Danielle Holley of Conroe McCullough awaits her turn to draw in the State Meet extemporaneous speaking tournament Photo by Joey Lin.

Poetry, prose categories for 1992-93 listed

POETRY

Category A: Poets Born outside the United States

The contestant shall perform a poem (or poems) by one poet born outside the United States. Biographic information showing the birthplace of the writer must accompany each selection. The goal of this category is to encourage contestants to explore a variety of poetry written by poets of other nations and to share their own discoveries about the selection(s). A published poem by an anonymous poet is not permissible. The poet used in this category may not be used in Category B.

Category B: A Thematic Program

This category allows the student to choose for performance two or more poems or portions of poems, each by a different author. The program should have a central principle of organization stemming from the literature. For example, organizing principles might be subject matter, historical or social perspective, or contrasting points of view. Introductory and/or transitional material should be used within the program to help the audience identify the connection of one poem to another. While the concept, introduction, and optional transitions are important, the main emphasis should be on the interpretation of the individual selections themselves.

Documentation Requirements

Biographic information showing the birthplace of the writer is required for Category A and must be available for the contest director to verify. Contest directors must ask for and verify documentation prior to the beginning of a round. This may be done in a general assembly for contestants in the poetry contest, or in the room(s) where contestants will be judged. Students will not be allowed to compete without sufficient documentation. Examples of acceptable documentation include an original or photocopy of an excerpt from a reference book which contains the writer's birthplace, a personal letter from the author verifying place of birth, or a published newspaper, magazine article or book jacket which states the author's place of birth.

PROSE

Category A: Authors Born outside the United States

Contestants must perform a prose selection, fiction or nonfiction, written by an author born outside the United States. Biographic information showing the birthplace of the writer must accompany each selection. Contest directors must ask for and verify this documentation prior to the beginning of the round. The goal of this category is to encourage contestants to explore a variety of prose written by authors of other nations and to share their discoveries about the selection.

Category B: Authors Born within the United States

Contestants must perform a prose selection, fiction or nonfiction, written by an author born in the United States about American people, places, or experiences. This includes authors born in U.S. territories. Biographic information showing the birthplace of the writer must accompany each selection. Contest directors must ask for and verify this documentation prior to the beginning of the round. The goal of this category is to encourage students to explore a wide variety of works by American authors and to share their own discoveries about the selection.

Documentation Requirements

Biographic information showing the birthplace of the writer is required for both categories and must be available for the contest director to verify. Contest directors must ask for and verify documentation prior to the beginning of a round. This may be done in a general assembly for contestants in the prose contest, or in the room(s) where contestants will be judged. Students will not be allowed to compete without sufficient documentation. Examples of acceptable documentation include either an original or photocopy of an excerpt from a reference book which contains the writer's birthplace, a personal letter from the author verifying place of birth, or a published newspaper, magazine article or book jacket which states the author's birthplace.

Getting to know you: First year's experience with new publication evaluation forms has its ups and downs

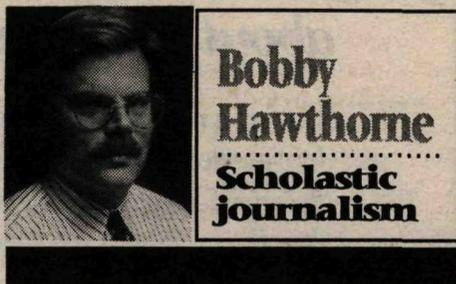
One of the advantages of joining ILPC is the opportunity to participate in arcane philosophical squabbles. Those of you who didn't join this year may as well turn over to page 10 and read Bill Farney's column explaining why the UIL wants to control your kid's every waking hour.

Just kidding, Bill.

Three years ago, I discussed with several ILPC summer workshop instructors the need to revise our yearbook evaluation form. I thought it was too inflexible, it forced staffs to produce cookie-cutter books, and its point system forced judges to fabricate numbers to justify their overall appraisal of the book. Just about everyone I talked to about this agreed that a revision was well overdue.

Big on concept but short on detail, I hired Sherri Taylor to iron out the particulars. I assume that if you've read this much, you know who Sherri Taylor is.

What she produced was an evaluation form that was designed to provide a framework for the judge in evaluating yearbooks, that rewarded the staff for creativity and accomplishments while providing recommendations for improvement of future volumes, and that provided guidelines as recommendations — not mandates. The evaluation allows the judge to examine the book in micro and macro detail. For example, most evaluation forms require judges to examine copy or photography in a monolithic context. Our form realizes that copy in the academic section may be substantially different in terms of content, style, form and quality than the class section copy. Sports photography may be much better or worse than student life photography. So judges can evaluate content specific to the section and general to the entire book. Because judges are not required to assign points, they can provide a more



Bobby Hawthorne
.....
Scholastic Journalism

meaningful and realistic summary evaluation.

The decision to abandon the point system was also based on advisers' penchant for misinterpretation of points. Specifically, advisers and staffs compared point totals from one year to the next. "We have a better book but didn't score as many points" is a constant lament by those who need quantitative feedback, even if that feedback is irrelevant. And it is.

Because we use different judges each year, your 1991 book is not in competition with your 1990 book. We removed the points because too many advisers and staffs could not understand that two judges will assign points in different ways. Even when the book received the same rating, advisers wanted to know why one judge rewarded what they considered a lesser book more points. The answer, of course, is that one judge is more lenient than the other.

Complicating the matter was the decision to expand the judging pool. In the past, we have used one judge per rating category. In other words, we have had one person judge all 30 Y-6 yearbooks. This is not a very desirable situation inasmuch as it causes severe physical and emotional damage to the judge. Few people are willing to judge 30 books, and fewer still can do a credible job of

critiquing that many books in the time frame which we demand. So this year, we relied on more than one judge per category, and in some cases, several per category. Thus, the comments and ratings were not as consistent as in past years but were more spontaneous and dynamic.

This concerned some advisers, one of whom wanted to know how his book could receive a Medalist from CSPA but an Award of Achievement from ILPC. Simple. Books don't always receive the same rating from different associations, nor should they. What's the point of submitting the book to ILPC, CSPA and NSPA if you expect to get the same rating and comments from each? Advisers should submit books to more than one association because they want different evaluations and perspectives. The question to be settled is: Are the rating and comments legitimate?

Frankly, I thought that several ratings were unfair, and those books were re-judged. Re-judging is an issue that we must examine next year. It embodies philosophical and financial questions that must be resolved.

It is important to remember that ILPC was in its first year with its new evaluation booklet. As judges become more familiar with it, they'll learn how to use it in evaluating traditional as well as non-traditional yearbooks. That was the intent that Sherri and I had when we conceived and developed the guide. Next year, we will remind judges that they must balance "trends" with timeless journalistic fundamentals, although it's good to remember that just because a rule is old doesn't mean it isn't relevant, and that judges must neither stifle creativity nor reward books that are different, just for the sake of being different.

Finally, several advisers who protested their rating suggested that Award of Achievement meant

that a yearbook or newspaper is not a quality publication. Eighty seven books were judged in the Y-5, Y-6 and Y-7 categories. Twenty-six (30%) of them were Distinguished Merit, 45 (52%) were Award of Achievement, 14 (17%) Award of Honor, and two (1%) Award of Merit. I don't believe in grading curves, but I think this is a fair breakdown.

One adviser wrote, "We have a consistently good book — better than average..." He was correct. However, he wrongly suggested that the Achievement rating does not reflect the quality of a "good" book.

Perhaps we erred when we asked judges to evaluate sections as either superior, excellent, good and average instead of superior, good, average and poor. I suppose we were too afraid of offending someone. If a judge says that (for example) the academic section is excellent, the staff thinks that that translates into a distinguished merit rating. Actually, excellent is on track with an Achievement rating. So we are having a problem with semantics that we perhaps must address when we revise the rating guide.

The rating form was devised to allow staffs to experiment, to test the boundaries. However, the rating form insists on sophisticated and substantial coverage, copy, design, graphics and photojournalism.

We removed points because we wanted to the judges to look at the book holistically. The beauty of the evaluation form is that the point-by-numbers book has no advantage in our competitions. The problem lies in the fact that evaluations are done by people, and people don't always agree.

For example: Bill is still ticked off that I wrote that lead. It was a joke, Bill.

Really.

Workshop spaces filling up

Registration for the 1992 ILPC Summer Publications Workshops, June 19-23 at Jester Center Halls on the University of Texas at Austin campus, is well underway. More than 500 Texas high school newspaper, yearbook, and photography students are expected to attend the nationally renowned workshop, now in its 12th year.

The success of the workshop rests in the quality of its faculty. Instructors for the sessions are nationally recognized specialists in their fields, and include:

Desktop publishing: Bradley Wilson, Wimberley HS.

Photography: Sherri Taylor, Syracuse University; Bob Malish, Canon USA; John Moore, Associated Press.

Newspaper: Bob Button, Grosse Point, MI; Howard Spanogle, Glenbard East HS, Glenbard, IL; Rob Melton, Wilson HS, Portland, OR; H. L. Hall, Kirkwood HS, Kirkwood, MO; Donya Witherspoon, SMU; Jim Davidson, Lake Highlands HS, Dallas; Mary Pulliam, Duncanville HS.

Yearbook: John Cutsinger, Minneapolis, MN; Judy Babb, Highland Park HS, Dallas; Rick Hill, Amarillo; Gary Lundgren, the University of Arkansas; Terry Nelson, Muncie, IN; Randy Vonderheid, North Garland HS; Kem Brossman, Labay JH, Houston; Dan Vossen, Yukon, OK; Laura Schaub, Charles Page HS, Sand Springs, OK.

Advisers: Bruce Watterson.

The photography workshop enrollments are limited to 30 students, with schools enrolling no more than two persons each. Spaces are open to 1991-92 ILPC member-schools only. Cost is \$185 per student.

The desktop sequence, a project-oriented course combining layout, design and typography principles with desktop publishing technology on Macintosh computers, is limited to 40 persons from 1991-92 ILPC member-schools. Again, only two people from each school may enroll. Cost is \$175 per student.

Newspaper and yearbook sessions are both \$175 per student, with enrollment limited to 200 students.

The above rates apply to reservations based on double occupancy of residence hall rooms, and include meals at Jester Center. If a student wishes to commute rather than stay on campus, fees are \$75 for the yearbook/newspaper/desktop sequences and \$85 for photography.

Spaces in the workshops will be filled on a first-come, first-served basis. Application forms are available at the UIL office, and the deadline for receipt of registration materials and fees is June 1. Classes are filling up fast, so if you and your students are interested in attending this high-level, intense workshop, contact the ILPC office now.

Duncanville editor receives award

Congratulations to Brandon Blasingame of Duncanville High School, who was awarded honorable mention in the 1992 National High School Journalist competition, sponsored by the Journalism Education Association.

Brandon was among five students recognized from 25 entrants in the contest, each of whom had been named high school journalist of the year in his or her state.

Brandon edited the nationally recognized Panther Prints. He was a four-year member of the staff, and compiled a long list of individual and staff accomplishments. His adviser is Mary Pulliam.

Jostens introduces PageMaker curriculum

Jostens has introduced "The First Page," a 10-lesson curriculum designed to build students' desktop publishing skills. Based on Aldus' PageMaker program, it helps students master PageMaker 4.0 and build their design, layout and desktop publishing expertise, said John Cutsinger, Jostens senior marketing manager.

"Most importantly, with 'The First Step,' our students don't have to struggle with the trial, error and failure method of making PageMaker work for them," Cutsinger added. "Instead, they master PageMaker step by step and build skills and confidence they need to be successful."

For prices and other information, contact Jostens at (800) 833-1479.

We failed to mention or completely omitted:

Bronze Star

- Carthaginian, Carthage HS
- Rampage, Elsie HS, Alief
- Pride, South San High School, San Antonio
- Hi-Standard, LaGrange HS

New ratings

- Southern Accent - Tyler Lee - Award of Distinguished Merit
- Ranger Review - Sugar Land Clements - Award of Distinguished Merit

Out of season rules to be closely examined

For several years Texas high school students have been permitted to participate on non-school teams all year long, except during the school season in that particular sport.

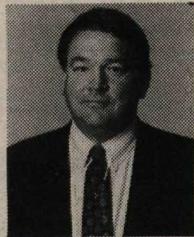
One example is girls volleyball, in which a student may participate on non-school teams except from the first day of practice in August through the last regular season match in late October or early November. From November through the second Monday in August, students may compete on outside teams with several restrictions on numbers of students from the same school team, missing school time, being coached by school coaches from that student's school attendance zone, etc.

There have been several possible benefits from outside competition. One that is often cited is the opportunity for college coaches to observe prospective college athletes in volleyball, baseball, basketball and soccer. Another positive aspect has been for the athletes to interact with one another in a non-pressure environment, exempt from the usual pressures of interschool competitions.

But, there are some ominous developments occurring statewide which concern administrators, parents and coaches.

Some coaches are requiring (strongly suggesting) that students play on non-school teams in order to make next season's team. Some athletes who cannot afford to pay fees for such competitions are "comped" or "scholarshipped" if they have outstanding ability. In grades 9-12, this is a violation of the Athletic Amateur Rule, Section 441.

Enterprising adults are setting up leagues for self-profit, and drawing students with promises of college scholarships. It could be argued that these same students could probably receive scholarships



Bill Farney
Postscripts
on athletics

without playing on a non-school team.

High school freshmen are being asked to specialize in one sport in order to better qualify for possible scholarships. There is really nothing wrong with specialization provided it stems from student interest and not from externally imposed adult pressures. Too often, high school coaches are guilty of "encouraging" specialization to preserve an athlete's exclusive participation in the sport that the coach sponsors.

College coaches actively encourage this specialization by sponsoring "shoot outs", classics, festivals, etc. immediately after the baseball, basketball or volleyball seasons. This scheduling prevents or discourages an athlete from continuing participation in a second or third sport - one in which the athlete may have an equal if not better chance for a college scholarship.

Moreover this practice removes a contributing athlete from another school team, de-emphasizes the educational aspects of school activities, and squarely emphasizes to a youngster and parent that nothing less than year-round participation is required to attract scholarship offers. Sometimes these pressures to concentrate on one activity are rather subtle. Parents are left with a desk full of

registration fees, hotel bills and airline receipts - but no significant scholarship offers. Well, there may be a tuition offer from a junior college 700 miles away, or a partial grant which the student might have received after earning 16 letters in four different high school sports.

A dilemma for the Legislative Council is to sift through the current conditions to see if workable controls could improve the status quo. Fall baseball impacts school football. Fall basketball undermines school volleyball. Winter volleyball has gutted school basketball teams in San Antonio and the Metroplex. Spring basketball leagues decimate school track and field participation.

Is there a valid educational purpose to protect school sports during the school year? Is there more need to protect team sports than individual sports? Is the exclusion of school coaches from coaching players from their own schools contributing to more disregard for rules and more violations?

Or, would players and parents receive more pressure to play on non-school teams if the school coaches were instructing their own students? Would this sentence all coaches to year-round coaching duties? Can modifications be made that would limit non-school opportunities, yet leave an adequate window for some athletes to specialize except during some of the school year?

Any modifications will bring immediate opposition - both well-meaning and that from profit-seeking entrepreneurs. It will be difficult to distinguish the self-serving from the genuinely concerned. Litigation may be threatened. But most major rules changes dealing with restrictions have been accompanied by injunctions and or threats.

The Legislative Council welcomes input from

all parties, including recommendations to further liberalize off-season rules. At the public hearing on June 3rd in Austin, these presentations will be only a part of all the athletic concerns facing member schools. The six-member sub-committee will listen patiently, then might ask questions of any proposal. Anything accepted or rejected by this body may be brought up again in October at the full 24-member council meeting.

In addition to non-school competition, the Athletic Sub-committee will also hear other requests. Some of the most significant are:

- Reducing high school basketball, volleyball, soccer and baseball contests to no more than one contest per calendar week (Monday through Saturday).

- Modifying the August practice dates for football because schools are beginning classes earlier.

- Considering implications of HIV positive participants in athletic competition.

- Adding softball.
- Adding wrestling.
- Allowing holiday camps and clinics.
- Ejection of coaches.
- AAAAA football TV contracts.
- Other proposals not yet received.

It is an eye-opener and revelation to attend a council meeting. Whether your wishes are honored or rejected, you will come away with a new appreciation of the democratic-representative process that insures that those affected by rules have a voice in their formulation and continued evaluation.

Looking backwards for answers to uncertain future

By JOHN E. ROBERTS, Executive Director
Michigan High School Athletic Association, Inc.

I recently finished reading every BULLETIN published in the MHSAA's 67-year history. It wasn't a word-by-word reading of every page, but it was a page-by-page review of every issue.

This was humbling work, bringing home the truth that there are very few new problems, revolutionary solutions or original ideas in interscholastic athletics. It impressed upon me the need for looking back at our accomplished history as much as ahead to our uncertain future.

My counterpart in New Mexico, Dan Salzwedel, stated in a December presentation at the National Conference of High School Directors of Athletics, "We don't understand our roots in interscholastic athletics. At times we forget our purposes, and therein lies our problems."

Mr. Salzwedel recalled that in the early 1900s in New Mexico and most other states, interscholastic athletic programs boldly proclaimed it was their purpose to teach morals and values which would help students be successful in life. He said New Mexico listed teamwork, dedication, discipline, and the work ethic as objectives of the program. He suggested that abandonment of these clearly-stated purposes has led to a loss of integrity in interscholastic athletics.

At the same meeting where Mr. Salzwedel spoke, Ron Stolski, an athletic director for Brainerd, Minnesota, asked the question "Do you remember why you decided to devote yourself to education

and athletics? You probably did it for idealistic reasons . . . to make a difference. Sadly," he said, "there has been a loss of idealism, which is why ethics and integrity are declining in interscholastic athletics."

Al Burr, high school principal in Clayton, Missouri, said this to the MHSAA's Annual Business Meeting audience in 1988: "Why did you become a teacher? Go all the way back to that day you made the decision. I'll just bet that 99.44 percent of you decided to be teachers because you liked kids, because you wanted to work with kids, because you felt you had something significant to offer kids, and because you wanted help kids grow just a little bit better. "In my opinion," said Dr. Burr, "outstanding principals don't lose sight of that. They don't stray far from that mission, to help kids grow just a little bit better."

For lots of reasons the teaching of values has lost favor in at least the public schools of this nation. But if we remember why we began in education, remember our personal roots in education if you will, we would be teaching values, at least in interscholastic athletics.

"When you hire your coaches," said Dr. Burr at the MHSAA Annual Business Meeting, "hire good teachers because they teach the school's most difficult subject—values. Teaching values is not easy. It's much easier to teach facts and skills.

"Compare the difference in the difficulty of

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teaching the value, $9 \times 6 = 54$, with the difficulty of teaching the value of honesty," said Dr. Burr. "Compare the difference in difficulty of teaching the fact the WW II started for us on December 7, 1941, and ended on September 2, 1945, with the difficulty of teaching courage. Compare the difficulty of

teaching any fact with the difficulty of teaching the value of integrity. Coaches have to be outstanding teachers because they teach the hardest thing we have to teach."

Just as it helps the individual to remember his or her roots in education and athletics, it helps the organization. Lee Iacocca has said about the nation, "If we are losing control of our destiny, it's because we aren't facing up to our program's heritage." Similarly, if we are losing control of the destiny of interscholastic athletics, it may be because we aren't facing up to the heritage of our programs. . .because we've forgotten the purposes and objectives of educational athletics and forsaken the rules and regulations that were adopted in early years to promote educational athletics.

Tracing the history of interscholastic athletics through the page-by-page chronicles of the MHSAA BULLETIN, one observes that in the 1920s through 1940s, high schools recognized problems and developed new rules to address them. In the 1960s through 80s, high schools recognized problems and oftentimes dropped old rules to

avoid problems. The result has been the return on many old problems.

We relaxed interstate sanctioning requirements and national-scope tournaments have returned. Many states relaxed outside competition rules, and now we observe that AAU volleyball and basketball programs decimate high school spring sports seasons. The MHSAA relaxed the requirement for weekly academic checks, and academic improprieties seem to be returning.

Jim Watkins, high school athletic director in Louisville, Kentucky, who won the Thomas E. Frederick Award for distinguished service in the field of interscholastic athletics, has written: "We have let the universities and colleges and camp organizers (and now the shoe manufacturers) control our very lives. We pay money to universities for summer camps to allow their coaching staffs to view and recruit our young people at our expense. We have allowed rating services to exploit our young people. In our desire to be noticed, we have let others manipulate us and our programs."

It is very possible that if we are losing control of the destiny of interscholastic athletics, it's because we've lost our memory or lost our resolve. . .because we have forgotten our purposes, or forsaken our roots. . .because we've lost sight of why we got into education and athletics in the first place—to make a positive difference in the character of kids by unashamedly teaching morals and values—or because we've lost our idealism.

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 Bureson, Rocksprings HS, basketball
- Jesse White, Beaumont West Brook HS, basketball
- Mark Minor, Goree HS, basketball
- Rene Gerbich, Southmore Intermediate School, basketball
- Rick Walters, Pasadena 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 Halbrooks, 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
- 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
- Clem Mancini, Wichita Falls Rider, baseball
- Mark Medina, Corpus Christi Miller HS, baseball
- Robbie Surratt, Lindale HS, baseball
- Mike Rodgers, Jasper HS, baseball
- Rodney Fausetts, DeKalb HS, baseball
- Eugene Pounds, Angleton HS, baseball
- Bruce Miller, San Antonio Lee HS, baseball
- Dan Easley, Klein HS, baseball
- Keith Brown, New Braunfels Smithson Valley HS, baseball
- Ramiro Portida, San Benito Miller-Jordan Jr. High School, basketball
- Dennis Theaker, Aldine MacArthur HS, baseball
- Jerry Malone, Marlin HS, baseball
- Seth Laimansigh, Houston Spring Woods HS, soccer
- Gilbert Montes, Canutillo HS, soccer
- Richard Sunvison, Boerne HS, basketball
- Doug Duke, Gladewater HS, basketball
- George Dixon, Dallas Lincoln HS, basketball
- Silverio Zuniga, Brownsville Gladys Porter HS, basketball
- Gerald Bennett Houston C.E. King HS, basketball.

Safe summer includes review of pertinent rules

I can always tell when summer vacation is near, people seem to know how many Thursdays are left. At print time, I'm told there are just four Thursdays left. With so little time, we ask that each coach take a few minutes with each player to make sure they are aware of all pertinent rules and regulations.

1. The athletic amateur rule applies to non-school participation as well as school participation. The amateur rule is in effect throughout the entire year.

2. Athletes may not accept scholarships to defray tuition or fees for non-school play. The student or his/her parents must pay all applicable fees.

3. Athletes may not receive valuable consideration for winning, placing or participating, but they may receive a medal, trophy, patch or other symbolic award, if the award is given by the organization conducting the competition.

4. Athletes may be paid for officiating, as long as it does not exceed the maximum UIL rates.

5. Basketball, flag football and volleyball have limits on the number of players who played for the same school or it's 8-9-10 feeder school during the previous school season. The limits are three in basketball, four in 7-man flag (or touch) football and four in volleyball. Baseball has a six player limitation if a school coach is coaching the team; otherwise there is no limit. Soccer does not have a player limitation.

6. Camp Restrictions: Students can attend camps from the first day of summer vacation through the first Saturday in August.

Any student, grades 7-12 may attend camps, as long as the student or parents pay all expenses involved. Incoming 10-12 grade students may not attend a camp where a coach from their school district attendance zone works with, instructs, transports or registers their student.

Incoming 7-9 grade students may attend one six-consecutive day camp in each sport - held within the boundaries of their school district and where a coach from their school district attendance zone works with them.

Students shall not assist with local camps and



Gina Mazzolini
Sports notebook

shall not be compensated or given complimentary enrollment in any camp.

7. Resident Athletic Training Camp: Students in grades 9-12 who change schools to attend a resident athletic training camp during the school year, shall be ineligible in the sport for which they attended the resident camp. They will be ineligible for a period of one year from the date they leave the resident training camp.

A school coach in grades 7-12 cannot coach a non-school team where players (7-12) from his attendance zone are involved. Coaches may inform students of leagues, but may not determine which students play on a team. Coaches may officiate games, but any officiating, score keeping or supervision of facilities by the coach may place the burden of proof on the coach to prove he/she was not coaching.

Coaches may be involved in the overall organization of leagues, but may not assign players in grades 7-12 from their school district attendance zone to teams, and may not coach a team that has a player from their school district attendance zone. As of August 1, 1992 - during the school year, school coaches in grades 7-12 are prohibited from organizing, assisting with selection of coaches and/or selection of players, playing with or practicing with student athletes in grades 7-12 from their own attendance zone on non-school baseball, basketball, football, soccer and volleyball teams. I will leave you with a thought I saw in a book. It would seem like a good idea for teachers/coaches to think about the following precept printed on an automobile dragstrip racing program: Every effort is made to insure that each entry has a reasonable chance of victory.

1993 boys basketball tournament tickets for general public are sold out already

By PETER CONTRERAS
Director of Public Information

If you haven't sent in your ticket order form for the 1993 UIL Boys' State Basketball Tournament scheduled March 11-13 in Austin, I've got a secret that will save you 29 pennies.

Don't because there are no tickets left for the general public or member schools.

Like the past two boys' state tournaments, the 1993 edition is already a sellout. The 10,300 all-tournament tickets allotted UIL member schools and the general public have been filled and the only remaining tickets are those reserved for the participating schools.

In fact the demand for tickets was so high this



spring that the Frank Erwin Center ticket office staff only gave member schools a maximum of eight in an effort to fill more orders from schools. The only chance for a ticket is if participating schools don't sell their entire allotment and return the unsold portion to the Frank Erwin Center.

"Everybody would like to have a ticket and everybody would like to sit

at midcourt or in the first 10 rows," said UIL athletic director Bill Farney. "But we have reached a point obviously where fans are going to have to take solace in the fact that they have a ticket, no matter where the seat may be."

In 1991, the UIL State Boys' Basketball Tournament reached an all-time high in total tournament attendance with over 103,000 fans attending. Last year's final total attendance was under 100,000 for the 15 games.

May, 1992

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Official notices

MINEOLA HS

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

BANQUETE HS

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

MOTLEY COUNTY HS

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

GONZALES ISD

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

LINGLEVILLE ISD

Mr. Randy Parks, basketball coach of Lingleville High School, has been issued a public reprimand, placed on probation through February 5, 1993, and suspended from three games of the 1991-92 season, for violation of Sections 1201 (b) (3) and 1200 (h). In addition, a student representative of Lingleville High School has been suspended from three basketball games (one of which has been served and two to be served during the 1993-94 basketball season), and suspended from all athletic activities for the remainder of the 1991-92 school year.

HOOKS ISD

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

WESLACO ISD

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

MARBLE FALLS ISD

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

SAVOY ISD

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

DECATUR ISD

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

MONAHANS ISD

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

CORPUS CHRISTI ISD (MOODY HS)

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

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.

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).

FORTH WORTH BREWER

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

BROWNSVILLE HANNA

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

AUSTIN MCCALLUM

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

SAN ANTONIO BRACKENRIDGE

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

FORTH WORTH DUNBAR

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

C&R OFFICIAL INTERPRETATIONS

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

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

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

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

The State Executive Committee on February 6, 1992, issued the following interpretation of Section 1250 (c) the UIL Constitution and Contest Rules:

For purposes of this rule, fractions will be rounded down if less than .5 and up if .5 or greater. For example: An enrollment of 94.5 through 94.9 students constitutes 95 students.

...
The State Executive Committee on April 2, 1992, issued the following interpretation of Section 1202 (a) (1) and (2) of the UIL Constitution and Contest Rules:

Schools are in violation of this section if they allow a collegiate student teacher to coach or assist in coaching student athletes in grades 9-12 during the athletic periods, workouts, or athletic contests in the following sports: baseball, basketball, cross country, football, golf, soccer, softball, swimming, team tennis, track and field, and volleyball. Student teachers may observe and serve as managers, trainers, or statisticians during the athletic periods, workouts, and contests in grades 9-12. UIL rules do not prohibit student teachers from assisting with and coaching UIL sports in grades 7 and 8.

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.

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&R 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

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.

CROSS-X DEBATE

Cross-Examination Team Debate Topic
(To be used during the 1992-93 school year)

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

AGUA DULCE HS

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

ACADEMY HS

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

OAKWOOD HS

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

ARLINGTON HOUSTON HS

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

CHILICOTHE HS

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

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.

JOHN TYLER (TYLER)

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

ROBERT E. LEE (TYLER)

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