

## Vote due on plan to expand playoffs

4A schools take one step closer  
to advancing three sports teams.

By RACHEL SEEWALD

Administrators from 4A schools across the state will vote on whether to allow a third team from each district in team sports to advance to the state playoffs as a result of the 54th annual Legislative Council meeting held last month in Austin.

In addition to advancing three teams, 4A school administrators will choose the option of one state football champion or the four-year-old 5A format of Division I and Division II winners. UIL Athletic Director Bill Farney said the 4A playoff expansion, if adopted, would not go into effect until the 1996-97 school year.

"With the addition of 12-15 schools in Conference 4A beginning in 1996, the gap between the largest and smallest school will be a continuing concern, especially for the smaller schools in the conference," Farney said.

Among the items on the October agenda that passed was a proposal that allows 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.

This rule change does not increase the number of allowable games since the district champions are playing one less game because of the bye.

Athletic proposals that were rejected by the Council include making all baseball playoff games a two-of-three series in 4A and 5A unless mutually agreed to play one game, advancing eight swimmers to the finals and consolations, allowing one golf coach to coach players from green to tee, and mandating the use of SOA officials in non-varsity contests.

In policy-related issues, an amendment was passed that allows regional and state tournament directors to re-schedule regional and state competitions on a Sunday without mutual consent of all schools involved. Another amendment that passed changes the formulas used to determine average daily membership for reclassification purposes. Currently, the formulas require breaking students into grade classifications and specifically breaking out grades 9 and 12. This change counts all students without regard to grade.

All UIL rule changes must be ratified by the State Board of Education before going into effect.

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**ALWAYS IN TUNE.** The San Benito Marching Band, directed by Nelson Patrick (second from left, back row). Standing next to him is assistant director J. R. McEntyre. Inset photo: Dr. Patrick working with marching band students. Photos courtesy UT Center for American History.

## Dr. Pat

### Former UIL music director honored for vision, dedication

By RACHEL SEEWALD

Dr. Nelson Patrick, UIL Director of State Music Activities from 1960 through 1984, has been appointed Associate Professor Emeritus at the University of Texas at Austin. This honorary title is the highest honor the University can bestow to faculty who have served a minimum of 20 years or who are about to retire from faculty life.

"It is fitting that Nelson Patrick has been awarded emeritus status by the University of Texas," said Richard Floyd, State Director of Music. "For many years, he has served The University with vision and dedication. In addition, he is held in the highest regard by music teachers and school administrators throughout Texas for the strong leadership role he has played in the arena of UIL music programs as well as his many contributions to the general well-being of public school music education in our state."

Dr. Patrick was born April 19, 1912 in Marlin, Texas. His undergraduate studies took place at Texas A&I University in Kingsville and Texas Tech University in Lubbock, where he earned a BS in Education in 1940. He undertook graduate studies in several institutions, including the American University and Oxford University, Texas Tech and UT-Austin. He earned an MS in Education, with a minor in Music Education, from Texas Tech in 1947, and a Doctorate in Education from UT-Austin in 1954.

His early professional life included appointments in the Premont, Donna and San Benito Public School Systems. He became active with the Texas Music Educators Association in 1940, which was the beginning of one of his several life-long professional relationships. Another strong commitment in Dr. Patrick's professional life has been



NELSON PATRICK

Dr. Patrick's teaching specialties at UT-Austin ranged from the physics of acoustics to orchestration and band arranging to designs for instruction to the history of the American Concert Band.

From 1964 through 1971, Dr. Patrick organized and directed the UT Music Department's first Longhorn Music Camps, which continue today.

He has been active with the Austin Independent School District in an advisory capacity on various student matters, and has been invited as a Fine Arts consultant for several Texas Legislatures.

the UIL, through which he has influenced hundreds of young musicians through the Texas State Solo & Ensemble Contest and the State Marching Band Contest, both of which he developed, organized and brought to life.

During his first year at The University of Texas, Dr. Patrick traveled to some 150 high schools throughout Texas "selling music". He was so successful at this venture, enrollment in the music department quintupled — from 30 students in 1960 to over 150 the following Fall!

Once the students came, there was generated the need for more diverse faculty and more venues in which the students could perform. As a result, the first "New Music Ensemble" was born as a forum for faculty member's new music compositions and as another performance venue for the students. This New Music Ensemble eventually evolved into the Jazz Bands, which are permanent members of the Music Department's array of ensembles.

Through the UIL, Dr. Patrick directed his endless energy toward the development and organization of several state contests for young musicians. A large number of music students first visited the UT-Austin campus as contestants in either the State Solo & Ensemble Contest or the State Marching Band Contest, received a scholarship on the basis of their outstanding solo, ensemble or band performance, and completed undergraduate and graduate degrees.

Dr. Patrick had a great influence not only in Texas, but also nationwide. He served as Chairman of the Music Committee for the National Federation of State High School Associations from 1979 to 1985.

Dr. Patrick currently serves as a consultant for the UIL and holds the title of Associate Professor at The University of Texas at Austin.



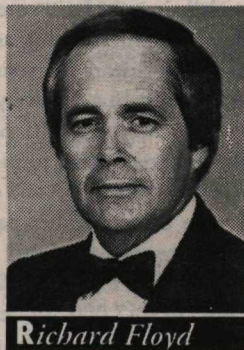
**2 NEWS**  
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## To better help students master music skills

### Pilot projects explore alternatives to current sight-reading procedures

When I was appointed to the position of State Director of Music in 1984, my predecessor, Dr. Nelson Patrick, gave me a great deal of council. Perhaps one of his observations has held true over all others. He stated that it had been his experience that both instrumental and vocal directors were rarely satisfied with the sight-reading contest.



Richard Floyd

He said there would always be issues about the music, who should judge the contest, how the contest should be judged, who had seen the music, the procedures for the contest and whether or not we should even have the contest. How true!

I don't believe that there has been a meeting of the UIL/TMEA Music Advisory Committee that did not have at least one sight-reading item on the agenda. Over the years, surveys have been run, committees have

been appointed, and modifications have been proposed yet the contest remains essentially the same as it has been for several decades past.

However, at present there does seem to be the possibility that we will see some change in how we conduct our sight-reading contests. The vocal division is developing a pilot project, to be implemented in two regions this coming spring, that emphasizes a *cappella* singing while the band division is now in the second year of a pilot project that explores an alternative to the current procedures used during the discussion period. There is significant educational merit in both.

#### VOCAL PROJECT

The Vocal Pilot Project is being spearheaded by a capable committee chaired by Judy McEnany from Lamar High School in Houston. Her committee members are: Charles Collins, John Hemmenway, Margaret Jordan and Phil Raddin. The project has been approved by the UIL Legislative Council and both Region 9 and Region 17 have agreed to participate.

The purpose of the project is to develop a procedure that encourages the development of individual sight-reading skills. Essentially, the format used for the pilot project will differ from the current procedure in three ways. (1) Both readings will be done a *cappella*.

The piano will only be used to give the tonic chord and the starting pitches, (2) The instruction period between the two readings will be extended from one minute to two minutes and (3) The music to be read will be two grade levels below the usual level of difficulty.

At the conclusion of the pilot project next Spring, participating directors in both regions will be surveyed, the procedure will be evaluated by the committee and recommendations will be formulated to be presented to the UIL/TMEA Music Advisory Committee. Periodic updates will also appear in future issues of *The Leaguer*.

#### BAND PROJECT

The first year of the Band Pilot Project has been completed. All bands in Region 18 participated. The responses of the directors to the changes were generally positive. In fact, 58 percent of the directors surveyed at the conclusion of the project felt that the format, with certain modifications, should be adopted. These modifications have been made for the second year of the project.

The UIL Legislative Council has now approved the expansion of the project to include any UIL music region that wishes to participate. At present, 10 regions have voted to use the new format this coming spring. It

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## Continued growth of wind ensemble participation expected

The TSSEC Wind Ensemble Contest is scheduled for May 6, 1995. Again this year, each ensemble will receive the benefit of a 30-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

The traditional format of the contest will be followed as in the past. Each group will have a scheduled warm-up followed by its thirty-minute performance time on the stage of Bates Recital Hall. For the purpose of the competition, the three-member judging panel will adjudicate the performance, determine a rating, provide written and taped comments, and ultimately select the outstanding organization in the various conferences.

During each performance a fourth adjudicator will also be listening and making taped comments. At the conclusion of the concert, this conductor/clinician will move with the ensemble to a designated rehearsal area for a 30-minute clinic and discussion session. The focus of this enrichment period is not intended to dwell on technical execution or rehearsal techniques, but rather to discuss style, interpretation and other musical considerations. This portion of the event in no way will have any bearing on the outcome of the contest. It will simply offer the members of the ensemble the opportunity to hear words of wisdom and inspiration from a nationally recognized authority on wind music.

This past year saw a record number of schools submitting entries to participate in the TSSEC Wind Ensemble Contest. It is likely this trend will continue. However, submitting an entry does not guarantee a performance time. Consequently directors of bands considering participation in the 1995 State Wind Ensemble Contest are reminded of the following:

(1) Participation in the event is limited because of judge's schedules and the availability of performance sites. Entries are accepted as postmarked. Entries received after the schedule is full will be placed on a waiting list or returned.

(2) Since many region contests do not take place

until after April 1 it is not necessary to wait until after a Division One is earned to formally enter the contest. Official entries will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times. Entries for bands not receiving a Division One or bands that can not be scheduled will be returned and the entry fee will be refunded.

Questions concerning these two provisions are welcome at (512) 471-5883.

The traditional adjudication panel for the 1995 Wind Ensemble Contest will be:

**RICHARD BLATTI** — Professor Blatti, affectionately known as Rick, presently serves on the band faculty at The Ohio State University. He brings to the State Wind Ensemble Contest many years of public school experience, an outstanding record as a clinician and adjudicator and a warm, sincere style of communication.

**GARY HILL** — Professor Hill is no stranger to Texas. He served as Director of Bands at East Texas State University for several years and has been active as a clinician throughout the state. He is recognized nationally for his musicianship and commitment to music education. He now is Director of Bands at the University of Missouri at Kansas City Conservatory of Music.

**RAY LICHTENWALTER** — Professor Lichtenwalter is Director of Bands at the University of Texas at Arlington and one of the most respected university band conductors in the state of Texas. He also serves as Artistic Director and Conductor of the Texas Wind Symphony.

In addition two outstanding guest clinicians have been engaged to work with the performing ensembles at this year's event.

**JERRY JUNKIN** — Jerry conducts the Wind Ensemble at the University of Texas at Austin and has served as a State Wind Ensemble Contest clinician on

several occasions. His passion for music, his appreciation of high school bands and his compelling style of communication will combine to provide a meaningful experience for all the students who work with him.

**MALLORY THOMPSON** — Dr. Thompson is a truly gifted conductor and teacher who presently is a member of the music faculty at the University of South Florida. She has served as a judge for the State Wind Ensemble Contest in the past and has also appeared as a clinician for the Texas All State Concert Band. Mallory enjoys a national reputation for her ability to inspire young musicians.

In summary, the advantages and benefits of participation are as follows:

- The contest is a prestigious event limited only to those receiving a Division I at their region contest.
- The adjudication panel annually includes some of the outstanding wind ensemble conductors in the nation. This year will be no exception.
- Taped critiques are provided by the judging panel for each ensemble. Musicianship, including such factors as style and interpretation, will receive a high priority in all evaluations.
- Each band will receive a personal thirty-minute session with a distinguished conductor/clinician.
- All concerts take place in the dramatic setting of the Bates Recital Hall on the University of Texas campus and spacious warm-up rooms are provided within the same facility.
- A complimentary professional quality tape recording of each performance is provided at no cost.
- The entry fee is only \$150 per ensemble.
- Those groups desiring to stay overnight will find a variety of competitively priced accommodations throughout the Austin area.
- Educational opportunities, including the LBJ Museum, the Texas Museum and the State Capitol, are within walking distance or a short drive away.
- Recreational options include Barton Springs, Zilker Park, ice skating at Northcross Mall and shopping throughout the city.



## Ethics proposal tabled for further study

### SIMON PLAYS

Samuel French and Baker's Plays have said that permission can no longer be obtained to produce scenes from any Neil Simon play. If this trend continues you will find Simon listed with others following the Ineligible List in the OAP Handbook. I encourage you to obtain permission in writing prior to spending time trying to submit a request for play approval to this office.

All theatre directors in central Texas have been mailed the November 19 UT-Austin "THEATRE ONLY"

SuperConference program. If you didn't get one or are outside the 150-mile plus mailing area, and want a copy, call 512/471-9996. Ray will be happy to mail you a program.

### Input from OAP directors sought on a wide range of concerns

The new senior office assistant in UIL Drama is Ray Keith Pond. Ray is an old friend who decided he would take a shot at trying to keep me straight. He has a considerable background in theatre but don't ask him about rules or eligibility. Give him a chance to re-acquaint with UIL jargon and the massive changes over the past 20 years. His last association with UT was as a member of the faculty in the Department of Theatre and Dance (Drama).

I haven't written about OAP changes this year because there is only one of major significance. The change is detailed under Section 1033 (b)(5)(B) concerning OAP directors. Only three directors shall function in an official capacity at any level contest. This change was made as a result of a proposal made by the UIL Advisory Committee of the Texas Educational Theatre Association. The motivation for this rule was the number of directors — five or more in some cases — being used to help with set and strike or crowding the stage during awards. The committee felt that a limit would control over-population.

### CODE OF ETHICS

The most recent OAP proposal submitted by the TETA UIL Advisory Committee did not survive the Academic Committee of the UIL Legislative Council in October. Rachel Mattox (Taylor HS, Katy) did a masterful job of submitting the proposed OAP Ethics Codes to the full council, but the results were not positive. The UIL Academic Committee instructed the UIL staff to continue to study the proposal.

The TETA UIL Advisory Committee will review the results in January and may choose to appear before the UIL Academic Committee again in June. What is your opinion? I am personally interested in your responses. There were only two that reached me as a result of publication in *Texas Theatre Notes* and in my September column. Revisions were made as a result. You might wish to send a copy of your views to your Legislative Council representative. They are listed in a box on page two.

Popular OAP topics for the UIL Academic Committee in June and again in October were focused toward judging. There were five proposals relating to



Lynn Murray

rating, regional judge selection, experience for judges, restrictions on judges serving where they attend school, and restrictions on contest managers serving as judges. All but one affected specific problems and individual personalities. Each was an outgrowth of a conflict in a contest situation where an individual felt the lack of fairness. I don't mean to suggest that these things were unimportant to those involved. They were, and they had every right to be heard. The major problem I see with such proposals is that they were presented without documentation and as only the view of the individual(s) involved. Rules cannot be made for every situation that might exist.

Those who have read my columns over the years know that I frequently publish views that I don't personally support. I believe that all have a right to be heard. To that end, I challenge each of you to send me articles expressing your views on any aspect of OAP, and I will make every effort to see they are reviewed and, if possible, published.

If you are really interested in changing OAP rules, you should seek support from your colleagues and make proposals to the UIL Advisory Committee of TETA. The annual convention is set for January 25-28 in Austin and both the committee and the UIL open forums are excellent places to be heard. You will discover whether or not there is broad support for your views.

All that I can do is pledge to support the majority view of Texas theatre directors and seek to do what is educationally best for our students.

### JUDGING PANELS

One of the issues that was identified by the UIL Performance Review in comments from the public hearings was an issue that I have written about many times, talked about at almost every meeting I have attended, and have defended since I started teaching in 1957. Why have a critic judge in OAP?

Let me clearly state, again, that there is no evil in panel judging and OAP rules provide for panels for

those so inclined. If you think you can receive an objective decision from three-member panels, review carefully pages 61-64 in the current OAP Handbook, especially item 5. I can vote with any two other people judging almost anything and so impact the outcome that it will distort the results. It takes five-member panels to obtain a relatively objective outcome.

There were 341 UIL play contests in 1994. Only eight districts elected to use panels at zone or district levels. Five were in 5A and one each in 4A, 3A and 2A. All were three-member panels. Why? The cost is prohibitive. Proportional judge cost in 1994 would have increased from \$2,350 to \$11,750 for state, from \$9,400 to \$47,000 for regionals, from \$28,000 to \$141,000 for areas, and from \$72,460 to \$387,300 for zones and districts. You can make your own calculations for three-member panels and realize the cost would still be almost a quarter of a million dollars.

The number of qualified judges needed for panels at zone/district would be impossible to achieve. We currently have 160 judges listed. By January there will be about 200. There are approximately 218 zone/district meets. Approximately 654 for three- and 1,090 for five-member panels would be required in a two-to-three-week period. Promoting panels of any size would leave the small schools and those located in remote areas without qualified judges.

The third and most important reason for advocating a single critic judge is educational. Since 1962, OAP directors participating in UIL have endorsed the extension teaching concepts promoted by critic judging. The value of the critique and interaction between OAP companies and judges have enhanced the relationship between higher education and secondary school theatre programs. OAP has been the catalyst for the growth of educational theatre in Texas, and sufficient documentation leads many of us to believe that OAP was the origin. Not many states have secondary school educational theatre programs comparable to Texas'.

If you want reasons in great detail as to why panel judging in OAP is discouraged, I will be happy to mail you a list of 15 reasons, first published in 1988. For those who use panels, there is no punishment. I have been told in recent days that I impose black magic on directors who disagree with my views. If this is true, I must zap some of my personal friends who agree to judge on OAP panels. Perception vs. reality is always an interesting discussion.

### Story jumps

#### SIGHTREADING—from page 3

is significant to note that the directors of Region 18 voted overwhelmingly to continue to use the new procedure for the 1995 contest. In fact out of the 120 plus band directors at the fall region meeting, only four voted to revert back to the old procedure. Remember that these are the directors that have had the most first hand experience with the new system.

To help prepare for the expanded pilot project and to address director's concerns regarding the proposed revisions, two sight-reading workshop presentations will be scheduled during the 1995 TMEA Clinic Convention. A demonstration group will be used in order to afford interested directors the opportunity to observe the proposed procedure first hand.

In addition, several regions have also planned their own workshop sessions to acquaint directors with the pilot project format. These sessions will be conducted by members of the pilot project steering committee. In

short, a very conscious and concerted effort is being made to help directors prepare to give the pilot project a fair assessment.

This coming Spring will tell us a great deal about the merit of these modifications. As we proceed, please be mindful of the guiding philosophy behind these projects that is found elsewhere on this page. Please read it thoughtfully. We hope that all will agree that music literacy and the ability to read music must be one of our highest priorities. It is the belief of these committees that the UIL sight-reading format should be designed to encourage and to measure the students' mastery of such skills. This expectation is the primary focus of these projects and one that should be supported by all directors.

#### COUNCIL MEETING—from page 1

In academic-related issues, an amendment was passed that allows 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. Also, a proposal was passed that provides contestants

with the option of using computers at the district level to write ready writing and journalism contests.

Music proposals passed by the Council include an amendment that gives the Region Executive Committee the flexibility to deal with each violation of non-compliance with performance regulations on a case by case basis rather than being required to apply an arbitrary penalty. Another proposal that passed allows a school to take the string students from a full orchestra and divide them into a varsity and non-varsity string orchestra for the concert & sightreading contest. Duplication of personnel between the two string orchestras will not be permitted.

Finally, a proposal was approved that will create a pilot project to evaluate a new procedure for the choral sightreading contest. A committee has been at work for 18 months reviewing the choral sightreading contest. The directors in Regions 9 and 17 have agreed to participate in the project during the 1995 concert and sightreading contest. The purpose of the change is to develop a procedure that encourages the development of individual sightreading skills.





# OAP Judges

## TETA List of Accredited Critic Judges

Eligible critic judges as of date of printing, October 25, 1994.

The 1994-95 Texas Educational Theatre Association List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.]

The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

Robert V Farrer, Grayson County College, 6101 Grayson Dr, Denison TX, 75020, 903-463-8652  
 Juan B Fernandez, KD Studios, 2600 Stemmons FWY Ste 117, Dallas TX, 75207, 214-638-0484  
 Ronald D Fischli, Midwestern State University Theatre, Fain Fine Arts Center, B-128, 3410 Taft Blvd, Wichita Falls TX, 76708, 817-689-4274  
 Tina W Fitch, American Musical Theater, POB 211152, Bedford TX, 76095, 817-267-9091  
 Jamelle Flowers, McLennan Community College, 1400 College, Waco TX, 76708, 817-750-3691  
 Michael Kim Frederick, Del Mar College, 101 Baldwin, Corpus Christi TX, 78404, 512-886-1507  
 John B Gallagher, East TX State U, Dept of Communication & Theatre, Commerce TX, 75428, 903-886-5346  
 Phyllis F Garcia, Sul Ross State U, POB C-29, Alpine TX, 79832, 915-837-8220  
 Floyd Garcia Jr, 6402 S 251 St #XX103, Kent WA, 98032, 206-850-4052  
 Eileen Garrett, 107 Woolard Dr, Alvarado TX, 76009, 214-366-8692  
 Dennis Gilmore, Athens Little Theatre, POB 102, Athens TX, 75751, 903-675-3908  
 Connie Sue Godwin, Theatre Consultant, 3500 Tanglebrush #110, The Woodlands TX, 77381, 713-292-8734  
 Karen Gosssett, Strickland Middle School, 324 Windsor, Denton TX, 76201, 817-383-1621  
 Michael L Greenwald, Texas A&M University, Theatre Arts Program, College Station TX, 77843-4234, 409-845-0528  
 Sheila Hargett, Southwest Texas State Univ, Theatre Dept, San Marcos TX, 78666, 512-245-2147  
 Alva Hascall, UT Performing Arts Center, POB 7818, Austin TX, 78713, 512-471-0665  
 James A Hatfield, UT-Tyler, Thea & Comm, 3900 University Blvd, Tyler TX, 75799, 903-566-7425 or 7253  
 Debbi Hutton, Sam Houston State Univ, Box 2299-SHSU, Huntsville TX, 77340, 409-294-1498  
 Elizabeth R Hedges, Panola College, 1109 W Panola Ave, Carthage TX, 75633, 903-693-2064  
 Denise Henske, 1025 South Azalea Dr, Tyler TX, 75701, 903-597-2335  
 Carol A Hicks, Constellation Guild for Artists, 1218 14th, Lubbock TX, 79401, 806-765-5038 x 39  
 Robert B Hodde, Bee County College - Drama, 3800 Charco Rd, Beeville TX, 78102, 512-358-3130 x 302  
 Douglas L Hoppock, N E TX Comm. College, P. O. Box 1307, Mt. Pleasant TX, 75456, 903-572-1911 x 258

Richard J Hossalla, Southwestern U, Dept of Thea & Comm, Georgetown TX, 78626, 512-863-1365  
 Don Howell, Theatre Consultant, 409 Swanee Dr #112, Austin TX, 78752, 512-323-2627  
 Charles Hukill, McMurry U, Comm & Thea, POB 68, McMurry Sta., Abilene TX, 79697, 915-691-6303  
 Nancy Jo Humfeld, Howard Payne U, Comm & Drama, 1000 Fisk, Brownwood TX, 76801, 915-646-2502  
 Paul Hutchins, North Central Texas College, 1525 W. California, Gainesville TX, 76240, 817-668-7731  
 Cathy Huvar, Wharton County Jr College, 911 Baling Hwy, Wharton TX, 77488, 409-532-6337  
 James Ivey, Hardin-Simmons U, POB 864, HSU Station, Abilene TX, 79698, 915-670-1404  
 Jay Jennings, Southwest TX State U, Theatre Dept, San Marcos TX, 78666, 512-245-2147  
 Kathleen Juhl, Southwestern U, Dept Theatre & Comm., Georgetown TX, 78627, 512-863-1368  
 Ray E Karrer, Paris Jr College, 2400 Clarksville St, Paris TX, 75460-6298, 903-784-9242 or 7785-7661  
 James D Kammerling, West Texas A&M Univ., POB 747 Dept of ACT, Canyon TX, 79016, 806-652-2814 / 2799  
 Silas Kennermer, L D Bell High School, 1601 Brown Trail, Hurst TX, 76054, 817-838-2061  
 Cheralod Ellis Kocurek, Ed White Middle School, 7800 Midcrown, San Antonio TX, 78218, 210-653-1230  
 Gregory D Kunesch, University of Oklahoma, School of Drama, Norman Okla, 73019, 405-325-4021  
 Richard N Leslie, McLennan Community College, 1400 College Dr, Waco TX, 76708, 817-750-3418  
 Terral S Lewis, Amarillo College, Theatre Dept, POB 447, Amarillo TX, 79178, 806-371-5343  
 Kathy Lingo, Collin County Comm College, 2800 E. Spring Creek Pkwy, Plano TX, 75074, 214-881-5906  
 Susan Loughran, St. Edward's University, 3001 S Congress, Austin TX, 78704, 512-448-8490  
 Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX, 78212, 210-733-2715  
 Carole Manning-Hill, 2103 33rd #1, Lubbock TX, 79411, 806-744-7037  
 Lou-Ida Marsh, Theatre Consultant, 607 W Fox St, Caldwell TX, 77386, 409-567-4388  
 Sandra Mayo, St. Philip's College, 1801 Martin L King Dr, San Antonio TX, 78203, 210-531-3321

Nancy McVean, Weatherford College, Speech & Fine Arts, 308 E. Park, Weatherford TX, 76086, 817-594-5471  
 Joseph Dan Mendoza, Lee College, POB 818, Baytown TX, 77520, 713-425-6355 or 6538  
 James R Miller, Sam Houston State, Theatre Dept, Box 2297, Huntsville TX, 77341, 409-294-1328  
 Mary Jane Mings, Tarleton State U, Dept of Fine Arts & Speech, Stephenville TX, 76402, 817-968-9131  
 Margaret Boatwright Mizell, Eustace High School, 316 South, Eustace TX, 75724, 903-425-7901/7911  
 Danny Moss, Kilgore College, 1100 Broadway, Kilgore TX, 75662, 903-983-8176  
 Luis Muñoz, Summit Productions, 1109 Nolana #202, McAllen TX, 78504, 210-686-8170  
 Pascal (Patrick) Muscanera, Northern Telecom (MIP), 1057 S Sherman, Richardson TX, 75081-4848, 214-684-8771  
 Terry Ogden, San Jacinto College-Central, 8060 Spencer Hwy, Pasadena TX, 77501, 713-476-1828  
 John E Ore, Southwestern U, POB 770, Georgetown TX, 78627, 512-863-1364  
 Allen H Oster, Stephen F Austin State U, SFA Box 9090, Macogoches TX, 75962, 409-468-4003  
 Krin B Perry, TEA, Curr Dev & Textbooks, 1701 N. Congress, Austin TX, 78701, 512-463-4341 or 305-8952  
 Nan Elizabeth Pickett, W D Slider Middle School, 11700 School Lane, El Paso TX, 79936, 915-857-4450  
 Adonia D Placette, Ph.D., Lamar U, POB 10044-LUS, Beaumont TX, 77710, 409-880-8037  
 Tim Poertner, McLennan Community College, 1400 College Dr, Waco TX, 76708, 817-750-3418  
 Angela Porter, 21973 Hwy 155 S., Flint TX, 75762, 903-825-7464  
 Katherine E Potts, TX Tech Univ, Theatre & Dance, POB 42061, Lubbock TX, 79409-2061, 806-742-3601  
 Larry D Preas, Retired, 2842 San Gabriel, Austin TX, 78705, 512-478-7946  
 Beulah Pruett, Alexander-Smith Academy, 10255 Richmond Ave, Houston TX, 77042, 713-266-0920  
 Jim Rambo, McLennan Comm College, Theatre Dept, 1400 College Dr., Waco TX, 76708, 817-750-3577  
 Robin Robinson, Kingwood High School, 2701 Kingwood Dr, Kingwood TX, 77339, 713-540-5333  
 Kathryn D Robinson, Louisiana Tech U, Box 8608 T S, Ruston LA, 71272, 318-257-2711

Synthia Rogers, Greenhill School, 14255 Midway, Dallas TX, 75244-3698, 214-661-1211  
 Allan S Ross, San Antonio College, Theatre Dept, 1300 San Pedro Av, San Antonio TX, 78212, 210-733-2715  
 Marti Runnels, Wayland Baptist U, 1900 W 7th - WBU #410, Plainview TX, 79072, 806-296-5521 x.2554  
 Stacy Schrank, Tarrant County Jr College-NE, 828 Harwood Road, Hurst TX, 76054, 817-656-6684  
 Roger Schultz, TX A & M U, Theatre Program, College Station TX, 77843-4234, 409-845-2526  
 Gregory M Schwab, Sul Ross State U, Box C-29, Alpine TX, 79832, 915-837-8220  
 Diana Gural Searcy, Kingwood College, 20000 Kingwood Dr, Kingwood TX, 77339, 713-359-1616  
 Chuck Sheffield, Richland College, Theatre Dept, 12800 Abrams Rd, Dallas TX, 75243-2199, 214-238-6255  
 Victor L (Vic) Siller, Tyler Jr College, Box 9020, Tyler TX, 57511, 903-510-2203  
 Ed Simone, TX Tech Univ, Dept of Thea/Dance, Lubbock TX, 79409, 806-742-3601  
 Robert M Singleton, HSPVA, 4001 Stanford, Houston TX, 77006, 713-522-9288  
 Alma R Slawinski, Retired, 1220 Sally Anne Dr, Rosenberg TX, 77471, 713-232-5758  
 Lawrence Ray Smith, Consultant, 522 East Lane, Kerrville TX, 78028, 210-895-5936  
 Thomas F Soare, Sam Houston State U, POB 2297, Huntsville TX, 77341, 409-294-1338  
 Cynthia M SoRelle, McLennan Community College, 1400 College Dr, Waco TX, 76708, 817-750-3645  
 George W Sorensen, TX Tech Univ, Thea & Dance, Box 4298, Lubbock TX, 79409, 806-742-3601  
 Joan E Sorlaten, POB 4, Keller TX, 76244, 817-379-6885  
 Chuck Squier, Palo Alto College, Theatre Dept, 1400 W Villaret, San Antonio TX, 78224, 210-921-5335  
 Neil St. Clair, Howard Payne U, Comm & Drama, 1000 Fisk, Brownwood TX, 76801, 915-643-7593  
 Jeff Stachmus, Lamar University-Beaumont, POB 10044, Beaumont TX, 77710, 409-880-8037  
 Kristy Stachmus, Lamar University-Beaumont, POB 10044, Beaumont TX, 77710, 409-880-2250  
 Clarence Strickland, Tyler Jr College, POB 9020, Tyler TX, 75701, 903-510-2211  
 Larry Taylor, Northwest Middle School, Rt 1 Box 39A, Justin TX, 76247, 817-773-9961  
 Jimmy L Tinkle, Angelina College, POB 1768, Lufkin TX, 75904, 409-633-5233 or 639-1301  
 Wayne I Toone, Temple Jr College, 2600 So 1st St, Temple TX, 76504, 817-773-9961  
 Cynthia Turnbull-Langley, Southwestern U, Theatre Dept, Box 770, Georgetown TX, 78627, 512-863-1701  
 C Lee Turner, Prairie View A&M Univ., POB 747, Prairie View TX, 77446, 409-857-2356 or 2357  
 Brad Edward Vincent, TEA Technology Services, W B Travis Bldg-1701 N Congress Ave, Austin TX, 78701, 512-463-9341  
 Ray von Rosenberg, Retired, 3301 Buffalo Trail, Temple TX, 76504, 817-773-4372  
 Thomas J Walsh, UT-Austin, Dept of Theatre & Dance, Austin TX, 78712, 512-471-5793

Bill Watts, Angelo State U, Drama Dept, 2601 Av N, San Angelo TX, 76909, 915-942-2146  
 Richard A Weaver, Texas Tech University, Dept of Theatre & Dance, Lubbock TX, 79409, 806-742-3601  
 Connie Whitt-Lambert, Texas Wesleyan Univ, 1201 Wesleyan, Fort Worth TX, 76105, 817-531-4990 or 4983  
 E Don Williams, Lubbock Christian U, 5601 19th St, Lubbock TX, 79407, 806-796-8800  
 John Presley Wright, Paris Jr. College, 2400 Clarksville St, Paris TX, 75460, 903-784-9327  
 Mary Ellen Wright, University of Texas-Tyler - Theatre Dept, 3900 University Blvd, Tyler TX, 75799, 903-566-7289  
 Denise Joann Yeatts, 312 Cherry, Sanger TX, 76266, 817-458-3510  
 Angela Kay Zbrank, Baker & Zbrank, POB 2050, Liberty TX, 77575, 409-336-6454

### INELIGIBLE CRITIC JUDGES

(AS OF OCTOBER 25, 1994)

Accredited judges that have not yet returned their TETA and/or TETA/O membership dues or updated their profiles are listed below. If a district has contracted a judge on this list, the judge must pay appropriate fees and/or update their profile in order to be eligible.

Clarence B Bahr  
 Karen Baker  
 Ellen B Baltz  
 Sally Barby  
 Jeannine Beekman  
 Maurice Berger  
 Debra Blizzard  
 Steven Breese  
 George H Brown  
 Sheldah Carmichael  
 Jennifer L Chitty  
 Gaylan Collier  
 John Corley  
 Nicholas Dalley  
 Joseph R Fisher  
 Kimberley Hedges Funderburk  
 Bonita Gibson-McMullen  
 Holly Glosser  
 Nik Hagler  
 Sandra Harper  
 Darin M Hill  
 Mark Holtorf  
 Charlene Hudgins  
 Jeffrey C Hunter  
 Charlotte English Joyner  
 Joseph B Kaough III  
 Joy P Kyle  
 Susan Lamb  
 Celis Lightfoot  
 Jerry MacLaughlin  
 Belita McCravy Nelson  
 Greg McLarty  
 Bev Meyer  
 Vicki Smart Penhall  
 Steven J Peters  
 Ronny Powell  
 Ruby Quinn  
 Helen Starr Roberts  
 Kathryn Carter Rodrigues  
 Charles A Root Jr  
 Maureen McQuade Siegel  
 Candace Sline  
 Heidi H Trehorne  
 Patrick Clay Vaughn  
 J Richard Waite  
 Rebecca Ramsey Walker



**Jim Davidson**  
honored by JEA  
for lifetime  
contributions

The Journalism Education Association has awarded the late Jim Davidson with its Lifetime Achievement Award for 1994-95. The award is given annually to senior journalism teachers and publication advisers who have made significant contributions to scholastic journalism and made a difference in the lives of young people through the study and practice of journalism.

Awards presentations will be made at the JEA/National Scholastic Press Association national convention in Dallas, Nov. 17-20.

Davidson taught for many years at Lake Highlands High School in Dallas. A former recipient of the Max R. Haddick Texas Journalism Teacher of the Year award, he was a popular workshop and convention speaker. He was among the founders of the Gloria Shields All-American Publications Workshop sponsored by Dallas County Schools.

## Good training

In an article in *Texas Times* on network news anchors, Liz Carpenter examined the unusual success that Texans have enjoyed in dominating the electronic media. The following is taken from the article:

How did it happen, this phenomenon of Texans who dominate the television media? I called them up and asked them. Not that it was that easy to just call up and get them on the phone instantly. Some returned the calls weeks later, but all were intrigued in finding the answer to the question: why are Texans making it on network TV?

Walter Cronkite credits it to "very good training."

"Texas journalism in high schools and colleges has been a major factor. We have an active interscholastic league among high school and college newspapers that urges excellence," Cronkite adds.

# In writing contests, spelling is a minor consideration

Since joining the UIL back before your students were born, I've attended at least 16 of the last 18 meetings of the Legislative Council, a group of school administrators who serve as the embodiment of the League's mantra, "The UIL doesn't make the rules. The schools make the rules."

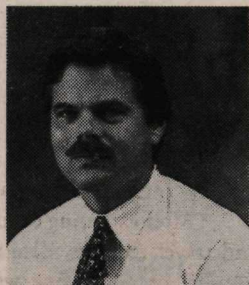
Over the years, my contribution at these two and/or three-day meetings generally consists of finishing the dessert of whoever sits next to me at lunch. Not that I'd have much else to contribute anyway. Most of the discussions surround sports: eligibility standards, playing rules, officials, sportsmanship and whatnot.

The first day is always a public hearing during which speakers are given five minutes to read their six or seven minute proposal. They are then followed by speakers who say the same thing. This goes on for about five hours.

Despite the passion that each speaker brings to the podium, a decade of hearing appeals for the League to adopt wrestling and gymnastics and to expand the football playoffs to include just one more team becomes predictably tedious. While it's unlikely that non-athletic proponents would be any more entertaining, we'll never really know. Academics in general and journalism in particular are not hot items at these meetings, and we non-sports types are rarely encouraged or invited to engage in the athletic banter. So we spend a lot of time trying not to fall face-first into our coffee.

However, the format of this year's meeting actually encouraged the council to take a more leisurely examination of academics and fine arts proposals. Finally, a chance to speak, to explain, to contribute!

And so I did. When the council began discussing a proposal that would allow districts the option of having students take news, feature, editorial and ready writing contests on computers, I told them that I supported this proposal because of all the obvious reasons, obvious to me anyway.



**Bobby Hawthorne**

- Students are more comfortable composing on computers.

- More schools have writing labs.
- Entries composed on computers are easier to read and judge.

- Editing on computer is much easier and quicker.
- It remains an option. Districts aren't required to use computers. This proposal simply states that they may if they so choose.

But then, when a council member said he wondered if using a computer loaded with a spell-check program might give one student an advantage over another, I said, "Spelling is a secondary consideration."

The temperature in the room plunged about 40 degrees. Eyebrows furrowed. Arms folded. How can spelling be a secondary consideration in a writing contest?

I tried to explain that the League has a spelling and vocabulary contest, and these ain't it.

"Journalism and ready writing judges look for substantial content, first and foremost," I said. "We want to make certain that students have something to say, not merely that they can say something without misspelling a word."

Unlike the English teachers who reduce writing to a mere collection of comma splices and misspelled words, the judges in the journalism and ready writing contests evaluate the power and substance of the content, knowing that in a real-world situation, an editor down the pipeline will catch the mechanical glitches.

Even though the proposal passed and will go into effect in September, 1996 if the State Board of Education approves it, six or seven of the council members remained unimpressed with the explanation and unconvinced that spelling can or should be minimized. Of course, this notion can only be held by those who don't assess writing for a living or read it as part of a larger sadomasochistic tendency. For example, here are parts of a couple of stories I stumbled across over the years. Note that the spelling in each was impeccable.

*What purposes may fingernails serve in your menial life? Such purposes as untying your shoelaces, unbuttoning your blouse, peeling off labels or pulling ticks off parts of your body.*

State championship stuff, wouldn't you say? But hardly in the same ballpark as this classic:

*The rights of man, being metamorphosized over the passage of time, vary inevitably between individuals. This can be attributed to the separate and different acculturation of human beings in parallel environments. Therefore, the rights craved by a man, rights which can never be capitulated, are the result of the values inherited and adhered to in a culture. The present culture of Western man is one based on humanism, freedom and liberty. These beliefs create an environment that contends that man is entitled to life, liberty and the pursuit of happiness.*

*On the opposite side of this issue is the want, nay the incurable desire to perpetrate crimes and infringement on the rights of neighbors, simply on a whim. Such is human nature . . .*

It is certain that the reader will never have an inkling as to what the author was trying to say. It is just as likely that the author had little idea what he was saying either, but figured he could hide his confusion under a canopy of bloated diction. For all we know, he too is contemplating the role that fingernails play in our menial lives.

The purpose of the four writing contests is to require students to state their thoughts with clarity and precision. Mechanical correctness is a consideration but a secondary one. Besides, these writing contests require students to turn in their first and only drafts. Again, in a real-world setting, they'd have an opportunity to zip their entries by an editor or two or at least consult a dictionary. These opportunities don't exist in the journalism or ready writing contests. It may be necessary to drop this prohibition against bringing texts or reference books into the contest area if we allow students who write on the computer to use spell-check.

I have no opposition to allowing students to use dictionaries or thesauruses. Or even a really excellent textbook, such as *The Radical Write: A Fresh Approach to Journalistic Writing for Students*, which is just published and available. Call me for details.

And I didn't misspell "write" either.

Even if I had, it's not important.

## Deadlines approaching for ILPC yearbook entries

By **BOBBY HAWTHORNE**

The deadline for joining the Interscholastic League Press Conference was November 1. We are very serious about deadlines, and when we say November 1, we mean any time between November 1 and Labor Day. If you haven't joined and wish to, we urge you to fill out all the forms and comply by all the other fiduciary requirements as soon as possible.

Also, the deadline for receipt of yearbooks for judging has passed, which again we'll take it so long as all the paperwork is completed. However, books received after December 1 are not eligible for Gold, Silver or Bronze Star awards consideration. They can be judged, but we will not have time to enter it into this last-round of competition.

YEARBOOK individual achievement awards entries are filtering into the office. The deadline for

receipt of yearbook IAAs is December 1. Unlike membership deadlines, we are fairly impliant about this one, mainly because we must have them collected, processed, judged and recorded by March 1 in order to prepare for the April 8-9 ILPC convention.

Yearbook IAA winners will be announced and displayed during the ILPC convention.

IT IS discouraging to find that the best photographs of the year are rarely entered into the IAA competitions. A casual perusal of last year's yearbooks made it painfully clear that the quality of photography in our publications is far superior than the level of entries in the news, feature and sports photo categories.

Why? Most likely because original prints have been mailed to publishing companies and negatives have been lost or appropriated by students. It is a good idea to keep negatives on file for at least one year so that outstanding photos can be entered into competition.

Original prints always look superior to duplications or reproductions.

NOTE that the ILPC convention is April 8-9—the same weekend as the spring JEA convention in San Diego. While we would rather not face a conflict with JEA, we can do little about it. We must schedule the convention during the two weeks between the last week of district academic contests and the regional academic meets. In addition, we must attempt to avoid the Texas Relays, Easter holidays, the Capital 10,000 and other local events.

We have already secured commitments from several outstanding out-of-state speakers including Jane Speidel of Lake Howell, Florida; Leah Jaffee of Rockville, Maryland; Sharon Deibel of Vienna, Virginia; Bill Seymour of the University of West Virginia; and David Knight of Lancaster, South Carolina. We are awaiting word from two other out-of-state speakers.



## A fair wage for a fair day's work

### Calculating academic coaches' stipend requires general plan

Among the questions I have been most often asked in workshops, SuperConference sessions and telephone conversations with administrators, coordinators, and coaches over the past year is "What is a fair stipend for academic coaching?" In polling participants attending the UIL Summer Coordinators' Workshop, stipends for this group ranged from \$0 to \$3000. The question has no preset answer; however, certain factors may be taken into consideration as school districts set guidelines for equitable funding of UIL extracurricular programs and salaries for coaches.

The district salary schedule should be a first consideration. A small school with documented "wealth below average" that is paying state base wages to teachers may not be ready to provide a \$3000 stipend for academic coaching. The athletic coaches in this district may receive supplements of \$3000 to \$6000, but that's different. Is it different? The athletic coach is paid (actually underpaid) for specific time spent in coaching athletes beyond the school day and chaperoning them to athletic invitational, district, regional and state tournaments. The academic coach is paid (or not paid) for specific time spent in coaching academic students beyond the school day and chaperoning them to academic invitational, district, regional and state tournaments.

Perhaps the difference is in the documentation of the time spent in coaching and escorting students. Suzanne Patty, Secondary Education Director for Paris ISD, stressed the importance of documentation in her University of North Texas SuperConference session entitled "Preparing a UIL Academic Budget and Selling it to the School Board." Patty outlines a comprehensive four-step plan of documentation and presentation that includes preparation, incubation, illumination, and verification. An elaboration on these steps follows.

In preparing to request funding for academic UIL programs, establish criteria:

- Examine the mission of your district and your campus.
- Determine where the academic UIL program fits into the priorities of the district and the site-based decision making committee.
- Determine if there is a commitment of time, energy and money on the part of the district, the faculty, the site-based decision making committee, the students, their parents, community resource persons, and the media.
- Review the C & CR rules. Some administrators' misinterpretations of Subchapter O. Awards, "Section 481: Gifts or Awards to Sponsor or Coach" should be addressed. The rule states that "Individuals who coach, direct, or sponsor League activities in grades 9-12 may be suspended if: (a) They accept more than \$300 in money, product, or service from any source in recognition of or appreciation for coaching, directing or sponsorship of League activities." Please be made aware that this rule has nothing to do with stipends or contracted salaries for actual work done. It applies only to items awarded to coaches beyond stipends and salaries. Knowing the rules can help you prepare a well-informed budget proposal.
- Review the latest update of Bulletin 679 from the business office if you are responsible for coding budgeted items.



Pat Wisdom

benefits will both student and coach receive for their efforts.

The "incubation" period (Step #2) is an information and data gathering time in which all involved school personnel are given ample time for input and clarification. Step #2 procedures include:

- Meet with the principal and business manager or superintendent, if appropriate, to determine academic coaches' salaries for overtime pay. Again, these are not incentive awards, these are payments for actual work done.

A business colleague once commented that teachers don't live in the "real" world. I was amused at the fallacy of the statement. What could be more real than working daily with the future presidents, doctors, lawyers, and great writers, as well as the present and future thieves and murderers of the world. I guess what the colleague meant by "real" was that other workers in our society are paid time and a half for overtime work. Teaching and academic coaching often incorrectly fall into categories of volunteerism. In the educators' point of view, students benefit from academic extracurricular participation, and the teacher is often willing to spend many hours of extra time to assist students in reaching their academic goals, even if the pay is little or nothing. Teachers should not be shy about asking for just compensation for extra work done to improve student achievement.

Some schools may wish to compose a separate contract supplement, similar to that provided for athletic coaches. Some school districts pay their academic coaches the same salary as their athletic coaches. This is rare, of course. Others may elect to pay the academic coach at the end of the school year, according to "documented" time spent in after-school preparation and attendance at tournaments. A written agreement ensures that the coaching time will be spent and that the coach will be paid for extra services rendered.

- Distribute budget planning priority worksheets to each academic coach along with an up-to-date copy of the UIL Academic Study Materials Order Form. Early August is the best time for this distribution.

• Ask coaches to brainstorm a list of the materials and/or equipment needed to prepare students to be successful in UIL competition. Have them prioritize the list, determine the approximate costs of the items requested, and complete the form. Encourage written justification for any item of substantial cost or that might appear unusual for a UIL activity.

• Ask coaches to develop a list of invitational meets they would like to attend in addition to district, area, regional and state meets. This list needs to include as much information regarding the meet as possible: date, day of week, contest(s) to be entered, distance from the campus, method of travel, entrance fees, number of potential participants, and any special requests.

- Allow at least three weeks between distribution of the budget worksheets and the date they are due.

- Recruit and select faculty members to be academic coaches at least one month before the budget is due in order to allow them to have a role in the budget planning process. Recruiting efforts are most fruitful when you can give detail about what is expected of the coach and what

- Ask students to brainstorm materials they need to be successful. Provide responses to coaches prior to the deadline.

- Be available to answer questions and provide suggestions.

Step #3 (illumination) involves the gathering, posting, and distribution of the information gathered.

- After gathering coaches' prioritized worksheets and travel requests, determine if any requests seem unusual or out-of-line with ordinary expenditures. Discuss justifications and potential changes with appropriate coaches.

- Combine the worksheets for each contest, placing needs before wants, to develop a campus-wide priority list.

- Share the campus-wide priority list and travel requests with the principal and/or the site-based decision making committee and ask for input.

- Revise priority list, if necessary.

- Meet with coaches to review the campus-wide list. Attempt to reach consensus regarding priorities.

- Enter the recommended appropriations for each line item on the business department's planning sheets. Determine codes and descriptors, if appropriate, from Bulletin 679.

- Submit the recommended budget to the business office and the principal.

- Maintain a file for all budget materials, including justifications, in case you are asked to defend any of the line items at school board budget hearings.

In step #4 (verification), the UIL academic coordinator or director actually presents the budget to the school board for approval.

- Carefully plan your presentation for the school board. Be creative in your approach to this task.

- If allowed, set up displays in the board room or foyer of the building that allow board members to view medals, trophies, ribbons, etc. Ask winning students and coaches to interact with board members before the meeting. Encourage students to explain the "demands" of the contests won.

- Know your material well. Be prepared to defend each line item. Have coaches available to provide further explanation, if needed. Be honest.

- Begin your presentation with an introduction of the coaches, winning students, and their parents who are present. (The more, the merrier!)

- After the introductions and before you get down to the "nitty-gritty" of explaining the budget, tie the purposes and outcomes of UIL academic competition to the mission statements of the district and campus.

- Allow your coaches to answer the specific questions about contests. Keep the presentation short and sweet. At the conclusion of the presentation, thank the board for their attention.

The mission statements of many school districts imply that preparing students academically is of high priority as the school's major function. Many goal statements go on to indicate verbal support of involving students in academically enriching programs that go beyond the classroom experience. However, when it comes to adequately funding these programs in order to enable student success, often times the money cannot be found, or it has been allocated to other important items, such as parking lots and stadium seats. Many Texas schools may not be quite ready to fund UIL academic programs and pay academic coaches by the same criteria used to fund athletic programs and pay athletic coaches, but I would like to think that they are moving in that direction.

### UIL SCHOLARS



TIMOTHY MAULL  
Clements High School,  
Sugar Land; Shelby  
Memorial Scholarship

My participation in UIL has encouraged me to learn in a culture of anti-intellectualism. UIL has given me some recognition when athletes are treated as gods, and smart people are labeled as "nerds." All those many hours of reading the newspaper and watching the nightly news were acknowledged in UIL academic competition. UIL provided me an arena to show off my skills and compete against my peers. UIL gave me the challenge that my high school just could not give me.



MARK SANTOS  
Woodville High School,  
Wilson Sporting Goods  
Scholarship

The most important lesson any young person can learn through participation in UIL activities is the value of competition. The goal is not to win or lose. The goal is to participate so that the experiences and lessons learned will come in handy later on in life. UIL activities serve to make a student more well-rounded and help to open one's eyes to other people, cultures, and ideals. UIL competition, in my opinion, is one of the best programs for student in this respect. No classroom can teach these lessons.



# Concerns growing about foreign exchange students

To play, or not to play?

That is the question that has been raised by many individuals the past few months regarding foreign exchange students.

I have received numerous calls and letters from concerned parents and educators whose students were denied the opportunity to participate in varsity sports. Last year, out of 465 total foreign exchange waivers, only 16 were denied. Thus, it is not the intent of the UIL to prohibit foreign exchange students from participating in varsity athletics. Instead, we want these students to enjoy their year in America and participate in a variety of activities.

When a waiver is denied, it is usually because the student is not in a foreign exchange program approved by the Council on Standards for International Educational Travel (CSIET). Many people have asked me why the UIL follows CSIET guidelines. First of all, the *Constitution & Contest Rules*, which is composed of rules and regulations made by member schools, states that foreign exchange students must be in a CSIET approved program. It is the opinion of member schools that in order to maintain the integrity of UIL programs, it is imperative that we have eligibility standards that are consistently applied across the board.

As a high school state association, the UIL must have assurance that there has been an extensive evaluation process and that the procedures that bring students to our country have been thoroughly investigated by an organization whose sole responsibility is to provide continuity and integrity to the process. Without



Rachel Seewald

the services of CSIET, state associations would be forced to make determinations that could lead to nationwide inconsistencies which may create chaos.

The Legislative Council, the rule-making body of the UIL, has expressed much concern over the issue of foreign exchange students. During its October meeting, the council instructed the UIL staff to survey member schools regarding the restriction of foreign exchange students from varsity competition. Some council members feel that foreign exchange students should be limited to participation at the junior varsity level.

There is also concern among parents that their children, who have always abided by UIL rules, are at a disadvantage when competing against foreign students, who may have had more advanced training. There are rules, however, that protect against this occurrence.

For example, a foreign exchange student is not allowed to have received advanced training (defined as training which is above and beyond that which is normally provided in Texas public schools) in the germane activity prior to arriving in Texas, such as pre-Olympic training, being nationally ranked or having similar status in a sport, or participation on a national team.

Of course, there is always the possibility that foreign students do not fully describe their previous athletic experience and training to a coach or administrator. Therefore, the burden is on the district executive committee, or other interested party, to prove that the student has had advanced training in a particular sport. This can be a cumbersome task, but one that should be explored if doubt exists. Unfortunately, the UIL is unable to investigate the athletic background of every foreign exchange student that comes to Texas.

Another concern being expressed by school personnel is that there may be foreign exchange students participating in varsity sports without a waiver. A waiver of athletic eligibility (which can be found in the back of any coaches' manual) must be granted before the student can play in a varsity contest. Otherwise, the school will have to forfeit every game in which the foreign exchange student participated.

Ignorance of the rules is no excuse. It is the responsibility of administrators and coaches to apply for the waiver and get the paperwork to the UIL office. Don't assume that just because you send in the waiver the student is eligible immediately. You must wait for notification from the League office.

At this time, the public schools of Texas choose not to discriminate but rather to provide opportunities for all foreign exchange students. If survey results from member schools indicate a desire for change, the UIL will make a recommendation to the Legislative Council Standing Committee on Athletics during its annual meeting next June. If the committee decides to take the recommendation of the UIL staff, it will be forwarded to the full Legislative Council, which will meet next October. Any rule change that is implemented would not go into effect until the 1996-97 school year.

In the meantime, make sure a waiver has been granted by the UIL waiver officer before playing your foreign exchange student in a varsity contest. If there is any doubt, call the League office, and we'll take care of it. And to answer the question, "To play, or not to play?", all I can say is "It's up to the schools to decide."



**OUR ERROR.** The photo on page 112 of Champions of the Conference 2A team computer science contest state champions is in error. The correct photo of Gavin Smith, Jeremy Pope and Amber Johnson of Blanco is published above. The photo on page 112 shows the Conference A literary criticism team from Utopia. We regret the error.

## League loses two good friends

### Rex Weir

Former UIL speech and debate director L. Rex Wier, Jr. died May 13, 1994 at age 71.

Wier was a UT Associate Professor Emeritus and former College of Communication Student Dean, where he helped establish the UT Speech Communication Department. He was also moderator for 13 years of the radio program, "The Next 200 Years."

Wier graduated from the University in 1948 after serving in the Navy during World War II. He obtained a doctorate degree from the University of Denver, and taught at Southeastern Oklahoma University, The University of North Texas, and UT.

Wier served on a League committee for state meet debate contests in 1961, and was chairman of the committee for speech and debate contests from 1962 until 1970. While speech and debate director for the League, he traveled across the state, attending hundreds of student activities conferences and speaking to thousands of high school students.



DR. REX WIER, circa 1963

### Bob Rochs

Bob Rochs, retired University of Texas at Austin men's athletics employee, longtime UIL colleague, and U.S. Coast Guard veteran died October 9.

Rochs, 74, suffered a heart attack on his way home from the UT-University of Oklahoma football game in Dallas, his 440th straight UT football game. Rochs graduated from the University in 1942. He served in World War II for four years before returning to UT as a graduate student and part-time employee of the athletic department. He remained with the Texas athletic department, even after his official retirement in 1986.

Rochs was a longtime supporter of League activities and helped conduct state track and field meets as well as other state meet tournaments and meets.

Associates said Rochs' experience and personality "spanned an era." His service to UT was out of respect for the institution.

"My daddy went here, and so did my brother," Rochs said. "You couldn't help but be impressed with the University of Texas."

Rochs was survived by his wife Estelle, two daughters, and several grandchildren.



# Schools to choose national debate problem area

The National Federation Topic Selection Committee has selected the following three problem areas for consideration by each state in determining the 1995-96 high school debate problem area. Each school will receive a ballot for ranking these choices in early December. Coaches are urged to allow students the opportunity to discuss each area thoroughly and provide input before you vote. You'll notice that only two resolutions appear within each topic area. This option has been available for several years, but this is the first year delegates to the Topic Selection Committee have utilized it.



Treva Dayton

Ballots must be returned to the UIL office by January 4. After the national results of the problem area vote are announced, you'll receive a second ballot in February to vote on the specific resolutions. Your input on behalf of your debaters is important, so please take the time to vote. The announcement of the January to May UIL Lincoln-Douglas debate resolution will be enclosed with your ballot, so watch for this mailing in December.

## PROBLEM AREA I: AFRICA

Africa has been on the back burner of American foreign policy for a number of years. As world attention has focused on other regions, the African continent has plunged into an unprecedented downward spiral of economic disaster and political chaos. Experts believe that the region cannot recover without outside aid.

Affirmatives may advocate a variety of positions which would aid the continent in reversing its decline. Affirmatives might run cases as diverse as economic aid, food aid, developmental loans, business investment, agricultural technology, medical aid, or revitalization of the Peace Corps.

Ample ground is available for the negative as well. Ground for negatives might include arguments on solvency, United States vs. international action, the general value of aid, or budgetary constraints as well as numerous disadvantages and counter-plan possibilities.

I. AFRICA: What should be the policy of the United States government toward sub-Saharan Africa?

*Resolved:* That the United States government should establish a policy to increase political stability in sub-Saharan Africa.

*Resolved:* That the United States government should substantially increase its non-military aid to one or more countries in sub-Saharan Africa.

## PROBLEM AREA II: CHINA

As the United States' largest and most powerful potential enemy, China is a major foreign policy concern. China has a role to play in world politics, but what form that role will take is the question the United States must answer.

There is ample ground for both affirmative and negative debating. Potential affirmative cases include most favored nation status, trade policies including products manufactured in prison labor camps, exportation of high technology products, cooperation in sanctions against North Korea, protection of intellectual property rights, international security guarantees, environmental problems, human rights abuses and other issues.

Negative arguments include the impact of change on the Chinese economy, relations with other nations in the region (India and Japan, for example), strengthening of China's military capabilities, the threat of war in the South China Sea, and others.

II. CHINA: What should be the policy of the United States government toward the People's Republic of China?

*Resolved:* That the United States government should substantially change its economic policy toward the People's Republic of China.

*Resolved:* That the United States government should substantially change its foreign policy toward the People's Republic of China.

## PROBLEM AREA III: RUSSIA AND/OR UKRAINE

Russia stands at a crossroads. Russia is now making choices about its future that will play a significant role in shaping the twenty-first century. As an emerging country and a very significant part of the former Soviet Union, the problems of Ukraine also pose many issues which are ripe for discussion.

The United States has a unique ability to influence the paths which both nations choose. Affirmatives can run cases addressing problems which Russia and/or Ukraine are having in reforming their economies, political systems, law enforcement agencies, armed forces, medical care systems, and environmental policies.

Many approaches to solving these problems could be advocated. Negatives would have ample ground to attack the efficacy of these approaches, the world-wide political repercussions of providing assistance to one or both countries, the cost of aid to the United States, and the superiority of assistance provided by other countries and international organizations.

III. RUSSIA AND/OR UKRAINE: What should be the policy of the United States government toward Russia and/or Ukraine?

*Resolved:* That the United States government should substantially change its foreign policy toward Russia and/or Ukraine.

*Resolved:* That the United States government should substantially increase its economic assistance to Russia and/or Ukraine.

## 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 not 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

### INFORMATIVE

1. What were the deciding factors in the Texas governor's race?
2. How did the mid-term elections change the composition of the US Congress?
3. After the floods: how are Texans dealing with the damage?
4. A fiftieth anniversary: what challenges does the United Nations face at this point in its history?
5. What were the highlights of President Clinton's trip to the Middle East?
6. What progress has been made toward establishing a lasting peace in Northern Ireland?
7. What's behind the declining strength of the US dollar?
8. What are the major components of the recent treaty between Israel and Jordan?
9. What is the controversy over the book *The Bell Curve*?
10. What obstacles does the Aristide government face in providing for the future of Haiti?
11. How are charter schools changing public education in the US?
12. Why is NASDAQ under investigation?
13. What are the latest developments in the O.J. Simpson trial?
14. What is California's Proposition 187?
15. What's happening in the competition to provide telecommunication services to American homes?
16. What is the significance of the recent election in Mozambique?
17. Where did the GOP make the most important gains in the November elections?

### PERSUASIVE

1. Is the UN mismanaging its peacekeeping mission in Bosnia-Herzegovina?
2. Will terrorist activities by Hamas derail the Israel-PLO peace process?
3. Have cuts in US defense spending gone too far?
4. Can Aristide achieve the reconciliation in Haiti that he promised?
5. Should Yassir Arafat have been awarded the Nobel Peace Prize?
6. A fiftieth birthday: what should be the United Nations' priorities for the future?
7. How serious is the threat of inflation in the US economy?
8. Will economic chaos lead to the demise of Boris Yeltsin's government?
9. How should the United States plan to cope with the threat of Saddam Hussein?
10. Will new members in Congress lead to increased legislative gridlock?
11. Did Clinton concede too much in recent negotiations with North Korea?
12. Private business running public schools: is this good for American education?
13. Should the CIA be abolished?
14. Will the revised penal code improve the criminal justice system in Texas?
15. Legalized gambling: are states betting too much on these sources of revenue?
16. What are the prospects for an Israeli-Syrian peace agreement in the near future?
17. What should be done about the rising cost of federal entitlement programs?



## 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, Jola HS  
Lee Powell, Pilot Point HS  
Andy Rodriguez, McAllen HS  
Larry Harvey, Dilly HS  
Ron Anders, Childress HS  
Chris Carter, Spurger HS  
Brad Chasteen, South Grand Prairie HS  
Eileen McDonald, Bandera HS  
Bill Rehl, Woodsboro HS  
William Stockton, El Paso Riverside HS  
Corey Slagle, Katy Mayde Creek MS  
Michael Cotton, Dallas Pinkston HS  
Randy Dotson, Neches HS  
Terry Avery, West Oso HS  
Rudy Almaraz, Austin Lanier HS  
Todd Bodden, Ennis HS  
Raul Chaverria, Alpine HS  
Bonnie Beachy, Cypress Falls HS  
Carl Kilgore, Carlisle HS  
Dennis Stewart, Kountze HS  
Karl Krug, Banquete HS  
Martin Ray, Marion HS  
Modesto Villanueva, Falfurrias HS  
Eric Longtin, McAllen Memorial HS  
Johnny Garcia, Brownsville Pace HS  
Phyllis Weaver, North Garland HS  
Tony Starnes, Dodd City HS  
Brian Smith, Caddo Mills HS  
Darryl Horton, Dallas Madison HS  
Robert Santiago, Jordan MS (San Antonio Northside ISD)  
Calvin Grigsby, Garland HS  
Pete Alvidrez, Del Valle HS (El Paso Ysleta ISD)  
Michael Sidberry, Plano Carpenter MS  
Eric Martin, Fort Bend Missouri City MS  
Dick Orsak, Alvin HS  
Harlos Barrett, Forney HS  
Steve Lamore, Tyler Lee HS  
Allyn Chizer, Kingsville HS  
Chris Short, Rochelle JHS

## No-pass, No-play

### UIL to survey schools about controversial House Bill 72

We all know bad words with four letters in them.

How about one with 12 letters? Give up?  
"No-pass, no-play."

To most of us in education, and in particular high school athletics, the term "no-pass, no-play" leaves a bad taste in our mouths. But why?

Some people think no-pass, no-play has failed miserably while others, including teachers and coaches, believe it is working. No one disagrees with the premise of House Bill 72 — ensuring that athletes should understand that they are students first and must maintain a grade of 70 or better in all classes.

Last month the UIL Advisory Council met, as required by Senate Bill 7, enacted in 1993 by the state legislature. At that meeting, members requested the UIL's Legislative Council to authorize a survey to all members schools to determine if the no-pass, no-play statute needs strengthening and revising.

No hard data has ever been established about the effects of House Bill 72 since it became law some 10 years ago.

The reason for the survey request is not necessarily to see whether athletes are making better grades now than a decade ago.

Ten years ago, all schools were on traditional nine month schedules, with classes 45 to 60 minutes in length, and the first semester ending after the Christmas holiday break. Times have changed, and many schools now offer accelerated block classes which allow students to accrue more credits and complete some classes in nine weeks. The first semester now ends prior to the Christmas holidays.

Consequently, it is no longer possible to base eligibility on a six week period for all students. Teachers are now placed in the position of having to determine grades at three week intervals for progress reports, six week intervals for eligibility, and nine week intervals for the actual grade.

While very few will argue that the idea behind no-pass, no-play is noble, at the same time its intention is the biggest drawback to many. If the idea is to convince students to do their school work, wouldn't a three week ineligibility period be better



Pete Contreras

than a six week period?

"Hey Johnny, I know you don't feel good about this, but there's a lesson to be learned here, and in just three weeks (that's only two football games), you can become eligible again."

A article in the October issue of *Texas Coach* by Sheryl Honeycutt expresses the opinion many coaches have about no-pass, no-play. Critics believe that the state statute is "punitive in nature and targets only those students who want to be participants, who want to represent their schools and communities, and want to enrich their education and their lives."

A student, Honeycutt contends, "who does not participate in extracurricular activities can fail, and he or she just fails. There is no penalty. Shouldn't these kids be part of some kind of punishment too? Isn't there anything that can be taken away from them? The premise of no-pass, no-play was to stress academics... but only to those who could be controlled by having something to lose. That's the fallacy."

While that may not be fair, that, however, is reality. Just like we (i.e. general public) have always held coaches to a higher standard of expectations, the same has happened to students who also want to be part of athletics—or band, drama, speech or the other UIL extracurricular activities.

That's not all bad because that's what we believe interscholastic competition produces in the end—outstanding individuals.

While this survey will not present numbers or statistics, it will allow a school to offer an opinion. More importantly, that opinion will make its way back to a legislator by way of the Advisory Council.

If change is needed or suggested by a group who truly understands the issue because they have to deal with it on a daily basis, then perhaps change will finally occur.

gram is made possible through a unique affiliation between Alamo Rent A Car and the UIL.

To assist the UIL in rewarding high school students for outstanding scholastic achievement, Alamo Rent A Car continues to contribute to the UIL Scholarship Fund with every Texas car rental booked on Rate Code TO or TM, ID number 252660. Each rental triggers a five percent rebate toward the UIL Scholarship Fund, and the special travel rate codes apply to all UIL member schools and their employees as well as students and their families. To date, the program has raised more than \$60,000 for the UIL Scholarship Fund and has benefitted nearly 100 high school seniors.

The Alamo Scholar/Athlete of the Week program rewards students who demonstrate success in balancing academics and athletics, while managing to participate in both school and community extracurricular activities.

## Placing kids first

### Putting aside egos and personal agendas best serves students

In his book, *All I Really Needed to Know I Learned in Kindergarten*, Robert Fulghum explained the need and importance of sharing. In extracurricular activities, the need to share in a variety of ways is never more evident than during this time of year.

A good example that comes to mind is Diane Baker, the band director at Hardin-Jefferson High School. I have a great admiration for her. She has a tremendous band program, evidenced by the 15 sweepstakes bands in her 16 years at the school, as well as numerous trips to the State Marching Band Contest. She routinely has football players who are an integral part of the Hardin-Jefferson High School Band. I've witnessed many games in which those football players shucked their shoulder pads, grabbed their instruments and joined the band for a half-time performance. This doesn't happen by accident.

It takes a good deal of cooperation for this to happen. The time needed by the band director and the football coach is enormous. But, when two people can put their egos aside and think of what is best for young people, everyone benefits.

It even goes beyond the sharing of participants. The use of facilities can become a critical issue at a school if cool heads fail to prevail.

I can remember early in Baker's career when she was locked out of the football stadium for band practice. It seemed that the football coach at that time did not allow anyone other than the team to enter the playing field. Meanwhile, 125 of her students milled around the gate waiting for an answer as to why they couldn't have access to the game field.

Of course, many logical reasons were given. Certainly the maintenance of the turf was essential. Too much marching can destroy the playing surface, making it unsafe for the football players and virtually impossible to mark the lines that are essential to both football and the band.

Band and football are not the only programs that have problems with sharing. This time of year with basketball practice beginning and football and volleyball season concluding, it creates a myriad of conflicts. Invariably about this time each year, I hear complaints from basketball coaches who are angry with their football coaches. Normally they are frustrated because the football coach won't allow his players to practice basketball until after the last football game. And volleyball coaches are unhappy with basketball coaches, accusing them of trying to shorten their season and practice times.

Again the use of facilities is a cause of friction among programs. The constant fight for gym space and gym time is the hue and cry from now until May.



Charles Breithaupt

## Alamo Rent A Car adds 5 to Scholar/Athlete list

With district football competition heating up and the state playoffs just around the corner, Alamo Rent A Car and the UIL have added five names to their list of Texas high school students who have displayed a commitment to excellence both in the classroom and on the playing field.

Nick Walker of El Paso Eastwood High School, Joe Newton of Bridgeport High School, Fred Schlotterback of P.S.J.A. High School, Drexell Owusu of Big Spring High School and Jack Locklear of Deer Park High School have been added to the team of Alamo Scholar/Athletes of the Week.

The Alamo Scholar/Athlete of the Week pro-

CONTINUED on page 11



## Tight financial times offer special challenge

As the school year 1994-95 gets into full swing, several issues are having an impact on Texas extracurricular activities. None is more acute than the issue of school finance. Rising costs of education have continued to plague the interschool competitive programs.

More schools are trimming "extras." Meals on out-of-town trips, letter jackets, training equipment and wearing apparel have been dropped by many schools. An alarming number of coaches/sponsors now need booster club help just to buy basic game uniforms. At least one school district is charging a participation fee of \$100 per student because an August budget cut left no other choice.

The dilemma facing administrators finds local school taxes rising and a decreasing percentage of state funding. Lawmakers are hard-pressed to increase state revenues to keep pace with escalating costs in all areas: prisons, human services, highways, etc. Education is not the only impacted area of state budget.

Meanwhile angry parents cannot understand why more and more costs of activity programs must come from their pockets. Items previously provided by schools now must be financed by parents. This has a profound effect on activity sponsors. The more parents spend to allow their youngsters to try-out for teams, the more they expect a return for their investment. A capital outlay of several hundred dollars for band instruments, athletics shoes, insurance, towel fees, etc. is formidable to many parents. Adding to the problem is the fact that many students find it difficult to hold part-time jobs while participating in school activities. This further impacts family budgets.

Schools seek solutions that sometime include elimination of some sub-varsity programs. In so doing, they are met with bitter disappointment of parents and students who no longer have an arena to develop their talents. Community-based recreation programs take up some of the slack. But non-school competitions are often for those whose parents are involved and for those with athletic talent who always seem to have doors open to them. The average and below average in ability are left wanting.

Since early days of this century, schools have taken



Bill Farney

up the banner of sponsoring interscholastic competition. At first these contests were spelling bee's or one-day spring festivals that may have included academic and speech contests in the morning and softball, volleyball and track events in the afternoon. Those early performers did not stray too far from home. When they did, parents and coaches provided transportation, meals, and only rarely, overnight lodging.

The development of the county meets recognized the brightest and best who qualified for the state meet in Austin. Many found their way to the state meet by train and slept on cots in the university gymnasium. In making the trip, they often qualified as the most traveled person in their family.

Competition grew more organized after World War II and has flourished, in part by non-school summer programs offering substantial competitive and travel opportunities to select students. Every school had community pressure to "keep up." If teams were permitted two games a week, everyone played two. The maximum became the standard.

Texas developed extensive competitive programs in fine arts, academics and athletics under the jurisdiction of the UIL. Additional competitions were forged by FFA, Future Homemakers of America, distributive education groups, academic decathlon and a plethora of other sponsoring agencies. The public school became the responsibility agent for all of these activities. Indeed, schools are continually bombarded with parental demands for additional programs.

Ever increasing demands on schools have eroded their resources. There remains the hungry mouth of a dependent called school activities. Some have suggested their removal from schools. But to remove activities from school would place them in a non-educational venue. Outside groups do not concern

themselves with school priorities. Students—whether passing or failing—would become embroiled in a choice of missing school or pursuing the dream of their talents. Driven in part by hopes that their children might earn a college scholarship, parents would have no choice but to go along.

Interscholastic competition must find a way to remain in schools, fostered, promoted and controlled for educational reasons. The assurance that everyone gets the opportunity to try is reason enough to work through the myriad of problems; seeking solutions, keeping students on track for graduation. Always, foremost must be the rule: a student first and a participant only as a privilege earned through qualification.

The ideals expressed by thousands of musicians, thespians, debaters, journalists, academicians and athletes since the inception of the League remain as worthy goals.

It is obvious some adjustments need to be made. The added demands of curricular concerns will require more funding. While it may not seem fair to proponents of activities, budgets will be reduced. Additional revenues must be found to preserve traditional programs. Those monies will not come from school sources.

Other states have met these problems yet still maintain quality programs. It is important that Texas must find its way through the challenges and emerge into the 21st century as a prime provider of extracurricular competition. Each community should share any innovation that could help other communities. Educators, parents, patrons, corporate entities and, yes, students should rally in sensible consensus' building forums to lead the way.

As a creative society, we have survived the great depression, world wars, rising crime and ecological near-disasters. The will of the people and a collective desire to continue the positive benefits of school activities will find solutions. The beneficiary is the child of today and the effective citizen of tomorrow. It is hoped that school activities will be the vehicle through which the classroom is extended to provide life enrichment and discovery of self-worth for future generations.

## 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  
Lao Yaeger, San Augustine HS  
Craig Cooley, Wichita Falls Hirschi HS  
Brian Chandler, Richardson Pearce HS  
Ted Rodriguez, Austin Bowie HS  
John Keller, Austin McCallum HS  
Mike Schlentz, Hondo HS  
Wade Gillis, Lumberton HS  
Joseph Zarucha, San Antonio Edgewood  
Clinton Welsh, Sugar Land Dulles HS  
Emery 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, Nacogdoches HS  
Robert Moreno, Joshua HS  
Travis Walden, Lubbock Monterey HS  
Danny Steffenauer, Cypress Creek HS  
David Wright, Euless Trinity HS  
Robert Mitchell, Everman HS  
Doug Schmidt, Katy Mayde Creek HS  
Burl Jones, Houston Sterling HS  
Phil Pate, Hawkins HS  
Larry West, Harleton HS  
Tony Tovar, Dallas Skyline HS  
Jim Shubert, Katy Taylor HS  
Earl Byerley, Bandera HS  
Nick La Barbera, Caldwell HS  
Freddie Carlton, Texas City HS  
Ron Anders, Cypress Fairbanks HS

### SOFTBALL

Brian Sedlacek, Klein Forest HS

## 'Gentle balance' needed to make best decisions

CONTINUED from page 10

The girls are mad because they can't use the "game" gym, and the boys are miffed because they have to practice at 7 P.M. every night. The basketball coaches are upset because the volleyball coach practices for three hours just to spite so that the basketball coach would have to wait. Both boys' and girls' basketball coaches are irate because the football coach needs the gym for a rainy day workout.

And don't forget the cheerleaders and drill team—they need a place and time to practice as well. Let us not forget either the pep rallies, school dances, assemblies and other such activities that demand time and space.

The debate is not always with fall and winter sports. These arguments about student participants and facility usage rage throughout the school year. Spring is perhaps the most turbulent of times for school administration. Dealing with the complexities of a myriad of activities, there is not much time left to settle differences that crop up between activity

directors and coaches.

This story line can affect not only the student participants, but the entire school district and the community as well. If the sacred cow in the district happens to be the band program it takes only a telephone call or two for an angry mob of band boosters to appear in a frenzy at a school board meeting. The same can be said for any program, be it football, basketball, baseball etc. When personal agendas take precedence over what's best for all kids, tremendous pressure can be placed on a school district.

What is needed here is a gentle balance. In his book *They Call Me Coach*, Hall of Fame Coach John Wooden wrote about balance. He spoke of the importance of physical, mental and emotional balance as an important factor in athletics. Playing with knees flexed and the body in balance puts athletes in a position of readiness.

This message is appropriate for school coaches, directors, and administrators. Being in balance allows school personnel to make the best decisions



for students. Putting egos aside and thinking of the big picture provides the best climate for students.

Wooden also mentioned a key component of the proper balance in his *Pyramid of Success*. Cooperation is one of the foundation blocks of success.

"Cooperation with all levels of co-workers is important," Wooden wrote. "Listen if you want to be heard. Be interested in finding the best way, not in having your own way."

**NO HITS, NO RUNS, ONE ERROR** — The photo of the Conference 2A state baseball champion in the 1993-94 copy of Champions is of runner-up Pineland West Sabine rather than East Bernard. We regret the error.



# Official notices

## SOCCER RULE ERROR

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

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

## CHILTON HS

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

## 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.

## 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<sup>b</sup> clarinets, alto clarinet, 2 bass

clarinets, B<sup>b</sup> or E<sup>b</sup> contrabass clarinet)

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

## 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.

## MUSIC MEMORY

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

## ART CONTEST

Students in grades 4 and 5 will be responsible for the *Art Smart Bulletin* for 1994-95. The official list

in the *Art Smart Bulletin* for 1994-95 is the final authority. This is the second year for the art selections.

## SPELLING

Webster's Ninth New Collegiate Dictionary for the elementary and junior high Spelling Contest is no longer available for purchase. Webster's Tenth New Collegiate Dictionary is now available. Either dictionary may serve as the authority for these spelling contests.

## 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). Significant revisions of the old list have been made. Please make the following corrections in the *A+ Spelling List* for 1994-95:

3/4 shanty (hut)  
3/4 sherbet, sherbert  
5/6 bedlam (B)  
5/6 clerestory, clearstory  
5/6 domicile, domicil  
5/6 gruesome, greswome  
7/8 anesthetic, anaesthetic  
7/8 cynic (C)  
7/8 ecumenical, oecumenical  
7/8 frenetic, phrenetic  
7/8 gabardine, gaberdine  
7/8 jardiniere, jardiniere  
7/8 karat, carat  
7/8 penitentiary (P)

## LITERARY CRITICISM

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

## DISTRICT CHAIR / DIRECTORS

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

## COMPUTER SCIENCE

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

## PRESCRIBED MUSIC LIST

Page 119 - Viola Solo Class I: Bach/Casadeus-Concerto in C Minor (play one movement)  
Page 32 - Clarinet Solo Class I: Stamitz-Concerto No.3 in B-flat Major (play one movement).....MCA  
Page 64 - Flute Trio Class I: Kuhlau-Three Grand Trios Op. 86 (play one movement of one trio) (published separately)  
Page 66 - Three B-Flat Clarinets Class I: Bouffil-Grand Trio Op. 8 (play two movements)  
Page 91 - Four Brass Class I: Vasconi-Images (play movements 2 and 3) (2 trumpets, trombone, tuba)  
Page 112 - String Orchestra Grade III: Pochon-Pochon Academic Album (delete #8 from listing)  
Page 197 - Tenor-Bass Voice Class II: Donaudy-Thirty-six Arie di Stile Antico, I Serie (sing #9 or 11)  
Page 87 - Miscellaneous Brass Trios Class II: Boismortier/Shaw-Sonata (play any movement) (3 horns)

## 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 participate in a UIL district track meet, and put him on probation through the 1995-96 school year.

## 1994-95 CSIET 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

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