

League

OCTOBER, 1994
Volume 79 • Number Two
ISSN 0897-4314

Full slate awaits council, Oct. 16-18

As usual, athletic proposals dominate rulemakers' agenda

by RACHEL SEEWALD
Director of Public Information

The University Interscholastic League Legislative Council will convene October 16-18 at the Omni Hotel in Austin. The Legislative Council meets annually to review UIL rules and regulations and to hear proposals from interested parties, including representatives for school administrators, athletic coaches, classroom teachers, boards of education, parent-teacher organizations and school music directors.

Among the items on the agenda is a proposal that would allow Conference 5A district champions that have a bye for the first round of the playoffs to play an extra game during the time period the first round games are being played in the team sports of baseball, basketball, soccer, softball and volleyball.

Virtually all Conference 5A team sports are bracketed so that the district champion has a bye for the first round of the playoffs. This puts the district champion at a disadvantage, having to sit out while the second and third runner-ups are playing.

This rule change would not increase the number of allowable games since the district champions are playing one less game because of the bye. The rule change would not permit these games to be played on school nights and would not allow loss of school time.

Other items in the area of athletics include making all baseball playoff games a two-of-three series in 4A and 5A unless mutually agreed to play one game, advancing a third team from each district in the playoffs in Conferences A, 2A, 3A and 4A in all team sports, moving softball to the fall, advancing eight swimmers to the finals and consolations, and allowing one golf coach to coach players from green to tee.

In academic-related issues, an amendment has been proposed that would eliminate the requirement that a contestant be enrolled in a first year accounting course during the spring semester in order to compete in the accounting contest that year. Because so many schools are moving to a block schedule, many students will have completed first year accounting in the fall semester and under the current rule would be unable to compete at the district level in the spring.

Another proposed amendment would allow sixth graders to participate in the junior high one-act play contest if they are on the same campus as the seventh and eighth graders in that school.

All rule changes must be ratified by the State Board of Education before taking effect.

OUR GOAL

is to operate as
efficiently and
effectively as possible,
and this
performance review
will help us achieve
this goal.
— Bailey Marshall

High performance

League seeks savings, greater efficiency as a result of comptroller audit

The UIL is "taking very seriously" the recommendations contained in a state comptroller's audit, released late last month, according to League director Dr. Bailey Marshall.

"Our member schools and their representatives examining the document to determine the feasibility of the recommendations," Marshall said. "The UIL staff has reviewed the document, and copies have been mailed to all members of the Legislative Council. I am certain that it will be a central topic of discussion at the October council meeting."

Conducted by the State Comptroller John Sharp's office to fulfill a Legislative mandate, the audit began in May with public hearings in Austin, Odessa, Lufkin and San Antonio. While it was widely reported that the study marked the first time the UIL has undergone a comprehensive review in its 82-year existence, Marshall pointed out that the League operates in full accordance to the policies and procedures of the University of Texas at Austin.

"The League goes to great lengths to make certain that it abides by all university and legislative regulations and expectations," Marshall said. "Now, does that mean that we cannot be more efficient? Not necessarily. And anything in the audit that makes our operation better, then we are going to examine it. If it's at all feasible, we will incorporate it into our organization."

Among the recommendations was a proposal to have the UIL report directly to the University of Texas president rather than to the dean of continuing education.

UT-Austin President Robert M. Berdahl said the recommendation "has merit and I have taken it seriously. Accordingly, I have asked Ed Sharpe, vice president for administration and public affairs, to serve as my designee and be the person to whom UIL reports. It is my understanding Comptroller Sharp and his

.....
"UIL plays a vital role in the lives of young Texans, sponsoring competitions in academic, music and athletics for nearly a million-and-a-half of our children. It's a big job, and, for the most part, one that UIL's highly skilled 45-member staff performs very well." — State Comptroller John Sharp

MAJOR recommendations of the Texas Performance Review:

- Refine the UIL's system of punishment so that students are not victimized by rules violations committed by coaches and administrators.
- Institute fines for schools and individuals who violate UIL rules and regulations.
- Upgrade the UIL's internal computer network and increase its use of the Texas Education Agency's Texas Education Network (TENET).
- Establish hearings before an administrative law judge for people reprimanded under the complaint and investigation process.
- Implement a system to track and analyze complaints.
- Rewrite the UIL Constitution and Contest Rules Manual to make it more reader-friendly.
- Establish targets to increase the representation of parents, students, students, minorities, women and people of non athletic backgrounds on the UIL governing bodies.
- Broaden corporation sponsorship of events to include academic and music competitions in addition to a few athletic events.
- Have the UIL report directly to the University of Texas at Austin president.

staff are in agreement with this action."

Major provisions of the audit suggest that the League could save as much as \$1.2 million over the next five years by instituting changes in management and policies. Proposals included creating a comptroller position reporting to the UIL director, broadening the League's corporate sponsorship base, using electronic mail to transfer documents and correspondence, improving automation of several business operations. The audit also suggested that the League could reduce litigation costs by implementing procedures to evaluate each lawsuit, implementing emergency rules and improving the complaint and investigation process by incorporating hearings before an administrative law judge.

While agreeing that the League can improve its financial position, Marshall said many of the changes such as the fine system, the electronic mail system and corporate funding would require substantial costs.

"For example, our philosophy has been to not aggressively pursue corporate sponsorship but rather let them come to us" he said. "In order to raise the kind of money the audit suggests, we would be required to hire a full-time employee charged with pursuing new corporate sponsors. The UIL's elected representatives have been opposed to the League intensively searching for corporate funding since the UIL would be competing with the local schools for the same dollars from the same corporations.

"In addition, the League does not at this moment have sufficient office space for another director and his or her support staff. When we move into the new building, this change would be feasible.

"It is important to repeat that the League staff and the members of the Legislative Council welcomed this audit," he added. "Our goal is to operate as efficiently and effectively as possible, and this performance review will help achieve this goal."

.....
"We found that UIL employees work very hard and take justifiable pride in that work, and they deserve our thanks. Nonetheless, we believe our review of UIL has produced some suggestions that would help make the organization more efficient and effective, and more responsive to the needs and wishes of all Texans." — John Sharp

Activities programs must be extension of basic curriculum



Bailey Marshall

There are three basic principles which underlie the basic philosophy of any state activities association.

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

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

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

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

child is concerned.

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

Courts have generally held that a voluntary organization of schools has the right through procedures listed in its constitution to make rules and regulations and to enforce those rules and regulations on member schools.

It is very important legally that all rules and changes in a constitution be carried out exactly as prescribed under the association's rules and that all enforcement of rules and regulations be in exact accordance with listed procedures. If irregular practices are followed then this is just cause for legal action as the constitution is not being fairly implemented. Thus the Courts have held consistently that voluntary organizations have authority to enforce regulations made by members of that group following designated procedures of their constitution, because, "It is a privilege, not a right to participate in association activities."

The third principle which any association must follow is that all activities it sponsors, in order to be justified as educational, must develop from the basic

secondary curricula. As an illustration, out of a regular basic physical education course comes interschool athletic activities for both boys and girls; out of basic speech courses comes debate, informative speaking, persuasive speaking, poetry interpretation, prose reading and oral reading; and so on through the basic activities program.

A state association which sponsors an activity not coming from a basic secondary course is not on sound educational ground. It should be noted that the activities program is not for all but for those students with exceptional talents in an activity, who desire further motivation and competition in developing their particular talents.

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

Dedicated educators have made League programs successful

by BAILEY MARSHALL

I have received numerous letters from many people throughout the state saying many nice things about me and the things I have done for the UIL programs. I appreciate all those kind words but at the same time I know who is responsible for the success of UIL activities. It is you.

I only hope my contributions played a part in the success of the programs. Without doubt, the programs have been successful, perhaps the most successful part of the educational program in the state. As Ross Perot said many years ago, Texas deserves an A-plus for its school activities. He also noted, and I agreed, that we should work equally hard to improve in all areas of education to make them even more successful than UIL activities.

Why have our programs been so successful? Because we have the most dedicated students and the most supportive parents and fans working with dedicated coaches, officials, teachers and administrators. Together with the UIL staff, school boards, professional associations, officials, media, and other governmental groups and agencies, they have worked to

EDITOR'S NOTE:
Dr. Bailey Marshall announced in September that he would retire as UIL director on March 1, 1995.

develop and maintain the best competitive interschool program in the United States. In fact, few states even attempt to conduct the full range of academic, fine arts and athletic contests that Texans have come to expect. It is this diversity and depth that makes the UIL program so special.

The ultimate goal of the UIL is to educate students and to help prepare them for a productive life. In all of the competitions, I believe students have grown emotionally, developed a higher level of thinking and reasoning skills, learned to abide by rules of competition and society, and learned to budget their time. Some have developed physically while others have mastered disciplines within the curriculum. Many have developed both physical and intellectual skills because such a premium is placed on participation in the full UIL program. Our definition of the ultimate champion is the student who can excel in both football or basketball as well as calculator applications or ready

writing.

In addition to academic and physical skills, most students have mastered other skills and developed principles and values that will carry over into later life. The degree of development depends primarily on their coaches, sponsors and parents. They have learned leadership, teamwork and self-reliance.

These skills are taught by example provided by the outstanding coaches, teachers and parents. The primary contribution of the other groups such as administrators, UIL staff and officials is to help see that the sponsors, coaches and parents have a positive influence on the participants.

Thanks to all of you for your efforts and dedication to educational competition. As I said in the beginning, you have made the League programs successful.

My plans are to continue to work indirectly or directly for students but not at the pace I have for past 38 years. Hopefully I can be more involved with the students in a capacity that has less to do with control than with service.

Of course, true to my nature and reputation, I must add that often, control is a service.

ADMINISTRATIVE STAFF

Dr. Bailey Marshall, director; Dr. William D. Farney, assistant director and director of athletics; Pat Wisdom, 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; Sam Harper, waiver officer; 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

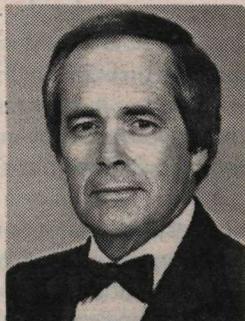
Chair: Virgil Tiemann, Columbia-Brazoria ISD; 1st Vice chair, Robert Ryan, Seminole ISD.
5A — Bill Graves, San Angelo ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; James Lehmann, Weslaco ISD.
4A — Ben Gilbert, Stephenville ISD; David Montgomery, Waxahachie ISD; Virgil D. Tiemann,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

Special nature of music poses rewards, challenges

Music grading system should mirror that of other academic disciplines

It is likely that one of the reasons most of us became teachers of music is because, in some way, we concluded that music was special. Yet I'm sure none of us ever imagined that music would become the hybrid it is perceived to be in today's educational environment.

Yes, we are considered to be a part of the academic curriculum with essential elements compatible to those in language arts, history, science and all other academic disciplines; but, we also find ourselves deeply entrenched in many activities that are viewed as being extracurricular even though these very same activities regularly afford us the opportunity to demonstrate the mastery of many, but not all, of our essential elements. There are few, if any, other



Richard Floyd

academic programs that must move between curricular and extracurricular tasks with such great frequency. Isn't it wonderful to be unique?

Wearing multiple hats has many rewards and benefits but it creates problems as well. One of these problems is grading. It has long been standard practice in many bands, choirs and orchestras to give some kind of grade for extracurricular participation or to deduct points if a student failed to satisfactorily fulfill an extracurricular commitment.

Regardless of one's personal philosophical stance to the contrary, it is not permissible under the current Texas Education Agency regulations for points to be added to or deducted from a grade when a student excels in or does not fully participate in an extracurricular activity. To put it another way, grades in an academic course can not be determined or altered because of participation or lack of participation in extracurricular activities. Consequently, band, choir and orchestra directors are encouraged to examine their grading policy to make sure that grading practices are in place that do not factor in points for participation in extracurricular activities.

So, what to grade and how to grade? Keep in mind

the fact that this limitation applies only to extracurricular activities. Grades can still be given for co-curricular activities that are an extension of classroom instruction. These kinds of activities could include, but not be limited to, sectional rehearsals, master classes and concert performances that have not been ruled to be extracurricular. Assignments could also serve a dual purpose. For example, a student could be graded on the preparation of all-region audition material or a solo if the music was a part of the lesson plan for the class. However a grade could not be given or points deducted based on the actual audition or contest.

Remember, first and foremost, that performance-based music courses are a part of the fine arts academic curriculum. Therefore, they should be closely aligned with other academic disciplines. Our goal must be to have clearly defined lesson plans and grading policies based on the mastery of the essential elements for music. Such a goal suggests that the grading system we use should be commensurate with those in other academic classes such as science, math and language arts.

These expectations create a unique challenge—one that must be met as we work to weave our programs more deeply into the academic fabric of our schools.

“

BY AND LARGE, the goals of a music education program should focus on the musical achievement of individual students, rather than groups. The most important question that should be asked with respect to the outcomes of performance groups is, "What does the ensemble performance experience contribute to the education of the individual students in the ensemble?"

Professor J. David Boyle
University of Miami

An education in the arts benefits society

We are always seeking information that validates the importance of fine arts programs in general and music programs in particular within the academic curriculum of our schools. A recent document prepared by the Consortium of National Arts Education Associations does just that.

While it was designed primarily to offer responses to concerns regarding the recently drafted National Standards for Arts Education, it does speak eloquently to what we do every day. Here are a few examples.

THE BENEFITS OF AN ARTS EDUCATION

An arts education benefits both students and society. It benefits the student because it cultivates the whole child, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. This process requires not merely an active mind but a trained one. Education in a fine art such as music also helps students by initiating them into a variety of ways of perceiving and thinking.

An education in the arts also benefits society because students of an art discipline gain powerful tools for:

- understanding human experiences, both past and present
- learning to adapt to and respect others' ways of thinking, working and expressing themselves
- learning artistic modes of problem solving, which bring an array of expressive, analytical, and developmental tools to every human situation
- understanding the influences of the arts in their power to create and reflect cultures
- making decisions on situations where there are no standard answers
- analyzing nonverbal communication and making judgments about cultural products and issues
- communicating their thoughts and feelings in a variety of modes, giving them a vastly more powerful repertoire of self-expression.

ARTS EDUCATION AND THE ECONOMY

There is no question that our young people are going to need workplace skills. The mistake lies in



THE STRING'S THE THING. Senior Kathy Fong of Amarillo Tascosa rehearses with the Amarillo Symphony Orchestra. Fong was an All-State violinist for four years in high school. Photo by Amanda Clark.

assuming that the arts cannot help develop them in important, and often unique ways. Keep in mind that the very workplace skills being called for in recent reports from the U.S. Department of Labor are critical thinking, problem solving, seeing things in the mind's eye and creativity.

These skills, as well as the personal characteristics deemed valuable for the 21st Century worker (e.g., self-esteem, sociability, and self-management) are all taught directly and effectively in and through all of the arts. The development of these skills are clearly present in the study of music.

It is no mistake in judgment that business leaders such as the chief executive officers of Chevron, AT&T, Kellogg, Chase Manhattan and Xerox have made public commitments to the value arts education holds for success in a competitive global environment. The message of business leaders has consistently been that the arts hold economic value because nothing is more basic to the survival of our country than the problem-

solving competencies, creativity, self-discipline, teamwork skills and the ability to manage resources that a sound arts education provides. In short, the arts, including music, help produce the kind of employees companies seek.

There is no disagreement that our young people need the kind of education that makes them employable. Nor can anyone deny that the arts, in and of themselves, offer a finite job market.

By the same token, however, one does not see many classified ads for "critical reader wanted" or "geographer sought" yet we do want students to be able to read critically and know more than a smattering of geography. The point is that there is little to be gained in structuring an educational program geared to employability if the children who come out of it are unemployable for another set of reasons. Not only is that the worst possible thing we could do to them as persons, it is one of worst things we could do to the economy.

COPIES of the full 12 page document are available from: Music Educators National Conference, 1806 Robert Fulton Drive, Reston VA 22091. (800) 336-3768

Select your play carefully and be prepared to defend your selection

A few days ago I read a series of front page articles from Hattiesburg and Jackson, Mississippi newspapers. It was a theme I know well, and I was grateful it was not Texas. I felt a little smug. I shouldn't have.

The news story concerned the cancellation of a contest play. The Hattiesburg High School production was "Falsettoland" by William Limmis. It is a play about a Jewish family that is torn apart after the father realizes his homosexuality and takes a male lover. His marriage ends in divorce. In the final scenes, the father's lover is diagnosed with AIDS and the characters rally in support.

Cancellation was based on legal advice given the superintendent that the play would be a violation of Mississippi law. The law prohibits disseminating sexually originated material to anyone under 18. The crime is a misdemeanor.

There is a great deal more to the story and likely much that did not appear in the paper. The teacher was one with 17 years experience who had an outstanding record of achievement. He had received awards as a teacher and director. He previously produced "A Few Good Men," "City of Angels," "One Flew Over the Cuckoo's Nest," and "A Streetcar Named Desire" in contest and regular school production without being censored.

A five member panel of parents and school administrators approved the play for production yet it seems that two parents that objected to students playing the parts of homosexual characters filed a protest in writing to the superintendent. They described the play as a gay-agenda production rather than an AIDS awareness play.

You say this couldn't happen in Texas? It has, it can, and it will. I have in recent years heard stories and received letters from parents, teachers, directors and administrators describing circumstances not unlike the above. After playing the role of state censor for more than 20 years, I found little comfort in passing the buck to the local administration two years ago. Oh yes, it is easier on me, but directors are often caught in the trap of thinking "I'm safe because this is approved by UIL."

Let me remind you that all the plays that appear on the Approved Lists cannot, without conflict, be produced in every community in Texas. I urge you to review pages 44-52 in the HANDBOOK FOR ONE-ACT PLAY, 12th Edition. You will find help in "Theatre in High School Education," "A Play for All Seasons, and the Suggested Criteria for Play Selection," but you will not find a solution to every situation. I urge you to seek community and administrative support as you approach the selection of your contest play.

As a reminder of what has happened in Texas, I offer the following correspondence. It is not intended to reflect badly on any specific community but rather to cause us all to reflect and be prepared to support and defend our play choices as educators, directors and members of the community.

DEAR LYNN:

In June of 1993, I signed a contract to teach at a new school. I had been teaching since 1991 at my hometown school. While I tell this story, please pardon the overuse of personal pronouns. I prefer not to use the actual names.

My year began very successfully. I was happy because I had an extremely large budget and a huge group of motivated students. Because I had such a large group, I decided to do a very large cast show for UIL.

After realizing I had about 20 girls, I remembered a very powerful show I saw in my old district—*The Children's Hour*. I gave a copy of the script to my co-director, and he loved it. We both agreed that we needed to talk to the principal and get his approval before we announced the show title and auditions.

We met with our principal in late November and told him very openly we wanted to do a play about gossip and lies. We then explained that the gossip in the play dealt with lesbianism. The fact was stressed that gossip was the focus of the play, that it was written in 1934, and that it is on the UIL approved list of plays. He agreed we could do the show and said we should be warned that some people might be uncomfortable about the homosexual issues. Finally he asked to see a copy of the play.

A meeting was held and students were given a detailed hand-out about the show. We told the girls about the final scenes of the show and informed them if they felt uncomfortable, they were not to audition for the part of Martha. Auditions were held and we had about three rehearsals before Christmas.

During our Christmas break, a parent and fellow teacher (she was given a copy of the play before auditions) called to inform me her daughter would no longer be allowed to be Martha in the play. She told me the father had read the script and disapproved of its subject matter. I called my co-director, and he agreed we needed to have a meeting in January with the remaining cast and parents to explain the situation.

Before the meeting we talked to the principal, and he said he couldn't attend the meeting. However, the counselor did attend so an administrator was present. The meeting was successful and all but one parent agreed that the play had nothing to do with homosexuality. The parent who voiced objection said he would still allow his daughter to be in the play.

After the meeting, we talked to the principal to give him an update. He said he was uncomfortable with the play, but he would still support us doing the production. I said, "How can you be uncomfortable with it and let us do it — you can't ride the fence."

I asked him if he read the script (cutting) I had given him and he said no. He said he just had a problem with homosexuality. I then told the principal to read the play and only if it didn't bother him would we continue. The next day the counselor came and said the principal had read the play and felt much better and for us to continue.

We then began a four-month uphill battle. We went through typical show problems, but we also went through the town rumor mill. The show competed on March 22 and won best actress, three all-star cast honors, and two honorable mentions. However, as these UIL things go, we did not advance.

That same evening at the monthly school board meeting my contract was not renewed. I was told by my principal on March 24 that my contract was not renewed, "but it had nothing to do with the play." When I asked why, he simply told me I had been negative to the school. You see I know it could not have been my teaching because I had not yet had an appraiser in my room. No one had even seen me teach, and I was being fired from my teaching position. After this incident, people began to inform me of many prominent people in town who had objected to the play since its beginning. One school board member at two meetings publicly voiced his objections to the play.

I resigned the next week and then began to finish

The message contained in this play has been lost

Dear School Board:

This letter is being submitted on behalf of the cast and crew of the scenes from *The Children's Hour*. It is in response to the lack of support extended by the Board, criticism by certain members of the community, and consequences resulting from its selection and performance.

The play has a simple message, that it is wrong to tell lies and spread gossip, especially without knowing all of the facts. The consequences of such actions is that people inevitably get hurt.

The play was performed for zone competition. To our knowledge, members on the Board of Trustees were not present. The superintendent, principal, and curriculum director were in attendance.

It would seem to follow that those individuals, and only those individuals, who have either seen or read the play, could make a logical assessment of its contents. It further dismayed us that a school board member stated his opposition to the contents of the play and voiced his lack of support for the play prior to the performance. He was not seen at the play and he did not ask for a copy of the play. His statement came during a meeting to determine eligibility of a cast member.

We now understand that our teacher has been asked to resign for being a negative influence. We think the message presented by this play, that it is wrong to spread gossip or lies, was a positive influence. It seems to us that the message contained in this play has been lost on those of authority in our community.

What happened in the play has happened here. People have been hurt due to gossip and lack of knowledge of the facts.

We think it is wrong.

Respectfully yours,

The cast and crew of
The Children's Hour

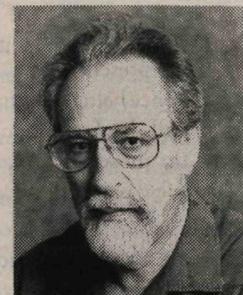
the year with a very bitter attitude. What I hated most is that these people couldn't honestly say they fired me because of the play. Well, all of that changed. In early April, my students sent a letter to every newspaper and school board member in the town. The letter basically told the school board that they were guilty of ruining someone's life with gossip, just like the play, and argued that none of the people that had spoken against the play could make a logical assessment because they had never read it.

On April 14, I was visited by a school board member who informed me I was fired because of my play choice and for no other reason. He also said that my principal recommended me for re-hire, but that the board did not care. Finally, he said he voted for me and just wanted me to know. I am leaving teaching because I have been accepted to a school of theology in this area.

I would like to warn all of those new teachers out there to find out what is acceptable in the community. You can't just trust your principal; find out for yourself. The sad truth is that the world is full of close-minded, judgmental people; you can never change their minds, but you can pray for them.

Thanks for your support, Lynn.

IF THE LETTER above and the other letter in the box are an accurate description of last spring in the community described, we all must fear living in Hattiesburg, Texas.



Lynn Murray

The devil made me write this column

I appreciate the cards and letters from those of you who read last month's column and wondered if I had blown a fuse. The hissy-fit is over, and now it's time to move on.

I had planned to discuss this month a rather bizarre incident at an Gulf Coast school where a few parents ferreted out satanic messages on the school's yearbook cover, but I've decided to wait until the little episode runs its course. I'd hate to make fun of people who have nothing better to do than misinterpret art as one of the sure-fire signs of the apocalypse, only to learn that every student who bought one of the books is now tied to a bed and is spewing green pea soup.

Still, I didn't find anything amiss when I looked at it, but that's no guarantee that the cover art wasn't inspired by demons of some sort. For one thing, I'm not classically trained in the art of detecting the handiwork of Beelzebubba. So it is possible that this is in fact the yearbook from hell.

One thing is certain: stay in this business long enough and you're destined to have at least one.

Besides, Lynn Murray has written about censorship, and I didn't want to steal his thunder. It's a good column. Page 4. Read it.

WITH TWO SuperConferences under our belts, one fact is painfully obvious: we have a lot of new journalism teachers and publications advisers out there who aren't quite sure how it is they became journalism teachers and/or publication advisers.

The typical roll call at the adviser's session says something like this:

"My name is Dorothy and I'm an English teacher."

"My name is Bill, and I teach business math and algebra."

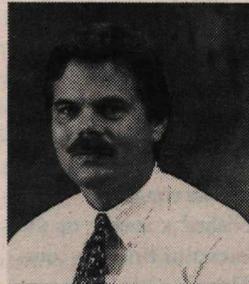
"I'm Linda. I teach Spanish."

"I am Susan, and I'm the school librarian."

Efforts to find a common denominator are fruitless.

I'm confident that Dorothy and Bill and Linda and Susan represent the universal experience, with the only difference being that they actually attended one of the UIL's all-day SuperConferences.

So, for those of you who didn't or can't attend, here are a few pieces of information that might prove helpful.



Bobby Hawthorne

• If you're going to be stuck with the UIL contests, order the practice contest material and the Journalism Contest Manual. I updated the manual, and it has a really cool gold-foil stamp on the cover. You can order it from the UIL Academic Order Form. Your principal and/or UIL coordinator should have one. You can also order invitational meet journalism materials. See your principal and/or coordinator for this too.

• As far as the contests are concerned, we'll have no changes. Of course, if you've never coached UIL journalism, this won't mean much to you.

• Ask your principal where the district academic spring meet will be held. You may be surprised to learn that you're hosting it. The principals will meet this fall to select host sites. The selection of the host site is generally based on who didn't show up for the meeting or where they want to run the track meet.

• If you learn that you're hosting the district meet, drop me a note and I'll put you in touch with someone who has run a few and lived to show off his or her scars. You can reach me at the UIL (see masthead, page 2).

• You should receive a *Leaguer* every month. If you're reading this, then something right happened. Don't take this one success for granted. We'll publish six more this year. Make certain the principal's secretary puts one in your bin each month.

Finally, a few announcements that I hope will fill up the remainder of the space on this page. Otherwise, I'm going to have to say something about homosexuals and legislators, and I don't think anyone wants me to do that.

Down Home Texas Style!

Ever wanted to attend one of those fancy national conventions? Here's your chance. The National Scholastic Press Association/Journalism Education Association fall convention will be Nov. 17-20 at the Hyatt Regency Hotel in Dallas.

More than 100 instructional sessions will be presented as well as numerous write-off contests, tours, issue seminars, meet-a-pro sessions and curriculum

exchanges. Numerous media and entertainment tours and receptions are scheduled also.

The host hotel for the convention is the Dallas Hyatt Regency. For more information, contact JEA at 913/532-5532 or NSPA at 612/625-8335. The local convention director is Randy Vonderheid, North Garland High School, 214/494-8438.

Natural born leaders

Former Austin LBJ publications adviser and TAJE president Andy Drewlinger has developed a leadership conference development kit for high school teachers and students. The program is billed as "everything you need for planning and implementing an interpersonal leadership conference for student organization leaders and students who wish to be such leaders."

For more information, contact Andy at 1-800-808-2040.

They don't look a day over 49

The *Hillcrest Hurricane*, one of the nation's most celebrated student newspapers, is (you guessed it) celebrating its Golden Anniversary, and adviser Dow Tate is planning a January reception for current and past members of the staff. Former staff members are urged to contact him at 214/987-8405 for more information.

Prints Charming

The Association of Texas Photography Instructors (ATPI) fall festival will be Nov. 12-14 in Houston. The meeting will be held during FotoFest, one of the largest and most international gatherings of photography and photographers in the U. S. Curators, critics and photographic artists come from all over the world to share their work and ideas about photography.

For registration materials and information, write ATPI Festival, ATPI, P. O. Box 121092, Arlington, TX 76012 or call Mark Murray, ATPI president, Arlington Lamar High School, 817/460-6282.

Take the money

So your editor has been offered a job at the local daily newspaper. Good. It doesn't endanger his or her UIL eligibility. The League has no amateur rules for academic contests. So, take the money and invest wisely. Buy a yearbook. Of course, it may be wise to hire someone to exorcise it first.

Advanced journalism approved as microcomputer course substitute

by **BOBBY HAWTHORNE**

At Tomball High School, students enrolled in Advanced Newspaper Production are receiving credit for microcomputer applications, just as some band members receive physical education credit.

According to publications adviser Nancy Harwood, the Texas Education Agency approved the course substitution because it was satisfied that the newspaper production course meets all of the essential elements for the microcomputer course.

"Our first request was denied because TEA found it to be too general," Harwood said. "TEA wanted to make certain that newspaper production taught more than word processing. So we expanded the proposal, showing how journalism students incorporate database and spreadsheet into their work, and how they use modems, scanners and other hardware in the production of the newspaper."

The TEA approved the request on the Friday prior to the first day of school, Harwood said. "So now,

students here who take newspaper production also satisfy the computer literacy requirement in the advanced graduation plan," she said.

TEA also recently approved a similar request for the Austin Independent School District. According to Thom Prentice, Austin High adviser, the TEA has allowed newspaper production and yearbook production to substitute for one credit of microcomputer applications which meets the computer literacy requirement for the advanced graduation plans.

John McCartney, publications adviser at James Bowie High School in Austin, compiled a list showing how journalism students in advanced newspaper and yearbook production classes master objectives contained in both essential elements for the journalism and microcomputer courses.

According to Jack Harkrider, publications adviser at L. D. Anderson High School in Austin, the course substitution approval occurred too late this year to have had a substantial effect on his enrollment.

"The plan has one kicker," Harkrider said. "The

microcomputer course substitute is only for students in newspaper production II and yearbook production II, and these students must have already passed one year of journalism."

Harkrider added that according to a memorandum from the TEA, as long as any course fulfills the essential elements for microcomputer applications, "it doesn't matter what you call it or in what subject area it counts. This is left to the individual school district to decide."

The microcomputer applications course substitution opens doors for advanced graduation plan students to take journalism. These doors were closed when the state adopted highly restrictive graduation plans several years ago. Under this plan, journalism is not among the advanced graduation plan electives.

"I've had a lot of students who have wanted to take journalism but couldn't work it into their schedules," Harkrider said. "With this course substitution waiver, I'm hoping to have the opportunity to teach those students who would have faced the same predicament."

Benefits of High School Publications

• It provides an outlet for student writing that primarily emphasizes service to readers rather than self-expression.

• The goal of impartiality in news provides students with lessons in fairness and accuracy.

• The ethical imperatives that facts be distinguished from opinions helps students understand the meaning and importance of objectivity.

• Staffers who do interviews gain experience in dealing with people.

• Writing for the press gives staff members practice in taking accurate notes and in using reference materials.

• Reporting experience helps students to recognize the difficulty of finding firm facts in a maze of statistics, propaganda and conflicting opinions.

• Editorial writing provides practice in weighing evidence and reaching conclusions based on sound reasoning and facts.

• Feature writing gives practice in imaginative treatment of facts to appeal to human interest.

• Copy editing develops critical ability and a quality of selfless service in improving the work of other staff members.

• Production of a school newspaper provides valuable experience in teamwork.

• Experience in meeting deadlines helps form effective work habits.

• A student staff gains experience in equating freedom with responsibility.

• Experience on the staff makes students better critics of the public press.

• Advertisements in the school press enable merchants to reach the student market specifically.

• These ads aid students in making purchases to their own advantage.

• Business staff members gain practical experience in selling ads and soliciting subscriptions.

• The newspaper aids all other student activities through stories about activities that stimulate student attendance and participation.

—from the *SNPA Bulletin* of the Southern Newspaper Publishers Association.

Invitational Meets

October 22

Edgewood HS (San Antonio)
Number sense, calculator, computer science, UIL science, UIL math, math/science subject areas.
Contact: Abel Martinez, 210/432-1303 (wk) or 210/436-0064 (hm); 210/435-4834 (fax)

November 12

Taft HS
Math & Science only.
Contact: Jean Wolter, 512/528-2559.

November 18-19

Bishop HS
All speech events.
Contact: Joe D. Trevino, Jr. 512/584-3591 ext. 206; 584-3593 (fax)

January 7

Bells HS
CX Debate
Contact: Jeanie Brem, 903/965-7315; 903/965-7036 (fax)

January 13-14

Hamshire-Fannett HS
All events except L-D and C-X debate
Contact: Linda Molt, 409/243-2132; 409/243-3437 (fax)

W.B. Ray HS (Corpus Christi)
All literary events including journalism, foreign languages, subject math, science and histories.
Contact: Chad Huckabee, 512/855-7361 (school); 512/937-2204 (home)

January 14

Ozona HS
All contests. Contact: Frances Curry, 915/392-5501

Shallowater HS
Number Sense, Calculator, Mathematics, Science.
Contact: Gay Bratton, Laura Schelin, Teresa Janssen, 806/832-4535; 806/832-4350 (fax)

Sierra Blanca HS
All UIL events except One-Act-Play, Accounting, and Computer Science
Contact: Pam Young, Marie Holmes, 915/369-2781; 915/369-4167 (fax)

January 20-21

Del Rio HS
All UIL events.
Contact: Eloy B. Barrera or Segundo Guajardo, 210/774-9332 or 210/774-9316; 210/774-9320 (fax)

February 10

Bells HS
L-D debate
Contact: Jeanie Brem, 903/965-7315; 903/965-7036 (fax)

CONTINUED on page 9

Welcome back to computer applications

by **D.L. BOURELL and J.R. COGDELL**
Calculator Applications Contest Directors

In this inaugural article for the 1994-95 academic year, we want primarily to report on what's new for the coming calculator season. The three main areas are a report of the 1994 State Meet, new materials available from the UIL, and the 1994 Fall Superconferences. This year's State Meet ran smoothly. Almost.

There was a problem with the grading of Problem 94I-28: "A student takes three out of the four quizzes, making 83, 89, and 92. What must she make on the last quiz to average at least 90?" The problem in retrospect was poorly worded, and your directors' experience with assigning grades at the university level does not involve rounding. The answer key answer was 96, but if the final grade must be an integer, then the problem must be solved using a minimum final grade of 89.5 instead of 90, making the answer 94. This caused quite a stir during the verification period, which took place after the winners were announced.

We have a series of safeguards built into the Contest to minimize having a "bum" answer discovered during the verification period. In hindsight, we feel that these safeguards would have worked should we have been more vigilant. The easy solution to this problem is to move the verification period to *before* the

awards ceremony, but then everyone knows who won and lost, so why have an awards ceremony? Such an approach would diminish the excitement and drama of the announcement of winners. We feel that an exciting awards ceremony is important, as is verifying scores, and we hope to develop a new approach to be used at this year's State Meet to satisfy both concerns.

We have historically published a survey of the calculators that State Meet contestants bring to compete with at the State Meet. This year, almost everybody brought hp 32S or hp 32S II calculators. In fact, of the 187 calculators registered at the State Meet, only 32 were "non-hp 32S" calculators (17%). As always, we do not recommend any particular brand of calculator. There are restrictions on what constitutes a "legal" calculator for the Contest; these are given in the current UIL Constitution and Contest Rules. The question of graphing calculators usually comes up when we talk about calculators, and graphing calculators are fine so long as they don't violate any of the restrictions. Last, this discussion of calculators is valid only for the Calculator Applications Contest, and the other UIL academic contests (i.e., Science) may have different rules regarding calculators.

We are thrilled to announce that the new UIL Calculator Applications Contest Manual is in print and available from the UIL office. It completes the trilogy

of new materials, complementing the two practice manuals for numerical and stated/geometry problems. The new Contest Manual is completely rewritten in a more "nuts-and-bolts" style.

There are new incentive ideas for students and coaches, how to prepare for the Contest, strategy hints on which problems to work in order to maximize your score, what to expect at practice meets, and other advice related to the competition. The style is reminiscent of George Natrass' 1985 "The C.A.T. Book", due mostly to the advice from coaches from all conferences all over the State. The large chapter on solving stated problems has updated, worked problems. The new types of stated problems such as logarithmic solutions are treated, and there is an introduction to the math needed to solve geometry problems (primarily trigonometry).

For the seasoned coach reading this, you will be happy (?) to know that the infamous "Appendix D" explaining how to solve significant-digit stated problems has been rolled into the text of the new Contest Manual! Don't despair though. It has been rewritten as well, and we have developed a one-page section of rules for those who want to know only what is necessary to solve "SD" problems. We hope to include "snippets" from the manual in future *Leaguer* articles.

Introducing a new type of calculator applications problem

by **D.L. BOURELL and J.R. COGDELL**
Calculator Applications Contest Directors

It's been a few years since we introduced a new type of problem on the UIL Calculator Applications Contest. The last one was a stated problem involving working with logarithmic solutions: 93B-37. What is 7080^{-655} ?

This year we are introducing certain kinds of transcendental functions. A transcendental function is one that cannot be expressed in terms of algebraic expressions. They contain, in addition to algebraic terms like x^2 and $R((5+7x))$, functions like trigonometric, exponential, logarithmic and inverse trigonometric functions. An example is, $f(x) = x + 12.5\cos(x)$ [x in degrees]. You specify a value for x and I can easily solve for $f(x)$. For example, let x equal 25; then $f(25)$ equals 36.3. We plan to make things more interesting than this on the Calculator Applications Contest. We will pose the question like this:

95X-68. What value is x (in degrees) when $x + 12.5\cos(x)$ equals 57?

You can write the equation for this, $x + 12.5\cos(x) = 57$, but it is impossible to solve for x to obtain an answer without using some type of numerical procedure. The problem is that the cosine function and x cannot be combined in any meaningful way. This will be the case for all the transcendental functions we put on the tests.

So, how do you solve a problem like this? We propose two ways to solve this type of problem. The first is a "brute force" approach that requires use of a calculator with a "solver" capability. Since most State Meet contestants bring an hp32SII, we cite it as a calculator that has this feature. Essentially, you type the equation into the calculator as a kind of "alpha" form and then instruct the calculator to solve for something. With the hp32SII, you solve the example transcendental problem by typing in something like

" $y = x + 12.5\cos(x)$ ", and then instructing the machine to solve for x . The calculator asks for the y value and you type in 57. It chugs along for a bit and then displays the answer, 48.8.

An alternative method which we feel is just as valid and perhaps quicker is to iterate the solution. The trick here is to solve for x in terms of the least volatile x terms. For the example, we would solve for x as

$$x = 57 - 12.5\cos(x)$$

By "volatile", we mean in this case that changing x by a lot does not have much effect on the term containing $\cos(x)$; it can only vary between -12.5 and +12.5 as x traverses its entire range. Next, we just guess a value for x , stick it in the right-hand side of the equation and solve for x . Once we get that answer, we stick it into the right-hand side and solve for x again. Eventually, our value of x stops changing (at least in the third significant digit's place) and we have an answer. To demonstrate, suppose we use zero as the initial guess. Then the first value of x is $57 - 12.5\cos(0) = 44.5$. We substitute this back in on the right-hand side to obtain $57 - 12.5\cos(44.5) = 48.1$. Continuing in this manner, we get sequentially 48.6, 48.7, 48.8, 48.8. At this point, we write the answer as 48.8. It took five quick iterations to get the answer. (The "exact" answer is 48.75978.)

This brings up two mathematical issues. First, the iteration approach and the "solver" approach only work when the solution converges. This is not always the case with transcendental functions, but clearly, we will not put a problem like this on a test. The second

consideration is, given that the solution will converge, how *fast* does it converge? If convergence is slow, then contestants with the solver calculator have a marked advantage over students who manually iterate a solution. We will therefore select problems for the contest that converge relatively quickly. For the 1995 tests, we have made these problems "starred" or $\pm 10\%$ problems. This makes iteration less taxing. You should be comfortable that your answer falls within the $\pm 10\%$ range if the difference between iterated answers is less than 10% of the answer. For the example problem, our first answer was 44.5. The second answer was 48.1. The difference was $48.1 - 44.5 = 3.58$, which is less than 10% of the more accurate answer, or 4.81. We could stop here and write the answer as 48.1, being comfortable that it is within $\pm 10\%$ of the actual answer. The spread of allowed answers for this problem would be $0.9(48.75978)$ to $1.1(48.75978)$, or 43.9 to 53.6. In fact, we suspect that all the starred iteration problems on 1995 tests will converge within two or three iterations.

Function	Target Value	Exact Answer	$\pm 10\%$ Spread	# Iterations
$5x - 13\sin x$	50	10.4726	9.43 to 11.5	2
$45x + 61\tan x$	-34.7	-0.753288	-0.678 to -0.829	2
$35\cos x - 21.6x$	2.5	1.50407	1.35 to 1.65	2
$0.5x - \sqrt[3]{x}$	16	38.7690	34.9 to 42.6	3
$\sqrt[4]{3x} + 0.2x$	89	415.294	374 to 457	2
$5x^5 - 35x^{2*}$	31	2.04001	1.84 to 2.24	3
$0.3\sqrt{x} + 1.5\sqrt[9]{2x}^\dagger$	4.1	32.6316	29.4 to 35.9	5

Start your CI&E engines now

by **BOBBY HAWTHORNE**
CI&E Contest Director

1. Benjamin Chavis was fired as the head of this organization:
 - a. NAACP
 - b. Nation of Islam
 - c. United Farm Workers Union
 - d. Urban League

This is the first in what will become an extensive data bank of questions from which the 1995 UIL Current Issues and Events Contests will be developed. Since almost every Texas school began classes on or around August 15, I began combing through Texas daily metropolitan newspapers, looking for topics worthy of consideration for the spring contests.

I've started each day reading the newspaper, and I'm darn pleased to reach the point in my life where someone will pay me handsomely to do what I've done for free since I was 14 or 15.

Typically, I add two or three questions to the data bank each day. The process involves a delicate balance of spot and on-going news. I try not to ask questions about issues that are so volatile that its value or substance may change dramatically over the course of time. Asking questions about health care or the crime bill at this stage would be silly, given how much change is inevitable between September and March. However, both topics are prime areas for essay treatment.

This explains, in part, my reluctance last spring to ask essay questions about either health care or Whitewater. Not enough solid information about

either existed to provide students a strong foundation upon which to build an essay. The health care issue was even murkier than it is today, and Whitewater was then little more than innuendo, accusation and recrimination. Details on the scandal—if in fact there is one—are not much clearer today.

So, as we begin this school year, I urge coaches and students alike to begin perusing newspapers and newsmagazines and compiling a file of questions and answers. Over the course of the year, certain questions will be changed as events evolve, others will be deleted because the issue that seemed so important in September will appear rather inconsequential in February.

But one thing is certain: you cannot begin preparing for this contest a month before the district week.

- The UIL is fond of reciting its "there are no losers" mantra. This is largely true. But last May, a strict interpretation of the CI&E rules guaranteed that a set of winners were not rewarded and recognized.

Here's what happened: Two teams tied for the state championship. According to the UIL Constitution and Contest Rules, the tie is broken by judging the essays of the students who scored the highest in the objective portion of the contest. Thus, the state championship was claimed by one team on the basis of a one-point difference on the essay.

The tie-breaker can be justified at the district and regional levels on the basis of administrative convenience. Without the tie-breaker at those levels, the next-higher rounds of competition are likely to be swamped with entries because some judges would rather allow two teams to proceed rather than making

the hard decisions on which team will advance.

However, at the State Meet level, if two teams tie, then both should be recognized as co-champions and rewarded accordingly. This is done now in literary criticism. It's also done in football. Often, coaches will agree that in the event of a tie, the two teams will be recognized as co-champions rather than have one crowned on the basis of penetrations or first downs.

This summer, the UIL Academic Committee of the Legislative Council passed a proposal to change the State Meet tie-breaker provision. The item will be considered by the full council in October. If you wish to submit letters of support for this proposal, please send them to me, and I will see that they are forwarded to the appropriate persons.

- I am equally adamant that members of the second place teams be recognized at the State Meet level. Currently, medals and a plaque are presented to the state champions. Runners-up receive a nice round of applause and little else.

I'm satisfied with the "participation is its own reward" philosophy so long as it is applied equally, but this isn't the case. The League is conducting a review of its overall award system. Hopefully, this inequity can be resolved soon.

- In keeping with a general effort began by academic director Pat Wisdom, I have notified all regional CI&E contest directors that one current CI&E teacher will be appointed to participate in the judging panel for the regional meet.

A number of regional sites already use teachers to judge. In the case of Angelo State University's 1994 meet, two teachers served on the judging panel, one of whom excused herself when from the essay grading because her student was a finalist.

Teachers know the rules. They understand the nature of the contest. They are not there to disrupt the meet or challenge the authority of the contest director. It's ridiculous not to use them.

TILF Scholars



AMY WILSFORD
Red Oak High School
Alvin & Lucy Owlsey
Foundation Scholarship

UIL academic competition has been an integral aspect of my high school career, and I am grateful for this opportunity to thank you for giving me such memorable experiences. UIL has been an invaluable outlet for my creativity as a writer. It has allowed me to develop my own individual style through the exploration of various techniques, thereby improving both my writing and my clarity of thought.

Furthermore, UIL has been a source of recognition of achievements that are too often neglected by a mainstream public education system for more concerned with athletic trophies and dollars in its hand. It has provided niches into which some extremely talented young people have been able to define themselves by defining their talents.

Finally, UIL has meant fellowship with a group of extraordinary students who are clearly committed to enlightening and challenging themselves through competition. By "fellowship," I do mean donuts and orange juice on a freezing bus at 5:00 a.m. on the way to District competition, Regional competitions where jumping on the hotel beds is a prerequisite for sleeping in them, and State competitions where Brad brings his guitar and laughs at the people who drop pennies in his case while waiting for results.

All of this is UIL to me. It has truly had an immeasurable impact upon my life, and I do thank you for that. Thank you for giving me the opportunity to express myself through writing, personal achievement, and fellowship with similarly focused students. It has been wonderful.

Accounting participation rule interpreted

In light of the number of schools that offer a block schedule enabling students to finish a course in the first half of a school year, the UIL realizes the need to make adaptations for changing instructional formats.

Section 920 (b) of the 1994-95 *UIL Constitution and Contest Rules* requires that students be "enrolled during the spring semester in their first-year of accounting." The intent of the rule is to exclude second-year accounting students from participation in the contest; therefore, by interpretation, students enrolled in a block schedule format which provides for first semester completion of a course are eligible to compete in accounting, as long as they are not yet enrolled in a second accounting course at the time of competition, and they are otherwise eligible in accordance to Subchapter M, Section 400 of the *C & CR*.

T-Shirt Design Contest

Response to the announcement of a t-shirt design contest in the September issue of the *Leaguer* has been great thusfar. The UIL academic staff is looking forward to receiving fantastic entries from across the state.



Pat Wisdom

The question most asked since the announcement is "What are we going to get if we win this contest?"

This is a good question. In addition to the notoriety of having the design printed on both the t-shirts and shorts worn by academic state competitors across Texas, the

winner will also receive a state quality, draped gold medal and a shorts set on which the design has been silk screened. A draped silver medal will be awarded to the second place winner, and the third place winner will receive a draped bronze medal. Honorable mention certificates will be awarded to an undetermined number of entries.

For those who have not heard about the contest, any high school student who is eligible under Section 400 of the *Constitution and Contest Rules* may enter the

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 contest. Both entries should be submitted in one mailing from the school and should arrive no later than December 15, 1994.

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.

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: _____

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.

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."

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.

Making adjustments

New ready writing judging rubric more objectively reflects essay qualities required

by **KAREN WERKENTHIN**
Ready Writing Director

"Practice doesn't make perfect; practice makes improvement." (Eric Jensen) While perfection is an unattainable goal, we state-level UIL officials work hard to address problems and improve the Ready Writing program. The contest evolves as voices of contestants and their coaches are heard.

Last year UIL Academic Director, Pat Wisdom, and I designed a new Judges' Rubric which more objectively reflects the essay qualities required by the contest rules (see pages 89-91, *C & CR* 94-95). Coaches and contestants had expressed deep concern over judges disqualifying a good paper for minor surface errors. In these "first-draft/final copy" essays, correctness of style should count no more than a small percentage of a student's score. The contest rules make it clear that interest should outweigh organization which, in turn, should outweigh correctness of style. In the new rubric, interest counts 60%, organization counts 30%, and correctness of style 10%. After its use last spring, feedback from coaches and contestants has been consistently positive.

This fall, attendees at the SuperConferences will receive copies of the new edition of the *Ready Writing Handbook*, which Pat and I revised over the past two years. Copies can also be ordered from the League office. The new handbook reflects the trend away from the specific current-events topics of the late 1980s to the general open-ended topics of the past four or five years. It includes samples of the most recent prompts and state-winning papers, the new rubric, and judges' comments about some of the winning papers—all of which are extremely helpful to everyone involved.

Funny how some problems we thought we had solved have come full circle.

In the past decade the old word-count restriction was eliminated. Some may remember the days when judges had to sit and count words for hours on end before they could even begin to evaluate the essays. Contestants were required to write 1,000 words with no more than 150 words over or under that count. First, the maximum word-count restriction was lifted, then the minimum. Everyone seemed relieved because ready writers and sponsors could learn results before dark.

Lately I have heard from some coaches and students that perhaps we should resurrect the word-count requirement. I am getting reports of 250-word papers (or shorter) being named winning "essays" at some district and regional contests because judges see "potential" in them. (See below for a discussion of unqualified judges.) The contest is for the best essay, not for the best epigram or anecdote. Rewarding such short papers is equivalent to declaring a football team victorious based on one good play in the first quarter.

None of us wishes to return to the nightmarish days of the strict word-count (yet), but we also know that short, undeveloped papers should not be rewarded just because they "pique" the judges' interest. The contest rules clearly state, "Wordiness is to be avoided, as is sparseness indicative of lack of development. There is no minimum length, but an excellent essay will be notable for its well-developed ideas and its use of evidence to bolster its main point(s) [emphasis added]. This year the "Suggestions for Workable Grading Procedures" instructions to the judges handout reminds them of the previous 1,000-word length requirement to be used as a guideline and that interesting

papers are well developed.

Please write to me or to Pat Wisdom at the League office if you have suggestions about this new/old "length" problem.

Another problem surfaces every time I talk with coaches about the contest—poorly qualified judges at the district and regional levels. League officials have no control over who is chosen to judge these contests. I recommend coaches make a commitment and assume responsibility. Let your UIL coordinator know what is happening. Make sure your concerns are addressed when your principal and coordinator go to the UIL district planning sessions. Contact and work with the Regional Contest Director. Volunteer to be in charge of the Ready Writing contest and recruit the judges yourself. Volunteer to be an assistant contest director at the Regional competition. Let friends in other districts and conferences know you will judge their contests if they will reciprocate for yours. If we want it done right, we must do it ourselves. Nothing will ever change if we don't get involved.

To paraphrase Eric Jensen in his book *Superteaching*, step out and be courageous. Be the cause of things, not the effect. Be proactive, not reactive.

Please keep us informed about problems with the Ready Writing contest. We try to stay aware of them and find solutions as quickly as possible. Sometimes the solutions (eliminating the minimum word requirement) create unforeseen complications.

But, like writing and teaching, the Ready Writing contest is a process, never a "finished," perfect product. Practice makes us better.

Entry deadline for Diamond-Shamrock's 'Hooray for Excellence' is October 15

The October 15 entry deadline for Diamond Shamrock's Hooray for Excellence program is fast approaching as teachers and students rush to prepare audio tapes promoting their school's innovative projects.

Entries, which take the form of pre-recorded stories about unique academic programs, must be post-marked by Oct. 15 in order to be eligible for consideration.

Ten finalists will be awarded a cash prize of \$500 and will receive statewide visibility for their program when it is featured during halftime of the Diamond Shamrock Football Network's Thirtieth Anniversary radio broadcasts of 5A football playoff action this winter.

Last year, more than 100 schools participated in Hooray for Excellence, which is in its third year. Teachers applauded the program for its student involvement opportunities as well as its promotion of academics through a school sports forum.

"For our school, 'Hooray for Excellence' became 'Hooray for Dunbar,'" said Maura Stetson of Dunbar Middle Magnet School, a finalist in last year's program. "Our students loved hearing their voices over the radio and felt proud to represent Dunbar."

Dunbar used the \$500 cash award to fund their school play, according to Ms. Stetson, which enabled

students without financial support to participate.

1993 finalist Washington/Jackson Math-Science Center in Wichita Falls utilized the donated services of radio station KLUR in developing their audio cassette. "The award allowed us to expand our fourth grade program," said instructor Joyce Hosch. "Our students use hydroponic gardening to grow vegetables...and now the school district is considering buying the vegetables. The kids were thrilled."

To enter, schools must prepare a two to five minute story or presentation on audio cassette. The tape should be mailed to Diamond Shamrock Hooray for Excellence, P.O. Box 1931, Amarillo, Texas 79189. Entries should include the name and phone numbers of school contacts and information about the school.

Participants are encouraged to seek professional assistance in radio production, but it is not required. The tape should be self-supporting so that if an announcer played the tape without an introduction, it would tell the entire story. Entry tapes cannot exceed five minutes.

More information and formal applications may be obtained by phoning 806/374-5333 and asking for Diamond Shamrock Hooray for Excellence. The program is open to schools of all sizes and grade levels.

Calculator

CONTINUED from page 6

We want to emphasize that, in general, just because the difference between iterated answers is less than 10% of the current answer, this does not guarantee for all transcendental functions that you are always within 10% of the final, exact answer. We will guarantee it for our contest problems this year, but the reason is that we are selective about what functions we choose, not because of some universal mathematical reality.

To give you some practice on solving these types of problems, we have provided a table of functions and the target value. The problem would be stated, "What value is x (in degrees for trig functions) when <Function> equals <Target Value>?" The answer is given to 6 significant digit accuracy, and the $\pm 10\%$ spread is given. We also include a column showing the number of iterations needed from an initial guess for x of zero before 10% of the iterated answer is greater than the difference between iterated answers.

*For this problem, solve it for the highest power term, as $x = R(5, F(31+35x^2, 5))$ before seeking an iterated solution.

2

† For this problem, solve it for the highest power term, as $x = BBC((F(BBC((4.1 - 1.5R(9, 2x)), 0.3))), 0.3))$ before seeking an iterated solution.

Handling small details now pays big dividends later

The fall season is always busy in this office, with planning for activities throughout the UIL calendar year and plenty of questions from the field. Because this department handles the elementary and junior high academic programs as well as speech and debate, it's sometimes hard to get me on the telephone.



Treva Dayton

First, thanks for your patience if you're one of the people with whom I've been playing phone-tag. Thanks, too, to your school personnel and our wonderful UIL receptionists who so pleasantly and efficiently take and deliver our messages.

Secondly, if you have to leave a message, it helps to give an optimal call-back time so I can reach you

without interrupting class. I can't always get back to you at the designated time, but I try.

Some of the calls concern planning and scheduling district C-X debate competition. If you haven't already had a planning meeting you should check with your administration to see that one is scheduled. Getting organized is always a little more difficult in the first year of realignment. If you don't know what district you're in and with what schools, check the spring meet district alignment in the appendix of the UIL Coordinators Manual. Your coordinator or principal should have a copy.

The League should have received by Sept. 30 information regarding your district's spring meet chairperson and academic chairperson (if that is another individual). As soon as the list is completed, we will mail the C-X Contest Director forms to those chairpersons. We need the names of Cross Examination debate directors by Nov. 20, so if you are that person, please

make sure we receive the form.

We've also had several requests for information about potential judges. We are trying to update our list from last year, but it's not easy to track down college students. I think the average stay at any address must be less than a semester! If you have former students interested in judging, please have them contact my office. Those who have been on the list but have moved need to update their records.

Since prose and poetry categories haven't changed, we aren't getting many questions about intersp. Your suggestions for category guidelines to be considered for next year should be submitted as soon as possible.

We'd also welcome any specific suggestions to be considered for the January-May Lincoln-Douglas resolution. We will announce the resolution in early December, mailing it to all schools with your C-X ballot and putting it on TENET. Watch for that mailing.

Hope to see you at one of the last two SACs!

Invitational Meets

February 10-11

Jefferson HS (San Antonio)
Prose, poetry, CX and LD debate - novice and varsity, duet, DI, HI, OO, foreign and domestic extemp.
Contact: Debbie Dehlinger, 210/736-1981 ext. 161; 210/738-2406 (fax)

Pleasanton HS
All UIL events except One-Act-Play (also limited to Class 4A and under).
Contact: Gary Anderson, 210/569-2197

Taft HS
All UIL events. Contact Jean Wolter, 512/528-2559.

Ross Sterling HS (Houston)
All spring meet contests, with the exception of L/D and Cross-examination debate. Set B materials to be used.
Contact: Al Richard, 713/420-4500; 713/420-4513 (fax)

February 11

Bells HS
Poetry interpretation, prose interpretation, editorial writing, feature writing, headline writing, news writing, accounting, calculator applications, current events, literary criticism, math, number sense, ready writing, spelling and vocabulary, science.
Contact: Jeanie Brem, 903/965-7315; 903/965-7036 (fax)

Early HS
All UIL events plus HI, DI, Duet & Impromptu. Contact: Geneva Ethridge, 915/643-4593

Edgewood HS (San Antonio)
All UIL events except Debate
Contact: Abel Martinez, 210/432-1303 (wk) or 210/436-0064 (hm); 210/435-4834 (fax)

Robert Lee HS
All except Cross-examination debate in high school and all junior high contest. This contest is for Class 1A, 2A, 3A high schools and for Class 1A junior high schools.
Contact: Jack Tannison, 915/453-2333; 915/453-2326 (fax)

Mission HS
All academic events except speech and debate. Contact: Adriana Chapa, 210/580-5725; 210/580-5751 (fax)

Ryan HS (Denton)
Accounting, calculator applications, computer applications, computer science, current issues & events, journalism, literary criticism, mathematics, number sense, ready writing, science, informative, persuasive, poetry, prose, CX and L-D. Contact: Bettie Garner, Assistant Principal, 817/566-7926; 817/381-5049 (fax)

South Grand Prairie HS
All events.
Contact: Joe Tecson, 214/264-4731; 214/642-7902 (fax)

Learning the importance of free speech

Romania seeks info on UIL contests

by TREVA DAYTON

A few requests for information stand out among the more routine questions, such as the following fax from the Embassy of the United States of America, American Cultural Center, Bucharest, Romania:

"I am a foreign service officer with the U.S. Information Agency stationed in Bucharest, Romania. One of my colleagues, who is involved in educational reform in Eastern Europe, is very much interested in speech, debate, drama, oral interpretation, and how they are taught in the United States. Currently there are no such classes here that teach young people self-expression, because the point of the formerly communist education system was, after all, to turn out people who *could not* think independently or express themselves.

I was recently on vacation at home in Hereford, Texas, and our local high school speech teacher told me that the UIL puts out several pamphlets about these subjects, that describe the skills involved in different events (debate, extemp speech, etc.) and the contests

that go with them.

Could you please send me a list of the pamphlets and information you have, and how I might purchase copies? The foundation that is doing this educational reform work is in the process of studying how speech and self-expression courses are taught, with the aim of beginning pilot projects in a few Bucharest high schools in 1995-96.

Please don't hesitate to call me if you need more information (Romania is eight hours ahead of Austin). With thanks in advance, Dale West, Director."

As educators, we understand the importance of communication curricula for our students in their academic endeavors, their future careers, and their role as responsible citizens in a democratic society. Are we doing a good job of articulating the importance of speech communication education to our students, communities, and officials responsible for administering public education in Texas? Are we effective in highlighting the critical thinking, research, and communication skills that result from preparation and participation in speech activities?

If you can answer yes, we'd appreciate hearing from you about what works well in your community.

No-cost publication on immigration issues available For CX-debaters

Through a grant to the National Federation of State High School Associations, the Ford Foundation and the Communications Consortium has provided funds for printing and distributing a 104 page publication on immigration and immigrants.

The UIL office has received 400 copies of *Immigration and Immigrants: Setting the Record Straight* by Michael Fix and Jeffrey Passel, with Maria Enchautegui and Wendy Zimmermann. These will be made available at no cost on a first-come first-serve basis, as long as supplies last.

Schools are limited to a single copy. To obtain a free copy, debate coaches may send a request with their name, school, conference, and mailing address to Treva Dayton, Director of Speech, University Interscholastic League, P. O. Box 8028, UT Station, Austin, TX 78713-8028 or send order via FAX at 512/471-5908. Please type or print clearly. No phone orders will be accepted.

Extemp topics

PERSUASIVE

1. Is it time to lift the US embargo against Cuba?
2. Is the new federal crime bill the right response to the problem of crime in America?
3. Will the GOP gain control of Congress in the November election?
4. Why did health care reform fail?
5. Should Congress ratify the Uruguay Round trade agreement?
6. What priorities should guide the activities of the United Nations in the future?
7. US intervention in Haiti: are American forces on a 'Mission Impossible'?
8. Are partisan politics the cause of gridlock in federal legislation?
9. Will the IRA cease fire mean the end of "the troubles" in Northern Ireland?
10. Is intervention by US troops to promote democracy in Haiti justified?
11. How successful have recent attempts to reduce illegal immigration into Texas been?
12. What should be US policy toward North Korea?
13. Should NATO take action against the Bosnian Serbs?
14. Is the Texas no-pass no-play rule achieving its intended purpose?
15. Should television cameras be banned in the O.J. Simpson trial?
16. Can Nelson Mandela accomplish the changes he promised for South Africa?
17. Are Americans willing to pay the price to reduce government spending?
18. What balance should be sought between business and environmental interests?

INFORMATIVE

1. How are states trying to cope with the impacts of immigration to the US?
2. Jobs and paychecks: how are American workers faring?
3. A report card: What is the safety record of air travel in the US?
4. What progress has Al Gore made in his attempts to "reinvent government"?
5. What were the major issues at the world population conference in Cairo?
6. How is the Senate race in Virginia shaping up?
7. What is the current situation in Rwanda?
8. Why is the issue of property rights making headlines in Texas?
9. What has led to the improved financial health of the major television networks?
10. Competing for customers: what's happening in on-line computer services?
11. What are the terms of the agreement negotiated in Haiti by the Carter-led delegation?
12. Who is Jean-Bertrand Aristide?
13. What is Governor Richards' campaign strategy for reelection?
14. Who are the likely contenders for the 1996 GOP presidential nomination?
15. What is the controversy over redistricting to achieve diversity in congressional representation?
16. What did Boris Yeltsin hope to accomplish on his recent trip to the US?
17. What are the latest developments in Haiti?
18. What's the story of outbreak of plague in India?

Winning is more than the final score

Last Saturday morning while visiting a friend, I asked why his voice was so hoarse. With pride he said, "I had some very serious cheering to do at the football game last night."

"Did your cheering help," I asked.

I could see the gleam in his eyes as he said, "You bet it helped. Last week we got beat real bad. This week, the score was 0-45. Some people think we got beat, but I feel like we are improving and that this week we just ran out of time."

The enthusiasm from this fan reminded me of all the little ways of winning that are sometimes overshadowed by the scoreboard. Let us not underestimate the importance of comparison because that is what competition is all about. As participants, we are not happy with a tied score. Even if clocks and scoreboards were removed from sport competitions, we would find fans keeping fouls and points, as well if not better than card counters do at a Las Vegas blackjack table. All of us need something to cheer about.

Several things are going on behind the scene of the UIL sport activities. Some of the changes could be little things to cheer about. These brief sport synapse will address many of the changes that will impact the administration of sports this fall and may require



Cythia Doyle

different travel or lodging arrangements for schools that advance in one or more of these activities.

VOLLEYBALL: Volleyball enthusiasts have asked the League to mandate two day regional volleyball tournaments. Although the motion did not pass, regional site directors and the UIL have worked to design two-day regional volleyball tournaments when possible. The only volleyball regions with a one-day tournament will be Region I Conference A and AAA at Lubbock, Region II Conference A at Hillsboro, and Region II Conference AAA at Commerce. Please contact your regional director for game times in your area.

SWIMMING & DIVING: The schedule for diving at the State Swimming meet has changed. Diving prelims and consolation finals will be Friday evening. The pool will not reopen for warm up until Saturday at 11:30 a.m. Only divers who qualify for finals will dive

on Saturday. This change in schedule is in the swim manual.

SOFTBALL: The 5A conference has 64 districts and eight regions. Conference 3A teams have 32 districts and eight regions. Two teams from each district will advance into playoffs. One team from each region will advance to the state softball tournament. By mutual consent, teams may play two of three games, provided the games are played after school on Friday. Teams may not participate in non-consecutive day tournaments.

CROSS COUNTRY: The request to rotate state times at the state cross country meet will be implemented this fall. The first race (girls 2A) will be 10 a.m. followed by 2A boys, 3A girls and boys, 4A girls and boys, 5A girls and boys, and 1A girls and boys. Traditionally, the 5A race has been the last race of the day. This year conference A will be the last race of the day.

Just as my friend was hoarse from the role he played in helping his football team before time ran out, many of you may celebrate the little changes that have been passed by the council to respond to the need of schools. Let's keep those little victories fresh on our minds while the media keeps the final score on the minds of the rest of the world.

PUBLIC reprimands

FOOTBALL

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

SOCCER

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 Bertholf, 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 Chasteen, South Grand Prairie HS
Eileen McDonald, Bandera HS
Bill Rehl, Woodsboro HS
William Stockton, El Paso Riverside HS
Corey Slagle, Katy Mayda Creek MS
Michael Cotton, Dallas Pinkston HS
Randy Dotson, Neches HS
Terry Avery, West Orange-Stark HS
Rudy Almaraz, Austin Lanier HS
Todd Badden, Ennis HS
Raul Chaverria, Alpine HS
Bonnie Beachy, Cypress Falls HS
Carl Kilgore, Carlisle HS
Dennis Stewart, Kountze HS
Karl Krug, Banquete HS
Martin Ray, Marion HS
Modesto Villanueva, 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 Alvidraz, Del Valle HS (El Paso Ysleta ISD)
Michael Sidberry, Plano Carpenter MS
Eric Martin, Fort Band Missouri City MS
Dick Orsak, Alvin HS
Harlos Barrett, Forney HS
Steve Lamore, Tyler Lee HS
Allyn Chizar, Kingsville HS
Chris Short, Rochelle JHS

Coaches seek lifting of tournament gag rule

Proposal would allow golf coaches to talk to players in UIL competition

How many times have we witnessed a high school golfer just lose it. I'm not talking about poor sportsmanship but rather a young golfer who, with just a word of encouragement from a coach, may have been able to save a good score.

By the same token, how about the incidents, intentional or not, in which a high school coach was just a little too harsh with one of his or her players at the turn because of a poor shot selection or bad judgment.

To argue that one or the other does not happen is a moot point. The issue is: should high school coaches be allowed to coach their golfers during UIL invitational, district, regional, and state golf tournaments?

A proposal was made this summer by Rick Wilson of Fredericksburg High School, representing the Texas High School Golf Coaches Association, to amend the UIL rule that forbids high school coaches to advise their players during a tournament. As it stands now, coaches may talk to a player only at the turn.

The Athletic Committee, a subcommittee of the 28-member Legislative Council, recommended that the athletic staff draft language that would allow high school coaches to coach their players from green to tee only. While that recommendation may have been a concession from wholesale coaching all over the golf course to none at all, the possible change must still be reviewed and approved in mid-October by the Legislative Council.

Wilson contends that the rule is unfair to golf coaches because all other coaches are allowed to coach during their player's competition. Why not golf coaches?

There are several reasons. First, golf is unlike any other sport the UIL offers. A golfer is taught to "play" the golf course and not to worry about their opponent.



Peter Contreras

It is the golfer against the course, and the elements can change how you approach that challenge from one day to another.

Another reason is the mental or maturity factor. A college coach wants to know how a golfer will react after a double bogey somewhere along the line. Does the golfer respond with a birdie or par or does that one hole affect the golfer for the remainder of the round.

A superior golfer will obviously better "manage" the golf course.

The new United States Golf Association rule allows coaches to help players read and line up putts, among other things.

Does allowing a coach to advise a golfer place one school at a distinct advantage over another? It probably does but not more than in other sports where a team with a seasoned coach will often beat a team with a less experienced coach.

While that may sound harsh to some, it is a fact that given time, an adroit coach will produce better athletes (i.e. golfers) than a coach not as practiced.

With the possible approval of this change, the biggest concern the committee has been how "coach" will be defined. By UIL rules, we define a coach as a full-time employee of the school district. However, the

question remains: how to control who actually "coaches" during a tournament? Does this make the presence of Mom and Dad more of a problem?

My suggestion is that two things must be done at tournaments if we are to allow coaches to advise golfers. First, at the coaches' meeting prior to the tournament, coaches will be identified to the tournament director. This is done on the collegiate level, and there is no reason it can not be done in UIL tournaments. Obviously, the majority of the time the coach will be the only full-time employee on hand, but in those cases where another coach is present, the person designated at the meeting would be the only one allowed to coach.

Secondly, by rule, all spectators must remain on cart paths at all times, whether they are using a golf cart or not. The only other concern that may exist is pace of play if coaches are allowed to talk to their players from green to tee. It is a valid concern that play could be slowed if dialogue is allowed, but tournament directors probably need to call that penalty only once before it is corrected.

Schools were surveyed on this issue last month, and I hope you had the opportunity to respond. The response will let us know how strong opinion is and where it rests. I know we have a saying in Texas that "if it aint broke, don't fix it." However we shouldn't resist change just because "that's how we've always done it."

It's sort of like a 165-yard shot down wind with water in front of the green. Do you hit a hard 7-iron or an easy six? I know what I would hit, but what would you tell me to hit?

Changing rules

CONTINUED from page 11

We, as Americans, believe in a democratic process; we believe in trying to change our laws and regulations through the processes available to us; but

we also believe in enforcing the laws and regulations we have. When there is disobedience to state and federal laws, the states and the nation suffer. This is true in the UIL as well.

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

Consistent rule enforcement is key to UIL's strength

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

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

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

Another instance where school administrators find themselves in a dilemma is when there is a student who is ineligible according to a rule, but the administrator does not agree with the rule.

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

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

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

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



Bailey Marshall

CONTINUED on page 10

Celebrating activities

National High School Activities Week set for October 19-23

by RACHEL SEEWALD

The 15th national recognition of interscholastic activity programs will be celebrated October 16-23 during National High School Activities Week.

"Ethics, integrity and respect are values that must be inherent in our daily lives," said Robert Kanaby, executive director of the National Federation of State High School Associations. "These values are learned by participation in interscholastic activity programs. Sportsmanship is one of the strongest educational lessons and lifetime values taught by interscholastic activities."

The National Federation of State High School Associations is the national service and administrative organization of high school athletics, academics, music and fine arts programs. The NFSHSA consists of member state high school activity associations in each of the 50 states and the District of Columbia.

National High School Activities Week was initiated in 1980 as a means to increase the public's awareness of the values and needs of activity programs. In 1983, the United States Congress and President Reagan designated the third week in October officially as National High School Activities Week.

For the past four years, the National Federation's membership has declared sportsmanship its number one priority. Activities Week 1994 presents an opportunity for the acknowledgment and advancement of the critical relationship between sportsmanship, ethics and integrity and interscholastic activity programs.

"We encourage our young people to say 'yes' to interscholastic activities," Kanaby said. "The benefits include gaining social and interpersonal skills, understanding the importance of teamwork, enjoying the

rewards of discipline and learning how healthy lifestyles help you succeed as well as prepare for years beyond high school."

The UIL encourages all member schools to take part in Activities Week. Information was sent to every school last month regarding Activities Week. If you did not receive this packet or would like more information, contact Rachel Seewald at the UIL office.

The six specific dates for 1994 High School Activities Week are:

Sunday, October 16: National Be A Sport Day - A day to encourage awareness and discussion about the importance of sportsmanship, ethics and integrity to the conduct of interscholastic programs.

Monday, October 17: National Fine Arts Activities Day - A time to focus on the millions of students, coaches and sponsors involved in fine arts programs.

Tuesday, October 18: National Officials Day - A time to salute the 500,000 individuals who serve as contest officials and judges.

Wednesday, October 19: National Youth Health Awareness Day - A time to promote education and prevention efforts that encourage healthy lifestyles through high school activities.

Thursday, Oct. 20: National Coaches Day - A time to recognize the contributions of HS coaches.

Friday, October 21: National Fan Appreciation Day - A time to thank the spectators who support your programs throughout the year.

Saturday, October 22: National Community Service/Participation Day - A time to give back to the community and show your appreciation for their support of your programs. This day can also be used to promote fund-raising efforts that support interscholastic programs.

NCAA clearinghouse intended to reduce college application complications

Since the NCAA has raised academic standards for students playing sports in the first year of college, application procedures have become more complicated. Now the NCAA is trying to lessen these complications with the Initial-Eligibility Clearinghouse.

This program (run by American College Testing) requires that only one transcript and one set of test scores be submitted to one central clearinghouse for analysis. Likewise, school counselors only have to send one list of core courses to one location for review. Within 48 hours of receiving this information, a trained, professional evaluator can determine if the student-athlete can be certified as being eligible for Freshman participation. This certification can be provided to a limitless number of institutions (with the student-athlete's permission) at not extra cost.

The process is rather simple as well. A student can get a clearinghouse brochure and a form from his/her

guidance counselor, or may call 1-310-337-1492. The completed form plus a check for \$18.00 is then submitted to the clearinghouse. The NCAA even has provisions whereby students with financial need may have the fee waived, and the fee is the same regardless of the number of schools to which the student-athlete has applied.

While there is no deadline for registering with the clearinghouse, it is recommended that this be done early in the student's senior year. This allows a student some time to retake tests, pick up needed courses, or do other things to meet the NCAA standards.

If a student-athlete walks on at a college he/she may practice with the team for up to 45 days before the clearinghouse process must be completed. Recruited student-athletes have just 14 days of practice before the process has to be completed. No student-athlete may compete until this process is completed.

Wilson builds two football models to smallest possible size specifications

For the past three years, the Wilson F1001 has been the official ball of the UIL state football championships. Some schools have been reluctant to use this ball, however, because coaches prefer a smaller ball to better suit the passing game.

In response to this growing concern, Wilson is pleased to announce that the F1005 and F1205 models are built to the smallest possible size specifications legal within NCAA rules. It is impossible for other companies to have a smaller ball unless they are in violation of

the size rule.

As schools start thinking about the playoffs, please keep in mind the availability of Wilson footballs. Wilson will once again contribute footballs to those schools who qualify for this year's state football finals, and in addition, will graciously donate an autograph ball to each state champion.

Wilson, a sponsor of UIL activities since 1991, is also the official ball of UIL state championships in tennis, basketball, golf, baseball and softball.

PUBLIC reprimands

BASEBALL

Orlando Garcia, Port Isabel HS
Steve Chapman, Calallen HS
James Gray, Houston Davis HS
John Freitas, Humble Kingwood HS
Curt Ditzinger, Tarkington HS
Lae Yeager, San Augustine HS
Craig Coheley, Wichita Falls Hirsch HS
Brian Chandler, Richardson Pearce HS
Ted Rodriguez, Austin Bowie HS
John Keller, Austin McCallum HS
Mika Schantz, Hondo HS
Wade Gillis, Lumberton HS
Joseph Zerucha, San Antonio Edgewood HS
Clinton Walsh, Sugar Land Dulles HS
Emery Pustajovsky, Katy Mayde Creek HS
Mason Bryant, Houston Jones HS
Robert Hedrick, Dallas Spruce HS
Mike Pate, Broadus HS
Danny Conner, Silsbee HS
Brent Harris, Macogoches 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 Byarley, Bandera HS
Nick La Barbara, Caldwell HS
Freddie Carlton, Texas City HS
Ron Anders, Cypress Fairbanks HS

SOFTBALL

Brian Sedlacek, Klein Forest HS

Official notices

SOCCKER RULE ERROR

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

The words in bracketed { } must be added to page 33 and page 44.

CHILTON HS

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

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.

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.

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.

MUSIC MEMORY

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

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.

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.

EDNA HS

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.

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.

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.

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.

JASPER HS

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.

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, sherbert
- 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/Casadeu-Concerto in C Minor (play one movement)

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

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

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

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

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

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

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

HUFFMAN HS

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 SUNSET HS

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

CORPUS CHRISTI RAY HS

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.

GALVESTON BALL HS

The State Executive Committee issued a public reprimand to Mr. Pat Culpepper, former head coach of Galveston Ball High School, for allowing ineligible students to participate in spring training.

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.

HOUSTON LAMAR HS

The State Executive Committee issued a public reprimand to Mr. Victor Aguilar, band director, Houston Lamar High School, put him on probation through the 1994-95 school year, and suspended him from attending attending any UIL music competitions during the 1994-95 school year for failure to acknowledge familiarity with the sight reading selection. In addition the committee issued a public reprimand to the Houston Lamar High School Band and put the band on probation for the 1994-95 school year.

SAN ANTONIO HIGHLANDS HS

The State Executive Committee issued a public reprimand to Mr. William Hines, track coach, San Antonio Highlands High School, for allowing an ineligible student to in a UIL district track meet, and put him on probation through the 1995-96 school year.

1994-95 CSJET Approved Foreign Exchange Programs

- Academic Adventures in America
- Academic and Cultural Exchange
- Adventures in Real Communication
- Adventures in Real Communication Year Program
- AFS Intercultural Programs
- American Association of Teachers of German
- American Heritage Association
- American Intercultural Student Exchange
- American International Youth Student Exchange Program
- Amicus
- Amigos de las Americas
- Aspect Foundation
- ASSE International
- ASSIST
- AYUSA International
- Center for Cultural Interchange
- Center for Educational Travel
- Children's International Summer Villages
- CIEE - School Partners Abroad
- Cultural Academic Student Exchange
- Cultural Homestay International
- Educational Resource Development Trust
- EF Educational Foundation for Foreign Study
- Foreign Links Around the Globe
- Foreign Study League
- Foundation for Academic Cultural Exchange
- Foundation for International Understanding
- Iberoamerican Cultural Exchange Program
- Intercambio Internacional de Estudiantes
- Intercultural Homestay Services
- International Christian Youth Exchange
- International Cultural Exchange Services
- International Educational Forum
- International Student Exchange
- International Student Exchange of Iowa
- INTRAX
- Nacel Cultural Exchanges
- NASSP - School Partnerships, International
- National 4-H Council
- Open Door Student Exchange
- PACE Institute
- Pacific Intercultural Exchange
- People to People High School Student Ambassador Program
- Presidential Classroom for Young Americans
- Program of Academic Exchange
- Resource Euro-Asian American Cultural Homestay (R.E.A.C.H.)
- Rotary International
- (Cal-Vada District 5190, Central States Rotary, District 5060, District 5440, District 5580, Districts 5950/5960, District 5970, District 6950, District 7120, District 7150, Essex, Ohio Erie, Rocky Mountain Rotary, South Central Rotary)
- School Year Abroad
- United Studies
- WEST Programs
- Wo International
- World Experience
- World Heritage
- World Learning
- Youth For Understanding

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