

# Leaguer

## Rule-changing process begins with summer committee meetings

Have a problem with a UIL rule? Have a problem that you think the UIL needs to address?

Either way, the League is soliciting proposals regarding specific rules or the overall program, to be considered this summer by the standing committees of the Legislative Council.

The four committees – athletic, academic, policy and music – hear proposals and then make recommendations to the full council, which will meet next October. The council votes on the fate of each proposal. All rule changes approved by the council must later be approved by the State Board of Education before going into effect.

"While it may seem slow, this process insures that all issues will be given an exhaustive examination," said Dr. Bailey Marshall, UIL director. "This democratic process all persons an opportunity to provide input on issues of importance, and minimizes the chances that decisions will be made in haste. The success of the League can be attributed in large part to the fact that rules are not made in the heat of the moment but rather as a result of a rational, deliberative process."

The four meetings will be held at the Holiday Inn Town Lake, 20 North Interstate 35, Austin. Meeting dates are as follows:

- **Academic Committee:** 9 a.m. - 5 p.m., Thursday, June 6. Submit proposals to Pat Wisdom in the League office by June 6.

- **Policy Committee:** 2 p.m. - 5 p.m., Wednesday, June 15. Submit proposals to Bonnie Northcutt in the League office by June 6.

- **Music Committee:** 3 p.m. - 5 p.m., Wednesday, June 15. Submit proposals to Richard Floyd in the League office by June 6.

- **Athletic Committee:** 9 a.m. - 5 p.m., Thursday, June 16. Submit proposals to Bill Farney in the League office by June 6.



**FINALLY, THE GOLD.** Lisa Robertson congratulates Weatherford's Cody Bailey, editor of the Grass Burr, the school's student newspaper which won a Gold Star Award during the 67th annual ILPC spring convention, April 16-17 in Austin. The award was particularly special for Robertson and Bailey. Robertson had

left her adviser's role earlier in the year to have a child. In her absence, Bailey led the staff as it published one outstanding issue after another. The big payoff came during the Grand Awards Assembly, when Weatherford, a Silver Star winner the past two years, was named one of six Gold Star recipients. Photo by Tom Stevens.

## Alamo creative arts recipients selected

Alamo Rent A Car, in conjunction with the UIL, announced the winners of the Alamo Rent A Car Creative Arts Scholarship. The award recognizes 10 outstanding high school seniors with \$500 scholarships upon graduation in creative arts categories including speech/debate, creative writing, dance, music solo, voice, music small ensemble, painting/sculpture and photography.

As the 1950 UIL state debate champion, Ann Richards secured a debate scholarship to Baylor University – the first step of many which put her on the road to the Capitol in Austin.

"The UIL always has striven to instill the pursuit of excellence in the students of Texas, and encourage the highest quality of education possible," said Governor Richards. "It's programs like these that support and reward the talented youth of Texas."

The UIL and Alamo Rent A Car formed their landmark affiliation almost two years ago with the creation of the Alamo Scholar/Athlete of

the Week program, known as one of the most prestigious awards of its kind in the state. This program, in addition to the Alamo donations to the Texas Interscholastic League Foundation from special association rate rentals, has resulted in more than \$50,000 in scholarship monies for Texas students, making Alamo Rent A Car the largest single contributor to the UIL Scholarship Fund.

"Alamo is very proud to honor talented students through our Creative Arts program. We have a corporate commitment to both Texas and

### CREATIVE ARTS SCHOLARSHIP RECIPIENTS

- Mirshish Massey, Dallas South Oak Cliff, Creative Writing
- Amy Seiter, Plano East, Creative Writing
- Theresa Chung, Plano, Music
- Anica Bazan, Corpus Christi Carroll, Painting/Sculpture
- Jonathan Skaines, League City Clear Creek, Painting/Sculpture
- Anna Casper, Wichita Falls Rider, Photography
- Janet Gilger, El Paso Hanks, Speech/Debate
- Mark Pickell, Seminole, Speech/Debate
- Ethan Chappell, Wimberley, Theatre/Acting
- Garrett Peel, San Antonio Health Careers, Theatre/Acting

The introduction of the Alamo Rent A Car Creative Arts Scholarship program will lead up to the opening of the *American Impressionism and Realism: The Painting of Modern Life: 1885-1915* exhibition at the Amon Carter Museum in Fort Worth in August.

Underwritten by Alamo Rent A Car, the exhibition has been co-curated by The Metro-

politan Museum of Art in New York and the Amon Carter, and opens in New York this month. Scholarship winners may have the opportunity to either perform or have their work displayed at the Amon Carter during the Texas tour.

"The Alamo Rent A Car Creative Arts Scholarship selection committee received more than 400 entries, which demonstrates the necessity for scholarship opportunities in the arts," said Governor Richards. "By working to make these scholarships available, the UIL is extending their commitment to the students of Texas – a commitment that will reflect the successes of these teenagers for a lifetime."

Through its affiliation with the UIL, Alamo is offering special travel rates to UIL member schools and their employees, as well as students and their families. When calling for reservations, just request Rate Code TO or TM, ID# 252660 and Alamo will donate five percent of the basic rental rate to the UIL Scholarship Fund.



# In the defense of the rule-making process

League cannot maintain its integrity, even during times of change, unless rules are applied equally

The University Interscholastic League had its beginnings in 1910 when a group of school administrators asked the University of Texas at Austin to sponsor competition in forensic activities. The University at that time, under the direction of Dr. Mezes, agreed that it would be a good service project for the University. A league for forensic activities was established under the direction of University of Texas personnel.

In 1912, school administrators again approached the University to request that they sponsor track competition for public school students. Again the University agreed, and at that time the name University Interscholastic League was originated.

A few years later the schools came back again and asked if the UIL would sponsor football and basketball, and the University, seeing this as an additional service program that would benefit Texas schools and their communities, accepted. Since then the programs have developed at the request of the member schools.

## NEED FOR MORE RULES

At that time there were few rules and few problems. All the rules and decisions regarding penalties were made by University personnel. As the competitions in the schools increased so did the intensity of competition, and consequently the need for more rules and the enforcement of those rules. Recruiting had become a problem. Coaches were being hired by booster clubs and school administrators had no control of the program. Players on teams were given expensive awards and were wined and dined all the time. Some coaches and schools were working out year round and were taking their entire teams to camps, all of which created inequity among the schools and interfered with the educational program. This brought outcries from school administrators to establish stringent rules to control the activities.

As the need for more rules and the need to enforce these rules increased the University started shuffling the rule making and enforcement more toward the member schools. The University administration and the Board of Regents believed the activities were for the benefit of the schools, and the schools through the organization should control the activities.

The initial change in the rule making process



**Bailey Marshall**  
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was to have the schools who attended the annual Spring Meet (track, tennis, and academics) vote on all rule changes. The University administration also asked this group to change the judicial structure to allow UIL districts to make decisions on eligibility and penalties for rule enforcement at the local level, rather than have all rulings made by the State Executive Committee. The State Executive Committee had found itself overburdened with rule making and enforcement.

These changes to reduce the legislative and judicial control by the University of Texas occurred during the 1940's at the request of UT administrators. They believed they were providing a service but did not have a desire to fight the battles over rules or enforcement of the rules and believed the schools were in a better position to govern themselves. They also thought that schools would more willingly comply with rules they themselves formulated.

In 1941 the UIL organization changed the structure to provide for a more formal legislative process. This process included:

1. Each classification elected one representative from each of four regions to a legislative body called the Legislative Advisory Council.
2. Each eligibility rule had to be voted on by member schools, as well as any other item the elected legislative body felt was extremely sensitive.
3. After the rules were approved by the Legislative Advisory Council and/or by a vote of member schools, the State Executive Committee had to approve them before they were effected.

## NO LONGER ADVISORY

In 1957 the organization was changed again, and the Legislative Council was made an official legislative group, and no longer served in an advisory capacity to the State Executive Committee

(UIL 1957 Constitution and Contest Rules). The State Executive Committee no longer approved rule changes made by that body. Also at that time referendum ballots for all schools were authorized to refer material changes to the member schools for a vote.

The rules formulated by the schools were quite rigid and were easy to interpret and understand. They were made quite rigid and definite to deter violations by schools that would allow them to gain an advantage, and to allow school administrators at each school and on the district executive committee to make determinations of violation without having to determine intent.

## SOCIETY CHANGED

In the 1960's as our society changed and the individual rights movement progressed these "hard and fast" rules were challenged in numerous court cases. Nearly all cases could be won at the appeals level, but most often the district court level would initially rule in favor of the plaintiffs. By the time the appeal could be heard it was a moot question. It became a situation of ruling by each local court by temporary injunction.

Schools became aware of what was happening and they started filing counter suits in their own local court to offset another court's ruling. The effect was the playoffs in football, baseball, and volleyball were delayed on several occasions due to conflicting court orders. After a few of these delays of playoff competition the state legislature stepped in and passed a law that requires all suits against the UIL to be filed in Travis county. If the case is from Travis County a visiting judge must preside. This law reduced the number of lawsuits considerably.

In 1976, the UIL implemented processes to allow input from every public it serves (parents, students, fans, teachers, parent-teacher organizations, etc.) Each year since that time at least two public hearings provide a forum for interested people to propose rule changes or offer support or opposition to proposed changes before a rule can actually be changed.

The staff and school administrators also became more open to suggestions for change and effected a change to allow more decisions on violations to be made on the merits and allow for a range of penalties rather than automatic ineligibility for one year. Also plans were devised to

reduce the need to penalize students when a coach or sponsor was responsible for the violation. Now sponsors and coaches may be penalized by the State Executive Committee when they cause a rule violation, and the penalty does not have to be assessed against the school. These changes came about as a result of a more open climate for the UIL and a change in societal expectations.

Some of the rule changes implemented during that time were:

- Changing transfer rules to eliminate the one year automatic ineligibility when changing schools.
- Applying penalties to coaches and sponsors rather than strictly to students and/or teams.
- Eliminating restrictions on students' off-season activities.
- Establishing a waiver for foreign exchange students, the parent residence rule, and the four-year rule.
- Replacing automatic penalties for violations with a range of optional penalties.
- Liberalizing the amateur rule.
- Eliminating many of the summer camp restrictions.
- Allowing students to take college courses without jeopardizing their eligibility for UIL academic events.
- Removing the parent residence rule and the 19-year-old rule as general eligibility requirements for academic and fine arts competition.
- Establishing an appeals process for reclassification and realignment.

## PROCESS ALTERED AGAIN

The rule-making process was altered again during the educational reform movement headed by Ross Perot in 1984. A law was passed that all organizations administering extracurricular activities would have to have their activities and rules approved by the Texas Education Agency, and that the UIL would have to submit their rules for approval to the State Board of Education. The State Board was given the authority to approve, disapprove, or modify UIL rules that were passed by the member schools.

The organization will continue to change as society changes. The most evident change in all

CONTINUED ON PAGE 4

## The Leaguer

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

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**EVERYTHING YOU WANTED TO KNOW ABOUT SAX.** Famed saxophonist Roy Allen Jr. will return to Austin this spring to help judge the TSSEC contest.

## Blowing into town

Former participant returns to judge during TSSEC

By RACHEL SEEWALD

In his early years as a musician, Roy Allen, Jr. focused attention on interpreting and technically preparing music to the highest level possible.

At a time when most students were more concerned about what to wear rather than classes and homework, Allen was already mature in his thinking, at least when it came to music.

"I was the type of kid who saw the balance of competition and striving for a high level of musicianship," said Allen, who will return to Austin in June to help judge in the TSSEC state competition.

He began participating in UIL music activities in the eighth grade and "grew" as a musician while attending Liberty Junior High and Berkner High School in Richardson, Texas. Allen said he was fortunate to have the highly respected Robert Floyd as high school band director. He said Floyd, who serves as the Executive Director of the Texas Music Educators Association, was a great mentor.

Allen excelled in several areas of music competition, including marching band, concert band, and solo and ensemble contests. Receiving "ones" was the norm rather than the exception when it came to results. Although he was accustomed to ranking fairly high at all-area and all-region contests, Allen said the climax of his music experience on an individual level occurred during his senior year of high school.

"I was first chair alto saxophonist in the symphonic band at Texas All-State in which I not only got a chance to play with other excellent high school players, but was conducted by H. Robert Reynolds from the University of Michigan," Allen said.

He received a four-year music scholarship to Baylor University, where he earned a bachelor's and masters degree in music. After graduating from Baylor in 1991, Allen returned to Berkner High School to direct the jazz ensemble and teach privately. He is currently instructor of saxophone at East Texas State University and continues to teach privately in Richardson.

Allen's talent as a musician is unquestioned. However, he wasn't always one to abide by the rules. In fact, he even admits to breaking a UIL rule

at the Texas State Solo & Ensemble Contest after his high school graduation in 1984.

"I remember going up to my high school band director and asking him if I could form a sax quartet made up of people from different schools. He said it was against UIL rules to do such a thing.

"The reasoning behind this was to pull together the best talent from the area to play an extraordinarily hard quartet piece on a high level instead of just playing with people who could care less about making music and boring the better players," Allen said.

He chose to form the quartet, despite what his band director had told him. The ensemble consisted of two all-state symphonic band members, one all-state jazz ensemble member and one all-area member. Even though he knowingly violated a UIL rule, Allen justified his actions.

"Three of the four members had graduated and it was the last chance to make music on a high school level," he said.

The real challenge came when the quartet discovered they would be judged by Harvey Pittel, Professor of Saxophone at The University of Texas at Austin. Pittel had a reputation for being the hardest judge of saxophone. The result? Not only did the quartet receive top honors, but Allen was recognized as an outstanding performer for his saxophone solo performance.

Since high school, Allen has enjoyed being on the "other side of the fence" by judging local, area and state UIL music contests. He admits that he isn't just any judge, but a judge who can easily relate to what the students are going through. Richard Floyd, UIL Music Director, is pleased to have Allen return as an adjudicator.

"It is exciting to have the opportunity to bring back to TSSEC a talented performer and knowledgeable adjudicator who was a participant in UIL music competition at the state level," Floyd said.

"I think it is a wonderful way to continue the tradition of musical excellence that we have all come to expect at this event."

In addition to other honors, Allen was a finalist in the U.S. Army Band, a concerto winner of the Dallas Symphonic Festival and a Richardson Symphony Concerto Competition finalist.

## Assessing successes, failures of the year

As we near the end of another school year, it seems appropriate to review a few of those details that can so easily slip by us as we bring closure to our many music activities.

### MUSIC ACCEPTANCE FORM

Every school is expected to file a Music Acceptance Form with the state office by August 1. These forms were sent to all school districts in May of this year. This information is used to plan and organize all regional music activities for the coming year. It is recommended that directors check with their local school administrators to confirm that the form has been completed correctly and returned by the designated deadline.

Of particular importance this year, is the revision in classifications for middle schools and junior high schools. In an attempt to minimize confusion regarding the differences between these two classifications schools with a ninth grade as the top grade will be referred to as Conference B, BB and BBB schools while schools with the eighth grade as the top grade will still be referred to as Conference C, CC and CCC schools. Thus the classification of schools for middle schools and junior high schools will be determined as noted in the article on page 4 of this issue of the Leaguer. This revision reflects no change in enrollment figures for any classification. Performance requirements also remain unchanged.

### REGION TRANSFER REQUEST

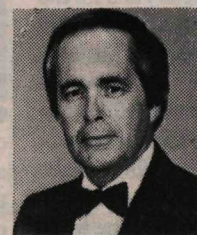
Section 1102 (g) of the UIL Constitution and Contest Rules states that transfers from one music region to another may be requested every even-numbered year when schools are being reassigned to conferences. Such requests for transfer must be in the UIL office on or before August 1. Any school wishing to transfer to an adjoining region should initiate a request at its earliest convenience if it has not done so at the present time. Please keep in mind the fact that such a transfer applies to both UIL and TMEA music activities.

It is important to remember that school districts requesting transfers must be contiguous to the UIL music region to which the school wishes to transfer and the request must include a statement from the school superintendent providing rationale for the transfer.

Anyone desiring additional information is encouraged to contact the UIL State Music Office.

### NEED FOR JUDGES

Since the Texas Music Adjudicators Association (TMAA) serves as the primary source of certified judges for all UIL music organization events, it is of utmost importance that our profession strives to expand the pool of qualified adjudicators. TMAA continues to offer semi-annual adjudicator workshops in choir, orchestra, concert band and marching band while encouraging qualified music educators to seek membership in this



**Richard Floyd**  
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important organization. Anyone wishing to receive additional information and a copy of the membership requirements for TMAA, should contact the UIL State Music Office or TMAA Executive Secretary Melva Sebesta, 124 Live Oak Dr., Pleasanton, TX 78064.

### ASSESSING OUR YEAR

As we go through the exercise of bringing closure to the school term it seems entirely appropriate to assess and evaluate our successes and failures for the year as we plan for the future. During such an evaluation it is normal to measure the quality of our work in large part by the competitive achievements our students have amassed. There is no question that such accomplishments reflect hard work and dedication on the part of both the students and the director. Thus, competitive successes can be viewed as valuable and important however they should not be the only yardstick by which we measure the relative merits of our music programs. Perhaps other yardsticks of musical growth should be considered as well.

A set of voluntary standards in music have recently been distributed nationwide. While they might not all apply in every situation, it is likely that all music educators would agree that they are commendable expectations. They are:

1. Singing alone and with others, a varied repertoire of music.
2. Playing alone and with others, a varied repertoire of music.
3. Improvising music, within specified guidelines, using various media.
4. Composing and arranging music, within specified guidelines, using various media.
5. Reading and notating music.
6. Listening to, analyzing and describing music.
7. Evaluating music and music performances.
8. Understanding relationships between music, the other arts and disciplines outside the arts.
9. Understanding music in relation to history and culture.

These expectations all address music literacy, creativity and the development of an awareness of the importance of music as it relates to the other arts, our culture and our history. Perhaps we all can accept the challenge of making sure these worthy expectations are always a byproduct of the outstanding performing groups that are the hallmark of Texas music programs.



"MY ENTIRE ATTITUDE toward music has changed. My playing and teaching used to be a little on the cautious and controlled side - and perhaps even a little boring.

"I have learned to take risks, and to attempt what would have seemed impossible to me a few short years ago. My teaching style has shifted from overinstructing my students to coaching them to learn from their own experience." - Barry Green - *The Inner Game Of Music*



# Though few, mud-slinging letters still hurt

I am sitting in the new UIL drama space under the McCullough theatre in the Performing Arts Center that will likely be home for a few years. The telephone numbers previously published are (512) 471-9996 through my secretary and for the Drama Loan Library. The new FAX line is (512) 471-7388 to the computer. What this means is that we can receive but cannot send unless we input to the computer, and we cannot FAX pictures or sign and return requests for approvals or interpretations. They must be sent to UIL at Lake Austin Center, eight miles away. My direct line is still (512) 471-4517, and I answer the line when I'm in the office.

This is Sunday afternoon, and I'm struggling to write what I feel I must only three days before the most exciting time of my year. The One Act Play Contest enrollment was the largest in history, and we lost fewer schools than last year. The literature to be shown at the State level is outstanding! State Meet OAP will be a great event even though I do not look forward to the barrage



Lynn Murray

of letters from one or two directors, several parents, and numerous supporters casting great doubt on the fairness of the system, the competence of the crew, my personal integrity and the quality of the judging. The state level people can take the heat, try to deal with all fairly, answer the accusations, and still be ready to do it again next year. The percentage of complaints and the mud slinging letters are really very few in reaction to the total number impacted. This does not make it any less painful.

My comments should not be taken as a blast toward those who offer constructive suggestions or

fair evaluations of things that do not work. If everything were perfect, the Texas Educational Theatre Association Adjudicators Organization committees would not meet long hours seeking ways to improve the quality of the system and critiques. TETAAO as a group is dedicated to the UIL extension teaching concept and will continue to strive toward the utopia of improving everybody's local theatre program. The UIL Advisory Committee of TETA will meet again in May to review complaints, suggestions, angry letters and letters of praise. Changes are made annually as a result of the system by people who all seek quality educational theatre through competition.

My concern is that the vicious behavior of a few directors, students, and supporters creates a negative atmosphere by behavior that is often condoned by administrators. Directors and administrators that pull their students out of critiques because they disagree with the contest results are not really interested in education, and I'm

not convinced they are interested in any view other than their own. What a sad and unacceptable behavior for anyone interested in education.

Area and regional sites are becoming increasingly difficult to locate for OAP. The reasons cited in most cases are behavioral. If the perceptions of our hosts are in error, it is our responsibility to change their perceptions by educating our supporters, students and, sadly in some cases, our administrators. The vulture directors who seek ways to disqualify others in order to advance are not really interested in education. Yes, I know from experience that the great majority of the OAP directors are educators, but the perception is still there, and we must seek ways to improve our focus. To that end, I urge you to take time to read Brad Baker's letter. If you could read the contest manager, adjudicator, and director comments that come to this office, I think you would better understand his perceptions.

I encourage all to set educational goals for the future that are higher than the top of the trophy.

## 'I cannot abide the back-stabbing, political maneuvering'



### TO THE EDITOR

By BRAD BAKER  
Director of Theatre  
Collin County  
Community College

I recently received a memo from your office regarding the hosting of UIL contests next academic year. I am writing to let you know that we will NOT host any UIL contests next year. The reasons are as follows:

- This spring I had to sacrifice the quality of our spring musical in order to free up our best students for the two UIL contests we have hosted.
- The second, and most significant, reason that we will not host UIL contests in the future is a purely ideological one. I believe that, by hosting UIL, we are lending our support and legitimization of the endeavor - which is somewhat incorrect! While I strongly support the idea of all schools participating in a "festival" of theatre, I cannot abide the back-stabbing, political maneuvering and disqualification-seeking directors which dominate the present UIL setup. While I applaud your time and effort in creating a vehicle in which so many diverse schools can unite the presentation of

plays, I have very serious concerns about it as well. Unfortunately, the goals which UIL wants to attain are not in evidence among the Collin and Dallas county high schools, and, thus, CCCC can no longer lend our assumed support to the event.

Let me explain our dilemma:

When I arrived at CCCC I was met with numerous stories regarding the "Lincoln High School incident." Thus, to the delight of my tech staff (who had endured the ugliness firsthand), I announced that we would not host UIL during the first year of my tenure here. This year, however, I encouraged my staff to support the UIL process, and we agreed to host both a lower and an upper level contest. I also participated in a UIL contest at Newman Smith HS in Carrollton, featuring some of the larger schools in this area. Unfortunately, the attitudes and focuses of these schools were no different than those evidenced during the "Lincoln High incident."

At our first contest, the directors from both of the "losing" schools bonded together in an effort to cite some obscure rule violation which one "winning" school had committed. The violation? Apparently, the "winning school" had used one student as both an actor and as their assistant stage manager. Frankly, neither director could actually

find the rule which stated this was illegal (and I will be stunned if it actually is a violation!), yet they persisted on complaining and citing possible violation codes for some 45 minutes until the contest manager finally decided to end the "monkey trial." This obsession with winning is absurd, and I will find it difficult to support the work of these two directors in the future.

At the Carrollton contest, two similar events transpired. First, as one school completed the loading of their equipment into their designated area backstage, a director from an opposing school produced a tape measure and began to mark off the area in which the furniture and costumes were sitting. After satisfying her curiosity, the director then proceeded to the contest manager, who had to summon that show's director and request that they stack a few items a bit higher into the air. Apparently the school had taken up a few inches more than their allotted stacking space, a crime no doubt punishable by death in some underdeveloped countries.

The second incident was even more offensive. A student from one school started a timer (in the theatre!) as soon as one of their competitors began their presentation. When the timer went off - with a very loud and intrusive bell sound

ringing in the ears of every patron in attendance - some four to five seconds prior to the final blackout, every student from the viewing school let out a cheer. It seems they thought that their competitors had gone over time (by the 4-5 seconds), and would therefore be disqualified. To the "official" timer's credit, the presentation was not disqualified due to being overtime.

The UIL focus on pettiness was never more clearly stated than when the Carrollton contest manager began his awards presentation by stating the following: "You will all be pleased to know that there were no disqualifications backstage, and none in the theatre!" Of course, this announcement was met with unanimous applause from participants of all schools in attendance, as if the avoidance of disqualifications was the primary goal of the event.

Please know that this letter was not an easy one for me to write. I have tried to be honest with you, and I do not wish to create an ugly image of myself or of our theatre program here. Rather, I hope that you will take our concerns very much to heart and understand the conflict we face. While we will continue to support high school drama across the state, we simply cannot continue to endorse the UIL OAP Contest.

## Junior high/middle school music classification

Occasionally, junior high schools are misclassified when submitting the music acceptance form. This has caused some inconvenience to the local administration and the music director. The following information will help you to determine the correct classification for your school. Please use the prescribed terminology when filing junior high/middle schools. Example: If you have a 7-8 grade campus that is called Marina Junior High, by your district it is still a middle school for UIL classification purposes.

Do not include sixth grade enrollments in your enrollment count for determining UIL junior high/middle school music classification.

### JUNIOR HIGH SCHOOL:

A junior high school is a school unit having the 9th grade as the top grade, plus one or more lower grades.

BBB-junior high - School units with an enrollment of 650 or more students in grades 7, 8, and 9, at the time of application for membership.

BB-junior high - School units with an enrollment of 250-649 students in grades 7, 8, and 9, at the time of application for membership.

B-junior high - School units with an enrollment of 249 or fewer students in grades 7, 8, and 9, at the time of application for membership.

### MIDDLE SCHOOL:

A middle school (or intermediate school) is a school unit having the 8th grade as the top grade. (See notice above regarding 6th grade students.)

CCC-middle school - School units composed of grades 7 and 8 with 650 or more students at the time of application for membership.

CC-middle school - School units composed of grades 7 and 8 with 250-649 students at the time of application for membership.

C-middle school - School units composed of grades 7 and 8 with 249 or fewer students at the time of application for membership.

## Rule-making process

### CONTINUED FROM PAGE 2

states is that the parents, fans, and even some school people are turning to their state legislators when (1) they are upset with a rule, (2) the rules are enforced and they have to forfeit, and (3) they are not assigned to a district they like, etc.

What most that legislators hear about the organization is something that someone doesn't like; therefore many believe they should change the rule, the law, the process for rule making, and enforcing, or change the organization. What does anyone think when all they hear is negative?

If the organization is to continue to be operated primarily by the schools that compete, we must do a better job of depicting the good things about the organization. We must also do a better job explaining why the schools make and enforce rules. It is important that those who compete make the rules since they are more likely to see that the rules are followed.

In competition it is imperative we have rules and enforce those rules consistently. Therefore there will always be some organization that makes and enforces rules for competition, whether it be a state agency, part of the Texas Education Agency, or, as in most states, a separate non-profit entity.



## Journalism research

A new book offers research-based evidence that high school journalism – whether it be coursework or involvement with the school newspaper or yearbook – contributes directly to the literacy learning of the students lucky enough to do it.

**Journalism Kids Do Better: What Research Tells Us About High School Journalism**, written by Jack Dvorak, Larry Lain and Tom Dickson, argues that journalism belongs at the heart of high school English and language arts curriculum, not on the periphery.

Journalism is the perfect context in which students can achieve working mastery of the language. Journalism is a high-interest, real-world, authentic activity. It engages student journalists in the writing process and causes them to think critically about the news they are reporting and the stories they are writing.

In addition, journalism increases literacy, perfects communication skills, and builds self-esteem. It attracts energetic students, and it turns their energy not only into good school publications but also into better grades in English class and other subjects. Later on, students who did journalism in high school performed better in college. The authors argue that when hard times demand budget cuts, journalism should be one of the last programs affected.

The book is \$24.95 and can be ordered through ERIC/REC, 2805 E. 10th St., Ste. 150, Bloomington, IN 47408-2698. Or call 800-759-4723 or (FAX) 812/855-7901.

## Davidson scholarship

A scholarship fund in the name of Jim Davidson has been established at Lake Highlands High School.

Davidson, who died in February, was a long-time journalism adviser in Texas and co-founder of the Gloria Shields All-American Summer Publications Workshop. He also was a founding member of the ILPC Summer Publications Workshop faculty, and a former ILPC Max Haddick Teacher of the Year recipient.

Persons wishing to contribute may write the James E. Davidson Scholarship Fund, c/o Lake Highlands High School, 9445 Church Road, Dallas, TX 75238.

## Journalism Videos

The Dayton (Ohio) Daily News and Greater Dayton Public Television have produced an instructional video series, titled *Beyond the Front Page*, consisting of 10 fast-paced, fun-to-watch lessons on subjects ranging from writing feature stories to interviewing to reviewing movies. Each of the 20-minute videos is aimed at helping students write like the pros and include a video assessment where students get to take notes and turn in assignments.

The tapes cost \$29.95 each or \$299.95 for the complete set. A teacher's guide is free with any purchase. For more information, contact Ellen Belcher, Dayton Daily News, 45 S. Ludlow Street, Dayton, OH 45402, or call 513/225-2383.

## Two workshops:

- A sports journalism workshop will be held June 17-19 in San Diego. More than 100 journalism students from across the nation will meet for a comprehensive training in sports journalism. Registration fee is \$350. For information, contact John Anthony, Professional Management Consultants, Box 7565, San Diego, CA 92167 or call 619/225-8326.

- The National Journalism Scholars Academy, sponsored by the National Federation of Press Women, will be held June 26-July 22 in Hightstown, N. J. The four-week program is designed for high school men and women between their junior and senior years. The \$1,950 tuition and expenses covers trips to New York City and Washington, D.C. For information, contact Wolfe at P. O. Box 99, Blue Springs, MO 64013-0099.

# The Year in Review

## ILPC's successes, failures open door to changes next year

I shall do as my colleagues have done and use this final column to present my "Year in Review."

Here goes:

- Some people won and were happy. Some didn't and weren't.

Now, let's look at next year.

As much as I hate to mention it, ILPC membership fees will increase next year. Our fees are currently among the lowest of any association that bothered to respond to a survey I conducted earlier in the year. Tentatively, we'll charge schools a slightly increased membership fee.

In addition, we will charge newspaper members a \$25 publications rating fee, just as we have done to the yearbook members for years. This past year, we paid newspaper judges \$15 to judge three sets of papers. Even a non-math type like myself can see that if we take in only \$25 membership fees and dish out \$15, that doesn't leave a lot in the kitty to pay for individual achievement awards medals, certificates, plaques, membership lists, rating booklets and other what-nots.

So next year, we will charge schools the \$25 newspaper rating fee and promptly turn it over to the judges to rate three sets of papers and annotate the issue of your choice. This will improve the quality of the ratings and help keep the association financially afloat.

Now, if you think paying judges \$25 to rate three sets of papers is extravagant, then you need to judge newspapers for us next year. I'm willing to bet you'll change your mind.



**Bobby Hawthorne**

We are making these changes in the hopes that we do not have to increase spring convention or summer workshop registration fees or have to charge members for individual achievement awards entries. Many state associations make a bundle off their IAA competitions. One state association charges \$6 per entry. Another charges \$10 per entry. If my geometry is right, ILPC would pocket somewhere in the vicinity of \$28,800 from its yearbook IAA competition alone (based on \$6 per entry, 200 members, 16 categories, eight of which allow double entry).

It goes against every inclination of state government to refuse to wring money out of citizens, but I can't bring myself to gauge people I like. So hopefully, the moderate price increases will hardly be noticed, except as better service from the association.

Part of that improved service will be directed toward the publications ratings. At the TAJE business meeting during the ILPC convention, I

suggested that we send each judge a better explanation of our rating expectations. Given that many of the judges reside out-of-state, this would better dictate what we expect of high-quality publications and show how these expectations dovetail with our rating grid. As a judge for a number of student press associations – i.e. South Carolina, Virginia, Pennsylvania, SIPA – I can attest to the difficulty of determining how to balance my expectations of superior publications with their evaluation guides and awards structures.

It is as frustrating for me as it must be for advisers and staffs when judges fail to reward journalistic excellence. This isn't an issue of employing cantankerous judges. Almost all of our judges advise newspapers and yearbooks themselves. They understand the disappointment of an unfair rating or incomplete evaluation. It is the association's failure to adequately explain to the judges our expectations. This problem will be addressed this summer.

Overall, I thought 1993-94 was one of ILPC's better years. Despite rigid curriculum limitations, tight budgets and growing pressures to censor student expression, membership increased and more than 1,650 teachers and students attended the spring convention. More importantly, the quality of Texas newspapers and yearbooks remains unparalleled. However, potholes exist. Our mission for 1994-95 is to fill as many of these as possible so that our next year in review states, "A good time was had by all."

## ILPC PUBLICATIONS AWARDS

### Newspaper Ratings

#### GOLD STAR AWARD

Publication/School/Adviser  
Raider Echo - North Garland, Randy Vonderheid  
Lone Star Dispatch - Austin Bowie, John McCartney  
Hillcrest Hurricane - Dallas Hillcrest, Dow Tate  
Grass Burr - Weatherford, Lisa Robertson  
Panther Spirit - Follett, Teresa Robinson  
Branding Iron - El Paso Jefferson, K. D. Keich

#### SILVER STAR

Panther Prints - Duncanville, Mary Pulliam  
Falcon Cry - Austin Fulmore Jr. High, Morgan Goldbarth, Murial Parker  
Bear Facts - Alief Hastings, Rhonda Fowler  
Featherduster - Austin Westlake, Deanne Kunz  
Maroon - Austin Stephen F. Austin, Peggy Morton

#### BRONZE

Rampage - Mayde Creek, Katy, Anna Hodges  
The Colt - Arlington, Phyllis Forehand  
Eagle Eye - DeSoto, Carol Richtsmier  
Tattler - Angleton, Linda Winder

#### YEARBOOK RATINGS

##### GOLD STAR

1993 Black and Gold - Pleasant Grove HS, Texarkana, Charla Harris  
1993 Lone Star - James Bowie HS, Austin, John McCartney  
Comanche '93 - West Texas HS, Stinnett, Deborah Williams  
Highlander - Highland Park, Judy Bobb  
1993 Tiger - Texarkana, Connie Penny  
Bobcat - Cypress-Fairbanks, Lori Crowe

#### SILVER STAR

Cat Tale 1993 - South San Antonio, Nancy Wall  
The Eagle - Labay Jr. High School, Houston, Kern Brossman  
El Paisano 1993 - Austin Westlake, Valerie Jewett  
Governor 1993 - Ross Sterling, Baytown, Frank Cruse  
Panther Tale - Duncanville, Mary Pulliam

#### BRONZE STAR

La Memorias - Tascosa, Amarillo, Lana Fulton  
Owl's Nest - Garland, Anne Barousett  
Lion Pride - Lockhart Jr. High School, Vickie Gonzales  
Cat Tale 1993 - Winona, Catherine Iden  
The Panther - Hillcrest, Dallas, Dow Tate

### Top in Texas IAAs

#### NEWSPAPER

**News Writing** - Jackie Banks, James Bowie HS (Austin)  
**Editorial Writing** - Patrick Bogart, McNeil HS (Austin)  
**Sports Writing** - Nicole Penick, Sam Houston HS (Arlington)  
**Feature Writing** - Kim Jarrett, Naaman Forest HS (Garland)  
**Entertainment Review** - Paul Van Hook, Memorial HS (Houston)  
**Photo Story** - Wendy Smith, Tony Moreno, Wolfgang Schroen, Conan Primm, Hillcrest HS (Dallas)  
**General Column** - Tara McGary, Garland HS  
**Sports Column** - Kris Paulson, Bowie HS (Austin)  
**In-depth News/Feature** - Tim Fields, Laura Lee, Andrea Dennison, Everett Lee, Sarah Sunjankian, Westlake HS (Austin)  
**Student Art** - Anthony June, Alief Hastings HS  
**Computer Art** - Jon-Paul Dumont, Hillcrest HS (Dallas)  
**Editorial Cartoon** - Brad Graeber, Tomball HS  
**Page 1 Layout** - Scott Russell, North Garland HS  
**General News Photo** - Bobby Gonzales, Marshall HS (San Antonio)  
**Feature Photo** - Danyel Basham, Bowie HS (Austin)  
**Sports Action Photo** - James Scouten, Boys Ranch High School

**Sports Feature Photo** - Tony Moreno, Hillcrest HS (Dallas)

**One-Shot Ad** - Shalene Creek, James Bowie HS (Austin)

#### YEARBOOK

**Theme Development** - Drew Myers, Holly Glifford, Duncanville High School.

**Division Pages** - Cathy Dodge and Holly Clifford, Duncanville HS

**Student Life Spread** - Donya Williams, Amarillo Randall HS.

**Sports Spread** - Elizabeth Foerch, Kelly Linnenkamp, Irving HS.

**Academic Spread** - Robert Collins, Julie Pleasant, Hillcrest HS, Dallas.

**General Interest Spread** - Leigh Harralson, Allyson Jaudes, Highland Park HS.

**Class Section Spread** - Trina Dansbee, Coronado HS, Lubbock.

**Advertising/Community Spread** - Christy Rhodes, Robert Redland, Danyel Basham, Bowie HS, Austin.

**Organization Spread** - Jane Lowrance, Texas HS, Texarkana.

**Student Life Feature Story** - April Moss, Bowie HS, Austin.

**Academic Feature Story** - Tonya Wright, Masonic Home High School, Fort Worth.

**Sports Feature Story** - Drew Myers, Duncanville High School

**Club/organization Feature Story** - Nathan Warren, Shalene Creek, James Bowie HS, Austin.

**Theme Copy** - Adrian Jones, James Bowie HS, Austin.

**Yearbook Sports Action Photo** - Chris Nelson, Pampa HS.

**Yearbook Sports Feature Photo** - Danyel Basham, Bowie HS, Austin.

**Yearbook Feature Photo** - Brooke Johnson, Borger High School.





**TEACHER OF THE YEAR.** Linda Duncan (middle), publications adviser at Deer Park High School, accepts congratulations from TAFE executive director Pat Brittain (left) and Pat Gathright of MacArthur High School in San Antonio after being named recipient of ILPC's Max R. Haddick Teacher of the Year Award. Duncan has taught at Deer Park for 18 years. In that time, she pioneered desktop publishing in Texas and is instrumental in promoting journalism throughout the state. Photo by Tom Stevens.

## Four receive Edith Fox King Awards for service to Texas school journalism

Four Texas advisers received the Edith Fox King Award in recognition of distinguished contributions to scholastic journalism in Texas. The awards were presented during the 67th annual ILPC spring convention, April 16-17 in Austin.

The recipients included:

- Wayna Polk yearbook adviser at Abilene High School.

- Sandy Hall-Chiles, publications adviser at the Talented and Gifted Magnet High School in Dallas.

- Carrie Skeen, publications adviser at Irving Nimitz High School.

- Nancy R. Wall publications adviser at South San Antonio High School

Polk is a member of several journalism organizations, including the Texas Association of Journalism Educators and the Journalism Education Association, which awarded her its Medal of Merit in 1991. In addition, she is a popular seminar and workshop instructor, a contributor to state, regional and national school press publications, and an active publications judge.

Hall-Chiles has taught journalism for 17 years, the past 12 spent at TAG High School. During her tenure, the TAG student newspaper has received

Quill & Scroll's Gold Crown for in-depth feature writing and Tops in Texas from ILPC for editorial writing. Year after year, her students also dominate UIL spring meet journalism contests at the district level even though they are competing against students from among the largest schools in the state.

This past year, she was named Dallas ISD's Teacher of the Year.

Skeen has taught journalism for 12 years, the last nine at Nimitz High School, consistently directing the student newspaper and yearbook to state recognition. Her newspaper and yearbook have received Silver Crown awards from the Columbia (University) Scholastic Press Association. Her yearbook was named State Champion by the Texas High School Press Association, and her newspaper received a Regional Pacemaker Award from the National Scholastic Press Association. She is member of the Texas Association of Journalism Educators and the national Journalism Education Association.

In addition to her publications successes, Carrie's students are consistent winners in UIL spring meet journalism contests. She has coached two state champion feature writers.

Wall has taught for 19 years and

advised publications for 15 years, including the past eight at South San High School. Under her guidance, the South San newspaper and yearbook have won several awards and honors, including the coveted Gold Star for the 1993 yearbook, ILPC's highest publications honor. The newspaper, The Pride, received a regional Pacemaker from the National Scholastic Press Association and a Medalist Award from the Columbia Scholastic Press Association.

Wall is a member of several journalism organizations, including the Journalism Education Association, American Federation of Teachers and the Association of Texas Photography Instructors. She is listed in Who's Who of American Educators, was the 1991-92 South San Antonio ISD's Teacher of the Year, and the South San Antonio ISD's Trinity Prize nominee.

The Interscholastic League Press Conference, an affiliate of the University Interscholastic League, is the nation's largest state high school association of student newspapers and yearbooks. Edith Fox King was a San Antonio journalism teacher who in 1927 with Dr. DeWitt C. Reddick established journalism competition under the auspices of the UIL.

## TILF QUESTIONS & ANSWERS

- **Must a student participate in the UIL Academic State Meet to qualify?**

Yes. There is no other state competition that qualifies a student to apply for a TILF scholarship.

- **Does going to UIL State guarantee a scholarship?**

No. Going to State one time during a four year high school career qualifies more than 2,000 students each year to apply. For the past several years there have been over 700 applicants for half that number of new available scholarships.

- **Does going to State more than once help?**

It depends on the scholarship applied for and the number of students who apply for that particular scholarship.

- **Are applicants from the same school compared with each other?**

No. They are compared with students who apply for the same scholarship during the same application year.

- **What are the highest priorities?**

It depends on the scholarship. Generally students need a very high SAT or ACT score, a high class rank and they should have maintained a high grade point average. TILF is looking for a student who shows a record of consistent achievement. Evidence of leadership and participation in school and community activities is desirable.

- **Is it possible that an applicant might meet all of the required and desired elements and still not be selected for a scholarship?**

Yes. The competition for the more lucrative scholarships is intense. The very best students from across the state are all competing for a limited number of scholarships.

- **Is it necessary to have an ACT or SAT score and to have applied and been accepted to a college or university prior to the application deadline?**

Yes. TILF is looking for students who are prepared for college, and the entrance tests and acceptance to colleges are indicators of how much thought and preparation a student has given to higher education.

- **Do the larger schools get all the scholarships?**

No. For the past several years statistics show that the numbers are fairly equal. Conference 1A through 5A schools garner just about the same number of scholarships.

- **Must a student go to a large college or university in order to get a scholarship?**

No. During the 1993-94 school year 68 colleges and universities in Texas received funds amounting to \$769,050 for 358 new and 250 renewed TILF recipients.

Financial need plays a role in the selections especially when everything else is comparable. The donors desire is to enable as many academically talented Texas students as possible to pursue a higher education. Donors look upon their contributions as an investment in the future.

More than 18% of the students who applied for TILF scholarships in 1993 had a 1300 or higher SAT, or ACT equivalent, and more than 18% of the applicants were valedictorians. One of every five applicants either scored 1300 or higher on their SAT/ACT or was class valedictorian! A majority of the applicants were in the top 10% of their graduating classes. TILF is proud to support the cream of the crop in Texas scholarship applicants.

This does not mean students ranking within the top 25% of their classes and with lower scores on the SAT/ACT do not get scholarships. They do, but their chances may be lessened by the quality of students in the applicant pool. This year 58% scored 1050 or higher SAT or ACT equivalent.

Applications will be given to all 1995 UIL State meet academic contestants in their regional winner packets, or may be requested from the TILF office by sending a self-addressed, 9 1/2" x 4" envelope with two first class stamps to the address above. Winners earning eligibility in previous years must request a current applications and must enclose the same envelope with postage.

Completed applications must be returned to the League office postmarked by May 15, 1995.

Awards Committee meeting will be the first Friday in June.

Notifications will be mailed to all applicants and their principals by the third Friday in June. No telephone inquiries regarding the status of applicants will be answered prior to June 27, 1995. Questions may be directed to Carolyn Brown, TILF Scholarship Coordinator, (512) 471-5883.



## Changes for 1994-95 bring new opportunities for academic competitors

Keeping pace with the dynamics of the Texas curriculum and the challenge of new technologies is an important aspiration for UIL academic contest writers. Likewise, ensuring that changes made in the organization are beneficial to a majority of the competitors remains a top priority for the academic staff. As the 1993-94 competition season draws to a close, an early focus on some of these changes for 1994-95 should prove helpful.

**Computer Applications:** One of the most significant (and talked-about) changes is in the keyboarding competition. The expansion of this event into a computer applications contest will provide contestants with opportunities to exhibit skills not only in typing with speed and accuracy, but also in composing business documents from given information. In addition, contestants will demonstrate their expertise in using data base and spreadsheet functions and in integrating computer applications. A sample test and further information about the contest will be provided in a study packet which may be purchased from the League office beginning this summer.

The question most asked about the computer applications contest is "What brand of computer and software should we buy?" Any hard drive computer with word processing, database, and spreadsheet software is acceptable for this contest. Lap tops are also permissible. Naturally, if new computers and software are on the purchasing agenda for a school district's technology plan, those with the fastest opening, exiting and application capabilities should be considered. Regional



**Pat Wisdom**  
.....

service center technology representatives can be of assistance to school districts in assessing computer technology needs and securing bid prices for equipment.

**Conflict Pattern:** A change in the 1994-95 Academic Conflict Pattern will open up options for contestants to compete in mathematics, editorial writing, headline writing, and/or computer science. On the 1993-94 conflict pattern, mathematics and computer science were scheduled in the same session III two-hour block, thus limiting combative opportunity to only one event or two journalism contests. In studying revision possibilities, the fact that the written portion of the computer science competition has been narrowed to a 45-minute test and mathematics is a 40-minute test enabled the shortening of the two-hour blocks to one hour each. Students may now enter a combination of computer science and headline writing, computer science and mathematics, or editorial writing and mathematics. Options which had not previously been open. Because the hands-on portion of the computer science contest is

given only at the state level, a two hour block in session IV continues to be reserved for that segment of the contest.

**Spelling and Vocabulary:** The change to the *American Heritage Dictionary of the English Language* (1992) will provide a more concise authoritative dictionary source for the Spelling and Vocabulary competition. The *Webster's New Third International Unabridged Dictionary* (1986) was found by numerous coaches of the event to be laborious to carry, indefinite about capitalizations and other entry items, and expensive for school districts to purchase.

**Substitutions:** A concern that by constitutional rule (or lack of delineation) all three members of an academic team could be substituted brought about a ruling that only one team member be allowed to take the place of another who is unable to attend a competition. Wording in the C. & C.R. will be similar for each of the 10 team competitions. Additional wording will also clarify that team members at all levels compete for individual awards as well as team awards.

**Academic Calendar Dates:** Some competition dates to remember as calendars are set for 1994-95 are as follows: 1) Competitions using Invitational A may be held between January 13 and February 4; 2) Invitational B competitions may be held between February 10 and March 4; 3) District I competition must be held between March 20 and March 25; 4) District II - March 27 - April 1; Regional competition - April 21-22; State competition - May 4-6.

### Pogue grant announced

The Texas Interscholastic League Foundation is pleased to announce the establishment of the Lacy Pogue Honorary Scholarship. Funds for the \$1,000 grant were provided by friends from the Pawnee Independent School District as a celebration of Pogue's 35 years of service to public education. He retired in May of 1993.



**LACY POGUE**

A former English and math teacher, Pogue coached boys basketball as well as a number of speaking events. In nine years as extemporaneous speaking coach at Pawnee, he helped nine students advance to the state finals where two won first in informative speaking and numerous others finished third in informative and persuasive speaking.

In 1985, he stopped coaching high school extemp speaking to become high school principal, yet he still coached modern oratory and impromptu in junior high along with basketball for three years. In the last five year prior to retirement, Pogue taught the fifth grade and coached modern oratory and impromptu to first-second-third place finishes for three consecutive years.

A native of Pawnee and graduate of Pawnee High School, Pogue began his career in education by teaching exercise boys for the race horses on the King Ranch. He also taught in the Kenedy public schools.

## High school, elementary/junior high academic rule changes outlined

The following listing of high school and elementary/junior high academic rule changes names the section number and context references to be found in the 1994-95 *Constitution and Contest Rules*. One complimentary copy of the constitution will be sent to each UIL high school campus in late summer. Please refer to this document for official wording of each rule.

### 1994-95 High School Academic Rule Changes

#### Section 960: High School Spelling and Vocabulary

(f) (2), (j) (1) (4), & (B) (ii): The official dictionary to be used as the authority for words in the Spelling and Vocabulary Contest has changed from the 1986 unabridged edition of Webster's New Third International to the *AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE*, 1992 EDITION BY HOUGHTON MIFFLIN COMPANY.

Sections 920, 924, 928, 932, 940, 942, 944, 952, 960 and 1001: SUBSTITUTIONS: All Team Events: Accounting, Calculator Applications, Computer Science, Current Issues and Events, Literary Criticism, Mathematics, Number Sense, Science, Spelling and Vocabulary, and Cross-Examination Debate

If a member of a school's winning team is unable to compete, ONLY ONE SUBSTITUTION MAY BE MADE. IF MORE THAN ONE MEMBER OF A TEAM IS UNABLE TO COMPETE, THE ALTERNATE TEAM WILL THEN ADVANCE TO COMPETITION. (School district adminis-

trators will determine just cause for a substitution to be made.)

Section 936: Keyboarding (Contest name has changed to COMPUTER APPLICATIONS) The format of the contest has been upgraded to include a test of speed and accuracy in word processing, database, spreadsheet, and integration of applications using a word processing computer. (The school district has jurisdiction over the selection of the brand of hard-drive computer and appropriate software containing the named functions.)

Section 948: Ready Writing (g) (2): JUDGES ARE TO REACH A CONSENSUS ON THE RANKINGS of Ready Writing essays, therefore eliminating the verification period and procedures prescribed for rankings speech contests.

Section 1001: Cross-Examination Debate (J) (L) (B): First and second place district teams will advance to state competition, regardless of the number of teams entered and competing in the district competition.

Section 1033: One-Act Play (b) (5): EACH SCHOOL SHALL BE ALLOWED A MAXIMUM OF THREE DIRECTORS. THE NAMES OF THOSE DIRECTORS SHALL BE LISTED ON THE ELIGIBILITY NOTICE AND PROGRAM. THEY SHALL BE PERMITTED TO PARTICIPATE WITH THE COMPANY DURING DRESSING ROOM PREPARATION AND THE SET AND STRIKE PERIOD.

(b) (7) (C): Play title entry deadline exception: THE TITLE OF THE PLAY MAY BE CHANGED AFTER THE ENTRY DEADLINE DUE TO ILLNESS, ACADEMIC INELIGIBILITY, OR OTHER REASONS DEEMED JUSTIFIED BY THE STATE DRAMA DIRECTOR.

### 1994-95 Elem./Jr. High Academic Rule Changes

Section 1068: Music Memory (b), (d), (e), (f), (g), (j), and (l): The tie breaking procedure changed from the use of spelling to break ties to the addition of four tie breaking musical selections. Team membership requirements have changed as follows: EACH TEAM SHALL HAVE A MINIMUM OF THREE CONTESTANTS FOR SCORING PURPOSES. NO TEAM MAY HAVE MORE THAN FIVE CONTESTANTS. ANY TEAM WITH FEWER THAN THREE CONTESTANTS WILL HAVE THE TEAM AVERAGE CALCULATED AS IF THREE CONTESTANTS HAD PARTICIPATED.

Section 1052: Earth and Life Science Contest (a): The requirement that contestants be enrolled in a specific class to compete in the junior high Earth and Life Science Contest was eliminated.

Section 1060: Listening Contest (f): The tie breaking essay was deleted from the competition. NO TIES ARE TO BE BROKEN IN THIS CONTEST. IF THERE IS A TIE FOR FIRST PLACE, THERE IS NO SECOND PLACE. IF THERE IS A TIE FOR SECOND,

THERE IS NO THIRD PLACE, ETC.

Section 1062 Maps, Graphs & Charts (e) & (f): SUBJECT MATTER USED FOR THE MAPS, GRAPHS, & CHARTS TEST WILL BE TAKEN FROM THE *Hammond Comparative World Atlas*, as well as OTHER maps, graphs, and/or charts. The OBJECTIVE questions will measure the mastery of such skills as USING A REFERENCE BOOK TO LOCATE INFORMATION, making comparisons, ESTIMATING AND APPROXIMATING, using scale, interpreting legends and keys, and/or other such skills used in obtaining information from maps, graphs, and charts. THE ATLAS SHOULD BE BROUGHT INTO THE CONTEST ROOM.

Section 1084 Picture Memory (Contest name was changed to ART CONTEST) Team membership requirements have changed to a minimum of three contestants. (Wording is exactly as it appears for team membership in the Music Memory Contest. SEE SECTION 1068 CHANGES ABOVE) In addition to the picture identification section, two sections were added to the contest. One section will include art history, and the other art elements. QUESTIONS FOR THE ART HISTORY AND THE ART ELEMENTS SECTIONS OF THE CONTEST WILL BE TAKEN FROM INFORMATION IN THE current ART SMART CONTEST BULLETIN. (Further detail concerning changes in the contest will be printed in the 1994-95 UIL Constitution and Contest Rules.)



## Thanks, ya'll

We couldn't have done it without you

As we wind down another year of UIL competition, we begin (some with more enthusiasm and energy than others) planning and preparing for the upcoming year. At the end of each year, I always looked at the chaos my speech squad had created in my classroom and wondered what I could possibly do to improve that area next year. By the time I left teaching, I had long ago given up on the attempt to convince my competitors that it was my classroom and that they had a responsibility to keep it livable for others students who used the room. They thought it was home and treated it that way, with comfort rather than neatness as their highest priority.

I really miss working with students like that, but I still find myself each May looking for ways to make things better in the coming year. And at the same time, I try to review the positive things that have been accomplished, since the list of 'needs-to-be-improved' can be daunting. As usual, there are countless people who contributed their time, energy, and expertise to make our activities a positive experience for students.

Among those are the more than 70 coaches and students who provided sessions for the fall SuperConferences, the many coaches who taught summer or weekend workshops to provide information and techniques to coaches and students, the hosts of invitational meets, and the administrators, parents and coaches who helped to host district meets. They include hard-working coaches and librarians, judges and timekeepers, supporters of forensic programs at all levels, and the university personnel who provided judges and/or hosted district and regional meets. Many of you do these



**Treva Dayton**

things and more because you believe in the educational value of the UIL programs. For that, my sincere thanks and appreciation.

There are three very special people who serve as consultants to the UIL speech and debate program, who do all these things and much, much more. One of their critical responsibilities is serving as contest managers at the UIL State Meet. They also host and help with invitational, district, and regional competition, provide judges and judge training to people across the state, help with selection of debate and extemp topics, provide expertise in rules interpretation and contest procedures, and still *always* find the time to return my numerous phone calls. This month, in addition to what they're doing on their respective college campuses, they've provided some thoughts about coaching and directing UIL speech and debate. There is no adequate way to thank Cindy SoRelle of McLennan Community College, Charlene Strickland of Hardin-Simmons University, and Wayne Kraemer of Southwest Texas State University for their invaluable assistance and professionalism, but I hope next time you see one of them you'll let them know it's appreciated.

## How to find the perfect summer debate camp

By WAYNE KRAEMER  
UIL Debate Consultant

It is hard to believe that regional meets and the Academic State Meet have just concluded. With the competition season nearly at an end, we are already starting to think of ways to make next year a more productive one for our students. Many high schools turn to summer workshops to give students an extra competitive edge for the fall.

Often, if budget allows, students on a squad will be encouraged to attend different camps in the hopes of attaining a wide range of information on the topic.

However, with the growing number of these camps, whether you choose a single camp for your squad or several, it is often difficult to differentiate one from the other. The collegiate circuit has only a handful of these summer institutes, but since summer workshops have become much more prevalent in the grand scheme of high school forensics, the following information will hopefully aid you in the task of trying to provide the best possible all-around experience for your students.

One of the first considerations in evaluating a program are the goals of the camp and the

mission of the institute. Some camps are better suited to the competitive mission of forensics while others cater to the educational mission. Be wary of those that preach the educational mission in the hopes of attracting students, but hire a staff that is competitively oriented. Often, word of mouth can be an excellent way of determining if a summer camp meets the expectations of those who attended.

Be cognizant of the specific needs of your individual students. It is not educationally defensible to send a novice student to an advanced national workshop because of the prestige associated with said workshop. Popularity of a particular camp does not automatically mean your students will gain the most from that camp. Again, the mission statement of the camp should be the first step to fitting the right camp to the student.

This leads us to the second aspect to consider, which is the staff. The director should hire a competent and dependable staff that is consistent with the mission of the camp. Some institutes offer college debaters as lab leaders, some offer high school coaches, and some offer college instructors or graduate assistants. Experience is the primary factor to consider in

CONTINUED ON PAGE 11

## Set an example of professionalism

By CHARLENE STRICKLAND  
UIL Extemporaneous Speaking

Doesn't it feel great to have a couple of spare moments to breath, and yes, even read a *Leaguer* article, now that the contest year is over? Perhaps reading the newspaper and your personal magazines can once again become your relaxation, instead of being part of your homework for preparing extemporaneous speakers! But before the year's events become a part of last year, take a moment to review what we so often take for granted.

Congratulations to everyone for encouraging students to try their hand at any one of the speech events. While we know as sponsors that it will build their self concept, it requires some level of confidence to even try. We can help our students by taking that little bit of extra time before a contest to walk students through the sequence of events. Whether your students are new to the event or not, remind them of the guidelines. We may not all like the rules of the game, but when we agree to play, we've agreed to abide by those rules. Monitor what is in those extemp files. Get unsanctioned materials out before students enter the prep room. If we as sponsors pay attention to detail, our students will learn to do the same.

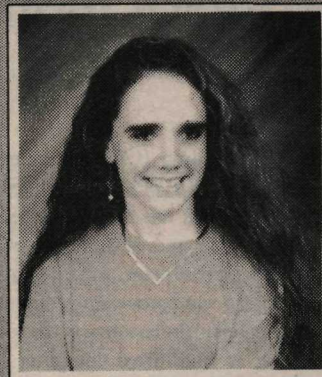
Extemporaneous topics are the vehicle by which your students will demonstrate their

ability. It is not the duty of a topic to be informative or persuasive. Rather, it's the student who must know how to analyze each topic as it's drawn. Remind the student to answer the topic question. Give them challenging topics in practice and don't allow them to rework the question to fit the information in their files or to respond from their favorite point of view. We're not always allowed compromise in life and this may be lesson number one for our students.

Aside from knowing and reminding our students as to the general operation of any speech contest, we must personally set an example of professionalism. Why are we doing this? I do it because I think it's important; speech events help me to be a better person. I must think analytically, be more organized, and expect the unexpected. Beyond all of this however, are those around me which my behavior influences. I hope my behavior is more often positive than negative. I have role models among you, role models which are sponsors and students alike. I admire your determination, your resilience, and most of all, your courtesy and concern for others.

Speech events do build our self concept. As sponsors and students, let's strive to build positive self concepts and leave positive impressions. We can do that by being prepared, abiding by guidelines and remembering that each of us serves as a role model for another.

### TILF SCHOLARS SPEAK OUT



BECKY ANN WHITE

My UIL academic experience was one of the greatest and most exhilarating of my high school career. UIL contests provided me with the chance to meet and share a common bond with competitors from other schools, and the opportunity to prove to myself and others that winning truly isn't everything. Expanding the mind and improving your skills is. Perhaps the aspect of UIL that I will miss the most is the chance to push my talents to the out limits - past the simple "comprehension and application" process of the classroom. My UIL academic experience has left me with a sense of self-worth, self-confidence, and accomplishment that can never be destroyed.

Becky Ann White  
Carl B. and Florence E. King  
Foundation Scholarship



RUDOLF BENDIXEN

My years of involvement in UIL competition will be events that I will never forget. Not only did this experience challenge my mind and help me grow academically, it also allowed me to interact with many different interesting people.

I worked closely with other students at my own school as well as with students I met at competitions in other cities. This allowed me to build friendships that I will continue to have through the rest of my life. UIL competition has taught me a great deal about academics, friendships, and myself.

Rudolf Bendixen  
Paul and Mary Haas  
Foundation Scholarship

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.



## Literary Criticism Reading List

NOVEL – *The Grapes of Wrath* by John Steinbeck

Any unabridged edition is acceptable. ORDERING INFORMATION: Viking Penguin Books, \$7, ISBN 0-14-004239-3. Call 1-800-331-4624 - Discounts: 10-49 copies - 20%; 50+ - 30% Bookstop - with 20% discount - \$5.60.

DRAMA – *King Lear* by William Shakespeare. Any unabridged edition is acceptable. ORDERING INFORMATION: Signet Classic edition, \$3.95, ISBN 0-451-52410-1. Call 1-800-331-4624 - Contains notes about the text throughout, as well as an appendix of critical and historical essays. Bookstop - with 20% discount - \$2.80.

POETRY – Selected poems by Langston Hughes. Any unabridged edition of the poems is acceptable. ORDERING INFORMATION: Some of the poems appear in state-adopted literature textbooks. These are indicated by \* below. All of the poems appear in *Selected Poems of Langston Hughes*, priced at \$10, ISBN 0-679-72818-x, Vintage Classics, Random House. Call 1-800-726-0600 for inquiries and 1-800-733-3000 for orders. Bookstop - *Selected Poems of Langston Hughes* (paperback) - with 20% discount - \$5.55.

1. "Fantasy in Purple"
2. "Dream Variations"\*
3. "Theme for English B"\*
4. "Green Memory"\*
5. "The Negro Speaks of Rivers"\*
6. "As I Grow Older"\*
7. "Love"
8. "I, Too"\*
9. "Note on Commercial Theatre"
10. "The Weary Blues"
11. "Democracy"\*
12. "Mother to Son"
13. "Suicide's Note"
14. "Caribbean Sunset"
15. "Harlem" (Also entitled "A Dream Deferred")\*
16. "Death of an Old Seaman"
17. "Cross"
18. "October 16"
19. "One-Way Ticket"
20. "Motto"
21. "Passing"
22. "Beale Street"
23. "Island"
24. "The Negro Mother"
25. "Song for Billie Holiday"
26. "Ballad of the Landlord"
27. "Madam's Past History"
28. "Madam and the Phone Bill"
29. "American Heartbreak"
30. "Merry-Go-Round"

Authority for test items on Literary History and Critical Terms (Part I of the Literary Criticism Contest): *A Handbook to Literature*, 6th. ed., Macmillan, 1992. Edited by C. Hugh Holman and William Harmon. (retail price \$30\*)

ORDERING INFORMATION: Macmillan Publishing Company, ISBN 0-02-356-420-2. Call 1-800-228-7854, ext. 3611- 25% discount (\$22.50) to UIL contestants. Bookstop - limited paperback copies at \$18 each.

# Ignorance is no excuse

## Burden on coaches, administrators to know rules on foreign exchange students

As another school year comes to a close, I would like to take a few minutes to reflect on some growing concerns about foreign exchange students.

The UIL processed 465 waivers for foreign exchange students during the 1993-94 school year. Of those 465 waivers, 426 were granted, 16 were denied and 23 were never decided on because they were incomplete. Thus, it is not the intent of the UIL to prohibit foreign exchange students from participating in varsity athletics. Instead, we want these students to enjoy their year in the United States and participate in a variety of activities.

Of course, there are some rules and procedures to follow before the exchange student can become eligible to participate. First of all, the host school must submit a "Request for Waiver of Athletic Eligibility – Foreign Exchange Students," which can be found in any Coaches Manual. A waiver is required only if the student is going to participate in varsity athletics. Academic, music, fine arts and junior varsity athletic participants are NOT required to submit a waiver. However, they must meet all requirements in Sections 400, 420 and 430 of the Constitution & Contest Rules (C&CR).

### BURDEN FALLS ON HOST SCHOOL

The waiver application lists six items that are necessary to complete the waiver. I won't go into detail about these items. You can read them for yourself. The main thing to remember is that the host school is responsible for submitting all items to the UIL office. DO NOT send the information to your district chairman and expect them to get it to us. The burden falls on the shoulders of the host school. The only information the district chairman should receive is a copy of the student's application (front and back). They will then send a letter to the UIL waiver officer stating they have received the waiver.

The host school cannot play the exchange student in a varsity contest until the waiver has been granted. How will you know if the waiver has been granted? As soon as ALL necessary information is received in the UIL office, a waiver decision



Rachel Seewald

will be mailed that same day, either granting or denying the waiver, to the school's principal, superintendent, district chairman and exchange student.

The two most common reasons a waiver is denied are: (1) The sponsored foreign exchange program is not an approved program and (2) the student has an F-1 visa.

At the beginning of each school year, The Leaguer publishes a list of approved foreign exchange programs, as determined by the Council on Standards for International Educational Travel (CSIET). If your student is enrolled in one of these programs, fine. If not, the waiver will be denied.

A J-1 visa, which is required by the UIL, is good for one year before students must return to their native country. The F-1 visa, on the other hand, allows the student to possibly stay in the United States for several years. In addition, there are some liabilities with the F-1 visa that UIL member schools will not accept.

Clearly, the number of waivers granted this year far surpasses the number denied. And for the most part, there have not been any problems with foreign exchange students participating in varsity sports. But there have been a few instances worth mentioning in which schools either did not know about the waiver process or thought the student had been approved when, in fact, a waiver had not even been submitted to our office.

When a situation like this occurs, and a student has been playing all year without a waiver, the minimum penalty is forfeiture of every contest in which the exchange student played. The district executive committee meets to determine if further action, or a harsher penalty, is necessary.

Ignorance of the rules is no excuse. It is the responsibility of coaches and administrators to apply for the waiver and get the paperwork to the UIL office. The student is not eligible until the waiver has been granted. Don't assume that just because you send in the waiver the student can start playing right away. You must wait for notification from the League. The rules are clear. Sections 465 and 468 of the C&CR discuss foreign exchange students. If you need further clarification, you can always call the UIL.

### CONCERN ABOUT RECRUITING

There is also some concern about schools "recruiting" foreign exchange students. While the UIL has no evidence of this taking place, we are currently conducting an in-depth study of exchange students who are attending high schools in Texas. We are looking at schools currently hosting exchange students, as well as what sports those students are playing, which exchange program they used, and the impact made by exchange students on a varsity team.

UIL rules are stringent regarding foreign exchange students. We don't allow any and all students from foreign countries to play varsity sports. They must be in an approved program, have the appropriate immigration and visa papers, and transcripts indicating their level of education. In addition, UIL rules state that exchange students are not eligible if they have received advanced training, defined as training which is above and beyond that which is normally provided in Texas public schools, in the germane activity prior to arriving in Texas. For example: pre-Olympic training, being nationally ranked or having similar status in a sport, or participation on a national team. So, although the majority of waivers are granted, each application is carefully reviewed to make certain the student meets all UIL criteria.

If your school will be hosting an exchange student next year, and if that student plans to play a varsity sport, you must submit a waiver application as soon as you obtain all of the necessary information. Don't wait until the season is over to send in the waiver. It will be too late.

# How to spend your summer vacation

By CINDY SORELLE

UIL Oral Interpretation Consultant

As the school year winds down, debaters turn their attention to the new topic area to begin research, and many will be heading off to debate camp in order to hone their skills while building cases. Experienced extempers will keep a close watch on local, national, and international political and economic events, and when school gears up again next fall, these will be the competitors to watch. Interpers, however, have the best deal of all. They can sit around and catch rays at the same time that they prepare themselves for a stellar year of competition in 1994-95. All they have to do is read, read, read!

We sometimes get so caught up in the performance aspects of oral interpretation that we forget about the heart of the art – the literature. It is much easier to bring to life a piece of literature that has a compelling story, speaks with resonant language, and appeals to our minds and emotions in equal

measure. But as any good miner knows, one has to shake a lot of sand and silt to find a few nuggets of gold! Summer is definitely the time to begin your search.

Here are a few anthology titles for those of you who are looking for literature outside of the traditional canon: *How We Now Live: Contemporary Multicultural Literature* (edited by John Repp, published by St. Martin's Press), *One World of Literature* (edited by Shirley Geok-Lin Lim and Norman A. Spencer, published by Houghton Mifflin), *New Worlds of Literature: Writings from America's Many Cultures* (edited by Jerome Beaty and J. Paul Hunter, published by W.W. Norton), *American Mosaic: Multicultural Readings in Context* (edited by Barbara Rico and Sandra Manos, published by Houghton Mifflin), *Side by Side: A Multicultural Reader* (edited by Harvey Wiener and Charles Bazerman, published by Houghton Mifflin), *Face to Face: Readings on Confrontation and Accommodation in America* (edited by Zaitchik, Zaitchik, and Roberts, published by Houghton

Mifflin).

Take a trip to the library and check out one of the Oxford Companions to Literature, in which you'll find abstracts of major works. Many students find their best performance pieces printed in magazines. Even *Land's End* clothing catalog prints fiction, including a recent article by the famous author David Mamet. Or spend a day at your local used book store. Sometimes \$10 will buy 10 books!

If you wait until fall to begin your search, you'll be running to catch up with the more experienced competitors who spend their school days polishing performance. There's plenty of talent in Texas, but the students who make it to state found just the right material and gave themselves time to perfect its performance.

Don't make your only summer accomplishment a golden tan. Be in the race for gold in the fall by starting now!

Note: Prose and Poetry categories and documentation requirements remain unchanged for the 1994-95 academic year.



## Significant rule changes for 94-95 outlined

1994-95 ushers in some new rules for UIL athletics. For better planning and early information, this column will outline and discuss the significant changes.

• **Section 1209 (Non-School Participation) (n):** Student absence for non-school participation. A student who is absent from school to play in, practice for, or travel on a non-school team in baseball, basketball, football, soccer, softball, or volleyball shall not participate in the next school game/match in that team sport. If loss of school time for the activity occurs after the last scheduled school game in that sport (whether regular season or play-off), the student shall not participate in the first game of the ensuing school year.

This new provision emphasizes the importance of school time and places an added responsibility on athletes and coaches.

• **Section 1209(b)(1)** permits parents who are school coaches to work with, instruct, transport, and register their own children in camps; and Section 1209(h)(1) allows parents who are school coaches to coach their own children on non-school teams. These rules apply to natural or adopted children.

• **Section 1209(h)(1), (2), and (3)** removes incoming ninth graders from the player limitations on non-school teams. This means that a student who has not yet entered the ninth grade is not counted on the limit of three students for non-school basketball, four students for seven-man flag football, and four students for volleyball. **CAUTION:** Once a student enters the ninth grade (i.e. school begins), the ninth grade student is counted in the player limitations.

• **Section 1209(b).** Students may now attend camps during the December holiday break in all team sports except basketball. Coaches from a student's school district attendance zone cannot work with, instruct, transport, or register their students in these camps. Schools shall not furnish



**Bill Farney**

school equipment and/or school owned individual player equipment for use in these camps. No more than the following number of ninth through twelfth grade students from the same school district attendance zone are permitted to play on the same team in games played in these camps: Basketball and Softball: no limit; Football: 4; Soccer: no limit; Volleyball: 4.

• **SOCCER.** The first day for soccer scrimmages is Thursday, January 6, 1994.

• **GIRLS SOFTBALL.** 1280: Post Season Play-offs. In 1994-95, Softball teams are permitted by mutual consent to play two-out-of-three series. Certain conditions must be utilized and the two-out-of-three series is limited to Friday and Saturday.

• **Officials Fees** for Softball officials have been increased. The new schedules for fees will be in the *Constitution & Contest Rules* and in the *Softball Manual*. **NOTE:** Fees for other team sports have not changed. However, schools may be asked to pay officials mileage based on whatever is approved in September as the state mileage rate.

• **Coaches and officials** will be required to register with the UIL and attend meetings. (This new provision is explained by Cynthia Doyle in a separate article in this publication)

• **GOLF.** The maximum stroke limitation in regional and state competition is nine. By district

executive committee approval, district tournaments could utilize the same provision. This new regulation is intended to reduce the time required to play a round of golf. Some courses have experienced six hour or longer rounds of golf, which tends to jam up the course for groups playing at a regular pace. School coaches are urged to emphasize good golf etiquette and game management in order to keep the "welcome mat" available to high school players.

• **Section 1209(m): Coaching Restrictions.** For non-school competition before and after the school season, school coaches may assist in organizing, selection of players and coaches, and supervision of facilities. School coaches shall not coach or instruct students from their school district attendance zone, except as specifically provided by Section 1209(h)(2)(A) in Baseball and Softball. School coaches shall not be involved with these non-school activities on school time.

This provision was approved to help prevent high school athletes from inadvertently violating UIL rules. It places more responsibility on school coaches to oversee without getting involved in coaching their players or pressuring them to participate.

• **Section 1208(t)(1) and (2): Sites defined for all team sports.** (1) Home sites. When two schools flip for two separate sites other than their home field or court, the sites are considered home sites unless both sites are near mid-point.

(2) Neutral sites. A site mid-point or near mid-point, or a site agreed on by both schools are neutral, is a neutral site. Unless mutually agreeable, a site cannot be neutral if its distance from either school is more than two-thirds the total distance between the two schools.

• **Section 1208(u): Mid-point sites.** Unless mutually agreed otherwise, post district contests in the team sports of baseball, basketball, soccer, softball, and volleyball, shall be at a mid-point site

for schools located more than 100 miles apart.

• **FOOTBALL.** August 15, 1994, is the first day for contact activities for Conference AAAAA Football with spring training. Previous calendars had this date listed incorrectly as August 16th.

• **Section 441(a)(4) and (b)(4): Amateur Athletic Status.** (a)(4) It is a violation of the athletic amateur rule for parents of student athletes to accept tickets to athletic contests where their children are participating; it is also a violation for parents of student athletes to accept free pass gate admission to athletic contests where their children are participating unless they are at the contest in another capacity (i.e., if the parent is an employee of the school or a board member, or working at a concession booth, etc.)

(b)(4) Exceptions: Participant schools and member school districts may permit student athletes to attend contests by admission through a pass gate.

**NOTE:** This could be judged an institutional violation and/or an amateur athletic rule infraction.

There are some other rules changes, but the above should cover major areas. In addition to these rule changes, we would add the following items as suggestions for next year.

• In any sport, do not postpone a game or match until the end of the season. This often creates a situation whereby school have to flip a coin because they simply run out of time and playing dates. Please schedule postponed contests as soon as possible to avoid end of season problems.

• Look at your softball and baseball schedules and revise to avoid conflicts with the regional academic and athletic spring meets. State law does not permit a school to move a Friday game back to Thursday, unless Thursday is the last day of the school week.

Continued on page 11

## Purpose of COPE is to define individual responsibility

Project COPE (Coaches/Officials Positive Expectations) is an innovative joint venture between school coaches and sport officials. The implementation of Project COPE will begin this summer as the officials, school administrators, coaches, and UIL staff develop and share specific areas of concern in organizational meetings.

The responsibility of officials, coaches, administrators, and the UIL staff are crucial in the process adopted by schools through the UIL Legislative Council. COPE is a participatory process that (1) gives clarity to information dissemination, (2) opens two-way communication between coaches and officials, (3) clarifies rule changes, and (4) defines reporting procedures for recommendations or complaints within each sport.

The impact of COPE seminars will be reflected in the very essence of high school sport competition. A working knowledge of the UIL rule as well as the sport-specific rule will reduce the number of confrontational situations during school competition. The primary concern during the onset of the COPE curriculum is to define the responsibility of each party involved in UIL sports.

The role played by officials, coaches, administrators, and UIL staff is crucial in communicating the UIL philosophy and expectations.



**Cynthia Doyle**

Southwest Officials Association will continue to oversee the mechanical training of officials. Through chapter meetings and state meetings, persons who officiate UIL activities will be responsible for knowing the philosophy, expectations, and procedures of UIL officials. Southwest Officials Associations will also be instrumental in the interpretation of National Federation rules. By revisiting the rule, the intent, and the interpretation of the rule annually, officials will become more efficient in rule application. For UIL officials, COPE meetings are recommended in 1994-95 and mandatory in 1995-96.

The responsibility of the official is to attend an annual meeting that includes the COPE curriculum. In addition to attending a COPE meeting, each official must register with the UIL if they want to be considered for UIL district playoff or

state level competition.

Public School Administrators have passed a rule that is designed to address problems as seen by the coaches and administrators. By passing this rule, administrators have the responsibility of seeing that each coach in their district is in attendance at a COPE seminar. COPE seminars may be organized by the school district, official chapter, coaching association, or UIL staff. Attendance in the early phases of seminar implementation is to be kept by the school administrator. In many cases, the school administrator will him/herself be the messenger of the UIL COPE curriculum.

It is important for each facilitator of UIL sporting events to actively participate in the design of the curriculum as well as the discussion of the problems. The COPE seminar is required for all UIL coaches and will be offered through summer coaching school, school organized COPE meetings, and a special officials invitational meeting coordinated through local chapters. COPE meetings are recommended for 1994-95 and mandatory for 1995-96.

The invisible glue of the COPE project will come from the UIL staff. It is the goal as well as the responsibility of UIL to assure that each facilitator (coach, official, administrator) demonstrates the

UIL philosophy. Input from statewide resources will allow the UIL staff to elevate issues that are pertinent and pressing. In an effort to regenerate the positive aspects of competition, UIL is committed to revisiting both UIL rules and National Federation rules annually. It will be the responsibility of the UIL staff to share rule revisions in a timely manner. In addition, UIL staff will raise the level of consciousness in both coaches and officials by addressing important issues and taking appropriate consideration forward for Athletic Council consideration. The raising of concerns will be reflected in a renewed curriculum that the UIL will generate annually, with special points of emphasis in accordance with the needs of schools.

UIL will have officials register with them directly to have current rosters of officials who call UIL events.

COPE is a curriculum that requires adult participation to assure that high school sports is everyone's business. School administrators and UIL staff have made the commitment to open channels of communication between the coaching and officiating sides of the coin. Whether our business is the philosophy, mechanics, education, sportsmanship, or rule interpretation, we must work to improve the area of high school sport.



## It's time to give something back

Professional sports team have obligation to support youth athletic programs

Recently I attended a symposium on sports, hosted by the University of Texas at Austin. This symposium examined the issues of integrity in athletics, the value that sport contributes to society, and other significant issues.

Many fine experts participated on the various panels. Moderator Dick Schaap led a field of high profile authors such as Bud Shrake, Roy Johnson, H.G. Bissinger, and John Underwood through an array of issues. Participants such as former Congresswoman Barbara Jordan and Cedric Dempsey, Executive Director of the NCAA, helped lend credibility to this distinguished group.

I could not help but notice as I listened to these experts, that neither coaches nor athletes were represented on the panel. While there were a few former athletes, I found it hard to believe that a symposium on sport would not include current athletes and coaches. How, might I ask, could there be any discussion of issues on the integrity of sport without involving at least one coach and present-day athlete? At least coaches can properly address the needs of athletes and athletic programs.

H.G. Bissinger, author of *Friday Night Lights*, is a controversial enough figure in Texas following his book on the Odessa Permian High School football program. He further enraged some Texans with his outbursts during this symposium. Yes, some athletes are exploited. And I will agree that we are overzealous at times in our programs. But for the most part, our programs in Texas represent the best of our society. The problem is that our models are not very good.

I just grow a little bit tired of reading about the exploits of the professional athletes who should be role models for our youth. The focus of these pro athletes is generally on the money they earn and the endorsements they make. There is something inherently wrong with a shortstop who hits .214 making \$1.6 million per year. What it does is reward mediocrity. The problem with that is that our young people see this example and ascertain that mediocrity will get them ahead in life. This is



**Charles Breithaupt**

just one of the problems I think that professional sports causes for high school athletics.

The slant of the discussion surrounded the greed that has been manufactured at the professional level. Certainly the commercialization of the NBA, NFL, and major league baseball has reached every level of our pocketbooks. Professional sports are entertainment. We have a choice on whether we want to attend a pro game and pay the exorbitant price of tickets, hot dogs, t-shirts, etc. I for one choose not to spend my money in that fashion.

I chose to stop supporting the professionals when I heard the following story. A few years ago, during spring training, the Pittsburgh Pirates decided to split their team into two squads for games at separate sites. One team was sent six miles down the road. They were asked to take their own cars on this trip. All was well until these multimillionaires turned in reimbursement requests for this 12 mile round-trip. This epitomizes the greed that runs rampant in professional sports.

Yet, we continue to pour money into the coffers of our favorite franchises. The profits of merchandise sold by these teams alone could pay for many of the underfunded programs in our public schools. But, never a hand is raised by these teams to support high school athletics.

Our high school and junior high athletes are the ones who drive the industry of professional athletes. From autographs to posters, replica jerseys, caps, shoes, etc., Texas pro teams alone make millions each year off the youth of Texas. It would seem appropriate that at least a small percentage of this revenue could be given back to the kids.

I will agree with Bissinger on one count. We need to emphasize our junior varsity and feeder programs. While most of our attention is found in our varsity teams, the programs underneath are often neglected. When students try out for a sport, they should receive adequate attention and coaching at every level. There is never an excuse for neglecting or short-changing our greatest resource.

The answer to the neglect of our programs might easily lie with these professional teams we have come to adore. While every school in the state is concerned with the rising costs of programs, shouldn't we look to the pros for support? Why couldn't these Texas franchises chip in at least at the local level to support athletes in their own cities?

Perhaps a surcharge on ticket sales or a percentage of the team merchandise sold could be given back to the young athletes of Texas. These additional revenues would allow public schools to provide better facilities, more uniforms, and more coaches for these programs that are generally short-changed during the schools' budgeting process.

While I certainly support all of our Texas professional franchises, I wonder what would happen if for one game day Texans stayed away. If the money that would have been spent at the major league parks and stadiums were then given to public school athletic programs, much good could be done. Our young people would benefit greatly from such an endeavor.

I don't advocate such action, but I do support any move that the Oilers, Cowboys, Astros, Rangers, Spurs, Mavericks, Rockets, and Stars would make an effort to assist junior high and high school sports programs. Any act of benevolence would ensure that quality programs could continue at every level.

All of that to say this: Any time a group is gathered to discuss issues in sport, a coach should be included in the panel. In doing so, the needs of athletes and athletic programs will be properly addressed.

## Rule changes

Continued from page 10

- Be sure all of your team sports (except football) have a playing date open at the end of the season to play off a tie. Nothing is more frustrating than having to flip because you run out of days.

- Avoid playing in "rounds." There is hardly ever enough definition to cover the combinations of 1st round ties and different teams in second round ties.

- Have a combined meeting before school is out this spring with music, academic, and athletic sponsors. Bring your calendars and a UIL calendar. See if some of the conflicts can be worked out. Schedule around state-wide testing dates.

- Set up a schedule for August to orient all coaches to their responsibilities for the year, including the UIL athletic plans and codes.

Every year in education is a crisis. Why? Because each year a new group of students enters the formal system and a group exits through graduation or drop-out. All of the staff at UIL wish you the very best of success in your culminating this scholastic year and preparation for the next. Your work is never done, but you have a noble-precious mission in your trust.

## PUBLIC REPRIMANDS

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

### COACH, SCHOOL

#### ★ SOCCER

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

## Finding the right debate workshop

Continued from page 8

evaluating the track record of a lab leader. A careful look at the credentials of the lab leaders is certainly important, but do not automatically assume that collegiate competitive success will make an individual a good teacher. Ask questions about the staff's experience as educators and about the instructor's philosophy of forensics to determine if the camp is right for you or your students. Also, when considering the best camp for students, you should also feel comfortable with the supervision of the campers during the sessions. Parents should know that their son or daughter will be well cared for by a responsible and mature staff.

The camp's facilities also should be evaluated. Most camps are directly affiliated with a university and therefore have the institution's physical support. The research skills that your students gain during these sessions are far more valuable in the long run than spending time cutting and pasting evidence already researched. Library holdings and the willingness of the library staff to assist summer workshopers

in this task are concerns that every teacher should have. Remember, part of the reason you send students to camp is to have access to research materials they would not have at home.

The cost of the camp is a final, and often the determining factor in selecting a summer workshop. Costs by college run workshops are often set by the university sponsoring the camp with the institution taking a percentage of the receipts to cover facility use. Some of these are non-profit, but the majority run the camp for profit. Camps that are not directly affiliated with a college or university set prices based on faculty salary and facility costs. Evaluate these services and the experience level of the instructors to figure if you are getting your money's worth.

All in all, summer workshops should be a fun and educational experience for you students. If the match of camp to debater or I.E. competitor is made carefully, the skills your students will gain will be well worth the time and effort of seeking out the best summer institute for you.



## 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 bracket {} 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 1993-95 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.

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<sup>b</sup> clarinets, alto clarinet, 2 bass clarinets, B<sup>b</sup> or E<sup>b</sup> 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.

## RECOMMENDED DISTRIBUTION

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LIBRARIAN  
ACADEMIC COORDINATOR  
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BASEBALL COACH  
GIRLS' BASKETBALL COACH  
BOYS' BASKETBALL COACH  
FOOTBALL COACH  
GIRLS' TRACK COACH  
BOYS' TRACK COACH