

Leaguer

Regional bias

Decision to host a meet comes from sense of community service

By **BOBBY HAWTHORNE**
Director of Journalism

In little more than a month, Hardin-Simmons University will host its first ever UIL regional spring meet. Dr. Michael Whitehorn, the Region II, Conference A spring meet director-general, said he is approaching the event with a healthy dose of hopeful anticipation and apprehension.

"We knew ahead of time the kinds of headaches and difficulties and potential problems associated with this kind of meet," Dr. Whitehorn said. "Most people think we're doing it for recruiting, but those of us who have been around for any length of time and have been involved with these meets understand that about the only happy contestants are the winners. So recruiting is not our primary motivation."

Nor is recruiting the primary motivation for other regional spring meet hosts. Dr. Whitehorn said Hardin-Simmons, like the other 17 host colleges and universities, is hosting the meet out of a spirit of community service.

"We want very much for Hardin-Simmons to be seen as serving the Abilene community and the schools of our region," he said. "We also want people to know that we're willing to do our part to improve education statewide, and we believe hosting UIL does this."

Other regional directors-general agree that recruiting is a secondary factor in the decision to host the meet.

"Of course, we're thrilled to have these kids on our campus," Dr. Ron Huffstutler, Dean of the Division of Continuing Education, East Texas University and Region II, AAA director-general, said. "It has been our assumption, especially in the academic contests, that these are some of the best and brightest students. They've been through competition. They've risen to the top in their areas. We would hope to attract students like these."

"But recruiting isn't the reason we host the



GET WITH THE PROGRAM. Principals and superintendents are alerted that regional meet programs will be mailed to schools soon. These programs should be distributed to the many contests sponsors, coaches and qualifiers.

meet," he added. "Our primary goal is to provide a service to our public schools."

Few if any regional sites attempt to determine a correlation between UIL participation and enrollment, which is not to suggest that the hosts don't covet the UIL participants as potential students.

"Our goal here is not to be exclusive, but rather to take any student who wants to develop

themselves to their fullest, to become qualified, competent individuals," Dr. Whitehorn said. "The students who participate in UIL contests — academic or athletic — are the kinds of people who are willing to develop their talents, however humble, and compete with them."

Dr. John Harris, Dean of Student Activities at Blinn College, added, "The UIL students have learned the positive things about competition, in academics and athletics. They understand the benefits of being involved, and they tend to be good students if and when they arrive on our campus."

But again, recruiting them is not a priority in the decision to host a meet. While hosting a UIL meet has its rewards, it also comes with a few headaches. A test key is disqualified for going over the

time limit. A player or coach protests a bad call.

These problems aside, regional meet directors say the benefits far outweigh the disadvantages.

"Hosting the UIL regional meet provides an opportunity for our faculty, staff and students to interact with public schools personnel," Dr. John Harris said. "This is a healthy interaction, a mutually beneficial exchange of ideas, all toward benefiting students."

Blinn College, which hosts the Region III 3A and Region IV A meets, is one of the UIL oldest

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First impressions

By **PAT WISDOM**
Assistant Academic Director

Assorted colored pages line the metal slots covering the modest entryway of the antique pink tiled chamber. File shelves in the ladies room, accessible to everyone? Now, that is creative use of space.

Although space may be limited in the UIL building, creativity abounds in its utilization. In my first month in the newly created position as assistant academic director, I have marveled at the efficiency and dedication of staff members who disseminate literally millions of printed pages from a former residence fraternity home built on the University of Texas campus in the 1930's.

Limited space does not seem to deter enthusiasm here, for assorted smiles are also abundant. When Dr. Bailey Marshall called to invite me to join the League staff, he said, "We're a family here," and my first impressions certainly verify his statement. From the cheery voices who answer the many phone calls with consistent congeniality to the campus students who assist so ably with the many daily details, a family spirit does exist.

That cohesive spirit extends to the colleges and school districts whose personnel give of their time and talent to host the many district and regional meets throughout the state. In on-site visits with regional host personnel from Blinn College, Hardin Simmons, and Abilene Christian University, I was left with the impression that these are schools of excellence. For the outstanding job each host school does to promote academic

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Sudan superintendent, W.V. McAlpin, dies

W.V. "Willie" McAlpin, superintendent of the Sudan Independent School District, died of a heart attack, Monday, February 22. He was 59.

McAlpin was also a former administrative assistant for the Canyon Independent School District. He was a representative on the University Interscholastic League's Legislative Council.

A native of Spur and a graduate of West Texas State University, McAlpin became superintendent of the Sudan ISD in 1984. He was also a Navy veteran.

"Mr. McAlpin was an invaluable member of the council because he lis-

tened well and had the total interest of all the league programs," said UIL athletic director Bill Farney.

"His experience, insight and concern for students will be sorely missed."

McAlpin was the head football coach and athletic director at Muleshoe High School for five years. In 1967 he coached at Bellville Independent School District.

A year later, McAlpin moved to Canyon High School as an assistant football coach.

McAlpin served as Canyon Lions Club president in 1978-79, as Lions zone chairman in 1979-80, and district governor in 1981-82. He retired in

1983 after a three-year term as director of the Canyon Chamber of Commerce.

He was a member of the First United Methodist Church of Sudan, the Panhandle Barbed Wire Association, Sudan Lions Club and the Sudan Masonic Lodge.

He married Jackie Jackie Lois Timberlake in 1959 at Canyon.

Survivors include his wife; a son, Kevin Shane McAlpin of Sundown; two daughters, Stacy Renee Gatlin of Austin and Tracy Lynn Rice of Amarillo; his mother, Mary Frances McAlpin of Spur; a brother, Chester Norman McAlpin of Abilene; and three grandchildren.



WILLIE McALPIN represented Region 1, Conference A on the UIL's Legislative Council. The Sudan superintendent came onto the Council in 1989.

We must find a way to fund school athletics

Taxpayer revolt presents real danger to high school athletic programs

By MARK KISZLA
Sportswriter, Denver Post

These angels wear rags.

Go to Denver All-City Stadium today and it won't be hard to identify one of Colorado's best prep football teams. East High School will have the players wearing generic, worn uniforms.

"I've got kids who will take the field with holes in their jerseys and holes in their pants," said East coach Larry Tarver, whose Angels have proved all season you don't have to dress well to look good on the field.

The miracle is East could win a state championship on a shoestring budget. The shame is the Angels might have to get by on even less money next year.

Come 1993, Tarver's worst foe won't be gangs or drugs. He must also fight angry taxpayers. And every high school coach in Colorado will face the same problem.

A taxpayer revolt — staged last week at the ballot box and evidenced in votes on Amendments 1 and 6 — presents a real, present danger to the health of prep sports in the state.

"There's a grave concern," said Bob

Ottewill, commissioner of the Colorado High School Activities Association. "When you start cutting school budgets, athletics is going to take its share of the hit — or more than its share. It's naive to think sports is going to stand alone and be able to say, 'Don't touch us.'"

If politicians and bureaucrats are forced to choose between firing math teachers or turning out the lights in the football stadium, then high school coaches better seek long-term storage for all those shoulder pads.

The 800,000 voters who demanded government austerity must have included parents of teenage halfbacks, point guards and hurdlers. But those same adults are probably going to cause Denver schools a \$25 million shortfall and force Jefferson County to slash educational spending by at least 10 percent.

Ailing budgets have crunched prep sports elsewhere in the country. Can't happen at the high school in your neighborhood? Think again.

"Everybody is going to get nailed," predicted Ottewill. "Doesn't make any difference whether you're talking about sports in a wealthy school district or not."

Any cutback in high school athletics

means certain reduction in supervision of one of the most unruly species known to man: the teenager.

That decision would beg trouble. "What we're spending on high school athletics is a pittance compared to the money society throws at college and professional sports," said Bob McKendry, president of the Jefferson County League.

"What is Kikembe Mutombo's salary — \$2.4 million? He's making as much money this year as we spend on athletic activities for all the high school kids in our district."

For the price required to keep Mutombo in a Nuggets uniform 82 dates a season, Jefferson County gives 10,000 teenage athletes a reason to stay in school. Track practice can be more essential to the educational process than new chemistry texts.

"The books are no good if you can't keep kids in the building to use them," said Denver Prep League commissioner Fred Applewhite.

Graying educators who never won a letter jacket will suggest schools can slash costs through elimination of some nonrevenue sports, termination of junior varsity teams and assessment of a \$50 fee to every kid who wants

to try out for the basketball squad.

All those options, however, will reduce athletic participation, which can only mean a larger recruiting base for Bloods, Crips and drug dealers.

"We're functioning on the bare necessities already. And we're squandering money? No way," said East's Tarver. "Cut any more, and we might not even have athletic programs in Denver."

There's no good reason for the state's prep athletes to become victims of taxpayer dissatisfaction.

Stick visiting pro jocks for a portion of income they earn in Colorado. Cut the pay of public educators like Bill McCartney by 10 percent. Persuade the same companies anxious to slap corporate logos on local arenas and stadiums to give money to sports that serve communities from Limon to Leadville.

But don't let the air out of high school athletics. In coming months, don't even try to tell me about a lack of funding for prep volleyball or hoops.

Ever seen John Elway's take-home pay? Sports are loaded with cash. Let's hope Colorado is smart enough to maintain an ample reserve for prep athletes; they actually need the money.

First impressions

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success through positive competition, much commendation is due.

In meeting with the Texas Council of Teachers of English UIL Standing Committee at their annual state convention held in Fort Worth last weekend, ideas were shared about how TCTE and UIL can work hand-in-hand to provide the highest quality

literary competition possible.

Committee Chairperson Harry Echols presented thoughts gathered by committee members and presented them to Karen Werkenthin, UIL Ready Writing Director, and me during the session. Among the ideas shared was the possible forthcoming use of computers as writing tools in UIL competition. The League is currently studying the feasibility of

the word processor's use in writing events. The committee also suggested that continued emphasis on quality writing be included in multiple UIL academic events. Perhaps the strongest emphasis in the meeting was on the need to promote and advertise academics more aggressively through newspaper articles, radio, television, fliers, and oral presentations.

I was most impressed by one of the keynote speakers at the convention. Dr. Joyce Armstrong Carroll, Director of the New Jersey Writing

Project in Texas, has worked extensively to promote excellence in teaching through connecting the reading and writing processes. At the TCTE convention, Dr. Carroll emphasized the importance of reading aloud to children, young and old, and she probed the brain cells in the audience by noting that each of us has billions of them which can never be utilized to their fullest potential. I found the convention to be both enlightening and inspirational.

My first impressions of the UIL organization are unmistakably positive. Congeniality and productivity are undaunted by the limited space, and affiliations with host school personnel and TCTE representatives look promising.

I am honored to serve the young people of Texas and to work with Janet Wiman, Bobby Hawthorne, Lynn Murray, and Treva Dayton, whom I consider to be outstanding academic leaders.

Leaguer

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Dr. Bailey Marshall
MANAGING EDITOR
Bobby Hawthorne

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WITH STRINGS ATTACHED

Spring finds most band, choir, and orchestra students throughout Texas in the midst of preparations for concert and sightreading contest. It's the time of year when practice makes perfect. Here Lisa Hurley of C. D. Fulkes Middle School in Round Rock practices the cello.

Photo by Mendy Parks, C. D. Fulkes Middle School.



University admissions officers see arts as vital part of education

In 1991, the College Band Directors National Association initiated a project to determine the weight that university admission offices place on the importance of music and other fine arts during the admissions process. As a first step, statements were requested from the Director of Admissions at Yale and Harvard. Their statements are as follows.

"The arts are clearly an integral part of life at Harvard and Radcliffe, important for their value to the college environment and also for the potential they provide for lifelong enrichment. In addition to academic criteria, therefore, we always consider extracurricular talents and personal strengths when we evaluate a candidate's credentials. We look for students whose previous participation in the arts shows that they can make a substantial contribution to our community." William R. Fitzsimmons-Dean of Adm., Harvard University

"Qualifications for admission to Yale College include not only the reasonably well-defined areas of academic achievement and special skill in non-academic areas, but also the less tangible qualities of capacity for involvement, commitment, and personal growth. The arts offer remarkable opportunities for the exercise of these qualities. The highly skilled artist, the student whose intellectual interests include close study of the arts, and the many applicants who demonstrate motivation and the willingness to extend their reach through participation in the arts, all promise to enhance the quality of life at Yale." Worth David-Dean of Und. Adm., Yale University

These two statements were then circulated to a minimum of two universities in each of the 50

states requesting an endorsement or an additional statement that addressed the importance of study in the arts as a preparation for college. Here are a few responses. Additional statements will be published in future issues of The Leaguer.

Cornell University - "There is no magic formula that assures admission—or forebodes rejection—to Cornell University. We seek students who have pursued intellectual inquiry related to the arts, performed at all levels and in many different capacities, and have sought some out for their sheer enjoyment. As we seek students who will make contributions to the Cornell community, where the arts are so prevalent, their exposure and experience to the arts in high school are highly valued."

The University of Tennessee, Knoxville - "Beginning in the fall of 1993, the University of Tennessee will require the completion of one year of high school course work in the visual or performing arts for admission to the university. This is tangible evidence of our commitment to the arts as an integral part of a liberal education and an affirmation of the vital role that the arts play in enriching our campus community."

University of Virginia, Charlottesville - "The founder of this university, Thomas Jefferson, was an avid musician himself and his influence can be seen today in the strength of the offerings in music, drama, art studio, history of art and also architecture. This university seeks students who have solid backgrounds in English, math, science, history and foreign languages. In addition, we look for students who have well-developed talents in the arts, for we know that they add a richness to our student body."

and high school officials and strong leadership.

"Dr. (Wilfred) Dietrich has been involved in UIL for years and is totally committed to the program," Dr. Harris said. "His dedication to the program filters down to the faculty, the staff and the school people."

Planning and dedication are the keys to a

Going beyond the musical notes

Spring finds most band, choir, and orchestra directors throughout Texas in the midst of preparations for concert and sightreading contest. In fact, it is likely that many groups have already performed at their UIL regional event. Since we all view this activity as an educational venture with outcomes that reinforce the essential elements of the academic components of our music program, it might be well to pause and assess what kind of learning is really taking place.

Of course, there is no question that ample attention is being and, has been given, to the technical details of our music. Correct notes, refined tuning, accurate rhythms, proper balance and blend, consistent articulation and diction, as well as, musically acceptable dynamics and phrasing become an increasingly higher priority for all of us as the day of the contest nears. Such an emphasis is all well and good since these more or less tangible elements of music will most assuredly be addressed as a part of the performance evaluation at the contest. Without specific attention to such detail, it is highly unlikely that a satisfying and, yes, highly rated performance is possible.

All would agree that these technical considerations are important. They must be a part of any instructional plan for a performance based music program. But, does a virtually flawless, carefully executed contest performance guarantee that real musical learning has taken place? Not really. All too often these objective considerations are viewed as the exclusive focus for music preparation. They become an end unto themselves. Consequently, no attention is given to other equally or perhaps even more important elements of music literacy. Let's examine just a few.

FORM: All music of artistic merit has form. Form is essential if the music is to have structure and shape. Whether an elementary binary song setting, a simple ABA overture, a complex theme and variations or an extensive rondo, there is an organizational structure that gives the composition its cohesive whole. How many of our students become aware of this important concept? Do we teach our students to listen intelligently for the form and the structure of the music being prepared? Could we ask our students to begin at the recapitulation rather than letter G? How easy it would be to identify a set of variations as we prepare them as opposed simply to starting "where the clarinets come back in."

MELODY AND HARMONY: To have even an elementary understanding of any musical composition, students should be aware of the melody, or themes, and the harmonic language used by the composer. They should be encouraged to listen for the melodic line, be able to quickly identify what section of any ensemble is carrying the melody at any given point in the music and understand the thematic development as the work unfolds. They should also have an awareness of how the harmonic structure influences the mood of



Richard Floyd

the music and provides emotional tension and release that underscores the flow of the melody. Attention to these factors can easily be built into the strategy for any rehearsal by simply activating the student's awareness of these elements during the early stages of preparation. Asking for everyone with the theme to play at letter B helps give the students a greater awareness of thematic material than saying, "Let's hear the flutes, clarinets and first violins." It is equally possible to call attention to the harmonies being employed as balance and tuning is addressed.

COMPOSER: Can our students tell us the names of the composers who created the selections that were just performed at contest? If it is a composer of historical significance, do they know the composer's nationality and where the composition fit in the overall scheme of the composer's total compositional output? If the composer is living, do the students know where he or she lives and what other works have been written by that individual? A simple hand-out giving a brief biography and examples of other music by the composer would be a good start. Possibly taking a few minutes to listen to recordings of other works by the same composer would also be enlightening and help students to understand the composer's compositional style.

MUSICAL SOURCE: We all know that while there is a vast body of music that is original with the composer, there are many compositions based on other musical sources. Do our students realize that Renaissance music was written in the 16th century and that it was the "pop" music of its day? If a suite is based on folk music, are we making the students aware of the country or culture that embraced these melodies and, if the setting is instrumental, do we share the words with our students? Do the students singing an Italian art song have a translation of the words so that they understand the spirit and mood of the music? Would not this kind of background give the students a better understanding of how they might approach a particular piece of music? Would you agree that the more the students know about a work, the more likely it will be that the student will "take ownership" of the composition and then develop a deeper understanding of its artistic worth?

These are just a few examples intended only to open a dialogue concerning the importance of making students aware of the total body of knowledge that is available through the study and preparation of any given piece of music. Insights into these musical components give our students a greater understanding and deeper appreciation of the musical heritage that we strive to share with them. If we are to be truly music educators and not simply band, choir or orchestra directors, then we must accept the challenge of "going beyond the notes" and instilling in our students a rich understanding and comprehensive appreciation of the music that we perform with them.

Regional meets

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regional sites. The strength of the regional meet, Dr. Harris said, is the cooperation between college

successful meet, Dr. Huffstutler agreed.

"The secret to a successful meet is having a faculty that is willing to get involved, to commit a Saturday to conducting or judging a contest," he said. "You must have those people who are willing to go that extra mile. They get little or no reward for it, other than the satisfaction of a job well done."

Looking for the happy ending

By BOBBY HAWTHORNE
Director of Journalism

How long should this story be? How many times have you heard that question? And what do we tell them? "Write until you've answered all the news questions." Or "Write until you've told the whole story."

This is the journalistic equivalent to the "go ask your mother" response. It leaves the student befuddled. Any kid dumb enough to ask the question probably isn't smart enough to know when he's finished a story.

When asked these days "how long should this story be?", I say, "Four hundred and six words. Half of them should be four letters or more. Concentrate on action verbs. Give me 25 action and 15 passive verbs. Now, hop to it."

I figure if they're going to be confused, they may as well work at it.

Actually, students aren't really interested in the length of the story. Conditioned by years of writing English themes and social studies research papers, they're really seeking permission to quit writing. "Well, she told me it had to be 500 words. When I hit 501, I stopped."

Right in the middle of a sentence fragment, no less.

SO THE QUESTION arises: when to stop?

If writing the lead is the hardest part of any story, then finding a way to end it is the second hardest. Of course, the inverted pyramid offers a fairly quick and simple way to end the story: push the least important information to the end of the story. This works, so long as the students are able to identify the least important information. This isn't always the case. For example:

The Turnip Truck ISD School Board met Tuesday night in the school cafeteria. School Board President E. M. Bezzle opened the meeting by reading the minutes of the last meeting, and then leading everyone in the pledge of allegiance. He then called Mrs. Elvira Sue Hamhock to introduce the members of the Future Farmers of America who won third place in last week's potato peeling contest. "We congratulate each and every one of you," Mrs. Hamhock said.

Then, the Board awarded a \$150,000 contract to replace the light bulbs in the band hall to Buck Tooth, Mr. Bezzle's brother-in-law, prompting a fist-fight between Mr. Tooth and Mayor Rob Emblind, who complained that he bribed Mr. Bezzle first and should have been awarded the contract instead. The meeting was adjourned due to an explosion that resulted when an Air Force C-130 cargo plane crashed into the building.

This minor problem aside, the hard news lead works on those fact-driven news stories in which stacking data and direct quotes is appropriate. The problem is, those types of stories are rarely appropriate for high school publications except perhaps in the news briefs on class and club announcements. Even then, the decision to use the inverted pyramid is based more on the availability of space and competence of the reporter than the applicability of a more interesting and challenging lead. Almost any story would be more interesting for the

Let me leave you with this last thought

If you end the story with a direct quote, make certain the last words are those of the source, not the writer. In short, the last words should not be "he said" or "she said."

Take, for example, this three-sentence quote that was used to conclude a story about an important football game..

"We have a chance to make history here," Coach Jones said. "This school has never won a state championship. We plan to be the first."

This ending would not have been nearly as effective if it had been:

"We have a chance to make history here. This school has never won a state

championship. We plan to be the first," Coach Jones said.

Even if the story ends with a one-sentence quote, it is better to place the attribution before the quote or break the sentence at an appropriate thought-pause than to end with the attribution.

For example, weak:

"We can't let this opportunity slip away," Coach Jones said.

Better:

Coach Jones said, "We can't let this opportunity slip away."

Or:

"We can't," Coach Jones said, "let this opportunity slip away."

reporter and the reader if it is approached from a news-feature, news-analysis or straight feature manner. Finding a way to end one of these as opposed to the inverted pyramid story poses an altogether different set of problems.

Fortunately, bookstores are stuffed with old journalism texts from college professors trying to satisfy a publish or perish mandate, or reporters and editors in their twilight years, offering all the jewels they've gathered over the course of their careers. And these texts contain dozens of ways to end a story, including a bunch of them you wouldn't wish on your worst enemy. For example, the "leave them with some good advice" ending. It goes something like this:

"Mainlining heroin is really bad for your health," Dr. Ringworm said. "In addition, it has a way of emptying your bank account."

So, the next you think about shooting up, don't!

READERS MERELY DISLIKE sermonizing editors. They absolutely detest preachy feature writers.

They don't like wiseguys either. A lot of young writers, particularly beginning sports writers, try to tack a clever comment onto the end of every article, whether it has anything to do with the story or not. I once worked with a reporter who tried to end every story with a snickering comment. For example, in a story about an outstanding freshman golfer, he could have closed with the following quote: "It's strange beating these older guys, but it's something I'm getting used to."

Instead, he tacked on a gratuitous and rather dopey, "So watch out, Jack Nicklaus. You could be next!"

Resist this temptation.

The best way to end a feature story is with a strong direct quote that brings the story to a logical conclusion and leaves the reader with the feeling that the dilemma has been brought to a satisfactory resolution.

Finding this quote isn't always so simple, especially if you're working on a 35-inch story that

contains quotes from six or seven sources. Sometimes, I'll finish the first draft and realize that I placed the quote to end the story in the fifth or sixth paragraph. So I have to perform a bit of cosmetic surgery, slicing a quote out here and sewing it in there.

ALTHOUGH IT DOESN'T guarantee anything, I often outline my story in an effort to determine which quotes I'll use and in what order. I always look first for the zinger quote, the powerful quote for the second or third paragraph that pulls the reader into the story. Sometimes that quote comes from an interview. Sometimes, it's a piece a dialogue. Regardless, I want that powerful quote to give the story immediacy, credibility and vibrancy.

Now, this means I need a few powerful and meaningful quotes. If the best quote at my disposal is "If you don't look at the losses, we had a pretty successful season," then it'll be a real toss up whether to use it as the zinger or ending quote.

But enough about me. Even in the presence of interesting quotes, too many young writers bury them when they should showcase them. If you have a powerful quote, use it as early as possible, and then let the narrative flow to a logical conclusion. Don't tell the readers what happened. Let your sources tell their own stories. Your job is to string together the direct quotes in an orderly, logical and unobtrusive manner while maintaining the drama of the story, keeping focused on the subject at hand, and pushing the reader toward a strong conclusion.

The best conclusion is a natural extension of the story. It flows from the story as smoothly and effortlessly as the ending of a good song. *Eleanor Rigby*, for example.

Or so it seems. In reality, finishing a story is often as hard as beginning it. The best advice I can offer is to let the last words the reader hears — and if the story is good enough, the reader will hear the people speaking rather than simply reading the quotes — come from the characters themselves.

The comments or observations of the writer may appear last if and only if they're not artificial or forced, and leave the reader with a sense that the story has come to a successful resolution.

CSPA Gold Key awarded to three Texas advisers

Three of Texas' finest journalism educators recently received the Gold Key Award by the Columbia Scholastic Press Association, its highest honor. Mary Pulliam of Duncanville, Kem Brossman of Labay Junior High School in Houston, and Sherri Taylor of Syracuse University and formerly of Irving High School will be honored at the Gold Key Dinner, Friday, March 19 in New York.

All are members of the ILPC Summer Publications Workshop faculty.

Also receiving a Gold Key is David Knight of Lancaster, South Carolina, who directs Dallas County School's Gloria Shields All-America Workshop. One of the nation's most popular speakers and instructors, David will again be on the ILPC spring convention program, April 17-18 in Austin.

Advertising education

Louisiana State University has just published the 29th edition of *Where Shall I Go to Study Advertising and Public Relations?* Copies are \$5 each from Advertising Education Publications, 623 Meadow Bend Drive, Baton Rouge, LA 70802. Reduced rates for orders of five or more are also available. You can fax your order to 504/767-0988.

TAJE publication

Publications advisers in Conference A and AA schools are getting a special publication produced by the Texas Association of Journalism Educators.

Challenge is a four-page newsletter with stories about organizing the K-12 yearbook program, improving photography, and coordinating the newspaper/yearbook classroom. Expenses to produce the publication were provided by Herff-Jones Yearbook Co.

"Although the publication is coming late in the year, a lot of the information will help advisers and staffs with heavy spring deadlines," said Andy Drewlinger, TAJE president. "It should also help advisers make organizational plans for next year. And it will be good to keep on file since the information is good for any year." Inquiries or questions may be sent to TAJE at Box 23202, Waco, 76702-3202.

Minority workshops

The John S. and James L. Knight Foundation has awarded Temple University's School of Communications and Theatre a \$50,000 grant to support a national consortium of high school journalism workshops for minorities. The grant will enable workshops sponsored by the Dow Jones Newspaper Fund, a Princeton, NJ, foundation that created the consortium of workshops in 1968, to strengthen the quality of its programs.

The Newspaper Fund has allocated \$120,000 to 32 workshops planned this summer at institutions across the country. Texas workshops will be hosted by Texas Christian University and San Antonio College.

"We hope students who attend these workshops will decide the next step toward a career is to continue their journalism interests at the college level," said Thomas Engleman, associate dean of the School of Communication and Theatre.



ILPC More than 2,000 expected to attend spring convention

Seven of the nation's finest student journalism experts will be in Austin April 17-18 for the 65th annual Interscholastic League Press Conference state convention. Also on the program will be many of the top journalism educators from Texas. More than 100 instructional sessions will be conducted during the two-day convention.

Registration is \$15 per person. Non-ILPC members are welcome to attend. The convention will be headquartered at the Joe C. Thompson Conference Center on the University of Texas campus.

Among the featured out-of-state speakers are Nick Ferentinos,

AWARD-WINNING adviser Jim Jordan teaches a yearbook class at the 1991 convention.

president of the Columbia Scholastic Press Advisers Association; Rik McNeill, award-winning adviser at Countryside HS, Clearwater, FL; and Kathy Daly, adviser at Overland HS in Aurora, CO. Also David Knight of Lancaster, SC; Prof. James F. Paschal of Norman, OK; Paul Ender of Independence HS, Los Gatos, CA; and Jack Kennedy, City HS, Iowa City, IA.

Advance registration is urged. On-site registration begins at 10 a.m. Saturday, April 17. Instructional sessions will be conducted from 1-2, 2-3, 3-4 and 4-5 p.m. Saturday, and from 9-10 and 10-11 a.m. on Sunday. The Grand Awards Assembly will be from 11-12 noon. For more information, contact ILPC, Box 8028, UT Station, Austin, TX 78713.

No question about it, it's more Q&A

It was brought to my attention that the January/February Leaguer consisted of 27 or 28 Q&A columns.

■ Why was that?

□ I'm not sure. Some people just like this format. It's quick and simple, easy to read, and it allows the writer to skip from one subject to the next with little or no transition.

■ That's nice, but what I really need to know is what changes you are planning to make in the ILPC yearbook individual achievement awards competition.

□ Funny you should ask. In a continuing effort to get other people to do my thinking for me, I mailed out copies of the yearbook IAA contest information to various advisers here and there, asking that they look them over and suggest whatever changes struck their fancy. This request was prompted by our observation that in 15 years, approximately 10 people have submitted a genuine portrait photograph. The vast majority of the entries are feature or mug shots. Well, given this collective ignorance, we thought we'd better serve our members by offering contest categories that they'll understand. So next year, we'll replace the portrait photo category with several writing contests.

■ Why writing contests?

□ I'll pass this question to John McCartney, award-winning adviser at James Bowie High School in Austin:

"Writing is about 50 percent of the book and consumes about 60 percent of the student energies in its production," John said. "The writing of the book also compensates for the inadequate photo coverage in the vast majority of cases. Writing is the one area in which students have the most control and advisers have the greatest opportunities to teach and see improvement.

"If yearbook production is journalistic, ILPC needs to emphasize writing, a skill too few students master," he added. "Most of the current research indicates that students on the job market who possess strong writing skills are at an advantage over those on the job market with average or below average writing skills. It would make sense to me



Bobby Hawthorne

that ILPC would recognize students who have developed strong writing skills. Such recognition will encourage students and advisers to continue to develop those skills, and it will motivate some students and advisers to spend more energy developing those skills, even if it is only for some award somewhere down the road."

■ Does he really feel that strongly about it?

□ Seems to.

■ Specifically, which writing contests will be offered?

□ Student life feature story, academic feature story, sports feature story, organization feature story and theme copy. We also plan to drop division pages as a single category, even though, as John correctly surmised, "its elimination will distress all those people who think a yearbook is photography and design."

■ Do you realize you made a big error in last month's column? It had to do with students enrolling in college courses. For your information, UIL rule Section 38-4201 Sub-section XDT (r) e.i.e.i.o 2.603 states that students may enroll in college journalism courses, unless those courses specifically deal with League contests. Thus, a student who enrolled or audited a course titled, "Winning the UIL State Editorial Writing Contest, Guaranteed!" would be ineligible if he were dumb enough to tell anyone he took the course, whereas a student who enrolled in or audited a course titled, "Editorial Writing for every occasion, except (wink, wink) contests" would be eligible. You of all people should know that.

□ Are you asking a question or running for public office?

■ Touchy, aren't we? Now, on a completely different matter, we received some strange feed-

back from judges at a practice meet recently. They said we should avoid first person plural in editorials and put the verb before the noun in attributions. They also said that secondary headlines don't need verbs. What gives?

□ Dumb judges. Here are the basics on each:

✓ Editorials stand as the statement of the staff and, as such, carry the first person plural pronouns we, us and our on the assumption that the staff consists of more than one person. It's best to avoid pronouns altogether. In other words, rather than "We think the plan is a good one," it is better to state, "The plan is a good one." The "we think" is assumed. But if a pronoun is required, it should be first person plural.

✓ English-speaking types generally place their nouns in front of their verbs. Thus, we prefer "Rex said" to "said Rex," unless the noun is followed by a subordinate clause or other adjective that modifies the respective antecedent. For example: "No matter what you read in Hawthorne's column last month, students need to be in regular attendance at the school for 15 days — not 154 — calendar days before the contest in order to be eligible," said Rex, who is running for public office.

✓ In a main/secondary headline combination, the main head doesn't need a verb, but the secondary head does.

Consider the following headline from the February 26 edition of the *Dallas Morning News*:

DEALING WITH DIFFERENCES

Frustrations, social ills cited in rash of racial violence at schools

The main head — Dealing with differences — contains no verb. The secondary head does.

In a kicker/main headline combination, the main head needs a verb. The kicker doesn't but may. For example, consider the following main headline:

ELECTION OF JUDGES CHALLENGED

The kicker may be either

Hispanics sue over appellate courts (with verb)

or

By Hispanic civil rights group (without verb)

■ What have you done to make certain that the district meets avoid these judging snafus?

□ It's not that we don't trust the judges to discern the lead to the news writing contest or follow the guidelines for feature writing. It's not that we don't think judges will provide meaningful feedback for every entry. It's just that we figure if we provide each student a sample story and a list of common mistakes, then judges will be reluctant to overrule the League's judging criteria, even if they disagree with it.

For example, judges at one contest last year insisted that students include the name of the school in the news story. While this may be important for a daily newspaper that covers 50 or 60 different schools, it is silly and wasteful for stories in the Bart Simpson High School Times to include the name of the school in every news story. Most students know the name of their school.

For example, judges at another meet insisted that the lead for the District 1 news contest should be the fact that a proposal to ban cigarette smoking at football games was introduced on March 14, even though students were told they were writing for the issue of the paper to be distributed on March 20 and even though the School Board would meet March 24 to decide the issue.

A sheet of contest tips for each contest will be included in every district packet. It is the responsibility of the contest director to duplicate enough sheets for all judges and participants. This sheet neither implies that there is only one way to write a story or headline, nor is it expected to replace feedback from the judges. It is expected to standardize judging so that those who follow the rules stated in the *Journalism Contest Manual* and reinforced during student activities conferences will not be penalized by judges who don't understand the special needs of student newspapers.

■ Do you have a clever way to end this column?

□ No.

Powers Boothe, star of screen and stage, will be the Honorary Texas State Chairman for Theatre in Our Schools this March. Boothe is a graduate of Snyder High School, where he was a member of the 1965 state one-act play troupe. More recently, he starred as Cash Bailey with Nick Nolte in the movie, *Extreme Prejudice*.



Boothe chosen honorary Texas state chairman for Theatre in Our Schools Month

Powers Boothe has been named "Honorary Texas State Chairman" for Theatre in Our Schools Month, March, 1993. His Texas connection is as a graduate of Snyder High School, Southwest Texas State University and Southern Methodist University with an MFA degree.

If you attended the Texas Educational Theatre Association Convention in Houston, or if you read the December, 1992 Leaguer, you are already aware of Powers' highly successful acting background. His Emmy award-winning character, Reverend Jim Jones, in the motion picture for television, *The Guyana Tragedy*, his critically acclaimed starring role on Broadway in James McClure's *Lone Star*, and his ACE nomination for HBO's *Into the Homeland*, demonstrate his talents in theatre, television, and film. His television successes include the

leading role of John Walker in *Family of Spies: The Walker Spy Ring*, co-starring with James Earl Jones, Martin Landau, and Rebecca DeMornay in the HBO drama, *By Dawn's Early Light*, and the role of Philip Marlowe in the five-part detective miniseries. He has been seen in feature films, including *Extreme Prejudice*, *The Emerald Forest*, *A Breed Apart*, *Southern Comfort*, *Red Dawn*, and *Skag*. He was recently seen opposite Brandon Lee in Fox's *Rapid Fire*, and last fall in USA cable's *Wild Card*. Boothe is scheduled to star in the late Tony Richard's *Blue Sky*, opposite Jessica Lange, and in the spring of 1993, he can be seen in the just finished NBC movie, *Sandman*.

Powers Boothe is a trained Shakespearean actor and appeared early in his career at the Oregon Shakespeare Company and at Lincoln Center in *Richard III*.

We'll call you ASAP!

I have just completed responding to the hundreds of requests for additions to the basic set, and frankly I'm glad it's over! So are the theatre directors who made the requests, especially those who waited until the deadline day. It took a month to get through the final rush. Yes, I know the deadline was early. If it had been later, you would still be waiting, and I would still be determining "What is 'essential'?"

Many of you have started rehearsals without knowing the final groundplan. Because of the process, I urge all to consider carefully before choosing a play, and requesting "additions" next year. You must choose and request early if you expect an answer before you start rehearsal. You should plan a four week turn-around for a set addition request. If you submit your request post-marked February 2, do not expect to get an answer until March 2.

It was necessary to call directors or send back more than 100 set requests because of a missing fee, groundplan, lack of justification or other essential elements not included with the request. Next year, all set requests without the fee, or item listed in (i) - (iv) of Section 1033 (c) (2) (E) will be returned without a response!

There were further delays in the set approval process because of calls asking when an answer would be available. The funniest jokes were, "When can I have a response?", "Please respond ASAP!", or "Call me as soon as you know!" I am sure all of you realize you receive a response ASAP. Telephone calls delay responses to those who submitted their request prior to yours. That doesn't mean you shouldn't call. If I made a mistake in your request or if I have left something out of your request, call. If you are uncertain about what will or will not fly, it probably would be smarter to call before you make a request. I am doing much "urging," but I again urge those making complicated requests to call before you submit. It may save you a total set revision.

New OAP Handbook

The new OAP Handbook is the first essential to UIL scenic design, and details some of the possibilities. Further details of common restrictions will be described in future columns. Roof headers or hard scenic headers that are not essential will be disapproved. Backdrops that are inte-



Lynn Murray
.....

rior walls painted to match the Unit Set will not longer fly. The original intent of the backdrop was to allow "background," and exterior settings, or an essential interior element that specifically relates to the play. Proper justification of a *Noises Off* drop will likely fly. A gray wall for *Rumors*, used only to substitute for flats, will be rejected. Make sure that your request is essential. Wanting more Unit Set flats is not a justification.

A total evaluation of your request is made prior to the approval of any individual element. A soft scenic request that exceeds the square yardage in two 8' x 10' backdrop is seldom approved. This includes large flags, partial drops, scrim devices, or other soft scenery that is used in conjunction with Unit Set elements or suspended from Unit Set elements. Hard scenic items, flats, cut-outs, trees, and other such devices, are approved only if they fit the "without which the play cannot be produced" requirement. I repeat: Roof lines and major headers suspended between Unit Set elements that go beyond a simple batten will be examined very carefully in the future, and will be approved only if essential. If you have drawn the conclusion that scenic approval is more restrictive this year, you are absolutely correct. Directors seem to be looking far beyond what is essential and going to what "what I want."

Many of you have set and other problems because you have not ordered a copy of the new Handbook. If you send a school check, it will cost you \$5, including postage. When you send a personal check, the tax is \$.32. I know this is a repeat of last month, but many of you didn't respond. The current OAP Handbook is critical for both the junior high and high school theatre director. I also urge administrators and UIL coor-

✓ CONTINUED ON PAGE 7

UT to host musical theatre, choreography workshop

By ROD CASPERS

Assistant Professor, Theatre Studies
Department of Theatre and Dance, UT-Austin

The Department of Theatre and Dance at UT-Austin will again offer a musical theatre and choreography workshop for secondary school theatre directors. "Those attending last summer's program found the one-week intensive training session highly beneficial. The participants' evaluations of this workshop were super," stated Lynn Murray, UIL State Drama Director, "and this summer's workshop should be even better!" Dates are Sunday, June 27 through Friday, July 2, 1993. Daily sessions will run from 9:00 - 5:00 with a break for lunch. The cost of the workshop is \$150 and includes tickets for the university's summer production offering. University housing is available,

and detailed information will be provided following registration (with daily breakfast, single room, \$86.10; double room, \$113.60). On any of the free nights you will be able to visit rehearsals of the three Summer Theatre Workshop productions or attend performances of any of the Austin area theatres.

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

musical numbers themselves. Special emphasis will also be placed on helping young, "non-singers" to feel comfortable with the world of musical theatre.

Video clips of musicals will be viewed in conjunction with the lecture/demonstration portion of the workshop. Each participant will leave with a solid list of appropriate musicals, as well as with conceptual/choreographic/directorial ideas for each. A Musical Theatre Source Book will be provided. Approximately 40 hours of AAT credit is available for participants with prior administrative approval.

In addition to Caspers, workshop personnel will include guest choreographer, Christopher Boyd. Returning from last year's successful session, Chris has been involved in theatre for nineteen years in a variety of capacities: director, choreog-

rapher, and designer as well as a performer. Larry Wisdom, theatre arts director at Mineola High School will also lend his expertise, along with composer/musical director/vocal coach, Allen Robertson.

Registration information has been mailed to all public high school theatre directors as a part of the annual Summer Theatre Workshop information and the UIL OAP Contest Teacher's Workshop registration form. Arrangements can be made to participate in both teacher's workshops, or the course credit workshop offered by the Department of Theatre and Dance during the first summer term.

Further information may be obtained by contacting Rod Caspers, Department of Theatre and Dance, UT-Austin, 78712, or by calling Professor Caspers at (512) 471-5793.

Addendum to OAP judges list

Twenty-seven accredited critic judges certified by the Texas Educational Theatre Association Adjudication Organization were added to the list by attending the Texas Educational Theatre Association convention workshop January 28 in Houston. Many of the new critics have a history of involvement in the One-Act Play Contest. This addendum should be attached to the list that appeared in the November issue of *The Leaguer*. This addition to the 1992-93 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

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

New Judges

- Marjorie Allen, Smithville Schools, P.O. Box 479, Smithville, 78957 IV, W 512/237-2451 or 2407, H 512/237-5050
- Robin Anderson, Waskom ISD, P.O. Box 748, Waskom, 75692 II, W 903/687-3361, H 903/687-2457
- Larry Arnold, Deer Park HS, 710 W. San Augustine, Deer Park, 77536 III, W 713/930-4868, H 713-486-7052
- Donna Aronson, Incarnate Word College, 4301 Broadway, San Antonio, 78209 IV, W 210/829-3804, H 210/805-0329
- Lucia Bunch, 3210 Pine Bluff, Paris, 75460 II, H 903/784-5184
- Lou Campbell, Studio A, 1012 Burning Tree Parkway, Denton, 76201 II, W & H 817/383-2110
- Pamela A. Conine, 2200 Taylor #504, Commerce, 75428 II, W 903/886-5346 (ETSU), H 903/886-7132
- Susan Conover, 703 W. Henrietta, Kingsville, 78363 IV, W 512/595-3401 (Texas A&I), H 512/592-6673
- La Dona R. Davis, Eustace ISD, P.O. Box 188, Eustace, 75124 II, W 903/425-8991, H 903/425-7471
- Stan C. Denman, Baylor Univ., Theatre Arts Dept., P.O. Box 97262, Waco, 76798 II, W 817/755-1861, H 817/662-1059
- Bobbie Dietrich, 701 Milroy Drive, Brenham, 77833 II, H 409/836-3120
- Michael Endy, Western Texas College, 6200 E. College Ave., Snyder, 79549 I, W 915/573-

- 8511, ext. 233, H 915/573-1259
- Charles Grimsley, Howard Payne University, 1000 Fisk, Brownwood, 76801 II, W 915/646-2502, H 915/646-3667
- Dana L. Hamilton, Gonzales Jr. High, Drawer M, Gonzales, 78629 II, W 210/672-8641, H 210/672-3465
- Debbi Hatton, SHSU, Speech Comm. Dept., Box 2299, Huntsville, 77340 III, W 409/294-1498, H 409/291-0433
- Kimberley J. Hedges, Hull-Daisetta Jr. High, Box 477, Daisetta, 77533 III, W 409/536-4366, H 903/693-3880
- Robert B. Hodde, Bee County College, 3800 Charco Road, Beeville, 78102 IV, W 512/358-3130, H 512/358-0155
- Susan E. Lamb, Holub MS, 9515 S. Dairy Ashford, Houston, 77099 III, W 713/983-8433, H 713/952-4526
- Richard N. Leslie, McLennan Comm. College, Theatre, 1400 College Dr., Waco, 76708 II, W 817/750-3418, H 817/754-8514
- Sandra Mayo, St. Philip's College, 1801 Martin Luther King Dr., San Antonio, 78203 IV, W 512/531-3322, H 512/492-4342
- Jane Freidkin McGoff, UT-Tyler, Theatre/Comm., 3900 University Blvd., Tyler, 75701 II, W 903/566-7253, H 903/581-8326
- Margaret Mizell, Malakoff HS, Hwy 31 East, Malakoff, 75148 II, H 903/778-2652
- Tim Poertner, McLennan Comm. College, Theatre, 1400 College Drive, Waco, 76708 II, W 817/750-3577, H 817/757-1247
- Deborah Shaw, Lake Dallas HS, Theatre Dept., Box 548, Lake Dallas, 75154 II, W 817/497-2682, H 214/617-3313
- Candice Stone, 125 Payton, Lufkin, 75901 III, H 409/639-3822
- Larry Taylor, Northwest MS, Rt. 1, Box 39A, Justin, 76247 II, W 817/430-0947, H 817/285-8933
- Mary Ellen Wright, UT-Tyler, Theatre Dept., 3900 University Dr., Tyler, 757 11 II, W 903/566-7253, H 903/561-1838

Corrections

- Carol A. Hicks, 1203 33rd Street #7, Lubbock, 79411 I, W 765-5038 ext. 39, H 806/763-7643

Deleted Judges

- Vicki Bond
- Jay Dowd
- D. Andrew Gibbs
- Bonita Gibson-McMullen
- Brian Elliot Griffin
- Mac Groves
- Lucy Holsonbake
- Ann Hunter
- Vera L. Simpson
- Andra Allen Smith
- Dennis Smith
- Molly Vernon
- Stephen A. Wolf

Spring meet region directors

Region I, A

Dean Jerry Barton
South Plains College
Box 5
Levelland, Texas 79336
(806) 894-9611 ext. 360, office

Region I, AA

Mr. Garvin V. Beauchamp
Abilene Christian University
ACU Station, Box 8380
Abilene, Texas 79699
(915) 674-2637, office

Region I, AAA

Dr. Lee Buice
Odessa College
201 West University
Odessa, Texas 79764
(915) 335-6412, office

Region I, AAAA

Dr. O. S. Cauthen
Vice President for University Affairs
Angelo State University
P. O. Box 11015, ASU Station
San Angelo, Texas 76909
(915) 942-2117, office

Region I, AAAAA

Lynn Elms
Texas Tech University
Box 4560
Lubbock, Texas 79409
(806) 742-2350, office

Region II, A

Academic, One-Act Play,
Golf, Tennis
Dr. Michael Whitehorn
Hardin-Simmons University
Box 801, HSU Station
Abilene, Texas 79698
(915) 670-1250, office

Track and Field

Abilene Christian University
(See Region I, AA above)

Region II, AA

Mr. Brigido Lopez, Dir. of
Special Programs
Tarleton State University
Box T 78-Tarleton Station
Stephenville, Texas 76402
Lopez: 968-9488, office

Region II, AAA

Dr. Ron Huffstutler, Dean
Division of Continuing
Education
East Texas State University
Commerce, Texas 75429-3011
(903) 886-5919, office

Region II, AAAAA

Ms. Betty Culp, CCECM
University of North Texas
Post Office Box 5344
Denton, Texas 76203-5344
(817) 565-3481, office

Region II, AAAAA

Jack Thornton
Baylor University
P.O. Box 97033
Waco, Texas 76798-7033
(817) 755-1921, office

Region III, A

Dean Jim D. Campbell
Student Services Division
Kilgore College
1100 Broadway
Kilgore, Texas 75662
(903) 983-8188, office

Region III, AA

Dean Jerry Leard
Tyler Junior College
Box 9020
Tyler, Texas 75711
(903) 510-2306, office

Region III, AAA and IV A

Dr. John Harris
Dean of Student Affairs
Blinn College
902 College Avenue

Brenham, Texas 77833
(409) 830-4150, office

Region III AAAAA

Dr. Max Coleman
Mathematics Department
Sam Houston State University
Huntsville, Texas 77341
(409) 294-1570 or 294-1563, office

Region III AAAAA

Dr. Dean Evans
San Jacinto College
8060 Spencer
Pasadena, Texas 77505
(713) 476-1811, office

Region IV, A

Blinn College (See Region III, AAA)

Region IV AA

Richard Hannan
Southwest Texas State
University
Jowers Center
San Marcos, Texas 78666
(512) 245-2114, office

Region IV, AAA

Dr. Emil A. Mucchetti
Department of English
Texas A & I University
Box 162
Kingsville, Texas 78363
(512) 595-2640, office

Region IV, AAAAA and *

Charles E. Brown
Northside ISD
5900 Evers Road
San Antonio, Texas 78238
(512) 647-2264

* Golf—San Antonio ISD;
Tennis, Track and Field—
Northside ISD
Academic Activities—UT, San Antonio

Rules for junior high one-act play are the same as for high school

CONTINUED from page 6

directors to see that junior high directors get the Leaguer, or at least the drama page. The lack of information is astounding and the number of junior high OAP directors operating without the Leaguer or the Handbook constitutes the majority. I am vividly aware of trying to catch lightning after the storm is passed. Help! Next year! I don't want to go back to the extreme days of zero scenery. Does anybody have a better idea?

I am asking everybody to help us with correspondence. When you request approval of anything in writing, please address the envelope to Drama, Theatre, Drama Loan Library, One-Act Play, Lynn Murray, etc. You will be amazed how much this accelerates the process. It is always helpful to include the play title in a character change or set request. Your name and address on the envelope and inside the letter helps. Postmarks are difficult to read and we often don't know to whom or where to send an answer. Yes, I know many of you, but I automatically go blank if the envelope is plain, you sign your first name only, fail to identify the school, or don't identify the play title. Seriously, a great deal of time is consumed by playing letter detective.

THEATRE IN OUR SCHOOLS MONTH

High school theatre arts teachers should receive *Texas Theatre Notes*, the voice of the Texas Educational Theatre Association, this month. Plan to share it with your junior high, middle, and elementary school theatre people. In addition to the convention news (if you missed this super event in 1993, plan for January 26-30, 1994 in the Plano Convention Center, with Richland College Theatre Director Chuck Sheffield as Convention Director), TTN will include information on the March "Theatre in Our Schools Month," theatre events around Texas, and a new feature from the TETA Adjudication Organization.

Lou-Ida Marsh is the new chair of AO. It is AO's vision to include a column in each quarterly edition of TTN. If you will read her article, you can avoid my annual epistle about the critic judge, attitudes, educational competition, behavior, and winning. I'm sure you will find the fresh view much more readable.

If you are not getting *Texas Theatre Notes* at your school, contact Dr. W. Kenneth Waters, Jr., Editor, *Texas Theatre Notes*, Stephen F. Austin State University, Dept. of Theatre, P.O. Box 9090,

Nacogdoches, TX, 75962, or phone (409) 568-4003. If you want to make certain of getting *Texas Theatre Notes*, pay your \$40.00 annual dues to TETA by sending a check/money order/etc. to Membership Chair, Jay Brown, South Plains College, Dept. of Fine Arts, 1401 College Avenue, Levelland, TX, 79336. Include your name, address, home phone number, and school address and phone.

JUNIOR HIGH OAP

If you are hosting a junior high one-act play contest, one-act play rules for high school and junior high school are the same. This includes play approval, additions to the basic set, as well as all other rules. If your contest counts towards the junior high academic championship, or Spring Meet sweepstakes of your junior high spring meet district, your one-act play contest must follow UIL rules. Dates, entry dates, deadlines, or set/play approval deadlines are set at the district level. The dates listed in the *Constitution* or the *Handbook for One-Act Play, Twelfth Edition*, do not apply to junior high contests. Remember, plays produced in UIL junior high one-act play contests must be

on the approved lists found in the 12th Edition or must have special approval. Just because a play appears in the catalog of an approved publisher does not guarantee that the play is acceptable for any UIL one-act play contest.

Those hosting zone or area meets should remember that the awards for zone and area are the same kind of awards that are given at all other levels of one-act play contest. Those awards include recognition of the advancing plays, alternate (if your zone or area chooses to do so), the best actor and best actress, the all-star cast (maximum of eight), and the honorable mention all-star cast (maximum of eight). The choice of the type awards or the source of awards for zone, district, and area are the decision of the executive committee or the contest manager at each of these levels.

A special thanks is directed from this office to all those producing UIL programs at the annual TETA convention. Without your support, without your expertise, the one-act play contest could not be nearly so effective. Your time, your energy, and your effort is appreciated by us all. Good show for both judges and directors, communities, and especially the students during this spring event.

Tips on surviving district, region meets

Busy phones and stacks of mail indicate that everyone is gearing up for district competition. I know it's frustrating sometimes to get through on our phone lines, but it's worth the effort if you can prevent a problem or find a solution to one before you go into competition. The good news is that in each of the past three years I've had fewer and fewer phone calls while district meets are actually in progress.

It would be wonderful if we could get through district and regional competitions without a hitch, but I'm not going to hold my breath. Many potential problems, though, can be eliminated by careful planning and preparation.

First, regardless of which event you're entering, review the rules carefully. Make certain that your prose and poetry selections meet the category requirements, and that you have the required documentation. It's a good idea to have two copies of both your selections and documentation. If your coach has an extra copy, you won't have to panic when you discover the bus has left and your inter folder is still on the back seat! This will only help if you haven't put both copies in the same folder.

Double-check the extemp files for any "illegal" materials. Make sure that nobody has left a notecard or an outline of a speech from a previous tournament or practice round in the files. Debate briefs which contain outlines are not allowed. You can also increase your chances of success if you review and organize your extemp files carefully. Now is the time to throw away out-dated material and to arrange clippings in folders by date or by related content. Knowing what's in your files makes it much easier to choose the best topic. Having read the material and knowing how to find it quickly allows you to give an effective extemporaneous speech rather than just an impromptu



Treva Dayton
.....

presentation.

When you get to the contest, remember that staying within the time limits is the responsibility of the speaker. Before you begin your speech or selection, make sure you know who is serving as timekeeper and that you can see him and his cards or hand signals clearly. If you can't easily identify the timekeeper, ask!

Ballot verification is a critical part of the academic meet. Coaches should check with the contest director for the time and place of verification. I hope that your district runs without any tabulation errors, but if not, I hope all mistakes are corrected before official results are announced. The most common mistakes involve applying the "majority or better" rule.

In Sample 1 of the Judges' Ranking Sheet, Speaker Two has a majority of firsts and is ranked first. Both Speakers One and Six have a majority of seconds or better (2, 2 and 1, 2) and both have the same sum of total ranks. Speaker Six is ranked higher (preferred over) Speaker One by two of the three judges, and is therefore ranked second. Speaker One is then awarded third place before any other contestant or place is considered.

In Sample 2, no speaker received a majority of firsts. Therefore, Speaker Four, with the lowest sum of total ranks, is awarded first place. Speaker

SAMPLE 1 JUDGES' RANKING SHEET

Speaker #	Judge 1	Judge 2	Judge 3	TOTALS	Rank
One	2	2	3	7	3rd
Two	1	3	1	5	1st
Three	6	4	5	15	5th
Four	5	5	6	16	6th
Five	3	6	4	13	4th
Six	4	1	2	7	2nd

SAMPLE 2 JUDGES' RANKING SHEET

Speaker #	Judge 1	Judge 2	Judge 3	TOTALS	Rank
One	1	3	6	10	3rd
Two	6	2	2	10	2nd
Three	3	4	5	12	5th
Four	4	1	4	9	1st
Five	5	6	1	12	6th
Six	2	5	3	10	4th

Cross Examination State Meet reminders, page 9

Two is now the only unranked contestant with a majority of seconds or better, and is awarded second place. Both Speakers One and Six have a majority of thirds or better (1, 3 and 2, 3) and the same sum of total ranks. Speaker One is ranked higher by two of three judges and wins third place on judges' preference. Speaker Six is then awarded fourth place before any other contestant or place is considered. Speakers Three and Five both have a majority of fifths or better, the next place to be determined, and both have the same sum total of ranks. Speaker Three wins fifth on judges' preference.

In a few instances, there may be a three-way tie that cannot be broken by using judges' preference. In this case, contestants' ranks would be converted to decimal values to break the tie. The decimal values and examples of the ranking procedures can be found on pages 192-198 of the C&CR and also in the District Spring Meet Directors Handbook. Remember that ballot verification is a time designed to check tabulation, not a time to question the decision or ranking that a judge has given a student.

While you're reviewing rules and procedures, it would be a good idea to include a discussion with all of your competitors of the Spring Meet Code. These guidelines for competition are in Section 901, pages 98-99 of the C&CR, and coaches and students are responsible for knowing and following them. This section is especially important because it deals with sportsmanship, accepting the decision of judges and officials, winning or losing with poise and grace, and maintaining the educational aspect of competition. Obviously, not everyone competing will advance to the next level of competition, but there are other ways to measure your success. Try to remember the first time you gave a speech or performance in front of an audience, and compare that experience to what you can do now. If you've put time and effort into your practice sessions, chances are you've come a long way. Be proud of what you've accomplished, give your very best effort, and deal graciously with the outcome, whatever it may be.

Best wishes for a pleasant and enjoyable meet!

Practice extemporaneous speaking topics

The following topics were selected from those used for Invitational Set A meets.

INFORMATIVE

- Jobs in Texas: who's gaining and who's losing?
- Who are the key players in the Clinton administration?
- For what achievements will President Bush be best remembered?
- What do recent economic indicators reveal about the U.S. economy?
- Continuing violence by extremists in Germany: what's happening now?
- What progress has been made in the battle against AIDS?
- What have been the latest setbacks to achieving peace in the Middle East?
- What stumbling blocks does Yeltsin face in achieving reforms in Russia?
- What are the latest developments in U.S./Vietnam relations?
- What is the status of the Palestinians deported from Israel?
- Who is Bob Krueger?
- What is the controversy over Norplant?
- How are defense industries and workers being affected by cuts in defense spending?

- Hillary Clinton and Barbara Bush: what are the contrasts between these First Ladies of America?
- What changes can be expected when Hong Kong reverts to the People's Republic of China?
- What are opponents saying about the North America Free Trade Agreement?
- What is the latest news from Bosnia?
- How did Czechoslovakia accomplish its peaceful division?
- What has caused the economic downturn in Japan?
- How are the German people responding to increasing neo-Nazism?

PERSUASIVE

- Is the lottery good for Texas?
- Who's most likely to win the special election for Bentsen's Senate seat?
- Would freedom of choice among public schools improve education in America?
- Will the Clinton/Gore environmental policies hurt the U.S. economy?
- What should be done to increase America's global competitiveness?
- What action should the U.N. take to end the violence in Bosnia?
- What should be done to control the rising cost

- of health care in the U.S.?
- Should Congress ratify the North America Free Trade Agreement?
- What policy should the Clinton administration adopt for dealing with Haitian refugees?
- Was the Israeli deportation of Palestinian fundamentalists justified?
- Will the Commonwealth of Independent States survive?
- Will anarchy return when U.S. forces leave Somalia?
- What balance should Texas seek between economic growth and environmental protection?
- Can IBM recover its former strength?
- Should the U.S. President be granted the line-item-veto?
- What is the best way to reduce the U.S. national debt?
- Can the British monarchy survive into the 21st century?
- Should China's most-favored-nation trading status be continued?
- Can the U.N. peace plan for Cambodia succeed?
- Can Clinton and the new Congress bring an end to government gridlock?

Official notices

MUSIC MEMORY

Students in grades 5 and 6 should be aware of the following information concerning the 1992-93 official list and Music Memory Bulletin. Change Official List to read: 3. "Gavotte", 8. First Movement and 16. "Variations on Simple Gifts". Add a repeat sign after the 7th football on the music map, p. 71. On the third selection, "Gavotte", the major work shows it to be Orchestra Suite #3 in D. This can be written as #3 or as No. 3. Either way is correct. The Third Movement, on page 51 of the Music Memory Bulletin, is found on Listen, First Edition, Record 3, side a, Band No. 5. "Hut of Baba Yaga" on page 95 of the Music Memory Bulletin, is found on Record 6 Side b, Band No. 1 of Listen, First Edition.

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.

L-D Debate Topic

Resolution for January through May
RESOLVED: That mandatory term limitations for federal legislators would be desirable.

Gearing up for regionals

Eighteen university and college hosts deserve support from coaches and competitors

District winners will soon be headed for regional competition at one of the 18 regional sites held at Texas colleges and universities during the last full weekend in April. Regional is often seen as the critical point where competitors meet the really stiff competition that ultimately determines whether they will qualify for State.

The UIL staff has met or had training sessions with many of the regional site directors in preparation for the 1993 regional meet. Site hosts are eager to do a good job and to provide the competitors with a positive academic experience that is both challenging and fun. Regional contest directors are usually university professors who teach at the site. Many are volunteers who spend their own personal time preparing for and administering the event. They deserve the support and help from coaches and competitors. Without the willingness of these colleges and universities to host the regional competition, Texas students would miss this unique opportunity to spend a day on a college campus and mingle with students of similar interests, and to communicate with university faculty



Janet Wiman

members that may one day be their professors.

Regional directors have prepared handbooks for their particular sites detailing procedures for paying entry fees, contacting alternates, times and location of events, and helpful information about the competition. The concern expressed most often from regional directors is that the academic and athletic coaches who need the information in the handbooks do not seem to have access to the handbooks. You can help with this problem by notifying the school secretary to watch for these handbooks to arrive about the time of district competition. Most regional sites mail three copies

to each school in the region with instructions to distribute one to the academic coordinator, one to the athletic director, and to keep one in the principal's office.

When you get a copy of the handbook from your region, please make sure that the coach of each qualifier has a chance to read and copy the appropriate pages. This can answer many questions for both the coaches and the site directors, as important instructions are provided on these pages.

Why don't they send a copy for the coach of each qualifier? If there are 15 academic and athletic coaches in each school with qualifiers to regional and 64 or more schools in the region, this would require almost 1,000 copies of each handbook. The cost of printing and mailing makes this prohibitive. The best solution is to make copies of the appropriate pages so coaches will have what they need.

If you do not know where you will attend regional, check pages 25-29 of the *UIL Academic Coordinator's Handbook*. Each page shows the schools in one conference, how they are districted,

where the districts go for regional, and the name and telephone number of the regional director. Refer to the list of regional directors in this copy of the *League* for the most current information.

By the way, information for the UIL Academic State Meet is provided in winner's packets for each qualifier and alternate at each of the academic events. If you cannot stay for the announcement of awards for the contest, make arrangements for the winner's packet to be mailed with the medal.

Good luck at district and regional. No matter what the outcome is for your students at these two levels, you hold the key that determines their attitude about winning or losing. Try to make each experience a positive one. Students are fortunate to have the opportunity to learn how to win gracefully, and how to rebound from the agony of defeat while they have the support and guidance of teachers who really care about them. Caring about whether or not they win is never as valued by the student as the knowledge that you really care about them personally.

Setting goals and passing the flame

By **LaVERNE FUNDERBURK**
Director of Accounting

How many times have you felt there's just not enough time to do all the things you want to do? Have you looked back over the last five years and seen nothing out of the ordinary accomplished? How do you feel when some character on an audio-cassette (labeled "self-help") tells you that you should set long-range goals? And you say, "when is there time to do that?"

Setting goals is extremely important if you want to accomplish things that are beyond the scope of your everyday life. Things like getting a second degree, or writing a textbook, or saving for retirement. Student goals might be to obtain a 3.5 grade point average, or to become president of the senior class, or to get a date for Friday night.

Goals are supposed to be smart. That's an acronym for: specific, measurable, attainable, realistic, and tangible. (Now I didn't think this up, and I give full credit to whoever did.) Once long-range goals are decided, we must set short-term goals. This is to help us break up the big task into smaller pieces.

To some people, making a difference in someone's life is a goal. Now this does NOT meet the SMART test because it isn't specific or measurable. But it is precisely the thought that came

ACCOUNTING FOOTNOTES

to my mind when my UIL photo album fell off the shelf while I was listening to a self-help tape on setting goals. The album opened to a picture of the participants of the 1990 State Accounting meet. I drifted back in time to that day.

I remembered the faces of Susan Beavers and Danny Morris of Midlothian. Thank you, Marilyn Rollins, for making a difference in their lives. You see, they had a goal to place first in the state Accounting contest.

Even though the exams are more challenging each year, for the first time in the history of UIL Accounting, we witnessed a perfect score. Susan Beavers had tears in her eyes when I placed that gold medal around her neck. She received a standing ovation from the crowds of 200 plus. The town of Midlothian also welcomed home Danny Morris, the second place winner in Conference 4A with a score of 99 percent. Outstanding!

While the Conference 4A medalists and sponsors were still on stage, another special moment occurred. The sponsor from Midlothian, Marilyn Rollins, informed me that the sweet lady who had taught her Accounting in high school was present in the audience. Rowena Wilson was



THROUGH TEARS and smiles, 1990 UIL State Accounting medalists and teachers, left to right: Danny Morris, Susan Beavers, Marilyn Rollins, Rowena Wilson, April Daniels.

certainly proud of the accomplishments of her former student. Thank you, Ms. Wilson, for making a difference.

That year Ms. Wilson celebrated her 23rd year to sponsor students in UIL Business contests at the state level. On that day, Ms. Wilson's student, April Daniels, received the bronze medal in Conference 1A.

Success stories like the above aren't magic. Each of these teachers had many of the same obstacles you have. They got tired. They even got sick and tired. But they didn't give up. I'm sure the

students experienced stress and frustration and had to cope with countless peer-pressures. They may have even felt like quitting. But they didn't give up.

We CAN do both. We can set goals and in the process make a difference in someone's life. If you haven't already done so, decide today what your long-term goals are. Make the time to do it today. Then determine the "smaller pieces" that will help you reach those goals. Concentrate on the short term and be mindful of your attitude along the way. We never know when we may be making a difference.

Each day of our lives is a part of passing the flame.

Reminders for State Cross-Examination Debate Meet

- Substitutions:** Several schools have called about substitutions. Please see p. 178 of the *Constitution and Contest Rules*, (b) ENTRIES (3) Substitutions, (B) Prior to the State Meet. One debater must be a member of the original team that qualified at district to advance. One eligible student may be substituted only if due to illness or academic ineligibility one team member can-

not compete at State. The substitute must be certified as eligible by the school administrator and must present the contest director with a letter certifying eligibility.

- Alternates:** Alternates are welcome to attend, but can only compete if a team from the same district is not present at roll call. Since there is a penalty for failing to notify the contest

director prior to the meet if a team cannot compete, most alternates are notified in advance.

- Audiences:** Alternates and other interested students or adults are welcome to observe the debates, but no one other than the debaters and judges may take notes except in the final round. Please make sure everyone accompany-

ing your school knows this restriction.

- Timekeepers:** Although we have both coaches and students assigned to some rounds, we won't be able to provide timekeepers for every round. Bring a stopwatch so you can time your partner or let a judge borrow your watch.

- Rules:** Please review them! For example, prompting and open cross-examination are not allowed in UIL debate.

Congratulations and have a safe trip here!

Expectations of athletics

Throughout the history of high school sports, parents have been emotional about their children's participation. Parents wanted their children to participate, excel and win. They wanted the joy and satisfaction of watching exciting games - the excitement and thrill of victory.

In first decades of this century, many parents did not let their children play school sports. These students were needed to work at home. Large families needed many working bodies to produce food and materials of support. Chores needed to be done. The efficiency of modern labor saving devices was a thing of the future.

It was a privilege to participate in those early years. Travel was not an everyday occurrence. It took time and money for equipment and training. Headmasters and school principals doubled as coaches. Communities supported athletics with raffles, bake sales, carnivals and donations. Athletics was not the only area of activity left unfunded. Music and other fine arts were considered "extra" and dependent on the available talent in the teaching staff or adult community. School life was not drab, but its focus was most definitely on the three "R's".

As schools and schooling took on new focus in the 1930's and 40's, more students attended schools. Compulsory attendance laws held captive more students with athletic interests. Changes in technology simplified the drudgery of home life and leisure took on new meaning. School activities were seen not only as the development of future citizenry and Greek ideals, but as another source of distinction from one community to another.

Sponsors and coaches became part of the faculty. Yes, they taught academic classes. But



Bill Farney

they were known as the "coach" and derived longevity by their success in competition.

Budgets grew. Interest grew. Leagues were formed to provide recognition for champions. State associations were formed to curb excesses, outright recruiting, cheating and over-emphasis. It was important (and still is) that emphasis be placed on the educative qualities of competition - that a uniform system of rules be framed to assure the pursuit of proper motives in interschool competition.

Through the great depression, World War II, the Korean conflict, Sputnik and desegregation of schools, the framework replaced a patchwork of athletic competition. The community embraced a sports hungry nation through the media. Television emerged as the vehicle to speed athletic events across the continent. Entire subcultures of athletic specialists were born and prospered: Announcers, analysts, ex-athletes, world renown coaches, magazines, clinics, associations. Athletics became an industry. Professional athletics grew rich. Colleges became football and basketball factories. High schools became training grounds that held out the carrot of hope to millions.

Parents still enjoyed watching their children play. But something unusual began to emerge in

the psyche of the parent - something less than wholesome. Pressure to excel. Pressures on students to excel, pressures on coaches and schools to have winning teams. Recognition! That's the word! Parents wanted for the children either attention they had as youth, or that which had escaped them.

It was no longer enough to play and have the benefits be only aesthetic appreciations or fun of participation. It became crucial to develop talents to their zenith, to have special instruction in camps and clinics, to isolate, concentrate and specialize. So great was the reward for being a professional athlete or an Olympic champion that all non-contributing activities were abandoned in the quest for the gold. Nine and ten year-old daughters were shipped off to special boarding camps thousands of miles away to train for future stardom in gymnastics. Summers became a blur of specialized sports camps - all bent on hammering home the disciplines of a sport. Experts in athletics emerged to test young bodies, shape development and advise parents on the athletic potential of their youngsters.

Secondary schools have kept pace with the Olympic attitude by creating programs that produce winners. Nothing wrong with winning. Nothing wrong with trying to be your best.

What is wrong? The plight of many school sports programs today is reflected in frustrations of parents who lose the dream of their child's athletic future as early as the seventh grade. At that time, if squads are cut to a manageable level. Those students trimmed from teams usually have no place to play elsewhere in school. With school enrollments growing larger, only the best play. The remainder drop out. Their parents drop out.

Support for the activity loses a potential booster.

Those schools who have tried a no-cut policy find themselves with 200 football players to work into two teams that play games consisting of four quarters, six minutes in length, or 120 basketball players in one gymnasium with two teachers, 12 basketballs and six goals - and 55 minutes to dress, practice and redress before the next class. Try this sometime if you want a challenge.

What is there to do? There is no easy solution. Non-school sports help. Intramurals seem to offer the best solution, but these activities take space, staff, time and budget. They compete with school teams in the shrinking availability for city parks, boys' and girls' clubs facilities and private health clubs. Parents try to continue their dreams for their children's athletic aspirations by becoming coaches for non-school teams. Intense demand for school facilities for these teams often leaves school activities without a place to play or practice.

It is a challenge for every community to utilize their human resources and available spaces to assure those who want to play an opportunity to play. Schools must first serve school activities, but must work with responsible parents and outside groups permitting usage of facilities to students not served by school athletic programs. If athletics teach valuable life lessons - and they do if properly presented - every segment of the community must cooperate to offer those experiences to as many students as possible. The goals for all youth activities need to include wholesome, energetic competitions with educationally sound principles. Remember that some students develop later than others. So do athletes. Michael Jordan was cut from his high school basketball team as a sophomore. Someone helped him find a place to play. Help find a place for those who can't play the best or make the team. It would be a dull world if only the brightest birds could sing.

State Board of Education athletic rule changes

Athletic rule changes, however minimal they seem, are crucial to not only coaches, directors and sponsors, but also to administrators. Although the implementation of rule changes are a collaborative effort, information seems to be more readily available after an alleged violation has occurred.

The following athletic rule changes have been adopted by the State Board of Education, to become effective in three phases. The first section of athletic rule changes was passed for immediate implementation. The second section will be effective as of June 1, 1993, and the final section of rule changes will go into effect August 1, 1993.

Briefs of the 17 athletic rule changes will give you a general knowledge of the new athletic rule. Please refer to a more comprehensive look at the rule in the C&CR, or in notes from your State Board of Education meeting January 8 and February 12, 1993.

EFFECTIVE IMMEDIATELY:

1) A state champion playoff structure and girls softball plan was authorized. The softball plan design is parallel to the Boys' Baseball Plan. National Federation playing rules were adopted, along with off-season regulations consistent with other team sports. (Staff Contact: Cynthia Doyle)

2) The range of penalties that a District Executive Committee might assess for violation of off-season regulations has changed. The old rule had a minimum penalty of four games; the new rule has a minimum penalty of a two-game suspension (one game for single round-robin schedules). The maximum penalty of a one-year suspension for off-



Cynthia Doyle

season violations has not changed.

3) The range of penalties that a District Executive Committee might assess for violations of participating in a college tryout has been increased to include a minimum two-game suspension.

4) Both juniors and seniors may accept three admissions through a pass gate to collegiate activities during self-financed visits to college and university campuses; the old rule only permitted seniors to accept admission.

5) The appointment of an ad hoc committee to study off-season regulations was authorized. The committee will meet March 2-3, 1993, and report findings to the Athletic Committee in June. (Staff Contact: Gina Mazzolini)

6) The appointment of an ad hoc committee to formulate a recommendation regarding sportsmanship, specifically the automatic penalty for a coach being ejected, or three unsportsmanlike penalties in football. The committee will meet March 22-23 and report recommendations to the Athletic Committee in June. (Staff Contact: Charles Breithaupt)

VOLLEYBALL RULES BRIEF:

New specifications for the number on the top of the uniform: It must be five inches down from the shoulder seam (Previous information listed it four inches down).

SOFTBALL COACHES:

A reminder that every umpire must be registered with the UIL office in Austin. Registration forms may be found in the softball coaching manuals.

Coaches will receive an umpire nomination form. This form will aid in playoff selection. Please return the form as soon as possible.

DIVING COACHES:

There will be a brief meeting after completion of the diving semifinals on Saturday, March 20, during the state meet. If you are at the meet, please plan to attend. The meeting will be at the Texas Swim Center, 2nd floor meeting room.

EFFECTIVE JUNE 1, 1993:

7) Schools that have adopted non-traditional school calendars are subject to current UIL and State Board of Education limitations during the school year. An eight-hour practice week (to include dressing and undressing) would be in effect during the intersessions. Current rules also prescribe the number of contests per calendar week as described in the Constitution & Contest Rules. Students attending schools with non-traditional calendars would be allowed to attend camps/clinics and workshops during the intersession which falls between June, July and August, and prior to the first day of volleyball or football practice for participating athletes.

EFFECTIVE AUGUST

1, 1993:

8) Athletic participation forms (except football) will have an earlier due date, February 15, 1994. This form indicates each activity a member school wishes to participate in the upcoming year. (In the past, forms were not due until April.)

9) The number of allowable meets for cross-country, golf, swimming and tennis/team tennis is now eight. Each meet a team enters will count as a meet for each participating individual.

10) Students may participate in team tennis competition after the state tournament, provided they do not exceed the total number of tournaments allowed for the year.

11) Football practice may begin five days earlier (August 4, 1993, if your school did not have spring training), and the number of contact days has been increased from five to seven days. (Section 1250 (b) (5) (A) (c))

12) The maximum amount a school could pay officials for meals has increased to \$22.00/day. (Section 1204 (1) (1))

13) The maximum allowable officials fee scale was increased per sport as shown in the

• CONTINUED on page 12

Rules governing jr. high participation changing August 1

By **CHARLES BREITHAUPT**
Assistant Athletic Director

Beginning August 1, an amendment to the Constitution and Contest Rules goes into effect. This amendment will prohibit 7th and 8th grade students from participating on a high school sub-varsity athletic team unless they are too old to participate on the 8th grade team.

Section 1400: Seventh and Eighth Grade
(a) Eligibility Requirements for Seventh and Eighth Grade Participants

(1) Student's Eligibility. An individual may participate in League competition or contest as a representative of a participant school if he/she:

(A) (for 7th grade competition) has not reached his/her 14th birthday on or before September 1;

(B) (for 8th grade competition) has not reached his/her 15th birthday on or before September 1;

(C) is a full-time student in grade seven or eight at the school he/she represents

(D) Only 7th and 8th grade students who are too old to represent the 8th grade team may participate on the high school's sub-varsity athletic team, and only if local rules permit.

Currently, 7th and 8th grade students may, at the option of the local school district, participate on the high school sub-varsity team. Such participation does not cause the student to lose high school eligibility (unless the student is enrolled in two or more high school courses).

The UIL believes this causes an inequity because it could allow students five or six years of participation in high school. The new rule would continue to allow those 8th grade students who are too old to participate on the 8th grade team to play sub-varsity with the high school, if local rules do not prohibit it.

Presently, many schools across the state allow these junior high students to fill vacant slots on high school sub-varsity squads. This commonly occurs in A, AA, and AAA schools in sports such as baseball, soccer, basketball and volleyball. Coaches often use these junior high players to fill vacancies on their sub-varsity rosters. Cross-country coaches also have been allowing 7th and 8th graders to participate in high school meets representing a sub-varsity team. This new amendment will prohibit coaches from using these 7th and 8th graders on high school sub-varsity teams, unless the students are too old for junior high athletics.

School administrators and coaches need to be aware of this new amendment to the Constitution as plans are made for the 1993-94 school year. Several questions readily come to mind with this new rule. For example:

May a student who is too old for eighth grade athletics participate for a high school sub-varsity team if the junior high does not field a tennis, golf, cross-country or track and field team? No.

May a student compete in a high school meet unattached? No, although the student could compete in a separate junior high division. Caution must be taken before the school year begins so that violations of this rule do not occur. Please consult with any staff member if further questions arise about this amendment.

Cutting in line

Dealing with those people who think nothing of breaking the rules

While waiting in line at Baskin-Robbins recently, a middle-aged woman broke in front of the line and ordered a huge cone and left. As I stood there dumbfounded and infuriated, I tried to rationalize her boorish behavior. Surely she was in a hurry. Perhaps she was blind and didn't see me. Or maybe her craving for the pistachio almond fudge hit her like a Big Mac Attack. None of these rationalizations stifled my anger, but I did try to compare myself and refrained from making any rude comments. I was actually feeling quite proud for withholding my wrath. Malice was in my heart, but I kept it at bay. As the "lady" drove away in her Lincoln Continental (white with blue vinyl top, license plate # BR...) I continued to savor my Rocky Road and thought about the scenario that had just unfolded.

Can I conceivably compare this to the situation that transpired within the UIL structure? I think so. One such example is the creative way some teams attempt to sabotage the playoff structure. In other words, if I can't beat you on the court, I will beat you off the court. Some schools



Charles Breithaupt

have been guilty of withholding evidence about ineligible players on an opposing team until that opponent has completed their district schedule. Thus, the opponents have to forfeit all games played with an ineligible player, while the school that withheld evidence advances to the playoffs. It is the responsibility of every school to play eligible participants and it is also the responsibility of member schools to report any knowledge of violations. This is a severe case of "breaking in line" and the stakes are much higher than a waffle cone.

What about a different type of case - say officiating. While players, coaches and fans may feel they have been given a raw deal by an offici-

ating crew, there is appropriate, ethical behavior that should be adhered to. We constantly receive reports about ejected coaches, abused officials, inappropriate behavior by players and fans, and in some cases, school administrators. Certainly, officials are not always right, but isn't there a more appropriate measure than violating the spirit of ethics and sportsmanship?

There are certainly other instances of "line breakers" that we hear about on a daily basis. Often times we get the license number and a description. However, many times we are left with a dripping cone which is symbolic of the attitudes and behaviors of some human beings.

I have always believed in the good in people. We have outstanding athletes, coaches, administrators, officials and fans in this state. It is unfortunate that a small percentage of people see no problem with breaking in line. They view rules and ethics only for their own benefit. Hopefully these few will not destroy the integrity of our competitions. Let's continue to work to keep these line breakers in their proper places.

Growth of recruiting services worrisome

By **FRED JACOBY**
Former Executive Director, Southwest Athletic Conference

For every action there is a reaction. With the passage of increased NCAA legislation limiting recruiting visits to the prospective student-athlete's home/high school, limiting telephone calls, and evaluation/contact periods with a prospect, recruiting services are flourishing in number, cost and influence of prospects. Under current rules, the media and recruiting services enjoy more access to prospects than institutional staff members.

Restricted recruiting budgets have influenced some coaches to purchase recruiting information on prospects from recruiting services for state, regional and national packages, including player profiles and videotape for various amounts from \$500.00 to \$5,000.00 per year. To compound the problem, if a university coaching staff does not purchase the package, the recruiting service may make negative comments about the effectiveness of the coaching staff's recruiting efforts to prospects and on sports radio talk shows on a recruiting

update of the various universities. Coaches are restricted in making telephone calls to prospects, but the recruiting services can make unlimited calls and influence a prospect's choice of a university to attend.

Further, the high school prospect/parents are charged a sum of money to register with the recruiting service, and then the university is charged to receive information from the recruiting services. Another escalating service is the high school football combine that is modeled after the National Football League (NFL) combine tryout service. For example, the prospect will be charged \$15.00 to participate in the combine tryout and college coaches will be charged \$100.00 to attend in person, or \$200.00 to receive the written summary and results of the combine tryout. Usually only high school juniors and senior attend the combine tryout, and they will be tested in the areas of height and weight, vertical jump, and 40 yard dash. GPA and test scores will be provided when available for each participating player, as well as the player's home address and telephone number.

Additionally, a free coaches' hotline 1-800 number is provided to help with urgent requests due to transfers, open roster spots, or to provide information on specific athletes. The recruiting service will also provide the prospect with guidance on NCAA rules; how to achieve bargaining power, and more. As in most business ventures, there may be legitimate recruiting services, but too many are involved for the financial benefits, and in effect, become flesh peddlers.

NCAA certification of summer basketball camps is a positive step. The intercollegiate athletic community will want to examine the recruiting services for a cost benefit analysis and the integrity of their operation. Increased NCAA recruiting legislation with cost containment as the impetus will only bring recruiting services more to the forefront and accelerate the need for regulation. State high school athletic associations, the NCAA/NAIA and the member institutions will want to closely observe the proliferation of recruiting services and the effect on student-athletes and the recruiting process.

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

★ FOOTBALL

Joe Branham, Gustine HS
Jeff Sciba, Dickinson HS
Darrell Seike, Riesel HS
George Rodriguez, El Paso
Bel Air

★ BASKETBALL

Dennis Bither, Columbia HS
Richie Alford, Mansfield HS
Dusty Calhoun, Memorial HS
Earl Williamson, Industrial

HS
Ronald Foster, Killeen Smith Middle School
Eddie Fortenberry, Lockney
Dusty Loewe, Grand Saline
Earl Claiborne, Carthage
David Benbow, Goliad
Ralph Perez, Mirando City
Oliver Hadnut, Jasper
James Griffin, San Antonio
Whittier Middle School
Michael DeCello, Donna
Jackie McNew, Eldorado
Jackie Henderson, San Antonio Sam Houston
Bobby Carson, Hearne

★ BASEBALL

Edward Garcia, Del Rio HS
Dusty Calhoun, Laredo
Martin HS

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 Marotto, Seagoville HS
Bobby Arias, Venus HS
Jesse Trinidad, Hanna HS
Ross Taylor, Randall HS
Gerald Turner, Trinity 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 Laimansignh, Houston
Spring Woods High School
Gilbert Montes, Canutillo 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

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OFFICIAL NOTICES

MINEOLA HS

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

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).

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.

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 AAAAAA 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.

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.

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.

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.

ROLLS ISD

The District 4AA Executive Committee issued a public reprimand to Rolls 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.

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 bracketed () 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
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.

OFFICIAL INTERPRETATIONS:

Section 1209 (b) (3): The intent of Section 1209 (b) (3), Camps by Invitation Only Prohibited, is to prevent student athletes from attending invitational instructional camps where students receive specific sports instruction in baseball, basketball, football, soccer, or volleyball, for the sports in which the student participates in school.

When students from UIL member schools attend a camp where specific sport instruction is given as a group or team, and other participants have been individually invited, it is a violation of this section.

Participation in academic camps or camps with only a tournament or matched play format, where no specific sport instruction is given in baseball, basketball, football, soccer, or volleyball, does not violate Section 1209 (b) (3).

Other provisions in the Constitution and Contest Rules which speak to camps should be changed to reflect the instructional aspect of this interpretation.

Section 1102 (i) (15): District or region committees shall not assess higher fees to selected schools in the district or region than the fees for the same purpose that are assessed to other schools in the same conference.

OFFICIAL NOTICE

Section 902 (e) (4), page 100. Prose, poetry, L-D debate and OAP may be scheduled during either of the two weeks, or prior to these dates with written approval from the UIL Director.

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 January through May
Resolved: That mandatory term limitations for federal legislators would be desirable.

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.

ONE ACT PLAY PROBABATIONS

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, Lenora 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.

BURBANK HS

The State Executive Committee issued a public reprimand to Mr. Domingo Rangel, former coach at San Antonio Burbank High School, and suspended him from coaching for the remainder of the 1992-93 school year for using ineligible players and allowing a student to play in two football games in the same week. The committee also issued a public reprimand to Mr. Benjamin Salinas, San Antonio High School, for the remainder of the 1992-93 school year for failing to report a violation.

CHILTON HS

The State Executive Committee issued a public reprimand to Mr. Darrin Bickham, former coach at Chilton High School, and placed him on probation through October 21, 1997, for falsifying documents.

BASKETBALL BRACKETS

Conference A Schools: The brackets for basketball playoffs as previously furnished to you are incorrect. Conference A Schools are to be bracketed by enrollment until the regional tournament for the 1992-93 season as previously passed by the Legislative Council and approved by the State Board. The recent change passed by the Legislative Council to assign Conference A basketball playoffs geographically from the district level will not go into effect until the 1993-94 school year, if approved by the State Board of Education.

Corrected brackets will be sent to member schools.

MUSIC MEMORY BULLETIN

Change Official List to read: 3. "Gavotte", 8. First Movement and 16. "Variations on Simple Gifts". Add a repeat sign after the 7th football on the music map, p. 71.

GOODRICH HS

The District 20A Executive Committee issued a public reprimand to Goodrich High School and put the school on probation in cross country through the 1992-93 school year, for allowing an ineligible student to participate.

PREScribed MUSIC LIST

Page 32 - Clarinet Solo Class I: Stamitz-Concerto No.3 in B-flat Major (play one movement).....MCA

Page 64 - Flute Trio Class I: Kuhlau-Three Grand Trios Op. 86 (play one movement of one trio) (published separately)

Page 66 - Three B-Flat Clarinets Class I: Bouffier-Grand Trio Op. 8 (play two movements)

Page 91 - Four Brass Class I: Vasconcelos (play movements 2 and 3) (2 trumpets, trombone, tuba)

Page 112 - String Orchestra Grade III: Pochon-Pochon Academic Album (delete #8 from listing)

Page 197 - Tenor-Bass Voice Class II: Donaudy-Thirty-six Arie di Stile Antico, I Serie (sing #9 or 11)

Page 87 - Miscellaneous Brass Trios Class II: Boismortier/Shaw-Sonata (play any movement) (3 horns)

DALLAS ISD

The State Executive Committee issued a public reprimand to Mr. James Whaley cross-country coach, Dallas Hillcrest High School, and suspended him from the first cross country meet in 1993-94 for exceeding the maximum number of allowed cross country meets during the 1992-93 season.

MCALLEN ISD

Mr. Camilo Rodriguez, coach at Rowe High School, McAllen, was issued a public reprimand by the State Executive Committee

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FOOTBALL COACH
GIRLS' TRACK COACH
BOYS' TRACK COACH

✓ MUSIC MEMORY OFFICIAL NOTICES, PAGE 8

for allowing students to play in football games on consecutive nights. He was suspended from the last three football games of the 1992-93 season and placed on probation through the 1994-95 school year.

MCALLEN ISD

The State Executive Committee issued a public reprimand to McAllen Rowe High School and placed the school on probation through December 15, 1993. The school is required to develop a plan to educate parents, students and teachers of the importance of following UIL rules.

BROWNSVILLE ISD

The State Executive Committee issued a public reprimand to Mr. Gus Zavaletta, coach, Brownsville Porter High School, suspended him from coaching all UIL activities through December 15, 1993, and placed him on probation through December 15, 1994, for soliciting grade changes for student athletes.

SEC INTERPRETATION

The State Executive Committee issued the following Official Interpretation:

Section 1208 (a) and Official Interpretation #33: This section and the official interpretation relating to it do not grant relief allowing use of member school facilities on a one-time basis to an all-star game unless the game is a previously established game that has temporarily lost the use of the facility that it has historically used.

KARNACK ISD

The District 21 A Executive Committee issued a public reprimand to Karnack High School and placed the school on probation in football for one year, through November 6, 1993, for failing to comply with UIL rules.

DALLAS ISD

The State Executive Committee issued a public reprimand to Mr. James Whaley cross-country coach, Dallas Hillcrest High School, and suspended him from the first cross country meet in 1993-94 for exceeding the maximum number of allowed cross country meets during the 1992-93 season.

MCALLEN ISD

Mr. Camilo Rodriguez, coach at Rowe High School, McAllen, was issued a public reprimand by the State Executive Committee for allowing students to play in football games on consecutive nights. He was suspended from the last three football games of the 1992-93 season and placed on probation through the 1994-95 school year.

The State Executive Committee issued a public reprimand to McAllen Rowe High School and placed the school on probation through December 15, 1993. The school is required to develop a plan to educate parents, students and teachers of the importance of following UIL rules.

BROWNSVILLE ISD

The State Executive Committee issued a public reprimand to Mr. Gus Zavaletta, coach, Brownsville Porter High School, suspended him from coaching all UIL activities through December 15, 1993, and placed him on probation through December 15, 1994, for soliciting grade changes for student athletes.

OFFICIAL INTERPRETATION:

Section 1208 (a) and Official Interpretation #33: This section and the official interpretation relating to it do not grant relief allowing use of member school facilities on a one-time basis to an all-star game unless the game is a previously established game that has temporarily lost the use of the facility that it has historically used.

SBOE rule changes

CONTINUED from page 10

Constitution & Contest Rules.

14) College visitation dates were adjusted for senior athletes in basketball, soccer and swimming/diving. The adjustment allows students meeting specific criteria a longer span in which to schedule college visits.

15) Dates allowed for volleyball scrimmages will now include the Friday and Saturday prior to the first day for games. Earlier starting dates had drastically reduced the number of scrimmages for most teams. The additional weekend of scrimmages ensures additional time for schools that may have an earlier starting date, or a non-traditional calendar.

16) Schools may charge an admission for scrimmages. Officials may not be paid during a scrimmage as explained in the Constitution & Contest Rules.

17) Seventh and eighth grade students may not participate on a high school sub-varsity team unless they are too old for the eighth grade teams. (See Charles Breithaupt's article)

The 17 briefs included in this article are limited to athletic rule changes. Other changes in policy, music or academics are not reflected in this summary.

Proposals and perspectives for the 1994-95 school year are being submitted for Athletic Council consideration in June. If you have a proposed change.