

Leaguer

Stepping Down

Wiman to retire in January as academic director

In August, 1976, Janet Wiman scanned the help wanted postings in the Employment Office at the University of Texas at Austin, where her husband, Bill, was beginning his career as an art professor.

"My requirements were the job had to be interesting and meaningful, it could only be half-time because I had a young child, and it *had* to pay enough for me to take home \$200 a month," she said.

That day, she walked in the front door of the UIL, "armed with a master's degree that I thought had no bearing on what I was seeking and a UT referral looking for a job," she said. "I found that job at the UIL as secretary of the Texas Interscholastic League Foundation."

For 16 years, Wiman served the UIL, first as TILF secretary, then as director of speech activities, and finally as the first UIL director of academics. In September, she announced her retirement, effective in January, 1993.

"I have been fortunate to wear many hats at UIL, all of which have been challenging and rewarding," she said. "After 21 years of service and a lot of consideration and planning, I have decided to begin 'unpaid retirement' in January. After all, unpaid retirement is only \$200 a month less than I made in my first job at UIL!"

Like many Texas public school teachers, Wiman received an early introduction to UIL, participating in activities as an elementary, junior high and high school student.

"I played basketball, but we were in the same district with North Hopkins, which won the state championship three of my four years in

high school," she said.

"I also came to state in extemporaneous speaking, and qualified in ready writing. Unfortunately, back in those days, a student could only come to state in one event, so I chose to come in extemp."

She said she doesn't recall how she placed but does remember, "I didn't win a medal."

After high school and college, she taught four years in Ocala, Florida, and Borger and Wolfe City, Texas.

"As a previous competitor in both athletics and academics and a teacher, I know how important it is to maintain good programs for young people," Wiman said. "The greatest challenge facing the League today is to provide the kinds of services the schools deserve, given the limitations placed on us, particularly the lack of space in the current UIL building."

Wiman said she regrets leaving a program that has consumed so much of her time and energy the past several years, but added that she was fortunate to have served as academic director "during a time that I could witness academics moving to the forefront of education in Texas.



POINTED IN THE RIGHT DIRECTION. Janet Wiman speaks at UIL conference on the risks and benefits of educational competition. UIL file photo by Chris Sekin.

"I have watched high school academic participation double since 1985 and have taken pride as teachers and administrators initiated new events such as L-D debate, literary criticism, accounting, current issues & events, mathematics, and computer science," she added.

"I have watched the elementary and junior high program blossom under the gifted leadership of Treva Dayton with the addition of science, maps/charts & graphs, and listening events with new schools enrolling every day."

The next academic director will face new and different challenges, Wiman said.

"The greatest challenge I see for the new academic director will be to keep in step with technology," she said. "By that I mean, keyboarding will have to move from typewriters to computers, and the writing events will need to adapt to innovations such as laptop computers.

We cannot allow the academic contests to lag behind classroom instruction."

Wiman said her plans for retirement are modest. She and her husband have completed their abode home on the mesa above the Rio Grande Gorge near Taos, New Mexico and will be spending May through August there each year, although their primary home will remain in Austin.

"People have asked what I plan to do," Wiman said. "The answer is nothing for awhile. I want to travel, work in my yard, read some good books, spend some quality time with my spunky but aging mother, and continue to walk three or four miles every day.

"If paid or unpaid retirement is on your horizon, I'll let you know how it goes," she added. "I hope I am as excited about my new adventure one year from now as I am today."

National High School Activities Week proclaimed

Gov. Richards sets October 18-25 for Texans to highlight extracurricular activities

By PETER CONTRERAS
Public Information Officer

With just under 1.3 million Texas high school students taking part in University Interscholastic League (UIL) programs, Governor Ann Richards has declared the week of October 18-25 as Texas High School Activities Week.

"Participation in activities such as athletics, speech, music, debate and drama generally leads to positive development for students and often to superior achievement," Richards said in announcing Texas High School Activities Week.

The governor also added that "participation in extracurricular activities often contributes greatly to the social development and interaction of all high school students. This social development benefits local communi-

ties by channeling young people's interests and talents into positive efforts and instilling in them an early sense of civic duty and community pride."

This year's event marks the twelfth observance of National High School Activities Week. National High School Activities Week was developed by the National Federation of State High School Associations as a means to increase the public's awareness of the values and needs of activity programs.

Each day during the week has been designated to receive special recognition. October 19 has been designated as "Officials Day", October 20 as "Speech and Music Day", October 21 as "Chemical Health Awareness Day", October 22 as "Sportsmanship Day", October 23 as "Coaches Day", and October 24 as "Fund Raising Day."

Texans have always been accused

of bragging about having the biggest, the oldest, or even the greatest. When it comes to the UIL, this is no idle boast.

The UIL is the oldest and largest state high school organization of its type in the nation. In its 83rd year, the UIL offers programs ranging from typing to tennis, cross country to calculator contests. So sweeping is the UIL program that one out of every two graduating seniors participates voluntarily in a UIL contest prior to graduation. School officials put that number at half a million students participating annually.

In the athletic circle, Texas fields more high school football teams than any other any other state: 1,049 including 87 six-man teams. Ditto for basketball, where some 1,161 boys' teams and 1,157 girls' hit the courts last year.

In the spring, Texas again is a national leader with more than 1,146 boys and 1,130 girls' track and field teams participating in high school programs.

Texas also leads the nation in girls' high school volleyball teams with 776, and is second in the country with 940 high school boys' baseball squads.

One attractive aspect of the UIL athletic program is its rebate structure, whereby school are assigned in defraying expenses at state tournaments and meets. Texas was the first state to institute such a system. The philosophy of the UIL is and has been to return income earned by school activities back to the participating teams.

In addition to the athletic program, the UIL offers the most comprehensive literary and academic competitive program in the nation. Contests exist

in one-act plays, headline, editorial, feature, and news writing, spelling, number sense, calculator applications, Lincoln-Douglas debate, team debate, accounting, informative and persuasive speaking, prose and poetry interpretation, computer science, mathematics, ready writing, literary criticism, science, current issues and events and typing. All of these contests are offered at the high school level and some at the junior high level. In addition, the League is expanding its program for elementary students. A good many elementary schools use the UIL's picture memory, music memory, storytelling, number sense, ready writing, science, public speaking, listening, and oral reading contests as accelerated programs for high achievers.

• Turn to **ACTIVITIES WEEK**, page 10

How can coaches motivate athletes?

Editor's Note -- This article was composed by Dr. Joe Burchard and Dr. Bailey Marshall. Dr. Marshall and Dr. Burchard are both ex-coaches. Dr. Marshall presently serves as Director of the University Interscholastic League and Dr. Burchard, a previous North East ISD school administrator, is retired and lives in Clyde, Texas.

The basic idea and theory were derived from an article by Frederick Herzberg entitled "One More Time: How Do You Motivate Employees?" that was published in the February 1969 Harvard Business Review.

The authors adjusted Herzberg's article to fit athletics. A number of additions and deletions were contributed by the authors. Burchard and Marshall feel that many coaches, teachers, principals, and superintendents would benefit from a thorough study of this and other motivation theory.

The psychology of motivation is tremendously complex. There is little that can be accepted with any degree of assurance in this area. Yet the lack of dependable knowledge in this area has not dampened the enthusiasm for new forms of snake oil that are constantly being espoused by coaches at all levels. How often do we do things a given way "because it works" or "because it worked for someone else," and with little or no understanding of why it works?

All coaches are interested in motivating athletes. How do you get athletes to carry out assignments in practice and in games with maximum effort? Coaches at every level throughout the nation are anxious for quick and practical answers, so we will begin with a straight forward, practical formula for moving people. What is the simplest, surest, and most direct way of getting someone to do something?

Every group contains the direct action coach who shouts, "Kick them!" This type of coach is right! The surest and most direct way of getting boys or girls to do something is to kick them in the pants — give them what Herzberg calls KITA. There are various forms of KITA, and here are some of them:

Negative Physical KITA: This is a literal



Bailey Marshall

application of the term and was frequently used in the past. It has, however, three major drawbacks: (1) it is inelegant, (2) it contradicts the image that schools cherish, and (3) since it is a physical attack it directly stimulates the autonomic nervous system, and this often results in negative feedback — the students or their parents may kick you in return!

Negative Psychological KITA: The psychologist has come to the rescue of coaches who are no longer permitted to use negative physical KITA. The coach now has a number of sources with which the KITA may be administered psychologically instead of physically. "If you don't do this you will run laps" — "We won't have a water break if this is not done right" — "You couldn't beat my three little daughters the way you play!"

This approach has several advantages over negative physical KITA. First, the cruelty is not visible — the bleeding is internal and comes much later. Second, since it affects the brain with its inhibitory powers, it reduces the possibility of physical backlash. Third, since the number of psychological pains that a person can feel is infinite, the direction and site possibilities of the KITA are increased many times. Fourth, those who practice it receive some ego satisfaction. And finally, if the students complain, they can be accused of being paranoid since there is no tangible evidence of an actual attack.

Now what does negative KITA really accomplish? If I kick you in the rear, physically or psychologically, who is motivated? I am motivated; you move! Negative KITA does not lead to motivation — but to movement.

Positive KITA: If I say to you, "Do this for me

or the team and in return I will give you a reward, an incentive, or more status," am I motivating you? Usually the overwhelming opinion is, "Yes, this is motivation." But is it really?

In training a dog or other animal the principal of stimulus-response learning is used. When you want the animal to do something you bribe it with a biscuit or piece of meat. Who is motivated, you or the animal? The animal wants the food, but you want it to move. In this instance you apply KITA frontally — you exert a pull instead of a push. When you wish to use positive KITA the dog biscuits are available in numbers and in variety to wave in front of the athletes. "Run it right and we will go in early."

Why is it that we are quick to see that negative KITA is not motivation, while we are almost unanimous in claiming that positive KITA is motivation? Negative KITA is similar to being "dragged," and positive KITA is similar to being "led astray." It is worse to be led astray than to be dragged! Being dragged is an unfortunate occurrence while the latter signifies you are a party to your own downfall. This is why positive KITA is so popular. It has become the American way — you kick yourself — the coach or team does not have to kick you.

Why is KITA not motivation? If you kick your dog — from the front or back — he will move. And when you want him to move again, what must you do? You must kick him again, or threaten to kick him. Similarly, you can charge an athlete's battery, and then recharge it and recharge it again. But it is only when they have their own generators that we can talk about motivation. They then need no outside stimulation. Why is it that the 120 pound football player endures all that is offered, usually with little or no encouragement, and comes back for more? He wants to do it!

How do you install a generator in an athlete, student, or employee? Herzberg's motivation-hygiene theory suggests that the factors involved in producing satisfaction (motivation) are separate and distinct from factors that lead to dissatisfaction (hygiene). These two feelings, satisfaction and dissatisfaction, are not opposites of each other.

The abolishment of factors that produce dissatisfaction does not necessarily produce satisfaction. The abolishment of wind sprints may well relieve some dissatisfaction but add nothing to the athlete's desire to work harder!

The opposite of satisfaction with the job or what you are doing is not dissatisfaction but rather no job satisfaction. Similarly, the opposite of job dissatisfaction is not job satisfaction.

KITA of all forms would be classed as hygiene for it is applied externally. You may eliminate such practices and still not have athletes who are satisfied or motivated. All wind sprints may be dispensed with, fourteen water breaks a day may be given, and all the orange juice or Cokes you want after practice, but unless athletes are really motivated they will not give their all, all the time, in a workout or a game. Granted you must keep dissatisfiers to a minimum and be concerned with hygiene factors; but this is all many coaches are ever concerned with or seem to understand.

If KITA is not motivation and the elimination of KITA does not motivate the athlete, student, manager, or assistant, what does?

Motivation must be generated internally! Herzberg contends that to motivate people in their work they must be given: responsibility, a chance for personal achievement as well as a chance for team achievement, a chance for growth, a chance for advancement, and a chance for learning. This process is also referred to as self-actualization, and it varies for each individual. Not every athlete can be a quarterback — but they can be nose guards, ends, managers, or "blue darts!" The important thing is that they are something. Many of these opportunities are inherent in athletics, unless, that is, the coach eliminates some of the opportunities for motivation.

Some of the practices that would tend to be classified as motivators include:

1. Leadership opportunities such as: (a) rotating game captains, (b) serving as team leaders during season and in off-season, (c) handling of certain types of team discipline cases, (d) goal

• Turn to **MOTIVATING ATHLETES**, page 6

The Leaguer

ISSN 0897-4314

The *Leaguer* is the official publication of the University Interscholastic League. The *Leaguer* is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 2622 Wichita, Austin, TX 78705 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

The *Leaguer* is published eight times yearly by Texas Student Publications. It is published monthly, September through May, with the exception of a combined January/February issue. There are no issues in June, July or August.

One year's subscription is \$8. Second class postage paid in Austin, TX.

POSTMASTER: Send address changes to The *Leaguer*, Box 8028, UT Station, Austin, TX 78713.

EDITOR

Dr. Bailey Marshall
MANAGING EDITOR
Bobby Hawthorne

STATE EXECUTIVE COMMITTEE

Chairman: Dr. Bob Caster, Supt., Palestine ISD; Alberto Byington, Supt. Brooks ISD, Falfurrias; Dr. Marion Czaja, Supt. Glen Rose ISD; Dr. Teresa L. Long, Austin; Ms. Carrie McAfee, Principal, District 9, Houston ISD; Dr. Virginia Stacey, Supt. Lackland ISD; Mr. Greg Sherwood, athletic director, Lubbock ISD; Mr. Travis Spears, Levelland; Mr. George Vaults, Supt. Calvert ISD.

LEGISLATIVE COUNCIL

Chair: Larry Butler, Spearman ISD; First Vice Chair: Jill Shugart, Garland ISD. Second Vice Chair: Eddie Little, Kilgore ISD. 5A -- Bill Graves, San Angelo ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; Victor Rodriguez, San Antonio ISD; 4A -- Ben Gilbert, Stephenville ISD; Eddie J. Little, Kilgore ISD; Virgil D. Tiemann, Columbia-Brazoria ISD; Byron Steele, Jr., Schertz-Cibola-Universal City ISD; 3A -- Robert Ryan, Seminole ISD; Gary Wilkins, Clarksville ISD; Bill Shaver, Bellville ISD; Sam May, Sinton ISD; 2A -- Larry Butler, Spearman ISD; Dan Owen, Holliday ISD; Gene W. Whitsell, Troup ISD; Bennie Wolff, Stockdale ISD; A -- W. V. McAlpin, Sudan ISD; Johnnie Reeves, Christoval ISD; Richard Cohagen, Gunter ISD; Jack Flinn, Round Top-Carmine ISD.

At large members: Vidal Trevino, Laredo ISD; Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10; Dr. Yvonne Katz, Harlandale ISD, San Antonio.

ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farney, assistant director and director of athletics; Janet Wiman, assistant director and academic director; Charles Breithaupt, assistant athletic director; Peter Contreras, waiver and public information officer; Treva Dayton, speech activities director; Cynthia Doyle, assistant to the athletic director.

Richard Floyd, director of music activities; Bobby Hawthorne, director of journalism activities, current issues and events contest director; Gina Mazzolini, assistant athletic director; Lynn Murray, one-act play director; Bonnie Northcutt, assistant to the director.

Diana Cardona, spring meet materials director; D. Keith Luberto, assistant waiver officer; Dr. Rhea Williams, TILF secretary; Dr. Nelson Patrick, music director emeritus.

Toward a more relevant sightreading contest

Survey results suggest music directors believe contest revisions are in order

In the summer of 1991, the UIL/TMEA Music Advisory voted to initiate a major study of the UIL vocal and band sightreading contest. This action was not taken to simply implement a few cosmetic changes in the contest, but rather to determine if the contest was valid. That is, did it indeed measure true sightreading skills and serve as a natural extension of the teaching of sightreading in the rehearsal halls and music classrooms across Texas?


One of the first steps taken by the UIL State Office was to develop and distribute a survey in an effort to determine the general attitudes of Texas music teachers and directors towards the various aspects of the sightreading contest. The survey was published both in the *Leaguer* and the TMEA magazine in March of 1992. The deadline for returning the survey was May 15, thus providing an opportunity for directors to respond after their spring concert and sightreading contest while thoughts of the event were fresh on their minds. The results of the survey appear in the box on the right side of this page.

Possibly the key responses to the survey can best be put into perspective by viewing them as percentages. For example, 68% of those responding either agreed or strongly agreed that the music selected for the sightreading contest is generally of a reasonable level of difficulty for the age group and conference they teach. There were some statements of concern regarding specific music selections and they have been properly noted. Steps will be taken to assist the selection committees in minimizing these kinds of problems in the future.

At the same time only 47%, or less than half of the respondents, felt that the current sightreading process accurately evaluated the way they teach sightreading on a routine basis. This response, coupled with the realization that 58% of the directors returning the survey indicated that they would like to see the sightreading contest revised, suggests that the action of the Music Advisory Committee was timely and that, indeed, there should be serious consideration given to the notion that there should be a revision of the sightreading contest. Furthermore, the fact that only 42% of the responses indicated that the sightreading format should be kept as it currently exists, offers additional evidence that changes are in order.


Please note that the survey results as published are a summary of all responses in both band and choral. A more detailed break down contrasting the responses of band and choral directors and high school as opposed to middle school music teachers has been prepared for the study committees and is available upon request from the State Music Office. (There are no string responses because the orchestra representatives to the Music Advisory Committee determined at their 1991 summer meeting that the current sightreading format was serving their needs and, therefore, they voted not to participate in the revision process.)

What will be done now? Committees have been appointed, in consultation with the elected officers of TMEA, to begin an indepth study of the survey results and the contest itself. The core committees were intentionally established in compact geographical areas to facilitate a series of indepth meetings during a two to three month time frame. The choir committee is based in Houston. Committee members are:



UIL

BAND/CHOIR SIGHTREADING SURVEY



UIL

RESPONSES BY DIVISION

Choir 122
Band 224

RESPONSES BY CONFERENCE

5A	4A	3A	2A	1A	MS	JH	3C	2C	1C
81	67	37	25	13	100	23	51	64	8

SIGHTREADING RATINGS OF DIRECTORS RESPONDING TO SURVEY

1992				
Div I	Div II	Div III	Div IV	Div V
155	83	34	9	3

1991				
Div I	Div II	Div III	Div IV	Div V
166	90	39	5	3

1990				
Div I	Div II	Div III	Div IV	Div V
168	72	22	13	2

- With some exceptions, the music selected for the sightreading contest is generally of a reasonable level of difficulty for the age group and conference I teach.

strongly agree	agree	no opinion	disagree	strongly disagree
60	174	3	68	41
- The current sightreading process accurately evaluates the way I teach sightreading on a routine basis.

strongly agree	agree	no opinion	disagree	strongly disagree
58	104	15	109	60
- Each year I take time away from my normal classroom approach to sightreading in order to prepare for the procedures presently required at sightreading contest.

strongly agree	agree	no opinion	disagree	strongly disagree
82	135	19	71	39
- I think learning to sightread in the way it is required to do well at contest is beneficial to my students.

strongly agree	agree	no opinion	disagree	strongly disagree
74	133	24	84	31
- If there is no sightreading contest directors will be less likely to spend instructional time on learning to sightread.

strongly agree	agree	no opinion	disagree	strongly disagree
165	106	12	44	19
- I would like to see the sightreading contest revised to more accurately evaluate the sightreading skills of my students.

strongly agree	agree	no opinion	disagree	strongly disagree
120	81	38	70	37

PROPOSED OPTIONS

- Eliminate sightreading from the UIL Music Contest Plan
- Keep the sightreading format as it currently exists.
- Change the contest to a rehearsal format evaluation. Example: Give the director and students a specified allotment of time (with no judges present) during which the ensemble can prepare for the reading in any way they see fit. (Play, sing, count, clap, rehearse the music, etc.) The work would then be performed for the judging panel.
- Change the contest to a true sightreading evaluation. Example: BAND - Select easier sightreading music and change the 7 to 10 minute discussion period to a silent study period for director and students. Then give the director the opportunity to explain how any ritards, tempo changes, fermatas, etc. would be conducted. The ensemble would then read the piece. VOCAL - Commission sightreading exercises that accurately measure sightreading skills rather than using performance pieces.
- Other Options (Give details on separate sheet and attach to survey.)

IT IS NOT THE INTENT

of this process to create a "harder contest" or make it more difficult to "make a one."

Rather, the study will remain focused on the relevance of the contest as it relates to our essential elements in music and the instructional process in our school. What we must strive to evaluate through the contest is musical literacy.



Richard Floyd

Judy McEnany, Chairperson - Lamar High School - Houston ISD

Charles Collins - Mayde Creek High School - Katy ISD

John Hemmenway - Arnold Junior High School - Cypress Fairbanks ISD

Margaret Jordan - Park View Intermediate - Pasadena ISD

Phil Raddin - Klein High School - Klein ISD
The band committee will be based in Austin and is comprised of:

Harlon Lamkin, Chairperson - Travis High School - Austin ISD

Gary Faust - Georgetown Junior High School - Georgetown ISD

Don Haynes - LBJ High School - Austin ISD
Don Hopkins - Dripping Springs High School - Dripping Springs ISD

Karen Sperry - Martin Junior High School - Austin ISD

Aaron Lewis - Lexington High School - Lexington ISD

As the committees begin to formulate their recommendations, they will be distributed to regional consultants who will seek input from directors in their respective parts of the state and return their findings to the core committees. Ultimately, the committees will finalize formal proposals for submission to the Music Advisory Committee during the 1993 summer meeting. Once approved, these proposals will be forwarded to the Legislative Council of the UIL and the State Board of Education for ratification. If adopted by all governing bodies, they will go into effect, at the earliest, during the spring of 1994.

It is not the intent of this process to create a "harder contest" or make it more difficult to "make a one." Rather, the study will remain focused on the relevance of the contest as it relates to our essential elements in music and the instructional process in our school. What we must strive to evaluate through the contest is musical literacy.

As the progress of the committees and regional consultants unfolds, be mindful of the fact that the UIL music contests are of no educational value if they did not mesh with the academic mission of our schools.

To that end, each UIL performance or sightreading demonstration must be a normal outgrowth of the day to day music instruction that our students experience. Our committee members are keenly aware of this objective. Meeting it will remain their goal.

Music is an art, in which students learn beauty and creativity.

Music is a discipline, from which students learn to master life skills.

Music is a form of communication, through which students learn to convey emotions and ideas.

Music is expressive, and through expression we are all enriched.

Music is personal, it inspires the individual and, through sharing, it bonds people together.

Music is functional, it serves us in many ways.

In our schools, music education is basic, just as beauty, communication, emotion, discipline and creativity are basic.

Wake up and smell the reforms

It's not a dream.
You are a journalism teacher.
In a Texas high school.
On the first day of class.
Like most of the students, you've probably asked yourself, "Why am I here?"
Let's hope you came up with a better answer than "I need that fat paycheck."
Or "I want a job that allows me ample time to spend with my family."
Or "I love working with kids who are so darn eager to write."

If any of these reasons sound familiar, then you are not dreaming. You are hallucinating. But let's not be too cynical this early in the school year.

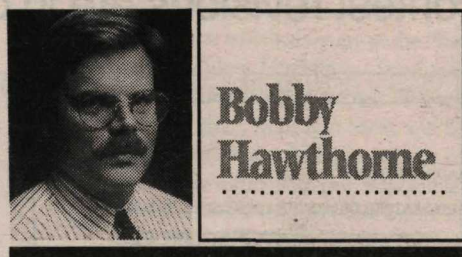
Perhaps you are a journalism teacher because your school has lined up for its role in the America 2000 plan to rebuild the nation's educational system, and it appreciates the role of a high-quality publications program in the teaching of higher-order thinking skills and in preparing young people to accept their responsibilities as voters and taxpayers in a complex, democratic society.

Perhaps your school understands that its basic educational mission is to teach young people how to think and solve problems, and that in order to fulfill its mission, it may be forced to break a few traditional structures and norms.

Don't snicker. It could happen.
If when it does, perhaps you could clone some of your administrators and school board members. We need a few hundred more like them because, what with all the talk about reinventing and reshaping high schools, education remains mired in the status quo, despite the best efforts of many to drag it out of the mud. For example, the State Board of Education's Task Force on High School Education proclaimed recently that graduates must be able to handle diverse information, perform effectively in cooperative work groups, solve complex problems, and continue to learn in a rapidly changing world and work place.

Specific recommendations are particularly encouraging. The task force challenges all levels of the educational enterprise to focus on the high school's primary academic mission, to establish a community of learning in which both students and staff are engaged in intellectual growth, and to make each day wholly instructional.

It's pretty heady stuff. Unfortunately, the high-minded intentions of these blue-ribbon task forces often run smack into the entrenched bureaucracies and special interests, where they're bashed to pieces. To establish a day that is wholly educational is a neat idea. Everyone agrees with the concept. But athletic coaches retort that they need that one hour during the school day to



Bobby Hawthorne
.....

instruct their players in the proper techniques of belly flops.

You may recall what happened when the UIL director of music proposed taking twirling out of the music contest plan. He was almost bludgeoned to death by baton-wielding, big-haired majorette mommas.

Hyperbole aside, what does any of this have to do with journalism?

The task force's recommendations appear to be the perfect justification for strong newspaper and yearbook programs, where students must be able to handle diverse information, perform effectively in cooperative work groups, solve complex problems, and continue to learn in a rapidly changing world and work place.

Let's look at yearbook, for example: In few other classes do students have the opportunity to learn and develop more skills or see those skills adapted as effectively into one project as they do in a journalism-based yearbook program.

The yearbook program exists to produce a journalistically sound yearbook, on time, within a budget, while fostering growth in journalism and the graphic arts, business and leadership.

In such a class, students analyze and synthesize information, address audience needs and expectations, interview, design pages, become familiar with desktop publishing and other information technologies, master the principals of photojournalism, and learn the responsibilities inherent in the First Amendment.

Students also finance the book through ad and yearbook sales campaigns, and keep accurate record of moneys generated and spent. Editors and staff members accept responsibility, deal with instructive criticism, work with a staff to solve differences and accomplish goals, speak in front of groups, and develop a working relationship with teachers, administration and community.

Students master basic writing, observation, teamwork, leadership and interviewing skills. In addition, they are provided a showcase for other skills such as photography, design and art. They become aware of current events, understand the role of the press in a free society, and become intelligent consumers of the media.

Of course, none of this happens if the admin-

istration allows a yearbook that panders to the lowest common denominator, jam-packing the book with gag captions under smiling faces of beauty queens, favorite this and most popular that, and of students mugging for the camera.

Furthermore, the yearbook's educational value is not only diminished by those entrenched bureaucracies and special interests who would use it as a popularity barometer while muzzling any critical thought, it is obliterated. Pulverized and scattered to the winds.

While every justification exists for the journalism-based yearbook, I can think of no reason to publish a dumbed-down annual. It's a waste of time and money, and those who argue that "Critical is negative, you know, so let's not mention that nasty little shooting on campus because students don't want to remember or be reminded of anything unpleasant" have no place in an intellectual community.

The task force also called upon the Legislature to enhance the abilities of educators to fulfill their responsibilities and provide a network of professional support. That support begins in the administrative offices.

Franklin McCallie is principal at Kirkwood High School outside St. Louis, Missouri. For years, Kirkwood has had one of the nation's most outstanding student journalism programs, largely because its adviser is H. L. Hall, as brilliant and dedicated adviser as exists. But consider the environment in which H. L. operates.

"There are three major reasons," McCallie said, "why I do everything possible to support the Kirkwood High School student press: First, the entire process of creating each issue is the epitome of great education for every student involved. Second, a strong and effective student press stimulates the overall atmosphere of the school. Third, enterprising investigative reporters give me the opportunity to express my views in a very public way in order to defeat rumor and innuendo and promote positive educational theories.

"The most gratifying aspect of the yearbook's coverage of events is that instead of reading in May of a syrupy sweet year which we did not actually experience, we get an 'eyes open' view of how the school year progressed," McCallie added.

"The pain is worth it because the joy is also there," he said. "More important, because of the sometimes grueling, often tedious, always enlightening process our student reporters put the participants and the issues through, our efforts to create a great academic institution are forced to meet the rigors of an intellectual test which demands our best."

Message to the State Board: Clone this guy. And don't wake us up until you do.

And that's the way it is!

How is that so many Texans are making it on network television?

Walter Cronkite credits it to "very good training."

In an article written in the May/June, 1992 issue of *Texas Times* by Liz Carpenter, syndicated columnist and former press secretary for Lady Bird Johnson, Cronkite said, "Texas journalism in high schools and colleges has been a major factor. We have an active interscholastic league among high school and college newspapers that urges excellence."

On the high school level, that organization is the Interscholastic League Press Conference, the nation's largest state high school press association, which offers benefits from conventions to contests to summer workshops. The deadline for joining is November 1.

ILPC's purposes include:

1. To emphasize journalistic writing and coverage in student publications as a means of teaching higher order thinking skills in students.
2. To maintain the student press as an instrument published by students, for students, and containing news of student activities.
3. To emphasize the journalistic integrity of student publications and to discourage the use of student publications for purely public relations, "happy news" functions.
4. To protect student publications from propagandists, faddists and those who would use it for self-promotion and self-advancement.
5. To promote scholastic journalism as an avocation for the majority and to emphasize its vocational aspects with care and discrimination.
6. To conduct contests, seminars, conventions and workshops with the intention of stimulating greater efforts from students and advisers to produce quality publications—not as an end in itself but as a means in educational development.
7. To reward and promote excellence as an incentive to higher standards of journalistic and educational endeavor.

For information and membership applications, contact ILPC, Box 8028 • UT Station, Austin, TX 78713-8028, 512/471-5883 or (FAX) 471-5908.

TCTE executive committee supports journalism teachers' stance on prior review

At its June meeting, the Texas Council of Teachers of English Executive Committee voted strong support for a document, prepared by the Texas Association of Journalism Educators concerning student publications and prior review and censorship by school administrators.

The document states TAJE's belief that responsible students, working under a responsible adviser, must be allowed to make choices about what they should and should not print.

Regarding prior review, the TAJE believes it:

- violates the concept that it is the school's

responsibility to teach and maintain, through example, the principles of democracy.

- gives school administrators, who government officials, the power to decide in advance what people will read or know. Such officials are potential newsmakers and their involvement in with the newsmaking process can interfere with the public's right to know.

- contradicts every principle of sound journalism education and constitutes blatant censorship.

- negates the educational value of a trained,

professionally-active adviser working with students in a counseling, educational environment. Prior review simply makes the teacher an accessory, as if what is taught really doesn't matter.

- establishes the possibility of viewpoint discrimination, which destroys a free marketplace of ideas where a community can be fully informed and undermines all pretext of responsible journalism.

- leads toward self-censorship, the most chilling and pervasive form of censorship in schools. Fear like this can eliminate any chance of critical thinking; decision making or respect for the opinions of others.

Instead, TAJE believes a newspaper serves its readers only when it is editorially independent.

Learning must be a dynamic process, one in which a teacher helps students adjust to change. Censorship interferes with this change and is the last resort of an educational system failing its present and future citizens. Prior review is a weapon in the arsenal of censorship, and the Texas Association of Journalism Educators opposes its use in America's schools.

Panel judging discouraged: Single critic judge remains the best educational choice

The critic deserves to be heard. I decided not to wait until next spring to urge the return of critic judge questionnaires, ask directors to prepare students to see as many plays as possible and listen to critiques of all entries at every level. I also urge you to find the May, 1992 *Leaguer*, read my column and think carefully as you begin OAP preparations. This decision was motivated by a rash of inquiries about panel judging. Contest managers and directors have been calling me for help finding judges willing to serve on panels. I can't help you find OAP panel members, or perhaps more honestly, I won't. Why?

There have been very few OAP panels in recent years, but the questions have been about the same for the past 20 years.

"Why have a panel of judges for OAP?"

"Should critics agree to judge on panels?"

"What do I tell my administration when a panel is proposed for my district?"

"Should I judge on a panel?"

"Why can't panels give critiques?"

Panel judging has been discouraged in the UIL one-act play contest since 1962 and contin-

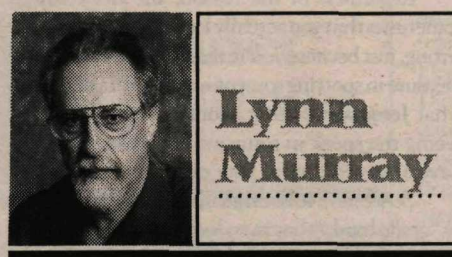
ues to be discouraged for the following reasons:

- Extension teaching has been the central focus of OAP at all levels since 1962. OAP is an extension of theatre arts in the classroom and this focus continues to be reflected in OAP aims. The extension teaching concept of educational competition in theatre is lost unless the detailed critique is provided.

- Critiques of conflicting views from judges that did not agree with the outcome have been a disruptive influence in the past. This is a problem even among critics at different levels in the current system and informal critiques and comments by unthinking but well meaning trained theatre specialists. Inexperienced students and many directors have difficulty accepting different views and this would be greatly amplified with panel critiques.

- No suitable method of panel critiquing in public has ever been devised. A private critique deprives OAP of learning by comparison. Seeing the work of others and hearing the critique is one of the educational strengths of OAP.

- Panel judging requires a longer period of



time to reach a decision because of tabulation requirements and all-star cast selection. Panels have difficulty agreeing on individual awards and contest managers have difficulty with tabulating ballots.

- Time added to the OAP contest length for multiple detailed critiques would be prohibitive for most contests. Panel critiques advocated prior to 1962 resulted in surface remarks that were of little value to the director or students. Written detailed critiques require extensive time and add to the cost. Most judges will not write critiques. Written critiques that result in no more than a check list are of little value. The interaction and

communication of the moment would be lost with written critiques.

- The cost for the minimum number of judges and qualified judges needed for a panel would triple, and the annual cost for the one-act play contest would almost triple.

- Five judges are required to obtain an objective panel vote. If objective selection or mistrust is the reason for using a panel, one should look at ballots where numerical scores and judge's preference is tied. Such samples have been published in the past and are available in this publication and the new Handbook.

- Three member panel ranking methods are only as objective as the integrity of any panel member. One panel member can manipulate the system. The result is selection by one individual without a critique.

- There are not enough trained judges available to advocate panels. Advocating panels makes it difficult in rural areas where trained critics are scarce. Multiply three or five times 60

- Turn to **JUDGING PANEL**, page 6

Ranking plan for judging one-act play contests

By **LYNN MURRAY**
Director of One-Act Play

(For use when a panel of three or more judges is employed to determine "Judges' Preference.")

1. Judges in panels are prohibited from conferring with each other about the plays, the director or the company before or during the contest, except to select the All-Star Cast. Panel members are not allowed to give an oral or written critique of the productions to the audience, directors, or companies or individual cast or crew members after the contest.

2. Each panel member will rank (list numerically) each play in the contest on a critic ballot, sign the ballot, and give it to the contest manager prior to all-star cast selection. Panel ballots are to be reproduced from the one provided in the envelope for a critic judge.

3. The contest manager will collect each judge's play ballot and total his ballots on the form provided. It is essential that the contest manager be assisted in totaling the judges' ballots and determining the winners by a responsible, unbiased adult that understands how to determine "judges' preference."

4. The contest manager will announce the final results to the audience and contestants after the advancing plays have been carefully verified [Section 1033 (d) (3) (B) (ii)]. (See #7 below.) Two unranked plays (not 1st and 2nd) will be announced. The alternate may be notified privately in a contest with four entries.

5. Using the samples as guides, ranking to determine "Judges' Preference" will be as follows (See Chart A):

(Plays M and O are tied in total score as a sample of a three or five-member panel, but they are not tied by "judges' preference.")

(a) The play having a majority of first place votes will be preferred by a majority of judges and shall be declared the winner. (In the sample above, Play O would be declared the winner because it received first place on a majority of ballots in both the three and five judge samples. Play M would be

CHART A

Sample Totaling of Play Contest Ballots
(Panel of three: A-C or Panel of five: A-E)

	Play Titles	Judge A	Judge B	Judge C	Three Total	Judge D	Judge E	Five Total
I	Play M	2	1	3	6	2	1	9
II	Play N	7	6	4	17	5	4	26
III	Play O	1	4	1	6	1	2	9
IV	Play P	4	5	7	16	6	5	27
V	Play Q	3	2	2	7	4	3	14
VI	Play R	5	3	5	13	3	7	23
VII	Play S	6	7	6	19	7	6	32

CHART B

Sample Totaling of Play Contest Ballots (No majority of first place votes and tied total)

	Play Titles	Judge A	Judge B	Judge C	Total	Ranking
I	Play A	1	4	3	8	1st
II	Play B	3	1	4	8	3rd
III	Play C	2	5	1	8	2nd
IV	Play D	5	2	2	9	
V	Play E4	3	5	12		

CHART C

Sample Total of Play Contest Ballots (Majority 1st place, 2nd place and judges preference)

	Play Titles	Judge A	Judge B	Judge C	Total	Ranking
I	Play A	1	1	8	10	1st
II	Play B	4	3	2	9	3rd
III	Play C	2	2	6	10	2nd
IV	Play D	3	4	3	10	
V	Play E8	5	7	20		
VI	Play F5	7	4	16		
VII	Play G	6	6	1	13	

2nd place and Play Q would be 3rd.)

(b) If a winner cannot be determined by a majority of first place votes, the production having a first-place vote, second-place vote and/or low total score will be compared in order to determine the play preferred by a majority of the judges. This play shall be ranked first. Plays are to be ranked

second and third in the same manner. Low total score will be used ONLY to determine plays to be compared for "judges' preference."

For example, see chart B.

(c) Plays receiving a first place vote and/or low total score will be first compared in an attempt to determine "judges' preference". (In the preced-

ing sample, Play A is first because it was preferred over Play B or C by two judges. Play C is ranked second for the same reason, and Play B is the alternate. Play D does not rank even though it is preferred by two judges over Play A, ranked first. It did not receive a first place vote or a low total score. Plays B and C are ranked over Play D by judges' preference.)

For example, see chart C.

(Note: Play B is the alternate play by "judges' preference" although ranked first by low total.)

6. If a tie cannot be resolved using the above methods, refer to Section 1003 (b) (3) (A-J) in the current *Constitution and Contest Rules* for the method to be used as a final resort.

7. Individual judge's ballots (see item 2) and the panel tabulation form shall be posted immediately following tabulation. Approximately 15 minutes shall be allowed for only participating directors and administrators to question tabulation errors [Section 1033 (d) (3) (B) (ii)]. If there is any doubt about the tabulations, a verification telephone call shall be made to the UIL State Drama Director BEFORE the awards are announced. The State Drama Director's decision on questionable tabulations shall be final.

8. Panel ballots shall be attached to the tabulation form and submitted to the State Drama Director with the contest manager's report form.

SELECTION OF ALL-STAR CAST

1. Within the limits indicated on the All-Star Cast Ballot, the exact number of students to be chosen for the all-star cast will be determined by the contest manager in accordance with Section 1033 (d) (3) (E) in the current *Constitution and Contest Rules*.

2. After the contest manager has collected the play contest ballot from each judge, each judge will determine an all-star cast. After initial selection, the judges may confer in order to select the all-star cast, and the contest manager will complete the Individual Awards Ballot for the collective signatures of panel members.

The Spirit of the Contest: We must watch for the tendency to look for things that count wrong

By J. R. COGDELL
Calculator Applications Co-Director

Did you ever get mad and depressed while grading exams? I have, and the reason for the anger isn't hard to figure out. I work hard teaching them this stuff and then give them this simple test; and look at the results! Obviously they haven't been studying. Why do I give so much of myself when they don't study? Pearls before swine. Etcetera, etcetera, etcetera.

Of course the real reason I'm angry and depressed is that I realize down deep that it's just as much myself as the students that have failed. That's a bitter pill to swallow, and my emotions are hard to control when I'm accused, even by my own conscience.

Regardless of the reason, the net result is sometimes that you actually look for things to count wrong, just because you're mad. There's a perverse pleasure in spotting someone else's mistakes; that's what Jesus was talking about in the story about seeing the speck in someone else's eye when you have a two-by-four in your own eye.

So we have to be on guard against the tendency to "grade hard," that is, to look for things to count wrong. Say, for example, the correct answer on a calculator problem is 12.3 and the kid wrote 1.23×10 . Is that proper scientific notation? The answer key shows 1.23×10^1 , doesn't it? Some graders counted it wrong, and some counted it correct.

In this situation, we need to remember why we're doing all this. We are involved in education

generally, and in UIL in particular, because we want to see young people educated, encouraged, and successful in their choices and activities. Those goals are furthered I feel by giving the kid the benefit of the doubt and counting the answer correct. That old habit of looking for something wrong says "NO," but hopefully the head and heart say "YES." That's our rule at the state meet: Give the kid the benefit of the doubt.

The same goes when the kid is sloppy with the "x10" part of an answer written in scientific notation. The 1.23 at the beginning and the exponent of 10 should pass the legibility test, but the "x10" part doesn't have to win any art contest.

This principle goes, in my thinking, under the heading "The Spirit of the Contest." We have lots of external activities in this business, such as

giving and grading tests, but hopefully covering every activity is this spirit of seeking the best for the kids.

Don't get me wrong. I'm not advocating counting wrong answers correct or judging illegible numerals legible. The practice meets are the time to be extra strict in enforcing high standards; they are, after all, for practice. I'm talking about keeping watch over our heart attitude in all our work with the kids.

By the way, you will see a new format on the cover of the 1993-series tests. In response to your requests at the State Meet, we have included answers like 1.23×10 as "correct" (but not recommended) on the front cover. Also we have made a space for a name and the scores. Hopefully those features will make life a bit easier for you.

Growing up!

Participating in elementary and junior high academic competition increases again this year

By TREVA DAYTON
Elementary and Junior High Director

The number of schools involved in the elementary and junior high academic contests continues to grow each year. An order form and a participation card - the cards are bright green this year - have been mailed to all elementary and junior high principals. Returning the card lets us know that your school plans to participate, and we provide a copy of the *Constitution & Contest Rules* and the *A+ Handbook for Elementary and Junior High Academic Activities*.

If you return the card by the October 1 deadline, your school will be included on the participation list we mail in early November. The list is especially helpful if you're participating for the first time and need to find competition in your

local area. The handbook also includes information about the choices you have for creating districts for elementary and JH academic competition.

Those of you who have sponsored these contests before will find few rule changes for this year, but it's important that everyone is aware of them. The preparation time for impromptu speaking has been extended from one minute to three minutes. This should give contestants a better opportunity to organize their thoughts, but still maintain the 'impromptu' element of the contest. The time allowed for the ready writing contest has been increased from 60 minutes to two hours, although district committees retain the option of adjusting the time period to conform to the needs of the grade level. Many junior high sponsors felt their students needed more time.

The authority for the spelling lists and contests in grades 3 through 8 has been changed to *Webster's Ninth New Collegiate Dictionary*. You should check the back page of the *League* each month for any corrections to the official spelling list. Those of you who work with the music memory contest will need the 92-93 official list and the new *Music Memory Bulletin*.

The response to the new maps, graphs and charts contest was quite positive, except for problems with grading, and we are working to make that easier. The study packet you can purchase by using the academic order form will contain last year's test, so students will have a better idea of what to expect.

If you have questions about contests in the elementary and junior high academic program, please contact this office.

Directors don't want panel judging forced on them

• Continued from page 5

zones (120 contests), 154 districts, 59 areas and 20 regions to determine the numbers needed to provide panel members for OAP ($3 \times 353 = 1059$ or $5 \times 353 = 1765$).

- Whom do you call to judge OAP if a certified list is not available? A certified judge list could not be maintained to meet the numbers required for panel judging.

- The number of certified judges on the list could not handle the load if panels were encouraged. We currently have approximately 200 critic judges. It would become necessary to use unqualified and uncertified judges. The League's position is that one trained and qualified theatre professional is better than a panel of any number of untrained and inexperienced judges. Certified theatre teachers could be added to the list of available judges, but loss of school time for teachers would result. Public school employees not involved in OAP are currently listed but are not often used.

- Quality critics refuse to judge on panels because they believe it is a waste of time.

- Public school theatre teachers involved in the one-act play contest judged prior to 1962. This often resulted in favoritism (You judge for me and I judge for you plan.) that was ethically questionable.

- Certified secondary school theatre teach-

ers directing in OAP and judging in OAP would result in conflict with their own schedules. Zone, district, area, and region should be scheduled on Saturday. OAP directors can't judge and have a play at contest on the same day.

- The cost of locating OAP judges would increase if OAP directors were added to the certified list. How many directors can you call without disrupting or waiting for them to come to the phone? How do we know who is going to be generally available? Directors that do not advance past zone or district would become the available group for judging. Do you really wish to wait this late to contract with a judge or judges?

A majority of the theatre directors involved in OAP prefer the critic concept and more than 70 per cent do not want panels forced on them. I have been involved in OAP in almost every way, at every level with panels and critics since 1951. I truly believe that the single critic judge is the best educational choice and I urge you to evaluate the "Ranking Plan for Judging One-Act Play Contest" before you decide a panel is the appropriate choice for your district. Note especially item "c" and the referenced sample or try to determine advancing play when three judges vote 1, 2, 3; 3, 1, 2; and 2, 3, 1. All samples used in the ranking plan are from actual contest results. Trust is an essential element for actors. Shouldn't it also be an essential element

in preparing students for OAP?

My next sermon on this subject will focus on why OAP critic judges subject themselves to an all too often hostile atmosphere.

It seems that further clarification is required on several fronts. Some directors seem to be under the misconception that "anything goes" under the new "morals" rule, Section 1033 (c) (1) (H). Not so! The major change is that the contest manager is not the "enforcer." The local school administration is now responsible. Refer to my column in the March, 1992 *League*.

This is a miscellaneous paragraph. Over sixty new plays were added to the "long play" approved list in the new Handbook. Critic judges "do not" disqualify plays. TETA-AO critic judge nomination forms were not included in the OAP enrollment information. If asked, we will provide. They will be included in the December enrollment mailing for future use. A scale model Unit Set may be ordered from: Garland High School TSA, J. Adrian Sponsor, 310 S. Garland Avenue, Garland, TX 75040. The cost is \$75.00. I haven't found any other source lately.

The OAP enrollment deadline is Nov. 1. The TETA convention is Jan. 27-29, and individual dues are \$40. Let me know if you need the enrollment card or TETA membership application.

Motivation

• Continued from page 2

setting by team members for the team, and (e) turning the complete program for emotionally "firing up" the team over to the team itself.

2. Learning opportunities that may be provided are: (a) allowing athletes to grade themselves on films or video, (b) having group discussions on assignments, i.e., strong side of line, backs, ends, etc., (c) learning to set goals as a group or as individuals, and (d) learning how to evaluate oneself. Personal achievement, team achievement, growth, and a chance for learning are all inherent in the learning process and playing of the games. There are many opportunities for boys and girls to grow and learn above and beyond what most coaches offer them.

3. Competition between groups within the team may also contribute to team achievement and growth. A point system may be devised for an offensive group and a defensive group. After each game film is graded, the points for each group can be graded.

As is readily apparent from the preceding discussion, a major difference in KITA and motivation involves the point of impetus—do the coaches apply KITA externally, or do they provide the setting for motivation to be generated internally by each individual? Many procedures other than the ones enumerated above are available that can be motivators and not hygiene factors. The solving of the dissatisfiers alone is not enough. Those who get this something extra are the ones who "gut up" when the going gets tough and they will win when everything else is equal.

The coach who understands this theory of the motivation-behavior relationship will be well on the way to implementing successful pragmatic procedures that "get the job done," more than the coach who looks at the problem as separate, isolated assignments that are carried out without really knowing why! They will understand that if movement is what they want, KITA will work quite well—but if motivation is their goal, they must provide the proper setting for it to be generated from within the individual. It cannot be inserted externally!

INVITATIONAL ACADEMIC PRACTICE MEETS

- November 7, 1992 - Cross-Ex Debate Tournament, Van Horn High School. Contact: Pam Young, 915/283-9258.
 - December 5, 1992 - Math/Science Meet, Van Horn High School. Contact: B.O. Buchhorn, 915/283-9258.
 - December 5, 1992 - Speech and Debate, Bee County College. Contact: Glynis Holm Strause, 512/358-3130, ext. 419.
 - December 12, 1992 - Junior High speech and theatre events, Nikki Rowe JH, McAllen. Contact: Lisa Ramirez at 10:00 a.m., 512/632-5100.
 - January 23, 1993 - All literary events except speech, Gregory-Portland High School. Contact: Mrs. J. Prewit, 512/643-2538.
 - February 27, 1993 - UIL Meet - all events except C-X debate, Van Horn High School. Contact: Lewis Rogers, Principal, 915/283-9258.
- If you have an invitational meet you'd like to publicize, send information to Barbara Calaway, UIL, Box 8028, Austin, TX 78713 or FAX it to 512/471-5908.

9th grade seeks UIL academic competition

■ With renewed emphasis on academic achievement, UIL faces great pressure to provide more opportunities

There is an explosion of academic competition in Texas. Much of this is due to renewed emphasis on academic achievement in the public schools, which produces added interest. Parents as well as teachers are calling, asking how they can provide additional opportunities and encourage greater support of these programs.

Calls are especially prevalent when school configurations in a community change to place ninth grades with junior highs rather than high schools. Parents and teachers want to know how their ninth grade students can compete. No one wants to be left out. Many schools with this grade level configuration are seeing this as an opportunity to provide these students with a unique ninth grade academic competitive experience and are pursuing the avenues to make this possible.

The recommendation of the UIL academic staff is to locate other schools in the area that include ninth grade as a part of the junior high or as a separate unit. Invite these schools to join you



Janet Wiman

High school spring meet district director name due to UIL by November 1

for a UIL ninth grade academic competition. You may use high school contests and obtain test materials from the UIL office as long as the contests are held on the dates set aside for high school academic competition. These dates are March 22-27 or March 29-April 3. Tests may not be returned to students or academic coaches until April 5. This is to ensure contest confidentiality for others

taking the test on these dates.

After locating several schools to join the unique ninth grade district, hold a meeting with representatives from the participating schools. Decide who will serve as Ninth Grade District Director, which school will host the meet, the dates, which contests will be offered, how many students may enter, and the schedule. Other decisions should include how expenses will be met, whether small medals or ribbons will be awarded, and who will serve as contest directors of the events. Since the school is listed with UIL as a junior high, the school receives the A+ Handbook which contains the District Organization Form. Complete this form, add a note stating this is a ninth grade district that will use high school materials, and ask for a District Meet Requisition Form. Highlight this message and mail the form to Diana Cardona at the UIL office prior to December 1. The requisition form will be mailed to the person noted as district director.

The initiating school will discover that schools with ninth grades either as a separate unit or as a part of a junior high will be eager to join a district. Everyone needs to be made aware that this competition does not qualify students to advance to regional, nor does it count toward a high school district academic championship.

Seeing the whole ball of wax

CI&E questions intended to force students to consider full implications of the news

By **BOBBY HAWTHORNE**
CI&E Director

Given that more emphasis will be placed on the essay question in this spring's current issues and events contest, it is a good idea to examine the types of questions most likely to be asked.

The most important consideration in the selection of the question is whether it allows students to draw from a number of social, political, economic and cultural areas in constructing an answer. We want students to draw their conclusions from a wide range of sources, to see how an economic issue has political, social and cultural implications and relationships.

For example, consider the following question, taken from the 1992 District 1 contest.

Writing in the *New York Times*, Steve Lohr said blaming Japan for America's economic problems is risky business. Lohr wrote, "Mr. Bush and his advisers recognize that with the end of the cold war and the collapse of the Soviet Union, the international threat that most worries voters is no longer threat of nuclear warfare but something far more subtle — an erosion of living standards as American industries lag in the global competition with foreign rivals, especially Japan."

Lohr said President Bush "is on slippery ground" in linking the American national sense of economic insecurity to trade conflicts with Japan. Others agree with Lohr. Explain the dangers of blaming Japan for America's economic problems.

Students can approach this question from several perspectives. For example,

POLITICAL — Democrats and rival Republicans alike have bashed President Bush over his handling of the economy. His trip to Japan was seen as an economic failure and a political disaster. Government should attempt to restore America's technological and industrial strength rather than bash foreign countries.

CULTURAL — Although some Japanese markets remain difficult to penetrate, the American recession was not "made in Japan." The trade imbalance is at \$41 billion, a drop in the bucket in our nation's \$5.5 trillion economy. Campaigns to "Buy American" are often based more in xenophobia than economic principle, more emotion than logic.

ECONOMIC — The rush to protectionism is trickier than it looks. These days, it is very difficult to determine what is made in the USA and what is made overseas. For example, Ford automobiles may be made in Canada or Mexico while Honda Accords are made in Ohio.

A system of free and open trade remains the best bet for global prosperity, and rather than bashing Japan for its trade policies, politicians should set policies to improve domestic economic strengths while working with Japanese to make their markets more open to foreigners.

SOCIAL — Forty-seven percent of Americans polled say that Japan is improperly blamed for this country's economic woes. More are likely to blame U.S. government policies. It is the student's responsibility to synthesize this information into a coherent and convincing essay.

In the second district contest, students were asked to respond to the following ques-

tion:

Robert Samuelson, writing in the December 23, 1991 issue of *Newsweek*, claimed that, despite the victory over Saddam Hussein and the collapse of Communism, "Mostly, 1991 was a bust. What defined it best was disappointment." What was it about 1991 that made the year a disappointment for Americans?

Again, students could use the political/economic/social/cultural matrix to outline their answer.

POLITICAL — Washington has not provided the leadership necessary to pull the nation through the bad economic times. House members bounced personal checks and refused to pay restaurant bills. Taxpayers paid the costs for John Sununu's ski and stamp collecting trips. Voters sense that George Bush is not in touch with American's sense of confusion and fear, despite his assertions that "I care."

Bumper stickers that read, "Saddam Hussein still has a job. Do you?" appeared. Despite the military victory, Saddam Hussein remains in power in Iraq, and it looks as if the Middle East peace talks are stalemated.

In government and business, scandals — the Salomon Brothers trading scandal, the Keating Five, BCCI — continued to be a source of disillusionment. The safety of Halcion, Prozac and silicon-gel breast implants is questioned. With so many problems at home, Americans feel unable or unwilling to help overseas, particularly in the former Soviet Union and Eastern Europe.

ECONOMIC — The country is mired in the longest economic slump since the Great Depression. Unemployment is at around 7

percent, and the median income of U.S. families has virtually stood still since 1973. Two major airlines, Pan American and Eastern, went out of business, and General Motors said it planned to close 25 plants and cut 74,000 jobs by 1995.

SOCIAL — The William Kennedy Smith rape trial and Anita Hill-Clarence Thomas hearings were a cause of great national soul-searching. Bill Clinton weathered a sex scandal. Drugs have fueled rising crime rates, and Americans were stunned and revolted by the Jeffrey Dahmer nightmare.

CULTURAL — The success of candidates like David Duke reminds us of the increased racial tensions in the country. There has been an increased sense of division: rich/poor, black/white. Anti-semitism is on the rise.

Note that inherent in this four-point matrix are state, national and international implications. In devising questions, we attempt to balance the following categories:

- Texas / Texas with national ties
- National
- National with international ties
- International
- International with Texas ties

Of course, not every question will demand that students draw information from each of these categories. For example, the State Meet essay question, "How are the politics of abortion in particular and feminism in general likely to be played in this presidential election year?" contained no international implications.

Still, in drilling students on answering essays, it is a good idea to have them outline their answers with each of these considerations in mind.

The most important consideration in the selection of the question is whether it allows students an opportunity to draw from a number of social, political, economic and cultural areas in constructing an answer.

It's time to spend time, energy planning for speech competition

Since that first hectic month of school is behind us, everybody has probably figured out the bell schedule, and when classes are supposed to begin and end - depending on the day of the week, of course. If you've gotten to the point where taking attendance doesn't cost a significant portion of your class time, and you're reasonably certain that the majority of students you've learn to call by name are likely to remain in your class - congratulations! Now that schedules and routines have been established, speech coaches and competitors can spend time and energy planning for competition. Hope you have fun!

PROSE AND POETRY

The new categories in prose and poetry mean that interspers must begin by locating quality literature. I sincerely hope that this search doesn't begin and end at the filing cabinet that contains selections from previous contest years! All of the prose selections that fit categories defined by date of birth will also fit one or the other of the current categories, if you have the appropriate documentation. After all, the author was born in the United States, or she wasn't! And many of the tried and true, familiar pieces do work very well for performance. They're familiar to judges and audiences because they've performed a lot, and nobody would choose to do that with a selection they knew wouldn't have a chance of winning.

But performing an old favorite also involves risks. If I've already judged the selection several times throughout the years, its very hard not to compare your performance with those others. After all, judges bring their personal perspectives into the round with them. And if you're reading the exact same *cutting* of a novel that I've heard several times, it's even harder! It makes me wonder how much you've committed of yourself to what I'm seeing - your time, energy, thoughts, personality.

Actually, everything about competitive performance of literature involves risk. If you attend the sessions on interp at one of the SuperConferences this fall, you'll have an opportunity to hear coaches and experienced judges talk about some of them. The problem is, you'll hear a variety of opinions, and some of them will be contradictory. At a recent meeting of speech



coaches the ever-familiar problem of determining the difference between acting and oral interpretation was discussed. How can we help students prepare when critiques differ so widely? I thoroughly enjoyed the chance to visit with colleagues in West Texas, and I truly don't mind answering questions - except that I don't have a good answer to this one. We've printed judges' opinions about this before, and it's addressed in the Judges' Corner of this issue. Your opinion or response is also welcomed.

We won't all agree about the "right way" to coach and judge interpretation events, but we can help our students be prepared for competition. If our emphasis is on discovering, analyzing, and understanding literature and exploring ways to share that with an audience, then it doesn't take consistent first place rankings to be successful.

If as coaches we value judges' commitment to the activity and their opinions, even when they differ from ours, our students are likely to as well. Kids compete because they want to win, and that's OK. We just need to be aware of how we help them define winning.

Otherwise, we could simply tell them "*mine* is the best judging philosophy of oral interp, *you* are a winning performer, and here's your blue ribbon." Then judges, coaches, and students could all do something else with their weekends.

This isn't to say that a continuing dialogue about this concern isn't important. I believe it's vital. Just because there isn't any one right and easy solution doesn't mean we should abandon the effort. It's kind of like teaching high school...

DEBATE

If you haven't been notified of the time and place for your district CX debate planning meet-

PRACTICE EXTEMPORANEOUS TOPICS

INFORMATIVE

1. What have been the latest developments in the race for Texas railroad commissioner?
2. How are Texas students ranked academically when compared to the rest of the nation?
3. What is the controversy over recent medical studies concerning heart disease?
4. What are the opposing views concerning the proposed regulations of the cable TV industry?
5. What changes has James Baker brought to the Bush campaign?
6. What steps are American auto-makers taking to increase their profitability?
7. How is Florida coping with the aftermath of Andrew?
8. Why is Ross Perot considering re-entering the presidential race?
9. How are the German people responding to increasing neo-Naziism?
10. What led to the recent currency fluctuations in Europe?
11. What is the Maastricht treaty?
12. What do recent reports on the relief effort in Somalia reveal?
13. What led to Yugoslavia's expulsion from the United Nations?

PERSUASIVE

1. How is the controversy surrounding Lena Guerrero likely to affect election results in Texas?
2. What steps should be taken to provide better job training for American workers?
3. Can Bush regain the lead in the presidential race?
4. Should the most recent family leave bill become law?
5. Fay Vincent resigns: Will major league baseball owners pay the price in the long run?
6. Murphy Brown vs. Dan Quayle: Who's more in touch with American family values?
7. How should the European community respond to the continuing violence in Bosnia?
8. Are the presidential candidates promising more than they can deliver?
9. Can international forces bring an end to the devastation in Somalia?
10. Can Yitzhak Rabin negotiate peace between Israel and Syria?
11. Will the capture of Abimael Guzman lead to the demise of the Shining Path in Peru?
12. Is the goal of a united Europe still possible to achieve?
13. Is Boris Yeltsin likely to lose his grip on the Russian government?

ing, you should check with your administration immediately. This meeting should be held prior to November 1. The C&CR includes a list of suggested agenda items, but coaches may have other concerns as well.

Since the State CX Debate Meet is the same week as a major music festival here in Austin, you might want to make hotel reservations for your district, and then whoever advances will have accommodations available. When our list of spring meet directors is finalized, they will be asked to provide our office with the name of the CX debate contest director. District competition in Lincoln-Douglas debate may not be held with CX, and students may enter only one debate event.

If you've seen the material in your speech coaches' packet, you may have noticed a glaring error. The page with the debate topics listed has the wrong problem area printed for CX. If you coached or debated last year, you'll realize we did not change the problem area from that resolution. If you are new to debate, you might wonder how the problems of the homeless are related to world-

wide pollution. But as the year advances, you'll probably question what many arguments you hear during a round have to do with the current problem area, "What should the United States do to improve the global environment?" Sorry about the mistake.

EXTEMP

Rules and suggestions will be provided at the SuperConferences, and we'll continue to publish practice topics in the Leaguer. The time between when my copy is due to Bobby Hawthorne and when you get this edition means that you or your students may have to reword some of the questions to reflect recent events. For instance, although competitors should be prepared to speak about Ross Perot, I'm not clairvoyant and can only guess what his "October Surprise" will be. Many of the practice topic are general in nature for this reason, but rewording them to be current and specific will help your students begin to look at issues from many different angles. More on informative and persuasive speaking in a later edition.

Prose reading is as its title implies: A reading contest!

Speech Director's note: This on-going column is intended to provide opinions from the field. We are actively seeking editorial contributions from judges, and we welcome reader response.

By LISA LOWRY

Prose reading will always be my favorite of all the UIL speech categories, my reasons stemming from my experiences as a high school prose reader. Having competed, later coached, and finally judged prose reading, I feel prose has been part of my life long enough that I can share a few thoughts on the contest with you.

First and most importantly, I view prose reading as just what its title implies: a reading contest. Therefore, the use of a manuscript is vital to the performance. We realize you have it memorized - use the folder anyway!

Secondly, I see a definite division between

prose reading and acting. (As one judge so eloquently put it this year in oral critique at State Meet, "One contest is on Friday night, the other is Saturday morning. Decide in which you're competing!") Therefore, I view any movement other than facial expressions as dramatic interp or acting. A good prose reader should be able to relay the author's intent with 1) her voice and 2) her facial expressions, the exceptions being minimal, spontaneous shoulder and hand movements.

Thirdly, introductions continue to be an area in need of improvement. Reread your UIL rules: the introduction is to be an extension of the speaker, not a persona or the narrator of the prose cutting.

A fourth suggestion is to use pauses more often for dramatic affect. Do not necessarily pause just because there is a comma or a period; pause before a startling revelation or after a crucial

turning point. Remember, the listener cannot "rewind" you. The listener has but one chance to hear the tale, and pauses help that message to sink in.

Finally, many prose readers use volume to get across the emotions of rage, frustration, fear, etc. I suggest that a whisper may be even more effective. Too much yelling becomes ineffective quickly.

These are just a few of the ideas I try to get across during written and oral critiques each year. I hope sharing this with you has clarified some potential problem areas.

Remember prose reading can be a lifelong enjoyment - it certainly has been for me! See you next year.

(Ms. Lowry is a former competitor and high school coach. She is currently a consultant for Region VIII Education Service Center, and a member of the UIL State Meet judging pool.)

Cross-Examination Debate Handbook available

A UIL handbook for C-X debate, *Strategies for Success: A Student's Guide to Cross-Examination Debate*, written in 1991 by Paula Moeller and Cindy SoRelle, and edited by Treva Dayton, is available. It provides practical information on how to research a debate resolution, how to select and organize information, and how to use arguments effectively in a debate. The basic issues of debate and speaker responsibilities are discussed, and each chapter includes a bibliography of additional sources for debaters ready to advance beyond the basics.

Summer camp issue shrouded in confusion

Since the UIL permitted summer camps for all students in 1989-90, the evaluation of those camps has produced some unique dilemmas. Originally intended to give youngsters an opportunity for increased skills development in a self-choice atmosphere, camps and leagues have evolved to a much larger scenario.

Indeed, outside school competition and camps have provided an avenue for athletes to improve skills as well as increasing visibility to prospective college recruiters. Leagues are plentiful at all times of the year and summer camps have multiplied. Much of this structure is good for athletes. Some of it is not.

Negatives have crept into the system in the form of agents or private recruiters who organize competitions, leagues, shootouts and camps. These activities are not designed to teach fundamentals or even to polish the techniques of better players. The primary purpose is to "showcase" prospective players for evaluation by college coaches. Usually, a sizeable fee is charged to the player for participating. Any college coach present must subscribe to a "service" in order to attend and/or receive pertinent information about the players.

Obviously, some players receive scholarships. Others who also pay a fee for participating are relegated to Division II or Junior College status. Some, apparently, do not meet the skill standards for any collegiate level. Nevertheless, organizers of such camps always have a large number of parents and students ready to pay a substantial fee in the hope that a scholarship will result.

In the view of most parents, their children possess college potential. A college education is expensive. Any carrot dangled that offers the



Bill Farney
.....

promise of financial help is most tempting. Even though the athlete is short, slow and not particularly gifted as a shooter, there abides the hope that he or she has a chance to play basketball collegiately.

Fewer than five percent of all high school varsity athletes receive athletic scholarships to college. Furthermore, fewer than one percent of those who receive full scholarships and actually play in college will play any kind of professional athletics. The odds are better that the student will become a medical doctor or scientist.

There is no move to disallow camps. There is, however, interest in permitting school coaches to work with athletes from the same attendance zone during the summer. Some reasons put forth include better instruction, more attention to rules and sportsmanship, and more accountability by the school coach. Other states permit school coaches to work with their athletes during the summer. However, there are some problems. Certain pressures cannot be avoided. In many schools students are expected to play for their coaches team - even though they might prefer to play on another team. Coaches from different sports compete for the same athlete. Evidence seems to point to more specialization since those

students who cannot play for summer teams fall behind those athletes who do.

"Summer" may not mean what it once did. A number of schools have opted for year-round school with very little time off in the traditional summer months of June, July and August. In fact, several schools in 1992-93 will alter the school calendar so that July is the only summer month when students are not in class. These individuals are asking that the camp rule be modified to permit camps at any time during the year when school is not in session. This change would permit baseball camps during the December holiday period and/or volleyball camps during Spring Break. The concurrent rule would still prevent an athlete from attending a camp during the school season in that particular team sport. Those who advocate this change realize that any loss of school time in traveling to or participating in a camp would be a negative.

Allowing non-school competition during the school year has caused some problems for school sports. Evidence suggests that fall baseball leagues in metropolitan areas contribute to specialization in that sport. Students in the 9th and 10th grades choose not to play football or basketball because non-school baseball is now available through January, when school baseball practice begins.

USVBA Volleyball non-school programs begin just after the school volleyball season and continue year-round. AAU and BCI basketball start in March just after the conclusion of school basketball seasons.

Spring sport coaches in golf, tennis, track and baseball are seeing less participation because of non-school teams in other sports. Communities squabble because gymnasiums, courts, and fields

are crowded with school teams, non-school teams, youth teams and adult recreation teams. There are numerous fundraisers; so many, in fact, that the public is being asked to donate for non-school teams. Athletic directors in many schools spend much of their administrative time worrying about facility demands/requests of non-school teams.

Adding confusion to the summer camp rule are a number of "shootouts" during the school year. The weekend activities involve games which are primarily arranged so that college coaches may observe and evaluate talent. Are they tryouts? Are they leagues? What are they?

The function of the League staff is to sift through all that is occurring, listen to input from all parties, and then make recommendations to the Legislative Council to better clarify what can and cannot be done. The process is made more difficult because there is no basic philosophy - no clear cut position from the schools. Some want everything opened up with no restriction. Some want to cut back on non-school activities. Somewhere in all the debate we must remember that students should not be exploited, coaches should not be sentenced to year-long coaching, most parents are interested in their child only, the schools are struggling to maintain athletic programs open to all children, college and high school goals are vastly different, it is virtually impossible to distinguish legitimate activities from those that break the rules, academics come first, and which rule changes are needed at this time and why?

It is hoped that the decisions made - whether to change or not - will reflect the will of an informed majority rather than a vocal self-interest group.

Improved listening skills vital to success of coaches, teachers

I have been reading with a great deal of interest *The Seven Habits of Highly Effective People*, written by Stephen Covey. One of the central themes of the book is open communication. There is a special emphasis on listening. Improving listening skills is vitally important to teachers and coaches in public schools today.

Coaches throughout the state are faced daily with students in dire need of attention. Schools of the 90's are filled with abused and neglected children. Often times the coach is the only father or mother figure a student-athlete might have. The connection between athlete and coach should be wholesome and built on trust.

How often during the course of a busy daily schedule do we stop and consider the needs of our athletes? Do we really delve into the problems these students face? Are we concerned with the students' world outside of athletics? Do we hear them cry out for help? Are we sympathetic to their needs away from school? Do we work to foster a positive relationship with every student? Finally, do we listen passively or do we listen emphatically?

Coaches in all sports are concerned with winning. The success of the team is the ultimate. However, we must take care to remember that each team is made up of unique individuals. Covey says that most importantly we should seek first to understand, then to be understood. Remember, it is not what we say that is important, it is what they



Charles Breithaupt
.....

hear. Striving to understand a person and their problems is the key to open communication.

Emphatic listening is the highest form of listening. It means to listen with intent to understand. It is seeking first to understand and then to diagnose. Bobby Knight of Indiana University has said, "We look, but we don't see. We listen, but we don't hear." Often we listen with sympathy which is a form of agreement. Emphatic listening, however, is much more powerful. It helps us to see through the eyes of the other person and view the problem from the other side. It is the building of trust that makes our listening most effective.

For the most part, coaches are tuned in to their student-athletes. With the hectic pace of daily activities however, the student can sometimes be forgotten. Take time to listen emphatically. This is a helpful tool for everyone in all aspects of life. Improving listening skills is vital to the success of coaches and teachers of today's public schools.

Stamps memorial scholarship established

A scholarship honoring the late Dr. B.J. Stamps has been established by the University Interscholastic League and the Texas Interscholastic League Foundation.

Stamps was a former superintendent of the Amarillo Independent School District and assistant UIL Director to Dr. Bailey Marshall. Stamps past away this summer at the age of 65.

"The public schools, administrators, teachers, coaches, sponsors and students of Texas have lost a great friend," said Marshall. "Dr. Stamps dedicated his life to quality education and educational competition. The scholarship will be just a extension of his work and service to the children of Texas."

Contributions to the Dr. B.J. Stamps Memorial Scholarship can be made to the Texas Interscholastic League Foundation,

Sheraton selected as UIL host headquarters hotel

The Sheraton Austin Hotel has been selected as the UIL Host Headquarters Hotel for the 1992-93 school year. This hotel, conveniently located at 500 North IH-35, will be donating sleeping rooms and meeting

space for UIL committee meetings, hearings, and other UIL functions. They also offer a \$70 UIL rate for any individual coming to Austin for the purpose of participating in, or attending, a UIL event. All you have to do is ask for the UIL rate, which applies for up to four persons per room. In addition, the Sheraton has agreed to provide facilities for any UIL hospitality receptions to be held in conjunction with each sponsored state tournament. Inquiries regarding the Sheraton should be directed to Amy Westbrook @ 512-480-8181.

Mikasa Sports, the official UIL volleyball sponsor, will again host the hospitality reception at the 1992 Volleyball Championships. Guests will have an opportunity to mingle with NCAA coaches, enjoy complimentary snacks and beverages, enter the Mikasa prize raffle and pick up various promotional items at the door. Be on the lookout for further details. On another sponsor note, your Alamo car rentals are adding up to a significant scholarship fund through the 5% rebate program. Those scholarship funds will be available to any student who has qualified for the UIL Academic State Meet. Be sure to catch the Alamo High School Extra Wednesdays @ 6:30p.m. on Home Sports Entertainment. This show currently highlights the football activity around the state, and may be expanding to cover the spring UIL activities as well.

Talking about foreign exchange student waivers

■ Deluge of requests for FES waivers demands discussion of application process and eligibility rules governing varsity athletics

By **PETER CONTRERAS**
Public Information Officer

The phone never stops ringing this time of year.

We've gotten so many calls about foreign exchange students (FES) that we've decided to write this article about how we deal with a waiver request and what exactly the UIL requires to process an application.

First and foremost, a FES requires a waiver ONLY if the student will be playing varsity athletics. Under the *Constitution and Contest Rules (CCR)*, a waiver of the residence rule (Sections 440 (b) and 442) is required only for varsity athletic participation. Academic and fine arts participants are not required to meet the residence rules.

Therefore, a waiver is not required for participation in junior varsity athletics or for music or academic contests. Students who desire to participate in music activities must meet all requirements in Section 400 and 430 of the CCR, and students who wish to participate in academic activities must meet all requirements in Sections 400 and 420. But in neither case is a waiver required from the UIL office. Presuming that this student otherwise meets these requirements, he (or she) is and has been eligible for UIL participation in academic, music, or junior varsity athletic events from his date of enrollment in your school.

If, however, your FES plans to play varsity

athletics, what must you do to get the student eligible and how long does it take?

First, you will find a copy of the "Request for Waiver of Athletic Eligibility—Foreign Exchange Student" in any *Coaches Manual*. This application form is one page, front and back, and both sides must be completed. Also please print or type. It is sometimes difficult if not impossible to read some of the scribbling on these forms.

Second, at the bottom on the back side of the application you will find a list of the six (6) items required to complete the waiver file request on your student: (1) the application form itself. (2) a copy of the student's transcript from his native country. If you don't have this we accept a copy of the high school transcript you developed for the student when the student enrolled which shows what grade the student was placed in and course load.

Third (3) is the IAP-66 form, and this, along with item (4) the J-1 visa, cause the most confusion. The IAP form is usually pink because it is a copy page torn from a larger multi-copy form. The "IAP-66" is found only at the very bottom left corner in small print. The form is actually titled "United States Information Agency/Exchange Visitor Facilitative Staff GC-V/Certificate of Eligibility for Exchange Visitor (J-1) Status". This page is divided into boxes and on it will be found the student's name, birth date, home country, name of sponsoring exchange program, etc. In box #6 there will be a date-stamp of what day he was admitted into the U.S. and J-1 will be written in.

Fourth (4) is the visa found in the student's passport. On one of the pages will be found a white card which is approximately 3x4 inches and has the code number I-94. Again, it will have his name on it plus the date-stamp of what day he was admitted into the U.S. and J-1 will be written in.

The fifth (5) item is the letter from the



district executive chairman. When you send the application plus materials to our office you should send a xerox copy of the application form (but not the other documents!) to the district chair in that sport. The chairman should then send to the UIL a letter on school letterhead that as district chair he/she has been notified by your high school that you will have a FES competing in varsity athletics. Many schools tell us that after collecting all the materials together that they send all of this stuff to the district chairman and expect that he will send all of it along to the UIL along with his notification letter. Our advice: DON'T DO IT. The only thing you need to send to the district chair is a copy of the application form. Send your other materials directly to the UIL, attention: Waiver Officer. We will look at the transcript and other materials and decide whether to grant the waiver.

The last (6) item is the \$25 fee. The student, host family or school may pay this fee.

How long will this process take? One day if everything is complete and on file in our office. Otherwise we will send you an "eligibility checklist" with a checkmark by those items that are still needs. We may add a question or comment regarding the documents. And if there is a real problem, we will call the host school.

Who gets notified? The Waiver Officers decision will be mailed to four people—the host

parents, the school administrator, the superintendent of the district, and the district chair.

We receive a lot of calls about "How do I know if this student is eligible to participate?" or "This student has already graduated from high school in his home country. Is he eligible in Texas?" Our generic answer is: "That we try to find a way to make the student eligible, not find a way to deny the waiver." Many foreign countries graduate students after three years of high school. As you well know Texas students have four years of high school eligibility, so we will give a FES four years of high school as long as the FES's total years of education has not exceeded 12 years prior to enrolling in a Texas public school (excluding pre-Kindergarten and Kindergarten).

How is a FES waiver denied? Besides the information mentioned above, the two most common causes to get a waiver denied is that the sponsored program is not an approved program, or the student has a F-1 visa.

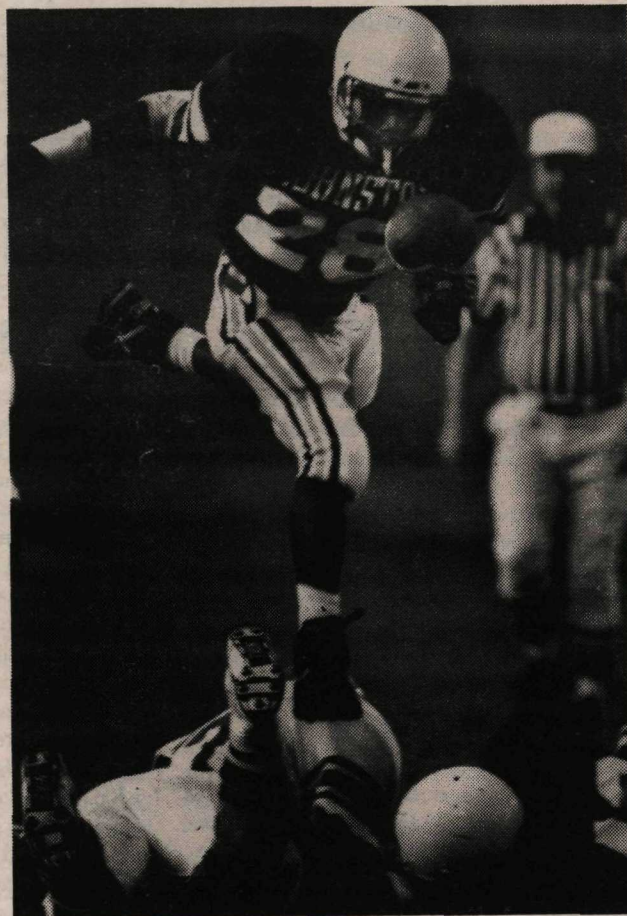
Included in this month's edition of the *League* is a list of the approved foreign exchange programs for this year. If your kid is in one of those programs, fine. If not, call us, because the UIL is the final authority on approved programs.

The F-1 visa issue is a dead end. FES rules are clear. Only the J-1 visa are accepted. A J-1 visa is good for one year and then the student must return home to his/her native country. The F-1 visa allows the student to possibly stay in the United States for several years. And there are some other liabilities as well with the F-1 visa that UIL member schools will not accept.

Well, enough said. Keep those phone calls coming. (NOT) But seriously, if you need help we're available. As of mid-September, we've already had 178 waiver applications for exchange students. Last year we had a total of 480 waivers approved.

RAM TOUGH.

But not the top cats. Anthony Johnson of the Albert A. Johnston Rams (Austin) hurdles a Temple Wildcat in the season's first game. Temple won the game, 27-7, then knocked off defending state 5A champion Odessa Permian and perennial contender Converse Judson to move into the number one spot in the schoolboy football ratings.
Photo by Joey Lin.



HIV policy in the works

League drafting policy aimed at minimizing chance of risks

With the growing attention given to the risk of HIV transmissions through high school athletic contest, the University Interscholastic League is drafting a policy aimed at minimizing the risk.

UIL Athletic Director Bill Farney said that the League is trying to draft a policy before this month's Legislative Council meeting on how to deal with athletic injuries involving blood or bodily fluids. He said the UIL's Subcommittee on Policy this past summer discussed the inclusion of an infectious disease statement in coaches manuals for all the UIL athletic program. Farney said the statement will be discussed at the Oct. 18-20 Legislative Council meeting in Austin.

The Human Immunodeficiency Virus, which can cause acquired immune deficiency, is typically transmitted through exchange of blood or other bodily fluids. Farney said he believes the UIL will follow other states in providing a precautionary approach to infectious diseases. The statement will lead to a policy regarding the issue, but at what point and time, still remains uncertain, he added.

Texas is among 25 states without an infectious disease policy for its high school athletic programs. Most medical experts believe the chances of contracting HIV through an athletic injury are remote. There have been no known cases of HIV transmission through athletic injuries.

Activities Week

• Continued from page one

Also under the auspices of the UIL is the Interscholastic League Press Conference, one of the largest state high school press associations. ILPC sponsors summer workshops, a spring convention and numerous special-interest seminars. Each is designed to improve the quality of student writing and thinking skills.

The Texas high school music program is the

envy of the nation. The Prescribed Music List is used by more than 30 states and seven foreign nations as a guide for music competition. At last count, a whopping 356,682 students participated in UIL music activities, including 83,700 in marching band, 117,240 in concert and sightreading, and 82,357 in solo-ensemble competition.

Finally, the Texas Interscholastic League Foundation has since its inception in 1957, awarded more than \$7 million in college financial assistance to over 7,000 deserving students.

Deadline for Diamond-Shamrock's 'Hooray for Excellence' nears

Interest in Diamond Shamrock's "Hooray For Excellence" academic awareness program is high as schools around the state prepare for the October 16 deadline to submit their audio tapes to be considered for presentation on the Diamond Shamrock Football Network.

"Hooray For Excellence" is an academic awareness program designed to shine football's Friday night spotlight into the classroom. It features stories about academic success during the halftimes shows of Diamond Shamrock's broadcasts of 5A football playoff games.

By broadcasting unique stories about educational programs in Texas classrooms, Diamond Shamrock hopes to capitalize on the popularity of its broadcasts of high school football playoff games to create excitement about what's taking place in the classroom, explained Gene Smith, Manager of Jobber Communications for Diamond Shamrock.

The program was announced by Diamond Shamrock on September 1 in an article in "The Leaguer" and through material mailed by Diamond Shamrock Chairman Roger Hemminghaus to every Texas superintendent and principal. The mailing included an entry form in a brochure explaining the program.

"We've had calls from all over the state asking about the program," said Smith. "It appears we will have a good response."

Smith said calls of interest range from schools with classrooms utilizing computer-based technology instruction to a school with an adult literacy program in which third-graders teach adults to read.

"The public doesn't get many chances to hear stories like these," said Smith. "So we want to facilitate the telling of these stories."

Diamond Shamrock is offering cash prizes of \$500 to the schools whose presenta-

Marketing coordinator accepts California job

Susan Lenihan, marketing coordinator for the League, has resigned to accept a position in entertainment marketing in California. In addition, she will be consulting with the Women's Pro Beach Volleyball Association.

Lenihan joined the UIL in September, 1990 and has been responsible for marketing and corporate sponsorships. In the past two years, the League's involvement with corporate sponsorships has increased dramatically.

"I think our efforts to improve the UIL's image, corporate funding and media coverage have been successful," Lenihan said, "and I'll miss working on behalf of Texas students."

tions are ultimately aired on the Diamond Shamrock Football Network.

But G. Don Curphey, veteran public relations executive and chairman emeritus of McCormick Advertising Agency, which produces the Diamond Shamrock broadcasts, said "Hooray For Excellence" offers participating schools more than an opportunity to win \$500.

"If a school wants to stimulate more community support or involvement in its classrooms, this is a perfect opportunity," said Curphey.

"Our no. 1 objective is to interest the public in the classroom," he said. "So it's vitally important that students and teachers who produce entries for 'Hooray For Excellence' understand that the presentation be interesting. And if it's interesting to our

listening audience, it will be interesting in your hometown."

Curphey suggests that once a presentation is put together for "Hooray For Excellence" it has a number of other uses, such as a program for business or civic clubs or to recruit members for academic booster clubs.

Diamond Shamrock, said Smith, hopes to achieve the following objectives:

- Interest the public in academic achievement through its broadcasts,
- Help schools find interesting ways to tell the public about their programs,
- Encourage schools to use these presentations in other contexts to cultivate community involvement in the classroom, and
- Encourage other businesses to look for ways to focus attention on the classroom.

"The real winners of this contest," said Curphey, "will be those schools that use 'Hooray For Excellence' to draw the interest of their local community into the classroom."

Essentially, all a school needs to do to enter "Hooray For Excellence" is tape a five-minute story or presentation about an interesting program taking place on its campus. The tape should then be mailed to Hooray For Excellence, Diamond Shamrock Football Network, P.O. Box 1931, Amarillo, Texas 79189.

Entries should include names and phone numbers of individuals to contact in case the network has questions and also include information about the school. The tape, said Smith, should be self-supporting so that if a radio announcer played the tape without an introduction, it would tell the entire story about the program.

Only two rules apply: The tape must be under five minutes in length and the presentations must be interesting, said Smith.

Public reprimands

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:

COACH, SCHOOL

* BASKETBALL

Gerald Bennett Houston C.E. King HS
Nelda Billescas, Deer Park HS
Bobby Knotts, Dickinson HS
Richard Scofield, Sulphur Springs HS
Larry Hartwick, Colorado HS
Laura Zouzalik, Austin Lanier HS
Joy Silley, Hallsville HS
Harold Scott, Fort Worth Southwest HS
Lee Sutton, Texas City HS
Joyce Strickland, Commerce M.S.
Wayne La Mere, Flour Bluff HS
Greg Tramel, Lathrop junior high coach
Terry Simpson, Lamesa HS
Ralph Fleming, Abilene Cooper HS
Pecos McDaniel, Dripping Springs HS
Lesla Cockrell, Lufkin HS
Laura Springer, Coppell HS
Jim Hardin, Ilasco HS
Ron Mayo, Hamlin HS
John Fuqua, Cuero HS
Mel Dixon, San Antonio Roosevelt HS
Ramiro Portida, San Benito Miller-Jordan Jr. High School
Richard Sunvson, Boerne HS
Doug Duke, Gladewater HS
George Dixon, Dallas Lincoln HS
Silverio Zuniga, Brownsville Gladys Porter HS
Phillip Roybal, Wichita Falls HS
Jose A. Perez, Hebronville HS
Stuart Beckwith, Aledo HS
Michael DeCello, Progresso HS
Donnie Lopez, San Diego HS
Robert Gill, Arlington HS
Vernon Marsh, San Antonio Southwest High School
Will Williamson, San Antonio Lee HS
Scott Isbell, Alice HS
Tom Guidry, Lancaster HS
Greg Gillis, Bremond HS
Kay Wessels, Fort Stockton MS
Tom Inman, Shepton HS
Stuart Burleson, Rocksprings HS
Jesse White, Beaumont West Brook HS
Mark Minor, Goree HS
Rene Gerbich, Southmore Int. School
Rick Walters, Pasadena HS
Nancy Whitelaw, Alief Olle MS
Tony Pinson, Daingerfield HS
David Combs, River Road HS
Jolanda Garcia, Riverside HS
Norman Thompson, Crandall HS
Renea Whitaker, Waxahachie HS
Mike Mack, James Bowie HS
Jeff Hays, Longview-Pine Tree HS
Marty Renner, Hooks HS
Larry King, Weslaco HS
Jack Flannery, LaTexo HS

Keith Meyer, Lakeview-The Colony MS
Michael Kluck, Kingsville HS
Mike Meredith, Dumas HS
Roy Rutledge, Brownfield HS
David Hastings, Churchill HS
Lloyd Halbrooks, Loop HS
Steve LaMore, Tyler HS
Terry Julian, Mineola JHS
Odis Malone, Diamond Hill HS
Joe Carillo, Parkland HS
Scott Kennedy, Neches HS
Arturo Castillo, San Perlita Jr. HS

* BASEBALL

Jerry Malone, Marlin HS
Dennis Theaker, Aldine MacArthur HS
Clem Mancini, Wichita Falls Rider
Mark Medina, Corpus Christi Miller HS
Robbie Surratt, Lindale HS
Mike Rodgers, Jasper HS
Rodney Fausett, DeKalb HS
Eugene Pounds, Angleton HS
Bruce Miller, San Antonio Lee HS
Dan Easley, Klein HS
Keith Brown, New Braunfels Smithson Valley HS
Matt Webb, Lancaster HS
Mark Williams, Silsbee HS
Mike Burks, Hallsville HS
John Dudley, Lubbock Coronado HS
Willy Maxwell, Arlington Lamar HS
Rocky Manuel, Bellaire HS
John Hicks, Mesquite-Poteet HS
Gary Lauer, McAllen Memorial HS
Oran Hamilton, Dayton HS
David Lacates, Nimitz HS
Pete Davis, San Marcos HS
Buster Brown, Mineral Wells HS
Rob Stamp, Irving-Nimitz HS
Pat Hernandez, South Grand Prairie HS
Dan Maratto, Seagoville HS
Bobby Arias, Venus HS
Jesse Trinidad, Hanna HS
Ross Taylor, Randall HS
Gerald Turner, Trinity HS
John Eiter, Weslaco HS
Victor Garza, Mercedes HS
Randy Porter, Arlington HS
Mike Gilbert, Spring Hill HS
Rusty Franklin, Plano East HS
Calvin Ivey, Gonzales HS
Billy Cox, Brackenridge HS
Tereso Rodriguez, Austin Bowie HS
Kent Meador, Lubbock Coronado HS
Louis Lowe, Hamilton HS

* SOCCER

Chad Krier, Klein Forest HS
Robert Ray, Klein Forest HS
Seth Laimansigh, Houston Spring Woods High School
Gilbert Montes, Cantuillo HS
Danny Bueno, New Braunfels Canyon HS
Larry Mathys, Hays Consolidated HS
Henry Ramirez, El Paso Riverside HS
Jack Whitten, Plano East HS
Mel Fields, Pasadena HS

Simple questions may avoid disqualification

Each year in the state of Texas a school coach or administrator must face athletes, school and community with the dreaded announcement of forfeiture. The most common reason for forfeiture of a contest is the participation of an ineligible player.

There is no failsafe method of ensuring 100% eligibility on your team, but the chances of an inadvertent violation could be greatly reduced by a few simple questions in a team meeting prior to your first competition. An irregular reminder to the team would help differentiate between tattling and responsible reporting. Many students may feel that they will "straighten it out" if in fact they are discovered ineligible. Many do not understand that to "straighten it out" in the case of an ineligible athlete means a minimum penalty of forfeiture for any contest in which the ineligible athlete competed. When a student athlete has questionable eligibility, not just the individual, but the entire team is in jeopardy.

A few key questions directed at team members



Cynthia Doyle

might include, but are not limited to:

- Did you turn 19 on or before September 1?
- Did you fail any classes last semester or during the last six weeks grading period?
- Have you received product, service or money that might jeopardize your amateur status?
- Have you attended high school for more than eight semesters or four years?
- Have you ever repeated a grade since or including 7th grade?
- Do you live with the same people you lived with last year?

- Do you live with anyone other than your parents?
- Do you live inside the attendance boundaries for this school?
- Are you a transfer student?
- Do your parents have more than one residence?
- Have you ever participated at a school other than this school?
- Have you ever been penalized at another UIL school before enrolling in this school?

A "yes" answer to any question deserves investigation. As mentioned before, this is not a guarantee that a player is eligible, but it does reveal a few things that may be taken for granted by a coach or administrator. Consider adding this question bank to the current process your school uses to check eligibility. If you have other methods that might save a team the heartache of a forfeiture, share them with us. There is no victory as sweet as a hard fought battle, and no defeat as crushing as a forfeiture.

There is no failsafe method of ensuring 100 percent eligibility on your team, but the chances of an inadvertent violation could be greatly reduced by a few simple questions in a team meeting prior to your first competition.

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

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 1992-93 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 AAAA 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.

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.

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.

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.

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 Ozeo 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.

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.

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.

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.

BANQUETE HS

The State Executive Committee issued a public reprimand to Mr. John Hilliard, Banquete High School Coach, and placed him on probation through May 10, 1993, for violation of the Athletic Code.

AUSTIN JOHNSON HS

Mr. Darrell Crayton, Coach, Austin Johnson High School has been issued a public reprimand and placed on probation for the 1992-93 school year for recruiting. The State Executive Committee also issued a public reprimand to Austin Johnson High School and Austin Independent School District and put the school and the school district on probation for the 1992-93 school year for recruiting.

AMATEUR RULE

A change to the amateur rule was approved by the State Board of Education and is now in effect. The rule reads:

Section 441: Amateur Athletic Status
(e) Amateur Status Regained. If a student did not realize that accepting the valuable consideration was a violation of the amateur rule, and returns the valuable consideration, within 30 days after being informed of the violation, that student may regain athletic eligibility as of the date the valuable consideration is returned. If a student fails to return it within 30 days, that student remains ineligible for one year from when he or she accepted it. During the period of time a student is in possession of valuable consideration, he or she is ineligible

for all varsity athletic competition. Any games or contests in which the student participated during that time would be forfeited as the minimum penalty.

RAILS ISD

The District 4AA Executive Committee issued a public reprimand to Ralls High School and put the school on probation in football through August 25, 1993, for violation of practice rules.

DALLAS LINCOLN HS

The State Executive Committee issued a public reprimand to Dallas Lincoln High School and put the school on probation in One-Act Play through September 2, 1993 for violation of the Spring Meet Code. One-Act Play Director Louie White was also issued a public reprimand and put on probation through September 2, 1993, for violation of the Spring Meet Code.

PICTURE MEMORY

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

HOUSTON BELLAIRE HS

Mr. Rocky Manuel, baseball coach, Houston Bellaire High School, was suspended for the first five district baseball games and put on probation through September 2, 1993, for being ejected from two baseball games in one season.

SOCCER RULE ERROR

Rule 12, Section 7, Article 2 of the Soccer Rule Book should state: Art. 2...A goalkeeper shall not intentionally parry the ball and then take possession or control of it with his/her hands before it has been played (or touched) by another player (of the same team outside the penalty area or an opposing player either inside or outside the penalty area.) This restriction shall not include those situations in which the ball accidentally rebounds from the goalkeeper making a save or play.

The words in brackets {} must be added to page 33 and page 44.

OFFICIAL INTERPRETATIONS

Section 400 (f): Students who entered the ninth grade have four consecutive calendar years to complete their high school eligibility from their first entry into ninth grade. Students who never entered the ninth grade but were placed into the tenth grade have three consecutive years from their first entry into tenth grade to complete their high school eligibility.

Section 463: For the purposes of eligibility, a student may be granted a waiver of the four year rule only once.

Section 1400: In Conference A schools or in small junior high schools whose enrollment corresponds to Conference A enrollment, 6th graders may be used when their participation is vital to field one combined 7th and 8th grade baseball, basketball, football, soccer or volleyball team on the first day of the season. The first day of the season is defined as the first day of practice outside the school day or the day of the first competition, whichever occurs sooner.

If fewer than the below listed number 7th and 8th grade students report the first day of the season, then 6th graders shall be notified the next day that they may try out for the combined 7th and 8th grade team and may participate for the entire season. If the number of 7th and 8th graders reporting the first day of the season meets or exceeds the number listed below, then 6th graders shall not be used anytime during the entire season.

If a coach intentionally prevents 7th or 8th graders from reporting at the beginning of the season (so as to permit 6th graders to participate) it will be considered a violation of the Athletic Codes and subject to penalty.

Baseball - 18
Basketball - 10
Football - 6-man-12
Football - 11-man-22
Soccer - 22

PLEASE NOTE

The UIL mails 15 issues of The Leaguer to every public high school in Texas. Too often, they all end up in the field house. Vital information regarding every UIL activity is contained in The Leaguer. Please distribute these to coaches and sponsors of all UIL activities, and ask them to pass their copy around. Keep on copy in the library and/or the faculty lounge.

RECOMMENDED DISTRIBUTION

PRINCIPAL
LIBRARIAN
ACADEMIC COORDINATOR
YEARBOOK/NEWSPAPER ADVISER
SPEECH DIRECTOR
BAND DIRECTOR
CHOIR DIRECTOR
ONE-ACT PLAY DIRECTOR

VOLLEYBALL COACH
BASEBALL COACH
GIRLS' BASKETBALL COACH
BOYS' BASKETBALL COACH
FOOTBALL COACH
GIRLS' TRACK COACH
BOYS' TRACK COACH

Girls' Volleyball - 12

Sixth graders shall not represent a UIL 7th and 8th school in individual sports (cross country, golf, swimming, tennis, track and field).

Section 1400: Seventh and eighth grade students attending private and parochial schools whose parents reside within the public junior high school attendance zone may participate in baseball, basketball, football, soccer, and volleyball provided the private and/or parochial K-8 school is located within the ISD of the UIL junior high school the student would represent, does not have a high school, and does not field a team in the applicable team sport. Students meeting these conditions may not participate in individual sports (cross country, tennis, golf, track and field, swimming) at the UIL member school. Students who do not meet these conditions are not eligible to participate in practices or contests at a UIL member 7th and 8th grade school.

CROSS-EXAMINATION TEAM DEBATE

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

LINCOLN-DOUGLAS DEBATE

Resolution for September through December

Resolved: That freedom of choice among public schools would better serve the interests of American society.

RESOLUTION FOR JANUARY - MAY

The second Lincoln-Douglas resolution, to be used through May, will be announced December 15, 1992 and published in the January Leaguer. It will be used for UIL district, regional, and state competition.

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.

ONE ACT PLAY PROBATIONS

The State Executive Committee has placed the following schools on probation for the 1992-93 school year for failure to participate in One-Act Play competition: Dodd City High School, Goodrich High School, Houston Worthing High School, Lamesa Klondike High School, Lenorah Grady High School, and Megargel High School; Haskell: Paint Creek HS.

ONE ACT PLAY

The last day for submitting plays NOT on the approved lists for consideration as One-Act Play Contest entries is December 21, not January 15 as listed in Section 1033(b) (7) (A) and (c) (1) (A) of the Constitution and Contest Rules. The last day for requesting additions to the set for the One-Act Play Contest is February 2, not February 14 as listed in Section 1033 (b) (7) (B) and (c) (2) (E) of the Constitution and Contest Rules.

CSJET-APPROVED PROGRAMS FOR FOREIGN EXCHANGE STUDENTS

Academic Adventures in America; Academic and Cultural Exchange; Adventures in Real Communication; Adventures in Real Communication Year Program; AFS Intercultural Programs; and AIFS Scholarship Foundation.

Also, American Association of Teachers of German; American Heritage Association; American Intercultural Student Exchange; American International; Youth Student Exchange Program; Amicus International Student Exchange; Amigos de las Americas; ASPECT Foundation; ASSE International Student; and Exchange.

Also, ASSIST; AYUSA International; Center for Cultural Interchange; Children's International Summer Villages; CIEE School Partners Abroad; Creative Response; Cultural Academic Student Exchange; Cultural Homestay International; EF Educational Foundation for Foreign Study; Educational Resource Development Trust; and The Experiment in International Living.

Also, Foreign Links Around the Globe; Foreign Study League; The Foundation for International Understanding; Friends in the West; Fulbright Gesellschaft; German-American Partnership Program; Iberoamerican Cultural Exchange Program; Intercambio Internacional; International Homestay Services; International Christian Youth Exchange; International Education Forum; International Student Exchange; International Student Exchange of Iowa; International Travel Study; INTRAX, Inc.; Japan-American Cultural Exchange; Japan Exchange Services; Legacy International; Naacel Cultural Exchange; NASSP, School Partnerships International and National 4-H Council.

Also, National FFA Program; Open Door Student Exchange; PACE Institute International; Pacific Intercultural Exchange; People to People High School Student Ambassador Program; A Presidential Classroom for Young Americans; Program of Academic Exchange; Rotary International Youth Exchange and School Year Abroad.

Also, Spanish Heritage-Herencia Espanola; Student Travel Schools; WEST Programs; Wo International - Punahou School; World Educational Services Foundation; World Experience; Youth Exchange Service; Youth for Understanding