



**LIGHTS OUT.** Like Memorial Stadium, a new state marching band site will need at least 20,000 seats on the press box side, UIL music director Richard Floyd said.

## Marching orders

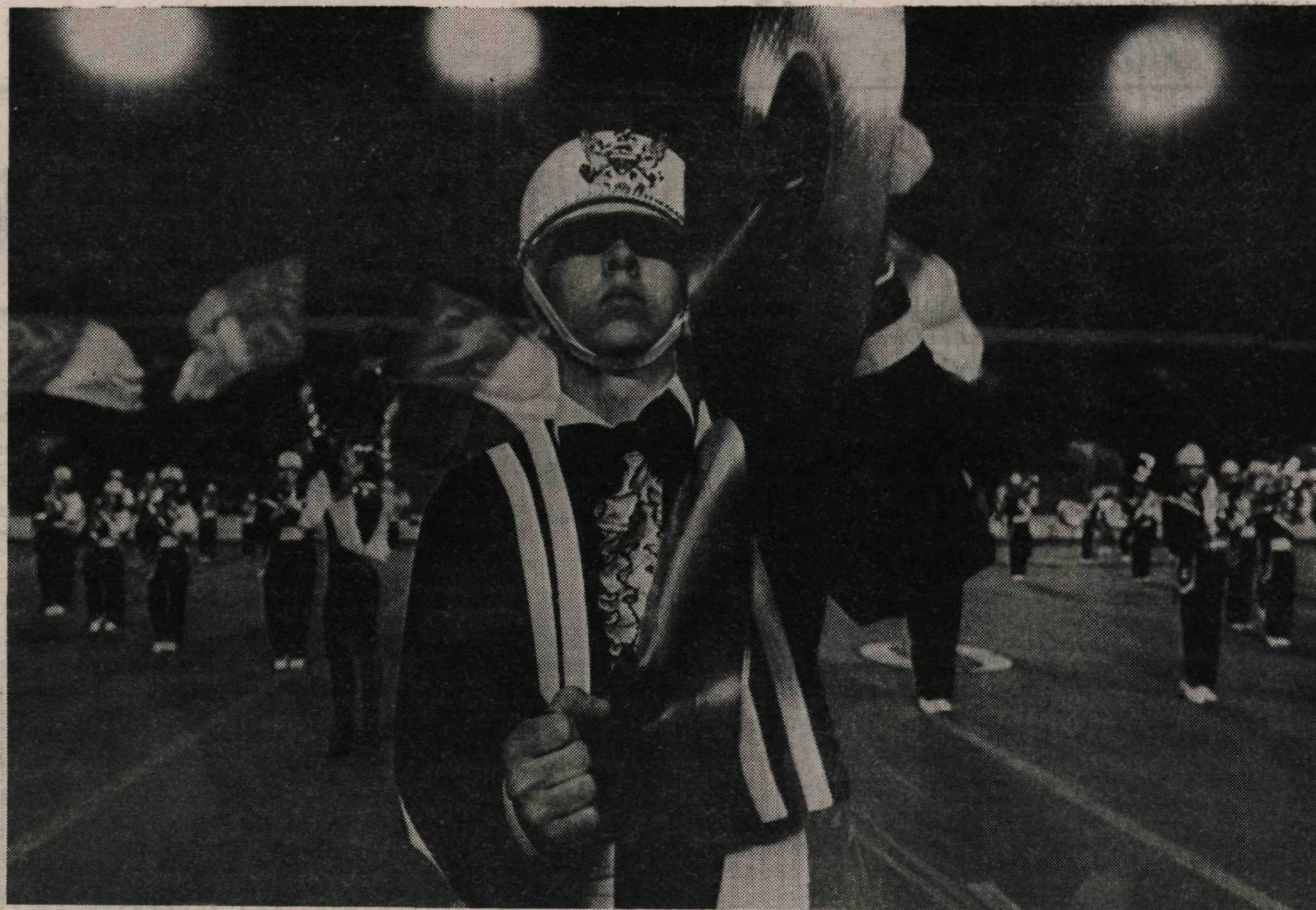
### Finding another site for state marching band won't be easy

Finding a new site for the State Marching Band Contest, if it comes to that, won't be an easy task.

"In order to recreate the kind of State Marching Band Contest we have experienced in the past we must locate a centrally located stadium that has artificial turf and a seating capacity of approximately 20,000 on the press box side of the field," music director Richard Floyd said. "In addition, there must be a second performance site for preliminary events in close proximity plus ample hotel space for both the bands and the spectators."

Floyd said the annual survey of participating directors suggests that the facilities in Austin have worked well for us over the years in spite of the parking and traffic problems. The University of Texas has been a wonderful host for the state marching band contest and the evening finals in

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**GROWING PAINS.** Plans to renovate UT-Austin's Memorial Stadium, making it one of the top 10 largest university stadiums in the nation, will have a dramatic impact on the UIL state marching band contest, shown above, as well as the popular state track and field meet. A search is now underway to find possible alternative sites for the marching band contest. The need to find a new site for the state track meet is still four or five years away, UIL director Bill Farney said. *File photo by Joey Lin.*

# Off Track Betting

## Plans for Memorial Stadium renovations leave UIL officials in the lurch

By BOBBY HAWTHORNE  
UIL Academic Director

A \$70 million plan to renovate Memorial Stadium may have UIL officials scrambling in the years ahead to find sites for the state track and field meets and the state marching band contests.

On Feb. 8, the University of Texas System Board of Regents endorsed a plan to enlarge UT-Austin's Memorial Stadium from 77,809 to 83,000 seats and improve its facilities and surroundings. Among other things, the plan calls for the replacement of the artificial turf with natural grass, the renovation of the west side of the stadium and construction of sky boxes, and the addition of an upper deck, sky boxes and 6,000 seats on the east side of the stadium. UT officials say they hope the renovation can be completed in approximately five years.

Meanwhile, UIL Director Bill Farney said the changes will not have dramatic impact on the State Track and field Meet in the next few years but that the State Marching Band Contest will most likely be moved outside Austin.

"We still have not received a definitive answer as to whether we will be allowed to use the field next November, but (music director) Richard Floyd is looking at a number of options," Farney said. "Insofar as track and field is concerned, we'll be able to run the state meet at Memorial Stadium for the next four to five years. We will be forced to modify some of our warm-up procedures and relocate some of the events."

For example, warm-ups will be moved from the field to the Royal/Neuhaus practice field, immediately south of the stadium.

"Also, we'll have to relocate some of the vaulting," Farney said. "Where we've vaulted on the field the past few years, we'll have to move it onto the track or to the south end of the field, which means we'll have to revise the track schedule."

Farney said the League has a number of options when

### COMPREHENSIVE PLAN FOR MEMORIAL STADIUM

- Replace existing artificial turf with natural grass.
- Renovate west side of Memorial Stadium and construct sky boxes.
- Install artificial turf practice field and lighting.
- Renovate and expand Neuhaus/Royal Athletic Center.
- Construct track/soccer stadium on top of new parking garage.
- Construct upper deck and sky boxes and add 6,000 seats on the east side of Memorial Stadium.
- Lower existing football field and add 1,570 seats.

these crowds by splitting up the meet, having 5A by itself, 4A by itself, etc. Of course, I don't think such a schedule would possess the character and excitement of our oldest athletic activity."

Farney said the UIL needs a stadium that seats at least 30,000 to retain the current state meet format.

Memorial Stadium becomes unavailable for the State Meet. Included in the massive renovation project is a plan to construct a track/soccer stadium on top of a new parking garage. Unfortunately, the stadium would have seating for no more than 6,000 spectators — far fewer than the 35,000-40,000 who annually attend the UIL state meet.

"We want to be able to keep boys and girls on the same weekend, but we might be forced to run fewer conferences simultaneously," he said. "For example, we could expand the meet from its current Friday/Saturday format into a three-day format. Or we can reduce

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# Schools must value the benefits of participation over winning

By MARILYN GOLDHAMMER  
Executive Director  
South Dakota High School Activities Association

(EDITOR'S NOTE: The following article is reprinted from the December, 1995 issue of the Kansas State High School Activities Journal.)

KEEPING high school sports in their proper educational perspective in the 90's is becoming increasingly more difficult for educators. We all know that America loves a winner. The media focuses much attention on those individuals and/or teams that are crowned state champions. Parents often perceive the interscholastic program as the means whereby their son or daughter will develop sports skills that will ultimately lead to a collegiate athletic scholarship.

It cannot be argued that the need for ethics or a body of principle transcends almost every walk of life. No place in our society is this more evident today than in education. To truly understand and deal with this issue, one must first have a thorough comprehension of the purpose of the interscholastic program as a part of the school curriculum.

The origin of the University Interscholastic League dates back to 1910. At that time, the interscholastic objective was said to be a consequence of concern expressed by numerous populations that schools and society were not sufficiently teaching those traits necessary to sustain character or attain success in a competitive society. At that time, sports were viewed as a practical and motivating way to accomplish those goals. Thus, the interscholastic objective was to teach morals, character and the American system of achievement.

Somehow or another, those of us in charge of the interscholastic program have, gradually allowed the goals and objectives to focus more on winning than participation. In far too many instances, the over-emphasis on winning has replaced some of the more important time tested goals and objectives of high school sports. In this modern day and age, specialization in one sport on a year round basis is not uncommon. The intense pressures to win that are imposed upon high school coaches discourages widespread participation by all members of an athletic squad. Communities, especially school boards, should re-evaluate policies that call for dismissal of competent and professional coaches who may not have

**In far too many instances, the over-emphasis on winning has replaced some of the more important time-tested goals and objectives of high school sports.**

recorded as many wins as the general public expected.

As alluded to earlier, one of the primary purposes for interscholastic sports in the school curricula is to prepare young adolescents for the challenges of adult life. Student athletes are being short-changed if all they take from the interscholastic programs are the skills related to playing the sport. We must offer the student athlete things that will last them a lifetime and help them to be a better person and better equipped to deal with the challenges of life. If it's done right, participation in athletics, win or lose, can become one of the most powerful and influential educational experiences that can accrue to teenage boys and girls.

As educators, it is our obligation, it is our duty, that we provide what students need in order to receive a well-rounded education. In this regard, it is important that our schools provide the student of today with the best education possible for the kind of world that now exists.

It is undisputed that interscholastic athletics and fine arts activities are a vital part of the total educational experience of students. The value of school activities becomes even more important when you consider what is happening in our society today; i.e. single parent families, high divorce rates, alcohol and drug abuse, crime, violence, gangs, immorality, etc. It cannot be argued that the development of character traits, such as ethics and integrity, are not easily taught in the setting of an academic classroom. Thus the development of character became the primary goal and focus of interscholastic athletics during the early years of the twentieth century. Those pioneering educators were expected to teach those qualities or values one needs to be successful in a competitive society.

As the twentieth century winds down, we need to remind ourselves of the primary goals and objectives for sponsoring schools sports. In that regard, we need to eliminate the over-emphasis on winning and concentrate more on character development and the values needed to become a

successful person.

A good activities program will make a concerted effort to teach, but not confined to, good sportsmanship, the importance of persistence, perseverance, commitment to excellence, the want and desire to be the best you can be at every pursuit, learning how to achieve and commit to a goal, pride, devotion, dedication, respect for those in authority, honesty, trustworthiness, the ability to work with others in a team setting, caring about others, self-discipline, respect for rules and regulations, stick-to-itiveness in developing a strong work ethic are but a few examples of the lessons for life that should be taught, developed and nurtured through activity participation.

It is interesting to note that no other country ties interscholastic activities in purpose or function to the educational process. Therein lies the dynamics of the interscholastic program in the educational life of secondary students. That's what it means to be born in the USA and educated in the American way.

Sadly, in this more modern era, America faces a host of societal ills that are not easily remedied. School activities may be society's best solution to some of our toughest social problems. If that be true, let us all be reminded of the real purpose for sponsoring interscholastic athletics and fine arts activities as a part of the school curriculum. There must be more, much more, than just the winning or the losing.

In this regard, we must pay greater attention to the value of participation over winning. We must pay greater attention to all aspects of the athletic lesson plan. School boards, administrators, coaches and parents must agree upon the goals and objectives of the interscholastic program and determine if the goals are historically and educationally correct or whether changes need to be implemented.

If it's done right, nowhere do you find it in education like you find it in the interscholastic program that educators are teaching what they want to teach to students who are learning what they want to learn and both are willing to work long hours so that everything that can be taught is taught and everything that can be learned is learned. Remember, instilling in the mind and spirit of all students the will to win, the desire to be the best that we can be, to always give 100 percent is really more important than the actual winning itself.



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# That's progress: Changing situations require creative solutions; five committees are working on issues that could result in rule modifications

## The Power of Music

Change seems to be the one thing that is constant in our lives. We are in a perpetual state of evolution in virtually every facet of our existence. The speed limit is back to 70 miles per hour, the World Wide Web has revolutionized how we communicate and access knowledge and, yes, they soon will begin holding dances on the campus at Baylor University.

The world of education where we live and work every day is not immune to this constant state of flux. Senate Bill 1 changed the way we deal with no pass-no play, block scheduling has forced many of us to restructure how we rehearse and the "essential elements" will soon be replaced with "essential knowledge and skills."

Is there the potential for change in our UIL music program? The answer, of course, is "yes." Five committees are presently working on issues that could result in modifications that would impact some of our contests. The areas under study include the State Marching Band Contest, the criteria for UIL band sightreading music, the vocal sightreading contest format, the realignment of UIL/TMEA music regions and the performance requirements for medium ensembles. Let's take a look at these projects so that all interested directors, teachers, administrators and concerned parents can remain informed about the status of each issue.

■ **STATE MARCHING BAND CONTEST.** Motivated by testimony before the Legislative Council this past fall the governing body of UIL has authorized an in-depth study of the State Marching Band Contest. This study is to include a hard look at contest format, rehearsal time, cost, sources of funding, the use of non-school instructors, and the relative merit of the contest as it relates to the entire public school music program. A committee of seven has been appointed to spearhead this study. Committee members include:

- Rodney Bennett, Munday HS, Conference A representative
- Elmer Schenk, Howe HS, Conference 2A representative
- Richard Herrera, Brownfield HS, Conference 3A representative
- Scott Mason, Coppell HS, Conference 4A representative
- Art Valdez, McAllen ISD, Conference 5A representative
- Phil Geiger, Westfield HS (Houston), Member at large
- Tom Shine, Duncanville HS, Member at large

On April 5 the committee will meet to develop a survey that will be published in *The Leaguer* and the TMEA Magazine in late spring. The purpose of the survey is to afford directors the opportunity to communicate their concerns, priorities and recommendations regarding the contest to the members of the committee. In addition, an open hearing will be held during the TBA convention in San Antonio in late July. All interested directors will be encouraged to appear

before the members of the committee during this session to address any aspect of the UIL marching contest program. Written testimony will also be accepted at that time.

On August 7, the committee members will convene again in Austin. They will be joined by the UIL Technical Advisory Committee and the UIL Legislative Council Standing Committee on Music.

In addition there will be parent and student representation at this meeting. Public testimony will again be solicited. Following the public hearing the joint committees will begin to formulate conclusions and recommendations that will be included in the final report to be presented to the Legislative Council during its October meeting. The content of this report will be published in a fall issue of *The Leaguer* and the TMEA Magazine.

### ■ CRITERIA FOR THE SELECTION OF BAND SIGHTREADING MUSIC.

One of the components of the newly adopted sightreading format was a provision to modify the criteria for the selection of band sightreading music and the establishment of procedures to have the sightreading music composed using the revamped criteria. This system will create a body of work incorporating this specific criteria rather than having a committee peruse dozens of published works trying to find music that approximates the criteria. The committee charged with this task includes Rodney Klett - Georgetown High School; Van Henry - Elgin High School; Sperry - Martin Junior High School, Austin; Jeff Comp - Academy High School; Richard Gibby - UIL Staff Representative.

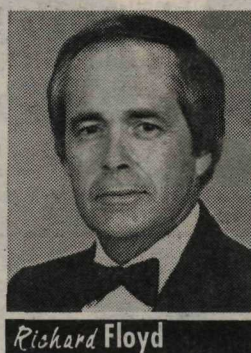
The progress of this committee will be published in *The Leaguer*.

■ **VOCAL SIGHTREADING CONTEST PILOT PROJECT.** The pilot project in vocal sightreading continues to move forward under the very capable leadership of Judy McEnany, choir director at Lamar High School in Houston. The first test of the format under study was conducted with favorable results in Region 9 and Region 17. This year the project will be extended to include two additional regions.

The results of this second phase of the project will be reported to the TMEA/UIL Music Advisory Committee during its July meeting. If the format continues to be viewed positively it is likely that all regions will have the option to use the format in 1997 with statewide adoption in 1998. Again, progress on this project will appear on these pages.

### ■ REALIGNMENT OF UIL AND TMEA REGIONS.

A review of our current region alignment for both UIL and TMEA began at the recent TMEA



Richard Floyd



Clinic-Convention in San Antonio. While area alignment has gone through some modification in recent years this will be the first in-depth study of region alignment in over a decade. Many feel that this is primarily a UIL issue while others are more concerned about how realignment might effect TMEA audition activities. Regardless of the priorities fueling these concerns there does seem to be consensus that every effort should be made to keep alignment the same for both UIL and TMEA.

The committee is chaired by TMEA President Frank Coachman. The makeup of the committee includes five past TMEA presidents and UIL State Director of Music Richard Floyd. The progress of this committee will be reported in the TMEA Magazine. If it is determined that some realignment is needed, the first time that it could possibly take effect would be for the 1997-1998 school year.

### ■ MEDIUM ENSEMBLE CONTEST.

At the present time the Medium Ensemble Contest is suspended at the State Solo and Ensemble Contest. This action was taken with the approval of the TMEA/UIL Music Advisory Committee, the UIL Technical Advisory Committee and representatives of the Association of Texas Small School Bands.

The fact that the Medium Ensemble is an "open class" with no prescribed music list or performance criteria has resulted in questionable standards for these kinds of ensembles. At this point the intent is to study this category of the music contest to determine if specific guidelines can be developed that will elevate these events to a performance level commensurate with the solo and small ensemble events. This task has been assigned to the membership of the UIL Technical Advisory Committee. The committee's first report will be due at the annual Legislative Council meeting in October.

There is no question that each of these issues has potential for controversy. There is also little likelihood that we will find one simple solution to any of our problems that will please everyone. Yet we must attempt to move forward and address these concerns. Samuel Johnson said, "Nothing will ever be attempted if all possible objections must first be overcome."

Let us all be mindful of his words as we seek better ways to serve the priorities we hold for the students we teach in our classrooms and rehearsal halls every day.

Plato once said that music "is a more potent instrument than any other for education."

Now scientists know why. Music, they believe, trains the brain for higher forms of thinking. Researchers at the University of California, Irvine, studied the power of music by observing two groups of preschoolers. One group took piano lessons and sang daily in chorus. The other did not.

After eight months, the musical 3-year-olds were expert puzzlemasters, scoring 80 percent higher than their playmates did in spatial intelligence — the ability to visualize the world accurately. This ability later translates into complex math and engineering skills.

Newsweek, 2/19/96

# These are the best of times

Two years ago last month, I sat in an old, tired UT building that had been the UIL home since the 1970s. I was alone, deserted by the rest of the UIL staff to survive weeks of asbestos abatement blocked off in two rooms from the rest of the building by plastic sheets and forced to survive my deepest professional depression of 36 years. After 23-plus years with UIL, I was to go-it-alone without the direct support of colleagues, in an abandoned building during the "OAP Time of the Year."

The Drama move to the new space in UT's Performing Arts Center (sounds impressive) basement (downer), further isolated from the real world without windows, was accomplished by a miracle of UIL secretarial and staff support. Just before State Meet OAP in 1994, one miracle turned into another and the one-act play contest survived its most difficult staff, space and energy transition with the culmination of the largest OAP contest in history — 1105 entries. We have continued to grow slightly in numbers with 1120 entries this year and the opportunity to have more than 1100 actual participants for the first time in OAP history.

In other ways we have made tremendous strides in two years. I have had super individual staff members in the past but never a stronger staff family than the current crew. Not only those physically located in the PAC but those more isolated supporters entombed at Lake Austin Center. Things are great in the UIL Drama office, the best in my tenure as director.

Now before you get too excited, let me warn you that OAP has a way yet to go. I feel good about going to the field to work with theatre teachers and students because I know that the phone will get answered, problems will be solved by Ray Pond, Don Howell, and the assistants. OAP directors will receive needed support when I'm in the field or working at my other full-time student teacher supervisor job.

After years of insecurity about being gone, I am able to visit programs in Laredo, McAllen, Killeen, Copperas Cove and even go to Snyder for the presentation of Jerry Worsham's Denius Award. I'm able to do this without fear that OAP directors will need me for something. Well, we all need to be needed but it is sometimes better to visit the real world where the theatre work is being done and students are doing great things prior to and after the OAP Contest. There *is* a life before and after OAP, but this time of the year it's contest time.

You should be able to get what you need when you need it from this office but it will not be without cost. The *Handbook for One-Act Play, 13th Edition* is available. I repeat, it is available! I said it last month but some of you didn't see that paragraph. I know, there were too many answers to too many questions, but I hope some of them helped. If you ordered the new *OAP Handbook* and don't have it, ORDER IT AGAIN! Your order has been cancelled. School purchase is \$6 (\$15 minimum order is waived)



## March is 'Theatre in Our Schools' Month

March is "Theatre In Our Schools Month." Celebrate!

You are encouraged to include a comment on your UIL program about Mark Espinoza, our honorary Texas Chair. Contact Helen Lewis at Keller High School for details of what else you might consider to promote theatre in your school and refer to the Nov/Dec *Leaguer* for Espinoza's background. Those of us who visited with him at TETA were impressed.

Thanks, Mark, for serving and agreeing to participate in future TETA conventions.

## Waco to host 1997 TETA convention

I'm sorry some of you did not make the 46th Annual TETA celebration of theatre education. Every aspect was super except the weather.

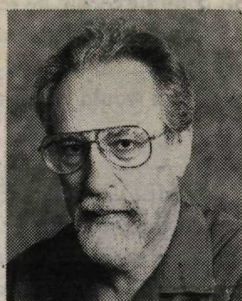
Plan for Jan. 29-Feb. 2, 1997 in Waco. McLennan Community College and Jim Rambo are already working on details far in advance of the usual TETA convention planning schedule. Contact Rambo if you have major ideas, contact with professionals that would make outstanding featured guests, or positive suggestions for improvement.

The Waco Convention and Visitors Bureau has guaranteed great weather, super transportation and arrangements to handle 2000 TETA participants. Guess what? I believe them! I'm convinced that Waco can be our best ever TETA convention because they have one of the best facilities available

anywhere, it is in the center of the state, hotel costs will be very very reasonable and they have five quality housing facilities with a superior plan for transportation. There aren't any negatives. Budget now for next year.

Do not wait to send in State Meet OAP Honor Crew applications. Send them now! The applications are with eligibility notices. All things being equal the application date makes the difference. We have already received a few.

— Lynn Murray



Lynn Murray

or personal check is \$6.50. Even with my last column you can't afford to wonder about what has changed. A new *Handbook* is even more important because you can't purchase a UIL *C&CR*. There aren't any left.

All of the "additions to the basic set" responses have been mailed, OAP eligibility notices are out and high school contests have started. We have fewer than 50 percent of OAP judge's contracts in this office, and it is essential that we know who is judging where. Contest Managers and judges must provide contracts for this office. Copies are found in the *Handbook* (p 28). There are 10 to 15 judging emergencies each year, and the only way we can help is to know who is where on what date, etc.

You can help us make it better by FAXing us contracts now. I'm not exactly in love with the FAX machine because it is being clogged with superfluous cover sheets, unnecessary correspondence and items that it would be better to mail. Don't FAX it if the mail will work.

Don't FAX eligibility notices! We gladly accept postmarks or other assigned dates. If you need an immediate written (verbal is better in most cases) response, use the FAX, but make sure you use the Drama FAX (512/471-7388) not those for UIL Administration or Athletics/Music.

If it is essential that you talk to me, the direct line is 512/471-4517, and I will answer if I'm here. If you need an immediate answer or need to leave a message, use 512/471-9996. Don and Ray can help in most cases unless it involves highly technical rules

or interpretations that are not in the *C&CR* or *OAP Handbook*. I may as well tell you my home phone again — 512/454-5505, but remember to leave me a number. I don't take everything home every night. There is a recorder on my home phone. If I'm not available at the moment, I'll be back shortly or you'll be told where to find me. I may be in El Paso or Texarkana. I do plan to see more of the real world but be as accessible as possible.

It is a "must" that OAP contest managers at all levels send results to the next level and this office ASAP after contest! We must know in order to support organization at each level, help directors make necessary changes/corrections and prepare for the State Meet OAP. Results impact everything, including those rare cases where a school withdrawal after district becomes necessary. We don't need any more rules. Help us out.

We are sorry that the *C&CR* could not be provided for new OAP critics and area contest managers this year. You are urged to copy from local sources. In most cases OAP contest managers need only the rules (new *Handbook*) and the "Spring Meet Plan" — Chapter 2 of the *C&CR*. We don't really seem to know what caused the unusually heavy demand for the 1995-96 *C&CR*. Perhaps it is being read more this year. I am aware that new OAP programs in middle/junior high schools are a contributor. Junior high/middle schools must follow OAP rules if a UIL one-act play contest is being held.

New certificates of commendation for exemplary company behavior are now being included with each OAP district packet. Contest managers are urged to send it to administrators of schools they feel are honestly deserving of recognition. This should have a positive impact and be great PR for non-public school hosts. It also relates closely to the new OAP ethics code (see story below).

# OAP directors must encourage the highest standards

By LYNN MURRAY  
One-Act Play Contest Director

A director who operates within the UIL Spring Meet Code and the new OAP Ethics Code simply cannot condone unethical practices or tactics. Students must be taught and shown by example. Negative comment following a contest regarding judging, management or other participants promotes negative behavior. It is, in fact, "inciting the crowd."

If directors consider OAP an extension of the classroom and the educational process, they will encourage the highest standard of conduct as a part of scholastic achievement.

Teaching ethics that exemplifies the highest moral character, behavior and leadership will promote the qualities of leadership, initiative and good judgement in all. Directors are influential role models and are looked up to by their student company and the student body, especially at the OAP contest site. The importance of this leadership role cannot be over-emphasized. The director must be a positive role model because of the impact you have within the school and the community.

I do not personally know any OAP director

who would teach or condone unethical practices or tactics. Why then do we see suspicious behavior at contest sites? Group coughing or audience members sitting at the front and making faces or mugging at performers causes concern.

When you hear reports of properties or other equipment mysteriously being moved, you wonder what students are being taught. When you see totally unacceptable company or crowd behavior during awards or critiques with which any OAP director should be ashamed to be associated, you really wonder what the students have been taught.

How many OAP directors made judge recommendations for area, regional or state last year? Very few. Now is the time to carry a copy of the nomination form in the *Handbook* (pg. 30) to every level contest and complete it as you forward eligibility notices for the next level, complete critic judge questionnaires and send in contest manager reports. Any director who complains about a critic judge at the area, region or state level has little to complain about unless recommendation was made to the appropriate contest manager at each level and to the TETAAO Administrative Committee for State.

Directors who question critic judges behavior should make sure they have read the AO

Operating Code, By-Laws and Addendum. I often find directors questioning policies that have been revised or deleted. Make sure you are informed before you question. Yes, the judge may serve the same contest (zone, district, area, etc.) two years consecutively.

TETAAO return on critic judge questionnaires last year was not high. The area/regional recommendation list, and state judges recommendations are developed from evaluating each director's response. They are critical to the continued improvement of the judging process and providing judges with honest evaluations of their work. Angry letters aren't evaluations. Focus on the quality of the critique, communication with students, knowledge of or understanding of your effort, and suggestions for improvement. Disagreeing with the judge's choices should not be the focus. Focus on education rather than why you didn't advance. A judge's critique is not a justification of results.

There were almost 50 excellent judges added at the TETAAO workshop in Houston. The AO- and UIL-focused workshops were excellent. We now have more than 200 qualified UIL critic judges. Clip and save the new listing to add to the list published in the Nov/Dec *Leaguer*.

## Critic Judges recertified Feb. 1, 1996

Larry Arnold  
Joe Allen Brown  
Pam Brown  
Sheleigh Carmichael  
Marion Castleberry  
David W. Crawford  
David Deacon  
Gene Dickey  
Michael Endy  
Charles Falcon  
Ron Fischli  
Karen Gossett  
Michael Greenwald  
Robert B. Hodde  
James Ivey  
Kathy Lingo  
Glenna Maglia-Owens  
Lou-Ida Marsh  
Joseph Daniel Mendoza  
Mary Jane Mingus  
Allen Oster  
Robin Robinson  
Roger Schultz  
Thomas F. Soare  
George W. Sorenson  
Joan E. Sorflaten  
Chuck Squier  
Clarence Strickland  
E. Don Williams  
Denise Joann Yeatts

Recertification for the following judges has been postponed until Jan. 30, 1997.

Please honor their contracts.

Michael Corrison  
Doug Cummins  
James A. Hatfield  
Douglas Hoppock  
Celia Lightfoot  
John E. Ore  
Wayne I. Toone

## Additions to the TETA accredited list of critic judges

Forty-seven additional critic judges were certified by the Texas Educational Theatre Association Adjudicator's Organization February 1, 1996 in Houston. The following addendum should be attached to the list that appeared in the November/December issue of *The Leaguer*. This addition to the 1995-96 Accredited List of Critic Judges is published for the benefit of those still seeking judges this year and for early planners to have for next year.

- = Independent
- ✓ = College/University Employee
- ★ = Public School Employee
- I, II, III, IV = Approximate Region

- Elizabeth J. Bassett, 653 Baylor, Longview TX 75601 (903) 757-5255 - II
- Jeannine Pasini Beekman, 10606 Clematis, Houston TX 77035 (713) 728-3655 - III
- ✓ Norman A. Bert, Texas Tech Univ. Theatre, Box 42061, Lubbock TX 79409-2061 (806) 742-3601 - I
- ★ James H. Buchanan, 11600 FM 471 W, San Antonio TX 78253 (210) 688-6045 - IV
- ✓ Gene Cole, South Plains College, 1401 College Ave., Levelland TX 79336 (806) 894-9611 - I
- Paul Crump, 7903 Braesdale Lane, Houston TX 77071 (713) 773-9019 - III
- ✓ Linda Donahue, UT-Pan American, Univ. Theatre CAS 165, Edinburg TX 78539 (210) 381-3581 - IV
- ★ John Evarts, 1917 Canyon Ct., Denton TX 76205 (817) 387-5995 - II
- ✓ Patrick Faherty, Texas A&M-Kingsville, Campus Box 178, Kingsville TX 78363 (512) 592-3490 - IV
- ★ Joseph Fisher, 546 College St. #4, Jasper TX 75951 (409) 384-7707 - III
- ✓ G. W. Frazier, 7961 Impala Dr., Corpus Christi TX 78414 (512) 993-5246 - IV
- ✓ John B. Gallagher, PO Box 684, Commerce TX 75429 (903) 886-5346 - II
- Eric Glenn, 6720 Windrift Way, Austin TX 78745 (512) 441-1956 - IV

- ✓ Fursey Gotuaco, 2336 Douglas #607, Austin TX 78741 (512) 447-8787 - IV
- Clay Grizzle, 1202 Aspen Apt. D, Andrews TX 79714 (915) 524-7164 - I
- Claire Hart-Palumbo, New Heights Theatre, 339 W. 19th St., Houston TX 77008 (713) 869-8927 - III
- ★ (inactive Spring '96) Armando Hinojosa, Edinburg CISD, 801 E. Canton Rd, Edinburg TX 78539 (210) 316-7300 - IV
- Douglas C. Holcomb, 7437 Sky King Dr., Corpus Christi TX 78412 (512) 992-1824 - IV
- ★ Denise Hopkins, Calhoun Middle School, 709 Congress, Denton TX 76201 (817) 387-8566 - II
- ✓ Jami Hughes, Central Texas College, PO Box 1800, Killeen TX 76540 (817) 526-1536 - II
- ✓ Jerry R. Ivins, 10414 Sageglow, Houston TX 77089 (713) 481-3638 - III
- ★ (inactive Spring '96) Jan E. Jones, 3716 Driftwood Lane, Tyler TX 75701 (903) 561-3736 - II
- ✓ Lynette Perkins Jones, Lee College, PO Box 818, Baytown TX 77522-0818 (713) 425-6486 - III
- ✓ Ron Jones, 4414 Marlborough, Houston TX 77018 (713) 869-8927 - III
- Pat Jurek, 237 Royal Road, Port Lavaca TX 77979 (512) 552-2255 - III
- ✓ Nancy C. Kennedy, East Texas S.U., ET Sta./PAC, Commerce TX 75429 (903) 886-5346 - II
- ✓ Kerro Knox 3, 2921 N. Pecan St., Nacogdoches TX 75961 (409) 560-2862 -
- ✓ Katherine A. LaPietra, UT-Tyler, Theatre Dept., 3900 University Blvd./HPR272, Tyler TX 75799 (903) 566-7289 - II
- ✓ Louise T. Mallory, 5302 75th St. #901, Lubbock TX 79424 (806) 794-9665 - I
- ✓ Jonathan Marks, Texas Tech Univ.-Theatre & Dance, PO Box 42061, Lubbock TX 79409 (806) 742-3611 - I
- ★ Terry Marrs, Sonora ISD, 807 S. Concho, Sonora TX 76950 (915) 387-5669 - I
- ✓ Deborah Martin, 5301 11th St. #153, Lubbock TX 79416 (806) 788-0346 - I

- ★ (inactive Spring '96) Margaret Mizell, 418 Boatwright Road, Trinidad TX 75163 (903) 778-2652 - III
- ★ (inactive Spring '96) Catherine Moran, 1305 Harrison Lane, Austin TX 78742 (512) 385-4358 - IV
- ✓ Patricia L. Musburger, Kingwood College, 20000 Kingwood Dr., Kingwood TX 77339 (713) 359-9897 / 1623 - III
- ✓ Christopher P. Nichols, 79-B Pershing Circle, Denison TX 75020 (903) 786-9447 - I
- ✓ Amy Nigro, 3333 Varsity Drive #1112, Tyler TX 75701 (903) 566-7389 - II
- Pamela Pailes-Krause, Harbor Playhouse, #1 Bayfront Park, Corpus Christi TX 78401 (512) 882-5500 - IV
- Vicki Smart Penhall, 2221 N. Wood, Sherman TX 75092 (903) 892-6187 - I
- ✓ Eric W. Porter, 719 Latter Ridge, Austin TX 78748 (512) 912-0178 - IV
- ✓ Charles C. Pulliam, Jr., 804 E. Ave. C, Alpine TX 79830 (915) 837-7098 - I
- ★ (inactive Spring '96) Chuck Roe, 2408 McAdoo, Fort Worth TX 76131 (817) 232-3824 - II
- ★ (inactive Spring '96) Linda Lucretia Shuler, 2744 Briarhurst #24, Houston TX 77057 (713) 977-2953 - III
- ✓ David Stevens, 446 1/2 College, Norman OK 73069 (405) 447-9692 - II
- ★ Spencer Wagley, Loyola College Prep, 8501 Millicent Way #2112, Shreveport LA 71115 (318) 797-4242 - II
- Matthew C. Wagner, 1101 Leah Ave. #907, San Marcos TX 78666 (512) 754-0247 - IV
- ✓ Steven W. Wallace, 4104 Stonehurst, Norman OK 73072 (405) 321-4730 - II
- ★ (inactive Spring '96) Ron White, 116 Mulberry, Lake Jackson TX 77566 (409) 297-3673 - III

### ADDRESS CHANGES:

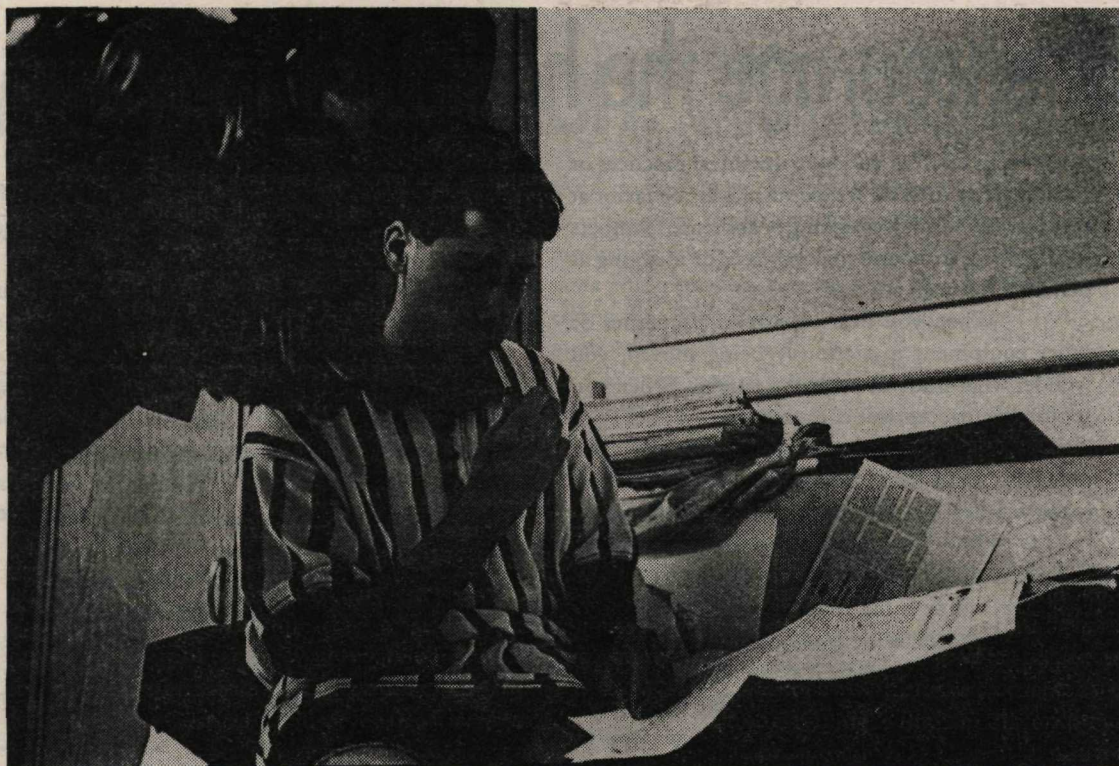
- G'ann Boyd, 11250 Taylor Draper Lane #914, Austin TX 78759 (512) 349-5416
- Donna Clevinger, PO Box 150402, Austin TX 78715 (512) 912-9599

## How I spent my summer vacation

Each summer, hundreds of yearbook and newspaper advisers and students attend the ILPC summer publications workshop in hopes of devising the perfect plan to make their publication as important, relevant and interesting as possible. Here, Sandy Simmons (left) provides tips on Gentry Serrafa's newspaper layout at a recent workshop. Rethinking content and design are just two of the tasks performed by the more than 500 students who annually attend the workshop each summer, making it one of the largest in the nation.

Registration materials will be mailed to ILPC members in late March. However, the camp is open to everyone. For registration materials, contact the ILPC office at Box 8028, UT Station, Austin, TX 78713, or phone 512/471-5883, (fax) 471-5908, or (e-mail) bobhaw@tenet.edu.

Photo by Morgan Spackman, Katy Taylor.



## ILPC Summer Publications Workshop is June 21-24

Even with final yearbook deadlines looming and two or three more issues of the newspaper to publish, it isn't too early to begin thinking about summer workshops. The ILPC Summer Publications Workshop will be June 21-24 at UT-Austin, and will showcase many of the top names in scholastic journalism: H. L. Hall of Kirkwood, MO; Bruce Watterson of Arkadelphia, AR; Gary Lundgren of Little Rock, AR; and Sherri Taylor of Syracuse, NY; Terry Nelson of Muncie, IN, just to mention a few.

The workshop begins Friday afternoon and ends Monday afternoon, packing a week's worth of instruction into four intensive days. The schedule change is intended to accommodate summer school and working students.

## What your yearbook judge meant was . . .

### Sometimes, you have to read between the lines to understand a publication critique

A few weeks ago, I received a letter from the editor of a small country school yearbook. About her rating, as I figured it would be. Yet, she didn't write to complain. Didn't even mention it. But she was confused. She'd attended a summer workshop—a good one—and had implemented most of all that she learned. And yet the judge had slammed her for doing what she had paid good money to learn to do.

I read her letter and responded:

*Dear Heart:*

Cheer up. You've done yourself and your school proud. Publications judges are a strange lot, and I should know. I'm one of them. This critique says more about the judge than it does your yearbook, but that doesn't mean you should ignore it. Most likely, your judge spent two or three hours poring over your book for \$30 or \$40. It's about as hard a minimum wage job as you can get. But judges do it because they want to help you produce the finest publication possible. It's just that they're working under difficult circumstances.

You see, ratings are a weird science. Your yearbook is mailed to someone in another state who doesn't know you, your staff, your students or your community. She lives in Boston. You live in New Boston. Big difference. Then, this person—who has her own pet peeves and personal vendettas—attempts to tell you what you did wrong. It's a recipe for trouble.

But don't dismiss it. Read it carefully. Glean from it what you can use and deep-six the rest. And realize that the five or six suggestions you root out are worth the cost of the rating.



**Bobby Hawthorne**

Now, a few pearls of wisdom:

- I too grew up in a small town. I understand your point. The judge wants you to cover ice hockey. Your school doesn't have ice hockey. Still, try to cover activities that you haven't traditionally covered: survival games or deer hunting, for example.

Pay attention to the peripheral action at games: people in the bleachers, under the stands, in the concession booths. Look for the personality profiles that lap over into other areas of the community. And again, don't confine sports to just varsity athletics. Hunting, hiking, boating and weekend games of no-pads, tackle football—all the "sports" the non-jocks participate in are excellent coverage ideas.

Why not a feature on "getting ready for the big game." What do people wear? Show some yahoo painting his body blue and red and painting a huge "Go Bucks" across his chest. That kind of thing.

- The judge had no way of knowing that you tried asking teachers about their hobbies last year, and your readers hated it. It's hard for teenagers to believe that us old folks actually enjoy reading and gardening. And we don't say it just to make you feel bad. Comes a time when you'd rather read a good book than snowboard.

So what the judge was saying is to go beyond the clichés. Be aware of educational trends, teaching methods, changing curriculum, and political movements as they affect education and teaching. Then, connect the teachers to these changes. For example, a staff this year wrote an excellent story on how teachers and administrators have been freed from a few TEA regulations and rules. Made it very human, very real. A darn good read.

Or you might do a story about a retired teacher whose social security paychecks were delayed because of the government shutdown. It's just an idea.

- I agree with you. Captions have traditionally been in present tense. I didn't know judges now expect them to be in past tense. Ignore this one.

- The judge doesn't hate your cartoonist. She

just thinks that he's a little over-exposed, that's all. It isn't personal. I've seen yearbooks that splattered the same kid's artwork on every page so that by page 20, you're sick of the stuff. So use art with sophisticated and precise restraint.

- Design trends are like Texas weather. If you don't like it, wait a few hours and it'll change. I can remember when designers actually worried about trapped white space. Now they just shrug it off as "unplanned" space. And designers used to insist on dominant elements. Now, some of the experts are saying that collages are okay.

Design just needs to make sense. It must help readers find their way around the spread. I stumbled upon a great quote recently in U&LC: "Book design is an act of pure seduction."

I like that. Seduce the reader into the page.

Regarding section design, be consistent but not redundant. The judge's suggestion to repeat the same design over and over throughout a section might get a little boring. Remember, just 'cause a judge said it don't make it so.

- I know some judges are pushing "caption only" spreads, but I believe yearbooks need copy, and the copy should be interesting, even intoxicating. Sadly, most copy is as bland as rice cakes. "The purpose of the auto mechanics class was to teach students to work on cars."

Go back and read your copy. Does it make you laugh? Cry? Do you feel anything when you read it.

I haven't read your copy, but if you have the same problems as others, the blocks contain a few statements of the obvious and an obligatory quote or two. You need to search for and develop a specific theme, a tight angle and a narrow focus on each story. I feel pretty strongly about this one.

But now I'm preaching, and you don't deserve that. Let me close by saying that I really appreciate your taking the time to write me, and I hope my comments help. Hang in there. You're doing a much better job than you've been led to believe.

# Keeping faith: So maybe a few of them aren't professional writers, UIL contestants represent all that's good in public education

By BOBBY HAWTHORNE  
Director of Academics

Lord knows it isn't easy judging UIL journalism contests. It's not exactly lucrative either. For most of us, it's labor of love stuff.

But for others, it's more than that. It's a chance to make wisecracks at the expense of some 15-year-old who gave up his Saturday to compete in an invitational contest or two, a couple of hours away from home. Recently, I was faxed a copy of a column by a newspaper reporter who judged at a small East Texas invitational meet, then went home to tell the world that young people today are dopes.

While admitting that he didn't "mean to discourage these kids," he said reading their features was like "watching a pot boil at low heat." Their editorials "had less force than O.J. Simpson's defense," he said, clearly oblivious to the fact that O.J. walked.

The grammar was terrible, he added. The sentence structure was unreadable. "I have always been an opponent of putting prayer in the classroom, but we need a miracle to fix our public school system," he concluded.

Oh, but the good news: with such lousy writers out there, his job is secure.

As you might imagine, the column didn't sit well with the school that hosted the meet or the students who attended it. I hear they're writing letters to the editor. So I decided to write one too.

Here's what I said:

• As UIL director of journalism since 1979, I have judged hundreds of news, feature, editorial and headline contests and have seen my share of poor writing. But I have not deduced from these experiences sufficient evidence to indict all of public education, as Mr. X did in his column.

Much to the contrary, I believe that as long as we have students who willingly give of their time to study, practice and compete in the UIL academic contests — contests which, unlike their athletic counterparts, daily newspapers rarely if ever cover — then our society will be okay. Most of these students attend schools that cannot or do not offer journalism as a full-credit course. Few if any plan to become newspaper journalists.

Thus, they work before or between classes or after school without journalism textbooks, assisted

by a few teachers who for little or no additional pay or recognition dedicate hours coaching the debate team, directing the one-act play and assisting the young journalists, even though their primary teaching field may be business or English or social studies. They attend workshops on weekends and travel to invitational meets, often at their own expense to learn enough to help these students.

When all students decide they'd rather plop themselves in front of a television set or wander the malls than give up a Saturday competing in academic contests, and when all teachers decide they'd rather bail out at 3:30 every afternoon rather than work with these students, then I'll lose faith in public education.

Fact is, I wish I had the same faith in journalism today as I do public education in general and these wonderful young people and their teachers in particular.

Also, I wish I had thought to add what two members of an academic team stated in a letter to the editor: "He can, however, continue to be 'elated' at the promise of his job security. Most of us have higher aspirations."

Zing.

## Reasons to attend the ILPC convention

Reasons to attend the ILPC Spring Convention, April 13-14, at The University of Texas at Austin:

• You'll have an opportunity for your students to hear outstanding speakers from across Texas and the nation discuss all aspects of student publications, broadcast journalism and freedom of expression issues.

• It's a chance to network with other journalism advisers who understand the special challenges of advising a newspaper or yearbook.

• You'll can have a voice in journalism education by attending the Texas Association of Journalism Educators business meeting.

• You can compare your best efforts against the winning entries in the individual achievement awards competition.

• There will be lots of sessions on breaking into journalism as a profession, internships and landing a job on a college publications staff.

• You don't have to be an ILPC member to attend.

• It's one of the most inexpensive conventions in the nation. Delegate registration is \$15 per person. There are no late fees and on-site registration is permitted.

• Austin is a great city with lots of entertainment and educational opportunities for students and teachers alike.

• For registration material, a schedule and other information, contact the ILPC office at 512/471-5883 or 471-5908 (fax).

# Journalism judges: we, that is our fair staff, doth thank you

By BOBBY HAWTHORNE  
Director of Academics

At the risk of sounding as cynical as the poor chap above, I feel it necessary to warn students that the chances of their spring meet journalism contests being judged by anyone familiar enough with the racket to recognize a newspaper if smacked between the eyes with one are practically nil, which isn't to say they won't do a great job. They will, if you're lucky enough to win.

But wait, Bob, you doth beith too negative, protesteth youeth.

Well, easy for you to say, but I'm the one who'll be fielding the phone calls from some remote corner of the state, where headline writing is oft confused with tattoo artistry. So in an effort to bring light where once there were only needles, I give you:

## HOW TO JUDGE THE JOURNALISM CONTEST(S)

• Bring reading glasses. Unlike ready writing, we don't have a lot of rules about margins and double-spacing or even legibility, which means that a few entries will resemble 150-word prescriptions. This explains why we suggest a panel of three judges. It generally takes at least three persons to decipher the stuff. It will help also if you take a course in map-making also. One or two entries will resemble directions to the lost City of Gold if they'd been written by third-graders with charcoal briquets.

To be fair, several girls will turn in the most exquisite penmanship you've ever seen. Unfortunately, they may just as likely begin their stories with, "Leaguetown is a 5A school, located 50 miles south of Dallas with a student enrollment of 650 persons and a reputation for . . ."

As hard as it may be, resist the temptation to

award her first place anyway.

• Read the fact sheet and the "tips" sheet. In particular, pay attention to dates because they are important, particularly in the news and editorial contests. Fact is, we travel the state each fall telling students to lead with the future event. We harp on it in the Journalism Contest Manual. So don't you write "lead with the fact that the building exploded last month."

These students are writing for the Leaguetown Press — their hypothetical high school newspaper — and high school newspapers these days come out about every other — oh, say — major solar eclipse. So it's important that students develop the future angle, because the past angle would deal with events that transpired months ago.

• The tip sheet will be distributed to students after the contest so that they'll know immediately what they did wrong. Make certain your comments coincide with it as much as possible.

Note that contestants are urged to avoid using the school's name in the story. Most students know the name of their school, and the ones who don't rarely read the newspaper. So, if the lead states, "The School Board will vote Monday on a parent's attempt to censor every book in the library . . .," then readers at Leaguetown High School will assume it's the "Leaguetown" school board. (Exception: In Central Texas, readers will assume it's Round Rock).

• Divide the entries into equal stacks for each judge. If a three-member panel has 24 entries to grade, then each judge should read eight papers, provide constructive criticism on each and then cull the best from the rest. Each judge need not read every paper. However, once you've pulled the papers that will contend for the top six places, then each judge should read the finalists.

• Remember that you're not judging ready writing so use of lispy words such as "oft" and "methinks" and "doth" and "amidst" and "amongst" should not count in the students' favor, unless they're using them to elicit huge belly laughs (see paragraph 2 above).

• Punish also the use of any phrases you think the folks on "A Current Affair" might utter. For example, "our fair school . . ." or " . . . sent shock waves through an already shaken school . . ." or "it's truly a sad situation and we can only hope and pray that their suffering ends soon." The following lines above were taken from a prompt about cheerleader tryouts.

• In the editorial writing contest, students should use third person. Sure, we once taught students to use first person plural, but we got tired of lines such as "We the staff of the Leaguetown Press, each member, individually and collectively, one and all, doth declare our unflagging support for the proposal to nix every book in the library, and to that end we do vow our troth."

We'd be happier if students wrote, "Burn 'em!"

• Keep in mind that the comments I've made above are mostly in jest and that whatever you write on a student's paper will have the power to motivate or destroy so skip the sarcasm and the sense of omniscience. Try instead to provide information that the student can use to improve the next time out, keeping in mind that what you say may determine whether the youngster chooses to have a next time out.

These are great kids. Some of them have worked all year long toward this contest. Others stumbled in today. Regardless, they deserve your finest efforts.

• Methinks we couldn't do this without you and for that, we doth thank you.

# Title quality added to "interest" section of the Ready Writing contest rubric

By PAT WISDOM  
Director of Academic Development

The high school Ready Writing rubric now contains an extra evaluation line for the composition title beginning with the spring meet contests. "Title" has been added to the "interest" section, and spaces have been provided to evaluate the quality of the title from poor to excellent.

Like the other areas of interest that are evaluated (perceptive ideas, originality, examples), the title should be evaluated on the basis of its originality and the cohesiveness it brings to the overall composition.

Although Ready Writing coaches would agree that the title is an important part of the composition, such as the headline would be to a newspaper article, disqualification of the paper for omitting it seems unfair to everyone. Technically, students in the past were required to write titles but those titles did not in any way figure into the overall ranking of the essay. At least, no provision in the rubric cited the title and awarded points accordingly.

Thus, the UIL staff recommended and the Leg-

islative Council approved last October a rule change to end the disqualification provision. The proposal must be approved by the State Board of Education this spring. If approved by the SBOE, omission of the title will not be grounds for disqualification — next year. Instead, the title next spring will be evaluated in the context of the whole rubric.

Judges will determine whether the title reflects and advances the theme of the paper? If it does not, points can be deducted. But next spring, omission will not be cause for automatic disqualification.

A short survey regarding Ready Writing will be included in the district contest director's packet for spring meet competition. The survey will include questions about the effectiveness of the rubric, and it will give coaches and judges a chance to comment on any aspect of the Ready Writing program. The contest director is requested to distribute the survey to judges and coaches and return completed surveys to the district director, who will then submit them to UIL with the meet evaluation sheets. Individuals may certainly fill out the form and send it to UIL on their own, as well.



**WAY TO GO.** Clarendon's Kay Hayes (center) accepts congratulations from friends who attended a reception for her in recognition of her winning one of the 10 1995-96 Denius Awards. The Denius Award was established to honor and highlight the contributions of coaches of UIL scholastic competition, to identify and recognize outstanding coaches who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system while helping them to keep their personal worth separate from their success or failure in competition.

## We won't do a number on current issues & events students

By BOBBY HAWTHORNE  
Current Issues & Events Director

Those of you who took either or both of the Invitation A or Invitation B current issues and events practice tests may be wondering about right now, "Just how picky can a guy get?"

Well, I'll tell you.

Very.

Like Mark Twain, we know there's a big difference between lightening and a lightning bug. So if you compete in the current issues and events contest, we will expect you to know that Bob Dole is the Senate Majority Leader — not the House-Majority Leader. Now, some may say we're splitting hairs. I disagree, and would bet that Mr. Dole would as well.

So, let's consider the following question:

- Which statement is not true?

a. A major study suggests that even a moderate gain of 22 pounds or more above a person's weight at age 18 incurs a greater risk of earlier death.

b. The chairman of the Senate Whitewater Committee, Sen. Al D'Amato, said there is no conflict between his roles as leader of the panel examining the Whitewater controversy and as promoter of Robert Dornan's presidential bid.

c. The wrecked oil tanker Sea Empress spilled 19 million gallons of oil off the Welsh coast, more than the 1989 Exxon Valdez spillage in Alaska.

d. Eight of the 10 states with the lowest taxes on cigarettes have higher-than-average rates of adult smokers, according to a government study.

The correct answer is B. Sen. D'Amato is one of Bob Dole's major promoters. In fact, D'Amato has been accused — primarily by Mr. Clinton and his aides — of dragging out the Whitewater hearings

as part of a long-term political hatchet-job on the President. All this squabbling aside, the point I want to make is this: when looking for the correct answer to the "which is true" or the "which is not true" question search for major fact errors and don't worry about minor differences in dates or numbers. We will never use slight variances in numbers or dates to make a statement true or false.

For example, here's a true statement: A major study suggests that even a moderate gain of 22 pounds or more above a person's weight at age 18 incurs a greater risk of earlier death.

We would not make this a false statement by rewording it to state, "A major study suggests that even a moderate gain of 30 pounds or more above a person's weight at age 21 incurs a greater risk of earlier death."

Here's another true statement: The hole in the earth's ozone layer is getting larger, according to the United Nation's Meteorological Organization. In fact, the hole in the ozone layer over Antarctica grew by 10 percent in just the past 12 months.

We would not twist into a false statement by changing it to, "The hole in the earth's ozone layer is getting smaller, according to the United Nation's Meteorological Organization. In fact, the hole in the ozone layer over Antarctica shrank by 20 percent in just the past 24 months."

However, we might make it a false statement by changing "grew" to "shrank." Now, that's a significant difference, and we'd expect students to know that the hole in the ozone layer is growing — not shrinking. By how much is irrelevant.

At the same time, huge differences in numbers may be reason enough to invalidate a question. For example, scientists recently deduced from photographs taken by the Hubble Space Telescope that there are bunches more — 50 million or 50 billion,

something like that — galaxies out there than previously thought. So if we offered "Scientists recently deduced from photographs taken by the Hubble Space Telescope that there are no more than 125 more galaxies out there than previously thought," then we'd expect students to know that the difference between 125 and 50 billion is significant enough to invalidate the statement.

- What about dates?

We will never expect a student to know an exact date. We'll never ask a question like, "On what date did Phil Gramm bail out of the Republican presidential race?"

A date will rarely if ever invalidate a statement. For example, on Jan. 14, federal agents arrested Juan Garcia Abrego, one of Mexico's most powerful drug dealers. We would not change it to false by stating, "On Feb. 1, federal agents arrested Juan Garcia Abrego, one of Mexico's most powerful drug dealers."

But we might invalidate it by stating, "Federal agents arrested Juan Garcia Abrego, one of Colombia's most ruthless drug dealers."

Dates may be used in other contexts though.

For example, in an invitational contest, we asked, "The United Nations celebrated its \_\_\_\_th birthday this fall. The choices were 25, 50, 75 and 100 — not as significant as the difference between 125 and 50 billion, but important nonetheless, since we'd expect high school students to know that the UN was created after World War II, and that World War II ended in 1945.

As has been noted repeatedly, it is not our desire to trick students by shaving a number here or twisting a date there. We want students to read carefully and recognize the error when we say that Steve Forbes is the senior senator from Mars.

As best we can tell, he is not.

# The numbers tell the story

## Participation figures help to gauge success or failure of individual contests

Each year academic staff members attempt to tally the number of students who were entered in each district event using the data submitted on high school district entry forms and elementary/junior high participation summaries. We undertake this somewhat meticulous task not just because the state comptroller's office sometimes asks us for these figures, but because these figures are one means of gauging the strength and projected duration of an academic event.

For example, looking at the 1986 district Literary Criticism participation figure of 821, and comparing it to the 1995 figure of 2404, we can conclude that interest in this event has almost tripled in the past 10 years. On the other hand, the Shorthand contest posted 806 participants in 1986, and within five years had dropped to 453. The regression in participation from 1986 to 1990 in this event was a significant factor in its deletion from the program in 1992.

Based on the participation data sent from individual high school campuses, we can state with reasonable certainty that all high school events currently offered are maintaining or increasing in the number of students entered at the district level. With the academic staff's continued attention to producing timely and challenging contests, we project this upward scale to continue as it has over past years.



Pat Wisdom

When a decline is detected, a closer look will be given to the contest and factors which may have contributed to the decline. Because we rely on the optional submission of a district participation summary form, information concerning elementary and junior high district contests is sparse. Perhaps we receive more complete data from the high schools because we tend to hound the schools until the information is turned in. We have no intention of requiring that the elementary/junior high statistics be submitted to the League office, but we do ask that district directors of these contests send in the summary if at all possible.

As part of concentrated developmental effort in the elementary and junior high programs, this data will be helpful in determining approximate numbers of entries in contests throughout the state. From district requisitions, we can determine that 203 elementary and junior high district contests were held across the state last year, but this information does not include the number of entries in each contest. Although the data requested would not reflect the actual number of students who may have tried out for a contest, it would provide information about which contests students would be most likely

to enter. Just as with the high school data, we could better predict growth or stagnation in a program.

The district meet participation summary form is found in the appendix of the *How to Host Handbook*, and a copy is included in each elementary and junior high district director's packet of materials for competition. Revision has been made to the form to provide wider spaces for number responses. Having the individual event director tabulate the number of contestants on the roster and transferring this figure to the summary sheet is one of the most expeditious ways to complete this task. Contest names and grade levels are provided already on the summary form.

The instructions at the top of the high school district entry form ask that a copy of the entry be sent to the League office. Preferably, these should be sent to the League office on the same day they are sent to the district director, to arrive at least 10 days prior to the tournament. We prefer that these be mailed rather than faxed to UIL because often a faxed entry is unclear or incomplete, and staff members must call to secure the complete information.

Thanks to many dedicated academic coordinators, a large percentage of high school entry forms were received last year without our having to contact many schools. Campus coordinators and district directors at all levels are to be commended for their attention to the many details which go into meet administration. Thank you for taking the time to complete the important participation information this year, and we wish you and your students much success in district competition.

## Plans in works for academic coordinator/speech workshop

You said you liked it, so we're doing it again. Tentative plans have been made to hold the third annual academic coordinator and speech coach workshop on Friday, July 26 and Saturday, July 27 at The University of Texas at Austin.

Novice sessions will provide orientation for new high school and district academic coordinators and high school speech coaches. Morning workshop sessions have been scheduled for Friday, July 26, to present basic debate information and to answer novice coaches' questions about speech

programs. To assist new coordinators, the first afternoon session will cover the realm of the academic coordinator's position. This session will be held concurrently with a speech session designed for experienced coaches.

Updates in several pieces of legislation which will have been presented to the State Board of Education this spring will be the focus of the last Friday academic coordinator session. Separate Saturday workshops will present strategies for building a successful academic program.

Saturday speech workshop sessions will cover all UIL speech and debate contest areas.

Please feel free to call or write the League office concerning topics you would like to have covered in these workshops. Your input will help the League staff to serve your needs in the presentations.

The registration fee will remain \$20 for those registering by June 1. After June 1, registration will cost \$25. The registration form below may be reproduced as needed.

### UIL SCHOLARS



In middle school, UIL was my first real chance to show school spirit. By high school, I had been working with some of my friends for four years competing in Spelling and Vocabulary.

When I moved to a new town my sophomore year, I remembered how much fun I had participating in UIL, and by the eleventh grade, I was back in spelling. I made new friends, and I also realized the true challenge of UIL—a chance to improve with each year and to learn about triumph and defeat in the face of determination and dedication.

I will never forget the hours spent laughing and grueling over "loup-garous", "tabouli", and "réchauffé". In fact, I couldn't forget them even if I wanted to. My long-time spelling rival and close friend of seven years will now be my roommate in college.

ELAINE HO  
Plano East Sr. HS

## UIL ACADEMIC COORDINATOR / SPEECH COACH Summer Workshop (July 26-27, 1996)

### REGISTRATION FORM

Name: \_\_\_\_\_ School: \_\_\_\_\_  
Address: \_\_\_\_\_ Summer Address: \_\_\_\_\_  
School Phone: (AC) \_\_\_\_\_ Home Phone: (AC) \_\_\_\_\_

Check appropriate box: ☐ Coordinator ☐ Speech / Debate Coach ☐ Both

Return registration form with check or money order for \$20 if mailed prior to June 1, or \$25 after June 1 to UIL Summer Workshop • Box 8028, University Station • Austin, Texas 78713-8028

Duplicate form as needed

## TILE SCHOLARS



I love good competition, and with a little encouragement from my teachers, elementary and high school, I learned that you can compete in more than just sports. As a senior this year I placed first in Ready Writing, Editorial Writing, Headline Writing, Individual Science, Team Science, and Biology at the District competition, and believe me, not even a three-pointer at the buzzer can match that feeling. Thanks, UIL, for showing us all of the ways to compete.

**TIFFANY ZACHRY**  
Garden City HS



My participation in the UIL State One-Act Play contest was full of challenges, excitement, good times and, unfortunately, the bad. Throughout the preparation of our play, many members of our production suffered some big problems in their lives. The play gave us a means of being there for each other when we needed each other most.

So as we continued to advance through the various levels of competition, we not only had the excitement of winning, but also the joy of knowing that we would still be together daily as a group of friends who needed each other.

**KATIE LYNN BUSSE**  
Sealy HS



**LAST CHANCE.** Students got a final taste of competition before districts by attending invitational meets. Here, Kim Szatek of Fredericksburg (right) catalogues winners during the San Antonio East Central Invitational Meet, Feb. 24. She is assisted by Terra Pehl.



**ROLL 'EM.** To help fill the dead hours between contests, many invitational meet hosts offer non-UIL competition — such as this tortilla rolling contest at East Central. Del Rio accounting coach Karen McFadden (left) and two Del Rio students cheer on their school's entry, Priscilla de la Garza, who won the contest.

# Common academic eligibility questions answered

Over the years, the UIL has eliminated many of the rules that once governed academics and in some cases still govern athletics. Unfortunately, many academic coaches still operate under the assumption that any rule that applies to sports applies equally to academics. It isn't so.

For a list of the eligibility rules governing academics, see the UIL *Constitution and Contest Rules*, Sec. 400. Rules governing awards are outlined in Section 480.

The following are a few of the more common questions asked of UIL academic directors:

**Q. ONE** of our students attended another high school in our district in 1994-95 as well as a school outside our district. He then transferred to our school for the 1995-96 school year. Assuming that this student is eligible in terms of age, number of credits, etc., is this student eligible for academic competition?

**A.** The UIL has no specific residence requirement for participation in its academic contests. Students must meet all requirements of the League's Constitution and Contest Rules Sec. 400 (page 34) and must not have changed schools for the purpose of participation in a UIL academic contest. In most cases, students are eligible so long as they have passed all their courses, are full-time day students, and have been in regular attendance for 15 or more calendar days before the contest.

**Q. WE** are conducting Red Ribbon Month and one of the activities is a district-wide poster contest concentrating on district awareness and "Why I Choose to be Drug Free." The Optimist Club has agreed to judge the contest and award \$25 prizes to division winners. Does this violate any UIL rules?

**A.** Neither participation in the "Why I Choose to be Drug Free" contest nor the acceptance of a cash prize endangers students' eligibility for UIL contests.

According to Sec. 480 (a) (2) (E) (Students may accept) . . . unlimited awards for participating in an invitational academic or fine arts contest which does not count toward League standings, whether or not it is an activity which the League sponsors.

Also, according to Sec. 480 (a) (3): A student may accept unlimited awards for participating in intraschool competition.

**Q. OUR** local newspaper has an essay writing contest. First prize is \$500. Would entry in and winning this contest endanger our students' eligibility in journalism, ready writing or any other UIL contest?

**A.** No. Students may accept unlimited awards for participation in non-UIL activities. The awards rule applies only to the specific UIL spring meets. In other words, students could not accept an award or awards for winning at your UIL district meet. But they may accept awards for competing in non-UIL contests.

**Q. CAN** a student write for a newspaper for pay and retain eligibility for the journalism contests?

**A.** Yes. The League has no amateur rules for journalism. Students may work for pay and retain eligibility for the journalism and all other UIL academic contests.

**Q. OUR** district has a 9th grade campus separated from the high school. The school has its own principal and feeds directly to the high school. Can students on this freshman campus compete with the sophomores, juniors and seniors in the UIL district academic meet?

**A.** Yes, so long as the junior high feeds directly into a single high school. Had the freshman campus fed into two or more high schools, then students would not be eligible to compete.

**Q. WE** have a student who is 19 years old. He comes from Mexico and has not been in high school for more than four years. Is he eligible to participate in academic contests this year?

**A.** Yes. the 19-year-old rule does not apply to students participating in the UIL's academic contests. The Four-Year Rule does apply. Thus, according to Sec. 400 (f) the student would be ineligible if he or she initially enrolled in the ninth grade more than four years ago or in the 10th grade more than three years ago.

**Q. IN** order that the members of the academic team have a uniform appearance at various competitions and to boost team unity and promote academics, we want to purchase with school funds matching shirts displaying a school academic logo. These shirts will be issued to each team members. At the conclusion of the academic competition season, the student will have the option of purchasing the shirt at cost or returning it to the school for use the following season. Would this be a violation of the UIL rules?

**A.** No. You may not give the shirts to team members T-shirts. This would be a violation of the awards rule.

**Q. A** student who was in first-semester accounting this year is now taking the second semester through our Independent Study program. Does this affect her eligibility?

**A.** Her eligibility is affected only if she enrolls in Accounting II. Keep in mind that your school will determine the course title and content.

**Q. A** student was in first-year accounting in 1994-95 and was the alternate on the team that competed at State. She never competed at state and has not enrolled in Accounting II. Is she eligible?

Also, the same student would like to audit the first-year accounting class as time permits for the remainder of the year. Can she?

**A.** Yes. And yes. In fact, she may take a college accounting course and retain eligibility so long as she does not enroll in an Accounting II course. As a matter of fact, students may take college courses in any subject — news editing, drama, English, etc. — without jeopardizing their UIL eligibility.

**Q. IN** how many academic contests may a student compete?

**A.** Other than conflict restrictions in speech and journalism, students can compete in as many contests as they like and can fit into their schedules. We urge students to be aware of the conflict pattern and not to participate in events which will conflict at region and state. The conflict pattern will be followed at regional and state meets.

# It's the time of the year to collect, cull resources

The calendar says it's time to gear up for district academic meets, but the weather here in Austin is doing a pretty good job of confusing everyone! We've gone from freezing cold and rare snow and ice to 99 degree temperatures in February! I shudder to think what the weather will be for the C-X State Meet in March, but I'm betting on a deluge. Rain is the only thing we haven't had here in a long time.



Treva Dayton

Since practically everyone has heard and read more about flat taxes than they ever wanted to know, for instance, you'd need both very accurate and current information, and an analysis and presentation that won't put your judge to sleep.

As you go through your files to delete old information and to make sure you have well-organized material on the major issues, evaluate your sources for variety and quality. Spend some time reading and adding articles from sources beyond *Time*, *Newsweek*, and *US News*. A good article or editorial from *The New York Times*, or magazines such as *Foreign Affairs* or *The Atlantic Monthly* will add interest and distinction to your speech.

Check with teachers or people in the community who subscribe to a variety of publications and ask for copies they've tossed in their to-be-recycled pile. Be selective, since you don't want to add tons of articles you don't have time to read. Look for perspectives, comments, or analysis that add to, rather than duplicate, what you've got. This requires, of course, that you *know* what's in your files because you've read it! And remember your ethical obligation to communicate honestly with your audience, both in the information you include and the sources to which you attribute it.

## • Lincoln-Douglas Debate

Debaters are fortunate to have the opportunity to debate an issue that is such a focal point of current political and social dialogue, and this season's debates ought to be excellent! This *Leaguer* contains an article by Larry McCarty, coach at Ingram Tom Moore High School, that provides one perspective

of some of the issues relevant to the affirmative action resolution.

There's a growing body of literature about strategies, use of philosophy and evidence, the burdens of affirmative and negative speakers, and what's now often called the "stock issues" of L-D debate. We are in the process of compiling such information for a new UIL Lincoln-Douglas Debate Handbook which will be available from this office next fall. The handbook will be co-authored by Mr. McCarty and Cynthia Salinas, former coach at McAllen and Premont High Schools. Ms. Salinas is currently employed by the Texas Education Agency and completing work on her doctorate in education at the University of Texas at Austin. Both have extensive experience in coaching L-D debate and presenting L-D workshops to students and coaches, and I look forward to working with them on this project.

We hope to provide a useful resource for students participating in value debate, which continues to develop and change, and be debated about, as it's practiced across the country.

Finally, I'd like to share with you an excerpt from a Minnesota State High School League handbook: "The idea of seeking excellence rather than winning may seem only like a semantic difference. But if a student seeks to attain a personal best, then the goals are limitless as opposed to the goal of being better than someone else. Certainly, competition provides a vital motivation for excellence and a regular measuring stick for performance, but excellence must be a goal, and winning the bonus. Excellence may lead a student to winning a trophy, but the goal of excellence will take a student much farther."

## TILF SCHOLARS



My experiences with UIL academic meets have enabled me to meet people from the entire state. More importantly, I have developed a self-confidence and a determination that could not be achieved through any other activity.

I participated in a myriad of contests and I strongly believe that the diversity of my activities were essential to becoming a well-rounded individual. The knowledge that I have gained through my participation in UIL events will undoubtedly facilitate me in all my academic endeavors.

I will always cherish the many memories that resulted from my years of participation and competition.

KATHLEEN STRICKLAND  
Weimar HS

## • Extemporaneous Speaking

The practice extemp topics in this issue were taken partly from Invitational Sets A and B, and partly from more recent news stories. It's been more difficult than usual this year to create different topics each month, in part because the media is blanketing the election process to the exclusion of much else, and in part because international news coverage is continuing to focus on locations that have been in the headlines for quite some time.

The advantage for extempers is that you should have a good idea of the issues you should be ready to address, and can be well-prepared to handle effectively the majority of topics in the district draw. The hard part will be that everyone who's serious about the contest will be, too. I'd suggest that you spend some time discussing and analyzing previous practice topics to develop approaches and organizational patterns that will be as fresh as possible.

## Applications being accepted for 30 State Meet Speech Honor Crew positions

Although you're concentrating on district competition right now, some of you need to think ahead to the May State Meet if you're interested in serving on the Academic State Meet Speech Honor Crew. We're accepting applications, and have 30 positions to fill. Honor crew members serve as chairpersons, timekeepers and runners for the speech events, and help with monitoring the extemp prep room.

These students play a very important role in hosting the meet by introducing contestants and orienting judges, distributing and collecting ballots, and timing presentations. In return, they have an opportunity to observe excellent rounds of speech competition. Honor crew members are also provided with lunch tickets and a one-act play ticket.

It's been great fun working with the honor crew for the past several years. Their commitment and enjoyment of the meet adds to the quality of the competition.

Last year 17 schools were represented, and almost every member said they would like to be able to return. Many of them do return as competitors!

Most agreed it was a great way to meet new friends, learn from watching state contestants, and get ideas that would improve the tournaments they host themselves.

Two students from any high school may be nominated by their speech teacher with a brief letter explaining why they could serve responsibly. Each crew member must commit to serving all four preliminary rounds on Friday and two sessions of finals on Saturday (May 3 & 4). We mail all the materials that will be used before the meet, and conduct an orientation and training session early Friday morning before prelim rounds. Send your applications to the address to the right:

## Consider applying for State Meet Speech Honor Crew

Applications will be considered in the order they are received, so if you're interested you should apply as soon possible.

Mail the nomination to UIL, attention Treva Dayton, UIL, Box 8028, UT Station, Austin, TX 78713-8028.

If at your regional meet you find you've qualified to compete at State, let us know and we'll make substitutions!

## Extemp topics

### • INFORMATIVE

1. What is the controversy over the effects of increasing the minimum wage?
2. What promising progress has been made in the battle against AIDS?
3. How will the recent IRA bombings impact the prospects for peace in Northern Ireland?
4. How has Steve Forbes' campaign impacted the Republican presidential race?
5. What is Bob Dole's strategy for winning the Republican presidential nomination?
6. What challenges are being made to affirmative action programs in America?
7. What will be the highest priorities when Congress looks at immigration reform?
8. What do supporters and opponents claim about a flat tax rate?
9. What is the current situation in Haiti?
10. What's behind the escalation of tension between Taiwan and The People's Republic of China?
11. What was the agenda for Pope John Paul II's recent trip to Latin America?
12. What are the major elements of the new telecommunications bill?
13. What is the status of budget talks in Washington?
14. What is causing the widening unease among America's middle class?
15. What do recent surveys and studies reveal about violent crime in America?
16. What is at stake in the upcoming elections in Israeli?
17. What has been the result of the outbreak of fires across Texas?
18. Why is the former head of the Texas prison system making headlines?
19. How is the battle for the Texas Republican presidential primary vote shaping up?
20. Implementing the peace accord in Bosnia: what's the current situation?

### • PERSUASIVE

1. Can the Republican Party overcome internal divisions to recapture the White House?
2. Would Pat Buchanan's proposed changes in US trade policies be good for Americans?
3. Should physicians' assistance to terminally ill patients who choose to die be illegal?
4. Are real gains being made against the power of drug cartels in Columbia?
5. What should be done to reduce teenage pregnancies in America?
6. Is it time for the minimum wage to be raised?
7. Can the unraveling of the Bosnian peace accord be averted?
8. Will crime and corruption bring a halt to the reform movement in Russia?
9. Are the recent massive IMF loans to Russia justified?
10. Should US consumers worry about the safety of airline travel?
11. Will the V chip really help protect children from violence on TV?
12. How successful was the American intervention in Haiti?
13. Has Texas built too many prisons?
14. Should the economic sanctions against Iraq be continued?
15. What should be the strategy underlying US foreign policy toward China?
16. Will campaign finances be the determining factor in who wins the Republican presidential nomination?
17. Are American voters well served by the media's coverage of the campaign process?
18. How is the Republican party likely to fare in Texas in the November elections?

## C-X RESOLUTION

to be used from September through May of 1996-97:

Resolved: That the federal government should establish a program to substantially reduce juvenile crime in the United States.

## TILF SCHOLARS



My UIL experience has truly prepared me for my future. It was UIL one-act play that introduced me to the world of theatre, a world that I plan to spend the rest of my life in.

UIL competition such as C-X debate has also taught me skills, such as speaking in public, that have already come in handy in the real world.

I have UIL to thank for showing me how I want to spend the rest of my life, and then turning around and giving me the skills to get to that point.

**JAMES PAUL LEMONS**  
Henrietta HS

# Affirmative action: Debate resolution forces students to grapple with one of the nation's most pressing issues

By LARRY McCARTY

*Speech and Debate Coach, Ingram Tom Moore HS*

The affirmative action resolution gives debaters an opportunity to research, evaluate, and argue some of the most pressing issues facing the United States today. Devote time to reading contemporary literature as well as classical philosophy. Studying the historical nature of racial segregation and discrimination in this nation will also provide greater insight into the background of the current situation. Finally, analyze material for any bias.

## • Historical Perspective

In 1954, after years of legalized segregation, polarization, abuse, struggle and even hatred between the races, integration was spawned by the decision in *Brown v. Board of Education of Topeka, Kansas*. The case simply allowed black students to attend formerly all white, segregated schools, but the long term impact spread across American society, creating major confrontations between individuals seeking access and those who wished to deny it, and ultimately sparking a violent rage that resulted in bloodshed and death.

In 1961, President Kennedy issued an order requiring federal contractors to take "affirmative action" to avoid discrimination based on race, creed, color, or national origin. President Johnson later created the Office of Federal Contract Compliance Programs, a federal monitoring agency. Affirmative action programs received full statutory recognition with the passage of the Vocational Rehabilitation Act of 1974 and the Veterans' Readjustment Assistance Act of 1974. These measures provided legal impact, extending jurisdiction to all facets of society and opening doors of opportunity to all disenfranchised groups, not just blacks. The Equal Employment Opportunity Commission was established and by 1978 universal guidelines had been developed and enforcement was rapidly becoming a reality.

Since that time, some major cases regarding affirmative action have reached the Supreme Court, including *Regents of the University of California v. Bakke* (1978), *United Steelworkers v. Weber* (1979), *Fullilove v. Klutznick* (1980) and *Adarand Constructors v. Peña* (1995). Your research should definitely cover these important cases.

Although affirmative action programs were originally designed to promote equal access for racial minorities in the area of jobs and contracts involving the federal government and to set an example for the rest of the country, they have grown to touch many areas of American society, including business, education and political structures. They have also stretched beyond the racial issue to touch on matters involving all identified minority groups. Be sure to keep these things in mind when preparing to debate this topic.

## • Philosophical Considerations

The value of *justice* is likely to be used extensively by both affirmative and negative. The most important consideration when using justice should be to carefully explain the concept. A very general interpretation is not sufficient. Justice can be classified as distributive by affirmative. John Rawls' ideas about equal distribution of all society's goods can be used to support the goals and outcomes of affirma-

tive action programs. The intent of such programs is to open doors to citizens once denied access, promoting justice in a positive manner. Practically the same interpretation can be used on negative in asking for equal access for all individuals, not just members of minorities.

Another form of justice is that of compensatory justice, or the justice of compensating individuals or groups for past problems using present programs. This concept is beneficial to those in an inferior position as a result of past indiscretions such as discrimination, but it also leads to problems because of those who are deprived of benefits in favor of lesser qualified applicants.

Any time issues such as prejudice and racial discrimination are involved, the concept of *equality* is a major concern. Probably no issue is more closely related to the problem of discrimination. The affirmative might claim that equality can only be achieved if the government ensures that all participants in any activity have the same opportunity to achieve success. Negative positions can claim that equality cannot be achieved unless government involvement is totally absent and individuals simply compete on their own merits.

The use of Kant's *Categorical Imperative* is another alternative for debating this resolution. Kant assumes that universal moral standards exist and they can provide adequate guidance for individuals in life. This position is deontological in nature, meaning its focus is on means as opposed to ends. This stand would be especially favorable for the negative, claiming that although a system totally devoid of government involvement will not always yield the most favorable results, the intention is valid and moral. Thus, outcomes would become irrelevant, and the negative position would prevail.

There is some valid ground to argue utilitarianism when debating affirmative action programs, although this philosophical position is often easy to defeat. The general notion of this philosophy is the "greatest good for the greatest number."

Utilitarianism is sometimes divided into act and rule utilitarianism, an interpretation often viewed as an attempt to turn utilitarianism (which is a teleological argument because it focuses on ends or results) into a deontological argument. This claim is especially true if one argues rule utilitarianism, which asserts that the outcome of a situation is not nearly as important as whether or not the law or motive in itself is valid. Hence, if a law is just but produces unjust outcomes, it is acceptable because the nature of the law itself is what is important. Finally, utilitarian philosophy is generally a majority rule position which strongly applies to the negative on this resolution. Our society, it can be argued, in spite of some occasional discrimination, generally benefits a large number of its citizens, and therefore is valid.

The theory of *social contract* can be applied to virtually any resolution that relates to government action. Individuals leave the state of nature, which is filled with instability and uncertainty, and enter the friendlier confines of society. Freedom was absolute in the state of nature and some fundamental guarantees still exist once man enters organized society. Government can be expected to protect individuals from basic harms that may exist in societies, such as discrimination, exclusion, and limited access to the

fruits of culture. When these rights are infringed upon, the government is obligated to act in favor of the citizens.

Obviously, if racial discrimination has kept individuals and groups from participating in certain aspects of American society, then the *freedom* of those persons has been infringed upon. Conversely, if rights are afforded to one group at the expense of others, freedom is compromised on another level. The result is that freedom can be used as a position on either affirmative or negative.

Whenever social decisions are made on the basis of some predetermined classification, such as ethnicity, the result may be stereotyping. Consequently, individual identified become subordinate to group classification and the ultimate outcome is a loss of individuality, the importance of which may be grounds for discussion.

## • A Word About Strategy

Affirmative's focus should be on the philosophical justifications of affirmative action programs. The affirmative does not have to prove that all affirmative action programs are desirable, only that the concept is desirable in a general sense. Flaws can be granted and errors admitted as long as the concept of affirmative action is desirable on balance. Arguments regarding flaws and problems can be circumvented by supporting the position that regardless of outcomes, the general concept is desirable due to intent or desire. Finally, regardless of problems and failures offered by negative, some programs have had proven success, giving affirmative some favorable empirical ground.

The best approach for negative is to attack both the basis for affirmative action as well as the outcome of specific programs that have gone awry. It can be maintained that such programs were intended to offset the harms caused by racial discrimination, but today those very programs foster discrimination on an even grander scale. Second, the need for such assistance has long since been eliminated and, if anything, the presence of assistance programs leads to lower achievement and increased failure rates. Current programs, at least in some areas, have had some very negative effects. Not only has the presence of such programs attracted numerous groups that were never intended to qualify for assistance, elite members of minority groups have benefited instead of the poor, the intended recipients of the benefits. Actively challenge affirmative debaters to demonstrate empirical success.

Review as much current information as possible. Evidence such as job statistics, unemployment, graduation rates, and social standing *must* be recent. Try to focus on causes and effects instead of isolated examples. Investigate the reasons for programs and how those original intentions were or were not accomplished by government intervention. One final word of caution: use contextual definitions. The terms of this resolution should be defined with the context of programs in the United States today, and quality definitions are available for all of them.

Finally, this resolution can cause strong emotional feelings. Avoid using arguments based on emotional appeal or personal feelings. Search for the best positions possible and construct arguments based on solid philosophy and evidence.

# These are the best of times

Two years ago last month, I sat in an old, tired UT building that had been the UIL home since the 1970s. I was alone, deserted by the rest of the UIL staff to survive weeks of asbestos abatement blocked off in two rooms from the rest of the building by plastic sheets and forced to survive my deepest professional depression of 36 years. After 23-plus years with UIL, I was to go-it-alone without the direct support of colleagues, in an abandoned building during the "OAP Time of the Year."

The Drama move to the new space in UT's Performing Arts Center (sounds impressive) basement (downer), further isolated from the real world without windows, was accomplished by a miracle of UIL secretarial and staff support. Just before State Meet OAP in 1994, one miracle turned into another and the one-act play contest survived its most difficult staff, space and energy transition with the culmination of the largest OAP contest in history — 1105 entries. We have continued to grow slightly in numbers with 1120 entries this year and the opportunity to have more than 1100 actual participants for the first time in OAP history.

In other ways we have made tremendous strides in two years. I have had super individual staff members in the past but never a stronger staff family than the current crew. Not only those physically located in the PAC but those more isolated supporters entombed at Lake Austin Center. Things are great in the UIL Drama office, the best in my tenure as director.

Now before you get too excited, let me warn you that OAP has a way yet to go. I feel good about going to the field to work with theatre teachers and students because I know that the phone will get answered, problems will be solved by Ray Pond, Don Howell, and the assistants. OAP directors will receive needed support when I'm in the field or working at my other full-time student teacher supervisor job.

After years of insecurity about being gone, I am able to visit programs in Laredo, McAllen, Killeen, Copperas Cove and even go to Snyder for the presentation of Jerry Worsham's Denius Award. I'm able to do this without fear that OAP directors will need me for something. Well, we all need to be needed but it is sometimes better to visit the real world where the theatre work is being done and students are doing great things prior to and after the OAP Contest. There *is* a life before and after OAP, but this time of the year it's contest time.

You should be able to get what you need when you need it from this office but it will not be without cost. The *Handbook for One-Act Play, 13th Edition* is available. I repeat, it is available! I said it last month but some of you didn't see that paragraph. I know, there were too many answers to too many questions, but I hope some of them helped. If you ordered the new *OAP Handbook* and don't have it, ORDER IT AGAIN! Your order has been cancelled. School purchase is \$6 (\$15 minimum order is waived)

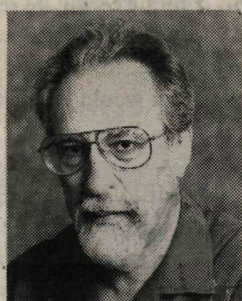


## March is 'Theatre in Our Schools' Month

March is "Theatre In Our Schools Month." Celebrate!

You are encouraged to include a comment on your UIL program about Mark Espinoza, our honorary Texas Chair. Contact Helen Lewis at Keller High School for details of what else you might consider to promote theatre in your school and refer to the Nov/Dec *Leaguer* for Espinoza's background. Those of us who visited with him at TETA were impressed.

Thanks, Mark, for serving and agreeing to participate in future TETA conventions.



Lynn Murray

or personal check is \$6.50. Even with my last column you can't afford to wonder about what has changed. A new *Handbook* is even more important because you can't purchase a UIL *C&CR*. There aren't any left.

All of the "additions to the basic set" responses have been mailed, OAP eligibility notices are out and high school contests have started. We have fewer than 50 percent of OAP judge's contracts in this office, and it is essential that we know who is judging where. Contest Managers and judges must provide contracts for this office. Copies are found in the *Handbook* (p 28). There are 10 to 15 judging emergencies each year, and the only way we can help is to know who is where on what date, etc.

You can help us make it better by FAXing us contracts now. I'm not exactly in love with the FAX machine because it is being clogged with superfluous cover sheets, unnecessary correspondence and items that it would be better to mail. Don't FAX it if the mail will work.

Don't FAX eligibility notices! We gladly accept postmarks or other assigned dates. If you need an immediate written (verbal is better in most cases) response, use the FAX, but make sure you use the Drama FAX (512/471-7388) not those for UIL Administration or Athletics/Music.

If it is essential that you talk to me, the direct line is 512/471-4517, and I will answer if I'm here. If you need an immediate answer or need to leave a message, use 512/471-9996. Don and Ray can help in most cases unless it involves highly technical rules

or interpretations that are not in the *C&CR* or *OAP Handbook*. I may as well tell you my home phone again — 512/454-5505, but remember to leave me a number. I don't take everything home every night. There is a recorder on my home phone. If I'm not available at the moment, I'll be back shortly or you'll be told where to find me. I may be in El Paso or Texarkana. I do plan to see more of the real world but be as accessible as possible.

It is a "must" that OAP contest managers at all levels send results to the next level and this office ASAP after contest! We must know in order to support organization at each level, help directors make necessary changes/corrections and prepare for the State Meet OAP. Results impact everything, including those rare cases where a school withdrawal after district becomes necessary. We don't need any more rules. Help us out.

We are sorry that the *C&CR* could not be provided for new OAP critics and area contest managers this year. You are urged to copy from local sources. In most cases OAP contest managers need only the rules (new *Handbook*) and the "Spring Meet Plan" — Chapter 2 of the *C&CR*. We don't really seem to know what caused the unusually heavy demand for the 1995-96 *C&CR*. Perhaps it is being read more this year. I am aware that new OAP programs in middle/junior high schools are a contributor. Junior high/middle schools must follow OAP rules if a UIL one-act play contest is being held.

New certificates of commendation for exemplary company behavior are now being included with each OAP district packet. Contest managers are urged to send it to administrators of schools they feel are honestly deserving of recognition. This should have a positive impact and be great PR for non-public school hosts. It also relates closely to the new OAP ethics code (see story below).

## Waco to host 1997 TETA convention

I'm sorry some of you did not make the 46th Annual TETA celebration of theatre education. Every aspect was super except the weather.

Plan for Jan. 29-Feb. 2, 1997 in Waco. McLennan Community College and Jim Rambo are already working on details far in advance of the usual TETA convention planning schedule. Contact Rambo if you have major ideas, contact with professionals that would make outstanding featured guests, or positive suggestions for improvement.

The Waco Convention and Visitors Bureau has guaranteed great weather, super transportation and arrangements to handle 2000 TETA participants. Guess what? I believe them! I'm convinced that Waco can be our best ever TETA convention because they have one of the best facilities available anywhere, it is in the center of the state, hotel costs will be very very reasonable and they have five quality housing facilities with a superior plan for transportation. There aren't any negatives. Budget now for next year.

Do not wait to send in State Meet OAP Honor Crew applications. Send them now! The applications are with eligibility notices. All things being equal the application date makes the difference. We have already received a few.

— Lynn Murray

## PUBLIC reprimands

- FOOTBALL  
Chip Nilo, Alief Elsik  
Dan Monnery, The Colony  
Darryl Jordan, Lufkin  
Jim Miller, Waxahachie  
Tim Sweet, Woodsboro
- 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
- SOFTBALL  
Brian Sedlacek, Klein Forest
- VOLLEYBALL  
Laurie Bruscatto, Dallas Adams
- BASKETBALL  
Eric Davis, Corpus Christi Seale MS  
Rod Johnson, Kerrville  
Alan Neff, Grandview JH  
Bryan McCulloch, Gustine  
Russ Bannister, El Paso Parkland  
Jesse Rijoas, Bastrop MS  
Rodell Turner, San Antonio Sam Houston  
Robert Torres, Del Rio  
Jim Forbes, El Paso Riverside  
Russell Lucas, San Saba  
Stacy Conway, Waskom  
Dave Ward, Pasadena  
Scott Mitchell, Kilgore  
Bobby Redd, Marlin  
Gina Hunter, Rosebud-Lott  
Stan Hicks, Plano  
Ronald Lamb, Taft  
Larry Vanley, El Paso Parkland  
Kenneth Butts, George West  
Dawn 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, Wimbors  
Warren Southers, Scurry-Rosser  
Mike Smallwood, Alief Hastings  
Mike Inco, San Antonio Kennedy  
Gabe Duffey, Port Arthur Lincoln  
Rusty Hicks, Cypress Fairbanks  
Rhonda Pomeroy, Amarillo River Road  
Rick Demasters, Vega  
Joe Rushing, Lancaster  
Terry Simpson, Waxahachie  
Ariel Elliot, Greenwood  
James Wright, Sealy JH  
Eddy Hinds, Trinidad  
Jon Curry, Ft. Worth Diamond Hill-Jarvis  
John Gleason, Dumas  
Tony Ferguson, Somerset  
Maribel Silva, Pharr-San-Juan-Alamo MS  
Jerry Lamley, Clear Creek Space Center  
JH  
Scott Wittlake, Amarillo Crockett MS  
Jay 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  
Dan Borin, Pasadena Sam Rayburn  
Paulo Sanchez, Edinburg  
Todd Brown, Austin Lanier

# Whose ox is being gored . . .

## Reclassification, realignment hailed, cursed, depending on where you land

In the aftermath of reclassification and realignment, there are usually loose ends to be tied up, questions to be answered and explanations and rationale given. This year is no exception.

The athletic staff placed 1,164 schools into five conferences based on policies and procedures developed and adopted by the Legislative Council. These schools ranged from the smallest with 17 students to the largest with over 5,500 students. Compounding the already difficult task is a state that encompasses more than 267,000 square miles and is obviously not symmetrical. Further exasperating the staff was the changing population trends affecting the state.

This realignment process was made even more difficult because of the change in policy that reduced the number of 5A schools and increased the number of 4A schools. More six-team districts were created because of the fewer numbers in 5A and the elimination of byes in 4A. In fact, the staff was able to eliminate all byes except for one in six-man football. Six-team districts do create a difficult problem in many cases. Finding five non-district football opponents can be nearly impossible, and the staff kept that fact close to mind throughout the process.

We also recognize the enormous travel problems in West Texas, particularly in 2A and 3A. Because the policies adopted by the Legislative Council require placing six schools in a football district, it became obvious that a couple of schools would have some horrendous road trips. No matter how we attempt to justify or rationalize the circumstances, the fact remains that schools in this predicament are faced with a great hardship. There are no easy answers, and the staff as well as the two committees who heard appeals on the assignments agonized over how to solve the matter. No matter the decision, one school would have to face the dilemma of travel or leave several other schools the hardship of finding competitors.

As we worked through each map, it was soon apparent that the creation of some seven team districts would be necessary. The staff attempted to avoid these odd team configurations, again because of scheduling nightmares. Having a bye during district play is not generally what schools prefer.

After pinning the maps, placing the schools in districts based on geography and checking, double-checking and triple-checking for errors, we were ready to release the realignment on February 1.

For the first time the reclassification and



Charles Breithaupt

All decisions are made in good faith and according to policies and procedures that have well served the League for many years.

realignment was televised live by Prime Sports. Craig Way, host of the High School Extra, did an excellent job of presenting the new information.

Following the release date were two levels of appeals in which schools could lodge complaints about their assignment. This process allowed not only for the school that appealed to present rationale for a change in assignment, it also provided the same opportunity for schools that would be affected by any change.

With the final appeals having been heard, the conferences and districts are officially established for football and basketball for the 1996-97 and the 1997-98 school years. Spring meet alignments that include such activities as track & field, tennis and golf as well as one-act play and academic competition will be released in early March. The volleyball assignments will be released at this time as well.

Shortly thereafter, the League staff will release the district assignments in all other activities. Following the final releases of district assignments in each activity, it is important that districts organize as soon as possible for the 1996-97 school year.

An organizing chairperson for each district was randomly assigned by the UIL staff. Each district may now elect its own chairperson. It is important that the UIL staff be informed of the names of newly-elected chairpersons so that future correspondence can be sent to the correct chair.

Now that the biennial reclassification and realignment process is complete, it is time to begin a study on the entire process including the proposal to create a 6A conference. The Legislative Council authorized an ad hoc committee to study this process. This committee will meet in April to consider options to reconferencing and to examine the policies and procedures that govern reclassification and realignment.

Any comments or proposals should be sent to the League office. We realize that this process creates substantial concern and interest among the schools. Some will be thrilled with their new district assignment, others horrified. Please keep in mind that all decisions are made in good faith and according to policies and procedures that have well served the League for many years. If these policies and procedures need to be changed, we welcome and invite your input.

## Baseball game-ending procedures proposed

Last month I touched on several items that I had received phone calls about. Let's do it again this month.



Peter Contreras

### • BASEBALL

A rule change has been suggested by the National Federation of State High School Associations concerning game ending procedures.

Current UIL and National Federation policy states, "If a district or non-district game is called before the completion of the number of innings and conditions as specified in National Federation Baseball Rules, the umpire shall declare the contest 'no game'. Unless otherwise specified by district minutes prior to the season, the game will be replayed from the start. In games beyond the district level a game begun, then suspended, shall continue at a later time from the point of suspension."

1995-96 rule changes by the National Federation suggest that state associations may adopt game ending procedures "at any time of the contest, if both coaches and the Umpire-in-Chief agree, the game shall be ended and considered a complete game."

It was my suggestion that Texas and the UIL adopt that additional game-ending procedure, and we have. It is, however, not without some caution that we have adopted that procedure of mutual consent between both coaches and the umpires.

Done for the right reasons, I have no problem with the change. Certainly, I would never suggest the game be stopped because there's no way you can win. We have to remember that we play games for many more reasons than just to see who scores the most runs on a given day. There is much to be said for teaching our student-athletes not to quit or give up, but to keep working, learning, and improving during less than desirable situations or times.

Still, I think that if both coaches agree to terminate the game early, the umpires should grant their wish without exception.

### • GOLF

Last month, I mentioned tee times for practice rounds at the state tournament for all conferences except Conference 5A. I failed to mention that first consideration will be given to schools traveling the greatest distance as it relates to tee times for the practice round on Sunday.

If a school has only a medalist who has qualified for the state tournament, only the medalist may play during that three hour time slot in which practice tee times will be reserved. A coach or parent is welcome to walk with the high school golfer, but not play.

The last thing I would like to talk about, concerning golf, is that the regional tournaments have been scheduled for the week of April 22-27. You must call your regional tournament site to find out the actual playing dates, if a practice round is allowed, and when. Remember, a regional practice round can only be played on Sunday if the regional tournament begins on Monday.

# Involvement vs. interference

Coaches must adjust to meet the challenges of today's more involved, microwave parents

"Parental involvement and support have a positive effect on student achievement."

This statement is true of classroom performance and is now being applied to athletic achievement. However, the new participatory role of the parent does not change the professional relationship between coach and parent. Coaches have a golden opportunity through parent / coach conferences to address this new level of parental involvement.

The enthusiastic parent has been ever-present. Historically, parents have provided the child while the coach provided the strategy. Parents were to admire the end product of the coach in the form of a contest put on by the team. Parents and athletes had very little say about any aspects of sport programs, nor did they expect to. In some cases, the aura of the coach was so intimidating that to approach or question a coach was unthinkable.

Then, a gradual change began. My guess is that when parents began to volunteer more in youth sport programs, youth programs multiplied. As programs multiplied, sources for funding programs have dwindled. Parents began to pay for their child to participate on teams, and looked at sport participation as an investment, rather than a leisure time activity.

When parents began to sponsor teams, they started looking at youth sport as a business network, and at athletes as walking advertisements. And then lo and behold, the microwave oven was invented, and parents wanted instant popcorn, instant return on their investments, and instant success for their student athlete. The result has been more opportunities than the school provides to play sports.



Cynthia Doyle

Meanwhile, the role of the coach has changed to meet the onslaught of volunteer parents. The challenges of how to reap full benefits from parent involvement without compromising personal and professional responsibilities or integrity is a hard lesson particularly for novice coaches. Coaches have gone from being dictatorial workaholic program directors, to the best organizer-facilitators that a district could hire.

Today, even the most skilled coaches must learn what to do when parental involvement turns into parental interference.

A prime tool to alleviate and prevent problems is the parent / coach conference. The professionalism displayed in conferences, as well as on the playing field, might save the coach and the district embarrassment down the road. A closed door to a conference room does not imply that everything in the room will be kept private, nor does it mean that anything and everything can be discussed. What a closed door to a conference room means is that the parent and coach have agreed to discuss in a private environment what is appropriate for that parent and that coach.

Coaches have the professional responsibility to provide a clear understanding of appropriate discussion topics. When parents overstep their boundaries in public or private conversations with a coach, the impact can sever the support needed to build mutual trust. It is during these conferences that coaches, (particularly first year coaches) need to be aware of professional parameters of the conference.

Topics in a parent / coach conference should include comments about the student's mental and physical well being. The conversation should include exercises for mental and physical improvements. Discussions about behavior, conduct, and motivation are also appropriate for the conference. The philosophy of the coach, and the position of the school, integrated with the rules and the intent of the rules, are appropriate and encouraged topics for

involved parents.

However, many times when the door to the conference room closes, parents feel the need to coach the coach. The intentions of parents who engage in coaching the coach may be good, but the topic of conversation delves into areas that are inappropriate. When a conversation gravitates to include offensive or defensive team strategies, playing time for certain athletes, or inappropriate personal conversations about other athletes, the coach has shunned his or her professional responsibility.

Clear-cut guidelines assure a prosperous, yet professional, relationship with parents. In return, parents will understand that coaches have the responsibility of supervising and protecting each athlete in games and in practice. Parents should feel comfortable in the knowledge that coaches will consistently enforce previously established rules to assure each student an opportunity to know off-season prerequisites, time requirements, financial obligations, and any other formal or informal process that would impede progress in sports participation. Coaches should set time parameters so that students are accountable for their time, and so that parents can plan accordingly.

Finally, coaches must inform parents that discipline measures practiced by the coach, and endorsed by the school district may result in the student athlete being removed from the team. Appropriate parental involvement and support have a positive effect on student achievement, but the parental involvement is not enough. Coaches, with the support and guidance of their school district, must establish parameters for appropriate involvement, and relay that information to parents through public and private communications.

The role of parents has changed and in order to accommodate the changes, schools and their coaches must be skilled in more than just coordinating teams. Our new responsibilities include professionally communicating and coordinating parents.

## Parents have a special responsibility to their youngsters

By JOHN COOK

Superintendent, DeWitt (Mich.) Public Schools

It's hard to believe that I'm beginning my last year as a "Dad in the Stands." I've watched hundreds of basketball games played by my son and two daughters over the past 11 years. I mention this because I'm going to offer my opinion about what's important for the parent of an athlete:

- Be there. Your son or daughter knows when you are there; and even if they don't say so, it matters. They need you most when they lose the "big one." As quickly as you can when the game ends, find your kid and give him/her a hug. That's your most important job as a parent. If you can't do that, if the final score of the game is more important than the emptiness inside your child at that point in time, then disregard the advice above. Stay home.

Here are some suggestions:

- Let the coach "coach."

Offer to help, show interest, talk about the game—but be very careful about offering sugges-

tions about how your child can "do better."

On the way home, at the breakfast table, it's tough not to do a little personal one-on-one coaching, especially when you truly believe you know more about what is happening with your youngster than the coach does. But remember two things. First, you're seeing all this with parent's eyes. The coach has a more objective point of view, shaped by a lot of information from daily practice sessions.

Second, when you're constantly analyzing and correcting, you're sending your kid a message that says you're disappointed or dissatisfied. What your child needs from you are messages of support and encouragement.

- Stay off the floor. (Or field, or track or whatever) There are exceptions, but generally, when your child is lying on the floor, apparently injured, we have learned that having Mom or Dad run out to see what's wrong is just not done. Just the thought causes teen-agers to roll their eyes and groan.

- Bring lots of gum. Or do whatever else it takes to stay calm and prevent you from making a com-

plete fool of yourself in front of hundreds of people. For me, it's gum: Banana Bubblicious. People know by the smell when I'm at the game.

Winning is fun, but it really is not what's most important. And I confess, I understand that a lot more clearly now than when my children were just beginning their years playing high school sports.

The really important lessons of high school sports are not connected to the score at the end of the game. They're lessons such as learning the value of preparation, realizing that hard work pays off, understanding what it takes to be a team member, and enjoying a drug-free lifestyle.

High school sports are not the only place a youngster can learn these lessons, and I'm not saying that an athletic team can take the place of a caring, supportive family. But it all helps.

So as a parent, you have a special responsibility here. At a time when your child really doesn't want to hear it, and probably won't even appear to be listening, you need to tell him/her what's really important.

## PUBLIC reprimands

Mike Bridges, Leander  
Ron Anders, Childress  
Craig Wooley, Sanford Fritch  
Melvin Peterson, Dallas Adamson  
Lonnie Sewell, Cleveland  
Patrick Harvell, Aubrey  
Eddie Estrada, Canutillo  
Raymond Wilson, Bremond  
Richard Celestine, Port Arthur Austin  
Clay Rosenbaum, Rockport-Fulton  
Freddie Armstrong, San Diego JH  
Treasure Blankenship, Stinet West Texas  
Rod Brown, Brazosport Brazoswood  
Denny 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 Wilmetts, 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 Wrinkle, Leonard  
Dale Blout, Amarillo  
Mike Stephens, Barbers Hill JH  
David Paddy, 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, Nacogdoches  
Robert Dudley, Elkhart  
Paul Maturi, Richardson Lake Highlands  
Darren Allman, Cleveland  
Don Tarrant, LaPoyner  
Jorge Salinas, Hebronville  
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  
Darell Payne, Dallas Madison  
Jim Kazanski, Henrietta  
Tom Henderson, Sugar Land Kempner  
Hardy Dotson, Henderson  
Tom Hatch, Cleburne  
Tom Mueller, Wortham

# Official Notices

## SOCCKER RULE ERROR

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

The words in brackets { } 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.

## 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 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*.

## 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.

## 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 Sect. 400(d).

## 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).

## 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).

## 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.

## 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.

The State Executive Committee issued the following Official Interpretation of Section 1001 (i) (2): If prompting occurs during a cross-examination debate round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place. Time signals are not considered prompting.

The State Executive Committee issued the following Official Interpretation of Section 400 (c): Students who have been assigned to alternative education programs may resume UIL participation on the first day they return to regular classes with local school district approval.

## C&CR

The following portion of the Athletic Amateur Rule was inadvertently omitted from the 1995-96 Constitution. It is in effect:

(4) It is a violation of the athletic amateur rule for parents of student athletes to accept tickets to athletic contests where their children are participating; it is also a violation for parents of student athletes to accept free pass gate admission to athletic contests where their children are participating unless they are at the contest in another capacity i.e., if the parent is an employee of the school or a board member, or working at a concession booth, etc.

## HEMPHILL ISD

The State Executive Committee issued a public reprimand to Hemphill High School and to Mr. Matt Brackin, former band director, for violation of music regulations and falsification of records. In addition, Hemphill High School was placed on probation through November 8, 1996, and Mr. Brackin was placed on probation through November 8, 1998, the maximum probationary period.

## SAN BENITO HS

The State Executive Committee issued a public reprimand to Mr. Tommy Roberts, football coach, San Benito High School, and placed him on probation through November 8, 1996, for inappropriate interactions with a game official.

## ARLINGTON MARTIN HS

The State Executive Committee issued a public reprimand to Mr. Michael Hughes, girls' cross country coach, Arlington Martin High School, and placed him on probation through November 8,

1996, for knowingly violating eligibility rules.

## ROBSTOWN HS

The State Executive Committee issued a public reprimand to Mr. Joseph Ruiz, Coach, Robstown High School, to be published one time in the *Leaguer*, and put Mr. Ruiz on probation through February 14, 1997 for violating Sunday practice rules.

## ROCKWALL HS

The State Executive Committee issued a public reprimand to Rockwall High School and put the school on probation through February 14, 1997 for violating the Athletic Code.

## WEST COLUMBIA JH

The State Executive Committee issued a public reprimand to Columbia-Brazoria West Columbia Junior High School and put the school on probation through February 14, 1997 for violating the Athletic Code.

## RICHARDSON WEST JH

The State Executive Committee issued a public reprimand to Richardson West Junior High School and put the school on probation through February 14, 1997 for violation of the Athletic Code, and commended school officials for the action they have taken. Conditions of the probation include a statement to the school that the State Executive Committee considers this incident to be extremely serious and that any further incidents while on probation will be treated much more severely.

## RICHARDSON WEST HS

The State Executive Committee issued a public reprimand to Mr. Billy Campbell of Richardson West Junior High School for violation of the Athletic Code, and put him on probation through February 14, 1997.

## AUBREY HS

The State Executive Committee issued a public reprimand to Mr. Patrick Harvell, Aubrey High School, put him on probation through February 14, 1998, and suspended him from the first two home basketball games of the 1996-97 school year for violating the Athletic Code.

## AUBREY HS

The State Executive Committee issued a public reprimand to Aubrey High School and put the school on probation through February 14, 1997, for violating the Athletic Code. A condition of probation is that the school is to prepare a plan to work on good sportsmanship with the teachers, coaches, students, and fans, and to relate to the community that bad sportsmanship will not be tolerated at UIL activities.

## BROOKSHIRE-ROYAL HS

The State Executive Committee issued a public reprimand to Mr. Chris

Clover, Brookshire Royal High School, and put him on probation through February 14, 1997, for violation of the Athletic Code.

## ZAPATA HS

The State Executive Committee issued a public reprimand to Zapata High School and put the school on probation through February 14, 1997 for violating the Athletic Code, and commended the administration for the swift and decisive action it took in response to the unsportsmanlike conduct of a fan.

## KENNARD HS

The State Executive Committee issued a public reprimand to Kennard High School and put the school on probation through February 14, 1997, for violating the Athletic Code, and commended the administration for the strong, swift action they took in response to inappropriate interaction with an official by a fan.

## MATHIS HS

The State Executive Committee issued a public reprimand to Mathis High School for violation of UIL practice rules, and put the school on probation through February 14, 1997. A condition of the probation is that the Mathis administration, in cooperation with the Board of Trustees, must formulate and submit a plan to the UIL by June 1, 1996, delineating how UIL rules violations will be avoided in the future.

## MATHIS HS

The State Executive Committee issued a public reprimand to Mr. Bill Bryant for violation of UIL practice rules, put him on probation through February 14, 1998, and suspended him from the first two football games of the 1996-97 school year.

## C&CR INTERPRETATIONS

The State Executive Committee issued the following interpretation of Section 1206 (d) and Section 1250 (b) (2): Schools will not be required to grant local credit in physical education beginning with school year 1996-97 for student athletes who have completed two units of physical education credit toward state graduation requirements. Student athletes shall not be enrolled in more than one physical education and/or athletic class whether or not they are receiving credit.

The State Executive Committee issued the following interpretation of Section 1201 (b) (8) by including leagues and other non-schol athletic events: (8) Abstaining from any practice which would bring financial gain to the coach by using a student's participation in a camp, clinic, league, or other non-school athletic event, such as a rebate for each player or from each player using a particular product.

## 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.

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