

# League

APRIL, 1995  
Volume 79 • Number Seven  
ISSN 0897-4314



**STAND UP COMEDY.** Waiting for results can be a long and tiresome experience. So in order to add a little life to the party, participants like this student in the cross examination debate state meet took to the microphone to tell jokes, perform various skits and in general cutup.

*Photo by Pat Wisdom.*

## Hard to duplicate

Success of skipping region in CX unlikely to work in other contests

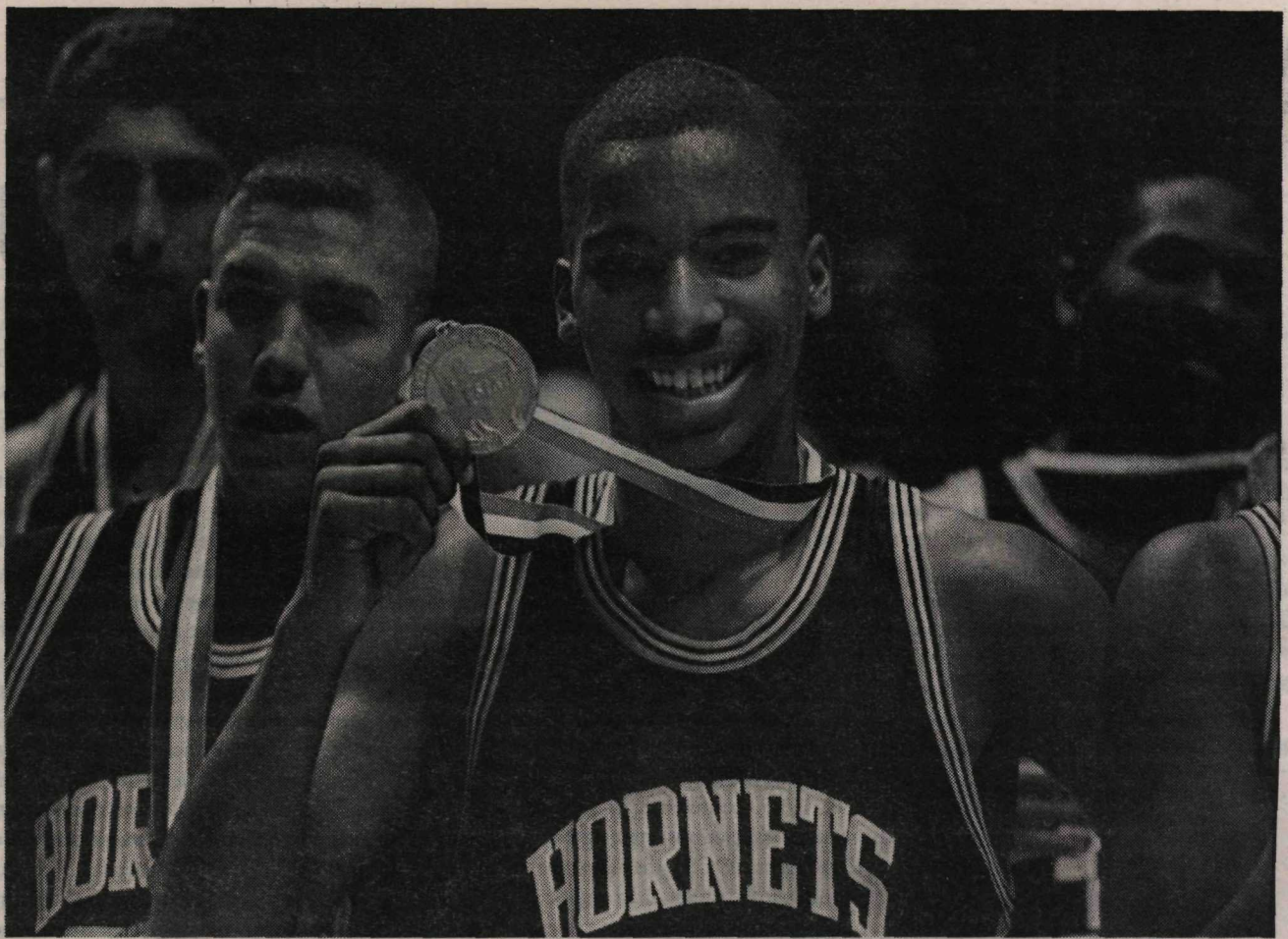
The success of the Cross Examination State Debate Meet, in which schools advance directly from district to state, begs the question: could it work with other academic contests?

Not likely, says UIL Academic Director Pat Wisdom.

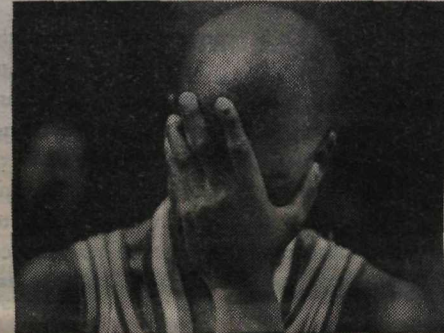
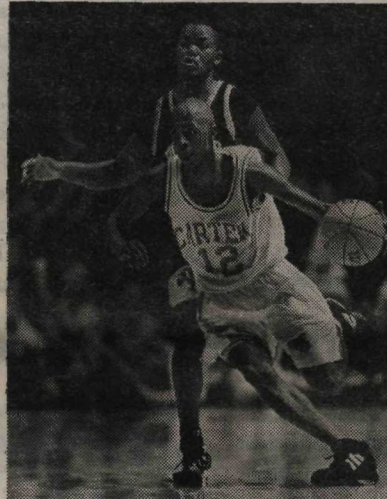
"The CX tournament has been so successful because it has taken the very difficult job of running this contest out of the hands of the regional sites and turned it over to Treva Dayton and her staff," Wisdom said. "This is not to criticize the regional meets. It's just that running this tournament at the same time as the other regional academic contests was almost impossible. It was a scheduling nightmare.

"In addition, CX debaters were unable to compete in other UIL spring meet contests under the old structure simply because the CX tournament requires so

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**SHOWING HIS MEDAL.** An San Antonio East Central player shows off his state championship gold medal during the awards ceremony following the 5A title game against Dallas Carter. East Central won, 108-86, to complete a 35-0 season. In other title games, Sudan beat Calvert 74-71 (A); La Poyner beat Maypearl 60-56 (2A); Clarksville beat Madisonville 87-69 (3A) and Port Arthur Lincoln edged Austin Anderson 57-56 in overtime (4A).



**GOODE HANDS.** Dallas Carter's Anthony Goode (left) brings the ball up court against East Central. Above, a Carter player mourns the loss.

PHOTOS BY JOEY LIN

## Reform-minded

Changes in education will have impact on League programs

Change is inevitable.

And educational changes being made by the Texas Legislature will certainly affect how the UIL operates. Although the process is still underway, it is likely that sweeping reforms will be made in the Texas Education Code — and many of those reforms will have a direct impact on how the League's membership, eligibility rules and contest structures.

Dr. Bill Farney said the UIL will accommodate whatever changes take place.

"We will work to see that the desires of our elected officials — whatever those desires — are successfully implemented if they pertain to UIL activities," Farney said. "In 1984, Dr. (Bailey) Marshall assessed the situation correctly that massive reforms were inevitable, and the League stood strongly behind those reforms, even no pass, no play. He didn't lobby for the

reforms, but he made it clear that he thought the time for reform had come. And he was much criticized by many for his stance."

This year, bills have introduced that would allow home school and private school students to participate in League activities, establish charter schools and allow educational vouchers. Each proposal in one way or the other would affect the League.

"Bonnie Northcutt has done an exceptional job of staying on top of pending bills," Farney said. "She has spent many evenings testifying before various committees and making certain that legislators possess full and accurate information before voting one way or the other. For example, it remains a myth that no pass, no play is a UIL rule. Of course, it's a state law, passed by the Legislature and implemented through the Texas Education

Agency. It's not a UIL rule."

So far this session, both House and Senate public education committees have spent untold hours in public hearings.

"It is significant that in this session, the process has been particularly open to public input," Farney said. "Legislators have asked in-depth questions to help them clarify the precise issue in each case."

Farney said members of the 28-member Legislative Council have expressed hopes that whatever changes affecting public schools will go through the UIL rule-making process, which includes final approval by the State Board of Education.

"This we hope will be the case," he said. "And with the performance review report in September as well as the issues that have come from the Legislature, the June standing committee meetings will have heavy agendas."

# Striving for equality in a spirit of good will

Some member schools have experienced recent Title IX compliance visits (audits) based on complaints from citizens in their local communities. These are frustrating processes that often draw interested parties into two distinct camps. One side represents an already financially burdened school district faced with implementing or augmenting additional programs for female athletes. The other group feels a distinct sense of discrimination and cannot understand why girls cannot have similar opportunities currently enjoyed by boys.



Bill Farney

At a March 20, 1995, conference in Denver, representatives from state associations, state agencies, and the Office of Civil Rights (OCR), discussed these issues in depth. Significantly, rather than only two opposite views emerging, a number of issues came to the table.

OCR representatives stressed that an overall view of a school's programs was important — not merely a comparison between two different but comparable sports. For example, the boys' and girls' basketball teams might have a different number of coaches and/or participants. The prevailing question would be whether girls were given an equal access to the number of coaches and number of teams in comparison to the boys' opportunities. Girls may have a varsity only

basketball team because enough girls did not try out for basketball to merit a junior varsity team.

To determine "student interest" in a sport, Title IX guidelines provide for student surveys to indicate how many participants there are for a particular sport. Even though it was suggested that these surveys be conducted every three years, local school authorities could survey more often.

Facilities, travel, number of contests, coaches' number and salaries, adequate number of teams to match student interest, equipment, and practice time are just a few examples of the areas examined when there is a question concerning gender equity.

The UIL is not in a position to review or evaluate a school's compliance or non-compliance with Title IX. Our staff has neither the knowledge nor authority to give interpretations or make decisions. On the other hand, our staff is available to school administrators to assist in locating or referring them to agencies that can provide information.

It is a tribute to Texas that most schools have worked diligently to provide opportunities for both boys and girls. Texas has led the way in many girls' activities, and in some cases, has been the envy of other states. This does not mean that everyone has reached a state of equity nor does it signify that school administrators who think they are in compliance are actually free from inquiry.

So many times today the discord coming from one societal segment causes an over-reaction by those of opposite opinions. The "Us versus Them" squabbles disguise real-life issues. I have never met a school

administrator who did not believe in enhancing opportunity for all students — male, female, minority, majority.

There are factors in some communities that inhibit equal opportunity. Many of these factors are beyond the control of school superintendents. But, as with other areas affecting schools, the superintendent ultimately bears the responsibility for adjustment.

A school's best interest is equal opportunity — not because of mandates — but because it is the right thing to do. There has been and will be significant debate as to what is right or fair. Courts will continue to debate this issue, adding case law to support one side or the other. In February 1992, one of the more recent cases, *Franklin versus Gwinnett County Public Schools*, ruled that monetary damages could be awarded in Title IX cases.

The most perplexing issues always emerge from dilemmas that do not provide a comfortable solution. Dominating all decisions is the bottom-line cost. Adding new programs and equalizing facilities, especially in today's school funding crisis, means shifting funds from one program to another. Significant trauma develops. Finger pointing, bitterness, and mistrust rule the day.

I am confident that most schools can move toward equality. Whether these efforts are enough to satisfy requirements will be the question. One thing is for sure. The challenges to secondary schools are more complex than ever. A caring, directed, and committed administration will go a long way toward meeting those challenges.



(ISSN 0897-4314)

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## Despite CX success, the chances of other academic contests skipping regional are slim

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much time," Dayton added. "And finding sufficient rooms and CX judges at region was a perpetual problem."

So why couldn't the same approach work for other contests?

"We hold the CX tournament during spring break at the University of Texas," Dayton said, "because classrooms are available then. We use 100 rooms at a time for CX alone. Holding two or three additional contests that week would almost certainly deplete our resources."

Parking and hotel availability are also problems.

"Even under the best of situations, parking is impossible," Dayton said. "And as far as hotels are concerned, this year, with the NCAA basketball tournament, South-by-Southwest music festival, the NCAA women's swimming tournament and several other major events going on simultaneously in Austin, some people were forced to stay as far away as San Antonio and Waco."

Another issue that will be discussed this summer at the Academic Committee meeting is the matter of CX

eligibility for TILF scholarships. Currently, all state meet qualifiers are eligible to apply for one of the scholarships. However, all participants must survive district and regional competition. CX is the only contest that qualifies directly to state, and thus their pool of TILF candidates is far greater than the other contests.

This, some say, is unfair.

In a letter to UIL director Bill Farney, Carolyn Fritsch, an English teacher at La Grange High School, wrote, "In some districts across the state, district competition barely exists, especially in CX debate. For example, in one UIL district, only one school entered the CX debate contest. Thus, that school automatically advanced two of its teams directly to 'State' and made those team members eligible for state UIL scholarships."

Wisdom acknowledged that "if an inequity exists — and certainly there is a perception among many that it does — then we must handle it." The academic panel will discuss the issue, June 18-20 in Austin.

For the record, the state cross examination debate tournament results are as follows:

### CONFERENCE 1A

1. Lago Vista, Kathy Fullen/Tara Sanders; 2. Lindsay, Matthew Murrell/Tanner Neidhardt; 3. Lago Vista, Grant Sisemore/Kent Killough; 3. Sunray, Kelly Porter/Robin Fly.

### CONFERENCE 2A

1. Stinnett West Texas, Krista Green/Dustin Parks; 2. Gilmer Harmony, Krystal Davis/Christi Henry; 3. Bangs, Wess Mitchell/Ryan Baldwin; 3. Blanco, Emma Cano/Christina Lopez.

### CONFERENCE 3A

1. Denver City, Justin Mock/Jonathan Mock; 2. Needville, Tiffany Hart/Lisa Sweeney; 3. Alvarado, James Swain/Danny Hughes; 3. Ingram Tom Moore, Jeremiah Ames/Riley Gunn.

### CONFERENCE 4A

1. Hewitt Midway, Shawn Achor/Phillip Edwards; 2. Gregory-Portland, Robert Jones/Brad Russell; 3. Austin LBJ, Zachary Montz/Shafeeqa Watkins; 3. Hewitt Midway, Beth Cross/Chris Rowan.

### CONFERENCE 5A

1. Katy Taylor, Justin Green/Simon Peron; 2. Katy Taylor, Kim Sikora/Abhishek Prasad; 3. San Antonio Clark, Daniel Baseman/John Pittard; 3. Sugar Land Dulles, Ayesha Najam/Jay Raman.

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

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

be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

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

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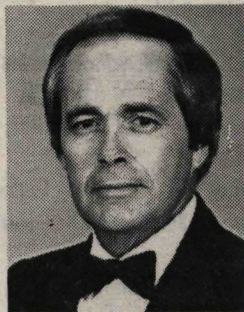
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## Judging experience adds to teachers' productivity

### Administrators should encourage music teachers to serve as judges

In 1991 I was asked to write an article on the importance of music adjudication and the vital role that our music directors play as music contest judges. The information in that article is as pertinent today as it was when first written some four years ago. Reprints are available from: National Federation, 11724 Plaza Cir, Box 20626, Kansas City, MO 64195.



Richard Floyd

essential elements as outlined in the *State Board of Education Rules for Curriculum* (chapter 75). As such, while any competition is presently considered extra curricular, the actual adjudication is a true extension of the classroom and a valuable component of the music education process.

This important element of any music competition is often taken for granted since the behind-the-scenes arrangements for judges takes place weeks, and even months, before the actual contest. Also forgotten is the fact that the majority of those best qualified to evaluate music performances come from the rank and file of our music educators who daily work with music students in public schools throughout Texas. These teachers give significant time and often travel extreme distances for minimal compensation in order to serve as judges for our UIL music contests. Without their willingness to serve in this capacity, it would be difficult, if not impossible, to provide a level of adjudication that is commensurate with the quality of music education that exists in our schools.

The benefits of contest participation and adjudication are not one-sided. There is another dimension. It is assumed that the students will benefit from the critique, but seldom noted is the fact that any contest experience offers the potential for a significant growth experience on the part of the judges as well. The exercise of judging heightens hearing and communication skills. Skills that are invaluable in the classroom and rehearsal hall. In short, judging experiences enhances one's

ability to be a successful, productive teacher. Consequently, school administrators should look with favor upon opportunities for members of their music faculty to serve as judges.

While most contests take place on Saturday, there are some exceptions because of economic or logistical reasons. Also, there are sites in the state that must schedule more than one day of events to accommodate all participating groups. These contests often require the use of a school day to complete.

While the participating groups miss a minimal amount of school time, (contest participation requires only one and one half hours plus travel time) judges must be present for the duration of the competition. Judges for these contests find it necessary to make arrangements with their school administration to be away from their own campus and cover their normal teaching responsibilities in order to accept such a judging assignment.

Under these circumstances, school administrators are encouraged to respond favorably when faculty members ask permission to serve as an adjudicator. Such action demonstrates a sensitivity to the scheduling needs of UIL contests, an appreciation of the importance of having qualified judges in these events and an awareness of the valuable experiences that teachers who serve as judges bring back to their own classroom and students. The result will be a continued availability of highly qualified adjudicators and enriching experiences for our music educators as well.

"Our rich ensemble tradition has produced a rather restricted view of music making. The music experience for most of our students consists only of performance. 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  
Professor  
Bowling Green  
State University

## Emphasize process, not product

It's that time of the year again. Concert and sight-reading contest season is upon us and band, choir and orchestra directors across Texas have just taken groups to contest or will be taking part in this spring ritual in the next few weeks.

It is an important event in the minds of most of us. The culminating performance that represents weeks and months of diligent work for both directors and students. It is human nature to want to do well and have the professional peers who judge us react favorably to our performance.

In fact it is likely that the first thing that we as directors will do when we receive the comment sheets is to let our eyes immediately drop to the bottom of each critique to see what rating has been circled. Our primary concern will focus on how the judges rated the performance.

In turn the first question that the students are sure to ask is, "What did we get?" The pattern continues. Schools administrators, fellow teachers and parents the following day are just as likely to inquire something to the effect, "How did you do at contest yesterday?" At every juncture the ratings earned tends to be all important. The issue always seems to be "How did you do" rather than, "What did your students learn?"

In short we all tend to focus on the success of the performance rather than the educational venture that led up to the contest. Or, to put it another way, we emphasize the *product* rather than the *process*.

But, should the *product* upon which we place so much emphasis be the real purpose for the existence of the UIL Concert and Sight-reading Contest? Should the performance and the rating

BY RICHARD FLOYD

be the primary reason we invest so much time, energy and money in this endeavor? I think not. Yes, the contest event can be important and in countless cases it does provide the incentive that motivates students to sharpen their performance skills and play to the best of their ability. But the contest performance is only one small, brief part of the total equation. It must not overshadow the *process* and obscure the real reasons for having performance based music programs in our schools.

The internationally known composer and educator Alfred Reed put it this way. He stated, "No one can possibly believe that the cost of building a first-rate music program can be justified solely or even largely by the number of sixteenth notes the performer can play clearly, cleanly and with good tone and intonation." Yet, isn't that what we, in large part, evaluate in our contest and don't we all too often use the outcome of the contest as one of the primary yardsticks for measuring the merit and success of our programs? Certainly that's not all bad but shouldn't there be more if we want our music programs to be viewed as a part of the academic mainstream of our schools?

Reed thinks so. He goes on to say, "It is the pure musical growth, the stretching of the growing mind and enlargement of its vision where we find the ultimate justification for the music education program in the sense of value received for time, money and effort invested."

This second half of Reed's quote clearly suggests that we should be more concerned with the *process* (rehearsal and preparation) rather than the *product* (the actual contest). This kind of growth can not easily be measured on the day of the contest; yet it must be an integral part of the preparation for the event.

In this light perhaps it would be appropriate to consider the notion that we actually should view our music contests as a *process* rather than a *product*. Maybe "How did we do?" or "How did contest go?" should not be the all important questions. Maybe a far more significant measure of our success would be how we as directors would respond to inquiries such as: "What did the students learn?" "What musical insights did they discover as the music was prepared?" "How did each student's musicianship (not just technical skills) grow as the music evolved from first reading to contest performance?" "To what extent did the preparation of the contest repertoire enhance the musical literacy of each musician?" "What did each student glean from the preparation and performance of the music that will permanently enrich their musical lives and strengthen their love of music?"

You will note that all of these questions tend to focus on what happened during the process of preparing the music rather than how a panel of judges reacted to the single contest performance. They represent the essence of why we should teach music in our schools. The degree of success with which we can answer them says much about the substance of our music programs as an academic discipline designed and taught to contribute in a rich and meaningful way to the total education of our students.

## McCullough Ticket Policy

Complimentary tickets will not be honored in the McCullough Theatre. Participant's tickets will be honored in the McCullough Theatre ONLY for the participant's conference and for any conference in the Bass Concert Hall.

Advance tickets will be made available on an equal basis to participating schools for their session only. Participating schools may purchase their total single session (four plays) allotment of tickets and make them available to school patrons as they see fit.

Tickets will be available to the general public if any are returned by participating schools. Unoccupied seats will be sold five minutes prior to the beginning of each play. No other advance tickets will be sold.

## Please send schedule of pre-district festivals, workshops

This office needs a publishable schedule of pre-district play festivals and workshops. How can this be accomplished without another major mailing?

Perhaps festival hosts would be willing to complete a simple form published in the September *Leaguer* that would allow us to publish a list by November.

What do you think? Should this type project be requested of the Texas Educational Theatre Association K-12 section and perhaps published in *Texas Theatre Notes*?

# Read them — the rules, that is — or weep

## Disqualifications wouldn't happen if directors knew OAP handbook

I must submit this column tomorrow. I am sitting at home on Thursday evening of the first district academic week answering the phone at 7:08 PM, dealing with another potential OAP disqualification. I have had numerous calls this week dealing with the same issue, and more companies have been disqualified than I can remember in my 25-year tenure. It shouldn't happen. This is for me the most frustrating time of the year. Why can't I convince directors, contest managers, and school officials to read the OAP handbook and follow rules?

I have experienced almost the total range of emotions this week, but most were lows rather than highs. Sadness, anger, despair and depression cover a few. I jokingly tell my colleagues that I must be angry to write a good column. After all these years I find my verbal and intellectual capacity even more inadequate than in the beginning. Have all of us really changed that much? OAP quality has definitely improved, but the problems seem to have multiplied beyond reason this year. Writing *Leaguer* copy is my most insecure experience, and I have even read Bobby Hawthorne's new book, *The Radical Write*.

### KNOW THE RULES!

So much for my emotions. How can I reach yours? The intellectual appeals, the workshops, conventions and OAP handbook seem to be only partially successful. A cast member is allowed to fire a cap pistol. A director attempts to give sound/light cues to the crew during performance. An adult who is not a "full-time employee" is backstage participating with a company during the rehearsal, set and strike periods. A student teacher helps direct/critique the OAP entry. A company uses more than the maximum number of unit set elements allowed, and the director(s) fails to postmark, FAX or deliver the OAP eligibility notice 10 days prior to the zone/district meet. Why?

Each OAP director is required to sign a UIL "Professional Acknowledgement Form." One appears opposite page 1 in the *Handbook for One-Act Play, Twelfth Edition*. This includes assistant, technical and co-directors of each play entry. This form constitutes a sworn statement that the rules and more have been read and will be followed. Would it help if each director(s) was required to read the PAF to their play company each year prior to the beginning OAP rehearsal?

District contests will be over by the time you read this, but I urge all directors to seriously review the "Spring Meet Plan" and the OAP rules in the UIL Constitution and Contest Rules, retain *Leaguer* columns for review, obtain and read carefully the new handbook to be published next fall, and read again the Professional Acknowledgement Form that was signed prior to directing the OAP entry. If your play is advancing, perhaps the review should take place now. There is no escape from responsibility — only our failure to be responsible. Have you ever signed a PAF?

If you have kept *Leaguers* from previous years, you



Lynn Murray

## STATE MEET ONE-ACT PLAY SCHEDULE

### May 4, Thursday

7:30 AM — AAA company meeting & rehearsals: Bass Concert Hall, south entrance PAC.

4 PM — AAA contest, four plays: Bass Concert Hall.

7:30 PM — AAA contest, four plays: Bass Concert Hall.

### May 5, Friday

7:30 AM — AA company meeting and rehearsals: McCullough Theatre\*, northeast corner PAC. AAAA company meeting & rehearsals: Bass Concert Hall, south entrance PAC.

9:00 AM — 12:00 Noon — Conference AAA critiques: Bass Concert Hall, Lobby level.

4:00 PM — AA contest, four plays: McCullough Theatre\*. AAAA contest, four plays: Bass Concert Hall.

7:30 PM — AA contest, four plays: McCullough Theatre\*. AAAA contest, four plays: Bass Concert Hall.

### May 6, Saturday

7:30 AM — A company meeting & rehearsals: McCullough Theatre\*, northeast corner PAC. AAAAA company meeting & rehearsals: Bass Concert Hall, south entrance PAC.

9:00 AM — 12:00 noon — Conference AA and AAAAA critiques: Bass Concert Hall, Mezzanine and Lobby level.

4:00 PM — A contest, four plays: McCullough Theatre\*. AAAAA contest, four plays: Bass Concert Hall.

7:30 PM — A contest, four plays: McCullough Theatre\*. AAAAA contest, four plays: Bass Concert Hall. Critiques following awards presentation.

\*See McCullough ticket Policy (sidebar, left)

One-Act Play Admission: \$3 for students, \$5 for adults for each session. Box office opens for each conference at 3:00 pm on the days of performance.

(Note: PAC = Performing Arts Center)

might start by reviewing April 1993 and 1994. Add them to the clip-and-save comments from last month. I'm tempted to repeat the pertinent information from the past two years, but space is limited.

Directors who "nit-pick" might be considered to be in violation of the "Spring Meet Code." If you have a tendency to question or bring to the attention of the OAP Contest Manager everything you see or think you see, you might want to review the code and the OAP rules. I have heard more non-rule violations this week than we have rules. It is amazing how many calls contest managers must make because somebody perceives a violation of a non-rule. You are encouraged to have a solid rule basis before you complain or call attention to any potential violation. Some audience members try to count people making scene shifts against the numbers listed in the program. Stop watches illuminate the audience or make us think we are in a field of crickets. This group may be called those who attempt to "win on paper."

Incidental sound or music effects may be recorded by anybody. This includes recorded voices that are not judgable characters. This comment will likely add to the "voices" confusion of the past two months.

Bookshelves may not be used to construct walls. They are furniture stage properties. If you require a wall, use unit set elements. Yes, use a unit set flat behind the bookcase if you need a wall, but do not run to the contest manager with a "wall" complaint every time you see bookshelves. They may be used free-standing without flats, but 8' bookshelves are "no-no's." Multiple bookshelves on the same line will likely create a wall, but the contest manager is the final authority.

Items left onstage during strike do not necessarily result in company disqualification. If my stage manager, site crew or assistants, including the backstage timer, allowed a company to leave something onstage that they had time to strike, I would be more than a little angry with my staff.

Running out of time to strike everything is another matter. A little common sense and logic is always

appropriate. Does a chair rolled up in the house curtain (traveler-type) and left onstage require disqualification? I think not. Neither does an item that drops off the front of the stage that the crew cannot see during strike. A ball rolling into and buried in the orchestra pit does not require disqualification for violation of the strike time. If seen, was there time to remove the "unseen" item? The 10-minute set and strike rule was designed to limit "stuff," not just to create another method of disqualification. Perhaps there should be a "common sense" rule.

Next year, the approval of a one foot (1') gray box added to complete a "pylon cross" will be approved with adequate justification. Rug slides that have the potential to remove spike tape will not be approved or allowed. Casters will still be rejected, but there will not be any attempt to remove them from furniture that is commercially "castered." Removing casters from an antique would be absurd, but it would be just as dumb to roll valuable antiques around the stage as part of the action of any play.

Eligible directors may participate in set and strike. If you want to make me angry, call me about this one.

I had intended to write about ethics and behavior this month, but the new UIL Athletic Director did a good job last month. Read Charles Breithaupt's article and apply it to the One-Act Play Contest. He covered some essentials for all of us to consider.

The new "director" rule has resulted in both positives and negatives. The failure to list an assistant, tech or co-director has resulted in numerous administratively-approved eligibility notice additions, using a broad interpretation of Section 902 "District Meet" in the *Constitution & Contest Rules*. I trust this problem will be solved by the time we reach area and regional levels. The new title-change-after-the-deadline rule allowed several schools to select a different play and compete. Such changes are allowed in emergency situations caused by no-pass-no-play failures and other disasters.

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## Banquet is an inspirational feast

**TILF scholars are an impressive group, even with barbecue sauce stains on their shirts**

Each year, the League hosts a banquet for students attending UT on Texas Interscholastic League Foundation scholarships. Most of these students attend because it's one of the few good meals these students will have in their four or five year careers here, especially if they live on campus.

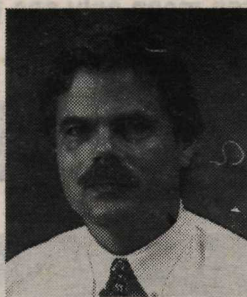
After stumbling through various introductions and greetings and wolfing down the barbecue that everyone drips on their white starched shirts, we old folks are treated to what could be described as an intellectual cattle call. Each student is required to come forward and tell us dirty secrets like their grade point average and what all else they've accomplished since arriving in Austin. They're also forced to tell us where they're from and how they got here from there.

Most of these young people are poised — even charming — beyond all reasonable expectations. Frankly, I find it all a little sickening, given what a total dork I was at the same age. That aside, I'm a little more impressed with them every year. So long as our nation is capable of producing young people like these, we'll be okay. They can carry their weight and a lot more, which is good because they'll probably have to. But that's another story.

Please allow me to share a few other general observations about this special group of students.

- They all assume that no one has ever heard of their hometown. "I'm from a little town east of Fort Worth called Dallas," they'll say, which isn't exactly true because they'll be from Canton or Rockwall, but they figure that no one has ever heard of either.

- They have a delightfully self-deprecating sense of humor. For such accomplished young people, they are highly reluctant to stand before a roomful of strangers and talk about themselves. A few shy ones recite their sing-song spiel as quickly as possible and then rush back to their seats. Others — drama types often — are more creative. One young man began his speech, "I'm a fourth-year freshman English major."



**Kato Hawthorne**

Another guy who, when asked his major, replied, "Well, this semester, I'm chemistry. Last semester, I was business management systems. I'm thinking about changing next semester to biomedical engineering."

He was kidding, I think.

Another student, a soon-to-be graduate, even sandwiched in a nice plug for himself.

"I'm looking for a job. If any one you would like a copy of my resume, please see me after the banquet."

He wasn't kidding.

- They are beautiful to look at, if you don't pay too much attention to their hair, which tends to be chopped off in the strangest places. What's wrong with just letting it grow for four years, like we did back in the late 60s? And this reminds me, years ago, the liberal arts types wore their hair long and dressed like Sly Stone while the scientific types wore flat-tops, white shirts and narrow black ties. Not today. The liberal arts types looked like something out of the pages of *GQ*; the lab types like something out of *Details*.

- It is even more striking how many chemistry and business management systems and biomedical engineering majors won their scholarships by advancing to state in debate, journalism or current events. I've always held that these contests do not prepare students for careers in public speaking or journalism as much as they prepare them for any field because they force them to think quickly and communicate clearly and precisely.

One student, a pre-law major, said of his experience in UIL journalism and speech, "It taught me how to think for myself. I came from a small school where we were told what to think and were told in no uncertain terms which opinions weren't tolerated. Competing in UIL forced me to go beyond these small-

town limitations."

Another student, the daughter of Mexican migrant laborers, said, "Competing in UIL gave me the incentive to learn English."

And another added, "Competing in UIL sparked an intellectual curiosity that I never had in my regular classes."

Finally, one student allowed that competing in UIL taught him how to study. "Without UIL, my life would be much different. I learned the study skills that are necessary to survive in college by training for UIL contests."

- They were genuinely appreciative of the financial help they've received from the TILF. The phrase, "I wouldn't be here had it not been for TILF," was repeated time after time. Others admitted how their scholarships have helped them concentrate on their studies. "Were it not for UIL and my scholarship, I would not be here, and I certainly wouldn't be doing as well academically."

A large percent of these students have a 3.5 GPA and better. About one in four have a 4.0. It is impossible to gaze across the room and believe that a single cent is unwisely invested.

Unfortunately, TILF doesn't have nearly enough money to reward all of the students who deserve financial assistance. If you or anyone you know are interested in donating to a most worthy cause, I hope you'll consider this scholarship foundation. It's slogan, "An investment in young minds," is right on target.

Next month, I will hand out medals to a whole new crop of academic state champions. Every student will be eligible for a TILF scholarship. Unfortunately, only a few will receive one. Of these, several will attend UT and, next February, we'll treat them to a barbecue dinner and hear of their exploits and dreams.

Several years ago, a good friend, Marynell Bryant of Sulphur Springs, said of a pair of her students, Jason Sickles and Chris Barton, "Kids like them, the opportunity to be a part of their lives. That's why we teach."

Once a year, I look across that banquet hall and know exactly what she meant.

## National Champions!

Several Texas publications were recognized at the 71st annual Columbia Scholastic Press Association convention at Columbia University in New York City, March 17.

Two Texas newspapers, the Lone Star Dispatch of Austin Bowie (adviser, John McCartney) and the Raider Echo of North Garland (adviser, Randy Vonderheid) received Gold Crown Awards, given to the top 25 student newspapers in the nation. The Crown awards represent the top five percent of the publications that are members of the Association during the 1993-94 academic year.

Other Texas award recipients included:

Silver Crown in Newspaper Award — The Catalyst of Temple High School, adviser Pam Oman; the Featherduster of Austin Westlake, adviser Deanne Kunz; the Hillcrest Hurricane of Dallas Hillcrest, Dow Tate, adviser; Bear Facts, Alief Hastings, adviser Rhonda Fowler; and Ranger Review, Sugar Land Clements, adviser Bill Streich.

Silver Crown in yearbook Award — El Viajero, Lubbock Coronado, Marilyn Murfee, adviser; and Reata, Houston Memorial, Jina David, adviser.

## Big surprise: Censorship is back, and JEA is compiling curriculum materials on teaching 1st Amendment

The Journalism Education Association needs your help.

Do your students know about their rights and their responsibilities when it comes to handling sensitive issues? How did they learn them? Send us your best lessons?

The JEA Scholastic Press Rights Commission is planning to compile or develop curriculum materials on teaching First Amendment rights and responsibilities and ethical approaches to them. The Commission would like to study any lesson plans, handouts, or other curriculum materials teachers use in their classes at all levels.

The Commission would also like feedback on the possibility of a code of ethics for high school journalism teachers.

Send materials to John Bowen, Lakewood High School, 14100 Franklin, Lakewood, OH 44107.

"We are looking to provide teachers, students and administrators across the country with access to the best materials scholastic journalism has to offer," Bowen said.

"We do not want to duplicate what is there, but

make materials more available as well as create new curricula," he added.

The Commission is also collecting anecdotal evidence of both censorship and situations where strong policies and knowledge of the law prevented censorship for use by states and schools that are developing laws or policies. Advisers or students who have had either positive or negative experiences should send descriptions of them to Bowen.

Be sure to include a name, address and phone number. Names of advisers, students and schools will be kept confidential if that is requested, but names are needed for initial confirmation.

"Actual stories of censorship situations are our best evidence when we go to legislators and school officials seeking help in getting press rights for students," said Fern Valentine, Commission member and Freedom of Expression Task Force Chair for the state of Washington.

"We also need positive stories to show that students do not abuse these rights and strong publications policies teach positive decision making that works for both the students and the school," Valentine said.

## Arlington's Lina Davis receives Gold Key Award from CSPA

Lina Davis, longtime publications adviser at Sam Houston High School, Arlington, joined an elite group of Texans honored by the Columbia Scholastic Press Association with its coveted Gold Key, given in honor of persons who have displayed "outstanding devotion to the cause of the school press."

The award was presented to Ms. Davis at the Gold Key Banquet, Saturday, March 18 at the Princeton Club in New York City.

"Lina is the consummate professional educator," UIL journalism director Bobby Hawthorne said. "It is fitting that a person who has served our profession with such dedication should be recognized."

Lina has received ILPC's Edith Fox King Award for outstanding contributions to Texas high school journalism education as well as numerous school district and other professional organization honors.

Her publications are consistent top award-winners, and her record in coaching UIL journalism contests is among the best in the state.

## State Meet Journalism, CI&E Schedules

Again this year, the State Meet journalism program will begin at 9 a.m. with a general assembly in Thompson Conference Center Room 1.110. This meeting is optional. In fact, participants in the news and feature writing contests are urged to skip it unless they're in the building and have nothing better to do.

The editorial writing contest will begin at 10 a.m., followed by headline at 11 a.m.

News writing will begin at 12:30 and feature writing at 1:30.

All contests will be in TCC 1.110.

Results will be announced and medals presented at 6 p.m. in the LBJ Auditorium.

Students who must leave early for prom or other activities may see journalism director Bobby Hawthorne for special considerations regarding releasing of results.

CI&E — A meeting of coaches will be held in Welch Hall Room 1.316 at 8 a.m., followed at 9 a.m. with the state current issues and events contest.

Results will be announced and medals presented at an awards assembly at 1 p.m. in Welch Hall Room 1.308.

A tip: the contest will contain no questions about Lyle Lovett, Julia Roberts or Kato Kaelin.

It's hot outside, cold inside. The dorm rooms are cramped and sparse. The food is nothing to write home about. The lectures go on and on. It can mean only one thing:

# ILPC Summer Workshop

By BOBBY HAWTHORNE  
ILPC Director

Since 1980, ILPC's summer publication workshop has been a tradition for the state's finest newspaper and yearbook students and advisers. More than 600 will meet June 23-27 at The University of Texas in Austin for five days of intense instruction by the nation's best journalism educators, including Bruce Watterson, Bob Button and Sherri Taylor.

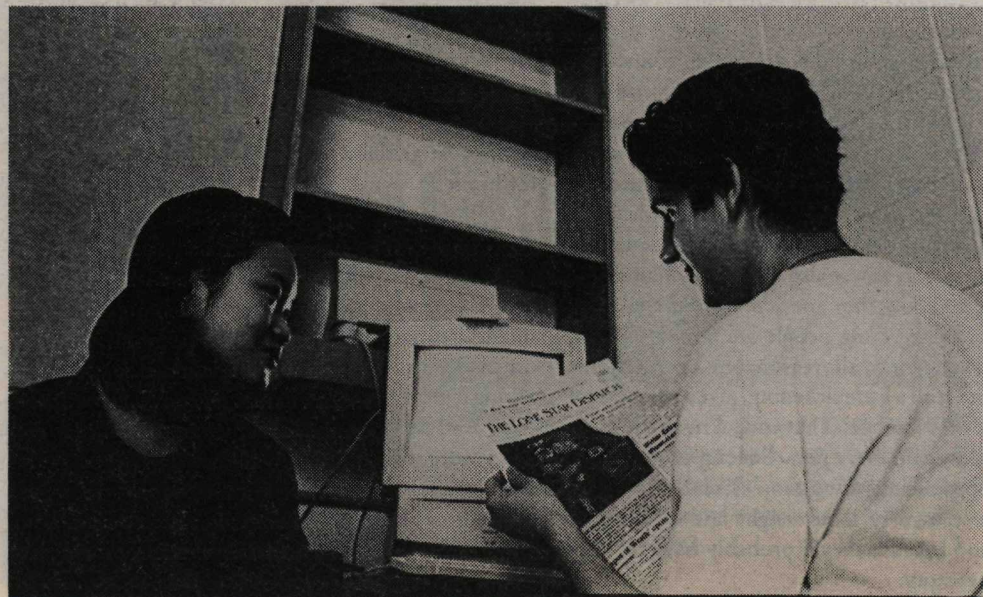
Over the course of the workshop, students are bombarded with information regarding design, writing, photography, desktop publishing and graphics. They are required to attend a full day's worth of classroom instruction, and then are loaded down with homework. This boot camp approach separates the genuine publications aficionados from the wannabes.

By the end of the workshop, students and advisers alike are exhausted. But the sacrifice is worth it. Students generally return to school, full of ideas for stories, with knowledge how to interview, report and write. Yearbook students have their themes selected and in some cases largely developed.

Photographers can hit the halls on the first day of school, ready to go.

Five days of work in Austin saves staffs weeks of labor later. And the lessons students learn at workshop are often taught to novices upon the return home.

Of course, it is misleading to state that students work so hard that they do not enjoy



**CHECK IT OUT.** Kris Kern of Katy Taylor displays his newly acquired desktop publishing skills to Eva Chein, a design student from Irving MacArthur during last year's workshop. Photo by Morgan Spackman of Katy Taylor.

the week. Lectures by Rick Hill and Terry Nelson, among others, are lively and entertaining. Last year's production by the desktop publishing class — led by Bradley Wilson — was the hit of the workshop.

And then there's the Monday night break in which students have a chance to take the evening off and tour the city, enjoy dinner at a local restaurant, go to a movie or just roam the malls.

With their advisers, of course.

Still, the focus of the workshop is on work. Classroom attendance is checked. Homework is expected to be turned in.

This philosophy has worked for years. And the results speak for themselves. Staffs attending the ILPC workshop consistently produce top-rated newspapers and yearbooks.

Basic registration is \$190 (based on double room occupancy). Other accommodations are available. For registration forms and information, contact ILPC, Box 8028, UT Station, Austin, TX 78713 or call 512/471-5883.

# Academic, athletic spring meet conflicts increasing

## Cooperation in scheduling needed

• MURRAY column continued from page 4

There are many good things happening. I appreciate the help high school theatre directors are giving their middle school colleagues. I also wish to thank the 800-plus schools that supplied first class postage for their OAP eligibility notices. I was concerned, however, that many of the others mailed bulk rate were for those schools given permission for early district contests or schools on spring break when they needed to receive them. ALL will be required to supply a 2-ounce first-class postage envelope with the title entry card next year!

State Meet One-Act Play Honor Crew applications are due! If you're as far behind as I am, you don't know where to find the form. You'll find it with your eligibility notice information and pink critic judge questionnaire for zone or district. Please DO NOT FAX the application. The deadline is April 10, but the postmark will count the same as the FAX date.

## SPRING CONFLICTS

I have become increasingly concerned about the number of athletic activities scheduled against the two academic week-ends and the regional week. The UIL staff is certainly aware of the soccer schedule against district and regional academics and the State swim meet against district academics. Softball and baseball create scheduling problems especially for participating smaller schools. There is a clear calendar statement concerning athletics versus academics during the academic regional week.

There is not, however, a calendar restriction concerning spring meet athletic invitational meets scheduled against district academics and one-act play. Perhaps there should be. What do you think? Anybody who deals with the nightmare of spring scheduling knows that small schools (A-AAA) face the major difficulty of forcing students to choose between spring athletics and academics and OAP. I believe that deliberately designing a schedule that forces such a choice is a major error in educational judgment.

What if? What if major invitational speech

tournaments and post district OAP festivals were scheduled for all advancing individuals and schools beyond the district? Add to this picture events for all other teams and individuals advancing in UIL academic events and schedule these activities in major metro areas with Chamber of Commerce support, television and press coverages and national sponsorship. Set the date for the second week of golf, tennis, track and field meets. Look up and watch the explosion! It would take a real troublemaker to suggest such a scenario, and though accused I am the last person you know who likes trouble. The fact is that OAP and academics are dealing with this type conflict in many locales without the sports page for publicity.

I was reminded that the shoe can switch feet when the *Austin American-Statesman* ran a story about the regional NCAA basketball tournament being moved because of hotel space conflicts with the livestock show, a major music festival, the UIL debate tournament and other major activities scheduled in Austin for the same week. Give this a thought, and if a bright light shines, call me.

## Tips for regional meet qualifiers

### Second round of competition should be fun as well as challenging

Congratulations to academic Regional qualifiers! As plans are made for Regional competition to be held on April 21 and/or April 22, this list of reminders to coaches and contestants may prove helpful.

- First, make sure your name is spelled correctly on the District Results Form, which should be arriving on your campus the week of April 3, along with your tests and keys. Some students have come all the way to State with their names grossly misspelled on the entry forms that originated from district competition. Of course, we print on your certificate the name that is on the results form. Only if you would rather be called "Fran" instead of "Frank" should you neglect to check your name on the results form.

- If you have not yet received three copies of the handbook from your regional site, call your regional director and request these. Regional directors, sites, phone and fax numbers are listed below. The handbooks contain information for spring meet athletic and academic competitors advancing to regional competition. Look for detailed procedures for paying entry fees and contacting alternates, times and locations of events, and helpful information about the competition. Because many school districts have more than three coaches and/or competitors who need access to this information, it will be important to have a designated person, such as the UIL academic or athletic coordinator, photocopy pages and distribute them to the various individuals who need them. The handbook will provide a schedule of events and other helpful information about the college or university hosting the competition and, perhaps, the sites to see and places to eat in the hosting town.

For those of you advancing in Region IV AA, please make welcome our newest college host site this



Pat Wisdom

year. Palo Alto College in San Antonio, under the able direction of Dr. Pam Hill, has graciously offered their facilities for this competition.

- If you have not already made reservations at one of the local hotels, you are probably out of luck at securing a room; however, if you try again a couple of weeks prior to competition, you will most likely find some cancellations. Some coaches make reservations in September to make sure that they have enough rooms and then release them in mid April before the regional competition dates.

- Be on time to competition. I know that you are sometimes at the mercy of a school bus and a slow bus driver, but plan ahead in order that students may be there in time to relax for just a moment before going into a 8:00 a.m. test.

- Alternates, come to competition prepared to compete. Be present for roll call. If a winning contestant from your district is absent at roll call (the second call), you will get to compete.

- Regional contests go strictly by the conflict pattern. Please do not expect to be allowed to compete in a contest that is aligned with another in the conflict pattern, even if you think you can come in late and finish the contest. Although some district directors may have failed to follow the conflict pattern and allowed double entry, the pattern must be followed at Regional and State Meet.

- Remember that assistant contest directors will be on hand in each event to assist with technicalities of the contest as they are needed. Assistants were nominated by the school districts in each region and selected by the UIL staff. In addition to providing a resource for

college professional staff directing the contests, these positions are honorary in that the academic coaches were nominated on the basis of their expertise in the events for which they were chosen to serve. Assistants are to be congratulated and thanked for their contributions to academic achievement. Assistant directors will receive name tags designating their positions and the high schools they represent. Continued feedback on the effective utilization of this new position at the regional level will be greatly appreciated.

- Remember that the first, second, and third place individual winners, and the first and second alternate in each contest, except Computer Applications, will be receiving a "Winner's Packet" which will provide helpful information about the State Meet to be held on May 4-6 on the UT Austin campus. Since Computer Applications will be advancing only two competitors, except in the case of an unbreakable tie, packets will be given to the two advancing and the first and second alternate as well. For each member of a first place advancing team, packets will also be provided. The following will be included in this year's packet: individual event information, alternate information, campus map, activities in and around the UT campus, question and answer sheet, SuperConference flier, UIL press release, photography information, a tentative program, scholarship brochure, housing/hotel brochure, and a parking memo.

All right, I guess you are ready to compete now that all the little details are out of the way. Just a little motherly advise before I close, get a good night's sleep and eat a good high carbohydrate, nutritious breakfast the morning of competition. Remember that competition should be fun, as well as challenging. Make friends, not enemies, of your competitors. Good sportsmanship is a fundamental component of UIL competition.

Good luck. I hope to see you in Austin at State Meet on May 4-6.

### UIL SCHOLARS



I can't say enough about how much my UIL academic experience means to me.

I moved to Texas my junior year, unaware of what I was capable of. UIL opened doors for me as I quickly became involved in the academic meets. Before I knew it, I had worked my way to compete and place at the State Meet two years in a row. This gave me confidence in my abilities and proved to me that I can do it!

Over the past two years, I've shed tears of both victory and defeat — all in the same competition. Competing in the UIL academic meets helped build character, as I learned to accept both winning and losing. Thank you UIL for the memories and knowledge that I'll cherish forever.

**Pragna Patel**  
Dalhart High School  
Abell-Hanger Foundation  
Scholarship



Being involved in UIL has allowed me to grow into a well-rounded individual. Before UIL, I would not dare get up in front of someone and start speaking on a topic I just learned about in the last thirty minutes.

I have had the chance to make good friends that share the same interests as I do. Coming from a big football community, it's a change to actually meet kids from other schools off the field.

**Jason Michael Ryan**  
El Campo High School  
Southwest Emblem  
Scholarship

**Reservations continue to be accepted for the 1995 Summer Coordinator and Speech Coach Workshop. Please copy the registration form below and submit it by June 1 if at all possible.**

### 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

## State Meet speech honor crew nominations

We are still accepting nominations for the Academic State Meet Speech Honor Crew. Two students from any high school may be nominated by their speech teacher with a brief letter explaining why they could serve responsibly.

Each crew member must commit to serving all four preliminary rounds on Friday and two sessions of finals on Saturday (May 5 & 6). We mail all the materials that will be used before the meet, and conduct an orientation and training session early Friday morning before prelim rounds.

Applications will be considered in the order they are received, so if you're interested you should apply as soon as possible. Mail the nomination to UIL, attention Treva Dayton. If at your regional meet you find you've qualified to compete at State, we can make substitutions!

# CX state numbers up, problems down

The 1995 C-X Debate State Meet was the largest ever, with 309 teams competing in 687 rounds. While the increased size created occasional logistical problems, the meet was completed with fewer problems than ever before.

Thanks to an especially excellent tournament staff for their work, and thanks to all participants, timekeepers, coaches, and judges for helping keep rounds running close to schedule. Congratulations to all the debaters, and special congratulations to outstanding speakers and winning teams.

The rule change allowing two teams to advance from each district resulted in 61 teams competing that would not have advanced under previous rules. Of course, many of these districts might have had greater participation if a minimum number of teams were required to advance both first and second place teams.

Concern has been expressed about what impact additional teams might have on the overall quality of the meet and the number of students who become eligible to apply for TILF scholarships. In fact, a significant portion of the teams breaking to octos and almost half of the medalists were second place at district.

These and other issues will be included on the agenda of the Academic Standing Committee of the Legislative Council which meets in Austin in June. If you have an opinion you want to share, or if you would like the committee to address some other contest rule, please write to this office.

The 1995-96 C-X resolution has been released by the National Federation, and surprise, surprise — it's the broader one on foreign policy which subsumes the economic policy choice. (See box for wording.) The vote from states and national forensic organizations was almost unanimous in preference for this wording. It ought to be an interesting debate year.



**Treva Dayton**



**GOLDEN VOICE.** Shawn Achor of Hewitt Midway accepts the gold medal from Treva Dayton during the CX state tournament awards assembly, March 18. Achor and Phillip Edwards won the 4A state title. Their coach is Becky Hodges. To the right is Donna Blevins, one of the legion of judges and workers who made this year's tournament so successful. Photo by Pat Wisdom.

## SUMMER WORKSHOP

Plans for the UIL speech and debate coaches' workshop to be held July 28-29 are almost complete, and we look forward to seeing many of you there. At the request of prior participants, we have included more demonstrations of student performances and extended workshop hours to include some very basic sessions for novice coaches. The session on interpretation events will include an emphasis on the upcoming prose and poetry categories. These will be determined by the ad hoc committee during their April 2-3 meeting. Categories will be announced at the Academic State Meet in May, and printed in the May *Leaguer*.

## REGIONAL COMPETITION

Best wishes to those of you advancing from district to regional meets. Please be certain to check the regional site schedule well in advance of the meet, and remember that you must be present at roll call before your event begins. Allow sufficient time to be punctual, including finding parking and the correct building and room. Regional is *not* a good time to catch 30 minutes more sleep so you'll be fresh for competition!

It is a good time to enjoy the quality of competition, to meet people and make new friends, to explore a college campus, and to test your skills against your peers. Hope everyone enjoys the meets.

## Cross-Examination Debate Topic to be used for 1995-96

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

## Extemp topics

• Topics selected from District II.

### INFORMATIVE

1. What has been O.J. Simpson's defense team's strategy?
2. What are the most common arguments against the recently defeated balanced budget amendment?
3. What budget cut are being proposed by Republicans in Congress?
4. How is Russian President Yeltsin's leadership being challenged?
5. Why has the CIA been the subject of so much recent criticism?
6. What does the fluctuation in the value of the dollar mean to US businesses?
7. How has President Clinton been plagued by his own political nominees?
8. The space race is now a team event: how are the US and Russia cooperating?
9. What obstacles are being confronted in the fight against AIDS?
10. Which Republicans are planning to challenge Clinton's re-election?
11. What is the current situation in Somalia?
12. What progress have Republicans made in enacting their Contact With America?
13. US forces withdraw: what are the conditions in the Haiti they leave behind?
14. What makes the situation in Croatia so volatile?
15. What are President Zedillo's plans to deal with Mexico's economic crisis?
16. What problems are involved with the dismantling and disposal of nuclear weapons?
17. What is behind the growing crisis in Algeria?
18. Why has the issue of property rights become so controversial in Texas?
19. Why does California Governor Pete Wilson have the attention of the GOP?
20. What progress is being made toward ending the troubles in Northern Ireland?

### PERSUASIVE

1. Should affirmative action programs be abolished?
2. What's the best way to get people off welfare?
3. Should US contributions to the United Nations be reduced?
4. "Roaming in Cyberspace:" how should access to the Internet be regulated?
5. Is Zedillo on the right track to lead Mexico to economic recovery?
6. Can Phil Gramm be a viable candidate for the presidency in 1996?
7. What assistance should the US offer to Boris Yeltsin?
8. Are term limitations for Texas legislators a good idea?
9. What should be done to prevent a recurrence of the crisis in Somalia?
10. Should the federal government impose limits on amounts awarded in civil litigation?
11. Is the Texas government on the right track in its battle against illegal immigration?
12. Will proposed concealed handgun legislation be bad for Texas?
13. What should be the Post Cold War role of the CIA?
14. At what point do the rights of a property owner supercede environmental considerations?
15. Should the federal government replace the Social Security system?
16. Does the US have an appropriate trade policy with China?
17. Is the line-item veto a good idea?
18. What should the European community do to achieve lasting peace in the Balkans?
19. What should be done to reduce juvenile crime in Texas?
20. How vital is Mexico's economic recovery to the US?

## Anti-drinking video available free from National Federation

Did you know that the number one cause of deaths among young people every year in America is the automobile crash? It is also the number one disabler of all ages. Half of these fatalities are alcohol-related. Every year, 100,000 Americans die as a direct result of alcohol consumption.

In 10 years of America's involvement in Vietnam, America lost 50,000 people. In one year, alcohol causes 100,000 deaths and costs the American public an estimated \$100 billion. All other drugs, including marijuana, crack, cocaine and heroin, cause 6,000 deaths per year. Certainly by comparison the alcohol problem in our country is a severe one. Alcohol causes more deaths and injuries by car, fire, homicide, rape, date rape, battering, child abuse and domestic violence than the calamities caused by all other illegal drugs combined.

The National Federation of State High School Associations has sent the UIL office a 17-minute informational video and instruction guide that deals with the glorification of alcohol and societal attitudes that are developed through marketing campaigns and slogans. The overall goal of the video and discussion guide is to encourage young people to be aware that they are part of a marketing package that delivers them to the distributor's door. After viewing the video, it is the opinion of UIL staff that students could greatly benefit from its contents. Perhaps it could be shown in a health or physical education class.

The video and guide are being provided at no cost by the Manocherian Foundation, a charitable organization dedicated to reducing accidents, deaths and disabilities on our nation's highways by promoting safe driving habits through public awareness. The foundation was founded in 1962 by Fraydun Manocherian, who as a high school student lost two friends to an impaired driver.

This video is available at no charge. To order your free copy, call 212/837-4844 or 4860 or by writing: The Manocherian Foundation, 3 New York Plaza, 18th Floor, New York, NY 10004.

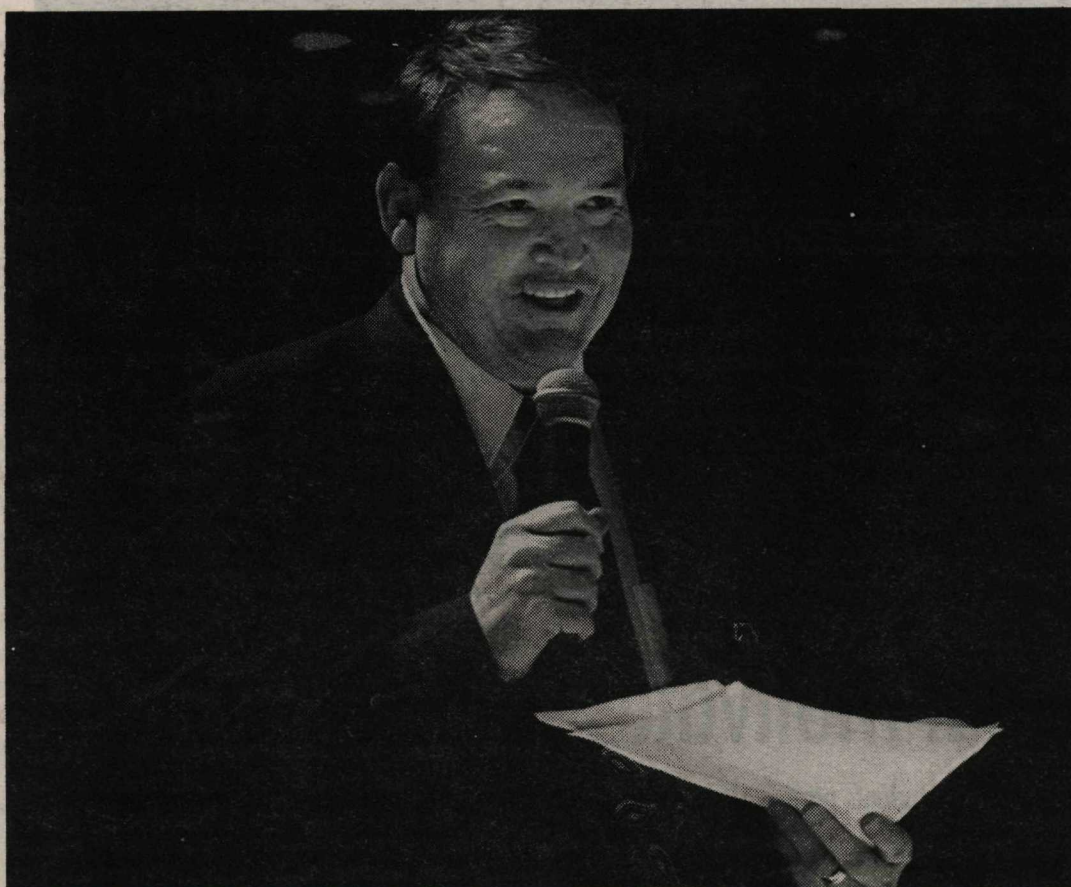
## Two named Alamo scholar/athletes

Two more Texas high school seniors — Kimberly Daniel of Lamar High School and Shane Hall of Van Alstyne — have been named Alamo Rent A Car Scholar/Athlete of the Week for March.

As Alamo Scholar/Athletes of the Week, award winners receive a \$500 scholarship from Alamo upon graduation, a commemorative trophy, and a cap and T-shirt. They are also 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 HSE throughout the school year at 9 a.m. and 6:30 p.m. Sundays, and at 9:30 p.m. Mondays.

In addition to the Alamo Scholar/Athletes of the Week program, Alamo Rent A Car assists the UIL with awarding scholarships to high school seniors via special donations to the UIL Scholarship Fund. Here's how it works: with each Alamo car rental, Alamo donates five percent of the basic rental rate to the scholarship fund if Rate Code TO or TM and ID number 252660 is requested.

In the past three years, rentals booked on these special rate codes have resulted in contributions of more than \$35,000 to the UIL, making Alamo the single largest corporate contributor to the organization.



**THE TORCH PASSES.** One of the more pleasant tasks of being UIL director is introducing members of the honor team at the UIL state basketball tournaments. Players from past state championship teams are invited back to Austin to see a game or two and be honored

at the halftime of one of the state championship games. Here, Dr. Bill Farney introduces members of the 1970 3A champion Kerrville Tivy team during the halftime of the 4A championship game between Austin Anderson and Port Arthur Lincoln. Photo by Joey Lin.

## 1994-95 REGIONAL SPRING MEET SITES AND DIRECTORS

### Region I, A

Dean Jerry Barton  
South Plains College  
Box 5, 1401 College Avenue  
Levelland, TX 79336  
(806) 894-9611 ext. 36  
Fax: 894-5274

### Region I, AA

Mr. David Merrell  
Abilene Christian University  
ACU Station, Box 8365  
Abilene, TX 79699-8365  
(915) 674-2035  
Fax: 674-2844

### Region I, AAA

Lee Buice  
Odessa College  
201 West University  
Odessa, TX 79764  
(915) 335-6412  
Fax: 335-6314

### Region I, AAAA

Mr. Michael P. Ryan  
Angelo State University  
P. O. Box 11015, ASU  
Station  
San Angelo, TX 76909  
(915) 942-2117  
Fax: 942-2038

### Region I, AAAAA

Ms. Lynn Elms  
Texas Tech University  
P.O. Box 1071  
Lubbock, TX 79409-1071  
(806) 742-2350  
Fax: 742-1660

### Region II, A

*Academic, One-Act Play, Golf, Tennis*  
Charlene Strickland  
Hardin-Simmons University  
Department of Communication  
Box 15078, HSU Station  
Abilene, TX 79698  
(915) 670-1407  
Fax: 670-1527

### Track and Field

Abilene Christian University  
(See Region I, AA above)

### Region II, AA

Dr. Mary Jane Mingus  
Tarleton State University  
Box T 0320  
Stephenville, TX 76402  
(817) 968-9742  
Fax: 968-9239

### Region II, AAA

Dr. Ron Huffstutler  
East Texas State University  
Division of Continuing Education  
Commerce, TX 75429-3011  
(903) 886-5919  
Fax: 886-5918

### Region II, AAAA

Ms. Beth Stribling  
University of North Texas  
Center for Continuing Education  
P.O. Box 5344  
Denton, TX 76203-0344  
(817) 565-3390  
Fax: 565-3801

### Region II, AAAAA

Jack Thornton/Linda Hardwick  
Baylor University  
P.O. Box 97033  
Waco, TX 76798-7033  
(817) 755-1921  
Fax: 755-2021

### Region III, A

Dean Jim D. Campbell  
Kilgore College  
1100 Broadway  
Kilgore, TX 75662  
(903) 983-8188  
Fax: 983-8600

### Region III, AA

Mr. Frankie E. Muffoletto  
Tyler Junior College  
Box 9020  
Tyler, TX 75711  
(903) 510-2525  
Fax: 510-2614

### Region III, AAA and IV A

Dr. John Harris  
Blinn College  
902 College Avenue  
Brenham, TX 77833  
(409) 830-4150  
Fax: 830-4116

### Region III AAAAA

Dr. Max Coleman  
Sam Houston State University  
Mathematics Department  
Huntsville, TX 77341  
(409) 294-1570, 1563  
Fax: 294-1882

### Region III AAAAA

Dr. Dean Evans  
San Jacinto College  
8060 Spencer  
Pasadena, TX 77505  
(713) 476-1811  
Fax: 476-1823

### Region IV, A

Blinn College (See Region III, AAA)

### Region IV AA\*

*Academic*  
Dr. Pam Hill  
Palo Alto College  
1400 West Villaret  
San Antonio, TX 78224-2499  
(210) 921-5304  
Fax: 921-5299

### Region IV, AAA

Dr. Emilio A. Mucchetti  
Texas A&M University-Kingsville  
Department of Language & Literature  
Campus Box 162  
Kingsville, TX 78363  
(512) 595-2640, 2516  
Fax: 595-2116

### Region IV, AAAAA and Region IV, AAAAA

Charlie Brown (Janey Wanke)  
Northside ISD  
7001 Culebra  
San Antonio, TX 78238  
(210) 706-7509  
Fax: 681-4298  
*Academics:*  
Lanny Naegelin  
(210) 804-7145  
Fax: 804-7146

## Cy-Creek, Berkner claim state swim crowns

Houston Cypress Creek in the boys' division and Richardson Berkner in the girls' division each claimed their first UIL state championship at the 1995 Swimming & Diving Meet last month in Austin.

Cypress Creek got by two-time defending state champion Humble Kingwood 192 to 129. Conroe McCullough finished third with 121 points.

Richardson Berkner, behind the efforts of Erin Maher 32 points, edged Klein 129 to 111. Temple was third with 93 points.

Only two UIL record were established. Katie McClelland of Duncanville in 100 yard breaststroke, broke the nine-year old mark in the prelims and then re-established the record in the finals with a time of 1:02.89.

Anthony Robinson of Houston Memorial in the same event, the 100 yard breaststroke, re-wrote the two year old record with a time of 55.37.

### BOYS' RESULTS:

1. Houston Cypress Creek, 192; 2. Humble Kingwood, 129; 3. Conroe McCullough 121; 4. Klein, 112; 5. Houston Clear Lake, 94; 6. Richardson Berkner, 65; 7. Klein Forest, 64; 8. El Paso Eastwood, 47; 9. Lubbock, 46; 10. Austin Westlake, 44

### GIRLS' RESULTS

1. Richardson Berkner, 129; 2. Klein, 111; 3. Temple, 93; 4. Houston Langham Creek, 88; 5. Houston Cypress Falls, 70; 6. Spring Westfield, 69; 7. Conroe McCullough, 62; 8. Friendswood Clear Brook, 62; 9. Austin Westlake, 60; 10. Humble Kingwood, 48.

## PUBLIC reprimands

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

★ **VOLLEYBALL**  
Mark Pearson, Ganado JH  
Dana Hatch, Austin HS

★ **SOCCER**  
John Briscoe, Dallas Kimball HS  
Dan Heger, Temple HS  
Fred Steinkamp, Sugar Land Clements HS  
Thomas Hinds, Rio Grande City HS  
Al Estes, La Marque HS  
Brian Cain, North Mesquite HS  
Karl Burwitz, Palestine HS

★ **BASKETBALL**  
Eric Davis, Corpus Christi Seale MS  
Rod Johnson, Kerrville HS  
Alan Neff, Grandview JH  
Bryan McCulloch, Gustine HS  
Russ Bannister, El Paso Parkland HS  
Jesse Riojas, Bastrop MS  
Rodell Turner, San Antonio Sam Houston  
Robert Torres, Del Rio HS  
Jim Forbes, El Paso Riverside HS  
Russel Lucas, San Saba HS  
Stacy Conway, Waskom HS  
Dave Ward, Pasadena HS  
Scott Mitchell, Kilgore HS  
Bobby Radd, Marlin HS  
Gina Hunter, Rosebud-Lott HS  
Stan Hicks, Plano HS  
Ronald Lamb, Tati HS  
Larry Vanley, El Paso Parkland HS  
Kenneth Butts, George West HS  
Dawn Law, Marshall HS  
Donald Patton, Mt. Pleasant HS  
Mary Lou Youngblood, The Colony HS  
Lisa Daigle, Klein HS  
Scott Isbell, Irving Nimitz HS  
Trevor Fountain, Huntsville HS  
Jill Linblade, Sugar Land Elkins HS  
Barry Stevens, Canyon Randall HS  
Ken Law, Eula HS  
Jim Moore, Aldine HS  
Elizabeth Perez, Garland Lakeview Centennial HS  
Jim Reinstra, Houston Sharpstown HS  
Ronald Lloyd, San Antonio Highlands HS  
Steve Raley, Willsboro HS  
Warren Sauthers, Scurry-Rosser HS  
Mike Smallwood, Alief Hastings HS  
Mike Inco, San Antonio Kennedy HS  
Gabe Duffey, Port Arthur Lincoln HS  
Rusty Hicks, Cypress Fairbanks HS  
Rhonda Pomeroy, Amarillo River Road HS  
Rick Demasters, Vega HS  
Joe Rushing, Lancaster HS  
Terry Simpson, Waxahachie HS  
Ariel Elliot, Greenwood HS  
James Wright, Seely JH  
Eddy Hinds, Trinidad HS  
Jon Curry, Ft. Worth Diamond Hill-Jarvis  
John Bleason, Dumas HS  
Tony Ferguson, Somerset HS  
Maribel Silva, Pharr-San-Juan-Alamo MS  
Jerry Lemley, Clear Ck. Space Center JJ  
Scott Wittlake, Amarillo Crockett MS  
Jay Jameson, Edgewood HS  
Kyle Cooper, Gonzales HS  
Jeff Evans, Lubbock Coronado HS  
Murray Wall, Broadus HS  
Carl Saxon, Grapeland HS  
Boyce Honea, Houston Milby HS  
Lawrence Cross, Waco University HS  
Joe Nimock, Dallas Jefferson HS  
Julie Thomas, Lewisville Marcus HS  
Tony Pinson, Big Sandy HS  
Brian Stark, Sugar Land Willowridge HS  
Dawn Kimchelde, Burleson HS  
Rick Teran, Millsap HS  
Dan Borin, Pasadena Sam Rayburn HS  
Paulo Sanchez, Edinburg HS  
Todd Brown, Austin Lanier HS

• CONTINUED, page 11



DALLAS CARTER's Sylvester Lilly (#10) battles against an San Antonio East Central player in the 5A state finals. Photo by Joey Lin.

## What motivates students?

Knowing why students participate in contests will help in shaping educational competitions

The benefits of student participation in school activity programs have been cited in much literature during the past decade. School activity programs have contributed to the development of student's social, personal and future life.

In addition, parents who have been historically interested in the education of their children as a means for upward mobility in their child's adult life have also realized the benefits of school activity programs. It is also estimated that more than half of the parents of children attending school support the concept of school activity programs and consider such programs to be important to the development of their children.

Research conducted by the American College Testing Service formally established the need and value of school activity programs by exploring factors that related to predicting success in future adult life for high school students. Factors comprising high school grades, college grades and scores on college entrance exams did not show any significant correlation to how successful a person might be in adulthood. The only factor that could be used to predict the probability of success in later life for the student was the amount of participation and achievement rate in school activity programs.

School activity programs have been a concern of professionals studying public education since the 1980's. In the Governor's report on Texas schools, a task force reported a major concern regarding the limited amount of time available for classroom instruction. The task force cited interruptions in the school day for school activities as a major deterrent to student learning time. The authors of the report concluded that while the importance of school activities for the development of the individual was essential, a much better balance should be established between school activities and academics. The purpose for school activities, as reported in research on public schools, should exist only within the context and framework of the larger purposes of academic education which encompass the total curricular program.

Even though the need and value of school activity programs appears to be supported, little information is available on why some students participate and take



Charles Breithaupt

advantage of these programs while other students do not. A major limitation in school activity programs was reported as a lack of participation by certain students when the evidence suggested that participation in activity programs would provide benefits to those students who participated.

Educators acknowledge that a segment of the student population does not participate in school activities and that efforts to get disinterested students actively involved have not been successful. Part of the reason educators have been unable to involve a greater proportion of the students in activities may stem from a lack of a clear understanding of the background and motivation of these students.

If school activities can and will make a significant difference in the growth and development of students, then an obligation exists on the part of educators to help students realize the opportunities available to them. Included with this idea of helping students grow and develop is the realization that educators must be aware of the factors and background information that could influence a student's decision to participate or not participate in school activities.

The future for educators in trying to provide the best possible educational programs for students — be they of an academic, social or personal nature — is a constantly changing one. Educators need to undertake a deeper study of the student if appropriate curriculum is to be offered and to ensure that students participate in activity programs, especially if such participation fosters a relationship to future success for the student.

For example, it is estimated that the number of children living in a divorced family has doubled since 1960. In addition, the projections for the next decade show that half of the children in school will have lived in a one-parent home. Information of this nature will be valuable in understanding the complexities of the family role status in this country.

Students have new, changing perspectives that educators, at one time, did not have to be greatly concerned with in terms of student success. The reality is that divorced and remarried couples are now a part of the normal family in America. This information, combined with the socioeconomic and academic background of high school students, should provide educators with a better understanding of how and why students succeed, especially in terms of involvement in school activities.

## Players reflect attitudes, behavior of their coaches

Even though it was an isolated event perpetrated by a disturbed individual, the stabbing of tennis star Monica Seles sent shock waves throughout the sporting world. The man who attacked Seles claimed to be a fan of Steffi Graf who wanted to see her regain the No. 1 ranking in women's tennis. That is, to say the least, a rather off-balance way to go about supporting your sports heroes, and that incident raised many key issues about the nature of fans and, by extension, the nature of sports itself.

The stabbing raises ethical questions about sportsmanship, the nature of competitive sports, their participants and their fans.

At what point does competition — or an interest in watching others compete — cease to be healthy and instead become pathological?

We hear so much these days about the importance of good sportsmanship and fair play. But just who is responsible for the sportsmanship displayed by students and fans? I believe everyone involved in the competition is responsible: students, sponsors, coaches, teachers, administrators, parents and spectators.

Players will reflect the attitudes of their coach or sponsor. Whether it's a debate contest or a basketball game, participants will be greatly influenced by these individuals. It is so important for these adults to set a positive example, especially when facing adversity and defeat. One of the biggest lessons a student can learn from competition is to go forward instead of quitting.

Extracurricular activities are to be enjoyed by both the participant and the spectator. Their outcome should not cause undue pressure to be placed on the students, coaches, sponsors, judges or officials. When this begins to happen, it's time to take a serious look at the programs to see if they are teaching the ideals that were incorporated into our schools to teach.

The National Association of Secondary School Principals, in response to a request from the National Federation of State High School Associations, adopted the following resolution on sportsmanship:

"The ideas of good sportsmanship, ethical behavior and integrity permeate our culture. The values of good citizenship and high behavioral standards apply equally to all activity and disciplines.

"In perception and practice, good sports-

• CONTINUED on page 11



Rachel Hendrex

## Learning to COPE: If the trend of bad sportsmanship is to be halted, coaches and officials must be held responsible

"It takes two to quarrel, but only one to end it."

I read that in the Indiana High School Athletic Association's March newsletter.

I'll admit my first reaction was, "that's right, and I am the one that will end it!" We all (at least the guys) talked that tough stuff growing up. While we may have matured a bit and don't talk that way anymore, I'd bet the majority of us still think that way.

Perhaps therein lies the problem, and why the UIL will earnestly introduce its Coaches and Officials Positive Exceptions (COPE) program this coming school year.

Being competitive and emotional are two of the strongest characteristics of a coach. Sports officials also have a competitive streak in them, and unfortunately, must react to coaches' emotions when challenged. Some with emotion also.

Emotion, competition and ego in one individual are probably manageable. In two individuals that MUST work together . . . well, you get the picture.

Beginning next school year, the COPE program will become mandatory for coaches and officials.

The 1995-96 UIL Constitution & Contest Rules will contain this statement in Section 1204:

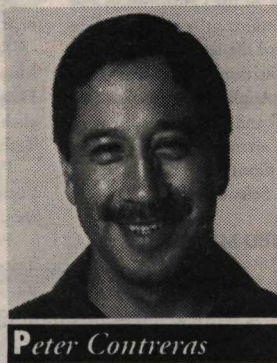
(r) **UIL COACHES AND OFFICIALS POSITIVE EXPECTATIONS MEETING (COPE) AND REGISTRATION**

(1) Coaches and Officials Required to Register with UIL and Attend Meetings.

(A) All officials and all varsity head coaches in baseball, basketball, football, soccer, softball and volleyball shall attend a joint COPE meeting prescribed by the UIL prior to their sport season.

(B) All baseball, basketball, football, soccer, softball, and volleyball coaches in their first year of coaching shall attend a COPE meeting.

(C) All coaches should attend these meetings or a seminar (based on COPE Material) conducted by the head coach or the athletic director/coordinator.



Peter Contreras

(D) Coaches and Officials who register and attend will have their name placed on a registration list which will be provided by the local chapters and other groups who hold these meeting. Other information to be provided to the UIL for each official is: name, address, and division.

(E) The UIL may charge a registration fee for officials to help offset costs of programs for officials (rule books, other educational materials, and development of materials and meeting costs.)

(2) Failure to register or loss of registration.

(A) Coaches. Coaches who receive an automatic penalty of public reprimand for being ejected from a game, in accordance with Section 1208 (h), shall automatically be suspended from the next game/contest unless they have proof of being registered. Coaches who are ejected from games must complete the registration process the next season to regain registration.

(B) Officials.

(i) A report of a coach ejection from an official may not be considered or adjudicated by the UIL unless the official has registered prior to the season.

(ii) Officials who are not registered will not be allowed to work post district games, and should not be used for regular season games. Exceptions will be handled through the UIL office.

(iii) Officials must report all ejection's of coaches, severe verbal and physical abuse, and any major disruptions that occur during a game. The game administrator is to be informed of the problem the night of the game. Written reports from each official involved are to be mailed to the UIL office within the next two working days following the game or match.

(iv) Officials are to conduct themselves in a professional manner before, during and after a contest.

(v) Officials who violate the provisions of (B) (iii) and (iv) may be removed from the list of registered officials.

### COPE MEETINGS

Coaches can attend the required COPE meeting at the summer coaching school or at a local officials' chapter meeting which coaches are invited to attend each year. The UIL is also producing a COPE video that can be used at these chapter meetings and at the seminar conducted by the head coach which is suggested for all coaches.

Too harsh a penalty for losing your composure in the "heat of the moment?" I don't think so. If the trend of bad sportsmanship is to be halted, coaches and officials must be held accountable. If we are to teach our students that what they watch on FOX on any autumn Sunday afternoons or on Friday night on TNT is not acceptable behavior, then we must be positive role models at all times. Undoubtedly, we cannot expect the professionals to be.

National Football League owners realized several years ago they did not like what was happening in their game. Changes in the rules followed. The NCAA finally said the same after this past football season, and changes are coming next season. Both have accepted the fact that "their" players' and coaches' actions impact our youth — and we're not just talking high school athletes.

Sure, that's a heavy burden to carry as a coach. But I also believe that a coach has always been, at the minimum, a cut above the norm.

The UIL and its member schools believe that this program can enable us to turn the corner. Working with coaches and officials, the League has made great strides in the last four years since the automatic penalty for an ejection, which carried a public reprimand and one-year probation, was instituted.

Texas is better off than it was four years. Some states have taken a harder stance. Florida, for example, rules a student ineligible for the next seven calendar days if ejected for unsportsmanlike conduct or flagrant foul. A coach who is ejected is suspended from coaching the next contest as well as any further contests at any level that same day or night. A minimum penalty of \$50 is assessed against the school when a coach is ejected. Also, when no school personnel are available to assume responsibility after a coach is ejected, the contest is forfeited and an additional \$250 is assessed against the school.

I can see a school informing coaches that they are responsible for the fine because of their actions, not the school. I know the perception still exists that officials have too much power with the ability of ejection. Well, to a large degree, officials are finally held accountable for their actions with (B) (i) and (ii). That's the mindset we have to overcome — nobody is out to get anyone. No official has it in for a coach and no coach has it in for an official. Remember, "it takes two to quarrel."

## PUBLIC reprimands

Mike Bridges, Leander HS  
Ron Anders, Childress HS  
Craig Wooley, Sanford Fritch HS  
Melvin Peterson, Dallas Adamson HS  
Lonnice Sewell, Cleveland HS  
Patrick Harvell, Aubrey HS  
Eddie Estrada, Canutillo HS  
Raymond Wilson, Bremond HS  
Richard Celestine, Port Arthur Austin HS  
Clay Rosenbaum, Rockport-Fulton HS  
Freddy Armstrong, San Diego JH  
Treasure Blankenship, Stinnet West Texas  
Rod Brown, Brazosport Brazoswood HS  
Danny Faust, Nederland Wilson MS  
John Paul, Nixon-Smiley HS  
Bob Wolk, Bynum HS  
William Watson, Dallas Wilson HS  
Frances Ezenwa, El Paso Borges HS  
Rick Flanagan, Pine Tree HS  
Rick Rhoades, San Antonio Madison HS  
Lyn Fink, Overton HS  
Jane Atzenhoffer, Sinton HS  
A.J. Johnson, Amarillo Palo Duro HS  
Greg Little, Patton Springs HS  
Mark Owen, Harleton HS  
Lori Alexander, Cross Roads HS  
Jeff Connell, Gregory-Portland HS  
Britt Wilmet, Houston Spring Woods HS  
Kris Baskin, Judson Kirby JH  
William Gee, Laredo Memorial HS  
Sam Hughes, El Paso Eastwood HS  
Mark Smith, Victoria Patti Welder JH  
Wes Holcomb, Amarillo Fannin MS  
Mike Jones, Pampa HS  
Rod Davis, Pampa JH  
Earl Farley, Waco Wiley MS  
Steven Autrey, Academy HS  
Belinda Hinojosa, Pharr-San-Juan-Alamo  
Rick Deutsch, George West HS  
Gerry Morgan, San Angelo Edison JH  
Grant Davis, Hereford JH  
Danny Jones, Bullard HS  
Adam Arana, Tuloso-Midway HS  
Rodney Terry, Somerville HS  
Bill Crisp, Wimberley HS  
Bobby Carson, Channelview HS  
Art Cole, Tomball HS  
Toby Tyler, Bullard HS

### ★ BASEBALL

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

## Rules of good sportsmanship apply to parents and fans too

• CONTINUED from page 10

manship shall be defined as those qualities of behavior which are characterized by generosity and genuine concern for others.

"Further, an awareness is expected of the impact of an individual's influence on the behavior of others."

Competitive activities seem to operate within a fairly broad spectrum, running the gamut between "It's not whether you win or lose, but how you play the game that counts," to Vince Lombardi's famous credo, "Winning isn't everything, it's the only thing." In recent years, however, the pendulum seems to have swung in the direction of extreme emphasis on winning.

I am currently coaching seventh and eighth graders in a little dribbler's basketball league. Although my team has yet to win a game, the girls are having fun and learning new skills, both physically and mentally. In my five years of coaching little dribblers, I have always stressed that as long as you play to the best of your

ability, you are a winner. In addition, I emphasize the importance of good sportsmanship, both on and off the court.

As I mentioned earlier, players will reflect the attitudes of their coach. It is my responsibility to set a good example, not only for my team, but also for the parents and fans. I am very aware that the people sitting up in the stands are watching not only my actions, but also my reactions. When an official makes a call with which I happen to disagree, the worst thing I can do is argue, yell and basically throw a fit on the court. All this does is start a negative chain reaction, causing players and fans to follow my poor example.

Players must be taught the proper fundamentals and given the necessary tools to help them be successful. But at the same time, they must know that there are rules by which a game is played, and that the breaking of those rules will not be tolerated. The same should also apply to parents and fans. We need everybody's help in returning sportsmanship to the game.

We usually discuss the ethics of fan behavior only when something truly awful happens — when a man comes out of a crowd to stab a tennis star, when thousands are killed or injured in soccer riots, when a homicide occurs after a Little League game, or when extremely destructive riots occur in a city after their team wins the championship. But the behaviors of fans and parents also have huge effects on the nature of the sports they watch.

Fans of competitive activities have the opportunity to explore new possibilities of appropriate behavior and to set high standards. Teachers, administrators, coaches and sponsors have the power to consciously examine the true meaning of competition and thoughtfully mold the behaviors of players, parents and fans.

The next time you're at a competitive music, academic, fine art or athletic event, remember that it is only a contest and everyone is doing his or her very best. Sit back, enjoy and encourage the players in a positive way and remember: It is just a game.

# Official notices

## DANBURY HS

The State Executive Committee issued a public reprimand to Danbury High School and put the school on probation through October 30, 1995 for failure to participate in the One-Act Play Contest after signing a participation card.

## SEALY HS

The State Executive Committee issued a public reprimand to Mr. T. J. Mills, coach at Sealy High School, put him on probation through January 16, 1996, for violation of the Athletic Code.

## SA KENNEDY HS

The State Executive Committee issued a public reprimand to Mr. Mike Inco, coach at San Antonio Kennedy High School, and put him on probation through January 16, 1996 for having been ejected from two basketball games. The committee also upheld the two week, three game suspension of Mr. Inco assessed by the school district.

## SULPHUR BLUFF HS

The State Executive Committee issued a public reprimand to Sulphur Bluff High School and put the school on probation through January 16, 1996, for violation of the Athletic Code. The violation involved a fan who came on the floor and pushed an official during a basketball game.

## KENEDY HS

The District 30 AA Executive Committee issued a public reprimand to Kenedy High School and put the school on probation through the 1995-96 basketball season for failure to provide proper supervision at a UIL activity and failure to control their fans, students, and athletes.

## NIXON-SMILEY HS

The District 30 AA Executive Committee issued a public reprimand to Nixon-Smiley High School and put the school on probation through the 1995-96 basketball season for failure to control their fans, students, and athletes.

## SOCCER RULE ERROR

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

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

## CHILTON HS

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

## MCALLEN ISD

Mr. Camilo Rodriguez, coach at Rowe High School, McAllen, was issued a public reprimand by the State Executive Committee for allowing students to play in football games on consecutive nights. He was suspended from the last three football games of the 1992-93 season and placed on probation through the 1994-95 school year.

## WEST-ORANGE STARK

The State Executive Committee issued a public reprimand to Mr. Dan Hooks, West Orange Stark High School, and extended his probation through July 7, 1995, for causing violations of the amateur rule. In addition Mr. Hooks was suspended from six football games of the 1993-94 season.

## GRAPEVINE ISD

The District 6 AAAAA Executive Committee issued a public reprimand to Grapevine High School and placed the boys' basketball program on probation through the 1994-95 school year for lack of crowd control and student and fan misconduct.

## MARION ISD

The District 27 AA Executive Committee issued a public reprimand to Marion High School for violating the Athletic Code, and put the boy's basketball program on probation through the 1994-95 basketball season.

## JASPER ISD

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

## HUFFMAN ISD

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

## FAIRFIELD ISD

The District 18-AAA Executive Committee issued a public reprimand to Fairfield ISD and placed the school on a one-year probation through the 1995 baseball season for fan conduct violation, Section 1201 (b) (3).

## MEXIA ISD

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

## CORPUS CHRISTI ISD

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

## EDNA HS

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

## OFFICIAL INTERPRETATION

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

## WESTERN HILLS HS

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

## KILLEEN HS

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

## ART CONTEST

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

See the C&CR for rule changes.

## SPELLING

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

## SPELLING

Attention Elementary and Jr. High Spellers! Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the *A+ Spelling List* for 1994-95. It is important to have the most current spelling list (1994). Significant revisions of the old list have been made.

Please make the following corrections in the *A+ Spelling List* for 1994-95:

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

## LITERARY CRITICISM

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

## LINCOLN-DOUGLAS TOPIC

The following Lincoln-Douglas resolution will be used January through May, 1995.

RESOLVED: That rehabilitation ought to be a higher priority than

retribution in the American criminal justice system.

## COMPUTER SCIENCE

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

## PRESCRIBED MUSIC LIST

Page 14 — 911-Band Grade IV-Hanson-Variations on an Ancient Air Hymn

Page 128 — 405-Acoustical Guitar-Class I: Bach/Criswig-Jesu, Joy of Man's Desiring...CPP

Page 50 — 303-Trombone Solo, Class I, Clinard-Sonata (unaccompanied trombone) play I & II; or II & III

Page 126 — 404-String Bass Solos, Class I

Telemann/Sankey-Sonata in a minor (play two contrasting movements)

Telemann/Sankey-Sonata in f minor (play two contrasting movements)

Page 32 — Clarinet Solo Class I: Stamitz, Johann-Concerto in B-flat Major (play one movement).....MCA

Page 32 — Clarinet Solo Class I: Stamitz, Carl-Concerto No. 3 in B-flat (play first or third movement)....CFP/Sch/Leed

Page 76 — Tchaikovsky/Kennedy-Marche Miniature (solo piccolo plus 6 flutes)

Page 119 — Viola Solo Class I: Bach/Casadeus-Concerto in C Minor (play one movement)

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

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

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

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

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

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

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

Page 65 — Flute Trio-Class III-Delete Beethoven/McLin-Menuet in G

Page 77 — Clarinet Choir-Class I-Stravinsky/Lester-Ronde des Princesses from *The Firebird Suite* (6 B<sup>b</sup> clarinets, alto clarinet, 2 bass clarinets, B<sup>b</sup> or E<sup>b</sup> contrabass clarinet)

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

Page 116 — Violin Solo Class 2: Bach-Gavotte.....Sum B (Vol. 4), should be (Vol. 5)

Page 136 — Miscellaneous String Trios Class 1: Bach-Sonata in G Major (2 violins, piano) ADD (play one movement)

## DICTIONARY CONTEST

The *Constitution and Contest Rules* (p. 137) lists the *Houghton Mifflin Intermediate* and the *Houghton Mifflin Student Dictionaries* as the source of contest questions. The 1994 editions of these books, published after the C&CR, are titled *American Heritage Children's Dictionary* and *American Heritage Student Dictionary*. Contestants may use either the older or newer editions.

## HOUSTON LAMAR HS

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

## SAN ANTONIO HIGHLANDS

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

## PLEASE NOTE

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

## RECOMMENDED DISTRIBUTION

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