

League

SEPTEMBER, 1994
Volume 79 • Number One
ISSN 0897-4314

San Antonio to host SuperConference

Scheduling conflicts force cancellation of UT-Austin SAC

Because of conflicts with a Longhorn football game and law school examinations, the UIL's October 1 conference to help prepare academic coaches and students for spring meet contests has been moved from the UT-Austin campus to the University of Texas at San Antonio.

The conference will focus on all the academic contest areas except one-act play.

"UTSA is thrilled to host the conference," academic director Pat Wisdom said. "We anticipate an excellent workshop in San Antonio."

Unfortunately, facilities to host the 2,000-plus students who annually attend the Austin one-act play sequence of the SuperConference were unavailable, forcing this portion of the workshop to be canceled, she added.

League drama director Lynn Murray said the one-act play sequence will be held on the UT-campus on Nov. 19. Programming will be held from 9 a.m. to 4 p.m., and will include a performance of Moliere's "The Learned Ladies."

The decision to cancel the Austin conference was based on the unavailability of classrooms and the rescheduling of a UT football game.

"The large classroom facilities needed in putting on a conference of this scale will be unavailable because of LSAT testing scheduled on campus that day," Wisdom said. "Standardized testing generally receives top priority in the scheduling of classrooms so we would have been forced move to a variety of buildings across campus had we attempted to host the workshop on October 1."

To further complicate the matter, the Texas Longhorn football team will be hosting the University of Colorado in an afternoon game.

"It is impossible to find a parking place on or near campus on a home football weekend," Wisdom said. "So this made the decision to cancel the conference easy."

"In our original conference planning, we were working from a 1994 schedule that had UT playing Rice in Houston on October 1," she added. "Somewhere along the way, UT changed its schedule, and we were never made aware of it."

In some ways, the opportunity to host a SuperConference in San Antonio has unintended benefits, Wisdom said.

"South Texas schools are traditionally among the most fervent supporters of the UIL academic contest

CONTINUED on page 6



I'm tired

Bailey Marshall announces he'll step down as UIL director on March 1

AFTER 17 years at the helm, UIL Director Bailey Marshall announced his retirement at an August 9 press conference at the University of Texas at Austin. His 27-year tenure with the league will end on March 1, 1995.

A committee composed of members of the University community and the public schools will conduct a search for a new director and make a recommendation to UT Austin President Robert M. Berdahl, who will make the appointment before next March.

In announcing his plans, Marshall said he planned to "continue in some way to support the education system" but added that the grind of constant litigation and other battles has taken its toll.

"I don't plan to retire totally, but to slow down and lift the burden off these shoulders because they are getting a little tired and weary," he said.

Marshall said he was most proud of the greatly improved and enlarged academic program "that better meets the needs of the students in our schools. In particular, I am proud of the growth in the number of programs offered at the elementary and junior high level and the number of schools that participate."

Other significant changes he cited were:

- More flexibility in the penalty structure. "Today the UIL may penalize the person responsible for the violation rather than the students," he said. "This has resulted in a reduction of what we call automatic "death penalty" rules and disqualification for teams."

- Allowing for appeals and hardship waivers of eligibility rules.

- Providing flexibility in playing and workout rules

THE MARSHALL PLAN

- Joined UIL in February, 1967 as an assistant athletic director; named athletic director in September, 1967; named assistant to the director in September, 1972; appointed UIL director, September, 1977.

- Was a teacher and an administrator in public schools in Gladewater, White Oak and Lockhart, and achieved a winning record as football and track coach at White Oak, including a state championship in track in 1958. In addition to his Ph.D. from UT Austin, Marshall holds bachelor's and master's degrees from Stephen F. Austin State University. He was selected to the Hall of Fame and Hall of Honor at Stephen F. Austin.

that allow more freedom to coaches and players.

- Achieving better ethnic and gender representation on the League's legislative and judicial committees and on the administrative staff.

- Improvement in the music and athletic programs, especially the girls' athletic programs, both in number of activities and number of participants.

"I am proud of the League and feel it will continue to be one of the most effective and efficient organizations operated in the public

CONTINUED on page 2

"He modeled the virtues of honesty, hard work, fair dealings and compassion for others. I am proud to have been associated with Dr. Bailey Marshall."

— Dr. Victor Rodriguez, San Antonio ISD

No-pass, no-play authority delegated to UIL

On June 1, 1994, Lionel R. Meno delegated his authority to UIL to serve as hearing authority over matters pertaining to the enforcement the no pass, no play law and related State Board of Education policies for UIL activities.

"I will instruct TEA staff to inform schools calling the Agency that the UIL will provide all guidance in this area for UIL activities," Meno said. "To implement this change, please notify all UIL member schools that your staff will assume this role. You will continue to interpret these laws and any changes in law or policy until notified otherwise by me or my successor."

The League has mailed copies of a manual, *Side-*

QUESTIONS

regarding no pass, no play, one contest during the school week, eight-hour practice limitation, and 10 extracurricular absences should be direct to Bonnie Northcutt. If she is not available, ask for Richard Floyd or Charles Breithaupt.

by-Side, to all principals and superintendents with requests to copy for their staff.

Key points in interpreting the athletic period and preparation for extracurricular marching performance are as follows:

- Schools with traditional 45, 50, or 60 minute schedules for all classes do not receive additional time for athletics and/or marching band.

- Schools electing to institute modified block schedules (called modified because they choose to schedule athletics/marching band every day) get 60 minutes only (to include dressing out and redressing

CONTINUED on page 6

Marshall praised for 'remarkable dedication'

CONTINUED from page 1

school business because the schools are directly involved with the process of rule making and rule enforcement," he said. "The organization belongs to the schools, and as long as the schools are allowed to oversee it, it will be strong."

Marshall is directly responsible for much of the League's strength, several speakers said.

"The University Interscholastic League, under the direction of Dr. Bailey Marshall, has become the most respected, emulated organization of its kind in the United States," said Virgil D. Tiemann, 1994-95 chairman of the UIL Legislative Council, the policy-making body of the organization. "Literally millions of Texas youths and thousands of coaches, directors and sponsors owe a debt of gratitude to Dr. Marshall for his years of dedicated leadership."

Dr. Thomas Hatfield, dean of UT's Division of Continuing Education, praised Marshall for his "remarkable dedication to duty as director of the UIL. He has been willing to assume and exercise the many responsibilities of the office. Most outstanding has been his consistency in making fair and reasonable decisions to enforce standards and rules. Often his

decisions demanded great courage, and I know of no instance in which he shirked from his duty because, in the most fundamental sense, he has always devoted himself to what he believed was best for the schoolchildren of Texas."

Author of several articles on organization, administration and interschool activities, Marshall's particular interests include the prevention of high school football injuries and fatalities, organizational theory and management theory. He has served as chairman of the National Federation of State High School Associations and the National Alliance Baseball Rules Committee. He also was a member of the NCAA Football Rules Committee and the National Speech Committee.

"Dr. Bailey Marshall's tenure at the helm of UIL has been characterized by competence, responsiveness to the field and a commitment always to do what is truly best for students," said Jill Shugart, superintendent of the Garland Independent School District and member of the UIL Legislative Council. "The superintendents, the principals, coaches, sponsors and schoolchildren of Texas have all benefited greatly from his leadership."

ACCOMPLISHMENTS

- Opened up the rule-making process to schools, school administrators, coaches, sponsors, teachers, students and parents.
- Initiated an appellate and waiver process to provide for hardship waivers for the parent-residence rule and the four-year rule.
- Relaxed the rules for off-season participation and summer camps.
- Tightened rules regarding interference with school and study time.



Dr. BAILEY MARSHALL

Belief in value of extracurricular activities keeps Marshall motivated

by **BRYCE ALLEN**
Burnet High School

He has stood by Texas high school sports through all the controversy and confrontation that accompany years of change. In his 28 years serving the University Interscholastic League, he has successfully guided the League through integration of schools, the individual's rights movement, and the educational reform movement. In the end, however, it was the lawyers that pushed Dr. Bailey Marshall into announcing his retirement.

Marshall has served the students in the state of Texas for many years. He was an assistant coach and teacher at Gladewater High School and White Oak High School. While coaching football, he compiled a 62-14-3 record, won or tied 5 district championships, and led his teams as high as they state championship. Coaching track, his team won the state championship in 1958. He served as principal at White Oak and Gladewater, until leaving to work for the UIL in 1967.

"I've enjoyed working with and for students in this state," Marshall said. "I've enjoyed seeing youngsters

BAILEY MARSHALL first announced his intention to retire at the 1994 State Meet Feature Writing Contest. Bryce Allen won the overall state championship for this feature story.

grow through competition. Kids gain experiences in competition that can't be gained in the classroom."

Throughout Marshall's career, he has most enjoyed working with the people.

"I enjoy working with school people, youngsters, judges, coaches, and parents," said Marshall.

"When I was coaching, the youngsters were closer to me than they were to their parents. If they were in trouble, they could come to me. I miss watching them grow and improve."

Marshall has long believed in the value of extracurricular activities to teach "youngsters," as he affectionately calls them, lessons that can't be learned in the classroom. Even adults, he feels can learn from them.

"The thing I remember most is when I was coaching," Marshall said. "We were playing a game we were supposed to get beat in by 40 or 50 points."

His team overcame losing their star player game day to an elbow infection and held on until the 4th quarter, only to lose 7-0.

"One of the players came up to me after the game and said, 'Coach, we'll get them next year,'" said Marshall. "It finally dawned on me that all I could expect from youngsters was to do the best they could do. That was the proudest of the youngsters I have ever been."

This love of competition, as well as his love of "youngsters," has kept Marshall going through many rough times. Modern litigiousness, however, has finally forced him into retirement.

"I get exasperated," said Marshall. "I spent 70 percent of my time over a three year period dealing with lawsuits. People nowadays do not accept decisions like they used to. Its lack of acceptance in our society of rules and regulations."

Although lawsuits have weighed heavily on Marshall in recent years, he still has hope for the future. His advice to his predecessor is to follow the qualities that have led Marshall all his life: "Be honest, be open, work hard, and be on time."

ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farney, assistant director and director of athletics; Pat Farnley, assistant director and academic director; Charles Breithaupt, assistant athletic director; Peter Contreras, assistant to the athletic director; Treva Dayton, assistant academic director (speech and debate, elementary/junior high contests); Cynthia Doyle, assistant athletic director; 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; Rachel Seewald, public information officer and foreign exchange waiver officer. Diana Cardona, spring meet materials director; Dr. Nelson Patrick, music director emeritus.

UIL

(ISSN 0897-4314)

EDITOR

Dr. Bailey Marshall
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Assistant Director of Academics

Leaguer

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

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 3001 Lake Austin Blvd., Suite 3.200, Austin, TX 78703 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

The Leaguer is published eight times yearly by Texas Student Publications. It is published monthly, September through May, with the exception of a combined January/February issue. There are no issues in June, July or August. One year's subscription is \$8. Second class postage paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Mr. Larry Butler, Supt. Groesbeck ISD; Alberto Byington, Supt. Brooks ISD, Falfurrias; Ms. Sandra Lowery, Supt., Slocum ISD; Dr. Teresa L. Long, Austin; Mr. Lloyd Choice, Dep. Supt., Houston ISD; Ms. Virginia Stacey, Supt. Lackland ISD; Mr. Greg Sherwood, athletic director, Lubbock ISD; Ms. Katherine Rains, Cleburne; Mr. George Vaults, Bryan.

LEGISLATIVE COUNCIL

Chair: Virgil Tiemann, Columbia-Brazoria ISD; 1st Vice chair, Robert Ryan, Seminole ISD. 5A — Bill Graves, San Angelo ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; James Lehmann, Weslaco ISD. 4A — Ben Gilbert, Stephenville ISD; David Montgomery, Waxahachie ISD; Virgil D. Tiemann, Columbia-Brazoria ISD; Byron Steele, Jr., Schertz-Cibolo-Universal City ISD; 3A — Robert Ryan, Seminole ISD; Justin Wakefield, Frisco ISD; Bill Shaver, Bellville ISD; Newell Wools, Hondo ISD. 2A — Don Gibson, Wall ISD; Dan Owen, Holliday ISD; Gene W. Whitell, Troup ISD; Frank Stephenson, Yorktown ISD; A — Bill R. Mayfield, Happy ISD; Randy Savage, Gordon ISD; Dan Jones, Trenton IS; Johnnie Haverland, Meridian ISD.

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

School year begins with minimum of music rule changes

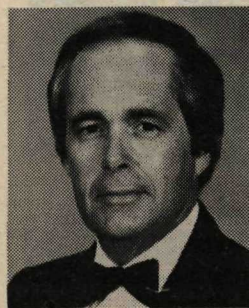
Contests must be within framework of the schools' educational mission

Only four music rule changes have been made for the 1994-95 school year, perhaps the fewest in UIL music history. Even so, they are important and should be duly noted. Remember that all of these rule changes were discussed by the TMEA/UIL Music Advisory Committee, reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. All proposals were ultimately presented to the State Board of Education for final approval. They are currently in effect.

Each rule change is referenced as it appears in the 1994-95 UIL Constitution and Contest Rules.

• **BAND students participating in more than one concert band**—Section 1102 (b) (2): It is generally understood that a student can not compete in more than one group in each organization event. In other words a student can not be in two full orchestras, two concert bands, or two treble choirs for example. There now is one exception. A student playing a wind or percussion instrument in a varsity or non-varsity concert band may play a keyboard instrument (piano, celeste, synthesizer, etc.,) or harp in another competing band representing the same school.

• **PARTICIPATION of sixth grade students**—Section 1102 (b) (3): There are now two provisions whereby a sixth grade student can participate in UIL concert and sight-reading contest. (1) A string student may participate in the contest if he or she is enrolled in the corresponding music class. Specifically, the student must be enrolled in the orchestra class. This means the student can not simply be brought in from a beginning or intermediate string class to augment the instrumentation of the competing orchestra. (2) The same provision applies to band and choir students with one additional stipulation. The competing organization must be comprised of a majority of students in grade seven or above.



Richard Floyd

• **JUNIOR high school classification**—Section 1102 (k) (2)-(3): Junior high schools with the ninth grade as the top grade will no longer be referred to as C/CC/CCC schools. Instead these schools will be referred to as B/BB/BBB schools. Enrollment figures will remain the same. This change was made in an effort to minimize the confusion that has existed in the past between middle schools (grades seven and eight) and junior high schools (schools with the ninth grade as the top grade) that were both referred to as C/CC/CCC schools. There are no changes in the enrollment figures. Thus:

Conference C Middle Schools will consist of grades 7 and 8 with an enrollment from 0-249. Conference CC Middle Schools will consist of grades 7 and 8 with an enrollment from 250-649. Conference CCC Middle Schools will consist of grades 7 and 8 with an enrollment of 650 and above

Conference B Junior High Schools will consist of grades 7, 8 and 9 with an enrollment from 0-249. Conference BB Junior High Schools will consist of grades 7, 8 and 9 with an enrollment from 250-649. Conference BBB Junior High Schools will consist of grades 7, 8 and 9 with an enrollment of 650 and above.

• **REVISIONS in the vocal sight-reading procedure**—Section 1111 (f) (2)-(6). This past year a committee was appointed at the request of the UIL/TMEA Music Advisory Committee to modify and clarify the procedures for the UIL vocal sight-reading competition. While the changes are not extensive they do provide some new options for the director.

In the past the tonic chord could only be sounded at the beginning of the six-minute study period. The tonic chord can still only be played once in broken chord style but the director now has the option of determining when during the discussion period he or

she wishes for the students to hear the chord. Otherwise the structure of the study period remains the same.

There is no change in the procedure for the first reading with the exception of the fact that verbal counting by the director to initiate the reading is specifically prohibited.

During the second study period, which is only one minute in length, the director again has the option of determining when the tonic chord in broken chord style is sounded.

During the second reading, which must be done a cappella, all groups (including 4A and 5A varsity choirs) may continue to use their preferred method of sight-reading or may sing the words printed in the score. The director's decision to use text or not will have no bearing on the final rating. Again, the director may not verbally count off to begin the reading.

The foregoing is a summary of the revisions in the choral sight-reading procedures. Directors are encouraged to carefully study the exact language of the rule changes as they appear on page 173 of the 1994-95 UIL Constitution and Contest Rules so that they fully understand the revisions before going to the sight-reading contest this spring.

Be mindful of the fact that, while being extra-curricular in nature, the music contest programs are curricular based and are intended to evaluate the established essential elements in music. Consequently the sole purpose of the contest rules and regulations for our music programs is to provide the best and most equitable kinds of educational competition for our students within the framework of the total educational mission of our schools.

As the new school term begins it would be wise to review the entire Music Contest Plan to minimize the potential for problems or misunderstandings as the year progresses. The better we understand the guidelines under which we operate, the more successful we will be in providing rewarding and problem-free performance opportunities for our students. Questions concerning any facet of the music contest program in Texas may be addressed to the UIL State Music Director at (512) 471-5883.

Denius Awards to continue through 1994-95

Funding has been secured to continue the Denius Award program through the 1994-95 school year.

Established in 1991, the UIL Denius Sponsor Excellence Award is made possible by a grant from the Effie and Wofford Cain Foundation. Mr. Frank W. Denius, for whom this award is named, has been a director of the Cain Foundation since 1955.

Through this program, 10 of the most outstanding high school coaches, directors and sponsors have been honored annually for their dedication and commitment to the students of Texas and for the benefits they bring to these young people through UIL educational competition. Each recipient of the award receives a check in the amount of \$1,000.

Nominations are made by peers or members of the community in one of three categories: academic contest sponsors, athletic coaches and music and one-act play directors. The nominees must have sponsored high school UIL activities for no less than five years.

All nominations should be submitted to the high school principal who will initiate a process to select one outstanding nominee. Only one nominee from each high school may be sent to the state judging committee. The nominees must be recommended by the high school principal and the superintendent. The superintendent should send the nomination form to the Denius-UIL Sponsor Excellence Award Committee at the UIL office postmarked no later than Oct. 1.

Option allows new music programs to enter as non-varsity groups

During the summer meeting of the UIL/TMEA Music Advisory Committee it was suggested that Section 1102 (l) (2) be discussed in *The Leaguer*. This provision states that: "At the option of the music director and local school officials, music organizations representing new music programs may enter as non-varsity groups in the conference to which they are assigned until such time that the organization earns a division one rating."

This option was created to aid schools that were establishing new music programs. For the purpose of UIL Music Competition the term *new music programs* will be defined as follows.

(1) A distinctly new program in an established high school. Example: The addition of choir to a AAA school that only offered band in the past or the addition of a string program in a AAAAA high school that has previously only offered band and choir. Or,

(2) Any music programs in a newly opened school. Or,

(3) A music program that has existed in the past if:

For the purpose of UIL competition, new music programs will be defined as:

- | | | |
|---|--|--|
| (1) A distinctly new program in an established high school. Or, | (2) Any music programs in a newly opened school. Or, | (3) A music program that has existed in the past if: (a) The performing groups in a one or two year school have not participated in UIL Music Competition for two years or more. (b) The performing groups in a three year school have not participated in UIL Music Competition for three years or more. (c) The performing groups in a four year school have not participated in UIL Music Competition for four years or more. (d) And, there has been a change of personnel in the teaching position responsible for the performing groups. |
|---|--|--|

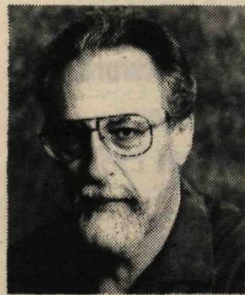
three year school have not participated in UIL Music Competition for three years or more. (c) The performing groups in a four year school have not participated in UIL Music Competition for four years or more. (d) And, there has been a change of personnel in the teaching position responsible for the performing groups.

It was the intention of the State Music Office when this rule was proposed and adopted that it would create a valuable window of opportunity with realistic expectations for new music programs and programs that were in the early stages of rebuilding. Directors are encouraged to consider this option if they fit the criteria outline

above and are seeking a realistic, competitive challenge for their students. At such time that the program matures and achieves a Division I rating it would be elevated to varsity competition the following year and would participate with other established programs representing schools in the same conference.

This change should not be viewed as a relaxation of standards but rather as a provision designed to accommodate and encourage organizations in these kinds of circumstances to participate in UIL Music Competition at a level where they might anticipate a positive learning experience.

Feedback sought on theatre educators' proposed ethics code



Lynn Murray

UT-Austin SuperConference rescheduled for Nov. 19

The one-act play portion of the Student Activities SuperConference, originally set for Oct. 1 at the UT-Austin, has been rescheduled for Nov. 19. Programming will be held in the UT-Austin Department of Theatre and Dance from 9 a.m. to 4 p.m., and will include a performance of Moliere's "The Learned Ladies."

The academic portion of the workshop will be held October 1 at the University of Texas at San Antonio. For more information, see story on page 1.

With 1105 entries and 1092 actual participants, the highest in League history, 1993-1994 was a great year in OAP. Numbers are not the ultimate. The quality continues to improve at all levels, and the State Meet OAP contest reflected superior quality and was a super experience for most of those involved.

I can't say everything was perfect. The lights didn't always work and equipment failed in a few cases, but the quality, effort and enthusiasm projected by every company was not diminished by the problems they overcame. All communities that had representatives at the State OAP can be justifiably proud of their students. I should also note that we had a great State Meet OAP "Honor Crew." The 40 students reflected the strong commitment, dedication and training supported by their participating directors, administrators, and communities.

The year was enhanced by strong programming at the Texas Educational Theatre Association Convention in the Plano Convention Center, strengthened by the committee work and programming of the Texas Educational Theatre Association Adjudicators' Organization and the UIL Advisory Committee of TETA. Both groups had productive spring meetings prior to the UIL Academic Committee meeting in June. Major efforts have been made by both groups to support and improve the UIL OAP process. One of the most visible results was recommended by the UIL Advisory Committee and supported by TETAAO. A proposed "Ethics Code" was developed by a UIL Advisory committee sponsored Ad Hoc Committee, chaired by Rachel Mattox, which met at Taylor High School in Katy. Those participating in addition to Mattox were: Marilyn Miller, Mavournee DuBose, Kathy Powdrell, Paul Crump, Freddie Buckner, San Lorenz, Rachel Smith, Julie Carr, Tal Lostracco, Mollie Marsh, Travis Poe, Davey Vela, Norma Watts, and Lou-Ida Marsh (TETAAO).

The suggested draft would add a section to the current OAP rules. This draft was endorsed by the TETA High School Interest Group meeting during the July K-12 Workshop at Sam Houston State University in Huntsville. The TETAAO Administrative and UIL Advisory committees will meet in joint session in January during the TETA convention. The results will be submitted to the TETA Board for approval, and to the membership for final approval.

If you have recommendations for changes/revi-

sions or additions your recommendations should be directed to: Rachel Mattox, 12619 Trail Hollow, Houston, TX 77024.

I would be interested in your reactions to these proposals.

SECTION 1034. ONE-ACT PLAY CONTEST ETHICS CODES

The mission of the UIL One-Act Play Contest is to promote the spirit of cooperation among all involved directors, students, administrators, parents, and audience members in order to promote growth in the realm of educational theatre. The One-Act Play Contest Ethics Codes carry the force of rule. Member school districts, participant school and/or covered school district personnel who violate any of the provisions of these codes will be subject to penalty as outlined in Subsection R, Section 700.

(a) ONE-ACT PLAY CONTEST CODE. As per Section 901, the general OAP Code means to:

(1) Participate in the OAP contest in the spirit of fairness in sportsmanship, observing all rules-both in letter and intent.

(2) Direct and sponsor companies and individuals without resorting to unethical tactics, trickery which attempts to skirt the rules, or any unfair tactic which distracts from sound educational principles.

(3) Accept decisions of the adjudicator(s) and contest manager(s) graciously without questioning their honesty or integrity and extend courtesy to contest officials and site crews from the company members, school officials, and audience.

(4) Receive the critique with an open mind and with the view of improving future productions. Even more important than advancing is the development of artistic appreciation and positive human relations.

(5) Provide information or evidence regarding eligibility of any contestant or school to your local school administration, then to the proper district executive committee. To withhold information is considered dishonorable and contrary to good sportsmanship. Schools guilty of violating this section are subject to penalty as described in Subchapter R.

(b) CODE FOR ONE-ACT PLAY CONTEST DIRECTOR(S) AND SCHOOL OFFICIALS. The code for one-act play directors and school officials includes the principles described above and the purposes listed in Section 1033 (a-d) and the Guide For

One-Act Play Contest Directors in the *Handbook for One-Act Play*.

(1) Awareness, understanding and following of all rules governing the competition for which the director is responsible.

(2) The treatment of company members based on what is best for the education, general welfare and health of the student.

(3) Professional loyalty to other directors, contest manager, adjudicator and participants.

(A) Directors shall communicate the aims and rules of the one-act play contest to all company members in the early stages of the rehearsal process.

(B) Directors shall model professional behavior during the planning, the production rehearsal and throughout the duration of the contest.

(C) Directors shall be responsible for making company members, school officials, and patrons aware of the objective criteria described in the *One-Act Play Handbook* and the subjectivity involved in the process of adjudication; i.e. evaluating, selecting, and critiquing any work of art, including a one-act play.

(D) Directors and company members shall model professional decorum during all phases of the contest. For example, directors and company members, as representatives of their schools and communities, shall refrain from behavior such as disruptive, over-exuberant cheering, slanderous or overt actions of disrespect, or any other displays of negative behavior not representative of proper theatre etiquette.

(4) Adherence to the one-act play contest calendar and pre-contest planning procedures.

(5) Avoidance of any practice that would endanger the welfare or safety of any company member.

(6) Emphasis on the academic progress of participants through a check of their academic standing.

(7) Utilization of the best and most current teaching, directing and training methods through affiliation with professional associations and publications.

(8) Abstinance from any practice that solicits teachers to modify a participant student's grade for eligibility purposes.

(9) Protests and reports of violations shall be forwarded to the District Executive Committee at the Zone and District levels and the State Executive Committee at the Area, Regional and State levels, as per Subchapters P, Q, and R.

To the Editor

(EDITOR'S NOTE: This letter was written to Lou-Ida Marsh, Chair of TETAAO, following participation in the 1994 TETA convention in Plano. It is published with the permission of all parties concerned.)

Communication is simple recipe for a difficult problem

by MONTY HOLAMON

Theatre Director, Woodrow Wilson HS, Dallas

Ethics? Perceptions? Reality? When I received the invitation to serve on a TETA panel discussing these weighty matters, I became immediately mistrustful that this might be a perverse joke on the part of Lynn Murray—some sort of demented pleasure he was planning to enjoy at my expense. After all, surely he knew how often I have grimly wrestled with these illusive concepts, chain-smoking myself into a frenzy, wondering if there might be any solution, anywhere, to what I believed to be the one genuine bugaboo in all the UIL works: ethics.

The bout of mistrust proved to be only a momentary relapse as something about the title of this panel discussion began to intrigue me. I accepted the invitation half-heartedly, still mulling over my feelings on the subject. Lou-Ida Marsh sent me some gentle nudges, all strictly officious, but still I was not sure of

myself. Then, by including a recipe for fudge with her second letter, she innocently affected the conclusion of my entire argument. Proust wrote about such moments, of a cookie's taste altering our perceptions. So, I will have to say that the fudge brought me to truly believe that the perceptions we hold, rather than the reality, are at the root of many of our ethical concerns in UIL.

Of the two, it appears to me that reality is the easiest to discuss succinctly without relying on Plato or Sartre. Speaking from experience both as a subjective participant and as an objective observer, we must admit that directors and critic judges have made mistakes and will make mistakes forever. Reality is also such that these mistakes can usually be attributed to human frailty, zeal, or a bad hair day. Writing more rules will never prevent these common conditions from re-occurring. (The UIL Handbook is already almost as cumbersome as the Old Testament, and almost as unforgiving.) And yes, in reality we must admit that

dishonesty has played a part in a few cases of serious ethical concern. If this statement is offensive, I suggest we are not yet ready to discuss reality.

However, perception is the real culprit, the real challenge. It is poetic that we have our greatest difficulty in this area, being artistic people whose job is to manipulate, study, interpret, create, and critique perceptions on the stage. The world of theatre is pure perception. Could it also be at the root of the problems we have in ethical matters?

Reality: Critic judges and directors meet under circumstances which are severely strained and uncondusive to forming any balanced perception of a personal nature. With little or no sleep, after a multitude of crises, sustaining themselves on junkfood, staggering from what they hope will be the last debilitating rush of adrenaline, and quickly re-reading the Old Testament Handbook, the directors all stumble to their seats for a critique. The judge, with pittance for

We'll give the taxpayers their money's worth

Well, that was quick.

The summer, that is. I survived several summer journalism workshops, a couple of bruising trips to the water park with my 10-year-old daughter and her gaggle of friends and a really big spat over last year's state editorial writing contest.

I'm rested from the workshops. My sunburned skin has peeled and healed. But the editorial squabble remains a sore point.

The tiff stemmed from the fact that we asked students to debate a hypothetical piece of legislation that would have made it unlawful to harass gay students in high school. We asked them to debate this question: does the state have a compelling interest to protect all students—even gays—against acts of violence?

Such legislation was passed last year in Massachusetts and signed into law by its Republican governor, William Weld. Similar legislation is being considered in several other states as well.

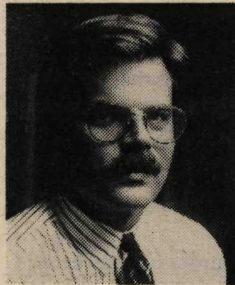
Ironically, just three weeks after the state contest, the Austin Human Rights Commission held a series of hearing on the situation of gay and lesbian youths in Austin to come up with recommendations for the Austin Independent School District and city government. Seems like some of them are the victims of the Bubbas of the world, who've taken it upon themselves to beat them until they're straight or dead.

So this isn't some arcane debate meant to titillate.

I anticipated that some students could not see beyond the buzzwords and would not separate the issue of homosexuality from violence. I was right. The topic downright offended one student, whose protests set off a chain of events that reached its nadir when a state legislator lectured me on my responsibilities to the taxpayers "who pay my salary." One of these taxpayers pecked out a letter accusing the UIL of being "infected with Gays and Lesbians" and "trying to infect our top students" as part of a conspiracy by Ann Richards and her liberal crowd who "took over the state."

I suppose the author of this particular letter meant "who were elected" since I don't recall a coup d'état.

The same state legislator also informed me—



Bobby Hawthorne

represent a position in keeping with that law in a public school setting," he stated.

Actually, I wrote that I did not think homosexuals should be persecuted.

This minor point aside, it was all very instructive, and I can't wait to start writing the 1995 contests. The District 1 editorial topic shall be: Jello: orange or red? Start collecting your data now.

It is worth repeating: the purpose of the UIL journalism program is to teach writing, reading, thinking and problem-solving skills. This is done first through the four spring meet contests: news, feature, editorial and headline writing.

These contests will deal with substantive, timely and occasionally controversial issues. While standardize test scores bob up and down, the reality remains that high school students have great difficulty writing a descriptive passage or defending a position. This summer, the National Assessment of Educational Progress found, after reviewing writing samples from 30,000 children in grades four, eight and 12, that "Many students at each grade level continue to have serious difficulty in producing effective informative, persuasive and narrative writing."

According to an Associated Press article, "Educators say the ability to write persuasively, to state a case carefully and reason with others, is especially critical if students are to succeed in today's society."

Students who excel in the UIL contests can do this and more with ease.

much to my surprise—that I was wrong to suggest that persons should not be prosecuted because of their sexual orientation. "In this case, Mr. Hawthorne, your personal beliefs are not relevant. In Texas, homosexual conduct is illegal, and public officials must

Likewise, students who participate in curriculum-based journalism programs receive excellent training in informative, descriptive and persuasive writing. Given the mountain of anecdotal and empirical evidence supporting journalism instruction, it staggers me how schools choose publications among their first targets when slashing budgets. Nor do I understand the obstacles the state has erected that discourage college-bound students from taking journalism courses. Granted, this wasn't the intention of today's restrictive curriculum, but undoubtedly it has had this effect.

The purpose of public education is to prepare students to assume responsible roles as citizens. To this end, schools teach students to read, write, cipher and think. No program better inculcates these skills than a high-quality journalism program.

And my obligation to the taxpayers who pay my salary is to make certain that UIL contests and activities focus on issues of consequence. We will not dumb-down the contests just to avoid conflict.

Now, the good news.

Patricia Gathright, adviser of publications at MacArthur High School in San Antonio, has received a grant to establish a news bureau for high school students using TENET to collect and distribute news briefs from various schools across the state and eventually across the nation.

Journalism students at MacArthur enrolled in an independent study course will be responsible for the operations of the bureau. Service is expected to begin the third week in September and run through May, 1996. For additional information, contact Gathright at MacArthur HS, 2923 Bitters Road, San Antonio, TX 78217 (210) 653-3920 ext. 130.

At least two high schools have successfully petitioned the Texas Education Agency to permit students enrolled in upper level newspaper production and yearbook production courses to earn TEA computer science credit toward the advanced graduation certificate. More about that next month.

Benefits of High School Publications

- A student newspaper improves communication among all groups in a school.
 - It gives both students and faculty a knowledge and understanding of school issues not otherwise available.
 - It gives this same understanding to parents who read copies taken home.
 - It conveys an image of the school to the community. However, a school newspaper is not intended to be a public relations piece any more than a community newspaper should be.
 - It helps to silence rumors that often arise in the absence of information.
 - It interprets school rules and regulations and provides feedback on student reactions.
 - It provides a check on student government, an essential for any democratic government.
 - It helps maintain order by reporting violations of school rules.
 - It facilitates the educational process through stories on academic subjects and courses.
 - It encourages study by giving recognition to students who make honor rolls or win scholarships.
 - It helps to inculcate in students an important reading habit which may continue after graduation.
 - Its forum of editorials, letters and signed columns encourages the resolving of issues by reasoned debate.
- from the SNPA Bulletin of the Southern Newspaper Publishers Association.

Ferentinos named Journalism Teacher of the Year

Veteran newspaper adviser Nick Ferentinos of Homestead High School in Cupertino, California has been selected the 1994 National High School Journalism Teacher of the Year by the Dow Jones Newspaper Fund. His award will be presented during the joint convention of the Journalism Education Association and the National Scholastic Press Association in Dallas on Nov. 19.

A speaker at the ILPC spring convention the past three years, Ferentinos has been teaching English since 1965 at Homestead High School and advising student publications and teaching journalism for 18 years. He is immediate past president of the Columbia Scholastic Press Advisers Association and a member of the Board of the Student Press Law Center where he served as vice president from 1991 through 1993. During the summer of 1993, he used a Fulbright grant to teach scholastic journalism throughout New Zealand. He holds a Gold Key from Columbia Scholastic Press Association and was a Special Recognition Adviser in 1988.

The Epitaph, the newspaper he advised, has been standard-setter, winning eight National Pacemaker awards over 12 years. It also earned its second consecutive Silver Crown from CSPA last year and has received seven Gold Crowns in the past 10 years.

Characteristic of Ferentinos' devotion to student

Mission adviser recognized

Dina Elder, adviser of the yearbook, literary magazine and *The Eagle Eye* news magazine, was selected as a Special Recognition Adviser by the Dow Jones Newspaper Fund. She was one of six advisers nationally selected for the honor.

The Dow Jones Newspaper Fund, a nonprofit foundation supported by the Dow Jones Foundation and other newspaper companies, encourages young people to consider journalism careers. Among its other projects, the Newspaper Fund sponsors a journalism workshop for minority students.

press rights, the Homestead newspaper staff faced post-Hazelwood censorship head-on only hours after the Supreme Court ruling was handed down in 1988. The newspaper published its story on AIDS and won the conflict because existing California legislation superseded the ruling.

"I believe that it is our duty as teachers to pass along to young people a profound understanding of their rights—and their responsibilities—in a free society," Ferentinos wrote. "Scholastic journalism is one of the few places in the school system which gives students the opportunity to practiced and use those rights."

Dallas to host national journalists at fall JEA/NSPA convention

For the first time in almost 20 years, the Journalism Education Association and National Scholastic Press Association will hold their joint annual national convention in Texas.

The convention will be Nov. 17-20 at the Hyatt Regency Hotel in Dallas, and local coordinators are hoping Texans will help make it one of the most successful conventions ever.

"We're hoping we get more than a thousand people from Texas to attend. We want to show the nation why Texas has the finest publications in America," said Randy Vonderheid, publications adviser at North Garland High School and Texas co-chairman.

"We are not having the TAJE convention in San Antonio this year so that we can put all of our attention and efforts toward hosting the finest convention possible," he added.

Persons who wish to volunteer to help with the convention should contact Vonderheid immediately at 214/494-8438.

For registration and other information, contact JEA at 913/532-5532 or NSPA at 612/625-8335.

INVITATIONAL academic meets

October 8
 ■ South Plains College, Levelland
 All UIL speech and some TFA events
 Contact: Natalie Bryant, (806) 894-9611 ext. 452

November 11
 ■ Tom C. Clark HS, San Antonio
 All UIL speech events
 Contact: Kandi King, (210) 561-5214

December 3
 ■ Ingleside High School
 Number sense, calculator applications, mathematics and science.
 Contact: Dolly N. Crawford (512) 776-2712 or 776-0267 (FAX).

January 6
 ■ Hays HS, Buda
 Cross-examination debate, Lincoln-Douglas debate, foreign extemp speaking, domestic extemp speaking, dramatic humorous, duet, poetry, and prose. Contact: Rhonda Alves, (512) 268-2911, ext. 276

January 14
 ■ Judson HS, Converse
 All UIL academic events
 Contact: Maela Kothmann or Marshella Hudson, (210) 658-6251, ext. 269

■ Montwood (El Paso) High School
 Calculator, CI&E, Literary Criticism, Math, Number Sense, Ready Writing, Science, Cross-examination debate, Lincoln-Douglas debate, extemporaneous speaking, poetry, prose, accounting, journalism
 Contact: Mario B. Maldonado, (915) 857-4400

■ Pine Tree (Longview) HS
 All UIL academic contests
 Contact: Margaret Rhodes, (903) 295-5031

February 11
 ■ United (Laredo) HS
 All UIL academic events
 Contact: Charles A. Whitfield, (210) 726-4700

February 17-18
 ■ A&M Consolidated HS
 All UIL academic events plus extra speech (oratory, humor, dramatic, duet)
 Contact: Linda Coats, 409/764-5520 or 693-0212 (fax).

February 18-19
 ■ Bishop HS
 Speech events only.
 Contact: Joe D., Trevino, Jr. 512/584-3591 ext. 206; 584-3593 (fax).

February 25
 ■ Bishop HS
 All UIL academic events except speech. Open to 1A, 2A, 3A schools only.
 Contact: Joe D. Trevino, Jr. 512/584-3591 ext. 206; 584-3593 (fax).

Top of the third: Hooray for Excellence begins third year

Teachers implementing innovative programs within the Texas public school system will have an opportunity to prove the maxim that excellence pays by entering Diamond Shamrock's 1994-95 Hooray for Excellence campaign.

For a third year, the Diamond Shamrock Football Network along with UIL will sponsor Hooray for Excellence, a campaign that awards cash prizes and statewide visibility to innovative academic programs.

During this year's 30th anniversary radio broadcasts of 5A football playoff action, Diamond Shamrock will feature pre-recorded stories about innovative programs.

Last year, more than 100 schools participated with the top 10 finalists receiving \$500 and a Hooray for Excellence recognition certification from Diamond Shamrock.

"Support for Hooray for Excellence showed a marked increase this past year," said UIL Marketing

Coordinator Rachel Seewald. "All participating schools responded with great enthusiasm and in the process gained expanded interest in their programs."

To participate in Hooray for Excellence, participants must prepare a two to five minute audio cassette presentation focused on an interesting program taking place on its campus. Any Texas public school may enter the competition.

"By using the Diamond Shamrock football broadcasts, we hope to raise awareness and interest in academics across Texas," said Diamond Shamrock Chairman Roger Hemminghaus. "The achievements of educators in our public schools are deserving of statewide attention."

Schools may obtain information about Hooray for Excellence by contacting Diamond Shamrock Hooray for Excellence, P.O. Box 1931, Amarillo, Texas 79189, (806) 374-5333. The program is open to all schools and all grade levels.



FIRST AID. Lanny Naeglin, director of fine arts for the Northeast ISD in San Antonio, stresses the importance of assisting regional academic contest directors. Naeglin was one of many speakers during the workshop for UIL academic coordinators and speech coaches, held July 29-30 in Austin.

Conferences help coaches, students prepare for academic contests

CONTINUED from page 1

program," she said. "Moving to San Antonio makes it that much easier to serve these schools, and we hope to see a number of coaches and students from schools that could not travel as far north as Austin."

UTSA is located at on FM 1604 near Interstate Highway 10 in northwest San Antonio. Patricia Graham, vice president for student affairs, will serve as

campus coordinator for the workshop.

The purpose of the conferences is to help students and teachers prepare for the spring meet academic contests. There is no registration fee of any kind and pre registration is not required.

Other conferences will be held at the University of North Texas on September 24, Sam Houston State University in Huntsville on October 22 and Texas

Tech University in Lubbock on October 29. Tentative programs will be mailed to schools in the respective regions approximately one month prior to each conference.

For additional information on conference programming, contact Wisdom or assistant academic director Bobby Hawthorne at the UIL, 512/471-5883 or 471-5908 (fax).

We should examine our perceptions in 'the light of day'

CONTINUED from page 4

recompense, suffering eight hours stooped over a tiny lamp, from a state of leprous isolation, having watched the 927th production of his/her least admired piece of dramaturgy, or the cannibalized version of his/her favorite play, and hoping to remember at least eight of the 90 or so traumatized faces, in heavy armor marches out to greet the shell-shocked directors.

Each leaves with a vivid, nearly indelible perception, no doubt. Why did that director seem so unfriendly, so bored? Why did that judge seem so flippant, or so like Moses handing down the law? But how fair are the perceptions? How accurate?

Perceptions derived under such adverse conditions easily lead to misunderstanding. Left undiscussed, unexamined, misunderstanding surely leads to mistrust. And experience has taught me that most of my questions about ethics in UIL were likely a simple case of mistrust.

This is not meant to belittle or disregard anyone's

personal belief that an ethical violation has occurred. On the contrary, I believe we should be encouraged to voice our concerns, but many directors are reluctant to do so. Such feelings do nothing but perpetuate the cycle of misunderstanding and mistrust. We all suffer from it.

I have no miraculous solution to the great ethical debate, only a suggestion: communication. Like every director, I have experienced thrills and nightmares. My first year in UIL was a little of both. I called Austin about what I believed to be an ethical concern. As a complete stranger to Lynn Murray, I ranted and raved in near hysteria and at long length to an infuriatingly calm voice at the other end of the line. Afterwards, I was quietly advised by friends to forget any high-flown plans for a future in UIL. I shouldn't count too much on winning another contest—ever. They made me feel like I had phoned the great and terrifying Oz. Collect.

This historical event and the well-meaning advice created in me an uneasy sense of mistrust. It was very

like the feeling I had at the time of the Cuban Missile Crisis. Had I cut my own throat? Was I wrong to express my honest feelings? The cure came only with time and a lot more communication on my part.

Let's not forget that communication with theatre people is not always an easy task, and certainly not under the stress already mentioned. We are mostly made up of rather shy, inward types, drawn to the theatre as a means of expressing ourselves. We put on masks, I think, more easily than others. In such a colorful group, all of our perceptions should be re-examined in the light of day. With some casual, unstrained conversation. And a little fudge.

Consider this: my first perceptions of Lou-Ida Marsh were drawn at 6:30 AM, without breakfast, in a cold, empty auditorium at the beginning of a long crisis-filled day. My second perception was drawn as I read her family recipe which was an unexpected gift. Which is reality? Will the real Lou-Ida Marsh please stand up?

Eligibility based on grade earned at end of each six weeks

CONTINUED from page 1

time.) They do not get additional time for athletics/marching band.

- Schools scheduling advanced blocks (classes meet 1-1/2 hours every day) may use only 60 minutes (to include dressing out and redressing time) per day for athletics/marching band.

- Schools using alternating day block schedules for all classes may not schedule longer athletic/marching band periods than other classes.

- Schools shall not use tutorial time, study hall time, or homeroom time for athletic, marching band,

drill team, cheerleader practice.

Nine Week Grading Periods

Schools must determine all extracurricular eligibility after every six weeks during the school year. This means a student's eligibility is based on the grade earned at the end of each six weeks period of time, not the nine-week report card grade.

"Since the passage of House Bill 72, this concept has been very difficult to explain to parents i.e., Johnny or Susie passed for the full semester but is ineligible due to earning a grade lower than 70 for the last six weeks of the fall semester," Northcutt said. "A nine week

grading period is even harder to explain. A student could pass the first six weeks, yet have a failing grade on their nine week report card and be passing at the end of the next six weeks. The difficulty of explaining why a student with an F never lost eligibility or vice versa goes up another notch. Remember, the key to eligibility with a nine week grading period is the grade at the end of each six weeks period of time."

A further complication is on an accelerated block in which students complete a 1/2 credit course in nine weeks, so teachers will not always have six weeks worth of work to grade.

What makes a winning team?

by PAT WISDOM

"How do I define 'success'? Can this still occur if a student does not win/place/beat so-and-so/ or go to regionals?"

Craig Hertel, UIL academic coordinator for Lindsay High School, addresses these pertinent questions to a large audience attending the Summer Coordinator Workshop held on the UT campus in July.

If anyone knows the answers, it would be Hertel or a number of other teachers who work with students at Lindsay High School, for this small 1A campus located just west of Gainesville celebrates the unprecedented distinction of placing first in State UIL academics for three years in a row. This year Lindsay nearly tripled the score of any other 1A school and came close to doubling the next highest score among all schools in all conferences.

Hertel goes on to answer his opening rhetorical questions and a number of other questions concerning how to build a successful academic program. He mentioned the importance of having the total support of the faculty, and he cited the fine work of Ken Lowrance, Carol Hyatt, Troy Eads, Betsy Fleitman and Mary Holland.

He also mentioned that the elementary and junior high teachers well prepared the students for UIL competition.

He also noted the importance of having each competitor set realistic goals.

"Even if your students place high or wins, talk about ways they could have improved," he said. "If a student is disappointed with his or her placing, focus on

"When we stopped worrying about winning, we began to win."

ways to improve."

He emphasized positiveness.

"Kids need encouragement. Check the ratio of positive statements you make for each statement of criticism."

He said that the manner a teacher uses in correcting a student makes the difference.

"Find ways to interrelate in-class studies, extracurricular studies, and the 'real world.'" Hertel added that making these applications best helps students to apply learning and make it meaningful. He said that "extracurricular academic activities help all students," not just his students.

What is different about successful teams? One thing that struck me as unique about this Lindsay team is the speed with which the whole group of 45 academic students and coaches (about half the school enrollment) assembled for a group picture following a lengthy awards banquet in which their third UIL State Championship trophy was presented, in addition to a number of other awards. It must have taken all of 30 seconds for the assemblage. That's what I would call "unified" team work.

Unity is seldom achieved by accident, so I asked Hertel by what means Lindsay High School has created a tradition of winning. He replied, "I'm not sure what the 't' word really means," but he went on to list some of the things he tries to do to build team spirit, unity, and active participation.

- Focus on participation. Go to several meets.
- Post, announce, and talk about the meets.
- Make the student responsible. If the sponsor is doing a majority of the work toward preparing for a competition, then the competitor may have limited vested interest in the activity.

"It's not how well you know the material," he said. "The trick is to get the student to know it."

• Consider the "style" of the sponsor and the "style" of the student. Some students and some sponsors need more structure than others. Provide space in between where the two can meet to work together toward a common goal.

• Keep cool. "Keeping cool is an effective way to make a point...and perhaps sets a more appropriate example for students."

• Don't be afraid of "messing up." Some of the best learning comes from making mistakes. "This applies to flubs by the kids and by us. . . . When we stopped worrying about winning, we began to win."

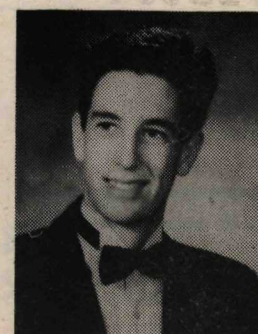
• Break up work into easily manageable steps. "I've learned the hard way not to overwhelm the kids. If it seems too colossal, you could scare 'em off."

• Utilize resources. Ex-students as tutors, judges, second opinions, etc. Use parents or other community members as helpers, consultants / other school personnel—administrators, counselors, fellow teachers, librarians, bus drivers.

Parent and community support there is strong.

• Be flexible. Each student and each situation is unique.

Perhaps most significant on a list Hertel called "Miscellany!" given to all summer coordinator workshop participants were two salient philosophies regarding effective team membership. The first was "Lose in a humble manner; win in an extremely humble manner," and the last, but certainly not least: "Listen, listen, listen, listen, talk."



Spencer Page - Quannah HS Brown Foundation Scholarship

I'd like to say that my UIL academic experience was all medals and roses, but that would be far from the realism of my career. It takes lots of work. My friend/coach/teacher, Michael Downes, has always said that so many students are capable of the success we (Quannah H.S.) have had, but it takes effort from the student and an outstanding coach to become the "cream of the crop." I have enjoyed my UIL experience and will always smile when I think of the time I spent and the trips I made with UIL. I would not trade these keepsakes for all the medals or trophies in Texas.



Courtney Rae Burch - Orangefield High School Houston Endowment, Inc.

I am a blond, blue-eyed woman who, because of UIL academics, learned to overcome the stereotype associated with such characteristics. Many times I used it (the stereotyping) to my advantage because my opponents would underestimate me. My UIL experience meant meeting lots of people from all over Texas from many different nationalities and many different cultures. It meant learning to accept constructive criticism and using that to sharpen my skills as an L-D Debater and Persuasive Speaker. It meant learning the value of teamwork and the benefits of competition. . . . I can honestly say that UIL trips to debate and speech tournaments are the best memories I have of high school. . . . UIL teaches you to feel proud and not punished for your abilities.

In Retrospect: Having survived her first year, UIL academic director turns her attention to the projects, changes and additions of the coming year

My first year as academic director has been both rewarding and challenging. Having come from 20-plus years of experience as a UIL coordinator and academic coach, one of the biggest challenges has been moving from (but not abandoning) the point of view of the individual school to a more comprehensive perspective of what is good for all UIL school students in Texas. Through the helpful input of outstanding academic coaches, coordinators and school administrators throughout Texas and a competent and caring UIL academic staff, program refinements to benefit all schools are continuing to take root.

Assistant Regional Contest Directors

For the first time during the 1993-94 school year, regional contest directors for individual academic events were provided with an assistant director. Knowing that the people who actually work with students to prepare them for competition possess the highest level of expertise, assistant directors were selected from the pool of experienced and knowledgeable academic coaches coming directly from the high school campuses within each region. The assistant directors, selected through a campus nomination process, took on both an honorary and a service position.

Without question, regional contests which were provided an assistant reported no contest procedural problems to the state office this year. Unfortunately, only about two-thirds of the contests received nominations; therefore, the other one-third did not have assistants present to answer questions and make sure that the procedures of the contest, judging and verification period were within constitutional rule.



Pat Wisdom

This year, multiple nominations will be accepted from each campus through October 1. Academic coaches and administrators are encouraged to nominate your worthy colleagues, or yourself if you know you will be able to attend your regional competition on April 21 or 22, 1995. Note that

the nominations do not include the speech, debate, or one-act-play programs. Nominations received at the League office will be placed in a drawing, and academic coaches selected for the positions will be notified by November 15. If enough nominations are not received to fill each position this year, I may be calling your school to ask for volunteers or other nominees to fill these positions.

Computer Applications Contest

The transition from Keyboarding to Computer Applications is expected to be "natural" in most school districts that have acquired upgraded technology as a curriculum priority. For some of these schools, computer labs are networked, and the purchase of two freestanding computers or laptops for competition remains a part of that technology commitment. If purchasing, remember that any brand of computer and any software that contains word processing, database and spreadsheet will work for this competition. However, upgradable hardware and software that provide "quick-

est" applications will be preferable.

As a first-year program, glitches are a given. Please feel free to call or write concerning any problems with the contest encountered throughout the year. The sooner we know the glitches, the sooner we will be able to make modifications.

Additions to the Academic Coordinator Manual

The *Academic Coordinator's Manual* is a district or high school coordinator's most important paper resource. It is designed to expedite the coordination process by putting the most-often-needed information, forms, and materials at the coordinator's fingertips. Look for the following additions to this manual (under UT orange cover) which was scheduled to arrive in your district last month: "Literacy Criticism Reading List," "Invitational Meet Information Forms," "Tally Sheets" (samples for tabulating scores at meets), "Advanced Placement Testing Conflict Information" (how to make special arrangements), "Texas Interscholastic League Foundation Scholarship Information" and "Question and Answer Sheet," "Texas Math and Science Association Resource File," an "Invitational Meet Test Writers' List," and the "1994-95 Approved Calculator List." Please note on the calculator list that TMSCA has recommended only one graphing calculator for this year. The TI-81 was recommended on the basis of its availability and usage in classrooms and for SAT and ExCET testing throughout the state. If you would like to recommend other graphing calculators for the 1995-96 list, submit your request for consideration to incoming executive director of TMSCA, Linda Rhone, at 3200 Restview, Longview, TX 75605.

OFFICIAL NOTICES

LITERARY CRITICISM

Both poems entitled "Island" by Langston Hughes, one found on page 78 and the other on page 272 of *Selected Poems of Langston Hughes*, are to be included in the 1994-95 reading list.

DISTRICT CHAIRMEN / DIRECTORS

Please note that the "District Director Information Form" mailed to you in August is to be submitted to the UIL office by September 30. If a meeting has not yet been scheduled to decide directorships, both athletic and academic, it will be important to do this as soon as possible. A complete, correct list of district directors will enable UIL to expeditiously provide districts with necessary materials and information concerning contests.

COMPUTER SCIENCE

Page 61 of the Constitution and Contest contains an error regarding the points for the team computer science competition. The line after "Computer Applications" states, "Science Team" and lists points for winners. The sixth line under "Other Academic Contests" should state, "Computer Science Team."

Concept of Spanish language contest approved

Panel agrees that a Spanish contest is a good concept to be considered if and when a legislative mandate against adding contests is lifted.

Although the UIL may not, by legislative mandate, add contests to its program, members of the Academic Committee, meeting in Austin this June, approved in concept the addition of Spanish as an academic competition.

Members of the committee—consisting of Chairperson, Wayne Schaper, along with committee members David Montgomery, Elizabeth Treadway, Frank Stephenson, and Dan Jones—sent the proposal to the Legislative Council, which will meet Oct. 16-18 in Austin.

However, other proposals did not fare as well. In particular, a proposal to adopt chess as a UIL contest was rejected as were calls to add Quiz Bowl and Modern Oratory as an academic events. Other proposals rejected by the committee include:

- To advance two teams at each level in Mathematics.
- To advance two teams at each level in Science
- To add a Modern Oratory high school contest.
- To rate One-Act Play performances in a similar

fashion to music contests.

- To require the state drama director or the Texas Educational Theatre Association Adjudicators Organization to select regional level One-Act Play judges from nominations received.

- To require area, regional, and state meet critic OAP judges to have teaching experience at the high school level and three years directing experience with an advancing play.

- To prohibit contest managers from judging schools which will be coming to their site for subsequent OAP competitions in the same school year.

- To allow alternates from any district to compete in place of absent alternates representing their districts.

- To allow Accounting contestants to compete for more than one year.

The committee recommended that the following issues be passed:

- To add the words "middle school" to Junior High One-Act Play, allowing sixth grade students on a middle school campus to compete with students in grades seven and eight.

- To omit the tie-breaker from the team State Meet Current Issues and Events Contest and award medals on the basis of the objective portion of the test only.

The committee recommended that the following issues be approved in concept:

- To eliminate the requirement for Accounting contestants to be enrolled in Accounting I at the time of the contest.

The committee recommended that the following issues be studied further by the UIL staff:

- To add an individual competition to Computer Science.

- To add a Science/Aerospace contest.

- To allow four members to compete as a team at district level and total the top three scores to determine team scores in Number Sense, Calculator Applications, and Mathematics.

- To advance two teams in all team competitions from regional to state competition.

- To add a mathematics contest to junior high/middle school competition.

The committee recommended that a proposal to eliminate the point cap in One-Act Play be sent to the Policy Committee for consideration.

The committee made no recommendations on proposals to name alternates for top scorers in the Science Contest and to add a team component to the Junior High Number Sense Contest.

Answers to a mathematics contest problem

BY DONALD P. SKOW

Mathematics Contest Director

On the Mathematics Contest, a correct answer is one that completely satisfies the conditions (or implications) of the problem (question). Technically speaking, there is only one correct answer to a problem. If the correct answer is not found in the choices A - D, then the correct answer is E) None of these.

If because of an error (my typing or ignorance),

there are two choices that are *equivalent* to the correct answer, then either choice should be counted correct. Reason: If a student starts looking at the choices from A to D (left to right) and finds the correct answer, then he/she quits looking at the rest of them and goes on to another problem. If a student starts from D to A (right to left) and finds the other choice that is *equivalent* to the correct answer, then he/she quits looking and goes on to another problem. The student should not have to check all four possible answers if he/she finds a

correct answer. To me, the choice "None of these" means that none of the choices A - D are *completely correct*. A choice might satisfy part of the question, but not completely.

For those of you who do not attend a SAC in the fall, please refer to item (12) (c) in the *C & CR* for the Mathematics Contest. It specifically states that if there is an error in the answer key, the graders may change it or delete the question on all papers *before figuring the scores*. In other words, the answer key should be verified by the graders before ever grading a single paper.

I hope to see you this fall at one of the SAC Conferences.

Entries sought in Academic State Meet t-shirt design contest

BY PAT WISDOM

Observing with concern the limited design quality of our state meet academic t-shirt and knowing as a former art teacher myself how important visual applied arts are to academic programs, I, along with the academic staff, have decided to grant the talented students from across the state the opportunity to come up with the best design to place on this much-sought-after shirt.

The contest is simply called the *UIL T-Shirt Design Contest*. First, second, and third place winners will be selected from entries received from high school students throughout the state, and the top winner will have his design featured on the 1995 State Meet T-

Shirt. The August academic coordinator mailing includes a flyer about the contest.

All high school students in all conferences who are eligible under Section 400 of the *Constitution and Contest Rules* may enter the contest at the individual campus level. A school may judge designs at the campus level and submit up to two to the state UIL office for the state contest. Both entries should be submitted in one mailing from the school.

The design should be drawn on 12" X 12" good quality drawing paper. Any flat drawing media (pencil, pen, ink, watercolor, acrylic, etc.) is acceptable. Two colors (red and royal blue), plus black and white, may

be used in the design. The design must include the words "UIL Academic State Meet, 1995" in any creative rendering desired. Lines drawn must be at least a quarter inch apart. The design will be reproduced in a computer image for silk-screen reproduction.

Entries will be received from November 1 through Dec. 15, 1994. All entries must have an official entry blank taped securely to the back of the design. The entry blank below may be used, or the entry form included in the academic coordinator August mailing may be reproduced as needed for entries. Send entries to: UIL T-Shirt Contest, University Station, Box 8028, Austin, 78713-8028.

UIL T-SHIRT CONTEST OFFICIAL ENTRY FORM

Name of Student: _____

Name of School: _____

School Address: _____

School Phone: _____

Name of Teacher Sponsor: _____

A deluge of early-in-the-year suggestions

Today's been a rainy Sunday in and around Austin, with a real Texas thunderstorm full of crackling lightning that says "stay off the phone and unplug the computer." That evolved into a steady, much needed downpour, telling me it was perfectly O.K. to grab a good book or check out the best black-and-white offering on the classic movie channel. Forget about *Leaguer* copy deadlines, extemp topics, or SuperConference schedules.



Treva Dayton

It was a nice day. I hope you had some of those during the summer, and I sincerely hope that you take the time to enjoy some more during the demanding school year ahead of you. It's Sunday night now, and I'm writing that column, creating those topics, and making a list of phone calls for Monday a.m., while

many of you are grading papers, refining lessons plans, and scheduling the myriad of family, social and school obligations on your calendar. Good luck, and best wishes for a great academic year!

Planning for your UIL speech and debate year involves only minor rule changes, both in C-X debate. This year, two teams will advance from district to the C-X State Meet, regardless of the number of entries in district competition. That means, for my office, two more UT buildings reserved, additional judging assignments, more paperwork, etc.

For those of you in districts with limited entries, it means you need to find practice meets so that your students can come to Austin ready to debate experienced competitors.

The other change concerns substitutions, and C-X debate will now have the same restrictions as other team events. One team member may be substituted, but that substitution is no longer restricted to illness or academic ineligibility. Please see the C&CR for exact restrictions, and call the League if you have questions.

Prose and poetry categories remain unchanged, although a statement was added to clarify that authors born in US territories are considered American authors. We will change categories for next year, and announce those new categories at the Academic State Meet and in the *May Leaguer*. If you have suggestions for category guidelines to be considered, please let me know.

As you plan for the year, I hope you can include one of the SuperConferences on your fall schedule. This is a great opportunity for novice competitors to get a good start in preparing for any of the speech and debate events. It also provides a chance for you to meet other coaches and the UIL consultants and to share ideas and ask questions. These free conferences will be especially helpful if you are just getting started as a coach and/or classroom teacher.

We had a summer workshop for speech coaches here in Austin in July, and several of the people attending were going to be coaching for the first time. It's exciting to see so many newcomers!

THE TEXAS Speech Communication Association Convention, which will be held at Dallas Double Tree Hotel at the Galleria on October 13-15. The convention provides a wonderful opportunity to learn from other educators, and includes programs on instructional development, curriculum, media in the classroom, forensics, and much more.

Contact Dr. June Smith, TSCA Executive Secretary, Box 10895 ASU Station, San Angelo, TX 76909 for membership or registration information.

Elementary/jr. high academic changes noted

Coaches and sponsors of elementary and junior high academic contests should be aware that several rule changes go into effect for the 1994-95 school year. Contests with changes include Music Memory, Listening, Earth and Life Science, Maps, Graphs & Charts, and the Art Contest, which was formerly Picture Memory.

These rules changes are described in the newest *Constitution & Contest Rules*, the current *A+ Handbook for Elementary & Junior High Academic Activities*, and are summarized and included in the new Study Materials Booklets that contain the study packet tests for many of the elementary and junior high contests.

The UIL academic study material order form has been revised again this year. Last year we offered for the first time a pre-packaged kit which contained multiple copies of all materials used in the academic activities program. This reduced the time required to fill orders and ship materials to schools, as we had hoped, but it was more expensive for the campuses that do not participate in all the academic activities.

It also substantially increased the number of handbooks we printed. This year we've created two loose-leaf booklets, one for elementary (grades 2-6) and one for junior high (grades 6-8). The elementary booklet contains a single copy of the rules and last year's tests for calculator, dictionary, listening, maps, graphs & charts, and number sense contests.

The junior high booklet contains calculator, dictionary, science, listening, number sense, and maps, graphs & charts tests and rules. This material may be copied. The *A+ Spelling List*, *Music Memory Bulletin*, and *Art Smart Bulletin* are listed individually on the UIL Academic Order Form.

Each elementary and junior high public school has been mailed a participation card. Returning this card to the League office entitles member schools to a free *Constitution and Contest Rules* and a copy of the *A+ Handbook for Academic Activities*. It also helps us estimate participation and the amount of materials we need to print, so please return the card before the October 1 due date.



THREE'S COMPANY. For the third consecutive year, Lindsay High School won the Conference 1A state academic championship, nearly tripling the score of any other 1A school and coming close to doubling the next highest score among all schools in all conferences. Building a successful academic program depends on the total support of faculty, administration and community, according to Craig Hertel, the school's academic coordinator said. Other state champions included Stamford (2A), Seminole (3A), Gregory-Portland (4A), and Fort Worth Dunbar (5A).

Extemp sample topics

INFORMATIVE

1. What is George W. Bush's strategy for winning the Texas governorship?
2. Crime in the US: What's the real picture behind Americans' fears?
3. What hopes for medical breakthroughs are being raised by genetic research?
4. What is the status of negotiations between the United States and North Korea?
5. What challenges does the new President of Mexico face?
6. What is the basis of the growing criticism of the World Bank?
7. Where will financial impacts of the major league baseball strike be felt?
8. A besieged industry: What battles are American tobacco companies facing?
9. What is the controversy over Clinton's new policy toward Cuba?
10. Who is Newt Gingrich?
11. What issues face the delegates of the UN-sponsored conference in Cairo on world population?
12. What conclusions did the 10th International Conference on AIDS draw about the future of the AIDS epidemic?
13. How has the role of the religious right in the American political process changed in recent years?
14. Why has the story of Forrest Gump captured the attention of so many Americans?
15. How has the international community responded to the crisis in Rwanda?
16. How are upcoming congressional elections affecting congressional activity?
17. What progress has been made toward ending the conflict in Northern Ireland?
18. What impact have the Whitewater hearings had on Clinton's legislative agenda?

PERSUASIVE

1. Do Texas public schools deserve the higher evaluations they have recently received?
2. Can O.J. Simpson get a fair trial?
3. Does significant health care reform stand a chance during the Clinton administration?
4. Did political reforms lead to a fair election in Mexico?
5. What should be done to relieve the Rwandan refugee crisis?
6. Are Islamic fundamentalists likely to gain control of Algeria?
7. Should the arms embargo against Bosnian Muslims be lifted?
8. Is Castro's regime in Cuba in danger of collapse?
9. Do the risks of owning a gun outweigh the benefits for American citizens?
10. Is the United States on a course toward national bankruptcy?
11. Is the strike by major league baseball players justified?
12. How can US cities best deal with the problem of juvenile gang violence?
13. What should be done to combat the literacy problem in the US?
14. Has the Federal Reserve responded appropriately to changes in the US economy?
15. Will an economic crisis lead to the demise of Yeltsin's reform movement?
16. Has Yassir Arafat become a stumbling block to achieving a peaceful transition to Palestinian self-rule?
17. Should the US take military action to restore democracy in Haiti?
18. What steps should be taken to reduce the spread of nuclear materials?

CX RESOLUTION

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

LD RESOLUTION

for September through December of 1994.

RESOLVED: That restriction of civil liberties for the sake of combating juvenile crime is justified.

Like it or not, athletes are role models

There weren't many exciting things to do as a kid growing up in a small town. Most of the fun I had revolved around school and church activities. The recollections I have of those days cause me to reflect on some of the high school "heroes" I had when I was an elementary and junior high student.

My dad took me to practically every athletic event our school was involved in. Most days we ventured over to the school and watched the varsity teams practice. So, I got a close up view as to what athletics was all about. One of the things that came quite naturally to me was picking out a favorite player and also learning from his coach.

In selecting my favorite, I not only tried to emulate the way that particular player played, but how he walked, talked, dressed, and yes, I even fell for his girl. The important point here is that I watched every move this player made. I listened to his language, watched his reactions after a tough loss, eavesdropped as he talked with his buddies, and sat as close to him and his girl at church as I could. He certainly was a role model. Not because he wanted to be, but because little eyes all over town were watching him.

The coach was highly respected because of the many victories and state championships that he had won. What made him stand out, however, was not his Hall-of-Fame stature. Rather it was his strong character and adherence to principle that made him a great man.

Another significant part of this growing up process surrounded a set of sports books my parents gave me one Christmas. The author of this series was Clair Bee, a renowned coach in his own right. The main character in these books was Chip Hilton. Chip was a tremendous athlete. He became all-state in football, basketball and baseball. He was also a great student and at the same time held down a part-time job to assist his widowed mother. He was always well-mannered and sensitive to others.

After a glorious high school career, Chip attended State University. He could have accepted a college scholarship but chose to work his way through school because he wanted to earn his way and didn't want his athletic talents to stand in the way of academic progress. In the meantime, he found time to be selected to All-American teams in three sports. He continued to grow into a fine young man because of his commitment to excellence in every area of his life. This was a true Renaissance man.

Heavily influencing this outstanding young student-athlete was his coach, Henry Rockwell. Coach Rockwell was a man-of-all-seasons as well. He served



Charles Breithaupt

as head coach in all sports and gave equal attention to each sport and each young man. He was deeply concerned about each boy and felt a keen desire to teach them discipline, character, honesty, integrity, and sportsmanship. He was highly successful in the win-loss column yet he would sur-

render a chance to win a state championship game if it meant compromising a young man or the principles that he professed.

What do a set of juvenile books have to do with us today? I believe a great deal when we look at the scope of our extra-curricular programs. While there aren't many Chip Hiltons or Henry Rockwells around any longer, they do serve as a model. And, just as I idolized a high school athlete in my hometown, certainly many adolescents do the same today.

As school begins, and Friday Night Fever captivates the state, I think it necessary to remind coaches and athletes of the importance and significance of their roles. Looking at the models Bee used to describe his two major characters gives us good insight to the type of role models we should be.

Chip Hilton never got "big-headed" because of his stardom in victory. He was a gracious winner as well as a gracious loser. He never gloated in victory, nor did he taunt or bait his opponents. Often-times he became close friends with his rivals. Chip was fiercely competitive yet he put team play and sportsmanship (taught him by Coach Rockwell) above personal gratification. Chip never looked for any easy way out. He was extremely loyal and sensitive to his teammates, his family and to those around him.

By the same token, Coach Rockwell never yelled at officials. He accepted their calls with grace, even when obviously wrong. He never allowed his players to beef with officials and never, ever used a kid to gain a win if it could cause potential harm to the athlete.

He believed in professionalism and loyalty and, like Chip, was fiercely competitive within the confines of the spirit of the rule. He never looked for an unfair advantage and treated opponents and his own players with great respect.

Analyzing these two characters, along with those I followed and adored in my home town, I can see some common threads. Men of moral integrity. Young men who follow their lead. Men devoted to their profession.

Young men dedicated to excellence. Men committed to sound educational philosophy and developing true student-athletes. Young men dedicated to becoming the best they can be on the field and in the classroom.

Compare these examples to some of the heroes of professional sports that have fallen from grace during this past year. They have fallen because they are human. Idolized because of their athletic exploits rather than the principles they adhered to, these athletes seemed invincible.

It is unfortunate that some communities place the same adoration on young men and women and their coaches without providing the proper balance of the educational tenets of competition.

The job of administrators and coaches is exceedingly difficult in the face of the professional examples placed in front of our youth. Television and the media showcase the professional athletes as they "entertain" us. These athletes are followed closely by young people and unfortunately what they see is not what we want for our athletes. The greed, immorality, selfishness, and sometimes even criminal behavior that has become commonplace in pro sports can easily filter into our programs.

As the school year begins, let us teach these student-athletes the importance of the amateur rule, the significance of playing for the love of the game. Let's work hard to instill in them the benefits of fair play and sportsmanship. There should be a little of Coach Rockwell in all of us. Winning is important, but not at the cost of sound educational principles and certainly not at the expense of a youngster.

Coaches are the last of the cowboys. Cowboys of the 19th century have been romanticized through movies and music and through the roles played by Roy Rogers and Gene Autry. Coaches have replaced the cowboy of yesteryear. Coaches are doing the rounding up of lost youth. They are herding them in the right direction, branding them with discipline and character, lassoing them when they stray from the rest of the herd, heading them toward greener pastures.

Everyone would like to be a coach, just as little kids we wanted to be cowboys. The cowboys of the 20th century are coaches and hopefully those in the next century will give praise to those who rightfully deserve it.

By working hard to keep things in focus and in perspective, perhaps we may run across a Chip Hilton. Regardless of whether we ever coach one of these phenomenal student-athletes, it is important to remember that whatever you do, little eyes are watching.

PUBLIC reprimands

FOOTBALL

David Bell, Tulo-Midway HS
Les Davis, Lockhart HS
John Gilliam, Estacado JHS
Jimmy Irvin, Hardin HS
Len Angelone, Alvin HS

SOCCER

Richard Pardo, La Porte HS
Terry Waldrop, 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, Sugar Land Clements HS
Thomas Hinds, Rio Grande City HS
Al Estes, La Marque HS
Brian Cain, North Mesquite HS
Karl Burwitz, Palestine HS

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 Kealing 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 Chastoen, 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 Roy, Marion HS
Modesto Villanueva, Fallfurris HS
Eric Longtin, McAllen Memorial HS
Johnny Garcia, Brownsville Pace HS
Phyllis Weaver, North Garland HS
Tony Starnes, Dodd City HS
Brian Smith, Caddo Mills HS
Daryl Horton, Dallas Madison HS
Robert Santiago, Jordan MS (San Antonio Northside ISD)
Calvin Grigsby, Garland HS
Pete Alvidrez, Del Valle HS (El Paso Ysleta ISD)
Michael Sidberry, Plano Carpenter MS
Eric Martin, Fort Bend Missouri City MS
Dick Orsak, Alvin HS
Harlos Barrett, Forney HS

Alamo scholar/athlete of program of week kicks off football season

The Alamo Rent A Car Creative Arts Scholarship program led up to the opening of the American Impressionism and Realism: The Painting of Modern Life: 1885-1915 exhibition, a national traveling exhibition of more than 75 paintings underwritten by Alamo Rent A Car, at the Amon Carter Museum in Fort Worth last month.

As a new school year takes shape, Alamo Rent A Car and the UIL once again team up to emphasize their commitment to excellence by recognizing the efforts of Texas high school students both in the classroom and on the playing field. Through an assortment of programs, Alamo and the UIL have proven their dedication toward making a difference in the lives of Texas high school students.

This fall, Alamo will select 18 outstanding high school students as Alamo Scholar/Athletes of the Week. These students demonstrate success in balancing academics and athletics, while managing to take part in both school and community extracurricular activities. Upon graduation, students selected as Alamo Scholar/Athletes will receive a commemorative plaque, T-shirt,

cap and a \$500 scholarship donation from Alamo Rent A Car. In its first two years, the Alamo Scholar/Athlete program has assisted 46 students from across the state will \$500 scholarships.

In addition, each recipient will be featured in a special segment of the *Alamo High School Extra*, a high school sports round-up show sponsored by Alamo, that airs on Home Sports Entertainment (HSE) throughout the school year.

This year, the *Alamo High School Extra* is taking its show on the road, taping the show each week from a different high school in Texas. Host Craig Way and the *Alamo High School Extra* crew will arrive at each school early in the week, bringing with them the giant inflatable HSE "Sport Court," featuring a football accuracy

toss. The half-hour *Extra* will air on HSE on Sundays at 9 a.m. and 6:30 p.m. and Mondays at 9:30 p.m.

Through its unique affiliation with the UIL, Alamo Rent A Car continues to contribute to the UIL Scholarship Fund with every Texas car rental booked on Rate Code TO and TM, ID number 252660.

Each rental triggers a five percent rebate toward the scholarship fund, and the special travel rate codes apply to all UIL member schools and their employees as well as students and their families. To date, the program has raised donations to the UIL Scholarship Fund totaling more than \$60,000 and benefiting nearly 100 high school seniors.

Equity, diversity are issues that schools must face

All students need to see leaders with diverse characteristics. My high school typing teacher was confined to a wheelchair and male. My college track coach was a male, and the minister of my hometown church a female. Each, as a leader, was very uncharacteristic of a small-town environment during the 1970's.

As director of the state volleyball tournament, I smile every time I picture in my mind the San Antonio Jay volleyball team. This team truly represented Jay's student diversity. The chemistry and interdependence on the team was electric and seemed to epitomize what public school should be about: people with differences working together with a synergetic outcome.

Schools in Texas are faced with a more diverse population than were schools of the past.

To help address issues of diversity in high school activities, the National Federation of High School Activities Association formed the Equity Committee. Since conception a year ago, the Equity Committee has adopted the charge of addressing issues of diversity that are both challenging and unconventional if not uncomfortable at both the local and the national level. Through the Federation network, the committee shares programs and philosophies that become ties that bind people rather than emphasizing difference that separate people.

Several school districts have addressed philosophical and program differences. The most recent change allows girls to play football while defending the "girls only" volleyball programs. The defense is not easy if your school happens to be one of the few that has a girl on the football team while the boys are clamoring to pass, set and spike. This has been a topic of discussion at the national level and has sparked debate in Texas.

Forty years after Brown vs. Board of Education in Topeka Kansas, and 27 years after Title IX, many school leaders and program directors still cringe at the thought of having to address issues of diversity. The cringe may be a way of reacting to the lack of a plan or recipe that yields a desired outcome. For others, the cringe might represent perceived sacrifices if certain constituents are not catered to, or when political pressure is greater than it should be for any public school advocate. School leaders labor over decisions of good and right when such decisions must be made. A public school dilemma could be when a school begins a golf program to meet the needs of a select group.

When schools elect to have golf programs, the practice courses should be available to all members of the golf team. If a school allows some of its members to practice during school time on a course that has restricted membership, how can

CONTINUED on page 12



Cynthia Doyle

Clearing up a confusing situation

NCAA striving to reduce paperwork for schools, replication of services by admissions offices

by CYNTHIA DOYLE

Since August 1994, the NCAA has used a new system (National Clearinghouse) for determining the eligibility of potential college athletes. High school students who are not familiar with the process may find that they are excluded from the pool of eligible high school scholarship recipients because of a lack of recruiting information rather than a lack of core or academic standards. The following core standards were current as of August, 1994.

The UIL does not routinely offer NCAA rules or disseminate NCAA information. When schools have questions, we refer them to the brochure, "NCAA Guide for College Bound Student Athlete." This brochure can be ordered by schools or by individuals by calling 913/339-1906. I encourage each school with prospective Division I, II or III athletes, to order an adequate supply.

The purpose of the National Clearinghouse is to reduce the amount of paperwork for high schools and to reduce the replication of services by college admission departments. This is done when each high school submits a "Form 48" and a list of core courses to the ACT/SAT National Clearinghouse. The Clearinghouse evaluates the core, evaluates the transcript and determines the eligibility status of the perspective athlete.

Prior to the clearinghouse, each school would submit information about core courses with each transcript of perspective student athletes. The clearinghouse would release the evaluation of individual transcripts to each NCAA member school requesting core information. This past process was not well received because it neither consistent nor timely.

High school students who wish to register with the clearinghouse should do so through the counselor's office. Information about clearinghouse procedures will be mailed to principals, athletic directors, and counselors. In order to assure that the information gets to athletes, administration must share the information with coaches.

The second function of the clearinghouse is to

NCAA REQUIREMENTS AS OF AUGUST 1, 1994					
	Core	GPA	SAT	ACT	HS Graduate
Division I	13	2.5	700	17	yes
Division II	13	2.0	700	17	yes

record and report ACT and SAT test scores of perspective college athletes. These scores are made available to the clearinghouse by the athletes paying a \$18 fee in addition to the cost of the SAT or ACT test registration. If a student qualifies for test fees of SAT or ACT be waived, the same criteria could allow the clearinghouse fee to be waived. Student athletes should check with counselors to see if they qualify.

The National Clearinghouse is not an option for college-bound student athletes. Students who do not register will not be able to play with, practice with, or walk on to the playing arena with Division I or Division II teams. And, although there is no deadline for when students may sign up for the clearinghouse, we would suggest that student athletes register early.

Past issues of the *Leaguer* (May 1994) review UIL guidelines for college visit, tryout and recruitment for high school athletes. For detailed information for high school eligibility, contact the League at 512/471-5883 and ask for the brochure "Off-Season Regulations." This brochure offers information on college visits as well as camps, clinics and private lessons. "Off-Season Regulations" also reviews the amateur rule, the concurrent rule, and any athletic rule changes that are specific to non-school play.

The transition from high school to college can be easier by reading "Off-Season Regulations" in addition to "NCAA Guide for College Bound Student Athlete." However, without the information and registration in the National Clearinghouse, the transition will be next to impossible.

SAT

October 8, 1994
December 3, 1994
January 28, 1995
April 1, 1995
May 6, 1995
June 3, 1995

ACT

October 22, 1994
December 10, 1994
February 4, 1995
April 8, 1995
June 10, 1995

PUBLIC

reprimands

BASKETBALL

Steve Lamore, Tyler Lee HS
Allyn Chizer, Kingsville HS
Chris Short, Rochelle JHS

BASEBALL

Orlando Garcia, Port Isabel HS
Steve Chapman, Calallen HS
James Gray, Houston Davis HS
John Freitas, Humble Kingwood HS
Curt Ditzinger, Tarkington HS
Lee Yaeger, San Augustine HS
Craig Cohaley, Wichita Falls Hirschi HS
Brian Chandler, Richardson Pearce HS
Ted Rodriguez, Austin Bowie HS
John Keller, Austin McCallum HS
Mike Schlentz, Hondo HS
Wade Gillis, Lumberton HS
Joseph Zarucha, San Antonio Edgewood
Clinton Welsh, Sugar Land Dulles HS
Emery Pustejovsky, Katy Mayde Creek HS
Mason Bryant, Houston Jones HS
Robert Hedrick, Dallas Spruce HS
Mike Pate, Braoduss HS
Danny Conner, Silsbee HS
Brent Harris, Nacogdoches HS
Robert Moreno, Joshua HS
Travis Walden, Lubbock Monterey HS
Danny Steffanauer, Cypress Creek HS
David Wright, Euless Trinity HS
Robert Mitchell, Everman HS
Doug Schmidt, Katy Mayde Creek HS
Burl Jones, Houston Sterling HS
Phil Pate, Hawkins HS
Larry West, Harleton HS
Tony Tovar, Dallas Skyline HS
Jim Shubert, Katy Taylor HS
Earl Byerley, Bandera HS
Nick La Barbera, Caldwell HS
Freddie Carlton, Texas City HS
Ron Anders, Cypress Fairbanks HS

SOFTBALL

Brian Sedlakac, Klein Forest HS

CORPORATE SPONSORS

Baden to sponsor VB, soccer

On August 1, Baden Sports, Inc. became the newest sponsor of UIL activities. Baden is the official ball of the UIL regional and state volleyball and soccer tournaments. As an official sponsor, Baden will pay to UIL an annual sponsorship fee and contribute each year to the TILF, the scholarship program of the UIL.

"We are very pleased about our partnership with the UIL," said Michael Schindler, Baden's vice president of sales and marketing. "Having the opportunity to work much closer with volleyball and soccer coaches in the state of Texas is especially exciting."

Baden will provide the "15-0 Limited Edition" volleyball and the SX550PRO or SX551PRO soccer ball for the regional and state championships, commencing with the 1994-95 school year. The use of these balls by participating schools is mandatory. The UIL office will provide the actual game balls to be used in each game.

Baden Sports is an independent, family-owned athletic ball manufacturer. Renowned for its superior quality, Baden is enjoying its 16th year in the athletic ball business.

Wilson contract extended

Wilson Sporting Goods will remain the exclusive supplier of UIL state championship game balls in football, tennis, basketball, golf, softball and baseball through the 1996-97 school year. The UIL extended its contract with Wilson in June.

Wilson has been an official UIL sponsor since 1991. As an official sponsor, Wilson donates game balls for the football, tennis, basketball, golf, softball and baseball state championships, as well as the regional basketball championships. Participating schools in these tournaments will be entitled to keep this equipment for school use following tournament play. In conjunction with these state championship events, Wilson has initiated the Most Valuable Player Award in both girls and boys basketball, and serves as co-host to the state championship hospitality receptions for coaches and officials.

Wilson also contributes annually to the TILF, the scholarship program of the UIL. Each year Wilson donates 10 scholarships to students who have participated in the UIL Academic State Meet.

Official notices

Soccer Rule Error

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

The words in bracketed [] must be added to page 33 and page 44.

Chilton HS

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

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.

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.

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.

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.

Prescribed Music List

Page 65-Flute Trio-Class III-Delete Beethoven/McLin-Menuet in G
Page 77-Clarinet Choir-Class I-Stravinsky/Lester-Ronde des Princesses from *The Firebird Suite* (6 B^b clarinets, alto clarinet, 2 bass clarinets, B^b or E^b contrabass clarinet)

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

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.

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.

Jasper ISD

The State Executive Committee issued a public reprimand to Mr. Gabe Duffy, coach, Jasper High School, and put him on probation through May 10, 1995, for violating practice rules. The committee also issued a public reprimand to Jasper High School and put the school on probation in basketball through May 10, 1995, for violating practice rules.

Galveston ISD

The State Executive Committee accepted the appeal of Galveston Ball High School, rescinding the penalty of disqualification from football district honors for the 1994-95 school year.

Huffman ISD

The State Executive Committee issued a public reprimand to Mr. Kal Kallenberger, coach, Huffman High School, and put him on probation through May 10, 1995, for knowingly allowing an ineligible player to participate.

Dallas ISD

The State Executive Committee issued a public reprimand to Mr. Patrick Innskeep, Dallas Sunset High School, for violation of the Athletic Code.

Fairfield ISD

The District 18-AAA Executive Committee issued a public reprimand to Fairfield ISD and placed the school on a one-year probation through the 1995 baseball season for the conduct of a fan violation (Section 120 (b) (3)).

Mexia ISD

The District 18-AAA Executive Committee issued a public reprimand to Mexia ISD and placed the school on a one-year probation through the 1995 baseball season for improper supervision of the officials at the completion at the end of the contest.

Corpus Christi ISD

The State Executive Committee issued a public reprimand to Mr. Roel Cortez, band director, Corpus Christi Ray High School, for failing to admit the band had heard a tape of the sight reading music prior to the sight reading contest. He is on probation through May 10, 1996, and has been suspended from attending the marching contest(s) and the sight reading contest during the 1994-95 school year.

Pharr ISD

The District 31 AAAAA Executive Committee issued a public reprimand to Memorial Middle School, Pharr ISD, for allowing an ineligible sixth grader to participate in athletics.

Edna ISD

The District 28 AAA Executive Committee issued a public reprimand to Edna High School for violating athletic eligibility violations and put the athletic program on probation for the 1994-95 school year.

Jefferson HS

The State Executive Committee issued a public reprimand to Ms. Adriana Villa, El Paso Jefferson High School for verbal abuse of an official, and put her on probation through February 11, 1995.

Official Interpretation

The State Executive Committee issued the following Official Interpretation of Section 1002 (i) (2) (B) and (C): If the debate for first and second place at the district and regional level is between debaters from the same school, by mutual consent, these two final places may be determined on the record of previous debates. At the state level, places must be determined by debating this final round.

Official Interpretation

The State Executive Committee

issued the following Official Interpretation of Section 1208 (i) (3): Unless mutually agreed upon prior to the playoff games, the expenses outlined in this section shall not exceed the home school's net share of the gate.

Western Hills HS

The State Executive Committee suspended Mr. Walter Miller, Fort Worth Western Hills High School, from the first five football games of the 1994-95 season, and extended Mr. Miller's probationary period through July 7, 1996, for arranging a recruiting trip on school time.

Wilmer-Hutchins HS

The State Executive Committee issued a public reprimand to Mr. Anthony Leamon, Wilmer-Hutchins High School, for violation of the Athletic Code and put him on probation through March 22, 1995.

Hardin HS

The State Executive Committee suspended Mr. Jimmy Irvin, Hardin High School from the first two games of the 1994-95 season for violation of the Athletic Code.

Killeen HS

The State Executive Committee suspended Mr. Jerry Bomar, Killeen High School, from the first two games of the 1994-95 season, issued a public reprimand to him, and placed him on probation through November 8, 1995, for violation of the Athletic Code.

Music Memory

The *Music Memory Bulletin Treble Clef Book* contains the only official list for the 1994-95 school year.

Art Contest

(Formerly Picture Memory). Students in grades 4 and 5 will be responsible for the *Art Smart Bulletin* for 1994-95. The official list in the *Art Smart Bulletin* for 1994-95 is the final authority. This is the second year for the art selections.

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 1994-95. It is important to have the most current spelling list (1994). Please make the following corrections in the *A+ Spelling List* for 1993-95:
3/4 shanty (hut)
3/4 sherbet, sberbert
5/6 bedlam (B)
5/6 domicile, domicil
7/8 cynic (C)
7/8 penitentiary (P)

Literary Criticism

Both poems entitled "Island" by Langston Hughes, one found on page 78 and the other on page 272 of *Selected Poems of Langston Hughes*, are to be included in the 1994-95 reading list.

District Chair / Directors

Please note that the "District Director

Information Form" mailed to you in August is to be submitted to the UIL office by September 30. If a meeting has not yet been scheduled to decide directorships, both athletic and academic, it will be important to do this as soon as possible. A complete, correct list of district directors will enable UIL to expeditiously provide districts with necessary materials and information concerning contests.

Computer Science

Page 61 of the Constitution and Contest contains an error regarding the points for the team computer science competition. The line after "Computer Applications" states, "Science Team" and lists points for winners. The sixth line under "Other Academic Contests" should state, "Computer Science Team."

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)

Strength in diversity

CONTINUED from page 11

all students feel they would be a welcome part of the golf team? Should golfers who have access to better greens be forced to play on public greens because they are part of a school team? Even when parents have paid lots of money for the private greens?

Within the context of diversity, the Equity Committee addresses other variables such as socio-economic impact, taunting, and physical characteristics, issues that make people feel different, issues that make people feel as if they don't belong.

Softball gave the gender participation ratio in Texas a healthy boost. The program is statewide and significantly increases our female participation in athletic events. Softball attracts a diverse student population, both racially and socio-economically. It appeals to rural and urban schools, and attracts male and female coaches. The leaders in this activity seem to thrive on the diversity that surrounds the sport. However, in some cases, schools with a more highly diverse student body seem to have a lower rate of participation. Participation can be measured by the number of participants or by a close look at who is being served by the extra-curricular programs. Even when overall participation numbers are low, ethnic and gender representation for total participation should label the program a success.

The success of a school is only as great as the successes of individual students. Schools find that programs are successful and the participation rates higher when diversity is viewed as "populations of possibilities rather than populations of problems" (Reyes U.C.E.A., 1994). Schools that unleash the possibility of diverse populations and entice individuals into becoming active participants don't measure success, they set the standard for the definition of success.

PLEASE NOTE

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

RECOMMENDED DISTRIBUTION

PRINCIPAL
LIBRARIAN
ACADEMIC COORDINATOR
YEARBOOK/NEWSPAPER ADVISER
SPEECH DIRECTOR
BAND DIRECTOR
CHOIR DIRECTOR
ONE-ACT PLAY DIRECTOR

VOLLEYBALL COACH
BASEBALL COACH
GIRLS' BASKETBALL COACH
BOYS' BASKETBALL COACH
FOOTBALL COACH
GIRLS' TRACK COACH
BOYS' TRACK COACH