

Leaguer

Consequences of two bills examined

Repercussions of home schooling, UIL funding legislation are the source of great concern

Two bills have been introduced that, if passed, will affect League rules, as in the case of House Bill 240, or the organization as a whole, as in the case of Senate Bill 1106.

HB 240 would permit students not enrolled in a school district and classified as "home school students" to participate in UIL activities. This would grant home school students a privilege that public school students must earn by complying with local school district policies, UIL rules, rules of the State Board of Education, and state law in order to participate in UIL activities.

No-pass, no-play would be virtually impossible to enforce in a home schooling situation with parents assigning grades to their children. School districts are often penalized in UIL competition when ineligible students participate. The State Board of Education expressly prohibits the use of credit by examination to fulfill eligibility requirements. The absence of perma-

nent school records increases the difficulty of reporting ages, residences, and other eligibility requirements since parents keep the records on home school students.

Many parents could withdraw their children from public schools to escape the consequences of no-pass, no-play, if this bill passes.

Of greater concern to the UIL as an organization, however, is Senate Bill 1106, which would amend Section 21.921 (b) of the Education Code by stipulating that funds received by the UIL shall be deposited in the general revenue fund. Thus, any expenditures from these funds would have to be appropriated by the



Bailey Marshall

Legislature back to the UIL and the member schools.

In discussions with UIL Legislative Council members, other school officials, and attorneys, the following concerns surfaced:

- Passage of SB 1106 would remove the 80 years of political insulation the UIL has had as a part of The University of Texas at Austin.
- Putting an enforcement agency such as the UIL under the appropriation process increases state bureaucracy and could lead to a system guided and directed by party politics and government influence. This would be similar to putting the NCAA or the Southwest Conference under the appropriation process.

The UIL is governed by the schools it

serves. The difficult decisions made by the UIL regarding eligibility, hardship cases, scheduling, and tournament seeding could be compromised. Politics could unduly influence the Legislative Council, the Appellate Committee, the State Executive Committee, and the director of the UIL.

School administrators and some legislators are concerned that elected officials would be faced with even more constituents trying to get them to change rules or punish the organization by reducing funds when a school:

- is disqualified for violating a rule,
- is not assigned to the conference or district it wanted,
- cannot for whatever reason play who they wanted to, and where, and when.

Legislators would be pressured by constituents to affect this process through budgetary pressure. Individual legislators could be weighted

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BOYS' BASKETBALL

The hottest ticket in town

By PETER CONTRERAS
Director of Public Information

A phone call to the UIL office some two weeks prior to the 1993 boy's state basketball tournament explained to the receptionist that the reputation of the event had finally got the best of him.

"I'm calling from Kansas and my friends have told me for years about your state tournament," he said. "I've never been and I'd like to come this year and I was wondering"

"And your not coming this year either love," the receptionist answered in her best British accent.

She was not trying to be rude, but if any one or two individuals knows the number one gripe about the boys' basketball tournament year in, year out, it is the two receptionist that have the unenviable task of answering the phone every time someone calls the UIL office.

The flip side of a shortage of tickets to the state basketball tournament is that the event has grown over the years to the premier event in Texas. No backhanded swipe attempted at the Southwest Conference, but there have been an awfully lot of empty seats at Reunion Arena through the years.

That's not the case with the UIL state basketball tournament.

The attendance at this year's event was 100,957 for nine sessions. That's the third highest since the event moved to the Frank Erwin Center on the campus of the University of Texas at Austin. The top mark was posted in 1990 when



GOLD RUSH

Southlake Carroll players celebrate after their 66-56 win over Ferris to become only the second school in UIL history to win both a state football and boy's basketball title in the same school year. Dumas was the other in 1962.

Photo by
Joey Lin

103,110 attended.

A UIL boy's basketball state tourney ticket is regarded as the toughest ticket in the state because of the event and the price - \$35 for 15 games.

"I'm pleased that we have such a growing fan support for the event," said UIL athletic director Bill Farney. "But part of that credit and thanks has to go to the staff at the Frank Erwin Center for their unseen work and effort."

"The negative aspect in my opinion is that parking continues to be a problem," said Farney. "We (UIL) are continuing to study the idea of using some type of shuttle bus format."

Some would argue that tickets, or the lack of them, is the biggest problem. "I would agree that the availability of tickets is still a problem," he said. "But you look at every other state association and their basketball tournament and they have a ticket problem also."

The Frank Erwin Center seats 16,022 for

both the girl's and boy's state basketball tournament. While the girl's tourney reached an all-time attendance high of 56,033 in 1993, there is no ticket problem in comparison with the boy's tournament.

For the general public, 5,936 tickets are reserved. All those tickets were sold out within the first two days that orders were accepted for the 1993 tournament. Of those 5,936 seats, 2,539 are in the arena while the remaining 3,397 are in the mezzanine.

Schools are allotted, 4,303 reserved seats with 2,899 earmarked for the arena level. The remaining 1,404 seats are upstairs in the mezzanine. Selling those 4,303 tickets have also not been a problem.

Those two figures of 5,936 for the general public and 4,303 for member schools along with 523 tickets reserved for the UIL, state legislators and local Southwest Basketball Officials Associa-

tion chapters are sold as full tournament tickets.

The remaining 5,260 seats are reserved for the 20 participating schools that qualify each year for the state tournament. Those tickets are sold to the schools on an individual basis. What tickets the schools do not sell are returned back to the Frank Erwin Center for general public ticket sells.

Farney noted that participating schools averaged some 1,250 individual session tickets while some states, like Kentucky for example, allot participating teams only 100 tickets.

"Texas has the largest number of schools participating with nearly 1,200 schools," noted Farney addressing the general ticket problem question. "When you have a large number of individuals like that you will never be able to accommodate them with the type of ticket they want or the number of tickets they want. There will always be a physical facility limitation."

Taking A Stand

Sports devotees must conform to the schools' goals and objectives

By JOHN E. ROBERTS

Michigan High School Athletic Association

In the wake of America's disappointment over its Olympic teams, Federal legislation was developed in 1978 to give the USOC supreme authority over amateur athletics.

Each sport's national governing body (NGB) would control its sport on every level, from the elite athlete's group to the lowest youth level.

The school-college community objected to this "vertical" structure, patterned after the sports organizations of other countries, especially the emerging powers of Eastern Europe (which, we subsequently learned, fueled their programs through huge doses of illegal and dangerous performance-enhancing drugs).

The school-college community insisted that it was inappropriate to impose a "sports first" philosophy on programs in which each sport was only a small part of a multi-sport setup or only one component of the school and college experience.

It was pointed out that the school-college athletic system is almost unique to the U.S. and that an Eastern European approach could not be superimposed on it without doing great harm to great programs and the institutions which sponsored them.

The National Federation and the NCAA, which involved huge numbers of athletes and whose institutions owned most of the country's outstanding competitive athletic facilities, chilled the gold-medal fever that was rushing through the USOC, most NGBs and some federal legislators.

The proposed legislation was then modified — assuring that the NGB's authority would not supersede or interfere with the multi-sports organizations such as the NCAA and state high school associations.

It was a victory for the autonomy of schools and colleges to choose a more meaningful course than the pursuit of gold medals and to develop policies, procedures, and programs consistent with such a philosophy.

That was 15 years ago. A new development now threatens to erode the principles that the

National Federation and NCAA defended in 1978. The NGBs, defeated in their attack from the top down, retreated and then rallied from the bottom up, using young children in programs coached by their parents.

Soccer is a classic example. What the federal legislation could not do for elite soccer from the top down in the 1970s is now being subtly done by kids and their parents from the bottom up.

They are bringing into schools the concept of year-round, single-sport competition that schools have opposed throughout history and that the National Federation and NCAA fought off in the late 1970s. My own two soccer-playing sons and I (the only parent who would coach) were like pawns in a kind of guerrilla war; we were unwitting revolutionaries.

At a January meeting of the National Federation, one state director predicted that within a decade the national sports governing bodies would be responsible for running high school athletics in his state.

If that should ever come to pass, it will not be by design of the high school leadership, but by its default from leadership.

Some will argue that if students and parents want year-round programs without encumbrance by school or state association rules, they should be given that choice.

But then the inevitable would happen: students would miss long periods of school to participate in non-school athletic tryouts and competition, or a student would miss a short field goal and extra point in a football playoff game — on the day following the week he spent at a national soccer camp.

Inevitably, school administrators would ask for rules to curtail loss of school time, and coaches would ask for rules to combat loss of critical games.

Schools should take a stand before events prove the point any clearer. It is time to take the same kind of stand at the local level that our national leaders took 14 years ago.

That leadership resisted invasion from the top down. Today's leadership at the local level must resist erosion from the grass roots and do so

with vision and vigor.

This isn't a power struggle or a turf battle in youth sports. It's not school athletic programs vs. non-school athletic programs.

It's an educational issue. It's about school improvement. It's about time on task in our classroom. About the tail not wagging the dog. About athletics as a means, not an end.

It's about the purpose of schools and the emergency need this nation has for better schools — which will not occur if athletic programs, school sponsored or otherwise, are allowed to run roughshod over the educational programs of schools.

It is wrong to argue that the prospects of a college scholarship is justification enough to have one's high school scholarship suffer during the pursuit. Scholarship in high school, not scholarship in college, is the mission of schools and school athletics.

It is wrong to suggest that the lessons learned at non-school national tryouts and tournaments are satisfactory substitutes for the lessons learned in English, math, and science classrooms. Qualifying for a non-school team or tour does not qualify anyone to hold a job in the increasingly technical working world.

It is wrong to believe that the skills to dribble, pass, shoot, and score will carry over into higher education or employment. It is wrong to believe that competition in sports is all one needs to be competitive in life after sports.

If some sports refuse to respect the educational ethic and begin to infuse interscholastic athletics with philosophies and practices that are incompatible with education, then we should not hesitate to withdraw our sponsorship of these sports, locally or statewide.

Schools are not required to conduct any sports program whose devotees will not conform to the schools' goals and objectives.

It is the students' and parents' option to choose a non-school athletic experience, but it is not their choice to change school athletics and the mission of schools. It is the professional responsibility of school leadership to see that they do not.

Discipline problems fall as participation in UIL activities increases

More than 90 percent of the student body at Holliday High School participated in a UIL activity in 1991-92. Supt. Dan Owens, a member of the UIL's Legislative Council, surveyed those students and found:

1. Ninety-eight percent of the honor roll are in some type of extra curricular contest, compared to 2 percent that do not participate.

2. Ninety-five percent of the group participating in extra curricular activities were passing every 6-weeks and did not miss any contest because of the no-pass, no play. Only 39 percent of the group not participating passed every 6-weeks.

3. Over 97 percent of the participating group was in attendance. 89.7 percent were in attendance from the non-participating group.

4. In discipline problems, of the group participating only 1/2 of 1 percent had major discipline problems. In the group not participating, 22 percent have had major problems.

"We believe competition keeps the students interested in school and it improves attendance," Owens said. "It also prevents drop outs."

"In competition students also enjoy the pursuit of excellence and seek their own accomplishments and the accomplishments of others. These opportunities are best provided through properly conducted and equitable administered competitive activities. The classroom is enriched by the flow of student energy into the more intensified arena of competition."

Owens said educational programs have come under scrutiny and are the scapegoats for the failure of students in the Texas public schools.

"What many people do not understand is that some of these programs are the best tools that schools have when trying to solve serious discipline, drug and attendance problems," he said.

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Changes evolve through objective evaluation

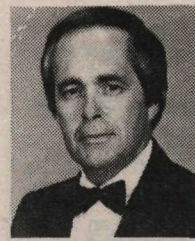
Process guarantees smooth system to update UIL rules

Let's face it, we live in a time filled with change. This seems to be particularly true in the world of education. Just as one proposal or concept that is destined to improve education is established, another one comes along to take its place. It seems like, at every turn, the State Board of Education, the Legislature, or some national authority has initiated another rule change, policy revision or philosophy statement that in some way impacts our daily professional lives.

These changes often come into being with little or no "grass roots" input. They just suddenly appear. We then adjust or attempt to influence the policy-making body responsible for the change and hope that our vision for music in the schools will remain secure and endure.

Yes, changes take place in the University Interscholastic League as well. There are changes of one kind or another every year. Annually, old rules are modified and new rules are added. The primary difference between UIL rule changes and the scenarios described above is the fact that the music educators of Texas have a great deal of input regarding the rules that govern UIL music contest programs. In fact, the vast majority of rule revisions that have taken place in recent years have been generated by the very people who are affected by them. Even so, many of us forget the process or fail to use the system when we feel that a certain modification in our UIL music rules is in order. How does our system work? How can we change a rule? Let's take a look at the process.

In 1985, the TMEA/UIL Music Advisory Committee was established to provide "grass roots"



Richard Floyd

input on all UIL rule changes. Each TMEA/UIL region of the state was, and is, entitled to a band, choir and orchestra representative on this committee. While this committee can not adopt rule changes, it can make recommendations to the Legislative Council (the governing body of the UIL) and the State Board of Education. Traditionally such recommendations have been looked on with favor and ultimately have been approved for implementation the following year.

You may ask, "How do proposals come before the TMEA/UIL Music Advisory Committee?" Generally they come from one of six sources, (1) individual music educators, (2) TMEA/UIL regions, (3) the UIL State Director of Music, (4) school administrators, (5) committee action initiated by the Music Advisory Committee or (6) other interested parties. While such recommendations can surface anytime during the year, they are only considered by the Music Advisory Committee during its annual summer meeting held in conjunction with the Texas Bandmasters Association, the Texas Choral Directors Association and the Texas Orchestra Directors Association in San Antonio.

What is the time line for such changes? TMEA and the UIL adopted the following time line when the committee was formulated.

March 15 - Deadline for each region chairman to submit agenda items and list of delegates to

the UIL State Music Office.

April 15 - A complete packet of agenda items and suggested issues for discussion will be distributed from the UIL State Music Office to all region representatives.

REGION SPRING MEETINGS - All agenda items are discussed and delegates are given instructions regarding how to represent the wishes of the region. New agenda items may be proposed at this time.

June 15 - Deadline for new agenda items to be sent to the UIL State Music Office.

July 15 - The final agenda, meeting schedule and other information sent from the UIL State Music Office to all delegates and TMEA officers.

This schedule allows for recommendations from all regions, the organization of all recommendations by the state office, the opportunity for responses from all regions and ultimate debate and action by the representatives to the Music Advisory Committee. Recommendations that pass the scrutiny of this process are then forwarded to the Legislative Council and the State Board of Education for deliberation and action.

Now nearing the tenth year of this process, we know that the system works. Rule changes, while not always being popular with everyone, evolve through objective evaluation. There is opportunity for input from anyone who wishes to voice his or her concerns regarding any rule change or existing rule.

Why take the time to discuss this process when it seems to be working? There are two reasons. First, each year there are many new colleagues in the ranks of music educators throughout Texas. Often times these "new kindred spirits" are not aware of the Music Advisory Committee. They have little or no understanding of how rules

are made or modified. Secondly, the state office routinely receives letters of concerns and, yes, complaints regarding certain UIL rules. In most cases it is obvious that the authors of such correspondence, while well meaning and thoughtful, are not familiar with the process for initiating change. Everyone needs to understand the system and know how rules are made and modified. Only then can all of us "take ownership" in the music programs sponsored by the UIL.

As we near the end of another school year, we find that few issues have surfaced for consideration by the Music Advisory Committee. This realization can be "good news" or "bad news." If this sparse agenda means that the majority of our professional colleagues are satisfied with the status quo of our music contest programs then that is, in deed, "good news."

If, on the other hand, the void of issues is the result of directors being frustrated with our programs and not understanding how to initiate change then our current state of affairs is indeed "bad news."

We have the luxury of a system that is the envy of many states. We, to a great extent, control our own destiny. If we feel that our sight-reading process is falling short of the mark, we can recommend to change it. If we wish to add new categories of ensemble, we can easily do so. If we wish to modify performance requirements for certain events, we can establish committees to study the areas of concern and make recommendations for change.

Let's neither lose sight of this valuable process nor take this avenue for change for granted. Let's all pledge to be a part of the process, take thoughtful action that is in the best interest of our students musical growth and support the rules that are generated by this democratic process.



Featured in the March *Leaguer* were statements from university officials at Yale, Harvard, Cornell, the University of Tennessee and the University of Virginia concerning the importance placed on music and other fine art experiences during the admissions process to their respective universities. Here are other examples of the value that admission officers place on a background in the arts when evaluating a candidate's credentials.

■ **JOHN HOPKINS UNIVERSITY** - "The real challenge in selective college admission is not to assemble a class capable of negotiating a rigorous academic curriculum, but one that will also enhance the quality of life on our campus. Participation in the performing arts during the pre-college years is a clear indication to our admission committee that a student is dedicated to, excited about and engaged in the educational journey. As such, a background in the arts is one factor that helps us choose, among academically qualified students, a class which will avail itself of the many opportunities at Hopkins and will contribute to the life of the University."

■ **THE UNIVERSITY OF MICHIGAN** - "Intellectual leaders from Plato to the present have recognized the importance of the arts to a thriving civilization. The University of Michigan joins in recommending the arts because of their humanizing influences, their demands for self-discipline, their abilities to evoke idealistic dreams that transcend everyday issues, their effectiveness in reflecting the achievements of diverse peoples, and their capacities to stimulate that most important of all intellectual abilities: creativity. Perhaps in no past era of increasingly global civilization have these qualities been more sorely needed that they are today. The University of Michigan in Ann Arbor is a community rich in varied artistic achievements, and we are especially pleased to consider applicants whose backgrounds synchronize with artistic values."

■ **UNIVERSITY OF OREGON** - "The fine arts are recognized at the University of Oregon as an integral part of students' preparation for college. The sustained discipline involved in creative endeavors can be applied in all academic efforts, resulting in success at the collegiate level. Students with artistic training often bring to the classroom the ability to see questions from a different perspective. This diversity of thought makes for a rich learning experience for all students at the University of Oregon."

■ **UNIVERSITY OF MAINE** - "The University of Maine is committed to the value and importance of the fine arts as an integral part of the elementary and secondary school experience. We recommend that students seeking admission to the University include fine arts education as part of their academic preparation."

Public watchdog ignores its young

Editor's note: The following article is based on a presentation to the Southern Newspaper Publishers Association, made in Atlanta, GA during the mid-winter meeting of the Scholastic Division of the Association for Journalism and Mass Communication.

I have two points to make. But first, a little joke.

There was this guy who decided to go into a monastery. This monastery forbade its members from ever speaking except on one day per year, when each person could go before the governing council and say two words.

After the first year, the fellow is brought before the chief friars and says, "Bed hard."

They all nod, and he turns around and walks out.

The next year, he again comes to the governing board and says, "Food bad."

Again, they all nod, and he turns around and walks out.

At the end of the third year, he comes in and says, "I quit," then turns around and walks out.

After he's left the room, one friar turns to the other and says, "Well, I'm not surprised. He's been complaining ever since he got here."

Now, there's a point to this little story, and it's that we read very little about scholastic journalism in the newspapers and generally, what we read is negative — an adviser or staff has been disciplined, a paper censored, someone sabotaged a yearbook by drawing hair in the armpits of her chief rival, which happened recently in Greenwood, Indiana.

We need a more balanced look at what is happening in high-quality journalism programs across the country.

I'm not asking for a lot of fluff pieces on "why I love my journalism teacher," but your reporters need to be know more about the context of journalism in secondary education. They need to understand the work conditions — and yes, working on high-quality newspaper and yearbook staffs is hard work.

I'd like to see better reporting of the educational benefits of the school journalism experience, and that reporting should emphasize that journalism is a basic course — not an extracurricular frill. A strong journalism program teaches writing and thinking skills. If your school's journalism program does not reflect strong writing and thinking skills, find out why. Your tax dollars are supporting it. If the football team went 0-10 each year, your newspaper would cover it. Cover an 0-10 journalism department with the same intensity.

What you find may surprise you.

For example, you might be surprised to learn that in Texas, most students cannot take journalism and have the course count as a college-bound elective credit. Many of the best and brightest are being steered away from journalism. Michael A. Forrester, editor of the *East Oregonian*, sent 75 questionnaires to members of the American Society of Newspaper Editors Committee on Education. Of the 52 responses, nearly 70 percent noted they had been influenced in a career choice by a high school journalism experience.

Draw your own conclusions.

My second point: The *Houston Chronicle* recently completed a series regarding open-records cases in Texas, concluding that the public's right to know is under increasing attack and that the Texas Attorney General's Office has not staunchly enforced the state's open records law. By the way,



Bobby Hawthorne

the Attorney General strongly disputed the *Chronicle's* claims.

Be that as it may, one of the articles stated, "As public interest clashes with privacy and access takes a back seat to government concerns, the public's right to know in Texas may be limited in ways that weren't even possible when the state's open government laws went into effect in 1973."

There was kind of a parenthetical BE SHOCKED NOW tone to the rest of the article, as if readers were expected to cover their mouths and gasp at every other paragraph.

If it didn't shock readers, it certainly got the attention of the *Chronicle's* editorial writers.

"We've never understood why the people spending our tax dollars think they ought to get to do it without others looking over their shoulders," one editorial stated.

Frankly, I don't think the question should be "Is anybody surprised?"

The question should be, "Does anybody care?"

I can understand the *Houston Chronicle's* outrage, but I can't for the life of me figure out where they get off acting startled.

Americans say they like the idea of freedom of expression, but they don't necessarily think it should be practiced. As you'll recall, that was one of the few lessons of the Gulf War.

This is particularly true in high school. Schools like to teach the Bill of Rights in civics classes, but aren't hip on allowing students to practice those rights. A lot of people receive their first taste of censorship during their high school years, and maybe, just maybe, they learn to live with it.

Now that Hazelwood is the law of the land, we are having greater problems than ever with censorship and prior restraint. I don't envy today's principals. Their jobs are monumentally difficult, and most of them are fair and responsible in their dealings with student publications. But a few have embraced petty and self-serving censorship, and we need your help when this occurs.

When I receive a telephone call now from an adviser, telling me about a principal who regularly censors anything "negative," I tell the adviser to notify her local newspaper, TV or radio station, assuming that professional journalists might be interested in such a story.

This is an iffy assumption, given that after the Hazelwood decision, the media by and large either supported the decision outright or suggested that it was much ado about nothing.

It was not much ado about nothing. Before the decision was handed down, I predicted that those who censored before will censor after, regardless of any court action. I was right about that. But I was wrong to think that those who had not censored before would not afterwards. As Thomas Eveslage, head of the journalism department at Temple University, wrote, "Hazelwood, after all, is an administrators' rights case."

Now that administrators have won their right to censor, a few have exercised it with little or no sense of educational restraint, in a kind of macho

show of force, even though the court said that censorship had to be "for valid educational reasons."

Censors will argue that they can best determine when a reason is valid and they can best determine which content is inconsistent with the basic educational mission of the school. Generally, if it prompts a phone call from an angry parent, then it's inconsistent with the educational mission of the school, which is to maintain peace and quiet, even if it's at the expense of learning.

Not surprisingly, since 1988, calls to the Student Press Law Center in Washington, D.C. for legal assistance from high school and college journalists and their advisers have nearly tripled.

In reality, most censorship has little or nothing to do with the basic educational mission of the school. More likely, some official is trying to hide an unpleasant truth about the school, the community or the world. Amazingly, even today, young reporters trying to write about AIDS are being told to stick to covering the football games, science fairs and honor rolls. In one case in which I'm familiar, a principal ordered an adviser to include a photo of the quarterback -- his bud -- on every football spread. Is this a valid educational reason?

While these few school officials have no qualms about gagging student expression, the general public still recoils at the idea of heavy-handed censorship. As a result, the same officials would rather not be identified as a censor, and they'll do everything they can to keep their actions out of the news columns of their morning newspaper.

Don't let them operate in the dark. Several years before Hazelwood, Nat Hentoff wrote, "(Professional journalists) habitually ignore the mugging of the Constitution in the schools — neither reporting school censorship or helping in any way protect that minority of Jeffersonian kids who keep squawking that they, too, have the right to free speech."

Now perhaps more than then, we need you to be our watchdogs, no less than supporters of the Open Records Act need newspapers like the *Houston Chronicle* to scrutinize how government officials use the power delegated to them.

Now, what's in it for you — the newspaper publisher? Why should you be concerned? Because journalism is at risk when young people come to believe newspapers print only what some authority figure deems appropriate for the lowest common denominator. Journalism stands to lose not only its next generation of reporters and editors but more critically, its next generation of consumers to special interest media or cable TV.

Are you willing to surrender your role as public watchdog to M-TV news?

So many high school publications contain nothing more than chit-chat and bulletin board data, guaranteed not to offend anyone but at the same time, equally certain to numb the senses of any curious or concerned student unfortunate enough to pick it up.

Schools are not swimming in money these days, and I won't deny that we could use financial help for scholarships and computers. But most importantly, we need you to be a watchdog for us, to see that if the school spends tax dollars on publications, that those publications are journalistic and not merely a sounding board for the narrow agenda of the powers that be.

If pressure is placed on schools to produce thoughtful and challenging publications, the rest of it will take care of itself.

TAJE President Drewlinger resigns at Austin LBJ

TAJE president Andy Drewlinger of Lyndon B. Johnson High School in Austin recently announced that he'd be leaving education at the end of the school year in order to pursue other interests.

Drewlinger said he plans to move to Washington D.C. and become an advocate for education on the national level. He has been the president of TAJE the past two years during which the association has grown and prospered. Under his leadership, the TAJE convention has become one of the finest in the nation.

Andy has taught at LBJ for six years, coming to Austin from Beckville, where he advised publications for two years.

His contributions to Texas scholastic journalism are greatly appreciated, and we wish him all the best.

Texas Press Women name Elbom 'Teacher of the Year'

Janet Elbom of Austin Johnston High School was named Texas Press Women "Texas Journalism Teacher of the Year."

This first centennial award was made at TPW's state convention, March 25-28 in Dallas.

Congratulations, Janet.

More arguments for a strong journalism program

Reacting to comments from local business and industry leaders, Pasadena school district administrators said recently that they soon will take a strong look at revamping the entire school curriculum to focus on career choices and basic skills.

And what did the business and industry leaders tell the Pasadena school officials?

Quoting from a story by John Newsom in the *Pasadena Citizen* and mailed to us by Linda Duncan of Deer Park High School: "Almost all (business and industry leaders) complained that many recent graduates of Pasadena and other area school districts lacked needed communication, teamwork and computer skills."

"It doesn't matter if they are a secretary or a linesman or a customer service rep, they're going to be working with customers," said Georgianna Nichols, district manager for Houston Lighting and Power Co. "Our big problem is our people can't...interact with the people they are working with or the people they are working for."

High-quality newspaper and yearbook programs teach writing, thinking and computer skills in a cooperative framework.

National Teacher of the Year nominations being accepted

Want to nominate a friend for Dow Jones Newspaper Fund National Teacher of the Year? Contact the Dow Jones Newspaper Fund, 609/452-2820 or (FAX) 609/520-5804. The deadline for submitting all materials is June 30.

Mr. Paschal, we are forever grateful

By **BOBBY HAWTHORNE**
Director of Journalism

NOTE: A week or so after Johnny Carson bade farewell to late night television viewers, Jim Paschal threw a party for himself and his friends, celebrating his 30-year career as director of the Oklahoma Interscholastic Press Association and journalism professor at the University of Oklahoma. He called it a gala, and it was that, and more.

Jim had always wanted to have a non-workshop workshop. That is, a chance for his friends and colleagues to gather without having to deal with mundane details like teaching or being taught. The gala represented this rare opportunity. So to make certain none of us missed the gala, he mailed out calendars, with all the appropriate times and dates inscribed.

Among the activities offered that May weekend was Jim Paschal trivia. His students produced a board game in which the objective was to correctly answer arcane questions about Mr. Paschal's life and career. It was pretty silly, but we had fun with it — and made fun of it — anyway.

On the evening of the grand banquet, several of Jim's closest friends and colleagues were asked to roast him. Among those on the program were Jim's physician, a guy he had worked with at Disneyland some 35 years earlier, 10 or 12 other friends and associates, and me. I was among the last to speak, and by that time, I had heard all the syrupy sweet felicitations I could stand. I vowed to set the record straight.

I realize a lot of this is inside information. But I hope those of you who knew Jim Paschal will appreciate this in the spirit in which it is meant.

People loved or hated Jim Paschal. I loved him. He was blunt and stubborn, and he could be mean when he was angry or tired or frustrated, even to those of us whom he'd taken under his wings. He could treat us like dumb kids, even when he had placed the fate of a few hundred students and advisers attending his summer workshop in our hands. I guess that was the secret: He knew when to treat us like students and when to treat us like colleagues.

Jim was the yardstick against which I judged myself. I have always — and I suppose I always will — measure my own success and failure as a press association director against what I think he'd have to say about this or that. He was my mentor and one of my dearest friends. I'll miss him terribly.

Joe (Glowacki) said he couldn't say anything real bad. I can.

I wonder, where are Robin Williams and Bette Midler when you really need them? English monarchs have left their thrones with less fanfare. Not that we shouldn't have been warned. Ask yourself: Did Johnny Carson mail out calendars? When the Pope retires, will all the cardinals be invited to play John Paul trivia?

Of course, I'm just kidding. All of this is much deserved and appropriate. Jim, you are an institution. I think David Dary, speaking at the adviser's luncheon during the spring convention, said it best: He said, "Jim has been there forever."

The Russian people said same thing about the Communist Party. But there's one big difference: six months after the Communists were kicked out, some Russians marched in the streets calling for their return. Somehow, I don't see that happening here.

Now, just in case you didn't know, Laura Schaub — where is Laura? Laura, raise your hand — that woman was responsible for taking the Bulletin away from Jim, just one issue before Jim would have set a record for most issues edited by a

Scholastic journalism mourns death of OIPA's James F. Paschal

A longtime friend of the Texas scholastic journalism, James F. Paschal died Saturday, March 20, 1993, at his Norman, OK home. He was 65.

Paschal, who retired July 31, 1992, had worked at the university since 1963. At OU, he served as executive director of the Oklahoma Interscholastic Press Association and the American Student Press Institute.

Paschal began his career at OU as the assistant director of high school relations and later became Dean of Men in 1967. Before coming to OU, Paschal taught journalism from 1951 to 1952 at Seminole High School in Seminole, Texas and served as director of student publications at Amarillo High School, his alma mater, from 1952-1963.

He was a member of the Society of Professional Journalists/Sigma Delta Chi, the Association for Educators in Journalism and Mass Communication, the Journalism Education Association and the Society for Newspaper Design.

During his term as OIPA director, he edited several national publications, including the Columbia Scholastic Press Association's School Press Review and the Bulletin of the Columbia Scholastic Press Advisers Association. He also edited the OIPA Reporter and served as contributing editor to Photolith Magazine and the Empire State Press Review.

Paschal also edited several books, including *Springboard to Journalism*, *Yearbook Funda-*



mentals, and *Newspaper Fundamentals for School Publications*, published by CSPA.

Awards he received included the CSPA Gold Key, the Pioneer Award from the National Scholastic Press Association, and ILPC's Edith Fox King and Distinguished Service Awards. He was named Honors Lecturer for the AEJMC and he received the first James Frederick Paschal Award presented by the CSPA at Columbia University in New York for service to a state or regional school press association.

Paschal was a member of the board of judges for the CSPA, NSPA, Quill and Scroll, Texas High School Press Association, ILPC, the OIPA, and other state press associations. In

JIMPASCHAL (center) with Hawthorne (left) at induction of former Austin Westlake adviser John Cutsinger (right) into the National Scholastic Journalism Hall of Fame at the University of Oklahoma last May.

addition, he served as a visiting faculty member to numerous scholastic journalism summer institutes.

An adviser's summer workshop scholarship fund will be established in Paschal's name. Donations can be made to the University of Oklahoma James F. Paschal Memorial Scholarship Fund, H.H. Herbert School of Journalism and Mass Communication, 860 Van Vleet Oval, Norman, OK 73019-0270.

cantankerous old goat. That woman ended the best way for journalism teachers across this nation to find out what was going on in Oklahoma and Texas. Jim refuses to say anything about it, and I thought someone should mention it.

Now, it is my assignment to talk about the "Scholastic Journalism" years. I suppose that means the time he has spent as the OIPA director. Normally, it would be pretty difficult to cram the last 25 years into three minutes.

Fortunately, I was told to use, and I quote: "Little known, true anecdotes about the honoree..."

True anecdotes, no problem. *Little known*. Now, that's a problem. As long as he edited the *Review* or the *Bulletin*, there was little about him that we didn't know. We know all the workshops he taught, all the seminars he attended, all the offices and positions he held, and that he hated staffs that stapled their exchange papers almost as much as he did the Villa Capri Hotel in Austin.

You're not interested. I know. Jim: the people who read the *Bulletin* and the *Review* weren't interested either. No subject was too insignificant to draw his ire.

I was the target of his darts a few times. Once, I wrote that my association was "The largest state press association in the world" and God, did he jump on that. You see, Jim has always tagged OIPA as the nation's oldest state high school press association in continuous service.

So we've changed our title to the "Oldest state press association in non-continuous service

in the English-speaking world." I could have omitted "in continuous service" because if we say "in the English-speaking world," this pretty much disqualifies Oklahoma anyway.

But to get back to the subject at hand, as sweet as Mr. Paschal would have you believe he has been, the fact of the matter is, dealing with Jim was much like negotiating with a swarm of killer bees. Once they get riled, the only defense is to run like hell.

Ask Mr. (Dan) Vossen how understanding Jim was to advisers who turned their workshop registration fees in late.

Ask Mr. (Rick) Hill, Ms. (Laura) Schaub, Mr. (Bob) Malish or any of these poor kids who worked for him all those years how nice Jim could be when an error appeared in a program or a job wasn't finished on time.

He was like Hannibal Lectern with a pica pole and a cigarette.

Now, I've been spared his wrath, for the better part. In fact, someone recently told me, "You're about the only person we know who hasn't been on his bad side." Well, there's a good reason for that. I've spent the last 15 years kissing his rear end.

Do you think I've enjoyed rating all of those Oklahoma papers these years? I have not. But I rated them, every spring for the past 13 years. I've also attended almost every spring OIPA convention, and taught at his summer workshops. The only workshop I missed was because I got married. To my first wife. In retrospect, that's the only one

I should have attended.

Now, why did we put up with this? Why are we here, honoring this man? If Jim had been no more than the director of a state press association in Oklahoma, we could have all ignored him and figured that if he got mad at us, all we stood to lose was a trip to Norman once or twice a year. Big loss.

But it wasn't that simple. For about 20 years, Jim, Charles O'Malley and Chuck Savedge were the Great Triumvirate of scholastic journalism. They were the gatekeepers, deciding who was allowed in and who was kept out. Those of us in this room tonight were allowed to enter.

Once in, we were nurtured. If we stayed out too late and then had to teach the next morning so sick we had to keep our eyes shut or we'd have bled to death, Jim would pick us up, dust us off, and push us back on stage. He allowed us to be young and a little bit foolish.

If a Jim Paschal had faith in you, you knew there was some reason to have faith in yourself. He gave us self-confidence.

Most importantly, though, Jim gave us each other. He was more than a colleague. He was our mentor. He pulled us together, gave us a sense of purpose, a model of excellence that even our youthful indiscretions couldn't obscure.

His friends became our friends, our closest friends. Who else could have made us look forward to coming to Norman? We have each other because of Jim Paschal, and Jim, we are forever grateful.

Rehashing district ups and downs

District OAP is over and area will likely be history before you receive this Leaguer. A record 1,100 schools (I think) entered OAP, including several that obtained district permission for late enrollment and some that dropped before we got started. About 15 have officially withdrawn and we will likely discover a few more with contest managers' reports.

In any case, the final number should be well above the 1,065 of last year and exceeds the record 1,070 of 1991. Not bad, when you consider schedules, conflicts, choices, and no pass-no play. This brings me, finally, to the point of this opening. Do we need an exception clause for the title deadline?

The grading period for many schools falls just after the title deadline. Should a rule be considered that would allow a title change under certain conditions? Should there be an escape clause for the director caught with a small group of students and a large cast title? Perhaps directors should be allowed to change the title so long as the play appears on the approved lists and proof of publisher permission and a memo to the State Office is attached to the first Eligibility Notice. If you have suggestions that can be logically administered or a change that might clarify the situation for the Academic Committee meeting on June 8, let me know. If you have suggestions for OAP rule changes, other than the title deadline problem, you should also let me know prior to June 8. We are always looking for the better mousetrap.

The good news is that judges report the quality level in the play choices at district as super. Judges have heaped praise far beyond the accustomed level. I was able to work with two festivals this year and saw a load of talented students and quality work at an early stage. I don't blame educators from other states for being envious of the educational theatre they see in Texas.

There have been a few problems this year, but it seems that district management has been better. Most of the questions and difficulties continue to be over non-rules or items not clearly covered by rules or OAP Handbook guides. OAP directors cannot create rules. Directors can only recommend. Your District Executive Committee cannot make rules more restrictive than those in the C&CR. The District Executive Committee may make local rules that are not spoken to in the C&CR as per the State Executive Committee ruling, page 392, item 3.

If there is not a specific rule to cover a situation, a violation cannot exist. The absence of a rule does not excuse the lack of common sense. OAP rules do not cover the use of swords, foils, daggers, or knives. Common sense suggests that such items are dangerous and use should be carefully choreographed. OAP rules or the Handbook



Lynn Murray
.....

guides do not cover audience entry after a contest play has started. Common sense should tell us that late arrivals should not be allowed to disturb audience or performers. If the facility is so constructed so that late arrivals cannot be admitted without sunlight streaming in the doors, some type of control must be administered. It seems that few have ever heard of blackout curtains to cover entrances, or blocking off seats for "emergency" late arrivals or a director who gets caught in transition.

I have had numerous calls about a new music rule! In a crowded room at the TETA convention in Houston, I attempted to clarify "by nature musical" and "predominately music." The word is out that we now have a 20 minute or 14 minute music rule. I said "predominately" was more than half. If you have a 39 minute play, 20 minutes is more than half and becomes predominate. If a director underscores an entire production with music, it is predominate. We don't really need any group camped out with stopwatches trying to prove somebody used too much music. Common sense should tell us that we don't need any more rules and the director should be logical enough to not push to the limit in Section 1033 (c) (1) (F). If you persist, there will be a music timer with the responsibility of determining "predominately."

There have been numerous odds and ends that deserve some attention. A director may change the scenery and property plot in any fashion desired so long as the change involves properties, unit set elements or other legal devices. This may be done after the 10 day deadline, during the official rehearsal period on during the ten minute set period.

Yes, the cast can perform crew duties including operating sound and lights. The crew can produce sound live or canned, or produce off-stage voices and live music at the director's discretion. That does not make them cast. A judgeable cast member must be seen. Scripts may be used backstage by anybody, but prompting from off-stage is a violation.

If you slide props or Unit Set pieces, you will rip up spike tape of other schools. Spike tape is certainly permissible, but not on any Unit Set elements. Glow tape or illuminous tape may be used, but in most instances only on part of the colored tape to help with identification. Coded

strips help when several schools need to see in the dark.

A crew may change the set on stage while the action continues in another area. The areas in which set changes are being made maybe in blue out, blackout, or considered "not seen" by the audience and the sixty second scene change time limit does not apply. Props and scenery should not be set on the curtain line unless there is an insurmountable architectural problem. Logic should tell us that the curtain would be useless. There are also fire laws. It is certainly OK for the crew to set items downstage of curtain or for items to be set in the dark (glow tape) before the lights are brought up.

Contest Managers should be aware that adult timers are needed backstage and in the house. They report only to the contest manager and should not give time or cues to a performing company. Contest Managers should also know that organized disturbances or sabotage should be considered a violation of the Spring Meet Code found on page 98 of the current C&CR. Any behavioral problem may be covered by this code and the full range of penalties found in Subchapter R, page 85, may be applied.

Some of you discovered that there are playwrights, in addition to those listed in the OAP Handbook, who will not allow "scenes from." You should add Samuel Beckett (*Waiting for Godot*) and Edward Albee to the list. Those of you who received an "old" Non-Professional Royalty Invoice from Dramatists Play Service should have requested the current version described last fall. The difference is in item 1. 1. "You may use only a specific scene or sequence of scenes in chronological order. These scenes must be used within the confines of Copyrighted Law and UIL competition rules." Make sure you get the correct form if you are advancing, or if you use a DPS play next year, make sure you get the proper form.

All that receive the UT-Austin Department of Theatre and Dance Summer Theatre Workshop brochure should note my mistake and please correct. Sharon Vasquez is the chair.

I owe an apology to Vicki Bond. She should not have been deleted from the judges list last month and continues to be eligible to judge. This includes next fall as well. Sorry, Vicki!

All the news is not good. Paula Fulford will be leaving the UIL office in late May to follow husband Jeff to his new job in Amarillo. The League's loss will be Amarillo's gain. Those of you that have had her help and guidance since last August know how much she will be missed. She has contributed greatly in a short period and made the administration of One-Act Play this year a much easier task.

State Meet One-Act Play schedule

MAY 6, THURSDAY

(Note: PAC-Performing Arts Center)

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

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

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

MAY 7, FRIDAY.

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

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

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

4:00 pm - AA contest, four plays:

*McCullough Theatre.

AAAA contest, four plays: Bass

Concert Hall.

7:30 pm - AA contest, four plays:

*McCullough Theatre.

AAAA contest, four plays: Bass

Concert Hall.

MAY 8, SATURDAY.

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

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

9:00 am - 12:00 noon Conference
AA and AAAAA critiques: Bass Concert Hall, Mezzanine and Lobby Level.

4:00 pm - A contest, four plays:

*McCullough Theatre.

AAAAA contest, four plays: Bass

Concert Hall.

7:30 pm - A contest, four plays:

*McCullough Theatre.

AAAAA contest, four plays: Bass

Concert Hall.

-Critiques following awards presentation.

*See McCullough ticket policy (below)

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

MCCULLOUGH TICKET POLICY

Complimentary tickets will not be honored in the McCullough Theatre. Participant's tickets will be honored in the McCullough Theatre ONLY for the participant's conference.

Advanced tickets will be made available on an equal basis to participating schools for their session only. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit.

Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold five minutes prior to the beginning of each four play session.

Vasquez succeeds Jennings as Theatre, Dance chair

The Department of Theatre and Dance at UT-Austin, the largest such department in the country, has a new chair. Sharon Vasquez, a member of the faculty since 1977 and director of Dance since 1983, has been named to succeed Coleman A. Jennings, who has headed the department for the past 12 years.

The department, under his leadership, has grown to over 500 total students, a faculty of 35, 50 teaching assistants and assistant instructors, approximately 130 graduate students, and more than 600 non-major students.

Vasquez earned her M.F.A. from Florida State

University and has studied dance with modern dance legends Merce Cunningham, Martha Graham and Bella Lewitzky.

She has performed as a free lance artist and has taught master classes and workshops across the United States, Mexico, South America, Germany and the Netherlands.

She is founder and co-artistic director for the



SHARON VASQUEZ

Dance Repertory Theatre, UT's student dance company. She has set works for DRT as well as companies regionally and abroad.

She has received two Teaching Excellence Awards, one from the College of Fine Arts in 1982, and the Texas Exes Award in 1987. Ms. Vasquez also holds the Susan Meneff Regan Regents Endowed Professorship.

She is Dance Chair of the South Carolina Governor's School for the Arts summer workshop and is in demand as a movement consultant and Pilates-based exercise trainer.

Tips for the State Meet-bound

Heading to UIL State? Congratulations. You and your students will be among the several thousand that will participate in the Eighty-Third Annual UIL Academic State Meet. Qualifying to test skills against the best in the state is only one of many positives of academic competition. Hopefully students will develop an understanding of the many factors that make up a *successful competitive year* and will realize that qualifying to state is just one among many.

Telephone calls reveal amazingly similar questions from year to year. The following items are questions most often asked by state-bound academic coaches.

Winners' Packets. State qualifiers and alternates are given winners' packets at regional. These packets include basic information about state. If your qualifier did not stay for the announcement of winners and did not receive a packet, check with students from your school who qualified in other events.

No State Entry Forms or Fees. State qualifiers are not required to send state entry forms or entry fees. The results mailed from the 20 regional competitions serve as entries to state. The information on these forms will be used to produce the official UIL State Meet program.

Official State Meet Program. Tentative state meet programs (teal) listing the schedule of academic events were mailed to schools in March.



Janet Wiman

These programs are designed to be used only until registration when they can be replaced with an official program. Changes and errors are corrected in the official program.

Academic Conflict Pattern. The academic conflict pattern will be followed at State. If by some chance students qualify in two conflicting events, they must choose between the two events, notify the regional and state directors and the alternate. This should be done immediately.

Enrichment Opportunities. Austin and the University of Texas at Austin offer an abundance of enrichment opportunities for students participating in the UIL Academic State Meet. Activities and points of interest are listed in the official program.

State Coaches' Meetings. The agenda for the coaches' meetings will include details concerning the administration and grading of the particular events. Though the meetings are not mandatory, they are important.

Hotels. Check winners' packets for a housing brochure produced by the Austin Chamber of Commerce. This green and white brochure lists hotels, their UIL rates, and most importantly, their telephone numbers.

Scholarship Information. Competing at UIL academic state meet qualifies students to apply for over \$600,000 in scholarships awarded through the Texas Interscholastic League Foundation. Completed applications are accepted between May 1 and May 15. Scholarship applications were placed in the regional winners' packets so students have the opportunity to complete the forms and submit them while they are in Austin. Carolyn Brown, scholarship coordinator, will be available to answer questions. Completed applications may be left at the registration desk or mailed to arrive by May 15. All materials should be submitted in one envelope. C-X debaters who competed in the UIL state tournament in March qualify to apply for the scholarships.

Pat Wisdom will be assisting with her first UIL Academic State Meet. If you have not met her, plan to stop by the registration desk on Thursday or Friday or Welch Hall on Saturday and say hello. She is enthusiastic and energetic and is guided by a pro-student and teacher approach. On behalf of the entire UIL academic, we wish you well and hope that you and your students enjoy the UIL Academic State Meet.

Getting ahead of ourselves

Plans are already underway for 1993-94 academic contests

As the UIL academic year draws to a close in May, planning for the coming year will be well in progress. Using recommendations which have come from teachers and administrators across Texas, the UIL staff is targeting areas for improvement which are both cost effective and beneficial to students. To get a glimpse at some of the academic changes that will be coming about in the near future and assist UIL member schools in planning their school calendars, the following information should be helpful.

Fall Student Activities Conference (SAC) dates and locations have been set as follows:

September 25, The University of Texas, Austin
October 16, Texas Tech University, Lubbock
October 23, The University of North Texas, Denton
November 6, Sam Houston State University, Huntsville

These conferences will continue to provide an introduction and overview of the content of the academic UIL contests as well as the program for the school year. Early planning for students, coaches, and coordinators to attend one of these conferences could certainly give school districts an edge in preparation for UIL academic meets.

Early this summer, the high school *Ready Writing Handbook* will be revised to include more current state-winning essays and topics, an update of exposition writing instructions, and a simplified "how to" section designed to help students create a successful ready writing paper. In addition, coaches who attend the State Ready Writing competition in May will review a proposed judging rubric which will allow judges to assess a score based on 60 percent interest (perceptive ideas, originality, and examples), 30 percent organiza-



Pat Wisdom

tion (clear thesis, well-developed paragraphs, transition, clarity, etc.), and 10 percent correctness of style (punctuation, sentence structure, grammar, word usage, and spelling). After input from all interested educators and writers, the League office expects to put the rubric into use during the 1993-94 school year. The new handbook, however, will not go into print until the following school year.

As technological advancements continue to supply more students with accessibility to computer labs, the League office is looking at providing the option for school districts to use word processing computers for both ready writing and journalism events. In addition, a committee of business education teachers from across the state are currently writing a business computer education competition which will eventually take the place of the keyboarding competition and provide components which will not only assess speed, but will also include appraisal of business skills in writing.

The size of the spelling and vocabulary *Word Power* booklet will be changed from 5 by 9 inches to 8 1/2 by 11 inches. More columns and more sets of words will be placed on each page, fewer pages will be printed (number of words will remain about 1500), and students will find that the booklet fits easily into their looseleaf notebooks. The format of the spelling contest paper will provide spaces for all answers, including the pronounced word sec-

tions in Parts II and III. Students will no longer need to bring their own paper to competition. If scratch work is desired, the contest director will provide one blank sheet for each contestant.

A revision of the *Calculator Applications Drill Manuals for Numerical Problem Practice and for Stated and Geometry Problems* is currently in progress. These manuals will contain "number crunchers" written in the calculator applications format and a widely expanded version of the 1982 Contest Manual. Dr. David Bourell and Dr. John Cogdell, writers of the manuals, will be sending out a survey to coaches of calculator applications in August. League member response to the survey will ensure ongoing progress as revision continues.

Plans are already under way for an Academic Coordinators' Workshop to be held in the summer of 1994. Input from League schools throughout the coming school year will be utilized as League staff members attempt to provide a beneficial workshop program which will be attended by many.

As schools look ahead, remember that early planning for the UIL year will help to prevent many of the conflicts in scheduling and much of the delay in receiving needed materials. **UIL Academic Coordinators, look for a mid-August mailing.** Enclosed will be a general packet containing the *Coordinator's Handbook* and three envelopes, labeled:

- One Act Play
- Journalism: Newspaper/Yearbook
- Speech and Debate.

These packets will provide most of the general materials and information you should need to conduct a successful UIL program for the 1993-94 school year.

Best wishes to students who are advancing to the State Meet.

THESE TOPICS WERE SELECTED FROM THOSE USED IN DISTRICT WEEKS ONE AND TWO.

INFORMATIVE

1. Who are the main players in the run for Lloyd Bentsen's Senate seat?
2. Who are the Branch Davidians?
3. Who is Jack Kevorkian?
4. What are the latest developments in the battle against AIDS?
5. What is behind the recent wave of violence in Egypt?
6. What are the latest obstacles to achieving peace in the Middle East?
7. What is Bob Krueger's campaign strategy to retain his seat in the U.S. senate?
8. What were the results of the recent elections in France?
9. How is Ross Perot keeping his political activism alive?
10. What alternatives have been proposed to Clinton's economic plan?
11. What has caused the recent downturn in the Japanese economy?
12. Worldwide responsibility: where is the U.N. at work?
13. The budget gets even tighter: What cuts are being considered in Texas?
14. Who is Byron White?
15. Who's involved in the struggle for power in Russia?
16. What recent series of scandals have plagued Japan's ruling Liberal Democratic Party?
17. What's behind the Texas real estate recovery?
18. What are the latest developments in the governmental crisis in Russia?
19. What do the latest figures reveal about economic recovery in the U.S.?
20. How is the Egyptian government responding to violence by militants?

PERSUASIVE

1. Should Texans support the North American Free Trade Agreement?
2. Did federal agents "blow it" in dealing with the Branch Davidians?
3. Will congressional protection of local projects derail the effort to cut the federal deficit?
4. Should the U.S. lift trade sanctions against Cuba?
5. Should the U.S. provide additional aid to Russia?
6. Are Yeltsin's critics right in alleging his failure as a leader?
7. Is President Clinton's economic plan good for America?
8. State laws governing handguns: is Texas moving backwards?
9. Can the U.S. really afford Clinton's proposed health care reforms?
10. How can peace be achieved in Cambodia?
11. Should recent events in the Russian government affect U.S. military spending cuts?
12. Is legalized gambling good for Texas?
13. Is Latin America making real progress against drug lords?
14. Can the Palestinians and Israelis reach a compromise for peace?
15. Is the Sudan headed down the same road as Somalia?
16. Is Ross Perot already running for president?
17. Should Americans brace themselves for a surge of terrorist activity?
18. Has the NRA lost sight of its role as a sportsman's advocate?
19. Will continuing violence derail the political transformation of South Africa?
20. Should the U.S. adopt a tougher trade policy with Japan?



DO UNTO OTHERS. Kristi Wuensche was one of the former UIL competitors who judged at CX State. A senior at Angelo State University where she has debated, Kristi was a UIL state champion in L-D debate in 1988, 89 and 90. Photo by George Bridges.

Despite a few snags, State CX a big success

March is behind us, along with the March madness of district and State CX Debate competition. Although a tournament the size of CX State will probably never occur without some unexpected problems and last minute adjustments, both sessions this year went relatively smoothly. In fact, one of the most frustrating things about the meet for those who were working behind the scenes in the tab room was a sense of "growing old" while we waited - and waited - for a very slow copier to dribble out copies one at a time. It's hard enough to get ballots returned and tabulated so that rounds can start on time, and we know that everyone's counting the minutes till the next round is posted, so just the few minutes delay in waiting for copies was not fun. Most everyone was cooperative, though, in taking only one copy per team, and we managed to stay reasonably close to schedule until 5A finals!

We did have some unforeseen snags. One team dropped their negative case inside a locked podium - for which we had no key! John Trowbridge and other UIL staff went beyond the call of duty to retrieve it by turning the heavy podium upside down and shaking it vigorously and at length. The team got their material in time for the next round, and John got a nice note of thanks. Then Saturday morning the tournament staff discovered that we were locked out of the tab room - for which we had no key! John came to the rescue again, and located a policeman who let us in before the first elim round was to start. Thanks to all of the UIL staff who worked in preparing and running the meet, and to the coaches who assisted with ballot pick-up and who worked in the tab room.

Also, many thanks to the large number of alternates and other interested students who served as timekeepers. Most of these students worked during the first session on Monday and Tuesday, and we sincerely appreciate their help and that of coaches and sponsors who kept time. And thanks to all the coaches, college faculty and students, former debaters and others who judged. Some of our judges are professionals in fields other than education who have returned for several years to judge at State.

The tournament this year included 251 teams and was just slightly larger than last year. A new



**Treva
Dayton**

C-X DEBATE TOPIC

Cross-Examination Debate Topic to be used for 93-94 school year.

RESOLVED: That the federal government should guarantee comprehensive national health insurance to all United States citizens.

rule will go into effect next fall that will allow schools in districts with fewer than eight teams entered on the official CX entry forms to enter a fourth team. This should increase the number of districts that can send two teams to State, so next year's tournament might be even larger.

Congratulations to those of you who have qualified for regional. Regional handbooks have been mailed to school administrators, and you'll need to check the contest schedule and times for student check-in. Coaches who have Lincoln-Douglas debaters that advance from regional to the State Meet will need to fill out and return two required judging forms. These are enclosed in the LD winner's packet, so don't let your debaters take it home before you get the form. All regional winners should receive a packet which contains important information about the State Meet.

The National Federation has announced the results of the vote for next year's CX resolution. (See box on this page.) Thirty-seven states, the District of Columbia, the National Forensic League, and the National Catholic Forensic League submitted votes, and the comprehensive national health insurance topic was narrowly favored over the topic which called for control of health care costs.



TAKING TURNS. Some 251 teams from across Texas competed in the four-days of CX State Meet competition. Speech director Treva Dayton estimates that at least 571 rounds of debate were conducted.

Photo by George Bridges.

C-X State Meet top speakers

GOLDEN GAVEL AWARDS

1A Heather Hatton
— Austwell-Tivoli
(Tivoli)
2A Steven
Montemayor —
Premont
3A Molly Stephens
— Barbers Hill (Mont
Belvieu)
4A Amiee
Wernecke —
Wharton
5A Leigh Linden —
Taylor (Katy)

SILVER GAVEL AWARDS

1A Erica Schwarz
— Aspermont
2A Sara Graham
— Stratford
3A Emily Stephens
— Barbers Hill
(Mont Belvieu)
4A Jesse Benn —
Brenham
5A Brandon
Fletcher — Newman
Smith (Carrollton)

BRONZE GAVEL AWARDS

1A De De
Freemyer — Jayton
2A Hollie Williams
— Ozona
3A Thad Norvell
— Crane
4A Eric Cox —
Midway (Waco)
5A Kristina
Campos —
Newman Smith
(Carrollton)

C-X Debate State Meet results

Conference 1A

1. Erica Schwarz/Keith Swink, Aspermont;
2. Sarah Aguirre/Heather Hatton, Austwell-Tivoli;
3. Star Gebser/Katy Fuller, Lago Vista and Chad
Martin/Brent McQueen, North Hopkins.

Conference 2A

1. Kim McKenzie/Ginger Murphy, Wall; 2.
Lisa Herring/Hollie Williams, Ozona;
3. James Gunnels/Kyle Simons, Centerville and
Jason Weaver/Brian Ellis.

Conference 3A

1. Emily Stephens/Molly Stephens, Barbers
Hill; 2. Dusty Boyd/Thad Norvell, Crane; 3. Josh

Jeffries/Chris Kutalek, Montgomery and Jennifer
Self/Colin Powell, Huntington.

Conference 4A

1. Eric Cox/Collin Cox, Waco-Midway; 2.
Scott Kinzer/Zach Pearson, Conroe-Oakridge; 3.
Michael Ross/Candace Latman, Dallas-White and
Kristen Manning/Jason Swoboda, West Orange
Stark.

Conference 5A

1. Leigh Linden/Robert Merz, Katy-Taylor;
2. Danny David/Ben Greenberg, Houston-Bellaire;
3. Jan Hines/Ryan Brady, Grapevine and Brandon
Fletcher/John Lee, Newman-Smith.

Laneville, Troup repeat

East Texans top list of storied boys state tournament

Laneville in Conference 1A and Troup in Conference 2A were repeat winners, Southlake Carroll in Conference 3A claimed a rare football and basketball double in the same school year while Fort Worth Dunbar was claiming its first state title in 10 trips to Austin.

There were so many stories within a story that the average fan at the 1993 UIL State Boys' Basketball Championships last month would have had trouble keeping track of them all.

And that's not even mentioning which Lincoln was who in Conference 4A.

With just under 101,000 in attendance, the '93 tourney will be hard pressed to be match for excitement, drama and emotion. Laneville, who beat Weatherford Brock 77-68 in the finals in Conference 1A and Troup's 69-49 rout of Amarillo Highland Park in Conference 2A offer the excitement of squads seeking consecutive state championships.

Southlake Carroll also offered excitement in becoming only the second school in UIL history to win both a state football and boy's basketball title in the same school year with its 66-56 win over Ferris. Dumas was the other in 1962.

Dallas Lincoln and Port Arthur Lincoln offered the drama element. Arguably the top two Conference 4A programs over the last 10 years, both staged a battle that was not decided until the last shot rolled off the rim as the horn sounded. In the end, Dallas Lincoln edged Port Arthur Lincoln

46-45.

With the exception of Converse Judson fans, the remaining patrons at the Frank Erwin Center had to be pulling for Fort Worth Dunbar coach Robert Hughes. A winner of over 1,000 games in his career, Hughes and Dunbar had nine times come up empty handed at the state tournament. A resounding 74-64 victory over Judson put all those previous frustrations to rest.

-- Peter Contreras

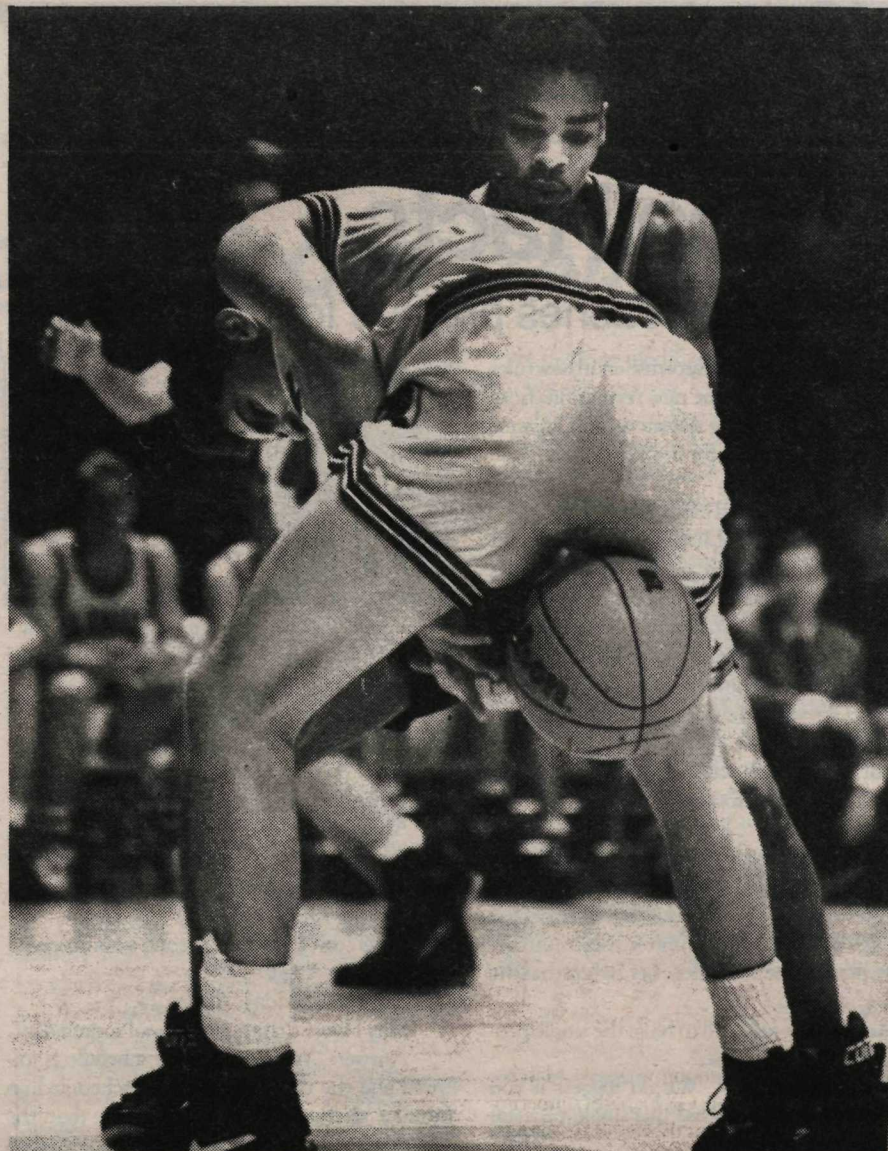
Boys: Conference 1A; Semifinals: Weatherford Brock 85, Petersburg 64; Laneville 91, Calvert 73. **Finals:** Laneville 77, Weatherford Brock 68.

Conference 2A; Semifinals: Amarillo Highland Park 79, San Antonio Randolph 54; Troup 62, Itasca 41. **Finals:** Troup 69, Amarillo Highland Park 49.

Conference 3A; Semifinals: Southlake Carroll 81, Woodsville 61; Ferris 61, Gonzales 60. **Finals:** Southlake Carroll 66, Ferris 56.

Conference 4A; Semifinals: Dallas Lincoln 84, Waco University 79 (OT); Port Arthur Lincoln 53, Plainview 50. **Finals:** Dallas Lincoln 46, Port Arthur Lincoln 45.

Conference 5A; Semifinals: Fort Worth Dunbar 72, Houston Milby 65; Converse Judson 66, Killeen Ellison 57. **Finals:** Fort Worth Dunbar 74, Converse Judson 64.



DRIBBLING BETWEEN THE LEGS. Southlake Carroll's Justin Dobbs loses control of the ball in a scramble with a Ferris player. Dobbs was named the Conference 3A Most Valuable Player. Photo by Joey Lin.

Bill would place UIL funds in state general revenue

CONTINUED FROM PAGE 1

down with constituents who want exceptions for athletes on transfers, eligibility, and other issues regarding athletic participation. Every controversy has at least two sides, and pressure is often applied from both sides. That the UIL Constitution and Contest Rules does not allow either the UIL staff or any of the judicial bodies of the UIL to set aside a rule has resulted in consistent enforcement of those rules.

If this legislation is passed, all funds from the state and regional tournaments would be placed in the state general revenue fund, plus all income from sales of materials, membership fees, and entry fees for music events, workshops, etc.

The money would then be appropriated back out to the UIL for operation by the appropriations committee. They would determine how much could be rebated to schools, if any, and ultimately what the budget for expenditures would be.

Any funds remaining at the end of the fiscal year would not belong to the organization but would be absorbed into the general revenue fund to be appropriated to any or all state agencies.

When reserves reach a point above that established by the Legislative Council, the precedent has been to lower the UIL membership fee structure. This occurs from time to time, usually when the income from activities jumps unexpectedly, or when litigation or other costs fall. For school year 1989-90, the membership fees were set at \$5. A rebate of this nature to all member schools would no longer be possible since reserves would not exist.

BUILDING FUND

It is important to point out why the UIL dedicates a portion of its budget to a building fund.

Many years ago, the UIL Legislative Council instituted a policy to maintain sufficient reserve funds to operate for at least one school year beyond the current budget year. Council members were concerned that litigation, alignment appeals, and enforcement rulings which often upset powerful constituents could result in a severance of the relationship with The University of Texas at Austin, and/or restraining orders on membership fees. Either of these consequences would disrupt the UIL's ability to provide activities for public school students.

However, in the last decade, the Council has become more concerned about adequate facilities and less concerned over the need for reserves.

Both studies of the UIL authorized by Senate Bill 417 resulted in recommendations for more space to house UIL programs. The University of Texas at Austin has always provided on-campus office space for the UIL but now needs the space on the main campus that the UIL currently occupies.

Since 1988, UIL and UT officials have searched for more space to house the UIL programs adequately. The Legislative Council was advised by UT administration that the university could provide land in the vicinity of Disch-Faulk field, but that it could not provide funds to build a building.

In 1983, the Centennial Commission of The University of Texas recommended that the relationship between the University and the UIL be maintained and further developed, not only as a public service but also to foster continued excellence among participants in interschool competition in academics, athletics and the arts.

In 1984, House Bill 72 specified that the UIL is a part of The University of Texas at Austin.

In 1989, Senate Bill 417 required the UIL to submit an annual financial report to the Governor

and Legislature. In addition, it provided that the League's funds were to be deposited with The University of Texas at Austin and were subject to audits by the University and the state auditor. It created the Interscholastic League Advisory Council composed of members of the State Board of Education, the Legislature, the Legislative Council of the University Interscholastic League, public school board members, and the general public.

The Executive Summary of the comprehensive review of the rules, bylaws, and procedures of the UIL from the State Board of Education stated, "That the UIL Facilities Committee seek assistance from a cooperative effort of the public schools, The University of Texas at Austin, and other interested organizations to develop a solution that will address the current facility needs of the UIL and also provide for future growth."

The Facility Committee met with then UT-Austin President William Cunningham in June 1990 to explore options for UIL housing. Since no adequate facilities were available, the committee agreed by consensus to explore the possibility of constructing new space.

In October of 1990, the Legislative Council voted to create the UIL building fund. The Council concluded that if UT were unable to provide adequate space for the expanding program of the UIL, then the Legislative Council, as representatives of the member schools, desired to maintain a working relationship with UT and to explore the feasibility of a joint effort to construct new facilities. The creation of the building fund was the first step toward this objective.

In the fall of 1992, UT notified the UIL staff that the space currently occupied on the main University campus is needed for another UT department. UT officials indicated they were exploring avenues for temporary UIL quarters until

the proposed new building is completed.

University physical plant architectural and engineering staff developed preliminary interior plans for a building to be located in the vicinity of Disch-Falk Field using the same exterior design as the University Services Building.

In March of 1993, as a result of concerns raised by elected officials, the proposal for a UIL building was deleted from the April agenda of the University of Texas Board of Regents.

Again, if pending legislation is passed, the reserves and building fund that have been accumulated by the UIL, as recommended and approved by the Legislative Council, the State Board of Education, UIL study committees composed of state representatives and senators, members of the State Board of Education, attorneys, and the administration of The University of Texas at Austin, would be absorbed into the general revenue fund.

This means the UIL would have no funds for a building and no reserves.

The public schools of Texas place a high priority on the services provided by the UIL and are committed to address the facility needs of the League. This is evidenced by their commitment of membership dollars to the current building fund. An adequate facility is essential if the UIL is to fulfill its current mission, and more space is essential if the League is to grow to meet the increasing needs and desires of its members.

Last school year, entries in League contests at the district, regional, and/or state level reached nearly 2 million. The UIL provided these educational opportunities at a cost of approximately \$3,100,000, or about \$1.55 per entry. The Legislative Council believes this represents prudent fiscal responsibility.

Football facts

Q&A to help coaches prepare for next season

The 1993 Football Season ushers in new rules from the NCAA and some new regulations from the UIL. The following questions and answers should help in planning for the season:

■ Is the 25-second clock required?

Answer: No! If a 25-second clock is in operation and the home team will use it, the visiting team will also use it. There is no mandate to install a 25-second clock any time in the near future because of the added cost to schools for installation and operation. If schools want to purchase a 25-second clock or a new scoreboard with a 25-second clock, they may do so. However, to repeat, Texas' high schools are not required to use the clock in their football games.

■ May schools install the NCAA goalposts (18' 6" width) on high school fields?

Answer: No! Texas high schools use the wider 23' 4" goalposts unless they mutually agree to play a game at a college field which has the narrow goalposts.

Are schools required to have the single pedestal (sling shot) goalposts?

Answer: No! We do suggest if you install new goal posts to use this single pedestal type.

Are uprights required to extend upward 30' above ground (or 20 feet above the crossbar)?

Answer: No! The UIL recommends the 30' uprights. If new goal posts are installed, please install the 30' uprights for better judgement on kicks.

■ Are high schools required to remark the hashmarks to meet the new NCAA requirement?

Answer: Yes. Texas schools will use the 60 foot (measured in from each sideline) for 1993. Artificial surface fields also are required to mark the new hashmarks. The old 53' 4" hashmarks do not have to be removed (even though they are no longer used) if doing so harms the integrity of the playing surface.

■ When can shoes and socks and non-contact wearing apparel be issued in A, AA, AAA, AAAA, and AAAAA with no spring training?

Answer: August 4th (we recommend no earlier than 6:00 a.m.). Contact equipment other than the helmet and chin strap may not be used, but may be fitted and placed in lockers.

When can shoes and socks and non-contact wearing apparel be issued in AAAAA schools who have had spring training?

Answer: August 11th (we recommend no earlier than 6:00 a.m.). Contact equipment other than the helmet and chin strap may not be used, but may be fitted and placed in lockers.

When can A, AA, AA, AAAA, and AAAAA with no spring training begin non-contact practice?

Answer: August 4th (we recommend no earlier than 6:00 a.m.).

When can AAAAA with spring training begin non-contact practice?

Answer: August 11th (we recommend no earlier than 6:00 a.m.).

The first four days of practice may be conducted without contact activities and with no contact equipment except the helmet and chin strap.



Bill Farney

There shall be no team or individual practices, conditioning, or individual team meetings on Sunday, August 8 or August 15.

Practices on Monday, August 9, can be full contact activities and equipment. (Monday, August 16, for AAAAA with spring training.)

When can I have an interschool scrimmage?

Answer: All schools except AAAAA with spring training, Tuesday, August 17, after seven days of allowable contact activities (August 9, 10, 11, 12, 13, 14, 16).

When can I have the second scrimmage if I scrimmage on August 17?

Answer: Monday, August 23.

May I have a third interschool scrimmage?

Answer: Yes, if the above schedule is followed and the third scrimmage is scheduled on Saturday starting no earlier in the day than the August 23 scrimmage. There must be five days between scrimmages (Tuesday, Wednesday, Thursday, Friday, and Saturday) till scrimmage time.

When can I scrimmage if I am AAAAA and had spring training?

Answer: Seven days later than each scrimmage date listed above.

When can I play my first high school game?

Answer: Thursday, September 2, all conferences.

May I have an interschool scrimmage after I play my first game?

Answer: No!

When can I begin practice for eighth grade football and below?

Answer: The first day of school!

When can I scrimmage or play a game in eighth grade and below?

Answer: Tuesday, September 7.

When can I issue equipment in eighth grade and below?

Answer: Football equipment may be checked out to the players on any one day during the week preceding the first day of school.

■ Even though I cannot practice, play, or have individual or team meetings on Sunday, is it permissible for athletes to be treated for injuries on Sunday?

Answer: Yes, provided the treatment is not extended to non-injured players, coaches do not require all athletes to come pick up materials or allow injured athletes to study scouting reports or view films.

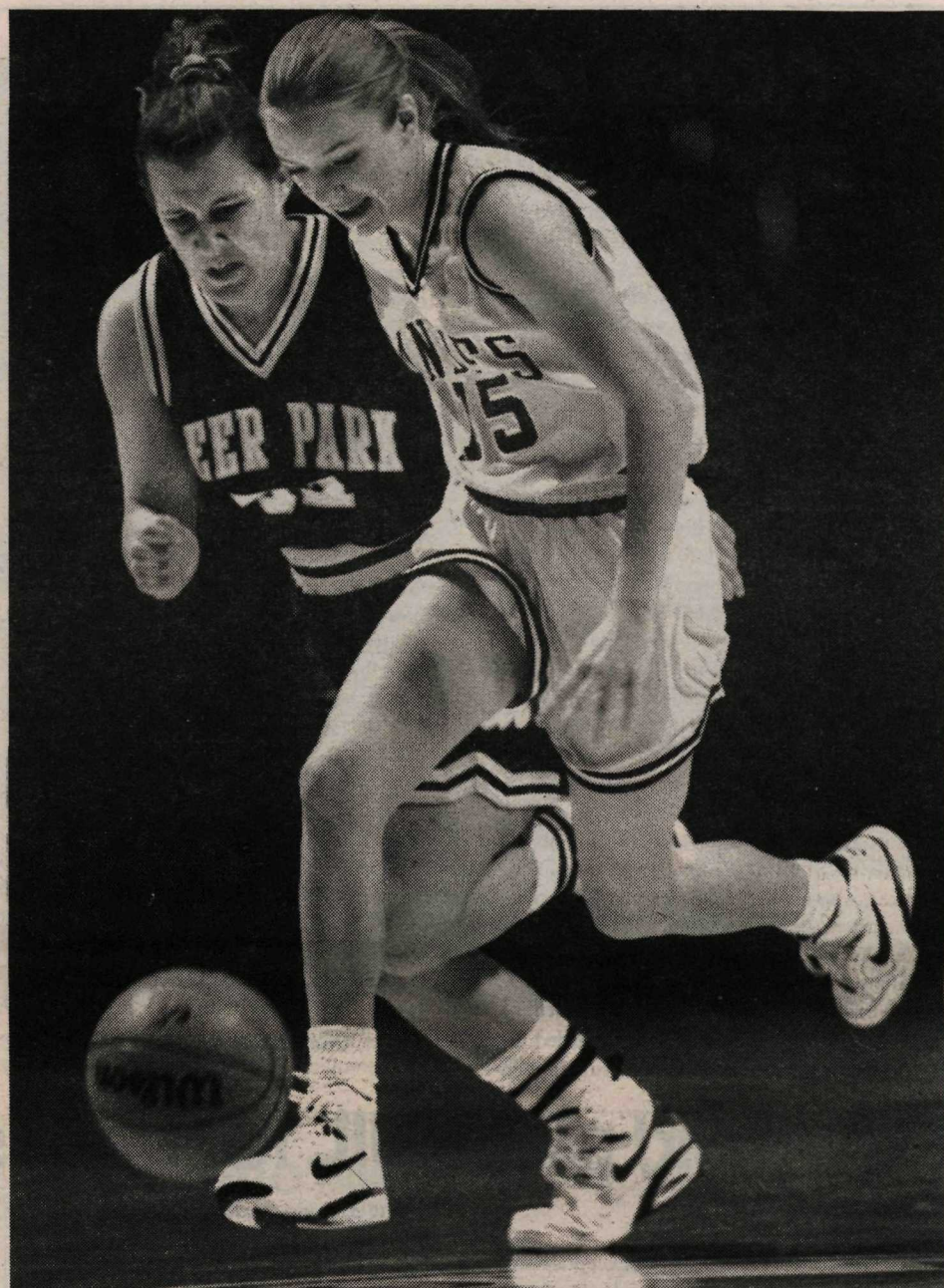
■ Can schools charge admission for interschool scrimmages?

Answer: Yes, in 1993-94 for the first time.

Will gate receipts have to be divided among participating schools in the scrimmage?

Answer: There is no provision to share proceeds. Schools could do so by mutual agreement. Are schools required to charge for scrimmages?

Answer: No. The decision to do so rests with the host school.



ON THE RUN. Amarillo's Michelle Maxwell brings the ball upcourt in the Sandies' 50-33 semifinal victory over Deer Park. Photo by Joey Lin.

A Devil of a Time

Celeste rolls up 2nd consecutive state championship

Celeste was a repeat winner, Marion and Austin Westlake put some past state tournament failures to rest and Dimmitt and Amarillo were surprise winners at the 1993 UIL Girls' State Basketball Championships last month in Austin.

Like expected, Celeste claimed its second straight Conference 1A championship with a 65-59 win over Nazareth in the semifinals and a 63-38 victory over Muenster in the finals. The Lady Blue Devils rolled up their 65th win in the past two years against only four losses, largely on the heels of the MVP performance of Sharonda Enis, the all-state center who scored 31 points in the finals and 38 against Nazareth in the semifinals.

Marion was making its fifth straight trip to Austin but had yet won it all. That all changed with a 69-63 decision over Hamilton in the Conference 2A finals.

West Texas schools have traditional done well at the state girls' basketball tourney, so maybe Dimmitt's title run in Conference 3A should not be considered a "surprise." Dimmitt posted a 54-43 win over pre-tournament favorite Winnsboro in the semifinals and then a 59-51 victory over Dripping Springs in the finals.

Austin Westlake had admittedly carried the burden of not playing well at the 1992 state tour-

namment for one year and was looking to place that demon to rest in their return trip in Conference 4A. They did just that with a 61-36 decision over Silsbee in the semifinals and a 48-40 victory over tradition-rich Levelland in the finals.

After beating state power Duncanville and undefeated Conroe to earn a shot at the Conference 5A title, undefeated Pflugerville was tabbed the team to beat. Corpus Christi King and Amarillo took care of that. King shocked Pflugerville with a 63-53 victory in the semifinals, before falling to Amarillo in the finals 68-65.

Girls: Conference 1A; Semifinals: Muenster 44, Thrall 31; Celeste 65, Nazareth 59. Finals: Celeste 63, Muenster 38.

Conference 2A; Semifinals: Hamilton 54, Cooper 51; Marion 63, Panhandle 60. Finals: Marion 69, Hamilton 63.

Conference 3A; Semifinals: Dimmitt 54, Winnsboro 43; Dripping Springs 63, Barbers Hill 57. Finals: Dimmitt 59, Dripping Springs 51.

Conference 4A; Semifinals: Austin Westlake 61, Silsbee 36; Levelland 59, Paris North Lamar 47. Finals: Austin Westlake 48, Levelland 40.

Conference 5A; Semifinals: Amarillo 50, Houston Deer Park 33; Corpus Christi King 63, Pflugerville 53. Finals: Amarillo 68, CC King 65.

Developing an attitude

"Sportsmanship is more than a series of behaviors - it is an attitude. It is based on honesty, fairness and humanity toward others," (Tutko). This definition of sportsmanship was offered during the National Youth Sports Coaches Association summit, 1993.

In March of 1993, the UIL hosted an ad hoc committee with sportsmanship as the single agenda item. Our summit yielded a variety of opinions from an array of resource persons sharing diverse expertise in the field. These experts included representatives from the Southwest Officials Association, Texas High School Coaches Association, UIL State Executive Committee, Texas High School Athletic Directors Association, Texas Association of Secondary School Principals, Southwest Conference and UIL staff.

Conversation addressing sportsmanship focused on the two-year-old rule that addresses the automatic ejection of coaches from a contest for unsportsmanlike behavior. The automatic penalty for a coach being ejected is a minimum one year probation and a public reprimand.

Before implementation of the automatic penalty, addressing problems of sportsmanship was a pro-active move to a national problem. The objective of a common penalty was two fold. First, it was to assess a consistent penalty for a common infraction across the state. The second reason for the penalty was to monitor and reduce the number of unsportsmanlike ejections from high school sport contests.

Both objectives have had results which indicate the rule is meeting the proposed objectives. Reported incidents across the state have received



Cynthia Doyle

consistent minimum penalties. Compared to the number of ejections reported last year at this time, reported incidents are down 30%. With results from both objectives being met, discussion about the automatic penalty is still at a premium.

To implement an automatic penalty for a coach being ejected seems to also carry with it the automatic assumption that the coach is guilty. Many feel this process leaves no room for error in judgement on the part of the official. Some would argue that there is no recourse for an ejection, even if the official mis-applied a rule. There is an appeal process through the League office that many schools have elected to exercise, re-evaluating parameters of the ejection.

Another strong case against an automatic minimum penalty is the removal of local control from the school administration or the District Executive Committee. The opinion was expressed that familiarity of the coach, his/her habits and general demeanor, would be better addressed by persons in closer proximity to the school rather than by a blanket rule applied by the State organization. This would allow standards to be set by the school district, and penalties to be assessed according to moral of the community. (I'm sure that

schools would never allow win-loss records to sway the penalty applied to a coach.)

I would agree that local administrators might want to consider factors that might influence penalty assessment. However, application of a flexible rule carries with it pressures that may or may not be conducive to consistent application of rules that carry penalties.

"I never met a coach that didn't try to officiate, or an official that didn't try to coach," (unknown). Although blanket statements like this are very stereotypical, there is within the statement enough truth to at least make you smile. Rarely are coaches ejected from a contest for coaching the athletes or demonstrating good sportsmanship. More often, a coach is ejected if they take on the role of the official, try to work the official, or question the judgement of the official. (This is not to imply that the official doesn't need the help of a coach and 300 angry fans if his perspective differs from the majority).

We must define the role of the coach as a leader. When the word "respect" doesn't adequately cover a definition of sportsmanship, we should re-evaluate what we purport to promote as leaders in the realm of competition.

If sportsmanship is a fundamental principle of high school competition, why is it unpopular to verbalize what we consider essential elements in the competitive arena? Is recognizing and appreciating the skills and efforts of the opposing team, expecting more than each competitor can exhibit? Is showing respect for your coach, and other people affiliated with the contest, including the opposing coach and contest officials, a task that is unattainable? Is maintaining self-control a characteristic that is extinct? Is positive and appropriate cheering to much for a community to exercise?

Speaking of communities, sportsmanship doesn't end with the athlete or the coach or even

with the official, but infiltrates every aspect of the community from the elementary school, to the bank, to the Junior Forum, to the city jail. Good sportsmanship is as contagious as the undesirable displays that are tainting our high school contests. The role that the coach and school play, influences the community even more than the role the community plays, when attempting to alter the outcome of a contest.

The school and the community at one time held sportsmanship in high esteem. So high was the importance of good sportsmanship that a trophy was awarded to tournament participants for outward displays of sportsmanship. School districts would select entire schools to be elevated because of their contribution to a collective gamut of contests during the year.

Sportsmanship is at an all time low for a few schools, but for the majority of schools, it is on the incline. District Executive Committees are discussing ways that local displays of good sportsmanship may be rewarded. The ejection of coaches is down. Officials and coaches will convene in open meetings to discuss expectations and renew broken down lines of communication. Parents are becoming more familiar with rules, as are coaches and officials (everyone has room for improvement). Some coaches will give up officiating, and officials will give up coaching.

We can sit and wait, and hope it comes to pass in our lifetime. We can continue to be the expert armchair critic that we have evolved into, or we can begin measures to reinforce ethics of sportsmanship by addressing our own attitude and behavior. The attitude and behavior of those we coach, teach, influence and model for, can collectively make a difference in the way we give and receive respect through competitive athletics. "Sportsmanship is more than a series of behaviors - it is an attitude."

Off-season rule prompts healthy debate

The Off-Season Committee met in Austin on March 23-24 to discuss problems in the areas concerning off-season rules.

The purpose of the Committee was to formulate and report to the annual meeting of the Athletic Committee of the Legislative Council in June. Committee members heard several recommendations regarding off-season regulations.

Among the major topic of concern were:

- Students missing school to compete on non-school teams.
- Entrepreneurs and street agents taking advantage of students and parents.
- The concurrent rule.
- Allowing camps during December holidays.
- Team camps.
- Coaching restrictions.
- Player limitations on non-school teams.

Several other topics were discussed, but most concerns centered around the concurrent play rule, team camps, player limitations, and coaching restrictions.

One important task for the Ad-Hoc Committee was a re-examination of the off-season rules. Some of the purposes of our rules are:

- Allows for athletic experience at non-school times year round.
- Limits practice and competition in non-school sport while student is participating in that sport for the school.
- Structure permits no more allowance for one school than it does for another.
- Schools have some control over what athletics can and cannot do.
- School sports and seasons are protected



Charles Breithaupt

from outside pressures on students to specialize.

- Schools are protected from financial involvement by limiting use of school equipment.
- Time and effort of coaches during the school year are limited to ensure adequate time for their school sports.
- Permits development of athletic skills under the direction of someone other than the school coach.

The Committee heard from several individuals, including representatives from the coaching and athletic associations. There was little agreement among these individuals concerning what the goal should be regarding any of the topics. There were requests to eliminate the concurrent rule while others wanted stricter interpretation and enforcement of the rule. Some wanted to eliminate player restrictions on non-school teams while others wanted more restrictions. These complexities, as well as problems surrounding the other issues, were all taken under consideration over the two-day meeting.

There was much discussion on the possible elimination of all coaching restrictions, which means that coaches would be able to coach their student athletes year round. The rationale for this

position is simple. When the UIL became less restrictive over the last decade, by allowing camps, clinics, and leagues during the off-season, a whole framework of complex rules had to be established to fit both specific situations and "gray areas". Going from a totally restrictive rule to a less restrictive rule leaves loopholes and confusion. By eliminating all restrictions, the situation becomes equitable for all concerned. However, the Committee felt that schools were not ready to adopt such a change and voted for a less radical amendment.

As recommendations, the Ad-Hoc Committee will present the Athletic Committee with the following recommendations:

- Keep the concurrent rule in place.
- Amend Section 1209 (c) which would allow coaches in team sports to work with all players from their attendance zone for six consecutive days.
- Eliminate the eighth grade students from player limitations. Count player limitations for non-school teams for those who have been in grades 9-12.
- Permit individual students to attend camps during December holidays for all sports except basketball.
- Allow an exception for coaches to coach a student on a non-school team if they are part of their immediate family.
- Continue to allow non-school play during the school year.
- Maintain the rule prohibiting invitational camps.

While the discussions and dialogue were some

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, Miranda City
Oliver Hadnut, Jasper
James Griffin, San Antonio Whittier Middle School
Michael DeCello, Donna
Jackie McNew, Eldorado
Jackie Henderson, San Antonio Sam Houston
Scott Nelson, Lamar HS
Juan Robledo, Ingleside HS
Kirk Chastain, Early MS
Todd Evans, Terrell
Rick Little, Spurger
Paul Johnston, Mesquite Sunny Vale MS
Robert Gavett, El Paso Guillen Int.
Jill Burchell, Tomball Beckendorf JHS
Michael Carrabine, Sweeny
John Jones, Aubrey
Benny Bobo, FW Castleberry
Steve Comer, Spring Branch North Brook
Robert Martinez, La Joya MS
Thomas Hines, Sweetwater MS
Don Pittman, San Angelo Jones MS
Josie Carler, Arlington Lamar
Mark Harris, Kaufman
Tim Gray, Coldspring
Richard Pardo, La Porte
Jane Laws, Taft
Randy Clasen, San Marcos JHS
Vince Stark, CC Miller

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OFFICIAL NOTICES

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.

CORPUS CHRISTI ISD (MOODY HS)

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

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.

BANQUETE HS

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

AUSTIN JOHNSON HS

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

AMATEUR RULE

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

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

RAILS ISD

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

DALLAS LINCOLN HS

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

probation through September 2, 1993, for violation of the Spring Meet Code.

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, LD 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 DEBATE TOPIC

To be used for the 1993-94 school years. Resolved: That the federal government should guarantee comprehensive national health insurance to all United States citizens.

LINCOLN-DOUGLAS DEBATE

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

ONE ACT PLAY PROBATIONS

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

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:

Bouffil-Grand Trio Op. 8 (play two movements)

Page 91 - Four Brass Class I: Vasconi: Images (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 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 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.

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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.

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, 1993, and was placed on probation 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.

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. Selection 10 — Act IV, Tomb Scene — from Aida by Verdi, is one continuous non-stop piece. This is 10 minutes and 39 seconds long. Selection 16 — "Variations on Simple Gifts" — from Appalachian Spring by Copland, is found on Record 8 Side B, Band No. 2. This musical piece, Section 6, is the first music on the 2nd band.

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.

OFFICIAL INTERPRETATION

The State Executive Committee issued the following Official Interpretation of Section 1209 (k), the concurrent rule.

Section 1209 (k): A student in grades 7-12 may take a private lesson (one-on-one instruction) in skills for baseball, basketball, football, soccer, softball, and volleyball anytime except during the school season of that sport. Students in grades 9-12 may attend camps, clinics, workshops, etc., during June, July and August on non-school days prior to the fourth Monday before the first Thursday in September. Students in grades 9-12 shall not attend camps, clinics, workshops, etc. at any other time of year if specific sport instruction is given or if student athletes participate in skill development sessions

or drills. The student and or the student's parents shall pay all applicable fees for lessons, camps, clinics, workshops, etc.

OFFICIAL INTERPRETATION

Section 351: Schools that have established attendance zones do not fit the definition of a magnet school even if they operate a magnet program with optional attendance zones.

DALLAS ISD

The State Executive Committee issued a public reprimand to Ms. Carmen Hardcastle of Dallas Lincoln High School for violation of the Athletic Code and put her on probation through February 9, 1994. They also issued a public reprimand to Dallas Lincoln High School girls' basketball program and put the school on probation through February 9, 1994.

DALLAS ISD

The District 10-5A Executive Committee issued a public reprimand to Dallas Spruce High School and Dallas Kimball High School and placed the girls' basketball programs of both schools on probation through February 19, 1994, for violation of the Athletic Code.

EL PASO ISD

The State Executive Committee issued a public reprimand to El Paso Austin High School and placed the school on probation through February 9, 1994, for violation of the Athletic Code. The school is required to develop a plan to provide a separate dressing area for players and officials.

JASPER ISD

The State Executive Committee issued a public reprimand to Jasper High School for violation of the Athletic Code and put the school on probation through February 9, 1994.

Off-season

CONTINUED FROM PAGE 11

times diametrically opposed, they were also healthy in highlighting points of contention. Also keep in mind that before any of these recommendations go into effect they must clear several hurdles — the Athletic Committee in June, the Legislative Council in October, and finally the State Board of Education.

Off-season rules are in place within the UIL structure to allow non-school play and skill development outside the school day. Unless coaches, students, parents, and schools comply not only with the letter of the rule but also to the spirit of the rule, any work done by a committee or legislative body is for naught.