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L League

Lawn gone

New Memorial Stadium turf forces State Marching Band Contest to move out of Austin

By Richard Floyd
DIRECTOR OF MUSIC

As a result of the installation of a new natural grass turf in Memorial Stadium at the University of Texas, this facility is no longer available for marching competitions. Consequently, the State Marching Band Contest will break with tradition this fall and move to contest sites away from Austin.

The AAA State Marching Band Contest will take place in the state-of-the-art Mesquite High School Stadium, located immediately east of the Dallas-Fort Worth Metroplex. John Cline, Mesquite Independent School District music supervisor and his staff will serve as hosts. This has been the site of many area level marching competitions and features ample seating and parking. It should prove to be a desirable setting for a 3A state competition. Preliminaries will be scheduled between 10 a.m. and 3 p.m. The finals will begin at 7 p.m. Because of the revised format, seven bands instead of five will advance from the preliminary competition and perform again in the evening finals. The Southwest Texas State University Marching Band will march in exhibition at the conclusion of the competition while the judge's final scores are being tabulated. The awards ceremony should be completed by 9 p.m.

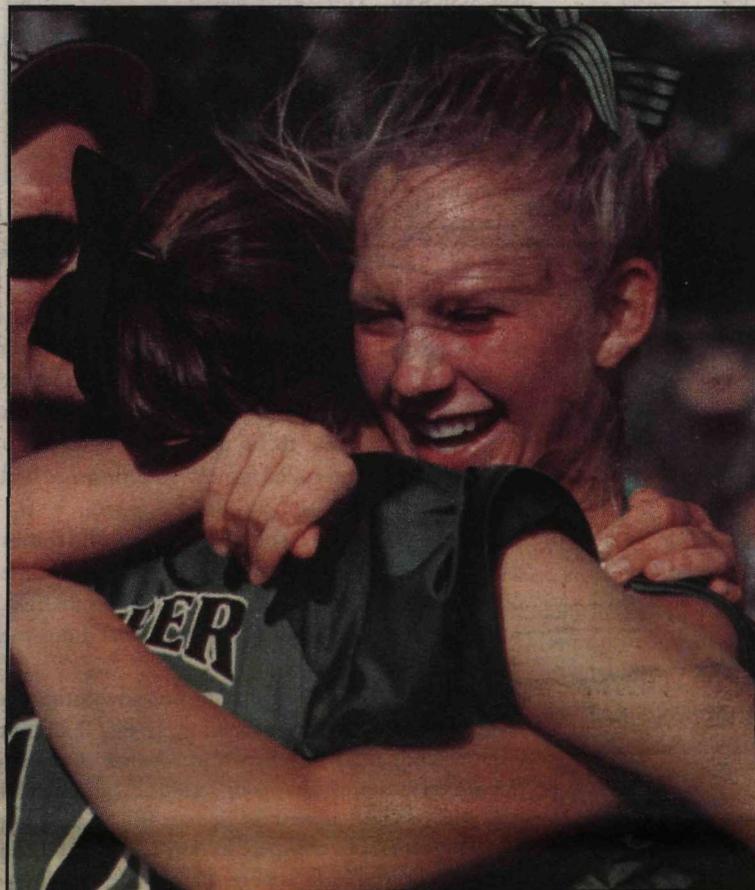
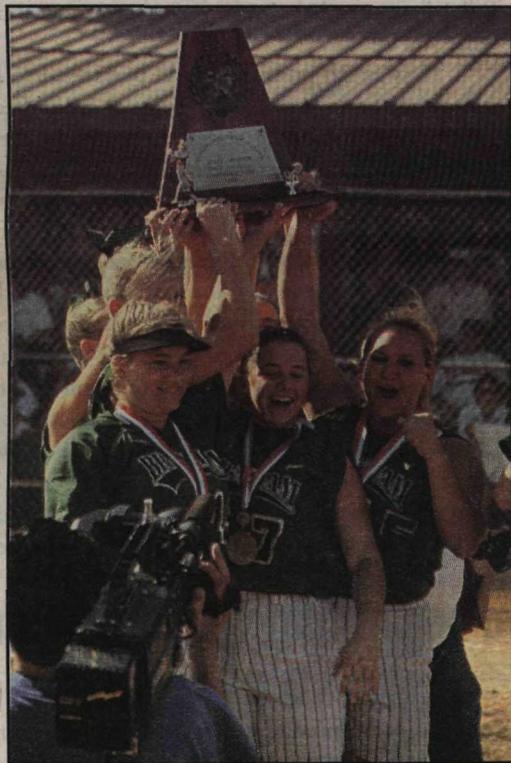
The 5A State Marching Band Contest has been scheduled in Floyd Casey Stadium at Baylor University in Waco. This is a 50,000 seat facility with artificial turf, an excellent sight-line for judges and unlimited parking.

The event will be hosted by the Baylor University Golden Wave Band, Jerry Luckhardt, director. The format will be similar to the 3A site with seven bands advancing to the finals and the 275-piece Golden Wave Band providing a performance prior to the 9 p.m. awards ceremony.

Judging panels will be rotated between the sites so that the judging procedures and scoring procedures used in the past will remain intact.



DIGGING IT OUT. Midway's sophomore pitcher Tara Brown tries to beat out the pitch to first base.



Brenham 'Bearly' wins softball title

BRENHAM has more to brag about than just Blue Bell ice cream.

Last spring, the Brenham High girls softball team nipped Waco Midway, 1-0, on a fourth inning home run over the right field fence by catcher Kathy Spies to give the

Cubs the 4A state championship.

Celebrating above are Kyree Koehne and Jamie Kemper.

Raising the trophy (left) are Jamie Kemper, Loralyn Hinze and Kathy Spies.

Brenham finished the season at 25-5, Midway at 30-5.

Other state girls softball champions included Pearland in 5A, Sweeny in 3A and Blooming Grove in A/2A.

Photos by Bobby Hawthorne

Service, efficiency goal of League's Internet page

The UIL went on-line this summer with the introduction of its page on the World Wide Web.

"The page provides schools instant access to many of the League's publications, especially the *Constitution and Contest Rules*," said Dr. Bill Farney, UIL director. "While we are not at the interactive stage, we think the addition of the page improves our ability to serve schools significantly."

The League hopes to use the web to provide all schools with quick and efficient service, Farney said. For example, the Interscholastic League Press Conference, the UIL's scholastic press affiliate, has placed a number of free pamphlets on journalistic writing editing, and coverage are on-line. Also, coaches can

Among the items now on the UIL web page are the 1996-97 rule changes, calendar, booster club guidelines, eligibility rules, Student Activities Conference programming, TEA/UIL Side by Side and music, athletic and academic contest plans.

Visit the UIL's Web Page at <http://www.utexas.edu/admin/uil/>

learn about 1996-97 rule changes or the spring meet calendar by accessing the web page.

"Access to UIL directors via e-mail are also included on the web page," said Vicki Bryant, UIL administrative assistant who spearheaded the effort to get the League on the Internet. "While we do not anticipate the web page replacing traditional paper communication, we hope that it will make communication with the League quicker, more efficient and less expensive."

Kids need a breather every now and then

A vacation can be a great thing. You can leave for a while and when you come back to work, you feel renewed. You can look at things from a new perspective. While you were away, there were no phones ringing, no letters to answer and no constant interruptions to your day. What a way to live, even if only for a short time.



Rex SPAIN

I know in the school business, vacation is merely a word toward the back of the dictionary. In the 15 years I was in public schools, I do not remember taking time off for anything. There were always bills to pay, extra income to be made, and before you knew it, two-a-days rolled around and the grind had started once again.

However, if the rest of the working world thinks it is a good idea for their employees to take some time off and rejuvenate in order to be more productive, school personnel should seriously consider doing the same.

Don't get me wrong. I am not advocating an extension of the summer vacation. In fact, I am not even talking about teachers and coaches. I am addressing a situation that is in serious need of a new perspective. The advent of Senate Bill 1 allowing student athletes to compete in non-school activities on a year-round basis is potentially a harmful situation. Young minds, emotions, and bodies operating non-stop, 365 days a year, cannot help but tax even the best student athletes.

I can relate to a non-stop schedule. I took my very first vacation in July. I was always afraid that if I took time off from coaching activities, someone else would get the edge on me. As a result, I never stopped to consider any other view point. I was

driven by the fear of not being successful. An individual driven by fear is rarely guided by logical or reason. And so it was for me.

This summer, it was different. On my vacation, I saw a site that I had always dreamed about. I conquered my fear of heights and stood on the rim of the Grand Canyon and witnessed one of the greatest wonders of the world. For an entire week, the telephone didn't ring, I didn't interpret a single UIL rule. I put my drive in neutral for five full days. It was absolutely great. Upon my return to work, I felt renewed and ready for the school year to begin.

I know many young people cannot go to the Grand Canyon, or even on a summer vacation for that matter. However, what they can do is enjoy being a kid without feeling pressure to participate in one sport or another all summer in order to move to the next level for their high school teams. Three months of summer does not seem like a long time, but when you stop to consider that the youngster has been working since the previous August, it does not take long to figure out high school sports can become a year round job. I am not sure if this is what Senate Bill 1 had intended. As the saying goes, be careful what you ask for, you just might get it.

How much pressure should be exerted to be successful? Long before the new rules took effect, there were outstanding state champions in every sport. I have to wonder where the benefit lies when a student can pitch a couple of nine inning games on Saturday and Sunday, only to sit out during the regional high school playoff game because his arm is shot. When you multiply this scenario by all of the multiplesport athletes in our high schools, it does not take a rocket scientist to figure out that injury and burn-out cannot be far behind, or in this case, far ahead.

While all of this non school participation may be on a scholarship basis, most of the students or more appropriately the parents of the students, are paying hundreds and sometimes thousands of dol-

lars for their child to participate. Where does all this money go? What happens to the kid whose parents have paid thousands of dollars for their child to participate in these non school leagues and, when school starts, they are cut by their school coach?

Non-school participation is being perpetrated as an avenue to college scholarship opportunities.

To date, I am not aware of any data that substantiates the claim that non-school participation enhances the opportunity of obtaining a college scholarship. The NCAA publishes data that reflects that a mere 2.6 percent of high school seniors will obtain an athletic scholarship to a college or university. Of the 2.6 percent, there has yet to be any determination of how many of those students participated for non-school teams. That summer vacation is looking better all the time or at least more economical.

I strongly believe the school coach can and should be the most positive influence in a young person's life. Take time to counsel your athletes and parents on healthy choices concerning physical and mental welfare. Texas has the greatest high school athletic programs in the nation. Other states have attempted to alter the participating structure for their high school-aged athletes and they are finding out once opened, you have a hard time closing Pandora's Box.

UIL state championship contests are some of the most well attended sporting events in Texas. Clearly, there is something to be said for having an opportunity to win a gold medal for your school and community. While taking a trip to Las Vegas or some other far away place might seem exciting at the time, nothing can take the place of having the opportunity to compete for a state championship for your high school. This is an experience that cannot be replaced with the provision of fancy warm up, free shoes and airline tickets. This is an experience that lasts a lifetime and brings goose bumps to even the jaded athlete.

Prime Sports' High School Extra begins fifth year of covering prep sports

High School Extra, Prime Sports' weekly show devoted entirely to Texas high school sports, begin its fifth consecutive season of reporting the big games and stories of high school sports in Texas.

The 43-week series of 30 minute programs, hosted by Texas high school sports expert Craig Way, kicked off with a season opening preview show on Aug. 25 and will continue each week through June

14. During the school year, *High School Extra* will be televised every Sunday at 8:30 a.m. and 6:30 p.m. CDT, and on Mondays at 10:30 p.m. (subject to network pre-emption).

"This is a great opportunity to showcase high schools across the state," said Dr. Charles Breithaupt, UIL athletic director. "The *High School Extra* is committed to excellence both on and off the field.

We look forward to highlighting those coaches and athletes who really make a difference."

High School Extra will be taped on location from a different high school in Texas each week and will cover a wide range of high school athletics for girls and boys. The show will provide key highlights and statistics of some of the biggest games in the state each week.

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

The Leaguer is the official publication of the University Interscholastic League. The Leaguer is distributed to Texas public school administrators, contest directors, coaches and sponsors, the media, and to other interested parties.

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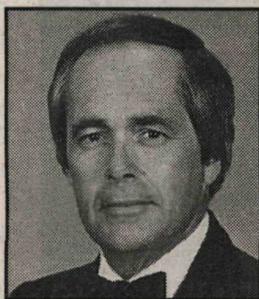
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Vocal Sight-Reading Project expanded to all regions wishing to participate

The UIL Legislative Council Standing Committee on Music and the UIL Technical Advisory Committee met on August 7 in Austin. During their deliberations the Music Committee took action on several issues that will be of interest to all Texas band, choir and orchestra directors.



Richard FLOYD

The Vocal Sight-Reading Pilot Project has now been conducted in Regions 2,9,14 and 17. This year it has been expanded to include all regions that wish to participate this coming spring. This option was discussed at all Fall UIL/TMEA music meetings and those regions that have elected to participate will receive details in the coming months. A special thank you is in order for Judy McEnany and her Houston based committee for all the work they have done in spearheading this important project. The response to the revised sightreading format has been favorable and it is likely that it will be adopted statewide for the 1997-98 school year.

The Technical Advisory Committee has been charged with the task of determining the viability of a Prescribed Music List for medium ensembles. If such a list can be developed, the medium ensemble events will likely be reinstated as a state level UIL event for 1998 TSSEC. Anyone having a recommendation on the status of the medium ensemble contest or suggestions regarding the kinds of music that should be included on a repertoire list for this

event should contact the state music office.

The Standing Committee on Music also heard a report and recommendation from the State Marching Band Contest Study Committee. Proposals included the advancement of more bands from area to the State Marching Band Contest and possible limitations on week-end rehearsals for marching bands. Both proposals will be submitted to all school superintendents in September for their review.

In addition, the Marching Band Committee has been asked to continue to study the following:

- The reduction of marching contest show length from 10 minutes to eight minutes.
- The development of recommended procedures for summer band rehearsals.
- Revisions in the judging system at the area and state levels of competition to place a higher emphasis on music performance and other education priorities while minimizing the credit given for props, costumes and other factors that are generally referred to as "General Effect."
- Future site options and formats for the State Marching Band Contest.

The Marching Band Committee will be meeting in September to begin discussion of these issues. Do keep in mind that these items are only at the discussion stage and no immediate action is forthcoming. However, it is likely that the committee will develop some recommendations that will be placed on the agenda for Music Advisory Committee next summer.

Any comments or suggestions submitted to the State Music Office will be distributed to the members of the committee prior to their meeting.



THE REVISED Sightreading Contest Format for band is now in effect for all regions in the state. The criteria for the selection of music for this spring's sightreading contest as well as future sightreading contests is listed on page 5.

Rules provide competitive equity within educational framework

By Richard Floyd
DIRECTOR OF MUSIC

There continues to be a high degree of stability in the rules that govern UIL music competition. Hence the new school term marks another year with very few revisions to the UIL Music Plan. Remember that each of these rule changes was discussed by the TMEA/UIL Music Advisory Committee, reviewed by the Technical Advisory Committee and then adopted by the UIL Legislative Council. All proposals were ultimately presented to the State Board of Education for final approval. They are currently in effect.

Each rule change is referenced as it appears in the 1996-97 UIL *Constitution and Contest Rules*.

REVISED BAND SIGHT-READING CONTEST FORMAT ADOPTED STATE-WIDE — Section 1111 (f): The revised sight-reading contest format that was tested and refined through a three year pilot project has now been adopted for all UIL Band Sight-reading Contests. The process by which the contest revisions have evolved has been well publicized. In addition, the actual procedures contained in the new format have been extensively discussed and demonstrated at recent TBA and TMEA Conventions. The

actual criteria for the selection of sight-reading music has also been modified to accommodate the new format. The new criteria appears elsewhere in this copy of *The Leaguer*. In addition, copies of the new criteria are available from the Region Executive Secretaries and can also be found on the UIL Web-Page.

MEMORY REQUIREMENT FOR QUALIFICATION TO ADVANCE TO THE TEXAS STATE SOLO AND ENSEMBLE CONTEST (TSSEC) — Section 1114 (b) (1): The memory requirement that was adopted in 1995 remains in force. Students must perform by memory and earn a Division I at a UIL region solo and ensemble contest in order to qualify for advancement to TSSEC. This requirement is in effect for both instrumental and vocal soloist. However, band and orchestra students have the option of performing with music at the region contest if they choose to do so. Instrumental students who use music may earn a division one rating and receiving a first division medal but they may not qualify for TSSEC.

SUSPENSION OF MEDIUM ENSEMBLE EVENTS AT TSSEC — Section 1114: The medium ensemble contest will continue to be a part of the Region Solo and Ensemble Contest;

however, again this year medium ensembles will not advance to TSSEC. A study is underway to determine how the medium ensemble contest can be modified so that it is comparable with other UIL state level events. It is anticipated that the medium ensemble contest, with modifications, will be readopted as a state level event at the conclusion of the study.

REGIONS WITHIN AREAS MAY COMBINE TO HOST A SINGLE TWIRLING CONTEST — Section 1102 (d): The number of participants in a twirling contest has decreased dramatically in many regions of the state. This revision extends to such a region the option of combining with other regions to host a single twirling contest. This arrangement should prove to be more cost effective while affording twirlers the opportunity to perform in a larger, more dynamic contest.

WARM-UP PROCEDURES FOR INSTRUMENTAL SIGHT-READING CONTEST HAVE BEEN STANDARDIZED — Section 1111 (e) and Section 1111 (f): At the request of the Music Advisory Committee the warm-up procedures for instrumental sight-reading contests

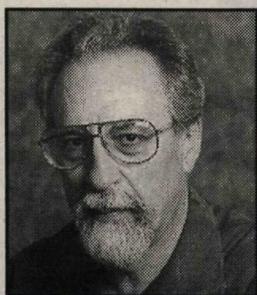
QUICK FACTS

- The revised Sight-reading contest format has been adopted for all UIL Band Sight-reading Contests
- The Sight-reading memory requirement remains in force.
- Regions within areas may host a single twirling contest.
- Warm-up procedures for instrumental sight-reading contests have been standardized.

CONTINUED ON PAGE 5

The numbers tell the story

Last year was a great year in terms of quality and quantity in OAP, but I'm torn by the strong desire to start this new year of contest preparation by repeating a combination of the May '95 and April/May '96 columns dealing with ethics. Rather than preach to the choir, I urge all directors to read and distribute Section 1034 from the *Handbook for One-Act Play, 13th Edition* or the current *C&CR*.



Lynn MURRAY

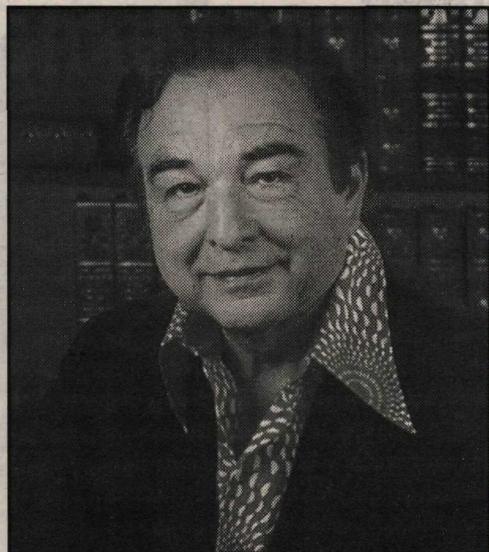
Section 1034 is now in force! Perhaps it is better that it did not become effective last year, and we all have more time to get ready and, hopefully, teach better manners. Had it been in force for the '96 State Meet OAP, I would have been required, for the first time, to take company and audience behavioral problems to the State Executive Committee.

I realize that there are those who will pass off rude and disrespectful behavior, poor theatre etiquette, and questioning the integrity of a critic judge by asking inappropriate questions, as "just the behavior of kids" who have not yet matured to the level where they understand appropriate behavior. In most cases reported or observed last year, the pity was that students thought appropriate behavior was that exemplified by their adult leaders. Directors, administrators, and community members who allowed, supported, defended, and condoned disruptive behavior are more responsible than the students. The greatest tragedy is that an Ethics Code for OAP was necessary at all.

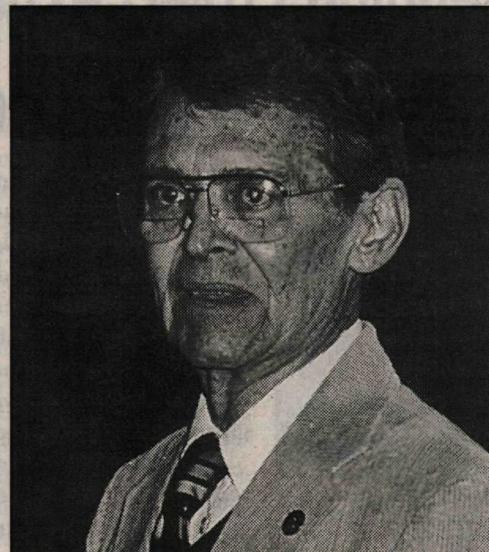
Perhaps we are tilting at windmills in attempting to teach ethical behavior, but we must try. Perhaps it is an impossible dream to seek educational competition which strives for excellence rather than to destroy, but we must try. A society that finds acceptable abuse of judges or officials, disruptive audience behavior, and disrespect for properly-used authority, does not deserve to continue. I urge all of you to join those who created the OAP Ethics Code in an effort to make it unnecessary and obsolete.

OAP directors are also reminded that each director must complete the Professional Acknowledgment Form, if it has not already been done. It is located opposite page 1 in the *Handbook*. Once completed, the form is to be kept on file in the superintendent's office.

An additional change in OAP rules can be found as a part of Section 1033 (b) (5) Faculty Director. Student teachers may volunteer to "assist" in directing OAP. The only other revision for OAP is Section 1076, One-Act Play Contest for Junior High School/Middle School. The rule has not changed, but thanks to Vicki Bryant, it is much clearer. Any junior high/middle school that conducts OAP and calls it UIL must follow the rules. I'll



AURAND HARRIS



RON LUCKE

Texas educational theatre loses good friends

Theatre in Texas and the UIL One-Act Play Contest lost two good friends in early summer.

Ron Lucke, longtime director of theatre at San Antonio College, appeared on the first UIL-approved OAP critic judge list in 1962 and continued to judge through the 1980s, first judging at the State level in 1971. He received the Texas Educational Theatre Association Founders' Award in 1983 and served as President of TETA 1985-87. Prior to his presidency, he served as host and convention director for several of TETA's annual conventions held in San Antonio.

Aurand Harris, the most produced playwright of plays for children and youth, died May 6. He wrote more than 50 plays, many of which have become classics in the field and have been performed regularly in UIL OAP contests. Two of his most popular plays are *Androcles and the Lion* and *The Arkansaw Bear*. He has served as

a UIL critic judge and he often provided workshops for student activities conferences and TETA conventions. In addition, Mr. Harris took on the role of international cheerleader for the UIL One-Act Play Contest and theatre in Texas. It was through him that articles about the contest and Texas secondary school theatre appeared in national publications and in the *London Times*.

The Theatre of Aurand Harris: His Career, His Theatres, His Plays by Lowell Swortzell has recently been published by Anchorage Press, one of UIL's approved publishers. Fifteen of his plays from three different publishers (all UIL-approved) are included in this anthology for the cost of approximately eight individual scripts. This biographical work reveals as well much of his philosophy of and approach to playwriting and directing, and is an invaluable resource for any theatre arts teacher.

be happy to provide further clarification if you call, or send materials for contest operation if you request them. Materials requests are sent in December to each district chair. If you plan a fall contest, I suggest you call.

The first OAP enrollment mailing should have been delivered to all schools. We are already receiving responses. Conference A-3A letters were mailed to superintendents and 4A & 5A were mailed to principals. Please look and read; the cover letter has new information. You will also find a SuperConference calendar, Drama Loan Library Checkout Form, Critic Judge Contract, Materials Order Form, OAP Enrollment Card (*loose in the envelope!*) and TETAAO-recommended OAP Critic Judges Vitae Directory with "Paid '97" noted by all judges who have updated by Aug. 7, 1996.

You should pay particular attention to the SuperConference schedule. They are very early and all occur between Sept. 14 and Nov. 2. It will be difficult to distribute detailed program mailings. The schedule appears in this *Leaguer* for those who did not record them last spring or have not received the OAP mailing. Following the Austin conference September 28, Rick Garcia at Austin Johnston High School has set a special 5:30 p.m. performance of

The Diviners. Those interested in this performance should contact Rick (512/414-5851) for details.

For your information and planning the State Meet OAP critic judges for '97 are: Conference A — Charles Falcon, 2A — Cathy Huvar, 3A — E. Don Williams, 4A — Royal Brantley, and 5A — Lou-Ida Marsh. They will be formally introduced at the TETAAO Critic Judging Workshop and business meeting in Waco Jan. 30. Since critic judges are central to OAP, directors are urged to send in the questionnaires at each level. AO received less than 30 percent of those questionnaires in '96. State Meet critics and area and regional recommendations are determined by review of these evaluations. If you doubt me, check with an AO committee member. They will quickly verify the annual two-day review process and the results.

On a similar topic, critic judges must assume the responsibility of seeing that this office receives a copy of each contractual agreement. The form is in the *OAP Handbook* in the director mailing noted earlier and distributed at meetings. Judges must help solve this problem. This office cannot help with availability, emergencies, or failure to receive judging fees unless a contract is on file.

Reactions to Critic Judge Listing sought

The OAP Critic Judge listing includes basic information requested by OAP directors for many years. It is a vitae directory of active members as of Feb. 1, 1996.

The "Paid '97" notation is not to imply that these are the only eligible '97 judges. These were the critics who responded by the "notified" early deadline. The final deadline is Oct. 1 for publication of the official list in November.

This office would like your reactions to this list. Is it valuable? Is it essential? Or does it go quickly to the circular or in the stack file? It is frankly a pain to compile and less than half of the eligible critics respond early.

The request was mailed in June. I realize people are on vacation. If you really want this list we will try contacting critics in May. If nobody cares, we will reduce the workload and eliminate the list. No response will imply that this list is not essential.

We will discuss this issue at UIL conferences, TETA meetings and at the annual TETA convention in Waco Jan. 29-Feb. 2.

Sightreading format in effect

The revised Sightreading Contest Format for band is now in effect for all regions in the state. The criteria for the selection of music for this spring's sightreading contest as well as future sightreading contests is as follows:

• **Grade 1, Conference C** — Meter: 2/4, 3/4 and 4/4. Limit to no more than one meter change. Key: Concert F, B-flat and E-flat major and/or relative minors.

Limited to no more than one key change. Rhythm: Basic patterns are quarter, half, dotted-half, whole, dotted-quarter followed by an eighth and two eighths. Percussion only: eighth followed by two sixteenths and four sixteenths. Length: Maximum time is two and one-half minutes.

• **Grade 2, Conference CC - B - A** — Same criteria as Grade I - Conference C Except there can be a maximum of two key changes with a maximum of two keys used.

• **Grade 3, Conference CCC - BB - AA** — Meter: 2/4, 3/4 and 4/4.

Limit to no more than one meter change unless in ABA form. Key: Concert F, B-flat and E-flat major and/or relative minors. Limited to no more than two key changes if there is a return to the original key. Rhythm: Basic patterns are quarter, half, dotted-half, whole, two eighths, dotted-quarter followed by an eighth and eighth followed by a quarter followed by an eighth. Percussion only: dotted-eighth followed by a sixteenth, eighth triplet, four sixteenths and eighth

followed by two sixteenths. Length: Maximum time is three minutes.

• **Grade 4, Conference BBB - 3A** — Same criteria as Grade III - Conference CCC - BB - AA Except add A-flat major and/or relative minors and all sixteenth patterns can be used for both percussion and all wind players.

• **Grade 5, Conference 4A** — Meter: 2/4, 3/4, 4/4 and 6/8. Limit to no more than two meter changes. Key: Concert F, B-flat, E-flat and A-flat major and/or relative minors. Limit to no more than two key changes. Rhythm: Basic patterns are quarter, half, dotted-half, whole, two eighths, dotted-quarter followed by an eighth, eighth followed by a quarter followed by an eighth, dotted-eighth followed by a sixteenth, eighth triplet, four sixteenths, eighth followed by two sixteenths and two sixteenths followed by an eighth. Length: Maximum time is four minutes.

• **Grade 6, Conference 5A** — Meter: 2/4, 3/4, 4/4 and 6/8. Limit to no more than three meter changes. Key: Concert F, B-flat, E-flat and A-flat. Major and/or relative minors. Limit to no more than three key changes. Rhythm: Basic Patterns same as Grade V Conference 4A.

Length: Maximum time is four and one-half minutes.

Non-varsity bands will read two levels below their conference. Exception: Grade II, Conference CC/B/A non-varsity bands will read one level below their conference.

No solos for any conference.

While extracurricular in nature, music contest program based on established essential elements

CONTINUED FROM PAGE 3

have been standardized and clearly defined. The rules now state that immediately after the instruction period and prior to the sight-reading performance each performing group may play or sing a brief warm up consisting of one of the following: (1) Long Tones, (2) A whole note scale, or (3) eight measures of a warm-up choral. In addition string players may check tuning. No further warm-up or instructions by the director is permitted, including the use of verbal counting to initiate the reading.

In addition to these official rule changes the vocal sight-reading pilot project has been extended to include any region that wishes to participate. This option should have been discussed at your fall region meeting. Regions electing to participate in the pilot project will be receiving detailed information in the coming months.

Be mindful of the fact that, while being extra-curricular in nature, the music contest programs are curricular based and are intended to evaluate the established essential elements in music.

Consequently the sole purpose of the contest rules and regulations for our music programs is to provide the best and most equitable kinds of educational competition for our students within the framework of the total educational mission of our schools.

As the new school term begins it would be wise to review the entire Music Contest Plan as well as the *UIL - TEA Side-By-Side* in order to minimize the potential for problems or misunderstandings as the year progresses. The better we understand the guidelines under which we operate, the more successful we will be in providing rewarding and problem-free performance opportunities for our students.

Questions concerning any facet of the music contest program in Texas may be addressed to the UIL State Music Director at (512) 471-5883 or via the Internet at uilmusic@uts.cc.utexas.edu.

Tentative one-act play area meet sites, dates listed

The tentative OAP area meet list is provided early to allow districts to schedule and plan. Most track meets are scheduled during the second permissible district week; therefore every effort has been made to set area meets on Saturday April 5. This date also prevents loss of school time, often allows for fewer dressing room conflicts, and avoids "bells" at the scheduled site. Dates are determined by facility availability or contest management. In instances where host, management, participating districts, and the League Drama Director agree, a date may be changed. Where two areas are scheduled at the same site, a date change is very likely impossible.

Listed Conference/Region/Area/Districts/Site/Date

Conference AAAAA

5A-Reg. 1
1 (1,2) — Chamizal, El Paso, 4/3
2 (3,4,5) — Snyder High School, 4/5
3 (6,7,8) — Haltom City/Haltom HS, 4/5

5A-Reg. 2
1 (9,10,11) — Richardson/Lake Highlands HS, 4/4
2 (12,15,16) — Klein Oak HS, 4/5
3 (13,14) — Pflugerville HS, 4/5

5A-Reg. 3
1 (17,18,21) — Houston HSPVA, 4/5
2 (19,20) — Alief-Elsik HS, 4/5
3 (22,23,24) — La Porte HS, 4/5

5A-Reg. 4
1 (25,29) — Austin/Westlake HS, 4/5
2 (26,27,28) — San Antonio/Madison HS, 4/5
3 (30,31,32) — Texas A&M/Kingsville, 4/4

Conference AAAA

4A-Reg. 1
1 (1,2,5) — Snyder High School, 4/4
2 (3,4) — Fort Stockton HS, 4/5
3 (6,7,8) — Fort Worth/Boswell HS, 4/4

4A-Reg. 2
1 (9,10,11) — Coppell HS, 4/5
2 (13,14) — Cleburne HS, 4/5
3 (12,15,16) — Kilgore College, 4/5

4A-Reg. 3
1 (17,18,22) — Willis HS, 4/5
2 (19,20) — Lamar U/Beaumont, 4/5
3 (21,23,24) — Wharton Co JC/Wharton, 4/5

4A-Reg. 4
1 (25,26,28) — Austin/Lanier HS, 4/5
2 (27,29,30) — Boerne HS, 4/5
3 (31,32) — Gregory-Portland HS, 4/4

Conference AAA

3A-Reg. 1
1 (1,2,5) — Wayland Baptist College, Plainview, 4/5
2 (3,4) — Sul Ross SU/Alpine, 4/5
3 (6,7,8) — Tarleton SU/Stephenville, 4/5

3A-Reg. 2
1 (9,10) — Grayson Co College/Denison 4/4
2 (11,12,16) — Eustace HS, 4/5
3 (13,14,15) — Northeast Texas CC, Mt. Pleasant, 4/5

3A-Reg. 3
1 (17,19,20) — Groesbeck HS, 4/5
2 (18,22) — Caldwell HS, 4/3
3 (21,23,24) — Mont Belvieu/Barbers Hill HS, 4/5

3A-Reg. 4
1 (25,26,27) — Wimberly HS, 4/5
2 (28,30) — Edna HS, 4/5
3 (29,31,32) — Falfurrias HS, 4/5

Conference AA

2A-Reg. 1
1 (1,2,3) — West Texas A&M/Canyon, 4/5
2 (4,5,7) — Post HS, 4/5
3 (6,8) — McCamey HS, 4/5

2A-Reg. 2
1 (9,10,13) — Tarrant Co JC-SE Campus, Arlington, 4/5
2 (11,12,14) — Hill Co College/Hillsboro, 4/5
3 (15,16) — Grayson Co College/Denison, 4/5

2A-Reg. 3
1 (17,19) — TBA, 4/5
2 (18,20,21) — Panola JC/Carthage, 4/4
3 (22,23,24) — Angelina College/Lufkin, 4/4

2A-Reg. 4
1 (25,26) — Baylor Univ./Waco, 4/3
2 (27,28,29) — Vanderbilt/Industrial HS, 4/5
3 (30,31,32) — Texas A&M/Kingsville, 4/5

Conference A

1A-Reg. 1
1 (1,4,5) — Amarillo College, 4/5
2 (2,6,7) — Lubbock Christian U, 4/5
3 (3,8) — Munday HS, 4/5

1A-Reg. 2
1 (9,13,14) — Graham Memorial Aud, 4/5
2 (10,11,15) — Eden HS, 4/5
3 (12,16) — Imperial-Buena Vista HS, 4/5

1A-Reg. 3
1 (17,19,20) — Paris Jr College, 4/5
2 (18,23,24) — Angelina College/Lufkin, 4/5
3 (21,22) — Kerens HS, 4/3

1A-Reg. 4
1 (25,28,29) — Baylor U/Waco, 4/4
2 (26,30,31) — San Antonio College, 4/5
3 (27,32) — Gregory-Portland HS, 4/5

QUICK FACTS

• The One-Act Play programs for each of the four Student Activities Conferences will begin at 9 a.m. and end at 4 p.m.

Sessions will cover all aspects of play preparation: teaching theatre, acting, directing, performance, theatre curriculum, movement, make-up and one-act play contest rules and administration.

At each conference, sandwich seminars will be held from 12:10 - 1:20 p.m. Directors must register the morning of the conference in order to attend the sandwich seminar.

• Final programs listing all one-act play sessions will be available at the conference site. Also, final programming will be listed on the UIL's web page as soon as it is available. Visit it at <http://www.utexas.edu/admin/uil/>

Look at the bright side: He's now great at Zork!

I received an interesting note from a parent this summer who wanted his son to receive microcomputer processing credit for enrolling in his school's journalism class. This class uses desktop publishing to produce every aspect of the school's three publications. Students learn word processing, pagination, graphics, design, even spreadsheet.

No wonder the parent wanted his son enrolled in this class. He wrote:

"Earlier this summer I contacted you with questions about alternatives to a microcomputer class for my high school senior. You were kind enough to suggest other people who might have answers. Thank you.

"I followed up your suggestions and got some good material from (adviser at his son's school) by snail mail.

"Now, my son has decided to go ahead and take the class in our high school because it was lots easier than going through the other rigamarole. He's having fun-finishing his work early and playing Zork & other old stuff. Seems a shame that he didn't have an opportunity to really benefit from the class time."

A shame indeed.

Why do so many counselors continue to believe that all journalism classes are little more than cut and paste exercises? Why do administrators allow those journalism classes that are cut and paste exercises to exist? — BH

Avoid the dreaded 'J' word

Call the course anything but 'journalism' and publications advisers can have the moon

Well guys, I've figured it out. How do we convince the State Board of Education and administrators and counselors to give journalism courses the credit they deserve?

Drop the word "journalism."

Call your course something else. Anything else. Creative writing. Imaginative writing. Computer-based correlated language arts. Doesn't matter so long as you avoid the dreaded "J" word.

People hate journalists. They hate Geraldo and Dan Rather and Current Affairs and Prime Time Live with Sam Donaldson and Diane Sawyer and anyone else who dares to wear a raincoat and carry a reporter's notepad or tape recorder. We know this from surveys that rank journalists on the list of most trusted institutions somewhere between used car salesmen and military procurement officers.

The public doesn't trust journalists, doesn't like journalists, and this anti-journalism sentiment slops on school yearbooks and newspapers. For example, the NCAA rejected H. L. Hall's journalism classes at Kirkwood High School outside St. Louis as core English classes because their course titles included the word "production."

H. L. is perhaps the nation's finest publication adviser and quite possibly its best writing instructor as well. The NCAA thinks its student-athletes don't have much to learn from a semester in his class. I can only assume that the writing ability of today's athletes has improved significantly since my high school and college days. I remember sitting in a college English class across from a football player who rarely bothered to show up and could not, as best I could tell, read or write.

Hey, and that was 25 years ago, the good old days.

H. L. appealed the NCAA's decision, sent them copies of his publications and explained the heavy,



Bobby HAWTHORNE

intensive writing that occurs in both classes. Again, the NCAA rejected the request. It also returned the publications without having been looked at either. As H.L. noted, "It apparently was not interested in looking at the type of journalistic writing required by the two publications."

He said he later learned why the courses were rejected.

"To begin with, the course titles were the names of the publications," he said. "The titles alone were a red flag. In addition, the course description included the word 'production.' It seemed apparent that if the course titles were changed, and if the word 'production' were dropped from the course description that both courses might be accepted."

He said he doesn't see the need to do either, though he is rewriting both classes' course descriptions.

In Michigan, every high school student must pass the equivalent to a standardized writing test. The State of Michigan provides teachers a framework with which to prepare students for the 3-day writing exercise. It states:

Seven Essential Questions. Teach your students to ask them:

1. What is the prompt asking me to do? Read and underline the key words in the prompt.
2. Who is my audience?
3. Did I generate enough information in my prewrite to design my writing? Use any or all of these: graphic organizers, lists, free writing.
4. Does my writing have a beginning, middle and end?
5. How does my writing sound? Check for "show" not "tell" words, sensory words, lively language, logical sequence, sentence variety, transition words, a "so what?" Why is what I've written important.
6. Is my central idea clear and developed? Remove any words or details that do not play a major role in your writing. More is not necessarily better.
7. How does my writing look? Check for neatness, mechanics and spelling.

Journalism is not a college-bound elective in

Michigan. Yet, the writing standards set by the state are purely journalistic. Feature writers, news reporters, editorial writers apply these elements to their work. The only difference is that they have to go out in the real world instead of sitting in a desk. Journalists must locate major and minor sources, interview, listen, and observe. They're not allowed to dream up details to fit a writing prompt.

So which do you think requires more work? Which forces students to think creatively, to solve problems, to collaborate? Which sample is written for a true audience of the students' peers? Which experience contains a true ethical component?

Heck, I can't figure out why journalism isn't a required course, if these are the skills Michigan educators believe students must possess in order to graduate?

Of course, I'm biased. And not that bright.

But I'm catching on. I received the National Council of Teachers of English convention tentative program, and it's stuffed with sessions on portfolio assessment and collaborative reform and "language and drama, an integrated approach." It contains more jargon than a manual on space rocketry.

Critical viewing this and social construction that.

There's also one session dealing with journalism. I was shocked. English teachers don't always like to think of journalism as real writing. Real writing are poems about trees, essays about teen love or the Brazilian rain forests. Real writing is "exploring knowledges in academe through cultural studies composition pedagogies." Buzz words and bandwagons.

Well, I say it's high time journalism jumped on the bandwagon too. Rather than newspaper production, call the class "Technical Writing." Or "Concept-Based Language Arts."

Tell the counselors you plan to "honor student-directed discovery through humanities integrations." Then use the period to do what you've always done: teach real writing, problem-solving and interpersonal skills. As long as you show a video once a week, no one will know the difference.

Ending UIL journalism contest restriction proposed

In October, the League's Legislative Council will entertain a proposal that would, if passed and ultimately approved by the State Board of Education, allow students to compete in all four UIL Spring Meet journalism contests.

The Council's Academic Committee approved the proposal at its meeting in June. The proposal now goes to the full council, which meets in Austin Oct. 20-22. If the full council agrees with the Academic Committee, it will go to the State Board of Education for final endorsement. If it survives all of this, it will go into effect Aug. 1, 1997.

"I have as hard a time understanding why students would want to compete in all four contests as I do why the League would forbid them from doing

so," said UIL academic director Bobby Hawthorne. "I do not anticipate that many students will want to compete in all four, but if a young man or woman out there so desires, why should we care?"

Currently, the only restriction in the academic program involves speech, where the program is divided into three categories: debate, oral interpretation and extemporaneous speaking. Students are allowed to enter two events in speech and team debate.

Meanwhile, math students may compete in number sense, calculator applications, science, mathematics and computer science or accounting. In light of this, the restriction on journalism students seems arbitrary and unfair, Hawthorne said.

"A similar proposal was introduced and defeated several years," Hawthorne said. "The reason expressed to me was that a single student could win all four journalism contests and unduly influence the outcome of the district academic meet."

The chances of this occurring are remote at best, he added. "And even if it does, journalism will still not have as dramatic impact on the district standings as math and science.

"At last year's academic State Meet, a math-science student scored or helped his team score 54 points in leading his school to the state championship. I have no problem with this," Hawthorne said. "But given this, I don't see the rationale for restricting journalism students to three contests."

journalism briefs

TAJE convention returns to San Antonio

The Alamo City will once again host the annual Texas Association of Journalism Educator/Association of Texas Photography Instructors state convention, Oct. 26-28. More than 70 sessions and student contests, covering newspaper, yearbook, photography, desktop publishing and literary magazine, will be offered. Students and advisers will have the opportunity to hear from professional journalists and top scholastic journalism advisers. In addition, students may compete in on-site and carry-in contests.

All classroom sessions will be held at the Plaza San Antonio, which also serves as the official convention hotel. The Holiday Inn Market Square is the second official convention hotel.

For convention information and registration materials, contact Pat Gathright, MacArthur High School, 210/654-1154 or patg@tenet.edu or TAJE executive director Rhonda Moore at Bowie High School, 512/414-2335 or rhonmoor@tenet.edu.

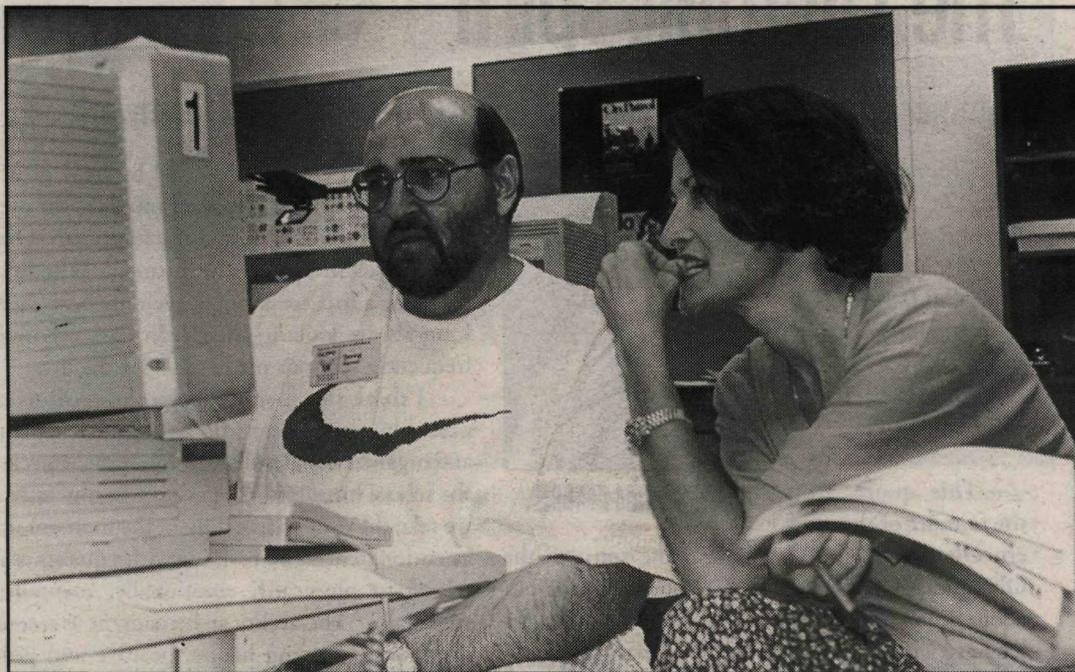
No amateur rule for journalism

So, you have a kid who knows the difference between a noun and a verb, and the local rag wants to hire her and pay her top dollar to boot, but you're afraid this will endanger her UIL eligibility.

Not to worry.

The UIL has no amateur rule for journalism. Section 1023 of the UIL Constitution and Contest Rules states:

ELIGIBILITY. Each student entering the journalism contests must fulfill the eligibility requirements set forth in Subchapter M of the Constitution. Note: the League has no amateur rule for the academic contests. A student who has worked on a newspaper or in



other journalism field for pay is eligible to compete in any League journalism contest.

Just insist that you get a 10 percent finders fee.

Welcome to Texas

Howard Spanogle, one of the nation's finest newspaper advisers at Glenbard East High School near Chicago, has come out of retirement to accept the newspaper advising position at Highland Park High School in Dallas. A longtime member of the ILPC summer newspaper workshop faculty and publications judge, Spanogle and his wife, Juanita, have moved to Dallas from Asheville, NC.

One of Howard's former photo editors, Daniel Tani, was recently selected by NASA as one of 35 candidates to enter the astronaut training program. An MIT engineering graduate, Tani told newspaper reporters that working as a photographer on the school newspaper helped him immeasurably.

"Finding smart people isn't the challenge," he stated, adding that having social and communication skills make the difference in being chosen as an astronaut.

ILPC notes

- ILPC information is available on the UIL's web page. Also available are a number of pamphlets dealing with all aspects of writing and coverage. These pamphlets are free and provided as a service to all schools. We ask that the ILPC be given appropriate credit.

- The deadline for joining ILPC and submitting yearbooks for rating is Nov. 1. The deadline for submitting yearbook individual achievement awards entries and for submitting nominations for the ILPC Edith Fox King Award is Dec. 1.

The Edith Fox King Award recognizes persons for their distinguished contributions and outstanding devotion to Texas scholastic journalism. The awards will be presented in Austin at the ILPC state convention, April 12-13, 1997.

- For the first time, ILPC will charge a \$10 fee for newspaper and yearbook memberships postmarked after Dec. 1.

- ILPC membership information and forms were mailed to all public schools in August. If for whatever reason, you failed to receive the membership packet, contact us and we'll mail another immediately. Send requests and notes via e-mail to bhawthorne@mail.utexas.edu.

Screen test

In the advanced desktop publishing class during the ILPC Summer Publications Workshop, Jerry Jarrell and Lucy Thomas work to solve a design problem. Jarrell is the yearbook adviser at Bailey Middle School in Paris. Thomas advises the yearbook at John Glenn Jr. High in San Angelo. More than 570 students and teachers attended this year's workshop, making it one of the largest ever. The photo was taken by Jennifer McGinnis of Austin Johnston HS, one of the students in the photo workshop.

Our error

Last year's list of newspaper individual achievement awards winners contained an error.

In the editorial cartoon category, the second place winner was Rhonda Boiners of Aldine MacArthur — not San Antonio MacArthur as listed.

We regret the error.

Computer science changing from Pascal to C++ is debated

By Charles Schwobel
COMPUTER SCIENCE DIRECTOR

Face it. Nobody likes change. We've gotten pretty comfortable with Pascal. But comfort is not a part of the changing world of computer technology. We have to consider what is the best preparation we can give our students for their future.

As you know by now, the College Board Advanced Placement exam will change from Pascal to C++ language for the 1998-1999 school year. The UIL fall survey of superintendents will seek opinions on whether the UIL Computer Science Contest should also change to C++ at that time.

When the UIL began the Computer Science Contest, Pascal was selected as the language not only because it is highly structured and very suitable for education, but also because it was the language used

for the AP exam. Our students taking high school computer science are generally preparing for college. From that standpoint, many teachers have said it makes sense for the UIL to use the same language as the AP exam. That allows a single course of study to be used in a variety of events that prepare them for college. Three very good college prep events have already been named in this paragraph - the classroom, the UIL contest, and the AP exam.

Changes that are in effect for this year's contest include individual winners for the written exam and a hands-on programming contest at region. The programming component was a stipulation of the Legislative Council at the inception of the contest. The State Programming Contest has been very popular with the students and the coaches. Although it is quite an event to run, we have a

suggested division of the contest duties to make the regional hands-on event run smoothly without burdening any individual. The regional directors are preparing for the event, and they are counting on the assistance and expertise of participating coaches.

The Computer Science Contest directors are preparing to help teachers and students understand more about the nature of the proposals for C++ and the other elements of the contest. Although the tentative programs may list other topics, our sessions for the SuperConferences this fall are: 1) The AP Subset of C++, 2) The Regional Hands-on Contest, and 3) Rules and Written Exam Review.

We hope to see you at a SuperConference this fall. The sessions will be most informative and, as always, will encourage your students in their preparation for UIL contests.

QUIK FACT

Josh Davis, the former University of Texas All-America swimmer who was the subject of last spring's UIL State Meet Feature Writing Contest, won three gold medals at the Olympic Games in Atlanta. Josh swam on the U.S. winning 400-meter freestyle relay, the 400-meter medley relay and the 800-meter freestyle relay, making him the only American male to win three gold medals. He placed seventh in the 200-meter freestyle also.

PUBLIC reprimands

FOOTBALL

Chip Nila, Alief Elsik
Dan Mannery, The Colony
Darryl Jordan, Lufkin
Jim Miller, Waxahachie
Tim Sweet, Woodsboro

BASKETBALL

Brian Keith, West Rusk
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
Tammy McCrary, Killeen Smith MS
Chris Peters, Liberty
Charles Grawe, Houston Westbury
Earl Claiborne, Carthage
Paul Darden, Sundown
Debbie Taylor, Tyler Boulter MS
Art Muraira, 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 Lecureaux, 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, San Antonio Wood MS

The Olympic spirit

Summer games teach the value of honesty, fair play and teamwork

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph but the struggle."

-Baron Pierre de Coubertin, 1894



Rachel Seewald HENDREX

This quote, from the founder of the modern Olympic Games, symbolizes the spirit of the Olympics. The Games are not about winning but about doing one's personal best. All Olympic athletes are winners, not because of bronze, silver and gold medals, but because along the road to participation in the Olympic Games they have developed positive attitudes, beliefs and skills that have made them strong.

I'm sure most if not all of you watched at least some of this year's Olympics. If you're like me, you were glued to your TV every night. I was enthralled by the remarkable performances displayed by such athletes as Michael Johnson, Kerri Strug, Charles Austin, Amy Van Dyken, and Josh Davis, just to name a few. And the women's basketball and softball teams demonstrated outstanding skill and talent in their successful attempts to win the gold.

From Muhammed Ali's lighting of the Olympic flame to the athletes dancing the night away at the closing ceremonies, the 1996 Olympics provided enough memories to last a lifetime.

Olympic athletes can serve as powerful role models for young people. They possess many traits that help people stay drug-free, including self-confidence, a positive outlook on life, self-discipline, a sense of autonomy, and skills in communication, decision-making, goal-setting and stress management. Olympic athletes have strong bonds with teammates, coaches and others who engage in healthy behaviors. These athletes are also reminders of the importance of good nutrition and physical activity in a healthy lifestyle. In a society where alcohol, tobacco and other drug use is so pervasive and at times glamorized, Olympic athletes are important examples of people who are popular and successful without using these substances.

Another quality possessed by truly great athletes is the ability to keep their minds in the present. This is not a skill that is easily mastered. Often, I find myself living in the future. Whether I'm planning a trip, meeting, or even my next workout, I am always looking ahead. In fact, my husband frequently reminds me to "live for the now."

I think this is sound advice most of us could probably use. There's no question that planning and organizational skills are important, especially in the school business. However, it is imperative that we take the time to live fully in the moment, giving attention to what we're doing with a quality of inner relaxation physically, emotionally, mentally and spiritually. The ability to be content as a result of consciously holding happy, positive and peaceful thoughts is definitely a skill. It is a form of self-control that does not allow you to scatter your energies, but rather hold them in check and direct them usefully through the engaged activity. In essence, do what you're doing while you're doing it.

We can be in the past, and we can learn from the past. By learning to be objective and aware of past mistakes, we can apply that knowledge to the present. We can be in the present. This is, after all, where the action is. We can also be in the future. This is where dreams and goals come into play. This is what gives our lives direction. A focus toward our goals is extremely important, but living the present to its fullest is what enhances the end product.

The spirit of the Olympic Games can inspire each of us as we begin the school year. The many sports and competitions included in the Games are examples of healthy, alternative activities for young people. The Games can also teach all of us important values such as honesty, fair play and collaboration. They are a symbol of international cooperation and peaceful competition highlighting the similarities among people from diverse backgrounds.

As you begin a new year, let the Olympic spirit be a reminder of the great things people can achieve when they dedicate themselves to doing their personal best. As a coach, sponsor or supporter of UIL activities, you can serve as a powerful inspiration for building young people's skills, empowering them to successfully handle difficult situations, and helping them believe in the wonderful things that they, too, can accomplish.

Kids need a breather every now and then

With the beginning of each new school year comes the anticipation of a successful season and that things will improve some this year from last. That is one of our challenges each year at the UIL, to try to make your job easier and offer an opportunity for each of you to be successful as a coach.



Peter CONTRERAS

Rule changes each year is one way the UIL tries to make your job easier each year. If you attended coaching school this summer, the information below was available in a handout. If not here it is.

General

1. Pool Play Tournaments — Baseball, basketball, soccer and softball pool play may include 16 teams. Other pool play restrictions are listed in the coaching manual.

2. COPE — All coaches in team sports are required to attend a COPE session. Coaches who are ejected from a contest for unsportsmanlike penalties, have an option of a one year probation and a public reprimand or a one game suspension and a one time public reprimand in the *Leaguer*. Coaches who have not attended a COPE program if ejected, will receive a one year probation, a public reprimand and a one game suspension from the next regularly scheduled contest.

3. Student Teacher/s Volunteer Coaches — While they are assigned to a participant school, student teachers may volunteer to serve as an assistant coach in all athletics. Schools shall not pay student teachers for serving as assistant coaches.

4. Booster Club Funds — Funds raised by a school booster club may not be used for any non-school purpose.

5. Ninth Graders Playing Varsity — Allow all ninth and tenth grade students, except those on campuses separate from a high school who have freedom of choice where to attend high schools, to be eligible for varsity UIL activities.

6. Scrimmages — Schools may reimburse meals and mileage for officials during scrimmages. Officials may not be paid to officiate a scrimmage.

Baseball/Softball

Allow girls to try out and, if selected, participate on baseball teams, provided they are not playing school softball.

Softball

Require all UIL softball officials to be organized by the Southwest Officials Association.

Football

Allow conference 5A schools 30 consecutive days in which to conduct 18 days of spring football training.

Volleyball

The first practice date for volleyball will be the 16th Monday before Thanksgiving.

Tennis

Adopt a point penalty structure for taunting that is consistent with National Federation and

New Friday night show will deliver football highlights

Prime Sports Southwest breaks new ground in high school sports television coverage this fall with a first-of-its-kind live weekly show devoted exclusively to recapping just concluded Friday night high school football games in Texas.

Using a staff of more than 250 correspondents and studio personnel, *High School Extra Live* will report a comprehensive package of regional high school football scores, game highlights and live coach and player reaction interviews immediately following games.

"This is a tremendous undertaking because of the production planning, resources and technical arrangements that have to be made in order to get

a show like this on the air," said Prime Sports Southwest General Manager Jon Heidtke.

"Coordination will be a big key to making this program work. Our studio staff will be gathering scores and highlights while we're on the air," Heidtke added. "It's never been done before, but we've made a commitment to televising high school sports and this is a big step to delivering on that commitment."

Hosted by Craig Way, *High School Extra Live* will be televised every Friday night from 11 p.m. to midnight CDT during the high school football season. The 16-week series premieres Sept. 6.



CHIMIKA CARTER (left) won the high hurdles (14.04) in record time to help Groesbeck win the 3A girls state track and field title. Carter also won the 300 meter hurdles, running a 42.69 to break her own state mark, and ran a leg on the state championship 1600-meter relay team.

CORY WATKINS (above) of Milano nosed out runner-up Cory Johnson of Milford and Roshadi Moore of Smyer to win the A boys 400-meter dash in 50.07 at the 1996 State Track and Field Meet. Paducah won the Conf. A boys team title with 52 points. Photos by Bobby Hawthorne

PUBLIC reprimands

SOCCER

Mark Francis, Highland Park
David Mendez, Dallas Adamson
Jimmy Pollard, A&M Consolidated
Dan Morrow, Corpus Christi Calallen
Thomas Hinds, Rio Grande City
Rey Villalon, McAllen
Cody Schroeder, Justin Northwest
Sandra Gonzales, San Antonio Jay
Frank Niemec, Houston Sharpstown
Larry Terranova, Ft. Worth Boswell
Austin Guest, Red Oak
Johnny Carter, Round Rock

SOFTBALL

Brian Sedlacek, Klein Forest

VOLLEYBALL

Laurie Bruscatto, Dallas Adams

BASEBALL

Bobby Balza, Harlandale
Jim Long, Brenham
Julian Gonzales, San Benito
Tuffy Martinez, Hidalgo
Jamie Lechler, Brenham
Larry Drown, Klein Forest
Nick Junior, McGregor
Charles Wigley, Elkhart
Dean Pritchett, Marlin
Mike Burks, Hallsville
Rod Moore, San Angelo Central
Nathan Jones, Clifton
Curt Culbertson, Arlington Bowie
Lee Fedora, A&M Consolidated
Armando Sedeno, Langham Creek
James Campbell, Riviera
Doug Shanafelt, Burkburnett
Brian Ford, Galena Park North Shore
Gus Harmon, Tyler Lee
Robin Pyle, Copperas Cove
Mark Jackson, Stephenville
Chuck Gresham, Mt. Enterprise
Rocky Manuel, Bellaire
Billy Savell, Paradise
Rex Taylor, Dallas Adamson

The 'game within a game' era ends

Overtime will replace 'penetration rule' in some district and all playoff football games this fall

The Football Code means to play the game in the spirit of fairness and clean sportsmanship, to observe all rules and not attempt to hold, "beat the ball" or coach from the side lines because it can be done without the knowledge of the referee, or to resort to trickery in equipping or preparing players.



Charles BREYTHAUPT

It means to accept decisions of officials without protest, to treat your opponents as your guests and to put clean play and real sportsmanship above victories. It means the ability to win without boasting and to lose without grudge. "Victory is no great matter. The important thing in sports is the manly striving to excel and the good feeling it fosters between those who play fair and have no excuse when they lose."

UIL Constitution and Contest Rules 1922

This football code was designed in 1922 to promote good sportsmanship and fair play among participating schools. Before long however, additional language was necessary to define rules and to clarify conflicts. Among the conflicts was determining which team would advance in the playoffs in a tied game.

By 1928, a controversial addition was made to

the football section of the constitution. This section dealt with tied games. Using penetrations and first downs, a system was developed that lasted nearly 70 years. Now, another major change affects the football section of the UIL Constitution and Contest Rules — overtime.

In January, the NCAA Football Rules Committee included overtime as one of the changes for the 1996 season. Following this change, the UIL adopted the change after consulting with the Texas High School Coaches Association. Coaches favored using overtime to break ties by the slimmest of margins.

The UIL has adopted the NCAA tie breaker in the following manner:

- Overtime will not be used in any junior high, or subvarsity game.
- Overtime won't be used in any varsity non-district game.
- Each District Executive Committee shall determine before the season to use either the NCAA tie breaker or the penetration system as outlined in Section 1250 (h) of the C&CR for all district games.
- The NCAA tie breaker shall be used in all playoff games including the state championship contests.

Some key points need to be made in regards to the use of overtime. Coaches and officials need to be reminded that overtime may not be used in non-district games even when coaches have mutually agreed. This includes non-district contests in which

both schools will be using overtime in their district contests.

The purpose of the penetration rule was to determine which team would advance in the playoffs in case of a tie. Because varsity non-district games, subvarsity and junior high games are not part of the playoff process, they are not affected when a tie occurs. Many coaches would agree that there is even some merit to a hard fought game ending in a tie.

UIL staff members have been staunch defenders of the penetration rule for many years. While coming under heavy attack from media and fans, the penetration rule has served the League and member schools well. Coaches understood the rule and planned their game strategy accordingly. The penetration rule was a "game within a game" and created much drama.

That ends now. The overtime rule will create its own excitement. Coaches will plan and strategize to be ready for the challenges of overtime. Officials will properly prepare in order to adjudicate the overtime.

Finally, fans will leave the stadium knowing who won the game by looking at the scoreboard rather than waiting for penetrations, first downs, or even total yards to be compiled. We are excited about the possibilities of overtime. Hopefully, this change can endure for another seventy years. Unfortunately, we say good-bye to a beleaguered old friend—the Penetration Rule.

May it rest in peace.

Rule Changes

CONTINUED FROM PAGE 8

USTA rules.

When the UIL's Legislative Council meets next month, some proposals will be discussed that may not necessarily make your job easier, but it may lend

itself for a more successful season.

One proposal is to bring the same number of cross country qualifiers from district to regionals (top three teams and 10 individuals) as we currently do from regionals to the state meet each November.

Another proposal relates to golf in that the top two individuals not of the advancing top teams from district to regionals and regionals to state to advance to the next level.

The third proposal worth noting is in baseball. It would allow for a coin flip to determine if a Conference 4A or 5A school will play a two out of three series or a one-game series. Of course, mutual consent by both schools would replace the coin flip in determining the type of playoff series.

If all three proposals are approved, they would still need State Board of Education approval before they become rule or policy in 1997-98.

Quik Facts

Track and Field Team Champs:

- A — Box Springs (girls); Paducah (boys)
- 2A — Alto (girls); Alto (boys)
- 3A — Groesbeck (girls); Tatum (boys)
- 4A — New Braunfels (girls); Houston King (boys)
- 5A — Dallas Skyline (girls); Dallas Kimball (boys)

Rewarding
innovation

The more, the merrier!

For the fifth consecutive year, Diamond Shamrock's Hooray for Excellence campaign will hand out kudos and cash awards this fall for innovative educational programs in the Texas public schools.

Texas public schools will receive entry packets through the principals' offices in September. The kit will include two posters publicizing the campaign, plus a brochure which describes the program and provides entry instructions.

All grade levels are eligible to enter the 1996 Hooray for Excellence program, which will select innovative programs from 10 schools to be featured during the radio broadcasts of the high school football playoffs. The 10 selected schools also will be awarded \$500 each for their programs.

To participate, schools must prepare a two- to five-minute audio cassette presentation focused on an interesting program taking place on its campus. Finalists are selected on the basis of their audio presentation and the interest level which their educational program is likely to create among the general public.

October 15 is the deadline for entering the awards program.

For information, contact Diamond Shamrock Hooray for Excellence, P. O. Box 1931, Amarillo, Texas 79189, 806/374-5333.

Constitutional amendments effective this school year assure new challenges as well as increased participation in academic contests



Pat WISDOM

In May, the State Board of Education put the final seal of approval on 16 academic amendments to the *UIL Constitution and Contest Rules*. Among the amendments passed, revisions that are expected to produce the greatest challenges for high schools this year are also those that are likely to bring the most significant increases in participation. These amendments include (1) allowing a fourth team member to compete at district level; (2) increasing the number of competitors to three in computer applications; (3) adding an individual award component to computer science; and (4) adding a hands-on computer science contest at the regional level.

At the district level only, a fourth team member may now compete in accounting, calculator applications, computer science, current issues & events, literary criticism, mathematics, number sense, and spelling & vocabulary. To determine team scores, only the top three scores of each school's team will be tabulated. The top team of three students will then advance to the regional level of competition.

For school districts that consist of more than eight schools, one of the challenges will be to provide adequate facilities and personnel to conduct the contests. A district that consists of 12 schools, for example, would need to hold the tournament at a host site that can accommodate up to 12 additional contestants in each of the eight team contests. Since districts of this size may already have 36 contestants in each contest, 48 may require that two regular classrooms be used to hold the contest. If more than one room is used, a replication of contest personnel

would be necessary to administer the contest equitably in each room.

In light of the space and numbers concerned, the Legislative Council voted to allow districts that consist of more than eight schools the option of limiting entries to three. These district executive committees must vote (preferably early in the year) on whether to allow three or four entries in the team contests.

On the positive side, district participation in these events statewide is expected to increase by approximately 9,500. Also, more students will be recognized for their academic achievements, and team coaches will have the opportunity to provide that extra competition practice for their alternates.

Another enacted amendment this year is expected to increase participation in computer applications by approximately 1200 students. Each school may now send three students to this contest. Again, one of the challenges will be to secure adequate facilities. Since contestants must supply their own computers and individual printers, space in a computer lab that is filled with computers will be limited.

If at all possible, the computer applications contest should be held in a room (or rooms) that contains electrical circuits, but not additional computers. Larger districts may need to use more than one room to administer the contest. Each contestant should supply a multi-plug adapter, preferably with a surge protection device; therefore, depending on the circuit power behind it, contestants would need only one plug conduit to connect their computer equipment.

An additional contestant in computer applications will also mean new challenges to the grading process, which we already know is a bit laborious for some school districts. As the *C&CR* states, "Coaches are expected to serve as graders." If only three graders are used to grade 24 contest papers, expect to be grading until 6 p.m., even if the score sheet is more streamlined. The length and nature of the contest, at this point, require time for judicious scoring.

Computer applications coaches at all levels of competition should make arrangements with campus administrators to be present at the contests and

be prepared to grade. Ideally, an individual should not have to grade more than portions of nine papers, if all coaches are present and are working in teams of three.

Some challenging legislation also goes into effect this year in computer science. An individual award component has been added to this contest. This implementation allows a gifted computer science student to compete for individual awards and advance in competition. An increase in district participation is expected as a result of this measure, since districts are no longer bound to send a team of three, or no one, to competition.

Essentially, the individual competition will be like all other individual events, with three competitors advancing from each level of competition and the top six receiving points toward the school championship trophy. Only the written portion of the test will be used to determine individual winners. Both the written and the hands-on portions of the test will remain determiners of the team winners. Modifications in points awarded in this contest may be necessary as a result of the addition of the individual component in order to provide equity among all other team contests.

A hands-on component has now been added to the regional Computer Science Contest. The hands-on competition has been successfully implemented at the state level for five years. Charles Schwobel, director of the computer science contest, will share information about hands-on implementation plans and will seek input and assistance from coaches attending the fall SuperConferences regarding the hands-on procedures. He will also discuss the possible transition from PASCAL to C++ computer language within the next two years.

Participation at all levels of competition is expected to increase by approximately 25 percent in computer science as a result of enacted legislation.

More than 11,000 additional high school students will have the opportunity to compete for academic awards this year as a result of the passing of these four proposals. Thanks, Legislative Council and State Board of Education.

Desire for TILF grants out-strip available funds; donors sought

The Texas Interscholastic League Foundation announced that 283 students were selected from 689 applicants to receive scholarships valued at more than \$693,000. Unfortunately a large number of applicants were not selected because there were not enough funds.

"This group of applicants were the strongest we have ever had," TILF executive director Bailey Marshall said. "Unfortunately we did not have enough scholarships to give to everyone who applied. I feel every student who applied will be successful in college and in their chosen profession."

Of the students applying, 97.3 percent had an SAT (or ACT equivalent) score above 1100. Eighty percent scored above 1200, 60 percent above 1300 and 31 percent above 1400. There were 34 applicants who scored 1500 and above.

A 1600 is a perfect score on the SAT.

Six hundred and eighty-eight students applied to the TILF this year for only 263 new scholarships,

which are worth cumulatively \$330,680 for the 1996-97 school year. Currently 220 students are still receiving funds from multiple year scholarships. These students will receive \$396,426 in scholarship funds for this school year.

"Our scholarship recipients continue to succeed in college better than students with similar test scores and rank in class," Marshall said. "This is consistent with research that indicates that students who participate in extracurricular activities have a higher success rate in college. I know of no other scholarship board that has selected students who have done as well as the TILF recipients. For more than 10 years, the college GPA's for the TILF scholarship students have been outstanding."

This past year, 22 percent of TILF scholars posted a GPA of 4.0. Fifty-three percent posted a GPA of above 3.5 percent, and 78 percent above 3.0.

"That is almost identical to the average for the past five years," Marshall said.

The TILF endowed account's value is slightly over \$3 million, he added. Last year the annual scholarship funds exceeded \$500,000. The TILF board's goal is to acquire more money for the endowed funds and for the annual scholarships over the next few years. Plans are to have at least another \$1 million in the endowed account by the year 2000.

"Anyone who would like to contribute to the foundation call the TILF (512-471-5883)," Marshall said. "All the funds contributed to the endowed fund remain in an account for that person or organization if they so desire. When someone endows a scholarship, that scholarship is given in the name of the donor from now on. There are no administrative funds used from a person's endowment contribution. Every penny is used for scholarships. An annual report on the success of the recipient is mailed to the donor.

"You can't beat it if you want to help kids," Marshall concluded.

In the students' best interests

Know what I like about UIL academic coaches and coordinators? They don't waste time.

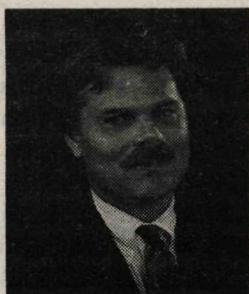
We've already received several requests for spring meet information and materials, including invitational contests, which we don't provide until later in the year. These coaches won't be scrambling days before the district meet, scouring the halls for warm bodies to drag, kicking and screaming, into contests. Come March, their students will be prepared to compete.

Our job is to make the whole experience as rewarding — intellectually, morally, socially — as possible for everyone, ourselves included. And that's our goal this year. It's our goal every year.

Planning for this year's academic season began shortly after last year's State Meet — one of our best ever, which is not to suggest it was error or trouble-free. But it was as error and trouble-free as we've had in years.

Of course, we receive a good share of advice from coaches, academic coordinators and assorted others, many of whom come before the UIL's powers-that-be to request this or that. The most common request deals with expanding competition. Coaches want more students competing and more advancing to region and on to State.

For example, the math and science coaches requested again that first and second place teams advance from region to State. This is a request we'd love to grant. Unfortunately, we'd have to reconfigure the State Meet schedule because classrooms aren't large enough to accommodate the possible 60 additional students who'd advance. This isn't an impos-



Bobby HAWTHORNE

See you in September . . . at a SuperConference

In order to avoid conflicts with marching band contests, ACT testing dates, volleyball playoffs, professional association state conventions and the various other activities that clog the traditional fall schedule, the League's Student Activities Conferences will be held earlier than ever.

The first three will be in September, beginning the 14th in Lubbock. The University of North Texas follows on Sept. 21 and UT-Austin on Sept. 28. The final conference will be Nov. 2 at Sam Houston State University.

The purpose of the conferences is to acquaint coaches and students with the various academic contests. Instructional sessions are designed for beginners, advanced students, coaches and administrators.

State directors, college professors and other experts will discuss the nature of their respective contest(s), winning strategies and other helpful

details. Sessions will include lectures, demonstrations, performances and in some cases, sample contests.

Each conference begins at 9 a.m. and most sessions end at noon. Speech, journalism and one-act play continue until 3 p.m.

The conferences are free and neither pre-registration or registration are required, although sign-in is appreciated.

"The conferences are one of the League's most valuable extension education services," Dr. Bill Farney, UIL director, said. "Many of the participants at the State Meet each spring begin their preparation by attending one or more of the conferences."

Tentative programs have been mailed to schools in the host site's respective region. Program information is also available on the UIL's home page at <http://www.utexas.edu/admin/uil/>

Student Activities Conferences

- SEPT. 14 — Texas Tech University, Lubbock
- SEPT. 21 — The University of North Texas, Denton
- SEPT. 28 — The University of Texas at Austin
- NOV. 2 — Sam Houston State University, Huntsville

sibility, but it would necessitate administering 1A-3A in one classroom and 4A-5A in another rather than testing everyone in the same room at the same time. The League staff is studying this now.

Informal requests to advance two teams from district to region have been denied. Regional hosts argue that they simply don't have room for the additional students. We're inclined to believe them.

Still, we want to involve as many students as possible, and we know the key to this is involving more at district and then advancing more to region and then to State. However, we must be realistic. At State Meet, we use University of Texas classrooms. Lots of them, and the availability of these rooms isn't a given. So we don't want to expand beyond what we can accommodate in a worst case scenario.

We have found ways to involve more students at the local level. This year, academic teams may consist of four members. Like in golf, the three top scores will constitute the team score. However, only three team members of the championship team will advance to region.

This fall, the UIL's Legislative Council will hear

proposals that, if it passes and the State Board of Education approves, would allow students to compete in all four journalism contests and open accounting to second, third and fourth-year competitors. Currently, accounting is the only contest with a one-time only restriction. While I realize that some accounting coaches oppose removing the restriction, I cannot justify it in one contest and not another. And plans do not exist to restrict math or calculator applications or cross-examination debate to one year.

There's one more key to motivation: recognition and reward. I've always found it odd that the fourth, fifth and sixth place finishers walked away from invitational meets with a medal or ribbon but from the State Meet with little more than a pat on the back.

Of course, I've been around long enough to fully appreciate how slow — perhaps deliberate is the better word — the League can be to change. It's an institutional thing, not unique to the UIL. But the leadership here — from the Council to the Academic Committee to the staff — is committed to serving young people. And you can trust that whatever transpires will be in the best interests of students.

TILF Scholars

Some of my strongest memories of the UIL experience include waking early to ride the bus on cold, dark mornings, feeling my stomach clench in nervousness before each speech and knowing the emotions that come with winning and losing.

I also remember the camaraderie I felt with my teammates and in talking with students from across the state. I have valued most the opportunities for personal and academic growth which were offered me through UIL. In competing and preparing for UIL events, I learned to work as part of a team and to make sacrifices now to insure future success. I benefitted from the critical and open-minded outlook which debate and speech taught me.

— Elisabeth Ret,
Tivy High School,
Kerrville, a Houston
Endowment scholar

Literary Criticism transition underway

By Fred Tarpley
LITERARY CRITICISM DIRECTOR

Competition in literary criticism for 1996-97 will begin a transition placing more emphasis on the reading list, on ability to analyze works not previously announced, and on critical thinking. Such changes were announced in the *Leaguer* last year and discussed at the student activities conferences and at the meeting of coaches at the state meet.

This spring, the following components will be included in invitational, district, regional, and state meets. Twenty items, valued at two points each, will be based on the announced reading list. In previous years, 15 items, valued at two points each, were included in each contest. Six questions will be

related to *Frankenstein* by Mary Shelley, and eight questions will involve the 26 poems by Edwin Arlington Robinson found in *The Mentor Book of Major American Poets*. The remaining six questions will examine knowledge of *The Cherry Orchard* by Anton Chekhov, using translations by Elizaveta Fen (Penguin) or by Ann Dunnigan (Signet). Additional information about the availability of works on the reading list has been circulated by the UIL office.

A second portion of the literary criticism contest is ability in literary criticism in the analysis of literature not previously announced. Fifteen questions, valued at two points each, will be included.

A third section of the contest will contain 30 questions, valued at one point each and requiring knowledge of information stated or implied in *A Handbook to Literature* by William Harmon and C. Hugh Holman. Up to one third of these questions may require use of implied information. Information will be common to both the sixth and seventh editions of the handbook.

For 1997-98, only the seventh edition will be used. This portion of the contest has contained 40

items valued at one point each for the past several years.

The fourth section of the contest is the tie-breaking essay in which all participants address a critical question about a short poem or prose selection not previously announced. All contestants are required to write the essay although essays are judged only in the event of ties for one of the top six rankings. No change has been made in the tie-breaking essay.

The reading list has become a very popular aspect of the competition, with students devoting a significant amount of time in analyzing the annual selections. Student activity conferences will continue to introduce contestants to the reading list by arranging for English professors from area universities to discuss each of the three writers represented on the list.

In an effort to increase the level of critical thinking, the contest will include more questions that require students to identify elements of literature from passages rather than simply to identify definitions of these elements. In effect, these questions will require students to have a mastery of information in *A Handbook to Literature* to apply to literary examples.

QUICK FACTS

Among the topics to be discussed during the UIL's four Student Activities Conferences this fall:

SCIENCE:

- New Instrumentation for a Chemistry Laboratory.
- A Hundred Years of Nuclear Science.
- The Natural History of a Harvester Ant.

LITERARY CRITICISM

- Getting Acquainted with Chekhov, Robinson and Mary Shelley.

COMPUTER SCIENCE:

- The Regional Programming Contest: What's new?

Sessions in other areas will provide general overviews of the nature of the contests and preparing for competition. Considerable attention will be given to outlining winning strategies and guidelines for judging and grading.

QUICK FACTS

Eligibility Question: May academic students accept awards or prizes from outside organizations which host academic contests?

Answer: Yes.

A student may accept unlimited awards for participating in an invitational academic or fine arts contest which does not count on League standings, whether or not it is an activity which the UIL sponsors.

In other words, a student may accept a \$250 cash prize from an organization for writing an essay on citizenship and retain eligibility for the UIL's ready writing contest.

Also, students in journalism who work for local newspapers and receive payments retain eligibility for the UIL's journalism contests.

What is legitimate business during verification?

By David Bourell and John R. Cogdell
CALCULATOR APPLICATIONS DIRECTORS

As you read this, your year is just beginning, but as we write, the year is winding down. The State Meet was about 10 days ago, we've given finals and gotten grades in, and now are trying to clean up some things we had to delay.

The State Meet went well to all appearances, and the coaches and contestants were cooperative and appreciative as usual. We have some ideas to propose for improving next year's State Meet.

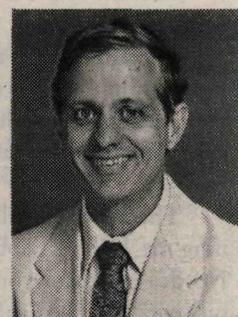
This was the second year we have had a formal verification period at state, and we really like the opportunity it affords to hear concerns and questions. We took the tests of the five conferences in five separate rooms, under the supervision of our student assistants, and let people with serious concerns come to a sixth room to meet with the directors. In one instance a student explained how he read a stated problem and, after looking at it from his point of view, we decided to allow his interpretation. As a result we went back and found that about 10 others had read the problem in this alternative interpretation.

The question arises as to what is legitimate business during the verification period. The Constitution states that the verification period is provided to examine tests and answer keys, to correct errors in scoring. In the past the directors have occasionally been asked to show how to work a problem, and this year a contestant asked one of the directors to show him the mistake in his solution. What in fact is legitimate to ask during the verification period at State?

Before answering, let me review the way we look for wrong answers and alternative interpretations already. Both directors rework the State



John Cogdell



David Bourell

Test to prepare for the meet, not just to verify our answers but to get the solutions well in mind. As the coaches score the contests, the directors tabulate the "wrong" answers of all papers over 300. When a pattern emerges, we try to find out why some of the students are getting the same "wrong" answer. This year, for example, about 10 students got a consistent wrong answer on problem 57, but it was clear what their mistake was. But on another question at least four contestants got the same wrong answer on problem 48, and we realized that the problem statement could be interpreted so as to lead to that answer. We ended up accepting the second answer as legitimate, without petition from any second party.

The verification period comes after these deliberations. By this time, we're confident that we have the correct answers. Still, we consider it legitimate for a contestant to offer an alternative interpretation of a problem, and we want to hear and make rulings on such alternatives during the verification period, as we did this year.

On the other hand, we do not feel obliged to show how to work a problem, much less to find the error in a contestant's approach. We have many responsibilities and concerns during the State Meet and we do not have time to defend the answer key

at this stage.

To summarize, we want during the verification period to correct errors in grading and we are willing to consider alternative interpretations of problems. But we do not have time to demonstrate solutions or to correct a contestant's solution.

Two other matters related to verification: A problem with the way we have conducted verification in the past is that, with all the contestants from the same conference in the same room, there is a temptation to try to see your competition's score. Based on the recommendation of a coach, we have devised a scheme to spread out the contestants between the verification locations such that it will be hard to check out what your perceived rivals scored. So watch for this next year.

Finally, we had a small problem with a conflict between our verification period and the Science Contest. This year we had the Calculator Applications Contest 8:00-8:30 am, verification at 12:15 pm, and the Awards ceremony at 1:30 pm. The Science Contest runs from 10:30 am to 12:30 pm, so any student in that contest cannot participate in the Calculator Applications verification period.

The obvious solution is to move the verification period to 12:45 pm, but that won't work because we need enough time to reexamine the tests for possible changes as a result of the verification period, rerank the contestants, produce documentation on the results and get these duplicated for distribution at the awards ceremony.

An alternative might be to have the verification period at 10 am. This pushes us to get the papers triple graded, but it might be worth a try. We mention this quandary to seek your input.

In summary, we continue to learn and, hopefully, improve. The 1996 State Meet is history, and we're already working on the tests for the 1996-97 season. Good luck, and we'll see you at the State Meet.

Bringing objectivity to computer applications contest

By Pat Wisdom
DIRECTOR OF ACADEMIC DEVELOPMENT

Being the oxymoron that it is, the subjective objective computer applications contest will continue to embody challenges, mainly because it is unlikely that different computers will ever produce perfectly matching printouts, and even more unlikely that coaches will agree wholly on what is "correct."

Even if the same software and fonts were used, the appearance of the document could be altered by a variety of computer applications. We can only continue to recommend that students type and print in a 12-point Courier, or in the available font most like the answer keys from last year's tests.

Although the appearance of the font is not intended to be a factor in the scoring, the font size can make a difference in the spatial appearance. Professional judgment instead of precise measuring is in order when determining correct spatial placement on the page, just as such judgment

would be used in creating documents in an office environment. Please notice that the ruler is not listed anywhere in the UIL *Constitution and Contest Rules* or the contest director instructions as an item that may be used in grading.

To bring more objectivity to the contest, an official reference guide was selected last year. Contestants will be challenged to recall information and formatting procedures found in the *Keyboarding Quick Reference Guide*, ©1995, since no reference guides may be brought into the contest room this year. However, contestants will be able to use all functions, formatting templates, etc. of their computers. Being able to use the computer most efficiently will be the strongest determiner of the winners.

A 5-minute keyboarding speed test will be used beginning this year to break ties in the contest. All contestants will take the tie breaker, but only those with ties will be graded. This tie-breaking procedure will remove much of the subjectivity in determining winners.

A proposal to the 1996 June Academic Standing Committee requests that contestants have the option

of using host-site computers in computer applications. The academic staff was asked to adopt language concerning this proposed option and present the issue to the council again in October. As long as it is the competitor's, and not the host site's option to use the host-site computers, there should be no difficulty in this issue passing. Input from computer applications coaches would be appreciated.

In light of the added challenges wrought through computer applications changes, especially in the addition of a third contestant from each school, the June Academic Standing Committee also approved a proposal to reduce the computer applications testing time period from 50 to 30 minutes beginning in the 1997-98 school year. With the reduction of testing time, a reduction in the number of applications and the length of the printed test will also be implemented. Perhaps most importantly, approval of this amendment by the full Legislative Council and the State Board of Education would consequently reduce grading time for the contest.

In the meanwhile, please share with me ideas that work and those that don't in this contest.

Proposals rejected by Academic Committee

- Break high school science contest into three separate contests: physics, chemistry, biology.
- Add original oratory as a speech contest at the high school level.
- Return the art contest to its previous form (memory of picture titles and artists only) for fourth grade.
- Allow students to compete in both cross-examination debate and Lincoln-Douglas debate.
- Allow note taking in all UIL debate rounds.
- Provide three-judge panels and three critiques in one-act play in post-district competition.
- Allow the use of the designated reference manual during the computer applications contest.
- Allow elementary Storytelling judges to hear in advance the story they will be judging.
- Require three judges for each elementary/junior high contest.

Rigorous math contest added to JH program

By Pat Wisdom
DIRECTOR OF ACADEMIC DEVELOPMENT

In addition to 13 challenging academic contests ranging from ready writing to science, middle school and junior high students will have an opportunity to compete in a rigorous mathematics contest as well this year.

The number sense contest, added to League academic contest offerings in 1936, has garnered strong teacher support and increased student participation in the last ten years. The junior high calculator applications contest, introduced in 1989, further increased the middle school focus on math competition, especially with the added incentive provided through Texas Math and Science Coaches Association middle school tournaments. TMSCA, along with other interested educators and parents, proposed that a challenging, comprehensive mathematics contest be added to the UIL program. This contest certainly meets the challenge and variety criteria.

The new mathematics contest provides for divisions in grade levels six, seven, and eight, but with district executive committee approval, these divisions

may be combined. Only one test will be written for invitational and one for district contest. The most equitable administration of the test would be to separate grade levels in order that students with similar abilities may compete together.

The contest will consist of 50 problems which will cover the advanced content of current state-adopted middle school/junior high mathematics textbooks, including algebraic equations and a variety of general math questions. The test will be most challenging for the sixth grade student because approximately 25 percent of items will be algebraic in nature. Nonetheless, a sufficient number of items from a variety of middle school mathematics curricula will enable skillful competition at all three levels of the contest.

In addition to algebra, the test will contain problems covering, but not limited to, numeration systems, arithmetic operations involving whole numbers, integers, fractions, decimals, exponents, order of operations, probability, statistics, number theory, simple interest, measurements (English and metric), and conversions normally covered (feet to inches, quarts to gallons, etc.) at these three grade levels. There will also be geometry problems normally

covered in the middle school, including applications of the Pythagorean theorem. Normal geometry problems will include finding area and volume of polygons/polyhedra and circles/spheres.

The various types of problems will be randomly distributed throughout the test, but there will be no score deduction for skipping items. Each correct answer will be awarded five points, and a two-point deduction will be taken from the total score for each incorrect answer.

To assist students and academic coaches in preparing for the mathematics contest, two sample tests are provided in the *Elementary Academic Study Materials Booklet* and in the *Middle School/Junior High Academic Study Materials Booklet*. Additional practice tests may be purchased through TMSCA (1-800-545-0323). Andy Zapata, experienced TMSCA writer, will be writing both the calculator applications and the mathematics contests.

Sounds pretty challenging to me, but as teachers often express to us, many middle school students gain incentive, skills, and self esteem from competing in such contests. It is our projection that participation in this contest will further enrich your middle school math program.

Recommendations of the Academic Committee reviewed

Members of the Academic Standing Committee heard and made recommendations on 21 academic proposals to be considered by the full Legislative Council in October. The following is a briefing of these issues.

Proposals passed by the Academic Standing Committee to be considered by the full Legislative Council in October:

- Remove the first-year course and one-year participation restrictions from the high school accounting contest

Removing this restriction will enable students to compete during all four years of high school, as they are able to do in all other UIL academic contests. Since students are allowed to take college courses or any other training outside of school that may prepare them for contests, the first-year course limitation is unrealistic and serves to deter the advancement of knowledge and the refining of skills.

The enactment of this amendment would encourage accounting coaches with only first-year programs to find ways to extend knowledge and practice for their most gifted students. Securing second-year textbooks through the district textbook coordinator would be a starter. Perhaps ideas about how to prepare students for contest could be shared by coaches at the fall SuperConferences.

- Allow contestants to enter all four journalism contests

Since no other contest limits individual contestant entries, other than through their designated conflict on the conflict pattern or in debate, these should be open as well.

- In C-X Debate district competitions

involving fewer than eight teams, allow the second-place team to advance to State Meet only if the team has competed in a minimum of eight competitive debate rounds during the year

- Reduce the time allotted for the Computer Applications contest from 50 minutes to 30 minutes

• Add a team component to the following elementary / junior high contests: calculator applications, dictionary skills, maps, graphs & charts, mathematics, number sense, science and spelling. A point structure of eight points for first-place teams, six points for second-place teams and four points for third-place teams will be referred to the Policy Committee.

Proposals approved in concept and sent to the academic staff to draft appropriate language for consideration in October:

- Allow Computer Applications contestants the option of using on-site equipment

Proposals the academic staff was asked to study and report back to the October Council:

- Allow two teams to advance from region to state in Calculator Applications, Mathematics, Number Sense and Science

We struggle to secure adequate rooms for contests at this time. Unless someone donates a multi-million dollar facility that contains a minimum of five 300+ capacity rooms, there is no way we can do this.

- Allow two teams to advance in case of a tie in the Mathematics contest

The academic staff will be considering this issue in light of allowing tied first place teams to advance, or not allowing them to advance, in all

team contests.

- Adjust the conflict pattern to allow contestants to cross-enter in Literary Criticism and Spelling & Vocabulary contests

Since contestants may not cross enter, a solution might be to move literary criticism to the third block in the conflict pattern and leave spelling & vocabulary in the second block. Currently, there are eight contests held in both the first and second blocks, and seven in that third block. Such a change could probably be done if enough of you favor it, but it might require a return to scan-tron or other electronic scoring in order to avoid a long tournament day.

Let us know what would be best for your students.

- Change the programming language used in the computer science contest from Pascal to C++

This issue will appear in one or more questions on the "Superintendent's Survey," which is expected to arrive at school districts shortly before this publication. Most may be aware of the Advanced Placement testing change which will require C++ within the next year.

Ask your principal to contact your superintendent to provide input regarding this issue.

Proposals referred to Policy Committee:

- Eliminate the big school/small school division in Conference 1A
- Establish a point awards structure for elementary/junior high proposed team events as follows: first place team—8 points; second place team—six points; and third place team—4 points

This point structure will be recommended to policy with the approval of the team structure for elementary/junior high contests. — Pat Wisdom

TSCA convention
will be Oct. 2-5
in El Paso

Both novice and experienced speech educators should note that the Texas Speech Communication Association Convention will be held Oct. 2-5 at the Marriott in El Paso.

If you are unfamiliar with TSCA, please contact me or some TSCA member in your area for details. For membership or registration information, contact Ralph Long, TSCA Executive Secretary, Collin County Community College, Plano (FAX 214-881-5629). The convention is a wonderful opportunity to learn from some of the best, meet colleagues from across the state and be actively involved in issues that impact our profession.

Speech year begins with new faces, new technology

It's getting harder to tell in this office when one school year ends and another one starts, but I hope your academic semester is off to a good start. This should be an exciting year for speech and debate in Texas. Although we have no major rule changes to get accustomed to, several other changes have occurred or are in the planning stages.

One of these changes is a new face among the UIL speech consultants, Cinthia Salinas, whose first column appears in this *Leaguer*. Ms. Salinas has been appointed to the position vacated last year by Cindy SoRelle, and we are extremely glad to have her on board.

Some of you may know Cinthia from her years as an academic and speech coach at Premont and McAllen High Schools, and others have met her at a UIL State Meet or SuperConference, or on the tournament circuit. She brings to the position not only expertise in speech and debate, but also a teacher's understanding of the world of education you are dealing with today. She has already co-authored the new *Lincoln-Douglas UIL Handbook*, which is available on the academic order form, and worked for the second year at the summer coaches' workshop. She is now completing her doctorate at The University of Texas at Austin, and is on staff at the Texas Education Agency.

Dr. Cindy SoRelle, by the way, is alive and well in Waco, and busy as always. She has had some additional quality time with her family, but she will continue to serve as a one-act play critic judge and assist us in speech and debate as a friend, colleague, and judge.

Our third annual coaches' workshop at UT Austin in July was well attended, particularly by many teachers who will be in the classroom and/or coaching for the first time. We have expanded the program to include a session for novice debate coaches and added a session on using the Internet for research. Next year we will add at least one additional



Treva DAYTON

workshop on curriculum, lesson plans and activities, and surviving in the classroom. With the new state requirement that every student take a semester of speech to graduate, beginning with the freshman class of 97-98, it's likely that soon lots of people will be teaching speech communication for the first time.

MORE GOOD NEWS: we are now on the Web! It's not interactive yet, but we truly are moving in the direction of the 21st century. Now that we have a home page, we'll be able to use the UIL Web site to post the LD resolution as soon as each one is released, and other information of interest throughout the year. You should have received the package we called the August Coaches' Mailing, containing the fall LD resolution, a speech calendar, coaches' information, order forms, etc. It's addressed only to "Speech or Debate Coach." If you didn't get it, check with whoever sorts and delivers campus mail.

Most of these documents can now be downloaded from our Web page. Contact me if you don't have access or didn't receive it. My e-mail address was printed incorrectly in one edition of the *Leaguer* last year. (tdayton@mail.utexas.edu) That's the easiest way to reach me if you have access. Please include a fax number if you are requesting forms, lists, etc. We have a long way to go in getting all our department's material accessible as e-mail attachments.

The National Federation of High School Associations hosted the debate topic selection committee in Detroit this summer and will be sending the five selected topic areas to state offices in the near future. This fall we will print the first ballot in the October *Leaguer*, and post it on our Web site, but *not* mail it to each school. You should copy and fax or mail your initial vote to the League. The second ballot, containing the two topics preferred by a majority of states, will be mailed to schools by Dec. 1. Hopefully by next year we can eliminate even this mailing and further reduce cost and staff time.

Two items of change for speech and debate, which if passed would not become effective until next year, will be considered by the Legislative Council in October. One would add original oration as a high school event. This proposal was presented last year

and is included on the fall survey to superintendents. While this addition has been proposed and received some support in the past, the council will have to weigh several considerations.

An addition would necessitate more rooms and more judges — a constant problem — at the district, regional and state competition. It would increase speech and debate events to seven, more than any other academic area, unless the extemporaneous speaking contests were collapsed into one event. While participation in some schools, especially in smaller conferences, might increase, as coaches we should weigh the educational value of a prepared speech — repeated over and over again — to the knowledge and skills demanded and enhanced by preparing for extemp.

And there's also the concern over how to ensure that the speech is the original work of the student. Whatever your opinion, you should share it with your administration, and if at all possible, join us at a SuperConference where this and other issues will be discussed in the coaches' session.

The second proposed change would require that second place CX debate teams in districts with fewer than eight teams competing be required to have certification of eight competitive rounds in order to advance to the CX State Meet. This would include debates at the district competition. The rule requiring eight teams at district to advance the second place team was changed by the council, at the request of coaches who have multiple strong teams but small districts. It was an appropriate change, and we continue to have teams that placed second at district become State Champions.

However, it's important that teams debating at State are well prepared and provide quality competition for their opponents. Requiring a minimum number of competitive rounds would improve the over-all quality of the State Meet without creating an undue burden for schools. Again, this rule change, if passed, would not become effective until next year, and your input is welcome.

Hope to see you at the TSCA convention or a SuperConference this fall, and I'm looking forward to better communication options as our technology improves. Have a great year!

Extemp Sample Topics

PERSUASIVE

1. Has Boris Yeltsin lost control of Russia?
2. Is the recently signed welfare reform bill a sell-out of Americans in need?
3. Can the Republican party re-capture the White House in November?
4. What should be done to improve the safety of air travel in the United States?
5. Would the tax cuts proposed by Bob Dole be good for America?
6. Are states likely to win their law suits against tobacco companies?
7. Does Texas need a new strategy to deal with water resources in the state?
8. Will Ross Perot's campaign have a decisive impact on the November elections?
9. Will the current US policy toward Cuba cost more than it can gain?
10. Which federal entitlement programs should be targeted for budget cuts?
11. Is Bosnia on the brink of a renewed civil war?
12. Does Victor Morales have a chance of unseating Senator Phil Gramm?
13. Will the proposed restrictions on tobacco sales and advertising reduce teenage smoking?
14. Who's most likely to benefit from court-ordered new legislative districts in Texas?
15. How healthy is health care in America?
16. Is public education in America as bad as its critics claim?
17. Should there be a permanent UN rapid-deployment force?
18. Did law enforcement and the media act irresponsibly in the case of Richard Jewell?

INFORMATIVE

1. What has been the economic impact of the drought in Texas?
2. Who is Victor Morales?
3. What is the latest controversy concerning Dr. Jack Kevorkian?
4. What are the latest developments in the Whitewater investigation and prosecution?
5. What do current polls reveal about the Dole-Kemp campaign?
6. What are the major elements of the recent welfare reform bill?
7. The British monarchy in the 21st century: what changes are being considered?
8. What's the latest news about the Mexican economy?
9. What has stirred the recent excitement and debate about Mars?
10. What is the current situation in Haiti?
11. What were the highlights of the Republican convention?
12. What is the Clinton campaign strategy for winning re-election?
13. Why did Bob Dole select Jack Kemp as his running mate?
14. What is the importance of the Truth and Reconciliation Committee in South Africa?
15. What is happening in Chechnya?
16. What has been learned from the investigation of the explosion of Flight 800?
17. What do recent studies reveal about teenage drug use in America?
18. A new Israel Prime Minister: who is Benjamin Netanyahu?

Confessions of a retired academic coach

By Cynthia Salinas
TEXAS EDUCATION AGENCY

Three years ago I came to the realization that I had experienced one too many rides on a yellow hound, eaten one too many Dairy Queen real meal deals and heard one too many freshman recitals of a CX debate round. Most importantly, I had almost come to believe that winning was everything.

I went off to pursue a doctorate, quell my ulcer and find a social life. But, the truth be known, I really yearned for embellished broken down bus stories, late night patrolled motel hallways and rejected purchase orders. Today, I realize that I really miss the laughter during after-school practices, the faces of students when the postings appear and the unmistakable sense that, as a teacher, you make a difference in this world.

As I packed up my classroom, I was struck by an immediate sense of emptiness. A void that could only be filled by volunteering for SuperConferences, summer workshops, winter workshops, tab rooms and judging. I spent my time desperately searching for "captured audiences" who would fulfill my need to be a part of the world I originally wanted to escape.

My final act of desperation was to get the UIL office to hire me as a consultant. In a nut shell, I'm



CYNTHIA SALINAS

"We all know that we became academic coaches . . . for the satisfaction of helping and watching our students achieve their potential."

back! The confessions of a retired academic coach may seem pathetic to some, but to those of you who think about retiring or passing on the baton to some young, unsuspecting first-year teacher, think twice.

In the back of our minds, we all know that we became academic coaches not for the big bucks or plastic trophies, but for the satisfaction of helping and watching our students achieve their potential. Regardless of the time or energies required, we have witnessed the development of young minds into great speakers, mathematicians, literary critics and

writers. Through our selfless dedication we have met our responsibility to the future by giving students unique advantages, confidence and faith in humankind. And on a more personal note, we have filled our own lives with meaningful and precious memories.

Within our profession, we have exceeded expectations and made the whole world our classroom. Academic coaches know no limits to their creativity in the use of available resources or pedagogical approaches. We have taught what could not be taught. We have created what could not be created. We have done it all with pride in our schools, communities and students.

Have I poured it on too thick? If it makes you feel any better, I really do believe that there is no other like you. On the other hand, each time I need to be humbled, I remind myself of the last scene in the "Wizard of Oz" where Toto yanks back the curtain to reveal that the great Wizard of Oz is a fake. A fancy panel filled with buttons and levers reminds us that we are all fake wizards simply poking and prodding at our students until their own powers come to life. For we all come to realize, just like the Tin-man, the Lion and the Scarecrow, our students have always had the heart, always had the courage and always had the mind.

See you down the yellow brick road.

LINCOLN DOUGLAS

resolution for September through December of 96.

Resolved: That the dominance of two major political parties in presidential elections undermines American democratic ideals.

C-X DEBATE

Resolution for 96-97.

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

Advice to current events participants: Get an early start

By Bobby Hawthorne
CURRENT ISSUES & EVENTS DIRECTOR

What do Timothy Leary, Kathy Lee Gifford, Marge Schott, the guys who run the so-called Republic of Texas, Guatemalan raspberries, Richard Jewell, and the tiff between the Southern Baptists and the Disney Company have in common?

Nothing other than the fact that none will be subjects of questions for this year's Current Issues & Events Contest unless they manage to elbow their way back onto the front pages and 6 o'clock news. Timothy tuned in, turned on and dropped out, big time. Kathy Lee is no longer in the sweatshop business. Marge got kicked out of baseball. Richard, it appears, is innocent. So were the raspberries. And the media seems to be tiring of the efforts of the Baptists to return us to 1954 and the leaders of the Republic of Texas to 1844.

As much as I regret not having Kathy Lee to kick around this year, I can take solace in the fact that it's an election year, and elections — especially presidential elections — always produce their share of wackiness. Rest assured, we'll be there to twist various deeds and misdeeds into the form a multiple-choice question.

Now, there's a good chance that you don't remember who Richard Jewell is or why Guatemalan raspberries made the news. Most people don't either. But serious CI&E participants do. And if this is your first year to coach or compete in CI&E, then let me warn you: it's not for the casual hobbyist.

There's a young man in Friendswood, Eric Steinhauer, who's planning to win his third consecutive state 4A championship, and there are plenty of others out there determined to stop him, even

though as a sophomore, Eric answered 40 out of 40 questions correctly and scored a perfect 10 on his essay.

No matter. The others are combing the newspapers for questions, saving weekly magazines and surfing the Internet for helpful web pages. You want to compete with them, better get an early start.

Other advice:

- Subscribe to one of the test services. Champcraft (210/367-5238) and MRC Enterprises (817/567-3653) are two of the best. Several coaches write and market sample tests as well.

- Create a data bank of questions and answers.
- Order the CI&E contest study packet. It contains last year's contests and the study manual.

- Practice writing essays. At last year's State Meet, a student answered 37 of 40 questions correctly and still didn't place because his essay, compared to the others, was so weak.

- Attend an invitational meet. Or host one.
- Build at least a 5-member team. Chances are, one or two students won't be able to compete the day of the district competition, and you'll need a fully-trained, prepared student to take his or her place if you have any hope of advancing the team.

- Know the rules. Study the CI&E portion of the UIL *Constitution and Contest Rules* and the *District Manual*. Several years ago, a regional contest director included the essay scores in tabulating the team scores — a clear violation of the rules — but no one protested. Consequently, the wrong team advanced to State and won the state championship.

Of course, part of the problem existed in the League's failure to fully specify what should occur during the verification period. This year, contest directors will be given detailed instructions on how

to conduct the verification period, something along the lines of:

1. Announce that no one present may use pencils, pens or erasers during the verification period. Also, papers may not be taken from the room at any time during the verification period.

2. Announce that person not present forfeit their right to challenge the contest, the answer key or the official results.

3. Announce that the verification period shall not extend more than 15 minutes.

4. Return papers to students.

5. Read or post the answer key. If the key was changed during the grading process, announce the changes made.

6. Ask for questions and/or clarifications regarding the test and/or the answer key. Resolve any before announcing unofficial results. At this point, no challenges to the contest or the answer key may be made.

7. Announce the unofficial results through six places. Include scores for individual and teams.

For example: Individual competition: First place — Richard Smith, 36 points; Second place, Mary Jobe, 35 points; etc.

Team competition: First place — Connally, 88 points; Second place — Cooper, 81 points; Madison, 77 points; etc.

8. Ask for questions and/or clarifications regarding point tabulation. If none are raised, announce unofficial results as official, pack up and call it a day.

Staid and starchy, no doubt, but if they prevent a turf war this spring, then they're worth it. We're still in the developmental stage and feedback is welcomed.

SOCCKER RULE ERROR

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

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

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*.

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.

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.

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 Treble Clef Book* contains the only official list for the 1996-97 school year.

C&CR INTERPRETATIONS

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

PORT ARTHUR LINCOLN

The State Executive Committee issued a public reprimand to Mr. André Bouttee, basketball coach, Port Arthur Lincoln High School, to be published one time in the *Leaguer*, suspended him from the first game of the 1996-97 season, and placed him on probation through April 21, 1997, for inappropriate interaction with a game official.

DRIPPING SPRINGS HS

The State Executive Committee issued a public reprimand to Dripping Springs High School, to be published one time in the *Leaguer*, for violating the Athletic Code.

ARLINGTON LAMAR HS

The State Executive Committee suspended Mr. Curt Culbertson, Arlington Bowie High School, from the first two baseball games of the 1996-97 season for violation of athletic regulations, Section 1208 (j).

HARLANDALE HS

The State Executive Committee issued a public reprimand to Harlandale High School, for violating the Athletic Code, and commended the administration for its expedient and thorough investigation and action in response to inappropriate interaction with an official by a student representative. In addition, the committee placed the student representative on probation through April 21, 1997.

SOUTH SAN ANTONIO HS

The State Executive Committee issued a public reprimand to South San Antonio High School and placed the school on probation through April 21, 1997, for violating the Athletic Code.

LITERARY CRITICISM

The official source for handbook test items will be the ©1996 seventh edition of *A Handbook to Literature* by William Harmon and C. Hugh Holman. The sixth edition may be used also through this year, but it will no longer be available for purchase from Prentice Hall Publishing Co.

Both the Elazaveta Fen and the Ann Dunning translations may be used for the drama selection, *The Cherry Orchard*, by Anton Checkhov.

ART CONTEST

The official list for the 1996-97 Art Contest for grades 4 and 5 is found on page 3 of the *Art Smart Bulletin for 1995-96 and 1996-97*. The official list in the *Art Smart Bulletin* is the final authority. This is the second year for the art selections. Please mark these corrections in your *Art Smart Bulletin*: page 20, Diego Velázquez de Silva was born in 1599. On page 16, under SHAPES AND LINES, "Examine *Midsummer Twilight* by Hassam," should be "Examine *Midsummer Twilight* by Metcalf."

SPELLING

Attention Elementary and Jr. High Spellers! Students in Grades 3-4, 5-6, and 7-8 will be responsible for spelling words contained in the *A+ Spelling List* for 1996-97. The authority for all words is *Merriam Webster's Ninth New Collegiate Dictionary* or *Merriam Webster's Collegiate Dictionary, Tenth Edition*. It is important to have the most current spelling list. Significant revisions of the old list have been made.

SPELLING AND VOCABULARY

Correction to 1996-97 Word Power high school list.
Plexiglas (Trademark) should be Plexiglas, plexiglass

DICTIONARY SKILLS

The official dictionaries for the 1996-97 school year will be the Houghton Mifflin *American Heritage Children's Dictionary* for 5-6 and the *American Heritage Student's Dictionary* for 7-8.

CSIET APPROVED LIST OF FOREIGN EXCHANGE PROGRAMS, 1996-97

Academic Adventures in America (AAIA)
Academic and Cultural Exchange (ACE)
Adventures in Real Communication (ARC)
Adventures in Real Communication Year-Program (ARC Yr. Program)
AFS-USA
AIFS Foundation
American Academic and Cultural Exchange (AAEC)
American Association of Teachers of German (AATG)
American Council of Teachers of Russian (ACTR/ACCERS)
ASPECT Foundation
American Intercultural Student Exchange (AISE)
American International Youth Student Exchange Program (AIYSEP)
Amicus
Amigos de las Americas
ASPECT Foundation
ASSE International
ASSIST
Association for Teen-Age Diplomats
AYUSA International
Center for Cultural Interchange (CCI)
Center for Educational Travel (CET)
Children's International Summer Villages (CISV)
CIEE-School Partners Abroad
Cultural Academic Student Exchange (CASE)
Cultural Homestay International (CHI)
Educational Resource Development Trust (ERDT)
EF Foundation
EV-USA
Face the World Foundation (FTW)
Foreign Links Around the Globe (FLAG)
Foreign Study League (FSL)
Foundation for Academic Cultural Exchange (FACE)
Foundation for International Understanding (FIU)
Iberoamerican Cultural Exchange Program (ICEP)
Intercultural Homestay Services (IHS)
International Cultural Exchange Services (ICES)
International Education Forum (IEF)
International Fellowship (IF)
International Student Exchange (ISE)
International Student Exchange of Iowa (ISE of Iowa)
Nacel Cultural Exchanges
NASSP-School Partnerships International
Open Door Student Exchange
Pacific Intercultural Exchange (P.I.E.)
People to People High School Student Ambassador Program
Presidential Classroom for Young Americans
Project Harmony
Resource Euro-Asian American Cultural Homestay (REACH)
Rotary International
School Year Abroad (SYA)
STS Foundation
United Studies Student Exchange (USSE)
World Experience (WE)
World Heritage International Student Exchange (WH)
World Learning
Youth for Understanding (YFU)

HOUSTON LAMAR HS

The State Executive Committee suspended Mr. Victor Aguilar, formerly of Houston Lamar High School, from all UIL activities through August 21, 1999, for violation of eligibility rules. In addition, Houston Lamar High School was issued a reprimand.

DALLAS LINCOLN HS

The State Executive Committee issued a public reprimand to Mr. Yarbrough Laws, Dallas Lincoln High School, and placed him on probation through August 21, 1997, for violation of eligibility rules.

DALLAS HOOD MS

The State Executive Committee issued a public reprimand to Mr. Max Tunnell, Dallas Hood Middle School, and placed him on probation through August 21, 1998, for violation of music regulations (Section 1110).

WEST SABINE PINELAND ISD

The State Executive Committee issued a public reprimand to West Sabine Pineland ISD and placed the district on probation through August 21, 1997, for violation of booster club guidelines. A condition of the probation is that the Pineland administration, in cooperation with the Board of Trustees, must formulate and submit a plan to the UIL by October 1, 1996, delineating how violations of UIL rules will be avoided in the future.

BRENHAM HS

The State Executive Committee suspended Mr. Jamie Lechler, Brenham High School, from the first three baseball games of the 1996-97 season for violation of athletic regulations, Section 1208 (j).

SAN ANTONIO SOUTH SAN ANTONIO HS

The State Executive Committee issued a public reprimand to Mr. Gary Durbon, San Antonio South San Antonio High School, for improper interaction with a game official, and placed him on probation through August 21, 1997.

MAPS, GRAPHS AND CHARTS

Hammond, Inc. (800) 526-4953, will continue to be the provider of the official atlas for the 1996-97 Maps, Graphs, and Charts Contest in grades 5, 6, 7, & 8. Answers to test questions can be found in the *Hammond Comparative World Atlas @ 1993*, or the *Hammond New Comparative World Atlas @ 1996*.

DENTON HS

Denton High School is listed in District 7-4A in the tentative 1996-97 District Alignment List. This is an error. In fact, Denton High School will be in District 9-4A.

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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. Recommended distribution:

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One-Act Play Director	