

Leaguer



THE FULL RANGE OF EMOTIONS. The post-game photo session is ecstasy for Waco Midway, something quite different for the Dallas Lincoln players, who fell in the 4A finals, 52-40. Photo by Joey Lin.

Leaving everything they have on the court

For sheer intensity, nothing compares to the UIL girls state basketball tournament. The athleticism of the boys is impressive, but with it comes a lot of typical "guy" behavior.

The girls, on the other hand, are genuine. If one of them screams, it's because they needed to, not because they thought it would look cool. When the games end, the contrasts in emotions couldn't be more different.

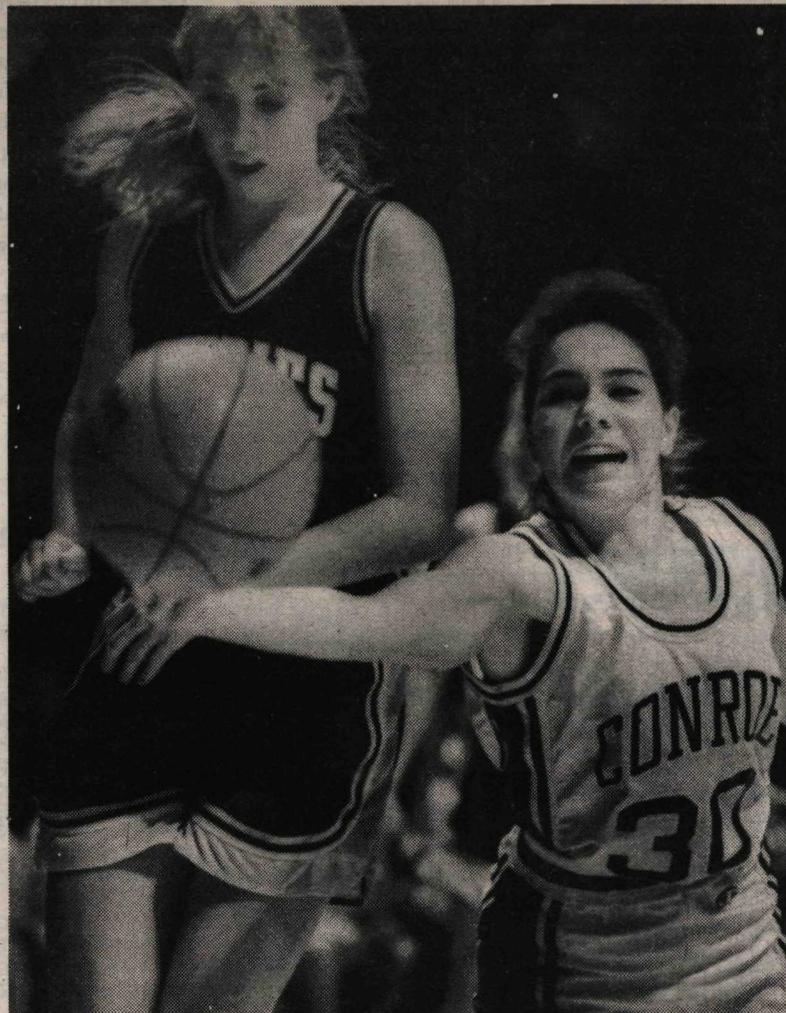
UIL athletic directors admit that the hardest part of their job is bringing the medals and trophies to the losing semifinalists. Walking into the cold, quiet dressing rooms where 14 or 15 girls are crying is brutal. But it is this will-

ingness to let it all go that makes the girls tournament so special.

For the record, Amarillo defeated Conroe, 62-46 to repeat as 5A champions while Waco Midway added to its trophy case, taking its sixth state title with a 52-40 win over Dallas Lincoln.

In Conference 3A, Jerry English finally won his gold medal as his Dripping Springs squad held off Waco La Vega, 64-56. Tuscola Jim Ned squeezed by Hemphill, 31-29, for the 2A title, and the Panhandle reclaimed its dominance of Conference A as Sudan outlasted Jayton 40-36.

GOING FOR IT. Conroe's Shannan Ogden lunges for the ball during the Tigers' loss to Amarillo in the 5A finals. Photo by Joey Lin.



Debunking myths

Athletics have characteristics associated with intelligence

By LOUIS TOMAINO

Many educators, and other citizens, would probably be surprised at the suggestion that organized athletics requires as much intelligence from students as do the traditional academic subjects.

We are accustomed to thinking of athletics as marginal to learning and easily refer to "dumb jocks" and "no-pass/no-play" as phenomena alien to education. Activities such as painting, singing, acting, poetry recitation, recalling battle dates, figuring out math problems and doing science experiments are all presumed to have an educational worth not accorded to formal sports.

Not so!

As the new school year gets under way, I would like to make the point that formal team sports such as football, basketball and baseball may demand greater cognitive rigor than most 'academic' activities and bring with them a bonus not readily found in other curricula: the need for students to effectively cooperate with each other - teamwork.

Major writers who have described intelligence over the years - Aquinas, Herbert, Piaget, Dewey, Tyler, Bloom and the experimentalists - all agree on one thing: An educated person must be able to adapt to change as required, to "do something" effectively with what he or she knows. Athletics have all the characteristics associated with intelligence, which may be described as these:

- Mind/body coordination - a learned function endemic to sports which requires constant alertness and action and is simply not present in some other academic enterprises.
- Practice - learning to do it over and over again until it's mastered,

MAIL EGO

While the League's street address has changed, its mailing address has not. Keep those cards and letters coming to P. O. Box 8028, UT Station, Austin, TX 78713-8028.

The street address - 3001 Lake Austin Blvd., Austin, TX 78703 - should be used for delivery services only.

even in adverse conditions such as sun, wind, cold and rain, unlike practicing a drama or ballet inside a warm building.

- Memory - learning to recall hundreds of intricate maneuvers and remembering when to use them in the face of opposition.
- Focus - the intensity to learn how to acquire a clear image of a specific task and to complete it quickly, as in making a tackle.
- Anticipation and Prediction - acquiring a sense of and readiness to complete an assignment, such as being in a certain position by predicting what the opposition is likely to do.
- Spontaneity - now well accepted as an act when covert integrative processes of brain, mind and person are converted into activity designed to solve problems.
- Discipline - most educators probably agree that discipline is learned via hard work; winning and losing; submitting to team expectation; the observation of dietary, sleep and exercise mandates; and the ac-

ceptance of penalty for failure to observe the rules.

- The Whole Picture - must be learned by an athlete in action. The Gestalt theory maintains that we do not learn anything by itself, that meaning is derived by seeing the whole, much as the athlete must do in relation to his or her team, the other team and the assignment presented.

- Teamwork - athletes become aware that the key to successful performance is collaboration, working together as we were taught and seeing this cooperation pay off. This is another learned response and one which our society would surely applaud and be willing to pay taxes for. Is it not one of the more sorely missed outcomes in education today?

Who would deny that the activities indicated here are legitimate, learning-based behaviors requiring reasonably acute brain function with carry-over value to work and to living? Complex content in math and science has an inherent rigor not found in an array of school courses which themselves lack the strictness of systematic sports.

This is not an attempt to sanctify or hype sports. Like everything else in Texas education, athletics is carried out imperfectly by human beings. But it does deserve respect as an authentic learning experience rather than being treated as a sideline phenomenon.

The Roman dictum "mens sans in corpore sano," a sound mind in a sound body, still applies today. It is a great investment in education for America and for Texas.

Former coach Louis Tomaino is a retired professor from a San Antonio university. This article is reprinted from the San Antonio Express-News.

COMMENT

It is always interesting to learn that all state interscholastic activities associations grapple with the same problems.

During a round-table discussion meeting at a national meeting, directors of other state associations discussed two issues that have become somewhat familiar to the UIL over the past few years: foreign exchange students and conduct at soccer matches.

Participation by foreign exchange students is an issue that is receiving more attention each year. The primary concern, especially among 4A schools, is that good athletes come in from other countries and displace students who have worked three years to represent their schools, or defeat students in district, regional, or state competition. These foreign students even take the medals to their home countries before school is completed.

In Washington, a transfer without a change in legal guardianship results in ineligibility. Foreign exchange students are treated the same as other students wanting to transfer, although subvarsity participation is not affected. In Ohio, one year approved program was established for foreign exchange students. In Wisconsin, foreign exchange students can regain eligibility after sitting out one year.

Foreign exchange students in the District of Columbia are accepted if they meet scholarship rules, regardless of when they entered the local school.

In Utah, they are only permitted to play on subvarsity teams.

Like Texas, many states liberalized their rules, only to subsequently pass more stringent restrictions. For example, a court case on the recruiting of foreign exchange students prompted Ohio to change its by-laws concerning approved program, limiting foreign exchange students to one year of participation.

Also like Texas, other states had experienced problems with soccer conduct. Three years ago, the issue was so troublesome that the League ordered a one year study to determine if the sport should be removed from the list of UIL activities. During that year and since, the conduct has improved but more needs to be done to improve conduct in soccer as well as some of the other team sports.

Similar problems arose in Michigan, which issued a memo questioning whether to keep the sport. Utah put the sport on a probationary status. In Ohio, a sportsmanship committee focused exclusively on soccer penalty. A Nevada association official called soccer behavior "a national tragedy." New Jersey now requires principals to be in attendance at contest at every match, and Minnesota is working to improve problems with officiating.

Many of the problems associated with athletics result from the loss of social and cultural values. No state is immune, and it will take the concerted effort of all school people to insure that competition remains educationally sound. - Dr. Bailey Marshall

Leaguer

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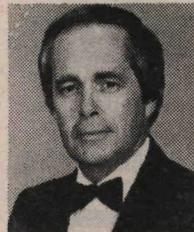
Caring teachers gently lead students to knowledge

We all have our own "teaching style." It is influenced by personal experiences, past and/or present mentors, attitudes towards students, educational goals and our passion for the art of music. If we are truly dedicated, this "teaching style" changes and evolves as we mature, encounter success and failure and add layer after layer of experience and musical enrichment to our personal and professional lives.

In spite of our "contest driven" curriculum, hopefully one of the priorities reflected in one's "teaching style" would be an ever present desire to cultivate and nurture each student's self-respect and self-esteem as an integral part of making music. Barbara Schneiderman in her book *Confident Music Performance** speaks beautifully to this priority as follows:

"Every exchange between teacher and student presents an opportunity to cultivate or diminish self-respect in the student; either to call forth the uniqueness of that individual and help him feel his own strengths and know his own opinions, or set up arbitrary external authorities. The teacher's role is to enable, to encourage an educated independence, not create dependency."

"Some of us have been exposed to the harshness and thoughtlessness of people who attempt to teach through intimidation. But even those of us who are more generous in spirit need to be reminded of the powerful influence we exert on our



Richard Floyd

students' emotional development, that a person needs to be led to value himself, his own distinctive combination of traits, his own instincts and intuitions, his own ways of thinking and feeling in order to become a confident, well-balanced performer and human being.

"One need not disparage to improve. Indeed, a caring teacher gently leads the way to knowledge with understanding of the total human being involved in this effort; his emotional life, his mental health, his current and future responses to both the challenge of performance and the challenge of life."

As we continue in the quest for competitive success let us all strive to be sensitive to the uniqueness and creative spirit of each of our students and allow them to grow as human beings and musicians as a result of our guidance and influence.

(* *Confident Music Performance*, Barbara Schneiderman, MMB Music, Inc. 10370 Page Industrial Blvd, Saint Louis, MO 63132.

BREATHING ROOM: 2-site TSSEC format a desirable change

Participation in the Texas State Solo and Ensemble Contest continues to grow. As a result, the 1993 contest experienced record attendance.

In order to accommodate the increased number of participants, the contest was divided between The University of Texas campus in Austin and the Southwest Texas State University campus in nearby San Marcos. All A/AA/AAA schools participated in the events scheduled at SWTSU while the AAAA/AAAAA schools continued to perform at the University of Texas at Austin as in the past.

All reports indicate that this was a desirable and welcome modification to the old format. The division of sights helped to minimize the congestion that is usually associated with this contest and offered greater flexibility in the scheduling of events.

There were only two survey responses from small school directors after the contest that indicated that they would prefer to return to Austin. All others responded favorably to the change and urged the UIL to continue the split site contest.

In addition, the large school directors whose students performed in Austin felt that the reduced congestion helped to minimize problems of both

schedule and logistics and served to create a more relaxed environment for the contest.

Again in 1994, TSSEC will be divided between Austin and San Marcos. The suggestions received from directors, students, judges and parents have been carefully noted and modifications in the operations of the contest have been initiated wherever possible to implement these suggestions. The addition of new facilities at SWTSU will make that campus an even more attractive location for the small school events.

There will be a Sunday afternoon contest only if absolutely necessary. If Sunday is needed, events will be scheduled on the University of Texas campus regardless of school classification. There will be no Sunday contest at SWTSU. School returning a Sunday participation card with their entries will receive first priority for any times available on Sunday.

Questions concerning any facet of the contest or specific scheduling needs should be directed to the State Music Office at (512) 471-5883. School schedules should be mailed approximately May 10th.

Revision committees appointed, busy planning modifications for Prescribed Music List

As announced in a previous issue of *The Leaguer* the revision committees for the *Prescribed Music List* have been appointed, and each committee is already busy at work planning modifications for the new *Prescribed Music List* scheduled to go into effect in the fall of 1995.

This is an overwhelming task, and each com-

mittee must have broad based support from colleagues throughout the state in order to conduct a thorough review of all repertoire. Anyone having a specific interest in assisting with a portion of the solo and ensemble list should contact the appropriate committee chairperson to offer his or her services. The committee chairs are as follows:

- Band Committee (including all wind and



HEAVY MEDAL MUSIC.

Joe David Compean, a graduate of Laredo Nixon High School, was selected a TSSEC "Outstanding Performer" for four consecutive years. At the 1992 competition, his judge, Dr. William Lipman of Del Mar College in Corpus Christi, wrote, "This was the finest saxophone performance I have heard in all years at UIL."

A mark of musical excellence

Laredo Nixon graduate posts enviable TSSEC record of success

As the solo-ensemble season gears up, we would like to recognize the achievements of Joe David Compean, a 1993 graduate of Laredo J. W. Nixon High School, who was selected as a TSSEC "Outstanding Performer" for four consecutive years.

Richard Floyd, UIL State Director of Music Activities, wrote, "Of the 16,000 musicians who performed at the state UIL meet, only 145 earned the distinguished honor of being recognized as an Outstanding Performer. This recognition is truly a mark of musical excellence."

Joe David attends The University of Texas at Austin, majoring in music education. In July, 1993, he was selected to participate in the University of Texas Honors Colloquium. The Colloquium provided an opportunity to sample the intellectual and scholarly excitement of UT Austin, along with cultural and social events on campus.

Joe David has received numerous honors for both violin and alto saxophone performance. He has been awarded 27-seven First-Division medals

in UIL Solo & Ensemble Contests. Eight of his awards are All-State medals. Joe David qualified for the Texas Music Educator's Association All-State Band for three consecutive years. For two years, he has been selected for first chair in the alto saxophone section.

He was recognized as "Outstanding Musician" for two consecutive years at the UT Longhorn Band Camp. He qualified for the All-Area Band for five years and the All-District & All-Region Band for six years. Joe David was selected for inclusion in the "Who's Who Among American High School Students."

Compean credits his success in music to his early musical training and to the outstanding music instructors he has had in school. Joe David began the study of the violin with Mrs. Herlinda G. Alderete at the age of five. At the age of 11, he joined the Lamar Middle School Band and began the study of the alto saxophone at The University of Texas at Austin.

percussion solos and ensembles) – Marion West, 2426 Valley Forge, Richardson, TX 75080, 214-553-4267.

- Vocal Committee (including vocal solos and ensembles) – Stan McGill, South Garland High School, 600 Colonel, Garland, TX 75043, 214-494-8436.

- Orchestra Committee (including string,

harp and piano solos and ensembles) – Penny Meitz, 6607 Fairfield, Houston, TX 77023, 713-535-3712.

Directors and private music teachers should make their interest known promptly since the bulk of the committee's work will take place during the summer of 1994.

Small schools, conventions and workshops

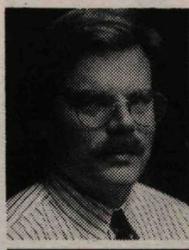
■ Jam-packed season begins with district contests and ends with summer workshop

It constantly amuses me that while the UIL hosts its student activities conferences in metropolitan areas, the persons most likely to attend are teachers and students from small schools, many of whom travel hours on rural roads to get there.

Perhaps it is because I'm a product of these small schools that I have such a fondness for their students and teachers. Kids from small towns like Happy and La Joya will stay up half the night coming home from a football game, catch two or three hours of sleep in their own beds, drag themselves out at 4 a.m., ride for two or three hours on a school bus to go to Lubbock or Austin, and then sit in class for five hours listening to lectures.

Then, they take that long bus ride home. I adore and admire these people. Billy Tom Curry of Mart High School is one of them. I've known Billy for many years and have actually come to forgive Mart for defeating my alma mater, 12-7, in the state football quarterfinals on a cold and wet night in Athens, back in 1969, my junior year. Any school and town that hires a Billy Tom Curry can't be all bad, I've since come to realize.

At a workshop for UIL journalism participants at McLennan Community College in February, Billy told me he is thinking about retiring. He's been a teacher for 35 years, and although he has no "formal" training in journalism, he's been



Bobby Hawthorne

teaching it and coaching UIL journalism for the past 12 or 13 years.

His lack of pedigree has been no impediment. Besides, "formal training in journalism" is something of an oxymoron. Since when did anyone need a license to be a reporter or editor?

After a brief conversation, I suggested that he write an article for the *Leaguer*. I never dreamed he would. It was one of those "let's do lunch" offers.

Well, he took me at my word. A few weeks ago, an over-stuffed envelope containing his article arrived. I know you'll enjoy it as much as I did. Think about it when you're hiring your judges for the district and regional contests in the days and weeks ahead.

Now, for a bit of house-cleaning:

- Jack Kennedy, the 1993 Dow Jones Newspaper Fund National High School Journalism Teacher of the Year, will be the headliner at the 67th annual ILPC convention, April 16-17 at The University of Texas at Austin. Kennedy will be joined by other out-of-state speakers Kathy Daly of Aurora, Colorado; Jim Jordan of Fair Oaks,

California; David Knight of Lancaster, South Carolina; Rik McNeill of Clearwater, Florida; Nick Ferentinos of Cupertino, California; and Paul Ender of San Jose, California.

Former Austin Westlake adviser John Cutsinger will also be on the program. Now a yearbook consultant with Jostens Yearbook Co. in Fullerton, California, John will present three sessions and be available to greet old friends. We thrilled to have him returning for another convention.

More than 100 instructional sessions are planned, including an early-bird session on student press rights and ethics.

Registration information is available from ILPC. For more information, see the article in the January/February *Leaguer* or call ILPC at 512/471-5883.

- ILPC is accepting applications to attend its Summer Publications Workshop, June 24-28 at The University of Texas at Austin.

Since 1980, ILPC summer publications workshops have set the standards for excellence. ILPC's reputation as a workshop that stresses "work" is unequalled, and staffs that are serious about producing high-quality, journalistic publications return to UT each year.

For five days, students and advisers participate in an intensive learning environment, headed by many of the nation's finest journalism instructors. These instructors are dedicated to one goal: helping others create the finest school newspapers and yearbooks possible. Students and advisers

alike return to school in August ready to tackle their jobs, whether they're beginning reporters or veteran advisers.

Deadline for registration is June 1. A \$25 processing fee per student will be assessed for reservations canceled after June 1. Refunds will not be processed until the workshop has been completed.

Tuition, room and board is \$190 per person, based on double-occupancy and community bath. Photography tuition is \$210 per person to cover lab costs. Limited single occupancy and private bath rooms are available on a first-come, first-serve basis. Groups that stay off campus are responsible for making their own housing arrangements. The commuter fee is \$90 per person (\$100 for photo) and covers tuition only. Jester Residence Hall cafeteria meal tickets may be purchased. Fast-food restaurants are within walking distance to the workshop.

Registration materials have been mailed to ILPC members. Non-members may receive information by writing to ILPC, P. O. Box 8028, UT Station, Austin, TX 78713. Enrollment in desk-top publishing and photography classes is limited, and reservations are available on a first-come, first-serve basis. Reservations are not confirmed until payment is received.

- Publications advisers are needed to serve as residence hall monitors. Counselors supervise the residence hall floors and assist in activities. Counselors receive free room and board. For more information, contact ILPC.

Cultivating Olympic-size dreams in journalism students

By BILLY TOM CURRY
Mart High School

During the Winter Olympics, I decided to try my hand at couch potatoing. I was able to master the essentials quickly and in just a few hours, I got pretty good at it even though I had never tried it before.

You see, TV collegiate football doesn't interest me much unless the Aggies are playing, and when Jerry fired Tom and hired Jimmy, I quit watching the Cowboys.

But, back to the Winter Olympics and my stab at couch potatoing.

I picked it up rather quickly and by the second night I had become a pro. I even learned how to turn my head to keep from looking out of the little circle of my bifocals while completely reclined in my overstuffed chair. By then though, I had fallen asleep.

I moved to the king-size bed in our bedroom, and with my left elbow on the bed and my jaw resting in the palm of my left hand, I found that I could see most of the action on the inside of my eyelids. Couch potatoing was easy. I should have tried it long ago.

Tommy Moe wasn't supposed to win the men's downhill, but he did. Dave Jansen was supposed to win the men's downhill, but he finished somewhere in the back of the pack. Diann Roffe-Steinrotter hadn't won a race since the Reagan Administration, and she took first in the Super G. Donna Weinbrecht qualified for the finals in mogul skiing, then slipped out of contention. Boitano, Petrenko, and Browning, three men responsible for the last six world championships and two gold medals, slipped on the ice and out of contention.

The failure, the pain, and the disappointment were so visible on the faces of those expected to win, and the joy, the rapture, the delight and satisfaction was clearly there on the faces of those that won the gold, the contestants no one expected to even place.

Between strange sounding snores and the crack, snap, and pop of my neck when my jaw slipped off the palm of my hand, I realized that for many years I have been training and preparing young people for the Winter Olympics.

That's what you do when you coach UIL journalism.

The Olympians won their races because at a particular time, on a particular day, in a particular contest, they were the best, and they lost because of a slip, or fall, or something they did wrong. I wish journalism contestants always won when they did everything right, and I wish they lost because of things they did wrong.

Unfortunately, that is not always the case.

Coaching news writing, feature writing, editorial writing, and headline writing is tricky business. When you are quite sure you have taught your contestant to write a lead that emphasizes the future event, and you haul them off to a practice meet where they perform perfectly, the journalism judge writes across the top of their paper in big red marks, "What do the future happenings have to do with the story?"

Teach them the correct way to write a main headline or a kicker and the judge is sure to write, "You need a verb here." Teach them that it is not necessary to write that something is happening at Leaguetown High, and the judge will red-ink it with, "Where did this happen?"

If you teach your writers to end a quote with *John Doe said*, you can bet the judge will scratch it out and write in *said John Doe*. If, at the next

DEAR JOURNALISM CONTEST JUDGE:

We appreciate your willingness to help judge these contests. While you and your newspaper may not subscribe to the following criteria, the UIL does.

- Students need not put the name of the school in their stories. They are writing for their high school paper, and high school students know the name of their school. They don't need to be reminded. Thus, it is permissible, even preferable, to write "The School Board . . ." rather than "The Leaguetown School Board . . ."

- We typically put our nouns before our verbs. So in simple attribution, the noun should precede the verb, i.e. "*I hate rap music,*" he said.

- Students in the feature writing contest may describe a scene as they think it may have occurred. We want leads that engage the senses and emotions, that show rather than tell.

- The formula for the UIL editorial contest dictates that editorials contain a statement of the problem and a clue to the staff stance, defense of the position, introduction and rebuttal of alternate point of view, and restatement of the stance and call to action in the conclusion.

- In a main and secondary headline combination, the main head need not contain a verb. However, the secondary must contain a verb, either stated or implied.

- Headline kickers do not need verbs, but their main heads must have verbs.

meet, they end their quotes with *said John Doe*, you can be certain the judge will scratch it out and write in a comment line, "It would sound better to say *John Doe said*."

Journalism judges love solutions, suggestions, and alternatives in editorials, especially if your contestants don't write any. But if they do, the chances are good that the judge will scratch it out and write, "There's no need for this." If the contestant ends the editorial by restating their stance, be prepared. There will most certainly be

this comment scribbled on the paper: "You said this in the lead. No need to repeat it."

Last year a girl came to me and said she wanted to learn to write feature stories. I knew after reading her first one that she was a natural. She picked the right quotes, her transition was perfect, and she told a great story. I figured I had a sure trip to state if I could teach her to write a good lead.

✓ CONTINUED ON PAGE 8

Ready, set, go . . .

Preparations underway for district contests

It's that time of the year when this column becomes random notes and short reminders as my office, with lots of help from much of the rest of the staff, tries to pull together all the last minute details of the C-X State Meet.

It's even more hectic this year because we're also trying to find all the materials we stashed when we moved to our new location. There are good things and not-so-good things about any move, I suppose, but getting re-organized is not fun! By the time you receive this *Leaguer*, the C-X State Meet will probably be over, and then we can move on to preparing for the rest of the academic competition, which you're already doing.

Since prose and poetry categories remain unchanged, the questions we're receiving about these events mostly concern documentation. Several coaches and students with limited local libraries have found what they needed by calling a university library research department. Other have written and received documentation from the author or publisher. Reviews in magazines, journals and other published sources may be used if they include the author's place of birth. Some book jackets contain this information.

Unfortunately, it's not easy to find the birth place of some writers, and given the short time until district, you should be working on a selection that you can document. It doesn't matter how wonderfully you can do a selection if you won't be allowed to perform it in competition. You'll probably want to keep an extra copy of your documentation and your selections in some place other than your performance folder. Just in case!

Check your extemp files carefully and remove any notes from previous speeches. Take the time to organize carefully as you review the articles in your files. Make sure everyone on the squad knows how things are being filed, and work on finding a few good articles for areas where your files are insufficient. Published material from data information services are allowed, but you need to keep the source on each article to verify its origin.

Some of the practice extemp topics in this issue were taken from those used in invitational



Treva Dayton

meets, and others are revisions of those. At the district meet you can expect a mix of both general and more specific topics.

It very hard to be too specific because topics have to be generated in time to print and mail them to district sites, but we've delayed the print date as long as possible. You just can't tell in advance, though, who else will have resigned from the Clinton administration or what major events might transpire in the hot spots of the world. We try to word topics so that those most current developments can be incorporated in your answer to the question.

Please review the rules of your event carefully before district. Sometimes students are disqualified for things that could be easily avoided if they had just been aware of the contest restrictions. When you get to the contest, remember that staying within the time limits is the responsibility of the speaker. Before you begin your speech or selection, make sure you know who is serving as timekeeper and that you can see him and his cards or hand signals clearly. If you can't easily identify the timekeeper, ask!

While you're reviewing rules you might also review and discuss with all your competitors the Spring Meet Code on page 101 of the C&CR. Students and coaches are responsible for knowing and following these guidelines for competition. Talking about sportsmanship, winning or losing with grace, appropriate behavior toward officials, hosts, and other competitors, and maintaining the educational aspect of competition should help prepare students to better enjoy the district meet regardless of the outcome.

Best wishes for a pleasant and enjoyable district meet!

Alamo introduces arts scholarship

The University Interscholastic League is many things to many people. For some, the UIL represents the ultimate in athletic competition. For others, it symbolizes high standards of excellence in the academic and creative arts arenas. Alamo Rent A Car recognizes the value of education on all levels, whether it be physical or mental.

Over the last 19 months, Alamo has been recognizing outstanding student athletes across Texas through the Alamo Scholar/Athlete of the Week program. Now, in its continued commitment to Texas education in a wide array of concentrations, Alamo is introducing the Alamo Rent A Car Creative Arts Scholarship award for the spring semester.

The Alamo Rent A Car Creative Arts Scholarship program will honor 10 high school seniors in creative arts categories including speech/debate, creative writing, theater/acting, music solo, voice, music small ensemble, dance, painting/sculpture and photography. Winners will receive a \$500 scholarship upon graduation, a trophy and a T-shirt.

Ongoing announcements of Alamo Rent A Car Creative Arts Scholarship winners will

lead up to the opening of the *American Impressionism and Realism: The Painting of Modern Life, 1885-1915* exhibition at the Amon Carter Museum in Fort Worth. Underwritten by Alamo Rent A Car, the exhibition is being co-curated by the Amon Carter and The Metropolitan Museum of Art in New York. Scholarship winners may have the opportunity to perform or have their work displayed at the exhibition opening in August.

Final selections of scholarship winners will be made by the Alamo Rent A Car Creative Arts Scholarship Committee consisting of one representative from the Amon Carter Museum, one representative from the UIL and one representative of Alamo Rent A Car.

In addition to special programs such as these, Alamo, as the official car rental company for the UIL, offers special rates to UIL educators, members, and students' families throughout Texas. When renting, just ask for Rate Code TO or TM, ID# 252660, and Alamo will donate five percent of the basic rental rate to the UIL Scholarship Fund. To date, this program has benefited 94 students by raising more than \$47,000 in TILF scholarships.

Honor crew members sought

By **TREVA DAYTON**
Speech/Debate Director

We're looking for a few good people. Actually, we're looking for 30 to 40 truly outstanding, hardworking speech competitors.

Each year a number of high school students serve as members of the Honor Crew for the Academic State Meet. Honor Crew members serve as chairpersons, timekeepers and runners for the speech events, and help with monitoring the extemp prep room. These students play a very important role in hosting the meet by introducing contestants and orienting judges, distributing and collecting ballots, and timing presentations.

In return, they have an opportunity to observe excellent rounds of speech competition.

Honor Crew members are also provided with lunch tickets and a free one-act play ticket.

Two students from any high school may be nominated by their speech teacher with a brief letter explaining why they could serve responsibly. Each crew member must commit to serving all four preliminary rounds on Friday, May 6 and two sessions of finals on Saturday, May 7. We mail all the materials that will be used before the meet, and conduct an orientation and training session early Friday morning before prelim rounds.

Applications will be considered in the order they are received, so if you're interested you should apply as soon possible. If at your regional meet you find you've qualified to compete at State, we can make substitutions!

SAMPLE EXTEMP TOPICS

INFORMATIVE

1. What are the obstacles to achieving peace in Northern Ireland?
2. What is the continuing controversy over the right to die?
3. How are state governments dealing with budget deficits?
4. What does the Clinton administration's anti-crime proposal package contain?
5. What are the key issues in the negotiations between the Mexican government and the Zapatista rebels?
6. What progress has been made toward a negotiated peace in Bosnia?
7. What were the highlights of the 1994 Winter Olympics?
8. What's causing tension in US - Japanese trade relations?
9. What are the differences among the major health care reforms plans before Congress?
10. What happened in the Branch Davidian trial?
11. What led to the lifting of the US trade embargo against Viet Nam?
12. What does the Goals 2000 legislation contain for American education?
13. What's been the outcome of the investigation into the 1991 Tailhook convention?
14. A spy among us: What's the significance of the charges against Aldrich Ames?
15. What are the latest developments in the Whitewater investigation?
16. How has the US regained its position of leadership in the global economy?
17. What issues are being emphasized in the races for positions on the Texas Supreme Court?

PERSUASIVE

1. What should be done to increase America's global competitiveness?
2. Should the US President be granted the line-item veto?
3. Will anarchy return when UN forces leave Somalia?
4. How should America's welfare system be reformed?
5. Would tougher sentencing regulations help reduce juvenile crime?
6. What grade has the Clinton administration earned on environmental issues?
7. Will violence derail the election process in South Africa?
8. Are more policemen on the streets the answer to America's growing crime problem?
9. Would the UN strategy for Sarajevo work in other parts of Bosnia?
10. Should violence on television be controlled by legislation?
11. Are President Salinas' promised election reforms enough to ensure a fair election in Mexico?
12. Can Henry Cisneros provide the leadership needed to make the department of housing and urban development work effectively?
13. Would a balanced budget amendment be good government policy?
14. Will the Israeli - Palestinian peace negotiations become yet another victim of the massacre in Hebron?
15. Should the US provide continued economic aid to Russia?
16. Is a congressional investigation into Whitewater and related issues justified at this time?
17. Is Kay Bailey Hutchison likely to be re-elected to the US Senate?

It's contest time!

Stress levels jump as district competition nears

Sorry folks, my column last month was full of unintentional assumptions, errors, and misleading statements. If you didn't read it, go back and check my story. Not all were bad, but some were terrible!

The good news first. A bumper crop of 40 new critics were added to the Texas Educational Theatre Association Adjudicators' Organization certified group. Please note this super size list, plus a few old friends located and corrections. The accredited list currently numbers more than 220 judges.

A special thanks and to all those involved in the TETA/O workshop and other UIL focused programs at the TETA convention in Plano. If I started naming individuals this page would not hold the listing, but I really appreciate the number and quality of the programs. If you missed the TETA convention this year plan for Jan. 25-29, 1995, in Austin. If you start now, you can change your production calendar to allow you the enrichment opportunity of the theatre year.

Now for the hard FAX. Bad pun. Faxing to the UIL Drama Office does little good. We are seven miles away from the machine. Mailing will get to me just as fast. Don't ask me to FAX a response. I can't. We may have the problem solved by State Meet time in May.

Oh yes, the UIL drama office and library will remain at 2622 Wichita until late April, not early March. Our current schedule is regional OAP week. Are we having fun yet? UT planning and scheduling is set to start work on the new space under the McCullough theatre in the Performing Arts Center about the time you read this.

You have probably discovered that voice mail is not available on 471-9996. We discovered that such is not possible until after the move, if then. Since I must be out of the office supervising theatre student teachers and my secretary must go to lunch and take breaks, there will be times when the phone is not answered. After mid-February, the 471-9996 and 471-4517 (direct to me) lines were separated and we can now tell which is ringing. We are making progress, slowly!

The progress was especially slow, with "additions to the basic set requests." They're all out, finally. If you didn't get yours it didn't get to us or it is in the hold file waiting for the fee, or items i-iv. We must find a solution to all but 14 directors waiting until the deadline week to send set requests. One partial solution is to require needed set additions with any play not on the approved lists. This would move 200 requests to the earlier



Lynn Murray
.....

December date and allow me the Christmas holidays to generate responses.

Perhaps the TETA-UIL Committee could develop a new "set" rule that would be as effective as the "morals" rule. Yes, it seems to be working with minimal controversy. Perhaps one day we can all agree to common limitations or restrictions that would allow us to function without so much special stuff.

Perhaps "without which the play cannot be produced" is going too far. How far should we go? Staff time for processing and mailing is no longer available. Do you have a suggestion? Cut set up time to five minutes and eliminate the "set" approval process? Limit set requests to 40 words or less or charge a fee for each item requested? Ten dollars for each leko might reduce the number. OK, so I'm just tired, hungry, and grumpy tonight. You're probably more stressed than I am. It is contest time!

All of the eligibility notices are sent out. Most directors sent the \$.52 first class envelope, and there were few enough left to mail first class. Everybody will provide the two ounce first class next year. Remember, spring break is a problem. A postal increase is anticipated next January and the actual amount will change. It is just easier. If you don't have your eligibility notice call me. It is lost in the mail or at your school.

OAP contest management materials will be late going out. We will get them there prior to the scheduled contest date. If we don't have the request that identifies dates and managers, it will be difficult to guess where to send materials. We are missing 30 as of this writing.

I should also confess that the UT-Austin Theatre and Dance Summer Theatre Workshop applications and information will be as late. I'll try hard to get the information to all theatre directors, those students on the '93 waiting list, and to all direct inquiries before the end of March. The workshops directors are set and we will enjoy having Jerry Worsham-Snyder, Larry Wisdom-

LETTER TO THE EDITOR

Dear Directors:

It is my pleasure to serve as contest manager for your District level One-Act Play performances. I will strive to conduct a contest that is fair and follows the UIL rules and regulations. I have enclosed here a separate letter outlining some subjects that will be of concern to you as you prepare to join us. I hope they prove useful to you. Should you have any further questions or requests, do not hesitate to call me.

Now, I would ask each of you a favor. Over the past several years, serving as a contest manager and critic judge, I have become concerned with the lack of good will and graciousness exhibited by some directors and students as they participate in the one-act play experience. Unfortunately, I believe that what may be called a "football mentality" has become prominent in the event. That is to say that the score at the end of the game is the proof of the better team.

Don't misunderstand me, no one enjoys football more than I. However, one cannot apply the same kinds of expectations when participating in the arts. Theatre is by nature the expression of our souls, our view of the world. It should be an activity into which we enter with a serious mind and a respectful attitude. We as teachers of theatre can offer to our students, as no other class environment can, the opportunity to mature into self-aware, expressive, articulate, compassionate individuals. How sad it is if we miss that opportunity and instead, teach our students to indulge in selfish behavior and even in open disrespect for other. Recently, at TETA Theatrefest '94 in Plano, a panel, appointed to discuss ethics, held a double session in which adjudicators and one-act play directors discussed this critical topic, among others.

I realize that I am probably preaching to the choir here, but I would ask you as educators and theatre colleagues to join me in trying to ensure that the spirit of friendly competition and the sharing of our mutual love for the theatre will permeate this year's event. In an attempt to move in that direction, we are inviting each school to make a poster expressing their best wishes for all the other schools participating. We will display the posters in prominent places around the dressing room areas. This is not mandatory, of course, but we would love to have your school participate. If you or your students have other suggestions that we might incorporate in future events to help promote good sportsmanship, please send them to me.

Also, I have enclosed here a copy of the Spring Meet Code from the UIL Constitution and Contest Rules and page 19 of the Handbook for One-Act Play (Twelfth Edition) regarding accepting the critic judges decision and critique. Feel free to copy it and distribute it among your students.

Until I see you here at KC for your rehearsal, let me wish you and your students the most productive and enjoyable rehearsal process possible!

Sincerely,

Kathy Barber
Kilgore College

Mineola, and Joe Turner Cantu-UT faculty, direct this summer.

Joe is a former UIL participant, and Samuel French award winner from Weslaco. Teachers attending the first summer term and the musical theatre workshop will be supervised by Rod Caspers. With the support of the UT-dance and workshop faculty the musical theatre workshop is tentatively set for the June 27-July 2 and 110 *In The Shade*, a collaborative project with Live Oak Theatre, will be used as a project focus for the workshop. Those interested can contact me for further details.

As you enter contest time, I urge you to consider carefully the purposes of the One-Act Play Contest and don't believe what you hear from others. If it is not in the OAP handbook or in the Constitution & Contest Rules it is not a rule.

OAP/Academic eligibility rules are not the

same as athletics. OAP and academic preparation is not restricted from the time school is out on Friday until 12 midnight Sunday. The professional rule does not exist for OAP participants, etc., etc., etc. Most are guidelines can be found in UIL publications somewhere, but others are non-rules. Non-rules are difficult to locate because they don't exist. Just because a rule exists in athletics don't expect to find the same rule in OAP or other academics.

I hope you will read the Kathy Barber letter written to OAP Contest directors for entries being hosted at Kilgore College. All of us have an obligation to create a positive learning experience for all OAP participants. Good contest management is a major factor. Take the time and learn from her. Best wishes for a positive educational theatre experience in OAP this spring.

Addition to TETA accredited list of critic judges

Forty accredited critic judges certified by the Texas Educational Theatre Association convention workshop January 27 in Plano. Many of the new critics have a history of involvement in the One-Act Play Contest.

This addendum should be attached to the list that appeared in the November and December issues of *The Leaguer*. This addition to the 1993-94 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

*Denotes public school teacher
I, II, III, IV- Approximate Region

NEW JUDGES

J. Brent Alford Lamar University, 3565 Delaware# 515, Beaumont, Tx 77706, III; H. 409/898-0327 w 409/880-8037

*Barb Amrhein Manor Middle School, 4005 London Lane, Killen, Tx 76543 II

*Karen Baker, 1600 Allen Drive, Cedar Hill, Tx 75104 II H 214/291-0719
Steven Breese, Texas Christian Univ., 4636 SW Loop 820-216, Ft. Worth, Tx, II; H 817/738-7319 W 817/921-7625 x668

George H. Brown, Texas Christian Univ. 6036 Worrell Dr, Ft. Worth, Tx, 76133 II; H 817/370-6060 W

817/921-7625

Elizabeth Brown-Guillory, University of Houston 4390 Harvest Lane, Houston, Tx 77004, III; H 713/748-3941 W 713/743-2976

Jennifer L. Chitty, East Texas State Univ., PO Box 1238, Commerce, Tx 75428 II; H 214/384-0219 W 903/886-5346

Katy Meaker Craig, 1222 Commerce #2310, Dallas, Tx 75202 II H 214/748-4341

*Gary Davis, Lovington Pub. Schs., 701 W. Adams Ave, Lovington, NM 88260 I H 505/396-7095

Ginny Ann Davis, Texas Tech Univ. 2302 West Loop 289 #1306. Lubbock, Tx 79407; H 806/792-5203

W 806/742-3601

Juan B. Fernandez, KD Studios, 1600 Allen Drive, Cedar Hill, Tx 75104 II H 214/291-0719; W 214/634-0484

Jamelle Flowers, McLennan Com. Col. 4502 Lake Shore #809, Waco, Tx 76710 II; H 817/741-0733 W 817/750-3691

Joseph R. Fisher, Stephen F. Austin State University, SFA Box 5856, Nacogdoches, Tx 75962 III; H 409/569-2805 W 409/568-4003

John B. Gallagher, East Texas State University, 1003 Jernigan St., Commerce, Tx 75428 II; H 903/886-8218 W 903/886-5346

Phyllis E. Garcia, Sul Ross State Univ., 1102 North 9th # 27, Alpine, Tx

79830 I; H 915/837-5270 W 915/837-8220

Connie Sue Godwin, 3500 Tanglebrush #110, The Woodlands, Tx 77381 III H 713/292-8734

Denise Henske, 1025 South Azalea Drive, Tyler, Tx 75701 III H 903/597-2325

Darin M. Hill, East Texas State Univ., Box 3527, Commerce, Tx 75429 II East W 903/886-5339

Mark Holtorf, Tarelton State Univ., PO Box 1801, Stephenville, Tx 76401 II H 817/965-2968; W 817/968-2945

Gregory D. Kunes, University of Oklahoma, 2807 Castlewood Dr., Norman, Ok 73072 II; H 405/366-0117 W 405/325-4021

Richard N. Leslie, McLennan Community College, 3416 Live Oak, Waco, Tx 76708 II H 817/754-8514; W 817/750-3418

Greg McLarty, East Texas State Univ., 1308 Monroe, Commerce, Tx 75428 II H 903/886-4833; W 903/886-5346

Bev Meyer, UT-Austin, 3455 Lake Austin Blvd #B, Austin, Tx 78703 II H 512/478-8860; W 512/471-5793

*Belita McCravey Nelson, Plano East Sr. High, 159 Ashwood Circle, Plano, Tx 75075 II; H 214/423-4665 W 214/519-8600 x3659

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Music Memory tapes available to assist with district contests

Responding to several requests for a contest tape to assist with District Music Memory competition, the UIL is offering such a tape in limited quantities beginning on March 1.

The district contest tape will be made available first to schools holding their district meets that have need for assistance in producing an appropriate contest for Music Memory.

Approximately thirty seconds of sixteen separate musical selections will be recorded on the contest tape. Only 10 seconds of blank space has been provided on the tape between each selection; therefore, it will be necessary for the contest director to stop the tape after each piece in order to give contestants a full minute for writing answers.

At this time the UIL staff is hesitant about

offering a district tape on a widespread basis. If numerous districts use the tape, the security of its contents will be jeopardized as a result of its widespread use on a number of different dates.

It is better for hosting districts to prepare their own tapes for this reason, but the tape will be made available on a trial basis for those districts which request it.

If you are interested in purchasing the tape and have not yet submitted your elementary district materials requisition, simply add the words "Music Memory Tape" at the bottom of your requisition and enclose a check or money order for an additional \$5.00.

If you have already submitted your order for district contest materials, send your \$50.00 check or money order, along with a statement concerning when your district meet is to be held to the following address: "Music Memory Tape," Box 8028, University Station, Austin, TX 78713-8028.

The UIL staff welcomes your feedback concerning the use of this contest tape.

— Treva Dayton

New ready writing rubric emphasizes interest

A Last-Minute Checklist for District Academic Meets:

□ Distribute inventoried materials to contest event directors prior to the day of the contest. Have event directors review materials, with the exception of sealed tests, prior to the meet.

Sealed test packets should be opened in the contest room just before the contest begins. If a shortage or error is found at this time, the event director should notify the District Academic Director who may then open the "Director's Emergency Packet" which contains copies of tests and keys for each event. This "Director's Emergency Packet" should not be opened prior to the beginning of competition. Sealed test packets may be issued to contest directors at a check-in station at a designated time on the day of the contest.

□ Have a photocopy machine available and a person designated to make copies of documents when necessary. If a shortage of tests, test keys, or answer sheets is found, the availability of this resource is invaluable.

□ Set up a grievance committee to handle any disputes that might arise the day of the contest. Remember, decisions are "final" after the verification period when official results have been announced.

□ Plan the use of your facilities carefully. Watch the flow of traffic and try to schedule the rooms so that the noise is kept to a minimum. Use separate corridors if possible for the different sessions of the schedule.

□ Provide practice space for each school — a room for speech and one for other academic events if the facilities are available.

□ Remind your district schools that the entry forms are in the yellow *Coordinator's Handbook*.

□ Check with individual schools concerning any questionable name spellings on the entry forms.

□ Have a second party proofread the results form before sending it out. The best way to ensure that all information and name spellings are correct is to send a copy of the results form to each school district immediately following the meet.

□ Use sorting envelopes as described for all events, except speech, at the end of the "Before the Meet" section found in the *Spring Meet District*



Pat Wisdom

Directors and Contest Directors Handbook...

□ Purchase envelopes large enough and sturdy enough for mailing all tests and copies of answer sheets to each district school on Monday, April 4. No tests or test keys should be released prior to this

date.

□ Inventory and sort awards early enough that additional medals/ribbons/etc. may be purchased if necessary.

□ If you have judges judging more than one competition, please be kind enough to make sure that the judging assignments are not consecutive.

□ Provide a hospitality room for academic coaches, advisers and judges. Food, newspapers, magazines, tables, sofas: these provide comfort during waiting periods. Divide the cost among your district schools.

□ Remember that the contestants could use some comfort as well. Open the gymnasium; provide a video room; set up a ping-pong table; provide games such as bingo; have the student council (or interesting people from the community) entertain with skits, mini contests, and so on in certain areas of your "holding" facility. Other ideas for hospitality and entertainment may be found in the December issue of the *Leaguer*.

□ Be sure that the current "List of Approved Calculators" is available for the science and mathematics contest directors. The difference in the 1993-94 list and the 1992-93 list is that the TI-35 series is now acceptable. This means that the TI-35x is approved. The TI-36x, however, will not be approved for use until the 1994-95 school year. Please allow the use of only the calculators listed for these two contests.

□ Remember the rule changes for academic competitions:

1. Accounting: Calculators used in accounting may NOT be equipped with a tape. A display tape on a noiseless calculator is acceptable.

2. Computer Science: The length of the contest has been reduced from one hour to 45 minutes.

3. Mathematics: Grading - award 6 points from correct answers; deduct no points for unanswered questions; and deduct 2 points for incorrect answers.

□ Call us if you should have questions.

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. Reminder: 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.

Decoding C&CR garble

CI&E essay grading requirement explained

By BOBBY HAWTHORNE
CI&E Director

Several years ago, I was asked to decipher the following sentences regarding the eligibility of foreign exchange students, which was to appear in the *UIL Constitution and Contest Rules*:

(NOTE: A student who has in the previous school year been granted a foreign exchange residence waiver to participate in a UIL varsity athletic competition does not satisfy the requirements of this section the second year he/she attends the participant school for any athletic plan in which he/she received a waiver and participated. He/she does satisfy the requirements of this section for all athletic plans other than those for which he/she received a waiver the previous year.)

I couldn't. As far as I know, it was an inability to construct an interpretable sentence that kept the UIL from allowing foreign exchange students to

participate in League activities.

As difficult to believe as it may be, another sentence in the C&CR is causing confusion. But rather than holding it to public ridicule, I must admit to having written it. Sec. 932 (11) states: *Scoring*. The objective portion of all tests will be scored. Judges will then evaluate the essays of the eight contestants with the highest scores in the objective portion of the test. Essays of all contestants tied for the top eight places shall be judged. Each essay will be read . . .

Several coaches have focused on the word "tied" and concluded that this means that only essays of students who are tied for a place will be judged. This is a misinterpretation of the section.

In "Notes on Grading the CI&E Contest," which is enclosed with the district and regional contests, it states, "Pull the top eight papers. In the

✓ CONTINUED ON PAGE 11

Addendum to OAP accredited list of critic judges

• CONTINUED FROM PAGE 5

Vicki Smart Penhall, Sherman Com. Players, 221 North Woods, Sherman, Tx 75092 II
H 903/892-6187 W 903/892-6187
*Nan Elizabeth Pickett Slider Middle Sch. 10936 Art Wall, El Paso, Tx 79936 I H 915/598-6207 W 915/857-4450x401
Angela Porter, 19197 Valley Drive, Flint, Tx 75762 II H 903/894-8314/825-3933
Katherine E. Potts, Texas Tech Univ., 2628-A 23rd Street, Lubbock, Tx 79410 I
H 806/747-1860 W 806/742-3601
Ronny Powell, Rt. 3, Box M170,

Merkel, Tx 79536 I H 915/928-5105
Larry D. Preas, 2842 San Gabriel, Austin, Tx 78705 II H 512/478-7946
Ruby Quinn, Texas Tech Univ., 4519 65th, Lubbock, Tx 79414 I H 806/788-1061
W 806/742-3601
Diana Searcy, Kingwood College, 5439 Fern Park, Kingwood, Tx 77339 III H 713/360-3447
W 713/359-1616
Ed. Simone, Texas Tech Univ., 2400 44th Street #232, Lubbock, Tx 79412 I H 806/742-3601
W 806/742-3601
Jeffrey Alan Stachmus, Lamar Univ.,

430 East Threadneedle, Beaumont, Tx 77705 III
H 409/833-1972 W 409/880-8037
Kristy W. Stachmus, Lamar Univ., 430 Threadneedle, Beaumont, Tx 77705 III H 409/833-1972 W 409/880-2250
Brad Edward Vincent, UT-Austin, 506 Elmwood Place Apt C, Austin, Tx 78705 II W 512/471-5793
Ray T. Von Rosenberg, 3301 Buffalo Trail, Temple, Tx 76504 II H 817/773-4372

CORRECTIONS

(These people were either omitted in error or corrections need to be made in addresses and/or numbers)

* Christi (Schmidjell) Campbell, Crockett Middle Sch., 6801 Wolfen Ave #606, Amarillo, Tx 79106 I H 806/354-0423 W 806/354/4470
Gaylan Collier, 633 East North 19th #322, Abilene, Tx 79601 I H 915/673-2551
Jerry Cotton, Cedar Valley College, Dallas Ave., Lancaster, Tx 75134 II H 214/291-5449
W 214/372-8120
Bill Doll, Tarrant Cty. Jr. Col/NW., 4540 Nautilus Circle #107, Ft. Worth, Tx 76106 II
H 817/624-4908 W 817/232-7220
Kelly E. Draper, Lamar Univ., 2530 Laurel, Beaumont, Tx 77702 III

H 409/835-2783
W 409/880-8037
Alva Hascall, UT-Austin, 4608 View West, Austin, Tx 78735 II H 512/892-3453 W 512/471-0665

RE-CERTIFIED JUDGES

Patricia C. Baldwin; Ellen B. Baltz; Kathy Barber; Kathryn Norris Bauer; G. Anne Bomar; Vicki Bond Smith; Christi (Schmidjell) Campbell.
Also Gene T. Clough; Ralph B. Culp; Eugene W. Dickey; Bill Doll; Kathleen Durapau; Robert Farrer; Tina Fitch; Eileen Garrett; Paul

A. Hutchins.
Also Joseph B. Kaough III; Ray E. Karrer; Cheral Ellis Kocurek; Jay P. Kyle; Terral S. Lewis; Susan Loughran; Lou-Ida Marsh; James R. Miller; Luis Munoz.
Also Terry W. Ogden; Krin Brooks Perry; Adonia D. Placette; Jim Rambo; Allan s. Ross; Gregory M. Schwab; Victor L. Siller.
Also Cynthia M. SoRelle; W. Kenneth Waters; Bill Watts; John Presley Wright.

Handling breaking news – Tonya style

As I was sitting in my living room watching the Olympics last week, I kept thinking about all of the publicity surrounding Tonya Harding. With all of the outstanding athletes congregated in Lillehammer, you'd think we could go one day without hearing about the rambunctious skater.

After all, who really cares if she walked out on an interview with Connie Chung. Personally, I was relieved because that was one less Tonya interview I had to watch.

Everyone I've talked to is sick of hearing about her as I am. But the fact remains, she continues to garner attention and publicity.

Lately, it seems like the more negative the story, the more coverage it receives. I seldom find myself reading or hearing about a positive, uplifting person or occurrence.

Just think about the times your school has appeared either in the newspaper, or on the television or radio. Was it because your C-X Debate team won the state meet? Probably not. Was it because there was controversy surrounding your school board? Probably.

Perhaps it was the time your coach played an ineligible player and had to forfeit a district contest. Whatever the case, chances are your school has received more negative publicity than positive.

As an administrator, it is your challenge and responsibility to make the public more aware of the many activities and functions occurring at your school. If your school or school district



Rachel Seewald

has a communications director, make sure he or she is providing information and news releases to your local media on a regular basis. If you do not have some sort of public information officer, appoint someone to handle these responsibilities.

IT IS IMPORTANT to keep your community actively involved in school activities. For one thing, it's a good way to attract potential volunteers. You may end up getting calls from people wanting to assist with a certain event they read about in the paper.

It's also important to establish a working relationship with the media. Journalists and radio broadcasters will be more likely to publicize your events if they are familiar with you and your school. It is especially essential to provide news releases regarding academic activities. As I know you are already aware, there is an increasing emphasis on so-called basic education in today's society. In fact, some people want to eliminate extracurricular activities from schools altogether. Publicizing information about UIL academic activities shows your community that students

are actually enhancing their learning and development by participating in these events. For example, journalism events strengthen a student's writing skills while number sense advances their math skills.

There is a challenge, however, in getting academic events publicized. We all know that if you win the state football championship, it will be in your local newspaper, probably on the front page. But if you bring home the state academic championship, it may not appear in the newspaper at all. You can't force a journalist to write a story, but you can provide them with the information needed to write a thorough article.

LISTED BELOW are 14 tips for writing better news releases. These components will need to be in every complete release:

1. The phrase "news release."
2. Your organization's name and address.
3. The day you wrote the release.
4. The date when the media can release it.
5. Names and phone numbers of contact people.
6. A headline.
7. A lead.
8. A body that develops the key elements in the lead, based on their importance.
9. Quotations attributed to authorities.

10. Length: two pages or under.
11. On standard 8.5x11 paper.
12. The word "MORE" at the end of the first page and all pages but the last, and a slug line at the top of all pages after the first.
13. A local angle, if possible.
14. The number "30" or the conventional "###" to signal the end.

In addition to those 14 points, the following are also good rules to follow when writing releases:

- Don't assume readers know story backgrounds. Answer all reasonable questions.
- Blend each paragraph naturally into the next. There should be no interruption of thought, no sharp jolt from one idea to the next.
- Check every quotation you use.
- Select adjectives carefully. Too many are dangerous.

WRITING THE press release is an important job, but knowing when to write one is just as important. Before you sit down at the word processor, ask yourself these questions:

1. Is the story truly newsworthy? Does it offer the reader any significant information that wasn't available before?
2. Will the story advance the objectives of your school?
3. Are all the facts and figures 100

percent accurate? Has every name, date, and piece of information been double-checked with a reliable source?

It's also a good idea to provide information to your student newspaper. Focus on upcoming activities and students who will be participating (kids love to see their name in print).

If your school is hosting a district meet, include where and when the events will take place, as well as participating schools. At the same time, appreciate the fact that names alone are not news. As UIL journalism director Bobby Hawthorne says, "If names were news, we'd read the phone book each morning."

More often than not, the student newspaper will attempt to find an angle on your news release rather than printing it verbatim. The average student newspaper is published monthly now, and editors will want to make the content as timely as possible.

With the state C-X debate meet almost upon us and the district academic and one-act play meets just around the corner, there is plenty of information to write about.

I hope your school will make your community aware of these activities. Accept the challenge to get these events publicized. After all, unless you're Tonya Harding, there's no guarantee your story will be deemed newsworthy.

'I want you to teach journalism next year'

CONTINUED FROM PAGE 4

We worked on looking for and finding things to write that would reach out and grab the reader, and ways to write a lead that would build interest and anticipation in the reader's mind, and be entertaining as well. She picked it up rapidly, and did an excellent job—but she never won any contests. The judge's comment was always, "Your lead is too long!"

When we started practicing this year, I said to her, "I want you to start writing just a one sentence lead."

At our first practice meet, she got carried away and wrote a three sentence lead. She didn't place in the top six. Back at school the next week, I said to her again, "Do not write more than one sentence in your lead!"

At our next practice meet she followed my instructions and won first place, defeating about 25 other contestants. The only comment on the paper by the judge was, "Don't split your quote with the attribution. Put it at the end of the quote." She just looked at me and said sort of apologetically, "Didn't you tell me to break my quotes with

attribution?"

Sometimes I think the best way to win is to enter someone who thinks journalism is a rare bug found in India. It never fails.

At this same meet, I entered a girl in headline writing who had never written a headline in her life along with my last year's district champion. My champion wrote solid main and secondary headlines, strong two-line and three-line headlines. My beginner wrote good headlines, too. But she wrote a main and a two-line secondary where she should have written a three-line headline, and a two-line headline where she was to write a main and a one-line secondary. My beginner won first and my champion won second.

I am in my 35th year of teaching, but I've only been coaching journalism for the past 12 or 13 years. As it so often happens in small schools, I walked into the high school office one day to check my mail box and my principal said to me, "I want you to teach journalism next year so our students will have more electives from which to choose."

"Say what," I said.

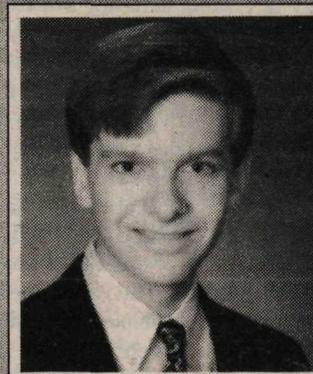
"You can do it," he answered, "and

I have confidence you'll do a good job doing it."

So I took on another assignment and along with it came the task of coaching UIL journalism. Since that day I have only had three students advance as far as the state meet. One of them won third place in news writing and another won the state championship in editorial writing. I'm happy about that, considering the fact that I'd never had one hour of formal training in journalism. It most certainly is not something to brag about. I'm sure that there are many Texas journalism teachers who have had as many state championships as I have had district wins. But there have been times when I wasn't so happy, times when I had students that should have qualified for state and didn't.

I can live with any comment a judge writes on a contestant's paper, even if it is wrong and I know they may not know what they are talking about. I can often use their comment to teach my contestants something positive, too. But it infuriates me to no end when we enter a contest, get our papers back, and

TILF SCHOLARS SPEAK OUT

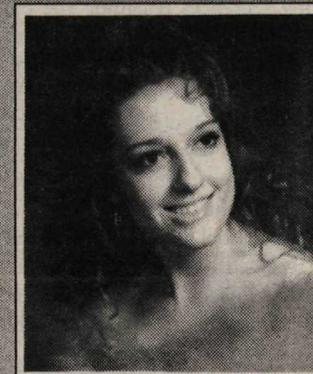


In high school, recognition is often reserved for athletic achievement, but UIL offers students whose talents and interests lie not on the football field an opportunity to exercise their skills, receive meaningful criticism from expert judges, meet students from different areas with similar interests, and, most importantly, to learn while competing.

Almost as exciting as the sheer competition in Ready Writing were the topics I encountered; they required me to synthesize many skills from different classroom subjects and apply knowledge I gained both at home and school.

In short, UIL is valuable academic enrichment most cleverly disguised as fun.

Bradley Falconer - Highland Park HS Meadows Foundation Scholarship



My second grade teacher told me that I cried big tears when I was eliminated from Storytelling competition. Fortunately, that experience didn't dampen my spirit, and I went on to finish high school with five State Participation Certificates and a League gold medal.

UIL has given me the ability to work and communicate with others, has provided me with memories and friendships, and has enabled me to continue my education with a TILF scholarship.

With this opportunity, I plan to one day be a teacher myself, and hopefully, I'll get the chance to wipe away the tears of another State Champion.

Kelley Green - West Texas HS Red Oak Foundation Scholarship

✓ CONTINUED ON PAGE 9

Contests mean so much to students

Judges must appreciate their importance

CONTINUED FROM PAGE 8

there isn't a mark of any kind on them. People should not agree to judge if they do not want to consider every paper individually, be it a great story or a terrible one. They should realize that for many of these contestants, this contest they are engaged in that day is as important to that writer as a championship football game, and they deserve the best effort that judge can give.

Several years ago I coached a little girl who eventually became class valedictorian. She was brilliant and a hard worker, and she approached every new opportunity with gusto and zest. When she took on new responsibilities, she put every workable force in her body behind her effort.

She became an accomplished news writer, won contests here and there, and advanced to the regional meet. Her regional entry was flawless, but she didn't even place in the top six. When we received her paper after the meet was over, there wasn't a mark on it, nor was there anything on the review sheet that judges are supposed to complete for each contestant and each entry.

She was devastated, heartbroken, and miserable. Looking at me, with tears in her eyes, she said, "What did I do wrong? There's not a comment on my paper."

It's mighty hard to answer, "Well, I guess there were some extra good papers that were just better than yours."

It's extremely hard to find the right thing to say when you are holding in your hand a fantastic news story and you're thinking, "Those goofballs didn't even read it."

This happened more than once.

Another time, I recruited a girl for my journalism team. It was her first year in high school, and I decided I would develop her editorial writing skills slowly, in hopes that she would be at her peak during her senior year. She progressed more rapidly than I expected she would, and by the end of her sophomore year she had begun to win a few seconds and thirds at practice meets we attended.

She did even better during her junior year, and when the school term began last fall, her senior year, she had set her goal to be the state champion editorial writer. She practiced and practiced until she could turn out a well written editorial in the time that it took others to write a lead. She was good at it, too. She qualified for the regional meet without much difficulty, went to the editorial writing contest, did her usual good job of writing, and came out of the room with confidence on her face.

"What do you think?" I asked.

"I think I did a good job," she said.

They posted the results of the editorial writing in about 30 minutes. I wondered at the time how they had managed to grade all the contestants' papers in such a short time. She went to look at the posted results and turned away, white as a sheet.

"I know I did a good job of writing that story," she said. "It really wasn't that hard of an editorial to write."

She sat down on the floor in the hall of the building and just sat there for a good 30 minutes,

not speaking to anyone. There wasn't much I could do or say, so I just let her sit there, knowing in my mind all of the things that were going through hers.

Not long afterwards they posted the results for headline writing, then they called all the contestants into the room and handed out the papers. The room was crowded so I stayed out in the hall. They handed my girl her editorial, she glanced at it, and then raced at me like I was on fire.

"Look!" she said. "There's not a mark on my paper. They didn't even check anything on the evaluation sheet. They didn't even read it. Can't you do something, Mr. Curry?"

I took the paper, looked it over, then read it carefully. I knew that there had to be some well written papers if this one didn't finish in the top six. The three judges were answering questions and going over papers with the contestants who had waited around. After nearly everyone had gone I stepped forward, and during a lull in the conversation I said,

"You know, this is a very important event in the lives of these kids. It would seem that you, as judges, could at least take the time and put forth the energy to explain what they did right and what they did wrong. Couldn't you just write down some comments on their papers that would help them understand why they did not win?"

Almost in unison they answered, "We did. We wrote something on every paper."

"If you did," I said, "why is there not a mark on this girl's paper? You didn't even bother to make a mark on the judge's critique sheet."

They looked somewhat shocked, then one said, "Let me look at that."

She looked at it, then looked some more, and I knew in my mind that she was trying to think of something to say that would sound halfway logical. Finally, she looked at me and said, "Well, this sound more like a news lead than an editorial lead."

I was mad and she knew it.

"Read it again," I said. "This writer explained the situation and took a stance on the issue in the first sentence. I've never seen a news story lead that did that."

Another judge broke the silence.

"Let me take the paper and write some comments for her," he said.

"What good will that do?" I answered. "This girl is graduating. This was her last shot at going to state."

He insisted, took the paper and began to read.

Speech/debate, academic workshop plans change

Since the response to our announcement of a summer workshop for academic coordinators and speech coaches has been light, plans have changed to allow more flexibility as we plan for an undesignated number of participants. Instead of using Jester Hall dormitory, prospective participants have suggested that they would prefer to stay in a hotel of their choice and eat their meals at some of the unique Austin restaurants.

In light of these responses, the workshop has tentatively been rescheduled in University Teaching Center on The University of Texas campus on July 29-

30. Rooms in this building cannot be confirmed for summer use until April. Therefore, further information will be disseminated after confirmation has been received. Food and lodging will be up to the individual participants and their schools.

The workshop fee has been reduced to \$20 for those who register by April 15 and \$25 after this date. We invite all UIL academic coordinators, speech coaches, and other interested teachers or administrators to join us for an informative look at ways to plan and improve your campus UIL academic programs.

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
 _____ Speech / Debate Coach

Early Registration by April 15 Fee: \$20
 Registration after April 15 Fee: \$25

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

“

I just wish the judges could understand the importance of their job and what participation in these contests means to these inspired young writers.

After he had read it through, he took his red pen and wrote, "This is a well written editorial."

Farther down on the page, he made a comment or two that had nothing to do with writing editorials.

I told them that if they would just give me the paper I would take it and leave. But he insisted on marking the critique sheet. He did, too. He circled a five on almost every item.

I took the paper and walked out of the room.

Later in the year this girl received a journalism scholarship to McLennan Community College, but she never accepted it. I'll always believe that her experience at that regional meet had much to do with her decision.

I love UIL literary contests. Nothing pleases me more than to see a contestant finish a speaking

event, a science, number sense, or calculator contest, and leave the room with a big smile on their face, knowing that they excelled. Nothing compares with the excitement of the moment when they see their name posted in first place. Nothing delights me more than to witness academic achievement.

Of all the literary contests our students engage in each year, with the possible exception of ready writing, journalism most certainly teaches more workable and usable skills than any other. Learning to write proficiently, learning to collect and assemble ideas, learning to communicate concepts and notions to others, and learning to gracefully accept defeat and humbly receive victory are skills learned that can be used forever.

I just wish the judges could understand the importance of their job and what participation in these contests means to these inspired young writers.

I may or may not have been successful at teaching UIL journalism contestants, but I have prepared them for the Winter Olympics. Someday one of them, who was not expected to win, may stand on that center stage as the "Star Spangled Banner" is played, while another, who everyone thought would win the gold, is tumbling head-over-heels on the downhill.

I'll be there in front of the TV in my best couch potato form when the camera zooms in for a close-up, and I'll see them whispering to themselves, "Just like it was in high school when I was entering those UIL journalism contests."

All things considered

Reclassification process must balance many concerns

The Reclassification/Realignment process has been completed for the 1994-1995 and 1995-1996 school years. The Appeals Committees have met and adjudicated each concern. Even though the majority of schools accepted the district alignments, there were a number of unhappy schools. As the UIL staff examines complaints, there are some prevailing problems.

- Extreme travel is a problem, especially in the outlying areas of the state. Since these isolated schools must be placed in a district, long trips become a reality – and nobody is happy.

- Smaller schools within a conference were assigned to a district with larger schools. This creates an inequity perception.

- Districts have been assigned an odd-number of schools (either five or seven), making it difficult, if not impossible, to have a 10-game football schedule.

- Inner city schools have been assigned to districts with suburban schools. There is a feeling among the city schools that the large suburban schools have a competitive advantage because of a larger percentage of upward mobile, higher salaried parents.

- The two-division structure in Conference A basketball has caused increased travel for some schools.

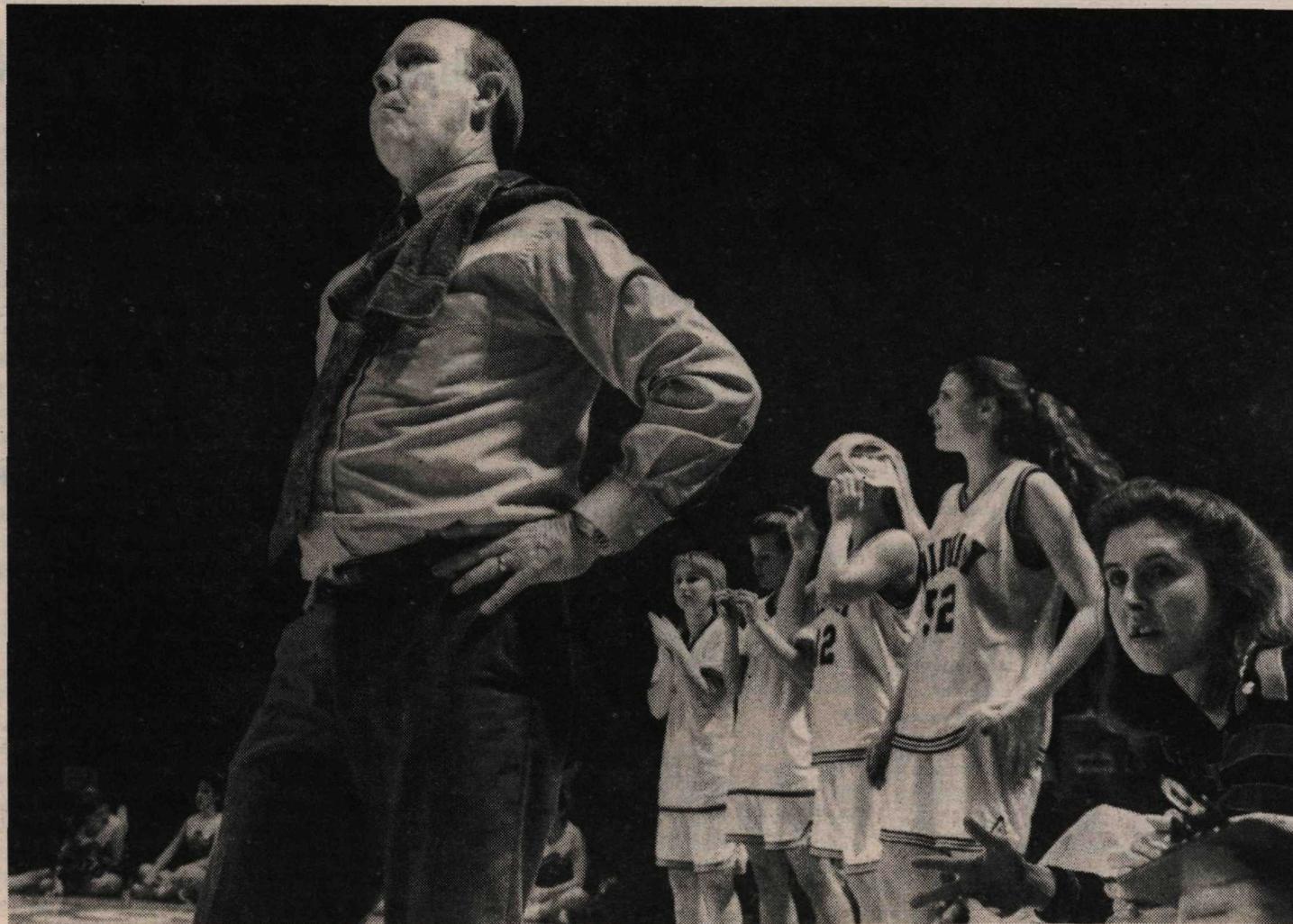
Of course there are other concerns, and all of these will be presented to the UIL Policy Committee on June 15 in Austin. The Policy Committee hears all requests on realignment issues.

In addition to requests and suggestions from parents, school administrators, and patrons, the UIL staff will bring forth the following policies for consideration for the 1996-97 and 1997-1998 realignment.

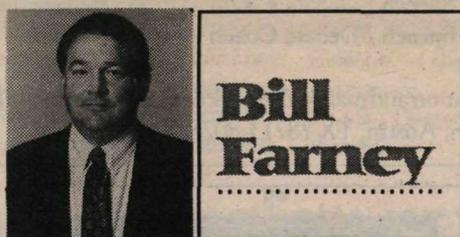
- Reduce the number of Conference AAAAA schools from the current range of 240-250 schools down to 215-230 top schools. This will be necessary partially to accommodate the Texas Valley, which will need three AAAAA districts instead of two.

- Increase Conference AAAA from approximately 185 schools to approximately 190-200.

- Permit schools from outside a multi-high



IN FRONT. Waco Midway head basketball coach Reggie Davis watches action in the finals of the Conference 4A state tournament. His Pantherettes defeated Dallas Lincoln, 52-40, to wrap up the school's sixth state title. Photo by Joey Lin.



school district to be assigned to a multi-high school district with fewer than eight schools.

- Use an enrollment formula of grades 9, 10, 11, 12 from October 1995 to determine classification for 1996-1997 and 1997-1998. Omit the portion of the formula calling for 9, 10, 11 times 1.33. It is becoming difficult to tell what a senior is, especially with curriculum revision underway that will increase the number of credits required

for graduation.

- Permit an unequal number of smaller/larger district in Conference A Spring Meet regions. Current policy calls for four districts of schools in the upper range of enrollment and four districts in the lower range. Since a number of schools have opted to be elevated (for travel purposes), the districts from lower enrollment ranges do not have enough schools.

- Evaluate the current policy of assigning schools to 6-man football. The Coaches Association will make recommendations in this area.

- Discuss some procedure to help alleviate travel in the Trans-Pecos and other sparsely settled areas of Texas.

The process of assigning schools to districts every two years is a difficult task. Texas is so vast so as to automatically cause extreme distances

between schools. Schools in the lower range of enrollment in their conference have always perceived to be at a disadvantage. Some neighborhoods have a higher crime rate. Parents are reluctant for their students to travel into these neighborhoods at night. Parents who live in these neighborhoods do not want their children out at night. Nobody wants to play traditional powerhouse teams.

The UIL member schools have nevertheless continued their policy of guaranteeing everyone a district and reasonable competition.

Over the years, the rules of reclassification have changed and should continue to change to best meet the needs of schools. It is the goal of the UIL to maintain the opportunity of competition with a minimal negative impact to the scholastic mission of Texas schools.

Do we sell out?

Over the last two to three years, the National Federation of State High School Associations, of which the UIL is a member, has rejected a proposal to endorse live, national televised high school games of the week in football and basketball.

The split of the Southwest Conference as we have grown to know it over the past 80 years was for one reason – money.

The dilemma and direction high school athletics must take is totally different than the direction intercollegiate athletics has taken. As an organization entrusted with developing our children, we must learn from the mistakes made by higher educational institutions and not repeat them.

In a society today that is closely scrutinizes the cost of extracurricular activities, the tempta-



tion of additional or outside funding is great. How do you say "no" to a corporate sponsor or national exposure package for your program? When saying "yes," are you selling out?

John E. Roberts, executive director of the Michigan High School Athletic Association, told delegates at the National Association of Sport and Physical Education meeting in Indianapolis, Indiana, "Live television national telecasts of high school football and basketball contests violate our basic purposes.

"Such telecasts are designed at least as much for public entertainment as for education, which is inconsistent with the objectives of pure educational athletics," he added. "The history of intercollegiate telecasts demonstrates that entertainment and promotion will overtake the educational goals no matter how pure their intentions.

"Wiser and more powerful people than we – the leaders of our finest institutions of higher learning – accepted intercollegiate telecasts with the simplest and soundest intentions ... and look at the complex problems they have created"

The balance between education and amateur athletics was lost a long time ago on the college level. Maybe the intention was that the two would never equally co-exist. That's not the case in high school athletics.

"If it's not educational, it has no place in the schools." UIL Director Dr. Bailey Marshall has said. I know that's a purist idea. Some will call it

naive in today's society. Perhaps it is. But if we want students to learn on a football or baseball field like we want them to learn in a math or history class, those outside interests need to be just that – on the outside looking in, not inside dictating how a program is to be run.

Roberts also said that advocates of promotion can cover up a myriad of motives.

"The more attractive we make lengthy travel and live television, the more we enhance the prestige of basketball and football over other sports, the more we promote boys sports over girls sports, varsity over junior varsity and high school over juniorhigh," he said. "Then the more we buy into the exploitation and excesses we created to curb and which we profess still to oppose. And the cost is our effectiveness."

We must sell extracurricular activities today like never before, but in doing so, make sure we are not selling out our programs.

So, you're being recruited . . .

Students, parents should know options and consequences of recruiting actions

Since Jan. 1, at least three high school athletic programs have suffered when colleges scheduled institutionally financed visits for senior athletes. The visits were scheduled for the sport in season, and the result was UIL ineligibility. In each of these cases, the seniors and their parents were not fully aware of the consequence of visits taken during a sport season. The result has caused disappointment not only to the individuals involved, but also to the high school programs that had to absorb the loss of key players.

Each year the spring brings with it a new wave of seniors who aspire college recruitment. Now is a good time to review the rules and any changes that have occurred since the previous spring.

The recruitment process for UIL athletes develops in phases; first, a self-financed visit, second, a tryout, and third, an institutionally financed visit. The process of recruitment and its phases were addressed as part of the discussion of the Ad Hoc Committee, when discussing "Off-Season" regulations. A UIL student who is not fully informed of the process could jeopardize eligibility during any phase of this process.

The first phase of recruitment begins as students and their families travel to explore colleges. Meals, travel, and lodging are paid for by the family. This is known as a self-financed trip and may be taken at any time during the year. During self-financed trips, colleges may offer free admission through a pass gate for any junior or senior student and their parents. Admission through a pass gate during a self-financed visit does not jeopardize the eligibility of any prospective athlete.

The second phase of recruitment might involve a college tryout. Seniors can participate in a college tryout after the UIL season in that sport has ended. Permission from a parent or guardian, the in-season varsity coach, and the school principal should be documented and placed in the senior's file prior to the tryout. Seniors may tryout no more than one time per activity for each institution.

This tryout may not be held in a UIL member school facility, however, it may be held at a site other than at the host college or institution. Tryouts must be free of charge to participating athletes and shall be open to any senior who wishes to participate. High school coaches shall not provide transportation or equipment, nor defray the cost for seniors who attend college tryouts.

If a student participates in an event that charges college coaches or scouts more than general admission, the event could be deemed a tryout. A senior may not tryout for a college athletic event on school time. When a senior is invited to a



Cynthia Doyle

Call the NCAA ((915) 339-1906) and ask for the *NCAA Guide for the College-Bound Student Athlete*.

tryout, other participants may be high school or college students. Tryouts may be self-financed or school-financed.

The final phase of the process is the institutionally financed visit. Seniors are allowed up to five institutionally financed visits in each UIL sport. UIL does not allow institutionally financed visits to be on school time, however, if local school policy affords students college visit days, the UIL would allow the same policy to be applied for the purpose of an institutionally financed visit.

Junior and senior students and their parents may accept admission through a pass gate during an institutionally financed visit. When taking an institutionally financed visit, senior athletes must have the signature of a parent, the in-season coach, and the school principal. Institutionally financed visits must be taken according to the following schedule:

A. Cross Country, Football, Volleyball: After the last day of school competition in the respective sports.

B. Baseball, Softball, Golf, Tennis, Track & Field. Prior to March 1 and/or after the last day of school competition in the respective sports.

C. Basketball: Prior to the first allowable day for interschool scrimmages and/or after the last day of school competition in basketball.

D. Soccer and Swimming and Diving: Through the first Saturday in January and/or after the last day of school competition in the respective sport.

When students take an institutionally financed trip during one of these periods, they forego their UIL amateur status. This visitation calendar would not prohibit a volleyball player from taking a volleyball visit during the swim season, but does prevent a volleyball player from taking a volleyball visit during the volleyball season. By designing the visitation calendar around the UIL school season, most student athletes are not torn between school competition and college

visits. Colleges prepare in advance to maximize the student's experience rather than create a conflict.

The three students who took visits during the in-season sport had hard choices to make. Each became ineligible for the remainder of their high school career because they had not been informed of the college visit schedule provided. Most colleges are willing to protect a student's high school eligibility and their amateur status when informed of the college visit schedule provided. Most colleges are willing to protect a student's high school eligibility and their amateur status when informed of the college visit schedule provided. Most colleges are willing to protect a student's high school eligibility and their amateur status when informed of the college visit schedule provided.

The third phase of UIL recruitment is only the beginning for student-athletes who "make the cut" for NCAA, NAIA, and junior college teams. I would urge every school administrator, coach, and student-athlete to call the NCAA ((915) 339-1906) and ask for the *NCAA Guide for the College-Bound Student Athlete*. This annual update of essential information for coaches and athletes provides a guide for academic standards, core standards, clearinghouse information, testing dates, signing dates, and other topics pertinent to college admission.

The three students spoken of all made the choice to forego high school eligibility. One was happy with the decision. The other was sorry that he made the decision, and asked if the "Status Regained" clause could apply to him if his family could come up with a monetary reimbursement for the visit. The third athlete made the trip and regretted it within a week, but was unable to pay for meals, travel and lodging, as was the second athlete's case. This student athlete must sit and watch the team play an exciting season of soccer because she cannot afford to regain her status.

Students and parents should know options and consequences during all three phases of recruitment. Through coaches and school personnel, athletes need exposure to this information. Much of what we do is provide options so that students and parents can make decisions based on complete information.

My guess is that most students and most parents, when given a choice, will choose to protect the student's eligibility and remain an amateur athlete. My opinion is that most colleges would look favorable on students who demonstrate loyalty to the high school team and expects them to complete the expected commitment of being part of the high school program.

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

★ 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

★ BASKETBALL

Joe Nimick, Dallas Jefferson HS
Allen Seay, Hamlin HS
Brad Dalton, North Zulch HS
Alex Viera, Brentwood MS (San Antonio Edgewood ISD)
Andy Rodriguez, McAllen HS
Larry Harvey, Dilly HS
Ron Anders, Childress HS
Chris Carter, Spurger HS
Brad Chasteen, South Grand Prairie HS
Eileen McDonald, Bandera HS
Bill Rehl, Woodsboro HS
William Stockton, El Paso Riverside HS
Corey Slagle, Katy Mayde Creek MS
Michael Cotton, Dallas Pinkston HS
Randy Dotson, Neches HS
Terry Avery, West Orange-Stark HS
Rudy Almaraz, Austin Lanier HS
Todd Bodden, Ennis HS
Raul Chaverria, Alpine HS
Bonnie Beachy, Cypress Falls HS
Carl Kilgore, Carlisle HS
Dennis Stewart, Kountze HS
Karl Krug, Banquete HS
Martin Ray, Marion HS
Modesto Villanueva, Falfurrias HS
Eric Longtin, McAllen Memorial HS
Johnny Garcia, Brownsville Pace HS
Phyllis Weaver, North Garland HS
Tony Starnes, Dodd City HS
Brian Smith, Caddo Mills HS
Daryl Horton, Dallas Madison HS
Robert Santiago, Jordan MS (San Antonio Northside ISD)
Calvin Grigsby, Garland HS
Pete Alvidrez, Del Valle HS (El Paso Ysleta ISD)
Michael Sidberry, Plano Carpenter MS
Eric Martin, Ft. Bend Missouri City MS
Dick Orsak, Alvin HS
Harlos Barrett, Forney HS
Steve Lamore, Tyler Lee HS

★ SOCCER

Karl Burwitz, Palestine HS

CI&E essay grading requirement clarified

CONTINUED FROM PAGE 7

event of ties, select enough to fill eight slots. If a tie for the eighth slot exists, then grade all those tied for the eighth slot. Then, add the scores from the essay portion of the contest to the objective scores."

For example:

Slot	Place	# correct answers
1	1	36
2	2 tie	35

3.	2 tie	35
4.	3	34
5.	4 tie	33
6.	4 tie	33
7.	5	32
8.	6 tie	31
	6 tie	31
	6 tie	31

As little as the judges probably want to grade an extra two essays, they must in this case because three students tied for the eighth slot. Thus, in

this contest, the judges would be required to grade 10 essays even though the rules specific that they need only grade the essays from the top eight scores in the objective portion of the contest.

If more than one person judges essays, it is critical that judges reach agreement on which essay is best, and that consensus is reached both on both the quality of the essay and the points awarded. Do not rely solely on point totals. One judge may be more stringent than another. It is possible that a weaker essay, graded by a more lenient judge, can be awarded more points than a stronger essay, graded by a more strict judge.

CORPUS CHRISTI ISD

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.

SOCCKER RULE ERROR

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

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

CHILTON HS

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

PRESCRIBED MUSIC LIST

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

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

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

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

Page 91 - Four Brass Class I: 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)

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.

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.

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.

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.

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.

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. Reminder: The official list in the Picture Memory Contest Bulletin for 193-95 is the final authority. The 1993-94 art selections are new and will be used for two years.

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.

RIO GRANDE CITY HS

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

WEST-ORANGE STARK

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

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.

DALLAS ISD

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.

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 contrabass 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 and Contest Rules. Under Instrumental (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.

ABILENE ISD

The District 4 AAAAA Executive Committee issued a public reprimand to Abilene Cooper High School for violating Section 1202, Employment of Coaches through August, 1994.

GRAPEVINE ISD

The District 6 AAAAA Executive Committee issued a public reprimand to Grapevine High School and placed the boys' basketball program on probation through the 1994-95 school year for lack of crowd control and student and fan misconduct.

SPELLING / VOCABULARY

Corrections for 1993-94 UIL Word Power:

Achilles' heel Achilles' heel (a)
Archeozoic, Archaeozoic
Archeozoic (a), Archaeozoic (a)
Please disregard any previously published modifications to this word list.

Contestants are responsible for knowing the correct capitalization of words for which a contextual sentence is given in competition.

MARION ISD

The District 27 AA Executive Committee issued a public reprimand to Marion High School for violating the Athletic Code, and put the boy's basketball program on probation through the 1994-95 basketball season.

PLEASE NOTE

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

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