

Leaguer

Dr. Rhea Williams

His integrity, wisdom and vision guided the League through an era of social and cultural upheaval

By **BOBBY HAWTHORNE**
Assistant academic director

Each UIL director faces problems unique to his time. Roy Bedichek wrestled control of the UIL from overzealous sports fans and coaches, guaranteeing that school activities in Texas would be fair, equitable and educational. At the end of his term, the UIL's rulemaking and rule-interpreting structures were firmly in place.

Bedichek's successor, Rodney Kidd, was instrumental in this return of the rule-making powers to school officials. During his watch, the State Executive Committee became a strictly judicial body, and the rule-making responsibilities were assumed by the Legislative Council. After World War II, Kidd also engineered the consolidation of the League with various other organizations, particularly music groups.

Even with the foundations of the League in place, the director who faced perhaps the greatest challenge was Dr. Rhea Williams, who with Kidd guided the UIL through the turbulent era of integration, gender equity and social unrest – the late 1960s and early 1970s.

Dr. Williams provided what the League needed most during this era: vision, wisdom and patience.

"He was not one who was quick to change, yet would change when it was evident that something had to be done," Bailey Marshall, who served as athletic director under Dr. Williams from 1967 to 1977, said. "Of course, he was a strong, principled person who believed in lines of authority. He had probably the greatest integrity of any person I've ever known.

"We went through integration, consolidation and all of that, and it was good that we had a director who was stable and who would hold to positions that were basic to the organization," Marshall said. "And yet he would make changes to accommodate changes in law and changes in society."

And, of course, the nation was in the grips of a social revolution at that time, spearheaded by the civil rights movement. Whereas other states, particularly those in the Old South experienced great turmoil, Texas experienced a rather smooth transition.

"On the whole, I think we had extremely good fortune with the integration process," Dr. Williams said. "We had no riots. We weren't forced to move our games to the afternoons, like they had to do up and down the East Coast, although one or two schools did it – not because they had a problem but because they were trying to avoid a problem.

"The superintendents and the school people understood the problems," he added. "They were caught in the middle and then reacted according to where they were. But I think as a whole, we were very successful here."

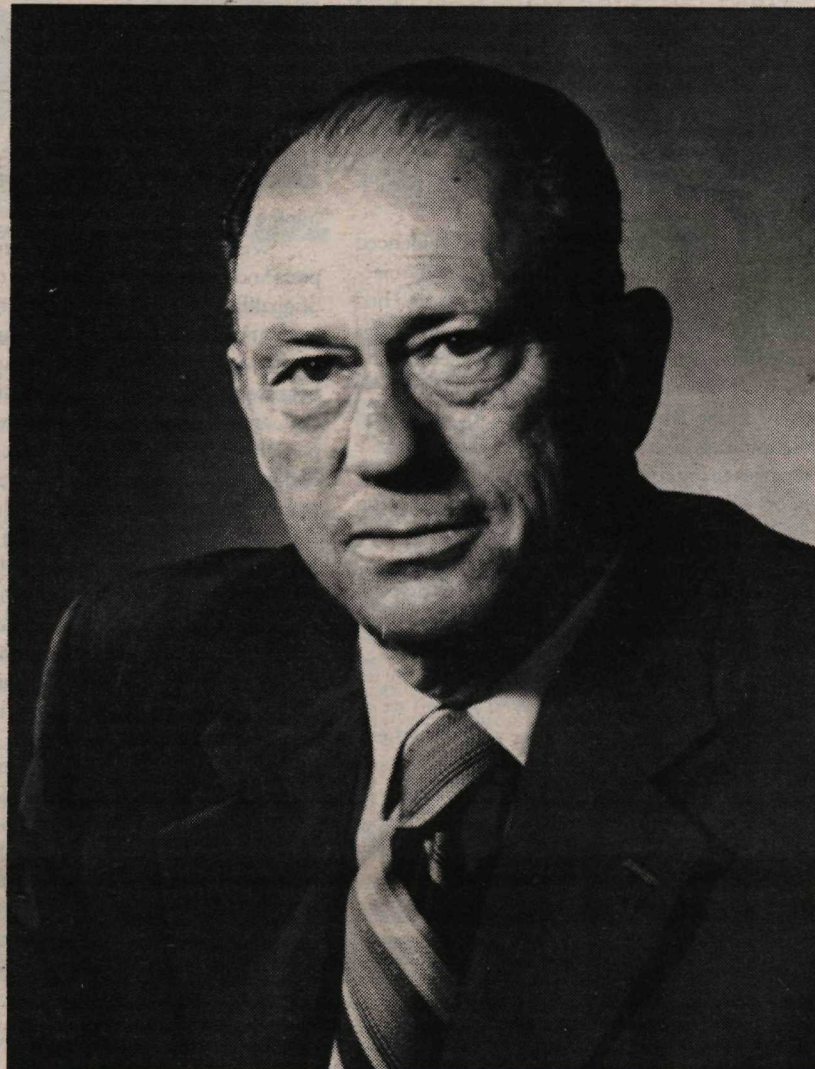
The League also avoided much of the stress of the promulgation of Title IX because Texas had already developed a strong program for female athletes. The UIL offered a full slate of sports, although it was the school's choice whether to participate.

"We were approached by people concerning Title IX, who came in and told us we should be implementing this or that around the state" Williams said. "We told them that implementation was a local school decision. We had no right going in and telling a local school that it had to implement one of our programs. We had the programs available, but being a voluntary organization, it was just a matter if the school wanted to join and participate. We couldn't make them."

But his support of women's athletics was infectious.

"He was also a strong believer in the girls program, and consequently when the nationwide push came for better girls programs, we were way ahead of the other states, and had very little difficulty in accommodating all the girls programs," Marshall said.

"What impressed me most was his dedication to the girls programs in seeing that they had as many of the same opportunities as the boys at a time when that wasn't in vogue or accepted, even by the women's physical education teachers in college," Marshall added. "In a career that was so accomplished and so important to so many people, I think this will be his legacy."



DR. RHEA WILLIAMS, UIL director, 1967-1977

Dr. Rhea Williams, 1910-1993

Dr. Rhea H. Williams, age 82, of Austin died Sunday, August 1, 1993.

He was born October 31, 1910, in English, Texas. He attended Clarksville High School and holds a Bachelor's and Master's degrees from SMU and his Ph.D. from the University of Texas at Austin. He taught health and physical education at North Texas State University, South-

western University and Pan American University, and served as principal, coach and teacher at Avery and Franklin High Schools. He served in the United States Navy during World War II, attaining the rank of Lieutenant Commander.

In 1948, he was appointed Associate Director and State Athletic Director of the UIL and in 1968 became director of the

League. Under his leadership the UIL flourished and grew to the largest and most efficient organization of its kind in the world.

He served on the Football Rules Committee of the National Collegiate Athletic Association and as a member of the Executive Committee and Vice-President of the National Federation of State High School Associations. He has served as an officer in every organization with

which he has been associated.

Since his retirement in 1977 from the UIL, he had served as Director and Executive Secretary of the Texas Interscholastic League Foundation, a scholarship program which provides scholarships to Texas high school students who attend college in Texas. In 1989, Dr. Williams was inducted into the Texas High School Football Hall of Fame, and in

1990 was selected as one of five most outstanding graduates of the Department of Kinesiology and Health Education at the University of Texas.

He also received the TAHPER Honor Award, the Texas High School Coaches Merit Award, National Athletic Directors and Coaches Award of Merit, NCAA Recognition Award, Kiwanian of the Year Award and Phi Delta Kappa Service Award.

Four positions filled as League undergoes staff shakeup

The UIL staff underwent a slight shake-up in the wake of the resignations of longtime UIL employees Gina Mazzolini and Janet Wiman, and the death of Dr. Bill Stamps.

Former Cypress Creek deputy superintendent George Carlyle was named waiver officer in August. He will handle waivers and other duties as assigned.

Carlyle retired from the Clear Creek school

district in 1988. During his career, he was both a high school and middle school principal, a coach and a teacher. He also served on the Clear Creek school board during his three-year stint as head basketball coach at Rice University.

Officially filling the position vacated by Janet Wiman in January, Pat Wisdom takes over as academic director. With an award-winning record as a teacher and administrator in the Anna ISD,

Wisdom joined the UIL as assistant academic director in January. Wiman, who began her UIL career in 1976, will serve as a board member and executive secretary for the Texas Interscholastic League Foundation.

In the athletic department, Cynthia Doyle moves up to the assistant athletic director position vacated by Mazzolini. Doyle previously served as assistant to the athletic director.

After four years as public information director, Peter Contreras becomes assistant to the athletic director. Before coming to the UIL, Contreras served for three years as Sports Information Director for Southwest Texas State University.

Filling the role of public information officer is Rachel Seewald, a graduate of the University of Texas with a degree in public relations. Seewald is also a graduate of Boerne High School.

Understanding of rules essential

I am proud to be a part of an organization that has coaches, sponsors, directors, teachers, parents, fans, school patrons, school boards and school administrators that do not agree on all the rules, regulations and methods of the organization but do agree that they have the best process for determining what is the best for competitive activities for the students in the public schools of Texas. They believe that the majority vote of the participating schools should govern.

This belief in the process was evidenced when this spring these groups voiced their objections to changes which would have occurred had bills in the legislature passed. These groups and individuals from these groups wrote letters and talked to their representatives and senators to let them know why they felt the UIL is a good organization and that it is continuing to make changes to improve. Many explained to the legislators why they felt the present structure is better for interschool competition than the structures proposed.

What must we do in the future to see that this concern by the legislators is not a recurring situation.

First we must do our best to explain why we have the rules that we have even though we as individuals may not totally agree with all of them. (Few if any of us agree with all the rules and regulations.) If we do not agree we work to try to change them within the system but know our answers for rule changing may not be the most generally accepted and there is rationale support-



Bailey Marshall

ing the rule we have.

We must do a better job of explaining to the press and fans why a school team or individual is disqualified. When a disqualification occurs many students, parents and fans are disappointed. It is important to explain that the disqualification was because they violated a rule and gained an advantage and if they are not penalized others who participate against them will suffer. These types of disappointments are difficult to accept but so are many experiences in later life difficult to accept.

We must do a better job of explaining to parents, fans, school boards and other school patrons and school staff how the organization works and how they can help affect a change in a rule or the organization if they so desire. We can no longer say "it's a rule and you can't change it." Rules can be changed and people need to be told how.

When a problem occurs, we must explain to everyone including elected officials that there are two sides to every incident and the organization has processes for establishing the best rule for all the students in all schools and the best method for

enforcing the rules for all the students. We must also explain that the organizational members (the schools) are continually upgrading their rules and the process and urge elected officials to exert their influence within the organizational framework. They are leaders in the community and state and their input will be well received.

We must all work together to keep the UIL the finest organization in the nation. One we can all continue to be proud of.

If we have learned anything from the past year's debate on educational reform it is that extracurricular activities must be educational. These activities must provide students a tangible positive lesson. We can no longer assume that students will benefit from participation in sports, music or academic contests. The educational benefits must be ensured or the activity has no place in our public schools.

Many elements go into making an activity "educational." None is more important than sportsmanship. It must exist in order for the activities to meet educational requirements.

The member schools of the University Interscholastic League have adopted rules to ensure that teams and individual participants, school employees, non-participating students, parents, fans and other interested parties conduct themselves in a sportsmanlike manner.

One such rule is the UIL's Athletic Code. It states: The athletic code means to play the game in the spirit of fairness and clean sportsmanship; to observe all rules . . . not to resort to trickery in

equipping or preparing players.

It means to accept decisions of officials without protest; to see that officials are extended protection and courtesy by the players, school personnel, and laymen; to treat opponents as your guests, and to put clean play and real sportsmanship above victories.

It means the ability to win without boasting and lose without grudge. "Victory is no great matter. The important thing in sports is striving to excel and the good feeling it fosters between those who play fair and have no excuse when they lose." The development and recreative aspect of athletics should be strongly emphasized in all contests.

It shall be considered dishonorable and contrary to good sportsmanship to withhold evidence against any player or school without presenting the same to the proper committee or to the school administration concerned. Recruiting is a violation of the code.

Sportsmanship is more than the observance of the letter of the rule. It includes obedience to the intent of the rules. Carried to its natural extreme, it means that we know the appropriate behavior and will conduct ourselves accordingly.

As adults, we must provide the role models for our youth. We must be the leaders, the best sports, the most courteous guests and hosts if we are to expect our children to experience and develop a sense of fair play and sportsmanship.

Television has done a great injustice to sports in general and sportsmanship in particular. We must teach our children that the behavior of professionals is not acceptable. We must instill in our students the self-discipline of sportsmanship. If we do so, the educational benefits of competition will not be questioned.

To wear a coach's cap: The story of how the current issues and events contest make one social studies teacher's dream come true

By JEFF TOWNSEND
Round Rock High School

"Well," I paused, preparing to express the proper mix of humility and pride, "it's every secondary teacher's dream!" I said to the student reporter who asked how I felt having coached the UIL State Current Events Champions. It had been a remarkable dream — not merely coaching a team who became the first-ever Current Events champions, but coaching a team who became the champions a newly-created UIL event and, I add with significant ambivalence, also my first-ever attempt to coach any UIL event.

My desire to coach a UIL team grew out of my role as the social studies department chairman of Round Rock High School. I wanted our depart-

ment to start on the ground floor of a new, useful addition to the UIL edifice. In the Spring of 1990 I began to prepare our foundation. Yet beyond the responsibilities of academic leadership, there loomed another impulse: I realized, in time, that I wanted to become a "coach."

For years, I had harbored an envy and admiration for the UIL coach, holding in highest esteem the coach's tenacious hard work, but envying their opportunity for experiencing "the thrill of victory." Social studies classroom teachers don't traditionally coach UIL events; instead, math, English, journalism, and business teachers who know how to impart skills and fail-safe strategies train the school's competitors.

Still, heroic images of teacher-coaches beckoned. Since student days, the athletic ethos

shaped my view of the effective academic coach. "No pain, no gain," should guide both athletic and academic coaching. I endorse the maxim placed on our athletic field house door: "The desire to win is useless without the desire to prepare." I recalled the images of tough, caring coaches I had known as a student, the kind of coach who carefully, painfully cultivates teams, who sweats through workouts with kids, who experiences modes success, often failing to achieve full potential but relentlessly pursuing it again and again. Maybe at the end of such a coach's career, with years of toil and a little help from providence, he/she would achieve a state championship, the culmination of a career's dream.

I would emulate these examples. Like the long-suffering athletic coach, I would too, would

struggle and persevere toward distant blue ribbons.

Yet here I sat in the Spring of 1991, never having before coached a single event, telling the reporter how we did it, knowing that it was done largely by instinct, emulation, and remarkable good luck. "After the UIL coordinator made us aware that the League was going to create a new event," I said to Kate, "all we needed to do was to learn the League rules, find coaches, find a team and compete."

"Which did you do first?" she emitted.

First, of course, we did the groundwork. Budget preparations insured the school's purchase of ten copies of *U.S. News and World Report* and its supplemental test bank. We also secured *Weekly News Quiz*, a California-based publication. Cre-

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Leaguer

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LETTERS

Continue to help young people strive for excellence

Dear Mr. Floyd:

I am so excited and flattered to have received such an honor as Outstanding Performer (during the 1993 Texas State Solo-Ensemble Contest). You will find enclosed a black and white photo for the UIL Book of Champions.

I hope that you continue to help young people strive for excellence through music and academic contests. I have been involved with UIL since the second grade and have had nothing but positive learning experience.

The UIL has helped me discover a person inside me whom I know will succeed with confidence.

Thank you for all your support.

Most sincerely,

Shannon Caldwell.
Midlothian High School

Evidence grows that arts can improve students' overall education

Policymakers and educators alike are starting to realize that the arts are a valuable aid to learning. There is growing evidence to suggest that the arts can improve overall student achievement. For example in 1989 students with high school study of the arts, including music, scored as much as 25 points higher on the verbal component of the SAT and as much as 15 points higher in math. In addition study of the arts helps train students for the workforce, lowers dropout rates, strengthens multicultural understanding and helps students with special needs. In sum, these solutions hold great promise for helping policymakers address difficult problems.

Excerpted from Reinventing The Wheel: A Design for Students Achievement in the 21st Century © 1992 National Conference of State Legislatures

Music official notice

The Region 8 Music Executive Committee decided by unanimous vote that University High School in Waco be placed on probation for a period of two years for violation of Section 11023 (e).

Though few, rules changes important

There are very few music rule changes for the 1993-94 school year. In fact, you will be pleased to know that there has not been a year in recent history that involved fewer revisions. Even so, remember that all of these rule changes were discussed by the TMEA/UIL Music Advisory Committee, reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. All proposals were ultimately presented to the State Board of Education for final approval. They are currently in effect.

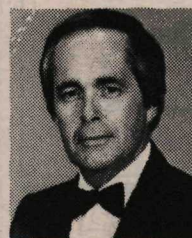
Each rule change is referenced as it appears in the 1993-94 UIL Constitution and Contest Rules.

SEVENTH GRADE STUDENTS

Section 1108 (f) (4) (A) and Section 1109 (d) (3): Some confusion has always existed in composite organizations concerning the use of seventh grade students in ensembles. This rule change clearly states the fact that both seventh and eighth grade students may participate in small ensembles and medium ensembles in schools that have composite music organizations provided that the majority of the ensemble members are in grades 9-12.

USE OF SYNTHESIZED SOUND

Section 1110 (f) (9): Because of increased concerns regarding the use of synthesized sounds to substitute for traditional acoustical instruments this provision was drafted to limit, but not prohibit the use of synthesized sound in a band or orchestra concert contest performance. As a result, synthesized sounds or electronic keyboards may be used to substitute for non-traditional school band and orchestra instruments such as harp or celeste under the following provisions: (1) The synthesized



**Richard
Floyd**

substitute must be performed "live" as a part of the contest performance, (2) The performer must be a member of the competing organizations and (3) the director of the organization must be responsible for all electronic equipment needed for the use of a synthesized substitute at the contest site.

The use of synthesized sound may be considered by each judge in determining the overall rating for the performance.

Please understand that this provision eliminates the option of using an electronic bass or keyboard to substitute for or reinforce traditional instruments such as the string bass section of an orchestra or the tuba section of a band.

Knowing full well that this rule change is likely to generate a number of questions, directors are encouraged to call the state office or their region executive secretaries for additional information or clarification.

APPROVED LIST OF JUDGES

Section 1112 (a): For nearly two decades the Constitution and Contest Rules have stated that the League office would maintain a recommended list of judges. Beginning with the 1993-94 school term the membership roster of the Texas Music Adjudi-

cators Association (TMAA) will be the recommended list of approved judges. This revision was recommended by the State Director of Music to acknowledge the professional manner in which TMAA is training judges, the emphasis placed on judging ethics by this organization and the strong working relation that currently exists between UIL and TMAA.

Other policy revisions not reflected in actual rule changes include the awarding of a gold medal and neck ribbon to Outstanding Performers at the Texas State Solo and Ensemble Contest (actually implemented in June of 1993) and, beginning in November of 1993, the presentation of a symbolic award to each individual member of the championship band in each conference of the state marching band contest.

Be mindful of the fact that, while being extra-curricular in nature, the music contest programs are curricular based and are intended to evaluate the established essential elements in music. Consequently the sole purpose of the contest rules and regulations for our music programs is to provide the best and most equitable kinds of educational competition for our students within the framework of the total educational mission of our schools.

As the new school term begins it would be wise to review the entire Music Contest Plan to minimize the potential for problems or misunderstandings as the year progresses. The better we understand the guidelines under which we operate, the more successful we will be in providing rewarding and problem-free performance opportunities for our students.

Questions concerning any facet of the music contest program in Texas may be addressed to the UIL State Music Director at (512) 471-5883.

Never on Sunday?

Directors should be cautious in planning weekend rehearsals

By RICHARD FLOYD
Director of Music

Over the past two years, there have been a number of inquiries in the state office concerning the legality of weekend rehearsals for music organizations. This growing interest in the question of weekend practice would suggest that an increasing number of school music groups are considering the option of holding Saturday or Sunday rehearsals in preparation for certain events.

At present, there are no State Board of Education, Texas Education Agency or University Interscholastic League regulations that would prohibit a music group from practicing on a weekend; however, there are certain fundamental considerations that should be paramount in the mind of any director planning to hold weekend rehearsals or any administrator asked to approve or endorse such a plan.

The policy and ethics code of the UIL Constitution and Contest Rules Music Plan Section clearly states in 1101 (a) (4) (D) and (E) that a director will "remain sensitive to each student's needs in terms of academic pursuits, family life and extracurricular activities" and "maintain a reasonable and proper balance of out-of-school rehearsal schedules". The inclusion of these provisions in The Code of Ethics should send a clear signal to all that there is concern on the part of the school administrators of Texas,

"At present there is no apparent need or desire on the part of any party to place limitations on weekend rehearsals. These kinds of decisions are best made at the local level."

and the State Board of Education as well, that extra rehearsals be kept in proper perspective and that directors avoid rehearsal schedules that place a healthy balance between academic pursuits, extracurricular activities and family life in peril.

It stands to reason then, that directors and school administrators must be thoughtful in developing rationale for weekend rehearsals and, furthermore, be scathingly objective in determining if the extra practice is actually needed or justified. If the extra rehearsal is perceived to be necessary because:

(1) The Saturday rehearsal is crucial to the educational mission of the music program in the school;

(2) The extra practice is necessary because there is not enough instructional time during the school week;

(3) Or normal rehearsal time during the school week had been lost because of scheduling conflicts

or weather there may be justification for a scheduled weekend rehearsal. This justification would be particularly valid if the practice is a one time session and not a part of the ongoing and regularly scheduled rehearsals that music students are expected to attend.

On the other hand if the rehearsal is being held because (1) It is intended primarily to provide a competitive edge for an upcoming extracurricular performance or contest, (2) Rehearsals during the week were not designed for maximum productivity and efficiency or (3) The complexity of the upcoming performance (contest?) is too difficult for students to master within the framework of a traditional rehearsal week then the scheduling of a weekend rehearsal is highly suspect and likely to be in conflict with the intent of the UIL Music Code of Ethics.

At present there is no apparent need or desire on the part of any party to place limitations on weekend rehearsals. These kinds of decisions are best made at the local level since it is obvious that there are no simple, all inclusive answers to the above questions that would apply to every situation. However music directors, in their zeal to be competitively successful, must be cautious not to establish rehearsal schedules that either voluntarily or involuntarily place an inappropriate burden on the lives of students and families associated with their programs.

It's going to be a slice of heaven

Second marriages, someone said, are the triumph of hope over experience.

The same may be said for Congressional elections and diehard Texas Ranger fans.

But not teaching. In these first days of the new school year, even veteran teachers hope that their students will come to class with inquisitive minds, wanting as much to learn as to be entertained.

They reserve a flicker of hope that the parents of their students will understand that their children have a special responsibility – not just to the teacher and a gradebook, but to the staff, even the entire student body – to stay after school and finish a yearbook spread or cover a junior varsity soccer game. They believe they can convince parents that journalism is a social obligation, not an easy A or a blow-off elective.

They hope their administrators will appreciate the educational value – even necessity – of an intelligent, journalistic newspaper or yearbook, even if they disagree with an editorial now and then.

They expect their yearbook reps to drop by the school occasionally, and pick up the lunch tab when they do. They trust the lunch won't be at a restaurant where the chairs are bolted to the floor or each other.

They believe in their hearts that when it comes time, the publications they've spilt blood over will be judged fairly and competently by an objective, knowledgeable journalism educator rather than a first-year English teacher in Des Moines, who's still digging out of the mud.

And should that publication win a major award – a Gold Crown from CSPA, a Pacemaker from NSPA or a Gold Star from ILPC – they hope the community will acknowledge those achievements, just as it would a district sports champion, minus the parade.

These things they not just hope for, they expect because it's the right thing to do.

Sadly, it is occasionally the triumph of hope over experience.

But it won't be this year.

This year, it all changes for the better. As Jimmy Johnson might say, this year, we turn the thing around.

Given that we're fortunate just to be back in



Bobby Hawthorne

class – given all that transpired last spring – I think it would be unduly cynical to believe that anything short of a perfect year is in store for us this go-round. Call me a fool, call me a hopeless romantic, but something tells me that this year, you – (you know who you are) – will get that scanner you've wanted, even though you don't really need it. And you over there, you'll have a chat with your principal and he'll say, "Can you find a way to spice up that news coverage? It was pretty boring last year."

And you (yes, you) will receive a telephone call from your printer, and he'll say something along the lines of, "Gosh, I think we've been overcharging you all these years so what-say we print your paper free the next few months – through Christmas perhaps – and call it even?"

I have reasons to believe these things will happen, although I won't bore you with them. They're pretty technical anyway, and you won't understand unless you've also called the Psychic Hotline 10 or 12 times so you'll just have to trust me.

But a little bit of my new-found faith is based on my dealings with the young men and women I taught at journalism workshops around the state this summer.

The actually said things like:

- The high school newspaper cannot be thought of as another extracurricular activity. The paper has a responsibility to its clients – the advertisers and readers – and therefore must be run as a business.

- My goal this year is to cover the ideas of the student body, and if that means being a non-conformist at times, it's okay, because the last thing we want is to let it turn into a bake-sale newspaper.

- If I could share one piece of advice with other journalism students, it'd be that deadlines work. Even if your staff grumbles and complains, enforcement of deadlines causes them to become more efficient and reliable.

- Our publication should reach out to every person on campus, not just the popular or active students. Every student should be able to find at least one story they can relate to.

- We want our paper to inform the students, teachers and community in a way that they will actually read it instead of scan it and throw it down. We hope to reach our whole campus and beyond.

- It's our goal to reflect the student body in such a way as to bring the diverse cultural, religious and academic groups to a central source of information and entertainment.

And they weren't kidding. I'm certain my colleagues who taught in the yearbook sequences found much the same enthusiasm and dedication. It makes you realize that anything is possible.

So rather than beginning the year, as I had planned to do, discussing proposals to squeeze journalism and just about anything else that isn't math, science or Spanish out of the secondary curriculum, I've decided not to dwell on what is and ask "why" but to look at what might be and ask "why not?" (Besides, officially, I don't have an opinion about it anyway.)

Why not have a year in which the newspaper prints intelligent, analytical news and opinion instead of "Cat food of the Month."

Why not have a year in which school officials embrace, encourage, and nurture yearbooks that take on complex issues in an attempt to explain what it means to be a 16 or 17-year-old kid today rather than "Every girl dreams of being homecoming queen but only one can be, and this year, that girl was Muffie Sue Jones, who said, 'This is an honor that I'll milk as long as I can.'"

Why not have a year in which school board members, locally and statewide, demand publications that reflect the higher thinking skills they claim they want.

It can be done. It should be done. If there's any justice out there, it will be done.

The kids are up to it. They want and they believe their readers want better publications, good enough to stack up against the best in the nation. More importantly, they believe they can produce them, if they're given a fair chance.

I may just be kidding myself, but I believe this is the year we give them that shot.

ILPC membership information coming

ILPC membership information was mailed from the UIL office around the first of September. If you've misplaced yours, drop me a note and I'll zip off a new set of forms. The deadlines, costs, dates, etc. are essentially the same.

The only major change has taken place in the yearbook individual achievement awards competition, in which several writing categories have been instituted and a couple dropped, among them division pages.

The new writing categories include student life feature story, academic feature story, sports feature story, club/organization feature story, and theme copy.

The deadline for submitting yearbook IAA entries is December 1. The deadline for submitting the yearbook for rating is November 1.

Three top advisers accept new posts

Three of the state's best young publications advisers left their posts over the summer, although all will remain in education in some capacity.

Kem Brossman, yearbook adviser at Labay Junior High School in Houston, accepted a position at St. Johns High School, where she will advise the yearbook and teach English.

Rob Thomas of Austin Reagan High School accepted a job with Whittle Communications in Los Angeles, CA. He will serve as a program development specialist with Channel One, the in-school television network.

Bradley Wilson of Irving High School has joined Taylor Publishing Company in Dallas, where he will develop computer programs and services.

Also joining Taylor Publishing Co. is Lisa Schwartz, formerly of Spring Branch Memorial High School, as a yearbook representative in Houston.

A dream come true

Continued from page 2

active budgeting let us use the social studies department account for the U.S. News, while the UIL budget bought the Weekly News Quiz. We, and our resourceful librarians hustled a few copies of other news publications, i.e., Newsweek, Time, the Austin American-Statesman, the New York Times, the Wall Street Journal, and other standard news sources.

In addition, the September UIL briefings held at various Texas locations were invaluable. Bobby Hawthorne, UIL Journalism Director and co-creator of the Current Events and Issues Contest, had informed coaches of the contest's essential nature, of resources and preparations needed, and of coaching tips discovered by experience.

"Well, Kate," I reported, "I think Starr Freeman, our geography teacher, agreed to help me first." Creation of a coaching team had indeed enabled the creation of a student team. Starr Freeman's gentle personality, her bubbling enthusiasm, and her hard work proved an invaluable

resource as the lengthening academic year and increasing stress made both student and teacher commitment even more necessary.

Both Starr Freeman and I met with the students weekly. Each covered meetings when the other could not attend. Each spent time contacting and encouraging the students. "We've got some more news quizzes for the month of November. Let's try to ace them on Friday," we would say to team members as we passed in the halls. Both of us organized contest materials, we created practice tests and discussion questions, we sought student information in debriefing sessions. "Which worked best, the practice quizzes or the oral drills?" we asked.

The coaching teamwork paid off. Now, in the school news interview, I wanted to tell the reporter that while conflict between coaches is common enough, cooperation between them may be uncommonly effective. I wanted to generalize that collaborative male-female coaching teams work best, but the breadth of my one year's

experience silenced me.

"Next," I continued, "we chose an exceptionally capable team of students." We had, in fact, accomplished this task neither as quickly nor as easily and completely as the reported comment implied. True, the four senior boys habitually read newspapers and listened to media news. I had recruited them from a remarkable talent pool: the Junior class TAG English and AP American history Bloc I helped to team teach. On the other hand, working with the team taught me that even bright students require long-term encouragement and that vigilant coaches need to "roll with the punches," ever adaptable to changing conditions. Again, I wanted to stay that, but it seemed a tad pretentious for a rookie coach.

Knowing the students before the event and in an environment outside it had helped to establish mutual trust and a working relationship which transferred itself to the UIL arena. Still, we battled impediments: busy senior schedules, students' mental exhaustion, and their unavoidable absences. The challenge of maintaining close contact caused Starr and I to depend on the boys' close

interpersonal network. Occasionally, we would impart scheduling information to team members between classes, at their lockers. We fought weariness and negative emotions by trying to satisfy the need for intermediate rewards. We would write a morning announcement, "Round Rock Current Events Team Strikes Again, taking first place in the Waco tournament this weekend." We mentioned individual's names. In practice sessions, we pointed out how an individual team member was leading the pack in the state, national, or the international news category. I used the interpersonal dynamics which locked the team into a complicated system of loyalty and rivalry of collective and individual ego. Once more, I resisted the novice's arrogant urge to report these psychological insights.

"Just to be sure, again, who's on the team?" Kate asked. I quickly named the noticeably international team members.

Lawrence Shaw, a small, quietly serious Chinese student, had provided our most constant team example both in terms of attendance and in winning record. He helped draw in David Kim and

Please turn to Dream, page 5

Rapid delivery still

It's probably a little late to say "welcome back for a new year," since many of you have been in class for weeks by now. I hope, though, that you had a relaxing - if short - summer and that the school year has gotten off to a good start.

There are only a few rule changes for speech and debate this year. The time for rebuttals for C-X debate has been extended from 4 to 5 minutes, so you should revise page 10 of the Strategies for Success C-X handbook and any other materials your debaters will be using. Those of you who compete in C-X debate should also be aware that this year if fewer than eight teams are entered on the official C-X district entry forms, each school in the district may enter a fourth team. The debate coaches' planning meeting, which should be held by November 1, would be a good time to decide how and when each school will be contacted about additional entries.

The categories for prose and poetry interpretation remain unchanged from last year, but we are already collecting suggestions for future categories. If you have ideas, we'd love to hear from you. As you search for new material this year, and I hope you will be doing that even with no mandated changes, remember to keep the category guidelines and documentation requirements in mind.

One of the most frustrating aspects of the interp contests remains that subjective element of deciding, either as a judge or competitor, what is interpretation and what is acting. Different high school coaches at each SuperConference site will be discussing this issue, but that doesn't mean a consensus will be reached. I discovered during the summer, while doing research for another contest area, that this was a concern as long ago as 1953! An article of the *Leaguer* that fall, discussing what was then called declamation, says "naturalness and sincerity in presentation are the two best qualities that ought to be sought... Sponsors have to watch continually against affected, unnatural delivery. The question of gestures in declamation is strictly a personal one for each student... In the last analysis, the student is trying to convey the



Treva Dayton
.....

CROSS-EXAMINATION TEAM DEBATE

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

LINCOLN-DOUGLAS DEBATE

Resolution for September through December - RESOLVED: That when in conflict, the preservation of endangered species is more important than the pursuit of economic growth.

thought of the selection effectively to the audience." . . . Sound like something you've heard before? Some things have changed, though. 1953 was the year that the Council voted to add a poetry contest, with one prepared selection (not to exceed 4 minutes), and one extemporaneous selection (not to exceed 3 minutes) given to the contestants 30 minutes prior to the contest. Declamation at that time was poetry for the junior division for students under 15 years old, and prose for the senior division of students over 15. Both events had a separate contest for boys and for girls, so at least we've made progress in that area! More about the gems in these old *Leaguers* at a later date.

As you make plans for the year, please include one of the SuperConferences this fall on your calendar. We have a number of coaches presenting workshops for the first time, as well as presenters and consultants that are favorites among students year in and year out. Lots of ideas will be shared and a wide range of topics covered. These

★ INFORMATIVE

1. What are the latest developments in the Middle East peace negotiations?
2. Partitioning Bosnia: What are the latest proposals?
3. How are states moving forward with welfare reforms?
4. What's behind the recent protests at Alaska's Prince William Sound?
5. Unusual coalitions: Who's supporting the passage of NAFTA?
6. What's the latest line-up for late night TV?
7. The Pope's visit to America: What was his message?
8. America's new top soldier: Who is John Shalikashvili?
9. Citizens of Sarajevo: What's their situation now?
10. What is the White House strategy to gain support for Clinton's health care reform?
11. A hostage crisis in Nicaragua: What is the story?
12. U.S. forces in Somalia: What are the latest developments?
13. Lost in Space: What is the story of NASA's Mars Observer?
14. What does Clinton's anti-crime package contain?
15. After the floods: What has been the cost to Americans?
16. How is the economic recovery progressing in Texas?
17. Weeks without rain: What has been the impact of the recent drought in Texas?

★ PERSUASIVE

1. What steps should America take to address the problem of illegal immigration?
2. What should be the U.S. policy toward Bosnia?
3. Is there any hope for democracy in Nigeria?
4. The budget deal: Was it a victory Clinton couldn't afford?
5. Can Nicaragua avoid another outbreak of civil war?
6. Should the death penalty be abolished in Texas?
7. How should public education in Texas be funded?
8. Can Boris Yeltsin hold out against continued opposition in Russia?
9. Will South Africa make a peaceful transition to majority rule?
10. Can democracy be restored in Haiti without outside intervention?
11. Will Somalia become another Viet Nam for American forces?
12. Can a United Germany survive in the 1990's?
13. Can IBM recover its former strength?
15. Should federally funded social programs be cut to reduce the deficit?
16. Is Sudan headed down the same road as Somalia?
17. Can the US afford Clinton's health care reforms?

free conferences will be especially helpful if you are one of the many coaches I've heard from this summer who are coaching for the first time or who are new to Texas.

Another important activity for both experienced and novice coaches is the Texas Speech Communication Association Convention, which will be held at the Marriott Hotel in Corpus Christi on October 7-9. The convention provides

a wonderful opportunity to learn from other educators, and includes programs on instructional development, curriculum, media in the classroom, and much more. Contact Dr. June Smith, TSCA Executive Secretary, Box 10895 ASU Station, San Angelo, TX, 76909 for membership or registration information. The phone number for the Marriott at 900 N. Shoreline Blvd. is (512) 887-1600. Hope to see you there!

Dream

Continued from page 4

Scott Beeler. David, a reserved but articulate Korean with a deeply Christian upbringing, enjoyed speaking and writing. Scott, a Texas with Australian roots, had transferred from a Lubbock school. He entered our English-history Bloc late, but he rose quickly to become an academic star in a highly competitive environment. All of them having worked together in English-history Bloc class, had knowledge and respect for each other's abilities. Each of them with a senior's knowledge that it was the last time up to bat, longed for a home run.

"It's hard to beat a team with knowledge, good work habits, and ambition," I, at last pontificated. Of course I could take little credit for any of this, nor could I directly experience the students' struggles. Carried along by their capability, it seemed as though we sailed through district competition like Greek explorers through the Pillars of Hercules.

Yet, just before regional contest, unforeseen circumstances threatened to take the wind out of our sails. Scott would need a month's leave of absence to visit his aging Australian grandparents his family. It frustrated me, Scott, and the team.

There was no question that Scott's loyalty to his family would necessitate his replacement. We made him an "alternate," allowing him to more easily make his painful decision.

"At this point," I told Kate, "we found Joshi, or maybe he found us." However it happened, it meant a fortuitous find. A tall, swarthy Indian student with a quick sense of humor, a bright smile, and a strong desire to excel, Joshi Alumkal (also another English-history Bloc veteran) infused new life into the team. He entered the game fresh, working twice as hard in order to prove his current events mettle. His impact was invaluable. He captured the state's Second Place Individual Award while helping to carry the team to its First Place Championship.

Recalling the excitement of the days just before State Meet approximates breathing in high altitude. Nervous concern caused me to load boxes with the previous year's newspapers suggesting the team neglect everything else to become memory banks for the cause of current events. Would the boys maintain cool concentration under pressure? In a desire to communicate an up-beat experience, I dispatched a coach-like telegram to each player. It read: "Remember, they put their Current Events pants on the same way you do! Now, let's make Current Events History!"

The next day we drove to the UT campus

hoping to do it. On the way, another reality hit me. In my over zealous concern for the spirit of coaching, I had forgotten the details. I forgot that the event had been moved forward, an hour earlier. I couldn't bring myself to mention it until we arrived in Austin. Then I confessed, "Guys, I'm sorry to tell you this, but I forgot that the event is at 9 rather than 10. We don't have any time. Go to the LBJ Complex now. I will register." They stared at me in disbelief, not speaking, their faces saying it all. Now I felt the remorseful guilt of an absent-minded coach about to blow a chance at victory. Here is where the intervention of providence smiled on us. We arrived for the battle just in the nick of time. Nervous, agonizing hours passed.

When we heard our name called as Texas' 5A Current Events Team Champions, we froze instantly with exhilaration. Then we all let out a yelp of joyous relief. Recalling the excitement of winning in the toughest competition I will probably ever witness approximates breathing pure oxygen.

My inflated spirit settled, however, when I rediscovered what most veteran academic coaches know well: that a first place in academic competition will not bring out the brass band. Although invited to appear before the School Board, we received little news coverage.

All this worried me. Perhaps because I teach history when I'm not coaching, the historical significance of our event's aftermath and its precedence weighed heavily on me. Winning should be followed, I thought, by rewards the competitors themselves valued and by rewards that would attract future competitors to build the program. "How about putting our UIL winners on the moving electric billboard in the student center for a day or two?" I asked the principal. He agreed. We did it, but something else was needed.

"So I asked them what kind of reward they wanted, within reason. They told me they wanted to get a few friends together to play basketball in the school gym," I revealed to Kate as she prepared to end her story. (Perhaps a team of girls would have chosen something else.) I remember how, in spite of a few sprained ankles, they raced and thundered up and down the court, delighted to possess that competitive arena for themselves a few hours on a Sunday afternoon.

And I, reflecting on the meaning of it all, concluded that first year coaches learn much more than the students they coach, that competition still builds character, that success raises unanswered questions about cultural values, and that the coach's cap is a symbol for the teaching profession's highest aspirations.

Letter affirms that educational competition works

By LYNN MURRAY
Director of One-Act Play

There have been many times in 23 years as the UIL Drama Director that I have said "Enough already! It is time that somebody else takes the flack and answers the hate letters!" I have, on rare occasions, started out the door. There are times, however, that one kind letter made a difference. The Del Shores letter came on a day I received one from an ex-student with which I had close personal association for 35 years. The letter accused me of price fixing, rigging state meet results and in general, being dishonest and worthless. On the same day a similar letter came from a parent and administrator suggesting the same character traits. You can always pass them off as sore losers and sour grapes, but it is still painful when those you love or consider close friends stick the knife past the hilt and twist.

On that day last spring, all of the pain was cured by a signed copy of *Daddy's Dyin' (Who's Got the Will?)* with a simple note. "Mr. Lynn Murray - you made a difference in my life. Thank you" It made my year and got me through August. I'm ready to go again. Are you?

I hope you're prepared to make this year the best ever for your students in a positive educational environment. All of you have a major impact on people that you never imagine. I have had more than my share of state and national awards and recognition, but none more significant to me than the Del Shores letter.

I should not suggest that this letter was the only one last year. There were many. Many of you have been more than generous by supporting my efforts. You make a great deal of difference in my life as I attempt to administer a program that is not always objectively viewed and is occasionally abused by administrators, directors, students, and communities. I urge all of you to strive for excellence in the one-act play contest without putting the focus on winning to the exclusion of education. If you focus on quality education for your students, the needs of your community, and the betterment of theatre in general, winning will take care of itself. I know that is easy for me to say and not so easy for your students or parents to accept when you don't advance past a particular level.

Del Shores finally won in the form of the Munday High School State Meet one-act play contest entry of his play.

Director Karen Longan mailed him one of their state medals. He told her that he wept when he received it, and his wife was surprised that it affected him so deeply. He told Karen that his mother had directed the one-act play contest for 30 years and never won a state medal. In four years of his participation in the one-act play contest, Zapata didn't get past area, yet he credits UIL with motivating his choice of a profession. He also told Karen that the medal would hang beside the "LA Critics Award for Play of the Year" which he won for *Daddy's Dyin'*.

Del Shores made a difference for both cast and crew from Munday. I'm sure each will treasure their autographed script and personal note about each character and for the crew, particular references to their importance. Andrea Longan's (Mama Wheelis) script also contained a note and autograph from Molly McClure, the actress that premiered the role.

I suspect the memory of the experience will live much longer than the awards or medals. Thank you Del Shores. You're what makes the one-act play contest worth doing. Your's and those hundreds of letters that I have received from students, teachers, and parents, affirming that educational com-



DEL SHORES

It was such a treat for me recently when I was contacted and informed that Munday High School won the state contest with my play *Daddy's Dyin' (Who's Got the Will?)*. When I was in high school in Zapata, Texas, I competed in the One-Act Play Contest for four years and won several acting awards - and our plays won on the district, area and regional level. However, we never went to state, so you can imagine the thrill when I was sent a gold medal from Karen Longan who directed the Munday troop. My emotions went nuts for a minute.

I have to say, that if it hadn't been for the University Interscholastic League contest, I doubt that I would be doing what I do today. You were there then, and I thank you for sharing your passion for the stage with all the young people in Texas. Keep it up. You and the wonderful teachers (directors) who give so much time to this great contest really do affect lives.

EDITOR'S NOTE: Lynn Murray received the following letter from Del Shores, the author of the play *Daddy's Dyin' (Who's Got the Will?)* following Munday High School's success with the play in the 1993 State the One-Act Play Contest:

petition does work. All assure me that the experience makes a difference.

Most don't win state meet medals. Fortunately for those in theatre, many of the letters are from doctors, businessmen, ex-professional football players,

and even a few legislators and lawyers. I'm delighted to receive a few affirmations of the impact that I believe is embodied in University Interscholastic League and the one-act play contest.

Make sure 'break a leg' is just a theatre expression

One-act play enrollment information has been distributed. Our apology to all that failed to get the green card. If you haven't mailed your's, do it today. If you don't know, ask your principal (4A - 5A) or superintendent (A - 3A). The one-act play information and enrollment card was mailed to all schools. If you did not get yours, call us.

I have had several calls from distraught directors about administrators planning one-act play early and voting to use a panel rather than a critic without consulting them. You will most likely discover that one director has gone to an administrator with an early request. Urge your administrator to review carefully the panel section of the *Handbook for One-act play, 12th edition*, prior to voting for such a choice. It takes five panel members to get an objective vote. Most good critics will not waste valuable educational time by serving on a panel, and the critique is lost. Don't ask me to help find people to serve on a panel. There isn't sufficient time to serve essential one-act play needs.

At this moment, I am struggling to obtain a passport for a visit to China that will take me out of the UIL office October 10 - 29. In conjunction with the Citizen Ambassador Program of People to People International, the Chinese Ministry of Education has invited a delegation of theatre educators from the United States to visit the People's Republic of China.

I have been asked by our old friend Kim Wheatley, the immediate past president of the American Alliance for Theatre Education, to serve as his assistant and participate as a delegation member. You will easily tell that I am excited about the possibility when you talk to me on the phone, see me at meetings or at the Austin SuperConference September 25. This brief expla-



Lynn Murray

nation will keep me from boring you individually and taking up everybody's time.

The delegation will include theatre educators and artists representing K - 12 schools, higher education, and both community and professional theatres. Discussion, visits to educational and professional institutions and performances will help us examine and share the role of theatre and theatre education in the lives of Chinese and American students. I'm sure I will want to initiate an oriental theatre contest when I return. Just joking! I'm sure there will be a great deal to share with UIL directors and my students at UT-Austin. How could one visit Beijing, Hangzhou and Shanghai theatre and cultural offerings without seeing something worth importing.

I'm sure you will all agree that such an opportunity is the event of a lifetime, but I must send regrets to those I will miss at SuperConferences in Lubbock and Denton. I promise you'll get the help you need and perhaps a more objective view from the person that will program instead of me. I'll still be as close as the phone, before and after. Make sure your enrollment card reaches the UIL office before I return on November 1. You don't want my collect phone calls. To save you a call, the agent will not approve the adaptation of *A Piece of My Heart* that appeared at the State Meet last year.

Every time someone programs theatre safety at the Texas Educational Theatre Association annual convention, the room is empty. You may stop here, but I hope you will take time to continue. I usually talk about one-act play changes in September but there are actually very few this year and they will keep. The condition of your theatre and the potential dangers will not. I was forcefully reminded of the need for constant maintenance when some of the rigging in the Drama Lab Theatre at UT Austin fell late last spring. It could have been tragic.

Theatres are complex and potentially dangerous places. With age and use, equipment and the facility deteriorate. Often there is not adequate maintenance. Yet, each time you produce a show, the public, and the school board or other administration, compliment you on a great job and on the wonderful enthusiasm of the cast. Your description of the inadequacies of your plant often falls on deaf ears, because the show was "great."

When will someone listen? Sadly, it is often only after a disaster. A student falls, or some piece of equipment drops on the choir. Sometimes it happens only after a physically challenged individual sues because he or she cannot participate in some part of the program simply because of a lack of access to the stage, dressing room, or the control booth.

There is another way to get attention. In this age of strong emphasis on liability, on compliance with fire and other safety regulations, and on new codes for access by physically challenged persons, a careful survey will bring many things to light. Such a survey, done by a trained theatre professional, will relate not only to building, fire and handicapped access codes, but also to the adequacy of the theatre for basic production. If your

theatre training included limited technical background, bringing someone in from the outside is essential.

Professional consultants have been doing such surveys for school and college theatres for years. Consultants have the knowledge and background to make authoritative observations and recommendations. Some can even include cost estimates with a formal report.

If a professional consultant is not available in your area or the business manager in your district goes into orbit at the mention of the required fee (about the same as a professional educator conducting a one day in-service for the teachers), contact the technical director at the nearest college or university. Most will spend the day in your facility for a modest fee and expenses and will provide valuable professional technical insight. If that is not possible, try a highly qualified secondary school theatre teacher that has been educated with strong emphasis on technical theatre.

If all else fails, take a few minutes to go through the questions below. There is no way to "keep score." You will know if your answer constitutes a matter for concern. You will know if you need the sort of assistance that requires a professional.

Examine carefully your lighting system. Do you have enough dimmers and do all of your dimmers work? Do you have an adequate, up-to-date control console with all features working? Do you have enough outlets and are they in the right places? Do you have a patch panel and are all of its devices working? Are your mounting positions adequate? Are they permanent, part of the original construction, or are they makeshift, "temporary?" Is it easy and safe to gain access to your light

Please turn to safety, page 12

Given 'em a break, you guys

By J. R. COGDELL and DAVID BOURELL
Calculator Applications Directors

We survived another State Meet; indeed almost everything went smoothly. In particular we had a massive turnout of coaches to score the contest and finished the grading in record time.

But this year, like last, we saw in the grading a reluctance to "give the kid the benefit of the doubt." In the fall I addressed that attitude in this column, and I append that essay below because my words still need to be heard.

Here's what we saw this year. Problem 931-68 is a significant digit problem with the answer 0.60 (2SD). We were shown a contestant's answer, 0.605, which the grader was about to count wrong since it rounds to 0.61. Our response was to award +3 points. Reasoning: We only by convention round up "5," but we could equally well round it down. If we are seeking to give the kid the benefit of the doubt, we *would* round down and award +3 points. And so it was done.

But during the verification period, two more contestants showed us that their answers of 0.605 had been counted completely wrong. Of course we changed their scores; happily no rankings changed and everyone was happy.

Our sad conclusion was that none of the three, possibly six, coaches who scored those contests even gave a thought to rounding down—at least not enough of a thought to discuss it with the Contest Directors. To us, that says that the "give the kid the benefit of the doubt outlook hasn't caught on too well.

Let's look at this problem more carefully. 931-68. Most electric clocks use the 60 cycle/second frequency of the AC power as their basis for time keeping. If the power frequency were 60.00042

cycles/second, how many seconds would such a clock gain in one day? (SD) The calculation is

$$\frac{60.00042}{60(\text{exact})} \times 24 \times 3600 = 0.6048$$

This rounds to 0.60 (2SD). But it also rounds to 0.605 (3SD) and 0.6048 (4SD). So the people who put 0.605 as their answer erred only in the significant-digit aspects of the problem and *should* have been awarded +3 points, even without getting the benefit of the doubt.

But the point is that the kid ought to get the benefit of the doubt, even if the exact calculation proves them wrong. Don't you agree?

THE SPIRIT OF THE CONTEST

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

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

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

So we have to be on guard against the tendency to "grade hard," that is, to look for things to count off for. For example, say the correct answer on a calculator test is 12.3 and the kid wrote 1.23×10 . Is that proper scientific notation? The answer key shows 1.23×10^1 , doesn't it? So you can count it wrong if you want to, or you can count it correct.

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

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

This principle goes, in my thinking, under the heading "The Spirit of the Contest." We have lots of external activities in this business, such as giving and grading tests, but hopefully covering every activity is this spirit of seeking the best for the kids.

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

An investment in young minds

TILF continues to reward Texas' best and brightest academic students

By RACHEL SEEWALD
Academic information officer

The Texas Interscholastic League Foundation is an outstanding program administered by the UIL, offering hundreds of scholarships every year for academic state meet participants. It provides an incentive for college-bound students who are considering participating in academic events.

The purpose of the TILF is to identify academically talented Texas high school students and provide them with the means for fullest development of their talents. Selection of these exceptionally talented young Texans is accomplished through the UIL academic contests. In 1992 more than 10,000 students competed in UIL state and regional contests.

This year the TILF awarded 354 new awards and renewed 250 awards for a total of 604 scholarships for 1993-94 with a value of \$775,000. Recipients may attend any approved college or university in Texas.

Since its inception in 1958, the TILF has awarded 7,700 scholarships for a total of nearly \$8 million. The anticipated number of new and renewed scholarships for 1993-94 is 525. The approximate amount to be disbursed is \$700,000.

The academic achievement of scholarship recipients at the college level is remarkable. Of the 516 scholarship students in 60 Texas universities

DR. RHEA WILLIAMS supported the Texas Interscholastic League Foundation with a sense of dedication and commitment that was unique and special. He took enormous pride in the success of the TILF students, and his talks to scholarship recipients attending the University of Texas at Austin during the annual banquet in their honor was inspiring and passionate. Persons wishing to honor Dr. Williams may make contributions to the TILF, Box 8028 • UT Station, Austin, TX 78713-8028.

during the 1992 fall semester, 18 percent had a 4.0 GPA, 48.5 percent had a 3.5 GPA and 75.5 percent had a 3.0 or above.

As the school year begins, I encourage you to persuade students to participate in UIL academic activities. Coach them. Educate them. Inspire them. Praise them. Remind them that every student who advances to the academic state meet is eligible for a TILF scholarship. Participating in UIL academic activities is a rewarding experience that students will never forget.

The following quotes are from this year's

scholarship recipients.

"I have learned more through UIL than I have through any other school activity."

"UIL academics has expanded my education and this, in turn, will help me be a better student in college and a productive citizen."

"My UIL academic experience has been one of the greatest experiences in my life."

"UIL gave me the basis I needed to plan for a promising future. Had it not been for the UIL, continuing my education would have been very difficult. I only hope that future students will take advantage of all the opportunities the UIL has to offer."

"The UIL experience has taught me patience, humility, good sportsmanship and the spirit of healthy competition. I have only good things to say about the UIL academic programs."

"The influence of UIL does not end at the high school level. It will continue to aid in my achievement in life."

Participation in academic activities can have a great impact on students. The skills, knowledge and information gained can carry them throughout college and their professional lives. From one-act play to ready writing to computer science, students have a wide range of contests and curriculum areas from which to choose. Through the TILF, students can be rewarded for their efforts and accomplishments.

1993 Student Activities SuperConference Schedule

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

All conferences are free of charge. There is no registration. Coaches and students are urged to attend. Sessions are designed for beginners and experienced students. Coach-only sessions are also scheduled. Sessions will begin at 9 a.m. and end at 3 p.m., except for one-act play, which will end at 4 p.m.

Tentative programs will be mailed to schools approximately one month prior to each SuperConference. If you do not receive a set of programs, contact the UIL and a package will be mailed to you.

1993-94 Literary Criticism Reading List

NOVEL: *A Farewell to Arms* by Ernest Hemingway

DRAMA: *Tartuffe* by Moliere (Richard Wilbur translation)

POETRY: Selected Poems by W. B. Yeats

(Found in *The Mentor Book of Major British Poems*)

"When You Are Old"

"Down by the Salley Gardens"

"A Bronze Head"

"Lapis Lazuli"

"Dialogue of Self and Soul"

"Sailing to Byzantium"

"The Second Coming"

"The Tower"

"Among School Children"

"Crazy Jane Talks with the Bishop"

"Two Songs from a Play"

"The Municipal Gallery Revisited"

SPELLING POWER

The following word modifications and options should be added to your Spelling Power list to clarify intended spellings:

Achilles' heel	Achilles' heel (a)
afghani	afghani (A)
Archeozoic	Archeozoic,
Archeozoic (a)	Archeozoic (a)
caftan	caftan (kaftan)
marabout (M)	marabout (M)
	monk, shrine)
paternoster	Paternoster (P)
scallopini	scallopini
	(scallopine)
shellacking	shellacking (noun)
shish kebab	shish kebab
	(kebob, kabob,
	kabab, cabob)

Full academic slate awaits Council

Refinements will continue to be made throughout the year as proposals passed by the June UIL Legislative Council Standing Committee on Academics are made ready for September 1, 1994, implementation upon their approval by the full UIL Legislative Council in October and by the State Board of Education.

A briefing of the proposals which passed or were approved in concept at the June 8 Council meeting are as follows:

LISTENING CONTEST

In the elementary academic area, a rule passed to eliminate the tie breaker from the Listening Contest. The current tie breaker consists of a written composition done at the close of the contest. The proposal emphasized that the purpose of the contest is to determine the best listener; therefore, students with excellent auditory capabilities may not have such strengths in writing.

MUSIC MEMORY CONTEST

A recommendation that the Music Memory contest tie-breaking procedures be changed from the use of spelling to break the ties to the addition of four tie breaking musical selections passed. The proposal noted that the use of spelling as a tie breaking procedure does not correspond well with the focus of the contest which is to test whether or not the students can correctly identify the music selections. The number of participants allowable on each team has also changed. The current language outlining the number of contestants required for a team was noted to be confusing and often misapplied. Each team shall have a minimum of three contestants for scoring purposes. No team may have more than five contestants. Any team with fewer than three contestants will have the team average calculated as if three contestants had participated.

EARTH AND LIFE SCIENCE

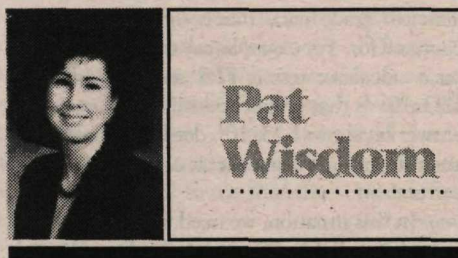
The entry restriction for junior high Earth and Life Science contests was revised to eliminate the requirement that contestants be enrolled in a specific class. New curriculum guidelines include Science I and Science II courses for seventh and eighth grades. This change would provide students enrolled in these classes an equal opportunity to compete.

MAPS, GRAPHS, AND CHARTS

A motion was approved in concept to adopt an atlas as the authoritative source for the Maps, Graphs, and Charts contest. The UIL staff was instructed to draft appropriate language for consideration at the October Legislative Council meeting.

PICTURE MEMORY

Approved also in concept was a proposal to



Pat Wisdom

expand the scope of the Picture Memory contest. The expansion includes changing the name from "Picture Memory" to "Art Smart," changing team membership requirements to a minimum of three and a maximum of five (as in the revised Music Memory proposal), and adding two additional elements to the contest. One element would focus on art history and include questions about time periods, biographical information and art movements. The other section would cover art elements, such as the use of light, color, and texture in the selected paintings.

TEAM SUBSTITUTIONS

A rule change which will effect all high school team competitions involves a clarification of the substitution rule. The new rule stipulates that only one substitution may be made on an individual team. If two team members are unable to compete, the alternate team will then compete. The language of the rule was revised to make team substitution guidelines consistent in all academic team events.

SPELLING AND VOCABULARY

In the summer of 1992, the Legislative Council directed the UIL staff to select a different dictionary from the current 1986 edition of *Webster's Third New International Unabridged* for use beginning in the 1994-95 school year. The *American Heritage Dictionary of the English Language*, 1992 edition, has been proposed for adoption. The size of the new dictionary is smaller than the Webster's, more current and precise word entries are found, and it is more cost effective for school district purchase.

KEYBOARDING

Also stemming from summer 1992 legislation, the Academic Standing Committee instructed the UIL staff to draft a proposal for a computer contest with business applications to be considered at the June 1993 meeting. As transition is made from the keyboarding contest to a business computer applications contest, future writings will detail the event's focus on both speed and accuracy in word processing, database, spreadsheet, and integration, all current and practical procedures utilized in a business office of the nineties. Since the June 8 Council meeting, the Business Computer Applications Committee has

amended the document to be submitted at the October council meeting. If you would like a copy of the amended Business Computer Applications contest rules, please send a self-addressed, stamped envelop with the words "New Rules" printed above your address. We will gratefully accept your responses and suggestions concerning this contest through October 1.

READY WRITING

Approved in concept through the Academic Standing Committee was a proposal to revise the high school Ready Writing contest procedure to eliminate the verification period. The Ready Writing Contest is essentially a judged competition whereby a panel of judges comes to a consensus on their choices of winners. Specific points are not awarded and tabulated. Currently, the wording of the contest rules instructs judges and contest directors to use the ranking procedure prescribed for speech contests to make final decisions on winning papers. Ready Writing judges tell us that they seldom, if ever, use this procedure; therefore, the proposal was made to eliminate this procedure, consequently eliminating the need for a formal verification period. Contestants will meet simply to view their compositions and judging rubrics and ask questions before winners are announced at a specified time. Revisions to the *Ready Writing Handbook* will include the introduction of a new judging rubric which will provide students and teachers with helpful and specific input about the exposition.

CROSS EXAMINATION DEBATE

A proposal was approved in concept to advance two teams to State in CX Debate, even if there are fewer than eight teams at the district level. The UIL staff was instructed to draft appropriate language for consideration during the October Legislative Council meeting.

PROPOSALS REJECTED

Proposals rejected by the June 8 Standing Committee on Academics included allowing Computer Science contestants to enter as individuals, advancing three CX Debate teams to State; eliminating the team component in the Accounting competition; and restricting participation in Keyboarding contest to first-year students.

Proposals Sent to the Standing Committee on Policy: Two other proposals were referred to the June 16 Standing Committee on Policy and, consequently, referred to the UIL academic staff for further study. The first proposal was to award five points and silver medals to second place number sense, calculator applications, mathematics, and science teams. The second proposal was to award first, second, and third place medals in Biology, Chemistry, and Physics, and second place medals to second place teams in Science.

Input sought on academic program changes

Refinements are made most effectively when the UIL staff has input from the school districts and those most closely involved in coordinating, hosting, or coaching the individual contests. Included in this year's summer mailing to high school principals and academic coordinators is an "Academic Coaches' Survey" for which your input is sought in order that the best recommendations may be made to the UIL Legislative Council in October. These are issues which were referred to the UIL academic staff for "study" from the June 8 Legislative Council Standing Committee on Academics. Each high school campus is asked to respond to the following questions:

1. Should Accounting contestants be allowed to compete for more than one year?
2. Should the rule which requires Accounting contestants to be enrolled in Accounting I at the time of the contest be eliminated?
3. If two academic teams advance from district to regional competition, could physical facilities at your present regional site accommodate the increased number of contestants?
4. Would your school favor advancing two academic teams from regional to state competition if facilities were available?
5. Would you favor allowing four contestants to compete on each team, with the top three scores comprising the team score?
6. Would you favor (and is it feasible in your district) to allow contestants the option to use word processing computers for compositions in Ready Writing, News Writing, Feature Writing, Editorial Writing, and Current Issues and Events?
7. Would you favor including the game of Chess as an academic competition?

In addition, a Calculator Applications survey is included in the mailing. Responses to this survey will provide contest directors, Dr. John Cogdell and Dr. David Bourell, with helpful information about coaching satisfaction, coaching at the home school, tournaments, student activity conferences, and resource information as the *Calculator Applications Drill Manual for Numerical Problem Practice* and the *Calculator Applications Drill Manual for Stated and Geometry Problems* are revised this year.

If survey responses are received by October 1, these will provide helpful information to the staff and the legislative council who will convene on the third weekend in October to take action on these issues.

Four contest rule changes bring further refinement to academic competitions

By PAT WISDOM

Academic rule changes for the 1993-94 school year are few as progress toward refinement of academic competitions continues. As of September 1, 1994, changes will be enacted which will effect academic eligibility and four academic events. These changes relate to the definition of a full-time day student, technical aspects of Accounting, Computer Science, and Cross-Examination Debate contests, and points awarded in Mathemat-

ics.

1) *Full-Time Day Student.* A full-time day student has been further defined to include students enrolled in the ninth grade in a school district that has only one ninth grade and one participant high school, whether or not the ninth grade is housed in the same campus as grades ten through twelve.

2) *Accounting Contest.* Accounting contestants may use their own cordless calculators as long

as they are not equipped with a tape.

3) *Computer Science Contest.* The length of the Computer Science written contest has been reduced from one hour to forty-five minutes.

4) *Cross-Examination Debate.* In districts where fewer than a total of eight teams are entered on the official cross-examination entry forms, each school may enter a fourth team. Further clarification is given that no cross-examination team debate points are awarded at regional meets, and the

maximum number of points a school can receive for district cross-examination debate is 48.

Time allotted for rebuttal speeches has been increased from four to five minutes.

5) *Mathematics Contest.* Contestants are now awarded six points for all questions answered correctly, no points for will be given or subtracted for unanswered questions, and two points will be deducted for an incorrect answer.

Think about Andy when dealing with conflict

This is the time of year when students and teachers get back to school, and the big question is asked, "What did you do this summer?" There are many great answers to that question. My answer is that I watched reruns of *The Andy Griffith Show*. Not a very productive summer you might say. But I beg to differ.

While watching some of the classic episodes starring my favorite character Barney Fife, I noticed how conflicts were resolved in Mayberry in 1965. In trying to solve a problem facing the town of Mayberry, Deputy Fife would leap into action, racing around town in a great frenzy, ordering Opie, Aunt Bee, Gomer, and sometimes the entire town into following his directions. After compounding the problem the townsfolk would rush to Andy for the answer. Andy, with great poise and wisdom, would survey and solve the problem at hand—even helping Barney save face in the process.

But observing the way in which problems were solved in the fictitious Mayberry of the Sixties led me to consider the conflicts of the Nineties and the way in which they are resolved. Being a member of the athletic community brought one conflict easily to mind: the interpersonal relationship between coaches and officials. Too often have I seen, in the midst of a heated contest, a coach reacting much like a Barney Fife to a call made by an official. With great pomp and circumstance the coach's complaints are made. In the meantime, the coach is attempting to garner support from his assistants, his players, and the fans through his antics and actions.

HOW WOULD ANDY REACT?

But the rest of the picture includes the officials, who are at times guilty of arguing with the coaches, baiting them into further conflict and often ejection from the game. If only both parties could stop long enough to ask, "How would Andy solve this problem?"

At the heart of the problem are the ways in



Charles
Breithaupt

which coaches and officials are instructed at their respective clinics. Officials attend clinics throughout the year, most dealing primarily with rule changes and mechanics. While coaches attend clinics as well, most of this instruction deals with X's and O's and motivation and sometimes rule changes. What is left out of the loop is that ever so important area of communication.

DIFFERENT PERCEPTIONS

Last year, the League staff surveyed both officials and coaches and found that coaches and officials viewed each other quite differently. The perception by coaches is that officials don't know the rules or won't enforce them; they have indifferent attitudes, and they become personally involved with players and coaches during the course of a contest. On the other hand, officials perceive that coaches don't know the rules and that they incite the crowd by failing to control their players. Unfortunately, these perceptions are indicative of the communication gap existing between coaches and officials.

Two years ago the UIL took a stride toward improving official-coach communication by implementing an automatic penalty structure for coaches ejected from contests. This proposal met with tremendous disapproval from almost every coach in the state, including myself. All of us in the coaching profession felt that it gave the official even more dictatorial power over the contest and in some instances carte blanche in dealing with the coach. Many coaches addressed the new

proposal like Barney would have. But the figures indicate that the automatic penalty policy was effective in reducing the number of ejections of coaches in athletic contests, essentially bringing coaches and officials to new views of each other. In 1991-92, for example, ejections in all sports totaled 141. In 1992-93, the total number of ejections had fallen to 113, a sign that coaches and officials had been working to correct what had previously been a deplorable situation.

WE HAVE TO COEXIST

The numbers, when scrutinized, present an even more interesting picture than the totals themselves. For example, in football there were two ejections of varsity coaches last season, or approximately one ejection for every 3,000 regular season contests played; in basketball there was one ejection for every 1,250 games played; in soccer and baseball there was an ejection for every 800 games played. In girls volleyball and girls soccer there were no ejections, a record that certainly deserves high praise. The point is that coaches and officials are not only learning that they have to coexist, but also that they have to communicate and eliminate Fifeism in order to improve the quality of interscholastic competition.

The Legislative Council will hear a proposal in October that could allow the UIL staff to begin an educational program with registration procedures and attendance requirements for coaches and officials. The program would bring coaches and officials together to discuss the improvement of communication between them. The staff believes that this is an important step in rectifying the problems between officials and coaches. Through proper educational programs sportsmanship in our athletic programs can certainly be enhanced. We have to remember that sportsmanship is a key ingredient of all UIL activities.

It reminds me of a story that I used to tell my teams each year. Every morning in Africa, a gazelle wakes up. It knows it must run faster than

the fastest lion or it will be killed. Every morning a lion wakes up. It knows it must outrun the slowest gazelle or it will starve to death. It doesn't matter whether you are a lion or gazelle, when the sun comes up, you'd better be running. This analogy fits the coach-official relationship in a different way. Coaches often think that they are the gazelle and the official is the lion attempting to devour them. On the other hand, the official regards the coach as the raging lion. Again, it matters not whether one is a gazelle or a lion, an official or a coach. We are all in the same jungle, and we have to learn not only to peacefully exist, but also to communicate our problems and ideas in order for our activities to survive.

A new year approaches and not only will coaches be involved in communications with officials, but certainly with players, parents, staff members, administrators, and school board members. In all of these relationships it might be important to remember the adage, "Don't wrestle with a pig. You might get all muddy...and the pig likes it." In other words, as the Bible teaches, "a soft answer turneth away wrath."

As educators it is critical to remember that in dealing with all those we come in contact with, we should be completely professional. Think about Andy and his fellow Mayberryans when dealing with conflict. Do you want people to think of you as the Barney Fife or as the wise old Andy of the situation?

Here's hoping that you will have a tremendous year in 1993-94. I know that all of you will be Champions, because when you are working to develop the leaders of tomorrow you are truly a champion, no matter how many wins or losses are on the ledger sheet at the end of the season.

Now that summer is over and we are all back into the full swing of activities, I suppose I won't have much time for Andy and Barney. But somehow I have a feeling if I do get to watch a little of the tube, my wife will have me tuned in to *Home Improvement*.

The dilemma of 'changing schools for athletic purposes'

Section 443 of the UIL *Constitution & Contest Rules* states that "a student who moves for athletic purposes is not eligible to compete in varsity League athletic contest(s) at the school to which he or she moves for at least one calendar year." In concept, the rule seems simple enough. The student athlete choosing to compete at a school other than the school originally declared as the home school could be moving for athletic purposes.

So why are District Executive Committees across the state grieving over this issue? Short of the student's and/or parent's confirmation that the move was for athletic purposes, evidence is often rare and circumstantial. Further, an investigation does not guarantee that a student is moving for the stated reason.

The dilemma of proving that a student has "changed schools for athletic purposes" also extends itself to the receiving high schools, who themselves are reluctant to jeopardize an established program in order to accommodate an incoming athlete with questionable status. Teams, coaches, and schools compete in fear that someone will accuse them of receiving a student who has moved into the district for athletic purposes.

The original intent of rule 443, "Changing

Schools for Athletic Purposes," might have been threefold. First, the rule could have been written to discourage recruiting from the coaching ranks. Team building rather than recruiting was the expectation during the early

years. Coaches didn't worry about students moving in and out of programs or schools because most families didn't have the mobility that today's students have. The second goal of the rule could have been to discourage students from shopping for athletic programs or preventing migration between schools, especially during years lean in returning athletes. Another reason this rule may have been implemented was to encourage a loyalty in students that would be demonstrated by perseverance in a program. The belief of building pride and tradition might be enhanced by preventing any mobility during one's high school athletic career.

Consider the following scenarios and give your silent approval if you agree that the student is moving for athletic purposes:



Cynthia
Doyle

- A student is cut from a team because his or her skill level is not as developed as other team members. The family of student moves to another school so that student can participate in a school that affords the athlete a chance to make the team.

- A family moves into a district which does not offer swimming. A neighboring district offers the sport, so the student enrolls in the neighboring district rather than the school district in which his or her parents are residing.

- A student is a good athlete. Parents divorce or separate and the student will have to work part time to help make ends meet. If the student moves in with a relative and has a waiver approved, the family would have some financial relief, and the student could then play in the new attendance zone without having to work part time. The school losing the athlete and the school gaining the athlete are in the same district.

- A student and a coach have a conflict and all communication has ceased. The student wants

to participate in sports, but any move away from the district could be construed as being for athletic purposes.

- The parents of the best quarterback in AA are offered a job in a city known for football.

I'm sure each school has stories to share which are similar in concept, yet have caused frustration when determining if the motive for the move is tinged with the prospects of athletic competition.

When a rule was written to reduce mobility between schools, the problem became how to prove that the move is for athletic purposes. If a student were to move from El Paso to Beaumont (approximately 840 miles), it might be looked at differently than moving from Round Rock McNeil to Round Rock Westwood (approximately 5 miles). Is distance a factor?

Questions one might use when investigating a student who could be moving for athletic purposes might include the following:

- Do parents and siblings make the corresponding move?
- Has the school received a signed Previous Athletic Participation Form?

Please turn to CHANGING, page 11

A summer place: Summer involvement by coaches studied

By PETER CONTRERAS
Assistant to the Athletic Director

While a handful of motions passed this summer at the annual Athletic Committee meeting in Austin, two particular concepts are sure to garner the most attention when the Legislative Council convenes October 17-18 at the Omni Hotel in Austin.

The first concept would allow coaches to participate in the organization and operation of summer leagues in all team sports and to permit coaches to work with any student for one six consecutive day period in the summer.

"Basically there are a lot of concerns about the negative influence that outside people are having on students during the summer on non-school teams," said Charles Breithaupt, assistant athletic director, on the initial success of the concept to allow coaches to work with their student-athletes during the summer. "The most positive influence on a student-athlete in most cases is the high school coach."

UIL Assistant Athletic Director Cynthia Doyle echoed much the same thinking about why the proposal to allow coaches to help in the organization of summer leagues has reached the Legislative Council.

"When coaches are aware and involved with what their athletes are doing, it is easier for them to safeguard UIL rules," she said.

Seven motions passed this summer that will be forwarded with a recommendation of adoption:

- Allow softball coaches a choice of playing a two out of three playoff series by mutual agreement as in baseball.
- Place restrictions on students who miss school time to participate on non-school teams.
- Exempt coaches' children from the coaches restriction in 1209(b)(1) and 1209(h)(A).
- Remove incoming ninth graders from the player limitation rule in non-school team participation.
- Include traditional December

holiday as an extension of the camp rule.

- Define who may serve as a head coach in softball to be consistent with other team sports.

- Increase the softball officials pay scale in 1994-95.

Two other proposals passed in concept and will be considered by the Legislative Council. One is to lower the 10 stroke limitation to nine strokes in golf to speed up play and the other is to allow the UIL staff to begin an educational program for coaches and officials with registration procedures and attendance requirements.

In other committee action, the UIL staff was instructed to study with a survey allowing golfers to be coached between green to tee; expanding the Conference 5A and 4A playoffs in team sports to four teams; allowing Conference 5A schools participating in spring football 28 school calendar days to get in 15 practice days; and to obtain policies of assigning officials from all officiating chapters.

Alamo continues support for UIL

Alamo Rent A Car has announced its continued support for Texas high school athletics and academics with the extension of its Texas initiative. Launched last year, elements of the program include an affiliation with the UIL, the sponsorship of the *Alamo High School Extra* cable television program and special rental rates for Texas educators.

Alamo Rent A Car will continue to offer a five percent rebate to the UIL Scholarship Fund for every Texas car rental booked on Rate Code TO and TM for the UIL account number 252660. These monies will be used by the UIL to support its academic, athletic and fine arts competitions.

Since the inception of the program, approximately \$16,500 has been donated by Alamo Rent A Car through this effort.

In addition, the nation's fourth larg-

est car rental company is offering special rates to UIL schools and their employees as well as faculty and students' families. This offer is expected to affect approximately four million Texans who work in a variety of capacities within the state's educational institutions.

The *Alamo High School Extra* is broadcast by Home Sports Entertainment (HSE), and a highlight of the program is the "Alamo Scholar/Athlete of the Week" segment.

"This program is designed to recognize the value of sportsmanship, as well as excellence in football and academics," said Alamo Rent A Car President Charles Platt. "Last year's scholar/athletes were an amazing group of young people - we look forward to seeing the 'creme of the crop' again."

This year, potential scholar/athletes have been nominated by coaches and sportswriters from across the state. Fi-

nal selections will be made by an executive committee consisting of Eddie Joseph, executive director of the Texas High School Coaches Association, Peter Contreras of the UIL and an Alamo Rent A Car representative.

Winners are featured in a segment on the *Alamo High School Extra*, and receive a commemorative plaque, T-shirt and cap, while their schools receive a \$500 scholarship donation from Alamo Rent A Car.

"We believe in rewarding leadership, excellence and effort - especially when it comes from youngsters," said Platt, himself a former high school football player.

Alamo High School Extra, developed in conjunction with the UIL and HSE, is hosted by Craig Way. Beginning August 24, the show will air twice a week - Wednesdays at 6:30 p.m. and Thursdays at 11 p.m.

RULE CHANGES

NCAA eligibility requirements

All prospective student-athletes first entering a collegiate institution on or after August 1, 1995 who want to play NCAA Division I or II intercollegiate athletics must meet the following eligibility requirements.

To be considered a qualifier at a Division I institution and be eligible for financial aid, practice and competition during a student's first year the student must graduate from high school, present a minimum combined test score on the SAT verbal and math sections or a minimum composite score on the ACT as indicated on the index scale:

Core GPA: 2.5 or above Minimum score: 700 SAT, 17 ACT
Core GPA: 2.375 Minimum score: 7550 SAT, 18 ACT
Core GPA: 2.250 Minimum score: 800 SAT, 19 ACT
Core GPA: 2.125 Minimum score: 850 SAT, 20 ACT
Core GPA: 2.0 Minimum score: 900 SAT, 21 ACT

To be eligible, the student must also present a minimum grade point average in at least 13 core courses in the following areas:

- English - three years
- Mathematics - two years
- Natural or physical science - two years
- Additional course in English, mathematics, or natural or physical science - two years
- Social science - two years

Additional academic courses (in any of the above areas or foreign language, computer science, philosophy or non-doctrinal religion course) - two years

Student-athletes entering a Division I institution on or after August 1, 1996, must present four years of English and the two-year requirement in mathematics must involve one year of algebra and one year of geometry. To be a qualifier at a Division II institution, you must graduate from high school, present a minimum grade point average of 2.90 in at least 13 core courses in the same areas as noted above, and present a minimum 700 combined score on the SAT verbal and math sections or a minimum composite score on the ACT of 17.

New rule impacts cross-country

The adoption by the UIL of one new rule, effective this school year, has greatly impacted junior high cross-country participants in early season meets.

The new rule states: "Only students who are too old to participate in 8th grade athletics may participate on the high school sub-varsity teams, if local rules permit."

This means that:

- Junior high teams may participate in a junior varsity division if local rules permit.
- Junior high students may not participate as an individual in sub-varsity meets or tournaments (unless entered in a junior high division).
- Participation of "unattached" students is prohibited.
- 6th graders may not participate in meets or tournaments.
- and schools using 8th graders are reminded that season limitations differ, and overage 8th graders, participating on high school "B" teams and/or junior varsity teams, must abide by current junior high rules.

Diamond-Shamrock kicks off 'Hooray for Excellence'

The 1993-94 Hooray for Excellence campaign, sponsored by the Diamond Shamrock Football Network in conjunction with the University-Interscholastic League is kicking off its second year of promoting academic excellence in Texas public school classrooms.

Hooray for Excellence features pre-recorded stories on innovative academic programs as part of the half-time show of each 5A playoff radio broadcast. Last year, more than eighty schools participated in the program with the top ten finalists recognized during the playoffs.

"Hooray for Excellence enjoyed great success its first year," said UIL Marketing Coordinator Peter Contreras. "The enthusiasm and support throughout the schools were overwhelming and exciting for all associated with the program."

To participate in Hooray for Excellence, participants must prepare a two to five minute audio cassette presentation focused on an interesting program taking place on its campus. Any Texas public school can enter the competition. Selected finalists receive

\$500 and a Hooray for Excellence recognition certificate from Diamond Shamrock.

"Hooray for Excellence is a small step toward recognizing outstanding achievements of educators and young people in the classroom," said Diamond Shamrock Chairman Roger Hemminghaus. "By using the Diamond Shamrock football radio broadcasts, we are able to capture the public's interest in football to raise awareness of, and interest in, academics."

Schools may obtain information

about Hooray for Excellence by contacting the Diamond Shamrock Football Network, P.O. Box 1931, Amarillo, Texas 79189, 809/374-5333.

The schools whose presentations are used on the air will receive checks and certificates of recognition from Diamond Shamrock following Christmas break.

"Hooray for Excellence is not just for large schools," said Hemminghaus. "If you've got an outstanding program in your school, you are on an equal playing field with all the other participants. It's innovation that counts."

Hooray for Excellence 1992 Finalists

Cooke Elementary - Cleburne, Dooley Elementary - Plano, Harrold School - Harrold, Johnson Elementary - Bryan, San Jacinto Jr. High - Midland, Sanger High School - Sanger, Sherman Elementary - Houston, Travis Elementary - Sulphur Springs, University Park Elementary - Dallas, Yoakum High School - Yoakum.

Still in the game

Appeals Court rules that some 19-year-olds will be permitted to play varsity sports

In order to be eligible for varsity athletics a student has to be "less than 19 years old on September 1 preceding the contest" (Section 440(c) page 67 of *Constitution and Contest Rules*).

For the 1993-1994 school year—as a result of a State of Appeals court ruling—some 19 year old students will be permitted to play. The following criteria must be met: the student has been identified as handicapped according to Section 504 of the *Rehabilitation Act*, the handicapping condition caused a delay in the student's education for at least one year, and the student initially enrolled in the ninth grade not more than four calendar years ago.

School administrators are responsible for completing a "Varsity Athletic Eligibility for Over-Age Students" form. This form requires certification that the student be in special education and have sufficient documentation from the ARD Committee, or if not currently in special education, sufficient documentation from a 504 Committee. In both the ARD and 504 certifications, verification must be present that the student's handicapping condition caused education to be delayed by one year or more.

The superintendent then sends the com-



Bill Farney
.....

pleted forms to the District Chairman. No other documentation is sent—just the completed form. The privacy of the student must be maintained. The district chairman signs the form and makes two copies—one for his/her file, one mailed to the UIL, and the original returned to the school that requested eligibility.

If the District Executive Committee feels the student is not a bona fide Section 504 exception, then the chairman should list those concerns, regardless of whether the student is approved or disapproved, and mail them to the UIL office. The UIL may request that the Texas Education Agency investigate the case. The student could, however, apply directly to the UIL waiver officer if the school superintendent does not submit a request to

the District Executive Committee.

It is important to remember that all students must also be eligible under state law—including but not limited to—the academic/credit/course requirements, the four-year rule, residency regulations, and local attendance requirements.

As we begin the 1993-1994 school year the UIL office is mindful of each school administrator's increasing bureaucratic workload. In many schools, staff members will be required to take on additional duties. In addition, there is always added adjustment after a legislative session. We hope your staff continues to work diligently on behalf of school activities. These experiences do serve a valuable educational purpose for literally thousands of Texas students.

Please let us know if we can make your tasks easier in any way. Constructive criticism as well as helpful hints are always welcome. This organization belong to the public schools of Texas. It continues to improve only if it meets your needs and provides a platform for exposing the talents of not only our best and brightest students, but any student who can learn life experiences through quality educational competition.

TIME OUT

BREAKING STEREOTYPES

Thirty-five years ago, 12 boys from Belton High School set a record for the school's basketball team by winning the only state team championship in Belton's history. They also broke academic records at Belton High School and each graduated from college in a time when nationally, only 18 percent of high school graduates accomplished that feat.

By doing this, the 12 also broke stereotypes that held that athletes were not good students.

Now, three and a half decades later, the members of the 1958 basketball team have among them four doctorates, six master's degrees and three pharmacy degrees. They are now teachers, businessmen and cattleman.

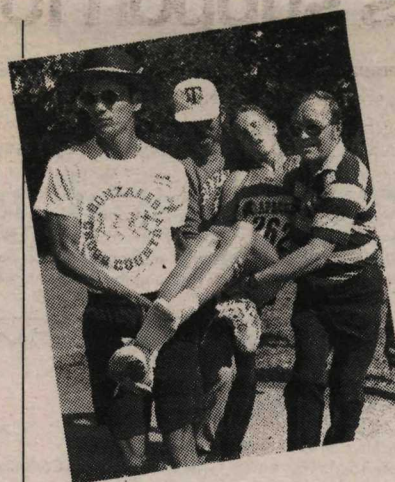
One of the team members, Dr. William Wilbanks, formerly known to teammates as "Billy," is now a university professor and author. The 12 boys, he said, stood for excellence both in the court and in the classroom.

"The term student-athlete is sometimes laughed at since it is not common for outstanding athletes to also excel in the classroom," Wilbanks said. "But this is about a team which personifies the concept of student-athlete."

A CLASS ACT

On March 30, 1993, I officiated a game in San Antonio, Texas at Blossom Stadium. The two teams were New Braunfels High and San Antonio Jay High School. For your information, these two teams played to one of the highest sportsmanship game that you'll ever see. These boys in language or action behaved themselves well. Not once was there a protest or display of dissatisfaction with me or my line-men.

The principals at these two schools need to know that these players behaved like in a classroom setting. A very pleasurable game to do that was made so easy by their coaches and players. — By STACY LOPEZ, UIL soccer official.



OFF AND RUNNING

The first UIL state meet will be the state cross country meet, November 13 in Georgetown.

Photo by Joey Lin.

Changing schools for athletic purposes

Continued from page 9

- Does the student's move hinge upon athletic participation, or might the move be made without the benefit of eligibility?

- Is the student in accordance with state and local policy as well as UIL rules?

- Has the student or parents of the student confirmed that the move was for athletic purposes?

Let's consider what would happen, however, if a student *could* move, provided all other indications of eligibility were in place, and be eligible for all UIL contests:

- Student might change schools during 9th and 10th grade year for a variety of reasons, meet the residency requirement and compete for the school of choice, provided that they have not been

recruited.

- District Executive Committees would review incoming students under current conditions without worrying about hidden agendas.

- Coaches may find that good programs attract athletes and would not worry that rivals deem the move a violation.

- The school athletic program would be viewed as one of the many reasons to move into a district (sounds like some of that schools of choice stuff that seems to be going around).

Section 443 is just one of the many topics that Legislative Council members will discuss in October. The pros and cons of the rule, "Changing Schools for Athletic Purposes," don't begin to address the tension that districts face when evi-

dence and gut feeling don't coincide, and a decision must determine a student's eligibility status.

Do current rules of eligibility sufficiently reduce "program shopping"? Is "program shopping" such a bad idea? Are residency requirements, local policy, and recruiting prohibitions enough to monitor movement between programs and between schools? Is the concept of choice in conflict with why a student wants a specific extracurricular program at a specific school? Is "changing schools for athletic purposes" obsolete in the realm of education today? The solutions may not be clear and may not be hidden in Section 443. For the District Executive Committees that have addressed it in the past, and for those who will address it in the future, the challenge lies in proof.

PUBLIC REPRIMANDS

The following personnel have been issued a public reprimand and placed on probation for one year in accordance with Section 1208 (h) for being ejected from a contest for unsportsmanlike conduct:

COACH, SCHOOL

★ BASKETBALL

James Crenshaw, Pearland HS
James Sykes, Coldspring HS
Bobby Carson, Hearne HS
Ray Snider, Fort Worth Western Hills HS
Maurice Evans, Grapevine HS
Barbara Townsends, Terrell Middle School
Greg Carter, Galena Park HS
Dennis Bither, Columbia HS
Dusty Callhoun, 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, Spuriger
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 Carter, Arlington Lamar
Mark Harris, Kaufman
Tim Gray, Coldspring
Jane Laws, Taft
Randy Clasen, San Marcos JHS
Vince Stark, CC Miller
Mike Sorrenson, Brazosport HS
Ray Snider, Fort Worth Western Hills HS
Randall Mason, Iredell HS

★ SOCCER

Richard Pardo, La Porte
Terry Waldrep, Chapel Hill HS
Terry Houston, Fort Worth Boswell HS
Dale Cowser, Langham Creek HS
Don Smith, Silsbee HS

★ BASEBALL

Robert Johnson, Barbers Hill HS
Brad Holcomb, Frenship HS
Steve Stone, Wichita Falls Rider HS
Kevin Matthews, Waller HS
Gary Lejarzar, Richland HS
Rael Olson, Rio Grande City HS
Lou Prestidge, Mesquite HS
Joe Carrillo, El Paso Parkland HS
Kenny Kershaw, Marble Falls HS
Pat Later, Marion HS
Danny Gex, Straford HS
Steve Drummond, North Hopkins HS
Larry Cole, Forest Brook HS
Jorge Cabozos, Rio Grande City HS
Nick Junior, Mabank HS
Ronnie Wilson, Tatum HS
Dwight Patrick, Magnolia HS
Randy Hill, Abilene HS
Joe Sears, Henderson HS
Jimmy Webster, Floydada HS
Casey Sanchez, South San Antonio West HS
Randy Lancaster, Brownwood HS
Jim Long, El Campo HS

★ SOFTBALL

Sharon Reid, Lufkin HS
Julie Goodman, Alvin HS
David Sine, Willis HS

★ ERROR

The public reprimand of Jim Berryhill of Aransas Pass Middle School, printed in the May Leaguer, was later changed to "null and void" and should have been deleted from the list that ran in the April and May Leaguers. We apologize to him and the school for the oversight.

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

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.

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.

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.

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.

PRESCRIBED MUSIC LIST

Page 119 - Viola Solo Class I: Bach/Casadeus-Concerto in C Minor (play one movement)

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: Vasconcelos (play movements 2 and 3) (2 trumpets, trombone, tuba)

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

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

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

KARNACK ISD

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

DALLAS ISD

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

MCALLEN ISD

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

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

BROWNSVILLE ISD

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

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.

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.

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.

MUSIC MEMORY

The *Music Memory Bulletin Bass Clef Book* contains the only official list for the 1993-94 school year.

PICTURE MEMORY

Students in grades 4 and 5 will be responsible for the *Art Smart Picture Memory Contest Bulletin* for 1993-94 and 1994-95. The official list in the *Picture Memory Contest Bulletin* for 1993-95 is the final authority. The 1993-94 art selections are new and will be used for two years.

SPELLING

Attention Elementary and Jr. High Spellers! Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the *A+ Spelling List* for 1993-94. It is important to have the most current spelling list (1993). Significant revisions of the old list have been made.

Please make the following corrections in the *A+ Spelling List* for 1993-94:
3/4 skillful, skilful
7/8 chaos (C)
7/8 gullible, gulliable

FRENSHIP HS

The State Executive Committee issued a public reprimand to Mr. Brad Holcomb, Frenship HS, for violation of the Athletic Code, restricted him to the dugout for the remainder of the 1992-93 season, and put him on probation through April 13, 1994. As a condition of probation Mr. Holcomb is to attend five meetings of the local chapter of the Southwest Baseball Umpires Association during the 1993-94 school year, including the initial meeting, and is to invite other coaches from the area to attend with him, in an effort to become

better acquainted with the rules and to become an advocate for officials. The State Executive Committee also commended the administration of Frenship ISD for the prompt and effective resolution of this matter.

WOODVILLE ISD

The District 24-AAA Executive Committee placed the baseball program at Woodville ISD on a one-year probation for violation of the UIL amateur rule. The committee also stated that the Woodville program will be required to forfeit all contests in which the ineligible player participated during the 1992-93 school year.

HEREFORD HS

The State Executive Committee issued a public reprimand to Mr. T. R. Sartor, Hereford HS, restricted him to the dugout for the remainder of the 1992-93 season and put him on probation through March 5, 1994, for violation of the Athletic Code. As a condition of probation Mr. Sartor is to attend five meetings of the local chapter of the Southwest Baseball Umpires Association during the 1993-94 school year, including the initial meeting, and is to invite other coaches from the area to attend with him, in an effort to become better acquainted with the rules and to become an advocate for officials. The State Executive Committee also commended the administration of Hereford ISD for their prompt and candid approach to the matter.

DONNA HS

The State Executive Committee suspended Mr. Michael DeCello, Donna HS, from the first twelve basketball games of the 1993-94 season for being ejected from a basketball game while on probation for having previously been ejected from a game. The committee also issued a public reprimand to Mr. DeCello and put him on probation through the 1993-94 school year. A condition of probation is that Mr. DeCello attend five meetings of the local chapter of the Southwest Basketball Officials Association, including the initial meeting of the 1993-94 season. He is to invite other coaches from the area to attend these meetings and communicate with them afterwards regarding the benefits of having attended. The State Executive Committee also issued a public reprimand to Donna HS and put the school on probation in boys' basketball through April 13, 1994, for violation of the Athletic Code.

BRAZOS HS

The State Executive Committee issued a public reprimand to Mr. Danny Rogers, Wallis Brazos HS, and put him on probation through April 13, 1994, for violation of the Athletic Code.

MIRANDO CITY HS

The State Executive Committee suspended Mr. Ralph Perez, Mirando City HS, from the first 12 basketball games of the 1993-94 season for being ejected from a basketball game while on probation for having previously been ejected from a game. The committee also issued

a public reprimand to Mr. Rogers and put him on probation through April 13, 1994. A condition of probation is that Mr. Perez attend five meetings of the local chapter of the Southwest Basketball Officials Association during the 1993-94 school year, including the initial meeting, and that he encourage, in writing, other coaches in the area to attend with him. The committee also issued a public reprimand to Mirando City HS, to put the school's boys' basketball program on probation through April 13, 1994, and required the school district to develop and submit to the UIL a plan to improve knowledge of UIL rules.

RIO GRANDE CITY HS

The State Executive Committee issued a public reprimand to Mr. George Cabazos, Rio Grande City HS, and put him on probation in baseball through June 16, 1994, for violation of the Athletic Code. As a condition of probation Mr. Cabazos and the coaching staff are required to attend the 1993-94 organizational meeting of the local Southwest Baseball Umpires Association, and to invite coaches from the other schools in the UIL playing district to attend the meeting. The committee also issued a public reprimand to Rio Grande City HS and put the school on probation in baseball through June 16, 1994, for violation of the Athletic Code. The school administration is to develop and implement a plan to educate students, fans, and school personnel of behavior expected at UIL contests.

MERCEDES HS

The State Executive Committee issued a public reprimand to Mr. Alfredo Cardona, Mercedes HS, for falsifying records, and put him on probation through June 16, 1994.

WEST ORANGE-STARK HS

Dan Hooks, Football Coach of West Orange-Stark HS, has been issued a public reprimand and suspended from the first two football games of the 1993-94 season for soliciting a grade change for a student athlete.

WESTERN HILLS HS

Walter Miller, Football Coach of Fort Worth Western Hills HS, has been issued a public reprimand with probation and suspended from the first football game of the 1993-94 season for allowing an ineligible player to participate in spring training.

OFFICIAL INTERPRETATIONS

The State Executive Committee on July 8, 1993, issued the following interpretation of Section 5 (l), (r), (bb) and (cc) and Section 1400 (d) the UIL Constitution and Contest Rules: The beginning date for 7th and 8th grade football practice outside the school day in non-traditional school year settings shall coincide with the day other schools (within the UIL district) begin their traditional school year.

Seventh and 8th grade volleyball practice in non-traditional school year

settings can be held anytime during the traditional or non-traditional school year, provided it does not exceed 86 consecutive calendar days to practice outside the school day; 79 of the 86 days may be used to complete scrimmages and matches; equipment may be checked out to players on any one day during the week preceding the first day of school. The school would need to schedule their season to coincide with the schools they plan to compete against.

Ninth grades which are part of the middle school come under rules for high schools.

1993-94 CSIET APPROVED LIST OF FOREIGN EXCHANGE PROGRAMS

Academic Adventures in America
Academic and Cultural Exchange
Adventures in Real Communication
Adventures in Real Communication Year Program
AFS Intercultural Programs
AIFS Foundation
American Association of Teachers of German
American Heritage Association
American Intercultural Student Exchange
American Int'l Youth Student Exchange Program
Amicus International Student Exchange
Amigos de las Americas
ASPECT Foundation
ASSE International Student Exchange
ASSIST
AYUSA, International
Center for Cultural Interchange
Children's International Summer Villages
CIEE, School Partners Abroad
Cultural Academic Student Exchange
Cultural Homestay International
Educational Resource Development Trust
EF Educational Foundation for Foreign Study
Foreign Links Around the Globe
Foreign Study League
Foundation for Academic Cultural Exchange
Friends in the West
Fulbright Gesellschaft
Iberoamerican Cultural Exchange Program
Intercultural Homestay Services
International Christian Youth Exchange
International Cultural Exchange Services
International Education Forum
International Student Exchange
International Student Exchange of Iowa
INTRAX, Inc.
Japan-American Cultural Exchange
Legacy International
Nacel Cultural Exchanges
NASSP, School Partnerships International
National 4-H Council
National FFA Program
Open Door Student Exchange
PACE Institute International
Pacific Intercultural Exchange
People to People H.S. Student Ambassadors
Program
A Presidential Classroom for Young Americans
Program of Academic Exchange
Rotary International Youth Exchange
School Year Abroad
STS High School Foundation
United Studies
WEST Programs
Wo International - Punahou School
World Experience
World Heritage
World Learning
Youth for Understanding

Safety

Continued from page 6

mounting positions? Are they secure, and well located and are there railings on all catwalks and stairs?

Does your lighting system "button up" and are all cover plates secure? Are any pigtailed hanging loose from boxes or battens and are all of your cables free of frayed areas or loose connectors? Is your lighting inventory in good condition? Are they well maintained with lenses intact, shutters

working, and no loose wiring at connectors or sockets? Do you have enough instruments for your needs?

Rigging and masking is seldom evaluated by school maintenance personnel. Do you consider your rigging ("flying") system adequate for your production needs? Was your rigging professionally installed or are there home made "temporary" elements in the system? Are there things you can only do using a ladder (as opposed to doing them at stage level)? Are your battens (pipes) straight and level? Are connections in your rigging safe? Can you allow students to operate your rigging or is it "staff only"?

Are your drapes in good condition, the right sizes and enough of them? Do you have good provisions for handling and storing drapes and are they the appropriate color (preferably black)?

Does your auditorium really meet the code and are the exits adequate? Are the aisles correctly lighted? If you have carpets, are they in good condition? Is the "house" lighting adequate? Do persons confined to wheelchairs have easy access and a choice of locations? Do you wish you had a smaller or better proportioned theatre?

Do you have a dedicated stage scene shop or costume shop? Are the power tools secure from unauthorized use? Are the power tools equipped

with required safety devices? Are dust masks and protective eyewear available? Do you have proper paint storage or storage outside the shop space for toxic paints or supplies? Do you have ventilated spray hoods or booths?

Do you have a sound, light or follow spot booth? Is it (are they) permanent or improvised? Are they reasonably soundproof? Can physically challenged persons get to them without help? Do you have an adequate box office?

If your answer is yes in all cases you live in "Utopia" or perhaps "Paradise." Just joking! Best wishes for a great year in educational theatre.