

Lexus

OCTOBER, 1995
Volume 80 • Number Two
ISSN 0897-4314



STATE OF TEXAS
OFFICE OF THE GOVERNOR

GEORGE W. BUSH
GOVERNOR

September 19, 1995

Greetings:

The National Federation of State High School Associations has declared October 15-21 as National High School Activities Week. Students are encouraged to participate in co-curricular activities at school.

Since our children are the next generation of community, state, and national leaders, their character development and education are vitally important. Through participation in co-curricular activities, young Texans learn responsibility, leadership and the value of teamwork. They are provided opportunities to use their talents and explore their interests. Participation and achievement in these activities often increases students' interest in academics.

It is important for students to have positive experiences at school. Education is the key to our children's success in the future.

Best wishes for a successful High School Activities Week!

Sincerely,

George W. Bush
GEORGE W. BUSH

POST OFFICE BOX 1248 AUSTIN, TEXAS 78711-0124 801.000



LET ME EXPLAIN. UIL Director Bill Farney listens to students and academic coaches during the student activities conference, Sept. 30 at The University of Texas at Austin. His meeting was part of a general effort to solicit public input on a wide range of UIL-related topics and issues. *Photos by Kirk Crippens.*

Whaddya Think?

League seeks input from public regarding its rules and procedures

Week argument

Activities week provides chance to showcase extracurriculars

By RACHEL SEEWALD HENDREX
Public Information Director

The 16th national recognition of interscholastic activity programs will be celebrated October 15-21 during National High School Activities Week.

"High school sports and activity programs provide one of the best bargains in our community and nation and will continue to do so as long as our nation supports them as an integral part of the education of young people," said Robert F. Kanaby, executive director of the National Federation of State High School Associations.

"Not only do these programs teach the almost 10 million young people who participate in them valuable life skills lessons such as ethics, integrity and healthy lifestyles, they also provide the best entertainment value in our nation and in many cases bond a community," Kanaby added.

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

High schools have traditionally set aside this week to increase the public's awareness of the importance of interscholastic activity programs.

Have you ever wanted to change a UIL rule? To suggest a rule that you think needs to be adopted? Now's your chance.

The University Interscholastic League is analyzing and evaluating its rules and regulations and would like your input.

Teachers, administrators, coaches, students, parents and other interested parties are encouraged to offer suggestions on any UIL rule change. Meetings conducted by UIL staff will be held throughout the state during the next few months in an effort to gather input from citizens.

Already, Dr. Bill Farney has met with students and teachers at student activities conferences in Austin and Denton.

"In most cases, the people I've heard from have questions about rules but do not have a problem with the organization," he said. "This is fairly typical. Teachers, coaches and students genuinely appreciate the League, even if they have questions or concerns about one or more of its rules."

Farney and other members of the League staff will conduct similar meetings for the next several months.

"People rarely get involved unless a rule affects them directly," Farney added. "If the impact of the rule is negative, then they may become activated to change the rule, even though the rule is no less valid.

It remains in the best interest of the school children of the state for the League to maintain rules against recruiting of athletes, even though a parent may not like the fact that their child was declared ineligible because he or she moved for athletic reasons."

In addition, the general public doesn't always understand that the League enforces state law such as no-pass, no-play.

"No-pass, no-play is state law, not a UIL rule," Farney said. "People don't always understand the difference. Part of the time we spend with the public will be explaining the difference."

All suggestions will be forwarded to the UIL Legislative Council for consideration. Any rule approved by the Council requires further approval by the State Board of Education before it can be implemented.

"As the state high school association serving the public schools of Texas, the UIL would like to provide all individuals with the opportunity to voice his or her opinion regarding UIL rules," said Bill Farney, UIL Director. "All suggestions will be carefully considered."

For those interested in suggesting a rule change, simply write a letter by November 1, 1995, and send it to the UIL office. For more information contact Rachel Hendrex or Peter Contreras.

Seeing for myself the values and benefits of activities

A stroll around a high school campus confirms what we already knew to be true about extracurriculars

On a Tuesday afternoon in September, I decided to attend a volleyball match at a local school. One of my staff members had a daughter who was playing on the visiting freshman team, and I thought it would be a good opportunity to see her play.



Bill Farney

During the 40-minute drive to the school, I recalled a recent article in our metropolitan daily newspaper. The article (actually a letter to the editor) protested a school tax increase and bemoaned the fact that schools wasted a lot of money — particularly on too many administrators and too much athletics. The article recommended that we go back to the “good old days” when reading, writing, and arithmetic were the focus and the principal as headmaster also was a teacher, whose one off-period was enough for keeping records and keeping track of the students.

The discourse concluded that school sports were a waste of taxpayers money and did not contribute in a positive way to a child's development.

My reflections were interrupted as I noticed my fuel gauge was near empty. So I pulled into one of those combination gas station-convenience stores for fuel. As I approached the front door to pay for the gasoline, I had to work my way through a gathering of teenagers, a few of whom were loud, clearly audible cursing. Meanwhile, two boys were shoving and pushing as a prelude to a fight, and several youngsters smoked cigarettes.

As I paid my bill, the cashier said they were shoplifting but were so clever that they were hard to apprehend. I departed wondering if this delinquent behavior would carry over into adulthood.

It was almost 5 p.m. when my first glimpse of the school campus detected what later would prove to be only a sampling of a definite pleasant experience. More than 250 band members were rehearsing in the parking lot. It was still about 85 degrees, but they stepped and re-stepped to polish a marching routine. In addition to the band members, there was an entire dance team of approximately 50 girls plus eight high-stepping majorettes. From high above the parking lot surface came the amplified voice of the band director, “One more time, let's do it right,” as attentive band members focused one more time.

Just inside the front door in the library were over 20 students involved in activity at the book stacks and on several computers. Across the hall one assistant principal worked inside her office. Down the hall in the commons area, approximately 30 students and two teachers were involved in tryouts for a speech department production. Not 30 feet away, several cheerleaders were beginning a large run-through sign for Friday's football game.

Greeted by the principal who was on his way to the volleyball match, I was escorted around behind the building to avoid a construction area. I passed a classroom where the yearbook staff of 11 students was busily designing pages, writing headlines and cropping photographs. As the principal and I walked behind the buildings, I observed three separate practice areas where more than 200 freshmen, junior varsity, and varsity football players were hard at it.

I watched part of three volleyball matches, at-

tended by an approximate crowd of 250 fans. (Some were going back and forth from one gym to the other, so my count could be off a little.) Good sportsmanship, clean spirited play, loud emotional support from the fans, and gracious but disappointed players shaking hands with the winners, were part of my afternoon experience.

Before I left that campus, I bought a hot dog and soft drink from a friendly concession stand worker and a raffle ticket from a parent band booster who is part of an organized effort to raise enough money to finance the band's planned trip to the Rose Bowl. Even the uniformed security officer (necessary these days) was courteous despite a long, tiring day.

As I drove home that evening I wondered if the man who wrote in frustration to the newspaper had ever been to a band concert or a ball game. Had he seen the excitement and urgency of a talented debater? Did he ever take time to assess what is going on in thousands of schools every day? Could he know that millions of Americans had their first ambitions for later success on a field of dreams or in a speech contest?

I wanted so much to go back to the convenience store and invite those young people to get involved at school. The hard work, excitement, and personal discipline could make a difference in their lives. I also wondered why those of us who know the value of participation do not promote the benefits of extracurricular activities more than we do. I guess it's a lack of time or the fact that we often take what we have for granted.

But that is true in other areas of our lives. We often do not appreciate what is good until we are in jeopardy of losing it.



(ISSN 0897-4314)

EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Director of Academics

ADMINISTRATIVE STAFF

Dr. William D. Farney, director; Charles Breithaupt, director of athletics; Bobby Hawthorne, director of academics; Peter Contreras, assistant to the athletic director; Treva Dayton, assistant academic director (speech and debate, elementary/junior high contests); Cynthia Doyle, associate athletic director; Richard Floyd, director of music activities; Sam Harper, waiver officer; Pat Wisdom, director of academic development; Lynn Murray, one-act play director; Bonnie Northcutt, director of policy; C. R. Daniel, compliance officer; Rachel Seewald Hendrex, director of public information. Diana Cardona, spring meet materials director; Dr. Nelson Patrick, music director emeritus.

TILF board committed to finding funds for deserving students

By DR. BAILEY MARSHALL
TILF Executive Secretary

In 1958 while Mr. Rodney Kidd was director of the UIL, he saw his vision for the future become a reality with the chartering of the Texas Interscholastic League Foundation. The primary purpose of TILF was to offer financial support to some of our state's brightest and most highly motivated students — students who qualified to the UIL Academic State competition.

Mr. Kidd and his successor, Dr. Rhea Williams worked to see that the purpose and goal of fully

realizing the vision stayed on course. During my tenure as UIL director, I also worked to see that the TILF grew and prospered.

And its health is a high priority for the current UIL director, Dr. Bill Farney.

“The Texas Interscholastic League Foundation is one of the most unique programs connected with the UIL,” Dr. Farney said. “We are the envy of all the other states in many respects but especially when it comes to our scholarship program.”

Dr. Farney said he would work with the board and the administrator to see that the program is expanded to include scholarships for more students

and to enlarge the amounts given to students to help meet the rising costs of a college education.

The Foundation currently has 11 active board members from all over the state — men and women, old and young — and all are passionate about their commitment to education. They serve without pay or reimbursement for travel. In addition to what they distribute annually, they have amassed a permanent endowment of more than \$2 two million dollars.

The board members have been able to maintain a commitment made to donors 35 years ago which is

CONTINUED/ on page 6

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

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties. The UIL office is located at 3001 Lake Austin Blvd., Suite 3.200, Austin, TX 78703 (512/471-5883). Letters, inquiries and changes of address should be sent to UIL, Box 8028, UT Station,

Austin, TX 78713-8028.

The Leaguer is published six times yearly by Texas Student Publications. It is published in September, October and November/December, January/February, March and April. There are no issues in December, May June, July or August. One year's subscription is \$8. Second class postage paid in Austin, TX.

STATE EXECUTIVE COMMITTEE

Chairman: Mr. Larry Butler, Supt. Groesbeck ISD; Dr. Alberto Byington, Supt. Brooks ISD, Falfurrias; Ms. Sandra Lowery,

Supt., Slocum ISD; Dr. Teresa L. Long, Austin; Mr. Lloyd Choice, Dep. Supt., Houston ISD; Ms. Virginia Stacey, Supt. Lackland ISD; Mr. Greg Sherwood, athletic director, Lubbock ISD; Ms. Katherine Rains, Cleburne; Mr. George Vaults, Bryan.

LEGISLATIVE COUNCIL

Chair: Robert Ryan, Seminole ISD; 1st Vice chair, Charles Herbert, Houston ISD. 2nd Vice Chair: Bill R. Mayfield, Happy ISD. 5A — Bill Graves, San Angelo ISD; James Terry, Mesquite ISD; Wayne Schaper, Spring Branch ISD; James Lehmann, Weslaco ISD.

4A — Ben Gilbert, Stephenville ISD; David Montgomery, Waxahachie ISD; Virgil D. Tiemann, Columbia-Brazoria ISD; Byron Steele, Jr., Schertz-Cibola-Universal City ISD;

3A — Robert Ryan, Seminole ISD; Justin Wakefield, Frisco ISD; Bill Shaver, Bellville ISD; Newell Woolls, Hondo ISD.

2A — Don Gibson, Wall ISD; Richard Cohagen, Gunter ISD; Gene W. Whitsell, Troup ISD; Frank Stephenson, Wallis-Orchard ISD.

A — Bill R. Mayfield, Happy ISD; Randy Savage, Gordon ISD; Dan Jones, Trenton

ISD; Johnnie Haverland, Meridian ISD.

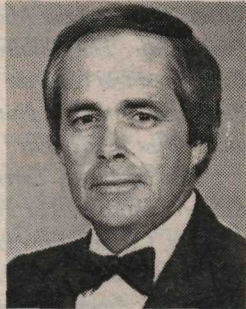
At large members: Vidal Trevino, Laredo ISD; Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10.

Also, Pearl Trimble, Amarillo ISD, Manny Soto, Ysleta ISD, Robert Payton, Dallas Skyline; Elizabeth Treadway, Slidell ISD; Esperanza Zendejas, Brownsville ISD.

The highest level of achievement

Recommendations made in an effort to restore the original intent of TSSEC

On Monday, September 18 the UIL Music Technical Advisory Committee held a full day meeting at the TMEA Office in Austin. The meeting was called at the request of the UIL Legislative Council Music Committee to study and make recommendations pertaining to the State Solo and Ensemble Contest proposals that will be considered by the Legislative Council at its October meeting.



Richard Floyd

Present at the meeting were: Barbara Eads, Director of Music Education, Pasadena ISD, Bill Cormack, Director of Music Education, Dallas ISD, Bob Blanton, Director of Music, Klein ISD, Kathy Fishburn, Music Educator, Permian High School, Paul Mann, Director of Music Education, McAllen ISD, Tom Waggoner, Director of Music Education, Austin ISD and Don Hanna, TMEA President.

In addition Ken Griffin, Van High School, Don Stockton, Warren High School and Ronnie Page, Overton High School were invited to attend as representatives of the Association of Texas Small School Bands. Richard Floyd, State Director of Music, served as chair for the meeting.

After extensive discussion and deliberation, the following rational and formal recommendations were adopted for presentation to the Legislative Council at its annual meeting scheduled for October 15-17 in Austin.

Rational

The TSSEC was originally established to foster and encourage individual musicianship and provide a state level UIL music event that was commensurate with other UIL state events. The most important consideration was perceived to be the experience of the individual student in a solo or small ensemble setting since no similar experience exists in any venue for these kinds of performances.

Consequently TSSEC should represent the highest level of achievement for the state's most talented high school musicians. Conversely it is not the purpose of TSSEC to provide an end of the year trip that serves as a "reward" for an entire band, choir or orchestra program nor to be a primary motivational tool for all members of a particular music program.

These recommendations are made in an effort to restore the original intent of TSSEC and create a level of achievement that is viewed to be as significant as the state contests in academics and athletics.

Recommendation

Suspend Medium Ensembles competition for the 1995 TSSEC but allow these events to continue to function at the region level. Consider the development of new criteria for the medium ensemble that would make this program more comparable with other TSSEC events. Then determine if the medium ensemble should be reinstated as a part of TSSEC.

Recommendation

Soloists who wish to qualify for advancement to state would be required to perform by memory at the region contest.

Recommendation

Charge TMEA, ATSSB, TMAA and the region executive secretaries with the task of making a concerted effort to elevate standards at the region contest. Action to be taken includes state-wide communications to all music educators, articles and editorials in professional magazines, and a formal judging orientation at each region contest.

A higher expectation for awarding a division one rating would automatically elevate the standards for qualification to advance to state. Include in this educational process the clear message that a failure to elevate standards would result in the establishment of a TSSEC required repertoire list and possibly other more stringent modifications.

Recommendation

Postpone the implementation of a TSSEC required repertoire list for one year to allow time for the regions to address judging standards.

Recommendation

Postpone the elimination of the Sweepstakes Award until it is determined if the memory requirement and the suspension of the medium ensemble will help resolve the problems that are currently being experienced by TSSEC.

Recommendation

Enlist all leaders in music education and music adjudication to address the following issues:

- There has been an erosion of standards resulting in rating inflation in all UIL Solo and Ensemble categories. The following indicates the percentage of solo and small ensemble events certified to state at all 1995 regional contests (Event/solo/ensemble):

Twirling 61% — 61%
Band — 63% — 67%
Orchestra—67%—67%
Choir—59%—57%

In addition the following numbers of medium ensembles were certified to advance to state:

Instrumental—70%
Vocal—70%
Experimental—74%
Pop Medium Ensemble—73%

These statistics validate the fact that better than two of every three Class I events performing at the region contest were certified by a judge as being worthy to perform at state. As a result there were more than 27,000 name entries at the 1995 TSSEC.

- There must be orientation sessions with all region solo and ensemble judges designed to encourage them to accept the challenge of maintaining a standard of excellence that is commensurate with the high quality of music education that exists here.

Judges must be mindful of the fact that the act of assigning a Division One rating to a Class I solo performed by memory or a Class I ensemble certifies the event as a performance of the highest merit and worthy of being identified as a UIL state level participant.

- Students must be told that standards will be higher and that judges will certify to state only those students who clearly qualify for this honor.

- At each juncture the following responsibilities must be accepted.

(1) The director must accept the responsibility of helping students select a composition that fits their educational needs and must make sure students understand that the memory requirement does exist at the region contest if they wish to advance to state.

(2) Soloists must be mindful of the fact that they will be expected to perform by memory at region in order to qualify for state. Each solo contestant must make a conscious decision that advancement to state is the goal and prepare for the region contest accordingly.

(3) The judge must accept the responsibility of maintaining high performance standards and certify only those students who truly deserve the honor of advancing to the state level of competition. Statements on the comment sheet such as "I'll give you the benefit of the doubt today but you must do better by the time you go to state" should not be a valid rationale for certifying a performance for advancement.

- In summary, the music educators of Texas must be willing to take the initiative to address this issue. If we, as members of this profession cannot elevate the standard of excellence to a point that it gives greater validity to the TSSEC experience, then other forces are likely to act in our behalf. We have the opportunity to be in charge of our own destiny and we must accept the challenge of restoring the "integrity of the Division One rating" and the honor of advancing to state.

You will note that the Technical Advisory Committee stopped short of recommending the adoption of a state solo and ensemble repertoire list at this time since it was the unanimous feeling of this committee that the real issue was the judging standards at the region contests rather than the difficulty of music being performed.

If, however, the recommendations cited above do not have the positive results anticipated, the committee will be supportive of the adoption of a "state list" at some future date.

Former Round Rock band director joins League music department staff

In order to further expand UIL's ability to provide expanded and prompt music services to the music programs of Texas, a preexisting half time position has been reestablished in the music department. This position has been filled by Richard Gibby, retired band director from Round Rock High School.

Richard helped this past spring in preparing for the Texas State Solo and Ensemble Contest and was a valuable member of the contest staff at the Southwest Texas State University site. Richard is no stranger to the music educators of Texas and continues to be a highly respected adjudicator throughout the state. He brings to this position many years of successful experiences as a teacher and participant in UIL music programs.

Richard will deal primarily with contest administration, the resource library for the Prescribed Music List and help the State Director of Music answer the multitude of music questions that come each day.

In accepting the position, Richard said, "Retiring from public schools after 32 years as a middle and high school band director, I am looking forward to my new association with Richard Floyd and the League. I hope my years of experience will be of service to the League and the many band, choral and orchestra directors throughout the state of Texas."

Music department secretary appointed

The UIL Music Department has a new secretary, Patty Esfandiari. For many years she was the Senior Procurement Office for the College of Pharmacy and most recently held a similar post in the department of Microelectronics and Engineering on the J. J. Pickle Research campus.

Patty has an extensive music background, university training in music and is an accomplished performer on the oboe and English horn. She attended West Texas State University, Pan American University and the University of Texas at Austin. She currently performs with the Mid-Texas Symphony Orchestra and is a member of Tempo Minstrels, an ensemble specializing in early and ethnic music.

She says, "I love music. I love performing it. I love listening to it. I love talking about it. I love almost everything about it. To find a job where I can apply the administrative skills I've spent years accumulating to a musical end is a dream come true."

TETA convention set Jan. 31-Feb. 3

The Texas Educational Theatre Association Convention dates are January 31 (Wednesday evening) through February 3. The dates published in the convention program last January are incorrect, and I'm sure I have told several of you incorrect dates during phone conversations and in workshop sessions. Please correct your calendar!

Find that script

The time has passed when directors should have started looking for a script for next spring. If you are considering a play not on the approved lists, you are urged to submit it now. Those who wait until December will not get quick responses from the buried Play Appraisal Committee. Many plays mailed to UIL last December did not arrive until January. They were not returned to their rightful owners until after the time to begin rehearsals.

There were so many scripts submitted for special OAP approval that it took more than a month, and directors did not have approvals early enough to submit additions to the set requests by February 2. If a scenic device is required for the play, submit it with the script. Those waiting until after approval will not get quick consideration.

Enrollment deadline nearing

The second OAP enrollment card has been mailed to all theatre directors of schools not responding to date. We have about 700 of the usual 1100 plus OAP entries of which 1093 actually participated last year. If you wish to participate this year and have not received the OAP mailing and card, let us know. We will send still another. OAP participating schools that fail to respond by the November 1 deadline will be called "collect" in an attempt to preserve eligibility!

Curtain's not the only thing rising

Censorship, direct and indirect, increasing, theatre educators claim

OAP directors are urged to review carefully pages 65-71 in the *Handbook for One-Act Play*, 12th Edition, and the same material in the 13th edition when it is released in November. Play selection is the most difficult task of the director in the one-act play contest. This task is being made even more complex by community pressures or administrative action. If you read my column of September 1990, this material will be familiar. We seem to be in one of those five-year cycles, and this one is conservative to the point of being radical.

Theatre educators are discovering that censorship is on the rise. Censorship takes many forms, direct and indirect. Having been accused of promoting smoking, drinking, satanism, violence, premarital sex, or whatever, directors edit from a script anything that might be considered controversial by anyone. Such action can be a violation of international copyright law, but it is important to understand that it may destroy the artistic integrity of the play and relegate theatre to meaningless entertainment, destroying the very reason why theatre arts is included in our K-12 curriculum.

I'm sure some of you are surprised that the person responsible for UIL censorship for 25 years dares to write on this subject again and in fact



Lynn Murray

supports the local director's right to select quality material and produce it as written. If you are too surprised, you should now read the pages in the *Handbook* referred to above.

We should all recognize that smoking actual cigarettes or drinking liquor by high school students is a violation of Texas law, but the playing of characters who do these actions does not necessarily promote smoking or drinking.

At the same time you read the above pages, you might also like to hear the OAP eligibility notice administrative certification. "This play has been carefully examined and the script and production are approved for presentation by the students of our school and are acceptable in our community."

The principal or superintendent of each school must sign this form to officially enter the UIL play contest. The administrative signature on the contest play official Eligibility Notice should settle the "morals" issue, Section 1033 (c) (1) (H) *Standards*, in the current UIL C&CR. This includes the costuming used in the production!

Perhaps it is time that it should also settle the "profanity" issue. It is especially disturbing when I talk to contest managers attempting disqualification over dialogue which I do not consider a violation of this rule or even the more archaic old version. The inequity of interpretation is astounding. Conversations with and letters from contest managers, administrators, directors, parents, and OAP State Meet patrons clearly indicate that people listening to the same line or watching the same scene do not hear or see the same thing. It seems to me that local directors and administrators are in a much better position to determine what is acceptable for their students than a contest manager from a competing school or an

Productions of classic plays have been halted recently

In the past few years, Texas administrators or communities have refused to allow productions of *Dark of the Moon*, *The Crucible*, *To Kill A Mockingbird*, *Inherit the Wind*, *The Elephant Man*, *The Prime of Miss Jean Brodie*, *The Children's Hour*, *The Shadow Box*, *One Flew Over the Cuckoo's Nest*, *On Borrowed Time*, *I'm Not Rappaport*, *Ghosts*, and *A Flea In Her Ear*.

Also, *Volpone*, *Tartuffe*, *Noises Off*, *The Runner Stumbles*, *The Foreigner*, *Black Comedy*, *Crimes of the Heart*, *Blood Wedding*, *Vanities*, *Children of a Lesser God*, *The River Niger*, *The Amen Corner*, *A Raisin in the Sun*, *Death of a Salesman*, *A Lie of the Mind* and numerous other scripts that have long been produced in Texas.

administrator from Austin.

This conservative administrator from a conservative background is still finding it very difficult to understand the latest wave of so-called "conservatism" that seems to be affecting educational theatre decisions. I consider it radical when a religious group prays for the failure of a high school play that has been produced in UIL contests for 25 years. It seems "radical" to me that *Inherit the Wind* or *To Kill A Mockingbird* cannot be produced by a Texas school. It is unacceptable to me that a school administrator makes a decision about the suitability of a script for the community because a bond issue might not pass or somebody threatens to sue.

Any play has the potential to be controversial. Plays are about conflict. Conflict is about disagreement. Plays often evoke different views from audi-

CONTINUED/ on page 6

Obtain judge contract

Districts that have already contracted a critic judge for next spring should obtain a signed contract. This will assure that the judge has paid current Texas Educational Theatre Association Adjudicators' Organization dues and will be listed as an accredited critic next month. We are minus about one-third of those accredited last year.

We would also encourage college and university theatre directors to return the UIL 1995-96 Theatre Faculty Directory information request. A second mailing has been sent and we have only two-thirds of those listed. This directory is the primary source for critic judge additions and a valuable reference for both secondary schools and higher education. A quick response would help us serve everybody more efficiently.

SHSU SuperConference

Host for the October 21 UIL SuperConference theatre program at Sam Houston State University (SHSU), Maureen McIntyre, has arranged to "Let the Genie Out of the Bottle." Those involved in producing this truly magical day will include the entire faculty/staff of SHSU and many of their students. Penny Hasekoester, creative drama specialist; Jerry Hooker, scene

designer; Kristina Hanssen, costume designer; Maureen McIntyre, head of the acting program; Tom Soare, lighting designer; and Jim Miller, chair of the theatre program; will be joined by senior directing students Samuel Jones and Gigi Perkins, vocal instructor Holli Leggett, and professional choreographer Jonathan Charles to produce their individual SHSU specialties.

Added to the mix will be outstanding secondary school theatre teachers Rachel Smith-Katy, San Lorenz-Belton, Marilyn Miller-Cypress Creek, Freddie Buckner-Houston; MacArthur, Rachel Mattox-Katy; Taylor, Jean Adams-Sealy, Larry Cure-Arlington; Martin, John Steele-Plano, Bob Singleton-HSPVA, Laura Mills Parker-Kingwood, and junior college theatre faculty Jim Mammarella-San Antonio College, Cathy Huvar-Wharton County JC, Kathy Barber-Kilgore College, and Vic Siller-Tyler JC. If you add the genie Lou-Ida Marsh, professional theatre consultant, a critic judge from Caldwell, it will be all Maureen can do to put the cork back in the bottle at the end of this 35-theatre-session SuperConference day.

Texas Tech SuperConference

As I completed this column, the October 28 Texas Tech theatre program from host George Sorensen came rolling out of the FAX. A quick

look (because of deadline pressure - I'm late again) at the program shows warm-ups, scene design, mask-making, stage combat, directing, scene painting, make-up, musical theatre auditioning, acting techniques, playwriting, auditioning, flat construction, marketing, lighting, and costuming on a limited budget.

Sorensen will be joined as workshop presenter by Tech theatre faculty Fred Christoffel, Jonathan Marks, Joan St. Germain, Norman Bert and 14 Teaching Assistants. In addition, 14 upper-division or graduate students will participate as presenters along with outstanding high school theatre directors Tal Lostracco-Seminole, Susan Masters-Lubbock; Coronado, and Paula Rodriguez-formerly of Sonora.

Larry Preas

The secondary school theatre program in Texas has lost a good friend and avid UIL supporter. Larry Preas, longtime theatre director at Stephen F. Austin High School in Austin and active UIL critic judge since his retirement, passed away September 12 after an extended illness.

From student days at Tarleton State University and beginning OAP-director duties at Hico, Larry has been a strong and steadfast friend to the League and to me. He will be fondly remembered and missed.

It's all how you approach it

Look to the heart of the story, not just to the facts to determine if it's a feature

Last spring, I received a couple of telephone calls and notes from teachers and contest directors alike regarding the regional feature writing contest. In short, they thought it was too newsy, not "featurey" enough.

One regional director minced no words. "It was the worst prompt that I've ever read," she said.

Startled, I responded confidently, even defiantly, "Oh my, I'll just have to look into that."

So I did because I've learned in my 61-year career here that "a couple of" constitutes a crisis.

Now, six months later, after exhaustive consultations with colleagues who are paid far more than me (which makes them experts), I can say that this criticism is a load of doggie do.

First of all, features need not be confined to warm and fuzzy stories about stowaway cats and retired insurance salesmen who spend the autumn years of their lives in the pursuit of growing ever larger pumpkins. So the criticism that the prompts weren't "featurey" enough is lame, *prima facie*.

More importantly, the notion that content alone determines how a story will be treated journalistically is remarkably shallow, even for rigid devotees of the inverted pyramid. Last year, Endocrine Society researchers announced a deficiency of testosterone rather than an excess could lead to all the negative behavior normally associated with the hormone. But Natalie Angier of the *New York Times* didn't allow the fact that a meeting was held and a conclusion announced confine her to a dry summary lead. While breaking rules right and left, she wrote:

WASHINGTON — Are you tired of hormone as cultural myth, as shorthand for swagger and machismo, ferocity and obnoxiousness, the bearskin beneath the three-piece suit?

Do the ubiquitous references to "testosterone poisoning" and "testosterone shock," to "testosterone-fueled heavy metal" and "testosterone-crazed oppressors" make you feel a bit, well, testy?

Do you think it unfair to blame one lousy little chemical for war, dictatorships, crime, Genghis Khan, Gunga Din, Sly Stallone, the NRA, the NFL, Stormin' Norman Schwarzkopf and the tendency to interrupt in the middle of a sentence?

Ready to give the so-called male hormone a break and return all testosterone clichés with a single pound of a drum? Retire away. As it turns out, testosterone might not be the dread "hormone of aggression" that researchers and the popular imagination have long had it. It might not be the substance that drives men to behave with quintessential guyness, to posture, push, yelp, belch, punch and play air-guitar.

If anything, this most freighted of hormones might be a source of very different sensations: calmness, happiness and friendliness, for example.

Friendliness? Reporting in Washington last week at the annual meeting of the Endocrine Society, researchers said that it was a deficiency of testosterone, rather than an excess, that could lead to all the negative behaviors normally associated with the hormone.

The story went on from there.

The regional feature writing prompt involved



Bobby Hawthorne

Last year one in 12 female students there were either pregnant or already had a baby.

On Tuesday, March 7, former Leaguetown student Shawn Collier Tuesday persuaded the LISD school board to approve \$5,000 for Leaguetown Daddies, a support group for teenage fathers. Collier, who became a father and graduated in 1993, discovered the Leaguetown Parenting Program was oriented mostly to mothers. Leaguetown Daddies will meet weekly, beginning in the fall of 1995. It will be conducted by Collier, school counselor Dwayne Durham, and John Ryker of Leaguetown Family Services, a private agency that works to help teen families. You are writing for an issue of the Press to be distributed Thursday, March 9.

A strict application of the classic news formula (meeting equals summary news lead) would result in something along these lines:

"The Leaguetown school board approved \$5,000 for a support group for teenage fathers Tuesday. The group, Leaguetown Daddies, will meet weekly, beginning in the fall under the supervision of school counselor Dwayne Durham, John Ryker of Leaguetown Family Services, a private agency that works to help teen families, and former student Shawn Collier, a teen father who devised the program."

Admittedly, this is a news lead. It's boring. And it's dumb, but not because the fact sheet lacked the ingredients for a strong feature. It's boring because the reporter has chosen to slap a formula on it rather than asking, "What is the story really about? What do the readers need to know? What are the main points? What has really happened?"

So instead of reporting a story, the reporter has chosen to stuff a suitcase with all the whos and whats and whens of the story while ignoring the narrative — that is, attempting to see the world in terms of people doing things, not as piles of disparate facts.

Therefore, let's consider this feature lead:

When Shawn Collier became a father at age 16, he did not abandon his girlfriend, Tara, or his role as a parent.

"Sure I was scared, but I really loved her and wanted to help raise my child," he said. But when he first cast about for help in coping with his new responsibility, he drew a blank. The high school offered a teen parent program, including parenting- and life-skills classes, a school-based child-center, and help getting support services in the community.

There was one hitch: The program was geared toward mothers.

"While that was great for Tara, I felt really left out — it was like they didn't want or expect fathers to be involved," Shawn said. "I know a lot of guys who want to be good fathers, who plan to take care of their wives

the school's decision to offer a parenting and life-skills class for teenage fathers. Like most of our prompts, this fact sheet was based on an actual situation as reported in *Education Week*.

According to the fact sheet: LHS also has the fourth highest teenage pregnancy rate in the state.

Journalism Briefs

We like her too

Austin Westlake newspaper adviser Deanne Kunz has been selected as one of five national Special Recognition Advisers by the Dow Jones Newspaper Fund. The announcement came in late September during the announcement of the fund's National High School Journalism Teacher of the Year, which went to Pat Graff of New Mexico.

Kunz has advised the Westlake Featherduster for eight years and led it to state and national recognition. A regular contributor to ILPC and UIL activities, Deanne is a Baylor graduate and a former reporter for the Austin American-Statesman. She's active in TAJE and ATPI in addition to being an all-round wonderful person. Congratulations, Deanne.

Share the wealth

The Dow Jones Newspaper Fund has started *Adviser's Notebook*, a collection of front-line solutions to commonly experienced adviser problems. Heaven knows Texas advisers have plenty of problems. And given the success of the publications here, they clearly have more than a few answers. So please share them with others. Send them to George Taylor, *Adviser Update*, 200 N. Lehigh Street, Tamaqua, PA 18252, FAX 610-377-9003 or e-mail them to GTay200@aol.com.

First Amendment

Except for one really excellent text on writing, I rarely recommend books to high schools. But the current political atmosphere makes reading *Out of Tune: Listening to the First Amendment* by John Frohnmayer particularly important. The chairman of the National Endowment of the Arts from 1989 to 1992, Frohnmayer takes a close look at the intersection of art, politics, ethics and religion in our culture. Written for students, the book inspires lively debate and learning and stresses three themes: freedom versus order; majority rule versus individual conscience; and individual responsibility and collective government.

It's available for \$16.95 from the North American Press at 800/992-2908 or 303/277-1623.

No-pass, no-shoot?

Here's the question: do students enrolled in journalism courses who are fulfilling essential elements fall under no-pass, no-play? For example, may journalism students photograph football games if shooting the games is part of their grades and fulfills the essential elements?

Answer: yes. The same student could not serve as the team's official photographer.

Also, the student could not photograph if newspaper or yearbook were a non-credit activity.

I goofed

Last month, I failed to acknowledge that the October convention in San Antonio was sponsored jointly by the Texas Association of Journalism Educators and the Association of Texas Photography Instructors.

Sorry 'bout that, ATPI.

No experience necessary

Want to make a few extra bucks? Consider writing invitational UIL journalism contests. The UIL will make available two sets of invitational journalism contests, but this won't satisfy the demand. You can charge as much per set as your conscience will allow, but one adviser last year sold sets for \$100 each.

If you plan to sell invitational contests, let me know. I'll pass along the information in next month's *Leaguer*.

TILF Board of Directors

TILF President Garry W. Vacek, Attorney, Austin; TILF Vice President — Paul J. Davis, Jr., Investments, Midland; TILF Executive Secretary — Dr. Bailey Marshall, Retired UIL Director, Austin.

Also, TILF Treasurer — Dr. Bill Farney, UIL Director, Austin; I. Jon Brumley, President of Cross Timbers Oil Company, Fort Worth; Roy C. Coffee, Jr., Attorney, Dallas; Cyndi Taylor Krier, Bexar County Judge, San Antonio; Jim W. Walker, President of Eagle Exploration Co., Inc., Amarillo.

Also, Barbara Cook Wendland, Cook Foundation, Temple; Janet Wiman, Retired UIL Academic Director, Austin; and Carl L. Yeckel, President of Carl B. and Florence E. King Foundation, Dallas.

More needed for TILF

CONTINUED/ from page 2

that 100 percent of the donations will go toward scholarships. Few if any organizations can boast of this.

More money is needed in order to provide scholarships to all of the deserving students. This year TILF is disbursing \$683,000 to 485 students attending 55 colleges and universities in Texas.

Records show that this money was well invested. The students who have received scholarships have set outstanding academic records. During the past 10 years, more than 23 percent of the students receiving TILF scholarships had a grade point average of 4.0. More than 50 percent had a GPA of 3.5 or better. These data support research that indicates that participation in extracurricular activities is the best indicator of success in college and later life than other variables studied.

Texans are serious about competition. It doesn't seem to matter if it is football, debate, science or journalism, students prepare with intensity and the competition is rigorous. This intensity produces highly motivated students and I feel this intensity and motivation carries over to their work and activities in later life.



Physicalities That Ignite Emotions. Suzanne Phillips, theatre faculty, Houston High School for the Performing and Visual Arts teaches movements, rhythms, and exercises as keys to the subtext

during the Austin Student Activities SuperConference, Sept. 30. More than 3,000 Texas students and UIL academic coaches attended the conference. Photo by Kirk Crippens.

Like life it imitates, theatre doesn't always translate neatly

CONTINUED/ from page 4

ence members. A controversial high school play is potentially any play. If anybody thinks it should not be produced with high school students, it is automatically controversial.

If these two classics, found in most high school English curricula, are to be banned, the same censors would object to *Sparkin'*. This evil play produced in UIL since 1928, promotes the use of chewing tobacco. I discovered this complaint researching the history of OAP from an anti-tobacco letter written in the 30's. The chewing tobacco used by actors in each production of this play I have seen was the classic Tootsie Roll.

We must be objective enough to recognize that play selection, like textbook selection, is a potential problem for administrators. A good director will be sensitive to that potential and script value will be clearly communicated to the administration. This won't provide protection from attack. Someone will find evil in the most innocent script and satanism seems to be a popular vehicle. I rather object to *Hansel and Gretel*. This is a story of a no-good father deserting his children to die in the woods. They survive exposure by trespassing and are about to be

eaten by a cannibal witch when they trick her to death. "Do unto others what they are trying to do to you" or "kill the other guy first" seems to be a central theme. This is a little absurd, but no more so than some concepts of what is seen at State Meet OAP. Horror tales for children have a violence level far exceeding anything allowed in OAP. Have you watched Saturday morning cartoons lately?

Despite our attempts to sanitize plays in UIL, good theatre, like life it imitates, doesn't always translate neatly. The power of theatre does not emit from the ability to produce facts, but in its ability to project images and metaphors. Our students understand, like Pinocchio, that there is something outside the textbook, and theatre must provide "windows to that bigger world."

Windows, unlike lessons, will never be observed alike by all who look. This is the strength and danger of the art of theatre.

It has been said that "Good teaching is dangerous." Mediocre lessons seldom get teachers in trouble. The challenge of the provocative and stimulating lesson is that it is not safe or pleasing to everybody. It is difficult to straddle the fence of mediocrity in a time of fast change when society is in dire need of

creative answers and solutions.

I would remind you that permission must be obtained from the publisher or playwright to modify, edit, cut or tamper in any way with protected works. In most instances, you can do the play the way it is written. Perhaps you should choose not to produce a play for UIL that can't be produced as written or at least cut to time.

You may find the following list (a sample list of the plays added to the approved lists in the new *Handbook*) to be dangerous. Somebody has objected in some way to most all of these titles, but they meet the test of "A Play for All Seasons" and the "Suggested Criteria for Play Selection" and the test of time: *Anne of Green Gables*; *Black Angel*; *Daddy's Dyin' (Who's Got the Will?)*; *Dancing at Lughnasa*; *Edith Stein*; *The King Stag*; *The Marriage of Bette and Boo*; *Marvin's Room*; *The Nerd*; *On the Verge*; *The Secret Garden*; *Song at the Scaffold*; *Tell Me That You Love Me*; *Junie Moon*; *The Wake of Jamey Foster*; *The Traveling Lady*; and *A Woman Called Truth*.

Don't send these plays for approval. They are already on the approved lists and the *Handbook for One-Act Play*, 13th Edition is now being printed.

Good reporters connect action, events to create meaning

CONTINUED/ from page 5

and children, who aren't deadbeats."

But they needed help. Two days ago, the school board approved \$5,000 to create a support group for teen fathers, and Shawn will be in charge.

"The point of this program is to teach them (fathers) that being a father is hard work, but it's the best job in the world."

The remainder of the story should have developed this theme.

Tricia Ardiana, the student assistant who wrote

the feature prompt, had no trouble finding a lead for the contest tips. She wrote:

The plight of teen moms is the stuff of legends. But what of teen dads? Well, they're all deadbeats who split as soon as the "P" word is spoken. At least that's the message that comes across from legislators, child care experts and the media.

But such a portrayal is neither accurate nor fair, Shawn Collier, a former Leaguetown student, argues. Much of the problem, he contends, stems from the fact that the support system for teen parents deals exclusively with the moms. The fathers are ignored or, if noticed,

held in contempt. And so, in an effort to help male teens prepare for fatherhood, Collier has begun a program, Leaguetown Daddies. Last Tuesday, the school board approved funding for the program, which will begin operating next fall.

The best reporters connect actions and events to one another to create meaning, mostly based on human motives. That's what this article should have been about: why Shawn Collier felt this tremendous urge to create this program.

Of course, the school board forked over \$5,000 to make it all possible. But that's hardly the story.

Progress on handbook is write on target

Writing samples needed for planned elementary/JH ready writing manual

The written word has been proclaimed by many to have power beyond that of the spoken. "The pen is mightier than the sword," as Baron Lytton put it. Since the beginning of public schooling in America, educators have sought a variety of ways to convince young writers that using words can be fun as well as effective in conveying the most intricate and meaningful thought.

One of the most effective means of creating writing excitement in the classroom is to provide a competitive incentive. Ready Writing is a UIL contest that provides both the competitive incentive and an extension of the regular classroom instruction in expository writing for public school students in grades three through 12.

According to teachers, the rewards of participating in Ready Writing come for both the teachers and students as scores on writing achievement tests improve or remain consistently high. However, we also hear from teachers that in order to be more effectively implemented in the classroom, more explicit guidelines and samples of good expository writing are needed.

Teachers in grades nine through 12 have had the benefit of a handbook designed to prepare students for the high school Ready Writing Contest and assist them in the instruction of expository writing. The high school handbook reiterates the rules from the *C & CR* and discusses appropriate style, preparation for the contest, and judging the contest. In addition, sample first place essays from past State Meets are featured.

As part of the concentrated effort to develop



Pat Wisdom

elementary and junior high UIL academic programs this year, and in light of many requests to provide further assistance for the classroom teacher, a Ready Writing Contest handbook similar to but different in many aspects from the high school version will be published for 1996-97 distribution. The handbook will be designed to assist academic coaches and classroom teachers in the instruction of expository writing for students in grades three through eight.

Included in this elementary / junior high edition will be the rules of the contest, an explanation of expository writing in contrast to other writing modes taught through Texas Education Agency-approved curriculum, and a discussion of the three elements upon which ready writing is judged: interest, organization, and correctness of style. The underlying concept of combining the instruction of reading with writing will also be a focus of the handbook.

Most importantly, the handbook will include sample writings from each grade level to illustrate the writing elements and recognize quality student writing. In order to include samples, we must have your students' best essays. Preferably, the essays should come from the first place winners in last year's Ready Writing district or invitational competition. However, since these winning essays may no longer be accessible to you, essays on any ready writing topic will be accepted, as long as the essay illustrates quality exposition.

Essays for publication consideration should be addressed to my attention at Box 8028, University Station, Austin, Texas 78713-8028, and received no later than December 31, 1995. On the back page of each essay, include the following information:

- (1) Student's name
- (2) Grade level
- (2) Ready Writing coach's name
- (3) School name
- (4) School address
- (5) School phone/fax

If the essay consists of more than one page, the student's name and school should be printed on the back of each page and the entire essay stapled together. Essays may be typed or written in pen or pencil. Each teacher submitting an essay on behalf of a student will be responsible for securing parental permission to publish the writing if it is selected.

Four consultants will be selected from the academic coaches who submit essays. Consultants may be asked to assist in the judging of essays for publication and in the construction and content of the handbook.

The handbook will be written in coordination with Texas Education Agency writing curriculum guidelines, professional writers, university professors of English, and Ready Writing state director, Karen Werkenthin. If you would like to be considered as a consultant, please state such with your student's entry. No more than one essay per grade level per school may be submitted.

Learning by doing, reading to write, building self esteem: these are some of the objectives of the Ready Writing program. The *Elementary / Junior High Ready Writing Handbook* will provide assistance in achieving these goals. As always, your input is much appreciated.

TIF SCHOLARS



I began high school as a shy, soft-spoken student. Though I still don't know what it was that they saw in me, with the encouragement from my teachers, I became active in UIL. I have competed for four years in debate, extemporaneous speaking, and one-act play as well as other contests. The experiences allowed me to grow into a confident, proud speaker who is not afraid to face the crowds and say what is in my heart and on my mind. I will always be grateful for the opportunities that UIL has provided me.

Amanda Gunn
Quitman High School



My UIL academic experience, one-act play, has truly been the most meaningful endeavor of my high school career. I acquired a strong work ethic, better communication skills, and even carpentry skills that will benefit me for the rest of my life. The travel experiences alone have been unforgettable. My involvement in one-act has created a ripple effect that has carried me beyond high school. I feel my involvement in one-act played a significant role in my acceptance into an honors program at The University of Texas. It obviously opened the door to this scholarship. In addition, it was partially through my experience in one-act that I attained an assistant's job in a local movie production.

Mark Bullard
Snyder High School

Developing a distinctive voice keys ready writing success

By KAREN WERKINTHIN
Ready Writing Director

Ready Writers and their coaches should find 1995-96 an exciting year to compete. Problems with the length of essays and with application of the scoring rubric have abated. Now attention can be directed to the new ruling allowing ready writers to use computers if their districts provide the right setting and equipment. Because so many writers type faster than they can put ideas on paper with a pen, contestants with keyboarding skills should benefit from this opportunity. I am interested to see how many districts choose this option and how the competition will be affected.

One opportunity not available for ready writers (and other contests where judges determine winners) is team competition. Judges already have a difficult time choosing the top six papers. A nightmare scenario looms for the day they have to agree on what rankings 24 papers should receive and then label each one with a corresponding score. If we want to keep quality judges coming back year to year, we can't make their job harder. And what about the contestants' feelings? Why not allow the "losers" to go home thinking they almost placed

sixth rather than finished in last place? If anyone has a solution, let me know.

From my observations of the judges at the State Meet and my experience grading the Advanced Placement Language and Composition Exam the last two summers, the best papers come from writers who have a distinctive "voice." The writers who take risks, who trust their own style and do not try to follow a "formula" for a good essay have greater success. But "voice" is a very difficult concept to master. It is even difficult to define. Of all the definitions I have seen, I like Peter Elbow's best:

"Writing with voice is writing into which someone has breathed. It has that fluency, rhythm, and liveliness that exists naturally in the speech of most people when they are enjoying a conversation. . . . Writing with real voice has the power to make you pay attention and understand—the words go deep." (*Writing with Power*, Oxford, 1981)

To acquire voice, ready writers need to read quality literature, stay aware of current events, develop serious interests in a select few topics, and constantly analyze good writing. Barry Lane says in *After the End* (Heinemann, 1993):

"Finding a voice is a slow process that begins with teaching students to value their own experiences

and perceptions and to write them down. Students with the strongest voices often have kept journals for years. They've learned to translate their thoughts into words without letting their audience block them out. They sense the importance of what they are saying and struggle to say it better."

Lane also quotes Geof Hewitt, Vermont's Writing Consultant to Secondary Schools, on voice: "The mind working alone produces thought; the heart produces feeling; the tongue makes speech and the hand in isolation makes scribble: all four together create voice." And all four together create a successful writer.

In addition to the valuable advice on voice in Lane's book (Heinemann's telephone numbers are 1-800-541-2086 and FAX: 800-847-0938), The National Council of Teachers of English has two works on voice available for order from its latest catalog: (1) *Voices on Voice: Perspectives, Definitions, Inquiry*, Kathleen Blake Yancey, editor, #56347-1351 and (2) *Landmark Essays on Voice and Writing*, Peter Elbow, editor, #34831-1351. NCTE takes telephone orders: 1-800-369-6283 and FAX orders: (217) 328-9645.

CONTINUED/ on page 8

INVITATIONAL MEETS

WANT the UIL to publicize your invitational meet? Fax us the pertinent information. 512/471-5908.

Nov. 4
Tom Moore HS (Ingram)
All UIL speech
Contact: Larry McCarty, 210/367-4111; 210/367-4869 (fax)

Nov. 11
Tom C. Clark HS
Speech events plus humorous, dramatic oratory and duet action on both varsity and novice levels.
Contact Kandi King or Greg Malis, 210/561-5214 or 561-5211

Nov. 11
Pflugerville HS
All UIL events. Contact Kim Stanley, 512/251-2238 ext. 126

Dec. 9
Van Horn HS
High School math, number sense, calculator, science
Contact: B. O. Buchhorn or Lola Waggoner, 915/283-2929

Dec. 9
Granbury HS
All UIL speech and other speech events
Contact: Shirley Doherty, 817/579-2230

Jan. 13
Waco Midway HS
All UIL. Contact Jim Seale, 817/666-5151

Feb. 10
Taft HS
All UIL events except Debate
Contact: Jean Walter, 512/528-2559 after 2 pm; 512/528-3522 after 8 pm



Two SuperConferences left on '95 calendar

Academic coaches and participants in West Texas and Southeast Texas have a chance to get a leg up on their competition by attending the final two SuperConferences of the fall.

Sam Houston State University will host its annual conference, Oct. 21. In addition to its regular slate of academic sessions, the one-act play program at SHSU is particularly outstanding, according to UIL drama director Lynn Murray.

Texas Tech will host its conference, Oct. 28 and it expects to be excellent again this year.

"We could not provide these free seminars without the solid support of the institutions in general and their directors — Max Coleman at Sam Houston and Lynn Elms at Tech — in particular," said academic director Bobby Hawthorne.

Tentative programs have been mailed to schools. For additional information, contact the League of office.

ORCHESTRATING CHANGES. UIL literary criticism contest director Fred Tarpley of East Texas State University discusses new directions the contest is taking with students and coaches attending the UT-Austin Student Activities SuperConference, Sept. 30.

Photo by Kirk Crippens.

hands-on@region.edu? Changing computer science proposed

By CHARLES SCHWOBEL
Computer Science Director

The original Computer Science Contest design in 1990-91 included a written exam and a hands-on programming session. The written exam tested 'book learnin' skills. The hands-on session tested programming skills in a live action computer industry situation, where student teams used a computer to solve problems within the time limits of the contest.

For the first five years of the contest, the written exam alone has been offered at the invitational, district, and region level. The hands-on contest was added only at the state contest. To be honest, we needed those years to fine tune a competition of this magnitude. It takes a dozen faculty and graduate students to judge the state event, with an equal number serving as runners, technicians, archivists and scorers. Not to mention developing a problem set that can keep first-year students achieving success and fourth-year whiz kids busy for two hours.

After a positive response at the summer public hearings, the Legislative Council will consider adding the hands-on component at the region level beginning in the spring of 1997. Several reasons have been presented to the council by schools outlining shortcomings of the current format.

1. Presently, only the four finalist teams in each conference have the experience of a hands-on contest, but everybody practices all year. That's hardly fair, they say. With hands-on at regional, 32 teams in each conference will have this opportunity instead of only four.

2. A region contest with a hands-on event will better select the regional representative on the basis of the skills used at the state contest. Some claim that there are students who are better at taking tests while others are better at practical applications. With the written exam only, it is possible for 'test takers' to make it to state and then fumble the ball.

3. It's a valuable educational experience that deserves to be experienced by more students. This is a little (lot?) like number one above, but with more focus on why we have academic contests.

4. Well, this one is an old one, but I'll mention it again. A hands-on session was in the original contest proposal, but technology wasn't widespread enough at that time to produce the contest across the state. This particular type of problem solving contest using computers had not been done at the high school level on such a broad scope. The resulting contest has been very successful and has been requested by participating teams at the region level for several years.

Is the hands-on format too complex for a region contest? No, but it won't be as easy as keeping the event as it is. While we have a small army running the state contest, we also have 20 teams with very different levels of ability. A region hands-on contest with eight teams at about the same level should be a relative cakewalk.

The team of computer science contest directors is preparing an instruction manual for use at programming contests and we are ready to host a regional director's training session concurrent with the State Meet in May if the proposal passes.

The second proposal to the computer science contest would allow individual students on the written exam to advance in a manner similar to other team contests. Individuals who advance without a team would participate in the written exam portion of the contest only. This rule change will bring particular relief to those students in schools not able to field a complete team as well as continue to recognize the outstanding students in all conferences.

I have always taken steps to make this contest responsive to the needs of the schools. We invite you to share your opinions with us and the Legislative Council on these proposed changes in the next few weeks.

Successful ready writers take risks to produce interesting essays

CONTINUED from page 7

While I was reading Michael Murphy's *Golf in the Kingdom* this summer, I kept thinking that what works for improving one's golf game works for writers as well. Murphy believes golfers have to be inspired, have moments of abandon, be willing to

fail, to risk "bogey," but they have to follow strict rules and practice, practice, practice.

Successful ready writers will do the same. They will engage their imaginations and use their risk-taking "voices" to produce interesting essays ("interest" being the most important ready writing criteria). But they will write well-organized, well-devel-

oped essays which adhere to grammar and mechanics rules. With enough practice, ready writers can reach the state of relaxed alertness golfers feel when they are on top of their game. Not all ready writers will win contests, but all of them will learn to be better writers.

And that is the point.

Keeping a sense of direction when the going gets tough

My drive to work in the morning takes 50 minutes on a good day, and substantially longer than an hour if:

a) there is mist, a fog, or even a very light rain,

b) there is a wreck, which automatically means there will be several others on IH-35 in a short period of time, or

c) there are mattresses spilled on the road, a loose horse running into the on-coming freeway traffic, or

(d) the UIL or one of a thousand other organizations is holding a major event in the capital city. All of the above have occurred, some of them on a regular basis, so I spend lots of time getting to where I'm supposed to be.

People on staff (excluding the several who live in the Georgetown area north of Austin) have asked whether we have an alternative route to work?

No, we don't. We have two or three choices of roads, depending on our location, but none of them are good. So we grin and bear it, and keep up the maintenance on our cars.

I listen to National Public Radio's "Morning Edition," which means I don't have to read the *Austin American Statesman* or the *Dallas Morning News* for extemp topics except to scan the headlines for major Texas news events and editorials. When Texas makes National Public Radio, it's generally not something you'd want to brag about.

I happen to be very partial to editorials, written by folks of all persuasions. On the trip home, it's NPR's "All Things Considered," which negates the necessity of local evening news except for weather and sports. I'm also an avid sports fan, and weather, even a drop of rain, means — well, you get the picture.

So I'm using my time 'getting from here to there' in the physical sense of commuting to and from work in a fairly productive manner. I've considered trying to learn Spanish from audio tapes, but that takes more concentration than anyone can spare



Treva Dayton

while driving on IH-35.

When the newscasts on the half-hour go into the second and third summary of major news items I've already heard, I have time to think about what I need to do when I "get there." There are the day-to-day things that must be done to keep the office and the activities for which this department is responsible working, and there are the professional and philosophical goals that any educator has to review and renew on a regular basis. Since October is the designated month to recognize and celebrate extra-curricular activities for high school students, it's probably a good time for those of us who work with young people in these activities to take stock of where we are, where we are going, and to what end.

Do we want to win? Of course we do, and so do our students, or none of us would commit our time and energy to a competitive activity. But who's winning? A student who has an oral interp selection handed to him or her by a coach with an introduction that's written by someone else, but who happens to do well in a contest? The student who pays big bucks to go to a summer debate camp and comes back with the perception that he/she knows everything there is to know about debate, and believes that the only reason he ever loses a ballot is because judges are incompetent? The extempers who win because they sound good, but fabricate support material and sources when they don't have the real thing?

I don't think so. Many of us have limited options for commuting to work, but in speech and debate competition, we not only have the choice of several routes, we have the obligation to help students arrive at different destinations. And we have, in spite of very real financial and time constraints, the responsibility to ensure that what we offer our students extends beyond the artificial world of competitive speech. If the "where are we going" is defined only by trophies and winning records, we'll be accused and guilty of serving only the elite and our own self interests, and putting our egos above the best interests of our students.

I've coached state champions, and I'm proud of every one of them and proud of what I contributed to their success. I am equally proud of the students who never made it to the State Meet, that never won

any major tournament, never even won a medal or a ribbon. They are people whose well-being is enhanced through their ability to communicate effectively in public, in small groups, with family, friends, and with those who have opposite points of view. They are the students who get good jobs because they can handle an interview well. They are citizens who are better able to make decisions based on critical analysis of what's really being said and not just who's saying it.

These are competitors who gain from every contest experience, even when they don't win the round. Their sense of accomplishment isn't limited to the outcome of any single contest, but to a broader sense of where they're coming from and where they're going.

At a workshop sponsored by the National Forensic League district in San Antonio last August, Randy McCutcheon of Albuquerque Academy in New Mexico presented a workshop for advanced extempers. Mr. McCutcheon is co-author of the speech text *Communication Matters*, one of the state adopted books for speech communication.

He told a story about one of his students at the national tournament who unfortunately went to speak in the wrong room, and was ranked last in the round as a result of his mistake. Rather than blaming someone else, pitching a fit, or losing his cool, his response was "this will add to my folklore."

This tournament counts the cumulative ranks of all rounds, and he went on to win the national championship. I have to believe that it was his attitude, as much as his speaking skill, that made this possible. He had a real sense of where he was going, and didn't lose his sense of direction when getting there got tough. I suspect that his coach contributed to that attitude.

During National High School Activities Week October 15-21, I hope you find the time to highlight the programs you direct and find ways to recognize the students who participate. It's a good time for coaches and competitors to define the goals of your program and to articulate the value of the speech program with your community. How we define success and where we want to end up is vitally important, and we need to do it carefully.

Lincoln-Douglas Resolution

for September through December of 95.

Resolved: That financial influence by lobbyists undermines the American democratic process.

Cross-Examination Resolution

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

C-X Debate vote:

Check your mail for the first ballot for selecting next year's Cross Examination Debate resolution. It has been mailed and is due back to the UIL office by Nov. 8.

Extemp topics

INFORMATIVE

1. What steps are being taken to establish a new political party in America?
2. What has the public learned about the political positions of Colin Powell?
3. What are the latest developments in implementing the Israeli-Palestinian peace accord?
4. What reforms have the Republicans proposed for Medicare?
5. How has Russia responded to NATO's and the UN's efforts to end the war in Bosnia-Herzegovina?
6. What occurred at the world women's conference in Beijing?
7. How is the race for the Republican presidential nomination shaping up?
8. What changes are occurring in the Texas prison system?
9. What has been the response to France's recent nuclear tests?
10. Who is Richard Holbrooke?
11. What is Phil Gramm's strategy for winning the GOP presidential nomination?
12. What progress has been made toward a more diversified economy in Texas?
13. What major issues will be argued during the current session of the Supreme Court?
14. Why have security measures against terrorists been increased in America?
15. How are students and their families trying to cope with the rising cost of college education?
16. What is the agenda for Pope John Paul II's visit to America?
17. What major revisions to immigration law are being considered by Congress?
18. How is the battle over cuts in agricultural subsidies shaping up?

PERSUASIVE

1. What should be done to reduce cigarette smoking by minors?
2. Is Democratic criticism of the proposed Republican welfare reform on target?
3. Can President Clinton offer voters a compelling reason to re-elect him?
4. Should the national speed limit be revoked?
5. Can federal law enforcement agencies police themselves?
6. Mega-mergers: will American consumers end up paying the price?
7. Is Iraq a continuing threat to its neighbors and the world?
8. What should be done to stop the spread of AIDS in Africa?
9. Will Cali's arrest stem the flow of drugs from the Colombian drug cartel?
10. Is it time for the Clinton administration to revise US policies toward Cuba?
11. Should federal funding for the arts be maintained?
12. Is making English the official language of the US a good idea?
13. Will the latest negotiations lead to a real peace in Bosnia?
14. Is it time for significant revisions of the federal tax system?
15. Will proposed block grant funding for welfare be good or bad for Texas?
16. Can Colin Powell win the presidency as an independent or third-party candidate?
17. Was publishing the Unabomber's manifesto the right decision?
18. What should be the level of US financial support for the UN?

PUBLIC reprimands

FOOTBALL

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

VOLLEYBALL

Mark Pearson, Canado JH
Dana Hatch, Austin

SOFTBALL

Brian Sedlacek, Klein Forest
Steve Walsingham, Lake Dallas

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 Riojas, 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
Down Law, 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 Reinstra, 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, Seely JH
Eddy Hinds, Trinidad
Jon Curry, Ft. Worth Diamond Hill-Jarvis
John Gleason, Dumas
Tony Ferguson, Somers
Maribel Silva, Pharr-San-Juan-Alamo MS
Jerry Lemley, 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

A lesson in friendship

Visiting with Brownwood's Gordon Wood is a course in the importance of loyalty

I have a friend with whom I often play golf and tennis. Sometimes he takes me and my family water-skiing (everyone should have at least one friend with a boat). Jimmy Carmichael and I share many of the same philosophies about life and particularly about athletics. The only disagreements we have surround our loyalties, his to Texas Tech and mine to the University of Texas.

Jimmy invited me to Brownwood, his hometown, this past weekend for a football game and a Saturday dove hunt. However, the game is what stands out in my mind since I didn't hit any birds. Brownwood was hosting Belton in its first home game of the year. Therefore, I was able to see Gordon Wood Stadium for the first time.

The biggest treat was visiting with Gordon Wood, the winningest high school football coach in Texas history. Coach Wood led the Brownwood Lions to seven state championships and is a Texas legend. The stadium that bears his name served as a beautiful backdrop to our conversation about high school athletics as I sat in his box along with his equally famous assistant, Morris Southall.

Coach Wood has an amazing recall of events that span some 50 years of involvement in high school sports. In fact his 1945 state championship Roscoe team was to meet the next day for a reunion. He recounted many wonderful stories about that team and many others. The stories he told were in some instances humorous, at others exciting while some were even a little sad. But none of them were ordinary in the delivery because all of them were punctuated with positive attributes about the players, officials and coaches involved.

Coach Wood spoke of the 500 games he coached. He indicated that during those 500 games, he could only count five times in which officials might have cost him the game. A pretty amazing story, but believable because of his grace and integrity. In the time that I've known him, Coach Wood has never been one to belittle officials or alibi for losses. He took full credit for those games in which his team fell short rather than placing blame on others.

As the evening unfolded, he retold stories involving decisions of district executive committees that on occasion had ruled students eligible or ineligible.



Charles Breithaupt

The key point made was that because Brownwood was highly successful, Coach Wood had to be extra careful in his operation. Any fumbling of UIL rules could result in a loss for Brownwood High School. Along with this precaution was the frustration he sometimes had with other schools that often did not take a serious view of UIL rules.

Coach Wood spoke early and often about his players. He continually talked not about their athletic prowess but about the successes they have become in life. Countless players who played for Coach Wood are now doctors, lawyers, accountants, teachers and coaches. These epitomize the lessons taught through a successful athletic program.

Not once in our two hours together did Gordon Wood mention winning a game or even winning a state championship. He talked about people and players and officials and situations. It was easy to tell that he cared deeply about the young people who played for him and those he worked with, for, and against.

I came away from the game sensing a deep feeling of loyalty. I could easily see the strong relationships that can be built when one does not care who gets the credit. Coach Southall served many years as an assistant to Coach Wood. He could have been a head coach anywhere, but he remained loyal to Coach Wood. Coach Wood in return gave him much responsibility and credit.

As I left the game I realized that the qualities learned from participating in high school athletics were highly evident in many of the former athletes whom I know. I particularly saw them in my friend Jimmy. As a product of high school athletics, he too possesses the qualities of leadership, integrity, honesty and loyalty. He knows how to bounce back from adversity. He doesn't gloat about his successes though he could, having been named to the High School Football Hall of Fame for passer of the decade by *Texas Football* magazine.

All in all, it was a great weekend in Brownwood. I had a chance to visit with the greatest high school football coach ever. He reminded me of how important athletics are to young people. He showed me how we should never make excuses and how we should take responsibility for our actions. He reminded me that in our quest to be successful, we should not be concerned with who gets the credit. Finally, he reminded me of how important friends are — even those who don't own a boat.

Keep students' welfare in the forefront always

Now that school is well under way and fall sports are in full swing, I would like to share with you some thoughts that are of the utmost importance in dealing with student athletes.



Rex Spain

Regardless of the pressures to win, the thought of a student's overall welfare must be kept in the forefront of every coach's mind.

Unfortunately, today's athletic environment often overlooks the intended goals of the overall high school athletic experience. Even worse, there are at times an absence of a healthy respect for the student athlete's overall welfare.

High school athletics should strive to enhance the student's overall educational experience. Coaches should prepare their students for citizenship by providing interschool competition.

This total development of the student athlete is a responsibility shared by the coach and the parent. Therefore, decisions that affect the student athlete should be made from the perspective of what is best for that student's future. The coach is and should always be the person who is in charge of determining what is best for the overall program. There are obviously many decisions that must be made by the coach on behalf of the student ranging from playing time to scheduling events.

Both parents and coaches should bear in mind the student's choice in matters of participation. The athletic program in which that student participates should make itself attractive in order to increase the opportunities for students to participate. The major part of a program's attractiveness should be the benefits of its educational experience.

Regardless of the pressures or the inconvenience to the coach and/or parent, a student's welfare is non negotiable! Adults must not get caught up in the win-at-all-costs attitude. Furthermore, they must not allow student athletes to become confused with what they see on television at the college or pro levels. High school sports exist for educational purposes first and foremost. Entertainment is a peripheral consideration.

The programs are managed by the assigned coach. However, this responsibility should not be confused with ownership. The programs should be maintained for the best interest of the students.

It is well-documented that coaches are in many cases the most influential individuals in

Please turn to **NON-NEGOTIABLE** on page 11

Deadline looms for entering Hooray for Excellence

Faculty and students interested in entering their innovative academic projects in Diamond Shamrock's Hooray for Excellence program are facing a fast-closing deadline.

Entries must be postmarked by October 15 in order to be eligible for consideration, according to Gene Smith, Manager of Jobber Communications for Diamond Shamrock. School entries must be in the form of pre-recorded audio cassettes which creatively describe the unique programs.

Ten finalists will be awarded a cash prize of

\$500 and will receive statewide visibility for their program when it is featured during halftime of the Diamond Shamrock Football Network's radio broadcasts of 5A football playoff action this winter.

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

Three sportswriters did small things in a great way

PUBLIC reprimands

"We're not called on to do great things, we are called on to do small things in a great way." I was channel surfing one weekend last month and heard a columnist for the *Washington Post* state that on C-SPAN2.

Please don't get the idea that I watch C-SPAN on a regular basis.

I don't. I was just having trouble finding a football game, or a baseball game, or a golf tournament — well, you get the idea.

Nonetheless, the quote caught my attention.

We would all like to think that when our scholastic athletic careers have reached their conclusions, we will have left our mark, that we would have made a difference by doing small things in a great way.

That won't be said about all of us. But it will be said of George Breazeale, Bill Hart and Bill McMurray. Most of you are trying to figure out where they coach. They don't. Each is a high school sports writer: Breazeale for the *Austin American-Statesman*, Hart for the *Abilene Reporter-News* and McMurray for the *Houston Chronicle*.

What makes them so special is that they have a combined 125 years covering high school athletics. And counting.

Breazeale has already called it quits. A retirement party was given for him on July 13 by the *American-Statesman* staff. That's the least a company can do for an employee who worked faithfully and without one black mark in his file for 45 years. Although he did work just over one year at the *San Antonio Express-News*, the legend of George Breazeale and Friday nights took shape at the Austin paper.

A legend not only because of how quickly he could crank out a story, hence the nickname "Smoke", but also because of his phone list. If the score between Taylor and Burnet had not been reported, George had the telephone number for the Dairy Queen, police station or the Texaco station — in both towns.

Truth be known, Breazeale was the UIL's media director long before Dr. Bailey Marshall thought about hiring me or anyone else to serve in such a role. "If I needed something in the paper and wanted to make sure it got out (around the state), I just called George," said the former UIL director.

If someone asked a question at a state meet about an obscure state tournament record, I would respond



Peter Contreras

without hesitation or shame, "Go ask George. He'll know."

Likewise, if a question were asked about a state record that I didn't know or know how to look up, I would call Bill McMurray or tell the person on the other end of the phone line to call him. I have earned my money from time to time at the League because I have been able to answer a question or two about state records or state tournament records, but Breazeale, McMurray and Hart have forgotten more about high school records than I'll ever know.

"It actually started in 1960 something," recalled McMurray about his involvement in compiling high school records. "I was covering a game between Baytown Lee and Pasadena, and Mike Kirkland punted a ball something like 70 yards and everyone wanted to know if it was a high school record."

"So, that's when I started keeping records," said McMurray, who now publishes the *Texas High School All-Time Sports Record Book*. "Jim McLemore (a sportswriter at the *Austin American-Statesman* at the time) and Orlan Sims (a assistant Sports information director at The University of Texas at Austin) were pack rats," said McMurray. "With their help and the help of everyone, we are now on our sixth edition."

"I still don't think it is completely correct yet," said McMurray, who worked at the *Killeen Herald* and the *Brazosport Facts* before coming to the *Houston Chronicle* in 1960.

"Way too long," is the way McMurray describes his years in the journalism business. "I think we (Breazeale and Hart) have seen the best of high school athletics. A lot of things are changing, and there's talk now about pay for play and taking extracurricular activities out of the school day."

After 41 years since McMurray took his first job in Killeen in 1954, he will officially retire sometime after the state baseball tournament in mid-June. He will then head to Hot Springs, Arkansas where, he says, "they have seven golf courses and three big lakes."

Although he is still a couple years away from walking away, Hart is to West Texas readers what Breazeale was to Central Texas and McMurray is to the Greater Houston area. "I still owe about three years on my house," chuckles Hart about when he retires. "But who knows, I might win the lottery."

Hart started in 1952 in Lamesa after graduating from Abilene Christian College and never drifted out of West Texas except for those six years in New

York. (Hey, nobody ever said sportswriters were the smartest cats in the world).

From New York, Hart returned to Baird in 1973 and started working at the *Reporter-News*, where he has been ever since. His fascination with high school athletics is what he described as the "amateurism of it and growing up with West Texas football." He suggested readers see Texas Tech head football coach Spike Dykes for an explanation.

"I'm not a fancy writer," he said. "I just try to write as if I were writing home where everyone could understand it. I can truthfully also say that I never worked with a coach I couldn't work with. Now, there's some I liked more than others, but none I couldn't get along with."

All three can recollect a game played some 30 or 40 years ago like it was yesterday.

"I was never good enough to play," Hart said. "I played three years at Baird but I never started or anything like that. I just figured sportswriting was the next best thing."

It is the next best thing because Hart carries memories such as the 1982 Eastland team that won the Class 2A state football championship.

"That was one I remember because they won five playoff games in the last minutes of each game," Hart said. "And they beat a Pilot Point team (22-21) that had won 42 straight games. They did that after they had to bury four kids who died in a car wreck on Monday. With about 1:20 left in the game, they drove 79 yards with no timeouts. Rod Hess was the coach and his son, Jay Hess, was the quarterback. Before they went out onto the field, he pulled his son aside and said, 'Son, we don't have any timeouts left, but you know how I think.' They made the two-point conversation to win and went on to win the state championship."

Unfortunately, when these three have called it quits, we can only hope that their successors will possess the same values, that they'll understand that a good story does not have to come at the expense of another.

"I always tried to remember that the people I wrote about had careers and families and that the future of both might hinge, in part, on what I wrote," Breazeale said. "I just want to be remembered as trying to be fair to everyone, within the boundaries of truth, or the truth as I saw it."

Fair, truthful and just. Three traits of three gentlemen that will be sorely missed because of one simple reason — they all did small things in a great way.

As coaches, we cannot get caught up in whether the student is the strongest or the fastest kid in school, the highest jumper or the most technically proficient shooter. Our responsibility should be to assist each and every student in making decisions that will affect their future in the most positive manner.

Coaches must remember that student athletes will come and go with each passing season, and each athlete will play a different role. However, for the athletes, this is the only high school athletic opportunity they will have. So the lesson we must all learn and repeat is that an athlete's welfare — indeed any student's welfare — is non negotiable!

BASKETBALL

Dan Borin, Pasadena Sam Rayburn
Paulo Sanchez, Edinburg
Todd Brown, Austin Lanier
Mike Bridges, Leander
Ron Anders, Childress
Craig Wooley, Sanford Frith
Melvin Peterson, Dallas Adamson
Lonnie Sewell, Cleveland
Patrick Harvell, Aubrey
Eddie Estrada, Canutillo
Raymond Wilson, Brenham
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 Ezenwa, 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 Wilmeth, 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, Tuloso-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 Wrangle, Leonard
Dale Blout, Amarillo
Mike Stephens, Barbers Hill JH
David Peddy, Irving Houston JH
Terry Meyer, Sabine Pass
Nathaniel Gillespie, Houston Yates
Brad Slatton, Kellon
Mark Richardson, Keller

BASEBALL

Neil Sanchez, Hanks
Arthur Martinez, Houston Milby
David Riddling, Vidor
Jay Law, Port Arthur Jefferson
Tommy McPherson, Katy
Raymond Bohn, Brownsville Lopez
Jeff Boon, Ralls
Jerry Winfield, Macogdoches
Robert Dudley, Elkhart
Paul Maturi, Richardson Lake Highlands
Darren Allman, Cleveland
Don Tarrant, LaPayner
Jorge Salinas, Hebbronville
Ronald Smith, Houston Sam Houston
Anthony Goss, Garland Lakeview
Centennial
Steve Meitler, Houston Milby
Terry Rundizer, Georgetown
Bobby Boyd, Lake Travis
Robert Carr, Winona
Chris Forbes, El Paso Socorro
Kirk Hall, Galena Park
Darrell Payne, Dallas Madison
Jim Kazanski, Henrietta
Tom Henderson, Sugar Land Kempner
Hardy Dotson, Henderson
Tom Hatch, Cleburne
Tom Mueller, Wortham

Non-negotiable

CONTINUED/from page 11

many young peoples lives. If more adults practiced successful coaching methods, their lives as well as the lives of others would improve. Coaches do an outstanding job of taking a young person, regardless of talent level, and teaching and reteaching until the lesson is complete and the student becomes successful.

We must remember our shared responsibility with parents and involve them and the student in many of the decisions that will affect the student. I know that in this age of choice, this may be

construed as politically naive, even anachronistic. However, I am advocating that this decision-making process be a guided one, and not a controlled one. Whenever students consider participating in an athletic program, they should ask themselves several questions:

- How will this opportunity assist in fulfilling my educational experience? How will this athletic experience help me in the future? How will this experience help me to become a better person?

How will this experience enable me to have a positive effect on others? What will be the expected level of commitment? Who shares in this commitment?

official notices

SEALY HS

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

SA KENNEDY HS

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

SULPHUR BLUFF HS

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

KENEDY HS

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

SOCCER RULE ERROR

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

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

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.

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.

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.

PRESCRIBED MUSIC LIST

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

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

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

Page 126 — 404-String Bass Solos, Class 1

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

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

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

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

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

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

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

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

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

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

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

Page 197 — Tenor-Bass Voice Class II: Donaudy-Thirty-six Arie di Stile Antico, 1 Serie (sing #9 or 11)

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

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

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

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

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

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

DICTIONARY CONTEST

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

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*.

MUSIC MEMORY

The *Music Memory Bulletin Bass Clef Book* contains the only official list for the 1995-96 school year.

ART CONTEST

Students in grades 4 and 5 will be responsible for the *Art Smart Bulletin* for 1995-96. The official list in the *Art Smart Bulletin* for 1995-96 is the final authority. The pictures selected for 1995-96 are a new list, and will be used for two academic years. Please mark this correction on page 20 in your *Art Smart Bulletin*. Diego Velázquez de Siva was born in 1599.

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 1995-96. It is important to have the most current spelling list (1995). Significant revisions of the old list have been made.

Please make the following corrections in the *A+ Spelling List* for 1995-96:

- 5/6 advertise, advertize
- 5/6 asbestos, asbestus
- 5/6 geranium (G)
- 5/6 neutralize, neutralise
- 5/6 organdy, organdie
- 5/6 utilize, utilise
- 7/8 debut (verb)
- 7/8 nirvana (N)

EL PASO FRANKLIN

The District 1 AAAAA Executive Committee issued a public reprimand to El Paso Franklin High School and put the school on probation through May 1, 1996 for violation of off-season workout restrictions.

SOFTBALL PLAN

The total number of games in the Girls' Softball Plan, Section 1280, is incorrect for Conference AAAAA. Conference AAAAA school may compete in no more than two invitational tournaments plus 19 games, or three invitational tournaments plus 17 games in a season, including all games prior to the first playoff game.

OAP

The State Executive has issued a public reprimand to the following three schools, and put them each on probation through September 6, 1996, for failure to participate in One-Act Play after signing a participation card, in violation of Section 1033 (b) (6): Austin: Texas School for the Blind and Visually Impaired; Lovelady High School, Richardson: Pearce High School.

DEWEYVILLE HS

The State Executive Committee issued a public reprimand to Mr. Bud Johnson, coach at Deweyville High School, suspended him from the first two basketball games of the 1995-96 season, and put him on probation through April 4, 1996, for removing a team in protest of officiating in violation of Section 560 (b) (6).

MIDLAND LEE HS

The State Executive Committee issued a public reprimand to Midland Lee High School and put the school on probation in soccer through April 4, 1996, for violation of the Athletic Code.

SAN ANTONIO MEMORIAL

The State Executive Committee issued a public reprimand to Mr. Tim Horton, debate coach, San Antonio Memorial High School and put him on probation through April 4, 1996, for violation of Sections 901 (b) and 1001 (k), Sportsmanship.

FT. WORTH NORTHSIDE

The State Executive Committee issued a public reprimand to Mr. Frederico Balcarcel of Fort Worth Northside High School, and placed him on probation through April 4, 1996, for soliciting a grade change for a student.

PINE TREE HS

The State Executive Committee issued a public reprimand to Pine Tree High School and placed the school on probation through April 4, 1996, for violation of the Athletic Code.

AUBREY HS

The State Executive Committee issued a public reprimand to Aubrey High School and placed the school on probation through April 4, 1996, for violation of the Athletic Code.

NEW BRAUNFELS CANYON

The State Executive Committee issued a public reprimand to Mr. Danny Buene, soccer coach at New Braunfels Canyon High School, suspended him from the first soccer game of the 1995-96 season, and placed him on probation through April 4, 1996, for conducting a scrimmage against a team composed of non-Canyon High School students on March 15, 1995.

GLADEWATER HS

The State Executive Committee issued a public reprimand to Gladewater High School and placed the school on probation through April 4, 1996, violation of the Athletic Code.

LAKE TRAVIS HS

The State Executive Committee issued a public reprimand to Mr. Bobby Boyd, baseball coach at Lake Travis High School, suspended him from the first home baseball game of the 1995-96 season, and placed him on probation through May 30, 1996, for violation of Section 1208 (h).

MONTGOMERY HS

The State Executive Committee issued a public reprimand to Montgomery High School and to Mr. Truett Avrett, tennis coach, and placed the school and the coach on probation through May 30, 1996, for allowing an ineligible student

to participate in violation of Section 400 (d).

CORPUS CHRISTI KING HS

The State Executive Committee issued a public reprimand to Mr. Edalio Salinas, band director, Corpus Christi King High School, and placed him on probation through May 30, 1996, for violation of music regulations.

WHITE OAK HS

The State Executive Committee issued a public reprimand to White Oak High School and placed the school on probation through May 30, 1996, for violation of Section 1202 (i).

HOUSTON BELLAIRE HS

The State Executive Committee issued a public reprimand to Houston Bellaire High School and to Ms. Danielle Williamson, softball coach, and placed the school and the coach on probation through May 30, 1996, for playing a practice game after the certification date for district champions, in violation of Section 1280 (d) (1).

GUSTINE ISD

The State Executive Committee issued a public reprimand to Gustine ISD and placed the school on probation through August 8, 1996, for violation of the Athletic Code.

GALVESTON BALL HS

The State Executive Committee issued a public reprimand to Mr. Nick Voris and Mr. Gary Key, Galveston Ball High School, for violation of Section 1202, Employment of Coaches. In addition, Mr. Voris was placed on probation through August 8, 1997, and Mr. Key was placed on probation through August 8, 1996.

C&CR INTERPRETATION

The State Executive Committee issued the following Official Interpretation of Section 5 (k) and Section 403 (a): Ninth grade students assigned to a separate eighth and ninth grade campus within an independent school district with two or more high schools are ineligible for varsity competition at either high school unless the high school they wish to represent: (1) has only one ninth grade, one tenth grade, one eleventh grade, and one twelfth grade; (2) has one principal in charge of all four grades; and (3) has the same school colors, the same school song, and the same school paper for all grades.

The State Executive Committee issued the following Official Interpretation of Section 1202: A district may comply with the Fair Labor Standards Act by paying the non-exempt employee overtime, provided the rate of pay is set prior to the school year and remains at that same rate throughout the school year.

pass 'em around

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