

# Leaguer

## Coaches to attend sports rule meetings

By RACHEL SEEWALD  
Public Information Director

### COUNCIL grapples with Alamodome proposal, out-of-season competition

All athletic coaches and game officials are now required to attend a local, regional or state rules meeting prior to the applicable sports season, as the result of an amendment passed at the 53rd annual Legislative Council meeting last month in Austin.

Approved by a 19-6 vote, the amendment was passed in hopes that coaches and officials will gain a mutual respect and understanding for the role that each one plays in the educational process, UIL athletic director Bill Farney said.

Another amendment passed permits coaches to be involved in the overall organization of non-school competitions before and after the school season. Coaches can assist in organizing, selection of players and coaches, and supervision of facilities for non-school competition. However, coaches may not be involved with these non-school activities on school time. The closer scrutiny of students by coaches should prevent inadvertent violations by students, which have caused them to be penalized or restricted in school sports. Parents and non-school coaches are often unaware of rules.

In other action, the San Antonio Sports Foundation proposed to the Council that the boys' and girls' state basketball tournaments be moved to the Alamodome in San Antonio. As a result, the Legislative Council instructed the UIL staff to begin an in-depth study of moving the tournament outside of Austin. The staff will present its results to the Standing Committee on Athletics during its annual meeting next June.

The council rejected a proposal that would expand the playoffs for 4A team sports by allowing four teams to advance into the state playoffs. However, the council instructed the UIL staff to study the possibility of advancing three teams to the playoffs in 4A team sports. Other proposals passed by the Legislative Council include:

- to allow students to attend camps during the period schools are closed for winter holidays, in all team sports other than basketball
- to suspend students from the next game if they miss school to participate in a non-school activity in that sport
- to remove incoming ninth graders from the player limitation rule in non-school team sport participation
- to permit the AAAAA district champion in team sports other than football to schedule one warm-up game in addition to their game limit in each sport
- to allow sixth grade students whose education has been delayed for a year or more due to a handicapping condition to participate in UIL team sports at the junior high school within their attendance zone

### ACADEMIC/MUSIC ACTION:

- to change the format for the Keyboarding contest to a computer competition with business applications
- to limit the number of substitutions permitted in academic team events to one at regional and one at the state level
- to change the entry specifications for the junior high Earth and Life Science Contest, eliminating the requirement that contestants be enrolled in a specific class
- to delete the tie breaking procedure from the Listening Contest. There would be no ties broken in this contest
- to advance both first and second place Cross-Examination Debate teams from district to state competition, regardless of the number of district entries
- to change the name of the Picture Memory contest to Art Contest, change team membership requirements, add two additional elements to the contest and revise the scoring formula
- to delete the tie breaking procedure from the Ready Writing Contest
- to simplify the language pertaining to the choral sightreading process and allow a choir to use its preferred method of sightreading during the second reading
- to create a pilot project to evaluate a new procedure for the band sightreading contest



**TAKING CHARGE.** Garland ISD Supt. Jill Shugart (above) completed her term as chairperson of the Legislative Council. Replacing her as chair next year will be Gunter ISD Supt. Richard Cohagen (left). Other officers will be Supt. Virgil Tiemann (middle) of Columbia-Brazoria ISD, first vice-chairman, and Supt. Robert Ryan of Seminole, second vice-chairman. Photo by George Bridges

## Ten educators receive Denius Award

Ten UIL coaches in extracurricular activities, including three in fine arts, four in academics and three in athletics, have been selected as winners of the 1993 Denius-UIL Sponsor Excellence Award, UIL Director Bailey Marshall announced recently.

A panel of judges selected the 10 winners from a field of 91 nominees submitted by school principals and superintendents from across the state. The 10 winners will each receive a \$1,000 check from the UIL.

"The UIL recognizes that the quality of the benefits of educational competition for students is directly attributable to the knowledge, values, ability and enthusiasm of the sponsor, coach or director," Marshall said.

The award was created to identify and recognize

outstanding sponsors who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system while helping them to keep their personal worth separate from their success or failure in competition.

The Denius-UIL Award was made possible by a grant from the Effie and Wofford Cain Foundation. Frank W. Denius, for whom the award is named, has been director of the Cain Foundation since 1955 and Executive Director Chairman from 1983 until present.

The winners of the award are Tony Clines, band director at Robinson High School; Milton Pullen, choir director at Clear Creek High School; Rodney Klett, band director at Georgetown High School; Dow Tate, journalism sponsor at Dallas Hillcrest High School; and Brenda

Stelzel, journalism, keyboarding and accounting sponsor at East Bernard High School.

Also, Edward Zamora, one-act play and speech & debate sponsor at La Feria High School; Mary Nabers, literary director at Blanco High School; Garland Nichols, boys' basketball coach at South Garland High School; Lucy Haug, girls' basketball coach at Plano East Senior High School; and Bob McQueen, athletic director and head football coach at Temple High School. Brief bio sketches of each are as follows:

**TONY CLINES**—Clines has served as band director at Robinson High School for 16 years. During this time, band enrollment has grown from approximately 70 students to over 200 students. The band has

### IN ITS 3RD

year, the Denius-UIL Sponsor Excellence Award seeks to highlight the contributions of sponsors to UIL scholastic competition.

✓ CONTINUED ON PAGE 6

## Athletics a wonderful way to showcase great students

By JEFF BEARDEN

We are living through one of the most trying times for public education in the history of our great state. We have "Robin Hood" laws, threats of consolidation, violence in our schools, and people who want to do away with high school athletics because they think it costs too much.

This year, at Rankin High School, I have had the privilege of coaching a genuine example of why athletics are so important in the lives of our children. Jenny Evridge, a high school senior, is a young lady of average to above average ability who, through hard work, determination and dedication, has molded herself into a very good athlete. She is one of the top middle-distance runners in Class A in the state.

Jenny qualified for the regional track meet in the 800 Meter Run, the 1600 Meter Run, and as the anchor leg of our 1600 Meter Relay. For those who are not familiar with track, the 1600 Meter Relay is the next race after the 1600 Meter Run. It is very difficult to run in both races. There are probably

only a handful of athletes each year who can do this. Jenny has done a great job of this for us all season long. However, for the past three weeks, she has had an upper respiratory infection that has really hampered her performance. After qualifying for State in the 800 Meter Run, Jenny became ill and did not think she could run her other two events. She was almost guaranteed a trip to Austin in the 1600 Meter Run since she had one of the fastest qualifying times. Our 1600 Meter Relay also had one of the fastest qualifying times. They, too, had a very good chance of making it to Austin.

Jenny made the most unselfish decision that I have ever had an athlete make in the twenty-nine years that I have been coaching. She decided to drop out of the 1600 Meter Run and pass up a chance at personal glory in order to help her teammates in the relay and get to go with her to Austin. Even after a gallant effort, our relay team failed to qualify for State. Jenny's sacrifice had not paid off ... or did it?

This is the time of "ME" first and to heck with everyone else. This is an

attitude that runs through our society at every level from politics, business, pro athletics, all the way down to pee-wee sports. Everyone seems to be concerned only with their personal glory.

Athletes are always whining because they are not the star or are not being selected as the MVP in everything they do. Parents complain because their kids do not get to start in every game, do not get to play enough, do not make the "All Wonderful" teams, or just do not win enough.

However, Jenny Evridge is a living example of a true hero and a perfect example of the values that can be learned through high school athletics. Let's fight to keep athletics an important part of our educational process to prove to Jenny and others like her that personal sacrifice and loyalty to teammates are truly wonderful ways to show the world that we still have some great young people in our schools. Today's students are tomorrow's leaders. Let's give them the chance to be the best they can be.

Jenny, thanks for the honor and privilege to be your coach. You are truly a winner.

## Don't push activities into corner

The importance of continued funding of high school activity programs was emphasized October 17-24 across the country during the 14th observance of National High School Activities Week.

Started by the National Federation of State High School Associations in 1980, Activities Week is a special time for the 51 state high schools to increase the public's awareness of the values and needs of activity programs.

The most recent sports participation figures released by the National Federation indicate that where opportunities for participation remain in place, students in grades 9-12 continue to turn out for athletics and fine arts programs

at near record levels. The 1992-93 figure of 5,413,878 participants in high school athletic programs is the highest mark since 1978-79. Yet concern exists because of the state of the economy and the tightening of budgets and resources for activity programs.

"Now, more than ever, we need to assume a leadership role in defense of these programs," said Robert F. Kanaby, executive director of the National Federation. "We cannot permit interscholastic activities to be treated as if they are to be conducted in 'an out-of-the-way corner' within the educational process.

"Undoubtedly, high school activity programs are better than any bargain

found at a shopping center," Kanaby added. "Funding for activity programs at most schools involves a small percentage of a school's overall budget, and the rate of return in changed lives and values taught is enormously higher."

Young people encounter many practical learning experiences not found in the classroom, lessons such as teamwork, sportsmanship, winning and losing, and proper work ethics.

"It is within our activities that students learn self-discipline, build self-confidence and develop skills to handle competitive situations in greater measure and with more opportunity than most school experiences provide on a regular basis," Kanaby said.

## THANKS!

### Student Activity Conference Hosts

Each fall, a phalanx of UIL academic contest directors and consultants traverse the state, as much as is logistically possible, to attend one of the four Student Activities SuperConferences. The purposes of these Saturday seminars is to acquaint teachers and contest coaches with the academic program, and to prepare students for the spring meet contests.

The success of these conferences would not be possible were it not for the outstanding support the League receives from its three host sites: Texas Tech University, the University of North Texas, and Sam Houston State University.

In particular, the UIL is indebted to its regional contest directors at each site: Lynn Elms at Texas Tech, Betty Culp at UNT, and Dr. Max Coleman at Sam Houston. These individuals and their staffs are responsible for reserving facilities, arranging food service, delivering equipment and materials, and handling the hundred other tasks that hosting conferences demands.

They do so with great enthusiasm and dedication. Without their commitment to the academic program, the SuperConferences would not be the valuable learning experiences they are for the thousands of students and teachers who attend. And so on behalf of the member schools of the UIL in general and the UIL academic directors and consultants in particular, we thank you for your hard work and praise you for a job well done.

### Happy retirement, Art

This is the final *Leaguer* to be published by Texas Student Publications during the Art Rinn era. Art is retiring after having been production supervisor at TSP for more years than anyone can remember, and a TSP employee for over three decades. The past two years, he has been TSP supervisor of operations.

His steady hand and calm demeanor have been invaluable to an operation that exists in the high-tension world of deadlines and computer failures. To all of those who have worked on the *Leaguer*, he's been a friend and a confidant. We wish him a long and happy retirement.

## Leaguer

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

## Music programs promote, validate education goals

**EDITOR'S NOTE:** The following article is based on the remarks Richard Floyd made to the Legislative Council, October 25.



**Richard Floyd**

In many ways this has been an outstanding year for our UIL Music Programs. Problems have been minimal and the new projects we initiated have been successful. In a time of supposedly "gloom and doom" we have experienced moderate growth overall in student participation. In 1993 we grew by 3900 students and over the past five years, participation has grown from 224,795 to 278,235 students - an increase of nearly 24 percent.

I am concerned that there has been a reduction in the number of full orchestras; however, some of this attrition can be attributed to the fact that it is becoming increasingly difficult for students to find time in their schedule to be in both band and orchestra. The bright side of the equation is the fact that string orchestras have grown in number by 163, an amazing 80 percent, over the past five years. This healthy increase suggested that string programs in our schools are alive and well.

Many opponents to the alternating year State Marching Band Competition predicted that the every-other year format would curtail interest in marching competition and that fewer bands would participate. This has not been the case. In 1990, the last year of the traditional format with a state contest in every class, there were 778 high school bands beginning participation at the regional level.

In 1991 under the new format, there were 811 competing bands, and this past fall the number grew to 837. In short, interest is on the rise.

One of our greatest successes of the 1992-93 school year was the restructuring of the Texas State Solo and Ensemble Contest. This year, for the first time, the event was divided between two sites. The change was necessitated by the fact that the contest has grown significantly in recent years. Last year there were more than 16,000 names on lines in the computer program that scheduled the contest. UT had reached grid-lock and there was simply no more rooms to accommodate any expansion of the contest. Consequently, we developed a format whereby the 4A and 5A schools remained at the University of Texas campus and the A, 2A and 3A

schools were hosted by the music department at Southwest Texas State University in San Marcos. This arrangement turned out to be a "win-win" situation. Congestion was greatly reduced on the Austin campus, facilities were used more efficiently and scheduling problems were more easily accommodated. The small schools reported that they enjoyed the facilities at SWT, experienced fewer conflicts and felt that the net result was a more positive experience for their students.

UT officials were elated that overcrowding on this campus was greatly minimized and the administration at SWT was very pleased to have the opportunity to host these talented high school students on its campus. We took special precaution to make sure that the quality of judging was the same at both sites and the unanimous consensus of the surveys we did of all schools after the contest clearly indicated that everyone wanted to continue the two site concept. We plan to do so.

Another area of growth has been the State Wind Ensemble Contest. This event was established in 1976 but generated little interest for a number of years. In many years there would be fewer than five participating schools. In 1990, we revised the format to place more emphasis on evaluation and education rather than adjudication and ratings. We added two clinician commentators who alternated between groups to allow for personal interaction with the directors and students. The three judge panel was still retained to give ratings and determine outstanding performances in the traditional manner. This concept has met with overwhelming success to the extent that this year we had fifty schools submit entries for the 1993 contest. The attraction seems to be the opportunity to learn from and interact with out-

standing, nationally recognized musicians and conductors, not just to come to Austin and try to win a contest. This growing interest has far exceeded our ability to accommodate everyone. A nice problem to have but still a very real problem. At some point we will probably come to you with some recommendations on how this event should be molded in the years to come.

In this session last year I stressed that our music programs, for the most part, were not contests in the purest sense of the word. Yes, we do determine champions in marching and sweepstakes trophies are given at the Texas State Solo and Ensemble Contest, but by and large our events exist primarily to provide a very effective way to evaluate the mastery of the essential elements in music and offer students and directors alike recommendations for continued development and growth. They are not contests just for the varsity or a select team. Instead they measure the musical literacy of most if not all music students. As such these events tend to be an extension of the entire music classroom even though they, unfortunately, are viewed to be extra-curricular at the present time.

During our music report today, you will consider the approval of a pilot project in sightreading. When you do so, please remember that the music contest program has the potential to shape and guide the educational priorities that take place in the music class room and the rehearsal hall. The proposal, developed through broad based input from throughout the state, is a carefully and thoughtfully crafted plan that hopefully will lead our directors to help students think more independently and make decisions and judgments on their own. Surely this is a worthy goal and one in which the UIL would want to take the lead.

In closing I would like to share a recent experience with you. This past year I was asked, by a national music publication, to prepare an article having to do with the band program in Rio Grande City. There are very few Smiths, Jones, or Davises in Rio Grande City. What you will find are a lot of Garzas, Cortinas, and Rodriguezes. As you may know, this is not an affluent community, many of the roads are unpaved and some houses do not have electricity. Yet the band program is outstanding

and the pride of the community. The choir program is growing at an impressive rate as well.

As I began work on the article, I asked the students to share with me their thoughts about why music was important to them. Here's what some of them said:

"Because of band I have been able to work on something I love, music. Participating in the music program has taught me what dedication is all about. Now when I'm interested in any task, I am able to dedicate myself to it."

"Music is important to me because it shows me discipline and it makes me be responsible."

"Band helps me pass all my classes and be a better person."

"Band is important to me because it has shown me how to be responsible, how to react, and how to respect. Because of my experiences in band, I always want to achieve my goals and move forward."

"Band is important to me because I not only learn about music, but I also learn to make friends and respect people. It is important to me because it gives me a feeling of security."

"Music is important to me because it brings to me the satisfaction I need in my life."

I could go on. I have in my possession about 150 similar comments. Think about what these students are saying. They are saying that music gives them:

- Dedication
- Discipline
- Self-worth
- The ability to work towards a goal
- A sense of belonging
- Satisfaction
- Security
- Academic success
- And last, but certainly not least, Appreciation for the beauty in music

It is my hope the outcomes I just listed are essentially the outcomes our educational leaders and the public say our schools should be seeking. I also hope, through our UIL music programs, that we can encourage, promote and validate these expectations for the more than 278,000 students of Texas who participate in these programs.

## Record wind ensemble participation expected

Traditional format to be followed during the May 7 TSSEC Wind Ensemble Contest

By **RICHARD FLOYD**  
Director of Music Activities

The TSSEC Wind Ensemble Contest is scheduled for May 7, 1994. Again this year, each ensemble will receive the benefit of a thirty-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

The traditional format of the contest will be followed as in the past. Each group will have a scheduled warm-up followed by its thirty-minute performance time on the stage of Bates Recital Hall. For the purpose of the competition, the three-member judging panel will adjudicate the performance, determine a rating, provide written and taped comments, and ultimately select the outstanding organization in the various conferences. There will be no changes in this procedure.

However, during each performance a fourth adjudicator will also be listening and making taped

comments. At the conclusion of the concert, this conductor/clinician will move with the ensemble to a designated rehearsal area for a thirty-minute clinic and discussion session. The focus of this enrichment period is not intended to dwell on technical execution or rehearsal techniques, but rather to discuss style, interpretation and other musical considerations. This portion of the event in no way will have any bearing on the outcome of the contest. It will simply offer the members of the ensemble the opportunity to hear words of wisdom and inspiration from a nationally recognized authority on wind music.

This past year saw a record number of schools submitting entries to participate in the TSSEC Wind Ensemble Contest. It is likely this trend will continue. However, submitting an entry does not guarantee a performance time. Consequently directors of bands considering participation in the 1994 State Wind Ensemble Contest are reminded of the following:

- (1) Participation in the event is limited

because of judge's schedules and the availability of performance sites. Entries are accepted as post-marked. Entries received after the schedule is full will be placed on a waiting list or returned.

(2) Since many district contests do not take place until after April 1 it is not necessary to wait until after a Division One is earned to formally enter the contest. Official entries will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times. Entries for bands not receiving a Division One or bands that can not be scheduled will be returned and the entry fee will be refunded.

Questions concerning these two provisions are welcome at (512) 471-5883.

The traditional adjudication panel for the 1994 Wind Ensemble Contest will be:

**JOE MISSAL** - Professor Missal is Director of Bands at Oklahoma State University. His ensembles have routinely performed at state, regional

and national conferences. He is in constant demand as a conductor, clinician and adjudicator and works tirelessly for the benefit of high school bands in the state of Oklahoma.

**GARY SOUSA** - Dr. Sousa is no stranger to Texas band directors having served as Director of Bands at Sam Houston State University since 1988. He also has served on the faculty at Baylor University and has appeared as guest conductor for numerous All-Region Bands throughout the state. His close affiliation with Texas high bands coupled with his outstanding musicianship will make his critiques particularly valuable.

**DAVID WAYBRIGHT** - This will be David Waybright's first engagement as an adjudicator for the State Wind Ensemble Contest. He comes to the contest from the University of Florida where he holds the position of Director of Bands. He maintains as a high priority working with high school music students and only this past summer spent

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## The unvarnished truth about publication ratings

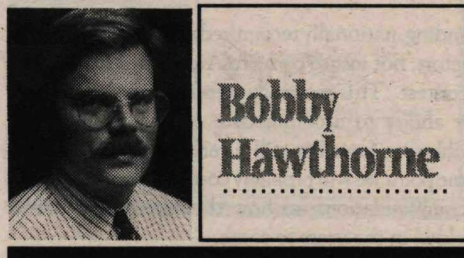
The ratings game has a few flaws. Even so, it's still the best thing going.

Given that the UIL is an organization of interschool competitions, it's unlikely that the competitive elements of the journalism program will ever be deleted or even de-emphasized. Almost universally, Texas schools accept the notion that competition is educationally beneficial and sound, whether it's finding who can run 100 meters, throw a baseball, or type the fastest. That competition brings out the best in students is a more unchallenged fact than statement of faith.

Certainly, I subscribe to this theory, and even if I didn't, I'm not crazy enough to say so. But I think it's healthy to occasionally test assumptions and beliefs, to examine the status quo, and this is certainly true when it comes to publications ratings, one of man's most inexact sciences.

I recently attended a journalism convention, hosted by the University of Arkansas' in general and Gary Lundgren, UA Director of Student Publications, in particular. Although only 30 years of age, Gary is as knowledgeable as anyone I know about all facets of scholastic journalism — from editing and advising books to directing a state school press association. And so we entered a discussion about ratings and press associations. I do not pretend to speak for him, but what follows are a few of the nagging doubts that were raised about how newspapers and yearbooks are judged.

First, it is revealing that ratings attempt to offer something for everyone. Beginning advisers receive specific comments and recommendations in the context of a general statement of expectations, the evaluation booklet. They also receive a certificate that says something along the lines of



**Bobby Hawthorne**  
.....

"Certificate of Merit," which suggests some sort of commendation, even it represents a level of expertise just above crayons and Big Chief tablets. The certificate cushions the snide comments made by the judge in the evaluation booklet.

And make no mistake about it, comments can be sarcastic and even cruel. They are highly discouraged and rare but certainly not unheard of. More often, the comments will be confounding to the new adviser and staff who do not possess the context in which to decipher vague and obtuse statements such as "Is the yearbook's unifying concept simple, clear and well-conceived?" "The editorial page needs more substance" or "Feature stories must have well-developed themes and unique angles."

What's a unifying concept?

What do you mean, 'more substance'?

What's a theme?

What's an angle?

To assume that these beginners understand this terminology is dangerous. I've never met an adviser who deliberately assigned her kids to write dumb stories. But I've seen a lot of dumb stories. So if they're producing dopey stories, it's because someone doesn't know better.

Now, this should be where press associations best serve their members. In most cases, we do, but in a few others, we fail. Ratings return too late to

be of great value. The tone of the evaluation negates what might otherwise be useful information. The judge insists that publications conform to a recipe rather than allowing them to evolve to custom fit their readership. For example, it's a good bet that all the top nationally rated yearbooks this spring will have used the grid layout. That's the hot trend, even though I'm unconvinced that grid layout is any more visually appealing than standard seven or eight column design. As silly as it may sound, judges too often use the trends established by four or five advisers to define excellence. You can have a good yearbook — even a great yearbook — without using grid layout, but don't expect to win a Pacemaker or Gold Crown.

These trendsetting advisers are genuinely superlative at their craft but they didn't return from Mt. Sinai with the 10 Commandments of Yearbook Design. And to force everyone to follow their lead is ludicrous.

Of course, all this is irrelevant for beginning advisers. Winning a Gold Crown right out of the chute is unheard of, except in those cases in which a beginning adviser takes the reins of a wildly successful program. In this case, the program's reputation may be strong enough to scare off any judge who might dare suggest that the old gray mare just ain't what she used to be.

Once the word gets out that the program is under new management, the judges can feel comfortable assigning the publication a rating that more closely reflects its quality.

Now, it is not my purpose to discourage beginning advisers from joining regional, state or national press associations. They should join, and they should submit their publications for ratings. But let's not pretend the system is foolproof.

Veteran advisers know and for the better part accept this. Those advisers who consistently pro-

duce Medalist or Distinguished Merit publications are part of the system. They serve on the board of judges for ILPC and other associations. They understand the rules of the game, and one of those rules state that ratings serve a different purpose — validation — for the seasoned advisers than they do for the neophytes.

Evaluations rarely tell veteran advisers anything they didn't already know, but it sure packs more of a wallop when the staff hears "Each spread needs a dominant element" from a judge in Michigan than it does when the teacher repeats it 10 times a day.

The rating also provides the veteran adviser a yardstick to measure career achievement. Any adviser whose staffs win 10 consecutive Medalist awards deserves to brag about it. But heaven help us if in the 11th year, the publication drops to First Place, particularly if the adviser deems Year 11 Newspaper, for example, to have been better than Year 10 Newspaper.

This happens more regularly than we like because judging is a subjective art that occurs in its own context. The judge isn't evaluating this year's product against last year's, nor can the judge factor in all the economic, demographic and personal variables that to a large extent determine the quality of a publication. A spat between editors may have a greater effect on the quality of a yearbook than the purchase of two Macs.

In a perfect world, scholastic press associations would serve a purely educational role. We'd disseminate manuals and texts, conduct workshops and seminars, and provide constructive feedback. We wouldn't assign value judgments to that feedback. We'd squeeze as much subjectivity and emotion out of the process as possible, elevating the experience to a strictly educational level.

It is good the world isn't perfect.

## Are UIL contests ready to go electronic?

By **BOBBY HAWTHORNE**  
Director of Journalism

This past June, I asked students and teachers attending our summer publications workshop to complete a questionnaire regarding the weaknesses and strengths of the camp. The responses are predictable: food bad, beds hard, classes too long, and teachers too demanding. Typical stuff. I'm used to this kind of thing. Some kids even complain about the weather, as if I have some control over that.

But wasn't prepared for this response. Asked "What could we do to improve the workshop," one kid wrote, "Make the elevators bigger."

That's one for the record book. Next year, we'll pose the question like this: Other than the bad food, hard beds, long classes, boring teachers, hot weather and small elevators, what could we do to improve the workshop?"

For a few kids, coming up with an answer will be the most creative thing they do all week.

I'm not real big on surveys. Generally, the results don't tell you anything you didn't already know. This fall, the League conducted an exhaustive survey of UIL spring meet coordi-

nators and academic coaches. Most of the survey dealt with issues so arcane that only a half-dozen people understood the questions.

But one of the questions dealt with using word processors in current issues and events, ready writing, news writing, editorial writing and feature writing. Few journalists write their stories longhand these days, so wouldn't it make sense to compose the story on a laptop or other personal computer?

Of course, the answer is "it would." In a perfect situation, students would come equipped with their Macintosh Powerbooks as well as all the relevant software, hardware and Tupperware. The kids could cut and paste their stories together, zip them through the spell-check, and whip them off their printers in perfect 12 point Palatino. After years of wearing out bifocals trying to decipher student handwriting, the judges could grade these with such ease that they'd feel guilty accepting their honorariums, which is not to suggest they wouldn't take them anyway.

Of course, we're talking about public education here. For some districts, it is all they can do to find a classroom with desks and lights, provide pens and paper, and con two or three people into

reading all the entries. Asking them to set up a computer lab is perhaps out of the question. Most of the coaches responding to the survey recognized this.

"While computers would be worthwhile, the problems of software compatibility and hardware acquisition make this impossible at this time," one coach wrote. "Unless UIL wants to donate laptops to all schools."

Fat chance. We don't give \$2 medals to members of State Meet runner-up academic teams. Do you think we're going to hand out computers?

Another coach wrote, "It would be unfair to students who are not very competent word processors."

And another asked, "How could we guarantee that information couldn't be brought in the computer and used during the contest?"

Other concerns involved noise, software compatibility, and set-up times. Several respondents couldn't see how using the computer would actually improve the quality of the entries.

"I fail to see how this would improve the contest," one wrote. "It seems to me that it would be cumbersome for those without laptop equipment and also would weigh the contest in favor of upper-classmen who have better typing

and/or computer skills."

Another added, "Perhaps it would be fine if all students have access to word processors, but we are looking at writing skill, not what fancy editing can be done on a machine."

On the other hand, several coaches claim that forcing their kids to write longhand gives the others an unfair advantage.

"Many of my students are in the habit of composing their journalistic writings on the computer," one coach stated. "I think the option would allow students to more accurately compete because the contest situation would be more similar to their actual every day experiences in the classroom."

The point has merit. After years of composing on the typewriter and keyboard, I doubt I could do well in a pencil and paper writing contest.

No doubt, students are becoming more computer literate. Soon, all freshmen will be comfortable with the keyboard. The question will be whether the benefits of use of the computer will outweigh its risks.

My gut feeling: get ready. Sooner than you think, these contests will be computer-based. But in the meanwhile, expect more surveys.

### J-BRIEFS

**SANDY HALL-CHILES**, who teaches English, journalism and photography and advises the newspaper at the Talented and Gifted Magnet High School in Dallas, was named DISD "Teacher of the Year," an honor that includes a 22-karat Golden Apple Award and a \$5,000 check.

In an article in the *Dallas Morning News*, Sandy said she didn't view herself as a traditional teacher. Rather than assigning lots of homework and forcing students to memorize facts and spit them out on tests, she said she prefers to coach kids to learn on their own. Part of this coaching is participation in UIL and other extracurricular activities, she said.

One of her students said, "She doesn't tell us what to do. She guides us along the way. Learning is not restricted to the classroom. She takes us to competitions. She's very unconventional, and she's willing to express other ideas."

# That's debatable

## States to consider three problem areas

The National Federation Topic Selection Committee has selected the following three problem areas for consideration by each state in determining the 1994-95 high school debate problem area. Each school will receive a ballot for ranking these choices in early December. Coaches are urged to allow students the opportunity to discuss each area thoroughly and provide input before you vote. Ballots must be returned to the UIL office by January 4. After the national results of the problem area vote are announced, you'll receive a second ballot in February to vote on the specific resolutions. The announcement of the January - May UIL Lincoln-Douglas debate resolution will be enclosed with your ballot, so watch for this mailing in December.

### PROBLEM AREA I: Africa

Africa has been on the back-burner of American foreign policy for a number of years. As world attention has focused on other regions, the African continent has plunged into an unprecedented downward spiral of economic disaster and political chaos. Many experts believe that the region cannot recover without outside aid. Affirmatives may advocate a variety of positions which would aid the continent in reversing its decline. Affirmatives might run cases as diverse as economic aid, food aid, developmental loans, business investment, agricultural technology, medical aid, or revitalization of the Peace Corps. There is also ample ground available for the negative as well. Ground for negatives might include arguments on solvency, United States vs. international action, the general value of aid, or budgetary constraints as well as numerous disadvantages and counter-plan possibilities.

I. AFRICA: What changes should be made in United States foreign policy toward sub-Saharan Africa?

Resolved: That the United States government should substantially increase non-military aid to sub-Saharan Africa.

Resolved: That the United States government should enact a policy to substantially increase political stability in sub-Saharan Africa.

Resolved: That the United States government should enact a policy to substantially increase human rights in sub-Saharan Africa.



### PROBLEM AREA II: Immigration

Although the United States has been known historically as the world's melting pot, the American perception of immigration has changed. Debate today centers around three basic tenets of immigration policy: setting levels and goals in legal immigration, controlling illegal immigration, and dealing with the world's growing refugee crisis. Immigration is an area shrouded in myth and misunderstanding which poses a timely and educational area of debate with abundant information available to support both sides of the issue. Affirmative cases could include policies concerning the educational and professional qualifications of immigrants, limits on various categories of immigrants, visa modification, screening of immigrants, deportation proceedings, or refugee policy. Negatives might make arguments regarding the positive role of immigration from an economic or ethnic viewpoint. Disadvantages might stem from the role immigrants play in many industries vital to the U.S. economy and international competitiveness, contribution to the economy, or effects of ethnicity on American culture. Over-all, literature is widely available to support many divergent views on the issue.

II. IMMIGRATION: What changes should be made in United States immigration policy?

Resolved: That the United States government should substantially decrease immigration to the United States.

Resolved: That the United States government should substantially strengthen regulation of immigration to the United States.

Resolved: That the United States government should substantially increase protection of human rights in its refugee admission policy.

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# When the rewards outweigh the awards

EDITOR'S NOTE: Tina Collins graduated from Jourdan High School last May. She is currently attending Loyola University in New Orleans, Louisiana where she is continuing studies in Speech Communication.

By TINA COLLINS

As I sat scanning my judges' pink ballots, dating back to my days of oral reading in junior high, an ironic thought crossed my mind: it took me seven years of competing in oral interpretation events to even begin to comprehend what it actually meant to interpret a piece of literature. Oh, I could read a selection with the proper expression, and I even learned the art of making a pre-written introduction, worded with the precision of a surgeon, sound as though it were a spontaneous exchange with a friend. By the time I reached high school, I could even throw in a dramatic pause or two, for good measure. Now, I realize that was mostly acting — carefully concocted shows of emotion to draw response. Then, my senior year, it all changed. My school employed a wonderful lady, Susan Ratliff, to coach prose and poetry interpretation for the 1992-1993 school year.

At the beginning of the year, Mrs. Ratliff suggested I look at a prose piece she had heard performed and see what I thought of it. I loved it, but that still left me without a selection in the American author category. I finally found a short story about prejudice. I read it at a few practice meets and then again at district; however, I did not feel it was strong enough for regionals. So, I decided to prepare another selection. At once, I thought of a piece I had discovered the year before. I had been unable to perform it because I could not find documentation on the author. It was the moving story of a young girl forced to become mistress to a Nazi officer. After the liberation of Paris, she was accused of treason and tried by the tribunal. When Mrs. Ratliff read the selection, she set out to find biographical documentation on the author. Once we received this information, our next step was to make sure the piece fit the category qualification. The prose selection must

be about an American person, place, or experience. The story was told from the point-of-view of an American servicemen who had witnessed the trial, and later, recounted the testimony. Mrs. Ratliff and I felt sure that the story centered on an American experience; however, we felt that we had to find out the author's opinion on his experience.

From reading the biography of the author, R.D. Fahey, we learned that he had served in the military for several years during World War II. Because the account of the trial seems so vivid, Mrs. Ratliff suggested we contact Mr. Fahey by telephone and ask him what had moved him so much about this particular piece. While Mrs. Ratliff dialed the phone number, my insides shook. She calmly asked to speak to Mr. Robert David Fahey, and after explaining to him who we were and why we were calling, she handed the telephone over to me. I went numb. Telling Mr. Fahey I wished to read a piece of his work felt somewhat like a prospective groom must feel asking his intended's father for permission to marry.

Fortunately, all my worrying was for naught. Mr. Fahey was wonderful. When he told me the story of the young girl — her emotions, the ridicule she was subjected to, all the atrocities she had to endure — and how she stood all alone before the powerful tribunal, I somehow felt as if I had witnessed this trial. It so moved American servicemen, Mr. Fahey informed me, that the transcript of the trial was passed from soldier to soldier.

Although Mr. Fahey had written the story down many years before, he was able to recite it to me over the phone, word for word. It had obviously touched him that much. He said the most horrifying of all was how the girl was marched, with her head shaved, naked through the streets of Paris. This memory has become branded in both his heart and his mind forever. Hearing Mr. Fahey talk about this young girl as an actual person, not just a fictional character in a story, made me feel,

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SAMPLE EXTEP TOPICS

INFORMATIVE

1. The Reginald Denny beating trial: What was the outcome?
2. Clinton vs. Congress: What are the latest battles over foreign policy?
3. What funding is the Clinton administration proposing to pay for health care reform?
4. What progress is being made to implement the recent Middle East peace accords?
5. What anti-drug policies has the Clinton administration proposed?
6. What major decisions do the Supreme Court Justices face in the court's current session?
7. Why is Ron Brown making the news?
8. What is Clinton's definition of the US mission in Somalia?
9. What Texans will be affected by the loss of funding for the Superconducting Supercollider?
10. What changes are being considered to reshape NATO?
11. What's the latest news in the controversy surrounding Senator Kay Bailey Hutchinson?
12. Turmoil in Haiti: What obstacles are blocking an end to the crisis?
13. Crisis in Nigeria: What is the current situation?
14. What are the latest political scandals in Italy?
15. What were the results of the recent Canadian elections?

PERSUASIVE

1. Are the accusations against Senator Kay Bailey Hutchison just 'dirty politics'?
2. No more money for the Superconducting Supercollider: Is this a wise decision?
3. Was justice served by the Reginald Denny beating trial verdicts?
4. Sharing the Nobel Prize: Can Mandela and de Klerk meet the challenge of producing peace?
5. What should be done to regulate violence on television?
6. The tragedy in Bosnia: Is it 'every man for himself' in the New World Order?
7. War on drugs: Are the Clinton administration's anti-drug proposals a good battle plan?
8. How effective is Clinton's leadership in foreign policy issues?
9. What steps should the US take to restore Aristide to power in Haiti?
10. Does the current power of the Supreme Court unbalance the US constitutional 'balance of powers'?
11. Should the US mission in Somalia include the removal of Aidid from power?
12. Elections in Russia: Will citizens truly have a choice in their government?
13. Should NATO membership be extended to include former Warsaw Pact members?
14. Will customers be the losers who pay for the proposed mergers in the communications industry?
15. Do our current immigration policies serve the best interests of America?

## Debate problem areas

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### PROBLEM AREA III: Proliferation of Biological, Chemical and Nuclear Weapons

There is no year that is more critical for the consideration of the proliferation of biological, chemical and nuclear weapons than the 1994-95 academic year. During that time, two of the three international treaties that attempt to govern the control of weapons of mass destruction — the Chemical Weapons Convention and the Nuclear Nonproliferation Treaty — are under consideration for their very existence.

The crux of this area is not whether to reduce proliferation, but how. Each of the three topics analyzes a particular mechanism — security guaran-

tees, export controls, or sanctions — to decrease proliferation. The negative would be able to defend, among other approaches, the current multilateral arms control process and debate the potentially harmful implications of U.S. nonproliferation policy for its international relations overall. Rather than have tenuous “mass destruction” arguments, as in some previous topics, this area would force debaters to focus on how major crises would actually develop and be resolved, and not assert “that would cause nuclear war.”

This topic not only addresses proliferation, but also the relative merits of unilateral as opposed to multilateral action. It would also allow students to focus on an issue, rather than just one region. In this year in particular, “there is no greater threat to

our national security in the post-Cold War world than the proliferation of weapons of mass destruction.”

III. PROLIFERATION OF BIOLOGICAL, CHEMICAL AND NUCLEAR WEAPONS: How can the United States decrease the horizontal proliferation of weapons of mass destruction?

Resolved: That the United States should expand security guarantees to reduce the horizontal proliferation of weapons of mass destruction.

Resolved: That the United States should expand export controls to prevent the horizontal proliferation of weapons of mass destruction.

Resolved: That the United States should expand sanctions to reduce the horizontal proliferation of weapons of mass destruction.

## Wind ensemble contest

✓ CONTINUED FROM PAGE 3

three weeks in Europe conducting a high school honor band from the United States.

In addition two outstanding guest clinicians have been engaged to work with the performing ensembles at this year's event.

EUGENE CORPORON - Eugene Corporon has been Director of Wind Studies at the University of Cincinnati, College-Conservatory of Music since 1987. Gene is recognized as one of the most significant contemporary leaders in the world of wind music. He is co-editor of two major wind music literature catalogues and has released 23 critically acclaimed recordings of wind music. He works with high school students throughout the

nation and will be guest conductor of the 1994 Texas All-State Concert Band.

JAMES CROFT - Dr. Croft has been director of bands at The Florida State University since 1980 and presently serves as a national officer for the College Band Directors National Association. Jim has had a diverse and successful professional career including 20 years as a high school band director and residences throughout Europe and Australia. He is a gifted conductor and master teacher who will offer SWEC participants an enriching experience.

In summary, the advantages and benefits of participation include:

- The contest is a prestigious event limited only to those receiving a Division I at their district

contest.

- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.

- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.

- Each band will receive a personal thirty-minute session with a distinguished conductor/clinician.

- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.

- A complimentary professional quality tape recording of each performance is provided at no cost.

- The entry fee is only \$150 per ensemble.

## Rewards outweigh

✓ CONTINUED FROM PAGE 5

while performing this selection, like a part of history. It felt as though the moment was suspended in time, and by sharing her story, I was giving the young girl back her dignity and making sure this was neither forgotten nor repeated.

I learned more in one phone conversation about oral interpretation than I had in several years of competition. Prose and poetry interpretation is not about acting. It is not even about winning or losing. It is about taking a piece of literature and not only interpreting *what* the au-

thor is saying, but *why* the author is saying it.

On a piece of paper, literature is flat. With technique, a reader can bring it to life, but only an author can make it real. That is what Mr. Fahey did for me. Now, I realize it is not possible to contact the authors of every piece of literature performed — many would require the use of a channeler — and I am not even suggesting that every oral interpreter try to speak with their authors. I do, however, feel that interpretation should go deeper than just trying to please a judge. Go out on a limb, take a chance, and look for the author's *why* in every selection. It took me several years to discover

that medals tarnish and ribbons fade but to experience a piece of literature to the fullest lasts a lifetime!

(Note from Coach Susan Ratliff) Tina progressed to the final round at Regional competition. Although she was not chosen to progress to State, neither she nor I would have changed a thing about her performance. Tina was content that she had given her best performance with that selection. She also knew that the day she spoke with the author of the selection was the day she received a reward that would endure in her mind and heart forever.

I hope this experience will encourage other coaches and their students to strive not just for the prize but also for the rewards of the whole oral interpretation experience.

## Denius Awards

✓ CONTINUED ON PAGE 1

received a Division I rating 16 consecutive years in marching competition and 14 years in concert and sightreading competition. In addition, the band was named UIL Sweepstakes Award winner 13 years, including the last 10, consecutively.

MILTON PULLEN - Pullen has brought the choral music department at Clear Creek High School from non-existent in 1970, to the strongest in the Houston area and one of the best in the state today. His choirs have sung throughout the USA and Europe, winning honors everywhere. Through the years, Pullen's students have earned an estimated 45 sweepstakes awards and hundreds of first division ratings in UIL solo and ensemble contests. In addition, he has produced dozens of All-State Choir members, including five in 1992 and four in 1993.

RODNEY KLETT - For the past 28 years, Klett has served as band director at Georgetown High School. He is also

an active clinician, adjudicator, guest conductor, and on five occasions has been honored to receive the “Citation of Excellence” award from the National Band Association. Under Klett's direction, the band has received 26 Sweepstakes Awards, won the State Marching Contest six times, been awarded the Texas State Solo and Ensemble Sweepstakes on six occasions, and received the first Governor's Cup at the State Marching Contest. His band was selected State Honor Band by the T.M.E.A. in 1979, 1983 and 1991.

DOW TATE - Tate has sponsored journalism events at Hillcrest High School for the past five years. Hillcrest students have placed in every journalism category except one in every district contest the past five years. Two students participated at the state meet in 1990 and 1991, with one student placing third in headline writing in 1991. In addition, students have placed in all Conference 4A Interscholastic League Press Conference (ILPC) newspaper categories in the last five years and the number placing has increased each year. Tate serves as president of the Dallas Chapter of the Society of Professional Journalists and has also worked on a multi-cultural Education Committee for the National Scholastic Press Association.

BRENDA STELZEL - Stelzel started an award-winning journalism program from a yearbook that was produced after school and a newspaper that was produced after school and printed in the town newspaper. In her 16 years of coaching, Stelzel has had 21 state competitors, 49 regional competitors and 12 district championships to which her students contrib-

uted greatly. She is also the keyboarding and accounting sponsor. In the eight years the accounting program has been in existence, three students have gone to state and six to regionals.

EDWARD ZAMORA - In the eight years he has been an instructor at La Feria High School, Zamora has served as UIL Coordinator, One-Act Play Director, and sponsor of prose interpretation, poetry interpretation, informative speaking, persuasive speaking, cross-examination debate, Lincoln-Douglas debate and oral reading. Three state winners have emerged in the last eight years: 1st in Cross-Examination Debate in 1988, 2nd in Informative Speaking in 1991, and 3rd in Lincoln-Douglas Debate in 1992. Additionally, his One-Act Play represented La Feria High School at the state meet in 1992.

MARY NABERS - When Nabers first came to Blanco High School, the only two academic events were Ready Writing and One-Act Play. By her third year, there was a full slate of contests and in 1983 Blanco won the district championship. Nabers currently sponsors three literary events, but has sponsored a total of eight different events including poetry, prose interpretation, ready writing, informative speaking, persuasive speaking, spelling and literary criticism. As a result of her efforts, several district, regional and state champions have emerged.

GARLAND NICHOLS - Nichols has coached basketball for 25 years and is currently the boys' basketball coach at South Garland High School. He was named District Coach of the Year for 15 years and has served as president of the Texas

## J-BRIEFS

### Davidson inducted into National Scholastic Journalism Hall of Fame at OU

Dallas Lake Highlands journalism teacher Jim Davidson was inducted into the National Scholastic Journalism Hall of Fame at the University of Oklahoma recently. Davidson was inducted into the Hall by Laura Schaub, director of the Oklahoma Interscholastic Press Association and a former inductee.

The plaque recognizing his induction was presented during the Texas Association of Journalism Educators' convention, November 1 in San Antonio.

In recognizing him, Ms. Schaub said, “To this outstanding teacher, master adviser, behind-the-scenes worker, and leader in scholastic journalism, we salute Jim Davidson for his work in maintaining the highest standards of our profession.”

Jim is the former editor of *Photolith* magazine and director of the National School Yearbook/Newspaper Association. While at Lake Highlands, he has received the Gold Key from CSPA and the Max Haddick Teacher of the Year Award from ILPC. He was also a founding member of the Dallas County All-American Publications Workshop and was one of the original faculty members of the ILPC Summer Publications Workshop.

### State Meet Journalism contests to begin earlier

The State Meet journalism contest schedule has been changed. In the past, the news writing contest began at 1 p.m., followed by features at 2 p.m., editorials at 4 p.m. and headlines at 5 p.m. The awards assembly was then scheduled at 7:30 p.m.

This spring, the editorial writing contest will begin at 10 a.m., followed by headline writing at 11 a.m. The news writing contest will begin at 12:30 p.m., followed by feature writing at 1:30 p.m. The awards assembly will be scheduled at 6 p.m.

“This schedule allows us to finish earlier in the evening, and does not affect the conflict pattern,” journalism director Bobby Hawthorne said.

Association of Basketball Coaches. His teams have advanced to the state basketball tournament three years, the regional basketball tournament seven years and post-season playoffs 20 years. Thirteen of Nichols' students at South Garland have gone to college on scholarships and 90 percent of his players go to college.

LUCY HAUG - In her 17 years of teaching and coaching girls' basketball, Haug has conducted summer basketball camps, coached at collegiate basketball camps, served on the All-region Girls' Selection Committee and been selected Coach of the Year in 1988-89, 1991-92 and 1992-93 by her peers in district. A total of 79 players at Plano East have received honors under the leadership of Haug. In addition, she has coached five teams to the playoffs.

BOB MCQUEEN - McQueen has served as a coach in Texas schools for 31 years, and has been the Athletic Director and Head Football Coach at Temple High School for 21 years. During the 1979-80 school year, McQueen was named Coach of the Year in State, Southwest Coach of the Year and runner-up National Coach of the Year. He served as president of the Texas High School Coaches Association and his staff was chosen to coach the THSCA All-Star game in July, 1979. In 1992-93, Temple was 15-1 and won the 5A State Football Championship. Temple is the only school in the history of Texas football to have compiled fifty consecutive regular season wins. McQueen's overall head coaching record in 20 years as head coach is 225 wins, 58 losses and 7 ties.

## Keyboarding revision complete

Committee composes, refines development of computer applications contest

By PAT WISDOM

With both the present and future curriculum needs in mind, an insightful UIL Standing Committee on Academics submitted a proposal to the October, 1991 Legislative Council to study a transition from a keyboarding contest using the typewriter to one using computer word processing skills. Subsequently, the October 1992 UIL Legislative Council instructed the UIL staff to draft a proposal for a computer contest with business applications to be considered for adoption in the 1994-95 school year. Pursuant to this request, a 10-member committee consisting of experienced business education instructors and professionals from across the state was formulated to take on this important task.

The Computer Applications Contest committee, chaired by Sadie Smallwood, keyboarding/business education teacher at Crockett High School in Austin, met in four separate and lengthy sessions to compose and refine the detail of the revised Keyboarding competition and to establish the new guidelines for the academic event. After considering each aspect of the existing program in light of current technologies and expectations in the workplace, the committee arrived at a proposal to be submitted to the June 1993 Standing Committee on Academics.

After sending the proposal back to the school districts following the June UIL Legislative Council adoption, further input was used to make important

revisions. Just as in the keyboarding contest, the committee agreed to open participation up to all high school students without restrictions or the number of times that students may enter. The word "business" was eliminated from the title of the contest in order that reference not be made to a specific course title.

*Nature / Grading of the Contest.* In addition to assessing typing speed and accuracy, the revised 50-minute contest will challenge students' skills in the use of database, spreadsheet, and integration of computer functions, skills introduced in their middle school computer literacy course. It may include such applications as unarranged copy, search/replace, mail merge, headers/footers, columnar reports, and editing. Contestants will have the opportunity to process as many as three applications. Each application will be assigned a weighted point value, based on difficulty, which will be so indicated on the contest paper, and each will be graded by a separate grader.

*Participation / Facilities / Materials / Software / Hardware.* Because the contest will be in the pilot stage as some districts make transitions to computer keyboarding, only two contestants will advance from each level. Any student of the school's choosing in grades 9-12 is eligible to compete as long as all other eligibility requirements are met. The same room facilities which were used for the typing competition will most likely be adequate for the computer applications contest, since schools will probably send two computers and one printer with their students. In addition to computer diskettes and paper, contestants may optionally use copy stands, a dictionary, word-division book, spell check on software, and one published

office reference manual. Regular word processing software, such as *Microsoft Works* or *Word Perfect Works* installed on any hard drive computer, is acceptable for this competition.

*Personnel.* At least two assistants and one monitor will work with the contest director to ensure that all contest procedures are followed. Contest procedures are similar to most other contests as far as roll call, contestant numbers, distribution of materials, and so on.

*Committee Members.* Chair Sadie Smallwood will also be the director of the new computer applications contest, as well as the director in transition from the keyboarding contest. Pam Starr of Johnson City acted as secretary for the proposal committee. Two keyboarding/business education teachers from Round Rock, Jane Miller and Cindy Teich, and computer applications teachers Joey Gorman from McKinney, Barbara Daily of Leander, and Kathy Collins of Del Valle made up the committee, with consultation from Sally Wiedemann, Texas Education Agency Director of Business Education and Alan Thompson, University of Texas Associate Dean and outgoing UIL Keyboarding state director.

If you would like a copy of the computer applications proposal which passed at the October Legislative Council session, please send a stamped, self-addressed envelope with the words "Computer Applications Contest" printed above your name. We implore your trust that the judgment of the UIL Legislative Council to move forward in the upgrading of this contest was a wise one that could have positive impact on the school district's technological decisions as well as on the preparedness of your students for today's job force.

### 1993 UIL ACADEMIC STATE CHAMPIONS

1A - Lindsay  
2A - Wimberley  
3A - Seminole  
4A - Austin Westlake  
5A - Klein

#### Team substitution allowance changed

Pending State Board of Education approval, a rule restricting schools to one substitution per academic team will go into effect August 1, 1994. The UIL Legislative Council approved a proposal limiting the number of substitutions permitted in academic contests to one at regional and one at the State Meet level.

The rule will affect current issues and events, accounting, calculator applications, computer science, literary criticism, mathematics, science and cross-examination debate.

"Allowing more than one substitution compromises the team component and denies higher ranking individual students the opportunity to compete," Pat Wisdom, UIL academic director, said. "At times, substitutions are understandably necessary because of illness, accident, or no-pass, no-play. But we have heard that some schools have substituted students who did not advance in other contests onto current issues and events or literary criticism teams, for example. We think this violates the spirit of educational competition."

#### An Additional Debate Resource

Through a grant to the National Federation of State High School Associations, the Robert Wood Johnson Foundation has provided funds to collect and reprint basic materials on the health insurance debate resolution. The 257-page primer contains material published in the journal *Health Affairs* over the past two and a half years. Essays include pro and con positions on health care reform proposals as well as data necessary to understanding the health care reform debate.

The UIL office has received 500 copies of *Debating Health Care Reform: A Primer from Health Affairs*, edited by John K. Inglehart. These will be made available at no cost on a first-come, first-serve basis as long as supplies last. Schools are limited to a single copy. To obtain a free copy, debate coaches may send a request with their name, school, conference, and mailing address. Please type or print clearly.

## Approach CI&E essay from different angles

By BOBBY HAWTHORNE  
Current Issues & Events Director

If keeping track of day-to-day news worries students, the prospects of fusing all of that information into coherent essays terrifies them. No doubt, the most challenging aspect of the Current Issues & Events contest is the essay component.

It should be some comfort that the essay prompt will deal only with the most important issues of the day: i.e. presidential politics, revolutions in Russia, and the economy, just to name a few. We select essay prompts based on their multi-dimensional character.

We want students to be able to address them from several angles, primarily political, economic, cultural, and social. We don't expect students to come into the contest with a head full of numbers and direct quotes at their disposal, and we don't allow them to dolly in boxes of research material, as is done in the extemporaneous speaking contests.

We do however expect students to understand and analyze the big picture. For example, the essay prompt at the 1993 State Meet was, "In

looking at President Clinton's first 100 days in office, *The New York Times* wrote, 'Mr. Clinton won the election because he focused on one message ('It's the economy, stupid'), despite his policy-wonk tendency to move in a thousand directions at once. It's still early, and a hundred days really don't mean that much, but one lesson he can learn from his slump in Washington and at the polls is not to confuse motion with progress.'

"In its first 100 days, where has the Clinton administration made progress, and where has it merely been in motion?"

Now, let's look at this question in terms of politics, economics, culture and society.

*Politics* - He came into office with the goal of reinventing government, but in the first 100 days he went back on his promise of a tax cut for the middle class, backed off on certain environmental promises, abandoned a proposal to lift an immigration ban on people with the AIDS virus after Congress voted to keep it, and caved in to Bob Dole on the economic stimulus plan.

In foreign affairs, he left intact the Bush administration policy of forcibly returning Haitian refugees, and took little action to halt Serbian

aggression in Bosnia.

He also led a bungled, drawn-out search for an attorney general, and was criticized for leaving the plan of action for the Branch Davidians to Attorney General Janet Reno.

*Economics* - Although he passed a budget plan in record time and cut his White House staff by 25 percent, he was forced to compromise on many economic issues. Also, he did little to advance the North American Free Trade Agreement.

*Society* - He began chipping away at Reagan-Bush policies by signing the Family Leave Bill and lifting restrictions on abortion and fetal tissue research.

*Culture* - He wasted precious political capital and time on the issue of gays in the military, a move that the American people did not seem prepared to embrace. He also came perilously close to associating himself too closely with Hollywood types who are perceived by the mainstream as too liberal.

With this broad understanding of the opening days of the Clinton administration, students should have been able to coalesce the information

into a clear, logical essay. Of course, that wasn't always the case. Many students failed to generate enough data to support the point of their essay. Others editorialized rather than analyzed or interpreted. Others still did little more than rehash the essay prompt itself.

But a few scored high marks by opening with a controlling idea sentence, supporting it with accurate and relevant evidence, organizing it from beginning to conclusion, and editing it for structure, capitalization, punctuation, spelling and legibility. These were the students who, at the end of the day, took home gold, silver and bronze medals.

It is too early to predict what the essay prompts will be for district, region and State meets. As President Clinton rightly stated in chastising ABC's Brett Hume at the conclusion of a statement by Supreme Court nominee Ruth Bader Ginsburg, the American media has an insatiable desire to define all news in terms of political process. So it's probable that actions of the current administration will be at the heart of all essay questions. Given this, it's important that students be taught now to examine issues from angles other than politics.

## Get ready for the technological challenge

As the movement from the private sector to restructure our schools gains steam, the need for schools to engage the most powerful locomotives of change is crucial. One of these powerful locomotives has to be the expanded use of computer technology. Since the announcement of the new UIL Computer Applications competition to take the place of Keyboarding beginning in 1994-95, a number of schools have reported that they have very limited or no access to computers. Perhaps this is one of the reasons that private business entities are taking such active interest in delineating what our curriculum priorities should be. For better or worse, the restructuring locomotive is moving down the tracks, and we can either get on board or stay behind and let private business proceed with little of the school's input.

Technology funding provided through special allocation from the Texas Education Agency beginning in 1992 was intended to open new avenues for technological enrichment that had not been previously available for many school districts. Simply by submitting a five-year plan delineating how the school district will use the funds, the grant is given. Although the \$30 per pupil per year award is meager in light of the need in a number of school districts, the intent of the grant is to make computer technology increasingly available to all school students. Is your school district taking advantage of this opportunity?

The fact is that a number of funding resources for technology are available to school districts whose staff is willing to submit a practical proposal. By stating need and showing how monies would be used to benefit both the students and the community, schools have a good chance of receiving



Pat Wisdom

technology funds. If sanctioned by the superintendent and school board, an interested teacher could act as the school district's technology coordinator and write a proposal on behalf of his/her students. An information listing of resources for computer technology funding can be obtained through the Texas Center for Educational Technology by contacting Kathlene Holmes at 817/565-4433. Delia Duffey, technology grant coordinator with the Texas Education Agency, would be pleased to provide school districts with details about a new House Bill 183 Planning Grant which provides \$10,000 to \$25,000 funding initiatives to school districts with innovative ideas about how to expand the curriculum with computer technology. Her contact number is 512/463-9400. She can also fill in interested parties on how to secure TENET mini grants.

More competitive school districts may wish to submit a grant proposal to the U.S. Department of Education. The technology contact number for the USDE is 202/708-9495. Several other funding resources exist within the school community, even in the remotest areas, but these resources may remain untapped if school personnel fail to inquire.

Consider the number of business offices to-

day that use the typewriter as the major word processing machine. Perhaps they can be counted on one hand. How many of these are planning to phase in a computer system within the next two years? How will the private sector view keyboarding programs that have not kept pace with this imminent change? Since many private entities are now intervening to "upgrade" the curriculum, it would behoove the schools to take more expedient action to ensure that their young people will receive preparation for the "current" demands of the workplace.

Are we advocating that you immediately pitch all the old typewriters out the train window and move down the fast track with 30 expensive hard-drive computers? Not really. Typewriters remain useful for filling out prepared documents, and many schools may choose to use both the computer and typewriter as transition is made from one to the other. Some typewriters, such as the *Swintec 2000*, are computer adaptable and may be connected to VGA monitors and used like computer keyboards. Because technology is ever changing, the most cost effective computer may be one that is easily upgradeable to several extra megabytes. But, yes, the transition to computers is necessary and becoming increasingly expedient in light of the public demand.

The 1992-93 textbook adoption cycle initiated computer software choices as options to the regular printed texts. The only textbook choices provided for the required middle school computer literacy course were computer software programs. The curriculum in this course is performance driven and incorporates database, spreadsheet, and graphic skills, as well as keyboarding skills. The high

school keyboarding and computer applications courses logically continue where this middle school introduction left off. Will high school students be allowed to move up the track from where they have come, or will they be stalled on a side track in a typewriter class waiting for the locomotive to make connection?

Change can sometimes be painful, but because it is for the ultimate benefit of all, we endure and press forward. Private businesses are no longer willing to wait for our schools to 'bite the bullet' and make the necessary changes to bring students to workforce adequacy. Do we really want the transition from typewriters to computers to be railroaded by powers that lack knowledge of the curriculum and empathy for the individual situation? Transition from the UIL keyboarding to the computer applications contest may mean that the two district students selected to compete will have to come from the computer applications or computer science classes until keyboarding is taught on the computer as a continuance of skills learned in junior high.

Technology funding is available only for the asking, and computer courses are required at both the junior high and high school levels, so "not having access" may not be a viable reason for delaying the transition. Schools that make modern technology a funding priority will have the computers needed to teach the necessary courses. Regardless of the transition mechanism, it is time to steam forward with internal curriculum reform which recognizes the computer as one of the most essential locomotives of progress if students are to be made ready to meet the demands of the business workplace.

## Alamo scholar/athletes chosen

### More than \$47,000 awarded to TILF scholarships

The 1993 high school football season and Alamo Scholar/Athlete of the Week program gather momentum this fall. Sponsored by Alamo Rent A Car, the program has awarded more than \$47,000 in scholarships to 94 students since its inception last year. In October, four more remarkable Texas high school seniors were recognized for their ability to successfully meet the challenge of balancing academics and athletics.

Alamo Scholar/Athletes are selected for their exemplary performances in school and on the playing field. They serve as a role model for their peers, exhibiting the discipline required to maintain high marks, contribute to an athletic team and commit to several school and community projects. The four students chosen in October exceed these qualifications and make ideal recipients for the Alamo Scholar/Athlete of the Week award. They are:

★ Senior Brian Chesney of El Paso Coronado. Ranking in the top six percent of his class of almost 800, Chesney starts as wide receiver and strong safety for the Thunderbirds. Active in the National Honor Society,

he also received an academic achievement award from New Mexico State University and a Principal's Select Student award. Hoping to attend Rice University in the fall, Chesney will pursue an engineering major.

★ Greg Collins of Clarendon. Greg is the Broncos' star wing back and linebacker. Currently ranked number one academically in his class, he also is the president of the student body and the National Honor Society, devotes his weekends to assisting the Clarendon Emergency Medical Services team as a certified medical attendant.

★ Dickie Gipson of Sudan High School. He is ranked in the top 10 percent of his class and is actively involved with the National Honor Society and the Industrial Arts Club. He was a member of the state finalist football team last year.

★ Kendall Cleveland from West Orange-Stark High School. When football season is over, Cleveland goes into training for the track season. A long jumper, Cleveland placed second at the state track meet last year jumping 23-foot-10-inches.

Winners of the Alamo Scholar/Athlete of the Week award receive a

commemorative trophy, a Scholar/Athlete cap and T-Shirt and a \$500 scholarship donation to their high school, which is awarded to the student upon graduation. In addition, honorees are featured each week in a segment on *The Alamo High School Extra*, a program broadcast on Home Sports Entertainment every Wednesday at 6:30 p.m. and again on Thursday at 11 p.m. throughout the fall.

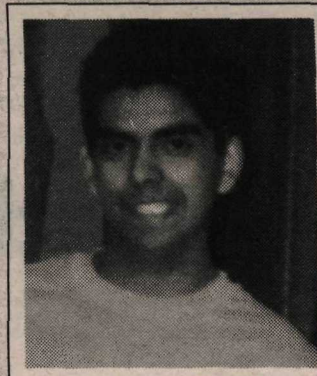
The largest independently owned and operated car rental firm nationwide, Alamo serves more than 100 million travelers a year through 109 high volume locations in the United States including 61 on-airport, plus 28 international locations in the United Kingdom, Switzerland, Ireland and the Netherlands. In Texas, Alamo sponsors the Alamo Scholar/Athlete of the Week program and is the official car rental company for two Texas-based college bowl games, the Alamo Bowl in San Antonio and the Cotton Bowl in Dallas. Through its affiliation with the UIL, Alamo is offering special travel rates (Rate Code TO and TM, ID number 252660) to UIL schools and their employees as well as students' families.

### TILF SCHOLARS SPEAK OUT



"My UIL experience has been a culmination of the lessons of hard work, success, failure and the skills I have learned. I will remember what it feels like to "not quite make it" and to be the best in the State. Both situations broaden character - one, a lesson in humility; the other, self-esteem. I look at my gold medal and see not only a symbol of success, but also the many painstaking hours it took to obtain that honor. I will carry the ability to speak in public with me for the rest of my life, and I will also carry the memories of comradeship and competition associated with the acquisition of that ability."

Stacy Bergendahl, Midway High School, Hewitt, Texas.  
Abell-Hanger Scholarship.



"Playing with math problems started out as a way to keep busy. Night by night my knowledge increased. Even though I was pitiful when I started, I stuck to it. Over the years, my inferiority complex disappeared. In fact, I noticed that I had confidence - not an ego, but self-confidence. I became a new person. It is thoroughly shocking how much an activity can change a person, but then again, such a didactic activity as UIL math is bound to reshape a person's mind."

Hector Zubiarte, LBJ High School, Austin.  
Moody Foundation Scholarship.





# OAP contest provides motivation, evaluation

Since I'll be in China on the deadline day for this *Leaguer*, I notified you last month that you would be reading a repeat of one of my previous efforts. For those who have been reading this sermon for 20 years or read it in May '92, I ask your indulgence. For directors who have become involved in the past two years, I urge you to consider and plan carefully.

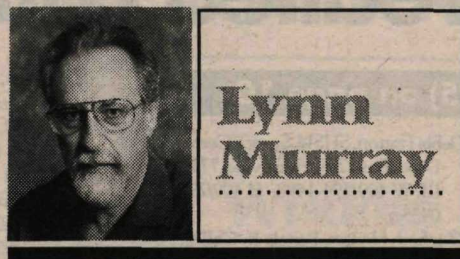
I urge beginning directors, those with minimal experience or without theatre training, and directors new in Texas to talk to those with considerable experience, directors that have won a few times, and those professionally involved in the annual evaluation by UIL and the UIL Committee of the Texas Educational Theatre Association. Go to workshops, play festivals, TETA conventions and workshops and other theatre training programs.

Successful directors have paid their dues. It is my opinion that these are the most productive ways to pay dues. Planning is a major key, but remember that judges will never be able to satisfy you if all you want is to know why you didn't win or decision justification.

If you haven't planned your spring semester calendar carefully this year, now is the time to consider and plan for 1993-94. I hope you're planning to include the One-Act Play Contest as a part of your schedule. The values of OAP are many, but the basic values lie in motivations to achieve excellence in those things important to society. The importance of theatre to society is evidenced by the resources society contributes to support it in its many forms. This tremendous expenditure on various forms of theatre places a responsibility on those of us who have chosen the field.

The OAP contest supplies us with two important aids: motivation and evaluation. The first is an aid to encourage students and teachers to achieve excellence and the latter provides a measurement of achievement in relationship to others. I did not say you had to win to learn by comparison.

One of the main objectives of our contest is to teach theatre as an art form and we must structure and evaluate our contest accordingly. In the present structure, we have developed a usable plan of evaluation, although it is open to human



Lynn Murray

error and mismanagement. It may be that we do not create the atmosphere that lends itself well to evaluation. Good teachers must prepare students for educational competition in order to create that atmosphere.

Sponsors for all UIL activities must be prepared for educational competition. OAP directors are no exception, but it is important for the theatre directors because they are involved as participants in a very subjective contest. OAP is a contest in acting and directing.

The play company must realize and prepare for a subjective contest in which all gain, but few get awards. Learning to grow, learning by experience, and learning by comparison is vital. Competition in educational theatre is a motivating force, but much value is lost if the only aim is winning. All must win with humility and lose with dignity. The learning is in the experience.

Educational values derived from play contests are in part accrued from preparation. The teacher plans the production, teaching students under the stimulus of anticipated contest evaluation. Here lies much of the educational value.

Our critic judge plan provides additional values. One of these is the reinforcement of those attributes which were well taught and favorably demonstrated by the students. The judge is obligated to point out areas that need improvement and suggest methods of correction. In doing this, the critic is reinforcing the director and suggesting areas of growth. The judge is not obligated to substitute for a lack of theatre training, but does serve as an extension teacher and supplements the training the director has already received.

Why should we participate in competitive theatre? Many believe that competition in the arts is degrading. We must remember that competition is the basis of a free society. If competition

works in industry, business, and athletics, it works in theatre. Director preparation and understanding the nature of educational competition is the key.

Competition in theatre promotes growth by comparison and encourages the pursuit of excellence. Success in OAP does create that all-important incentive, recognition, which often brings greater administrative support and student involvement. It is easier to justify supporting outstanding quality, but the director in OAP must have common sense.

There were 1083 actual participants in 156 districts last year. How many win? Several years ago the OAP contest changed to two advancing schools in order to temper emphasis on winning the trophy. Over 300 schools are actually recognized as "winners." Including zone winners, one-third of all entries are "winners." This does not include the multitude of individual awards at all levels of competition that bring additional recognition to participating theatre arts programs. OAP awards brought to the public's attention can be used to stimulate interest and pride in the program.

It is true that our society will more readily finance and support that which is identified or publicly recognized as successful. If we take competition out of our secondary theatre programs, we rob our programs of one of the ways to be successful and to be recognized. Our theatre programs need recognition.

Many find it difficult to believe quality theatre is possible in high school. How do we educate the public? It takes more than good publicity about coming productions. If we have our students and public properly prepared, they accept decisions and critiques as one measure of our theatre programs. OAP should not be the only measure of quality, but it can be one positive indicator. Successful experiences in OAP have served as tremendous aids to theatre programs. Many schools have had programs of outstanding quality, but productions were sparsely attended and programs remained relatively insignificant and unknown until recognition was gained by winning OAP. Use it, but control it.

Winning is not the only reason that competition is important to theatre arts programs. Par-

ticipants in theatre arts programs should certainly understand how to lose. Many have. We all live daily with winning and losing. OAP provides an opportunity for an educationally controlled exploration in the competitive adult world. Secondary school students must soon actively participate without objective supervision.

If your only goal is to win the trophy, the odds are still so great as to automatically suggest defeat. No loss of a trophy can take away the multitude of educational experiences available to students in the one-act play contest. Your play company loses only if they are not prepared for the comparative experience and their minds are closed to the informed comments of the critic. Even the poorest critic has something to offer.

Director behavior is mirrored by students. Directors must provide positive role models. When OAP directors are properly prepared and use competition as an educational tool, they are providing experiences and teaching lessons that are necessary for the student to succeed in life. The coveted trophy will be forgotten, but the profits from educational competition will provide a foundation for an improved quality of life.

Plan now to be involved in OAP in a more objective way. If you have not been able to participate in a Student Activities Conference look forward to a variation on this sermon in at least one session in January. I will deal with major issues and conduct interpretation and question and answer sessions at the TETA Convention the last week of January at the Plano Convention Center. The second district week is again Easter week and will require careful planning. Zone/districts scheduled early will still require special permission.

Everybody should read the *OAP Handbook*. Do not assume anything, even if you are an experienced director. Look in the C&CR or the *OAP Handbook* for the best answer. Try to use the subject index in both publications.

All directors have an opportunity to recommend judges for area, region, and state. If you need the form, look in the *OAP Handbook*. Do not complain when you do not act.

Texas theatre teachers are the best anywhere. Other states do not have what we have and I look forward to your help in making it better this year.

## Ineligible critic judges

ASOFOCTOBER 25, 1993)  
Accredited judges that have not yet returned their TETA dues and/or TETA membership or updated their profiles are listed below. If a district has contracted a judge on this list, the judge must pay appropriate fees and/or update their profile in order to be eligible.

- Phil Allen, 1303 Kings Hwy., Dallas, 75208 II, W 214/941-2300
- Jim Tyler Anderson, 1720 Panhandle, Denton, 76201 II, H 817/565-9569
- Robin Anderson, Waskom ISD, P.O. Box 748, Waskom, 75692 II, W 903/687-3361, H 903/687-2457
- Carroll Brown, Cisco Jr. College, Cisco, 76437 II, W 817/442-2589, H 442-2629
- Joe Allen Brown, Texas Wesleyan College, Fort Worth, 76105 II, W 817/531-4990, H 534-2161
- Anthony J. Buckley, East Texas State University, Commerce, 75429 II, W

- 903/886-5346, H 886-3031
- Lucia Bunch, 3210 Pine Bluff, Paris, 75460 II, H 903/784-5184
- Christi (Schmidjell) Campbell, Dumas High School, Box 615, Dumas, 79029 I, W 806/935-6461
- Eric J. Cates, 940 W. Austin, Cooper, 75432, 903/395-4364
- Rene Brister Chambers, Midland Community Theatre, Midland, 79705 I, W 915/682-2544, H 520-3312
- Gaylan J. Collier, 633 E N 19th Street, #322, Abilene, 79601 II
- Pamela A. Conine, 2200 Taylor #504, Commerce, 75428 II, W 903/886-5346 (ETSU), H 903/886-7132
- Pat Cook, Baylor University, Waco, 76798-7262 II, W 817/755-1861, H 772-4713
- Jerry D. Cotton, Cedar Valley College, Dallas Avenue, Lancaster, 75134 II, W 214/372-8120, H 291-5449
- La Dona R. Davis, Eustace ISD, P.O. Box 188, Eustace, 75124 II, W 903/425-8991, H 903/425-7471
- Kelly Draper, Lamar University, Beaumont, 77705 III, W 409/898-3580, H 880-1735

- Bill Durham, 1221 Barton Hills Dr. #277, Austin, 78704 IV, H 512/445-7431
- Charles Falcon, San Antonio College, 1300 San Pedro Av., San Antonio, 78284 IV, W 210/733-2726, H 822-7700
- Floyd Garcia Jr., Snyder ISD, 2901 37th Street, Snyder, 79549 I, W 915/573-7512, H 735-2465
- Barbara Gilmore, East Texas State University, Commerce, 75428 II, W 903/886-5346, H 784-5000
- Charles Grimsley, Howard Payne University, 1000 Fisk, Brownwood, 76801 II, W 915/646-2502, H 915/646-3667
- Nik Hagler, SAG/AFTRA - Houston, 2650 Fountainview #326, Houston, 77057 III, W 713/972-1806, H 489-0552
- Dana L. Hamilton, Gonzales Jr. High, Drawer M, Gonzales, 78629 II, W 210/672-8641, H 210/672-3465
- Edward J. Hamilton, 515 Robinson Avenue, El Paso, TX 79902, I, H 915/533-9696, W 915/747-5146
- Harold J. Haynes Houston Community College, 6815 Rustic, Houston, 77004 III, H 713/527-8277, W 641-9641 or 641-2725
- Kimberly J. Hedges (Funderburk), 809 Beverly, Carthage, 75633 III, H

- 903/693-3880
- Carol A. Hicks, 2103 33rd Street #7, Lubbock, 79411 I, W 765-5038 ext. 39, H 806/745-7921
- Charlene Hudgins, University of Houston-Downtown, 1 Main Street, Houston, 77002 III, W 713/758-2275, H 863-1224
- Jeff Hunter, 1502 B Braes Ridge, Austin, 78723 IV, W 512/471-5793, H 459-6853
- Silas Kennemer, 3420 Bird Street, Fort Worth, 76111 II, W 817/282-2551, ext. 236, H 838-2061
- Julie Carr Kirkpatrick, Princeton ISD, 321 Panther Prky, Princeton, 75407 IV, W 214/736-2431, H 214/734-2905
- Richard N. Leslie, McLennan Community College, Theatre, 1400 College Dr., Waco, 76708 II, W 817/750-3418, H 817/754-8514
- Lou Lindsey, McLennan Community College, 1400 College Drive, Waco, 76708 II, W 817/750-3577 or 750-3483
- Jane Freidkin McGoff, UT-Tyler, Theatre/Comm., 3900 University Blvd., Tyler, 75701 II, W 903/566-7253, H 903/581-8326
- Joseph D. Mendoza, Lee College, Baytown, 77520 III, W 713/425-6355, H 421-4580

- Margaret Mizell, Malakoff HS, Hwy 31 East, Malakoff, 75148 II, H 903/778-2652
- Danny Moss, Kilgore College, 1100 Broadway, Kilgore, TX 75663, W 903-983-8176 H 903/663-1167
- Alan Nielsen, Stephen F. Austin State University, Nacogdoches, 75962 II, W 409/568-4003, H 560-9844
- Bill Olds, Box 790, Little Elm, 75068 II, H 214/294-2214
- Steven J Peters, Baylor University, P.O. Box 97262, Waco, 76798 II, W 817/755-1861, H 776-2057
- Julie Renner, Stephen F. Austin State University, Box 9090, Nacogdoches, 75962 III, W 409/568-4003, H 564-1023
- Katie Robinson, Louisiana Tech University, Ruston, LA, 71272 II, W 318/257-2711, H 318/255-8360
- Charles A. Root, Jr., Victoria College, Victoria, 77901 IV, W 512/573-3291, H 573-5470
- Deborah Shaw, Lake Dallas HS, Theatre Dept., Box 548, Lake Dallas, 75154 II, W 817/497-2682, H 214/617-3313
- Maureen McQuade Siegel, University of Texas at Austin, Austin, 78713 IV, W 512/471-5793, H 447-5529

- Cindy SoRelle, McLennan Community College, Waco, 76708 II, W 817/750-3645, H 754-0603
- Dick Stafford, Piedmont College, P.O. Box 10, Demorest, GA., 30535, W 706/778-3000, ext. 223, H 776-2753
- Candice Stine, 125 Payton, Lufkin, 75901 III, H 409/639-3822
- Clarence Strickland, Tyler Junior College, Box 9020, Tyler, 75711 II, W 903/510-2211, H 595-0630
- Cynthia Turnbull-Langley, McLennan Community College, Waco, 76708 II, W 817/750-3691, H 512/445-6817
- C. Lee Turner, Prairie View A & M, P.O. Box 747, Prairie View, 77446 III, W 409/857-2356 or 2357, H 713/890-0773
- Patrick Clay Vaughn, Angelina College, Box 1768, Lufkin, 75901 III, W 409/633-5233 ext232, H 639-3822
- Rebecca Ramsey Walker, Frisco HS, 6927 Coon Lane, Frisco, 75034 II, W 214/377-5040, H 214/542-6370
- Mary Ellen Wright, UT-Tyler, Theatre Dept., 3900 University Dr., Tyler, 75701, II, W 903/566-7253, H 903/561-1838

## Playing under a new set of rules

Pending State Board of Education approval, changes go into effect next fall

The Legislative Council has just completed its annual meeting. A number of important changes were passed for 1994-1995. All of these changes must await the approval, usually taking place in March or April, of the State Board of Education in order to be official. Some of the more significant changes will be discussed in this article.

"Unless mutually agreed otherwise, post district contests in the team sports of baseball, basketball, soccer, softball, and volleyball, shall be at a mid-point site for schools located more than 100 miles apart." This provision would require schools to first consider a mid-point site for playoffs in team sports, other than football, when the schools are more than 100 miles apart. School time should be saved by picking a mid-point site—especially for mid-week contests.

In AAAAA baseball, basketball, soccer, softball, and volleyball, the district champion in each district will be permitted to schedule a warm-up game after district play in addition to the game limits. Important: This provision is available in 1994-1995, not in 1993-1994. Remember that the State Board has to give approval.

Effective August 1994, all coaches and officials will be required to attend a local, regional, or state rules meeting prior to their sports season. This provision is an important step in fostering greater cooperation and understanding between



**Bill Farney**

coaches and sports officials.

In golf, by district executive committee approval in district play, and in all regional and state competition, the player shall pick up the ball and record a score of nine if the eighth shot is not holed. This should speed up play in some conferences where six-hour rounds are a problem.

A student absent from school to participate on a non-school team in baseball, basketball, football, soccer, softball, or volleyball shall not participate in the next school game/match in that team sport. If the loss of school time occurs after the last scheduled school contest in that sport (whether regular season or playoffs), the student shall not participate in the first game of the ensuing school year.

In an important change to go into effect June 1, 1994, coaches will be permitted to assist in the organization, selection of players and coaches, and

supervision of facilities in non-school leagues and competition. Coaches will not be able to instruct or transport students from their school attendance zones, nor will coaches be permitted to coerce or require their athletes to participate in non-school activities. Coaches cannot be involved in these activities during the school season of a sport which they coach. It should be noted that there could be opposition to this provision to the State Board. Some school administrators fear interference with school activities.

The player limitations for non-school teams in seven-man flag football, basketball, volleyball, baseball, softball, and soccer do not apply to incoming ninth graders. Therefore, any student who has not yet entered the ninth grade will not be counted on the student limits for non-school teams. This proposal will be in effect as soon as it is approved by the State Board.

In December of 1994, students will be able to attend camps and clinics in all team sports except basketball. The allowed time for the camps is during the December Holiday break.

Other provisions were passed and will be mailed to all schools. It is important to remember that these changes are not in effect until or unless the State Board of Education approves them. Please call or write the UIL if you have questions concerning any of these changes.

## Basketball blood rule changed

Basketball practice is in full swing, with games scheduled to be in late November. This article will serve as a refresher course for rule changes that will be effective for the 1993-1994 season.

The UIL is changing the procedure for administering the blood rule that was passed by the National Federation for this season. National Federation rule 3-4-5, as it pertains to basketball, states the following: The officials shall order any player who is bleeding, or with an open wound, or has any blood on his or her uniform to leave the game for appropriate treatment and may not return prior to the first opportunity for such a player to return.

The original interpretation of this rule was that a time-out could not be used to allow the player to be treated and return to the contest. After further study, the UIL staff, with the approval of the Legislative Council, has determined that the blood rule will be interpreted as follows: A time-out may be used to treat players who have been directed by the official to leave the contest to treat a bleeding wound or remove excessive amounts of blood on their uniform. This provision is not intended to allow a time-out to be used if the coach or any other bench personnel is beckoned and/or comes onto the court to attend the injury.

It is important that the coaches have the coaching box clearly marked on the court. If the box is not marked, officials may restrict the coaches to the bench under the restrictive seat belt rule. If the home game management does not provide a box for the visiting coach, only the home school coach would be restricted to the bench.

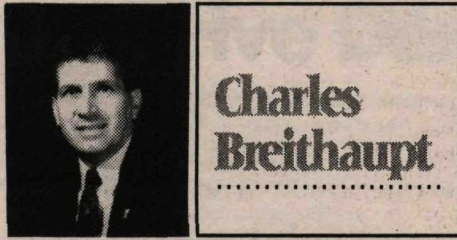
The bench decorum rule will be strictly enforced when coaches receive a technical foul. In essence, the coach is then restricted under the old seat belt rule.

Also, please be aware that the National Federation has ruled that lights on shoes that activate



### CHECK IT OUT

Dave Terre, Southwest Regional Manager for Wilson Sporting Goods, presents a \$10,000 check to UIL Director Dr. Bailey Marshall. The UIL recently that Wilson has extended its agreement with the UIL through the 1995-96 season as the exclusive supplier of UIL state championship game balls in football, tennis, basketball, softball, golf and baseball. The \$10,000 check is part of Wilson's annual sponsorship fee.



**Charles Breithaupt**

interschool contest.

- Check with athletes to make sure they are not in violation of the Amateur Rule. Review the acknowledgment rules with each player.
- Review schedules. Make sure only one game is scheduled during the school week. Remember that high school are limited to 22 contests (21 in AAAAA) plus 3 tournaments.
- Students may not participate in non-school basketball during the basketball season if they are on a school team.
- When planning practices and games, remember that 5 days are restricted during December. These 5 consecutive days must include December 24, 25, 26.
- Attend a local meeting of an officiating chapter. Know the rules.

Best of luck in the 1993-1994 season. Hope to see you in Austin in March.

### PUBLIC REPRIMANDS

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

#### COACH, SCHOOL

##### ★ BASKETBALL

- James Crenshaw, Pearland HS
- James Sykes, Coldspring HS
- Bobby Carson, Hearne HS
- Ray Snider, Fort Worth Western Hills HS
- Maurice Evans, Grapevine HS
- Barbara Townsends, Terrell Middle School
- Greg Carter, Galena Park HS
- Dennis Bither, Columbia HS
- Dusty Calhoun, Memorial HS
- Earl Williamson, Industrial HS
- Ronald Foster, Killeen Smith Middle School
- Eddie Fortenberry, Lockney
- Dusty Loewe, Grand Saline
- Earl Claiborne, Carthage
- David Benbow, Goliad
- Ralph Perez, Mirando City
- Oliver Hadnut, Jasper
- James Griffin, San Antonio Whittier Middle School
- Michael DeCello, Donna
- Jackie McNew, Eldorado
- Jackie Henderson, San Antonio Sam Houston
- 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 Burtchell, 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
- Roy 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 Later, 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
- Calvin Barber, Centerville 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.

## HOOKS ISD

The State Executive Committee issued a public reprimand to Coach Marty Renner of Hooks High School, placed him on probation through February 5, 1994, and suspended him from three basketball games of the 1991-92 season. As a condition of probation, Mr. Renner is required to arrange a meeting between administrators, coaches and officials to develop a plan to prevent future incidents of unsportsmanlike conduct and report on the plan to the UIL office by July 1, 1992.

## CORPUS CHRISTI ISD (MOODY HS)

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

## BROWNSVILLE PORTER

On August 6, 1991, the State Executive Committee issued a public reprimand to Brownsville Porter High School, put the school on probation through August 5, 1994, and required that:

- (1) the school board formally accepts the plan developed by the Management Team; and
- (2) that the UIL programs at Porter High School remain under the supervision of the Management Team through the three year probationary period.

## SOCCER RULE ERROR

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

The words in bracketed ( ) must be added to page 33 and page 44.

## CHILTON HS

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

## PRESCRIBED MUSIC LIST

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

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

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

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

Page 91 - Four Brass Class I: Vasconcelos-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)

## KARNACK ISD

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

## DALLAS ISD

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

## MCALLEN ISD

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

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

## BROWNSVILLE ISD

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

## SAN ANTONIO HIGHLANDS

The State Executive Committee suspended Mr. Gary Clark of San Antonio Highlands High School from coaching any UIL activity or being involved in UIL activities in any way, including scouting, through February 26, 1993, and was placed on probation through February 26, 1994 for knowingly playing an ineligible player. San Antonio Highlands High School was issued a public reprimand and placed on probation through February 26, 1993, and required to develop and submit a plan to the UIL to educate coaches and avoid this type of situation.

## DALLAS ISD

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

ball program and put the school on probation through February 9, 1994.

## DALLAS ISD

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

## JASPER ISD

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

## MUSIC MEMORY

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

## PICTURE MEMORY

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

## SPELLING

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

Please make the following corrections in the A+ Spelling List for 1993-94:

- 3/4 skillful, skilful
- 7/8 chaos (C)
- 7/8 gullible, gullable

## FRENSHIP HS

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

## WOODVILLE ISD

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

## HEREFORD HS

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

## DONNA HS

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

## BRAZOS HS

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

## MIRANDO CITY HS

The State Executive Committee suspended Mr. Ralph Perez, Mirando City HS, from the first 12 basketball games of the 1993-94 season for being ejected from a basketball game while on probation for having previously been ejected from a game. The committee also issued a public reprimand to Mr. Rogers and put him on probation through April 13, 1994. A condition of probation is that Mr. Perez attend five meetings of the local chapter of the Southwest Basketball Officials Association during the 1993-94 school year, including the initial meeting, and that he encourage, in writing, other coaches in the area to attend with him. The committee also issued a public reprimand to Mirando City HS, to put the school's boys' basketball program on probation through April 13, 1994, and required the school district to develop and submit to the UIL a plan to improve knowledge of UIL rules.

## RIO GRANDE CITY HS

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

## MERCEDES HS

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

## WEST ORANGE-STARK HS

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

## WESTERN HILLS HS

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

## OFFICIAL INTERPRETATIONS

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

Seventh and 8th grade volleyball practice in non-traditional school year settings can be held anytime during the traditional or non-traditional school year, provided it does not exceed 86 consecutive calendar days to practice outside the school day; 79 of the 86 days may be used to complete scrimmages and matches; equipment may be checked out to players on any one day during the week preceding the first day of school. The school would need to schedule their season to coincide with the schools they plan to compete against.

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

## AQUILLA HS

The State Executive Committee issued a public reprimand to Aquilla High School and put the school on probation in One-Act Play through September 13, 1994 for failure to participate after signing a participation card.

## AUSTIN LBJ

The State Executive Committee issued a public reprimand to Mr. Ray Jackson, Austin LBJ High School, and put him on probation in track through September 13, 1994, for violation of the Athletic Code. In addition, Mr. Jackson was suspended from the first track meet of the 1993-94 season.

## WEST-ORANGE STARK

The State Executive Committee issued a public reprimand to Mr. Dan Hooks, West Orange Stark High School, and extended his probation through July 7, 1995, for causing violations of the amateur rule. In addition Mr. Hooks was suspended from six football games of the 1993-94 season. The committee also issued a public reprimand to West Orange Stark High School and placed the football program on probation through September 13, 1994, for allowing complimentary tickets to football games to be given to student athletes and/or their parents.

## WEST ORANGE-STARK

The State Executive Committee issued a public reprimand to Mr. Cornel Thompson of West Orange Stark High School and put him on probation through September 13, 1994, for violation of practice restrictions.

## BROCK HS

The District 11A Executive Committee issued a public reprimand to Brock High School and placed the volleyball program on probation through September 15, 1994, for failure to participate in volleyball after agreeing to participate.

## DALLAS ISD

The District 10 AAAAA Executive Committee issued a public reprimand to the girls' varsity basketball teams of Dallas Kimball and Dallas Spruce, and put both schools on probation through February 19, 1994, for violation of the Athletic Code. The committee also placed the boys' varsity basketball team of Dallas Kimball High School on probation through February 25, 1994 for violation of the Athletic Code and for using an ineligible player. Brock High School and placed the volleyball program on probation through September 15, 1994, for failure to participate in volleyball after agreeing to participate.

## WESTERN HILLS HS

Mr. Walter Miller, football coach at Fort Worth Western Hills High School, has been issued a public reprimand, suspended from the first football game of the 1993-94 season, and placed on probation through July 7, 1994 for allowing an ineligible player to participate in spring training.

## 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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