

Leaguer

Packing up & Moving Out



UIL state headquarters moving to temporary site

For more than 20 years, the UIL state offices have been headquartered in a three-story former sorority house on the north end of The University of Texas campus. According to Wayne Brasler, a Chicago-area journalism teacher and self-proclaimed psychic who was in Austin for a journalism convention several years ago, the building is haunted, although the ghosts, he assured, are harmless.

At one time years ago, employees could sneak up to the third floor for a quick nap on the pale-green Naugahyde sofa and feel secure in knowing that their afternoon snooze wouldn't be disrupted, no matter how long they napped.

Not so today. The building at 2666 Wichita is a fire marshal's nightmare. As

OUTTA HERE

New League's new street address: 3001 Lake Austin Blvd., Austin, TX 78703. Telephone numbers will remain the same. The UIL drama department will remain at 2622 Wichita until late February or early March. After Feb. 7, the telephone number for the UIL Drama Department secretary and drama loan library will be 512/471-9996. Lynn Murray's direct line will continue to be 512/471-4517.

the League grew, offices were made out of bathrooms and halls. Manuals and contest materials were stacked in every corner. The third floor became overrun by the athletic department. Somewhere along the way, the green sofa was tossed out.

Today, the UIL is literally bursting at the seams. To remedy this, the League has embarked on an ambitious project to construct a new headquarters. However, the building isn't scheduled for completion until 1995 at the earliest. Until then, the UIL office staff except for the drama department, will be moving south, to an office building recently purchased by UT. While it may offer newer carpet and more space, it will be some time before it feels as much like home as the creaky, crowded, haunted old sorority house.

A MAJOR HEADACHE

UIL ATHLETIC director Bill Farney hates the fall of odd-numbered years. For at that time, he and his staff put together the reclassification and realignment list, which assigns schools to conferences and districts. Investigative journalism notwithstanding, the task is often a thankless one.

"Basically, you have built-in dissatisfaction," Farney said. "The smaller schools in a conference don't think it's fair that they have to play schools often twice or three times as big. Or Conference A schools who play football don't think it's fair that they have to play schools who don't play football and practice basketball."

Then, there's the problem of the so-called "super high school," consisting of 3,000 or more students. "The organization of these schools, with ninth and tenth grades over here and eleventh and twelfth grades over there, creates a lot of concern," Farney said. "Even though Conference 5A now has a two-division football playoff system, the schools in the lower end of enrollment still perceive themselves to be at a disadvantage, especially in football."

Scramble in the ever-growing girls' athletic program, the public concern with loss of school time, spiraling transportation costs, and the intangible problems involving team rivalries and you've got one major headache.

Farney knows. "We try to take as detached a view of the situation as possible" he said. "Rivalries are not taken into consideration. We try to place schools in districts totaling six or eight members because with two teams advancing into the playoffs, there are only 10 dates to play 10 games in Conferences 5A, 3A and 2A. An odd number of teams creates an open date during the district schedule. In some cases, unless there is another district close by with an odd number of teams, this date cannot be filled, thus creating a nine game season for some teams."

Factors determining district assignment include enrollment and location. "We try to eliminate as much unnecessary travel as possible, but some hardship is inevitable because of the size of the state and the proximity of schools of the same size to each other," Farney said.

"No school wants extreme travel problems and no school wants to be in a district with a traditional powerhouse. Sometimes, those two concerns clash."

While fans and administrators may be willing to travel 150 miles for the varsity football games, many are less than thrilled to make the three-hour trek for a junior varsity volleyball game. "In realigning, we have to keep in mind the total competitive program, including academics and fine arts," Farney said. "Oddly enough, we had a committee study the problem a few years ago, and it concluded that, despite the problems, the current system handled the problem about as well as possible. At least,

BIENNIAL
RECLASSIFICATION,
REALIGNMENT
COMES WITH
BUILT-IN
DISSATISFACTION

• CONTINUED ON PAGE 8

Solving a complex problem

Near the end of the team sport seasons each year, schools are reported to the UIL for any number of rule violations including playing ineligible students, playing two games during the school week and/or changing grades in violation of state law.

Normally these reports are made during the last week of the season when it has been decided which teams will advance to the playoffs. In virtually all instances schools that are reported are those that have qualified for a spot in the playoffs by their win/loss record in district. The problem is further complicated because the information regarding the violation has been known by someone for weeks or in some instances, all season.

It should be easy to reduce or eliminate this problem. Unfortunately, as with most problems, it is more complex than it appears. It is not always a case of school officials withholding information until it is beneficial for them to report it, causing the other team to forfeit or be disqualified. If this were the case, rules to handle these types of cases could be constructed without many complications.

Quite frequently, the team that reports the violation received the information from some person outside their community at the end of the season. Usually this person gives the informa-



Bailey Marshall
.....

tion to the team that did not qualify because it was defeated by the qualifying team. Often, the person calling attention to the alleged violation is upset with the team that won and has known this information for some time. When the school administration receives these complaints, it is obligated to the team and community to report them. If administrators did not report alleged violations, they could lose their jobs in their community.

On occasion, however, it is quite evident that the reporting school had the information, or someone in their school system or a parent had the information prior to the game between the two teams. This is certainly unethical and in fact, if it can be proven that the school coaches or administration knew of the problem prior to the season or prior to the two teams playing, it is a violation of the Athletic Code. That team or coach should be penalized.

To further complicate the matter,

in at least one case during the last school year, it was found that the school using an ineligible student withheld information from the district executive committee. This information would have made the student ineligible from the start of the year. Therefore the school that had the ineligible student could be considered in violation of the Athletic Code for withholding information. Surely this cannot be excused.

So, what's the answer? Currently the UIL rules, and the rules of all other amateur athletic associations that we are aware of, carry an automatic forfeiture of games for using an ineligible student. Is there a way we can better handle these cases? How else can we insure that youngsters who were eligible or the team can proceed in the playoffs? What if their coaches and administration tried to evade the rules by withholding information? What if the player or the parents lied? What if the player was a good player - or a substitute? What if? What if?

If this were a perfect world, and everyone was completely open and honest, this could be dealt with rather easily. In fact we wouldn't have these symptoms arising. Unfortunately due to the pressures to win at all costs in our

* CONTINUED ON PAGE 11

Activities associations built on three principles

By **BAILEY MARSHALL**
UIL Director

Three basic principles underlie the basic philosophy of any state activities association.

The first principle is that the association is a voluntary organization, and schools may elect to join or not join and may further elect which activities their school wishes to participate in. There is no state law in Texas, and to my knowledge in any other state, that requires a school to join an activities association.

Thus it is a voluntary action on the

part of the school to join an association. We are very proud that in most states, all secondary schools eligible to join their association do so. All associations are annuals (in botanical terms), as they die at the end of the school year and are reborn with the beginning of the school year.

Participation in activities sponsored by state associations are also voluntary as far as students are concerned. State laws require students to take physical education, but not to participate in interscholastic football; to take English or speech, but not to participate in

forensics or drama. This pattern is found throughout the relationship between basic curriculum and association activities. Thus association activities programs are voluntary as far as the school is concerned and as far as the individual child is concerned.

The second principle upon which all association are founded and under which they adopt and enforce rules and regulations is that, "It is a privilege and not a right to participate in association activities."

* CONTINUED ON PAGE 11

COMMENT

What benefits do interscholastic activities programs provide?

Certainly as a school-sponsored activity, the program should be expected to educate. One activity might teach blocking and tackling skills, another might teach dribbling and shooting skills, another might teach throwing and batting skills, and still another might teach marching and drumming skills. But all the activities provide education in specific physical and/or intellectual skills.

The emphasis might be strength in one course, agility in another, endurance in another, rhythm in another, breath control in another, articulation in another. Regardless, physical and/or mental development is emphasized.

The interscholastic activities program provides for emotional development. The arena of participation is a laboratory where students learn practical application of their skills. Specifically, students learn poise, self-control, team work, and grace in both winning and losing.

Also, students learn problem-solving skills in a cooperative learning environment. These lessons in teamwork - whether learned in the gymnasium, the band hall or the yearbook lab - are transactional. That is, they can be applied to future endeavors, whether professional or educational.

But students are not the sole beneficiaries of the interscholastic program. The program performs certain functions for the school, the community, and society as a whole.

The program provides a rallying point for students and faculty of different races, economic backgrounds and personal interests. It is a place for them to come together in support of a common cause or goal.

The program is a magnet for drawing the community to support educational needs in the community. It is a glue to hold the community and school together even in times of education hardships. As many administrators will attest, more bond elections have been passed because of winning sports seasons than any other factor.

Activities serve wide and varied purposes, but at the core are the educational needs of the student. Any and all benefits that accrue after this are icing on the cake.

- Dr. Bailey Marshall

Leaguer

(ISSN 0897-4314)

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 2622 Wichita, Austin, TX 78705 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

The Leaguer is published eight times yearly by Texas Student Publications. It is published monthly, September through May, with the exception of a combined January/February issue. There are no issues in June, July or August.

One year's subscription is \$8. Second class postage paid in Austin, TX.

POSTMASTER: Send address changes to The Leaguer, Box 8028, UT Station, Austin, TX 78713.

EDITOR

Dr. Bailey Marshall
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Assistant Director of Academics

STATE EXECUTIVE COMMITTEE

Chairman: Dr. Bob Caster, Supt., Palestine ISD; Alberto Byington, Supt. Brooks ISD, Fallurrias; Ms. Sandra Lowery, Supt., Slocum ISD; Dr. Teresa L. Long, Austin; Ms. Carrie McAfee, Principal, District 9, Houston ISD; Ms. Virginia Stacey, Supt. Lackland ISD; Mr. Greg Sherwood, athletic director, Lubbock ISD; Mr. Travis Spears, Levelland; Mr. George Vaults, Supt. Calvert ISD.

LEGISLATIVE COUNCIL

Chair: Richard Cohagen, Gunter ISD. 1st Vice chair, Virgil Tiemann, Columbia-Brazoria ISD; 2nd Vice chair, Robert Ryan, Seminole ISD;

5A -- Bill Graves, San Angelo ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; Victor Rodriguez, San Antonio ISD; 4A -- Ben Gilbert, Stephenville ISD; David Montgomery, Waxahachie ISD; Virgil D. Tiemann, Columbia-Brazoria ISD; Byron Steele, Jr., Schertz-Cibola-Universal City ISD; 3A -- Robert Ryan, Seminole ISD; Justin Wakefield, Frisco ISD; Bill Shaver, Bellville ISD; Newell Woolls, Hondo ISD; 2A -- Larry Butler, Spearman ISD; Dan Owen, Holliday ISD; Gene W. Whitsell, Troup ISD; Bennie Wolff, Stockdale ISD; A -- Bill R. Mayfield, Happy ISD; Johnie Reeves, Christoval ISD; Richard Cohagen, Gunter ISD; Jack Flinn, Round Top-Carmine ISD.

At large members: Vidal Trevino, Laredo ISD; Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10; Pearl Trimble, Amarillo ISD; Manny Soto, Ysleta ISD; Robert Payton, Dallas Skyline; Elizabeth Treadway, Slidell ISD; Esperanza Zendejas, Brownsville ISD.

ADMINISTRATIVE STAFF

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

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

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



CLASH OF CYMBALS. Sarah Cannady (above) of Stephenville High School waits on the sidelines before playing during halftime of the Conference 4A state championship game against La Marque. Photo by Joey Lin.

OFFICIAL NOTICES

PRESCRIBED MUSIC LIST

Page 65-Flute Trio-Class III-Delete Beethoven/McLin-Menuet in G

Page 77-Clarinet Choir-Class I-Stravinsky/Lester-Ronde des Princesses from *The Firebird Suite* (6 B^b clarinets, alto clarinet, 2 bass clarinets, B^b or E^b contra-bass clarinet)

Page 185-Treble Voice-Class II' Move The Art Song-Mendelssohn-Auf Flugeln des Gesanges (German or English) (On Wings of Song) to Class I Treble Voice

MUSIC C&CR

A printing error has been noted in Section 1109 (a) of the 1994 Constitution. The Rules, Under the Instrument (Wind and Percussion) Events, the maximum number of performers per part is inadvertently listed as four. The correct number of performers per part is two and it has been for the last several years.

Projects help shape music programs

Many projects are currently underway that will impact the UIL Music Contest programs over the next several years. Most of these projects are being developed through committee action.

As you review these activities, be mindful of the fact that one of the strengths of music education in Texas is the willingness of members of the profession to assist with the continuing evolution and refinement of our programs. Much of the success we enjoy is because of strong committee involvement resulting in recommendations to modify current programs or institute new ones.

The practice of using a committee structure allows music educators in the state to play an important role in determining the destiny of music education in Texas as they collectively review instructional and contest programs. We must never take for granted the environment that allows for this committee involvement.

★ BAND SIGHTREADING PILOT PROJECT

On the evening of November 11, the first session held to demonstrate the sightreading procedure that will be used in the Region 18 pilot project took place at Westview Middle School in the Pflugerville Independent School District. Band Directors Verda Herrington and Chico Portillo served as hosts and the Westview Middle School Symphonic Band very ably served as the demonstration group.

It was a productive and informative evening with more than 30 band directors from throughout Region 18 in attendance. The band read three different selections using the new discussion period format. During each reading, a different director instructed and conducted the band. In general, the comments and reactions were quite favorable. There was consensus that the procedure did work, was easy to understand and offered ample opportunity for the group to read successfully.

A mock judging panel comprised of Laura Foster of Grisham Middle School (Austin), Bob Parsons of West Ridge Middle School (Westlake) and Ann Peace of Covington Middle School (Austin) were charged with the responsibility of determining if judges were likely to react differently to a band's reading under the new format. They also were asked to make recommendations concerning what needed to be covered in the judges' orientation prior to each contest in Region 18 this spring. These three highly qualified judges felt that the



Richard Floyd

revisions would have no impact on how a band was judged other than the fact that the students would be more responsible for the fundamentals required to read the piece successfully.

A question-and-answer session after the demonstration allowed ample opportunity for directors to ask questions and make suggestions. This input will prove valuable as the committee continues to refine the process.

An additional demonstration was held on Jan. 24 at Elgin High School with Van Henry as host. The same format was followed with Tony Clines of Robinson High School, Paul Fellows of Lampasas High School and Don Thoede of Clifton High School serving as mock judges.

A final demonstration is scheduled for Feb. 14 at Hays High School and Gerald Babbitt will serve as host. At the conclusion of this final demonstration the Band Sightreading Study Committee, chaired by Karen Sperry, Martin Junior High School, Austin, Texas, will meet to make final plans for the Region 18 Pilot Project. Details regarding the pilot project are available from the State Music Office.

★ VOCAL SIGHTREADING CONTEST

The Vocal Sightreading Study Committee has made several recommendations intended to clarify the procedures during the discussion period that will go into effect in 1995. In addition the committee continues to make plans for a pilot project in the spring of 1995. Details concerning this proposal will be forthcoming in the near future.

As with the band pilot project, a region or regions will be asked to participate in the pilot project. The emphasis will be on the development and evaluation of independent sightreading skills by each member of the performing ensemble. Questions, comments or concerns regarding this project should be addressed to Judy McEnany, 3428 University Blvd., Houston, TX 77005 who

serves as chair of the committee.

★ PML REVISION COMMITTEES

The Band, Choir and Orchestra Prescribed Music List (PML) Committees have all had their first meetings and developed a strategy to deal with this major task. In the months ahead these committee members will be reviewing new repertoire to be considered for the PML. The primary committee meetings are scheduled as follows:

BAND - June 13-15, 1994 - Austin.

ORCHESTRA - June 19-21, 1994 - Austin.

CHOIR - July 31-August 2, 1994 - San Antonio.

Each of these committees is eager to receive recommendations and suggestions from directors throughout the state. Now is the time for anyone who feels that there are selections that should be considered or gaps in the lists that should be addressed by the committees to communicate these concerns to the committee members via the State Music Office or the committee chairs at the following addresses.

• **State Music Office** - Richard Floyd, UIL State Director of Music, P.O. Box 8028, Austin, TX 78713, (512) 471-5883.

• **Band PML Committee Chair** - Marion West, 2426 Valley Forge, Richardson, TX 75080, (214) 553-4252.

• **Choir PML Committee Chair** - Stan McGill, South Garland High School, 600 Colonel, Garland, TX 75043, (214) 494-8436.

• **Orchestra PML Committee Chair** - Penny Meitz, 6607 Fairfield, Houston, TX 77023, (713) 535-3712.

In addition, help is needed in the review of the solo and ensemble lists. Anyone, including private teachers and well as directors, having an interest in specific lists is encouraged to contact the appropriate committee chair to offer his or her assistance with this major project.

The bulk of each committee's work is to be completed in early 1995 so that the revised edition of the PML can be published and made available to directors by Aug. 1, 1995.

Periodic updates on the progress of each committee's work will appear in future issues of *The Leaguer*. Directors and administrators are encouraged to call or write the State Music Office if they have specific questions or concerns about any of these projects.

In the service of the music

Each year about this time the focus of most band, choir and orchestra directors turns to the task of preparing for UIL Concert and Sightreading Contest.

In a desire to master such technical components as notes, rhythms, balance, intonation and the many other objective considerations that are viewed as being so important in contest performance it is easy for one to lose sight of the important and less tangible subjective spirit of the music. As we begin this annual quest for excellence be mindful of the following thoughts of composer and teacher Bruce Adolphe who writes:

"TO INTERPRET a work means to discover and identify with the essence of a work, and to communicate it through faithful execution. A great performer uses technique in the service of the music, and does not use the music to display technique. Similarly, the artistic performer does not use a piece to exhibit his own personality, but identifies with the spirit and the message of the music. The performer enters into a partnership with the composer, a relationship which is sympathetic and passionate. The depth and variety of the performer's personality is made evident by the extent to which the meaning of the piece is communicated.

A note-perfect performance which does not realize the essence of the work is of no value. An impassioned performance which is full of inaccuracies is also without meaning.

To divorce the study of technique from the philosophy of interpretation is unartistic. A good technique serves the imagination, and is not noticed."

© *The Mind's Ear* by Bruce Adolphe and published by MMB Music, Inc.

Strong and decisive tips carry no guarantees

■ A bit of planning goes a long way toward running the best district meet possible.

As unlikely as it may seem, questions arise this time of the year regarding the UIL district meets, such as "Can we move Easter?"

The answer is, of course, "as long as it doesn't affect the track and field meet."

The majority of the questions fielded by this office at this time of the year do not involve journalism or current events — they're about running or throwing heavy objects. If they involve academics, then they concern speech or one-act play, essentially because it's easier to broker peace in Bosnia than to put together a speech tournament or one-act play contest. Why, you ask, are these contests so difficult to administer? Because the directors of those contests, Treva Dayton and Lynn Murray, are weak and indecisive.

Be that as it may, I feel it necessary to discuss what you can expect this spring as a UIL journalism coach.

- You will be notified in sufficient time to wolf down your lunch that you've been volunteered to direct the district journalism contests, which begin in 20 minutes. When this happens, scan the cafeteria for at least three qualified journalism judges. We suggest you hire people who would recognize a newspaper if swatted with one. You may hire professional reporters or editors, even if they're members of AARP, college or high school journalism teachers, or public relations types.

Be warned. Choose your judges carefully. The other coaches in your district will want and deserve to know who wrote those nasty comments on their students' papers. If you're not impressed with your judges, the other journalism coaches darn sure won't be.

A reminder to visiting coaches: that your students failed to win doesn't prove that the judges were incompetent.

- Pay your judges something, anything. If your district charges \$3 per student entry fee, and you have 24 students in each contest, then you



Bobby Hawthorne

should have about \$72 to play with each go-round. If you pay three persons \$30 each to judge the four contests, then someone is pocketing \$198. This should be enough to pay for the medals and a portion of the carrots, celery sticks and tuna sandwiches they serve in the judges' hospitality room.

- Follow the UIL academic conflict pattern. It is best to hold all journalism contests on one day. It makes for a long afternoon and evening but it beats dragging students and teachers out of school for two or three days and finding judges for each day of the contest.

Also, know that at least one student will find major problems with whatever schedule your district adopts. It will disrupt her personal life. It'll interfere with his religious obligations. He has to meet his parole officer. Something. In this case, look and act sympathetic, and then go on about your business.

- Make certain your students are eligible. Given that almost all eligibility rules for academic contests have been eliminated, this should be pretty easy. Being on parole does not threaten eligibility unless:

- (1) the student committed the crime three years after graduating from high school;
- (2) the student has not been in regular attendance at your school since the Bush administration;
- (3) the student was recruited specifically for UIL journalism;
- (4) the student initially enrolled in the ninth grade in 1987; and
- (5) the student violated any of the other rules on page 64 of the C&CR or flunked both his or her subjects.

Exception: The UIL has a waiver process that allows some students to get around any and all of these rules and will even get a 10-year involun-

tary manslaughter knocked down to assault and battery. For more information, contact the UIL office at 512/471-5883 and ask for Charles Breithaupt. On the other hand, if you're smart enough to figure out how to pronounce his last name, you're smart enough to figure out the eligibility rules.

- It is a myth that adequate planning will insure a successful meet. As myths go, this one ranks right up there with, "I know I shouldn't pay \$50 for these pants because they're too tight, but I really like them and besides, after my diet, they'll fit perfectly!"

Remember, you are working with teenagers. Anything goes. The defending state feature writing champ won't make it out of district. Your best editorial writer will be late from her dentist's appointment so you'll yank in some geeky kid you hardly know to fill her place, and he'll win the district title. Bar he won't show up for regional because it interferes with a Star Trek convention somewhere. And his alternate is the obnoxious kid from your biggest rival, and she'll win the state title and a ten thousand dollar scholarship from the UIL.

Take heart. She's a junior. She hasn't got a prayer next year.

- The League has a 10-day deadline for academic contests. This rule states that students' names must be submitted to the district contest director at least 10 days prior to the meet. This should not be interpreted to mean that students' names must be submitted to the district contest director at least 10 days prior to the meet. In the altogether likely event (as mentioned earlier) that a student inexplicably fails to show up on the day of the contest, a substitute student may be entered.

Generally, this substitute would need to bring along a note certifying that she meets all eligibility rules (also stated above). The chances of this actually happening are slim to none but let her compete anyway. My weak and indecisive counterparts in speech and one-act play may disagree, but it works with journalism.

Also, in submitting names on the district entry form, write legibly and avoid nicknames so as to avoid confusion during the awards ceremony when all the boys are named "Bubba."

- Be aware of special needs students. Provi-

sions can be made for handicapped students (I'm trying to be politically correct here). If you have a student who cannot see or hear, call the League office, and we'll do what we can to assist you.

- At exactly one minute prior to the contest and not a minute before, open the packet from the UIL and read each contest. If you find a grammatical or fact error (fat chance!), point it out to students and judges alike.

- All students must take the contest at the same time and in the same room on the same day. Students who arrive 15 minutes late may compete if their slot has not been filled by a substitute. However, they have only the amount of time that the rest of the students have to complete the contest. So if Suzie skates in 30 minutes late to the news writing contest, she has 15 minutes to whip out her story. Unless she's the defending champion, expect her to win.

- Do not distribute the answer key to the students before they write their entries. Give copies to each judge while the contest is underway, and then after grading, staple a copy of the "Tips about... Contest" to each paper.

- Judges should write comments on every entry, and the comments should be more incisive than "nice try" or "say what?" Each judge need not read every entry, but every entry should be read and edited.

- You may want to conduct a verification period after the headline contest but we don't recommend it insofar as there's nothing really to verify since the headline count was changed three or four years ago.

- Somewhere in the UIL Constitution and Contest Rules (I couldn't find it), there's a Spring Meet Code which states that you should not act like a figure skater if you lose or think you're going to lose. Whether you win or not-win (actually, there are no losers in a well-planned contest), accept the results with grace and dignity, at least during the awards assembly. On the bus home, you can act like the widow at the Ayatollah Khomeini's funeral, but if you make a spectacle of yourself on site, they'll ask you to coach basketball next year.

- If, after the long bus ride home, you're still upset that your kids didn't win, don't bother calling the League office. The line is generally busy anyway.

Jim Davidson is mourned

Pioneer journalism teacher Jim Davidson of Dallas Lake Highlands died recently after a long illness. His service to Texas scholastic journalism was long and legendary. He was a member of the ILPC Summer Publications Workshop since its founding and received both the Edith Fox King and Max R. Haddick Teacher of the Year Awards from ILPC.

Last fall, he was inducted into the National Scholastic Journalism Hall of Fame at the University of Oklahoma.

"I have never known a more kind or gentle man, or a man of greater integrity or commitment to students," ILPC director Bobby Hawthorne said. "To say that he was loved and respected by all in scholastic journalism is an understatement. He represented everything that was decent and honorable about teaching. I grieve for us and for those future beginning newspaper students at the ILPC summer workshop who would have learned so much from him."

Membership not required

Attendance at high school journalism convention not restricted to state association members

Seven outstanding publications advisers from across the nation.

The finest Texas high school and junior high newspaper and yearbook coaches.

Austin-area print and broadcast reporters and editors.

University of Texas and area journalism professors and instructors.

Together, they will comprise the program for the 67th annual ILPC convention, April 16-17 at UT-Austin. One of the largest gatherings of its kind in the nation, the convention will include more than 100 instructional sessions in all phases of student publications. In addition, sessions will be held for graduating seniors on careers in print and broadcast journalism, public relations, advertising and communication.

"The purpose of each session is to be of tangible benefit to the persons attending," ILPC director Bobby Hawthorne said. "Whether it is a

ILPC CONVENTION

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.

teacher who needs help in developing curriculum or a student who wants to know how to write better feature stories, we will have sessions for them."

Attendance is not restricted to ILPC members.

"We hope that all schools interested in producing timely, relevant and journalistic publications will attend," Hawthorne said. "Whether you've ever had your yearbook or newspaper judged, you will find something important and helpful at the convention. Most helpful is the opportunity to discuss common problems with other advisers."

The convention begins at 10 a.m. Saturday, April 16 with exhibits and individual achievement awards displays. An early-bird session will be held at 11 a.m.. Regular classes will begin at 1 p.m. and continue through 5 p.m. Sessions Sunday will be held from 9-11 a.m. The convention will conclude with a grand awards assembly, set for 11-11:45 a.m.

Something of value

Argumentation of essential ideas necessary

By LARRY McCARTY
Ingram Tom Moore High School

The Lincoln-Douglas resolution chosen for the spring of 1994 is one that provides great opportunity for quality debate. There are literally thousands of articles in highly credible journals and periodicals that address foreign policy, humanitarian needs, human rights and multilateral organizations. Many have been published quite recently.

There is also a wide range of quality books of both modern and classical nature that discuss related ideas. The research avenues are virtually limitless for enthusiastic debaters, and there are ample philosophical avenues to follow when arguing the specifics of humanitarian considerations and American foreign policy.

Prior to developing any ideas about cases and arguments, it is imperative to remember that Lincoln-Douglas debate is *value* debate. Regardless of the wording found in the resolution and regardless of the nature of the issues which can be discussed, a strong obligation to maintain the integrity of L-D debate by focusing cases and arguments on value ideas persists.

With a modest amount of research, cases can be developed in support of a wide range of values. Various interpretations of the Social Contract (Locke, Rousseau, and Hobbes) can be effectively applied to the resolution. No matter which Social Contract idea is chosen, focus attention on the manner in which mankind has moved from a "natural state" to a "controlled state" and what individual rights are lost or gained in the process.

It is equally possible to argue Utilitarian ideas to support the resolution. Follow the basic premise of, "the greatest good for the greatest number," and review the writing of John Stuart Mill and David Hume among others, for support of these philosophical ideas. Still another approach to pursue is the use of the "Categorical Imperative" which loosely follows the idea, "what is good for one is good for all." For support and additional information review ideas offered by Immanuel Kant.

If a modern direction is desired, some debaters may rely on a popular, although often misinterpreted, concept of "justice." A wealth of evidence is available to support various theories of justice, much of which is directed in support of or against the contemporary philosopher John Rawls. There is considerable disagreement over the extent to which Rawls' theory of "distributive justice" can be applied to foreign policy. Nevertheless, there are numerous directions to follow in applying the value of justice to this particular resolution and a variety of excellent sources to consult. If justice is to be argued, be certain that the specific type of justice supported is carefully defined and identified. Avoid supporting "justice" as such without offering definitions which focus the value on this topic.

The use of a philosophical basis for the resolution by the negative should also keep the debate from venturing into policy realms. The negative does, however, face a clear choice of options in countering the topic. One means of negation would be to claim that the United States should simply not place greater emphasis on "humanitarian considerations" in the conduct of foreign policy. Another choice would be to argue a counter value or counter justification to receive emphasis as opposed to "humanitarian considerations."

For example, the negative might argue that the United States should place great emphasis on national security, or the promotion of the common good, or any other applicable ideal that could be valued above humanitarian considerations. Remember, the negative simply has to negate the resolution, and is not nearly as restricted in the choice of attack as is the affirmative.

It is important to understand the difference between pragmatic and policy arguments. Policy arguments support a specific plan of action or specific policy options. Pragmatic arguments are "real world" examples of exactly how certain ideas are implemented or supported.

While the use of plan arguments are not appropriate in L-D debate, it is entirely acceptable to use realistic examples in support of philosophi-

INVITATIONAL TOURNAMENT

An excellent way to help beginning debaters

By BURLON WILKERSON
Academic Coordinator and Debate Coach,
Diboll High School

Diboll High School recently hosted its annual Debate Practice Session for Cross Examination and Lincoln-Douglas Debaters. Unlike a practice meet or a tournament, this activity was designed simply to provide practice for debaters who seldom have the opportunity to attend those kinds of meets.

Judges were not required to name winners and were encouraged to talk with the students after each round and offer suggestions for improvement. Each school provided one judge for every two teams of L-Ders.

Entry fees were assessed at \$2 per person, and observers were welcome at \$1 each.

Diboll High provided snacks throughout the morning for all participants and certificates for the debaters. Recording was allowed if both teams agreed.

Fourteen C-X teams and four L-D debaters representing eight schools participated in this year's session along with observers from two other schools.

Each team debated three rounds and, just for fun, all debaters who were designated as the outstanding debater in all three rounds received special recognition at the end of the morning.

Diboll has found this activity to be an excellent way to provide practice for debaters at a low cost and without extensive travel arrangements. It is particularly helpful for beginning debaters or small schools with a limited budget.

NOTES TO HELP CROSS EXAMINATION DEBATERS, PAGE 9

cal ideas. It is often an excellent idea, in fact, to offer both philosophical and pragmatic justifications for L-D resolutions. It is fallacious to claim that any real world example introduced into a round makes it policy debate. The phrase "foreign policy" does not mean that the affirmative is bound to present details of specific guidelines the United States should follow. Focus attention on another key word in the resolution, "ought," which can be defined from numerous philosophical dictionaries to include meanings like "moral obligation" or "duty."

By the same token if either debater drifts into the policy realm during a debate and claims that certain policies now exist that support the topic, then a philosophical response is warranted. The proper argument in such a case would be to claim the "naturalistic fallacy" which in essence means that just because a policy exists, that is not proof for the validity of that policy.

As a general summary aimed at debate obligations, I suggest that there are two elements that are mandatory for quality L-D Debate. Those

ingredients are organization and clash.

The affirmative has an obligation to present a well organized case and the negative has an equal obligation to argue against ideas within that case. Granted the specific strategy of the negative may take the form of a counter value or cross application of negative case arguments, but the fact remains that the negative must clearly explain how cross application is valid in this particular debate round.

The cases on both sides of the resolution are very important, but the manner in which fundamental issues are identified and refuted is of equal importance. Whatever strategy is implemented for refutation, quality of debate is enhanced by sound argumentation of the most essential ideas. The result of careful enumeration of the most relevant points will be a quality debate round.

(Editor's Note: Larry McCarty has coached 11 years in Texas high schools, the past 9 at Ingram-Tom Moore. Mr. McCarty and his debaters have done extensive research and have already been successful in competition with the current UIL topic.)

Sample Extemp Topics

INFORMATIVE

1. What were the major issues addressed during President Clinton's trip to Europe?
2. How did Americans commemorate Martin Luther King, Jr.'s birthday?
3. What damage was caused by the earthquake in Southern California?
4. What led to Bobby Inman's withdrawal as the nominee for Secretary of Defense?
5. How have emergency relief organizations responded to the Californian earthquake?
6. What qualifications should Clinton look for in his nominee for Secretary of Defense?
7. What's happening in the Branch Davidian trial?
8. How are Americans coping with record-breaking cold weather?
9. What is the Whitewater investigation all about?
10. What is the current situation in Sarajevo?
11. Why is Vidor, Texas in the news?
12. What are we learning about secret government experiments during the Cold War?
13. What do current statistics reveal about the strength of the American economy?
14. What is being done to address the problem of safety in American schools?
15. What's the story behind the attack on skater Nancy Kerrigan?

PERSUASIVE

1. Was Bobby Inman treated unfairly by the media?
2. Should the selection process for judges in Texas be changed?
3. Will the rebellion in Chiapas hurt economic progress in Mexico?
4. Should the most-favored-nation trade status for China be revoked?
5. Is Janet Reno doing a good job as Attorney General?
6. Is a congressional investigation into the Whitewater case justified?
7. Could air attacks in Bosnia achieve their purposes?
8. Will violence prevent a transition to democratic rule in South Africa?
9. Is Yasser Arafat demanding too much in negotiations with Israeli?
10. Are Boris Yeltsin's days in power numbered?
11. How successful was President Clinton's trip to Europe?
12. Will capitalism replace socialism in Cuba?
13. Has China made improvements in its human rights policies?
14. Would stricter gun control laws be effective in reducing violent crime in America?
15. Is Congress likely to pass major health care reform legislation?

On the road again

UIL office moves, drama department staying put

By the time you read this column there will be more than 25 new UIL critic judges added to the 177 currently on the Texas Educational Theatre Association Adjudicator's Organization eligible list. The TETA workshop falls on January 27, the same day this *Leaguer* is scheduled to be printed. It will not be possible to publish the new list until early March, a little late to do you much good, except in an emergency.

If you have not contracted a critic for your zone or district, let us know. We will FAX you the new additions and corrections. It will be necessary for you to continue to use 512/471-5908 for FAX although it will no longer be located in the same building with the UIL Drama office. FAX will not necessarily be faster. Call first.

If you have not heard yet, the drama office and Drama Loan Library will continue to be at 2622 Wichita until late February or early March. You will no longer be able to reach me, my secretary, or the Drama Loan Library at the regular (471-5883) UIL number. It has moved to Lake Austin Boulevard, with the rest of the UIL office and staff. You must use the new drama number, 512/471-9996. It will go through my secretary to the Drama Loan Library or to me. When I am in the office, you can continue to reach me directly at 512/471-4517. There will be voice mail on 471-9996 after February 8. Leave a message!

All of you who waited until February 2 to postmark OAP additions to the basic set, do not expect a quick response. It will likely take us until the last of February to clear the office of all set additions. The UIL office moving with most of the equipment will slow the process and preparing to move the drama office during the busiest time of the year won't help much. Don't despair. We will do this again in two years or so, but into a new building designed just for UIL.

The set deadline is past. Without approval for additions, you must stick to properties, all varieties, standard doors and windows, and the Unit Set. Read the *Handbook for One Act Play 12th Ed.* and then call me. Don't panic!

The title deadline is the next! The official pink OAP Title Entry Card is in the mail. If you don't have it by Feb. 8, call. We will mail another.



Lynn Murray

There will not be a second card mailing. Please read the cover letter with the title card.

We are requesting a stamped first class (2 oz - \$.58) self-addressed #10 envelope with each title card. There are two reasons. Postcards in the mail seem to get lost, and bulk mail after the February 23 title deadline takes too long. Play it safe. Obtain publisher permission, mail the title card and return Eligibility Notice envelope ASAP thereafter. Don't risk the delay. If you send us your title card now, you can still make a play title change until Feb. 23. OAP enrolled schools that do not have a title card in the League office by the deadline will receive a collect call.

It is essential that you obtain publisher permission to produce prior to submitting the title card. We are still having difficulty with publisher permission, even Approved List titles. Make sure you have some form of permission in writing. Publisher permission is especially difficult for Neil Simon plays. Unless you have written permission for a Neil Simon play, DON'T BOTHER! The is the last year for his plays. What is available to one shall be available to ALL. John Welch at Baker's Plays has done everything possible to help, but Gary De Silva, Simon's agent/lawyer, has made it impossible to produce scenes from.

You should have noted in the November 1993 *Leaguer* that the drama page included plays added to the Approved Lists. You must still obtain rights from publishers. UIL approving a script doesn't guarantee rights to produce or to produce "scenes from." When you are asking for permission to produce "scenes from" long plays, you should always ask for reduced royalty for each UIL performance. Most companies, excluding Anchorage, will give you a reduction for a 40 minute UIL entry,

Support this worthwhile competition

I am writing in regard to a letter that appeared in the May issue of *The Leaguer*. After pondering the intent of the letter for the past few months, I feel I need to respond.

I believe one-act play competition provides invaluable educational experience to our young people. I have seen students learn more about literature on that stage than they have ever learned in my English classroom. I value this experience as do my students.

As a director, choosing the right script for my young actors, cutting that script, meeting all of the deadlines and requirements set forth in the *Handbook for One-Act Play Directors*, working around every other activity in the school, casting, and directing pose a difficult problem for me. Anything that can lessen the load and responsibility is greatly valued. So, as other directors do, we appreciate the guidelines set forth in our handbook. Because this production (*The Children's Hour*) met all the guidelines, the complaint about the play selected by this particular school truly affected me.

The play in question, *The Children's Hour*, is on the approved list of plays for contest. Also, it was supported by this particular school district's administration. Therefore, the director met the two criteria set forth by the UIL handbook when selecting his play. If this type of disgruntlement is not discouraged, then the handbook and the guidelines are obsolete for the high school one-act play director.

I saw this particular production at a festival in the spring before it was polished and

CONTINUED ON PAGE 9

but you must ask! You will not be able to obtain reduced royalty for certain scripts, but you should always ask.

If you don't have a new OAP Handbook, get one ASAP! All orders have been filled. The publication costs \$5 plus \$1 for postage. There is considerable new material and the critical issues were highlighted in November 1993! You can send your request directly to my office, and I will try to see that it is mailed the same day.

Please be reminded that a live off-stage voice must come from a crew member or a cast member playing an on-stage role. There are problems related to specific plays. Directors that select "The Shadow Box" have a special problem. The character of the Interviewer must be in view of the audience (on-stage, side, apron, or audience) to be a judgeable character in OAP. If the choice is to use the Interviewer off-stage, the voice must come from a crew or cast member(s) with other roles. A recorded voice in this script would bring into question as to whether or not it is "incidental" sound. I think not. In the case of "I Never Saw Another Butterfly," the voices and loudspeaker may be recorded because of the script structure. They are not a major portion of the script and are considered incidental. If a director chooses to bring on-stage the voices of characters not listed in

the cast listing, these characters added must be approved by this office.

Most publishers are sympathetic to your needs but have little control over a playwright's desires. Changes in a copyrighted script cannot be approved by the League. Publisher, playwright, or agent approval is required. The League cannot give permission to change gender. Most will agree that changing the gender of a generic character that has dialogue which is not gender specific would make little difference. If gender change has any impact on character choices, playwright's intent, or any other structural element of a script, you are ethically responsible for obtaining permission from the copyright source. I do not think it proper in UIL for anybody to tell you that a female cannot play a male role as a male or "vice versa." A performer should be judged on the quality of the characterization, not what is under the costume or makeup. Yes, we should all be sensitive to ethnic, religious, social, and even political feelings, but the final choices should be left with the theatre director, local administration, and community.

If you think this sounds familiar, read the November and January/February 1993 *Leaguers*. The problems are still the same. We wish for you the best spring ever in education theatre, with the emphasis on educational!

Teacher's workshop set in conjunction with theatre program

The University of Texas at Austin Department of Theatre and Dance is sponsoring a "teacher's" workshop in conjunction with the 32nd annual Summer Theatre Workshop. The program will be administered by Lynn Murray, UIL Drama Director. From June 3 through July 10, courses in acting, voice, technical theatre, make up, directing, and production activities will be structured to involve both teachers and students. The directing seminar will begin June 3 and continue through the workshop period. UT-Austin registration for summer is set for June 1 and 2.

Final productions are set for July 8-9. Workshop classes and the plays will be directed by UT-Austin faculty and outstanding high school theatre teachers. Companies of the plays will be composed exclusively of workshop students. Teachers taking the workshop courses will serve as assistant directors.

The workshop will be of special benefit to

teachers seeking theatre arts certification, taking the TEA exit test in theatre arts, taking courses to meet local requirements, directing the UIL one-act play, and/or teaching the variety of theatre subjects needed for the TEA theatre arts curriculum. Participating teachers will receive eight semester hours credit. Those enrolled will participate in a directing seminar and produce scene work with the high school students. For those enrolled in graduate school at UT-Austin, six semester hours of graduate credit may be earned toward an MA in Teacher Training.

Teachers desiring participation in this workshop must request and make application prior to May 1, through UT-admissions as "transient" students, in order to register June 1 and 2. They should also notify the workshop director of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office, but is not required. For further informa-

tion teachers interested may reach workshop director Murray at the UIL office, 512/471-9996 or 471-4517.

For teachers who cannot attend the full-term summer theatre workshop, a short term non-credit workshop, specifically designed to help teachers with preparation for the UIL one-act play contest is planned for the final week. This six-day, July 4-9, workshop will focus on selecting a play, cutting a long play, using limited scenery, using the League-approved unit set, using limited lighting, interpreting OAP rules, and directing the contest play. A \$150 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers registering will receive immediate confirmation.

Teachers in the short term workshop will view workshop laboratory scenes, the three major workshop productions, workshop classes, and Department of Theatre and Dance productions dur-

ing the five-day program. Critique sessions on all activities will be held. Applications for the Summer Theatre Workshop for high school students and the short term teacher's workshop will be mailed to all theatre directors in March.

In addition to the UIL OAP directors workshop, the Department of Theatre and Dance has tentatively scheduled an intensive week long workshop for high school teachers focusing on choreographing/directing for musical theatre. The workshop will present films of different musicals and involve a daily two hour studio experience on techniques, partnering and movement. Participants will attend the department's productions. The workshop dates will be determined after the summer production schedule is set. Fee for the workshop will be \$150.

Further information concerning these workshops may be obtained by contacting Lynn Murray. (512/471-4517 or 5793 after June 1.)

New ready writing rubric emphasizes interest

As priorities continue to shift in the ready writing competition, the revised judging rubric reflects the emphasis to be placed on "interest" as a dominant judging criterion for contestants' expositions.



Pat Wisdom

The rubric, which replaces the "Judges' Notes" and "Final Score Sheet" beginning this year, provides convenient visual indicators for both writer and judge and ensures that contestants whose expositions have best captured the attention of the reading audience are rewarded accordingly. Evaluation criteria are listed in the order of importance. Originality, use of perceptive ideas and examples will continue to be sub-areas of the interest criterion. Collectively, the subjective judging of interest will carry 60 percent of the evaluation, organization will be worth 30 percent, and correctness of style will constitute only 10 percent of the score.

The judging rubric allows judges to award a total of 30 points to each contestant: 1 to 18 for interest, 1 to 9 for organization, and 1 to 3 for correctness of style. Previously, judges could award a total of 10 points to each contestant. The increased number of points permits a finer delineation of writing strengths and weaknesses for contestants as well as presenting clearer indicators for judges. Contestants are provided further designation of strengths and weaknesses through judges' subjective ratings of the components of each of the three judging criteria. A check in the appropriate space rates the criterion from poor to excellent.

Below the scoring grid is space for judges' comments. Each of the three judges for the contest will provide responses on separate judging rubrics for each essay. Judges are encouraged to comment first on the positive aspects of the essay. After

commenting on the positive aspects, constructive criticism aimed to help students overcome areas of weakness should be provided. Since initial evaluation is given in checklist form, brief discussion of the highest and lowest marks is in-

tended to clarify strengths and weaknesses.

The League's philosophy toward ready writing is that this contest is a teaching device and should be an encouragement toward further writing. Although the essays are critiqued and ranked, they should also be considered tools for learning. The primary objective is to prepare young writers for future expository writings.

The revised edition (1994) of the *Ready Writing Handbook*, which will be available during the 1994-95 school year, will include further explanation of the new rubric. The revision will also include changes in scoring procedures resulting from legislation passed by the UIL Legislative Council and State Board of Education in 1993-94. The revised procedures would require that judges determine ready writing winners by consensus and thus eliminate the verification period. In actuality, the consensus method has been used extensively to judge essays in this competition since its beginning. The legislation will remove the extraneous information concerning the use of "the manner prescribed for ranking speech contests" to decide rankings, replacing it with the designation that judges should arrive at a consensus on the rankings.

The new judging rubric will be used for the first time beginning with district competition this year (1993-94). We are open to your responses and encourage you to write to us about the rubric's effectiveness.

UIL READY WRITING JUDGING RUBRIC

Conference Number _____

Contestant Number _____

Evaluation criteria are listed in the order of importance. Circle score rating in each of the three major areas of interest, organization, and correctness of style, and check the word which best describes the degree of quality in each of the sub-areas.

	POOR	FAIR	GOOD	EXCELLENT
(60%) INTEREST: 10 11 12 13 14 15 16 17 18				
Writing exhibits originality of thought, analytical acuteness, and overall coherence of exposition.				
Originality				
Perceptive ideas				
Examples				
(30%) ORGANIZATION: 1 2 3 4 5 6 7 8 9				
Each paragraph develops one idea and contributes to an understanding of the main idea or thesis.				
Clear thesis				
Well-developed paragraphs, focused on one idea.				
Transition				
Thesis support				
Composition clarity (as a whole)				
(10%) CORRECTNESS OF STYLE: 1 2 3				
Punctuation				
Sentence structure				
Grammar				
Word usage				
Spelling				

TOTAL SCORE: _____

ADDITIONAL
COMMENTS

Judge's Initials

ACADEMIC BRIEFS

Spring Meet Reminders

- Follow the Conflict Pattern. Students who are allowed to compete in contests which are run concurrently and end up winning in both must choose only one to compete in at regional level. This practice denies other students the opportunity to win awards that have been issued to the contestant entered inappropriately.
- Awards purchasing at district level is the responsibility of the district director. UIL furnishes medals at the regional and state levels only.
- Hire or have on hand standby judges/ graders, just in case a designated judge doesn't show up.
- Use teachers in the district as graders when possible.
- Check to make sure that these 1993-94 rule changes have been implemented in the contests:
 - Accounting - Contestants' are using cordless calculators which may NOT be equipped with a tape.

- Computer Science - The length of the written contest has been reduced to 45 minutes.
 - Mathematics - Scoring changes: Award 6 points for questions answered correctly. Neither award nor deduct any points for unanswered questions. Deduct 2 points for each incorrect answer.
- Campus coordinators, send a copy of your district entry form for each campus to the state UIL office.
 - Use the "Substitute Certification Form" found on page 10 of the yellow *Academic Coordinator's Handbook* to expedite student substitutions in team competitions.
 - Offer your judging / grading assistance to your regional director.
 - Advertise your winners in every way possible: school paper, local newspaper, radio, school board meetings,, assemblies, morning announcements, etc.

Approved Calculators

Only calculators appearing on the following list may be used in the UIL Science and Mathematics competitions. (*The Calculator Applica-*

tions contest is not limited to this list.)

SHARP
EL509D (Series); EL520D (Series); EL531D (Series).
HEWLETT PACKARD
11C; 15C; 20S (20S II not permitted); 32S; 32S II
CASIO
fx-82d (Series); fx-115d (Series); fx-250d (Series); fx-300v (Series); fx-570a (Series)
TEXAS INSTRUMENTS
TI-25 (Series); TI-31 (Series); TI-34 (Series); TI-30SLR+ (Series); TI-35 (Series); TI-36
RADIO SHACK
EC-4008; EC-4021; EC-4031

(Series) - Calculators marked (Series) are approved for all variations of letters and/or descriptors after the number. For example: EL509C, TI-30STAT, fx-300V, SUPER-FX, fx-115m.

For the Hewlett Packard and Radio Shack programmable series, programs must be cleared



OUR ERROR. Members of the 1993 Conference 2A state champion accounting team were misidentified in the 1992-93 edition of *Champions* as being from Bangs rather than Rosebud-Lott. The members were Vicki Vrana, Albert Michalewicz and Stacy Wilde. The accounting coach is Alan Barkemeyer. We regret the mistake.

before contest begins. The contest director will be provided with instructions for clearing each of these calculators.

Breaking the communication barrier

"It's a small point, but riding elevators, as we all do so often in this city, you occasionally wind up with a couple of blue-suited bosses and a couple of messengers, wearing the heavy bicycle chain and the helmet. In the silence, one feels the hostility."

"I caught myself in that position on an elevator the other day and decided to speak up. I asked a couple of those fellows who risk their lives — and ours — pedaling the streets of the business district every day how they were doing. It broke the spell and they responded, 'Hey, great, man, how are you?' And for a few moments, we bridged an invisible and unnecessary gap."

WILLIAM DONALDSON, chairman-designate of the New York Stock Exchange, preaching at St. John the Divine Cathedral in New York City.

.....

Communication is a critical element in the success of any school. I think everyone would agree that better



Rachel Seewald

communication between school administrators, teachers, coaches and staff would enhance the effectiveness of your school and its programs.

The key to establishing effective communication is to break the barriers that currently exist. In the opening example, silence was the barrier. Silence builds tension and creates an unnecessary gap that leads to inefficiency and nonproductivity.

Silence is only one of the barriers to effective communication, however. Another hindrance is a lack of knowledge and respect for the person communicating. In order to communicate

productively, you must develop a credible reputation so that your opinions are valued and respected. Teachers, coaches and sponsors must develop competencies and exhibit them to school administrators in an effort to establish credibility as a respected professional.

First of all, you must speak out and willingly express new ideas. Take responsibility for making yourself as valuable as possible to your school and administration.

It is up to all individuals to take charge of their own development. However, administrators have to provide an environment for teachers to grow and develop, and also provide them with the tools they need to do so.

Administrators can provide all sorts of tools to support teachers, coaches and sponsors: Ongoing education, seminars, clinics, etc. But development, in and of itself, is an individual decision.

When you adopt the mindset that you have to be the best you can be, not only are you worth more to your school and to your community.

As mentioned earlier, it is critical to establish a credible reputation so that your opinions are valued and respected. How do you develop credibility through communication?

Be candid. Project a professional image. Treat people with dignity. Become an expert in your area of responsibility and demonstrate that you can manage and administer your responsibilities in a fair, honest and diligent manner. If you are fair and honest, your opinion will be trusted. If you are diligent, you will be prepared. In any of these situations, your opinions will be respected.

The key to maintaining your credibility is to demonstrate the ability to make informed decisions in an appropriate manner. It is imperative that decisions are made in the best interest of students in a manner consistent with established procedures.

You can become an expert in your area by: Reading and studying the Constitution & Contest Rules; knowing your local school district policies; joining your professional organizations; attending clinics, workshops and conferences; and networking with your colleagues.

Students, parents and staff will not tolerate inequities in school programs. The main goal of any school should be the development of students into responsible, productive adults. Honesty and integrity should remain consistent among school personnel. If you are not fair and honest, you are providing a disservice to those you are employed to service.

If you are a teacher, coach or sponsor, offer new ideas, plans and decisions eagerly and willingly to administrators. More important, however, follow through on those plans and ideas. If no action is executed, then knowledge, fairness and honesty will not matter, for nothing meaningful will be accomplished.

In summary, effective communication is essential to the success of any school. In order to better communicate, you must be knowledgeable and credible in your field. Do not be silent or passive. If you want your suggestions heard and ideas considered, maintain honesty, integrity and a willingness to learn through continuing education.

Credibility is established and maintained by demonstrating personal and professional accuracy. When this happens, you will become an integral part of your school, and your opinions and ideas will not only be valued and respected but welcomed.

Alamo scholar/athletes chosen

Creative arts scholarship program established

This spring, Alamo Rent A Car will continue its focus of promoting excellence in education in Texas with the establishment of the Alamo Creative Arts Scholarship program.

Similar to the Alamo Scholar/Athlete award, which will return next fall, the Creative Arts Scholarship program is designed to acknowledge the efforts of outstanding high school students in creative arts UIL competition categories. Details outlining the exact components of the program will be made available in February.

Not only does the UIL Scholarship Fund profit through rebates from special UIL rental rates, but anyone affiliated with the UIL has access to the rates. 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. Students and their families, teachers and school administrators are encouraged to request these rates when

renting a car with Alamo.

As the Alamo Scholar/Athlete of the Week program comes to a close for the 1993-94 school year, it once again can boast enormous success. To date, 94 high school seniors have been awarded \$47,000 in UIL scholarships made possible by funds donated by Alamo Rent A Car.

Five honorees were recognized in December. They are:

- Senior Cliff Williamson of San Antonio Holmes, an offensive tackle, has a 95/100 grade point average and academic class ranking of 17th in a class of nearly 500. Williamson is a member of the National Honor Society, the English Honor Society and Mu Alpha Theta.

- Jody Harrison of Aldine is ranked in the top two percent of his class of more than 400. Harrison has been a Boy Scout since fifth grade and is on his way to earning his Eagle Badge, Scouting's highest honor. He has won

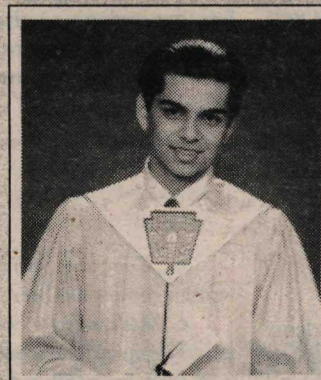
the Aldine High School academic award every year.

- Carlos Walker secured a nomination to the U.S. Military Academy. With a 4.2 grade point average, this Fort Worth senior is ranked number one in his class and expects to graduate as the valedictorian. Walker was football co-captain and president of his senior class at FW O. D. Wyatt HS.

- Ryan Shelton, son of Hays HS athletic director and head football coach, Bob Shelton, maintains a 3.8 grade point average and is ranked 13th in his class. In addition to football, Shelton plays basketball and lettered in track his freshman year as a high jumper.

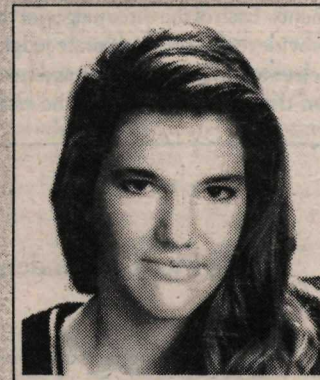
- A 1993-94 All-State offensive honorable mention nominee, Celina High School's Jody Farquhar has won two all-district and all-area honors. He holds a 4.157 grade point average, is ranked number one in his class and has earned honors as a Congressional Scholar for the State of Texas.

TILF SCHOLARS SPEAK OUT



The experience that I have gained through the UIL academic competition has clearly provided me with a solid foundation to build on. The fierce competition on the way to the top of the UIL pyramidal structure forces contestants to utilize all of their available resources if they are to have any chance at emerging on the top of the mountain. Fortunately, we competitors are still considered students and are provided with wonderful people called coaches. Our coaches are always there to support us on our upward rise, and catch us when we fall. The UIL competition has taught me teamwork, how to win, how to lose, how to listen, how to teach, and also that no matter what you are doing, you have to give that little something extra to produce your best.

Surya C. Singh - Mineral Wells HS Welch Foundation Scholarship



The UIL experience has taught me the cause and effect relationship of using my time wisely. In spending an extra hour studying, attending a practice meet, or receiving tutoring, I realized that that hour had a meaning to my future and was not wasted on a momentary diversion. UIL helped me to make the connection between dedication and success, which I greatly value now as this understanding has allowed me to achieve academic success. This discipline I take with me now into college and I know I would not be there without it.

Brenda Holtzman - VanAlstyne HS Welch Foundation Scholarship

Realignment

CONTINUED FROM PAGE 1

the committee could not find a better alternative."

At present, the previous two years average daily membership are combined for a two year average. This average is used to place every high school in rank order, with the largest school first and the smallest school last. The top 240-245 schools are placed in 5A, the next 185-190 become 4A, the next 210-220 become 3A, the next 210-220 become 2A and approximately 300 schools remain in Conference A. Schools with fewer than 80 students are permitted to play six-man football.

For the time being, schools may appeal alignments by

petitioning the district executive committees of the district in which the school is assigned and the committee of the district the school wishes to join. If both agree unanimously, the school may move.

Or, the school may appeal to the Conference and District Review Board and later, in writing, to the Assignment Appeals Committee.

"No matter what happens, someone is going to be at the top of the cut-off figures and someone is going to be at the bottom of the cut-off," Farney said. "And that means, someone isn't going to be happy with the alignment. Our task is to seek better methods of organizing schools in competitions and to periodically evaluate the process. It is vitally important that everyone — administrators, coaches, parents, students and patrons — have input."

Speech/debate, academic coordinators workshop set

Dates for a summer workshop have been set for UIL academic coordinators and speech coaches who are interested in learning more about effective direction of their programs. Sessions for coordinators will cover such topics as "Where to Begin: Duties of the UIL Coordinator," "Energizing Your UIL Program," Rule Changes, "How to Engage Participation (Students and Faculty)," and "Submitting a Budget to the School Board."

The speech/debate sessions are designed to give orientation to the novice and rejuvenate the experienced coach. Workshops will cover all UIL speech and debate contest areas, with information about resources and coach-

ing techniques.

The workshop is planned for Friday, July 29 and Saturday, July 30 at Jester Center Hall at The University of Texas Austin. Registration for the workshop will begin at 9:30 a.m. on July 29 and the workshop will conclude with lunch on July 30.

The cost for the workshop, one night's lodging and three meals (2 lunches and 1 breakfast) is \$75. In order to plan adequately, we need to know approximately how many will attend.

A registration form is below for your convenience. Feel free to photocopy form as needed.

UIL ACADEMIC COORDINATOR / SPEECH COACH

Summer Workshop (July 29-30, 1994)

REGISTRATION FORM

Name: _____

School: _____

Address: _____

Summer Address: _____

School Phone: _____

Home Phone: _____

Check: ☐ Coordinator
☐ Speech / Debate Coach
☐ Both

Enclosed: Registration Fee: \$75
 Workshop, lodging, 1 night, 3 meals

Complete application and mail with check or money order to UIL Summer Workshop Coordinator, UIL, Box 8028, UT Station, Austin, TX 78713-8028.

Director commended for outstanding production

CONTINUED FROM PAGE 5

performed at contest. Even at this early stage, it was a beautiful show that I feel my students benefited from seeing. The students performing were obviously learning a great deal about literature and the dedication needed for a quality production. I felt honored to have provided an opportunity for my students to see quality work on the stage. As for the director of the production, he is an outstanding teacher who is an inspiration to all of us who know and

value the true implications set forth in the UIL One-Act Play Competition. I commend this teacher for selecting good, solid literature for his students. He chose a play that would encourage the most theatrical growth for his company.

Thank you for allowing me the opportunity to voice my opinions. As the season for competition is nearing, I wanted the opportunity to shed a more positive light on a production that is worth producing with high school stu-

dents. Through directing the one-act play, I have fallen in love with this art. I hope that those who have not had an opportunity to internalize the entire process and its meaning for the students, teachers, and community will not criticize but join in to support this worthwhile competition.

Sincerely,
 Renee Casey
 One-Act Play Director
 Ralls High School

INVITATIONAL MEETS

Feb. 11-12 - All UIL events, Test B, Debate starts Friday. A&M Consolidated High School, College Station. Contact: Linda Coats or Debbie Lange, 409/764-5500.

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.

Feb. 14 - Literary Meet, with a full slate of contests, using original tests for the high school and Set C UIL materials for JH, Stamford Jr/Sr High School, Stamford TX. Contact: Markay Rister, 915/773-2701.

Feb. 26 - Academic Meet with a full slate of contests. San Antonio East Central High School. Contact Pam Smith, 210/649-1327 or 210/667-1898 (home).



THANKS FOR EVERYTHING. UIL academic director Pat Wisdom (right) presents a special certificate of appreciation to Betty Culp of the University of North Texas. Betty recently retired from UNT. She served with distinction as Region II, Conference 4A spring-meet director and as host of one of the four UIL fall student activities SuperConferences. Her hard work and dedicated service are greatly appreciated, and she will be missed by those who worked with her. Beth Stribling has been appointed to succeed her.

Tips offered for state-bound C-X debaters

The Cross-Examination Debate Contest Results Form can be found on page 20 of the District Director's Handbook. Contest directors should return this form to the League office by Feb. 21. This form serves as the official entry to State for each district.

Make sure you get your coach's packet if you have a winning team at your district meet. Coaches who have teams advancing must complete and return both judging forms by March 1. One form provides information for judging assignments, and the questionnaire provides information for contest directors and debaters. If you are hiring someone to serve as a judge for your school, please see that they complete both forms and give them a copy of the schedule and other important materials.

Most rounds will not have timekeepers, and debaters should bring a stopwatch to C-X State to time or allow a judge to use their watches. Alternates or other non-participants interested in timing are welcome. Instructions for timekeepers will be available at the registration desk.

The results of the national vote for the C-X problem area for 1994-95 were announced by the National Federation of High School Associations on Jan. 15. Along with the majority of other states,



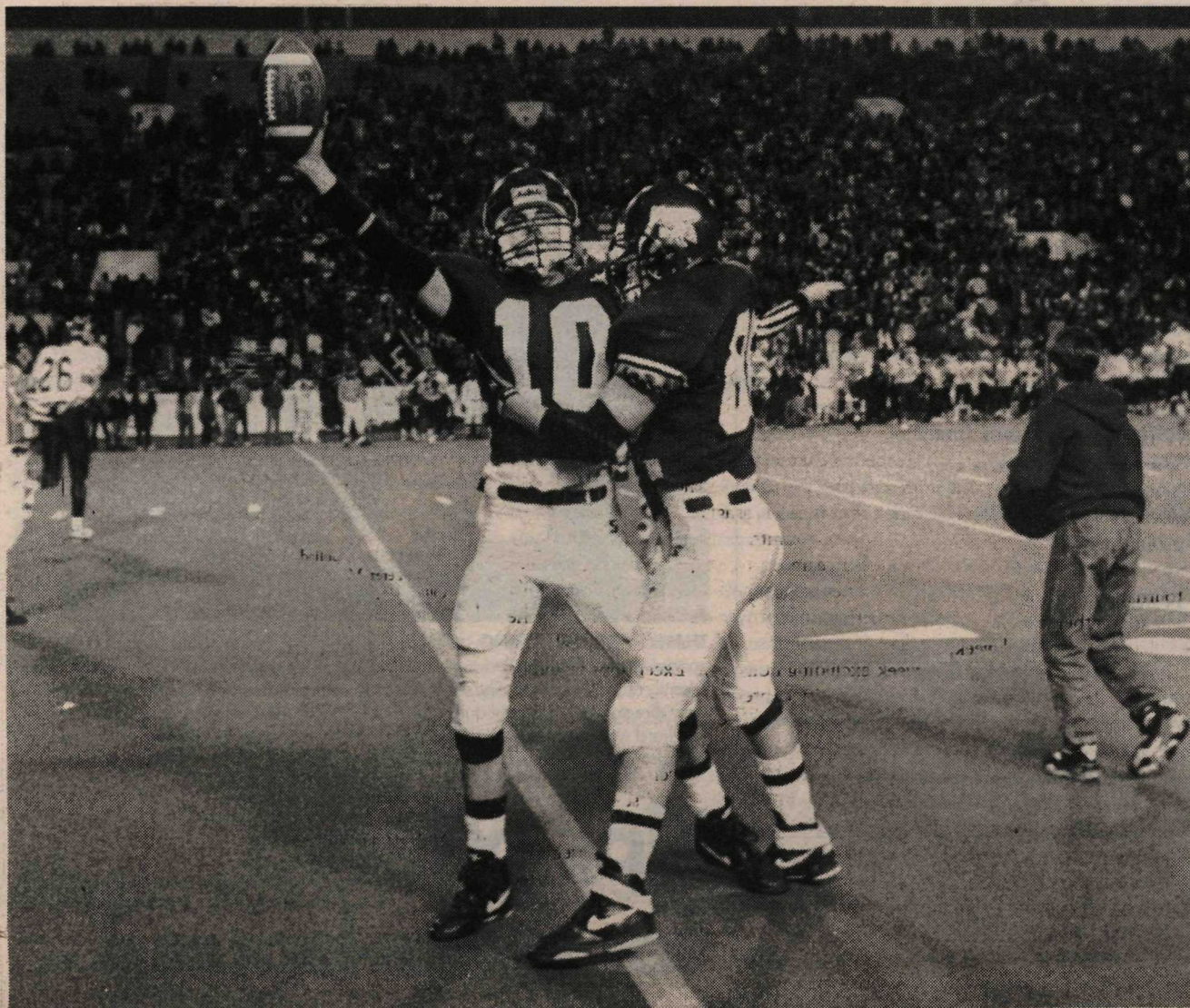
Treva Dayton

Texas voted for "immigration" as the preferred topic area. "Proliferation of biological, chemical and nuclear weapons" was the second favorite area, and "Africa" was a close third.

The study report on immigration was written and presented to the debate topic selection committee by Texas coach Gay Hollis, formerly at Kingwood High School.

We will be mailing the ballots for voting on specific immigration resolutions in early February, and your vote needs to be returned to our office by March 3. The National Federation will announce the final voting results on March 15. Please return your vote so your preference can be included.

The UIL office still has some copies of *Debating Health Care Reform: A Primer from HEALTH AFFAIRS*, edited by John K. Iglehart. Debate coaches can still obtain a free copy, by sending a request with their name, school, conference, and mailing address. Please type or print clearly. Phone orders will not be accepted.



Seniors Jason Jones (left) and Randy Griffin hold six-man state title trophy after Panther Creek's 56-23 victory over Dell — their second consecutive state Six-Man crown. Photo by Granger Huntress.

Stephenville junior Jobe Lewis (#10) celebrates after intercepting a pass in the 4A finals win over La Marque. Photo by Joey Lin.

- Todd Kirbo and Brad Robinson signal TD in Wimberley's last-second 37-35 loss to Paul Pewitt in the 2A semifinals. Photo by Bradley Wilson.

Focus on the good that competition produces

My daughter scored two points for the wrong team the other night. Taking a pass from an equally confused seventh grade teammate, she did what she was taught to do — put the ball in the basket. At first, I was embarrassed, for her and of course, for myself. Then I became angry. I mean, hadn't she seen hundreds of games and played in a hundred others? As a former coach, hadn't her dad taught her the game? Surely she knew better. This is a straight-A student. Following my short-lived rage (I was sitting by my wife) I tried to sort out what had happened and why.

My first thoughts were to rationalize her mistake. Fixing the blame is probably the more correct expression. If her teammate had gone in the right direction, perhaps this wouldn't have happened. Someone should have warned her before she shot. Following these irrational thoughts, I began to make excuses for her. After all, she did have an orthodontist appointment earlier that day and was in the dentist's chair for nearly three hours. Surely that was why she made this error.

Finally, the game was over and her team was victorious, putting their record at an unblemished 9-0. While I was relieved that at least her basket did not cost her team the game, I still had a tough time dealing with the mistake. How could she do this to me?

By the time the bus returned home and I picked her up, I had regained my composure. I consoled her and tried to soothe the situation. She was crushed and embarrassed by the experience, and I felt a tremendous sympathy for her. Despondent as she was, I felt it best not to discuss the incident with her.

The next morning, I consoled her with the



Charles Breithaupt

fact that many good players had scored for the wrong team, even in high school varsity games. And we all remember Jim Marshall of the Minnesota Vikings running the wrong way for a touch down. This made her feel somewhat better and at that point she made what I felt to be a most profound statement. She said, "Dad, I just lost my focus."

As I thought about what she said, that one word kept coming back to me — focus. It's often easy for us — from administrators and coaches to parents and students — to lose our focus. We forget that our athletic activities, while important, are just games.

As administrators, we often lose sight of the fact that the athletic competition is for the students. We tend to take things too seriously in our attempts to legislate and administrate the rules concerning students and contests. Our job as administrators, whether in a local district or at the UIL, should encompass the support of the young people of this state in their endeavors to compete. Our focus should be on providing educational opportunities for these student-athletes and not on self-serving issues.

Coaches too can lose their focus, getting

caught up in the pressures of winning and losing and forgetting the purpose of the activities. In a National Federation study, the number one reason why girls and boys participate in high school sports is to have fun. Unfortunately, lack of fun was the leading reason for dropping out. Winning was not seen as a major benefit of sports by young people who participate. In the same study, skill development was considered a crucial part of fun and viewed as more important than winning, even among the best athletes.

I am both thankful and fortunate that my daughter's coaches share this same philosophy. While winning and the pursuit of excellence are important, the coaches don't forget the development of the total child. My daughter could have been totally destroyed if her coach had mishandled the situation. However, she was positive in her corrective measures and most importantly, she allowed my daughter to maintain her dignity. Unfortunately, there may be students who do not have the benefit of the fine coaching that my daughter receives. I am saddened when I see young people mistreated and humiliated because of mistakes made in contests. Once again, coaches need to remember that it is only a game.

Parents can also lose focus when their children are involved in athletics. When parents place undue pressure on children and the coaches of their children to succeed, irreparable damage can be done. But coaches need to be sympathetic to parents.

Parenting is a difficult job, and sometimes, in wanting the best for their children, parents are unrealistic in their expectations and demands. It has been said that most parents would rather that

their child be an all-state athlete than for their child's team to win the state championship. But a coach should not blame a kid for the desires or actions of parents.

Students need to keep the purpose of athletic competition sharply in focus as well. Academics should always be placed above extracurricular activities. Students often have lofty visions of where their abilities can take them. No matter how talented a player might be, athletic careers will end at some point. Very few players make it to the NFL or NBA, and only a small percentage of high school athletes receive college scholarships. Students should learn to enjoy the competition and be prepared for what comes after school athletic careers are completed. Placing too much emphasis on receiving a scholarship or playing professionally can decrease the enjoyment of interscholastic competition.

Finally, all of us should realize that UIL games are played by and for the greatest natural resource that our state has ever produced, the children of Texas. The most rewarding challenges of sports are those that lead to self-knowledge. We all need to work hard to focus on the good that these students produce through competition, remembering that the most valuable rewards of athletics are those that are intrinsic — those that create lifetime athletes. Those rewards are more important than extrinsic awards (victory or attention from others).

Yes, students will make mistakes, just as we will. But if we focus on the children, positively influencing and guiding them at every opportunity, they will focus on achieving excellence in all areas of life.

What do I do if...?

Having a contingency plan can mitigate bad weather anxieties

Unpredictable weather patterns across Texas often place tournament directors in a quandary. The suspensions, postponements and cancellations of baseball or softball games seem to haunt host coaches as seasons change. By having a contingency plan, many of the conflicts associated with rescheduling can be reduced. Varsity and sub-varsity baseball or softball tournament postponement questions can be addressed before schools leave the playing field, or varsity games can be rescheduled according to UIL guidelines, and National Federation rules.

When planning a tournament, participating schools should be aware of your contingency plan. If this plan involves an alternate site or a make-up date, information should be included in district minutes or in tournament information packets. When inclement weather causes a delay in tournament play, the schools involved have several options.

BASEBALL/SOFTBALL TOURNAMENT

- A game that has gone five innings or more will be considered a complete game.
- A tournament that is cancelled prior to the semi final round may be counted on the season record as either matched games or as a tournament.
- When inclement weather prevents the playing of a final round of a tournament, play may resume on a Thursday, Friday, or Saturday during



Cynthia Doyle

the same calendar week. If play cannot be resumed during the same calendar week, the final round of a tournament may be played during another week on a Friday, Saturday (or school holiday) with no loss of school time. The final round of tournament play may be played in addition to any regularly scheduled games or tournaments if the tournament was suspended due to weather.

Matched Games: During the school week, school may schedule one contest (matched game or double header) on Monday through Thursday. If the scheduled district varsity game is postponed due to weather or public disaster, a make-up district varsity game could be scheduled within the next seven days (excluding Sunday).

The result of this make-up policy would allow two district varsity contests during the same school week. One contest would be the scheduled game, and the second contest would be the game which was postponed due to inclement weather.

A make-up district varsity game that is not scheduled within seven days of postponement would need to be scheduled on the next available

playing date not to exceed one game per school week. If make-up district varsity games begin to conflict, the order of the make-up games should reflect the original schedule. This may be done without adjusting the remaining regularly scheduled games unless the district executive committee suggests other alternatives.

Pre-district and district games that are "called" prior to the 5th inning shall be declared "no games." If teams must schedule a make-up game, the score will begin at 0-0, unless the District Executive Committee rules otherwise. In post-district play, suspended games may resume at the point of suspension as agreed upon by the District Executive Committee. Baseball and softball, like other UIL team sports, are limited to one scheduled contest per school week (12:01 a.m. on the first instructional day of the calendar week through the close of the last instructional day of the calendar week excluding holidays). Exceptions would be district varsity contests postponed by inclement weather. However, baseball and softball are not limited in the number of contests per calendar week. This flexibility allows schools to play multiple contests from Friday after school through Saturday night.

By having a contingency plan in baseball or softball, most varsity schedules can be completed without resorting to the flip of a coin. As district executive committees address possible weather postponements and adequately share this information with appropriate coaches, anxiety caused by unpredictable weather can be lessened.

Associations on solid ground if procedures followed

CONTINUED FROM PAGE 2

Generally, courts have held that a voluntary organization of schools has the right through procedures listed in its constitution to make rules and regulations and to enforce those rules and regulations on member schools. It is important legally that all rules and changes in a constitution be carried out exactly as prescribed under the association's rules, and that all enforcement of rules and regulations be in exact accordance with listed procedures. If irregular practices are followed, then this is just cause for legal action as the constitution is not being fairly implemented.

Thus the Courts have held consistently that voluntary organizations have authority to enforce regulations made by members of that group follow-

ing designated procedures of their constitution, because, "It is a privilege, not a right to participate in association activities."

The third principle that any association must follow is that all activities it sponsors, in order to be justified as educational, must develop from the basic secondary curricula. As an illustration, out of a regular basic physical education course comes interschool athletic activities for both boys and girls. Out of basic speech courses comes debate, informative speaking, persuasive speaking, poetry interpretation, prose reading and oral reading. And so on through the basic activities program.

A state association that sponsors an activity not coming from a basic secondary course is on unstable educational ground. It should be noted

that the activities program is not for all but for those students with exceptional talents in an activity, who desire further motivation and competition in developing their particular talents.

Many court cases have reiterated the principles mentioned above, that participation is voluntary and is a privilege and not a right. If state associations follow due process procedures, develop rules and regulations through an approved process, and enforce them without deviation, they should be on solid ground when they encounter litigation. They may lose cases at the lower court level, especially in local courts, but should be upheld in the higher courts of appeals where judges rule on law more so than emotion or pressure from local voters.

Solving 'win-at-all-costs' mentality

CONTINUED FROM PAGE 2

communities (and our society in general), we do not find the honesty and integrity in all of our parents, children, and yes, even our coaches and administrators, that we should. We sometimes don't want to find out why a boy or girl is moving because we know they will help us. We don't want to know if our coach is in violation of the rules because he is winning and has great support in the community. We turn our heads so we can say we don't know or, in some cases, don't report all of the facts to the district executive committee.

And then, on a few instances, school administrators have been forced to resign because they

reported their own teams or coaches for violating rules. They should have been applauded. This again is due to our society's or communities' desire to win regardless of how.

Hopefully we can change this trend and be more open and honest, learn to respect opponents and play by the intent and letter of the rules. Wouldn't this be what is best for the education of all our students? Isn't this why we have competitive athletics in our schools?

The members of the Legislative Council and the UIL staff are open to any proposed solutions to curb these negative effects of the "winning at all costs" attitude.

PUBLIC REPRIMANDS

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

COACH, SCHOOL

★ BASKETBALL

James Crenshaw, Pearland HS
James Sykes, Coldspring HS
Bobby Carson, Hearne HS
Ray Snider, Fort Worth Western Hills HS
Maurice Evans, Grapevine HS
Barbara Townsends, Terrell Middle School
Greg Carter, Galena Park HS
Dennis Bither, Columbia HS
Dusty Calhoun, Memorial HS
Earl Williamson, Industrial HS
Ronald Foster, Killeen Smith Middle School
Eddie Fortenberry, Lockney
Dusty Loewe, Grand Saline
Earl Claiborne, Carthage
David Benbow, Golliad
Ralph Perez, Miranda City
Oliver Hadnut, Jasper
James Griffin, San Antonio Whittier Middle School
Michael DeCello, Donna
Jackie McNew, Eldorado
Jackie Henderson, San Antonio Sam Houston
Scott Nelson, Lamar HS
Juan Robledo, Ingleside HS
Kirk Chastain, Early MS
Todd Evans, Terrell
Rick Little, Spurger
Paul Johnston, Mesquite Sunny Vale MS
Robert Gavett, El Paso Guillen Int.
Jill Burchell, Tomball Beckendorf JHS
Michael Carrabine, Sweeny
John Jones, Aubrey
Benny Bobo, FW Castleberry
Steve Comer, Spring Branch North Brook
Robert Martinez, La Joya MS
Thomas Hines, Sweetwater MS
Don Pittman, San Angelo Jones MS
Josie 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
Jimmy Irvin, Hardin High School
Len Angelone, Alvin High School

2A state golf date moved

The Conference 2A playing dates for the 1994 UIL State Golf Tournament have been moved to Monday and Tuesday, May 9 and 10, at Jimmy Clay Golf Course in Austin. The Conference A boys' and girls' tournament will remain at Lion's Municipal Golf Course on Thursday and Friday, May 12 and 13. The moving of Conference 2A to an earlier date was done to help elevate the pace of play and alleviate the overcrowding problem at both golf courses.

The other conferences will remain the same as previous years. Also, the golf coaches manuals have the wrong dates for the 1994 state tournament. All, except Conference 2A, will play on May 12 and 13.

HOOKS ISD

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

CORPUS CHRISTI ISD (MOODY HS)

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

BROWNSVILLE PORTER

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

(1) the school board formally accepts the plan developed by the Management Team; and

(2) that the UIL programs at Porter High School remain under the supervision of the Management Team through the three year probationary period.

SOCCER RULE ERROR

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

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

CHILTON HS

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

PRESCRIBED MUSIC LIST

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

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

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

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

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

trumpets, trombone, tuba)

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

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

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

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

RECOMMENDED DISTRIBUTION

PRINCIPAL
LIBRARIAN
ACADEMIC COORDINATOR
YEARBOOK/NEWSPAPER
ADVISER
SPEECH DIRECTOR
BAND DIRECTOR
CHOIR DIRECTOR

ONE-ACT PLAY DIRECTOR
VOLLEYBALL COACH
BASEBALL COACH
GIRLS' BASKETBALL COACH
BOYS' BASKETBALL COACH
FOOTBALL COACH
GIRLS' TRACK COACH
BOYS' TRACK COACH