

Leaguer

UIL rules to undergo annual examination

Revision of camp rule among items on the agenda

OCTOBER 17-19

Among the items on the October agenda is an amendment that would allow students to attend camps during the period schools are closed for winter holidays, in all team sports other than basketball. If approved by the Legislative Council and the State Board of Education, this amendment would be effective June 1, 1994. A motion was also proposed that would remove incoming ninth graders from the player limitation rule in non-school team sport participation. This would allow students in sparsely populated school districts more opportunity to participate on non-school teams.

An amendment was also proposed that would provide a waiver of the age rule for seventh and eighth grade athletic competition for students whose education has been delayed for a year or more due to a handicapping

The UIL's Legislative Council will convene October 17-19 at the Omni Hotel in Austin.

The Legislative Council meets annually to review UIL rules and regulations and to hear testimony from interested parties, including representa-

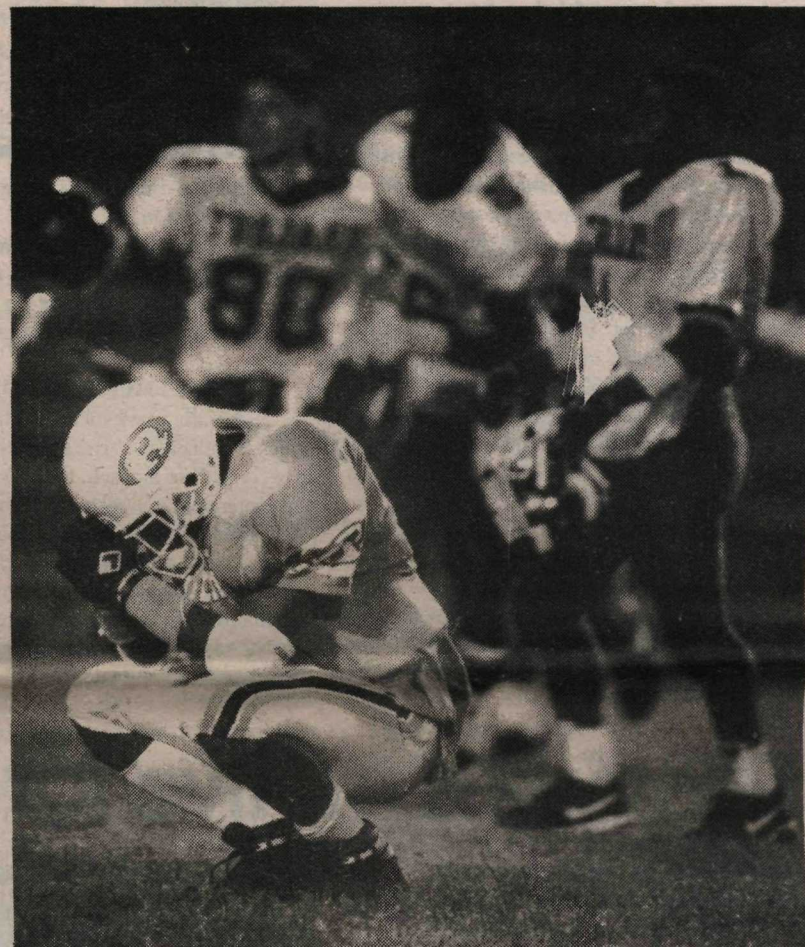
tives for school administrators, athletic coaches, classroom teachers, boards of education, parent-teacher organizations, and school music directors.

condition. A process was instituted for the 1993-94 school year, in accordance with a court order, to permit over-age high school varsity participants. The same handicapping conditions quite often have delayed a child's education for a year or more prior to entry into junior high school, and those students, if they are too old for junior high competition, currently cannot participate (except at the high school 9th grade or junior varsity level.)

In academic-related issues, an amendment has been proposed that would change the format for the keyboarding contest to a computer competition with business applications. During the October 1992 Legislative Council Meeting, the Standing Committee on Academics instructed the UIL staff to draft a proposal for a computer contest with business applications to be considered for adoption at the June 1993 meeting. Pursuant to this request, a 10-member committee was formulated to compose and refine the detail of the revised keyboarding competition and establish the new guidelines for the academic event.

The 28-member Legislative Council is composed of one member elected for a four-year term from each of the four UIL basketball regions within each of the five conferences, and eight at-large members, one at-large from the four UIL regions. The eight at-large members are appointed by the Chairman of the Legislative Council.

All UIL rule changes must be ratified by the State Board of Education before going into effect.



AGONY OF DEFEAT. Curtis McVade of Austin Reagan High School reacts to Reagan's 24-17 loss to Waco University High School. The game was played September 24 in Austin. Photo by Joey Lin.

Oct. 17-24 proclaimed Texas High School Activities Week

Governor Ann Richards has proclaimed the week of October 17-24 as Texas High School Activities Week, which coincides with National High School Activities Week.

"Both academic and extracurricular achievement contribute greatly to the social development and interaction of all high school students," Richards said when announcing Texas High School Activities Week.

"Development directly benefits local communities by channeling young people's interests and talents into positive efforts and by instilling in them an early sense of civic duty and community pride," the governor added.

This year's event marks the 14th observance of National High School Activities Week, which was developed by the National Federation of State High School Associations. Across Texas, schools will take this opportunity to recognize, at some public forum, all the students and parents who participate throughout the year in the various UIL activities.

National High School Activities Week was initiated in 1980 as a means to increase the public's awareness of the values and needs of activity programs. In 1983, the United States Congress and President Reagan designated the third week in October officially as National High School Ac-



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—GOVERNOR ANN RICHARDS

tivities Week. 1993 marks the 14th observance of the event.

For the past four years, the National Federation's membership has declared sportsmanship its number one priority. Activities Week 1993 presents an opportunity for the acknowledgment and advancement of the critical relationship between sportsmanship, ethics and integrity and interscholastic activity programs.

Activities Week is an opportunity to remind the community that your school provides a com-

prehensive program addressing society's most current concerns by encouraging students to "stay in school" and perform better academically, demanding respect for fair play, providing healthy lifestyle instruction and challenging racism, sexism and classicism through the active pursuit of teamwork and school spirit.

Six special days have been set aside during the week of October 17-24.

Monday, October 18, is National Officials Day - a time to salute the 500,000 individuals who serve as contest officials and judges.

Tuesday, October 19, is National Speech and Music Day - a time to focus on the millions of students, coaches and sponsors involved in fine arts programs.

Wednesday, October 20, is National Youth Health Awareness Day - a time to promote education and prevention efforts that encourage healthy lifestyles.

Thursday, October 21, is National Be A

Sport Day - a day to encourage awareness and discussion about the importance of sportsmanship, ethics and integrity to the conduct of interscholastic programs.

Friday, October 22, is National Coaches Day - a time to recognize the contributions of high school coaches.

Saturday, October 23, is National Fund Raising Day - a time to promote fund raising efforts that support interscholastic programs and recognize those individuals and entities that have provided support in the past.

"Due to the financial crunch most of you are facing, it is important to do a good job of selling the value of extracurricular activities to local patrons and state officials if you expect to generate continued financial support for these programs," said UIL Director Dr. Bailey Marshall. "One goal of any activity for the week should be to create an atmosphere that will encourage this support."

"If we cannot justify UIL programs educationally, we need either to eliminate these programs from our systems or change them so that they are educational," he added. "Most administrators will agree that students do gain many educational values when the programs are handled properly, but we must impress this message upon the general public."

UIL and its rules created by schools

The University Interscholastic League belongs to member schools and is a product of their making. The Constitution, by laws, rules, and regulations reflect careful thought, experience, and judgment in regard to how activities should be regulated and controlled for interscholastic competition. Few agree with every rule, but none can deny they represent the present judgment of the total membership. All rules are subject to revision and changes as the membership sees fit.

The formation and revision of policies and rules governing the University Interscholastic League are analogous to the passage of laws and amendments to the constitutions of the state and federal governments. State and federal constitutional law starts with an idea. The idea is refined and developed through committee procedures. Support for the idea is generated, and the idea is presented to the legislature. The legislature passes the change, and the law is interpreted by the judicial system.

League rule formation is similar. Council representatives and member schools are analogous to legislators and their constituents respectively. The Legislative Council of the League and the State Board of Education are similar to the state or federal legislature. The contest directors – the athletic director, music director, drama director,



Bailey Marshall
.....

and journalism director, for example – constitute the administration.

The district executive committees and the State Executive Committee at the state level make up the judicial system of the League and are responsible for the enforcement of rules.

ENFORCEMENT OF RULES

Generally, movement to change a rule or policy is conceived at the school level. The idea may come from a coach, fan, student, principal, superintendent, school board member, or a group of these individuals. This idea is often communicated to other school people in various organizations for consideration, refinement, and approval. A committee from these school-related organizations or a superintendent may present the idea to the Legislative Council. In most cases, the concept is presented to one of the Council's standing

committees: academic, athletic, music, or policy.

After adequate and sometimes substantial deliberation, the Council acts on the proposal. If the recommendation involves a major rule change, it is presented to the member schools for a vote. Some rules approved for a vote by the schools are opposed by council members, but in these instances, the members feel the decision on the rule should be left to the schools. If it is a policy change which is not an eligibility rule, the Legislative Council has the power to change the rule, subject to the approval of the State Board of Education.

ADMINISTRATORS

Ballots are then sent to the superintendents of all member schools. If a majority votes for a change, the change is presented to the State Board of Education for final approval. If it is approved by the State Board, the rule generally goes into effect September 1 of the next school year.

The directors of the League give their opinions on the interpretation of the rule. In rare instances and only upon written request, the State Executive Committee will issue an interpretation.

WHY PROBLEMS?

Some school administrators do not vote or seldom take an active part in League legislation.

However, if a rule is passed which the majority does not like, or a rule becomes obsolete, apathetic members wake up. Alvin W. Gouldner, in an article in the American Political Science Review, called this the "iron rule of democracy." This acts to keep a mutual benefit organization a democratic one. The administration or the interested members can go just as far as the silent members will allow them to go. When this point is reached, the silent become quite vociferous and reverse the trend.

The League administrators would prefer to see all members participate in the process. Then fewer critics would arise, and the majority would be pleased with the proposed legislation. Since the concerns regarding mutual benefit organizations have been empirically tested, it is not likely the League membership will change its behavior.

The League office will be consistently interested and active. We hope all affiliated school members will be active participants at all times, not waiting until a crisis arises before they speak up.

I encourage all interested persons to discuss any proposed changes with their Legislative Council representative. In this manner, the representative can vote as a representative and not as an individual in the annual October meeting.

Provide a motive for students to do better

By PETE DEE JOHNSON
Deweyville ISD

During the past few years, I have been taking graduate courses working toward my mid-management degree. We have discussed every topic from school law to incentive programs to reforms during the past several decades and yes, "motivation." Every teacher, principal or educator in recent history has been drilled thoroughly on the importance and success of motivating students as a tool for greater success. Now I'm hearing that motivation of students is not a factor in the success or failure of students at any level of their education.

Considering the previous statement, let me ask several questions. First, why does every school in this state either have or is trying to get an incentive program for students to participate in? Motivation. In the last two years I have been to a dozen workshops on the two college campuses and numerous high school and junior high campuses

and listened to some 30 to 40 educators speak on the greatest needs for the student. In every case, a need for student motivation was discussed. Incentive programs are just that, programs to encourage or motivate students to do a little better at their task.

Secondly, if motivation is not a factor for success, why do we have so many extra-curricular activities which require a certain grade before participation is allowed? When "No pass, no play" was passed in Texas, there was only one intent in mind: "If you want to play ball in Texas, pass your classes." In short, be motivated enough to be more successful with your grades. Sports are probably the single most important motivational tool used in schools today. Whether a student is intrinsi-

SPORTS ARE PROBABLY THE SINGLE MOST IMPORTANT MOTIVATIONAL TOOL USED IN SCHOOLS TODAY.

cally or extrinsically motivated through sports, either can be arguable used as a tool for success.

Thirdly, the Texas Education Agency of Texas must believe in and

support the theory that motivation exists and should be used. To check the validity of this statement, one need not look any further than our own Texas Teacher Appraisal System Observation Records. Under Domain IV, Learning Environment, lies observation #8, which uses strategies to motivate students for learning. The T.E.A. either believes motivating students is obtainable and necessary or, we as teachers, are being asked to do the impossible. Which ever the case may be, we as teachers are expected to gain positive results through motivational practices.

Fourthly, I know for a fact that motivation does exist for all people including teachers. The tool to motivate teachers is called money. Here I am, a student at 43 years of age and I'm intrinsically motivated to finish my education to do something that truly interests me: be an administrator. I'm also extrinsically motivated because of the financial rewards that come with that position.

Finally, a high self-esteem is critical for students just as it is in the world of responsible adults. Doing better on one's test, hitting the ball harder and farther, jumping higher, scoring more points, etc., makes a person feel better about themselves. The definition for motivation is "to provide with a motive." We must provide a motive for students to do better at whatever their task. Does it exist? There is no argument that it does not exist. You can find research for or against which ever position you take. In short, try to tell a group of teachers motivation does not exist. Then ask them why they teach or coach.

Leaguer

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EDITOR

Dr. Bailey Marshall
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Assistant Director of Academics

ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farney, assistant director and director of athletics; Pat Wisdom, academic director; Charles Breithaupt, assistant athletic director; Peter Contreras, assistant to the athletic director; Treva Dayton, assistant academic director; Cynthia Doyle, assistant athletic director;

Richard Floyd, director of music activities; Bobby Hawthorne, assistant academic director; Lynn Murray, one-act play director; Bonnie Northcutt, assistant to the director; C. R. Daniel, assistant to the director; Charles Carlisle, assistant to the director; Rachel Seewald, public information officer.

Diana Cardona, spring meet materials director; Dr. Nelson Patrick, music director emeritus.

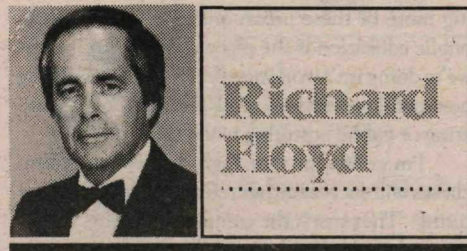
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Clearing the air regarding sightreading contest

One thing is constant about music teachers, be they band, choir or orchestra directors. When there is a hint of change in the air, rumors abound. This axiom is clearly present in regards to the Band Sightreading Contest Pilot Project in Region 18. While there has been a high degree of information decimated about the Sightreading Contest Revision Study, there continues to be misunderstandings and varying degrees of criticisms leveled at the project. In short, rumors are rampant and many attitudes are being influenced by inaccurate or incomplete information. The result is certainly not a good climate in which to proceed with and objectively evaluate the relative merits of this exercise.

So, for the record, the following is a review of the status of this project. As you acquaint yourself with the steps that will unfold during the forthcoming months please do keep in mind the fact that our sightreading contest program in both band and choir has been under study for approximately 18 months. In spring of 1992, there was a state-wide survey printed in both the TMEA Magazine and *The Leaguer*, there was also a call for volunteers to serve on the study committees, a core committee was established to allow for ongoing sessions on a monthly basis plus the appointment of regional consultants throughout Texas to provide statewide input and reports have been ongoing at various TMEA and UIL meetings since that time. It is likely that there has not been any project in the history of the Music Division of the UIL that has offered more opportunity for people to "have their say." Consequently there is no room for anyone to state with credibility, "Why weren't we consulted?"

The pilot project takes into consideration all recommendations and concerns that have been voiced to the committee via the survey, extensive personal dialogue and responses by the regional consultants to an initial proposal circulated last spring. Also it is intended to reflect the Core Committee's philosophy statement that accompa-



nies this article. Remember the procedure to be followed should not be viewed as the final recommendation to be brought forward by the committee. It is only one component of an ongoing process. However the pilot project does allow us to explore the possibility of creating a sightreading format that permits an ensemble to demonstrate more accurately the musical literacy of the student participants. (Copies of the format are available upon request from the State Office.)

All bands in Region 18 will follow the pilot project procedure. Directors voted to do so at their fall region meeting. The music used will be the same as used in all other regions of the state with the exception that each conference will read one division lower. In other words AAAAA bands using the new procedure will read the music selected for AAAA, the AAAA bands will read the music selected for AAA and so on. In addition there will be an orientation session with the sightreading judges prior to the contest so that they will be familiar with the new process and the objectives of the project.

Prior to the actual contests there will be three demonstration sessions scheduled throughout Region 18 to allow directors to see a "live" demonstration of the process and ask questions. A judging panel will be present at each demonstration to create an authentic environment and help begin to develop appropriate judging criteria for the new process. Dates, times and locations will be announced at a later date. Anyone is welcome to

SIGHTREADING COMMITTEE PHILOSOPHY STATEMENT

A primary goal of our music programs should be to produce students who are musically literate and prepared to experience a lifetime of musical enrichment. The development of sightreading skills is central to the achievement of this primary goal and also facilitates the successful performance of a greater body of musical literature. Therefore, the development of specific sightreading skills should be included at all levels of instruction and should encompass the essential elements of performance required to make appropriate, independent musical judgments and insure success during the initial reading of a musical work.

It is the belief of this committee that the UIL sightreading format should be designed to measure the student's independent mastery of such skills.

attend. These sessions will also be videotaped so that directors unable to attend will be able to view the demonstrations at a later date.

After the contest there will be ample opportunity for both directors and judges to evaluate the process and make recommendations for further refinement, revisions or deletions. At that point a final assessment will be made, reviewed by the regional consultants and a recommendation will be made to the TMEA/UIL Music Advisory Committee that originally initiated the study.

Members of the core committee responsible for the project are as follows:

- Rodney Klett, Georgetown High School, 512-863-8659
- Verda Herrington, Pflugerville: Westview Middle School, 512-837-7795
- Don Haynes, Austin: LBJ High School, 512-926-2014
- Karen Sperry, Austin: Martin Jr. High, 512-

479-0886

- Van Henry, Elgin High School, 512-285-3438

These are dedicated directors/music educators who have given a significant amount of time unselfishly to the development of this project. If you desire more information or have concerns regarding the project you are encouraged to communicate directly with them or the state office.

In summary, if each of us accepts the notion that we alone are the best guardians of the expectations and outcomes we envision for our students then we have to accept the responsibility for evaluating and redefining the goals that we maintain for our music programs and, in this case, the contests that are one measure of our student's success. This exercise does just that. If, at some point in the future, we choose to shirk these kinds of responsibilities, then we stand the risk of relinquishing control of our own destiny.

Assuredly a formidable task

Committee members appointed as revision of 12,600-title Prescribed Music List gets underway

By RICHARD FLOYD

Director of Music

Can you believe it is time once again to begin the revision of our *Prescribed Music List*? The current edition is in its third year of use and the new edition must be ready for distribution in the summer of 1995. As one might guess a thorough review of this 215 page volume consisting of approximately 12,600 titles is a major undertaking. It will require the work of a variety of committees and subcommittees to complete the project.

How will this task unfold? At present the primary committees in the three performance areas have been appointed. The members of these committees were selected in consultation with the elected leadership of TMEA. In addition, the officers of the Association of Texas Small School Bands was also asked to submit names for the band committee in an attempt to assure appropriate representation from schools served by this organization.

By the time you read this article at least two of the committees will have had their first meetings to develop the philosophy that will guide the work of the committee, formulate strategies to meet the

committee's goals and establish a time table for completion of their assignments. As the membership of these committees work together additional subcommittees will be formed to assist in the evaluation of new music submitted for inclusion to the list and the revision of the solo and small ensemble lists.

Members of the three primary committees are as follows:

ORCHESTRA

- Michael Alexander - Stratford High School, Spring Branch
- Bill Dick - O'Henry Middle School/Bowie High School, Austin
- Penny Meitz - Lamar High School, Houston
- Jane McCormick - Dulles Middle School/High School, Richmond
- Boyce Wyrick - Coronado High School, Lubbock

CHOIR

- Jan Juneau - Klein High School, Klein
- Stan McGill - South Garland High School, Garland
- Duncan McMahan - Granbury High School, Granbury

- Billie Roberts - Roosevelt High School, Dallas
- Plus a fifth member who had not responded at press time for this article.

BAND

- Dick Clardy - The Colony High School, Lewisville
- Cindy Bullock - Nimitz Junior High School, Odessa
- Gary Garner - West Texas State University, Canyon
- Rey Meza - Marshall High School, San Antonio
- Mike Marsh - Eldorado High School, Eldorado
- Ken Valliant - Haggard Middle School, Plano
- Marion West - Lake Highlands High School, Dallas

You will note that the band committee has two additional members. The larger committee is needed to address the extensive number of solo and small ensemble categories that must be evaluated by this group in this area.

The charge to these committees will be to

offer leadership in identifying exemplary repertoire while compiling a list of music that will guide directors towards the selection of compositions of high artistic merit. Music that is intellectually challenging, educationally rewarding and musically satisfying.

This is most assuredly a formidable task. Yet, it is one that must be met since the repertoire we select for our students is central to the success of our programs and, more importantly, the academic credibility of our curriculum.

Since the *Prescribed Music List* strongly influences this music selection process it is of paramount importance that the repertoire that appears on the list be representative of the very best music that is available for every level of difficulty and every performance medium.

Rest assured that each committee member will be eager to receive suggestions and recommendations from directors throughout Texas. Communications can be sent directly to them or sent to the State Office for distribution to all committee members. Please plan to give these committee members your encouragement, council and support as they proceed with their work.

Connecting reforms to reality

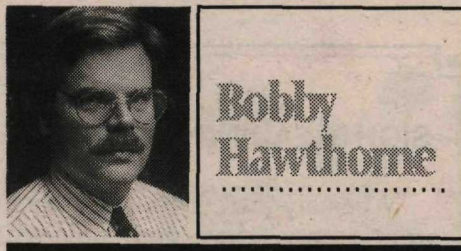
I was nagged into subscribing to TENET, the world's largest clothesline, where the gossips of the neighborhood now congregate, and for my \$25 membership and \$300 modem, I got an earful this summer about the proposed TEA curriculum reforms. Since the proposals change regularly, it's hard to nail down exactly why my colleagues are so uptight.

But I suppose it has something to do with the fact that journalism isn't being accorded the lofty status it has enjoyed since House Bill 72. In case you missed it, that's sarcasm. For the past 10 years or so, journalism has been relegated to "better than basket-weaving but not as good as p.e." status. That journalism teachers can't understand why their courses are college-bound electives is seen as the fundamental flaw itself. Anyone who can't understand why journalism isn't a college-bound elective should not expect to teach college-bound courses, except English, whether their degrees are in English or not. Makes perfect sense.

As words on a page, curriculum reforms look imposing. In practice, they tend to be irrelevant, not unlike national performance reviews to reduce the size and cost of the federal bureaucracy. Every president worth his tele-prompter has one.

So it comes down to birds of a feather and all that. Smart teachers attract kids who are bright enough to find a way around whatever obstacles the state tosses in their path. We should never forget that there's a big difference between education and schooling, and bright kids will gravitate toward classes in which they feel at home, wanted, needed and, most importantly, connected to the curriculum. They may not be able to avoid the classes that reduce learning to a interminable series of facts devoid of context or meaning, but that doesn't mean they'll learn much from them either. They'll memorize the data, take the tests and move on. To what is unclear.

I assume we want more from a high school education. Writing in *Education Week*, Temple University history professor Morris J. Vogel stated,



Bobby Hawthorne

"A curriculum that takes seriously the experience of students offers a real prospect of having otherwise unconnected students take formal school seriously. The alternative is a curriculum that commands students what they ought to know and national tests that tell us that they haven't learned it."

To wit: the U.S. Department of Education reported that nearly half of American workers can't read and write well enough to fill out a bank deposit slip, compute the cost of carpeting a room or translate information from a table to a graph. I hope these people are smart enough to fill out a lottery slip because this may offer their only hope of avoiding the welfare lines.

So while I'm concerned that journalism isn't getting a fair shake in this latest round of wheel reinvention, I'm much more troubled with the prospects of schools producing low-wage, low-skill workers at a time when our economy demands high-skill employees. I saw the social implications of that the other night when NBC interviewed a number of the young men who'd been arrested for car hi-jacking in Miami. These boys — one of the more successful was a 13-year old with a police blotter as long as your arm — preened and primed for the camera. Without hope or souls, they made it clear that they saw theft and terrorism as a birthright. One said, "Tourists have money and I don't so I take it. Even if I steal their money, they have more than I do." They've now taken to killing their victims, just for kicks.

It was a chilling and grim performance. I'm

for anything that will lower the prospects of creating more of these urban animals, and I believe public education is the place to start. But if what we're doing isn't working, then let's try something new, perhaps even radical. Well-intentioned tinkering or public posturing won't do.

I'm confident that high-quality journalism classes will survive either reforms or total restructuring. They teach the computer, writing, thinking and problem-solving skills the marketplace demands. Moreso, I think they offer students a warm and friendly refuge within the sometimes cold bureaucracy that public schools too often are. It has something to offer to a wide range of students, and in some cases, may be the one course that keeps a kid in school, no less than sports keeps the more physically gifted from dropping out.

David Kearns, chairman and chief executive of Xerox Corporation and author of *Winning the Brain Race: A Bold Plan to Make Our Schools Competitive*, stated that as a businessman, he has high stakes in the success of public education.

"We need employees who are broadly and deeply educated men and women who are 'liberally' educated," he stated.

"A liberal education not only imparts the great lessons of history, citizenship, and science but also teaches people to think, to solve problems, to take risks. A liberal education prepares the individual to think independently, to step back from problems and the crowd, to be an entrepreneur and innovator. The virtues of a liberal education are the virtues of free enterprise in general and the high-tech, knowledge-based society in particular — flexibility, adaptability, inventiveness, even playfulness.

"We can train employees who are educated — those who have learned how to keep on learning. But we cannot train the uneducated."

If reforms could advance from this premise, my E-mail would either diminish considerably, or the folks who send me copies of their letters to each other would have time for juicier gossip.

J - Briefs

Texans bound for national convention

A contingent of Texans, among them TAJE president Susan Komandosky of Round Rock and president-elect Randy Vonderheid of North Garland, plan to attend the JEA/NSPA national convention in Washington, D.C.

JEA/NSPA's 1994 national convention will be in Dallas, and Randy will serve as the local convention chairman.

In addition to meeting with JEA and NSPA national officers and directors, Susan and Randy will attend a reception, sponsored by Taylor Publishing Company on behalf of the Texas Association of Journalism Educators, which will be largely responsible for hosting the 1994 national convention in Dallas.

Iowa adviser named Nat'l. Teacher of Year

Jack Kennedy of City High School, Iowa City, Iowa, has been named the Dow Jones Newspaper Fund's 1993 National High School Journalism Teacher of the Year. The award will be presented during the joint convention of the Journalism Education Association and the National Scholastic Press Association in Washington, D.C., on Nov. 20.

Kennedy is also on the ILPC Board of Judges, and will again be on the spring convention program. Jack is also a member newspaper faculty of the Dallas County Gloria Shields All-American Summer Publications Workshop.

Don't wait until March 1 to begin preparing for CI&E

By BOBBY HAWTHORNE
Current Issues & Events Director

If the first weeks of September are any indication, current issues and events contestants will have their hands full by mid-February, when the district contests are written.

Since September 1, President Clinton has introduced his health care reforms, the Middle East peace agreements were signed, and the Cowboys lost their first two games. In less important news, Boris Yeltsin dissolved the Russian Parliament.

From the Amtrak accident to NAFTA to Kay Bailey Hutchison to Heidi Fleiss, it's shaping up to be one heck of a year. And those students who expect to compete for district, region and state CI&E championships this spring know they cannot wait until March 1 to prepare. The common refrain heard at the Austin student activities conference was, "Get on top of the action early and stay there."

A good place to begin is with a subscription to a metropolitan daily newspaper. They all cover pretty much the same news, so it doesn't really matter which one you choose. Just be warned: The *Amarillo Globe-News* and *McAllen Monitor* aren't metropolitan newspapers, even if you're from Su-

dan or San Isidro. Think Dallas, Houston, Ft. Worth or San Antonio instead.

If you have access to a national daily newspaper — *USA Today*, *Science Christian Monitor* or the *Wall Street Journal* — that's great, but not essential. However, I suggest you stash away a weekly newsmagazine. Again, *Time*, *Newsweek* and *U.S. News and World Report* all cover the same events, although from different angles and slants.

Any supplement to a metropolitan newspaper and weekly news magazine can only help. On big news days, it's a good idea to watch network news, CNN or McNeil-Lehrer, or listen to National Public Radio. Given that the multiple-choice questions are objective and the essay is expository, watching Rush Limbaugh can only hurt your chances at winning. Or anything else for that matter (I can see the cards and letters rolling in).

Thumb through these daily, judging the news in terms of impact, prominence, proximity and timeliness. Oddity and human interest rarely are appropriate news elements for this contest. The questions are taken from front page stories, for the most part. We don't scour the "World in Brief" columns on page 27 for questions about countries or persons unknown. Generally, a country or person must appear in the media a number of times

before catching our attention. For example, we probably would not ask a question about Gabon, even if it is the site of a news story; we are more likely to ask a question about Nigeria, which is in the throes of civil war and economic collapse.

The questions generally come from the top news stories of the day, stories that are likely to receive next-day coverage as well.

It's also a good idea to keep a data bank of information on a personal computer, and then review it once a week. Frame the question in the form of a question that asks who, what, where and why. How is sometimes an appropriate news question, but we will never ask for the date of an event, so disregard "when" as a potential question.

Also, it is not our intention to attempt to trick you. However, students must read the questions carefully. For example, we might ask: Which statement is not true?

- Los Angeles mayor David Dinkins is running for reelection.
- Minnesota Republican Sen. David Durenberger announced that he would not seek re-election.
- An Amtrak passenger train crashed in Alabama, killing 47 persons.
- Al Gore chaired the National Performance Review.

The correct answer is "A." David Dinkins is mayor of New York.

In addition, we will not require students to know nit-picky or arcane information. For example, we will not ask, "Which statement is not true?"

- New York mayor David Dinkins is running for reelection.
- Republican Sen. David Durenberger announced that he would not seek re-election.
- An Amtrak passenger train crashed in Alabama, killing 48 persons.
- Al Gore chaired the National Performance Review.

We would not expect students to know that "c" is correct because 47 — not 48 — persons were killed. We expect students to know that Al Gore claims his National Performance Review, if implemented, would save taxpayers \$108 billion rather than \$108 million.

But that's about as picky as we'll get.

So, start building the data banks now. Each spring, I receive a telephone call or two from a teacher, who says, "We want to participate in the current issues and events contest. How do we get started?"

And I think to myself, "Climb in a time-machine and go back to September 1."

The phone's aringin'

Apparently, this is going to be a hectic year! If you've tried to call this office lately, you probably already know how busy the phone lines have become. I wish there was an easy solution to that, but I'd like you to know that I'm really excited about the kinds of calls we're getting. This column is being written before the end of the first six-weeks grading period, and the calls may change drastically at that point, but I have great expectations for the coming year!

There are literally dozens of you out there coaching speech and/or debate for the first time. This is not only because we've lost, through retirement or career changes, some very talented and experienced coaches who will be sorely missed. In many cases, these are teachers starting speech programs in schools that have never had one before, or had one that at some point declined and faded away. It's great fun to work with new teachers or someone starting or reviving a program, but the calls tend to take longer and the phones do get tied up sometimes.

I hope you can attend one of the SuperConferences. At each site, we have an informal session for speech coaches where you can ask questions, share ideas, and meet other coaches in the area. Although speech competition in Texas is notoriously competitive, we are also fortunate to have some of the most generous and supportive education professionals to be found anywhere. From the time I was a first-year teacher (which was longer ago than I'm going to admit in print) through this summer when I contacted coaches to present SuperConference sessions, I have seldom asked for help that wasn't graciously given. Even when schedule conflicts made assisting next to impossible, creative coaches have devised ways to manage it. And whenever I get a chance to listen to these sessions, I continue to learn from other coaches' experiences. It's helpful that both experienced and novice coaches attend and share ideas and concerns. These are great opportunities to talk about materials, practice techniques, judging philosophies, curriculum guidelines, and the other types of questions you've been asking.

We're receiving lots of requests for information about invitational or practice tournaments. Apparently there are plenty of eager students out there ready to test their skills in competition, and the sooner the better! There is no requirement that you notify the League of the date of your



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

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

JANUARY-MAY: The January-May L-D topic will be announced in December and mailed with your ballot for the next C-X problem area. Suggestions for L-D resolutions should be submitted as soon as possible.

invitational meet, but we'd appreciate it. If you want others to know of your UIL practice meet, send us the information. Printing dates in the *Leaguer* may save some of those phone calls.

Although the extemp topics provided by this office for invitational meets can only be used during specified times, you can host an invitational meet any time it can be included on your school's calendar. Writing enough extemp topics for a tournament is probably not something you'd want as part of your weekly schedule, but it doesn't have to be overwhelming. You can reword topics, make lists from the headlines of *Newsweek*, *U.S. News*, and *Time*, write topics from the major TV evening news stories or from National Public Radio broadcasts, etc. One coach told me that he requires extemp topics to be submitted with the entry form to his tournament, and then he and his students revise them as needed.

Some issues remain relevant over extensive time periods. For example, I found the following topics in the October 1952 issue of the *Leaguer*: "What should our policy be toward China?" "How



GOING APE. Instructor Bev Meyer looks on as a student imitates a gorilla during her character creation session titled "The Beast in You." The session, designed to develop approaches to physical characterization, was part of the One-Act Play portion of the September 25 Student Activities SuperConference at the University of Texas at Austin. Photo by Joey Lin.

can we insure integrity in government?" "How can we best combat organized crime?" No, that 1952 is not a typo, and no, I wasn't teaching then! I have to admit it was a humbling discovery, given the time and energy devoted to creating topics. But it was somewhat reassuring to know that I couldn't just Xerox the entire set. "Why was Eisenhower elected President?" and "Should either Hawaii or Alaska be admitted as states to the union?" would be a little tough for a beginning speaker to handle. They could easily be reworded, though, to reflect contemporary people and issues. Such issues as the federal deficit, health care reform, NAFTA, and Middle East peace negotiations require speakers to be familiar with the most current developments, but will remain valid all year.

So why not host a local meet and write your

own topics? The ballots or evaluation sheets you would need can be ordered from this office.

National Speech and Music Day is October 19 and this would be an excellent time to promote your speech program both within the school and throughout the community.

During the third week of October, which has been proclaimed National High School Activities Week, high schools across the country will be working to increase public awareness of the values of activities programs. Those who have experience in competitive speech recognize the values of the activity, and it is to the benefit of your program to share that perspective with your school and community. And I'd like to hear the creative ways your students develop to participate in National Speech Day.

Sample Extemp Topics

INFORMATIVE

1. Flooding in Midwest: What's the latest news?
2. Biosphere 2: What's the story of the two year experiment?
3. Why did Nelson Mandela call for an end to the economic sanctions against South Africa?
4. Who opposes the recent Middle East peace agreements?
5. How do Gore and Clinton propose to 'reinvent' government?
6. What progress is being made toward establishing peace in Bosnia?
7. A revolution in communication: What will the recent FCC Ruling mean?
8. Why is Katherine Ann Power in the news?
9. A tragic train wreck: What's the story behind the Amtrak accident?
10. Who is Joycelyn Elders?
11. What factors contributed to the site selection of the 2000 Olympics?
12. Benefits of NAFTA: What do its supporters say?
13. What is the current situation in Nigeria?
14. Recent Middle East peace agreements: What do the proposals contain for the Palestinians?
15. A struggle for power: What are the latest developments in Russia?
16. What are the GOP proposals for national health care?

PERSUASIVE

1. Is it time for comprehensive gun control laws in America?
2. A monarch returns to the throne: Can Cambodia build a stable democracy?
3. How likely is renewed civil war in Nicaragua?
4. Was Biosphere 2 a legitimate scientific experiment?
5. Should John Denjanjuk's U.S. citizenship be restored?
6. Are Yeltsin's actions against his rivals justified?
7. Should federal funding for the Superconducting-Supercollider be continued?
8. Is Ross Perot right about NAFTA?
9. An historic handshake: Can Israel and the PLO achieve a lasting peace?
10. Will recent violence halt the progress toward restoration of democracy in Haiti?
11. Are Clinton's health care proposals fair to both employers and employees?
12. Who were the big winners at the 1993 Emmy awards?
13. What is the appropriate role for the U.N. in Bosnia?
14. What is the appropriate role for the U.N. forces in Somalia?
15. Will economic crises lead to a return of communism in Eastern Europe?
16. Should Texas abolish the death penalty?

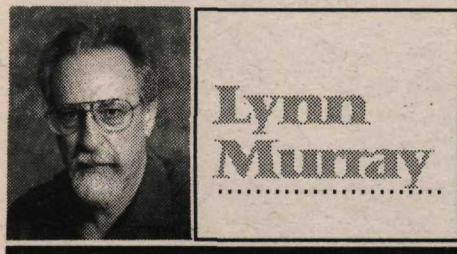
Area site woes

I am delighted to hear from Krin Perry at TEA that all-level theatre arts certification was approved September 10 by the State Board of Education. The certification is effective immediately. This certification includes 60 hours in general studies, an academic specialization of 48 hours, 24 of which must be appearance division. Twelve hours must be divided between elementary and secondary specialization.

The next step is for higher education theatre programs to submit, through colleges of education, their specific plans to be approved by TEA. Congrats to Krin for all her efforts. The theatre community should certainly express their thanks to the SBOE and appreciation to Linda Cimusz, administrator for Curriculum and Professional Development.

There have been rumblings about locating OAP area meet sites in the past few months and it is perhaps time to make clear again my position. I don't care where area OAP meets are located. Arrangements for areas are made in this office only because there is insufficient time to locate theatres, management and judges after district OAP meets are concluded. The easy solution for this office would be to delegate the choice to the chairs of districts involved. It would be much the same as requiring each Regional Executive Committee to find a region site. In the case of OAP areas, 57 sites are required.

Currently, 30 area sites are located at sites where the school hosting could potentially participate. You can hear the cries of home school advantage or favoritism from schools unhappy with area OAP results. In reality, I do not think this is the case, but nothing I can say will change the perception. The reality is that OAP partici-



Lynn Murray

NOTE: Lynn Murray will not be available for calls at the UIL from October 11 through October 26.

pants have limited choices. There are not enough neutral sites. Even at college sites, someone advancing will be a graduate of the program or will have some direct contact with the administration or the critic. If anyone wants to cast stones, there are easy targets.

Anyone involved in OAP knows that the local theatre director does much of the work, whether zone, district, or area. It is absurd to believe otherwise. If my conversations with area participants can be trusted, considerable care is given to providing objective and competent contest management. All seek advice from this office in the judge selection process. Judge evaluations at the area level are extremely favorable. I can only assume from this that judges are providing quality critiques and rendering reasonable decisions.

I didn't say everybody agrees. We could revert back to one advancing school in OAP. district winners would go directly to region. This choice does not seem to be popular when I raise the issue at conferences or workshops. So what is the



BUNDLE OF JOY. Sonora High School won first place in the 3A state one-act play contest last spring with its production of "The Marriage of Bette and Boo." Directed by Paula Rodriguez in her second State Meet appearance, the play starred (l-r) Michelle Barker, Matthew Hunt, Becca Fields, Shawn Rae Wallace, Rocky Riley, Roy Ivy, Amy Patton and Casey Thorp. Matt Hazelton, Hunt and Ivy were named to the honorable mention all-star cast.

solution if advancing schools are not happy with area sites or hosts? The only solution I see is to provide alternatives that a majority of the potential participants will approve.

How is this possible? Poll all schools in district assigned to your area. But, this takes a great deal of time. Yes, it does! The State Office should do this. No, I shouldn't. If I'm going to be accused of political power plays, systematic injustices, favoritism, politics and cronyism, I want to make sure you have an objective view of who wants to go where. I'm already providing the most centrally located, best facilities, best organization and best management I can find. If you can produce a site that can host on Saturday of area week, centrally located, objective and competent management, and no loss of school time, that everybody will agree to, please provide this office with the information and documentation. I can act only on the information I have.

The tragedy of complaints and backstabbing

about area OAP is that more than 90 percent comes from unhappy directors that complain to administrators without concern for the damage to themselves, their students, or the host that they indict without just cause. Often the indictment is conviction without trial. The truth is that the problem is not winning. It has little to do with the quality of the contest operation or the critic.

Two reminders: Junior high OAP may not include sixth grade students. The current Drama Loan Library fee is \$2. I know there is a mistake in Section 1032, the Drama Loan Library, in the current *Constitution and Contest Rules*.

I wish you the best educational experience possible for you and your students in OAP. The fulfillment of this wish is in your hands. Much is lost if the only goal is winning. If this sounds familiar, look back to the May 1992 *Leaguer* in your file. I may be forced to repeat this article for the November column since I will be in China when copy is due. Bon voyage.

Going across the curriculum in theatre arts

By CAROL O. ENLOE

I am one of those English teachers recruited to "do" theatre arts. I have learned some things about going across the curriculum both as a survival technique and as a way to build a theatre program, which I would like to share.

I came into teaching later in life than many of my associates. My first year I taught at the middle school level, and in addition to my on-level and basic English classes, I had one class of speech/theatre arts. This was my first brush with "theatre," other than watching my own children perform in or operate lights for plays in high school. At the request of my principal, my semester-long speech/theatre classes each performed a play at the conclusion of the semester.

I then moved to the high school, which needed a teacher for four sections of English and one theatre arts class, and a director for the UIL one-act play. My principal assured me that the theatre assignment would last for one year only, unless I found I wanted to continue it, in which case I would need to be certified to teach theatre arts. I have since learned that many who teach theatre in Texas have joined the ranks through a similar situation.

Neither my principal nor I expected that I would fall in love with the theatre program as I have. My district has generously sent me to theatre conventions and workshops to help me learn my trade. I studied independently to pass the theatre ExCet, and have since taken courses in summer

school to prepare me to teach theatre more confidently. Most recently I took an acting class and, as a problems course, participated in summer repertory theatre at Sam Houston State University. I recommend this type of activity for those who want to "grow" their programs and themselves.

Since I had no previous experience when I came to the theatre program, I knew I would have to turn to people who knew what they were doing, and I knew I wanted to involve as many students as possible with drama. I began to call in people from the community who knew more than I did, as well as other teachers in the district who could lend specific expertise. Since so many of us who teach drama come from other disciplines, I heartily recommend this method of going across the curriculum as both a survival measure and as a way of involving students from a broader base than just those who actually take theatre arts.

I first enlisted the help of my daughter, who knew the routines and was a great help to me. As a senior and President of the Drama Club, Sarah had the best shot at the lead roles that year, but I softened the feeling of nepotism by asking a person from the theatre community who didn't know her to help me with casting, and by conducting the auditions on a first-name-only basis. I next enlisted the help of a young, local designer to create sets and lighting for a production of *Picnic*, and as community interest in the program grew as a result of this connection we were able to borrow more sophisticated lighting equipment from a local community theatre. The school administration, im-

pressed with the product of this equipment, eventually purchased a completely new control system.

I went to other teachers for help in other areas. The building trades department turned out magnificent setwork, the cosmetology department helped with hair and makeup, the art department afforded some talented designers, and the journalism department handled our publicity releases, tickets and programs. Also, the photography department took cast pictures and publicity shots, the media technology department made videotapes of performances, the English department provided invaluable audience support and criticism, the library and history departments helped us find background material for plays, and the cheerleaders made publicity banners. In each instance, students met ideal opportunities to practice their crafts as well as augment the principles they were already learning in their respective departments.

Also, the excitement of the production itself seemed to unite students in their efforts and inspire them to move beyond mere learning of techniques; they were enthusiastic about turning out good work. In the future I would love to involve the home economics department, in costume making and set dressing, and the music department, in producing musicals.

My biggest hindrance to working across the curriculum has been lack of time. This year my schedule includes four classes of theatre arts, two English classes, one planning period and a Theatre Productions class outside regular school hours. I

count on being able to contact more teachers and other people in the community. I also hope to begin a drama booster's organization.

This year, our district includes three other theatre-certified teachers, two in middle schools and the other in an elementary magnet school, and we all went to the TETA convention in Houston in January. I did some coordinating with these wonderful teachers that resulted in an informal presentation of each group's one-act play one evening before contest. This gave the middle school students a chance to see how things worked at the high school, and gave me a chance to see the wonderful talent headed my way. The high school helped with tech for a production at the magnet school, and those youngsters are going to be terrific, too.

Our theatre program is becoming better known, and subsequently school board members and administrators are more willing to help out with funding for what we need, like space, storage, lights, sound. Eventually, I hope to incorporate the theatre area into a new fine arts wing for the school. I look to our new fine arts coordinator for support in this. My mother always said the squeaky wheel gets the oil, and I've been busy squeaking.

This doesn't even address how the drama program affects the students and their responses to other classes and to the world around them, but it does affect them. Everyone should take drama, and everyone should go across the curriculum - it's the way to get things done, it's fun, and it's the wave of the future.

Calculator contest update

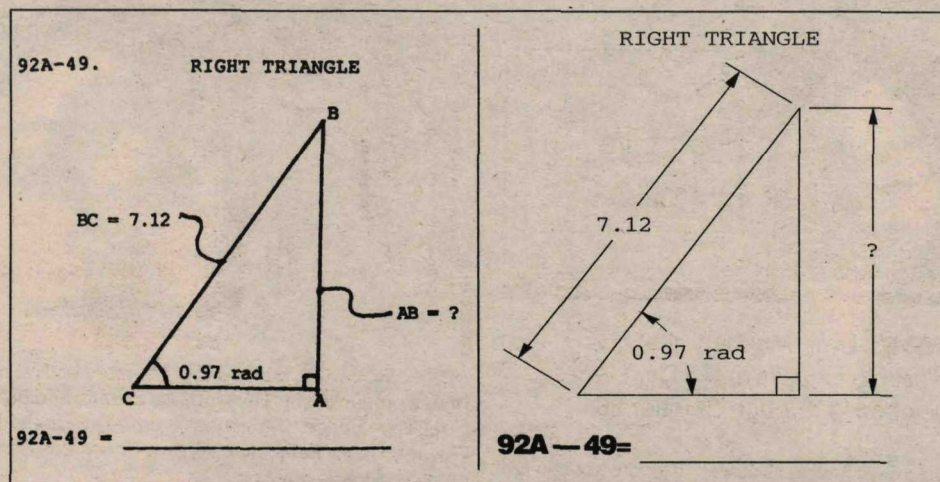
By D.L. BOURELL
and J.R. COGDELL

This year's UIL Calculator Contest has undergone a number of changes, probably as significant as any since the inception of the contest in 1980. So far as the contest itself is concerned, we have finally made the complete leap to an electronic format.

In 1990, we switched from the massive mainframe computers to a sleek, C program for generation of the number crunchers in a Microsoft Word format. A year or two earlier, we started typing the stated problems in this fashion. The only remaining test problems being generated by hand were the geometry problems.

This year, we have developed a pool of geometry problems for the 1994 Contest using a Computer Aided Design (CAD) application called Claris CAD. With this advance, we now have completely dispensed with scissors and tape. The three portions of the contest are compiled separately, and then each page of each contest is assembled by "cutting" and "pasting" on the computer screen. Last, the master page is printed out ready to be copied for use. The CAD application uses engineering conventions in marking angles and dimensions. This will be a new look for geometry problems, as seen in the comparison figure for 92A-49. Shown are the problem as it appeared originally and a recast of it into the format for the 1994 Contest. We believe that this advance will make the contests clearer and will bring yet another feature into the fold of "real-life" situations and experience.

Another change affects stated problems. We now have a list of "official" unit conversions which we assume a contestant will have committed to memory. They are available as part of the new UIL Calculator Applications Drill Manual for Stated and Geometry Problem Practice. Also included is a similar list of geometric relations which we feel are sufficient for working any of the geometry problems. Another feature of the drill manual is an exhaustive list of "Page 7" stated and geometry



The old format for geometry problems and the new, computer version for comparison

problems which, coupled to future page 7 problems, will serve as the source for recycled "Page 6" problems. We hope that these resources will not only assist the coach in preparing students to compete, but will also allow practice time to be used with greater effectiveness.

We have compiled the now-traditional list of calculators used at the State Meet. Results will be published in the November *Leaguer*. Still, we can tell you that the Hewlett-Packards still overwhelm the State Meet. The once popular but now unavailable hp11C has yielded to the hp32S and hp32SII. Some schools may be at the point of purchasing calculators. We talked with a local university bookstore to obtain selling prices. The information is tabulated here in order of popularity at the 1993 State Meet. Undoubtedly, by shopping around you may find a cheaper price, and the information is based on the reliability of a sole source.

A common question deals with the "legality" of graphing calculators. For the UIL Calculator Applications Contest, graphing calculators are acceptable for use in competition. More detailed information about calculator acceptability is given in the current UIL Constitution and Contest

Rules under Section 924f. Essentially, any calculator is permitted so long as it does not require auxiliary electric power and it is not modified in any way. If it contains permanent program memory which cannot be cleared, removed or erased, the calculator is still legal.

We are looking forward to seeing you at the Fall Student Activities Conferences (SAC). At this printing, Dr. Cogdell will run the Lubbock SAC on October 16 at Texas Tech University. Dr. Bourell will do the Denton SAC at the University of North Texas on October 23 and the Huntsville SAC at Sam Houston State University on November 6. We hope to see you there!

CALCULATOR PRICE

- hp 32SII - \$59.95
- hp 11C - Discontinued
- hp 42S - \$102.00
- ti 81 - \$69.95
- RS EC4023 - \$21.95
- hp 48S - Discontinued
- ti 85 - \$117.00
- Casio fx-991 - \$21.95
- hp 20S - \$32.95
- hp 45 - Discontinued

Lindsay finds that Muenster's sportsmanship is unrivaled

When the Lindsay High School debate team's bus had a tire blow out on the way to UIL regional competition they thought they were out of luck. They had to be in Abilene for their contest, and the bus could only travel 30 miles per hour. So when the students saw Lindsay's arch-rival Muenster High School's van of debaters they really thought they were doomed.

But the Muenster van stopped and picked up the three debaters, and a prose reader, and gave them a ride to the contest in Abilene, cramming the students in with their own students.

"To me, this signifies the real spirit of UIL competition: intense competition but support and assistance when your competitor is in need," Lindsay ISD Superintendent James Anderson said. "Although Muenster and Lindsay are intense rivals, we have always had the utmost respect for the Muenster system and have always found [Muenster] to be a most worthy foe, both athletically and academically."

INVITATIONAL MEETS

February 11-12 - A&M Consolidated HS. All UIL events. For information, contact Linda Coats, 409/764-5500.

January 15 - Gregory-Portland. All UIL events except speech. Will use UIL invitational materials Set A. For information, contact Janice Prewitt, 512/643-2538.

February 19 - Denton High School West Campus for 9th and 10th grades. Contact Milton Wallace or Larry Shaw at 817/382-9611.

March 5 - Taft (Taft, TX) High School will host a meet. All UIL events. For information, contact Mary Jean Wolter, 512/528-2559.

Will you write invitational contests for pay?

By PAT WISDOM
Director of Academics

Have you ever paid your entry fee, loaded the students on the bus, and driven a hundred or so miles to compete in an invitational competition, only to find that the test material is exactly what you had at the practice meet you went to last week? Because you were honest, you let the contest director know that your students must be exempt from the contest because they had already seen the material, but you couldn't help but imagine that there were probably others there who had seen the tests and were competing for the medals anyway. Not only that, the entry blank said the \$5.00 per student per event fee was not refundable. How can such a disappointing situation be avoided?

First, find out the source of the contest materials to be used at the competition before you register your student entries. The invitational letter sent to you from the hosting school should state this source, but if it does not, call them and ask.

The hosting school should also inquire of registrants whether they have attended any other meets, whether in the area or not, before entries

are accepted. If the source of contest materials from other meets is unknown, the invitational host school can best avoid conflicts by checking with the schools which have been reported to have hosted prior meets. Securing a roster of student entries from these invitational meets which have been attended by prospective registrants would further ensure that students have not already seen the contest material. The invitational host should not knowingly accept entries from students who have already attended a meet using the same materials.

The UIL office furnishes two sets of invitational tests (Set A and Set B) for Accounting, Calculator Applications, Computer Science, Current Issues & Events, Informative/Persuasive Speaking, Keyboarding, Literary Criticism, Mathematics, Number Sense, Ready Writing, and Science. In this school year, Set A materials may be used only between January 14 and February 5. Set B materials may be used from February 11 through March 5.

One of the requests received most often by the UIL academic staff in the last few months is for more invitational contest materials to be used on dates other than those specified for Sets A and B.

As the popularity of invitational meets increases, the need for contest writers becomes equally augmented. Most UIL State contest directors currently write two invitational, two district, one regional and one state test. Requesting that these directors write more invitationals would be stretching their time constraints to the maximum since most are working full-time jobs in addition to their UIL test writing.

In order to adequately meet the demands for more practice materials, more test writers are needed. Perhaps you have a storehouse of practice questions and activities which you have been sharing with your students and colleagues, and you would be open to sharing these with others for a nominal fee. If so, give our office a call, and we would be pleased to add your name to the "Test Writers for Academic Invitational Meets" list.

The following is inclusive of persons and organizations who are currently on our list of test writers:

- ACCOUNTING** - Shirley Leifeste, Tivy High School, 1607 Sidney Baker, Kerrville, Texas 78028.
- CALCULATOR APPLICATIONS, MATHEMATICS, NUMBER SENSE, SCIENCE** - TMSCA Test Pool, P.O. Box 1485, Breckenridge, Texas

76024.

CURRENT ISSUES AND EVENTS - Max Chalmers, MRC Enterprises, H.C. 51, Box 105, Jacksboro, Texas 76458. Margaret Jamison, Pasadena ISD, 1515 Cherrybrook, Pasadena, Texas 77502. Larry McCarty, CHAMPCRAFT, P.O. Box 1453, Ingram, Texas 78025, (210) 367-5238.

DICTIONARY SKILLS - Jeneva Leiffester, Dayton ISD, Wilson Elementary, 302 South Cleveland, Dayton, Texas 77535, (409) 258-5716.

INFORMATIVE/PERSUASIVE TOPICS - Karen Hatley, P.O. Box 1237, Quitman, Texas 75783. Larry McCarty, CHAMPCRAFT, P.O. Box 1453, Ingram, Texas 78025, (210) 367-5238. Jerry Beth Shannon, Speech Coach, Ropes ISD, Ropesville, Texas 79358.

JOURNALISM - David C. Trussell, UT - Austin, 3111 Parker Lane, #370, Austin, Texas 78741, (512) 416-8351.

LITERARY CRITICISM - Karen Bailey, Sulphur Springs H.S., 1200 Connally, Sulphur Springs, Texas 75482, (903) 885-2158 (school), (903) 885-3555 (home). Ruth Chalmers, MRC Enterprises, H.C. 51, Box 105, Jacksboro, Texas 76458.

SPELLING - Sue Wiggins, ASW Enterprises, 1802 Sycamore, Abilene, Texas 79602, 1-800-627-9030.

A helping hand

As a means of support for our contest directors who give of their time and talents to conduct the regional academic meets each year, assistants in each academic contest will be provided for the first time this 1993-94 year. The assistants will come from the pool of experienced and knowledgeable academic coaches who are nominated from the individual high school campuses within the region. The major function of the assistants will be to help the contest directors, contestants and coaches have a successful and enjoyable contest day by being on hand before, during and after the contest to answer questions and take care of some of the detail of the competition.

The assistant directorship will provide honorary recognition for deserving high school academic coaches, as well as assistance for the regional contest director. Assistants should serve in the following capacity.

1) Assistants should be thoroughly familiar with the rules governing the event which they are assisting. The current *Constitution and Contest Rules* is the official source for this information.

2) Assistants should review specific regional contest procedures found in the *Spring Meet Regional Directors and Contest Directors Handbook*, which may be obtained from the Regional Director or from the League office.

3) Assistants should furnish an address and phone number whereby the contest director may contact them prior to the contest to discuss procedures of the event.

4) Assistants should be on hand at the regional contest to provide technical assistance where needed and answer questions for the director concerning contest procedures.

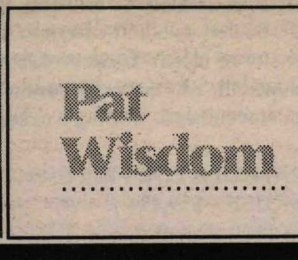
5) Assistants should maintain a congenial "help" relationship with the contest director and serve as a monitor before, during, and after the contest.

A piloting of assistant directorships done at



BE PERSUASIVE. Mariana Stockstill, speech coach at Marion High School, presents a how-to session on extemporaneous speaking at the University of Texas Student Activities SuperConference. Several thou-

sand students attended the Austin conference September 25. The purpose of the event is to help students and coaches prepare for the spring meet academic and fine arts competitions. Photo by Joey Lin.



Southwest Texas State University in 1992-93 proved quite successful. According to reports from Region IV UIL Directors, Dr. Richard Cheatham of SWTSU and Vernon Newsom, superintendent of Wimberley ISD, the arrangement to provide assistant directors to work with university personnel in conducting each academic contest was

"very effective."

Look for an "Assistant Contest Director Nomination Form" in the August academic coordinator's mailing. Please nominate only those academic coaches who are most knowledgeable and experienced in conducting and/or coaching an individual contest. Forms were scheduled to be returned to the League office by October 1; however, that date has been extended to November 1. A maximum of three nominees from each campus will be accepted. A random drawing will be conducted through the League office in early November to determine winners.

Selected assistant regional contest directors may be listed with the contest director on the official academic program for the Regional UIL Academic Meet, if program space is available.

Assistants should plan to attend the regional contest for which they have been chosen and provide technical assistance to the director, as needed, to ensure that all phases of the contest are conducted according to the specified procedures and the UIL Constitution and Contest Rules.

As team events have expanded to a total of nine, the need for extra space to conduct contests may require the use of extra rooms at the regional sites to accommodate the increased number of contestants. With a qualified assistant director, the contest can be held in more than one room. It is expected that the assistant contest director may be utilized in a number of ways to expedite and improve the conduct of regional academic contests in the years to come.

A lesson in exposition for ready writers

By KAREN WERKENTHIN
UIL Ready Writing Director

When I returned to school this August and sorted through the stack of accumulated mail, I found my principal had left me a copy of *Cooperative Learning: The Magazine for Cooperation in Education*, July 1991. This particular issue contains several practical articles for English teachers, one of which provided me with an idea for this *Leaguer* article.

Adapted from "Feature Articles and Expository Texts" by Avril Lee and Judy Rob, teachers at Safety Bay Senior H.S., Western Australia, pp. 48-49, the following lesson not only incorporates group learning and inductive reasoning, but also gives coaches an effective strategy for teaching the characteristics of expository writing to their ready writers. (UIL contest rules require the composition to be expository in nature.)

First, ask your students to name

different types of writing and list them on the board. Some examples are narrative, persuasive, descriptive, imaginative, informative, classificatory, expository. By understanding what expository writing is NOT, students can help to define what it IS.

Next, write the following questions on the board for students to address:

1. What is the purpose of the expository text?
2. What are the characteristics of this kind of writing?
3. What makes a piece of expository writing effective?

Then, hand out to students samples of winning ready writing essays. At the fall SuperConferences I will provide copies of the 1993 state-winning essays which you can use or you can use those reproduced in the Ready Writing Handbook (order from the League Office).

In small groups (or one group if

you have 4 or 5 ready writers), ask the students to read the samples and then discuss the questions above. Ask one student to report the group's answers to the large group.

Students should explore and discover the following points:

1. Purpose:
To explain, prove, inform, explore a topic in a balanced way.
It is not highly emotional or egocentric.
It is not one-sided or dependent on the biases of the reader.
It is not meant primarily to entertain. (It is not literature or creative writing.)

It may be combined with other types of writing, but the subject matter is the main emphasis.

2. Characteristics:
It has a formal style of writing.
It is dignified.
The language is precise, the vo-

cabulary is mature, and the sentence structure is complex.

It is usually written in third person, but not always.

3. An effective expository essay:
Displays originality of thought.
Is well-organized, having an introduction, body, and conclusion.
Is well-developed.

Has a clear thesis and uses transitions and topic sentences.

Its vocabulary incorporates figurative language and allusions and reflects fresh thinking.

Its sentence structure is varied and sophisticated.

Finally, the groups present their ideas, and the teacher lists them on the board, helping students to clarify and cover the points above. Then individual students are asked to consider how they would now define "expository writing." They can do this now or at home. They can compare and contrast their definitions with the other stu-

dents and arrive at a whole group definition.

Ready writing coaches can extend this lesson by using examples of professional writers' expository essays. The Ready Writing Handbook includes a list of sources for model essays.

Ready writers who discover the meaning of exposition through analyzing models and through working with their peers should have a much clearer understanding of their goal than if their coach were to hand them a definition of exposition, tell them to read it, and then assign them to write an expository essay.

We'll go through this lesson together at the fall SuperConferences, but since not everyone can attend one of these, I wanted to share it with you in the *Leaguer*.

I wish everyone the best and hope to see you at a SuperConference and in Austin at the Academic State Meet in May.

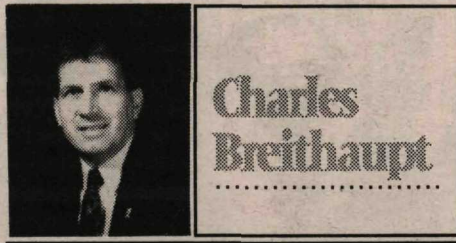
Programs should be built around participation

I was a high school hot shot basketball player back in the early seventies. My tremendous abilities took me to the next level, college athletics. I had a great experience at my alma mater. I learned how to sit on the bench. At first glance, this may sound like a paradox, but I am realistic in my assessment of my so-called college career. From this experience I learned a great deal about coaching and about the importance of athletics in our society.

My chief concern about athletics today is participation. This is the time of year that the League staff begins to hear from disgruntled parents, most of whom complain about the lack of playing time their child receives.

While we support coaches at every opportunity, it becomes increasingly difficult to defend a coach who fails to play an eighth grade football player in a 30-0 victory. Even harder is trying to defend the coach for playing an eighth grader for only the final 13 seconds. Is it time that we pass rules requiring participation in contests, as do our youth leagues?

Life is tough. Certainly it is part of the athletic experience to learn to deal with adversity. The athletic experience is comparable to that of the military. USA Today in a survey, found that 175 CEOs of Fortune 500 companies were former Marines. Twenty-six United States Presidents have served in the military including six of the last eight. What do they teach in the military? Discipline, responsibility, commitment, dedication, hard work. What do we teach in athletics? Hopefully these same attributes. The military attempts to develop, train, and inspire leaders. Again, these are goals of quality athletic programs.



Charles Breithaupt

So, what value do we place on just being part of a squad? While I believe that just being part of a squad is valuable in itself, osmosis is not an effective form of learning for a young person. When choosing to tryout for a team a teenager takes an enormous risk. At risk is the self-esteem of that young person. Not only does the student carry the weight of the peer acceptance, but in most cases the athlete feels the added weight of pleasing parents or siblings. At this stage the athlete is trying to fit in to a system, please the coach, and adjust physically and mentally to new skills.

In some cases, they also contend with adjusting to athletic equipment for the first time, and it is certainly a new experience when dealing with the personality of some coaches. With the fragility of these students at stake it is vital to remember that when an athlete practices all week, he or she expects to play in a contest.

The apparent argument is that coaches want to win. However, it is important to understand the role of subvarsity athletics. I believe that these levels were created to develop future varsity players, but most importantly to allow young people to participate and receive the benefits of athletics that we claim are integral parts of the educational

process. Obviously I am personally opposed to cutting players from subvarsity teams. As a coach I made it a policy to never cut players from a team unless they were seniors and could not make the varsity. This did not mean that every student got a uniform and traveled to each game. Like many coaches finances dictate the size of squads as does space. However these young players were allowed to remain in the athletic period and given the opportunity to develop skills for the future.

Tony Mason, former Head Football Coach at Arizona University said, "If I had a junior high coach who went undefeated and failed to play all the kids, I'd fire him on the spot." It is important to remember that the heroes of junior high athletics often fade away. It is the clumsy, awkward, seventh grade "B" team player that matures and progresses and becomes the star varsity player in just a few years. If we are not careful we overlook these potential athletes in our quest for victories on the subvarsity level.

Graduating from college and obtaining my first coaching position, I learned very quickly how little I knew. I was fortunate that I had a mentor that took me under his wing and gave me a deep appreciation for the value of participation and for coaching each child. Rufus Williams was a great influence on my career, because he wanted every student in our junior high school to participate and he made sure we coached each one of them. I remember his popular quote, "You have to coach them all." He was right, of course. He often told me that he wanted to be the champion of the little people. And he was. On many occasions he said, "Everyone wants to coach the talented, handsome, popular athlete. Who's going to coach the

ugly kid, the slow kid, the over-weight ones? We can't be selective, they all want and need attention and we owe it to them." Our goal was to get 90 percent of every junior high student active in the athletic program.

As the father of a seventh grade daughter involved in athletics, my wish for her is to have tough, demanding coaches, who do not mind telling her no.

"No, you can do better."

"No, that is not acceptable; I will only accept your best."

But, I also want coaches for her that will say yes.

"Yes, you are important."

"Yes, I recognize and value your efforts."

I want her to have UCLA- Unconditional Love and Acceptance. This is the kind of love we need in every home in this country. We need it among the races in America. It is the kind of love we need between teacher and student. That sensitive loving communication that says "Yes you are required to do your very best."

I want for my daughter what any parent wants for their child. I want my child to be valued and nurtured and taught by the coach. What other area of life offers the opportunity that coaches and educators have to inspire young men and women to use their potential and talents? Athletic programs should be built around student participation. Coaches should see that young people are actively involved in more than just practice. Coaches can have a tremendous impact on the life of a young person. Don't destroy the hopes of a student and the future of a program for a few wins this year.

Council to debate pros/cons of fall softball season

Volleyball. The use of rally scoring in volleyball has increased. Many districts have asked parameter of rally scoring in sub-varsity games, as well as pool-play tournament games.

The District Executive Committee may set district play guidelines for sub varsity teams. These guidelines might include the adoption of rally scoring, when time, or facility use poses a problem. If time or facility use is not a problem, regulation games are suggested.

During tournament play, the host team may seed the pool, play at the home school, or in an adjoining district if facility use is limited. Tournament pool play may be on Thursday, Friday, Saturday consecutive or non-consecutive days. This means a Thursday/Saturday volleyball tournament would be acceptable.

The theory behind rally scoring and pool play is two fold. First, it allows a maximum amount of competition in a minimum amount of time. Games are quick and seem to reach the same level of intensity as full blown games. The second thought behind rally scoring and pool play is to abbreviate the time element that overtimes create during early tournament play. During rally scoring or pool play, the winning team is the first team to reach 15 points. Winning by two points is not applicable during pool play. To further abbreviate games, pool play offers the advantage of playing 11 point games or awarding each team four points on the first score. The total number of pool play games in one tournament is not counted on your win-loss record. Participating in pool play is considered one of your allowable matches for the

day. As bracket play continues, teams may be eliminated as they increase their win-loss records.

When two or more schools have tied during pool play, the winner of the competition between the two should be declared winner.

If each team won one game of a two game pool, the team that had fewer points scored against them would be declared the winner. For example, if team A played team B and tied 15-6, 9-15, team A would win because team B only scored six points against them. Another common method would be to add up all scores, and the team which scored the most points would be declared winner. In this case, teams A would have a total of 24 (15+9=24) and team B would have a total of 21 (6+15=21). Team A would be declared the winner of the pool.

If after this method of breaking a tie the problem was not resolved, we would recommend flipping a coin. If your tournament has other methods of breaking a tie, you are welcome to use them. Please inform teams prior to participating what those methods might be.

As tension mounts, and seasons are molded, we anticipate another outstanding high school volleyball season. Regional tournament directors have been polled and are familiar with concerns of Regional qualifiers. When possible, Regional hosts will schedule regional tournaments using a two-



Cynthia Doyle

day format at schools have requested.

Regional play-offs will be hosted as printed in the manual with one exception. Region II AA will be hosted by Texas Women's University and the

site will be Denton High School (5101 East McKinney, Denton, TX 76208).

The 1993 State Volleyball tournament will be at Burger Center in here in Austin. Date, time, and place will remain the same as last year with a slight increase in adult ticket price.

As volleyball season ends, the newest UIL sport, softball, seems to be growing in other ways, including discussion that evaluates concerns that would include the move to a fall season. One of the proposals the Legislative Council will be considering are the pros and cons of a fall softball season.

Fielding recent call about Softball has been a very peculiar experience. It hasn't been the nature of the conversation itself, but rather the parents making the calls to the UIL! Parents are making about twice as many calls about Softball to the UIL as school administrators and coaches. I have even had parents say that the school coach was too busy to make the call, and that they (the parent) were asked to call on behalf of the school. I never figured out how a school might hire a softball coach before starting a softball program, yet make the softball coach so busy that parents must help

them get the program started. Sounds like new math to me! However, being the trusting soul that I am, I believe these parents and try give them the information requested so they can "help the coach."

After communicating the following information to hoards of parents, comes the time I'd like to communicate pertinent information to schools and busy coaches and softball enthusiasts.

As UIL softball participation increased, participating schools were divided into two classifications. The A, AA, AAA conference has 167 member schools participating in 1993-94. The A, AA, AAA deadline for signing up was Sept. 15.

AAAAA and AAAAA schools have combined for another conference. By completing acceptance form in February of 1993, or by petitioning contiguous districts, member AAAA and AAAAA schools have signed up to compete for playoff status.

Still having a uniqueness since its inception, softball will advance two teams from each of the 32 districts into post season playoffs. The result will be an eight team single elimination tournament for each of the two separate conference.

As softball matures, and "comes into its own" as a UIL sport, the number of teams advancing, and the playoff structure will resemble other UIL team sports. But for now, armed with information, someone must address the attitudes of the athletes, pacify the politics of the parents, behoove the belligerent board member, understand the urgency of the umpires and minister to manipulative media as the mitosis of softball continues.

TIME OUT

WILSON SPORTING GOODS

Wilson's current three-year agreement has been extended one year through the 1995-96 school year as the exclusive supplier of UIL state championship game balls in football, tennis, basketball, golf, softball and baseball.

Under this agreement, Wilson donates game balls for the football, tennis, basketball, golf, softball and baseball state championships, as well as the regional basketball championships. Participating schools in these tournaments will be entitled to keep this equipment for school use following tournament play.

In conjunction with these state championship events, Wilson has initiated the Most Valuable Player Award in both girls and boys basketball, and serves as co-host to the state championship hospitality receptions held for coaches and officials. Inquiries regarding Wilson's involvement with the UIL should be directed to Dave Terre at 214-991-3801.

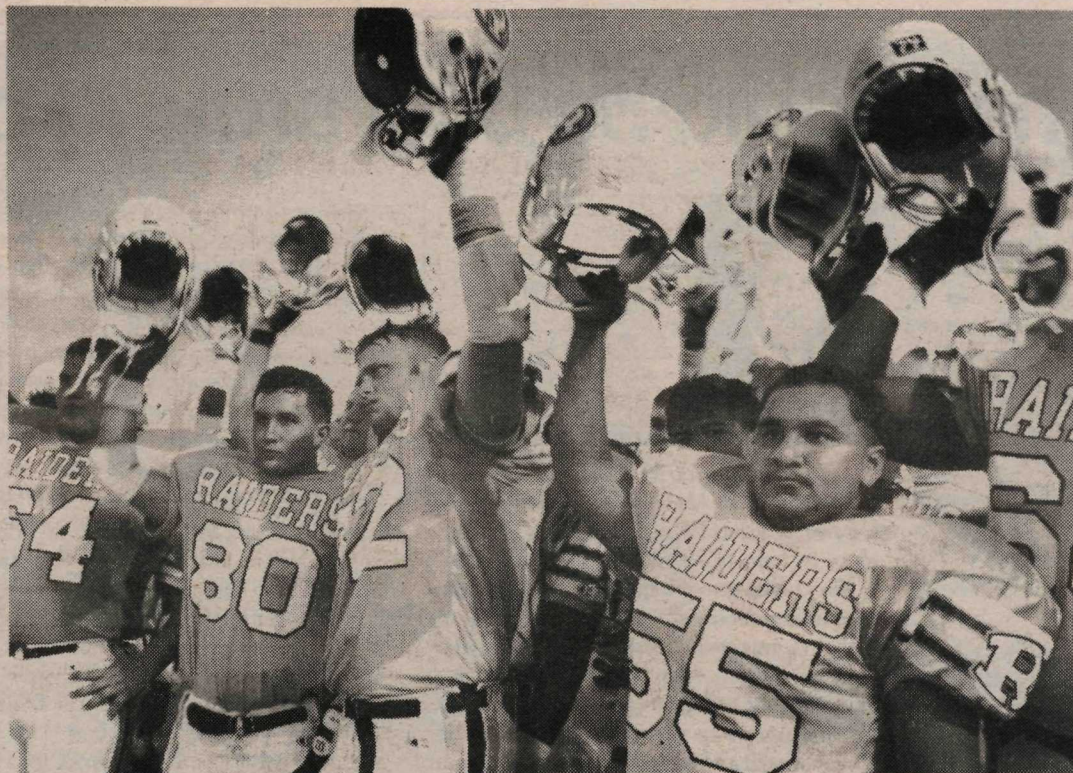
MIKASA SPORTS

Mikasa Sports, the exclusive supplier of UIL state championship game balls in volleyball and soccer, is entering into the final year of their three-year agreement as an official UIL sponsor. Mikasa is providing financial support to the event budgets, offering five \$500 scholarships to participants in the sponsored sports and the Academic State Meet, and hosting the hospitality receptions for officials and coaches at the state volleyball and soccer tournaments.

Last year, Mikasa presented Most Valuable Player Awards at the volleyball and soccer championships. These awards will continue to be awarded by Mikasa throughout their sponsorship period. Inquiries regarding Mikasa's products and services should be directed to Sharon Shroyer at 1-800-854-6927.

CORRECTION

September's Leaguer on page 10 listed one incorrect NCAA eligibility requirement for a Division II institution: It should have read "To be a qualifier at a Division II institution, you must graduate from high school, present a minimum grade point average of 2.00 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."



HATS OFF. Members of the Austin Reagan High School football team prepare for their September 24 match-up with Waco University High School. University upset the Raiders in the 4A contest, 24-17. The game, which was played in Austin, pitted District 25 (University) against District 26 (Reagan). Photo by Joey Lin.

SOA invites job inquiries

The Southwest Officials Association invites applications for the position of Executive Director-in-Training.

The position upon appointment will provide assistance to the current executive director in the areas of personnel management, office administration, meeting planning and conduction, education and evaluation of officials in five sports, writing and publication of manuals and lesson plans, developing and producing audio-visual training materials and instructing seminars and clinics.

The position will be available on or about July 1. For requirements and salary information, contact the SOA at 214/638-3722 or FAX 214/638-0976.

Alamo Rent-A-Car Scholar/Athletes named

Sponsored by Alamo Rent A Car, the Alamo Scholar/Athlete of the Week program resumed in September, honoring exceptional high school seniors across the state of Texas. Initiated last year, the program was developed in conjunction with the University Interscholastic League and has awarded more than \$42,000 in scholarship funds through the UIL.

Four Scholar/Athletes have been recognized so far for the 1993-94 school year: Jason Brazeal of Arlington High School, David Kyle of Clear Lake High School, Taylor Curtis of Harlingen High School and Mark Mutschink of Mason High School.

Brazeal is ranked number two in a senior class of almost 550 and starts at center and defensive end for the Colts. He is also involved in several community organizations and church programs. Brazeal recently received the Arlington Rotary Club's Award for Leadership, Service and Scholarship and was selected to participate in the "Youth Leadership for Arlington" program.

Kyle is a starting defensive end for the Clear Lake Falcons and ranks in the top eight percent of his class with a 4.27 grade point average. He was named to the District All-Academic Team and as a nominee to the First District

Initiated last year, the program was developed in conjunction with the UIL and has awarded more than \$42,000 in scholarship funds through the UIL.

football team.

Taylor Curtis of Harlingen lettered in football last year as a starting tight end. He was also secretary of the National Honor Society and president of the Fellowship of Christian Athletes.

Mark Mutschink of Mason is a starting running back and is currently ranked number one in his class, following in the footsteps of his father and older brother, both of whom were valedictorians at Mason. Mutschink has lettered in football, basketball and tennis. He and his doubles partner won the state championship last year.

These winners were featured in a segment on the *Alamo High School Extra*, a program airing on Home Sports Entertainment every Wednesday at 6:30 p.m. and again on Thursday at 11 p.m. throughout the fall.

The Alamo Scholar/Athlete of the Week is one of several programs that Alamo is sponsoring in conjunction with the UIL, including special travel rates (Rate Code TO and TM, ID number 252660) for UIL schools and their employees as well as students' families. In addition, every time anyone rents a car on Rate Code TO and TM from Alamo, a five percent rebate is donated to the UIL Scholarship Fund.

Hooray for Excellence entry deadline is October 15

Entries in the Hooray for Excellence academic awareness program are stacking up to meet the October 15 deadline.

Hooray for Excellence is an academic awareness program designed to increase the public's interest in the classrooms of Texas and convert that interest to enthusiastic support. The program capitalizes on the high level of interest in the pageantry of football to communicate its important message.

"We hope that by broadcasting interesting stories about innovative programs, academics will receive more attention and thus more public support," said Gene Smith, Manager of Jobber Communications for Diamond Shamrock. "It is marketing for the academic side of our schools. There must be more of it ... lots and lots more, if we're to get the public involved in the whole education

process."

Patricia Bickford, music teacher at Dooley Elementary in Plano, said the program taught her students initiative and responsibility.

"After the principal of our school gave me the application, I told the kids up front that lots of other schools were applying, but the fact that we were trying is what counted. The students got so excited about the program they immediately got involved in producing the audio cassette for our presentation," Ms. Bickford said.

This year, the program was announced by Diamond Shamrock and the UIL in September through an article in the *Leaguer* and through material mailed by Diamond Shamrock Chairman Roger Hemminghaus to every superintendent and principal. The mailing included an entry form and a brochure explaining the program.

Audio cassettes submitted to the Diamond Shamrock Network are reviewed by a panel of judges with 10 finalists, whose presentations are aired on the Diamond Shamrock Football Network, receiving a recognition certificate and a \$500 a month cash prize.

Although the opportunity to win \$500 is appealing, Diamond Shamrock and the UIL hope teachers will recognize the strategic objectives of Hooray for Excellence:

- Interest in the public in academic achievement through the broadcasts
- Encourage schools to utilize their presentations to generate community interest and involvement in the classroom
- Serve as a catalyst to encourage other businesses to focus attention on the classroom
- Encourage other broadcasters to shine the

sports spotlight on the classroom from time to time

To enter, tape a 2 to 5 minute story or presentation about an interesting program taking place on its campus. The tape should be mailed to Hooray for Excellence, Box 1931, Amarillo, TX 79189. Entries should include the names and phone numbers of individuals to contact. Also include information about the school. Participants are encouraged to seek professional assistance in radio production, but it is not required. The tape should be self-supporting so that if an announcer played the tape without an introduction, it would tell the entire story about the program.

Tapes should tell the audience which school district, which school, and about the subject - a school, a class, an individual, an outside entity, etc. Tapes cannot exceed five minutes.

Don't quote me on that

Understanding, trust is key in cultivating a good relationship with the media

"Don't talk unless you can improve the silence."

- VERMONT PROVERB

That's the easy way out when dealing with media. Matter of fact, it's the only way to guarantee that you will never be misquoted. If you don't want to read about it the next day in the morning paper, don't say it.

Sadly, that's reality.

The first premise that must be understood when dealing with your local media is that they are not your local public relations firm. Never have been, never will be.

However, if the relationship between you and your media, and it does not matter if you're a high school coach or junior high school coach, boys coach or girls coach, is cultivated right, you may be surprised in the end by how much they actually helped in promoting your school and program in the community.

In an age when all extracurricular activities — not just athletics — are fielding shots from all fronts, the importance of selling our programs is greater now than ever.

There are several rules or guidelines that should be used when dealing with the media. The first is that if you agree to do something, such as call the newspaper after the game with the results, do it! All too often a coach will call in results only if the teams wins. I know of no quicker way to alienate an individual than to not do what you promised to do. It has nothing to do with winning or losing, it has everything to do with how you treat people.

Big deal, you lost a game. It probably was not the first and it certainly will not be the last. Think



about the kid(s) who did play well and the recognition they probably would like to get but rarely do.

The simple task of calling and talking to the media, regardless of the outcome of the contest will go a long way toward promoting your program.

NO ONE'S PERFECT

Human nature is to err. Given that fact, the second point is to understand that what is printed is not always going to be exactly written the way you said it. Also understand that two people are not going to interpret what you said the same way.

Some media types are better at taking notes and jotting down what is said than others. If that is the case with you, just be a little bit more careful with what you say. Stick to the details of the game (i.e. statistics) and limit your comments on the game or student-athletes. While it may be more difficult, this relationship can still help you promote your program.

OFF THE RECORD

A reporter may ask you or you may ask "Well, if it is off the record..." Journalism students are taught not to discuss things "off the record". Deep background information is a technique used by

journalists to gain information that is used for context but is not quoted and the source unidentified. However, off the record comments are highly discouraged. My only suggestion here is that if you feel comfortable with that reporter and the relationship you have developed, it's your call to make. But don't be surprised if your comments find their way into the morning newspaper.

AX TO GRIND?

This brings me to the fourth point I'd like to make. Media types are often perceived as intentionally looking to do a "hatchet job" with a story. This is a myth. I've never met a reporter who "went out to get someone" and frankly, I don't think this type of reporter exists.

What I believe does exist are reporters who judge high school athletes with the same criteria they use to evaluate college or professional athletes. I could go on about this. Sounds like a good column topic for a later date.

BE FAIR

The last point is: treat everybody equally. You hope for respect and integrity in the media. Give what you want to get. It should not matter if the reporter you are dealing with is from a major daily newspaper, a television station, or the hometown weekly Gazette. They all have the same job to do.

And that goes for the high school newspaper and yearbook students as well.

It's not like you don't already have enough to do as a teacher and coach, but don't take the easy way out. Remember why you do what you do — it's for the kids — and they are paying more attention than they seem to be.

Use of Blot!, Sanitrate clarified

By MIKE BENTON

Vice President, Marketing of Certified Laboratories

It has come to the attention of the Certified Laboratories that there have been several newspaper and television stories regarding the NCAA's and the UIL's recently-enacted "bleeding player" rules. The stories state that the rules are designed to prevent the transmission of blood-borne pathogens. Several of these stories quote athletic directors, coaches and trainers as saying that they use the product Blot to remove blood stains from players' uniforms during games and Sanitrate as a disinfectant. Blot and Sanitrate are excellent products, but as with all products, it is important to clarify their proper use, especially as that use may

relate to the new rules. Neither of these products are intended to comply with the new NCAA and UIL rules. As a result, Certified Laboratories, as a responsible citizen, is concerned with the health of children, and would like to take this opportunity to correct any misunderstandings regarding its products, Blot and Sanitrate.

Blot is ideal for removing water-based spots and stains such as blood, grass, iodine and mildew on most surfaces and fabrics. It can be used as a laundry presoak and to remove stains from sideline mats and locker room carpeting. However, Blot is not a disinfectant, and will not prevent the transmission of blood-borne pathogens.

Sanitrate is an EPA-registered, anti-microbial agent that will disinfect and kill specified

blood-borne pathogens on pre-cleaned, hard, non-porous surfaces, with a 10-minute contact time. When used in accordance with label directions, Sanitrate can be used on lockers, locker room showers, tile floors, helmets, and other hard non-porous surfaces. However, Sanitrate is not a disinfectant on porous materials such as uniforms, nor should it be allowed to come in contact with the skin.

As a governing body, please make certain that all athletic officials, including those officiating contests, are advised that all products should be used as intended, and in accordance with label directions. If you have any questions about this product, please do not hesitate to call me at 1-800-527-9919 ext. 0677.

Texas again leads U.S. in athletic participation

Thanks to a large increase in girls sports programs, participation in high school athletics increased for the fourth straight year (and eight of the past nine years) in 1992-93, according to the annual sports participation survey conducted by the National Federation of State High School Associations.

The 1992-93 sports participation total of 5,413,878 is up 43,224 from the previous year and is the highest mark since 5,563,912 in 1978-79. The total is composed of 3,416,389 boys, down

13,464 from 1991-92, and 1,997,489 girls, up 56,688 from the previous year. The girls total is the second highest ever and only 85,000 off the all-time record of 2,083,040 in 1977-78.

"These figures are very encouraging given the budget problems that are occurring in high schools nationwide," said Robert F. Kanaby, executive director of the National Federation. "It is obvious that the interest in high school athletic programs continues to remain very high amongst our student population and that schools are finding new and unique ways to provide opportunities for participation."

Participation in high school athletic programs hit an all-time high of 6,450,482 in 1977-78,

which was the height of high enrollments in high schools nationwide resulting from the "baby boom" generation of the late 1950s and early 1960s.

With the exception of a slight decrease from 1987-88 to 1988-89, participation has risen each year since the 1984-85 year. The 1984-85 totals stopped a six-year downward spiral in which participation dropped five years.

In the listing of participants by state, Texas remains number one with 528,476, followed by California (462,107), New York (296,440), Ohio (277,191), Michigan (261,460), Pennsylvania (211,800), Illinois (195,423), New Jersey (188,147), Wisconsin (157,406) and Florida (150,287).

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 Townscent, Terrell Middle School
Greg Carter, Galena Park HS
Dennis Biher, Columbia HS
Dusty Calhoun, Memorial HS
Earl Williamson, Industrial HS
Ronald Foster, Killeen Smith Middle School
Eddie Fortenberry, Lockney
Dusty Loewe, Grand Saline
Earl Claiborne, Carthage
David Benbow, Galia
Ralph Perez, Mirando City
Oliver Hadnut, Jasper
James Griffin, San Antonio Whittier Middle School
Michael DeCello, Donna
Jackie McNew, Eldorado
Jackie Henderson, San Antonio Sam Houston
Scott Nelson, Lamar HS
Juan Robledo, Ingleside HS
Kirk Chastain, Early MS
Todd Evans, Terrell
Rick Little, Spurger
Paul Johnston, Mesquite Sunny Vale MS
Robert Gavett, El Paso Guillen Int.
Jill Burchell, Tomball Beckendorf JHS
Michael Carrabine, Sweeny
John Jones, Aubrey
Benny Bobo, FW Castleberry
Steve Comer, Spring Branch North Brook
Robert Martinez, La Joya MS
Thomas Hines, Sweetwater MS
Don Pittman, San Angelo Jones MS
Josie 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
Roel Olson, Rio Grande City HS
Lou Prestidge, Mesquite HS
Joe Carrillo, El Paso Parkland HS
Kenny Kershaw, Marble Falls HS
Pat Loter, Marion HS
Danny Gex, Stratford HS
Steve Drummond, North Hopkins HS
Larry Cole, Forest Brook HS
Jorge Cabazos, 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.

official notices

HOOKSISD

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.

CORPUSCHRISTIISD(MOODYHS)

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.

BROWNSVILLEPORTER

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.

SOCCERULEERROR

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.

CHILTONHS

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.

PRESCRIBEDMUSICLIST

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 sepa-

ately)

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

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

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

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

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

KARNACKISD

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.

DALLASISD

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.

MCALLENISD

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.

BROWNSVILLEISD

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.

SANANTONIOHIGHLANDS

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.

DALLASISD

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.

DALLASISD

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.

JASPERISD

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.

MUSICMEMORY

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

PICTUREMEMORY

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

FRENSHIPHS

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.

WOODVILLEISD

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.

HEREFORDHS

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.

DONNAHS

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.

BRAZOSHS

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.

MIRANDOCITYHS

The State Executive Committee suspended Mr. Ralph Perez, Miranda 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 Miranda 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.

RIOGRANDECITYHS

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.

MERCEDESHS

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.

WESTORANGE-STARKHS

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.

WESTERNHILLSHS

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.

OFFICIALINTERPRETATIONS

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.

1993-94CSIETAPPROVEDLISTOF FOREIGNEXCHANGEPROGRAMS

Academic Adventures in America
Academic and Cultural Exchange
Adventures in Real Communication
Adventures in Real Communication Youth 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

PLEASE NOTE

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

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