

Leaguer

Out of the mouths of babes

By LORETTA ENGLISH

Did you see the full moon eclipsed by the shadow of the earth on the Sunday night after Thanksgiving? Surrendering to Middle of the Night insomnia, I put on a coat and went out into the cold night to see what I could see. My youngest child was born 12 years ago on another total eclipse of the full moon, only then we were in the middle of a heat wave.

I stood in my front yard and looked up at the night sky through the bare branches of the pecan. The shadow of the earth was sailing slowly past the moon like the darkest of clouds and the moon was surrounded by a white aura and a red orange ring.

The world is a strange and wondrous place, mysterious to all of us, and especially as seen through the eyes of children.

Following are quotes of fifth and sixth graders that we find so original, so scientifically and spiritually beguiling in their world view, that we had to pass them along to you.

★ You can listen to thunder after lightening and tell how close you came to getting hit. If you don't hear it you got hit, so never mind.

★ Talc is found in rocks and on babies.

★ The law of gravity says no fair jumping up without coming back down.

★ When they broke open molecules, they found they were only stuffed with atoms. But when they broke open atoms, they found them stuffed with explosions.

★ Clouds are high flying fogs.

★ There are twice as many H's as O's.

★ I am not sure how clouds get formed. But the clouds know how to do it, and that is the important thing.

★ Clouds just keep circling the earth around and around. And around. There is not much else to do.

★ Water vapor gets together in a cloud. When it is big enough to be called a drop, it does.

★ When there is fog, you might as well not mind looking at it.

★ Humidity is the experience of looking for air and finding water.

★ We keep track of the humidity in the air so we won't drown when we breathe.

★ In making rain water, it takes everything from H to O.

★ When rain water strikes forest fires, it heckstingwishes them. Luckily it affects we of the humans unlike that.

★ Rain is often spoken of as soft water, oppositely known as hail.

★ Rain is saved up in cloud banks.

★ In some rocks you can find the fossil footprints of fishes.

✓ Continued on page 9



ALL SMILES. Austin Westlake players celebrate after upsetting top-ranked Northwest Justin in the finals. The victory was the Chaps' second state title in three years. Below, Brian Peel and Moses Garcia of San Antonio Churchill celebrate a point scored against Klein in the semifinals of the state team tennis tournament.

Photos by JOEY LIN.

That champion season

Any state championship team is special.

How about a team that wins a Conference 5A state title and finishes the season a perfect 44-0? Houston Cypress Creek turned that very trick for head coach Debbie Joehne as the Cougars won their second championship in five trips to the state tournament. Cypress Creek defeated San Antonio Jay, the 1991 Conference 5A winner, 15-4, 15-11 in the semifinals and then Round Rock 15-4, 15-7 in the finals.

There were no surprises in the other divisions also. East Bernard beat Peaster 15-9, 15-4 in the Conference 2A finals for their 13 state crown in 19 appearances while Windthorst won its second straight Conference 1A title with a 15-9, 15-4 victory over Tilden McMullen County.

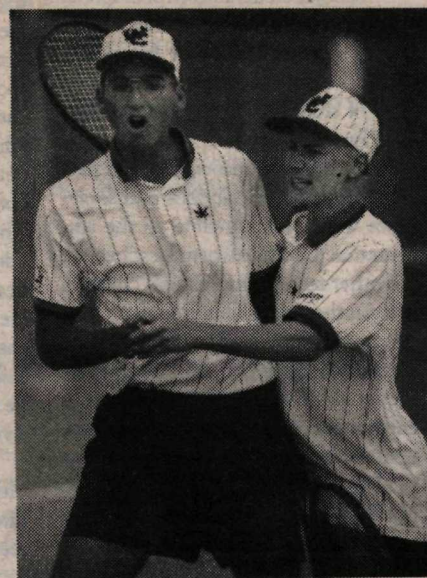
Bellville in Conference 3A and Austin Westlake in Conference 4A claimed their second state championship in three years. Bellville defeated George West in the finals, 16-14, 15-9, while Austin Westlake beat Justin Northwest 15-7, 15-5.

TEAM TENNIS

Abilene Cooper captured its first UIL Conference 5A team tennis championship last month defeating Klein 9-2 at the Pennick-Allison Tennis Center in Austin. In the Conference 4A final, San Antonio Alamo Heights held off Dallas Highland Park 10-7.

With the victory, Alamo Heights (17-1) captured their fifth state title, and frustrated Highland Park's efforts to gain their fourth crown. The loss was the first this year for the Scots.

Abilene Cooper's victory ended a decade of



frustration for the Cougars, who had advanced to the state semifinals five times without capturing a title. The Cougars (19-0) were led by the play of their girls, who swept the doubles' competition and won four of five singles matches. Klein (18-1) was trying to capture its third team tennis championship.

CROSS COUNTRY

Pace by the efforts of brothers Brad Hauser and Brent Hauser, Humble Kingwood won the Conference 5A boy's title at the 1993 UIL Cross Country Championships last month in Georgetown.

Brad won the individual race with a 15.43 time over the three-mile course while Brent was second, just five seconds back at 15.48. Kingwood finished with 42 points while Houston MacArthur, last year's champion, was second with 63 points.

Grapevine captured the girl's Conference 5A title with 81 points while the Humble Kingwood girls' were second with 88 points.

In other divisions, the Mesquite Poteet boys and New Braunfels girls' won Conference 4A titles; Canyon boys' and girls' claimed Conference 3A championships; Boys Ranch and Hamilton girls' in Conference 2A; and Plains boys' and Sulphur Springs North Hopkins girls' were all winners also.

STATE MARCHING BAND RESULTS

1A - 1. Mertzon Irion Co. 2. Plains 3. Munday 4. Nueces Canyon 5. Asherton.

2A - 1. Holliday 2. Sundown 3. Clifton 4. China Spring 5. Howe.

4A - 1. Dickinson 2. Leander 3. Mesquite Poteet 4. Coppell 5. Buda Hays

The importance of the coach, sponsor, director

The most important people in any UIL activity are the students. That is why we have activities. Within the UIL Statement of Purpose, we find the following statements:

Therefore, we reaffirm that students are the focus of our endeavor and deserve an opportunity to:

- refine physical and mental attitudes,
- nurture self-realization and build self-confidence,
- feel a sense of pride and dignity,
- experience teamwork and develop a sense of fair play,
- develop the ability to lead and the willingness to follow,
- foster self-discipline and perseverance,
- appreciate that rules, consistently applied, create order and discipline,
- learn to accept graciously the decisions of judges and officials,
- affirm self-worth in times of disappointment as well as adulation,
- cultivate lifetime skills,
- complement their classwork with practice and performance,
- have fun,
- experience the joy of achieving their potential in a wholesome environment and,
- discover that ultimately the true meaning of winning is doing one's best.

When we analyze these statements, it is evident that the coach, sponsor or director is extremely important in seeing that these objectives are reached in any competition. This means we all have to be cognizant of these objectives when working with students and not let winning become a higher priority. The priority is the education of the students, and to fully educate we must reach the stated objectives.

Quite frequently we support our extracurricular activities by saying such things as:

- 1) We are teaching good sports-



Bailey Marshall
.....

manship and ethics;

- 2) We are teaching students how to win gracefully and lose with dignity and pride;

- 3) We are giving the students opportunities to develop leadership and to learn how to make decisions under pressure;

- 4) We are teaching students how to play fairly, and that the true meaning of winning is doing one's best.

I could go on and on with the statements we hear about the importance of activities. Yet these statements are true only if the coach, sponsor or director and the fans and parents assume the proper role in directing and participating in the activities. You notice I said "if." In fact, the converse of these may be true and is true in more instances than we can justify.

- 1) Some students learn poor sportsmanship and unethical tactics. (The coach, sponsor, parent or fan downgrades the official or judge in the presence of students, or coaches conduct work outs illegally.)

- 2) Some sponsors, fans and parents, through their actions and sometimes words, communicate to the students that the officials or judges cheated, the other team or individuals cheated, or it was the team's fault if it doesn't win. The students are made to feel ashamed even if when they tried to do the best they could. Even worse, we condone or encourage students to intimidate opponents when we win or make a good play.

- 3) Some coaches and sponsors do not allow students to lead, much less try to devise ways for them to lead. The

sponsors do all the talking in group or individual sessions. They call every play and make virtually every move without any input from students.

- 4) Some coaches, directors and sponsors try to bend the rules or get their students to bend the rules. They teach how to get around the judges or officials by doing something illegal or unethical that will give the participants the advantage.

Why have many so sponsors developed practices that may teach the wrong thing? The bottom line is our society has lost sight of what our competitive programs are for. This is especially true at the college, high school, junior high and elementary school levels. Much of our society has developed a professional attitude—the only reason a team or competition exists is to win.

We can point fingers in many directions: (1) booster clubs; (2) professional teams; (3) television showing poor sportsmanship and unethical practices; (4) competition outside the schools, etc. The real culprits are all of us who work with school competition. Everyone, from the superintendent to the kindergarten teacher, must work together to see that all competition meets the objectives school competition was designed for. Coaches and sponsors in particular must be dedicated to seeing that students get a proper education. If all the objectives for competitive activities are not met, then we are not carrying out our duties properly. The sponsors also need help from the administration and school boards to keep the pressure off them when they are not winning. This doesn't mean that sponsors who do not teach proper skills and lose because of it should not be replaced—that is one of the objectives.

We must work to change this, but ultimately, it is the coach, sponsor or director who must be committed to seeing that the purposes are met.

COMMENT

While public education has been for years society's favorite test tube, interscholastic competition has withstood the tendency to rush from one whim, one fad to another, due in large part to the fact that competition remains grounded in values, particularly amateurism and equity.

Participation is its own reward; the rules apply to everyone equally.

Most likely, interscholastic contests will survive because they are rooted in these educational principles. But if school competition is to go the way of open classrooms and the quarter system, it will be because the persons most responsible for defending these values failed.

No doubt, the struggle is more difficult than ever. Into an already litigious society comes an epidemic of juvenile crime and violence, making the competitive arena at times more closely resemble the street than the classroom. Witness the posturing of high school athletes whose taunting and violence mirrors that of hockey players at best, so-called gangsta rap artists at worst.

This behavior is not the problem but rather a symptom of society's misplaced or absent values. Whether the cause is a question of economics, morals or politics, the fact remains that the win-at-all-costs mentality is exacerbated by a lack of respect for the officials, the opponent or the rules.

The potential for violence has always existed in school sports, but it has never been tolerated. America's culture of violence threatens to create an environment in which it is not only tolerated but eagerly awaited. If we ever arrive to the point where educators defend violence either through their actions or silence, then all may be lost.

This fall, San Antonio Independent School District Superintendent Victor Rodriguez pulled two teams from the football playoffs because of an on-the-field melee that included players and fans, sending a unqualified message that such behavior would not be tolerated; that it would, in fact, be severely punished.

This outraged a few parents, several of whom appealed to the legal system to overturn the decision. Fortunately, the courts refused to intercede, and his ruling stood. In a perfect world, all parents would have applauded Dr. Rodriguez rather than de facto sanctioning bedlam.

Leaguer

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

Vocal sight-reading recommendations approved

By RICHARD FLOYD
Director of Music

During its 1991 meeting, the vocal representatives to the UIL/TMEA Advisory Committee voted to form a committee that would review all aspects of the UIL vocal sight-reading contest. This committee has met extensively during the past 14 months to study the various issues surrounding the vocal sight-reading music contest as well as those concerns that surfaced as a result of the statewide sight-reading music survey taken in the spring of 1992. At this point the committee has formulated several specific recommendations that have been approved and/or adopted for the 1994-95 school year. The major revisions are as follows:

SELECTION CRITERIA

Specific guidelines are available from the UIL office for any composer who wishes to write music for consideration by the sight-reading music selection committee. These guidelines spell out the key signatures, time signatures, ranges, rhythmic complexities, technical considerations, duration and other performance factors that can appear in sight-reading music for each classification of choir from Class C middle school through AAAAA high school.

Since the criteria contained in these guidelines had not been reviewed or revised since 1984, one of the committee's tasks was to study these guidelines in consultation with the vocal sight-reading music selection committee and make appropriate revisions that would hopefully assure that the music being composed for sight-reading contest would be consistent with the performance expectations we hold for each classification.

These revisions have been completed and it is planned that they will be published in the summer issue of *Texas Sings* (the official publication of the Texas Choral Directors Association) and also will be available from the UIL state office after June 1 of 1994. These changes will be

Now is the perfect time for choir directors throughout the state to offer input.

reflected in the sight-reading music being written for the 1995 contests. Music to be read this spring will conform to the same criteria used in the past.

PROCEDURES

Over the past several years there have been a number of modifications and additions to the procedures a choral director must follow during the discussion periods in the sight-reading room.

These piecemeal revisions, while valid and well meaning, have resulted in language that has, at times, led to confusion and misinterpretation. The committee has worked diligently to rewrite totally this section of the contest rules so that it is easier to understand and less likely to create any misunderstanding or confusion. The procedure is essentially the same with the exception of the following modifications: (1) the revision gives the director an option regarding when to have the tonic chord sounded during the discussion period and, (2) all choirs will be allowed to use their preferred system of sight singing on the second reading rather than using the text. The second reading will still be a cappella.

Since these rules are a part of the *Constitution and Contest Rules* (C&CR) they can not go into effect immediately, even though they have been widely endorsed by choral directors throughout Texas because rule changes in the C&CR must have the approval of the UIL Legislative Council and the State Board of Education. The approval procedure takes a full year and is underway way at this time.

With the favorable recommendation of the UIL/TMEA Music Advisory Committee, the Legislative Council has approved the proposed changes. The revisions will now go before the State Board of Education in early 1994 for adoption and implementation in the 1994-95 school year. Consequently choirs will not encounter these changes until the 1995 spring concert and sight-reading contests. Details concerning the revised procedures will be discussed in detail in the September 1994 *Leaguer*.

PILOT PROJECT

At present the committee is considering recommendations regarding the current sight-reading format that were submitted to it by choir directors throughout the

state.

In addition the committee is studying the sight-reading contest format used in other states. It is likely that this study will result in a pilot project to be conducted during the spring of 1995. The project, similar to the band sight-reading pilot project taking place this coming spring in Region 18, will be conducted in one or more volunteer regions. The project will focus on a process designed to place a greater emphasis on a cappella sight-reading.

The exact format is still very much in the planning stages. Therefore, now is the perfect time for choir directors throughout the state to offer input. The committee members names, addresses and phone numbers appear elsewhere on this page. They want to hear from you. Contact them.

SUMMARY

As we all ponder these changes we must keep in mind the fact that one of our primary goals in the rehearsal room must remain to teach musical literacy. John Bingham, educator, administrator, school board member and author of the handbook for the music advocate entitled "How To Save Your School Music Program" states very simply, "If 'Johnny can't read', we have an indictment of the entire system of education; if 'Johnny can't read music', we have an indictment of the music program."

He goes on to say that there are essentially two (non-exclusive) competencies that should be evident when a student completes a public school music program.

They are:

- (1) The student should be able to read music independent of the teacher.
- (2) The student should be able to demonstrate appreciation for the discrimination of quality in the art of music.

These are simple straightforward expectations. We have the opportunity to measure the first of these expectations in the sight-reading room. The work of this committee combined with input from all Texas choir directors gives our profession the opportunity and the challenge to make sure that the procedures we utilize in our contest program accurately measure and clearly encourage the mastery of this essential learning outcome.

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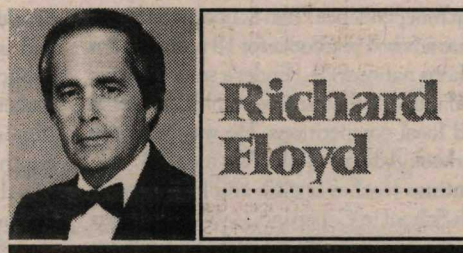
An extension of the classroom

Based on essential elements, adjudication is valuable component of the music education process

One of the primary cornerstones of the educational substance of the UIL Music Contest program is the quality of adjudication that is provided for the performing organizations and student musicians of the State of Texas.

The purpose of this adjudication is not simply to assign a division rating to a performance but rather to provide a concise evaluation of the strengths and weaknesses of each musical demonstration and offer recommendations for continued musical growth. These critiques, which address both concert and sightreading skills, deal almost exclusively with the essential elements as outlined in the *State Board of Education Rules for Curriculum* (chapter 75). As such, while any competition is presently considered extra curricular, the actual adjudication is a true extension of the classroom and a valuable component of the music education process.

This important element of any music competition is often taken for granted since the behind-the-scenes arrangements for judges takes place weeks, and even months, before the actual contest.



Richard
Floyd

Also forgotten is the fact that the majority of those best qualified to evaluate music performances come from the rank and file of our music educators who daily work with music students in public schools throughout Texas. These teachers give significant time and often travel extreme distances for minimal compensation in order to serve as judges for our UIL music contests. Without their willingness to serve in this capacity, it would be difficult, if not impossible, to provide a level of adjudication that is commensurate with the quality of music education that exists in our schools.

The benefits of contest participation and ad-

judication are not one-sided. There is another dimension. It is assumed that the students will benefit from the critique, but seldom noted is the fact that any contest experience offers the potential for a significant growth experience on the part of the judges as well. The exercise of judging heightens hearing and communication skills. Skills that are invaluable in the classroom and rehearsal hall. In short, judging experiences enhances one's ability to be a successful, productive teacher. Consequently, school administrators should look with favor upon opportunities for members of their music faculty to serve as judges.

While most contests take place on Saturday, there are some exceptions because of economic or logistical reasons. Also, there are sites in the state that must schedule more than one day of events to accommodate all participating groups. These contests often require the use of a school day to complete. While the participating groups miss a minimal amount of school time, (contest participation requires only one and one half hours plus travel time) judges must be present for the duration of the

competition. Judges for these contests find it necessary to make arrangements with their school administration to be away from their own campus and cover their normal teaching responsibilities in order to accept such a judging assignment. Under these circumstances, school administrators are encouraged to respond favorably when faculty members ask permission to serve as an adjudicator. Such action demonstrates a sensitivity to the scheduling needs of UIL contests, an appreciation of the importance of having qualified judges for the participants in these events and an awareness of the valuable experiences that teachers who serve as judges bring back to their own classroom and students. The result will be a continued availability of highly qualified adjudicators and enriching experiences for our music educators as well.

The preceding essay is also available in brochure form from the National Federation of School Activities Associations. It has been endorsed by that organization's music committee. National Federation, 11724 Plaza Circle, P.O. Box 20626, Kansas City, Missouri 64195

Rummaging in the compost pile

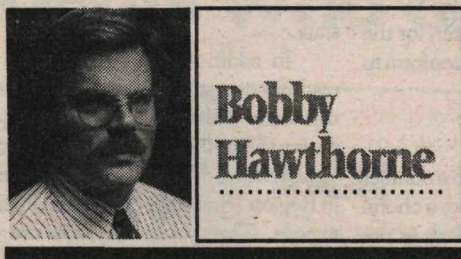
Media are learning what top journalism programs have known all along.

In a few weeks, the UIL will leave the haunted old sorority house that has served as its headquarters for the past 20 years or so for more up-town digs on the shores of Lake Austin, just across the street from a city golf course. It's a temporary move until the League's new billion-dollar complex is finished, but as any of you who've been forced to pack up and relocate understand, no move is minor.

Especially for a pack-rat. I've made a good faith effort to toss out or recycle anything toss-outable or recyclable, but it hasn't been easy. I've always believed that if someone spent the time to write me, then he or she expected me to keep the letter forever. So I'm saving stacks of correspondence. Besides, one day, collectors may pay top-dollar for a Chuck Savedge or Jim Paschal signature. It could happen. How many of us thought to save our Beatle trading cards?

I also save newspaper clippings. I'm an inveterate newspaper clipper, and I have one of those double-size desk drawers where I dump them, hoping they'll compost into something useful.

Here's an article from the May 19, 1993 issue of *Education Week*, trumpeting the outset of a "quiet revolution" in writing. Rather than the "make the assignment, give students two days in the library, and grade the final paper" approach, teachers in Virginia and across the nation are having their students discuss their topics with each other. "They produce several drafts and receive feedback on their writings from teacher and class-



Bobby Hawthorne

mates.

"The emphasis... is to encourage students to think of writing as a process that might include brainstorming, some pre-writing, revising, and editing. Teachers are less concerned with the grammar their students use and more concerned with what they have to say."

A quiet revolution? More like, "Wake me up when the war is over." This approach has been at the heart of good journalism programs for years, which brings me to a particularly uninformed comment I found in the December issue of *Texas Monthly*. Writing about the recent stab at raising core curriculum standards, executive editor Paul Burka protested that electives—speech, journalism, fine arts—have watered down the new science and math-enriched program.

How many classes of math and science can a kid take in one day anyway? How many should they? Recently on PBS's MacNeil-Lehrer Hour, Jim Lehrer interviewed Dr. Carl Varnus, the new director of the National Institute of Health and a Nobel Prize-winning biologist. The major portion of the discussion concerned AIDS research, but toward the end of the interview Lehrer asked how someone who began his graduate career as a student of 17th century literature becomes a Nobel

Prize winner, and how, if at all, studying literature made him a better scientist. He replied, "Learning to write and speak effectively have helped me immeasurably."

Clearly, he didn't believe his education had been watered down by taking writing or speaking classes.

Odd too that writing classes would be maligned when just last month, the Higher Education Coordinating Board toughened the TASP test, igniting fears that failure rates on the basic skills exam will soar. The writing portion will be an essay that is academically oriented instead of the previously accepted personal narrative. I don't expect this minimum requirement to scare many journalism students.

Moving on, here's an article from the May 10, 1993 *Newsweek*: "In a typical high school, a noisy class usually means there's a substitute teacher on hand. But in room 403 at Pomperaug High School in Southbury, Conn., chatter is actually part of the learning process. Gone is the traditional format: teacher at the head of the class, students lined up at individual desks. The 34 sophomores are grouped in clusters while four teachers mill about, overseeing their work."

The school, *Newsweek* reports, represents an experiment with "cooperative learning." This is hardly experimental for newspaper and yearbook staffs, who work in teams while advisers serve as guides rather than policemen.

Finally, I'm always intrigued by the various studies and polls, i.e. "Hundreds of thousands of bright American students sit bored in classes where the teacher rehashes lessons they already know, according to the first Education Department study on gifted children in two decades."

Here's another: "A survey of some of the nation's highest-achieving teen-agers found that 20 percent of the female students had been sexually assaulted by someone they knew, and of that group, 17 percent said they had tried to commit suicide. The results, from the *Who's Who Among American High School Students* 24th annual survey, indicate that top students are not immune to the troubles facing U.S. teens."

And this one: "American young people aspire to more education than they did 10 years ago, and more high school students are taking courses to prepare them for college preparatory classes, a new Education Department report says. But their performance in mathematics, science and reading has not improved significantly."

Draw your own conclusions. Here's mine: Electives such as journalism, speech and drama keep students interested, focused and motivated. They also provide students a safe haven in an otherwise hostile environment. But being warm and fuzzy isn't enough. These programs must teach the same rigorous life and thinking skills that the die-hard core curriculum advocates demand.

The good ones do.

PARTING SHOTS

- Congratulations to Brenda Stelzel of East Bernard and Dow Tate of Dallas Hillcrest, two of the Denius Award recipients (see November Leaguer).

- There is no amateur rule in UIL journalism or ILPC. Working for a newspaper or magazine for pay does not endanger student eligibility.

- Just so you'd know, the original primary headline for Treva Dayton's column on page 5 was "A giant sucking sound." She made me change it.

Look who's talking, LXVII

ILPC's 67th annual spring convention to feature Dow Jones National High School Journalism Teacher of the Year

Jack Kennedy, 1993 Dow Jones Journalism Teacher of the Year, will be among a slate of eight special guest speakers at the 67th annual ILPC State Convention, April 16-17 at the University of Texas at Austin. More than 100 instructional sessions will be held, along with exhibits, displays, issue-oriented discussions and awards ceremonies.

The convention ends with the Grand Awards Assembly, during which top newspaper, yearbook and advising awards are announced.

Schools are urged to make hotel reservations as soon as possible.

Special guest speakers include:

Jack Kennedy, the 1993 Dow Jones Newspaper Fund National Journalism Teacher of the Year, is a 16-year adviser who works with newspaper, yearbook, literary magazine and video at City High School in Iowa City, Iowa. The *Red & White* yearbook has been an All-American the past four years. The *Little Hawk* newsmagazine has won three National Pacemakers in the past six years, and NSPA/JEA national convention Best of Show three of the past four years.

Kennedy has won the CSPA Gold Key, has been named a Distinguished Adviser by Dow Jones Newspaper Fund, has been named a University of Iowa Distinguished Teacher, and was one of five finalists for Iowa Teacher of the Year. He regularly speaks at journalism conventions and workshops around the country. He is also president of the Iowa High School Press Association and is JEA Curriculum Commissioner.

Kathy Daly has advised yearbooks for 17 years. She currently teaches at Overland High School, Aurora, CO. Overland's yearbook, *Trail*, won Gold and Silver Crowns

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ILPC

CONVENTION

headquarters will again be held in the Joe C. Thompson Conference Center on the University of Texas at Austin campus. Registration is \$15 per person. More than 100 instructional sessions in all phases of student publications are scheduled. Career and college-oriented sessions will be also scheduled. Registration materials and convention information are available from ILPC, Box 8028, UT Station, Austin, TX 78713-8028. 512/471-5883 or FAX 471-5908.

from CSPA, a National Pacemaker from NSPA and the All-Coloradan award from the Colorado High School Press Association. Daly is Vice President of the CSPA Adviser's Board and has taught at workshops and conventions across the country.

In March, 1993, she received the Gold Key Award from the Columbia Scholastic Press Association.

Paul Ender is a Pacemaker and Gold Crown yearbook adviser from Independence High School in San Jose, California. He has advised yearbooks for 18 years and has taught in workshops nationwide. Ender's students have won top staff and individual awards from NSPA, CSPA and in state and local competitions. He was Northern California's Yearbook Adviser of the Year for 1991.

Nick Ferentinos teaches English and journalism at Homestead High School in Cupertino, California, where he began his career in 1965. Since 1976, he has been adviser to the Epitaph, a nationally-recognized student newspaper. The publication is a charter member of the National Scholastic Press Association's Hall of Fame, and has earned several Pacemakers from NSPA and Gold Crowns from CSPA. Ferentinos holds the Gold Key from CSPA and in 1988 was named a special recognition adviser for his contribution to scholastic journalism by the Dow Jones Newspaper Fund. He is president of the Columbia Scholastic Press Advisers Association.

Jim Jordan has been yearbook adviser at Del Campo High School in Fair Oaks, California for ten years. His books have won both NSPA Pacemaker and CSPA Gold Crown awards. He has written a manual for training yearbook staffs in desktop publishing and spends his summers traveling around the country training both students and advisers. Jordan also judges yearbooks for ILPC.

David Knight is Public Information Director for Lancaster County School District. He is the former advisers of the student newspaper at Spring Valley High School in Columbia, S.C., which won Best in State for three years, the Sweepstakes Award for most individual contest winners six of those seven years, and numerous awards for regional and national associations.

Knight directs the newspaper sequence of the Gloria Shields All-American Publications Workshop in Dallas and is a member of the University of South Carolina publications workshop staff. He has taught workshops and spoken at conventions in Alabama, Arkansas, Florida, Illinois, Indiana, Nebraska, North Carolina, Oklahoma, South Carolina, Texas, Virginia, and West Virginia. In March, 1993, he received the Gold Key Award from the Columbia Scholastic Press Association.

Rik McNeill advises the *Paw Print* of Countryside High School in Clearwater, Florida, one of the nation's most outstanding high school publications. He has been chairman of the Southern Interscholastic Press Association and recently received the Pioneer Award from NSPA and the Distinguished Adviser Award from SIPA.

Rik received a \$49,000 grant from the Florida Advisory Council on Environmental Education. As a result of this and other environmental projects, he was selected as 1992 Earth Teacher by *Time* and *Amway* for which the school received a \$10,000 award. He is one of nine in the nation and the only non-science teacher afforded this honor. Additionally, he will participate in the United Nations Environment Programme's Global Youth Forum in New York City this summer.

In March, 1993, he received the Gold Key Award from the CSPA.

It's your turn to judge

Students can learn from real-life debate

If you don't understand all the rhetoric about NAFTA, rest assured that you're not alone, even if everyone you know claims to be an expert. You may be an ardent supporter or staunch opponent, but in either case you can find lots of like-minded company. You may not even care about this agreement that's been touted as "an historically important opportunity for America," but if you live on this planet you can't have avoided hearing about it this past month. Ad nauseam.

Regardless of your personal position, this spectacle can provide a wonderful vehicle for studying communication. If your debaters and public speakers are anything like mine were, they all have definite opinions that they're perfectly willing to share, about everything, including NAFTA. If you can stand to hear any more about the trade agreement, let them. But require that they effectively support their positions.

The hyperbole in this debate - and by that I mean the entire process, not just Vice President Gore and Ross Perot on *Larry King Live* - is unprecedented in recent memory. Isn't it curious that this trade agreement will be both the best and the worst thing that ever happened to American workers, and that both sides claim to have irrefutable proof of the outcome? When a congressman addressing the House, and via satellite the public, asserts that anyone one who votes the opposite of his position "is a damn fool," I have to wonder what happened to moderation in public discourse. For that matter, what's happened to civility?

This is not to say that there aren't legitimate uses for emotional appeals, even passion, in persuasive communication. We all know better. But students could learn a lot by analyzing some of the public presentations on this issue, and determining the levels of effectiveness among a variety of speakers. Both sides accused the other of using fear tactics in the campaign, and both sides did. But how fearful should we be, and of what?

The issues surrounding NAFTA and the processes of the public and congressional debates



Treva Dayton

ought to be of vital interest to students, especially those studying communication and persuasion. Both camps offered quantitative support for their positions, giving statistics about the number of jobs to be lost or gained. They can't all be right. The segment of the debate between Vice President Gore and Perot when they challenged the accuracy of each others' predictions (past and present!) reminded me of debate rounds that become dominated by the "my studies are better than your studies" argument. Since accuracy is important, students must research the figures given by both sides. What studies are they based on, conducted by whom, with what agenda, based on what criteria? After all, the jobs they're talking about are the future jobs of students, and they have a vested interest in developing an accurate perception of job opportunities - or lack thereof.

Since predicting the future with absolute accuracy is impossible, you'll probably find valid support for a number of positions on the positive or negative results of this NAFTA. But you'll become a more critical listener and reader the next time you hear conflicting data concerning an important public issue, such as (and get ready 'cause it's coming!) the debate over health care reform.

Other issues intermingled with the passage of NAFTA can provide wonderful research and debate opportunities. Was the dealing for votes over this legislation any different from the normal working relationship between the executive and legislative branches of government, and if it was or it wasn't, what does that mean? How will the

Invitational Meets

Jan. 21-22 - UIL Events, Original Tests, Barbers Hill High School. Contact: Travis Poe, 713/576-2221, ext. 263.

Jan. 28-29 - All Speech and Debate areas, Sam Houston State University, Huntsville. Contact: Debbi Hatton, 409/294-1498.

Feb. 12 - Number Sense, Calculator, Mathematics, Science, and Computer Science. UIL invitational materials set B; Bridge City High School. Contact: Faye Parish, 409/735-5516.

Feb. 12 - All UIL events for Class A, AA, and AAA high schools, and all UIL events for Junior High Class A schools, Robert E. Lee High School, Robert E. Lee TX. Contact: Jack Tennison, 915/453-2333.

Feb. 19 - All UIL events except Debate and Extemporaneous Speaking, Tivy High School, Kerville. Contact: Shirley Leifeste, 210/257-2211, ext. 312.

FAX meet info to Loretta English, UIL, 512/471-5908 or mail it to Box 8028, UT Station, Austin, TX 78713.

A free 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. Iglehart. 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. No phone orders will be accepted.

Lincoln-Douglas debate

Resolution for January through May

Resolved: That the United States ought to place greater emphasis on humanitarian considerations in the conduct of its foreign policy.

coalitions formed in support of the agreement affect votes on future legislation? What impact, if any, will support for NAFTA have on congressional election outcomes in 94? What does the divisiveness mean for the future of the Democratic party? What impact will the NAFTA debate have on the political future of Ross Perot? How will the passage of NAFTA impact negotiations of other trade agreements? Etc.

I'm sure you get the idea, and I'll try very hard to include something besides NAFTA and related issues in the practice extemp topics for this month. Expect this type of question in contests, though, and plan your approach carefully. It's extremely likely that your judges will have formed opinions, and they'll vary as widely as those of public figures. Unfortunately, you won't know in advance what

those opinions are. This is a time to concentrate on the presentation of your information and/or positions. Avoid hyperbole, name-calling, and derogatory language, and your audience, including the judges, is more likely to be receptive to your presentation even though they may disagree with your position. If you're in informative speaking, be careful not to become persuasive! While judges try, of course, to evaluate you objectively on your delivery, organization, analysis, and support, regardless of their personal opinions, they're human. Be careful to keep your language and analysis appropriate for rational, civil discourse. In fact, deal with this issue as you would any other, using techniques and communication strategies that have proven successful for extemporaneous speakers for ages!

Sample Extemp Topics

INFORMATIVE

1. Labor and business in Texas: Who will be helped and who will hurt by NAFTA?
2. What steps are being taken to reduce prison overcrowding in Texas?
3. What are the recent developments in the investigation of Senator Bob Packwood?
4. The Comdex '93 trade show: What's the major news in the computer industry?
5. Differences among Democrats: On which major legislative issues is party opinion divided?
6. Causes and consequences: What's the story of the strike against American Airlines?
7. Thirty years later: How are Americans remembering John F. Kennedy?
8. After the election: What's the controversy over the New Jersey governor's race?
9. Smoking in America: What do the latest statistics reveal?
10. What does Yeltsin's proposed constitution for Russia contain?
11. What were the results of recent elections in Italy?
12. What major issues remain to be resolved in the GATT negotiations?
13. What projections are being made about the demographics of the US population for the 21st century?
14. What changes are taking place in the South African government?
15. What progress is Israeli making in implementing the peace agreement with the Palestinians?

PERSUASIVE

1. Are proposed higher tuition rates for public universities in Texas justified?
2. Are city curfews for teenagers an appropriate way to curb violence?
3. Should the Senate Ethics Committee have access to Senator Bob Packwood's diaries?
4. Is the EPA dragging its feet in implementing the Clean Air Act?
5. Will the Brady Bill lead to a reduction in gun violence in America?
6. Are recent Supreme Court restrictions on death penalty appeals unfair?
7. Should physician assisted suicide be against the law?
8. Are more restrictive mining laws needed in America?
9. Is the German government doing enough to combat neo-Nazism?
10. Should the US embargo on Cuba be lifted?
11. How should the US respond to the potential nuclear threat from North Korea?
12. Should Russian citizens approve Yeltsin's proposed constitution?
13. Can the UN function successfully in a peacekeeper role?
14. Should the embargo against Haiti be lifted?
15. What trade policies should the US strive for in East Asia?

(See column for additional topics on NAFTA and related issues.)

So many sessions, so little time

44th annual TheatreFest '1994 promises outstanding programming

I'm back from China and had a Disneyland experience. If you want to hear the whole story, it takes four hours for the highlights and pictures. The condensed or theatre education version will appear under Kim Wheatley's watchful supervision at the 44th Annual Convention of the Texas Educational Theatre Association Jan. 26-29 in the Plano Convention Center.

No, Kim is not coming back to Texas to stay. He will return long enough to keep me from talking too long. Since there were eight Texans (Elaine Brink-El Paso, Ysleta ISD; Mavournee Du Bose-Skidmore-Tynan; Karen Harms-Novice; Paul Hutchins-Cook County College; Kitty La Bay-Killeen; Ellison; Mary Jane Mingus-Tarleton State University; Linda Shuler-Houston; Lee and Cheryl Youree-Bonham) on the trip I'm sure you will hear it from every angle. You will find all of this group at the TETA Convention and I'm sure they will be delighted to share China experiences. Ask. You will also be able to see and hear China perspectives from Susan Tsu.

RETURNING SPECIAL GUESTS

TETA's TheatreFest '94 promises to be heavily programmed and the only frustration will be making choices. You will want to see and hear everything. Many of the special guests that have provided workshops in '92 and '93 will be returning, and Convention Director Chuck Sheffield has provided new blood. Look forward to seeing again G. W. Bailey ("M*A*S*H" and *Police Academy*), Larry Hovis ("Hogan's Heroes"), Kellye Nakahara ("M*A*S*H"), Cliff Osmond (200TV, 20 motion pictures, and the inter ACING Institute), professional make up artists Hugh Kelly and Dana Nye, and a score of our own professional theatre educators from Texas and elsewhere. Metro Theatre of St. Louis is returning with *The Yellow Boat* for the many that want to see it again and those that missed the performances last year. Make sure you plan to attend the only performance at Plano Senior High School Thursday evening. The Metro Company will also be doing five workshops during convention.

The new special guests at convention are numerous. I will fail to mention somebody. This column is not long enough to do one of them justice. I can't resist listing the ones I can remember that Chuck described by phone. Del Shores has agreed to participate. The Texas connection was explained in the September column. Brad Maule, Dr. Terry Jones on "General Hospital" and a Snyder High School ex will likely be joined by his high school director, Jerry Worsham. Judith Ivy, sister of Jim Ivy-theatre director at Hardin-Simmons University, has been asked to serve as honorary chair of "Theatre In Our Schools Month" for Texas. Ms. Ivy is probably best known to the general public for her TV role as B.J. in "Designing Women." She appeared on Broadway in *Design for Living*, *Compromising Positions*, *Steaming*, and *Hurley Burley*. She received Tony awards for the last two. She has been seen in numerous film roles, including *Harry and Son*, *The Woman in Red*, and *Brighton Beach Memoirs*.

Bruce Williams from the American Conservatory Theatre will provide two participatory workshop on auditioning for regional theatres. Gracy Tune, Tommy Tune's sister, will offer workshops for dancers and directors. Those that have seen



Lynn Murray

Reach Lynn Murray and the UIL drama office at 512/471-9996.

her work as a producer, director, choreographer, dancer and instructor say she is very good. Her work has been seen in LA, Washington (Kennedy Center Imagination Celebration Opening Ceremony, 1988-1991), and New York. She has worked extensively in the Ft. Worth area. Michael Caldwell and Rachel Winfree, LA based performers, will provide two shows during convention. *Dating Ourselves* was seen in Austin last summer and it was delightful. Rachel was a gifted comic actress as a student at UT-Austin and husband Michael Caldwell has a sense of comedy that will translate well in a TETA Convention workshop.

Anita Jesse, another UT-Austin grad, will make her first time TETA workshop appearance since moving to LA. She taught at San Antonio: Highlands, 1959-68, and was director of the Temple Civic Theatre for two years. She taught in several private acting studios prior to opening her own studio in 1978, where she teaches all levels, from beginners to professionals. She has had extensive experience as an actress in film, TV, and stage roles in the LA area. She was recognized by two Drama-Logue Awards for outstanding performance and received a Best Actress Award in an International Christian Film Festival. Ms. Jesse's acting text *Let the Part Play You* has been praised by actors, teachers, producers and directors. Her Texas advocates include Maureen McIntyre at Sam Houston State and Lou Ida Marsh, Chair of TETA-AO.

One of the best known of the new faces at TETA's TheatreFest '94 will be Arthur Lessac. He is internationally recognized for his "Method" of voice and body training. His *The Use and Training of the Human Voice* has multiple editions and his 1978 *Body Wisdom* is widely read. His new text, *Use and Training Voice: A Bio-Dynamic Approach to Vocal Life* will be published next year. He is the author of several articles and conducts over 65 annual workshops and special training programs throughout the US, Puerto Rico, Germany, Yugoslavia, Canada, and Mexico.

ADJUDICATORS WORKSHOP

You also have a special invitation to the TETA/OUIL adjudicator's workshop set for Thursday afternoon. This afternoon session will run from 1-6 p.m., with breaks, but you will see a slightly revised format. David Moerbe, Boswell High School, will play contest manager, and demonstration scenes will be provided by Larry Cure-Arlington; Martin; Alison Kingwell-Mesquite; Potet; Larry Wisdom-Mineola, and their students. Two critics, Adonia Placette-Lamar University and Rod Caspers-UT Austin, will provide demonstration critiques. The second adjudicator will not hear the comments of the first. There will be time for questions from audience members and

critics seeking certification/recertification. This format will focus on the extension teaching intent of the One Act Play Contest and a better understanding of the structure for both new and experienced judges. TETA AO charter member judges that have not attended a workshop since 1988 must attend this workshop if you wish to have a continuous listing for the 1994-95 contest year, including the November '94 initial listing in this publication.

NEW PLAY PERFORMANCES

In addition to the TETA-AO workshop scene performances, there are new play performances and several university performances scheduled as workshops. A listing of theatre in the Dallas/Ft. Worth area will be a part of the convention packet but we already know that you can see *The Prince and the Pauper*-Dallas Children's Theatre, *Dark Rapture*-Dallas Theatre Center, *Ten Little Indians*-Irving Community Theatre, *The Road to Nirvana*-Moonstruck, *Abraham* (Murder Mystery)-Pegasus Theatre, *Fu Manchu*-The Melodrama-Pocket Sandwich Theatre, and a yet to be announced musical-Theatre Three. There will be about 30 more listed. You will want to check Texas Theatre Notes for phone numbers or further programming details. You will also find TETA info in the UIL participation district/area/regional alignment to be mailed to your school before Dec. 21. You certainly should remember this date as the OAP special play approval deadline. If you have not already received basic registration information contact Allana Patterson at L. D. Bell High School (817/282-2551, x236) and leave her a clear message on the recorder or FAX (817/329-2173) her a request.

If you are flying to Convention contact Southwest Airlines (1-800-433-5368) 8 A.M. - 5 P.M. no later than January 13. The ID Code is Y72 for additional discounts. You will find a discount coupon for Super Shuttle (ground transportation) and phone numbers in *Texas Theatre Notes*. Groups of six or more can get lower rates. Reservations are required. For those of you driving, you might take a look at the Dallas/Richardson/Plano map. From N. Central Expressway (North of the LBJ-635) the three exits you need to know are all East off of Central. Take Campbell for Omni Richardson (formerly Ramada Renaissance), 15th Street for the Harvey and Spring Creek for the Plano Convention Center. Hope to see all of you there.

To conserve space this paragraph is multiple odds and ends, but all are important. Remember that the play approval deadline is Dec. 21. The Drama Loan Library and the Play Appraisal Committee are both buried. We will do the best we can getting your plays and responses returned. The area meets for both 4A and 5A districts hosted at Snyder High School will remain at Snyder at the request of the Chair of each Spring Meet District. The critic judge was selected by the UIL office from evaluations made by the TETA-AO Administrative Committee. A special thanks to all participants in theatre programs at UIL Super Conferences. A special "Congratulations" to Gilbert Zapeda Jr., Theatre Director at PSJA. He is the first theatre educator or active teacher to be appointed to the Texas Commission on the Arts. No, he is not a panel member. He is a commissioner!



SUSAN TSU

Designfest 1994 to feature designer for 'The Joy Luck Club'

Susan Tsu will serve as a featured evaluator for Designfest 1994, sponsored by the Texas Educational Theatre Association during the 44th Annual Convention, Jan. 26-29, 1994, at the Plano Convention Center.

Tsu, Professor of Theatre at UT-Austin, and colleague Professor Richard Isackes will be featured in workshops and presentations Friday and Saturday at TETA's TheatreFest '94. Tsu will present "The Progress of Creation - A Costume Designer's World of Discovery" on Friday morning, and a discussion Friday afternoon, featuring many of her own works, during a "Gallery Walk Through." Susan Tsu and Richard Isackes will provide a critique of student designs entered in TETA's DesignFest in double sessions Saturday morning. In the afternoon, Tsu will discuss *The Joy Luck Club* and her excursion in China.

Professor Tsu's costume designs have been seen in theatres in Russia, China, England, Japan, and other Pacific Rim countries, as well as the U.S. She has also been a returning guest or principal costume designer for such theatres as Boston's Huntington Theatre, the Milwaukee Rep, the Cincinnati Playhouse, Seattle's Intiman Theatre, Theatre Virginia, Florida's Asolo Theater, the Alabama Shakespeare Festival, the Oregon Shakespeare Festival, and Houston's Alley Theatre. Professor Tsu's television credits include the PBS productions of "The Phantom of the Opera" and "Wilder Wilder!", and the Metromedia Playhouse production of *Blind Alleys*. Professor Tsu also represented the U.S. in costume design at the 1989 Shanghai International Festival of Scenic Arts, and last summer designed the world premiere of Amy Tan's *The Joy Luck Club* - a benchmark collaboration between Connecticut's Long Wharf Theatre and the Shanghai People's Art Theatre. Among her awards are the New York Drama Desk, New York Drama Critics, New York Young Film Critics, L.A. Distinguished Designer, and Richmond Phoebe awards.

A BFA and MFA graduate of Carnegie-Mellon University, she headed the costume design program at Boston University for eight years before coming to UT-Austin.

Desire is key to CI&E succes

BY GEORGE SCHAADE
Apple Springs High School

The success of a Current Issues and Events team is directly related to the time and effort put into it. Unfortunately, team coaches are also teachers with many other time consuming responsibilities. I've discovered a few things that could save you time and still produce notable results.

With CI&E the brightest students aren't necessarily your best team members. In small schools these students are used in several UIL events and scheduling conflicts often result. Therefore, I choose my students for their enthusiasm. The desire to succeed is a very

powerful component in a good team.

Every school now has a computer link to TENET (Texas Education Network). This is an invaluable source of daily news briefs for Texas, U.S., and world news. Each day I printout these summaries and make copies for my team members, who drop by my room in the morning to pick up their "daily dose" of news. If you're not familiar with TENET, ask your librarian or principal. It makes gathering information easy and quick.

We've all received mail advertisements from companies that offer weekly current event quiz questions for a fee. I've tried a couple of these and have been disappointed by them. My team

and I are now in the process of compiling our own bi-weekly newsletter of questions in the CI&E format, which we will send to neighboring schools at no cost. This may help our competition but we feel that it will be of even more benefit to us, because the team members do all of the composing and typing. If other schools were to do this, we could establish a news exchange network that would help all CI&E teams.

I can't emphasize enough that the students you choose are the key to success. My team practices at lunch and tutorial period, not because I ask them, but because they want to. That kind of excitement is contagious and results in all my students benefiting.

APPLE SPRINGS PRACTICE QUIZ QUESTIONS

The following current events questions were compiled by the Apple Springs Current Issues and Events Team for the benefit of East Texas schools. The team consists of Kevin Lankford, Kristie Madden, Jason Tullos, and Adam White. The sponsor is George Schaaade.

1. The government's "Don't ask, don't tell" policy applies to what group of people?
 - a. homosexuals
 - b. congressmen
 - c. presidential appointments
 - d. women
2. Who is the military dictator of Haiti that has refused a U.N. order to step down?
 - a. Robert Malval
 - b. Dante Caputo
 - c. Jean-Bertrand Aristide
 - d. Raol Cedras
3. Who is Canada's new prime minister?
 - a. Kim Campbell
 - b. John Major
 - c. Jerry Eversole
 - d. Mary Fisher
4. Who was the special prosecutor that determined that President Reagan was directly involved in the Iran-Contra affair?
 - a. Lawrence Walsh
 - b. Edwin Meese
 - c. Robert McFarland
 - d. Kyle Chapman

Finding CI&E pearls among data swine

By BOBBY HAWTHORNE
Current Issues & Events Director

The Student Activities SuperConference session ends with an obligatory, "Any questions?"

Expecting none, the instructor begins stuffing papers into his briefcase. Then, a young man asks, "So how do you choose questions for the current issues and events contest? I understand that you go through metropolitan newspapers and weekly magazines, but I don't quite understand how one story qualifies for a question, and another one does not."

It's a fair question. Perhaps the best way to adequately answer it is to allow you to walk through a typical day with my metropolitan newspaper of choice, the Dallas Morning News. It's November 10, the morning after the Perot-Gore debates, and I'm looking at the front page. The lead stories deal with the murder of an off-duty police officer, the Supreme Court's ruling on sexual harassment, and, of course, the debate.

The front page also includes stories, by staff editors and writers, on

- changing real estate regulations;
- local veterans who are petitioning Washington for help with their health problems;
- and conversations between President Lyndon Johnson and FBI Director J. Edgar Hoover in the days immediately after the assassination of President John Kennedy.

The front page also contains a teaser on reports that quarterback Bernie Kosar would sign with the Dallas Cowboys, and another regarding the decision by a local radio executive to quit her job rather than don underwear for a Howard Stern promotion.

Now, which stories are likely to generate questions?

First, we disqualify stories that have a purely

local angle: the murder of the off-duty police officer and the real estate stories, for example.

Second, we don't ask questions about sports figures, unless the issue contains a political, social or cultural element. The murder of Michael Jordan's father is an example of a sports story that contains social and cultural implications.

Third, the plight of Persian Gulf war veterans who were exposed to chemical or biological warfare is receiving considerable attention. So while we will disqualify this story because it deals specifically with Metroplex-area veterans, we will continue to look for stories – probably in the weekly newsmagazines – about this situation.

Fourth, we will wait to see if the wire services pick up the story about Hoover and LBJ. At first glance, the story appears to have minimum potential.

The two major stories of the day are the Supreme Court decision and the Perot-Gore debates. We don't want to become bogged down in a quagmire of data, so we'll look at the major points of each story.

1. The Supreme Court ruled that sexual harassment is illegal even if the victim has suffered no psychological harm. Justice Sandra Day O'Connor, writing for the court, said victims need not wait until "harassing conduct leads to a nervous breakdown" before seeking protection under Title VII of the Civil Rights Act of 1964.

While it would be easy to focus on nit-picky information – What was the name of the woman who brought the suit? Who wrote the court opinion? Under what law did the victim seek protection? – we will focus on the major theme of the story.

2. Despite the complexity of the NAFTA debate, the Gore-Perot story is a fairly simple issue. Gore supports NAFTA. Perot opposes it. They appeared on the Larry King show. These are all

fairly simple questions.

It would be unfair to delve into the extremely complex nature of the NAFTA agreement, even though the News runs a double-page spread, called "A NAFTA Primer," covering everything from the pros and cons on NAFTA's effect on jobs, agriculture, the environment, health and safety regulations, immigration, and labor rights. For example, we would never ask the following question: "The AFL-CIO estimates that how many jobs will be lost in the first years after NAFTA goes into effect?"

Too many unknowns exist, and too much of the debate has featured political rhetoric and speculation for NAFTA to offer great potential as an objective question. This topic better lends itself to an essay treatment, where it can be analyzed in political, economic, social and cultural contexts.

Still, the debate story was not without an interesting angle: Perot's arrangement with the free trade zone at Alliance Airport in Fort Worth. This aspect of the debate generated a sidebar story in the News, and offers the best potential for a question.

Now, let's look through the remainder of the front section of the paper.

Page 2A contains a package titled, People. We never use it.

Page 6A contains a news story on whether the rap group 2 Live Crew's parody of Oh, Pretty Woman is fair use or ripoff of a rock classic.

Page 8A contains two stories and a package called, Around the U.S. One story involves the trial of John Wayne Bobbitt, the other Boris Yeltsin's draft of a new Russian constitution. The Bobbitt trial is more a curiosity than anything, so we'll probably not ask a question about it. Besides, I don't want to offend the more sensitive members of our community. Asking anything about Russia

is risky, given that the situation changes daily.

The package includes stories about reforming Western grazing laws, a Congressional inquiry into charges that the U.S. government used an Atlanta bank to funnel more than \$5 billion to Iraq in the mid-1980s, and the report by the Journal of the American Medical Association that tobacco is the nation's number one killer, and that its use caused more deaths than alcohol, firearms, motor vehicles and illegal drugs combined. This story made the front pages of many newspapers.

Page 18A contains two stories – one on the continuing carnage in Bosnia, the other regarding Israeli politics. A package of international briefs contains five stories, none of which are important enough to warrant attention.

The remainder of the front section contains the page one jumps and the editorial/op-ed section.

So, given all of this information, what kind of question can you expect? One like this:

1. Which statement is not true?
 - a. The Supreme Court heard a case on whether the rap group 2 Live Crew's parody of Oh, Pretty Woman is fair use or ripoff of a rock classic.
 - b. The Journal of the American Medical Association reported that tobacco is the nation's number one killer, and that its use caused more deaths than alcohol, firearms, motor vehicles and illegal drugs combined.
 - c. The Supreme Court ruled that sexual harassment is illegal only if the victim suffers psychological harm.
 - d. During his debate with Vice President Al Gore, Ross Perot had to defend his family's arrangement with the free trade zone at Alliance Airport in Fort Worth.

The correct answer is, of course, is C.

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(also Jr. High Calculator and
Number Sense)

What to do when the contest is over

Running from contest to contest that morning of my first invitational hosting experience, time had not been found to grab that quick cup of coffee that would be certain to soothe and renew my spirits. As I pushed open the double doors to the cafeteria, the usual "holding" area for entrants, my thoughts of a steaming brew became suddenly secondary to the unanticipated sights I encountered. At one table two young men (I would guess, freshmen) slouched in their seats as they lackadaisically played with a dead crawdad in a box of crispy donut leftovers. Where they got this crawdad, I have no idea. One flicked the poor dead creature across the bent box and the other flopped it back to the other side. From the looks of the mangled fish, these students had been bored for a long time.

At the table next to the crawdad flickers was another inspired young man carving his initials, or his girl friend's initials, or something into the table with the end of a fingernail clipper. No adults could be found near either of these two scenes.

Actually, the crawdad flickers and nail clipper carvers were at least being "creative" compared to those who were sleeping either at the tables or on the floor.

In the midst of the dullness of the cafeteria scene, one table of young people exhibited a marked contrast in behavior. First, they were all awake. They were laughing and talking. Four were playing a card game. Two were finding amusement in a hand-held computer game. Another was reading a book. An adult sat with the students and participated in their laughter. Everyone had something to do that seemed to bring contentment. Guess which team won this tournament.

For some of our gifted UIL contestants, the



Pat Wisdom

wait time before and after the contests at an invitational or district academic meet can be excruciatingly boring. As a result of experiencing little or no fun at the competition, our brightest young people sometimes drop out of UIL to participate in other activities that offer more entertainment and incentive, or worse, they elect to just stay home in front of the TV. I learned much from this first hands-on experience with UIL academic competition. As a result of the unforgettable spectacle I witnessed at my own invitational meet, I vowed that my UIL teams and my guests at future academic meets would never again be subjected to such boredom.

In conducting my first superconference administrator/coordinator sessions this fall, I asked participants to share with us the types of things they do, or would like to do, to constructively fill the gaps in the UIL academic meet and make the wait time a more enjoyable experience for both students and coaches. In addition to encouraging students to bring a card or board game, computer, calculator or Nintendo, a book to read, and other items of individual interest, coordinators suggested some excellent strategies for heightening meet enthusiasm.

At Glen Rose High School's invitational meet, student council members held "fun" contests throughout the day. One was a "newspaper designer fashion show" where a team of three people from each school used newspapers, safety pins and tape to make "designer" clothing to be modeled by the teams. Winners were picked by the amount of applause received. Skits that involved the audience and comedian speakers were also reported to be successful.

Mansfield High School coordinator Angela Guillory said one school hosting an invitational meet had a ping pong table set up in the cafeteria. The activity of either playing or watching the game helped to relieve the stress of waiting.

Linda Tippie from Joshua High School suggested that the hosting school open up the computer lab (with supervision) and have software games such as the Carmen series available for interested students. She also suggested, along with a number of other coordinators, that movies be shown in various areas, either in the larger assembly room or in smaller rooms.

Math coach Faye Parish of Bridge City takes her students to approximately 10 practice meets each year. She says they seldom are bored because they compete in two or three of the four contests scheduled. As soon as the last person's contest is completed, they head for the nearest mall and shop and eat until the awards ceremony.

Several suggested that the gym be opened up for basketball, volleyball, or bingo, or that football or Frisbee be played outside. Bingo prizes could be donated by local merchants, or "joke" certificates could be awarded. Alicia Carrillo from United

South High suggested that the gym could also be used to host a free dance.

To keep competition juices flowing, Dorothy Rogers from Coahoma recommends that groups be assigned to provide "brain teaser" exercises with prize packets (gum, Jolly Ranchers, pencils, etc.) More information about how to construct brain teasers can be obtained from the Texas Association for the Gifted and Talented, 406 E. 11th Street, Suite 310, Austin 78701.

Having the cafeteria or a concession stand open "all day" during the meet can provide a favorite pastime as well as help to fill the UIL academic coffers. In case groups want to eat off campus, a listing of restaurants should be made available. According to Karen Bailey of Sulphur Springs, taking two vehicles to a practice meet provides flexibility in transporting groups to eating places and home, if necessary. Keeping the whole group together is encouraged, however, because togetherness builds a school team spirit and the camaraderie essential for success.

As we get into the invitational meet season, the ideas submitted by these experienced coordinators should prove helpful to those of you who are hosting for the first time. Perhaps their ideas can be expanded, perfected or adapted to meet the individual school's circumstances.

In any case, our goal is to make the UIL academic experience one of the most pleasant, profitable and memorable of the student's elementary and high school years.

Wait time need not be a thumb twiddling event. We can choose to amuse our contestants or risk the chance of losing them.

Alamo scholar/athletes chosen

Special car rental rates available to all UIL members

Alamo Rent A Car continues its focus of promoting excellence in education in Texas through its landmark partnership with the UIL. Through the UIL Scholarship Fund, students across the state benefit tremendously as contributions build from Alamo car rental rebates.

Through its affiliation with the UIL, Alamo offers special travel rates to all UIL members—from school principals to the parents of a first grader. Every time anyone rents a car on Rate Code TO or TM, ID number 252660 from Alamo, a five percent rebate is donated to the UIL Scholarship Fund.

In addition, Alamo and the UIL have developed the Alamo Scholar/Athlete of the Week program, which recognizes outstanding Texas high school athletes who also dedicate themselves to the highest standards in academics. In November, five more outstanding Texas high school seniors were selected as Alamo Scholar/Athletes of the Week bringing the total number of winners for the 1993-94 school year to 14. Alamo Scholar/Athletes chosen for November include Waco's Marcus Hensel, Chris Bentley of Henderson, Roland Holder of Kermit, David Carlos from Mountain View, and Wimberley's

Jay Roberts.

Marcus Hensel from Robinson High School in Waco, is the Rockets' star defensive end. Hensel also competes for the track team in the shot put event—as a junior, he even competed with a broken wrist. Hensel displays the same conviction in the classroom as well—he currently is ranked in the top 11 percent of his class with a 93.16/100 grade point average. Robinson hopes to major in pre-med studies next year and is planning a career in sports medicine.

Henderson Lion's standout strong safety, Chris Bentley, realizes the importance of a first-rate performance in the classroom as well as on the playing field. He maintains a 94.6/100 grade point average, although he claims to only study one to two hours per night, and is the vice-president of the National Honor Society. When the football work-outs end, training for the track season begins. Bentley participates in the pole vaulting event and was an alternate to the state track meet last year.

At 6-3 and 185 pounds, Kermit High School's Roland Holder may not be thought of as a typical lineman, but he definitely holds his own on both the offensive and defensive lines for the

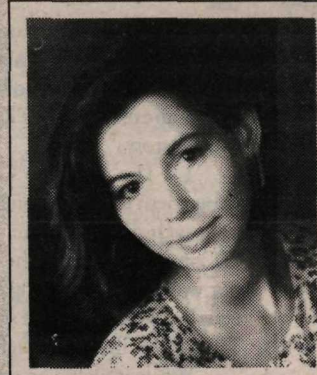
Yellowjackets. Holder, whose GPA is 4.4, has spent every semester of his high school career on the "A" honor roll. He plans to major in engineering.

David Carlos of Mountain View High School moved to the El Paso area four years ago from Jalisco, Mexico and has been making a name for himself ever since. He holds a 94/100 grade point average and lettered in football at the end of sophomore season. During his junior year, Carlos was hand-picked by the United States Army Reserve as a Scholar/Athlete of the Year, an award typically reserved for seniors.

Wimberley High School senior Jay Roberts, a right tackle for the Texans, ranks second in his class with a 4.2 grade point average. This semester, he is taking four advanced placement classes. He claims that he manages to keep up with all his studies in a 45 minute study hall.

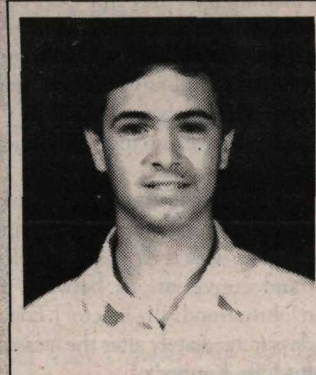
Winners of the Alamo/Scholar of the Week award receive a \$500 scholarship which is presented to their school and made available to the Scholar/Athlete upon graduation and are featured in a profile on *The Alamo High School Extra*, a weekly sports show broadcast on Home Sports Entertainment (HSE) throughout the fall.

TILF SCHOLARS SPEAK OUT



"I'll admit that I began UIL with other motives. A friend told me that tournaments were a great place to meet guys. So I went in Extemporaneous speaking thinking that I'd be eliminated in prelims and then could socialize. But it didn't happen that way. At the end of the day, my friend came home with three phone numbers, and I carried a third place trophy. It was wonderful! I went on to place second in State. Because of UIL and my friend, I found a talent I never knew I had and a future in communications I never thought possible."

LEAH CHRISTINE MILLER
Abell-Hanger Foundation Scholar
LaGrange High School



"My academic UIL experience has given me many opportunities. I could compete without having to be bigger or stronger. I met many people and made many friends. Competing gave me confidence in myself. Because of my years of competition, I know there is no challenge I can't overcome. UIL made me a success, and it gave me a reason to look forward to school. Thank you."

DANIEL JOHNS
Campbell Foundation Scholarship
Apple Springs High School

ANNOUNCEMENTS

Assistant Directors Named for Regional Contest

Congratulations to academic coaches and advisers who have been selected to serve as assistant contest directors for the regional competition. This month you will be receiving further information concerning your position. Please share this information with your principal and make arrangements to attend your regional competition and be on hand as needed for the competition which you will be assisting. Thank you for the outstanding service you have already given to UIL academics that would warrant your nomination to this position.

TASA Mid-winter Conference

Please join the UIL staff at the Texas Association of School Administrators Mid-winter Conference to be held at the Austin Convention Center on Jan. 24-26. The UIL workshop will provide information about coordinating and hosting UIL academic and athletic events and answer your questions concerning UIL programs and policy.

TCTE Annual Convention

The Texas Council of Teachers of English Annual Convention will be held at the Neches Room, Austin Convention Center from 11:45 - 12:45, Jan. 29. This year's program theme is "Freedom to Teach and Freedom to Learn." UIL Ready Writing contest director, Karen Werkenthin, and UIL Literary Criticism contest director, Dr. Fred Tarpley, along with academic director, Pat Wisdom, will discuss the integration of the UIL literary program into language arts honors and regular curriculum.

Academic Coordinator, Speech Coach Workshop

The UIL academic staff plans to host a coordinators and speech coaches workshop in Austin, tentatively scheduled for either July 22-24 or July 29-31. The League academic department is seeking input from UIL schools regarding interest in attending this workshop and the types of programming desired in the workshops.

"To plan adequately, we need to know approximately how many people hope to attend," said Treva Dayton, speech director. "Coordinators and coaches should write or call the League office as soon as possible to let us know they're interested."

Lack of response could result in cancellation of the workshop, UIL academic director Pat Wisdom said.

Please send ideas and requests to the attention of Pat Wisdom, UIL Academic Activities, Box 8028, Austin, Texas 78713-8028, or call at 512/471-5883, FAX 512/471-5908.

Invitational tournaments

If you are hosting an invitational tournament in February or early March, please contact the UIL, and we will publish the information in the January/February issue of the The Leaguer and/or make it available to persons in your area who call for practice meet information.

'Hooray for Excellence' finalists selected

"The public should stand up and take notice of what's happening in Texas classrooms," said Diamond Shamrock spokesman Gene Smith as he announced the 10 finalists to be featured on the 1993 Diamond Shamrock Hooray for Excellence academic awareness program.

"Education in Texas has taken on a new look as principals and teachers have turned to innovative programs to promote academics and encourage strong involvement in the classroom," he said.

Hooray for Excellence, which airs during 5A football playoff games, will showcase 10 finalists that submitted audiocassette presentations focused on unique academic programs and activities within their schools. The 10 finalists will each receive \$500 and a recognition certificate from Diamond Sham-

rock in addition to being featured during the 5A football playoff broadcasts.

Hooray for Excellence, teamed with the 29 year-old Diamond Shamrock Football Network, capitalizes on the high level of interest and pageantry of the playoffs by shining the football spotlight into the classroom. It is designed to increase the public's interest in the classrooms of Texas and convert that interest into enthusiastic support.

Students in the 4th grade adopted names such as "Olly Ranchers" and "Dirt Diggers" and built a hydroponic greenhouse to grow vegetables and study horticulture. Fifth graders became "River Rats" and worked with the Texas Department of Wildlife and City of Wichita Falls to learn how to sort, classify and measure fish. Sixth graders worked with Sheppard Air Force Base and built a rocket launch center to

simulate a landing on Mars.

Smith said public awareness is the key objective of Diamond Shamrock's Hooray for Excellence program. "The public is not exposed to innovative educational activities throughout the state. We hope the public will learn more about what is going on in their own and other school districts," he said.

The 1993 Hooray For Excellence finalists are:

Eldorado Middle School - Eldorado.
Washington/Jackson Math-Science Center - Wichita Falls.
Longview High School - Longview.
Hillcrest Elementary - Nederland.
Randolph HS - Universal City.
Berta May Pope Elem. - Arlington.
Hillcrest Elementary - Plainview.
Dunbar Middle Magnet - Fort Worth.
Seven Hills Elementary - Rhame.
Ada Henderson Elem. - Cameron.

Babes

✓ Continued on page 9

- ★ A blizzard is when it snows sideways.
- ★ A hurricane is a breeze of a bigly size.
- ★ A thunderstorm is like a shower, only moreso.
- ★ Thunder is a rich source of loudness.
- ★ Isotherms and isobars are even more important than their names sound.
- ★ It is so hot in some parts of the world that the people there have to live other places.
- ★ The wind is like the air, only pushier.
- ★ Until it is decided whether

tornadoes are typhoons or hurricanes, we must continue to call them tornadoes.

- ★ When people run around and around in circles we say they are crazy. When planets do it we say they are orbiting.
- ★ Rainbows are just to look at, not to really understand.
- ★ Most books now say our sun is a star. But it still knows how to turn back into a sun in the daytime.
- ★ A vibration is a motion that cannot make up its mind which way it wants to go.
- ★ There are 26 vitamins in all, but some of the letters are yet to be discovered. Finding them all means living forever.
- ★ There is a tremendous weight pushing down on the center of the Earth because of so much population

stomping around up there these days.

- ★ Lime is a green-tasting rock.
- ★ Many dead animals of the past changed to fossils while others preferred to be oil.
- ★ Genetics explain why you look like your father and if you don't why you should.
- ★ Vacuums are nothings. We only mention them to let them know they're there.
- ★ Some oxygen molecules help fires burn while others help make water, so sometimes it's brother against brother.
- ★ Some people can tell what time it is by looking at the sun. But I have never been able to make out the numbers.
- ★ We say the cause of perfume disappearing is evaporation. Evaporation gets blamed for a lot of things people forget to put the top on.

OAP accredited critic-judges list changes

The following judges should be added to the Accredited Critic Judge list or corrections have been made in their listing.

Marilyn Pool Allen, 1803 Huntington, Midland, 79705 I, H 915/686-9382

Kathy A. Barber, Kilgore College, Kilgore, 75662 II, H 903/984-5021, W 983-8126

G'Ann Boyd, 1804 Stoney Brook #105, Houston, 77063 H 713/266-3645

Royal Brantley, West Texas A&M University, Dept of Theatre, Box 747 WTAMU, Canyon, 79016 I, W 806/656-2811, H 359-3613

Carol 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 886-3030

Lucia Bunch, 3210 Pine Bluff, Paris, 75460 II, H 903/784-5184 W 903/784-9424, 737-4386

Josh Crane, 2300 Colquitt, #43, Houston, 77098 III, H 713/520-5469

Bill Doll, Texas Tech University, POB 42061, Lubbock, 79409 I, W 806/742-3601, H 746-9641

La Dona R. Davis, Trinity Valley Community College, 500 S Prairieville, Athens, 75751 II, W 903/675-6384, H 903/425-7471

Bill Durham, 2802 Oakhaven Dr, 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

Kimberly Hedges Funderburk, PO Box 451, Many, LA, 71449, III, H 318/256-3794, W 256-2349

Floyd Garcia Jr., Law Offices of Mary Alice McLarty, 1116 Broadway, Suite C, Lubbock 79401, W 806/794-0087

Eileen Garrett, 107 Woolard Dr., Alvarado, 76009, II, H 214/366-8692

Bonita Gibson-McMullen, Texas A&M University, Dept. of Education, College Station 77843 III, W 409/845-5650

Nik Hagler, 2650 Fountainview #326, Houston, 77057 III, H 489-0552

Dana L. Hamilton, Gonzales Jr. High, Drawer M, Gonzales, 78629 II, W 210/672-8641, H 210/672-3465

Alva S. Hascall, University of Texas at Austin, P.O. Box 7818, Austin, 78713 IV, W 512/471-0665, H 892-3453

Carol A. Hicks, 2103 33rd Street #7, Lubbock, 79411 I, W 806/765-5038 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, Jr., 3420 Bird Street, Fort Worth, 76111, III, H 817/838-2061 W 282-2551x236

Carale Manning-Hill, 2103 33rd #1, Lubbock, 79411, I, H 806/744-7037

Joseph D. Mendoza, Lee College, Baytown, 77520 III, W 713/425-6355, H 421-4580

Margaret Mizell, Eustace HS, POB 188, Eustace 75124, II, H 903/778-2652 W 903/425-7901

Danny Moss, Kilgore College, 1100 Broadway, Kilgore, TX 75663, W 903-983-8176 H 903/663-1167

Steven J. Peters, Baylor University, P.O. Box 97262, Waco, 76798 II, W 817/755-1861, H 776-2057

Jim Rambo, McLennan Community College, 1400 College Drive, Waco, 76708 II W 817/750-3577, H 756-2837

Katie Robinson, Louisiana Tech University, Ruston, LA, 71272 II, W 318/257-2711, H 318/255-8360

Synthia Rogers, Greenhill School, 14255 Midway Rd, Dallas, 75244 II, W 214/661-1211 ext.266, H 522-1822

Charles A. Root, Jr., Victoria College, Victoria, 77901 IV, W 512/573-3291, H 573-5470

Maureen McQuade Siegel, 512 E. Mary, Austin, 78704 IV H 512/477-5529, W 512/471-5793, H 447-5529

Robert Singleton, 1615 Northwood, Houston, 77009 III, W 713/522-9288, H 862-1662

Candace Stine, Angelina Playhouse, P. O. Box 275, Lufkin, 75902-0275 III. W 409/639-3822.

Cindy SoRelle, McLennan Community College, Waco, 76708 II, W 817/750-3645, H 754-0603

Clarence Strickland, Tyler Junior College, Box 9020, Tyler, 75711 II, W 903/510-2211, H 595-0630

Cynthia Turnbull-Langley, Southwestern Univ., POB 770, Georgetown, II, W 512/863-1701, 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 ext.232, H 639-3822

Mary Ellen Wright, UT-Tyler, Theatre Dept., 3900 University Dr., Tyler, 75701, II, W 903/566-7253, H 903/561-1838

Games should not destroy fabric of those students who compete

EDITOR'S NOTE: The following article was written in August of 1993 and is not intended to portray any specific school or individual; rather, it depicts forfeiture as a penalty which inevitably occurs every year, somewhere.

Whenever a school receives a penalty for violation of UIL rules, there is a backlash of resentment against the administrative staff of the League. This is an expected response, but a disturbing one, nonetheless.

Community members are angry and hurt. They are disappointed that the excitement of a season is gone. Opportunity to advance in the playoffs is over. An empty frustration gnaws at the loyal fans' hearts and seeks to find someone to blame.

It is difficult to blame local players, coaches, parents or school administrators. These people are family and have fought side by side in a common endeavor to achieve the goals and reap the rewards of winning.

Adding to the emotion is the suspicion that someone has betrayed them by holding information on ineligibility until after a season has been completed, the ineligible player has played (sometimes in a supporting role of substitute), and now the penalty is irrevocable. Any game in which the player has participated must be forfeited. And the accumulation of forfeitures results in disqualification of a team. It all seems so senseless, so final, so unfair.

When I was a Senior in high school, our football team won the district championship. On the Saturday morning after our last game there was a district executive committee meeting. A substitute player on our team had spent two years in the eighth grade (a violation of the then ten-semester rule). When he had enrolled in our school as a ninth-grader, the sending school listed only his



Bill Farney

second eighth grade year on his transcript.

We forfeited our championship. The school from which the ineligible player transferred represented the district. We knew they knew all year long that the player was ineligible. We were crushed, but after a weekend of tears and bitterness, the athletes went their ways—some to basketball, others to track conditioning.

Not so the grownups! Mrs. Baird's bread disappeared from the grocery shelves in our town. You see, the delivery man was from—you guessed it—the enemy town. Years of bitterness followed, damaging community relationships. Hard feelings exist even today.

Is there another way to enforce rules without mandatory forfeiture? Almost all other states say "no." A few are experimenting with "relative contribution of ineligible players." In other words, how much did the player participate? Was he a star, or a bit player? It is too early to determine if this approach has merit.

Why forfeit games? I suppose the best example is to envision several card players in a game of high-stakes poker. After an hour or so of betting, it is discovered that one participant has a hidden ace of hearts. The other players are not content to have the card taken from the game, or the cheater ejected. What they want is their money back.

So it is in competitive sports. Schools join an

association and agree to abide by the rules, rules for all who are in membership. Some of the rules, when abridged, do not demand forfeiture. Others do and must because they deal with state law, residence, age, etc. Some regulations which in former years demanded forfeiture, now can be enforced by penalties to coaches or reprimands to schools.

How can improvement be made? How can these eleventh hour disqualifications be prevented? Is there a penalty short of disqualification for inadvertent violations, where intent to violate is not present? Could teams be permitted to advance and the ineligible player removed from the team? Would this serve to maintain a system of equity?

At least one Middle Eastern society maintains that it is not wrong to steal, only to get caught stealing. Intent is difficult to determine. Honest mistakes and deliberate cheating are often indistinguishable. Would the search for true intent in any violation only cloud the issue and delay adjudication? A change to a new philosophy may do harm to the schools it seeks to help.

Answers to these questions beg attention. Good people take no joy in seeing teams removed from playoffs. Public opinion overlooks the positive benefits of competition when media airs the anguish of heart-broken adolescents.

We will continue efforts to seek alternative solutions. Our search requires bold, creative thinking and contributions from all interested. But more importantly it mandates a cooperative attitude which recognizes that we are dealing with games. Games should not take on such importance so as to destroy the fabric of those who compete. They cease to be recreational and educational. They cause quality people to make poor judgments.

All winter and spring of my senior year, I missed that good ol' Mrs. Baird's bread.

Activities offer chance to realize the dream

By CYNTHIA DOYLE
Assistant Athletic Director

In the movie "The Program," I could feel the rush of cars to my left and to my right. I imagined the vibration of the road under my feet, in just the way that the vibrations of a roller coaster had thrilled me years ago. I felt the warmth from headlight beams flood my face as the light blinded me. And as I inhaled fumes from cars that had passed, my heart raced as the next car drew near.

Without the excuse of being young and influential, and without alcohol as a catalyst, my emotions allowed me to be seduced into the aura of "The Program" without leaving my seat. It is through seduction that several of our youth have been tempted into "taking a walk on the wild side."

Although the movie didn't tempt me to experience the actual scene, I understood and paralleled the emotion inspired by the scene to that of pressure during competition at its highest. Whether our competition is on the podium, on a court, on a field, on a stage, or on a canvas, the atmosphere and the pressure is common for a person who perceives themselves as a leader.

Whether we agree or disagree that the controversial scene from the movie was a display of leadership, we must acknowledge that it is at least a show of charismatic influence.

The same type of charismatic influence coaxed me to take my first motorcycle ride, my first roller coaster ride, and to walk across an open train tressel. I get emotional when I think of parasailing or bungee jumping, scuba diving or cliff diving, hang gliding or rock climbing. The point is, whether someone leads our competitive nature or whether we expedition solo, we find ways to fulfill the challenge of beating the odds. To beat the odds—to be an exception to the rule, to lead the band, march in the parade, rise above the crowd.

We have fostered the characteristic of leadership, and now we must channel the energies associated with the individuals. Constructive ways to experience the adrenaline are what extracurricular programs offer: Supervision from 8-6 rather than from 8-4; 110 percent of a person's mind, body, and soul rather than 70 percent; accomplishments that are immediate and tangible rather than deferred and obtuse. But most of all, our programs offer a way to realize the dream. Our programs allow us to feel the adrenaline. Our programs allow us to commit physically and emotionally (synergize) and rise to the competition. The difference between Our Program and "The Program" could be as simple as where our leaders are leading us, and what opportunities we create for others to exceed their potential in educational endeavors.

Changing soccer rules will take time

It has been said that progress is slow in coming. And there's a lot of truth in that statement.

We all at times would like for change to occur quicker. This is only natural. Two soccer issues were brought to my attention this past summer and fall that I eagerly anticipate working on – and maybe changing – but it's going to take some time.

What's that saying? Good things come to those who wait. Don Gregory, Texas Association Soccer Coaches (TASCO) president, made a presentation in October to the annual meeting of the UIL's Legislative Council, the body empowered to change rules and policies. Among the issues Gregory discussed were the limited dates allowed for scrimmages prior to the start of the 1994 regular season, the current playoff structure and the amount of byes present from region to region.

The Legislative Council was made aware that only two days existed this season (Jan. 7 and 8) to get in the two allowable scrimmages. Gregory explained that the concern of the membership was that no time was allowed for instruction between scrimmages, thus possibly hindering or delaying the development of a team.

The UIL staff initially told the Legislative



Peter Contreras

Council that it was a matter that could be reviewed by the athletic staff. With that in mind, the Legislative Council allowed the athletic staff to address the issue. However, upon further review, it is an issue that needed Legislative Council discussion and approval.

Our error now does not allow for any relief this upcoming season. The athletic staff as a whole has discussed the issue, and we are now aware that soccer has an unique problem. We will address that concern at our first opportunity, the annual Athletic Committee meeting slated for June 1-2 in Austin.

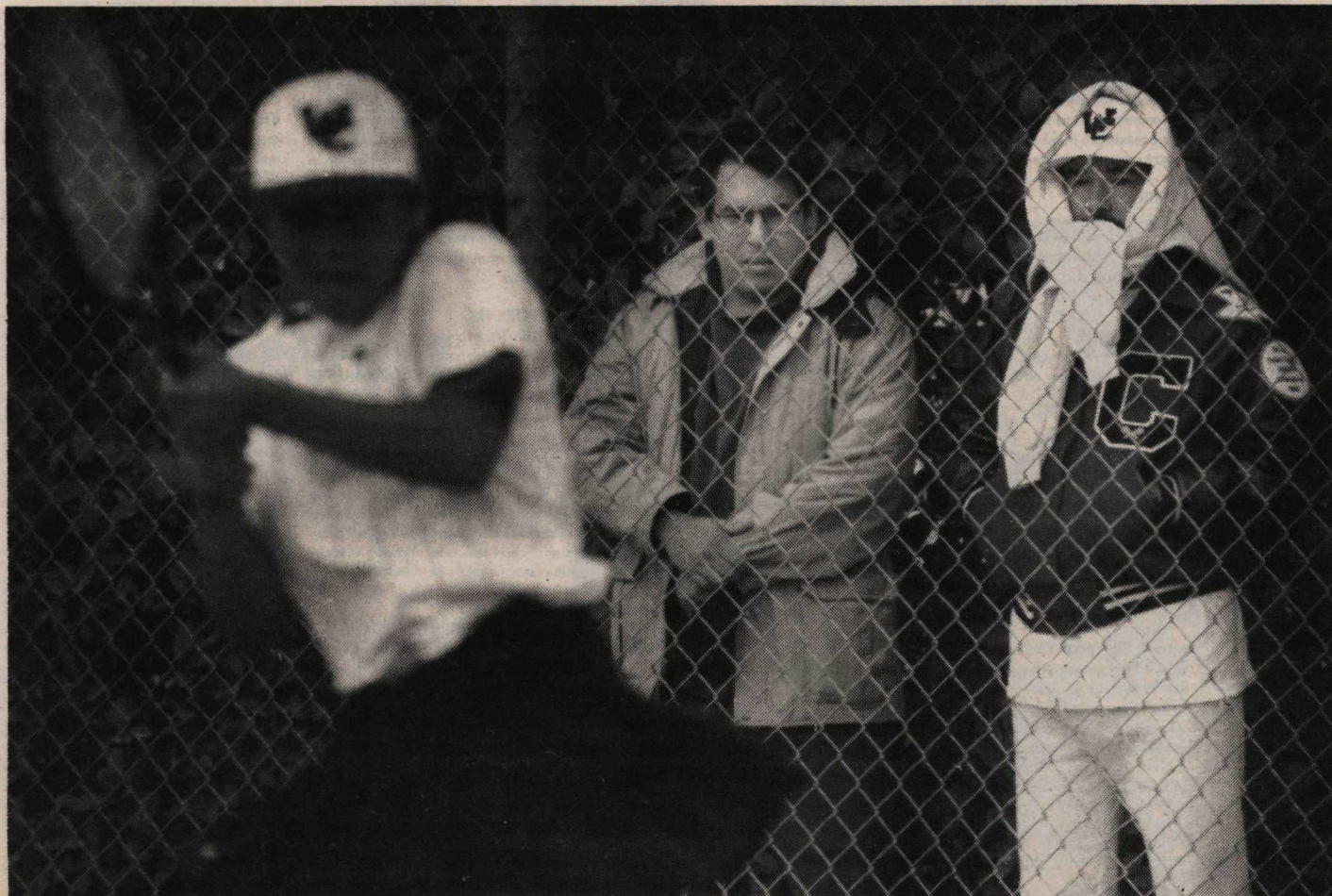
The other issue – playoff byes – will be addressed at its first opportunity. Believe me, I am fully aware of the dissatisfaction that exists with

the current playoff structure. And I understand that you want this changed as quickly as possible. You must understand that by policy, the first chance for me to do this will be during reclassification and realignment this spring, effective for the 1995 soccer season.

At the TASCO board meeting last September, Gregory asked each region to submit a reworked version of the playoff bracket. Each region was asked to look at the number of districts and the number of teams in each district to best determine how to realign the byes. The intent was neither to eliminate necessarily a difficult first or second round match-up, nor to reduce the number of byes, but to redistribute the byes to balance the number of games a team actually plays before reaching the regional tournament.

Region II and III submitted their recommendations to Gregory, and he has since forwarded those suggestions to me. They will help when the staff begins the process in the spring.

I welcome the help from Don Gregory and the association. I'll never profess to have all the answers, but I can tell you this, we will examine those concerns. Maybe the wait will be worthwhile.



COOL SWING - A cold front moved through Austin, forcing fans attending the state team tennis tournament to bundle up. Here, two San Antonio Churchill fans watch Patty Vital in the doubles finals. Vital and partner, Ashley Evans, lost 7-6,

6-1 to Klein's Mary Beth Maggart and Rajita Mathur. Klein squeezed out a tough 9-7 win over the Chargers in the semifinals, but fell to Abilene Cooper, 9-2, in the finals. Klein won the title in 1984 and 1990. Photo by JOEY LIN.

A rule for all seasons

Students need to be aware of the 'big picture' in order to protect eligibility

"Why do we spend so much time talking about athletic off-season regulations?" This question is pondered by anyone who has attended the Athletic Council, Legislative Council, or ad hoc committee meeting.

The best response would be that the off-season is a time when a student is in total control of their involvement in any specific activity without undue influence or supervision by the school coach. Therefore, every decision the student athlete makes is critical to varsity eligibility.

However, students can only be responsible for varsity eligibility if they understand the rules and regulations of the off-season. The off-season is the only time in the career of high school athletes when decisions are made by the athletes themselves that can potentially impact the entire team and program.

Two common off season violations were addressed by the Legislative Council this past week. Each will become effective upon approval of the State Board of Education.

The player limitation rule allows a specific number of team sport players to remain as a unit during the off-season. The original rule governed students in grades 8-12, affecting the high school and its feeder programs. The feeder programs were the reason for disparity. In districts with multiple eighth grade schools, multiple high schools, no high school, or magnet schools, feeder programs may not be clear cut. In addition to a feeder system which may not be clear cut for multiple school attendance zones, coaches have trouble safeguarding against non-school leagues that may not be aware of current player limitations. If high school coaches are not able to identify upcoming players,



Cynthia Doyle

they cannot educate eighth grade players about the player limitation rule.

The new rule passed by the Legislative Council would eliminate eighth grade players from the Player Limitation Rule. A 9-12 grade Player Limitation Rule allows coaches of subvarsity and varsity programs to address off-season regulations to the athletes they have contact with. It will also relieve the stress of uncertainty for coaches when students come from a variety of eighth grade programs. Other rules that currently exclude seventh and eighth grade students include the Residence Rule and the Amateur Rule.

A second concern of the Legislative Council was that of students missing school to participate in non-school events. Individual sports (Cross Country, Golf, Swimming, Individual/Team Tennis, Track and Field) require students to count any non-school event as one of their allowable competitions for the school season if the individual misses school time to compete. However, team sports (excluding Soccer) have allowed students an absence (within the 10 day rule) without subtracting one of the contests allowed by the *Constitution and Contest Rules*. The new rule was passed so students would not be encouraged to

miss school for non-school participation. The Concurrent Rule is still in effect, and prevents students from participating in a non-school sport while the sport is in season. If a student misses a school day to compete in a non-school team sport (volleyball, football, basketball, baseball, softball), they would be ineligible for the next UIL game or contest. If the rule is violated after the season, the penalty would carry over and be applied to the first game of the next season.

When students are aware of rules, and reminded of the consequence, most will choose to do the responsible thing. However, as non-school people influence non-school participation without regard to consequence or commitment to education, student athletes may not be able to see the big picture.

The big picture, dealing not only with individuals but also affecting teams and programs, is why our committee members spend time, money, and energy rewriting and revising ever changing off-season regulations. Through discussion and diverse opinion, off season regulations change and take on new shapes that parallel the educational objectives of our student athletes. When given all the facts, most student athletes will choose to remain eligible for the school teams. And as long as students compete for school, the Off Season discussion will be long; it will be detailed; it will be emotional, and it will impact schools in ways that parallel educational objectives.

The 1994 Athletic Committee will meet in June of 1994. We continue to address problems and concerns of the off-season. Share your opinions with us in writing, while we continue to debate what is good for educational competition.

PUBLIC REPRIMANDS

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

COACH, SCHOOL

★ BASKETBALL

James Crenshaw, Pearland HS
James Sykes, Coldspring HS
Bobby Carson, Hearne HS
Ray Snider, Fort Worth Western Hills HS
Maurice Evans, Grapevine HS
Barbara Townscent, Terrell Middle School
Greg Carter, Galena Park HS
Dennis 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
Ray Snider, Fort Worth Western Hills HS
Randall Mason, Iredell HS

★ SOCCER

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

★ BASEBALL

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

★ SOFTBALL

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

★ FOOTBALL

David Bell, Tuloso-Midway High School
Les Davis, Lockhart High School
John Gilliam, Estacado Junior High School

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

BROWNSVILLE PORTER

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

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

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: Bouffill-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.

MCALLEN ISD

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

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

BROWNSVILLE ISD

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

SAN ANTONIO HIGHLANDS

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

DALLAS ISD

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

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.

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.

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 at-

tend 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.

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 ex-

tended 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.

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.

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.

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.

DALLAS ISD

The District 10 AAAAAA 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. The District 10 AAAAAA Executive Committee placed Dallas Spruce High School on probation through October 21, 1994, for violation of the Athletic Code. The probation includes conduct of Spruce spectators and all students in school organizations that support athletics.

The District 10 AAAAAA Executive Committee put Dallas Sunset High school on probation in girls' volleyball through October 21, 1994, for violation of the Athletic Code.

LINCOLN-DOUGLAS DEBATE

Resolution for January through May: Resolved: That the United States ought to place greater emphasis on humanitarian considerations in the conduct of its foreign policy.

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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