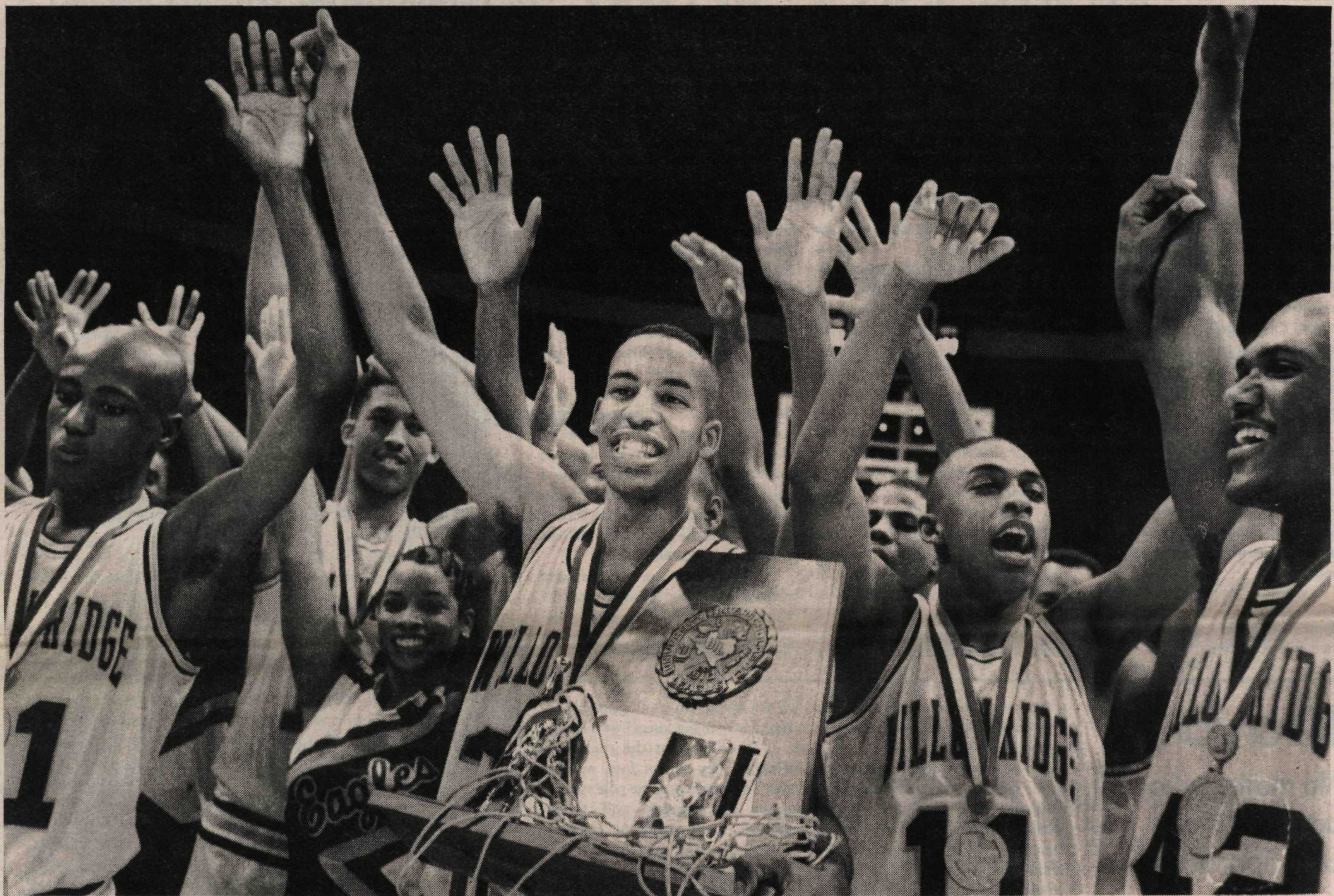


Leaguer



RAISE YOUR HAND IF YOU'RE NUMBER ONE. Members of the Willowridge Eagles celebrate after their 50-44 win over Plano East in the Conference 5A state basketball championship finals. For full tournament coverage, turn to page 9. *Photo by Joey Lin.*

How Great Thou Arts

Alamo begins process of selecting finalists from 400-plus applications for creative arts scholarships



an exhibition at The Metropolitan Museum of Art in New York.

Now, as a natural extension of their commitment to both the performing and visual arts, Alamo, in conjunction with the UIL, has intro-

duced the Alamo Rent A Car Creative Arts Scholarship program in Texas. This program recognizes 10 Texas high school seniors with exceptional talent in creative arts categories including speech/debate, creative writing, theater/acting, music solo, voice, music small ensemble, dance, painting/sculpture and photography. Recipients will receive a \$500 scholarship upon graduation.

With more than 400 applications submitted, the Alamo Rent A Car Creative Arts Scholarship Selection Committee, consisting of representatives from the UIL, the Amon Carter Museum and Alamo Rent A Car, has begun the process of

selecting finalists. These finalists will be asked to submit documentation of their work, such as a video cassette of a performance or a slide of a photograph or painting. Winners will be notified this month.

"The number of outstanding applications received demonstrates the necessity for scholarships honoring artistic achievement on the high school level," said David Pereyra, Alamo Rent A Car spokesperson and Selection Committee representative.

"It means that the students who are chosen as recipients of the award will truly be the most talented young artists in their category in the state

of Texas."

Not only is Alamo Rent A Car committed to the students of Texas, but to the educators and administrators as well. Alamo will continue to offer special rate codes (Rate Code TO and TM, ID #252660) to UIL members including teachers, administrators and student's families, and donate five percent of the basic rental rate to the UIL Scholarship fund.

The Alamo Scholar/Athlete of the Week program is scheduled to return in the fall and nomination forms will be distributed to football coaches statewide at the end of this month.

Defending the rules

Acceptance of enforcement of penalties is crucial

We all understand the need for consistently enforced rules and regulations for competition. Quite frequently however school officials and League administrators find themselves in a conflict situation when UIL rules are enforced at the local level.

Parents and supporters of the teams and competing groups usually become quite upset when it is determined an ineligible student has been playing on a team and the team will have to forfeit games that will eliminate it from the playoffs. Normally when this occurs someone has made an error in checking the eligibility or the student did not disclose complete information.

In this situation the parents, fans and students seldom understand why they have to forfeit. They usually want to blame someone and quite frequently it is the rule or the organization. School administrators and personnel endure great pressure when enforcing this action.

Another instance where school administrators find themselves in a dilemma is when there is a student who is ineligible according to a rule, but the



Bailey Marshall

administrator does not agree with the rule.

In all such instances school administrators can be supportive of the rules and the penalties which they help develop through their participation in the UIL legislative process. In these cases the best approach is: "We vote on these rules through a democratic process and have means for input to change them. We therefore will enforce the rule regardless whether we totally agree with the rule because we believe in the democratic process."

This stance won't always stop the parents or fans from pursuing a change outside the UIL legislative and judicial processes, but it will help deter such action. This position is one that all of us should be able to defend.

UIL administrative staff members encounter these same conflicts. When

staff members are questioned they are obligated to espouse the rationale for the rule, as well as to support the League's democratic process, regardless whether they agree with the rule or not. They are also obligated to be cordial while holding firm in the defense of the rule and the system.

Even though we school administrators and UIL administrators defend the rules, we should work for changes in the rules in instances where we see they can be improved for the betterment of the total educational system. This, however, does not excuse us from our obligation of defending and enforcing current rules.

We, as Americans, believe in a democratic process; we believe in trying to change our laws and regulations through the processes available to us; but we also believe in enforcing the laws and regulations we have. When there is disobedience to state and federal laws, the states and the nation suffer. This is true in the UIL as well.

Our acceptance of enforcement of penalties for rules violation and the constant evaluation of our rules are the primary reasons the UIL continues to be a strong organization.

school careers, and the majority of them will not advance to the next round of competition.

This will be a disappointment for them. Early this year, many students set their sites on the State Meet in Austin as their ultimate goals, and nothing short of it will be good enough. We admire and appreciate these young people for setting such high standards.

However, we hope that their disappointment in failing to achieve this goal will not obscure the fact that there is no shame in coming up short, so long as they have played by the rules and given their best. This may sound trite in this day and age, but we still believe it.

When we say, "In a well planned contest, there are not losers," we mean it.

We hope that the students - whether they win or lose, whether they've competed in the pole vault or poetry interpretation - will conduct themselves with dignity and grace.

As much as anything, the best lesson learned from competition is that we must work as hard as we can, hope for the best, but be prepared for anything. That's how life is.

We wish all the competitors, their coaches and sponsors our congratulations and best wishes, and we look forward to seeing many of you in Austin in May.

COMMENT

UIL benefits much from its relationship with UT-Austin

The University Interscholastic League is a department within the Division of Continuing Education of The University of Texas at Austin. The Division of Continuing Education is one of several divisions at The University.

The UIL is provided with office facilities, janitorial services and lawn-building upkeep free of charge, and long distance telephone service at a lower cost. Some items of furniture and equipment, such as desks, chairs, tables, lamps and file cabinets are also furnished, if available from Buildings and Grounds. Items not available and bought with UIL funds are considered UT property and are placed on UT inventory. Charges for services for building and office facilities, such as extra electrical work, telephone equipment changes and changes in floor plans, are charged on a labor expense basis.

The UIL has to follow University rules in hiring classified and non-classified employees. The employees are paid by The University of Texas from UIL funds, with the same benefits as other UT employees (teacher retirement, paid social security, group insurance, UT holidays). UIL employees are also given raises and promotions according to the regulations set by the UT Personnel Department.

The UIL has to make all purchases through the UT Purchasing Department, following the procedures set by state law or Board of Regents rule. The University of Texas Accounting Department handles all payments of vouchers for purchases, services and travel expenses to see that they are in agreement with state regulations. Deposits of UIL funds are made through the University Bursar's Office with the actual deposit made to the bank by the Bursar's Office. The Accounting Department keeps records of all deposits and disbursements made by the UIL, and a printed ledger sheet is available at any time showing the balance of accounts, deposits, and disbursements.

The UIL uses facilities provided by Intercollegiate Athletics for state tournaments, paying only for labor, set-up fees and utilities, the same as the University athletic teams.

Just as importantly, UT provides classrooms for the UIL state academic meet, one of the fall Student Activities Super Conferences, the ILPC state convention and summer workshop, and the TSSEC competition.

All of these services and facilities are a great savings to the public schools of Texas. - Bailey Marshall.

Bravo

No matter who advances, all participants win

In the days and weeks ahead, thousands of Texas students will converge upon college campuses across the state to compete in UIL regional academic and athletic contests.

These contests will be among the most important events of their high

Leaguer

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

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The value of a contest is not just to mirror current practice or measure the status quo.

ON THE STATE OF MUSIC EDUCATION

It is rare that I use this space simply to muse over several topics or write in the first person for that matter, but for some reason as I begin this column I feel the urge to do both. Several thoughts are on my mind and perhaps this is a good time to share them.

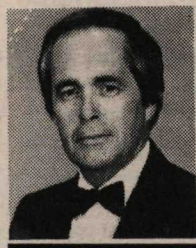
PRIDE IN OUR PROGRAMS

It seems that in any given year I have the good fortune to travel around our state, and to many other areas of the nation as well, to appear as guest conductor for various honor bands, present workshops on conducting and wind music or serve as a clinician and/or adjudicator. One of the fringe benefits of these journeys (about 30,000 miles a year!) is the opportunity to meet and work with directors and music educators throughout the country. In doing so, I find out a great deal about the strengths, weaknesses and priorities of the programs over which these teachers preside. I also find out how much these people admire and respect the quality and comprehensiveness of public school music in Texas.

In nearly every case, what I see and hear as I travel tends to reinforce my pride in our music programs and the wonderfully dedicated directors (band, choir and orchestra) that I count as my colleagues throughout the state. We are blessed with talented teachers, a supportive spirit towards one another and a long standing tradition of musical excellence. In the midst of turmoil that surrounds our concerns about funding, block scheduling and other pressing issues, we must not forget that we are indeed fortunate. It is so important that we never take the wonderful environment we enjoy for granted or lose our vision for the future as we attempt to deal with the immediacy of today's problems.

WHAT DO WE DO WHEN OUR BELIEFS ARE CHALLENGED?

In recent months I have been keenly interested in the steady flow of addresses and articles from both inside and outside our profession that have challenged many of our beliefs concerning what we perceive to be important about our programs, the priorities that drive these programs and how music instruction in a performance based music



Richard Floyd

curriculum can and should mesh with the constantly changing fabric of public school education. As you well know I have been known to address many of these same issues myself!

Let me quickly say that it is easy to understand how opinions that are counter to our personal vision can be viewed in a negative light. After all, these opinions are contrary to our beliefs and suggest that our priorities are not looked on with favor by other parties. In many cases these challenging positions are seen as an outright threat to our professional well being. Not a good feeling! At such a juncture, we have two options.

First we can either assign little credibility to the other point of view or dismiss the contrary opinion entirely as being uninformed, irrelevant or based on invalid information. We can even react in a negative fashion and simply attack the position from our personal bias. Such action might vent our frustration, but it does little to measure the significance of the issues addressed or to determine if there is common ground on which to debate the issue at hand.

There is general agreement that it is human nature to become comfortable with our personal philosophy and priorities. This is especially true if we do not challenge ourselves; or, accept the challenge of others. If we accept this point of view, there can clearly be a second kind of response to a position that is contrary to or in conflict with our beliefs. We can literally view such a threat to our "comfort zone" as an opportunity for growth. Many times

meeting an opposing view head-on and in a positive fashion forces us to evaluate our personal stance and in some cases modify that stance based on new information and/or changing conditions. Or, on the other hand, the exercise might just as likely serve to strengthen our current beliefs and give us focus for the vision that we hold for our students and programs. In either case, the exercise will not have been in vain or one of frustration since it afforded us the opportunity to modify or expand the breadth and depth of our beliefs.

I must constantly remind myself that one's greatest periods of growth are

often preceded or accompanied by discomfort or adversity. How we meet such challenges will determine the benefits, or lack of same, that we will derive from the experience.

THE ROLE OF THE UIL IN THE MUSIC PROGRAM

Section 1100 (a) of the UIL Constitution and Contest Rules clearly states the purposes of the UIL music contests as follows: "to provide statewide music competitions that foster high performance standards, nurture aesthetic development and reinforce the many functions of music within the society."

I recently went back and reread this statement after hearing a comment to the effect that the music contest should only mirror how the majority of directors teach. This comment puzzled me a bit since I always felt that this was only half of the equation. Yes, contests should measure what the teacher is doing in the classroom but if our intent is to foster high performance standards, the contest should also serve to guide and mold the priorities that shape our instructional scheme and influence what and how our students are learning as well.

It seems to me that contests have always had a direct impact on what we do and how we do it. If that were not the case, we would still be doing block drill with required maneuvers and the concert halls on the day of contest would still be filled with the sounds of Olivadotti overtures and Yoder novelty tunes. I am told, but have no factual information to substantiate it, that

many years ago there was even debate about whether or not intonation should be a factor in the contest! In any case, history reveals that the contest has evolved not only to mirror the changing priorities of our educational system, but also to challenge us to set higher standards and create greater expectations for our students.

In summary, the value of a contest is not just to mirror current practice or measure the status quo. Of equal, if not greater, importance is the potential of the event to challenge and inspire. If music competition is to serve a true educational function, it must meet both of these objectives.

A WORD ON PASSION

I recently had the good fortune to serve on two discussion panels with some of the most significant leaders in our profession including Frank Battisti from the New England Conservatory, H. Robert Reynolds from the University of Michigan, Craig Kirchoff from the University of Minnesota and Allan McMurray from the University of Colorado. These gentlemen, with all of their years of experience, clearly maintain a high level of enthusiasm for music and for teaching. As we discussed and debated various issues, I could not help but note that one of the common dominators that was observable in each of the panel members was a passion for life. No, not just a passion for music, "the job", or the next concert but a genuine passion for everyone and everything that was a part of their life experience. I can't help but feel that this intense passion for life is what makes them leaders and musician/teachers of the highest order. It should be a challenge to all of us to make time in our lives to fuel the passion and keep the "magic" that is so important if we are to have true meaning in the lives of our students.

FINALLY, SOMETHING TO THINK ABOUT

Many years ago there was a radio station in Dallas that each hour or so featured a short statement of wisdom that was intended to provoke thought or reflection in the minds of its listeners. I recently ran across one of those kinds of statements that perhaps has meaning for many of us. It appears to the right of this article. Think about it.

DISSECT THIS

Alvin Toffler, in his forward to physicist Ilya Prigogine's book *Order Out of Chaos* stated the following: "One of the most highly developed skills in contemporary Western civilization is dissection: the split-up of problems into their smallest possible components. We are good at it. So good, we often forget to put the pieces back together again." (Toffler 1984)

Clarifying medium ensemble qualification

By RICHARD FLOYD

Questions have arisen recently regarding who may participate in a Medium Ensemble at the State Solo and Ensemble Contest. A medium ensemble qualifies for TSSEC in the same fashion as any solo or small ensemble entry. It earns a division I rating at the region

contest.

This achievement qualifies that particular event and its members to perform at TSSEC. In unavoidable circumstances such as illness or eligibility problems, a substitution may be made but essentially the same performers who earned the Division One at region should

be entered in state.

The act of making major changes in instrumentation, voicing or student participants is unacceptable. There have been some reports of directors having an ensemble of less than 24 members (sometimes as few as 12) qualify at the region contest and then adding additional per-

formers when submitting the state entry in order to reach the maximum number of 24; or, in other cases, entering a totally different ensemble. Such practices do not result in a legal entry.

For further clarifications, please do not hesitate to contact the UIL office.

A message to the senior class of 1994

■ They may seem a little corny, but the concluding rituals of high school are important

Dear High School Seniors:

In a few weeks, you will do in body what they did in spirit around the middle of February.

That is, graduate.

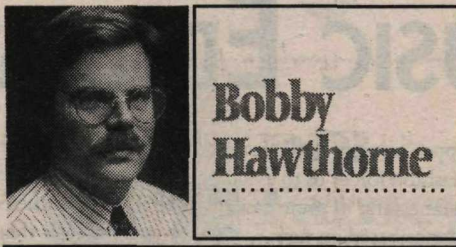
Your teachers, well aware of this, are prepared to make this final two weeks as difficult as possible so that you'll have second thoughts about ever returning.

Though the chances are remote that you'll learn anything in these final 14 days, you'll be expected to attend class, turn in various assignments and suffer through a barrage of final examinations. Hopefully, you'll survive these late-hour attempts to civilize you. If so, the school board, administration, faculty and staff will take some measure of pride and relief that you have successfully completed the state-mandated requirements for graduation and have thus qualified for a high school diploma.

This, my friends, is where they get you.

School people are a crafty lot, the result of years of being overworked and underpaid. They figure they have one last shot at you and they take it. It's called "commencement" and it's usually held the morning after the all-night senior bash.

In some cases, Commencement Day begins



Bobby Hawthorne

with a baccalaureate service. It's generally scheduled at sunrise — just in time for you to get home and change into a clean, white shirt. It is not a coincidence that most executions are scheduled at sunrise as well. But that's another story.

The baccalaureate service will be held in the auditorium. The lights will be dimmed. On stage, a woman will crank out mournful hymns on a Wulitzer organ. After an hour or two of this, a local religious leader will address you on the meaning of life, the fate of mankind and your specific role in the greater scheme of things. You will be expected to sleep through this.

During the remainder of the day, aunts and uncles will arrive from great distances to witness the miracle of your graduation. They will stand in line to make wise cracks about the improbability of the occasion. You'll receive greeting cards that show an Indian chief saying, "Me hear'um you graduate." When you open it, it'll ask, "How?"

There won't be cash or check enclosed, though you'll scrape through the envelope three or four times looking for either.

That evening you'll join the rest of your class in the library or some other holding cell to don the ceremonial robes. There'll be lots of jokes about the silly hats and speculations as to who is and is not wearing anything underneath their gowns. And of those who are, then what?

A few guys will write or pin slogans like "Do the Bartman" or "Why ask Why?" on their mortarboards. Two or three girls will walk around, hugging people they hardly know and blubbering about how they're going to miss everyone. Generally, they're the ones who 10 years later still live two blocks from the school and coordinate class reunion activities. They won't be any better liked then than now.

Soon enough, the class sponsor will show up and order you to quiet down and come to some semblance of decorum. You'll queue up and march into the auditorium where the community has assembled to inspect the latest product of its largest industry. For reasons completely unknown and foreign, you'll feel a swell of pride as you parade down the aisles.

But just as you being to think that maybe this won't be so bad after all, you'll be treated with one final indignity: the commencement address. It'll be presented by a man who really wasn't the speaker they wanted but is filling in because the other guy canceled at the last minute.

Either way, it'll be someone the principal or superintendent thought would be interesting and/or inspirational. He won't have ties to rock and

roll, television, or much of anything else you might have the faintest interest in. Chances are, he'll be either a local politician, an insurance salesman or an ex-athlete, and he's probably delivered the same address two or three times before. The principal always calls him when the other guy cancels at the last minute.

Either way, he'll tell you how proud he is to have been chosen to stand before you on such a solemn occasion. Then he'll tell you the story of his life on the county commissioner's court, in insurance or football or all three and express hope you can discern something meaningful from it. You won't.

In due time, he'll finish, you'll clap politely and then the task of reading names begins. Before you know it, you'll cross the stage, shake a hand or two, collect your diploma and return to your chair. Despite your greatest fears, you won't trip on the stairs. Someone will, but it won't be you.

Finally, the same woman who played the organ earlier in the day will pound out "Pomp and Circumstances," and you'll march back out of the auditorium, to the library to shed the robes and on to the cafeteria for cake and punch. Surrounded by family, friends and other gawkers, you'll experience a distinct loneliness you've never felt.

Fortunately, it goes away as you get on with the business of life, only to return briefly later in life when you thumb through your yearbook or attempt to explain to your child what it was like to be 17-years old way back when.

Hard to believe but summer workshop only 2 months away

Barely does one publications year end when the second begins. Even though staffs are working furiously to finish yearbooks and publish one or two final issues of the newspapers, schools are already making plans to attend summer publications workshops.

The deadline for enrolling in the ILPC Summer Publications Workshops is June 1. Advisers interested in enrolling students in the desktop publishing and photography sequences are advised to send in their applications as soon as possible since these slots are limited and will fill quickly.

Only 1993-94 ILPC member schools may enroll students in the desktop publishing and photo sequences, although enrollment in the general yearbook, newspaper and adviser's sequences is open to all schools.

The workshop, June 24-28, will again feature one of the nation's most prestigious faculties. "Members of the faculty are selected based on their record of advising outstanding publications and motivating and teaching students," workshop director Bobby Hawthorne said.

"Since its inception, the ILPC workshop has had as its central mission the preparation of students to produce outstanding newspapers and yearbooks," he added. "It is our goal to develop and refine their skills, whether the students are beginning reporters or second-year editors."

Hawthorne said it is most gratifying that many schools return to ILPC each summer.

"We take special pride in the fact that most of the schools represented at this year's workshop will have been with us for several years," he said. "Students and advisers from these schools have developed a bond of

WORKSHOP FACULTY

Newspaper classes will be taught by Bob Button of Grosse Pointe, MI; Howard Spanogle of Asheville, NC; Mary Pulliam of Duncanville; Rob Melton of Portland, OR; and John McCartney of Austin.

The yearbook sequence will include Bruce Watterson of Arkadelphia, AR; Rick Hill of Amarillo; Randy Vonderheid of Garland; Terry Nelson of Muncie, IN; Laura Schaub of Norman, OK; Judy Babb of Dallas; Gary Lundgren of Fayetteville, AR; and Kem Brossman of Houston.

The photo sequence will be taught by Sherri Taylor of Syracuse, NY; Bob Malish of Canon, USA in Dallas; and Mark Murray of Arlington.

The desktop sessions will be taught by Dow Tate and Bradley Wilson, both of Dallas, and the adviser's sequence will again be taught by Lorraine Reuther of Alpena, MI.

friendship and a professional network that continues long after the workshop has ended."

Registration is \$190 for newspaper, yearbook, desktop and adviser's sequences (based on double occupancy in Jester Residence Hall) and includes tuition, room and board. Photography registration is \$210. Special rates for single rooms are also available.

For registration materials and/or more information, write ILPC, Box 8028, UT Station, Austin, TX 78713-8028 or FAX 512/471-5908.

DEATH BY CHEESEBURGER

Freedom Forum publishes first comprehensive examination of high school journalism since 'Captive Voices'

Death by Cheeseburger: High School Journalism in the 1990s and Beyond, is available free from the Freedom Forum while supplies last. The book, which is the first comprehensive report on high school journalism in 20 years, is a national report by a team of seasoned journalists.

The title stems from the experiences of North Carolina adviser Kay Phillips, who in 1972 took the newspaper adviser position at North Vance High School. The year before, the school paper had been discontinued after administrators were dissatisfied with several articles, including a feature about the cafeteria food titled *Death By Cheeseburger*. In taking the job, Phillips was forced to submit all paper contents to administrators prior to publications. However, over the years, Phillips and her staffs attended scholastic journalism conferences and struggled for years to improve the publication, freeing it from administrative restraints while winning numerous state, region and national awards. The book's title represents how far scholastic journalism has come, and how much farther it has to go. Phillips is now director of the North Carolina Scholastic Press Association.

It chronicles the rewards and the frustrations of the struggle to keep journalism alive in American high schools. A broad collection of stories about dozens of towns and cities across the USA, *Death by Cheeseburger* tells of money shortages, editorial restrictions, and inadequately trained teachers among other obstacles facing today's high school newspapers.

It also catalogues successes: deadlines met, tough topics tackled and new techniques mastered by a small but persistent band of students and advisers. The book also includes 12 brief recommendations that the Freedom Forum says needs to be addressed when beginning assessments of individual programs.

Single copies of *Death by Cheeseburger* are available free to high school journalism teachers, advisers or daily newspaper editors while supplies last. To order, call 1-800-830-FREE (3733).

Additional copies are available for purchase for \$14.95 after April 1.

Like butter

C-X state meet was smoothest ever

The Cross-Examination State Meet was slightly larger than ever, with 257 teams competing in 508 rounds. This year we had new kinds of problems, such workers drilling holes in the concrete walls of classrooms where debates were scheduled, or lights not working in an interior classroom in the Graduate School of Business.

On the other hand, we had by far the smoothest meet ever in terms of problems or protests over rules violation. I'd like to offer my sincere appreciation to debaters for being more conscious of UIL regulations and for the professional decorum of coaches throughout the tournament. And thanks to the dozens of students and adults that volunteered to serve as timekeepers.

Next year we'll be even larger, since two teams will advance to State regardless of the number of district entries. We hope to work out some of the logistical problems we've encountered, and be prepared for another Texas-sized debate tournament next March. But before that, we look forward to seeing many of you at the Academic State Meet in May!

1994-95 C-X Debate Resolution

The National Federation of High School Associations has announced the C-X debate reso-



Treva Dayton

lution for the 1994-95 school year. In the problem area of immigration, the resolution chosen by Texas and a majority of voting states is: Resolved: That the United States government should substantially strengthen regulation of immigration to the United States. As with the health insurance topic, this is a debate resolution that will require students to keep up-to-date with events and government actions throughout the entire debate year. Briefs from summer camps are likely to become obsolete more quickly than ever.

There will be a session devoted to the analysis of the resolution and potential case areas at the UIL speech coaches' workshop in Austin July 29-30. Please see the registration form in this Leaguer, and note that registration by April 15 will save you \$5 on the workshop fee.

CROSS-EXAMINATION DEBATE TOPIC

to be used for 1994-95

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

Schedule set for fall activities conferences

UIL academic directors and contest consultants will visit four university campuses next fall as part of the 1994 Student Activities SuperConference schedule. Host sites for the conferences will be the University of North Texas, Sam Houston State University, Texas Tech University, and The University of Texas at Austin.

The purpose of the conferences is to acquaint students, teachers and contest coaches with the UIL academic program in general and specific contests in particular.

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances, and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

"For example, in the journalism area, we will briefly discuss contest rules, eligibility and spring meet structure," journalism director Bobby Hawthorne said. "However, 90 percent of the programming will be devoted to improving student writing, whether it's news, editorial, feature or headline writing."

The SuperConferences begin at 9 A.M. and end at 3 P.M. with at least a one hour lunch break. One-act play sessions continue until 4 P.M. Tenta-

SCHEDULE

- SEPTEMBER 24:**
The University of North Texas
- OCTOBER 1:**
The University of Texas at Austin
- OCTOBER 22:**
Sam Houston State University
- OCTOBER 29:**
Texas Tech University

tive programs for each site will be mailed to the schools in September and October, and final programs will be available at each site.

SuperConferences are scheduled to minimize conflicts with SAT and ACT tests, band contests

and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

Many districts also offer in-service credit to teachers who attend the conferences.

"Rarely do teachers or students have an opportunity to hear from such outstanding educators at any price," UIL academic director Pat Wisdom said. "The fall conferences are one of most important services provided by the League, and I hope teachers and students will make every effort to attend. They are without doubt one of the best ways to get your high school academic and one-act play programs off the ground."

1994 C-X Debate State Meet Results

CONFERENCE 1A

1st - Lindsay: Darren Hundt/Tanner Neidhardt; 2nd - Jayton: Stephanie Holder/DeDe Freemyer; 3rd - Munday: Heather King/Danette Owens, and Knippa: Jessica Ramirez/Amanda Jucknies.

CONFERENCE 2A

1st - Stratford: Sarah Graham/Hollie Husmann; 2nd - Quitman: Oliver Edwards/Phillip Clark; 3rd - Harmony (Gilmer): Susie Fannin/Aaron Young, and Thorndale: Philip Stroud/Frank Felton III.

CONFERENCE 3A

1st - Sealy: Tammy Ward/Casey Boehm; 2nd - Van: Tracy Henderson/Taylor Garrett; 3rd

- Wylie: Chad Stafford/Melissa Frei; and Gilmer: Jason Steelman/Rhesa Finley.

CONFERENCE 4A

1st - Clear Brook-Friendswood: Joshua Leamons/Elizabeth Tsai; 2nd - Waco Midway: Brad Kolb/Peter Wivagg; 3rd - Gregory-Portland: Robert Jones/Brad Russell; and Friendswood: Tony Golz/Julie Seidel.

CONFERENCE 5A

1st - Grapevine: Jon Hines/Chris Brasure; 2nd - San Antonio MacArthur: Matthew Riddle/Charles Leykum; 3rd - The Woodlands McCullough: Kim Barr/Mike Patton; and Houston-Jersey Village: Jared Caplan/Mike Roseberry.

SAMPLE EXTEMP TOPICS

TOPICS SELECTED FROM DISTRICT WEEK II INFORMATIVE

1. How do George W. Bush and Ann Richards differ on major political issues?
2. Why is crime a major election issue in Texas?
3. What were the big stories from the NCAA basketball tournament?
4. Where does the Clinton budget make cuts to pay for his priority projects?
5. What has been the courtroom history of the Branch Davidian defendants?
6. How has Surgeon General Joycelyn Elders caused controversy?
7. Historical elections: What's the story from El Salvador?
8. What power struggles are taking place within the Russian government?
9. What have been the repercussions of the massacre at Hebron?
10. A struggling nation: What problems does Ukraine face?
11. How is the race for the US Senate seat in Texas shaping up?
12. How are legislators involved in the Whitewater investigation?
13. Beyond Whitewater: Where does the Clinton administration want public attention focused?
14. In what ways are American smokers facing more restrictions?
15. US-China relations: What are the Clinton administration's priorities?
16. What roles has Al Gore played in the Clinton administration?
17. What is Alan Greenspan's plan to prevent inflation?
18. What is Japan doing to bolster its ailing economy?
19. What conflicts are arising over elections in South Africa?
20. How is NATO adjusting its agenda to a changing world?

PERSUASIVE

1. Has the religious right had undue influence on education in Texas?
2. Should Texans expect massive mud-slinging in the upcoming campaign for governor?
3. What should the US government do to resolve the trade imbalance with Japan?
4. What should the US do in response to North Korea's potential nuclear threat?
5. Is the Clinton administration handling relations with China effectively?
6. Is too much attention being paid to Whitewater?
7. Are the insurance industry's criticisms of Clinton's health care plan realistic?
8. What should the British government do about the IRA and Northern Ireland?
9. Is Japan slipping in its role as an international economic giant?
10. Can South African elections lead to a stable democracy?
11. Would a high-speed railway be a good idea for Texas?
12. Will the powerful tobacco lobby successfully thwart federal restrictions on smoking?
13. What's wrong with the US Postal Service?
14. Is the F.C.C. exerting too much control over the cable industry?
15. Will cuts in the military budget weaken America's international position?
16. How has Joycelin Elders performed as US Surgeon General?
17. Will the Whitewater controversy derail Clinton's legislative agenda?
18. Can Israeli and Palestinian leaders negotiate an effective peace agreement?
19. Is Algeria headed for civil war?
20. Is democracy dead in Haiti?

It's an HONOR!

Deadline for honor crew applications nearing

State Meet One-Act Play Honor Crew applications are due! If you're as far behind as I am, you don't know where to find the form. You'll find it with your eligibility notice information and pink critic judge questionnaire for zone or district. Please **DO NOT FAX** the application.

The deadline is April 11, but the postmark will count the same as the FAX date. The working machine is miles away and a FAX will take just as long as the mail to reach us.

Yes, the UIL drama office is still moving. As of this writing we are at the old Wichita site, but progress is being made. The walls are up and the doors are hung. The new UIL drama space is scheduled to be completed by April 10 and the move is anticipated April 11-12. This is Monday after area meets and we will likely be out of contact during this period. If you can't reach us, you know the reason.

We have a new FAX number, 512/471-7388, and a computer modem. The trick is to make it work. It should be operational before we move and hopefully functional by regional meet time. This will make it possible for those advancing to the State Meet OAP FAX access for program copy. If not, we will continue to use 512/471-5908 for emergency ONLY situations. We will not be able to FAX pictures from this office since it is a computer modem.

ETHICS ARTICLE VITAL

I urge all of you to take time to read the March issue of *Texas Theatre Notes*. "Ethics: Perceptions and Reality" by Dr. Marian Castleberry is an especially vital article because the concepts expressed are essential to the continued positive relationship between OAP companies and critic judges. We must work together toward common goals if we expect to use competition as a means of motivating excellence in education and theatre.

I also urge you to follow the examples set by those participating in this program. If you can find your copy of this article or borrow from a colleague, let me know. I will photocopy mine.

I urge you to return your critic judge questionnaire for each OAP level. The TETAAO Administration Committee looks forward to reading your comments.

I'm not so concerned about "sour grapes" as I am about the percentage of responses. The State Meet OAP judges are recommended by the AO after carefully reading all evaluations. If you want to impact 1995 recommendations and selections, return the questionnaires. They do make a difference. They are also valuable when directors and contest managers ask me for recommendations.

My views are impacted by your collective evaluations. It is critically important for you to take time to provide positive support when a critic does an especially good job. Letters and TETAAO nomination forms are a valuable support too. You will find the form on page 44 of the OAP Handbook. You will note that letters concerning OAP issues often appear in this publication.

LOCAL CONTROL WORKING

This is the year for writing retractions dealing with issues after the fact. The standards rule



Lynn Murray

placing OAP language and action considered profane or obscene under local control seemed to be working well until last week.

I have recently heard stories of directors making major revisions in scripts and others being terminated over play choice. The intent of the OAP Standards rule was to place the decision at the local level more in keeping with the Supreme Court decision dealing with that issue.

I've heard screams of censorship in one direction and lack of control in the other. It seems that we are going through another one of those cycles. I'm sure that the UIL committee of the Texas Educational Theatre Association Adjudicator's Organization and the Legislative Council/Academic Committee will hear different points of view. Be prepared.

HERE AND THERE

I have had numerous calls about a variety of subjects. This is a "share the answer" list for the future. Audio, video, cameras of any type recording or taking pictures during OAP violates copyright laws and shall not be allowed. Smoking tobacco products violates Texas laws. You must substitute or delete. Play scripts are permitted offstage.

Yes, actors may refer to scripts in the off-stage areas. Nobody shall prompt from off-stage. Points toward district championships are not given for OAP zones. Characters/names left off OAP eligibility forms may be added in the same fashion as "substitutions," page 104 in the Constitution & Contest Rules. Scenic items or unit set elements may not be located in the auditorium.

JUNIOR HIGH OAP RULES

There is a great deal of confusion about the UIL junior high one-act play contest. High school OAP directors and administrators are urged to help their colleagues. The rules are the same except for the entry (enrollment) and deadlines (dates). The *Handbook for One-Act Play 12th ed.* applies. The Approved Lists (short and long plays) must be used or play approvals submitted. Only plays from the "Approved Publishers" list, page 228 of the *Constitution & Contest Rules*, will be considered. Additions to the basic set must be requested. Deadlines for play and set approvals must be determined by the district.

The mailings/info/applications for 32nd Annual Summer Theatre Workshop sponsored by the Dept. of Theatre and Dance at UT-Austin and the two short term (UIL teachers and musical theatre) workshops have been mailed to all theatre teachers. High school students that are priority applicants have been mailed dated forms. If you are interested in any of the workshops or require further details call.

Best wishes to advancing OAP schools. We look forward to a great State Meet OAP May 5-7.



DENNY BERRY

THE MUSIC OF THE NIGHT

Denny Berry, dance captain of the New York production of *Phantom of the Opera*, will be a special guest artist during the UT-Austin Department of Theatre and Dance musical theatre and choreography workshop for secondary school theatre directors, June 19-24.

'Phantom' dance captain to be guest artist during summer theatre workshop, June 19-24

Denny Berry will be a special guest artist during the UT-Austin Department of Theatre and Dance musical theatre and choreography workshop for secondary school theatre directors June 19-24.

Dancer-choreographer Berry danced in both University and Austin Civic Ballet productions as a UT-Austin student. In Europe she appeared in such shows as *West Side Story*, *On the Town* and *La Cage aux Folles*. She choreographed *Irma la Douce*

and the critically acclaimed *Dreigroschen Oper* among others. Currently Berry is Dance Captain of the New York production of *Phantom of the Opera* and serves as Production Dance Supervisor for all U.S. touring companies of the show.

Berry is married to Steve Barton, a UT-Austin and Summer Theatre Workshop ex who created the role of Raoul and followed Michael Crawford in the title role in Andrew Lloyd Webber's *Phantom of the Opera*.

LETTER TO THE EDITOR

Critique was positive part of OAP experience

As a first-time director of the One-Act Play I found Mr. James Carlson's critique of Runge's play to be professional and beneficial for the cast and for me. His evaluation of the play and of the actors was centered on being as positive as possible—with the areas that needed improvement as well as the ones that were satisfactory.

This positive attitude was very helpful for the following three reasons. First, his comments about Runge's performance, including the other schools, helped me immensely because I gained constructive feedback on ways to better direct next year's play. Second, the constructive feedback also helped those students in my cast (and also those in crew) to know what stuff to watch out for next year. Third, Mr. Carlson's comments about the areas where my players needed improvement were not wounding to their feelings because he showed understanding of the amateur nature of the OAP contest. His statements were accurate, honest, and often humorous which helped my cast to accept their mistakes and feel okay with those mistakes. Finally, his statements where the actors did well were honest and frank. These positive comments also allowed my cast to know that there were good things in their performances which the judge liked.

Such a critique helped alleviate my cast's dread that their performances would be picked apart and criticized. Thus, they left with pleasant feelings about the whole experience of working on the one-act play for the 1993-1994 year.

Sincerely,

Angela Starling
Runge One-Act Play Director

Congratulations, thanks to region meet site hosts

As district academic competitions draw to a close, winning competitors across the state hone their skills in preparation for regional competitions to be held on April 22 and 23. Seventeen colleges and universities have graciously volunteered to host academic regional meets this year.

In addition to the college and university sites, two independent school districts have taken on the challenge of organizing and hosting regional competitions. Northside ISD, under the direction of Charlie Brown and Jane Wanke, continues to provide an outstanding competitive environment for students advancing in Region IV AAAA and AAAAA. Wimberley ISD, under the direction of superintendent Vernon Newsom, will host the Region IV AA competition for the first time this year. The UIL staff and the competing schools are grateful to this school district for volunteering time and resources in order that deserving young people may have a place to compete.

New to regional sites this year, assistant contest directors will be on hand in a number of events to assist with technicalities of the contest as they are needed. Assistants were nominated by the school districts in each region and randomly selected by the UIL staff. In addition to providing a resource for college professional staff directing the contests, these positions are honorary in that the academic coaches were nominated on the basis of their expertise in the events for which they were chosen to serve. Assistants are to be congratulated and thanked for their contributions to academic achievement.

Because some events in a few regions did not receive assistant director nominations, these positions were left vacant. Feedback from school districts concerning the use of assistants this year will help to determine whether or not these additions were beneficial and whether or not to continue this program next year.

By now school districts should have received three handbooks from their regional sites. The handbooks contain information for spring meet athletic and academic competitors advancing to

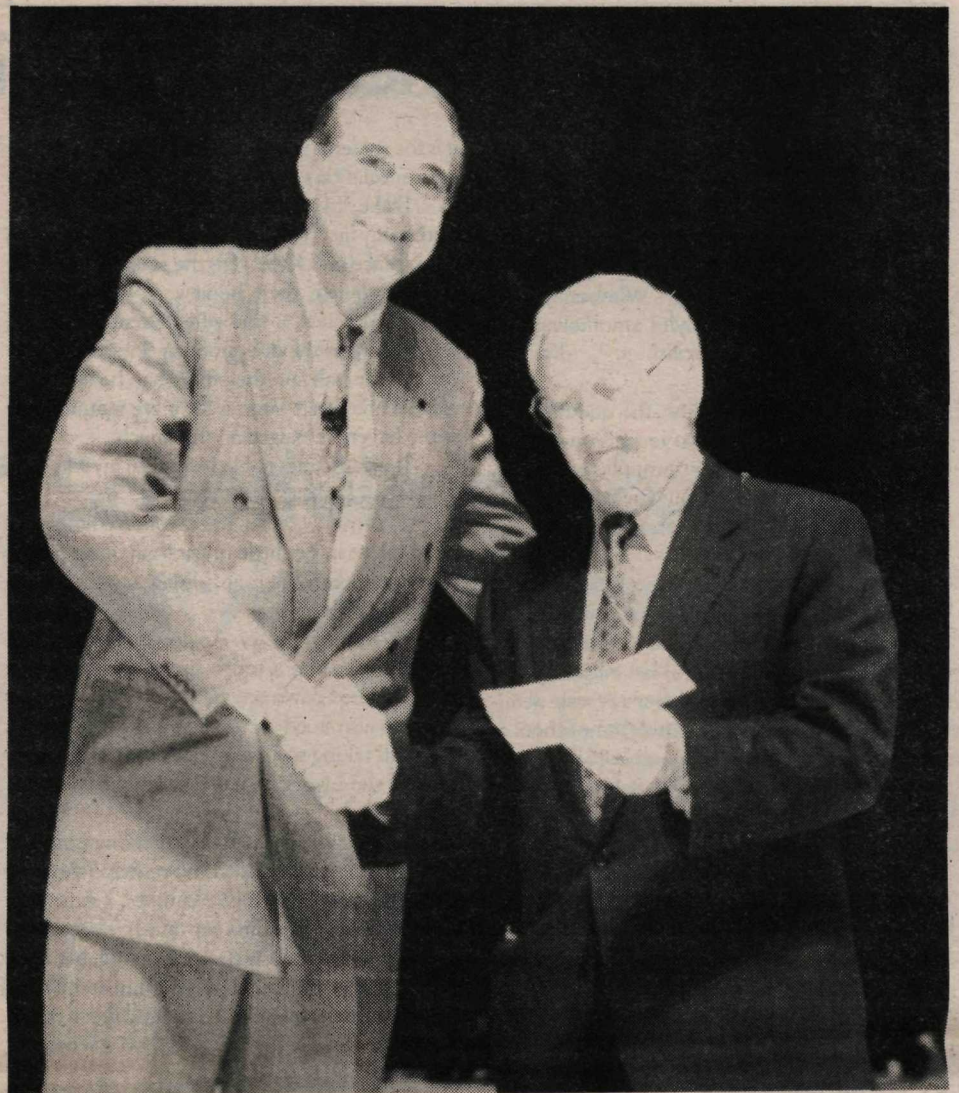


Pat Wisdom

regional competition. Look for detailed procedures for paying entry fees and contacting alternates, times and locations of events, and helpful information about the competition. Because many school districts have more than three coaches and/or competitors who need access to this information, it will be important to have a designated person, such as the UIL academic or athletic coordinator, photocopy pages and distribute them to the various individuals who need them.

Remember that the first, second, and third place individual winners, and the first and second alternate in each contest will be receiving a "Winner's Packet" which will provide helpful information about the State Meet to be held on May 5-7 on the UT Austin campus. For each member of a first place advancing team, packets will also be provided. The following will be included in this year's packet: individual event information, alternate information, campus map, activities in and around the UT campus, question and answer sheet, SuperConference flier, UIL press release, a tentative program, scholarship brochure, housing/hotel brochure, and a parking memo.

Sincere congratulations and best wishes to all competitors who advance to regional and state competitions. May your experience with UIL be as Christopher Marquiss, TILF Lloyd T. Jones Scholarship recipient, so aptly put it, "School helped me with UIL and UIL helped me with school; and UIL helped me with life. I learned from my mistakes and became very constructive. I learned to win fairly, lose with honor, and return my pride to my school."



UNLIKE ITS BASKETBALLS, WILSON'S CHECK WON'T BOUNCE. Dave Terre, Southwest Regional Manager for Wilson Sporting Goods Co., presents a \$10,000 check to UIL Director Bailey Marshall during the girls' state basketball tournament last month. Wilson contributes \$10,000 annually to the Texas Interscholastic League Foundation, the scholarship program of the UIL. Wilson is also the exclusive supplier of UIL state championship game balls in football, tennis, basketball, golf, softball and baseball.

PASS THEM ON. With the regional meets just days away, principals and superintendents are reminded to make certain that coaches, sponsors and regional meet qualifiers receive copies of regional programs. These programs are mailed each spring to school administrators.

UIL Academic Regional Spring Meet Sites and Directors

- | | | | | | |
|--|---|---|---|---|--|
| <p>Region I, A
Dean Jerry Barton
South Plains College
1401 College Ave.
Levelland, Texas 79336
(806) 894-9611 ext. 360,
office</p> | <p>Region I, AAAA
Mr. Michael P. Ryan
Angelo State University
P. O. Box 11015, ASU
Station
San Angelo, Texas 76909
(915) 942-2117, office</p> | <p>Region II, AAA
Dr. Ron Huffstutler, Dean
East Texas State University
Division of Continuing
Education
Commerce, Texas 75429-
3011
(903) 886-5919, office</p> | <p>Region III, A
Dean Jim D. Campbell
Kilgore College
Student Services Division
1100 Broadway
Kilgore, Texas 75662
(903) 983-8188, office</p> | <p>University
Mathematics Department
Huntsville, Texas 77341
(409) 294-1570, office</p> | <p>Region IV, AAA
Dr. Emil A. Mucchetti
Texas A & M University at
Kingsville
Department of Language &
Literature
Campus Box 162
Kingsville, Texas 78363
(512) 595-2516, office</p> |
| <p>Region I, AA
Mr. David Merrell
Abilene Christian Univer-
sity
ACU Station, Box 8365
Abilene, Texas 79699
(915) 674-2035, office</p> | <p>Region I, AAAAA
Ms. Lynn Elms
Texas Tech University
Room 161, Education/
Administration Bldg.
Lubbock, Texas 79409-
1071
(806) 742-2350, office</p> | <p>Region II, AAAAA
Ms. Beth Stribling, Dept. of
Continuing Education
University of North Texas
Post Office Box 5344
Denton, Texas 76203-
0344
(817) 565-3481, office</p> | <p>Region III, AA
Dean Jerry Leard
Tyler Junior College
Box 9020
Tyler, Texas 75711
(903) 510-2306, office</p> | <p>Region III AAAAA
Dr. Dean Evans and Mr.
Jerry Callahan
San Jacinto College
8060 Spencer
Pasadena, Texas 77505
(713) 476-1811, office
(Evans)
(713) 476-1830, office
(Callahan)</p> | <p>Region IV, AAAA
and Region IV,
AAAAA
Charlie Brown, Regional
Director
Address all correspon-
dence to attention of Jane
Wanke
Northside ISD
5900 Evers Road
San Antonio, Texas
78238
(210) 647-2264, office</p> |
| <p>Region I, AAA
Dr. Lee Buice
Odessa College
201 West University
Odessa, Texas 79764
(915) 335-6412, office</p> | <p>Region II, AA
Mr. Brigido Lopez, Dir. of
Special Programs
Tarleton State University
Box T 1009-Tarleton
Station
Stephenville, Texas 76402
(817) 968-9488, office</p> | <p>Region II, AAAAA
Jack Thornton
Baylor University
P.O. Box 97033
Waco, Texas 76798-
7033
(817) 755-1921, office</p> | <p>Region III, AAA and IV A
Dr. John Harris, Dean of
Student Affairs
Blinn College
902 College Avenue
Brenham, Texas 77833
(409) 830-4150, office</p> | <p>Region IV, A
Blinn College (See Region III,
AAA)</p> | <p>Region IV AA
Vernon Newsom
Site: Wimberley ISD
P.O. Box 1809
Wimberley, Texas 78676
(512) 847-2414, office</p> |
| <p>Region III AAAAA
Dr. Max Coleman
Sam Houston State</p> | | | | | |

A year later, former teacher misses students

By BRADLEY WILSON

Editor's note: Bradley Wilson left teaching to accept a position with Taylor Publishing Company in Dallas last year. He taught journalism and advised publications at Wimberley and Irving high schools. He is Taylor's marketing and electronic publishing specialist.

For the last five months, the question I've been asked most often is, "Do you miss teaching?"

"There are aspects of it I miss," I would say. "And there are many aspects I don't miss at all," I would hastily add. And the latter list was always longer than the first.

"What do you miss the most?" comes a close second.

"That's easy - the students," I said, unsure myself of what I meant - until last Saturday.

Last Saturday, I attended a 2A state semi-final football play-off game between the school at where I used to teach and some school I had never heard of. The students on the field and in the stands were more than just football players at another game. They were people that I first met right out of college at my first job when they were in eighth grade. They were the people who were on my first newspaper and yearbook staffs. And the teachers and fans were the people who were my friends for three years in a little town where everyone knows everything about everybody.

A look around the field helped me to realize

it is the students who make teaching special. They are a special cast of characters.

Blake, Everett, and Kyle, the star players, were in my first (and last) junior high publications class. Blake and Kyle were the smart ones. They could complete their homework before it was assigned. Everett, a true gifted/talented student, was my first discipline problem. He spent more time in the hall and the office than he did in my class. Three years later, a lot more mature, they really haven't changed all that much.

JJ was the inevitable Dennis to my Mr. Wilson. He's calmed down a little.

Courtney, one of my favorite editors, has more talent in her little finger than most people ever use in their life time. Unlike most students, however, she's using it.

Her contemporary, Angie, could be J.J.'s sister. She's leading a tough group this year. She hasn't calmed down one bit.

Ian also stood on the sidelines for the game. He's still taking pictures and, egads!, writing stories, for the high school and for the local papers too.

Butch popped in for a cameo appearance with his best friend and dad and ended up shooting the entire game. Just like old times. I remember meeting Butch at the first pep rally I ever attended as a teacher. 1989. It was easy shooting, but I was playing a new role. Butch was playing in the band - percussion. It was perfect. He was a rebel, but he and I got along well. Perhaps I was a rebel too.

[After all, I had been a conservative while at UT-Austin. When I became a teacher, all of the sudden I was labeled a liberal.]

My first yearbook editor, Amanda, was also there. She was one of my biggest disappointments teaching. She quit. I missed her. She wasn't the last person to quit my staff, and she wasn't the last I missed. But I did learn from her and a certain counselor who convinced me that it wasn't my fault, and it wasn't Amanda's fault. It was both of our faults.

Gary and Lydia, my fellow rebels, were also there. Two of the best drama coaches I've ever met, they insisted on excellence, and they got it, just like Pat and Tom do with the band. That, however, sometimes made them, and me, unpopular with others. But boy was it good for the kids.

Some alumni made appearances too - Josh, Perry, Alexis, Wesley, Chris, Christi, Barr and Roy. For totally different reasons, a football game just wouldn't be the same without them. And Sara. And Alyssa. And Jonathan. And Crista. And John. And Peter. And Matt. And Ryan. And BJ. And Kevin. And Kathryn. And Christine.

As I was walking out the gate after a tough loss coming only after a field goal in the last five seconds, Sarah, one of my former photographers promised she would call to catch up. "If I call and say 'This is Sarah, one of your former photographers,' you'll remember me won't you?"

Yes, Sarah, I'll remember you. And I'll never forget what I liked best about teaching.

How to break tie for CI&E team runner-up position

The question of team substitutions in the current issues and events contest surfaced during the district meets, particularly in terms of selecting the runner-up team even though the prospects of a runner-up team advancing to the next round of competition are slim at best.

As the rule now stands, a school may substitute an unlimited number of members onto the team. Like in sports, the team earns the right to advance, regardless of who comprises the team. Thus, the three students who comprised the team at the district level and who earned the right to compete at region could be replaced for any reason by three other persons.

The League is now looking at the possibility of changing the rule so that substitutions may be made only in cases of medical or other emergency. But such a rule could not come into effect before the 1995-96 school year.

Thus, if it becomes necessary to break a tie for the runner-up team position, then follow the same procedure for breaking ties as outlined in Sec. 932 (13) (B) (page 136) of the Constitution and Contest Rules.

Speech/debate, academic workshop

Academic coordinators and speech coaches are cordially invited to attend our first summer workshop designed especially for you. The workshop will be held in the University Teaching Center on the University of Texas campus from 12:30 pm to 5:00 pm on Friday, July 29 and from 8:45 am to 11:30 am on Saturday, July 30. Sessions will focus on techniques to assist coordinators and speech coaches in the effective direction of their programs. Sessions for coordinators will cover

such topics as "Where to Begin: Duties of the UIL Coordinator," "Energizing Your UIL Program," "Rule Changes," "How to Engage Participation (students/faculty/administration/community)," and "Submitting a Budget to the School Board." The speech sessions are designed to give orientation to the novice and rejuvenate the experienced coach. Workshops will cover all UIL speech and debate contest areas, with information about resources and coaching techniques.

UIL ACADEMIC COORDINATOR / SPEECH COACH

Summer Workshop (July 29-30, 1994)

REGISTRATION FORM

Name: _____

School: _____

Address: _____

Summer Address: _____

School Phone: _____

Home Phone: _____

Check: Coordinator
 Speech / Debate Coach
 Both

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.

TILF SCHOLARS SPEAK OUT



ANDREW P. LAMBERT

UIL is a brilliant marriage between competition and camaraderie. One moment you'll be ruthlessly battling it out on a science test or across the podium at a Lincoln/Douglas debate session - then, the very next moment (win, lose, or draw) you'll be in the hallways and lobbies meeting fellow competitors, discussing the competitions, congratulating victories, and wishing luck in the future. WOW! What an experience. I loved every moment.

Andrew P. Lambert
 Rogers High School
 Houston Endowment Scholarship



ANGELA LOWRY

My UIL academic experience has taught me that determination and hard work are great equalizers. Although I attended a small school, I had as much of a chance of winning as the students from large schools if I really had the desire to win. Through my participation in UIL since second grade, I learned about determination and dedication. However, as a member of my high school spelling team, I learned my greatest lessons. I learned how to work on and with a team and how to trust my teammates. Because of UIL, I am no stranger to hard work. Furthermore, because of UIL, I got a chance to prove that athletics is not the only avenue that leads to student success.

Angela Lowry,
 East Bernard High School
 Alamo Scholarship

Defending boys cage champions find that repeating is no sure shot

Three teams came to Austin last month as favorites and defending state champions to the 1994 UIL Boys' State Basketball Championships, but all three found out first hand how difficult it is to repeat.

Laneville in Conference 1A, Troup in Conference 2A and Dallas Lincoln in Conference 4A all had visions of claiming that coveted state crown, but only Troup managed to advance to tie title game on Saturday.

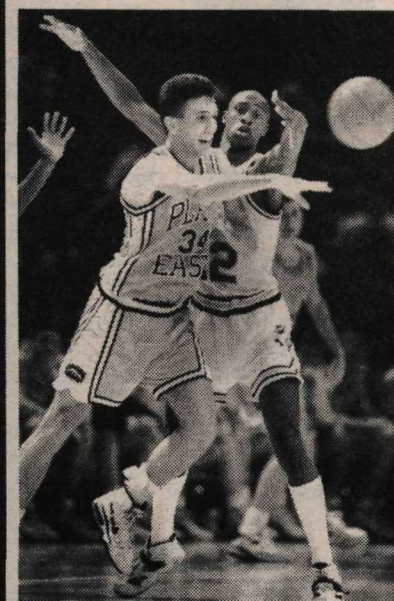
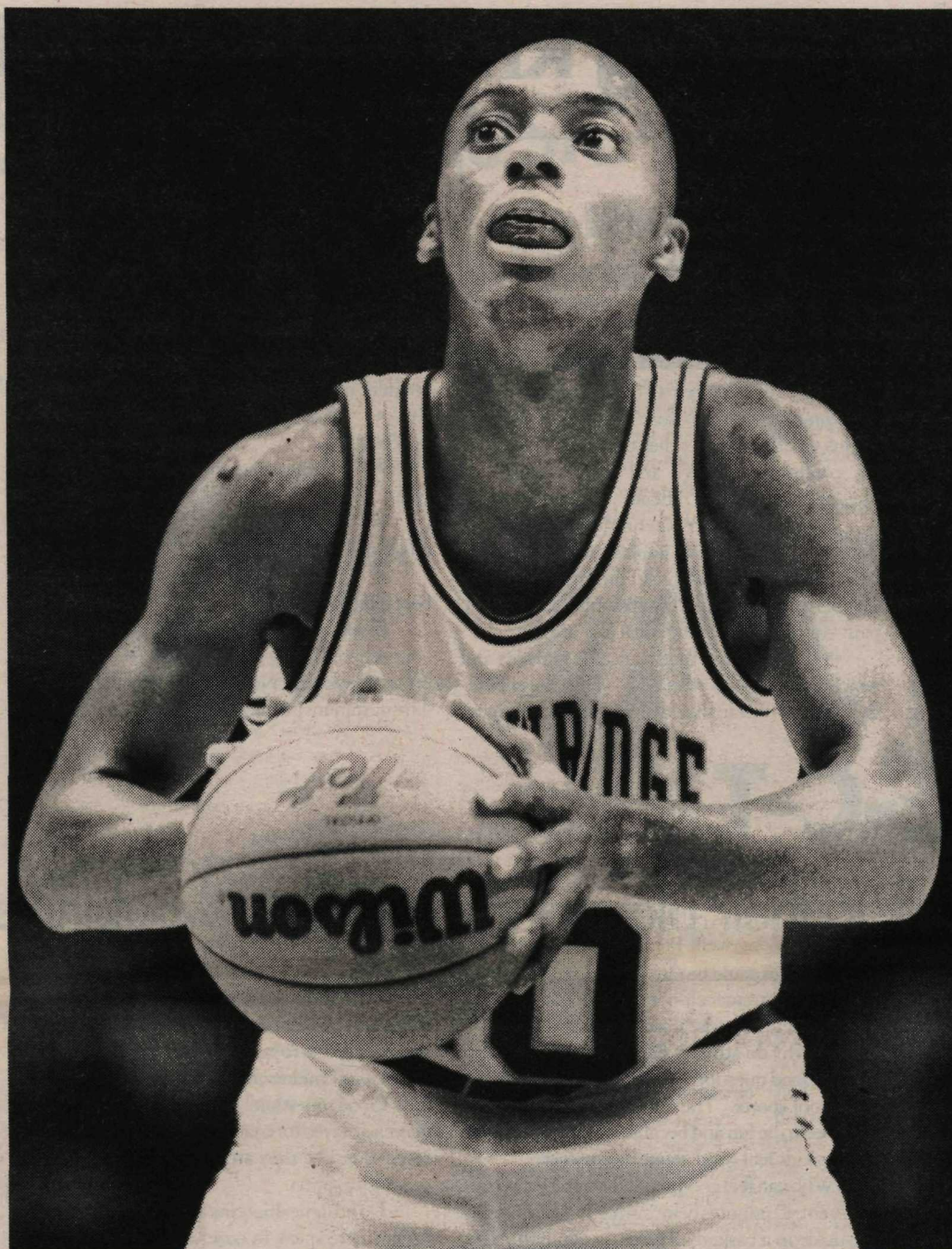
Nazareth did the honors in Conference 1A to Laneville, only to fall in the championship game to Lipan 62-60. Lipan, making its third state appearance, but first since 1959, posted a semifinal win over an undefeated Anderson-Shiro team.

For the fifth straight year Troup reached the Conference 2A final, but the two-time defending champs ran into a buzzsaw in Krum, losing 56-45. The win by Krum allowed the Bobcats to avenge a 20 point loss to Troup two years ago in the championship contest.

Ferris found the going to its liking better the second time around as the Yellowjackets claimed its first state championship in boys basketball with a 84-66 win over Littlefield in Conference 3A. Ferris lost last year in the finals to Southlake Carroll.

Plainview won the Conference 4A title with a win over defending champions Dallas Lincoln in the semifinals and then a 54-52 victory over Austin Anderson on a last-second shot in the finals.

Sugar Land Willowridge breezed through Conference 5A with a semifinal victory over Midland and a 50-44 win over Plano East in the finals.



PASSING ZONE. Senior center John Perkins of Plano East passes the ball past Willowridge's Andrae Chretien. Perkins scored 12 points and pulled down 12 rebounds. Chretien scored six points for the Eagles.

FREE. NOT EASY. Willowridge senior guard Leland Redmond lines up for a free throw in the 5A final game against Plano East. Redmond hit five of six from the free throw line and scored 12 points total.

Photos by JOEY LIN.

UIL/SOA relationship mutually beneficial

The SOA currently serves as the recognized officiating organization for UIL football, volleyball, basketball, baseball, and soccer. The UIL staff serves as ex-officio (non-voting members on each of the above mentioned boards as well as the SOA board.

UIL policies and rules concerning officiating are established by the UIL Standing Committee on Athletics and the UIL Legislative Council. SOA representatives are always invited to these meetings to provide input. The SOA representatives do not have a vote during council sessions, but neither do the UIL staff members.

The League has attempted to reserve part of its council meeting schedule to address common official/coach problems. In some years, this segment of time has been more extensive—dealing with particular concerns that have arisen during the past year.

Currently on file are several written agreements concerning the working relationship between the two organizations. One of these deals with the annual distribution of casebooks and rule books provided to the SOA organizations by the UIL. Other memos and correspondence have



developed additional perimeters, including but not limited to, reporting incidents at contests, reimbursement for state executive committee meetings, selection of regional and state tournament officials, etc.

The *Constitution and Contest Rules*, Section 1204 constitutes a formal disposition of requirement for schools in their procurement of officials for UIL contests. This section reflects many of the recommendations from the officials problems and solutions meetings over the past sixteen years.

The Legislative Council in October, 1993 passed several items relevant to officials:

- Required coaches and officials to attend meetings prior to the season.

- Required coaches and officials to register with the UIL

- Stipulated that coaches ejected from a contest (1208(h)) who have not attended a meeting be suspended from the next game/contest.

- Specified that officials who have not attended one of these meetings not be permitted to work post district games and should not be used to regular season contests. Any exceptions will be handled through the UIL office.

- In response to a request by District 12 AAAAA for the UIL to be the sponsoring agent for officials, the athletic committee voted to "evaluate the problem with officials," and, if the situation is not improved, recommend to the Legislative Council in October, 1995 that the UIL sponsor officials.

Currently, the League staff is working to set up a structure of officials/coaches meetings, seminars, etc. These plans include provision for a script and specification of meeting content to officially qualify a meeting as fulfilling the requirements of Section 1204(r). The possible meetings include, but are not limited to:

- THSCA Annual Summer Clinic; TGCA

Annual Summer Clinic; SFOA Annual Meeting; SBOA Annual Meeting; SVOA Annual Meeting; SBUA Annual Meeting; SSOA Annual Meeting (or regional workshops); TABC April Clinic; TBCA January Meeting.

Preliminary work has been done with some video presentations. It is important to remember that the UIL must approve the content of the meetings to assure that basic concepts are imparted to both officials and coaches. At officials' meetings there must also be a UIL representative (either a UIL staff member or a person designated by UIL to cover specific material). At coaches' meetings, the UIL must approve an officials representative to assure the viewpoint of officials and specific material dealing with the coaches/officials relationship.

Project COPE (Coaches/Officials Positive Expectations) will be implemented in the Spring/Summer of 1994 in preparation for the 1994-95 school year and should become fully functional by the summer of 1995. Within a 45 to 60 minute time segment we hope that enough pertinent information and interaction can be accomplished to fulfill the dictates of 1204(r) C&CR.

Develop a working knowledge of UIL rules

■ The success of activities depends on the integrity of those who run them.

As the end of this school year approaches, we pause to reflect on 1993-94. Each year we evaluate all activities, revise manuals and prepare for another year. It seems there are always a number of new coaches, principals and superintendents who are evolving to positions which require a working knowledge of UIL rules. The *Constitution and Contest Rules*, sports manuals and other informational bulletins become a vital tool for their new positions.

Although other areas of the school are more important than extracurricular activities, it is often one of these activities which presents a crisis for the educator.

A student athlete accepts merchandise from a well-meaning patron. A cheerleader for her first three years in high school does not get elected her



senior year. The basketball coach cuts the squad, including the Mayor's son. The football team begins practice a day earlier than rules permit. A fan confronts a referee and either verbally or physically abuses that official.

While sifting irate parents through the office, the principal struggles to implement the academic year. No job description can prepare for this.

There are some early steps which can ease the pain—especially in extracurricular areas:

- Be certain that your UIL sponsors and coaches have a session on rules—both the eligibility rules and rules in their assigned sport or activity.

This meeting is best scheduled prior to or at the beginning of school. If there is a significant number of participants, the UIL may send a staff member to conduct the training.

- Develop a simplified, but direct, message on sportsmanship to be read prior to all home sports contests.

- Treat the opponent as your guest.
- Be sure your students are aware of proper conduct toward game officials.

- Do not taunt, curse, or insult officials or opponent.

- Respect the officials, even if they are bad.

- Do not verbally or physically confront an official before, during or after the contest.

- Leave officials alone; they will do the best job they can.

If you are in violation of any of the above, your school will be penalized. No matter what is done afterwards. No matter how much apology. The minimum penalty will be a reprimand to your

school. The maximum penalty includes forfeiture of the game and suspension of your school in that sport.

In addition, any person displaying unruly or vulgar behavior can be ejected from the game. If that person does not leave the contest, the officials can forfeit the game to the other team. Schools also have the authority to ban an individual from other contests.

The payment of admission allows a person to enjoy the game, yell and cheer, get excited. It does not entitle someone to get out of control, be abusive, vulgar or profane. Stay off the field. Stay off the court. Let the students play the game. Being a fan does not mean being a fanatic.

An educational contest can only be accomplished in a safe climate. Please take precautions to protect officials and treat them with courtesy. The future of activities is dependent upon developing and maintaining an adequate pool of officials. Do your job to make activities a positive experience for both participants and officials.

R-E-S-P-E-C-T

Coaches should talk to their players the way they would like to be addressed

By RICKI STEIN

(From the May 1992 *National Federation News*, and reprinted in the May 1993 *League Briefly*, a publication of the Minnesota State High School League)

Out of the near-silence of a half-empty gymnasium, a coach's voice booms.

"What's the matter with you? Go for the ball. Only one of them can shoot."

The caustic comments manage to ensnare players from both teams in an ugly web.

In another near-silent, one-quarter-filled gymnasium, a coach calls time-out. Instead of speaking silently to his players, he yells, "We're running an Iowaset. What's the matter with you people? Why can't anybody remember that? You people better get your act together or we'll be completely out of this ball game."

Embarrassed fans tend to grow quieter.

The scenarios are typical; but, thankfully, they don't happen at every game. The sad part is that they happen at all. And while similar scenarios may develop at boys' basketball games, they are often more noticeable at girls' games, where attendance is smaller, thus providing more room for the voices to bounce off the walls.

Is it appropriate for coaches to yell at their players? Do they need to yell in order to get the best performance out of players?

Some coaches and fans might think so, but many more probably agree that a coach's noisy, nasty performance is out of line.

Naming coaches who fit the description isn't really necessary. They know who they are.

Instead, it makes more sense to identify coaches who treat their players with respect. They talk quietly and calmly, pat their players on the back, point out mistakes in a civil manner—and they are all successful.

Of course, it's difficult to know what goes on in practice, but it's just as difficult to imagine that

these coaches could be nasty in practices and have the kind of extreme self-control it would take to be the complete opposite during a game.

So why do athletes play for coaches who are nasty? Good question. They don't have to go out for school sports. They do it because sports are supposed to be fun and because sports are supposed to help kids feel good about themselves.

Who can feel good about herself after a coach has spent 40 minutes berating her for the mistakes she made in a basketball game—even if the team won?

Coaches should talk to their players the way they would like to be addressed.

How many coaches have to listen to someone scream at them on a continual basis? Even parents or administrators who pressure the coaches to win deliver their thoughts—most of the time—in a civil tone of voice.

The Fall 1991 issue of *Tufts Medicine, Bulletin of the Tufts University Medical Alumni Association*, was left on my desk. The cover story is called "Sports and Kids, when fun is not in the game plan."

The story talks about the win-at-all-cost mentality that dominates youth and scholastic sports. It quotes Dr. Michael J. Goldberg, chairman of orthopedic surgery at Tufts School of Medicine and chief of orthopedics at the New England Medical Center. He calls the mentality and the behavior that goes with it "a socially acceptable form of child abuse."

The story also notes that approximately six million youngsters take part in interscholastic sports during a school year and about 20 million participate in other organized sports.

Dr. Goldberg says, "Obviously, sports pro-

vide good exercise and develop skills such as hand-eye coordination and good work ethics that are useful throughout life. We want children's enthusiasm for sports to last a lifetime. Why then do we have lots of children, but few adults, playing sports?"

Good question. Perhaps the adults who exercise played for coaches who treated them with respect, or else they are adults who never played scholastic sports.

Do athletic directors and principals have the authority to speak to coaches about the way they

talk to players? The higher-ups often attend games, or parts of games; but they must ignore the verbal blasts, because the same coaches tend to repeat their loud performances game in and game out.

I've heard of a few parents who take the initiative to let coaches know what they think of their antics.

Coaches tend to dismiss them as pushy parents. Instead, they might be parents who have spent 14 years boosting their child's self-esteem, only to see it being shot down by a coach.

On several occasions, I have observed one college coach, whose roster happens to be short this season, constantly berate his players. These are intelligent students—why should they subject themselves to such treatment? For fun? That's not my idea of fun.

There are parents, too, who push kids in sports; and if they are reading this, I hope they ask themselves how important the big push is.

Is a college scholarship essential or is there another way to find funding for college tuition, a route through which the child might derive more appreciation of the college education or of herself?

“Criticism is as good as money. Sometimes the more you get, the better off you are. I learned that from my eighth grade coach.”

The lucky students who have positive, supportive coaches and parents will find it easier playing toward college scholarships because they will enjoy the game as an extracurricular activity.

Are your student athletes feeling good about themselves—and about you? Yes, some kids do need a push to stay on the right path, one that includes participation in healthy, constructive, extracurricular activities. With the right balance of push, give-and-take, and trying to enjoy each other's efforts, parents, coaches and kids will feel good about each other.

It's embarrassing to go to games and sit behind the benches listening to coaches berate players. I feel bad for the kids, and I feel bad for the coaches—because they can't be enjoying themselves, either. They certainly sound miserable.

Last week, the East Stroudsburg High girls played at Northern Lehigh, where home coach Larry Parry delivered a loud, caustic comment as the Cavaliers' Stacy Perryman stood on the free-throw line.

"Why are you trying to boost her average?" he yelled to his players.

To his credit, during a post-game interview, he brought up the incident, unprovoked.

"Please put in the paper that I apologize to Stacy," he said. "I shouldn't have said that. It was a mistake, in the heat of a moment. I like her. She's a terrific kid and a terrific player. No one's perfect. We all make mistakes."

And we usually know when we make them. We don't need somebody screaming at us for realization to set in. And we'd rather learn how to correct the mistake in the future through civil dialogue.

One former local coach once told me, "Criticism is as good as money. Sometimes the more you get, the better off you are. I learned that from my eighth grade coach."

The idea may be true, but how a coach delivers the criticism is as important as how he spends his money.

Variety is the spice of life

Threat of sports specialization could destroy many high school programs

Editor's note: The following appeared in the MHSAA Bulletin, publication of the Michigan High School Athletic Association.

A generation ago most of the top high school athletes participated in a variety of sports. Now it appears that a trend toward specialization is occurring that has people in many quarters concerned.

This trend toward specialization may be occurring for many reasons — media exposure given elite performers, the possibility of making millions of dollars as professional athletes, and the proliferation of camps, clinics and non-school leagues that have increased instructional and playing opportunities.

Former NCAA Executive Director Dick Schultz states, "...before you had high school athletes who participated in two or three sports. That isn't true anymore. Now you rarely see a two-sport athlete in high school. Everything is a 12-month sport now. You have a high level of specialization and concentration, and this is out of whack."

Peter Relic, a school superintendent in Connecticut, states that "specialization in one sport during the middle-level and high school years is at variance with the basic philosophical premise of American education, which seeks to produce well rounded individuals with interests and abilities in many areas."

On the other side of the equation, there are signs that maybe specialization is not raising its ugly head as much as some would like to think. In a 1991 survey of 68 participants in a state of Washington all-star football game, 30 per cent of these players participated in two sports in high school, and 57 per cent of these players said they

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Along with this, we must encourage them to sample all activities — athletic and non-athletic — and to convince them that a wide variety of activities and opportunities is in their very best interest.

participated in three sports in high school. Certainly many professional athletes indicate they played several sports in high school, as evidenced by their histories.

Regardless, what can be done to address the threat of specialization that could destroy many high school programs? Certainly high school administrators, athletic directors, and coaches can actively promote participation in many activities. If the high school staff can cooperate and work together, they can certainly float initiatives to address this growing trend. Maybe a coaches' staff meeting with the athletic director that addresses specialization issues might be in order. Maybe the school could initiate recognition programs that reward two- and three-sport athletes. Maybe directives from the principal that encourage dialogue in athletic programs about specialization issues would be in order.

One of the key players in this issue is the

parent. Most of the time parents don't benefit from the school's perspective and expertise in this area. Certainly at pre-season meetings or at post-season banquets this issue could be addressed in some manner.

Parents need to know the facts and related information on this issue. They need to know that single sport athletics may prevent their children from finding his or her best sport. They should know that achieving elite status in a sport is a long-shot proposition anymore, with sports as competitive as they are. They should know that colleges are cutting back on scholarships and athletic financial aid to student-athletes.

A 1991 survey of 2,000 graduating senior boys and girls in the state of Washington indicated that 1.5 per cent of these seniors received athletic scholarships. For example, in boys' sports 1.2 per cent of the seniors who played football received scholarships, 1.9 per cent of seniors who played basketball received scholarships, and 0.8 per cent of senior wrestlers received scholarships.

On the girls' side, 2.4 per cent of the senior girls received basketball scholarships, 1.6 per cent of senior girls who played volleyball received scholarships, and 1.4 per cent of senior girls received track scholarships. These results probably would be closely approximated in all 50 states. Parents, as well as the students, need to know this type of information.

We all must cooperate to promote activities for the student. Along with this, we must encourage them to sample all activities — athletic and non-athletic — and to convince them that a wide variety of activities and opportunities is in their very best interest.

A letter to my coaches: I'll remember

This letter reflects the experience of a student-athlete who said, "I've been an athlete all my life...through junior high and high school. And I've had lots of coaches. Most were great people and I learned a lot about what is right and wrong and how to treat other people. This letter is one that I would like to send to my coaches...maybe someday I will."

— Dorothy E. McIntyre, Associate MSHSL Director. This article is reprinted from the Minnesota State High School League newsletter.

TO MY HIGH SCHOOL COACHES:

I'm ready to graduate and leave high school sports. It has been a great experience.

To all of you, thank you for all of your time and effort spent with our teams during these past years. As a three-sport athlete, I've had many opportunities to enjoy competition all the way to a state tournament. I'll remember these experiences my whole life.

All of you have been role models for me. I've learned about doing what's right, even when it's hard, like reaching out a hand to help an opponent who just elbowed you.

But one of you taught me how to "get even," like the time the official called a foul on me for tripping an opponent. And you pulled me out of the game and chewed me out for getting a foul. Then you said, "Next time, do it when the official isn't looking and do it harder."

Over the years, we spent a lot of time learning

about the rules for each sport. Many of you talked a lot about how important it was to play by the spirit of the rules too. It felt good to play that way. You made us congratulate our opponents at the end of the game, win or lose.

But, several of you really taught us a lesson when you told us how coaches have to "work officials." And we had to listen to you scream at the refs, pound on the bench, jump up and rip off your jacket. What a scene. We got so we expected it, but it was still so embarrassing to us all as a team.

One of my friends in tennis told me that one of you coached her how to call a ball "out" that landed close to the line, and then turn her back on the other player so she couldn't question the call. She said it worked most of the time.

And in our student leader support groups, one of the guys in wrestling said his coach bought them an ice cream cone after a meet for anyone who gave their opponent a bloody nose.

I love sports and would play even when I didn't feel good, or I hurt, or had lots of pressures at home or school. I really appreciated all of you who left your doors open so I could come in and talk during those times. You always made me feel that you had time for me as a special person on the team.

You should know that the toughest times for us were when you would lose your temper at one of us, and yell things like, "Get your head in the game," or close to the end when the pressure was hardest, you'd

say things like, "What are you trying to do? Lose the game for us?!" And then when we hadn't done well, sometimes you wouldn't talk to us at all.

My greatest appreciation is for each of you who showed respect for us as athletes and human beings. One of my friends left her sport after a coach had a public weigh-in and posted the "fat list" on the gym wall. Even now, we don't talk about that day.

And my best memory was how in your sport, we'd celebrate the end of our seasons, even when we didn't reach our goals of winning the conference or going to state? You made us feel that if we did our best and worked together as a team, that was a winning season and we were a great team.

I guess I've learned a lot over the years, from you, my coaches, from my teammates, my parents, and most of all, from my brother who participates in adapted athletics. He runs in track. Last spring, during a race, he and a friend were running in the same event. He was ahead when his friend tripped and fell down. My brother stopped, went back, helped his friend up and they ran over the finish line together. I guess he understands what sports are all about.

Now it's time to close my high school career and sort out all of the things that I've been taught with you as my coach. I hope that I've listened to the right messages and watched the right people, because I'm heading off for my new life now.

And I'll be remembering you.

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, Sitsbee HS
John Briscoe, Dallas Kimball HS
Dan Heger, Temple HS
Fred Steinkamp, Fort Bend Clements HS
Thomas Hinds, Rio Grande City HS
Al Estes, La Marque HS
Brian Cain, West Mesquite HS
Karl Burwitz, Palestine 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)
John Baumann, San Antonio Wood MS
John Walker, South Grand Prairie HS
Gary Martel, Diboll HS
Johnny Hudson, Clifton HS
Emily Bertholf, Austin Keeling MS
Mike Hill, Iola HS
Lee Powell, Pilot Point HS
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

BROWNSVILLE PORTER

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

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

SOCCER RULE ERROR

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

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

CHILTON HS

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

PRESCRIBED MUSIC LIST

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

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

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

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

Page 91 - Four Brass Class I: 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

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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