

# League

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## 3's not a crowd

State Board approves advancing three teams into 4A playoffs

By PETER CONTRERAS  
UIL Media Director

Considered by many to be a success at the Conference 5A level of the University Interscholastic League, Conference 4A will now have an opportunity to judge its merits when three teams advance to the playoffs beginning the 1996-97 school year.

Following State Board of Education approval last month, three teams will advance to the playoffs in baseball, basketball, football, soccer, softball, and volleyball.

The addition of three teams advancing to the playoffs in Conference 4A creates greater interest to the communities and schools. Approximately 32 additional schools will get the opportunity to experience the benefits, both financially and from a competitive standpoint, that the state playoffs provide. This increased interest is healthy in these team sports because the increased odds of making the playoffs provides for a more competitive district race.

At the annual Legislative Council meeting in October, a decision will be reached by the committee whether to allow Conference 4A schools to play to two state champions in football like Conference 5A, or whether play should allow the advancement of only one team to state championship.

The issue of allowing three teams in the playoffs in Conference 4A was first proposed last summer at the Athletic Committee meetings and was presented as a referendum ballot item to the school last fall. With overwhelming approval from the schools, the proposal was forwarded to the state board of education for their approval.

In another rule change, district champions in Conference 5A that have a bye for the first round of the playoffs will be allowed to play an extra game during the time period the first round games are being played in baseball, basketball, soccer, softball, and volleyball.

This change is effective the 1995-96 school year.

Other changes in athletic rules or policy, effective the 1995-96 school year are:

- Allow ninth graders from separate campuses to be eligible for varsity competition with the high school in single high school districts.
- Divide Conference 5A football schools in Division I and II annually.
- Prohibit coaches from moving a player more than one position up or down the ladder in the singles team tennis lineup.
- Allow schools, by mutual consent, to lengthen quarters in junior high school basketball to eight

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**WE WON.** It was a weekend of highs and lows. For students such as these one-act play participants, winning a state academic championship was the perfect way to end the school year. For those who finished out of the top places, it was a time to be wonder what might have been. The disappointment generally wore off as soon as students began enjoying the rest of their weekend in Austin. Photo by Alan Smith, UT Photography Services.

# The Quad Squad

Lindsay claims its 4th straight Conference A state academic title

Scoring points across the board, Lindsay captured its fourth consecutive Conference A state academic championship, May 6. No other school in any conference has held such a stranglehold on the academic championship as this tiny town, located a few miles south of Gainesville. After San Isidro captured the first ever Conference A state academic crown in 1991, the North Texans have held off all challengers.

This year, the team edged Rule, 133-110, and easily outdistancing third place Lago Vista (58), Lazbuddie (57) and Rocksprings (54).

So what's the secret?

"We were talking about it the Monday morning after State Meet, and someone noted that we have placed in completely different events over the past four years," said Craig Hertel, the school's UIL academic coordinator. "One year, our math and science will be real strong. The next year, it might be our speech, and then the next, our writing. So it seems like each year, we do well in different things."

"And that's how we approach the spring meet contests. I like for us to do well in everything," Hertel added. "A couple of years, we have placed at least one student in every contest at district."

Despite this dominance, Lindsay isn't the state's lone academic powerhouse. Paced by its runner-up one-act play troupe, Seminole won its third consecutive 3A state crown, edging Bishop, 80-71.

Elsewhere in 3A, Mineola, under the guidance of Larry Wisdom, won its second consecutive one-act play championship. Winning in Austin is nothing new to Wisdom, who in 13 appearances while at Mineola has won seven state titles, including five in a row between 1987-1991. One of two directors to ever win five state OAP crowns in a row, Wisdom's students also won the 3A title last year. Over the years, his students at Mineola have won 37 individual awards as well, including David Fluit who won this year's Samuel French Award and Best Actor Award, Lanette Tucker, who was named to the all-star cast, and Aaron York, named honorable mention all-star cast. Wisdom won his first state title while at Conference A

Farmersville in 1975.

Elsewhere, Gregory Portland nudged Waco Midway, 94-86, to win its second consecutive 4A title and its third in four years. Third place Snyder was led by its nationally renown one-act play troupe, which won another state championship with *A Midsummer Night's Dream*. For director Jerry Worsham, it was his 25th state meet appearance and his 13th state crown, making him the winningest director in the 69-year history of the one-act play contest. Since 1949, his students have won 93 individual acting awards, including Kevin Alejandro who won this year's Samuel French Award and Best Actor awards, and Mark Bullard, who was named to the all-star cast.

Fourth place Friendswood (71 points) was powered by its state championship current issues and events team, comprised of sophomores Eric Steinhauer, Ryan Valicek and Shane Carter. Steinhauer became the first and only student in CI&E history to answer correctly 40 of 40 objective questions and receive a 10 on his essay — a perfect score.

In Conference 2A, Salado clipped New Diana, 68-67. The Eagles were paced by their number sense and math teams, which scored 37 and 25 points respectively. Meanwhile, in 5A, Sugar Land Elkins scored 126 points to squeeze past defending state champion Fort Worth Dunbar. The Knights scored heavily in calculator applications and literary criticism — 30 points in each — as well as in number sense (27 points). They also placed students in science, ready writing and headline writing.

At press time, the standings are as follows:

Conference A: 1. Lindsay, 133; 2. Rule, 110; 3. Lago Vista, 58; 4. Lazbuddie, 57; 5. Rocksprings.

Conference 2A: 1. Salado, 68; 2. New Diana, 67; 3. Rosebud-Lott, 54; 4. (tie) Stinnett West Texas, and Olney, 50.

Conference 3A: 1. Seminole, 80; 2. Bishop, 71; 3. Waco Connally, 63; 4. Denver City, 60; 5. Bridgeport, 54.

Conference 4A: 1. Gregory Portland, 94; 2. Waco Midway, 86; 3. Snyder, 78; 4. Friendswood, 71; 5. Austin LBJ, 45.

Conference 5A: 1. Sugar Land Elkins, 126; 2. Fort Worth Dunbar, 102; 3. Klein, 70; 4. Corpus Christi Carroll, 49; 5. College Station A&M Consolidated, 48.



## Base philosophy on sound principles

"We are living in a society where we see more and more reasons given for compromising every principle."

These words by Ronnie Carter, Executive Director of the Tennessee Secondary School Athletic Association, in the spring 1995 issue of *TSSAA News* provide a mirror to dilemmas in other states as well. Mr. Carter continues with examples where exceptions had been made, violations ignored, and compromises made.

In state association work, it is important that exceptions NOT be made, except where rules permit deviations under specifically defined conditions. To treat two different schools or students differently goes against the grain of fairness. If one school abides by rules while another school is held to a lesser standard, it is probable that the school adhering to the lesser standard would gain an advantage.

If grading procedures are less stringent in one school, an advantage is gained. If extra practice occurs (beyond the established limit), an advantage is gained. If judges in music and speech lower standards of excellence, not only is advantage gained, but integrity is damaged.

In the area of sports officiating, problems occur when excessive contact is permitted. Even though the contact does not seem to place a player at a disadvantage, the more physical team is given an advantage. If a coach teaches unfair tactics, the absence of sound principles will transfer to students who become disciples of "it's all right to cheat if you are trying to win."

There is never a time when compromising principles and integrity is permissible. In high school competition and performance rating, the same standards should be applied to everyone. More importantly, any sponsor or coach must have a strong set of principles when working with students. Every student



Bill Farney

must be given equal access to opportunity. All students must be dealt with impartially, with sincere regard for their development as a person as well as a competitor.

A famous athlete once said, "If you don't know where you are going, you won't know when you get there." So it is with a person without a sound philosophy. Lack of a clear philosophy indicates few clear goals or little if any sense of direction.

You cannot buy a philosophy — at least not a benevolent philosophy. Your philosophy reflects the kind of person you are. If you are into "situational ethics," every wind will steer you to a different port. But if your personal philosophy is based on sound principles, your goals will be more definite. A positive interaction with students and peers will be a more likely outcome.

Recent events in Oklahoma City illustrate what happens when people do not live by sound principles. Total disregard for the rights and feelings (and lives) of other people compound the complex interaction of our society.

We would not imply that an absence of principles in UIL activities would lead to the catastrophe in Oklahoma. However, an absence or lapse of sound principles in adult sponsors, directors, and coaches does have a negative impact on students' value systems. Students learn that compromises in principles can be made to justify winning or to gain an advantage over an opponent. Better to lose with honesty than to win with deceit or unfair advantage.

As this school year draws to a close, I want to thank all of the adults who made a positive impact on students this year. You come in two categories as classified by those in your communities: winners and losers. But to those of us in the state office, you are in one category if you approached your duties with honesty, positive regard for students, hard work, and integrity. You are a winner. When the trophies tarnish, records are forgotten, and new generations take your place, everyone will know that winning is an ephemeral and fleeting thing. But teaching and coaching with ethics and principles means being a winner for life.

## State Board of Education approves athletic rule changes

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minutes.

- Allow the use of speed-up rules and courtesy runners in baseball without mutual consent of opponents.
- Allow schools to schedule tournaments on non-consecutive days, provided there is no loss of school time.
- Allow junior high schools to scrimmage and play the first football game earlier, provided practice begins no earlier than the first day of school, the first four days of practice are conducted without any contact equipment other than a helmet, and schools hold seven days

of contact practice prior to the first game.

- Prohibit schools from forfeiting district games to play non-district games in baseball, basketball, football, soccer, and softball (already prohibited in volleyball).
- Allow schools with an average daily membership (ADM) of 84.5 or lower to choose to participate in six-man football, and allow schools with an ADM between 85.4 and 95.4 the option of one realignment period as a grace period to continue to participate in six-man while preparing for the change to eleven-man.
- Require head coaches, first year coaches, and officials to attend a joint education meeting through the UIL each year.

## The UIL is more than athletics

It happens now and then. A citizen, upset with his or her local school board decision to cut a program or activity, suggests in a letter to the newspaper editor that all UIL activities be eliminated. Recently, the *Austin American-Statesman* ran a letter from a man who was upset that the school district had slashed funds for the school district's science fair. Of course, he ended the letter by proposing that the district also eliminate funding for all UIL activities which, in his eyes, meant football, basketball and other sports.

If citizens want their district to embrace academic excellence, then the last thing they would want is to eliminate UIL activities.

In the first place, taking sports out of the schools doesn't get rid of them. It just guarantees that athletes will be at the mercy of street agents and others whose fleeting interests may be more financial than educational. Like it or not, sports keeps many students in school, off the streets, and operating within a orbit that cares for the whole student — not just whatever short-term athletic benefits they can bleed from a 16-year-old.

But this isn't the most short-sighted element of the argument to slash UIL funding. Doing so would eliminate contests in journalism, computer science, number sense, mathematics, science, computer applications, calculator applications, speech and debate, ready writing, current issues and events, accounting, literary criticism and one act play, as well as many band, orchestra and choir activities. And this doesn't take into consideration the UIL activities for elementary and junior high students.

The UIL isn't just sports. In fact, far more students participate in UIL academic and fine arts contests than athletics. It's time people got that message. — BH.

## Jerry Callahan

Earlier this year, the League lost one of its most ardent supporters. Jerry Callahan, director of regional academic contests at San Jacinto College, died suddenly earlier this year.

For more than 20 years, Jerry was a driving force and inspiration that made the 5A Region III regional contests among the most successful in the state.

The League offers its most heartfelt sympathy to his family and colleagues at San Jacinto. He will be greatly missed.



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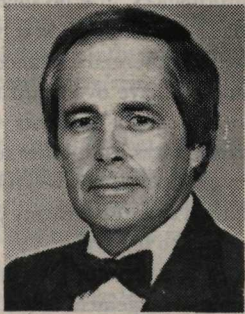
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## Is it a true 'state' competition if everyone advances?

### TSSEC faces potential gridlock because of glut of participants

As this column is being written, the state office is in the midst of preparation for the Texas State Solo and Ensemble Contest. All indications are that TSSEC will once again this year experience another major increase in participation. It appears that entries at the University of Texas site for 4A and 5A schools will be larger than they were before the 1A, 2A and 3A schools were moved to Southwest Texas State University in San Marcos. Furthermore, the number of events that must be scheduled at SWT will be 15% larger than in 1994.



Richard Floyd

This continued growth can be attributed to a number of reasons. For some directors the TSSEC is viewed favorably as a positive educational experience for their students. These students take great pride in "going to state." Other directors and students look at the TSSEC primarily as a spring trip to close out the year. In both cases the goal appears to be to take as many students as possible to Austin. Without assigning relative merit to any of these rationales, one must agree that they most assuredly add to the number of students who will travel to San Marcos and Austin the end of May.

Many educators also argue that one of the reasons for the growth in TSSEC is the inflation of Division I ratings awarded at the region contest. Let's take a look at the facts. The number of students who qualified for TSSEC this past year were as follows.

Twirling — 549 events or 54% of all Class I performances at the regions contest.

Band Solo and Ensemble — 14,369 Class I events or 58% of all Class I performances at the region contests.

Orchestra Solo and Ensemble — 1,437 Class I events or 65% of all Class I performances at the region contests.

Vocal Solo and Ensemble — 5,579 Class I events or 58% of all Class I performances at the region contests.

Medium Ensemble — 634 Class I events or 72% of all Class I performances at the region contests.

In other words, better than 59% (nearly two out of three) of all Class I performances at the region contests were certified for advancement to state. As a result in 1994 there were over 24,000 student entries in TSSEC. We know that this number will be even larger this year.

In no other area of League competition does the percentage of state participants remotely approach this number. The State Track and Field Competition draws approximately 1,000 students, and the State Academic Meet (including one act play) involves slightly more than 2,000 contestants. We must address this issue since it simply is not possible to continue to add an infinite number of judges to accommodate more and more students.

Here are some options for consideration.

- Develop a "core repertoire" of approximately 20 of the most exemplary compositions on each of the lists in the *Prescribed Music List* and require students to perform only those works if they wish to advance to state. This could be done by simply placing a (\*) by each



Thousands of Texas music students have prepared all year for the Texas State Solo-Ensemble Contest, May 27-29. Photo by Jason Mykoff, Travis HS, Austin.

"state level" solo or ensemble. A student could perform any Class I selection at region but would have to perform one of the "core repertoire" selections if they opted to come to state. A student, of course, could perform a selection from the "core repertoire" at region and then perform the same solo at TSSEC.

This provision would elevate the prestige of performing at state to a level more commensurate with other UIL state activities and offer a special challenge to our talented and gifted musicians. This policy change would have an impact on the size of the contest since it would no longer be possible to advance to state on one of the less challenging "entry level" Class I solos or ensembles.

- Establish a certification process at the region contest that goes beyond the Division I rating. For example, charge each solo and ensemble adjudicator with the responsibility of assigning a rating as he or she does now but also require the judge to certify to state only those students who perform at the highest level of expectations. This procedure could be implemented by simply including a blank on the comment sheet where the judge could check that a solo or ensemble entry had qualified to advance to TSSEC.

- Have an area solo and ensemble contest between region and TSSEC. This event would serve as an "elimination round" prior to TSSEC much as academic and track and field events advance from district to region to state. This concept presents many obstacles. The area contest would have to be scheduled in March and April when most music programs are preparing for concert and sight-reading contest.

There would also be many conflicts with other UIL events that take place during these months. There would clearly be a problem with the availability of judges. It is highly unlikely that it would be possible to find enough judges to staff seven area sites. And, a final concern would have to do with cost. Can schools afford to fund another contest and would underwriting such a contest be a wise use of any funds that might be available?

- Make the TSSEC a state solo contest only. This concept has been suggested by a number of sources. Whether we like to hear it or not, most of our small ensemble and medium ensemble judges tell us that many of these groups are not well prepared and certainly not of a level comparable with the solo contestants. We

could likely accommodate the increase in solo participation for the foreseeable future if we used the space and judges currently assigned to ensemble events for solo competition.

- Consider hosting the TSSEC at several sites around the state and no longer have all schools come to Austin and San Marcos for the competition. In other words have a North Texas TSSEC, West Texas TSSEC, South Texas TSSEC, East Texas TSSEC and so on or have a TSSEC in each of the existing 7 areas.

Pragmatically, this solution has the potential of resolving some of the existing problems but it does present a philosophical concern. In the eyes of the public and many school administrators we will no longer have a state event at one site similar to other UIL activities. We also will be involving more and more students in a "state contest." At some point the event will cease to carry the prestige that is associated with other UIL state contests that draw only the very best to a central site for a final competition.

- Another solution that has been proposed is that the contest be limited to juniors and seniors only for solo events. This concept has been used in the past in other UIL programs and, in fact, we currently limit solo competition to grades 9 through 12 in the regional solo and ensemble contest.

This dilemma will be on the agenda for discussion at all UIL/TMEA Spring region meetings. The above solutions will be debated. It is also hoped that other solutions will surface for consideration at that time. Final deliberation will take place with the UIL/TMEA Music Advisory Committee meeting scheduled for July in San Antonio.

In any case all band, choir and orchestra directors must accept the reality that something must change. The format of the 1996 TSSEC must address the overwhelming problems we currently face. We simply can not continue under the existing format or the TSSEC will ultimately degenerate into gridlock. Some would say it's reached this point already.

It is hoped that the ultimate solution will be one that has been reached by mutual consent and one that will serve the best interest of our students, directors and schools while not compromising the prestige and quality of the existing contest program. Comments and suggestions concerning this issue will be welcomed by the state office.

### MUSIC AND THE NATURE OF MAN

Early man was a musician. Every man could beat the drums, ring the bells, blow the flutes and sing. Music belonged to everyone and men came together with music and dance, chanting and singing the humanity which was so basically theirs.

The anthropologists were wrong. What is unique about man, they said, is his capacity to use tools. But while they bent over to examine crude stone adzes on cave floors, they had their backs to the lyrical paintings on the cave walls. Man was born to conceptualize, to paint symbols, to explain himself. Man is unique because he can dance and sing and chant, sending his spirit soaring in the free world of his mind and heart.

The music is inside. We train ourselves to guide it as it comes out, to help it find its home, to delineate its shape, to let it flow through us and speak to others. We must be skillful or the music will be blocked or limited. But the skills won't generate the music - the music is generated by our lives. The music is inside, and the quality of our lives gives rise to the quality of our music.

The anthropologists were wrong. Man is not unique because he has tools. Man was born to dance and sing. Man is unique because he has music in his soul.

— Kent Kieth, Attorney  
Honolulu, Hawaii



**When is a box a couch and when is it a wall?**

There still seems to be considerable confusion over the "set" rule. Doors and windows are "basic set" not "unit set." Hardware for curtains etc. may be used so long as it can be removed during strike. No more than the maximum number of unit set elements shall be used. A better mousetrap has been discovered. Some schools have started using three double-action hinges for each unit set flat fold. This is an improvement. Pylon caps (scenic decoration) require approval, but battens to hold window/door drapery that span between unit set elements do not require approval. An easy device is 1/4" plywood plate bolted to wooden doweling, PVC or conduit pipe. These items painted gray do not show. An S strap-hook, batten hook or clamp may serve the same purpose.

The gray box for furniture piece(s) is still legal, but any props stacked in a fashion to create walls or other scenic background violates the set rule. Common sense should say that furniture used as properties is okay, but furniture stacked to create something else would be questionable in the same fashion as a cafeteria table used to create the balcony for *Romeo and Juliet*.

# Act your age — or else!

**Inappropriate adult behavior remains OAP's black eye**

Writing this column a week before the '95 state OAP contest is not exactly the time to focus on the past or long-range future, but I continue to be disturbed by reports of critic judge and contest management mistreatment. I do realize the actions reported are few in comparison to the positive responses and overt support for the system and most individuals serving in these capacities. Nevertheless, inappropriate behavior on the part of a few adults motivates me to more strongly support the OAP Ethics Code submitted by TETA last year.

The name or location of the following is not the issue. Finding sites for OAP is a major problem and competent management is even more difficult. This letter demonstrates the loss of another outstanding and knowledgeable supporter of OAP:

"Unfortunately, I am writing this letter to tender my resignation as Contest Manager for the area meet in 1996 in El Paso. I am resigning as Contest Manager for a couple of personal reasons and for a couple of financial reasons. One, I really can't afford to continue to do this contest and receive not one penny for doing so, especially when most of the drama teachers involved in this meet apparently think that I am getting paid.

"As a matter of fact, one was so blatant as to complain about my scheduling of rehearsals and contest times because they did not suit him personally and used as his argument, 'Well, after all we are paying you . . .!'

"I cannot tell you how angry that little statement made me. Not only have I never received a dime for managing this contest, I have spent my own money taking judges out to dinners and purchasing jewelry cases for the medals so they would look more attractive to the recipients, having to do so because the awards makers would not furnish them. Just little agitations like that add up when no one seems to appreciate what you are doing for them. I'm also tired of criticism of my choice of judges every single year — and I feel the judging has been excellent every single year."

I should admit that most reports to this office praised management. Did you take time to send similar comments directly to your host school and OAP manager at each level? I'm sure intentions are good, but I would much rather you send praise directly to the source with a copy to me. It is impossible for me to distribute to all those concerned.

Thanks to several of you who took time to write notes and letters to lift my spirits after reading my last column. Most were written by directors who did not advance and even one very supportive letter came from a director whose students were not accepted for the State Meet OAP Honor Crew. I should have made it clearer that the emotional range was as a program director. Comments are always intended to be programmatic and not personal. Perhaps I got too emotionally involved with the multitude of tough situations last month. I still appreciate your many kind remarks and personal support.

This column has covered numerous issues since September. The first issue was the ethics code, and we



Lynn Murray

have made a full circle. Play selection and panel judging were discussed and perhaps it is appropriate to return to the judging issue. The performance review survey discussion that began last November will likely result in a spring survey advocating panels for OAP at upper levels. The outcome will not change the basic facts.

## Know implications of decisions

I encourage you to read the November column and talk to your administrators. When you advocate panels at any level, know the logistical results. There were fewer than 10 panels at zone and district levels this year. Why? Money, judge availability, philosophical and educational reasons, and geographical locations. Most certified judges will not serve on panels and the numbers are not there. We have just under 200 certified critics. Sixty area meets take place within two days and 180 judges would be required for three-member panels or 300 for five-member panels. This means that you could not possibly find certified judges who had not already served at zone or district. Where do we find the number of qualified judges to serve on panels? Do we raise judging fees to make OAP adjudication so attractive that all those that qualify would want to judge?

There are 1100-plus schools participating in OAP and probably 800 certified theatre arts teachers in high schools. Will administrators approve release time and employ substitutes for theatre teachers to judge? How many? Who knows which schools will advance? The logistics would require somebody to employ a fulltime staff person to keep things straight or 20-plus paid regional executive secretaries, as in music. Can the UIL theatre program and schools support this cost in manpower, time and money?

How about using panels just at the regional level? There are 20 regions. Three-judge panels would require 60 people and five-judge panels 100. Remembering that we have 190 judges certified, where do you find the numbers that have not judged lower levels? Directors always seem to want judges from outside the region, and that is currently impossible. How then is it possible to advocate panels from outside?

I've tried to draw your attention to the logistical problems of advocating panels at a time when most of you did not advance and your parents, community and administrators are in full disagreement with the results rendered by a single critic. These comments do not begin to deal with the basic educational issue of extension teaching advocated by this office and TETA/O.

I realize that those unhappy about OAP results at any level are not immediately interested in either logistics or education, but you are urged to consider long-range before the Legislative Council Academic Committee meets in June or the Council meeting next October. You should then make your voices heard. Those advocating panels should also propose a method of attracting the numbers and paying the freight. You should also consider what we stand to lose. Most other states envy the quality of theatre in Texas secondary schools. How did we get here from there?

The January/February column initiated the "answer the question" series that has continued monthly. This is the fourth and last in the series unless this ultimately becomes a separate manual. Just joking! The hope is that the new OAP handbook will include clarification of these items. I'm sure some will be repeats.

I believe that directors, administrators or contest managers "bad-mouthing" a critic judge in public for any reason is a violation of the Spring Meet Code. So

also is giving a company or partisan patrons instructions not to laugh or applaud for other performers or performances. It is no small wonder that our certified judge list is the smallest it has been in 20 years. There have been several instances this year where contest managers have overheard such instructions and have actually caught students verbally trying to disrupt performances from other schools. This type behavior is inappropriate and will not be tolerated. You are not required to agree with any point of view, but we are all required to behave.

Many of the items that need to be clarified are contest management issues. Timers should report only to the contest manager. Any timer who gives time (other than beginnings) to a company during a performance is actually giving a cue or assistance. This should not happen. Official adult timers giving cues can make a company ineligible. Loan the company a stopwatch. Let them keep their own time. Do not try to be a substitute director.

It seems that this is the year for leaving items onstage during strike. Leaving an item onstage by accident may cause a problem, but the difficulty is really with the person checking. Is there sufficient time to strike? Such instances do not require disqualification. It is a contest manager call.

Contest managers at area and regional levels need to remember to draw order annually. The method is described on page 54 in the handbook; it will be further clarified. Just as important is handling alternates. They must not be allowed in dressing rooms during preparations or onstage for set/strike. If I had my way, all zone and district alternates would constitute the "site crew." This is a great teaching opportunity.

A director may request that alternates, bus drivers, parents (chaperones) be allowed to attend their rehearsal. Instructional communication could result in disqualification! This is not a problem unless they attempt to participate in some fashion. They should sit in the very back. Supervision and management is the key.

OAP contests at all levels sometimes give a "technical" award. It is not an official award; criteria or rules for selection have not been developed, and they are not eligible for Spring Meet points. They are local awards and only a "symbolic" award. All should be reminded that one-act play contest points cannot be eliminated either from the academic championship or Spring Meet sweepstakes at any level.

Although zone OAP awards must be presented, points shall not be counted. Zone is a district preliminary in the same sense that Area OAP is a regional preliminary. I repeat, zone and area OAP awards must be given. The type of award to be presented is determined locally.

## Common sense limits

The OAP eligibility notice is not sent to schools early or placed in handbooks in order to keep schools eligible. Twenty-seven ineligible titles were received this year. OAP Eligibility Notices are used to identify advancing schools at each level and to update student eligibility. They are not sacred things that cannot be changed, dealing with student eligibility or the set. You are certainly not required to keep a set item just because it is drawn on the set plot, and you can add properties or unit set elements without anybody's approval. So long as properties or set elements are legal they may be changed, added or deleted. Directors are certainly not



## Digging into the ole mailbag

Cards and letters keep coming in, mainly because someone didn't like their rating

The chances of bleeding a decent column out of me at this time of the year are pretty slim. Fortunately, I've studied at the feet of other UIL directors, whose maxim has been: when in doubt, plagiarize, even if you have to plagiarize yourself.

I haven't written anything lately that I'd want to run again except my September column about last year's State Meet editorial writing contest, but I figure I'd better not. Instead, I'd like to publicly respond to several letters and other pieces of mail I've received recently. They are in no particular order, and I won't go out of my way to make them appear to be related to each other.

Here goes:

DEAR BOB:

I hate to complain but our newspaper must have been rated by the dumber members of the Michigan militia. Any reasonable examination of the publication shows that it is the product of inspired genius, especially when compared to our cross town rivals, whose two-bit rag received a Distinguished Merit award from your association. To add insult to injury, we received an Award of Achievement last year when we didn't have a clue what the heck we were doing, and any objective comparison to our efforts this year will show vast improvement.

And what really ticked me off was that our newspaper won every damn award the national association has to offer, plus a few new ones they just made up because they thought "Titanium Crown" was insufficient.

I don't mean to threaten you, but we get another rating or I won't be responsible for what happens to those three cats your kid likes so much.

Signed,  
U. Bess Fixit

DEAR BESS:

I am as frustrated as many of you with some of our judges. Each year, we add two or three to our list, and we drop a few. I ask other press association directors to suggest to me qualified and reliable judges. Of course, they ask the same of me. Last March, I met with other press association directors at the Southern Interscholastic Press Association, and they said advisers complained that their national ratings are lower than their state ratings. So go figure. I wish people would call me when they get a lower rating from the national or regional association than they do from ILPC.

Bet I'd hear from a lot more people.

I realize the rating process has a few glitches. Achieving absolute consistency in ratings among one or two state associations, a regional press association and a couple of national associations is unlikely, despite the fact that all of these associations drink from the same pool of judges.

Regarding the rating process: publications are rated against a standard of excellence and established criteria. However, the process allows for a great amount of subjectivity. Perhaps your newspaper is superior to your rival. However, your judge did not rate your rival. I'm certain that if he or she did, your rival's rating would have been either much lower, or your rating would have been higher.

The only way to guarantee relativity within any given division would be to have all papers in that



Bobby Hawthorne

division judged by the same person. This is not a plausible solution in as far as we are unable to find qualified persons willing to devote the time needed to judge and annotate 15 or 20 newspapers, and I doubt we'd hire anyone nuts enough to agree to judge 25 papers in a three or four-week period.

It is also unwise to compare ratings from one year to the next because publications are judged by different persons. Again, the process allows for enough subjectivity that any comparison would be irrelevant.

ILPC's judges are highly competent, highly knowledgeable. Our judges include H. L. Hall, Sharon Deibel, Jim Jordan, Kathy Craghead, Kathy Daly, Jan Hensel, Mark Herron, Colette Rinn, Bruce Konkle and Laura Widmer — all of whom are among the best school journalism experts in the nation. Each of our judges is producing or has produced nationally-recognized publications.

I'm not being defensive. I just think we have as good of judges as anyone, better than most. You will never hear of ILPC hiring beginning advisers to judge publications. And it is not a requirement of ILPC membership that advisers — even first-year advisers — serve as publication judges.

So, we will continue to hire the best people available. If you wish to judge or know of a qualified person who'd like to judge Texas publications, please pass along his or her name. We'll sign them up.

In the meanwhile, we will work to hammer out problems in the process. Last year, I created a list titled, "Is it a distinguished merit yearbook?" It was supposed to reinforce the point that solid books deserved a distinguished merit rating. Whether it had a big impact on judging, I am not sure. I know that several books returned with ratings I considered lower than appropriate. Even though we mail judges enough paper to choke a recycling mill, they don't always understand our expectations.

Now, you may wonder: why not just send papers and yearbooks to Texas advisers for judging? For the same reason that European aristocracy decided it best not to continuously marry their cousins. We need the news perspectives that out-of-state judges provide.

Besides, some of our less forgiving judges are Texas teachers.

Next year, we may "pre-judge" books, assign ratings to them, and then mail them to judges with instructions that they are to provide annotation and comments but not a rating. I'll give judges an opportunity to argue against the rating, but the final decision will be made by people who have a better understanding of the grading hierarchy. I don't know if this will help, but at this point, I'm willing to try anything, no matter how unconventional.

Again, judging is a highly subjective endeavor. It's instructive to remember that a one or two important movie critics hated *Forrest Gump* too.

DEAR BOB:

I usually enjoy reading the *Leaguer*, especially your column, but I was very disappointed and disturbed by the photo on page one of the March issue, showing a

### JOURNALISM BRIEFS

#### A well-earned retirement

One of the state's best journalism teachers and publication advisers is calling it quits. After 33 years in the classroom, Kathy Rector of Hamshire Fannett is retiring.

The 1995 UIL State Meet marked her final appearance as a journalism coach. Incredibly, Kathy brought students to the State Meet for 27 consecutive years, which is quite possibly a state record. Unfortunately, the League doesn't keep such records so if anyone out there knows of someone who can top it, please let us know.

One thing is certain: when it comes to first-class people, no one tops Kathy Rector. We'll miss you.

#### Something to chirp about

It was noted during the ILPC convention that the Hillcrest Hurricane is celebrating its 50th anniversary this year. Pretty impressive, no doubt.

But the Seguin High School *Cricket Chirps* is observing its 75th anniversary. The newspaper — which recently won one of ILPC's Bronze Star Awards — is carrying a special logo in the nameplate this year.

Congratulations to adviser Bobbie Maddox, her staff and former students, and all former members of the *Cricket Chirps*. Here's wishing you another 75 years of success.

#### Smith in J-Hall of Fame

Helen F. Smith, president of the Columbia Scholastic Press Association and newspaper adviser at Newton North High School in Newton, MA, was inducted recently into the National Scholastic Journalism Hall of Fame, April 17, during the 79th annual spring conference of the Oklahoma Interscholastic Press Association, held at the University of Oklahoma.

In addition to advising one of the nation's best student newspapers, Helen edited CSPA's *Springboard to Journalism* and *The Adviser's Companion*. Currently, she edits CSPA's *Student Press Review*. She was recently appointed director of the New England Scholastic Press Association.

Among those attending the ceremonies were Rick Hill of Amarillo, John Cutsinger of Fullerton, CA, Nick Ferentinos of Cupertino, CA, Kem Brossman of Houston, and Bruce Watterson of Arkadelphia, AR.

#### Legal Writing

In an article titled, "Combating Legalese," in the March 20 issue of *U.S. News & World Report*, former UIL ready writing director Terri LeClercq speaks to the lack of crisp, reflective and balanced writing among lawyers. Sez Terri: "There's no rule that lawyers have to bore and confuse each other."

Terri is the author of a new textbook on legal writing and is a leader of the clear-writing trend. She is one of the growing voices demanding that law schools teach clear prose rather than the mind-numbing, unintelligible gobbledegook that passes for legal writing. One of her colleagues, Jethro Lieberman, who heads the writing program at New York Law School, says that arresting leads can be as effective in law as in journalism. Imagine that.

#### ILPC rating changes:

*The War Cry*, NP, Hodges Bend Middle School: from Honor to Achievement.

*The Mane line*, NP, Waco High School: From Achievement to Distinguished Merit.

*Gusher*, YB, Pearland High School: From Achievement to Distinguished Merit.

— Bobby Hawthorne

### Reason to believe!

Producing a high-quality yearbook is a difficult task, even under the best of circumstances.

But editor Riegen Mitchell and members of the Prairiland High School yearbook staff were able to complete the book and deliver it to the plant, then shepherd it through initial proofing — all without faculty supervision. Their adviser, Bill Moseley, missed as much as seven weeks because of health problems.

To Riegen and Bill's other students: Great job. My continued faith in the importance of school journalism is grounded in the extraordinary efforts of students like you.

— BH.

• CONTINUED on page 6



## ILPC Tops in Texas Individual Awards

- **NEWSPAPER**
  - **News Writing** — Liz Rau, Jason Meier, Angleton
  - **Editorial Writing** — Patrick Bogart, McNeil HS (Austin)
  - **Sports Writing** — Amy Stokes, San Angelo Lake View
  - **Feature Writing** — Binal Shan, Alief Hastings
  - **Entertainment Review** — Robbie Guest, DeSoto
  - **Photo Story** — Jason Meier, Vincent Damian, Angleton
  - **General Column** — Adam Bond, San Antonio MacArthur
  - **Sports Column** — Travis Harsch, Amarillo
  - **In-depth News/Feature** — Shanda King, Mandy Newberg, Wendy Smith, Dallas Hillcrest
  - **Student Art** — Aaron Hermes, Clear Lake
  - **Computer Art** — Jon-Paul Dumont, Hillcrest HS (Dallas)
  - **Editorial Cartoon** — Peter McGuire, Austin SF Austin
  - **Page 1 Layout** — Joel Odom, Austin Bowie
  - **General News Photo** — Christina Landsborough, Angleton HS
  - **Feature Photo** — Vincent Damian, Angleton
  - **Sports Action Photo** — Jerry Bao, ARLINGTON Bowie
  - **Sports Feature Photo** — Andrew Loehman, Austin Westlake
  - **One-Shot Ad** — Scott Eckstine, Austin Bowie
- **YEARBOOK**
  - **Theme Selection & Development** — Brandon Henslee, West Texas HS (Stinnett)
  - **General Interest Spread** — Rachel Rodriguez, Irving
  - **Student Life Spread** — Julie Pleasant, Hillcrest HS (Dallas)
  - **Sports Spread** — Kris Paulson, Joel Odom, Bowie HS (Austin)
  - **Academic Spread** — Alexis Wadsworth, Highland Park HS (Dallas)
  - **Class Section Spread** — Jennifer Wyatt, North Garland
  - **Advertising/Community Spread** — Jennifer Burns, Highland Park HS (Dallas)
  - **Club/Organization Spread** — Whitney Brown, West Texas HS (Stinnett)
  - **Student Life Feature Story** — Julie Pleasant, Hillcrest HS (Dallas)
  - **Academic Feature Story** — Scott Bickle, Masonic Home HS (Fort Worth)
  - **Sports Feature Story** — Joel Odom, Bowie HS (Austin)
  - **Club and Organization Feature Story** — Kamal Patel, Garland HS
  - **Theme Copy** — Adrian Jones, Joel Odom, Kris Paulson, Christopher Herrera, Bowie HS (Austin)
  - **Sports Action Photo** — Bryan Parker, Hillcrest HS (Dallas)
  - **Sports Feature Photo** — John O Brown, Lampasas HS
  - **Feature Photo** — Dana Gale, Bowie HS (Austin)

# Teacher of the Year

## North Garland's Vonderheid receives ILPC Max Haddick Award

Randy Vonderheid, newspaper and yearbook adviser at North Garland High School in Garland, was named recipient of the Max R. Haddick Teacher of the Year Award by the Interscholastic League Press Conference. The award was presented during concluding ceremonies of the 68th annual ILPC state convention, held April 8-9 at The University of Texas at Austin.

In addition, ILPC presented Edith Fox King Awards to five persons — Belinda Goodsell of Tyler Lee, Teresa Robison of Follett, Nyla Watson of Pearland, Anna Hodges of Katy Mayde Creek and David Knight of Lancaster, South Carolina — for their outstanding contributions to Texas scholastic journalism.

The president-elect of the Texas Association of Journalism Educators, Vonderheid has taught journalism for 17 years, the past five at North Garland. This spring, his yearbook received ILPC's Gold Star Award, its highest honor. This past fall, he was local chairman of the National Scholastic Press Association/Journalism Education Association national convention — the third-largest NSPA/JEA convention in history.

Vonderheid was one of the three original organizers of the Gloria Shields All-American Publications Workshop, one of the largest summer journalism workshops in the nation which he now directs.

A member of several journalism organizations, Vonderheid received ILPC's Edith Fox King Award in 1987 and is a JEA Certified Journalism Educator.

"I feel Randy is responsible for many of our students graduating from universities with journalism degrees," said Linda Richey, principal at North Garland. "In all honesty, I can't say enough wonderful things about Randy."

Editor of the 1993-94 newspaper, Scott Russell said Vonderheid was more than just an adviser.

"He was our friend," Russell said. "While he did want us to strive to do the best that we could, he also made sure that we kept our priorities in order. He cared enormously about each one of us, and could always tell if something was wrong in our lives. He made sure that we all kept our grades in order, and that we all achieved in school. But most importantly, he

challenged us to give 100 percent to anything we do."

Duncanville adviser Mary Pulliam, a longtime colleague and past Haddick Award recipient, said Vonderheid could win the award every year.

"Randy dedicates his heart and soul to scholastic journalism," she said. "As indicated by the awards his students have won, Randy is an outstanding journalism teacher and publications staff adviser. However, it is more the love he has for his kids that has a lasting effect. Randy's kids know that they can depend on him for whatever they need — help with an assignment, change for a snack, a shoulder to cry on. Whenever I see Randy and his kids together, I have no doubt how much respect and regard they have for each other. He is a wonderful role model (and mother hen) for our children."

Edith Fox King recipients included:

- Nyla Watson, publications adviser at Pearland High School, is a member of several journalism organizations, including TAJE, ATPI, JEA and TETA. In addition, she is a popular seminar and workshop instructor, a contributor to state, regional and national school press publications, and an active publications judge. Since 1988, she has been a member of the Sam Houston State University Journalism Advisory Committee. Nyla is also a member of the Harris County Journalism Committee and is a past Pearland High School Teacher of the Year.

- Anna Hodges, publications adviser at Mayde Creek High School in Katy, has taught journalism at Mayde Creek High School since it opened nine years ago. During her tenure, the publications have consistently received top ratings from state and national scholastic press associations. In addition, her program in the past three years has produced three All American Scholars from NSPA. Also, her yearbook has won several state championships from THSPA.

- Teresa Robison, newspaper adviser at Follett High School, has taught journalism at Follett High School since 1982, building one of the state's best journalism programs at one of the state's smallest schools. Her staffs are often fewer than 10 people. For six consecutive years — 1995 included — the Panther Spirit has received ILPC's highest newspaper rating. For four consecutive years, her paper has won the Sweepstakes Trophy at the Panhandle High School Press Association.

# Beauty is in the eyes of the beholder, and other cliches

## • HAWTHORNE column continued from page 5

picture of three very disappointed Duncanville girls after having lost in the final basketball game to Westlake.

... blah, blah, blah **NEGATIVE SENSATIONALISM!** It will be a sad day when the UIL coaches can't look to the Leaguer for positive guidance and information.

Yours truly,  
Haley Offended

### DEAR HALEY:

See earlier comments regarding *Forrest Gump*.

Your interpretation of the photograph on page one is quite different than that of many other people, myself included. I thought the photo beautifully displayed the disappointment of losing but with great grace and humility. One of the messages we attempt to teach is that there is no shame in losing if you've given your all, and undoubtedly these young women gave everything they had.

One of the key elements of photojournalism is contrast, and certainly this photo has a strong sense of contrast. Allowing that all art is a matter of taste and

interpretation, I do not believe any knowledgeable journalist would define the photo on page one of the March *Leaguer* as "negative sensationalism." In fact, as I have stated above, I believe it is quite the opposite. In my opinion, coaches can use this photo with their players as positive guidance and information. It suggests that even though you can't always win the game, you can always be winners.

AND NOW, a few comments gleaned from the district meet evaluation forms, with responses:

- Headline number four asked for a one-line headline with a kicker, but you only gave one line on the answer sheet.

- ✓ Duly noted. To explain: in creating the headline sheet, we saw "one-line headline" and missed "with kicker." Please note: you have seen the last time a kicker will be required on a UIL headline writing contest.

- Start a sports writing contest to get more students involved in journalism.

- ✓ Doubtful. The UIL isn't adding new contests, and if it did, it wouldn't add another journalism

## ILPC STAR AWARD WINNERS

### ■ NEWSPAPER GOLD

The Lone Star Dispatch, Austin Bowie  
Panther Spirit, Follett  
Featherduster, Austin Westlake  
Hillcrest Hurricane, Dallas Hillcrest  
Panther Prints, Duncanville  
The Falcon Cry, Austin Fulmore JH

### ■ YEARBOOK GOLD

Lone Star, Austin Bowie  
The Tiger, Texas (Texarkana)  
Highlander, Dallas Highland Park  
Lion Pride, Lockhart JH  
Flashlight, Abilene  
Hillcrest Panther, Hillcrest  
Comanche, West Texas HS (Stinnett)

### SILVER

The Bagpipe, Highland Park  
The Liberator, LBJ Austin  
Timberline, Naaman Forest  
The Chronicle, Tom Clark San Antonio  
Tattler, Angleton  
Bear Facts, Alief Hastings

### SILVER

Las Memorias, Amarillo Tascosa  
Cat Tale, Winona  
Lariat, El Paso Riverside  
Pride, Waco  
Panther Tracks, Austin Porter JH

### BRONZE

Maroon, Austin SF Austin  
Hoofbeat, Corpus Christi King  
Cricket Chirps, Seguin

### BRONZE

Hoofbeats, El Paso Burges  
Forester, Naaman Forest  
Maverick, Austin McNeil  
Marauder, North Garland  
Panther Tale, Duncanville  
The Hawk, Pleasant Grove

- Belinda Goodsell, publications adviser at Robert E. Lee High School, has taught journalism at Lee for 21 years. Under her guidance, the newspaper and yearbook have won several state and national awards and honors. The newspaper, *Southern Accent*, received ILPC's Bronze Star Award in 1993, making it one of the top 10 newspapers in the state.

In addition, her students have enjoyed phenomenal success in UIL spring meet journalism contests. At this year's district meet, her students won first place in every journalism contest and claimed eight top six places overall. Two weeks ago, she was chosen as one of five teachers in the state to receive a Certificate of Achievement in Education from the Texas Press Women.

- David Knight is the director of public information for the Lancaster County (S. C.) schools. He has taught at ILPC and other Texas workshops and conventions for many years, where he inspires countless students to journalistic excellence. He is a former award-winning adviser at Spring Valley (S. C.) High School and recently last year the Gold Key Award from the Columbia Scholastic Press Association.

contest, at least until foreign language and art contests are implemented or until schools have more journalism than science students, given that we have one science contest and four journalism contests even though the ratio of science to journalism students in your typical Texas high school is probably something like 25-1.

- We need a "team" total of points in journalism similar to math and science.

- ✓ Interesting idea. But to what end? I can't advocate advancing a journalism team because it would water down the quality of competition at the regional level. But I have no problem with naming an overall journalism team champion.

- Simplify the instructions. We're being buried in forms. You guys own a paper mill or what?

- ✓ Consider it done. The UIL academic types plan to meet after State Meet with the intention of slashing as much redundancy and overkill as possible. Any suggestions you have on helping us reduce paperwork would be greatly appreciated.

- Your columns in the *Leaguer* are too long. Any chances you could make them shorter.

- ✓ No problem.



## Academic conflict pattern insures equity

Without precise, consistent schedules, spring meet chaos would reign

District schools are provided a two-week period in which they may schedule their district academic competitions. Therefore, flexibility for individual time needs is possible through a vote of the District Executive Committee. Competitions held at the regional and state level are scheduled at a specific time for the following reasons:

1. The time selected has been determined by both the hosting college/university and participating school districts to be the most convenient for a vast majority of the contestants, coaches, and contest officials. Most hosting colleges/universities do not have the classroom space to hold competitions on weekdays; therefore, Saturday is the only day that is available to conduct tournaments. Sunday participation has been prohibited by majority decision of the Legislative Council which represents schools involved in competition.

2. Just as athletic competitions cannot be held for individuals separate from the other competitors, academic competitors should also compete with the same people with whom they will be ranked.

3. Contestants should be provided an equal environment for testing. Variety in test environment exists from region to region — variety in contest director presentation, room space, lighting, seating, etc. Equality cannot be accomplished if an individual or school's team takes the test at a different time of the day, on a different day, or at a different site.

4. School districts are aligned in regions partially on the basis of their closest proximity to that regional site. Travel costs to the district are minimized through



Pat Wisdom

this procedure. Travel time and cost would be multiplied if students were allowed to compete at any time desired at any regional site desired. Regional sites cannot accommodate the number and variety of entries that could result from competitors being given options for time and place

to compete.

5. Protection of confidentiality of contest materials is a fifth reason competitors are expected to compete together at the same site at the same time.

The Academic Conflict Pattern serves the following functions: 1) it is designed to provide guidelines and assist the district and regional directors in scheduling contest events; 2) it allows choices for double and triple entries; and 3) it allows contestants to know in the fall which contests are possible and which are not possible to enter. The pattern takes into consideration the time needed to conduct each contest and the limited time that students may spend in extracurricular activities. Since most districts elect to hold their contests on Saturday, the "single day schedule" option is most often implemented. Two other suggested schedules are printed on the back of the Conflict Pattern. One of these delineates a possible one and one-half day schedule and the other is a variation in the timeline for the one-day schedule.

Some adaptations are made for special needs and 504 competitors on an individual request basis. The request must be in writing, and the conditions of the

### Want to change a UIL rule?

The Academic Standing Committee will hold a public hearing at 1 p.m. Monday, June 19 at the Wyndham Austin Hotel to hear and consider proposals relating to academic contests for elementary, middle, junior high and high school. To add, delete or change UIL rules, submit proposals to Pat Wisdom in the League office by June 12. Please call Eileen Steinle at 512-471-5883 to be placed on the agenda.

adaptations must adhere to these criteria:

- a) students must be able to compete at the same time as the other contestants in their district or region;
- b) students who are given special consideration do not gain an advantage over other contestants; and
- c) students who are given the special consideration do not cause the other contestants to work at a disadvantage.

Example: Such adaptations as the use of a brailor or computer in writing and spelling competitions, enlarged test copy, or use of a magnifying glass may be made for a visually impaired student.

The UIL academic program offers 38 events for public school students in grades 2 through 12, including 22 academic events for high school students alone. The scheduling of specific times for academic district events is also a district responsibility. Guidelines provided by UIL for the time schedule ensure that each event is appropriated sufficient time for competition. Guidelines further ensure that each eligible competitor in the state has an equal opportunity to advance to a higher level in competition among members of his own district and region.

### TILF SCHOLARS



Participation in UIL academic activities has given me an opportunity to test my abilities in working with deadlines, something crucial to the newspaper industry. Throughout the journalism contests in which I participated, time played a key element in determining whether or not I could get the job done. If I continue to pursue a career in the journalism business, I realize that the competition of UIL helped me prepare for the real world.

Brad Horn

Alief Elsik High School  
Galbraith Memorial Scholarship



My involvement in UIL has been an extremely rewarding experience. It was an opportunity to make new friends and work toward a goal together. I became very close to my Literary Criticism teammates. We met at our coach's home several times a week to prepare ourselves for the competitions. Besides the awards we won from the district to state meets, the friendship we formed has proven to be invaluable. I believe that anyone can find their niche in UIL because of the diversity of categories that are available. The incentives and rewards available make all of the time and hard work worthwhile.

Jennifer Elizabeth King  
Grapevine High School  
Wisdom Family Scholarship

## Fine-tuning CI&E contest needed to alleviate 'general dissatisfaction'

By BOBBY HAWTHORNE  
Current Issues and Events Director

By mid-April, it is my fervent desire to never again read a daily newspaper or weekly newsmagazine. It may be July 4 before I pick up a copy of *Time*.

With another year of current issues and events under our belts, I'd like to reflect on the year and suggest changes for next year and the years beyond.

First, I am at a disadvantage in terms of the current issues and events contest in that I do not have a natural constituency with which to work as I do in journalism. I am not a history or government teacher as many of the CI&E coaches are. The line of communication between this office and the CI&E coaches is not as two-way as I would like for it to be. One of the few avenues for information is the district meet evaluation forms.

One of these alluded to a "general dissatisfaction" with the contest, which caught me very much by surprise since I had received no specific complaints much less sentiments of general dissatisfaction.

Certainly, I can understand that coaches would be upset when an invitational contest contains a page that noted the correct answers. We really regret bonehead mistakes like this. But such errors are rare. Again this year, answer keys contained no errors.

One coach expressed concern about the essay prompts. She felt that one of the invitational prompts was too similar to a district prompt, and that another asked for information that was beyond the grasp of the average high school student.

Well, I never assumed this contest would appeal to average students. It is aimed at news junkies, and students like these tend to be born, not made.

Besides, we are limited in terms of content of the contest by what the media is covering. This year, the media is concentrating on national politics. There is very little international news. The situations in Bosnia, the Middle East and Latin America are not clearly defined enough, in my opinion, to provide sufficient materials for an essay question. I refused to ask students to write about the O. J. Simpson trial, which dominated a good portion of the media's attention. Also, we are required to write six contests. Given the limited options, it is not surprising that a small amount of overlap will occur.

For example, the essays from Invitational B to District 1 share common elements, but I don't think they are "essentially the same," as was charged. In the first place, the Invitational B essay asked students to look back on the 1994 election in terms of all that has happened economically and culturally in the recent past. Many of the stories and columns that appeared in the mainstream media regarding the 1994 November elections were written in this context. Meanwhile, District 1 asked students to look to the 1996 election, with Clinton's personal successes and failures in mind.

In addition, the invitational contest was written just after the November elections. Students in the District 1 contest had the opportunity to include all of the actions — by Republicans and Democrats — taken since the November landslide.

### Ad hoc committee

I have asked UIL director Bill Farney to form an ad hoc CI&E advisory committee, which will meet next fall to examine the entire contest. While I do not expect massive changes, I think a fine-tuning is very much in order.

In particular, I propose that we develop a process to identify general topic resolutions for the essays, much like is done in several of the speech contests. For example, we might compile a list of eight or 10 topic resolutions, have coaches vote on these resolutions, and then select the top five or six for spring meet contests. This would give students an opportunity to study general areas, even though they would not know specific essay questions.

For example, a general topic resolution might be the 1996 presidential elections. Students at the district meet might then be asked to write about the religious right and its impact on the 1996 campaign.

Coaches attending the state meet indicated they thought such a process would greatly improve the contest. Not surprisingly, students overwhelmingly favored the idea also.

Finally, I will set specific cut-off dates next year in terms of content of district, regional and state meet contests. For example, we will not include questions on the district meet involving events that occur within one month of the contest. The cut-off dates for regional and state meets will be two weeks. This will help everyone — myself included — in preparing for the contests.



## Schedule set for fall student activities conferences

The UIL will again sponsor four Student Activity SuperConferences across Texas next fall for students who want to get a jump on spring meet academic competition. The purpose of the conferences is to acquaint teachers, coaches and students with contest rules and preparation tips, and to give them an opportunity to meet state contest directors.

- September 23 — The University of North Texas
- September 30 — The University of Texas at Austin
- October 21 — Sam Houston State University
- October 28 — Texas Tech University

The SuperConferences begin at 9 AM and end at 3 PM with at least a one hour lunch break. One-act play sessions continue until 4 PM. Tentative programs for each site will be mailed to the schools in September and October.

SuperConferences are scheduled to minimize conflicts with SAT and ACT tests, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required, and there is no fee for attendance.

Instructional Sessions are designed for beginning students, advanced students and contest coaches. Specific sessions for coaches and sponsors only will be held as well.

With a mini-convention format, the SuperConferences feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances, and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

# Toward meaningful choices

Prose, poetry committee balances literary canon with 'the brave new world of modern writers'

By DR. CINDY SORELLE  
McLennan Community College

Representatives from the five UIL conferences recently met in Austin with UIL Assistant Academic Director Treva Dayton and two college consultants to formulate the new prose and poetry interpretation categories for 1996.

Members of the Prose and Poetry Advisory Committee are selected from each geographic region of the state and include: Bonnie Mutschler of Austwell-Tivoli High School (A), Ray von Rosenberg of Temple, retired but coaching students at Academy High School in Little River (2A), Joe Trevino of Bishop High School (3A), Tal Lostracco of Seminole High School (3A), Jana Riggins of Kaufman High School (4A), Lynda Melanson of El Paso Hanks High School (5A), Charlene Strickland of Hardin-Simmons University, and Dr. Cindy SoRelle of McLennan Community College.

Committee members examined suggestions from UIL speech coaches who had submitted ideas for new categories, discussed revisions in current general category guidelines, evaluated the current prose and poetry interpretation ballots, and began the task of writing an updated prose and poetry interpretation handbook for 1996. The new categories were selected after two days of in-depth discussion about how best to meet the educational and aesthetic needs of our students. Our deliberations were lengthy and exhausting, but were ultimately a satisfying exercise in group process and consensus building.

From the beginning the committee laid out several goals to guide us in our deliberations. First, there was strong commitment to allowing prose interpreters the degree of freedom achieved by poetry interpreters in the past several years. This led to the "Performer's Choice" category. (Poetry interpreters had this choice from 1987-1992).

Second, there was commitment to creating categories which would accommodate modern works which defy traditional categorization; for example, works by multiple authors. This led us to advocate acceptance of co-authored selections in at least one category.

Third, there was commitment to creating at least one category which would allow teachers to continue exploration of foreign authors, especially in our neighboring countries. The committee did not want to force overburdened teachers to "dump" the literature files they have accumulated during the past three years; this was an additional motivation for creating the "Voice of the Americas" category. We further attempted to make the documentation for this category less difficult, so contestants may establish either birthplace or nationality for the author.

Finally, the committee chose the "award-winning writers" category in response to a suggestion that has

• SEE RELATED STORY, page 9

continually appeared in recommendations over the years. Two other considerations emerged in analysis of this category. What could be a better message to students than to send them in search of writers who have been recognized for their literary achievements?

We further realized that this category would accommodate the wishes of teachers who asked us to include, for example, children's literature (e.g., Newberry Award winners) and science fiction (e.g., Edgar A. Poe Award winners) without forcing others to use the same genres. Tal Lostracco was dispatched to the library and returned with a list of literary awards. How long was it? Verrrry long — long enough to convince us that we should not create a list of "acceptable" literary prizes. The goal is merely to promote good writers, not to privilege certain groups. We did, however, determine that fellowships and grants should not be included since so many writers have received such support as college and university students.

Moreover, writers whose works have yet to achieve distinction often receive such monetary awards to nurture their careers. Financial disbursements associated with literary awards, as in the case of the Nobel prize for literature, do not disqualify these awards.

As always, no matter how many hours are spent, no matter how much agonizing occurs, no matter how many ways we attempt to consider the diverse resources available in our schools, no matter how many times someone exclaims, "Yes, but . . ." we expect and even welcome suggestions as students and faculty work with the new categories in the coming year. We want students to learn research. We hope for the best of the traditional literary canon and we also want students to explore the brave new world of modern writers. We want teachers and students to have meaningful choices.

We want to give teachers more freedom and fewer gray hairs. So here are the categories we considered in the wee hours when brains no longer function — but didn't select!

- "Endangered Species: prose writers who have received NEA or NEH grants"
- "Dead Poets Society: poets who have died; documentation by date of death"
- "Coach's Choice: prose selections loved by the coach but hated by the student; introduction must include conflicting evaluative criteria"
- "Interper's Choice: poetry loved by the student but despised by the coach; introduction must include explanation of the poem's socially redeeming value"

At the fall SuperConferences and the coaches' summer workshop, the "real" new categories will be explored, and your students will have the opportunity to see award-winning performers demonstrate their talents. Have a productive summer of reading and make plans to join us in the fall.

## One-act play

• CONTINUED from page 4

required to use "special approvals." Many of these items are expressed in very generic terms; the director has permission to modify within common-sense limits.

The music questions are still coming and I will try to find a better way to clarify. We don't need any more rules. The "voice" business is better, but needs work. Caster/wheel use will be further treated and property vs scenic device or character will be described in the new

handbook. When the action (play) stops you have sixty seconds to start again. This is a good place to stop.

We will do what we can to locate the best area sites possible, but won't be able to satisfy everybody. If you have recommendations, make them now. Next September will be too late. Contest Manager reports at all levels are essential. We still don't have several zone, district and area reports. I don't know the solution, but we must find one. Any suggestions?

Best wishes for a great summer to the rest of you as you discover that there really is life after the one-act play contest.

# Lack of changes mean light summer reading

As the academic year comes to a close, many of you are already preparing for the next season of UIL activities. For speech and debate coaches and competitors, the only changes are in content of material, not rules. Here's hoping that will make for a pleasant summer of preparation and a smooth contest year.



Treva Dayton

• The C-X resolution on the US government's foreign policy to China will lead debaters to research areas that many have not explored before. The first two volumes of the *Forensic Quarterly* are now available from the National Federation, and all four issues will be available from this office in August. They are included in the C-X Debate Kit listed on the high school academic order form.

• The new prose and poetry categories have been selected, and are described in other articles in this issue. The committee meeting was great, and I can assure you that the members were diligent in sharing ideas you had submitted to them for consideration. I'm looking forward to your feedback on the decisions reached. The *Prose and Poetry Handbook* will be revised, and will include examples of what's acceptable documentation. It certainly will be much less difficult to provide than in the past!

• The second Summer Workshop for speech and debate coaches will be held in Austin July 28-29. We've added two sessions on Friday morning designed specifically for beginning coaches, covering the basic of both C-X debate and individual events. Each UIL speech event will be addressed in later sessions, and we're excited about our lineup of presenters and student demonstrators. I look forward to seeing some of you there.

• The fall Lincoln-Douglas topic will be announced on August 1 and will be included in the package of materials mailed to every high school in early August. This mailing is addressed to "speech or debate coach" rather than individuals, so you might want to ask the person who distributes your campus mail to make sure you receive it. Any suggestions you have for L-D resolutions should be submitted to this office as soon as possible, and no later than July 1.

• The fall schedule of SuperConferences is set, and I hope you can attend the one closest to you. If you have suggestions for sessions you'd like to see offered, or if you would like to present a workshop yourself or have students provide demonstrations, please let me know. We greatly appreciate the many coaches who have helped year after year in presenting sessions, but we also welcome new faces and ideas.

Have a great summer!



## A little boost for the academic competitors

### Longview High holds all-school pep rally to give academics 'a shot in the arm'

At a time when school budgets are becoming tighter and more closely scrutinized, it is much more difficult for administrators to garner support and justify spending for extracurricular activities. The whole issue surrounding funding for public schools has raised many eyebrows of those involved in the public education sector.

This is why it is more important than ever for teachers, administrators, sponsors, coaches and parents to stress the importance of educational competition in general and UIL activities in particular.

By showing support for *all* activities, one upholds the purpose and mission of the League, which is to provide healthy, character building, educational activities carried out under rules providing for good sportsmanship and fair play for all participants. Students clearly benefit from participating in any of the 64 programs offered by the League.

Generally, it's pretty simple to gather support for athletic events. In fact, sports such as football and basketball actually bring a sense of unity and identity to a community. But what about academic events? How do you gain support and attention for these competitions?

One Texas high school has the right answer. This spring, Longview High School, a 5A campus of about 2,000 students, held a pep rally for the more than 90 students who would the next day participate in the UIL district spring meet academic contests. The event resembled a typical pep rally, complete with cheerleaders, speakers and the band. In addition, the pep rally was broadcast live by a local radio station.

Finally, a school that supported its "support for academics" credo with action.

Much praise goes to Bob McMinn, Longview High School principal, who instigated the idea of an academic pep rally. He was approached last summer by a radio station and two businesses who wanted to organize a community rally for football season. McMinn accepted the proposal with one condition — the group



Rachel Hendrix

had to organize a spring rally for the school's academic teams.

"We need to stick a needle in the arm of academics — give 'em a little boost," he said.

*Stick a needle in the arm of academics.* What a statement! That's enough to grab anyone's attention. And you know

what? He's absolutely right. Academic activities *do* need a boost. These students spend hours practicing and rehearsing for their particular event, and they deserve to be recognized for their hard work and dedication.

McMinn and his staff at Longview High School also deserve much credit and appreciation for their commitment to academic excellence. This emphasis on educational, academic events is exactly what schools and communities need to enhance extracurricular programs.

While a pep rally is one way to increase awareness and support of academic activities, there are other ways as well. First of all, every school should assign someone

to write and submit articles and press releases to your school newspaper, local newspaper and local radio station. These articles can provide information on upcoming academic events, results from academic meets, or feature stories on academic sponsors and student representatives.

Another way to gather support is to ask students, teachers, parents and members of the community to volunteer at academic meets. The more "hands-on" experience these people have, the more support you will generate.

The UIL office provides sample press releases each year for schools hosting district meets, as well as schools which have students advancing to the Academic State Meet. These releases are provided in order to help generate publicity for academic competitions. If you need a copy of either release, or if you want more information on publicizing extracurricular activities at your school, please feel free to call me at the UIL office.

The benefits gained from participating in extracurricular activities clearly outweigh the costs involved in supporting and continuing the programs. So whether it's a Friday night football game or a Saturday morning editorial writing contest at your school's invitational academic meet, express continuous support for the activity and promote its many positive aspects.

### A WAVE OF SUPPORT.

Students at Longview High do the wave during an all-school pep rally to support the academic team before the district meet. The team finished a close second to Tyler Lee. Organized by Principal Bob McMinn, the pep rally was supported by a local radio station and several businesses. UIL coordinator Pam Mercer-McWilliams said she knew of no other school that had organized a similar rally. Photo by Brian McNeil, Longview HS.

## Cope Schedule

The following is a list of approved Coaches and Officials Positive Expectations program that is approved and will satisfy Section 1204 of the 1995-96 UIL Constitution & Contest Rules.

- June 23-24 — Southwest Volleyball Officials Association (SVOA), Dallas, Jim Blackwood, (214) 638-3722

- July 5-9 — Texas Girls Coaching School, Austin, Billy McKown, (817) 582-3678.

- July 15 — Southwest Football Officials Association (SFOA), San Angelo, Jim Bean, (915) 653-4187

- July 22 — SFOA, Lubbock, Mac Shipley (806) 385-3366

- July 24 — SFOA, Kerrville, John Lowe, (210) 589-2619

- July 30 - Aug. 2 — Texas High School Coaches School, Ft. Worth, Eddie Joseph (512) 454-6709

- Aug. 3 — SVOA, Amarillo, Roy Williams, (806) 358-1238

- Aug. 6 — SVOA, Donna, A. Villareal (210) 464-5218

- Aug. 7 — Ft. Worth ISD, Ft. Worth, Ronnie White (817) 871-3270

- Aug. 7 — SFOA, Beaumont, Jim Campbell, (409) 743-2066

- Aug. 11-13 — SFOA, Dallas, Jim Blackwood, (214) 638-3722

- Aug. 19 — SFOA, Amarillo, Scott Grantham, (806) 381-2886

- Aug. 20 — SFOA, Victoria, Wesley Booth, (210) 733-2159

- Aug. 21 — SFOA, San Antonio, John Calden, (210) 967-1419

- Aug. 26 — SFOA, Bandera Wesley Booth, (210) 733-2159

- Oct. 27-29 — Southwest Basketball Officials Association (SBOA), San Antonio, Jim Blackwood, (214) 638-3722

- Nov. 5 — SBOA, Beaumont, Eddie King, (409) 722-5225

## 1995-96 prose, poetry category descriptions

### Poetry Category A: Voices of the Americas

The contestant shall perform a published poem (or poems) by one poet from the Americas. The Americas include the countries within North America, Central America, and South America and their territories within the Western Hemisphere. A published poem by an anonymous poet is not permissible. The poet used in this category may not be used in the other poetry category. Documentation is required.

### Poetry Category B: Performer's Program

The contestant shall perform two or more published poems by one or more poets. A poem by an anonymous poet is not permissible. The program should have a unifying concept. The unifying concept might be subject matter, historical or social perspective, contrasting points of view or styles, or a poet's body of work. Introductory and/or transitional material should be used within the program to help the audience identify the connection of one poem to another. While the introduction and optional transitions are important, the main emphasis should be on the individual selections themselves.

### Documentation Requirements

Biographical information showing the birthplace or nationality of the poet is required in Category A and must be available for the contest director. Examples of acceptable documentation include the original or a photocopy of an excerpt from a reference book which establishes the poet's nationality or place of birth within the Americas, a personal letter from the poet verifying place of birth or nationality, or a published newspaper, biographical sketch, magazine article or book jacket which states the poet's nationality or birthplace within the Americas. See the *Prose and Poetry Handbook* for details about acceptable documentation.

### Prose Category A: Award-Winning Writers

The contestant shall perform a published prose selection, fiction or nonfiction, written by an author who has been the recipient of a literary award or prize. Any of the award-winning author's published prose that meets general category restrictions is acceptable. Grants and fellowships are not included in this category. The author used in this category may

not be used in the other prose category. Documentation is required.

### Prose Category B: Performer's Choice

The contestant shall perform a published prose selection, fiction or nonfiction. Coauthored works are permissible if each author is specifically identified. Literature by an anonymous author is not permissible. The author or authors used in this category may not be used in the other prose category.

### Documentation Requirements

For Category A, the contestant must provide published documentation verifying that the author has been the recipient of an award or prize and that the award is literary in nature. Examples of acceptable documentation include the original or a photocopy of an excerpt from a reference book, a published list of authors which establishes the literary nature of the award or prize, or a published biographical passage such as a book jacket. See the *Prose and Poetry Handbook* for details about acceptable documentation.



## PUBLIC reprimands

### FOOTBALL

Ed Koester, Fort Worth Arlington Heights  
Herbert Saldivar, Laredo United South JH  
David Schoeffter, Spring Branch North  
Brook MS  
Richard Williams, Port Arthur Lincoln  
David Deaton, San Antonio Wheatley MS  
Napoleon Natons, CC Grant MS  
Carol Parker, Somerville

### VOLLEYBALL

Mark Pearson, Ganado JH  
Dana Hatch, Austin SFA

### SOFTBALL

Brian Sedlacek, Klein Forest

### SOCCER

Hue Menzies, Abilene  
Amy Woolsey, Del Valle  
Dana Horak, Grapevine  
Tim Schmitt, Rosenberg Terry  
Michael Hale, Greenville  
Jack Richburg, Conroe  
Sue Townsend, Beaumont Westbrook  
Don Nelson, San Antonio Churchill  
Johnny Gonzales, Marble Falls

### BASKETBALL

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

# Don't get burned this summer

Take steps to guard against non-school coaches who exploit athletes

*Will the future ever arrive? . . . Should we continue to look upwards? Is the light we see in the sky one of those which will presently be extinguished? The ideal is terrifying to behold, lost as it is in the depths, small, isolated, a pin-point, brilliant but threatened on all sides by the dark forces that surround it; nevertheless, no more in danger than a star in the jaws of the clouds.*

— VICTOR HUGO



Charles Breithaupt

When Victor Hugo wrote this, I'm sure he had no idea it would be used in relationship with high school athletics and appear in a *Leaguer* column. But, as summer approaches, the words do seem to apply to coaches, administrators and student-athletes.

The future Hugo mentions can be compared to the 1995-96 school year, and the light that could be extinguished for each of us is the possibility of a player being ruled ineligible because of a violation that occurs during the summer while attending a camp or playing on a non-school team. It is a fear that grows each year. Who knows what evil lurks in the hearts of men? The shadow knows, but that's another story.

I suppose my concern originates with the problem of our athletes playing on teams coached by non-school people. While there are many well meaning folks who devote their time and energies to coaching summer teams, there are many more who could not care less about the welfare of the athlete.

Some of these non-school agents and coaches spit in the eye of both the school and the school coach. These are the dark forces that haunt our athletes and jeopardize the eligibility of our young men and women.

Because school personnel cannot coach students from their own attendance zone in team sports other

than baseball and softball, the summer months become a breeding ground for these non-school coaches and agents. Violations of the amateur rule abound because some summer gurus gain the trust of naive athletes and assure them that it is perfectly fine to accept a free car for playing in a tournament.

Or they say, "There's no problem if we give you a little cash to play on our club team." The amateur rule is probably the most common violation during the summer. Non-school coaches continue to exploit athletes in ways that are difficult to prevent. These "street agents," as I like to call them, will tell these naive and impressionable athletes that they "have called the UIL, and everything is legal."

When in reality, they may have called the UIL, but chose to tell the athlete only those things that will insure that the good players will continue playing for their team. The frustration for League staff members and school personnel is initiated when the summer league guru establishes a relationship with the athlete and thus, begins driving a wedge between the player and the school coach.

One weapon a school coach can use against these circumstances is a proper educational program that informs each player about UIL rules and regulations. Our suggestion is to set aside one day before the end of the school year to go over summer regulations with every player, emphasizing the amateur rule and cautioning them about exploitation. A great tool is the off-season document, which every coach should have already received. Taking 30 minutes to review this document with your athletes could prevent some heartache in the fall.

Our staff is available in the summer for questions and interpretations of UIL rules. Do not hesitate to call or have your athletes or their parents call if there is any question regarding their eligibility. Teaching these athletes to take responsibility for their eligibility is a great step in helping them to become more productive citizens.

## Knowing basics of non-school participation rule can save problems later

By CYNTHIA DOYLE

Assistant Athletic Director

"A student who is absent from school to play in, practice for, or travel on a non-school team in baseball, basketball, football, soccer, softball or volleyball shall not participate in the next school game/match in that team sport. If loss of school time for the activity occurs after the last scheduled school game in that sport (whether regular season or play-off), the student shall not participate in the first game of the ensuing school year."

The newest off-season rule is the "non-school participation rule." As with all new rules, coaches and parents have questions about this rule. Knowing these basic elements of the rule might prevent forfeiture of contest as the new school year begins.

• How will schools know if a student has violated the non-school participation rule?

UIL rule violations are self-reported by the schools and students who violate them. Rules such as the amateur rule and the concurrent rule are examples of how efficient schools are in effectively self reporting violations.

Other check and balance systems include reports

by other schools that witness violations. For example, violations of the residence rule are often commonly reported by other schools. Regardless of whether the rule violation is self reported or reported by someone other than the school, the penalty would be forfeiture of the contest.

For schools that do not abide by the rule, the penalty is one that impacts the program, not just the person who has violated the rule. Most coaches will stress to athletes that the suspension for a game is a much less severe penalty than the forfeiture of a game. Most student-athletes would not choose to jeopardize the team if they opt to miss school for a non-school tournament or game.

• Who does the Non-School Participation Rule affect?

The non-school participation rule affects students in grades 9-12. Students are considered ninth graders on the first day of school of their ninth grade year.

• What is the penalty if a student misses school to participate in a non-school game?

For each event in which a student misses school to participate, the student must serve a one game



**AND IT WON'T BOUNCE.** Dave Terre of Wilson Sporting Goods Co. — exclusive supplier of UIL state basketball championship game balls — presents Dr. Bill Farney a \$10,000 check for the Texas Interscholastic League Foundation, the scholarship program for the UIL. Wilson, which contributes \$10,000 each year to the TILF, is also the exclusive supplier of UIL state championship balls in football, tennis, golf, softball and baseball.

## Junior high rule interpretation changes

The following section of 1209 of the UIL Constitution & Contest Rules no longer applies to junior high school, only student-athletes in grades 9-12.

(n) STUDENT ABSENCE FOR NON-SCHOOL PARTICIPATION. A student who is absent from school to play in, practice for, or travel on a non-school team in baseball, basketball, football, soccer, softball, or volleyball shall not participate in the next school game/match in that team sport. If loss of school time for the activity occurs after the last scheduled school game in that sport (whether regular season or play-off), the student shall not participate in the first game of the ensuing school year.

suspension. The suspension is the first game of the season. The suspension does not apply to tournament games. The suspension would only affect district games if the first game of the season is a district game.

• Must all students sit out the same game, or may a coach select the game in which the student sits out?

The student suspension must be carried out according to rule. Schools would not be able to pick and choose the games from which they suspend students. If a student participates in a game before the suspension has been served, the game must be forfeited since the player would not be eligible to compete. Once the suspension has been served, the student would regain eligibility.

Schools have become very aware of the amount of time that students miss for non-school activities. Students have also developed a new affinity for competing in non-school events on school time. As decisions to use the school day for non-school activities increases, schools should encourage responsible reporting of absences. Students who participate in non-school events should realize that they may be putting their team in jeopardy and must be willing to deal with the consequences of sacrificing team goals to personal interests.





## STATE SOCCER TOURNAMENT

# Humble Kingwood caps perfect season with state crown

## Plano boys add yet another title

Humble Kingwood was making its fourth trip to the 1995 UIL State Soccer Tournament and after having been turned back the previous three, the Mustangs made sure that did not happen again. Kingwood beat Plano 2-1 in the semifinals and then Arlington Martin 1-0 in the finals last month at Pflugerville High School.

Kingwood finished the season with a 29-0 record. Arlington Martin defeated San Antonio Madison 2-0 in the other semifinal and finished the year with a 22-4-1 record.

On the boys' side, Plano blanked both its opponents in claiming its fourth state championship in five years. The Wildcats beat San Antonio MacArthur 2-0 in the semifinals and Katy Mayde Creek 3-0 in the finals. Plano finished the season with a 23-2-2 while Katy Mayde Creek had a 20-6 mark. Katy Mayde Creek reached the finals with a 4-3 win over Arlington Martin.

**CRUSH HOUR.** Kingwood's senior Carrie Tigpen (#11) battles an unidentified Arlington Martin player in the Mustangs' 1-0 state final victory. Photo by Alan Smith, UT Photography Services.

## PUBLIC reprimands

Todd Brown, Austin Lanier  
Mike Bridges, Leander  
Ron Anders, Childress  
Craig Wooley, Sanford Fritch  
Melvin Peterson, Dallas Adamson  
Lonnie Sewell, Cleveland  
Patrick Harvell, Aubrey  
Eddie Estrada, Canutillo  
Raymond Wilson, Bremond  
Richard Celestine, Port Arthur Austin  
Clay Rosenbaum, Rockport-Fulton  
Freddy Armstrong, San Diego JH  
Treasure Blankenship, Stinnet West Texas  
Rod Brown, Brazosport Brazoswood  
Danny Faust, Nederland Wilson MS  
John Paul, Nixon-Smiley  
Bob Wolk, Bynum  
William Watson, Dallas Wilson  
Frances Ezanwa, El Paso Burges  
Rick Flanagan, Pine Tree  
Rick Rhoades, San Antonio Madison  
Lyn Fink, Overton  
Jane Atzenhoffer, Sinton  
A.J. Johnson, Amarillo Palo Duro  
Greg Little, Patton Springs  
Mark Owen, Harleton  
Jeff Connell, Gregory-Portland  
Britt Wilmet, Houston Spring Woods  
Kris Baskin, Judson Kirby JH  
William Gee, Laredo Memorial  
Sam Hughes, El Paso Eastwood  
Mark Smith, Victoria Patti Welder JH  
Wes Holcomb, Amarillo Fannin MS  
Mike Jones, Pampa  
Rod Davis, Pampa JH  
Earl Farley, Waco Wiley MS  
Steven Autrey, Academy  
Belinda Hinojosa, Pharr-San-Juan-Alamo  
Rick Deutsch, George West  
Gerry Morgan, San Angelo Edison JH  
Grant Davis, Hereford JH  
Danny Jones, Bullard  
Adam Arana, Tulosso-Midway  
Rodney Terry, Somerville  
Bill Crisp, Wimberley  
Bobby Carson, Channelview  
Art Cole, Tomball  
Toby Talley, Bullard  
David Clyde, Arlington Sam Houston  
Barbara Tarrant, Caldwell  
Kirk Wrinkle, Leonard  
Dale Blaut, Amarillo  
Mike Stephens, Barbers Hill JH  
David Peddy, Irving Houston JH  
Tercy Meyer, Sabine Pass  
Nathaniel Gillespie, Houston Yates  
Brad Slotton, Kelton  
Mark Richardson, Keller

## BASEBALL

Orlando Garcia, Port Isabel  
Steve Chapman, Calallen  
James Gray, Houston Davis  
John Freitas, Humble Kingwood  
Curt Ditzinger, Tarkington  
Lae Yeager, San Augustine  
Craig Coheley, Wichita Falls Hirsch  
Brian Chandler, Richardson Pearce  
Ted Rodriguez, Austin Bowie  
John Keller, Austin McCallum  
Mike Schlenz, Hondo  
Wade Gillis, Lumberton  
Joseph Zeruche, San Antonio Edgewood  
Clinton Welsh, Sugar Land Dulles  
Emery Pustejovsky, Katy Mayde Creek  
Mason Bryant, Houston Jones  
Robert Hedrick, Dallas Spruce  
Mike Pate, Broadus  
Danny Conner, Silsbee  
Brent Harris, Nacogdoches  
Robert Moreno, Joshua  
Travis Walden, Lubbock Monterey  
Danny Steffenauer, Cypress Creek  
David Wright, Euless Trinity  
Robert Mitchell, Everman  
Doug Schmidt, Katy Mayde Creek  
Burl Jones, Houston Sterling  
Phil Pate, Hawkins  
Larry West, Harleton  
Tony Tovar, Dallas Skyline  
Jim Shubert, Katy Taylor  
Earl Byerley, Bandera  
Nick La Barbera, Caldwell  
Freddie Carlton, Texas City  
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# What to do with those multi-talented athletes?

A true test of school spirit and school loyalty could be demonstrated during spring months. The scheduling of academic, drama, music and sport events promises a competition within a school that is emotional and sometimes volatile.

The competition that happens within a school is a competition between personnel and programs, and is a competition that impacts every multi-talented student. During the spring months competition for the best and the brightest in any school reflects a one dimensional focus of many coaches, directors and sponsors in leadership positions.

Coaches, directors and sponsors of spring activities are receptive to the concept of cooperative sharing of students. By the time spring activities begin, many of these multi-talented students have come close to exhausting themselves as well as their 10 extracurricular days.

Finally, they are battling spring fever in ways many of us are too old to remember or too embarrassed to confess. In other words, the coaches and directors of spring activities have a host of elements that influence



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the students in spring programs.

Still, the coaches of spring activities must assure student participation in a variety of activities. One hurdle harder to overcome than fatigue, House Bill 72, or spring fever is the obstacle of another coach who doesn't work to promote or produce multi-talented students. This is the coach who doesn't understand why an athlete would want to try a spring sport or an academic competition rather than specializing in a single season activity.

To take the role of a spring sponsor is the same as agreeing to overcome many of the hurdles of participation. The person who agrees to be involved as a sponsor is usually able to work around the limited number of days that students have left for extracurricular activities.

The sponsor is able to have a plan that keeps the program intact when individual students are lost to academic ineligibility, illness, or injury. Most sponsors of spring activities are even able to guide students through the feeling of being unmotivated and distant due to spring fever or whatever else takes over the development of students after March winds and April showers.

Yet, the one barrier that really tests the patience of spring sport sponsors is the perceived conflict that comes from another coach or program within a school. The pressure and restrictions that coaches sometimes place on multi-sport athletes leads them to believe that

they cannot excel in more than one area. It leads students to believe that excelling in one area or activity must be at the expense of all other activities.

Finally, it leads students to believe that participation in more than one activity is a betrayal of the coach or program in another activity. As we entice the best and brightest students from our student body to participate in our particular program, we should encourage participation in other school programs as well. We should understand that talents can be developed in avenues other than in the program that we coach or direct.

We should look at what is required to make the school excel above and beyond other schools. As spring coaches and directors confront the problems associated with academic ineligibility, restrictions on loss of school time, and spring fever, other program directors with talented students should share rather than hoard athletes. They should encourage students to develop a full range of talents rather than forcing them to specialize in one area and develop one talent.

And, they should build school loyalty and tradition by building professional cooperation rather than personal competition for the multi-talented athlete. Whether the sharing of students is between baseball and football, music and track, softball and spelling, or debate and ready writing, students with multiple talents should have the opportunity to fully develop all of their talents.



# 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 Kennedy 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.

## SOCCKER RULE ERROR

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

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

## CHILTON HS

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

## MCALLEN ISD

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

## 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.

## 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, gaberline
- 7/8 jardiniere, jardiniere
- 7/8 karat, carat
- 7/8 penitentiary (P)

## LITERARY CRITICISM

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

## 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 1, Clinard-Sonata (unaccompanied trombone) play I & II; or II & III

Page 126 — 404-String Bass Solos, Class 1

Teleman/Sankey-Sonata in a 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-Minuet 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 Ma-

for (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.

## FORT WORTH DUNBAR

The State Executive Committee issued a public reprimand to Fort Worth Dunbar High School, put the school on probation through March 1, 1996, and required the school to forfeit a February 18, 1995, boys' basketball game for violation of Section 1230 (c) (3), *Total Number of Games*.

## FORT WORTH DUNBAR

The State Executive Committee suspended Mr. Robert Hughes, coach at Fort Worth Dunbar High School, from coaching the first day of the 1995 boys' regional basketball tournament and put him on probation through March 1, 1997, for violation of Section 1230 (c) (3), *Total Number of Games*.

## PLEASE NOTE

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

## RECOMMENDED DISTRIBUTION

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

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