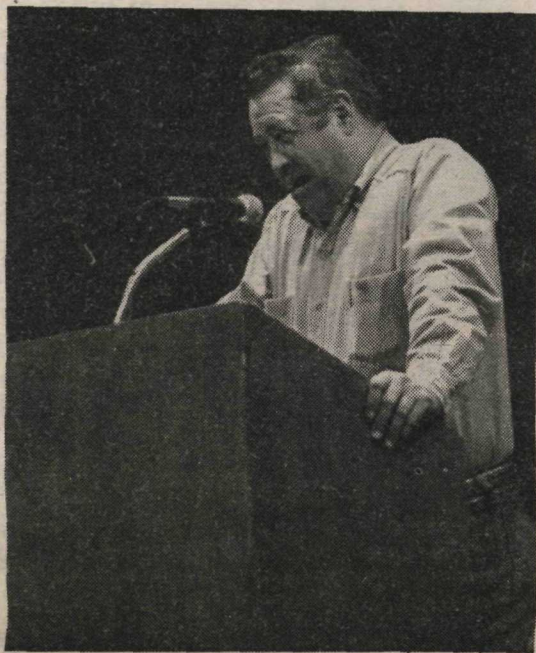


# League

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**SOUTHERN EXPOSURE.** Barry Corbin, star of CBS series Northern Exposure, speaks to delegates attending the Texas Educational Theatre Association convention, Jan. 27 in Austin. The TETA convention annually helps kick off the UIL spring one-act play season.

Photo by Bobby Hawthorne.

## 'Tis the Season

### Students are coasting toward district spring meet academic stretch run

In little more than a month, yellow dog school buses will criss-cross the state as students begin their quests for academic and fine arts state championships. Though they rarely receive the publicity given to the more athletic activities, these contests are as competitive as the UIL sponsors.

"By the time they enter the district meet, many of these students will have competed in two, three or four invitational meets and untold number of during- and after-school preparations," said academic director Pat Wisdom.

Many have competed for two or three years, hoping to return to region and State meets.

"Once students enjoy a degree of success, they are generally hooked," Wisdom said. "And they put forth tremendous efforts to make it to State. Qualifying for the State Academic Meet is for many the highlight of their high school careers."

Of course, it's not unusual for teachers to fill district meet spots with any warm body they can find.

"At a district meet last year, judges received a headline entry from a student who clearly was pulled in at the last minute," said assistant academic director Bobby Hawthorne. "One of his heads stated, 'I never signed up. They just put me in here at 5:00 this morning!'"

Be that as it may, the head fit the prescribed count perfectly.

## WACO NATIVE BECOMES UIL'S 6TH DIRECTOR



DR. WILLIAM D. FARNEY

# He fits the Bill

## After nationwide search, Farney selected to succeed Marshall

Dr. Bill Farney, UIL assistant director and athletic director, has been appointed director of the UIL effective March 1, 1995.

Farney replaces Dr. Bailey Marshall, who announced his retirement in August. A committee composed of members of the University community and the public schools conducted a search for a new director and made a recommendation to UT President Robert Berdahl.

"We are pleased that Bill Farney has agreed to serve in the position of UIL director, a position vital to the betterment of Texas schools through its leadership role in academics and athletic competition," Berdahl said. "Bill has spent the last 31 years in the service of students and teachers — first as an English teacher, then as a school administrator and most recently as a UIL official. He has left an enviable legacy in every place he has served."

The largest interschool organization of its kind in the United States, the UIL is part of UT Austin, where it originated in 1910 to assist the public schools of Texas in planning and administering their extracurricular competitive activities.

The UIL now reports to Dr. Ed Sharpe, UT Austin administration and public affairs.

"Members of the search committee, headed by Gwen Grigsby, took their job very seriously and we owe them a debt of thanks," Sharpe said. "The responsibility of the UIL program director to the youth of Texas is tremendous, and I am pleased that the University has chosen Bill Farney to meet that directive. I look forward to working with him



### PASSING THE TORCH.

Dr. Bailey Marshall (left) and Farney share a moment during an appreciation reception for Dr. Marshall, given during the TASA mid-winter convention, Jan. 31 in Austin. Farney joined the UIL in 1977. Before that, he was superintendent of schools at Crawford Independent School District and had served as a principal for six years at Robinson and Lorena High Schools. Farney received a bachelor's degree in English from the University of Tulsa. He then went to Baylor University, where he earned masters' and doctorate degrees in education.

Photo by Bobby Hawthorne.

as his leadership and vision guide these students into the 21st century."

Robert Ryan, current chairman of the UIL Legislative Council, the policy-making body of the organization, said, "I am pleased with the appointment of Bill Farney as director of the UIL. Over the past 17 years, he has demonstrated very capable leadership while serving as assistant director and athletic director. During the lengthy interview process, Dr. Farney expressed a vision for UIL that I am confident

will move the organization into the 21st century."

Farney has been assistant director and athletic director of UIL since 1977.

"It is an honor to be selected as the sixth director of the UIL," Farney said. "I pledge my energy and best professional attention to the University of Texas at Austin, the Texas public school teachers and administrators, and to the students of the state."

"I am fortunate to have an opportunity to work with a talented and dedicated staff," he added. "Together, we will seek public support for school activities and public input in our effort to see that more children enjoy the educational benefits of these activities. The League will be committed to being ever responsible and responsive to the citizens of the state. We will strive together to preserve a legacy of hope for future generations."

During his tenure at the UIL, Farney has helped develop the academic and fine arts programs, implemented girls and boys softball, soccer

• CONTINUED on page 2

# I remember when . . .

During the October Legislative Council meeting, my director's report to the council included a number of "I Remember When's." As I told the council, many of them are amusing and some not so amusing but most of them show how times have changed and why we have some of the problems we now have.



Bailey Marshall

A few of my recollections attempt to pose solutions to current problems, and virtually all of them reflect the changes in society that affect us all. As my final *Leaguer* article, I feel it is appropriate to relate a few of the memories I had for the council and a few others that I've recalled since October.

**I remember:**

- When there were 15 academic UIL programs and not 25, six boys athletic programs and not nine, three girls' programs and not nine.
- When we did not have state marching band or state wind ensemble contests.
- When we answered 30 letters a day and perhaps one telephone call on eligibility and rules interpretations instead of the 200 calls and three letters each day.
- When superintendents and principals ran their schools instead of spending all of their time mollifying the school board or some upset parent, group of parents or special interest group.
- When the principal, coach, teacher, or a UIL staff member told a student or parent what a rule or policy was, and the student and parent accepted the answer and complied, figuring that rules created, adopted democratically and enforced by the schools must have exist for a purpose.
- When the UIL disqualified a student or team, the next call wasn't from an irate elected official or a lawyer ordering us to appear in court and telling us that the UIL had been enjoined from enforcing the rule and that the offending student or team was proceeding in the playoffs, even though they blatantly violated the same rules that everyone else had followed. That this

gave the offenders a clear advantage didn't seem to bother them.

**I can recall:**

- When students who got in trouble at school were in more trouble when they arrived home.
  - When every time a player did something good, the individual or the team didn't have to have 20 high fives, take their headgear off, bow to the crowd, dance around or point at the opponent and say something intimidating or degrading.
  - When you could sit in the middle of a group of students at a game and not hear any obscene or disrespectful language.
  - When parents didn't try to fire coaches just because they didn't place every kid who played for them on the All State team and win them athletic scholarships.
  - When money for school programs was made available if the program was deemed worthwhile — that is, educational.
  - When football jackets costs \$15, not \$50.
  - When State Executive Committee meetings and Legislative Council meetings were open to the public but no one bothered to show up. For the last 15 years, we have averaged more than 50 people making presentations to the council.
  - When you did not have three or more lawyers in every State Executive Committee hearing.
  - When it wasn't necessary to have a committee study every issue that arose, no matter how insignificant.
- I can remember when:**
- I wasn't "chewed out" 20 times a day after the state basketball tickets were mailed out because a fan didn't get a seat on the floor.
  - A parking pass was not more valuable at the State Basketball Tournament than the full tournament ticket.
  - Most coaches coached at least three sports during a school year.
  - Coaches wore a regular dress shirt or sport shirt on the bench rather than a fully accessorized outfit provided by the school.
  - Schools usually had no more than two assistant coaches in football, maybe one in basketball and one manager rather than a small army of assistants, manag-

ers, trainers and a few assorted hangers-on.

- Twirlers posed greater problems than drill team or cheerleaders.
  - You could understand what the cheerleaders were saying and even cheer along with them, and when their primary responsibility was to raise school spirit rather than merely entertain.
- There was a time when:**
- We did the right things for kids rather than coming to a decision because it was politically correct.
  - You could comprehend the UIL Constitution. That was back before the attorneys revised it to make it clear and easy-to-follow.
  - I didn't have to worry about getting a phone call or letter from an irate school administration because of some controversial statement or treatise Hawthorne published in the *Leaguer*.

Perhaps it is with the most nostalgia that I remember when:

- Dr. Rhea Williams and I stayed at a Motel 6 for \$8.80 a night, total. Tax and all.
- I would introduce the honor teams at the boys state tournament, and the members would be older than me.
- When the young men I coached were neither bald nor gray-headed.

Now, before you think that all this is the final grouching of a tired old man, let me add that the thing that I will remember the most is the thrill it has been to work with so many men and women who have dedicated their lives to serving young people. I will remember how fortunate I've been to have been a teacher, a coach, a school administrator and a UIL official. I could never have chosen a more rewarding profession, and if given a chance to do it all again, I doubt I'd change a thing.

Of course, that doesn't mean I wouldn't be just as nostalgic then as I am now. At least, I understand the nature of all this. In fact, I am sure in two or three years, a few coaches and principals will be sitting around, and someone will say, "Do you remember when Bailey Marshall was UIL director?"

And most of them won't.

So while I'm still fresh on your mind, God bless all of you. And remember: all we do should be for the kids.



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UIL Director

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Assistant Director of Academics

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## Competitive activities must serve school's basic academic mission, Farney says

• CONTINUED from page 1

and team tennis, established officials' associations for soccer and volleyball, coordinated regional academic and athletic contests with Texas colleges and universities, developed and administered reclassification and realignment, and conducted goal-setting seminars for school districts. In addition, he has served as a member of six different national athletic rule-making committees, participated in and published athletic injury research, and initiated the Coaches and Officials Positive Expectations (COPE) program.

Despite heading up the athletic program, Farney has always maintained that all UIL activities are equally important.

"No one contest is more important than another," Farney said. "If an activity is educational and serves the needs of participants, its worth should not be measured by its revenue-producing potential. Academic, fine arts and music activities are the foundations of the League's programs. They need the same support given to high-profile athletic programs.

Farney said he hopes activities will be as important

to future school children as they were to him.

"Just as they were for me years ago, educational competition today is vital to the overall development of students' responsibility, work ethic, sense of community, courage and sacrifice," he said. "Encouraging students to work with others for a common cause—something beyond purely self interest—allows them to participate in their development. The challenge for today's educator is to continue financial support of these programs while ensuring that school activities enhance the academic mission of schools."

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# Efforts made to solve scheduling, logistical problems

## Growth of TSSEC poses challenges to contest organizers, music directors

It will come as no surprise to most that the Texas State Solo and Ensemble Contest continues to grow in size and popularity. In 1994 TSSEC experienced a record number of participants. Even though the contest has been divided between two university campuses (The University of Texas at Austin and Southwest Texas State University in San Marcos), the resolution of scheduling and logistical problems that stem from the large number of participants remains a challenge.

These problems are compounded by the fact the state office has always attempted to accommodate schools on the date that they request even though as many as 85 percent of the schools traditionally prefer to participate on Monday. In an effort to address some of these problems, the following provisions will be in place for the 1995 contest.

TSSEC entry packets will be distributed at each regional solo and ensemble contest site. This procedure was implemented last year to minimize the kinds of delivery problems we were having when the materials were mailed to the schools. For the most part, this procedure was successful as we had far fewer problems with directors failing to receive their entry materials.

At this time, ample copies of the packets have been sent to each executive secretary, and a packet should be available for each director when he or she checks out at the end of the solo and ensemble contest. Directors should not leave the solo and ensemble contest office without TSSEC materials.

Regardless of what transpires at the solo and ensemble contest, all should be aware of the fact that the ultimate responsibility for securing TSSEC entry materials lies solely with the director. Consequently, failure to receive a packet is not grounds for an extension of the April 1 Entry Deadline. If a problem does arise that can not be resolved at the region level, a duplicate packet can be sent from the state office upon request.

The deadline for the contest remains April 1. It is important that each entry show an April 1 or earlier postmark. Postmarks must be affixed by the U.S. Post Office. It is recommended that directors have their entry hand canceled to assure that the appropriate postmark appears on the envelope. Sending the entries registered or certified mail is another good way to insure that the correct postmark appears on the entry. Taking any of these actions should give a director peace of mind that the entry is properly postmarked.

One final reminder. A dated postage stamp generated by a mail room office postage meter is not the same as an official postmark.

In an attempt to balance the schedule between Saturday and Monday more efficiently, some limitations will be placed this year on Monday entries. You will note on the entry form that it is no longer permissible to request Monday unless your school has a Friday or Saturday night graduation. Schools that have a graduate date other than May 26 or 27 should plan to attend TSSEC on Saturday May 27. All schools, regardless of graduation date, may return the card requesting the Sunday contest option if they choose to



Richard Floyd

## Tips for using the Vivace Personal Accompanist™ at solo contest

As many of you know, Vivace was used on a limited test basis at the 1994 Texas State Solo and Ensemble Contest. Now that the product is available for purchase, many of you have expressed an interest in using the Vivace™ system to provide accompaniment for your students at this year's contests.

The following guidelines will help you and your students use Vivace most effectively to prepare for and perform at contest:

### PREPARATION

- To get the most out of Vivace's capabilities, become familiar with the Vivace User's Guide.
- It is often helpful to customize the sensitivity of Vivace's Intelligent Accompaniment™ to fit each student's musical needs.
- Save your students' customized files prop-

erly, using the "Save Performance As" feature. Give the student a copy, and keep a back-up for yourself.

### LOGISTICS

- Each student should bring a floppy diskette with their own computer file of their solo on it, as well as the appropriate Vivace repertoire cartridge(s) to the contest.

- Make sure the appropriate computer and sound system is available. Bringing your own portable system is an easy alternative, if the site doesn't already have one set-up.

### QUESTIONS

If you have questions about how to use Vivace, don't hesitate to call Coda's technical support number at 612-937-9703.



**Regardless of what transpires at the solo and ensemble contest, all should be aware of the fact that the ultimate responsibility for securing TSSEC entry materials lies solely with the director. Consequently, failure to receive a packet is not grounds for an extension of the April 1 Entry Deadline.**

do so. If there is a Sunday afternoon contest, it will be scheduled at The University of Texas. There will be no Sunday contest at Southwest Texas State University. If you have specific concerns about scheduling it is suggested that you call the state office prior to submitting your entry.

### TSSEC QUESTIONS AND ANSWERS

*Why does it take so long to receive a schedule?*

The scheduling of TSSEC is a complex process involving the data entry of some 24,000 contestant names plus music titles and event codes for approximately 15,000 solos and ensembles. The schedule is then "built" on the University of Texas mainframe computer.

Approximately two weeks is required to develop the contest schedule, balance the number of participants for Saturday and Monday, "level" each judge's assignments, add judges to cover the overflow in some events, assign each judge a room number, print the master schedule, which is almost as thick as a metropolitan telephone book, and prepare school schedules to be sent to the schools. Even with the use of overtime and temporary help, it takes four to five weeks to complete this process. Schedules generally go in the mail sometime during the first 10 days in May.

*What happens to late entries?*

Late entries (postmarked after April 1) are placed on a waiting list in the order they are received. Once the master schedule is complete, late entries are assigned

times according to postmark, with the earliest postmarks scheduled first. (Think of it like being on standby for a plane flight) There is no guarantee that late entries will be scheduled. However it is normal for the contest to be able to accommodate a significant portion of the late entries. Entries that cannot be scheduled are returned with entry fee check attached.

*Can I hire an accompanist at the contest site?*

In most cases, it is possible to hire a graduate level piano major to accompany most solos. The cost is approximately \$25 and includes both a rehearsal and the contest performance. A call to the state office prior to the actual dates of the contest can help expedite these arrangements. Please be advised that the availability of an accompanist is not guaranteed. This is simply a service that is provided on a first come-first serve basis.

*Can my students use an electronic accompaniment such as Vivace?*

Yes. Section 1108 (8) (B) includes the provision that a recorded accompaniment using piano or other musically appropriate instrument(s) may be used. The use of an intelligent accompaniment such as Vivace would fall under this provision. Tips for using the Vivace Personal Accompanist appear elsewhere on this page.

*Can a judge use a photocopy of an original copyrighted score for the purpose of adjudicating a TSSEC event?*

No. This practice is prohibited by Federal Copyright Laws and Section 1104 the UIL Constitution and Contest Rules. Judges will be instructed not to hear a performance unless a legal score is provided by the contestant(s). The few exceptions to the law that do exist are addressed in Section 1104.

While there is evidence that adjudicators occasionally judge using photocopies at the region contests, all directors and student participants may be assured that this provision will be consistently enforced at TSSEC.

Please be assured the UIL staff, contest workers and university students who help host this massive, prestigious event will do everything possible to create a problem-free and positive environment for all participants. As always, if you have any questions concerning any facet of TSSEC, please feel free to call the UIL state music office at (512) 471-5883.

"The music experience for most school music students consists only of performance. They seldom solve musical problems as composers or make musical decisions as listeners. Yet, we know that for most of our students, listening will be the predominant mode of musical involvement and enjoyment for the rest of their lives. Our school music-making experiences, therefore, must somehow include creating, listening, and evaluating, as well as performing."

Richard Kennell -  
*Dimensions of Musical Thinking*

Scholastic Journalism Week set Feb. 19-25

## Badges of honor for everyone

Thousands of journalism students throughout the country are joining in promoting Scholastic Journalism Week Feb. 19-25. The national observance is sponsored by the Journalism Education Association.

Students from New York to California are planning a variety of activities to call attention to the important role played by student newspapers, yearbooks, and other school media in their communities, emulating the vital roles performed by responsible American journalists in helping to secure and maintain a free nation.

"Journalism education provides an essential service not only for the professional press, which is always alert for well-trained writers and photographers, but more importantly for society as a whole, which depends on responsible journalists to provide the public with accurate information about government, business, and other areas of societal interest," JEA President Candace Perkins said.

### INVITATIONAL Academic Meets

February 25

Stamford HS  
All high school literary except speech; All jr. high literary including speech.  
Contact: Markay Rister, 915/773-2701; 915/773-5684 (fax)

February 28

Sundown ISD  
All but CX Debate, LD Debate, & Computer Science  
Contact: Janet Simpson, 806/229-2511 ext. 6; 806/229-2004 (fax)

March 4

Calhoun HS (Port Lavaca)  
All academic contests.  
Contact: Ellen Smith, 512/552-3775 ext. 248; 512/552-1675 (fax)

Diboll HS  
Informative and Persuasive Speaking, Prose and Poetry Interpretation, LD Debate.  
Contact: Burlon Wilkerson, 409/829-5626; 409/829-5708 (fax)

My daughter, Sarah, is a Girl Scout. If you'd like to buy a box or two of cookies, call me. Please.

Now, this isn't the only reason I mention this. Like all Girl Scouts, Sarah wants another badge. Girl Scouts are addicted to badges. They're like little nicotine patches for 10-year-olds. So she'll do just about anything for one, except pick up her room. She recently earned her badge for porcupine juggling and is working for her "What I plan to be when I grow up" badge.

It is worth setting in stone her career aspirations in exchange for this badge. And when you think about it, choosing a career now is good inasmuch as it's one less thing to worry about in junior high, which she begins next year.

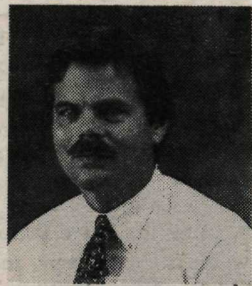
In order to earn this patch, she was required to interview a person who is doing what she wants to be doing in 15 or 20 years. Somehow, Sarah has decided she wants to be a photojournalist. I'm pushing her toward something a lot more lucrative—being Speaker of the U. S. House of Representatives, for example—but at least for now, she honestly believes she wants to be a photographer. Thus, she interviewed John Moore, a dear friend of mine who—some of you may recall—was a photographer for the UIL a few years ago. Now living in New Delhi, India, John is the top photojournalist for the Associated Press. In a few weeks, he's moving to Johannesburg, South Africa, where he'll be AP's top shooter for all of Africa.

The boy's got talent.

At any rate, I thought John's responses to Sarah's questions would be of interest to all publications advisers.

**QUESTION:** What advice would you give a young person on becoming a photojournalist?

**ANSWER:** If I were a kid, I'd start taking pictures of people around me. You know, natural pictures of



Bobby Hawthorne

people doing interesting things. Now, I'm not talking about photos of people smiling or goofing off for the camera. Those are easy to get (any monkey with a camera can get those pictures.). The best pictures are real pictures. That means no "set-ups" are allowed. You can't tell people what to do for the camera but rather concentrate on getting the natural shots.

The best thing to do to get natural pictures is to hang around people for awhile with your camera and eventually they become less self-conscious. They eventually sort of start ignoring you and then you can shoot natural stuff. Kids playing, telling stories, doing things in class—all those things are good, especially when you get strong emotion. And don't forget—no looking at the camera.

**QUESTION:** What's the most exciting part of being a photojournalist.

**ANSWER:** The most exciting thing about being a photojournalist is that you get to be part of and record history. Few people can say that. I also am able to inform people about problems they would normally never hear about and show them cultures with ideas and ways of living so different from what most of us are used to. And, of course, in my particular job as a photographer for an international press agency, I get to visit all sorts of exciting countries.

Now, what's the most interesting I've ever photographed? I wish I could give a good answer, but really, I don't know. The world is so full of interesting people and places, it's all a great adventure.

If we could just communicate some of this to our students, photography in our newspapers and yearbooks would improve tenfold.

### DENIUS AWARD

In January, it was my honor and pleasure to present one of the 10 UIL Denius Awards to Linda Winder of Angleton. Linda is most fortunate to teach at a school that values her knowledge, talent and dedication, and not just in some abstract, perfunctory way. Her journalism lab shames most college facilities. It is a monument to the 28 years of hard work that she's given the school and community, and to the school's and community's appreciation for those 28 years of

hard work.

Persons nominated for a Denius Award are required to provide a statement of philosophy toward educational competition. What follows is part of Linda's. It explains why we believe so deeply in the educational value of a bonafide student journalism program. And it reminds us that a program is no better than its teacher.

*IT'S LATE* on a Friday afternoon, and there's no football game tonight. Although the halls have long since cleared, my classroom is full of students writing stories, doing layouts, and printing photos. "How long may we stay tonight?" and "When can we come tomorrow?" they ask.

This is what UIL competition symbolizes to me—the pure joy of learning and working. No one is getting paid for working this Friday afternoon. It's not showing up on any grade list. But they are all here because of a common goal—to be the best they can possibly be.

As a teacher, my major responsibility is to see that my students learn. The easiest way to do this is to have them wanting to learn and UIL competition is the perfect motivator. They see what other students across the state are accomplishing and they want to be as successful as they are. (Not an easy task since strong UIL competition has resulted in Texas now having some of the best high school journalism in the nation.) They set their standards high and then I, like most UIL sponsors, do everything possible to help them reach their goals, whether it's serving as a teacher, coach, counselor, surrogate parent, chauffeur, cook, or custodian.

Too, UIL sponsors realize that achievements are not just measured by what happens at the Austin state meet. Students' competitive efforts are also earning them family and community recognition, jobs, and college scholarships. These efforts have instilled in them work habits (dedication, responsibility, drive, initiative) that will serve them well in future studies and careers.

And as I watch them continue to achieve after they graduate, I can sit back and silently pat myself on the back and think, "Hey, I had a part in that." It's a nice feeling.

## Matrix helps students develop CI&E essay answer

By BOBBY HAWTHORNE  
Current Issues & Events Director

The National Council for the Social Studies released last fall its model standards from which educators can build a K-12 social studies curriculum. The standard weaves together geography, civics, economics, psychology, religion and thousands of years of human experience.

In its executive summary, the authors of the model standards wrote, "For social studies to perform its mission of promoting civil competence, students must learn not only a body of knowledge but how to think and how to be flexible in using many resources to resolve civic issues."

The same can be said for the essay portion of the current issues and events contest. The purpose of the contest is not the temporary retention of unrelated and essentially irrelevant data but instead the creation of knowledge that is rooted in the understanding of the cause and effects of a wide range of disparate events.

In other words, we're not just interested in what happened. We're more interested in what it all means.

This is the central purpose for the essay portion of the CI&E essay. A few coaches have suggested that the essay portion of the contest be dropped, and that the contest be solely a multiple-choice test. This would greatly undermine the educational integrity of the contest. It is one thing to be able to identify the "Contract With America" on a multiple-choice contest. It is quite another to be able to explain the political, social and financial obstacles that must be overcome in order for the Republicans to deliver on the terms of this contract, as students taking the 1995 Invitation A contests learned.

I have recommended that in forging an answer to the essay question, students examine its political, social, economic and cultural implications. The NCSS model curriculum standards provide another framework in which the essay question might be studied. This framework consists of 10 themes:

- Culture

- Time, continuity and change.
- People, places and environments.
- Individual development and identity.
- Individuals, groups and institutions.
- Power, authority and governance.
- Production, distribution and consumption.
- Science, technology and society.
- Global connections.
- Civic ideals and practices.

I mention these, not because each theme can or will be used with each question but rather to remind students to craft their responses from a number of different sources.

I highly recommend that students develop their own matrix, which forces them to see issues in multiple dimensions. It is this depth of examination that judges are seeking. Bombastic sermons that skim the surface of an issue have no chance of succeeding.

And without substantive essays, students have no chance of advancing to the next round of competition.

## Except for the occasional grief, it was a blast

I met Bailey Marshall a long time ago, almost 25 years to be exact.

I was a senior at White Oak High School, and he was the UIL athletic director. I was in Austin for the state track meet with a carload of people who had known Bailey when he had coached and taught at White Oak five or six years earlier. People who know that I'm from White Oak assume that Bailey coached me in high school, but he didn't. That challenge was left for others.

At any rate, someone introduced me to Bailey, I mentioned that I would be attending UT, and he—probably out of courtesy more than anything else—said, "Well make sure you look me up when you get down here."

That would have been the end of it except that on the way out of town, our driver, Mrs. Frazier, ran over something jagged enough to punch a hole in the oil pan of her '68 Oldsmobile and so through some chain of events—the details of which I don't recall—all of us spent the night at the Marshall's house. Thus I came to know the family quite well, and they were such lovely people that there was never a question that as soon as I hit Austin that next fall, I'd stop by. They had one of those linoleum dining room counters that begged you to sit down and chat for a while. It felt like home.

Over the next two years, I spent a lot of time with the Marshalls. I even kind of half-dated Bailey's daughter, Jana. She was a few years younger than me so we kept it hush-hush. I'm sure he knew more about it than I thought he did, but he was probably hesitant to scare me off because in me he had found the quintessential go-fer. I ran errands. I helped out around the house and yard, agreeing once to mow his lawn for a paltry five bucks. Wasn't much to it, I figured. But I hadn't seen the backyard. And he didn't bother to tell me that it hadn't been mowed in months, that small children had been lost for weeks in the thicket that he called a backyard. It took me the better part of what had to be hottest day of the summer. But a deal was a deal. And he paid me exactly five dollars.

Undoubtedly, the ultimate crap assignment—which I was dumb enough to perform not once but twice—was guarding the pole vault pit at Memorial Stadium during the state track and field meet. Bailey just could not bring himself to pay UT security the buck seventy-five an hour or whatever they wanted, and so he hired me and Warren Cico to sleep on the pole vault pit and make certain no one ran off with the hurdles or crossbars. I agreed to do this my senior year, even though I had two finals the next day. It rained all night. When we tried to move our beds under the stadium, we infuriated the bats living under the stands, and they spent the rest of the night dive-bombing us.

I didn't sleep a wink.

I don't remember how I did on the finals but I graduated so apparently I didn't sacrifice four years of college for a five dollar crossbar.

After graduation, I moved back to East Texas, then to Los Angeles, and then to East Texas again, where I took a job as wire editor with the *Tyler Morning Telegraph*, working 2 - 11 p.m., Thursday through Monday. At some newspapers, this job might have involved a modicum of artistry. At Tyler, it more closely resembled meatpacking. I grew weary of this after a day or two and begged to be moved dayside as a general assignment reporter, which after seven months someone agreed to do. This I enjoyed, mostly because it freed my evenings for a wide range of youthful indiscretions. In fact, I had so much fun shooting



**Bobby Hawthorne**

bottle rockets at the Smith County Jail from the top of the East Texas Bank Building and other equally puerile stunts that I realized I had to leave Tyler or be trapped in a state of perpetual juvenility. I'm dead serious about this.

At about that time, a position as an assistant to then UIL journalism director Max Haddick became available, and Bailey pulled a few strings so that it was offered to me. It was the kind of mindless, repetitive job that I needed so I took it. My first task was producing a booklet of TILF scholarship recipients, which doesn't sound so tough in the age of desktop publishing, but back then, we used typewriters and stencils. It took forever and was a job boring beyond description.

I had no intention of staying with the UIL but I had fewer ideas as to what I wanted to do either, and it was better to be clueless in Austin than Tyler.

Then, the wheels of fate began cranking. Dr. Haddick was forced to take a medical retirement, and Bailey conducted a nationwide search of the second floor of the UIL headquarters for a replacement and offered me the job, which was either very brave or very stupid because I was in no way the most qualified applicant—even on the second floor. Though fully aware of my lack of credentials, I accepted the offer and all of the sudden, I'm the UIL director of journalism.

Frankly, Bailey didn't know that much about the student journalism portion of the job. Mostly, he wanted me to work improving the League's relationship with the professional media which then truly despised the UIL and for good reason. For years, the League had viewed journalists with disdain most of the time, and outright scorn now and then. They didn't much care for the UIL either, and part of my job was to develop a rapport with sportswriters and broadcasters.

If nothing else, we buried the notion that the League and the media need be blood enemies. This is an achievement in which Bailey and Bill Farney deserve considerable praise.

And I suppose I rose to a level of competence to warrant Bailey's confidence in me. Still, while I'll give myself credit for doing a credible job over the years, I know I caused Bailey more grief than he either bargained for or deserved. In my first or second year, we had to dump 33,000 copies of the *Leaguer* because of some regrettable quip I made about the Legislature. Fifteen years later, our state meet editorial writing contest ticked off several politicians. In between, there were untold occasions when I offended or angered someone, a few of whom were morons and I believe it is my moral duty to add to the general misery of their lives. But most had genuine and valid points of view.

I once applauded a yearbook staff for covering drug use by students. I wasn't advocating drug use. I just suggested that if students were abusing drugs, that might be the topic of a story. Well, several superintendents disagreed, and Bailey was forced to defend an employee with whom he differed.

He did this often. But he never once pressured me to change my tone or position. He never told me what to write. He never told me what not to write. He never asked to review nor edit a word. The bottom line was always, "Be able to defend yourself and your actions."

He was a true champion of academic freedom, an honorable trait that belies his good ole boy image.

I pushed it to the edge more than a few times, and I got away with a lot more than I should have, a lot more than others could have. Even today, I'm reminded that Bailey cuts me slack for actions that others would be drawn and quartered for. It's a source of amazement to Treva Dayton and Lynn Murray, who can't believe Bailey tolerates my irreverence. I can't explain it either, and I'm not going to start psychoanalyzing the relationship except to say that he's been something of a surrogate father to me, disapproving often, embarrassed by me at times, exasperated, bewildered, occasionally proud, always supportive.

Like every father, he's said and done things that made me want to crawl under a rock. It's a testament to the durability of the human body that I didn't blind myself rolling my eyes now and then. At the state baseball tournament, he once attempted to console the runners-up by repeating the League's credo: In a well-played contest, there are no losers. With that said, he instructed "the losers" to "please step forward and accept your trophy."

Gina Mazzolini and I stood there, shaking our heads in wonder.

Before he learned better, he'd stand in front of a group of people and say things that would make Newt Gingrich blush. And then he'd add, "Ughh, that's off the record." Or "But that's neither here nor there." Or "I hope there aren't any reporters in the room."

We'd just sit there, gape-mouthed.

Of course, he couldn't give either a formal speech or a lecture to the staff without peppering it with a half-dozen of his pet phrases. His favorite was, "I will assure you . . ."

He had other standard lines, such as:

- "First off, we don't make the rules. The schools make the rules. We just enforce them."

You couldn't find two coaches or sportswriters in Texas who believed that. To them, Bailey Marshall was the UIL. It seemed unlikely that the League would enforce rules that he personally opposed.

Heck, that's not how they did it in the Soviet Union, which was about as close a parallel to the UIL as existed — at least in the minds of some.

It wasn't true, but it was hard not to believe, even if you knew it wasn't true. Legends beget myths.

Amazingly the most outrageous stuff Bailey uttered never saw the light of day. Those were more forgiving times, I suppose, probably because the writers understood that underneath all that bluster laid a heart of gold. He's conservative and proud of it. As if it were necessary, he reminded us of this time and time again. He's an old-school football coach who believes to the marrow all those clichés about sports building character. I'm a cynic and a smartass. I agree with Darrell Royal: sports doesn't build character. It reveals it.

It should have been a marriage made in hell. It's been anything but.

He has given my life purpose and direction, even if he didn't always agree with the direction in which I went. He thrust responsibility upon me long before I was ready to accept it, and he had faith that I'd rise to the occasion. When I did—if I did—it was because I wanted him to be proud of me.

I'm looking forward to working for Bill Farney. He has a vision for the League that is exciting and impressive. He's going to be a superb director. But I'm going to miss Bailey Marshall — as a boss and a friend. A lot.

### Dear Journalism Contest Judge

We appreciate your willingness to help judge these contests. While you and your newspaper may not subscribe to the following criteria, the UIL does.

- Students need not put the name of the school in their stories. They are writing for their high school paper, and high school students know the name of their school. They don't need to be reminded. Thus, it is permissible, even preferable, to write "The School Board..." rather than "The Leaguetown School Board..."

- We typically put our nouns before our verbs. So in simple attribution, the noun should precede the verb, i.e. "I hate rap music," he said.

- Students in the feature writing contest may describe a scene as they think it may have occurred. We want leads that engage the senses and emotions, that show rather than tell.

- The formula for the UIL editorial contest dictates that editorials contain a statement of the problem and a clue to the staff stance, defense of the position, introduction and rebuttal of alternate point of view, and restatement of the stance and call to action in the conclusion.

- In a main and secondary headline combination, the main head need not contain a verb. However, the secondary must contain a verb, either stated or implied.

- Headline kickers do not need verbs, but their main heads must have verbs.

Tennessee Williams' long plays made available for OAP

The UIL drama office has been notified by Craig Pospisil of Dramatists Play Service (212/683-8960) that the long plays of Tennessee Williams have just become available for consideration as UIL one-act play entries. The only one of his long plays that is automatically approved for this year (deadline February 23) is *The Glass Menagerie*. You may anticipate requesting special approval for his other full-length plays for next year.

## Corrections

- Please make corrections on the 1994-95 OAP Entries list for Region II, Conference A: Area 1 — Districts 9, 15, & 16; Area 3 — Districts 12, 13, 14.

Also, on the area meets listing, there is a correction in the districts scheduled for the area meet for Conference 4A, Region III. Area 1 includes only Districts 17 & 18; the meet is scheduled for Willis High School on April 8. Area 2 includes District 19, 20 & 22 to meet at Thomas Jefferson High School in Port Arthur, also on April 8. Please make these changes on your area meets schedule.

We regret that we inverted the numbers on the entries list mailed to all Conference A schools and critic judges.

- Make the following correction in the publisher list of the *Handbook for One-Act Play*, 12th Edition: Broadway Play Publishing, Inc., 56 East 81st St., NYC 10028, (212) 772-8334.

If you have an 11th Edition, it is six years old and no longer usable. Get a 12th Edition!

# Judging by TETA list, quality critics plentiful

## Action accelerates as one-act play contest season approaches

The due date for this column is two days before the Texas Educational Theatre Association annual convention and the TETA Adjudicator's Organization critic judging workshop. Space won't allow me (until after convention) to say thanks to all UIL program/workshop participants because it is being reserved to publish the updated TETA Accredited Critic Judge list below. The list includes new judges, re-certified judges and corrections. Quality critics are available. Read the list first, but call me if you need help. New critics will be added to the list of *vitae* to be distributed again next fall.

If it is essential to talk to me, use 512/471-4517. If the line is busy, 471-9996 goes through assistants Ray Pond or Don Howell. You will find them always helpful. Calls on this line can be transferred to me provided you are prepared to hold until I've completed the conversation already started. It is almost impossible to make call-backs. If my voice is a must, keep trying on my direct line. If I don't answer, I'm out! The indirect number (471-9996) has voice mail for messages after hours, but don't leave call-backs unless the question(s) can be handled by Ray or Don, and you have immediate phone access. Otherwise, they can leave a brief answer with your school secretary or student assistant.

The FAX number (512/471-7388) is great when you are trying to get me a message or meeting deadlines that do not require an answer or a check. If you must have a written answer immediately, the FAX is OK. If a verbal answer will suffice, call rather than FAX. Typing a FAX takes as much time as writing a letter. Writing letters takes time and thought. At this time of year, we don't often have much time to think.



Lynn Murray

Title cards were mailed to theatre directors in January. If you did not get it or have lost it, let us know. We have mailed official OAP Eligibility Notices to all who provided the 55 cents (2 oz. First Class) postage. Many did not! One-third of the title cards came back without postage for the eligibility notice mailing. If mailed bulk mail rate, material will not reach most of you in time.

Remember Spring Break. Your Eligibility Notice must be mailed 10 days before your zone or district contest. You will need the form in early March. Are you one of the one-third? You might consider mailing us the required "first class (2 oz.—\$.55) self-addressed envelope" identified in the Title Card mailing.

As you anticipate advancing to the area OAP level, you might note that areas are set, with two exceptions, on April 7 and 8. April 7 and 8 also happen to be the first weekend for Spring Meet athletics. The second athletic week is prior to Easter Sunday. Just be aware before you cast your play.

## SIMON SAYS

We have not been able to secure permission from Neil Simon's agent to produce scenes from any of his long plays for UIL. They will allow scenes from *in order*, without *any* cuts, including profanity. Jack Welsch, Baker's, has made every effort. He is a strong supporter of UIL and has personally made the pitch. He does not feel that it would serve any purpose to ask again.

Also, in addition to the playwrights listed on page 94 in the *OAP Handbook*, permission cannot usually be obtained to produce scenes from or acts of any full-length plays of Elmer Rice, Samuel Beckett or Edward Albee. I realize that some of their plays are listed in "An Approved List of Long Plays for Contest." They will be deleted with the next edition of the *Handbook*, which should be published during the next school year.

## FUNNY YOU SHOULD ASK

The most popular questions this month are similar to years past. UIL rules do not prevent OAP rehearsals, workshops or festivals on Sunday. The decision is local. A "professional rule" for OAP does

not exist. It is not a problem for your theatre students to make commercials, movies, or work summer stock. Non-rules are hard to find.

The most unusual question of the month was whether spilling water on the stage during a performance would violate OAP rules. Somebody was reaching with this threatened disqualification. You may borrow or get as much help with "cutting" the play as you want. Such help is not considered a part of the directorial process and is not a violation of the "professional assistance" or "full-time employee" rules. Student teachers are not eligible to participate in the directorial process of the OAP entry.

Review the definitions on page 138 of the *Handbook*. Fireplace units (not a wall) are considered furniture-type pieces or "unusual stage properties."

Definitions will help you deal with the "set" rule. It is really complicated if you don't know the definitions. Doors and window units are not a part of the "unit set" but may be a part of the "basic set." The number is not restricted — "such standard stage door and window units as are necessary." You may provide a door that opens "on-stage" as a standard door, although most theatrical doors open off-stage and up-stage.

Females may play male roles as males, and OAP rules do not restrict males playing female roles as female. This office does not have the authority to grant permission for gender changes in any script. Most publishers/playwrights do not mind changing minor roles, but major roles or gender changes that would impact the playwright's intent or character relationships require agent, publisher, or playwright approval.

It is almost as complicated to answer questions about "voices." Generally, voices off-stage are not considered judgable characters in OAP, and they may be recorded by anybody or spoken by off-stage cast or crew as "incidental sound or music effects." If you want to bring a "voice" on-stage or in view of the audience, you must have permission of this office in writing. Call me if you have a unique situation.

I trust all '95 OAP directors will seek ways to improve quality rather than the petty process of trying to win on paper. Good show!

## Additions to TETA Accredited List of Critic Judges

Nineteen accredited critic judges were certified by the Texas Educational Theatre Association convention workshop January 26 in Austin.

This addendum should be attached to the list that appeared in the November and December issues of *The Leaguer*. This addition to the 1994-95 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

### ADDRESS/TELEPHONE CORRECTIONS:

- Marilyn Pool Allen, 1803 Huntington, Midland, TX 79705, 915-0686-9382

- G'Ann Boyd, 1315 Harriet Ct., Austin, TX 78756, 512-454-7512

- Randall Buchanan, 512-282-8109

- Karen Gossett, Strickland Middle School, 324 Windsor, Denton, TX 76201, 817-383-1621

- Ronny Powell, Ri. 3, 115 Pleasant View Dr., Merkel, TX 79536, 915-928-5105

- Diana Gural Searcy, 5439 Fern Park Dr., Kingwood, TX 77339, 713/360-3447.

### NEW JUDGES:

- George R. Adkison, Calhoun High School, Sandcrab Blvd., Port Lavaca, TX 77979, W 512-552-3775, H 729-9476

- Jack Bilbo, East Texas Baptist Univ., Marshall, TX 75670, W 903/935-7963; H 663-6082.

- William T. Bryant, Austin Comm. College, 1212 Rio Grande, Austin, TX 78701, W 512-495-7404, H 396-4230

- Linda Donahue, 950 W. Ebony Dr., Edinburg, TX 78539, 210-381-9642

- Kimberley Hedges Funderburk, Many High School, P.O. Box 451, Many, LA 71449, 318-256-3794

- Amy R. Harbaugh, Texas Tech Univ., Dept. of Theatre & Dance, Lubbock, TX 79409, W 806-742-3601, H 784-0608

- Penelope Hasekoester, Sam Houston State Univ., P.O. Box 2097, Huntsville, TX 77341, W 409 294-1330, H 295-8466

- Harold J. Haynes, Texas Southern Univ., 3100 Cleburne, Houston, TX 77004, W 713-527-7907, H 527-8277

- Darin M. Hill, East Texas State Univ., Communication & Theatre, Commerce, TX 75429, W 903-886-5339, H 885-8759

- Armando Hinojosa, Edinburg CISD, 801 E. Canton Rd., Edinburg, TX 78539, W 210-316-7300, H 383-1373

- Mark B. Holtorf, Tarleton State Univ., Box T-0320 Tarleton Station, Stephenville, TX 76402; W 817/968-9245; H 965-2968.

- Betty Hukill, Paramount Theatre of Abilene, Inc., P.O. Box 1818, Abilene, TX 79604, W 915-676-9620, H 698-1399

- Charles R. Jeffries, Theatre Consultant, 600 Grandview Pl., San Antonio, TX 78209, W 210-804-0274, H 826-8097

- Jay P. Kyle, Hill College, Box 619, Hillsboro, TX 76645, W 817/582-2555 ext. 271.

- Michelle Metcalfe, Public Domain Theatre Co., P.O. Box 2192, Austin, TX 78768, 512-459-5686

- Robert E. Polgar, Public Domain Theatre Co., P.O. Box 2192, Austin, TX 78768, 512-459-5686

- Toni Rao, San Jacinto College - North, 5800 Uvalde, Houston, TX 77049, W 713-459-7148, H 983-9440

- Kathryn Carter Rodrigues, 7015 W. Beverly Mae, San Antonio, TX 78229, 210-697-9519

- Paula J. Rodriguez, Sonora ISD, 807 S. Concho, Sonora, TX 76950, W 915-387-6533, H 387-5576

### Recertified Judges:

Marilyn Pool Allen, Elaine Bent, Randall Buchanan, Christi Campbell, James W. Carlsen, Gene T. Clough, Philip Craik, Josh Crane, LaDona Davis, Kelly Draper, Eleanor Dryden, Kim Frederick, Dennis Gilmore, Alva Hascoll, Darin M. Hill, Charles Hukill, Silas Kennemer, Terral S. Lewis, Jim Mammarella, Maggie Mizell, Danny Moss, Nan Elizabeth Pickett, Beulah Pruitt, Diana G. Searcy, Lawrence Ray Smith, C. Lee Turner, Ray von Rosenberg, Richard A. Weaver, E. Don Williams

## Students make an artistic STATEment

### T-shirt design contest winners named; Summer workshop plans underway

Congratulations to Adrian Darnell Perkins, winner of the 1995 State Academic Meet T-Shirt Design Contest. Adrian is an eleventh grade student at Kashmere Senior High School in Houston and a second-year art student of Mike McMahan, who began his teaching tenure in Houston two years ago, as well.

Adrian's design was selected by a team of art professionals and UIL personnel who narrowed the field of 47 entries before ranking the top 10. The winning design, an emblem rendering of the Texas flag, will be printed on t-shirts and shorts to be sold by the University of Texas Athletic Department in Thompson Conference Center on Friday and Saturday during the Academic State Meet in May.

"An idea came into my head, and I just put it down on paper," Perkins said. His art teacher, Mike McMahan, a second-year teacher at Kashmere, pointed out that Adrian is "a fine student" who has just received word that he has also won the "Shining Star Scholarship," a locally sponsored poster design contest that provides a \$500 scholarship.

Perkins said of his art teacher, "Mr. McMahan has contributed much to my success in art." Although Perkins has enjoyed drawing on his own, he sees the past two years in McMahan's class to have been most beneficial in helping him polish his technique.

Second place was awarded to Juan "Alex" Martinez, a senior at Copperas Cove and the first-year student of art teacher Kay Johnson. Alex's drawing, a creative interpretation of the word "Texas" within a flag background, was also selected as the t-shirt design to be used as the central design for the Cross Examination Debate State Meet t-shirt.

"I come by it naturally," Martinez told us about his art ability. "My father is an artist." In addition to other art awards, such his most recent first place cash prize in a "military" poster contest, Martinez also competes in UIL football.

Cindy Michele Mills, senior at Comstock won third place. Cindy is the first-year student of veteran art teacher, Sharron Schauer. "Cindy is active in a number of UIL and school activities," Schauer told us. The



Pat Wisdom

"I am most proud of Cindy's work with PALs," Schauer said. As leader of the Peer Assistance Leadership Program, Schauer has had the opportunity to witness Cindy's outstanding work with teachers and other students.

Joel Salinas, junior at Snyder, received fourth place honors. Ned Moore is his art teacher. Alfredo Rodriguez, a student of art teacher, Idolinda Smith, at United South took fifth place honors. Nannette Lynn Garcia, student of Elmer E. Kochert, Jr., at Lyford HS, won sixth place.

Honorable mention goes to the other four contestants who ranked in the top ten. These include Antonio Garcia of Donna-teacher, Janis Green; Megan Rex of Mansfield-teacher, Dana Wright; Paul Williams of New Caney; Eloy Chavez of Snyder-teacher, Ned Moore.

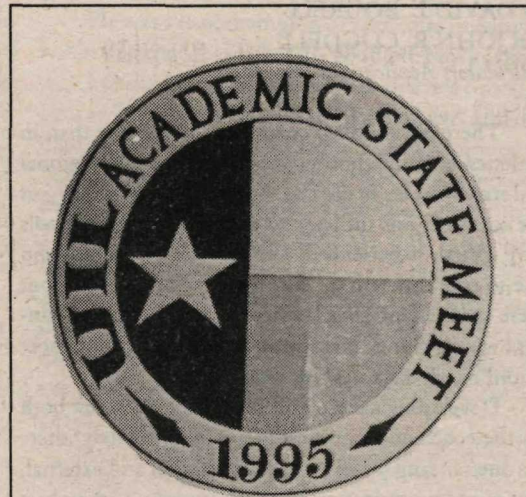
The University of Texas Athletic Department will donate a t-shirt to the first place State Academic Meet t-shirt designer and to the second place designer whose art work will be silk-screened on the front of the CX Debate State Meet t-shirt.

In addition, UIL donors are providing first, second and third place medals and certificates for fourth through sixth and honorable mention designers. Awards will be presented in LBJ Auditorium on Saturday, May 6, at 1:00 pm during the Academic State Meet.

#### Plans Made for Second Summer Academic Coordinator / Speech Coach Workshop

Positive response to the academic coordinator / speech coach workshop held last summer has prompted an extension of this activity to the summer of 1995.

school has just received great news that Mills has won the district "Voice of Democracy" essay competition which advances her essay to state competition. Mills has also been a competitor in UIL Journalism, Basketball, and Cross Country, and she advanced to State in Track.



ADRIAN DARNELL PERKIN's winning T-shirt design entry. Adrian is a junior at Kashmere High School in Houston.

Tentative plans have been made to hold the workshop on Friday, July 28 and Saturday, July 29 at the University Teaching Center on the UT campus.

Because many requests have been made for novice sessions to provide orientation for new academic coordinators and speech coaches, a morning workshop session has been scheduled for Friday, July 28, to present basic information and answer questions about speech programs. To assist new coordinators, the first afternoon session will cover the duties of the academic coordinator and answer coordinator questions. This session will be held concurrently with a speech session designed for experienced coaches.

Speech workshop sessions will cover all UIL speech and debate contest areas. Coordinator sessions will cover the realm of the academic coordinator's position and present strategies for building a successful academic program.

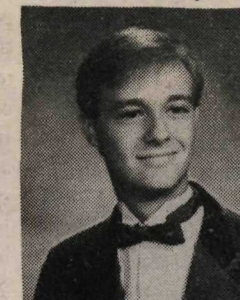
Please feel free to call or write the League office concerning topics you would like to have covered in these workshops. Your input will help the League staff to serve your needs in the presentations. The registration fee will remain \$20 for those registering by June 1, 1995. After June 1, registration will cost \$25. The registration form below may be reproduced as needed.

### UIL SCHOLARS



UIL has given me the invaluable opportunity to compete on an enlightening and wonderful educational playing field. Through the creation of the 1A through 5A classification, UIL allows the acknowledgment of talent and hard work on all levels. UIL has always stressed camaraderie from its participants. I have learned from peers, not just of the tactics of debate and extemp, but of their lives and aspirations. These memories and friendships are ones that I will not soon forget.

Kristina Fumiko Murray  
McAllen High School  
Rodney J. Kidd  
Memorial Scholarship



UIL academics taught me much more than math or science or writing. I learned how to take tests: how to prepare, how to read the questions, and how to answer questions that were new to me. I probably raised my SAT scores by 200-250 points (no kidding!) just by knowing how to take an educated guess. UIL academics also enabled me to make new friends. More important, though, they paved the way for thousands of dollars in scholarships. Thank you, UIL. Austin is beautiful in the spring!

Joel Edward Harrison  
Abernathy High School  
Robert A Welch  
Foundation Scholarship

### UIL ACADEMIC COORDINATOR / SPEECH COACH

Summer Workshop • July 28-29, 1995

#### REGISTRATION FORM

Name: \_\_\_\_\_ School: \_\_\_\_\_

Home Address: \_\_\_\_\_ School Address: \_\_\_\_\_

School Phone: \_\_\_\_\_ Home Phone: \_\_\_\_\_

Check:  Coordinator Enclosed: Registration Fee: \$20 (\$25 after June 1)

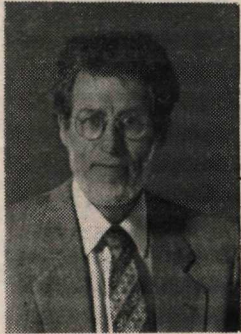
Speech / Debate Coach

Both

Complete application and mail with check or money order to UIL Summer Workshop,  
Box 8028, University Station, Austin, TX 78713-8028



DAVID L. BOURELL



JOHN R. COGDELL

## Key to building a successful team? Coaching

By DAVID L. BOURELL  
and JOHN R. COGDELL

*Calculators Applications Directors*

There is a need for coaching. Even more than in athletics, certain schools consistently produce regional and state winners in the UIL Academic Contests — and the reason is not difficult to discover. These schools have gifted, experienced, and energetic coaches who like to take that trip to Austin every Spring. Without these coaches and their contributions, occasional winners would come forth from time to time, but there would be no consistent program.

Developing a calculator team is a lot of work both for the coach and for the students. Fortunately, there are outstanding incentives, both internal and external, that might motivate you and your students to your best effort.

Most of us were attracted to a teaching career by a certain idealism, some mixture of awe at the learning abilities of children and confidence that we had something personal (in addition to instructional content) to offer. Admittedly, that idealism becomes dimmed through the massive amount of routine work required in instructional tasks and the necessary "averageness" of most students.

The UIL academic contests offer you an opportunity to recover and fulfill some of that idealism which first drew you into the field of teaching, for these contests offer you focused activities for individual instruction in intense intellectual activity. Nine out of 10 calculator applications coaches really enjoy coaching. More than half have coached for more than four years.

One of the incentives to coach is financial; although most are quick to point out that the work doesn't pay very well on a per-hour basis. About one coach in four receives an increment in salary for UIL

### Calculators Applications

work, but there is a skew favoring larger schools. Fewer than one coach in 12 working in a 1A high school is paid to coach UIL calculator applications, whereas almost half are paid to coach in 5A. There is a general consensus among coaches that their administration does indeed appreciate and recognize their efforts in UIL coaching.

Further, financial resources are available from the administration to support your coaching efforts. Seventy-five percent of coaches surveyed agreed that the financial support they receive from administrative sources is adequate for coaching calculator applications.

What makes coaching enjoyable for you, the coach? By far, the greatest motivation is the opportunity to spend time working with top quality students who are themselves motivated and excited about mathematics and problem solving. Many coaches feel that the calculator applications contest provides an alternative to a "gifted and talented" class.

In some instances, the level of mathematics skills needed for the calculator applications contest is higher than the coach currently is teaching, so coaching provides a mechanism for teaching at a more interesting and complex level. Working closely with these students gives you an opportunity to get to know them personally outside the classroom setting.

You may find that your advice in coaching will really make a difference in terms of a student's learning and advancement. The contest itself provides a simple gauge for student progress in terms of the absolute and relative score. Beyond this, coaches report that a real value of getting to know students on a personal level is becoming a role model for them. As such, you have the

great pleasure and responsibility of influencing the lives of young people in a positive and lasting way.

Another motivation for coaching is watching students advance and succeed. This means not only helping them learn how to use a calculator effectively in problem solving. It means being a part of the transition in the way a student views himself or herself. The "I can't" becomes the "I can!" Such confidence building is a rewarding part of teaching, and it is built into the calculator applications contest through improved scores and winning.

There are some other intangible benefits to coaching. Many coaches enjoy the thrill and excitement of competition. Accompanying the student through winning as well as losing teaches valuable lessons and is itself a rewarding experience. A significant number of coaches have had experiences that a price tag can't be put on: the student's first winning or placing at district or region, the emotional flood in the moments before the winners are announced at a meet, the gleam in the eyes of students who had just bested their "personal best" score on the contest, the consolation and empathy drawn when a contestant had a bad day, learning to be a good sport whether you win or lose.

Hours spent traveling to meets and tournaments may sound boring to the novice coach, but when spent with the students, this becomes a real enjoyment. Local meets provide a natural meeting ground and network with other coaches who share your common interests. Along with your students, you become aware of what calculators are available and what new features are coming out.

There's a continuing education aspect of the contest, too. Several coaches relate that coaching keeps them on their toes in problem solving and acts as an academic hone, maintaining a sharp edge on their problem-solving skills.

### Memo to accounting teachers, coaches

BY LAVERNE FUNDERBURK  
*Accounting Contest Director*

As you are aware, we will have new accounting textbooks in the classrooms next fall. You may review the textbooks on the state adoption list now or you may have made your selection recently.

While this process is still fresh on your mind, I am asking you to give me input regarding the UIL Accounting Concepts List to be used beginning with the 1995-96 school year.

Are there items that need to be deleted? Are there items that need to be added? Are there items that should be moved from one level to another?

Remember, the list must not be based on any one textbook but rather on a cross-section of all textbooks on the state adoption list. It is possible that the concept list is adequate as it is now. If a revision is necessary, it is my goal to have it completed by May 1, 1995. If the list is revised, it will be handed out at the state meet in May, 1995 and available in the study packets this fall.

Please return your suggestions to me by April 15 at P. O. Box 827, Hamilton, TX 76531.

## Resolution provides excellent opportunity for value debate

By LARRY MCCARTY  
*Tom Moore High School, Ingram*

The UIL Spring Lincoln-Douglas debate resolution, "Resolved: That rehabilitation ought to be a higher priority than retribution in the American criminal justice system," provides an excellent opportunity for quality value debate. While the resolution deals with issues that are pragmatic in nature, debaters on either affirmative or negative will be able to argue many values and ideas traditionally associated with Lincoln-Douglas debate, such as justice, the social contract, utilitarianism, the categorical imperative, liberty, freedom, democracy and others.

To fully appreciate the potential of this topic, you'll need to gather enough information to gain an understanding of the American criminal justice system. Secondly, devote adequate time identifying philosophical ideas appropriate to the spring resolution.

### HISTORICAL BACKGROUND

Within the abundance of material available, it's important to isolate and separate that which is valuable and relevant to the topic from that which is not. Read about the history of American criminal justice system, the manner in which the system operates, major changes in the system, public sentiment, current legal processes, theories about rehabilitation and retribution, proposed ideas for improving the system, and contemporary statistics regarding crime and punishment. Remember

that some material is valuable for debate evidence, but much of it is only useful for background information and direction.

During the past 15 to 20 years, the argument of rehabilitation versus retribution has crystallized. By the mid-1970s, the need for rehabilitating criminals had emerged as a possible answer to ever-growing crime rates, and programs were implemented inside prisons.

Unfortunately, programs within prisons did little to curb the recidivism rates, and the general conclusion was that rehabilitation was essentially ineffective. As crime rates continued to escalate, public sentiment moved to retribution as a means for dealing with the problem. Two arguments frequently used to justify this position, that rehabilitation had failed and that retribution would serve as a deterrent to future crime, have limited validity. Granted, rehabilitation has not been proven as a significant factor in reducing crime, but high quality programs, especially outside the prisons, have never been extensively used in this nation.

On the other hand, while there is some evidence to support a relationship between retribution and deterrence of crime, empirical proof is still lacking.

Currently, statistics clearly demonstrate that, along with crime rates, recidivism rates have been rapidly growing over the past 15 years. Because of these two problems, the American public has exerted strong pressure on politicians to assume a "get tough" posture on law and order. The result has been stricter penalties, longer prison sentences, reduced opportunity for pa-

role and, consequently, overcrowded prisons and jails.

The attitude of, "lock them up and throw away the key," while highly valuable to the candidate for public office, is strongly lacking as a viable answer to today's crime problems. If for no other reason other than economics, little is to be gained by an inmate population explosion. Advocates of rehabilitation are urgently pressed to develop rational, workable methods to transform the criminal personality to a productive citizen. Criminals are being released back into society at increasing rates because of inadequate space in prisons and jails, providing strong evidence to support the claim that society must rehabilitate offenders if for no other reason than self-protection.

Another suggestion, which could detract from the rehabilitation argument, has been to reduce penalties and even eliminate some offenses, such as drug use, from being considered as criminal, leaving more room in the prisons for serious and violent offenders.

When using such pragmatic or empirical evidence, avoid using material that is dated or lacks accuracy. Additionally, ensure that evidence comes from reputable sources with legitimate qualifications.

### PHILOSOPHICAL & VALUE ISSUES

Perhaps the most important point to remember when preparing for this particular topic is that the context, intent, and scope of the evidence is of absolute

CONTINUED on page 9



## Debaters: there's no substitute for experience

Requests for information about invitational meets are soaring as schools get ready for district competition. We've been printing information submitted by hosting schools, and we have more orders for invitational materials than last year, but that still doesn't seem to be enough. Schools that already have an established list of schools to invite, and those with limited space may not be interested in publicizing their meets, so we don't have information.



Treva Dayton

Try contacting schools in your area, regardless of conference size, to see where they attend practice meets. Write schools you find are hosting and ask to be invited in the future. And in the meantime, consider hosting a small practice meet or even a dual meet with another school in your area. Several schools are hosting small practice meets for the first time, with very positive results. With help from your faculty, parents, and student organizations such as the National Honor Society or student council, you can provide competition, awards, and hospitality at a minimal cost. Charge a small entry fee to cover expenses. You can duplicate

UIL ballots for speech events, and revise and update previously published topics for extemp. Practice meets don't have to be large to be fun and useful.

Competitive experience will be especially important for novice debaters advancing to the State Meet, but many tournaments don't include C-X debate because of the earlier dates for district. Even if coaches only critique rather than determine win/loss records, practice rounds with another school will significantly increase both your confidence and your chances of success in Austin!

### REMINDERS FOR C-X STATE

Contest directors of C-X district meets should return the C-X Debate Contest Results Form to this office by February 20. We mailed a corrected form to all directors because the form in the District Spring Meet Manual didn't reflect the rule change that allows two teams to advance in all districts.

This form serves as the official entry for each district, so coaches don't have to individually enter teams. We do not need the rosters or ballots from your meet. However, coaches with advancing teams must return the required judging forms, which are included in the Coaches' Packets distributed at district. If you didn't get your packet, or if you have questions about judging requirements or qualifications, please call.

### Lincoln-Douglas Resolution, January-May

*Resolved:* That rehabilitation ought to be a higher priority than retribution in the American criminal justice system.

Surprise, surprise, but we won't be able to provide timekeepers for up to 96 debates each round at State! If you have students who would like to serve as timekeepers, we'd love to have them. Each debate team should bring a stopwatch, though, to time or to loan to a judge.

A second rule change this year in C-X debate concerns substitutions, and it will eliminate a problem we've often had in the past. The one substitution allowed on a team is no longer restricted to replacing a debater for ineligibility or illness. If a debater can't attend State because of travel or family obligations, for instance, a substitution can be made. Please let us know of changes as soon as possible so we can correct tournament documents.

Finally, if you haven't made hotel reservations in Austin, do so! The South By Southwest music festival will be going on, as well as several other events, and rooms will go fast. A housing brochure is included in each winners' packet.

## The conflict between rehabilitation, retribution

CONTINUED from page 8

importance. Furthermore, as with all debate, do not go outside the intent of the resolution. Game playing has no place within Lincoln Douglas debate, and the rewards will undoubtedly be negative ones.

This resolution, like many others, can be analyzed in terms of the individual versus society. While it is not necessary to follow this approach, such arguments could be offered. In terms of specific philosophical concepts to consider, several are highly applicable.

One obvious value to be considered is that of justice. Take care when defining the concept, or confusion and clashless debate will prevail. The basic concept of justice explained in terms of fairness or "just

due" is excellent for this resolution. Avoid generic analysis, keeping the focus on aspects of justice in general which can directly apply to the criminal justice system and the conflict between rehabilitation and retribution.

As much of the philosophical basis of the American criminal justice system is grounded in the writing of Jeremy Bentham, the typically Bentham concept of utilitarianism can be easily applied to the resolution. Debaters should read information that discusses how utilitarianism connects with the criminal justice system. The classic philosopher, Immanuel Kant, provides a strong case for retribution and maintains that retribution is a necessary part of any legal system.

Some of John Stuart Mill's ideas related to justice may be incorporated into meaningful arguments, but caution is urged to avoid taking Mill out of context. Other classical philosophers and their respective social contract theories that can be used are Locke, Hobbes, and Rousseau. Modern theorists such as John Rawls and Robert Nozick will be used extensively during this

school year, and time should be spent studying their ideas and explanations.

### SUMMARY

Lincoln Douglas debaters on this particular resolution should be focused on philosophical and pragmatic ideas. I recommend that both be offered in most debate rounds. *Ought* is the key word to keep in mind. The debate is about which value the justice system should uphold, with pragmatic arguments proving that value is, indeed, upheld best by either rehabilitation or retribution. It is also strongly suggested that cases be built around traditional values which reflect the principle aspects of this resolution. Last, values and philosophical evidence must be used within their true spirit and meaning.

In conclusion, this resolution can provide excellent, high quality debates, as long as students are willing to spend the required time gathering and systematically organizing data from the library. It will be an interesting spring for observers and participants alike.

### Topics selected from Invitational Set A

#### Extemp topics

##### INFORMATIVE

1. Footing the bill for proposed tax cuts: what's being suggested?
2. What is the GOP's "Contract with America"?
3. A private citizen, a public figure: why does Jimmy Carter continue to be news?
4. What is the current situation in the Mexican state of Chiapas?
5. What are the latest developments in Chechnya?
6. What challenges does Nelson Mandela face in building a stable and prosperous South Africa?
7. What is the GOP strategy for the first 100 days of the 104th Congress?
8. What is the continuing controversy over Proposition 187?
9. Major figures in the GOP: how do Bob Dole and Phil Gramm differ?
10. What's behind the growing public debate about property rights?
11. Labor and business in America: who will gain and who will lose under GATT?
12. How has America's participation in global arms sales changed?
13. Pope John Paul II: who is *Time's* Man of the Year?
14. How does the value of the Mexican peso affect trade with the US?
15. Why is implementing the Israeli-PLO peace accord so difficult?
16. Why are US-Russian relations turning increasingly sour?

##### PERSUASIVE

1. Should entitlement programs be a target for federal spending cuts?
2. How should the US deal with the unresolved Cuban refugee situation?
3. What should be Hillary Clinton's role as America's First Lady?
4. Can Nelson Mandela keep an orderly revolution in South Africa on track and moving forward?
5. Will partisan politics paralyze the 104th Congress?
6. Should law-abiding Texans be allowed to carry weapons?
7. Can compromise provide a lasting peace in Northern Ireland?
8. Is the future of NATO in jeopardy?
9. Are tax cuts at this time in the best interests of the country?
10. What campaign reforms are needed for federal office-seekers?
11. Can President Clinton regain the support needed to be re-elected?
12. Is there any real hope of a negotiated end to the war in Bosnia-Herzegovina?
13. Will Yeltsin's handling of the Chechnya situation lead to his downfall?
14. Will security issues derail the Israeli-PLO peace process?
15. Is it time for the US to normalize relations with Vietnam?
16. How well has President Zedillo managed the Mexican currency crisis?

### China chosen as preferred topic area

The results of the vote for the 1995-96 C-X resolution were announced by the National Federation in January.

Along with the majority of other states and the NFL, Texas voted for China as the preferred topic area.

Watch your mail for the second ballot to choose the specific resolution. It must be returned to us by March 2, and the results of national vote will be released March 15.

### Music Memory Contest Tapes

For the second year, a District Music Memory tape is being made available, beginning March 1. Approximately 30 seconds of 16 separate musical selections and the four tie-breaking sections are recorded on the contest tape. Only 10 seconds of blank space is provided between each selection. Therefore, it will be necessary for the contest director to stop the tape after each piece in order to give contestants a full minute for writing answers.

If you are hosting district and ordering the tape, it is important that the material remain confidential. The District Music Memory tape will be packaged with your other district contest materials.

Contact Diana Cardona to order. Write to University Interscholastic League, Box 8028, University Station, Austin, Texas 78713-8028, call (512) 471-5883, or FAX (512) 471-5908.

## PUBLIC reprimands

### FOOTBALL

Ed Koester, Fort Worth Arlington Heights HS  
Herbert Saldívar, Laredo United South JH  
David Schaeffer, Spring Branch North Brook MS  
Richard Williams, Port Arthur Lincoln  
David Deatons, San Antonio Wheatly Middle School

### VOLLEYBALL

Mark Pearson, Ganado JH

### 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 Middle School  
John Walker, South Grand Prairie  
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  
Eileen McDonald, Bandera HS  
Bill Rehl, Woodsboro HS  
William Stockton, El Paso Riverside  
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  
Daryl Horton, Dallas Madison HS  
Robert Santiago, Jordan MS (San Antonio Northside ISD)  
Calvin Grigsby, Garland HS  
Pete Alvidraz, Del Valle HS (El Paso Ysleta ISD)  
Michael Sidberry, Plano Carpenter Middle School  
Eric Martin, Fort Bend Missouri City Middle School  
Dick Orsak, Alvin HS  
Harlos Barrett, Forney HS  
Steve Lamore, Tyler Lee HS  
Allyn Chizer, Kingsville HS  
Chris Short, Rochelle JHS

# Do actions betray intentions?

## Overzealous fans damage integrity of programs they claim to support

During my early coaching career, one of the most enjoyable parts of my job was the opportunity to design and order new uniforms and practice clothes. As a staff, we collected catalogs from a variety of vendors and undertook a somewhat massive shopping spree. We took such pride in the end product and relayed that to the teams by convincing them that part of winning was indirectly related to players looked when they stepped on the playing floor.

Five different coaches, coming to a consensus on any single uniform, was no easy task. So, when all of the staff agreed on a shirt that said "If it weren't for athletics, I'd quit school," we couldn't believe the athletic director didn't find the shirt as motivational as we had thought it to be.

In fact, as we returned the shirts to the vendor for a screen that would blot out the words, we all felt profoundly hurt. Looking back, we should have sighed relief that we were only hurt, not fired. What we thought to be inspirational was misinterpreted by others.

Similarly, many parents and other fans do and say things that they believe to be in the program's best interests when in fact their actions damage the integrity of the program because the benefits from participating in a program seem to be in conflict with the behavior and attitudes displayed by parents who are in support of school programs. The mixed signals that parents send ruin school spirit, embarrass athletes, and discourage participation.

Why do parents think they are demonstrating good judgment when they:

- Chant against the opponent rather than for their own team.
- Applaud and encourage unsportsmanlike behavior exhibited by the coach.
- Encourage students to dominate and taunt rather than respect others.
- Hold the coach and the outstanding athletes as role models rather than take responsibility to be role models themselves.
- Find no fault with verbal abuse of officials before, during, or after school contests.
- Refuse to use their expertise in a sport as a volunteer official, while making every call from the



Cynthia Doyle

bleachers as if life and death depended on it.

- Only celebrate winning rather than celebrating excelling or improvement
- Teach athletes that the rest of the world is for their benefit rather than encouraging athletes to support the efforts of others who work hard to make their programs successful.
- Promote practices that cause fatigue and burn-out at early ages rather than stressing reasonable, healthful work and lifestyle choices.
- Teach that competition IS life rather than part of a lifestyle.

Like young coaches, parents have the best intentions. Sometimes the actions of parents can be misread, and motivational techniques misunderstood. However, the modeling that we, as parents, do in the stands reflects what we think our students should experience on the court. Parents sometimes forget that others may perceive and interpret them by their actions, and not by their intentions.

If schools were to videotape the stands rather than the contest, what message would you be sending to athletes at your school?

### SPORTS TIDBITS

• **Volleyball** — The starting date for the 1995 volleyball season has not changed (August 14, 1995). However, the new season will have an earlier date for scrimmages and/or games (August 16). Schools are permitted to play three matched games per calendar week (one per school week) during the first two weeks of the playing season.

• **Girls Basketball** — Three-man officiating crews will be used at the State Girls Basketball Tournament, March 2-4. Three man crews will also be used at the regional tournament. When UIL assigns officials please denote a two- or three-man crew.

• **Softball** — Softball contract lists and a list of registered umpires were sent out in January. If you know of an umpire who has not registered with the UIL, please have them contact the League Office.

• **Swimming** — The swimming and diving format at the state meet have changed. Diving trials will begin at 4 p.m. Friday just prior to the swimming preliminaries.

• **Track** — Schools will be permitted to use three point blocks or other non-UT starting blocks. All blocks must be checked in at the south end of the stadium. Blocks should have not more than quarter-inch spike if they are to be used at the meet. These blocks must pass inspection.

## Alamo Rent A Car names four Scholar/Athletes

Basketball season is in full swing and so is the Alamo Scholar/Athlete of the Week program with four new Scholar/Athletes added to the roster in January. Sarah Peters of Fort Worth Southwest High School, Ulises Rosas of Brazosport High School, Kollyn Henderson of Schertz High School, and Jared Simpson of Vidor High School, have joined the ranks of Alamo Scholar-Athletes of the Week for the 1994-95 school year.

In addition to the Alamo Scholar/Athlete of the Week program, Alamo Rent A Car assists the UIL with awarding scholarships to high school seniors through special donations to the UIL Scholarship Fund. Here's how it works: when people rent with Alamo, they request Rate Code TO or TM and ID number 252660. Alamo will then donate five percent of the basic rental

rate to the scholarship fund. In the past three years, rentals booked on these special rate codes have resulted in more than \$35,000 contributed to the UIL, making Alamo the single largest corporate contribution to the Texas Interscholastic League Foundation.

As Alamo Scholar/Athletes of the Week, award winners receive a \$500 scholarship from Alamo upon graduation, a commemorative trophy, a cap and a T-shirt. Furthermore, they are featured during special segments of the Alamo High School Extra, Texas' only sports show dedicated solely to high school athletics. The half-hour show airs on Home Sports Entertainment (HSE) at 9 a.m. and 6:30 p.m. each Sunday and at 9:30 p.m. Mondays (times subject to change). The show features weekly updates of Texas' hottest high school match-ups.

## When does one more chance become too many?

By ROSE HENSON  
Buffalo ISD Teacher

We're working on the end of the fifth week of the six weeks when all of a sudden, Fred becomes very concerned about his average. He states that his mom wants to know what he can do "extra" to make up for five weeks of not trying.

He didn't use the first chance, why should he be given another? If a child does not eat the first plate of food, does mom give him a second?

This scenario is a reality for almost every teacher especially since Texas passed the "No pass, no play" rule. Prior to this ruling, this scenario would have occurred only during the final six weeks of the school year. One more line to the scenario — the teacher has never laid eyes on Mom. Being an educator for 22 years, I have some thoughts concerning this issue.

First, whether we want to admit it or not, teachers teach values. Allowing students to improve their averages with 11th hour extra work does not teach values acceptable in today's work force. Employers are looking for employees who are responsible for their on actions and who can comply with fast deadlines, not excuses.

Second, we destroy the value of self-discipline and ambition for the students that do comply with our assignment deadlines. They see others, such as Fred, participate in sports, attend all social events during the school week, not finishing their assignments, but being allowed extra time and extra points just in the nick of time to pull off a passing grade. Why does this happen? Are teachers afraid to stand up for their values?

We are not helping our students, but crippling them. If help is given when it is not needed it can become a crutch. Today's employers aren't looking for employees with crutches that aren't needed physically.

Third, students such as Fred tend to bend the arm of their fellow students by asking them to allow their homework to be duplicated. My son calls this "group work." He says that any teacher should be able to identify members of group work because they cannot pass individual classwork.

This situation challenges the value of honesty. What student wants to be ostracized because he caused the star football player to receive a bad grade due to his lack of sharing his homework? Employees don't want to do their job and someone else's, too. This person will quickly learn that their high school fame means nothing in the work force.

To conclude, students should be given an assignment with a fair and reasonable due date. Teachers need to adhere to their own due dates and stand fast. Why give another chance when the first one was enough?

## We've come a long way, but we have farther to go

The UIL has made significant changes since 1977. I was privileged to come on board in August of that year. Making a family move from Crawford was revealing, especially with the significantly higher cost of real estate in Travis County. However, we adjusted well and benefited from association with Pflugerville ISD, where all three of my children graduated.

Life at the League took some adjustment. The duties of school superintendent did not compare with the scope of UIL Athletic Director. In the former job, a mistake only involved one school district. At the UIL, an error impacted almost 1200 schools.

Dr. Bailey Marshall, as director, involved the entire staff in formulating new goals and directions for the League. Times were changing. More parents wanted freedom from camp rules. The Olympic movement caused the general population to seek removal of restrictions and permit outside competition for Texas students.

Greg Kite, the talented 7-footer from Houston Madison, challenged the camp rule. The UIL stayed in and out of court during the late 70's and 80's defending out-of-season rules, camp rules, parent residence and just about any hard-line rules which offered no exceptions.

As a result, rules became more tolerant. Exceptions and/or waivers to most rules were initiated and accepted by schools. Although these changes did not keep the UIL out of court, they did serve to show the citizens that the League could and would modify its rules.

In July 1984, House Bill 72 ushered in a new set



Bill Farney

of standards which changed the UIL rule-making process and placed a tremendous academic responsibility on every secondary student in Texas. Any UIL rule passed by the schools or the Legislative Council would now need approval of the State Board of Education prior to its inception. All students would be required to pass each course each six-weeks grading period with a 70 or above average in each class.

Since the UIL penalty structure was the chief enforcement arm of HB 72, the courts became busy again. Texas Education Agency legal council and UIL staff combined to defend the rule. The win-loss record for these cases was about .500. However, nobody won when schools went to court. If the judge upheld the plaintiff (the student who failed), other schools who followed the rule, were upset. If the judge ruled in support of HB 72, sympathetic citizens condemned and criticized the UIL and the state law.

I am proud that many more students have been able to participate because the waiver process was implemented for the parent residency rule and the four-year rule. Bob Young, Dr. B. J. Stamps, Charles Breithaupt, and now, Sam Harper have served as waiver officers. With the guiding hand of the Waiver Review Board, exceptions for inadvertent circumstances now

permit hundreds of youngsters each year to qualify for waivers.

One problem that still exists and perhaps is growing more serious is the display of unsportsmanlike conduct from players, coaches, and fans. Adding to this serious problem is the example set by collegiate and professional athletes. Taunting, vulgar gestures, and exhibitionism permeate the airways.

A tremendous challenge faces public schools to curb unsportsmanlike behavior and keep athletics educational. Winning is important, but winning and losing must take place in a safe climate, and more importantly in an atmosphere where players, coaches and fans are not intimidated, threatened or abused with inane vulgarities. Everyone will have to work together to improve sportsmanship.

The UIL staff and representatives of the Southwest Officials Association will make COPE (Coaches-Officials Positive Expectations) presentations which, we hope, will increase communication between the two groups. At least, this attempt to improve sportsmanship is an educational endeavor that provides all parties with expected positive interaction.

This is my last column as UIL director of athletics. As I assume the duties of UIL Director in March, it is with a deep sense of gratitude to all of you who have been so supportive of the UIL. Thank you for the privilege of leadership, for I know with that privilege comes responsibility. I look forward to a positive future working with a strong staff and dedicated school personnel to continue the dreams of your University Interscholastic League.

## Playing with the rules:

### Are they really made to be broken? Probably not. In fact, life without them would be a confusing mess

Robin: Batgirl! What took you so long?  
Batgirl: You wouldn't believe the traffic, and the lights were all against me. Besides, you wouldn't want me to speed, would you?

Robin: Your good driving habits almost cost us our lives!

Batman: No, Robin, she's right. Rules are rules.

One of the most effective tools for eager learners is one of the oldest — and one of the first to be resisted: Rules.

As soon as we were able — as late as two for late bloomers — we learned how to get around rules. The rebels rebelled, the unconscious forgot, the comfortable couldn't be bothered, and the approval seekers slavishly obeyed — provided, of course, somebody was looking.

In most cases, rules were treated as the enemy, something laid out by an impersonal (and perhaps tyrannical) world, designed to limit, punish, or upset us.

It's easy to see how rules could be thought of as the enemy. From a child's point of view, if there were no rules, our parents would have never been upset with us. Only when a rule was violated did they withdraw their love, and if those rules weren't there, our parents would always love us. Or so goes the logic of a child.

Further, it seemed as though rules were some sort of childhood curse, like chicken pox, mumps or measles. Adults got to stay up late and watch TV. Adults got to eat two desserts if they wanted. Adults got to cross the street. Adults never had to take afternoon naps.

"When can I do this?" we would ask.

"When you are older," we were told.

Rules, we figured, were some temporary interfer-



Charles Breithaupt

ence — like strained spinach or siblings — we had to endure and one fine day, it would all be over. Imagine our surprise as we grew older — three, four, five — when we found that the number and complexity of rules actually increased.

Then came that repository of rules itself: School. After the initial shock, we gulped and, to one degree or another, accepted our fate: The rules will continue, unabated, for 12 more years. Then they will be over.

Hardly. What happened to many of the childhood rules was that we internalized them. They didn't go away, they just became habit. We didn't play in traffic, not because it was a rule, but because we knew the consequences of playing in traffic. We didn't stay up all night watching TV because we knew how we'd feel in the morning. We didn't have two desserts because — well, maybe we did. But we knew what it would do, and it did.

The confusion about rules when we were young was that some of the rules were useful to us, and some were not. We were, however, expected to follow all of them or else. The ones we found useful were no longer rules: They became a part of us. The ones that didn't become a part of us were "rules," and we hated them (or forgot about them, ignored them or followed them for approval — or some combination of these).

Take walking, for example. Walking is full of

rules. Considering the size of our feet and the height of our body, human beings have no business standing at all. If we forget any of the rules of walking, gravity exacts its "punishment." It is swift, unerring and constant. So we learn the rules of walking, and we make those rules our own.

We may not think of them as rules, but they are rules nonetheless. The same is true of talking, language, use of our hands, general body coordination and so on. All the things we weren't born doing, we had to learn. Each has its own set of rules. Once we mastered the rules — made them our own — we forgot the rules and just did it.

Some rules are absolute, some arbitrary. "Keep breathing," is an absolute rule. "Drive on the right side of the road in North America," is an arbitrary rule. There's no special reason to drive on the right side of the road; and approximately half of the world drives on the left. It was conceived long ago by people we never knew. The reason it's a good rule is that, as long as everybody follows it, it works. We don't have to decide every time we pass an oncoming car which way to pass it. It saves time, attention, worry and — not insignificantly — lives.

Sometimes rule-following is part of "paying your dues." You may know a better way of doing things — that is, you have a "new rule" that's better than the old one — but in order to implement the improved rule, you have to follow the old rule for a while. In fact, once you master the old rule, you are then the master — and masters get to change things. Once you're successful at something, to do it another way is considered innovative. If you've yet to master the old way, it's often seen as rebellion.

## PUBLIC reprimands

### BASEBALL

Orlando Garcia, Port Isabel HS  
Steve Chapman, Calallen HS  
James Gray, Houston Davis HS  
John Freitas, Humble Kingwood HS  
Curt Ditzenberger, Tarkington HS  
Lee Yeager, San Augustine HS  
Craig Coheley, Wichita Falls Hirsch  
Brian Chandler, Richardson Pearce  
Ted Rodriguez, Austin Bowie HS  
John Keller, Austin McCallum HS  
Mike Schlenz, Hondo HS  
Wade Gillis, Lumberton HS  
Joseph Zeruche, San Antonio Edgewood HS  
Clinton Welsh, Sugar Land Dulles HS  
Emery Pustejovsky, Katy Mayde Creek HS  
Mason Bryant, Houston Jones HS  
Robert Hedrick, Dallas Spruce HS  
Mike Pate, Broaddus HS  
Danny Conner, Silsbee HS  
Brent Harris, Nacogdoches HS  
Robert Moreno, Joshua HS  
Travis Walden, Lubbock Monterey  
Danny Steffenauer, Cypress Creek  
David Wright, Eules 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

• CONTINUED on page 12

