

L Leaguer

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BOUNCE THIS. UIL Legislative Council Chairman Charles Herbert (left) and UIL Director Bill Farney (center) accept a \$10,000 check from Marcus Stallings (right) of Wilson Sporting Goods. The check, which was presented during the boys state basketball tournament, will go into the Texas Interscholastic League Foundation, the scholarship program of the UIL. Since 1991, Wilson has donated \$50,000 in scholarship funds.

Panel rejects plan to establish 6A but agrees to study other options

An ad hoc of the University Interscholastic League rejected one plan and will study two others concerning the issue of reclassification and realignment. The committee is attempting to answer the issue of equity (school size) within a conference.

Rejected was a plan to expand the UIL's conference system from five classifications to six by adding a 6A conference. The idea has been discussed over the years as a way to isolate the bigger enrollment schools from the smaller 5A schools, giving those smaller schools greater opportunity to be competitive in their conferences.

The committee also agreed to study two other plans: one to divide Conference 3A and Conference 2A into two divisions each (similar to the 4A and 5A conferences), and the other to divide all five classes in two divisions.

Schools will be asked for input on those two proposals, and the ad hoc committee will meet one more time prior to the Athletic Committee meeting in mid-June.

If the proposal for two divisions within a conference gains support, the format to determine how teams advance to the playoffs would still need to be worked out. Charles Breithaupt, UIL Athletic Director, said the proposed 6A conference would create extreme travel problems for schools in that conference and for some 5A schools shifted in the change.

— Peter Contreras



CUSTOM BUILT T-BIRD. Using amazing speed and skill, the El Paso Coronado Thunderbirds knocked off defending state champion Plano, 3-2, to win the state soccer championship on a cool and windy day at Pflugerville High School. Coronado built a 3-0 lead, then held off a late Plano rally to finish the season with a 24-0 record. Holding the trophy above is Ryan Turnello, a senior fullback/halfback who was named to the all-tournament team. Photo by Bobby Hawthorne.

It's the season for medals and trophies

Week after week. Another tournament. Another meet.

From the last week until the third week in May, the UIL hosts two state basketball tournaments, the state swim meet, state soccer, state cross examination debate, ILPC state convention, Academic State Meet, state track and field and state softball, bringing thousands of youngsters and literally hundreds of thousands of fans to the Capital City, all with one thought in mind: to bring home the Gold.

SAILING. Plano's Ryan Walker (23) tries to maneuver past El Paso Coronado's Nathan Roth in second half action of the state soccer tournament. Photo by Bobby Hawthorne.



The Learning Fields, 1996

The UIL continues to serve Texas public schools and students in an exemplary way. Each year thousands of students participate in performances and competitions. These activities serve as a "learning field" and as an extension to the classroom. Since 1910, testimony from countless participants extols the values of interschool competition. Almost every community can point with pride to champion debate teams, spelling champions, and speech winners. Athletic accomplishments decorate trophy cases across the vast land, and medals won long ago become prized family heirlooms.

It is a celebration of life, of developing a sense of self-worth — testing oneself in the arena of competition. The joy of winning and pride in doing one's best, gaining maturity from preparation and performance, keep past glories alive in memory. A farmer who remembers competing in the one-act play, a senator happily recalling his trip to Austin in the slide-rule competition, a governor who was state champion in debate, all give testimony to "growing up with the UIL."

Behind every student is someone who helped and encouraged. Imagine the sacrifice of the dust bowl family to keep its children in school. How much more it must have taken to permit their children time off from family chores to be in the school band or play football! In too many closets hang letter jackets and sweaters of graduates who went to a foreign war and never came home — their lives charted and remembered for only a few brief years.

In the red clay hills and towering pines of East Texas, an African-American mother raised her dozen children with work ethic and pride. Everyone shared and most toiled in the rose fields to help the family. Values came first. Poverty did not translate into hopelessness. Most notable of those children is Earl, who blasted his way to a Heisman trophy and the NFL Hall of Fame. Even today he speaks with respect and love for his family and his high school coaches. His participation in activities made a difference in his life and in those around him.

Schools found out that girls wanted to play sports, and young girls discovered that athletics demanded an added dimension of physical exertion far beyond everyday activities. But they responded — just as their brothers — and found that being an athlete was exceptional because everyone could not summon the extra effort to master the game or perfect the skill.

Because everyone could not play — even sometimes those who wanted to — participation was dear



ALL TOGETHER NOW. In less than a century since the UIL was founded, competitive activities in schools have brought several generations of people closer together. Here, a cheerleader whips up support for Krum's famed boys basketball team, which this March won the Conference 2A state championship. Photo by Bobby Hawthorne.



Bill Farney

and special. Something endures for a lifetime when the result of a season left everyone exhausted from giving all. Sometime memories dwell on the championship won as well as the game almost won.

There is something unique in humankind that seeks to test boundaries and limits. Something that challenges to be done, to be done better than before. This spark is present in children everywhere, from ghettos to suburban wealth, from country folk to city dwellers. Through the years this personal drive has made itself apparent through interschool competition. The journey recognizes many travelers, many family backgrounds, or no family backgrounds.

Bringing together students from diverse cultures in arenas of performance has changed our traditional views about people different from us. We found stereotypes to be false. Other races can be smart, honest, mentally and physically tough. Rich kids have ambition. Minority youngsters are not lazy. Poor kids have worth. Loudly and firmly, the realization that performance counts, no matter who is performing, permeates our view of ourselves and others.

In 1985, the National Federation sponsored a national survey of high school principals and nearly 7,000 high school students in all 50 states. Following are the results of that survey:

- 95% believed that participation in activities teaches valuable lessons to students that cannot be

learned in a regular class routine.

- 99% agreed that participation in activities promotes citizenship.
- 95% agreed that activity programs contribute to the development of "school spirit" among the student body.
- 76% said they believe the demand made on students' time by activities is not excessive.
- 72% said there is strong support for school activity programs from parents and the community at large.

In less than a century, competitive activities in schools have brought several generations of people closer together. And in less than 50 years, we have discovered that quality lives can be a common goal for all — not just a select few. American ideals are Texas dreams. Texas dreams are everyone's aspirations.

The next century marks a beginning and an ending. But in the quest for human achievement, the years 2000 and 2001 are not any more significant than any of the years which preceded them. What is important now and in the past and future is the search of all individuals for the best, brightest, and noblest within themselves. It is the challenge that these can join hands to maintain and create a better, more responsible society — one that applauds the effort, cares for each other, and continues to advance common good.

Competition cannot, in itself, build character. It does, however, reveal character. The visions and goals expressed by proponents of school activities are attainable. That is why we try our best. That is why we sacrifice. That is why we hope.

Far out there is a star shining I never expect to touch. But I must always reach for it.



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EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Director of Academics

ADMINISTRATIVE STAFF

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

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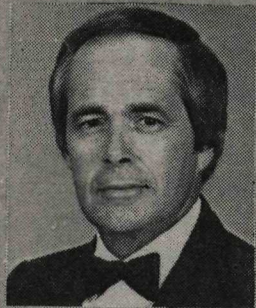
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At large members: Jill Shugart, Garland ISD; Charles Herbert, Houston ISD District 10; Inocente Quintanilla, Socorro ISD; Graciela Ramirez, Laredo ISD.

Also, Pearl Trimble, Amarillo ISD, Robert Payton, Dallas Skyline; Elizabeth Treadway, Slidell ISD; Dolores Muñoz, San Antonio Edgewood ISD.

State Marching Band Contest fate debated

As reported in last month's *Leaguer*, the UIL Legislative Council has authorized a comprehensive study of the UIL State Marching Band contest system. The scope and structure of this study was discussed in detail at that time. In



Richard Floyd

summary, the Legislative Council has requested an in-depth review of virtually every facet of the marching contest program including 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.

Members of the committee are listed in the column to the right.

At their first meeting, the committee members developed a survey designed to solicit input from directors throughout the state regarding the many marching band issues that have been brought to the committee's attention. You will find a copy of the survey elsewhere on this page. Please take a few minutes to complete the survey and return it by the deadline of June 1. The results of the survey will be tabulated and given to the committee prior to its meeting at TBA in San Antonio.

The issue of the State Marching Contest will also be submitted to the Music Advisory Committee members for discussion at each region's spring meeting. Any concerns, recommendations, or proposals that come from the various regions will be placed on the agenda for discussion by the TMEA/UIL Music Advisory Committee when it holds its annual meeting on July 24 in San Antonio.

There will be two additional opportunities for interested parties to make their concerns known to the committee. The first will be during an open public hearing to be scheduled as a part of the Texas Bandmasters Association Convention in San Antonio July 21-23. The exact time and location is yet to be determined by the TBA board. However, the hearing will be listed as an official part of the TBA program.

There will be a second public hearing in Austin on August 7. At that session the committee will be joined by the membership of the UIL Legislative Council Standing Committee on Music and the members of the UIL Music Technical Advisory Committee. At the conclusion of that hearing these three committees will begin deliberation intended to formulate conclusions and develop recommendations that will be forwarded to the full membership of the Legislative Council.

The results of this project will be published in the October issue of *The Leaguer* and the TMEA magazine.



STATE MARCHING BAND CONTEST SURVEY

CONFERENCE _____

REGION _____

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Have you ever submitted a letter of intent to compete at area? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Has your band competed at the area contest? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Has your band competed at the state contest? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | Has your band appeared in the State Marching Band Contest Finals? |

- The State Marching Band Contest serves to benefit and enhance music education in Texas.
 AGREE DISAGREE NO OPINION
- Does, or would, your school district pay the cost of travel to participate in the area or state level of band competition?
 YES NO DON'T KNOW
- Does the cost of participation in the State Marching Band Contest diminish the availability of funds for other musical needs in your school?
 YES NO DON'T KNOW
- The primary concern of my school administration in regards to the State Marching Band Contest is travel costs.
 AGREE DISAGREE NO OPINION
- Do you regularly use teachers other than full time music faculty to help prepare components (color guard, percussion, etc.) of your band for marching band contests?
 YES NO
- The amount of time spent in week-end marching band rehearsals should be regulated.
 AGREE DISAGREE NO OPINION
- I would prefer a judging system for area and state contest that was designed to allow judges to concentrate on a specific musical or visual category while retaining our current emphasis on music performance.
 AGREE DISAGREE NO OPINION
- I would be in favor of a cap on the production costs (show design, music, flags, props, etc.) for each band's UIL contest show if it could be done equitably and consistently enforced.
 YES NO NO OPINION
- I think the state marching band contest should be eliminated. YES NO

Please feel free to justify your answer on an additional sheet of paper and return with your survey. You may also include other comments or concerns you wish to share with the committee. Return to: SMBC Survey, UIL, P.O. Box 8028, University Station, Austin, TX 78713. Deadline: June 1, 1996.

OPTIONAL NAME _____

SCHOOL _____

Babbitt on sightreading committee

In the March issue of *The Leaguer*, it was announced that a committee had been appointed to study possible modification in the criteria for the selection of band sightreading music and the establishment of procedures to have original sightreading music composed using the new criteria.

The committee members listed were Rodney Klett of Georgetown High School; Van Henry of Elgin High School; Karen Sperry of Martin Junior High School, Austin; Jeff Comp of Academy High; and Richard Gibby, the UIL Staff representative.

Inadvertently the name of Gerald Babbitt was omitted from the list. Gerald has in-depth experience with the new sightreading system and also serves as Executive Secretary for UIL Region 18. His diverse background will be of great value as the committee formulates policies and develops the procedures required to implement this new program.

Sorry, Jerry!

Marching band steering committee members chosen

The steering committee for the study is comprised of the following band directors: Conference A — Rodney Bennett of Munday; Conference AA — Elmer Schenk of Howe; Conference AAA — Richard Herrera of Brownfield; Conference AAAA — Scott Mason of Coppel; Conference AAAAA — Art Valdez of Donna.

Members at large will be Phil Geiger of Houston Westfield and Tom Shine of Duncanville.

The numbers tell the story

As of this writing, we are two weeks away from celebrating the 70th annual UIL State One-Act Play Contest. To say we had a great year prior to State Meet is presumptuous, but the State level and its success is not necessarily the measure of all things.



Lynn Murray

One thousand, one hundred and twenty two schools entered OAP, or 96 percent of the 1169 eligible high schools. Add to this the hundreds of intermediate/junior high/ninth grade schools participating in UIL one-act play, and you get the idea that the year was certainly a numerical success. OAP contests were held in all 158 of the UIL high school spring meet districts, and 1110 high schools actually participated. Enrollment and participation in OAP was the highest in our 70-year history.

At this point I could repeat much of my column of last May or part of last month's. Rather than repeating either sermon, I encourage all to read Linda Ward's letter, or perhaps read Section 1034 in the new OAP *Handbook* and then read the letter. This should be a reminder that Section 1034 will be added to the '96-'97 *C&CR* and becomes "rule" rather than "recommendation." The UIL Advisory Committee of the Texas Educational Theatre Association continues to evaluate and make recommendations to UIL concerning all aspects of OAP.

One new TETA UIL Advisory Committee recommendation was added this year. Did any school receive a Contest Manager *Commendation* certificate this year? A blank UIL OAP commendation certificate was provided to contest managers at all levels. The instruction letter read:

"The accompanying certificate is a recognition of all companies who exemplify the highest goals of the UIL One-Act Play and its code of ethics during the entire One-Act Play Contest process.

"The contest manager should particularly observe the conduct of the director, the cast and company during the meetings, setup, rehearsal, performance, strike and the critique process.

"For schools in Conference 1A, 2A and 3A, please send the certificate to the district superintendent. For all junior high/middle schools, Conference 4A and 5A, please send the certificate to the school principal.

"Please provide clear copies of the certificate for each company that in your opinion achieves the goals for which the commendation is being awarded. You are not required to recognize all companies participating in the contest, nor even companies that advance, unless you consider them deserving."

The commendation provides space to identify the play, school, district, conference, level and location of the contest. The contest manager's signature

Directors are responsible for students' conduct

Dear Mr. Murray,

Thank you and the others involved in providing the Section 1034 Ethics Code in the new 13th edition of the *Handbook for One-Act Play*. Besides reinforcing the instructions I give to students, it is especially helpful as a handout to send home to parents. I appreciate all the time and effort that went into this document.

Unfortunately, some directors and students have either not read the code or choose to ignore it. At our district one-act play contest this year, a student interrupted the critique judge to rudely ask why her play had not advanced while another school's director suggested in critiques that the judge was a sexist because all the all star cast awards went to females.

Subsequently, the students from this director's school uttered obscenities under their breath while exiting the auditorium, then escalated their inappropriate behavior while loading their bus and continued their "sour grapes party" as patrons of a local Pizza Hut — all under the "watchful" eye of their director.

It saddens me tremendously to see such disrespectful displays of behavior occur at an event which so often celebrates the human spirit. I had watched those students with great respect as they performed on stage with dignity, a play which

is added to complete the certificate. The most important element is the citation which reads:

"As representatives of their school, the entire company has been a model of discipline, good will, responsibility and exemplary manners. They are recognized as representing the highest goals of promoting quality theatre education and production."

I hope OAP contest managers at all levels found ample opportunity to use this commendation.

It sounds a little absurd to suggest thinking about next year, but I encourage you to consider some elements of OAP beyond the Ethics Code.

Several items were brought to my attention this spring that I don't want to surprise you with next fall. Dramatic Publishing Company has a new policy concerning non-musical versions of musicals. If they have a straight version of the work, they will not give permission to cut the music from a "musical" version for OAP purposes. If they do not have a straight version of the work, they take each request on a case-by-case basis.

In all cases, permission to produce any work should be obtained as early as possible. Even when a play is on the approved lists, you should request permission early. Professional rights take precedent over amateur. If you have written permission, a company will be less likely to withdraw permission, but they do have the right. Read the fine print in most non-professional royalty notices.

Another change that should be noted for next year is student teacher eligibility as an "assistant" in OAP. Please note "assistant." Schools must comply with Section 1033 (b) (5) Faculty Director. The *C&CR* will carry the "student teacher as an assistant" as an addition to this rule. This office will again attempt to provide OAP directors with the "TETA AO Master OAP Critic Judge Vitae Directory."

TO THE EDITOR

challenged them as actors and technicians, and provided the audience with a message of the destruction caused by lies and conspiracies.

But, later as they "performed" as members of a company during a critique and afterwards, my admiration dimmed. I pitied them. These young performers were taught to put all their hopes and dreams on the opinion of one person at one given moment in time. They left the contest feeling cheated and wronged rather than good about themselves and their performance. Shame on their director, and shame on any director who allows this to happen to his or her students.

As directors, we must be responsible and held accountable for the conduct we display and allow to be displayed by our students. The *participation* by a school in the one-act play contest allows students to be winners if the idea is reinforced by their director. My advice to directors: Know the code, and take measures necessary to ensure that your administrators, staff, parents, and students also *Know the Code!*

Sincerely,

Linda C. Ward
Elkhart High School

In the August OAP enrollment mailing, '95-'96 accredited judges will be listed, but only those so noted as "Approved '97" will have paid appropriate dues by Aug. 1 and have updated records. Judges who fail to respond by this early date will still have an opportunity to be eligible by paying dues etc. prior to Oct. 1, 1996. The UIL/TETAAO Accredited Critic Judge List will be published in the November-December *Leaguer*.

There were several problems of interpretation (major and minor) this spring that you might wish to add to those discussed in previous columns. It would probably be a good idea to create an addendum for your new *Handbook*. Do you have the *Handbook for One-Act Play*, 13th Edition? I've discovered that a multitude of directors and contest managers are trying to operate with four-year-old (or older) information.

- It is OK to use unit set elements as furniture and use furniture trim. Two pylons on step units stacked to make a 4' to 8' table may be covered with a table cloth in the same fashion as bed covering may be used on platforms or pylons to create a bed.

- Items inadvertently left onstage during strike do not necessarily result in disqualification. The real issue is time to strike. This is a contest manager/stage manager/timekeeper call, and the final call is in the hands of the contest manager. If you run out of time striking, the issue is clear.

- Wireless headsets or any other form of site communications must be a part of the basic set available to all.

- Alternates in a dressing room or backstage during preparation at a contest site render the company ineligible. An alternate cannot be used at a contest without following proper procedure.

- Backdrops or scrim drops require League ap-

Summer Theatre Workshop notes

Corrections for the 34th Annual Summer Theatre Workshop at the University of Texas at Austin, College of Fine Arts, Department of Theatre and Dance:

Because of the *Hopwood* decision, the status of scholarships focused toward minorities is uncertain. A limited number of scholarships based on economic need will still be available.

The UIL One-Act Play Contest Teachers' Workshop dates should be July 8-13, Monday through Saturday. Teachers interested in this six-day program focused on OAP play selection, cutting a long play, using limited scenery, the League-approved unit set, limited lighting, interpretation of OAP rules, and directing the contest play should contact Lynn Murray at (512)471-9996 or 4517 for details.

Happy trails!

Congratulations to Linda Shuler! After 22 years as Theatre Director at Houston: Robert E. Lee High School, she plans to retire to a life of writing, travel and other activities less stress-related than directing the contest play. She does plan to stress herself occasionally as a member of TETA AO. We look forward to Linda serving as a critic judge next spring.

• CONTINUED ON PAGE 7

Knowing our limitations: Mistakes are made. Errors occur. But there's little that can be done about them

By **BOBBY HAWTHORNE**
Director of Academics

Even though district and regional meets went more smoothly this year than ever, the Monday morning afterwards around here is like working the complaint department at Sears & Roebucks.

As you might expect, most calls involve a problem or a perceived problem with the administration of a contest. A timekeeper in prose interpretation failed signal that the speaker's time was about to elapse and so the student, who expected the warning, was disqualified, but for no good reason because he and his teacher claim that he didn't exceed the time limitation but in fact had slipped under the cap with seconds to spare so what am I going to do about it? "Feel your pain," I say.

And not much else. Frankly, I don't want the power that many people this time of the year would like to bestow upon me.

This morning, I received a telephone call from an accounting coach who related a horror story — and it was a horror story — about how his team got gyped out of the regional title and a chance to come to state. To make a long story short, he and his team walked out of one room thinking they'd won and walked into another room to learn that they'd finished second. He was angry for his students and justifiably so. He told me that he'd been a longtime supporter of UIL. He believed in the UIL. But a wrong had been committed and he wanted justice.

I kept thinking about Marlon Brando as Vito

Corleone, listening to the undertaker beg for revenge while tenderly stroking his cat.

"I do not have the power — nor do you want me to have the power — to reverse the regional director's decision," I told him.

"Who does?"

"No one."

I asked him to write me a letter. This is not the answer he sought. He or the parents of one of his students may hire a lawyer. I wouldn't be surprised. I'm wouldn't blame him. But other than empathizing with him, there isn't much we can do. *The UIL Constitution and Contest Rules* states that once results are posted and announced as official, that's it. Mistakes may be made but that's the way it is. Our mission here is to improve the quality of the district and regional meets to the point that mistakes are rare and minor.

This won't solve all our problems. We are dealing with humans. One district scheduled every UIL academic event to begin at 3- or 3:30 p.m. the same day. So much for the conflict pattern.

Speaking of which, I received a letter from science teacher who was under the impression that I personally went out of my way to schedule his district's science contest to conflict with spelling. Because we don't have a lot of students who compete in both science and spelling, the two contests conflict on the UIL's conflict pattern, but that doesn't mean a local district can't run them at any time if it so desires. I didn't think his comment, "You're a bunch of losers to try and ensure that we lose" was all

that helpful.

I can remember the days before the conflict pattern. Students would prepare all year long for news writing and ready writing only to learn that at district the two conflicted. Fact is, it happened to me at regional, years ago.

Given that students shouldn't miss a week or so of class to compete in UIL contests, a conflict pattern is essential. The one now used was created to minimize conflicts between similar subject-area contests. For example, literary criticism and ready writing do not conflict because many of these students wish to compete in both. Similarly, none of the journalism contests conflict, and math, number sense, science and calculator applications do not conflict. We know that conflicts occasionally occur, but the conflict pattern minimizes them.

Still, we don't mandate it, but at least students know up front that if they choose to compete in spelling and science, the possibility of a conflict exists at district and is almost certain at region and state, where university hosts are forced to conduct almost all contests on a single day — generally a Saturday.

We have the best interests of students in mind, but there are limits to our abilities to control how the contests are conducted. We don't have the power to over-rule bad administrative decisions or correct errors of judgment. But that doesn't make us a bunch of losers. As one current issues and event coach stated on a meet evaluation form, "We need more faith in each other."

Arlington's Forehand receives 'Haddick Teacher of the Year' Award

Phyllis Forehand, who 29-year career as journalism teacher and publications adviser at Arlington High School will end this spring, received the Max R. Haddick Teacher of the Year Award during the Grand Awards Assembly of the 69th annual ILPC state convention, April 13-14 at The University of Texas at Austin.

The award is yet another in a long list of achievements. In recent years, Phyllis has been named her school and city's Teacher of the Year, Texas Press Woman of the Year, and Women in Communications in Tarrant County Teacher of the Year. She also received CSPA's Gold Key Award and has served as a TAJE officer.

Longtime colleague Lina Davis said Forehand has been a friend and mentor to thousands of students and teachers alike.

"In addition to being a terrific teacher, Phyllis is one of the dearest people I know," Davis said. "Her wisdom and advice in how to handle a difficult student or a publication problem have been sought by all of us in the teaching profession."

Fittingly, her final newspaper staff won a Silver Star Award.

Advisers who received the Edith Fox King Award for distinguished contributions and outstanding devotion to scholastic journalism in Texas included:

- Anne Gillespie of Burkburnett High School.
- Joe Graham of Clear Brook High School, Friendswood.

- Thelma Johnson of Holland Middle School, Houston.

- Peggy Miller of Hastings High School, Alief.
- Mark Murray of Lamar HS, Arlington.
- Annetta Reusch of Wichita Falls High School.
- Bill Walraven of Corpus Christi.

In the publications ratings, Dallas Highland Park was the only school to win Gold Star Awards — ILPC's highest honor — for both yearbook and newspaper. The other double winners included Austin McNeil, which won a Bronze Star in newspaper and a Gold Star in yearbook. A special Gold Star Award was presented to Round Rock High School, which produced the state's first yearbook on CD ROM.

More than 1400 students and advisers attended the two-day convention, which featured more than 95 instructional sessions and seven out-of-state publications speakers. ILPC director Bobby Hawthorne said it was the most trouble-free convention in memory.

The full set of star award winners is as follows:

YB SPECIAL ACHIEVEMENT AWARD

Round Rock for producing a CD ROM supplement to its yearbook.

• YEARBOOK GOLD STAR

- Panther Tales, Duncanville
- Lone Star 1995 — Austin Bowie
- Las Memorias — Tascosa, Amarillo
- 1995 Maverick — Round Rock McNeil
- Bear Pride '95 — LaVernia
- The Highlander 1995 — Dallas Highland Park

• YEARBOOK SILVER STAR

- Hoofbeats, 1995 — El Paso Burges
- 1995 Lariat — El Paso Riverside
- Longhorn 95 — Lazbuddie
- Cougar Reflections — Hill Country Middle, Austin
- Odyssey '95 — San Antonio McAuliffe MS
- Flashlight — Abilene

• YEARBOOK BRONZE STAR

- The Marauder — Flower Mound Marcus
- The Deer — Deer Park
- Bearkat — Klein
- The Hawk — Texarkana Pleasant Grove
- 1995 Lair — Irving

• NEWSPAPER GOLD

- Featherduster, Austin Westlake
- Hillcrest Hurricane, Dallas Hillcrest
- The Falcon Cry, Fulmore Middle School (Austin)
- The Liberator, Austin LBJ
- Bagpipe, Dallas Highland Park

• NEWSPAPER SILVER

- The Colt, Arlington
- The Edition, Austin Anderson
- The Chronicle, Tom Clark San Antonio
- Grass Burr, Weatherford
- Panther Spirit, Follett

• NEWSPAPER BRONZE

- Lake Reflections, Clear Lake
- Tattler, Angleton
- The Uproar, Mansfield
- The Maroon, Austin S. F. Austin
- Bear Facts, Alief Hastings
- Trailblazer, Round Rock McNeil
- Eagle Eye, DeSoto

ILPC Summer Publications Workshop set for 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.

For registration materials and information, contact ILPC, Box 8028, UT Station, Austin, TX 78713-8028; fax: 512/471-5908; e-mail: bhawthorne@mail.utexas.edu

CSPA bestows Gold Key on 2 Texas advisers

Dorothy Estes of Arlington and Molly Altizer of San Antonio Edison High School received the Gold Key Award from the Columbia Scholastic Press Association recently. The Gold Key is CSPA's highest honor and is awarded annually to outstanding educators for their work to advance the cause of the student press.

Estes is adviser and professor at the University of Texas at Austin, and has long been a support of high school programs in the Dallas-Fort Worth area.

Altizer teaches journalism and advises publications at Edison High School. She has also taught in Arizona and Alabama.

With friends like these . . .

With a little more of this kind of help, school journalism may be legislated into extinction

It's tough.
It's gutsy.
It's scary

Excerpts from a speech given at the fall JEA/NSPA convention in Washington, DC by Pat Graff of Albuquerque, NM, Dow Jones Newspaper Fund Teacher of the Year:

"Scholastic journalism is, and has been for decades, a trendsetter in virtually every education reform movement. We just have been too busy making deadline to write about it and get rich! Journalism is the ultimate authentic assessment in education today; students take what they've learned and apply it in a variety of ways, using higher level thinking skills. We were doing portfolios long before they became the rage; we called them 'stringbooks.' Nothing beats watching a wide variety of students pull together as a team to create a tangible product; this goes on in publications daily. It is not called 'cooperative learning.' The writing process, completed with peer editing and publication, was invented in scholastic journalism. We know we have a good concept going, and we stay true to our mission.

"If teachers are sailboats tossed on the sometimes stormy seas of political upheaval, then advisers are the rubber rafts, often surrounded by sharks . . . with no paddle.

"No other group of educators puts so much of its classroom teaching and students' work on such public display on a regular basis. It's tough, it's gutsy, it's scary."

Perhaps I'm getting old and cranky, but I can't recall a year in which so many advisers had so many problems.

And they ran the gamut. Scheduling. Curriculum plans. Trimesters and block schedules. And, as always, censorship. From what I've been told, an East Texas district has passed a prior restraint policy that requires that the newspaper be read and all copy approved by every administrator and every school board member before it goes to print.

What are the chances of that staff ever covering anything more substantial than the honor roll list? What are the chances that it'll come out more than once a semester?

Hey guys. If you want to kill the newspaper, then simply pull the plug. I've long abandoned the notion that every school must have a solid newspaper. You get what you deserve. If you want a good band, hire a good band director and let him do his job. If you don't care about band, don't have a band.

Same goes here. If you don't want to support a journalism program, don't offer the course. The last thing we need is one of those exercises in baby-sitting where teachers pretend to teach writing and thinking while producing publications that are the intellectual equivalent to thumb-sucking.

The purpose of the National Honor Society is . . . Members of the National Honor Society include . . . When asked how he felt about the NHS, he said . . .

Save us. I don't blame the students. After sitting in on several sessions during the ILPC convention, I'm more convinced than ever that they want to report on substantive issues but are told in subtle and not-so-subtle ways to avoid them or else. So they retreat to safe articles on irrelevant data that no one reads and few even bother to scan.

Of course, there are exceptions to the rule. The membership of ILPC consists largely of advisers who aspire to teaching real journalism rather than skinny essays and research papers on the history of Valentine's Day. You'd think that this would be appreciated. But in many cases, you'd be wrong. One teacher stated, "I got a greeting card once that said, 'Cats know how you feel' on the cover. On the inside, it read, 'They don't give a damn, but they know.' It's like that with journalism teachers. Because we are lone rangers in our schools, not many people know how we feel and those who do, don't care."

Her year has been "fraught with skirmishes with administrative bureaucracy in order to improve the department and fend off attacks on the program," which is, incidentally, one of the state's best. Rather than spending her energy in the classroom, she's been forced to battle one fire after another and yet, the quality of the publications has not suffered. The students who participate in her program learn to read, write, think and, most importantly, deal with difficult people, most of whom should be encourag-



Bobby Hawthorne

ing them rather than forcing them to fight a rear-action guard.

As if local problems weren't enough, dictates from the state could make teaching journalism even harder. The State Board of Education approved a new curriculum plan that reduces the number of electives students may take while requiring some students to take a speech or social studies course. News reports of this plan stated that the plan gives local communities more control and flexibility in choosing school curriculum. I don't see how mandating electives offers local schools greater flexibility.

Old progressive that I am, I had looked forward to the new administration in Austin because I thought the "return power to the schools" movement would mean that local schools could build their curriculums around their faculty, their facilities and their community's specific interests and expectations. So long as students graduate with an ability to read, write, cipher and think, who cares which subjects are taught? All schools will teach math and science and history. But in the electives, if one school chooses to decide it wants an outstanding journalism program because it understands the benefits to the school and the community of such a program, why must the state interfere? If the state wants to butt in, it should get rid of all the journalism courses taught by people who don't know which end of a newspaper to hold up, and there are plenty of them. If TEA officials have a poor perception of scholastic journalism, it isn't because of the work of the bonafide journalism teachers.

There's not a student in the state who would not have benefited from a semester or two in Phyllis Forehand's class, but because curriculum standards are so suffocating, few college-bound students can shoehorn a journalism class into their schedule. Fewer still can specialize in the subject: spend two or three years on staff in hopes of becoming editor of the yearbook or newspaper. Today, the great majority of students enroll in the class for one semester, then disappear.

It's made the task of publishing a yearbook twice as hard. It's insane that a student can get college-bound credit for sitting at a desk and writing loopy poems about clouds for the literary magazine, but a student on the Dallas Hillcrest newspaper staff who interviews and observes 10 people for a story on AIDS education, analyzes and interprets school district policy, uses dialogue, scene development and narrative in his story, designs the page on a Macintosh and creates computer infographics gets next to zip.

This belies all the talk about raising academic standards in Texas.

Schools know what need to be done. They don't need another blue-ribbon panel of business hotshots preaching to them about essential skills and knowledge. They know what skills their graduates need to master. And given the freedom, they can best custom fit their resources to the task. Mandating one more elective is another exercise in forcing round pegs into square holes. I'm as big as supporter of speech education as you'll find this side of Treva Dayton, but where are all of these new highly-

trained speech teachers are going to come from? And in the absence of certified speech teachers, who's going to teach these courses?

Anyone bother to ask?

A course is only as valuable as the person teaching it. One of the most valuable courses I took in high school was track, and I learned a lot more than to lean into the corner, not because the course was track but because the track coach was one of the most outstanding persons I've known.

Here we have journalism departments led by some of the nation's finest educators who are denied access to college-bound students because the state curriculum planners think journalism is a Mickey Mouse subject. Some journalism courses are, but the answer to the solution isn't legislating all journalism courses into oblivion. Again, the answer is improving or ditching the bad ones.

Odd thing is, though, no one seems to get upset at the Mickey Mouse journalism courses. Fact is, advisers and students are only likely to catch flak when they do something right — think for themselves, examine a controversial issue, dare to challenge the majority opinion or prevailing mood.

Mountains of anecdotal evidence suggests — insists — that journalism is the one course that forces students to think and then suffer the consequences of that thought, either defending an editorial stance or coverage of a sensitive issue. Wisconsin Tommy Thompson, one of the organizers of the latest education summit, bemoaned that schools know how long students sit in their desks "but we don't know how much went into their heads."

This is the kind of superficial analysis that dooms these hand-wringing episodes. And what will be the result of all this wailing: more standards. Federal standards to pile on top of the state standards, which enforce a greater lock-step mentality so that the bottom line isn't what students learn but whether courses are offered and rules are followed.

Speaking of perceptions, it looks as if TEA might attempt to jerk away the journalism micro-computer applications credit it began rewarding a few years ago. Susan Roberts of LaPorte High School, who spearheaded the effort to receive the credit, said the TEA seems to have the perception that "journalism teachers' knowledge of computers is close to using Claris Works 4.0 because we do not have formal training."

Have they've bothered to learn whether a grain of truth to this perception exists? Not likely.

"What I have been trying to get across to them is that the skills we use to produce newspaper or yearbook are quite extensive and the training we have received has been through continuous workshop training and hand-on learning for the last 10 years," Susan said. "This was long before most teachers ever thought about having a computer in their classroom."

Why would they do this?

"Journalism classes are perceived as they were 20 years ago when most of these people were in school," she said.

It leaves you speechless. No pun intended.

It's the little things that make the difference

A scenic drive through the hill country west of Austin was pleasant enough to evoke feelings of warmth and enthusiasm, but the environment UIL staff members encountered upon our arrival at Lago Vista ISD was even more exhilarating. We had heard that this class "A" school



Pat Wisdom

puts on a "great" district tournament, so we decided to see for ourselves what makes the Lago Vista meet so special and attempt to capture on videotape some of the highlights to share with other schools across the state.

Fresh yellow flowers lined the colorfully decorated tables of the hospitality room where Tim Cook and Wanda England, academic directors of this combined elementary and junior high meet, greeted coaches and contest directors upon their arrival. Plates of sweet rolls and coffee were as fragrant as the flowers. A smiling lady bustled about the room making sure that the coffee was perking and the plates of goodies were perpetually replenished.

This warm room also served as the check-in station for contest directors, graders, and judges to pick up test packets and receive brief reminder instructions before going to their designated rooms. Tables at the back of the room served as the registration station. Contestant rosters for each contest were laid out and taped to the tables with instructions for substituting or dropping a contestant. Each area was clearly labeled. Samples of the plaques and brightly-colored ribbons to be awarded in the tournament presented an impressive display for all to see as they registered.

On the back wall behind the registration area, large yellow-gold charts provided a cumulative record of points earned by each school in each event. Not just one chart, but three were on a display which covered the entire width of the wall. One chart presented elementary results, another junior high results, and the third the combined results for both elementary and junior high competition. In addition

to posting the points earned in each event, slashes in each square provided space for tabulating a cumulative total of points up through the posting of each event.

Smiling hall monitors guided contestants and coaches to contest rooms and to the gymnasium adjoining the junior high and high school campuses where all schools gathered to await their contests and hear the announcement of winners. In the gymnasium a special group of tables was set aside for each school by placing a decorated school name plate on each table. On one wall a large "Best of Luck" display welcomed all competitors with cut-outs of four-leaf clover with the name of each competitor printed on separate leaves. Students had fun finding their special cut-out in this delightfully encouraging display.

The handsomely decorated program included the names of all schools and competitors, the meet contest directors' as well as consultants' names, maps of the campus, blank tally sheets to be filled in if desired, and a concise schedule on the back cover. Enclosed also was a tear-out comment sheet which encouraged responses to such questions as "Was the meet well organized?" and "Were the arrangement for lunch adequate?" It is often the little things like "food" that loom memorably in the minds of competitors and coaches when something is not quite suitable. The comment sheet included a return address for coaches who wished to take it home and send in a response at a later date.

In visiting a few contest rooms to tape and take snap shots of the contests being conducted, it was evident that contest directors were well versed in the rules and procedures for each contest. The demeanor of each contest director was cheerful, and their pleasant behavior seemed to put the nervous contestants more at ease. One young lady, smiling as she exited her oral reading session, proudly exclaimed, "I didn't faint!" I can certainly relate to that feeling.

Everything about this tournament said, "We like young people and we want to see them succeed." Included on the inside front cover of the program was a welcome letter from Dr. Jess Butler, Lago Vista ISD superintendent, who aptly stated the philoso-



phy of his school district concerning students and competition:

"The essence of the UIL spirit is to believe that all participating students

- Deserve opportunities to accept academic challenges
- Improve with encouragement
- Soar when their talents are recognized and appreciated
- Climb to greater heights when given positive reinforcement
- Operate better when within a supportive environment
- Visualize themselves as successful
- Energize teachers, administrators, and each other
- Realize a greater level of achievement and knowledge, and
- Yearn for the opportunity to participate again."

Many little things went into the splendid organization of this well-publicized district meet. Without reservation, the most important DISCOVERY that the UIL staff made at Lago Vista was that this academic tournament should be emulated.

ALL THE WAY. Round Rock McNeil graduates its first senior class this spring. Fittingly enough, it's first senior class qualified for the State One-Act Play Contest with the play "All the Way Home." Leading the cast were senior Mark Henkin (left), who was regional and area all-star cast, and sophomore Jeff Blank, who in his first role was district all-star cast. But the story of the troupe is Sarena Higbee, who took over a major role the Tuesday before regional meet because of an ineligibility and won Best Actress Award at the regional meet.

As usual, this spring had its share of OAP judge emergencies

CONTINUED FROM PAGE 4

proval as an addition to the basic set. The paragraph under item 1 on page 7 of the OAP Handbook appears under "Addition To The Basic Set."

• Proof of royalty or publisher permission is not required for public domain plays that are UIL-approved.

Many of you have discovered that additional OAP awards have been added at the regional and state levels. The regional alternate play now receives a plaque and the two advancing play companies receive medals. State Meet OAP awards added include a first and second runner-up company trophy and plaque along with silver and bronze company medals.

One of our major problems this spring was the failure of contest managers to send us copies of

judging contracts early enough to do anybody any good. We can't support contest managers or judges without contract copies. At the time of initial contract agreement between a TETAAO member and a contest manager, the "TETAAO Recommended Contractual Agreement" found on page 28 of the OAP Handbook should be completed, signed by the critic and manager, and mailed or faxed to the UIL Drama office.

Why do we need one more piece of paper? Critic judge availability is a major issue. The logistics of telephone calls and telephone tag could be greatly improved if this office had enough information to help. We hope one day to have the critic judge list and critic assignments updated daily on the Internet.

We had numerous emergencies this spring when

a critic was needed on very short notice. Both critics and contest managers have been known to forget. Telephone conversation notes have been lost or some miscommunication has occurred. Contractual information allows us to monitor judging assignments and recommend quality critics who are available. There have also been instances when judges have failed to receive payments.

In most of these instances, there is no contract or the contest manager thinks payment has been sent by the district director. Since critics most often sign the contract last, we are asking their help to see that we receive a copy. A duplicate would be much better than nothing at all.

Have a great summer. If you don't have plans, we hope you'll join us in Austin for the STW productions, July 12 & 13.

Fall L-D topic to be announced in early August

The fall L-D debate topic will be announced in early August and mailed to all high schools in the Speech Coaches' packet in August. Unfortunately, it will not be on TENET.

Junior Speech State Tournament

The Junior Speech State Championship will be May 25 at Lago Vista High School. Events to be held include impromptu speaking, modern oratory and oral interpretation.

Special features include:

- Only students who placed first, second or third in their district may compete.
- All competitors will receive awards.
- Winners in each event will perform their selection at the awards ceremony.
- Final rounds will be videotaped for educational purposes.
- UIL rules will be followed.

Contact Tim Cook, Lago Vista High School, P. O. Box 4929, Lago Vista, TX 78645 or call 512/267-8306.

Congratulations, good luck, and thanks

During the week of the UIL Cross Examination Debate State Meet in March, The People's Republic of China was firing missiles off the coast of Taiwan, lending an eerie credence to some of the nuclear war DAs that have been a staple in negative files forever.



Treva Dayton

Front page news was being used in rounds, and while the State Meet itself didn't make the front page of the Austin newspaper, it did make the city/state section. I've since received some great articles from other papers covering the winners from local schools, and it's nice to see that kind of publicity for the debaters and debate programs. Congratulations to all competitors, and especially to the medalists and top speakers!

The China topic was certainly a timely one, and the juvenile crime resolution for the upcoming year ought to be so as well. Thirty-six states and both the National Forensic League and the National Catholic Forensic League voted for this problem area over discrimination in the final balloting. The discrimination topic study report will be submitted again at this summer's National Debate Topic Selection Committee, along with 10 others.

Anyone interested is welcome to participate in the selection process, which will convene in Detroit, Michigan in August. In addition to the official delegate for Texas, UIL appoints representatives to the meeting to provide perspectives from across our diverse state.

Bill Schuetz of Gregory-Portland High School will be serving the second year of a two-year term, and presenting a study report on multinational organizations for the delegation's consideration. Bill has been coaching for 22 years, with 18 years at Gregory-Portland. He has coached UIL champions in L-D and C-X debate and individual events, and has had students qualify for the NFL national tournament in debate, extemp, oration, and student congress. He is chair of the NFL Gulf Coast district, has served several years as a contest manager of the UIL C-X State Meet, and teaches summer debate workshops.

Tim Cook, speech and debate coach at Lago Vista High School, will also join the Texas delegation this year. A former high school and college debater, Tim has been at Lago Vista for 10 years, and started a speech program there five years ago. Lago Vista students have qualified for UIL State each year since, claiming Conference A state championships in both L-D and C-X debate. Mr. Cook teaches debate sessions for UIL SuperConferences, and assisted with the speech coaches' summer workshop.

And speaking of the summer workshop, it's on

again this year, July 26 & 27 at UT Austin. We haven't finalized all the sessions and presenters yet, but we are planning to add a workshop on using the Internet, and we're working to include more demonstrations. The prose and poetry categories will not be changed, but the handbook will be updated to include additional documentation examples. We intend to share ideas about finding information on writers and awards in the interp session. Along with sessions on L-D debate and extemp, there will be a session for beginning debate coaches. Dr. Rich Edwards from Baylor University will present the topic analysis session. Hope you can join us.

You'll find in this *Leaguer* a farewell from Cindy SoRelle, who is stepping down as a UIL speech consultant. I sincerely hope that she will still be available for advice, consultation, and commiseration at times because she's a dear friend as well as a respected colleague. She's helped me keep my sanity and been a wonderful sounding board for complex questions. I assure you that although we'll miss her dearly at our annual events, we'll keep in touch and ask her to continue to participate whenever it fits into her busy schedule. There is no adequate way to say "thanks" for all that she's done for UIL coaches, directors and contestants, but I'm privileged to be part of what's clearly a "mutual-admiration society."

We wish her the very best.

It's time for new blood and my daughter's violin concerts

By CINDY SoRELLE

Twelve years ago, I made my first trip to Austin as a UIL consultant and State Contest Director, and I can still recall former Academic Director Janet Wiman's advice to me that year. "Your most important jobs are to create an atmosphere in which the students can do their best work and to conduct the contests as fairly and efficiently as possible."

Since that first nerve-racking year I have worked with three State Speech and Debate Directors — Elizabeth Bell, Karen McGlashen Hatley, and Treva Dayton — but the advice is still good and the mission has remained the same.

At State Meet we traditionally begin on Thursday evening with what we call an informational session. Beyond the general announcements, the real purpose of that meeting has always been twofold: to focus the contestants and sponsors on performance preparation and to ward off evil spirits by reiterating the rules. Many a documentation problem has been solved the night before!

During the next two days of competition, the tab room staff of speech contest managers and UIL employees operates with a positively synergistic level of coordination and support that I have rarely experienced. We come together only once a year, but for that weekend we are bonded and interdependent. Each time we all pray for a contest with NO DISQUALIFICATIONS, and on the occasions when I have had to take that heartbreaking action with a prose or poetry contestant, I've had the collective wisdom of the entire group for fair counsel whenever I have sought it.

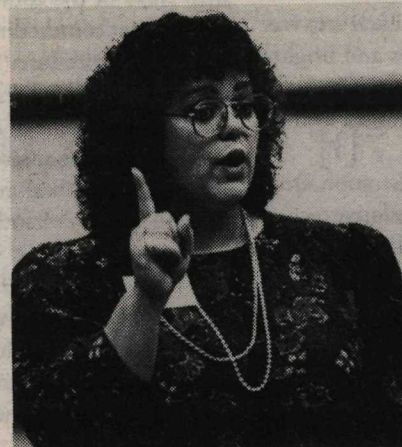
Finally, each year we look for ways to honor both students and sponsors and to heighten the excitement at the awards ceremony on Saturday

afternoon. Afterwards we pack up, celebrate (or occasionally commiserate), and head off in our separate directions, always planning to be a little bit better next year.

This year will be my last for a while. I have enjoyed meeting so many talented students, their parents and teachers, and have even had a few ask me to have my picture taken with them! I've walked into department

stores months later and had nostalgic State Meet attendees stop me to relive past triumphs. I have received lovely cards from appreciative students — even one from a contestant whom I had disqualified for a time violation! In 1990 I delivered my son Elliott 10 days after the State Meet. For the past three years, I have missed my daughter Mallory's annual violin concert — inevitably scheduled for the first weekend in May. So after 12 years of contest managing prose and poetry and after 14 years of giving speech and debate workshops at the fall SuperConferences, I definitely think that it's time for some new blood!

There are many, many thanks due. Charlene Strickland, Wayne Kraemer, and Rey Garcia have been fellow college/university speech consultants and valued colleagues. Janet Wiman was a source of wisdom for many years before she retired. Dr. Bailey Marshall and Dr. Bill Farney have loaned the speech contests some of the finest staff members from the



CINDY SoRELLE

state office year after year. Vicki Bryant has been the heart of the tab room staff from the beginning. Ramona Heard has served tirelessly since coming on board as Treva Dayton's secretary. Teachers from around the state have worked with Charlene, Treva, and myself on the UIL Prose and Poetry Committee as we have adjusted the selection categories over the years. Paula Moeller devoted many hours to co-authoring the C-X debate text with me. Bobby Hawthorne has been a source of wit and wisdom long before taking the Academic Director's job.

Most importantly, Treva Dayton is the wizard who pulls the levers of the UIL Speech and Debate machine. Her intellect, commitment, experience, and good humor are the driving forces behind almost every accomplishment of the past years — category and rule changes, teacher workshops, handbooks, the State Debate Tournament, and State Meet. Treva is always open to input from the speech and debate community, and she has consistently decentralized the process by using the college/university consultants as sounding boards for rule interpretation. She is a kindred spirit; she made it easy to stay so long. Thank you, Treva.

At the SuperConferences I've worked with literally thousands of students and hundreds of teachers, and they are the best audience around. Thanks for the encouraging and helpful comments over the years on those evaluation forms that we really do read. I'll miss you all! Now I'm looking forward to actually seeing some of the performances at State!

Statistically speaking

Use of made-up figures in junior high ready writing contest is discouraged

By PAT WISDOM
Director of Academic Development

It's been brought to my attention that 67 percent of ready writing contestants are using undocumented or exaggerated statistics at least 31 percent of the time.

It's true. Except for the statistics. But could you prove them wrong if you had to. Probably not.

A similar problem exists in the junior high ready writing contest. Judges say they are concerned that students may be using made-up statistics in their writing and that they may be encouraged to do so by teachers. One judge noted that when an attempt was made to give a lower rank to a paper that had randomly included undocumented statistical figures, she was reprimanded by several teachers who advocated that such inclusions are encouraged by TAAS.

This practice is not advocated in any way by UIL, and I can assure you that TAAS writing specifications do not indicate that such a practice should be acceptable. Upon reading the TAAS writing specifications which are tested at grades 4, 8, and exit, I found a close parallel to the expository objectives of UIL ready writing. The "TAAS did it" excuse for lack of writing preparation may lack validity, especially if the Texas Education Agency objectives published in the fall are now being taught.

Training of students in the appropriate documentation of facts, figures, or paraphrased quotations would provide the ready writing judge with a basis for deeming such inclusions valid, that is of course, if they have anything whatsoever to do with the topic. Minimal documentation should include the source in which the information was found and the date of the publication/speech/etc.

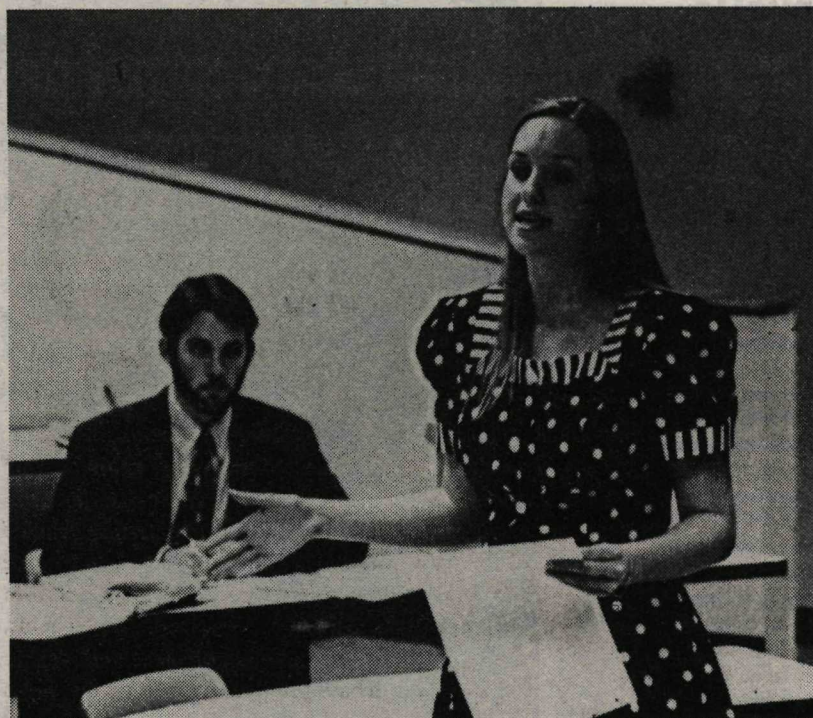
Instead of disqualifying a paper, however, a simple notation of "insufficient documentation" would be just cause to render the paper a lower rank in the contest. Of course, the primary factor in judging the ready writing composition should be the interest conveyed through the writing, and the judges' consensus on the importance of the poor documentation to the overall paper should be considered. There is no statistical equation for these judgments.

Sure, it might be possible to fool a few judges with some made-up figures, but well-documented facts, quotations and paraphrased statements produce the most effective elaboration. Far-fetched information only renders fluff.

Ready Writing Committee to meet in May

The use of fictitious figures and the overuse of stilted words and phrases will be addressed in May by a statewide committee of elementary, middle, and junior high ready writing coaches, along with UIL state ready writing director, Karen Werkenthin, and Pat Wisdom, UIL Director of Academic Development.

Distinguished UT, Austin English professor,



Dr. John Trimble, will serve as consultant to this committee. Dr. Trimble is author of *Writing with style*, from which excerpts and ideas have been extracted for use in the high school ready writing handbook. Dr. Trimble will share his expertise with the teacher-experts when this committee meets to review rough drafts of the first edition of the *Ready Writing Handbook for Elementary, Middle, and Junior High Competitors, Coaches, and Judges*.

Committee members will also judge student writing entries submitted for publication consideration in the new handbook and make recommendations concerning handbook content and overall content of the ready writing program during their visit to Austin.

MY POINT. Krista Green of West Texas HS in Stinnett argues her point during the CX State Meet, March 12. Green and her partner, Dustin Parks, finished second in Conference 2A. Robert Martinez and Eric Opiela of Karnes City took the 2A championship. Other state champs included Matthew Murrel and Steven Tepera of Lindsay (A); Jonathan Mock and Justin Mock of Denver City (3A); Amy Achor and Shawn Achor of Waco Midway (4A); and Jeff McNabb and Kim Sikora of Katy Taylor (5A). Photo by Bobby Hawthorne.

Plans in works for academic coordinator/speech workshop

The third annual academic coordinator and speech coach workshop is scheduled for July 26-27 at The University of Texas at Austin. As in past years, the workshop will be held in the University Teaching Center.

Discussion of 15 pieces of academic legislation which were passed by the State Board of Education in April will be the focus of one Friday afternoon coordinator session. 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 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.

Saturday coordinator workshops will present strategies for building a successful academic program while Saturday speech workshop sessions will cover all UIL speech and debate contest areas.

The registration fee is \$20 for those registering on or before June 1, and \$25 for registrations received after June 1.

State Farm Provides Championship Trophies

During the 1995-96 school year, State Farm Insurance became an official sponsor of UIL activities. State Farm donated more than \$6,000 to pay for championship trophies in all UIL contests. The UIL greatly appreciates State Farm's contribution and looks forward to continued success.

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

PUBLIC reprimands

• BASKETBALL
 James Clay, Bowie JH (Ector County)
 Dean Garza, Hood JH (Ector County)
 Kristi Winnie, Raymondville
 Keith Perdue, Creekside Intermediate JH (Clear Creek)
 David Falkner, Jasper MS
 Craig Reed, Dodd City
 Floyd Evans, Burleson
 John Adair, Hudson
 Alvin Davis, Mt. Enterprise
 John Smith, Plainview
 Ronnie Snow, Malakoff
 John Hill, Abernathy
 Larry Woods, Sugar Land Willowridge
 Jere Craighead, Cooper
 Kevin Wall, Copperas Cove
 Mike Norris, Mesquite Poteet
 Pat Tart, Haltom
 Kim Smith, Sidney
 Jim Selman, Wichita Falls
 Kevin Baker, Hudson
 Pat Brown, Denton Ryan
 Patrick Harvell, Aubrey
 Janet Cox, Sugar Land Clements
 David Black, Wylie
 Darla Henry, Cisco
 Randy Johnston, San Antonio Lanier
 Clyde Dukes, Sonora
 Kathy Musick, Gilmer JH
 Myra Brady, Missouri City MS
 Ronnie Waldrop, Bowie
 Kent Healer, Bellevue
 Kristi Hearne, Corpus Christi Ray
 Tommy McCrary, Killeen Smith MS
 Chris Peters, Liberty
 Charles Grawe, Houston Westbury
 Earl Claiborne, Carthage
 Paul Darden, Sundown
 Debbie Taylor, Tyler Boulter MS
 Art Murairo, Del Rio
 Naidene Tiemann, Hamilton MS
 Kenney Russell, Whitesboro JH
 Vance Hughes, Waxahachie
 Jeff Adams, Corpus Christi Calallen
 Rowena Hickman, San Marcos
 David Deaton, Killeen Nolan MS
 Carla McAvoy, Karnack JH
 Chris Geilink, Mesquite Wilkinson MS
 Rupert Alexander, Carrollton Newman Smith
 Bill Shaw, Grafard
 Michael Gonzales, Kingsville Academy
 Jeff Hogg, Mesquite
 Walter Patterson, PSJA North
 Sheila Ruth, Beaumont West Brook
 Jose Mata, Lingleville
 Tim Williams, Corpus Christi Miller
 Brian Keith, West Rusk
 Ed Farmer, Brady
 Diana Ashmore, Austin McCallum
 Jeff King, San Antonio Garner MS
 Richie Tarbet, Austin McCallum
 Keith Hill, Lake Highlands JH
 Fred Nutt, Paris Crockett JH
 Joe Lacureaux, Tomball
 Wayne Johnson, Knox City
 Jerry McSherry, Irion County
 Lucille Trosclair, Sinton
 Brian Taylor, Lake Travis JH
 Tim Moore, Bullard JH
 Terry Lowry, Arp
 Cody Blake, Pflugerville JH
 Joe Pantalone, Wharton
 Ray Horton, Carrollton Newman Smith
 Joe Sanchez, Kennedy
 Glynrose Brinson, SA Wood MS
 Shannon Sabatelli, SA Southwest
 Neal Raphael, Athens
 Rob O'Connor, Commerce



TWO IN THREE. Krum's Brandy Andrus, Ryan Peterson, Chris Arledge and Bryan Kemp storm the court after the Bobcats won their second 2A boys state title in three years by edging Winnie East Chambers, 53-39. Other boys state champions were Avinger (A, 51-48 over Anderson-Shiro), Sinton (3A, 66-59 over Graham), Pampa (4A, 82-68 over Dallas Madison) and Dallas Kimball (5A, 72-64 over Eules Trinity). Photo by Bobby Hawthorne.

Losing sight of our focus

We must keep in perspective that all decisions ultimately affect students

"It is shortsighted for us to neglect those who will be our future." — Ellen Danon

As the school year comes to a close and the relentless pace seems to quicken even more, it is important to be reminded, just as I was recently by Texas Education Commissioner Mike Moses, of our purpose as educational leaders.

I recently attended a luncheon in which Commissioner Moses addressed the importance of communicating about children. It was a simple, yet necessary message I think we all need to be reminded of at times. When it comes to education, it seems like all we hear about are the many problems facing schools today. According to newspapers across the state, the continuation of public education is in jeopardy, public schools are under siege, and school financing is in disarray.

For these reasons and many more, it is important to remain focused on the reasons we have remained in the educational profession — to further develop and nurture young minds in an effort to produce contributing members of society.

The Austin Independent School District recently held a bond election which generated significant publicity and debate. Throughout the election, I couldn't help but notice the signs displayed in lawns all over town. The message being presented was an important one: A vote for the bond was a vote



Rachel Seewald

for our children. It is disheartening to envision children lacking the resources necessary to improve their education. Fortunately, the bond issue passed, and Austin ISD students will soon enjoy new and improved facilities.

While it is important to tell people your needs, it is even more important to tell them your goals. Similarly, as school professionals, we must present not only our challenges but also our triumphs. Education can be improved by strengthening ties between communities and their schools. Such ties can be promoted through programs that encourage more active roles for parents and the community.

There are many roles we must play and many hats we must wear. One of the most important roles, however, is that of cheerleader. We must be a cheerleader for children by positively promoting their endeavors and accomplishments. In addition, we must keep in perspective that all decisions will ultimately affect students.

We should be proactive rather than reactive. We should make our goals and triumphs known to parents and the community. Educators are the image makers for their schools, and as such, they should remain focused on children even during turbulent times.

Aristotle once said, "It doesn't mean a little, it means everything."

This is especially true in education. Everything we do should be in the best interest of children.

As we enter into May and all of the end-of-year banquets, award ceremonies, and graduations, let's not lose sight of our priorities. We can guarantee our future by staying focused today.

Feeder system is key to high school success

One Saturday afternoon during the off season, you are reading your favorite sports magazine. This particular afternoon you can't make up your mind whether you're glad the season is over or wishing next year started tomorrow. Every coach has had those brief bouts of emotional indecision.



Rex Spain

Back to the magazine. You are thumbing through the back section of advertisements and notice an ad that states "All you have to do to have a winning program year after year is . . ." Heck, even the guy who dropped the pass that would have won the district championship would have caught that line.

What if it is not just a line from some ad. What if a formula really does exist. Every coach in Texas would be dialing his or her fingers to a nub calling the 1-800 number, right? Not so fast, captain! The formula you seek is right under your (can't wait to win a district championship) nose. It may be just down the block, around the corner or even across town, but it is somewhere close. OK, enough suspense. It is your very own junior high school.

Keep students involved in school-sponsored activities. In the advent of recent rule changes that allow students to participate in non-school activities concurrently with school activities, not to mention the social ills that can detract a young person, it should be paramount that schools have attractive programs that enable as many students as possible to participate.

Your role as a high school coach should be to positively communicate with the junior high school principal and coaches methods that will positively affect student participation. Now comes the hard part. Commit to being part of the solution. Devote your time, energy and patience. This is the key ingredient to that further commitment.

Expose your student-athletes to positive role models. Doing is far more lasting and profound than telling. Young people can't be told to be champions. It must be demonstrated to them day after day. That is a tough job. You may want to rethink your coaching structure and job assignments. Why is it that we often put the youngest, most inexperienced coaches with the youngest, most impressionable kids. Now there is a question that will make you think.

My recent efforts to relocate to the beautiful hill country have lead me on many educational trips in the elusive art of the deal. The real estate deal that is. I have looked at a number of homes in the area, in an exhausting effort to just the right one.

One thing I have noticed about construction in this area, not a single new home is constructed from the roof to the foundation. I know what you are thinking. Gee Rex, and you have a Masters Degree and you figured that out.

Similarly, successful athletic programs that win

• CONTINUED on page 11

You can't go home again. Or can you?

Educators debate whether students who leave public schools should be allowed to participate in activities

Conversations between administrators, coaches and students reflect resistance if not fear when discussing the possibility of non-traditional students being eligible for UIL activities. Non-traditional forms of education might include night school, private or parochial school, correspondence courses, credit by exam or home school opportunities. Although each form of schooling is part of what makes the educational system strong, each has a benefit that may not be offered or appropriate for the other educational venues.



Cynthia Doyle

Resistance and fear coupled with curiosity produced a very accommodating atmosphere during a meeting of the UIL Ad hoc Committee on home school students. Four main themes seem to emerge from committee members and public speakers as each addressed the uncertainties that separate two very similar agendas.

The first theme centered around academic accountability. Public school representatives feel that grades are only a part of the public school experience. However, they believe that grades are an essential part of the experience and should not be compromised. Public school teachers share a similar platform prescribed by the Legislature on which to base grades. It is the same professional training that public school administrators believe allows a teacher to be more objective when assigning grades. School representatives feel that home-school parents may not have professional training or unbiased objectivity when issuing grades.

Advocates who support allowing home school students to participate do not oppose grades. One parent suggested that home-school students' academic eligibility be based on standardized test scores. Another suggestion was to require a regular reporting period like public schools, but allow the parents to submit the grades with the seal of a notary for documentation purposes. Still another suggestion was to test for essential elements and determine eligibility based on passing the essential elements.

One thing was apparent: public school parents, for a variety of reasons, don't trust public schools (the school being the staff and students) will meet their needs. Public school officials don't trust home school parents to objectively grade and report the progress of their children. Public schools believe participation in UIL activities requires more than

academic achievement. Extracurricular activities require active participation in the social and educational process deemed appropriate by schools who offer opportunities in UIL activities.

The second theme to develop was the issue of daily attendance. Home school parents felt that the amount of time spent on an activity was irrelevant. When a child likes something or wants to excel at something, the child should be able to spend as much time as he or she chooses pursuing that interest. Students who are home schooled have more time to spend on outside activities not only because they are not traveling to and from school, but also because they are on an abbreviated academic day due to the lower teacher student ratio. With less time needed for academics, more time can be dedicated to perfecting skills exhibited in athletic or academic extracurricular activity. Public school representatives feel that home school students have an advantage since they are not required to comply with attendance requirements, practice limitations, or off season regulations.

Students are home schooled for many different reasons. Even though the public school district has not been acceptable to home school families, some home school families favor being able to choose a school or in this case an activity program. To force a home school student back into the very system they choose not to participate in might, in the opinion of home school families, be like a Catch 22 for students.

The residence rule is in effect for member schools. Some home school parents feel that the requirements for home school students should be no different. They, like public schools, feel if a student participates in school activities, the student should be subject to transfer rules if they participate outside of their attendance zone. A valid concern of school officials is that parents would conveniently use home schooling for a way to by pass state law. The suggestion was made to discourage parents from using home schooling as a tactic to dodge no-pass no-play and other public school regulations by forcing students who leave public schools to home school to be ineligible for varsity competition for at least one full year.

The final theme that seemed to generate more concern than other items was that of finance. If accepted into a public school activity, would the school be expected to transport, insure and fund activities for students who are not part of their core student body? Many home school parents feel that taxes cover any expense that schools incur with relationship to extracurricular activities. In fact, one

Reception, two clinics scheduled during State Track & Field Meet

The UIL, in conjunction with Prime Sports and Performance Nutrition, will host a reception for high school coaches on 6-8 p.m. May 9 in Austin at Saengerrunde Hall, next to Scholz's Garten (1607 San Jacinto). Barbecue and refreshments will be served.

Two coaches clinics will be held May 10, in Belmont Hall, Room 328 - right next to Memorial Stadium.

• 12-1 p.m. - "Eating to Win" by David R. Pearson, Ph.D. Will discuss the importance of healthy eating and how it impacts athletic performance. Pearson received a Ph.D. from Ball State University in Bioenergetics. He has been involved in compiling many articles for referred journals, as well as participating in much research on athletic performance.

• 5-6 p.m. - "Speed Development for all Sports" by E.J. "Doc" Kreis, Ph.D. Will discuss different ways to increase speed and performance in athletics. Kreis is the assistant athletic director and head coach for speed-strength and conditioning at the University of Colorado. He was named the National Collegiate Strength Coach of the Year for 1994-95 by the Professional Football Strength and Conditioning Coaches Society.

set of parents stated that they are tired of paying for their children to participate in non-school activities. Schools fear that by absorbing non-average daily membership students into the already strained budget, programs will suffer additional strain.

The benefits of extracurricular activities are not disputed. It is a compliment that home school parents believe sports and other extracurricular activities are the best programs that children can participate in. Even though opportunities for students who are schooled at home to gain greater outside educational experiences are increasing, home schooling and other non-public school entities still are fighting even harder to become a part of the UIL programs.

As the discussion on home school participation in UIL programs concluded, both school and non-school parties agreed that more information is needed to address issues of accountability, attendance, residency, financial and legal concerns.

The Ad hoc Committee will continue to listen as concerns are raised on the part of home school parents and issues are discussed by public school members. Whether a parallel system should exist or all students should be included, the future promises thoughtful discussion for very emotional issues.

PUBLIC reprimands

- **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, Hebbronville
Ronald Smith, Houston Sam Houston
Anthony Goss, Garland Lakeview Centennial
Steve Meitler, Houston Milby
Terry Rundizer, Georgetown
Bobby Boyd, Lake Travis
Robert Carr, Winona
Chris Forbes, El Paso Socorro
Kirk Hall, Galena Park
Darell Payne, Dallas Madison
Jim Kazanski, Henrietta
Tom Henderson, Sugar Land Kempner
Hardy Dotson, Henderson
Tom Hatch, Cleburne
Tom Mueller, Wortham
- **FOOTBALL**
Chip Nita, Alief Elsik
Dan Mannery, The Colony
Darryl Jordan, Lufkin
Jim Miller, Waxahachie
Tim Sweet, Woodsboro

- **SOFTBALL**
Brian Sedlacek, Klein Forest

- **VOLLEYBALL**
Laurie Bruscatto, Dallas Adams

- **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

Building from the bottom up

• CONTINUED from page 10

year after year are not built from the varsity down. Winning, tradition, championships and even job security comes from providing a successful program from the bottom to the top. While we are on the subject of construction, let's focus on character, self-

esteem, commitment, and self discipline as the corner stones for the foundation of this program. Develop the whole child, not just the portion of the child who has higher levels of athletic ability. If you wait until players reach the varsity level to develop these traits, it doesn't matter if they can run faster, hit harder or jump higher. What small successes you might experience will be fleeting at best. Winning and winning the right way is differentiated by being involved, dedicated, and committed to the players,

the entire program and the community.

You have probably figured out that having a successful program is not as easy as answering an ad in the back of a magazine. It will not happen overnight, nor next year for that matter. However, if you truly desire to have a successful program year after year, you can't wait any longer. Build from the bottom up! It not only makes for better housing construction, it also develops winning athletic programs.

official notices

SOCCER RULE ERROR

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

The words in 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.

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 Nov. 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 Nov. 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.

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 Feb. 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.

AUBREY HS

The State Executive Committee issued a public reprimand to Mr. Patrick Harvell, Aubrey High School, put him on probation through Feb. 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.

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.

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.

DICTIONARY CONTEST

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

MUSIC MEMORY

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

SPELLING

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

Also, Attention Elementary and Jr. High Spellers! Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the *A+ Spelling List* for 1995-96. It is important to have the most current spelling list (1995). Significant revisions of the old list have been made.

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

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

ART CONTEST

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

Also, please correct error on page 16 under SHAPES AND LINES: Examine *Midsummer Twilight* by Hassam Metcalf...

Pass 'em around

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

RECOMMENDED DISTRIBUTION

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

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