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Leaguer

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Tops again

Texas remains national leader in number of high school students participating in sports

For the seventh consecutive year, participation in high school athletic programs increased during the 1995-96 school year. Based on figures from the 51 state high school associations that are members of the National Federation, participation in high school athletics during 1995-96 was 6,019,889, an increase of 225,460 from the 1994-95 figures. The 1995-96 figure is the second highest mark in the 26 years that the survey has been conducted, topped only by the "baby boom" figure of 6,450,482 in 1977-78.

In the listing of athletic participants by state, Texas remains No. 1 with 706,847, followed by California (514,139), New York (301,702), Illinois (296,840), Ohio (277,993), Michigan (270,420), Pennsylvania (226,361), New Jersey (198,065) and Wisconsin (164,090).

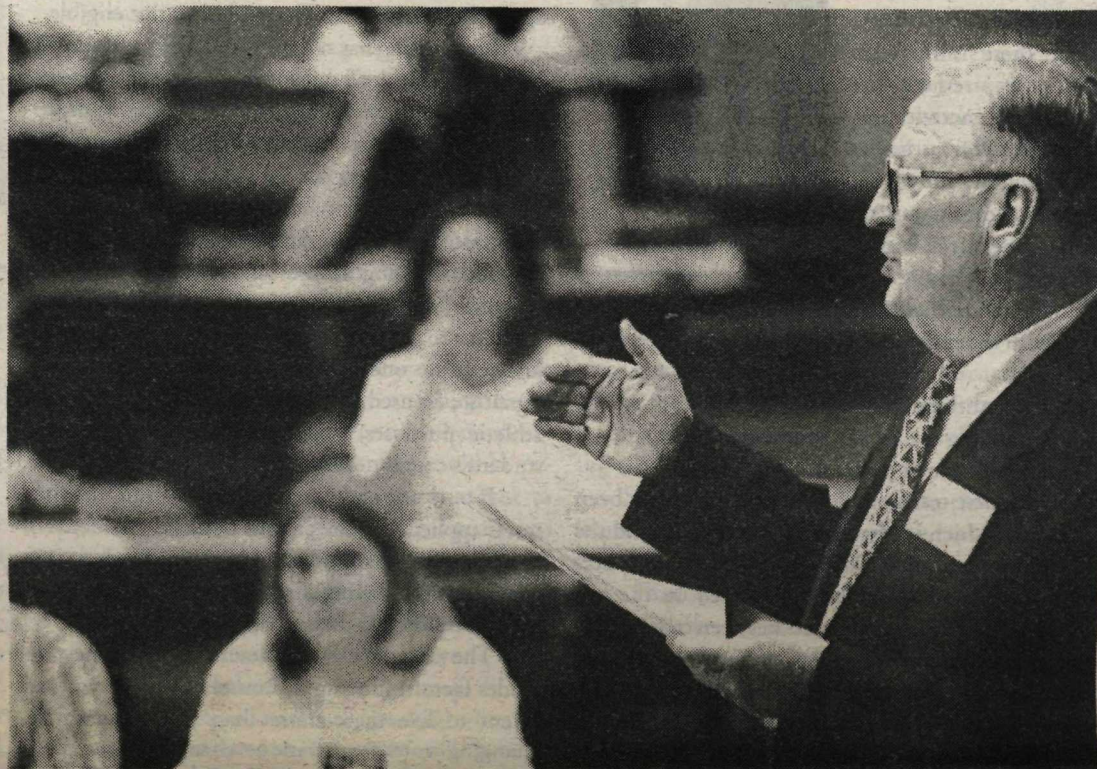
Data from 1995-96 indicated another record participation for girls at 2,367,936, an increase of 127,475 from the previous year. Boys participation also increased, up 97,693 to 3,634,052, the highest mark for boys since 1978-79.

Fast-pitch softball registered the largest gain in girls athletic programs, with an additional 26,882 participants. It ranks fourth among girls athletic programs, both in terms of participants and school sponsorship of programs.

In addition to fast-pitch softball, four other girls sports gained more than 10,000 participants over 1994-95 figures, including basketball (18,922), outdoor track and field (18,837), soccer (17,937) and volleyball (17,400).

Basketball remains the most popular girls sport with 445,869 participants, followed by outdoor track and field (379,060), volleyball (357,576), fast-pitch softball (305,217), soccer (209,287), tennis (146,573), and cross country (140,187).

Football remains the most popular sport for boys with 957,573 participants, followed by basketball (545,596), outdoor track and field (454,645), baseball (444,476), soccer (283,728), wrestling (221,162), cross country (168,203), golf (140,011), tennis (136,534) and swimming and diving (81,000).



'CRITTERS — Dr. Fred Tarpley, who directs the Literary Criticism Contest, discusses the reading list with students at the Austin Student Activities Conference, held at UT, Sept. 28. Conferences were held earlier this year in hopes of avoiding conflicts with athletic and band competitions as well as ACT and SAT tests. The final conference will be Nov. 2 at Sam Houston State University, Huntsville. Photo by Kirk Crippens.

Magnets attracting attention: UIL to examine issue of academic academies

Last spring, Austin LBJ High School won the Conference 4A state academic team championship, almost exclusively on the strength of its math and science team members. In fact, 69 of its 89 points came from two contests: math and science.

Not surprisingly, LBJ is Austin's math and science magnet, attracting students from across the city. In fact, Yirong Shen, who placed first in science, won top science honors for physics and chemistry, tied for top honors in biology, placed second in math was a member of the winning math and science teams and was a member of the third place computer science team, did not live in the regular LBJ attendance zone.

Today, Yirong is a student at Stanford University. While UIL officials are quick to point out that they have nothing but praise for Yirong and the other LBJ students and faculty, they concede that the issue of academic magnets and academies is one that will require attention.

In fact, the Academic Committee of the UIL's Legislative Council will discuss the matter at its annual meeting, Oct. 20-21.

"The question of equity is certain to be examined," academic director Bobby Hawthorne said. "The League has no academic residence requirements which means that so long as the student is accepted by the school, he or she may compete in UIL academics, whether he or she lives in the school district or, in the case of multi-school districts, in the attendance zone."

As charter schools, magnets and other special academies become more prevalent, Hawthorne said the UIL will have to respond.

How Rules Are Made

The Legislative Council is the rulemaking body of the UIL. It consists of 28 members. Twenty are elected to represent each region and conference. Eight are appointed by the Texas Commissioner of Education to reflect gender and ethnic equity. Many actions taken by the Council must be approved by a vote of the schools. All actions taken by the Legislative Council to change or adopt rules must be approved by the State Board of Education.

The Council will meet Oct. 20-21 in Austin at the Omni Southpark Hotel.

"It is unfair for a School A that draws students only from its attendance zone to have to compete against a magnet that can draw the finest students from anywhere," Hawthorne said. "This would not be allowed in football or basketball."

Several magnet schools have opted not to compete in UIL, Hawthorne said.

"For example, the High School for the Performing and Visual Arts in Houston does not compete in the UIL's one-act play competition," he said.

It may be time to begin looking into the possibility of establishing a conference strictly for the magnet programs. I don't expect swift action on such a proposal, but it's important that we begin monitoring the situation as soon as possible."

Complicating the issue is the fact that it's difficult to determine how many districts have magnets and how those magnets are configured.

"Somehow, the issue of academy versus non-academy students will have to be resolved," Hawthorne said. "If a high school contains a magnet or academy, then it stands to reason that students in that magnet would compete against other magnet students. But should a student attending a science academy be required to compete against other magnet students in non-science competitions like debate or ready writing? Should non-magnet students at the school be required to compete against magnet students? And what if the student lives in the school's attendance zone? Why should he or she have to compete against anyone other than regular students? Seems to me this penalizes the student for being smart. So as you can see, it's a far more complicated issue than it appears."

Proving athletic residency proves a sticky problem

One of the most perplexing problems faced by schools is eligibility for varsity athletes who change schools. Since there is no residency requirement for non-athletic activities, it is possible for a student to be eligible for music and academic competitions but not for varsity athletics.



Bill FARNEY

There are three basic tests applied to students who wish to represent a new school in varsity athletics:

1. recruitment
2. moving for athletic purposes
3. residence of parent.

The first test is whether the athlete has been recruited, which is often difficult to prove. Did the coach promise better playing time or other inducements? Was "undue influence" placed on the student or parent? These contacts between coaches and athletes occur in many ways. Casual comments such as, "We could use a lineman like you," or "We have a great weight training facility," or even "I guarantee you would start for us" are examples of recruiting dialogue.

Recruiting can also be more subtle. Disgruntled parents sometimes approach coaches from other schools to "feel out" possibilities. These parents are often school shopping to find better opportunities for their children or to escape an athletic program where their youngster has little chance of breaking into the starting lineup. A professional approach for coaches in dealing with such situations should in-

clude notification to their principal that "contact" has occurred. A telephone call to the coach where the youngster is currently attending might also be appropriate. If recruiting is verified, there is no need to apply the second test. The student is not eligible.

If recruiting has not occurred, the second test is "moving for athletic purposes." This situation exists when students are dismissed from programs or disciplined at their school and then change schools. Usually the sending school will refuse to sign the Previous Participation Form if there is evidence that the student is changing schools because they are not in good standing at the school they are leaving. However, some sending school coaches will sign the form just to get rid of a bad apple. This practice does justice to no one. Integrity demands truth when a signature is used. If the change of school is "for athletic purposes," no further evaluation of the student's case is needed. The student is not eligible.

If tests one and two find no violation, the final test is applied. Are the parents bona fide residents of the new school's attendance zone? The key here is in the phrasing. Having a residence is not sufficient. *Being* a resident is the standard.

The criteria used to determine residency includes factors: moving all household goods with an intent to live there more than just temporarily, changing voter registration, changing driver's license information, receiving all mail at the new residence, all members of the family move, etc.

If parents are not in compliance with the residence standard, the student may have the option of applying for a waiver. A waiver can be granted based on circumstances beyond the control of the student and for undue hardships. Students who have been recruited or who have moved for athletic purposes cannot receive a waiver.

Domicile is a key word in dealing with the residence standard. Committees must ascertain whether the move was legitimate or whether it was made solely to comply with eligibility. Certainly the residence rule acknowledges the fact that people have a right to relocate, and that sometimes parents must split families for health, financial, occupational or other reasons. But in order to keep equity in League programs moves should not be made for participation purposes.

District executive committees do not always have complete information when ruling on eligibility of students who change schools. Often a student declared eligible in August is found to be in non-compliance with one or more of the three standards later in the year.

Recommendations are now being formulated to provide better guidance to school administrators in the adjudication of eligibility cases. A manual is forthcoming this fall that will contain specific meeting formats and procedures. The University Interscholastic League has received input from parents, patrons and school representatives indicating overwhelming support for the need to regulate students changing schools. Metropolitan areas in particular would be left in chaos if students could go to any school for any reason. The strong would get stronger as better athletes gravitated to the same schools. *More importantly, local students would be replaced by move-ins who play the season and move on.*

School activities are a privilege. We salute schools for offering a wide range of opportunity for students. We applaud local committees for enforcing standards, and we remind everyone that rules are made to be followed, not broken. If a rule has outlived its purpose, proper enforcement will prove its unacceptability.



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Praise and rewards positively impact student motivation at the middle level

Teachers who use praise and rewards in teaching middle grade students have been shown to increase student motivation for learning.

Research about the developmental characteristics for early adolescents consistently stress the point that this age group seeks independence and opportunities to have more control of their lives. Their desire for self-control and direction can manifest itself in positive constructive directions or in socially and educationally negative directions.

Recent research suggests that teachers within the context of the classroom can significantly influence the development of independent behaviors with the

proper use of praise and rewards. The effective use of praise and rewards is different at the middle level than at the elementary school.

It is not until somewhere around the age of 11 that children realize that the effort they put forth in school is largely independent of the innate abilities if both are tied to academic success.

This new realization, coupled with a desire for independence, forms the basis of constructive behaviors. While they cannot control their innate abilities, they can control their level of effort.

A key element in motivating students at this age is to help them see the relationship between what

they do, their level of effort, and what they accomplish. Research suggests that praise or rewards are not frequently used by teachers.

More important than the number of times a teacher praises or rewards is how and when these strategies are used. If praise and rewards are arbitrarily given to students, they have no meaning.

If the student is praised for being smart, the praise might have little effect on future motivation to exert effort. If students are praised or rewarded for accomplishing tasks that require little effort, their peers will view the praise or reward as undeserved.

— *New England League of Middle Schools*

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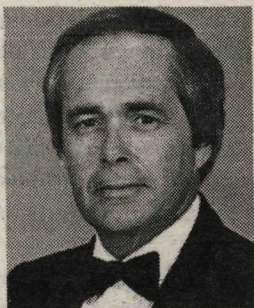
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Alternate reality: Every student should be involved and have the opportunity to experience a sense of accomplishment and achievement

It is common practice in many high school bands throughout Texas to assign a certain number of students to the role of alternate during the marching season. One can argue that it is essential to have students available to step in to fill a spot that is vacated because of illness, family



Richard FLOYD

emergencies or no pass/no play. But, directors must be mindful of the educational needs and personal feelings of those students who serve as alternates.

The excerpts that follow are from a letter written by a band parent whose daughter had just learned that she would be an alternate for the second year of her high school marching band experience.

The gentleman writes: "Last night, our daughter lost her spot in her high school marching band and was made an alternate. This is her second year in the band. She was an alternate all of last year, never marching a performance. When she was given a regular place in the show this year, she was elated and proud. The loss of that place was devastating. I cannot imagine anything short of the death of a loved one hurting her more.

"I spoke to the director of the band last year about the use of alternates. I was told that, between health problems and the Texas 'No Pass, No Play' rule, bands, like other competitive activities, needed alternates to fill in when members were unavailable. I asked why they could not perform with a spot vacant under those circumstances. I was told that judges would mark a band down if they detected a gap caused by a missing person.

"Everyone wants their band to do the best show possible. No one, least of all me, would want to see a performance ruined by one individual. But, would

including everyone who wants to be a part of the band jeopardize the band's ability to present a high quality show? My limited experience would say no.

"I would ask those who believe in the use of alternates to consider the feelings of the students who are put in that position. This is not like a football team where most of the members expect to be on the sidelines during a game. This is a matter of a small group of students being singled out as not good enough to participate. They cannot help but feel inferior. When our daughter lost her place, she sat on the sidelines and cried her heart out. There is no place in something as joyous as making music for that kind of sorrow.

"I would appeal to you, in any way you can, to promote the idea of high school marching bands across the state including everyone in their shows who wants to participate. Directors should be encouraged to work with students who are not as talented to improve their skills. Participation in marching band should be an experience open to all who seek it, not just the most talented."

Let me quickly say that I doubt it is practical to totally eliminate alternates, march everyone every week, and let the holes fall where they may. Such a practice could prove disastrous, especially when the grim reaper of no pass/no play comes calling at the end of a grading period. But, is it possible to be more creative in how we integrate these alternates into the mainstream of the marching band experience and be more sensitive to the feelings of these students? I think so. Here are some suggestions.

- Have each alternate "shadow" a person in the band during rehearsal so that they are experiencing the educational process of learning drill and remaining integrated into the group activity of perfecting a marching band performance. This practice will help refine marching skills, nurture a sense of belonging and help students prepare to move into a position in the show with skill and confidence when the need

arises.

- Avoid making a student a permanent alternate. Develop a system of rotation that allows students to move in and out of the show thus allowing all members of the band to enjoy the experience of performance. Many directors do this already. You can to. Under only the most extenuating circumstances should a student be left in the stands two weeks in a row.

- Never — I repeat never — simply have alternates stand on the sidelines, sit in the stands or go to a practice room. First, such a practice is in direct conflict with State Board of Education policies which dictates that all students enrolled in an academic class, such as music, must receive instruction. Preparing for an extra-curricular event does not excuse us as band directors from our responsibility of teaching all students who come to us to learn music.

Second, be mindful of the disappointment and loss of self-esteem that students can experience when they are segregated from their peers and excluded from a highly visible group activity such as marching band. While students cannot, and perhaps should not, be totally sheltered from disappointment, it is possible for directors to temper this emotional trauma through thoughtful planning, continued involvement and a few kind words.

The Policy and Ethics Code found in Section 1101 of the UIL *Constitution and Contest Rules* challenges directors to "foster a spirit of artistic involvement and aesthetic achievement for all students participating in music contests."

The key word here is *all*. Our responsibility is not just to the best students or those students who "make the cut." It is to each boy and girl in our program. Every student we teach should be involved and have the opportunity to experience a sense of accomplishment and achievement. That is the challenge that this parent has placed before us. Let each one of us accept it.

Proposal to shorten marching routine length on Council agenda

BY RICHARD FLOYD
DIRECTOR OF MUSIC ACTIVITIES

In the September issue of the *Leaguer*, it was reported that the Legislative Council Standing Committee on Music had instructed the Marching Band Committee to study and make recommendations on the following: (1) reduction of marching contest show length from 10 minutes to 8 minutes; (2) development of recommended procedures for summer band rehearsals; (3) 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 and (4) explore future site options and formats for the State Marching Band Contest.

The committee met in Dallas on Sept. 11 and, after thoughtful deliberation, has prepared the following recommendations for the consideration of the Legislative Council at the council's annual meet-

ing, Oct. 20-21 in Austin.

- Reduce the maximum length of the UIL Marching Contest routine from 10 to eight minutes.

Under this format each band would have five minutes for its field entry, set-up and warm-up. This segment of the time allotment would be unchanged from our current timing structure. The band would then have a minimum of five minutes and a maximum of eight minutes to present its contest routine. At the conclusion of the contest show the band would have two minutes to exit and clear the field of all flags, props, and other equipment. The use of cadence would be permitted during this time.

The rationale for the recommended change is based on the following:

- (1) As shows have become more complex the demands on rehearsal time has compounded. This reduction in performance time would allow directors to reduce the number of routings and sets that would be required to develop a UIL contest show.

- (2) It is likely that this reduction in the amount of required music and marching would result in

reduced costs for music arrangements and show design.

- (3) With fewer sets to learn there should be more rehearsal time for the development and refinement of fundamentals.

- (4) Many schools find it difficult, if not impossible, to accommodate all of the half-time activities that are presented at football games. An eight minute show will allow for more flexibility in the integration of drill teams and other student groups into the half-time format.

- (5) The two-minute field exit will provide bands with a comfortable "window" of time to clear the field and will also give judges additional time to complete their comments and assign ratings or scores.

- Develop summer band guidelines.

Concerns regarding student health issues have been on the rise as summer marching band rehearsal schedules have intensified. Consequently the committee is recommending that a set of guidelines be

QUICK FACTS

1997 will mark the third year of the Vocal Sight-reading Pilot Project. In 1995, the project was introduced in Regions 9 and 17. This past spring it was expanded to include Regions 2 and 14.

At their fall UIL/TMEA meetings, each region in the state had the opportunity to determine if they wished to participate in the final stage of the project. At press time, all regions except for Regions 2, 6 and 15 have confirmed that they will use the new sight-reading format this spring.

From its inception, this project has been developed and supervised by Judy McEnany, and her Houston-based committee. We are all indebted to the members of this committee for their vision, professional dedication and commitment to this project.

At its October meeting, the UIL Legislative Council will review the current status of the pilot project and determine if the new format should be adopted statewide for all UIL vocal sight-reading contests in the spring of 1998. Recommendations, comments or concerns regarding this proposal should be submitted to the state music office prior to Oct. 15.

How to build a theatre program?

The first three SuperConferences are history, and you are urged to take advantage of the Sam Houston State University program Nov. 2. The program is outstanding.

If I started thanking everybody involved in the conferences this year, this column would be impossible to finish, but I must give credit to Denise Green, Stinnett-West Texas High School, for provoking this "How to Build a Theatre Program" effort. A number of OAP directors change annually and a large group of beginning teachers are hired. Some are hired because they are willing, if not able, to direct OAP. Teachers willing to handle extracurricular activities obtain better jobs at a rate higher than the area average.

How do novice directors or those struggling to build or rebuild a program proceed? I urge you to network with colleagues. Many have excellent ideas and great stories to tell, including Green's story of the West Texas High School State Meet OAP cast that included six football players from their '95 Conference 2A state semifinals team. I'm sure she would be willing to proudly send you a copy of the published story.

I hear from directors often and there are many similar stories — you can certainly learn from your colleagues. My first area of concern is promoting and funding theatre productions and classes. In order to begin, you must be able to develop a realistic budget, be brash enough to expect a stipend similar to other extracurricular sponsors whose activities are an outgrowth of curricular subjects, and host workshops, festivals and OAP contests. Why and how, or how and why?

Promoting theatre is imperative. Student and parental support must go together. Their interest will serve to your advantage when requesting funding from your administration and board. Theatre arts teachers should learn from band directors and athletic groups the art of developing support groups.

Begin your theatre promotion by seeking the academically gifted from all classes. Open auditions. Plan productions which might serve a variety of subject areas and make your pitch to all classes and teachers. High visibility is essential to theatre arts teachers and OAP directors. You must become a recognizable force in your school, and that teacher best known to students is the one willing to support their programs. You can't achieve visibility working with just theatre students. You must be willing to become involved. Sponsoring, chaperoning, attending athletic activities and providing community programs will make you into that teacher who is indispensable to the school and community. Who says that you aren't the best equipped to help stage half-time shows, art displays, choir concerts, and faculty activities? Quality theatre literature produced with school faculty to serve curricular needs certainly serves theatre programs in many ways.

An essential step in promoting theatre is making students welcome. Some are afraid of performing. Many will find comfort in discovering the creativity



Lynn MURRAY

in production areas without the trauma of performing in front of their peers. Many talented performers were first talented technicians or ticket takers. Take all opportunities to build confidence in students. A note to a talented football banner artist may get you a scene painter. An athletic banner created by theatre students may also attract athletes to your program. A compliment directed toward a talented school journalist may get you a good story for a production. Words of encouragement and deeds of support do not take much time and pay long-range dividends.

Some theatre teachers and OAP directors teach other subjects. A short note of encouragement at the end of a quality English composition or assignment in speech, history or numerous other subject areas might help you enlist that same creativity for play production. OAP auditions may be the nudge a student needs to become involved. Asking other teachers for a moment in their classes to explain OAP auditions for a coming production will help promote your program. Your best (most articulate) students are an obvious asset in this effort. Your colleagues will begin recommending bright students if they know you are actively seeking. Get to know librarians and counselors. They quickly recognize talented and gifted students looking for creative outlets.

Posters and bulletin boards for theatre activities and announcements encouraging auditions for all productions, including OAP, will promote interest among students, especially if involved students encourage their friends to read and respond. The bottom line is recruiting — even to the degree of girls bringing their boyfriends or close friends when the need for a large male population for a particular production is essential. You may wish to call it "encouraging a student to achieve full potential." You must let students know they have the qualities needed for your production program or OAP entry. Flattery of students' potential is an obvious plus. I call this process an essential element of extension teachers. Using the contest play to recruit is also an essential element.

Several theatre programs in Texas are self-supported. Some directors never consider making a pitch for school funding because of the effort required to write rationales and proposals. Such programs are easily identified by goodie sales, car washes, and overpriced T-shirt sales to raise money for OAP or to fund the first production. It is true that theatre students must recognize good publicity and marketing, but I'm sure such energy could be better spent. Fundraisers do have a place — when was the last time you refused to buy Girl Scout cookies? But such efforts should not substitute for reasonable theatre classes and production budgets. Other academic areas are not often required to raise funds for lab and instructional materials.

School administrators cannot support a program unless they understand why your theatre program deserves funding. It is hard to refuse well-organized students and parents who know what they are selling and why. If your theatre program is organized, you can sell it to those making budget decisions. Students are extremely convincing when performing. You must make certain that they give a quality performance.

The rationale for having a theatre program funded should include the objectives and benefits, including those of the OAP competition. Administrators understand rules structure and organization. An active theatre program can bring good publicity to a school system. Theatre does on an academic level what a quality athletic program does for a community on an extracurricular level. Did I say that theatre arts is a part of the academic program?

Plan your production year and budget projection as an essential element. Annual theatre production budgets range from \$500 earned or borrowed to more realistic budgets that recognize the needs of truly instructional costs. Publicity, sets, costumes and play royalties cost money. Without funding, it is difficult to even approach theatre arts course requirements. The most difficult expense to estimate is travel. It is impossible to teach the full range of theatre arts classes or participate in OAP without some travel. Using school transportation is the safer alternative.

The sticky subject in Texas these days is supplemental salary. Stipends seem to be based on a variety of elements depending on the system. There is a reasonable way of evaluating the worth of teachers involved in theatre production and extracurricular programs. Each teacher should document hours spent with students in meetings, workshops, and in productions (rehearsals and crew time). When administrators and boards study such findings, they usually respond favorably. Stipend raises are usually based on the number of years devoted to the activity. If you don't have a successful theatre production program, you probably will not be in the same place long. I didn't say you had to win in OAP, but our audiences are becoming more sophisticated and critical.

Students participating in OAP may receive academic credit toward graduation because preparation of the contest meets the requirements for Theatre Production I-IV. OAP is unique in that it serves as a primary method of instruction for this course. Play production is the core of the secondary school theatre arts curriculum. Production is the laboratory for the exploration, development, and synthesis of all elements of theatre.

Texas is seeking quality education, and quality theatre is no exception. Because our patrons are exposed to many forms of theatrical experience, they are no longer willing to accept the so-called "high school" play. Good theatre is good theatre, whether at UT-Austin or Plainsville ISD. Secondary school theatre arts programs are capable of the same quality as any other group. It may be true that 16-year-old students cannot sustain the same levels of performance as a seasoned professional, but they are capable of the same basic quality. I'll save that message for another time.

Active theatre programs take time. Even with the 8-hour limitations for extracurricular activities, theatre teachers are spending 120 to 240 hours per year, and stipends normally range up to \$2500 per year. There are some great programs of proven quality that do pay their theatre teachers, coaches and other extracurricular sponsors as much as a \$6000 stipend. Those teachers usually stay in place for years.

Every theatre teacher reaches a point where the commitment to students and dedication to secondary

Area meet dates, sites finalized

Well, area meets and dates are fixed. Corrections are in this *Leaguer*. The final list will be distributed after the enrollment deadline Nov. 1. I'm sure that a few will be less than excited, but we are where we are, generally speaking, for the next two years.

If you have suggestions, I'm always pleased to have them in writing so long as there is administrative support, better facilities and good management available. Remember, suggestions that impact others require their agreement. We all want the best situation available for districts which must be grouped together, but most areas must be at colleges, universities or in schools representing the conference involved. There is no such thing as a neutral site anyway!

The second OAP enrollment card has been mailed to theatre directors. We are sorry that there were so many missing green cards in the first mailing. If you don't have one by now, call ASAP. Nov. 1 is the deadline for their submission to this office.

I rationalized for three days about play selection and decided to refer you to pages 47-49 in the *Handbook for One-Act Play*, 13th Edition. Of course you have this version which was published last year. Your's is not the 8 1/2 x 11 size? I have seen directors trying to use editions that are as much as nine years old. All you can get from such a handbook is trouble. Get the latest edition ASAP.

—Lynn Murray

Reporters need to see the big picture

Being a reporter isn't easy. They're expected to be an expert on anything and everything they write, which is impossible. They're expected to be fair and balanced and objective, which isn't that easy either.

A friend once defined objectivity in journalism. "You quote the people who are telling the truth. Then you quote the liars."

That's about right.

I read a story the other day about a school district whose board members were scheduled to meet at a local high school, parts of which by all description were about to collapse. But days before the meeting—and purely by coincidence, a straight-faced school district spokesman told reporters—the district dispatched a crack team of carpenters and painters to spiffy up the place real nice. A principal said he wished the school board would meet there every week.

The truth? Draw your own conclusions.

To a degree, this is good reporting. Lay out the facts and let the readers decide for themselves. Problem is, reporters sometimes get their facts wrong or fail to see the big picture, thus distorting otherwise accurate facts. I'm reminded of the end of "Absence of Malice," where reporter Sally Fields admits that a story is accurate—but not the truth.

I understand this. Reporters are generalists. With few exceptions, they must cover a wide range of topics. As a young reporter, I covered everything from the annual State Bar meeting to a visit by the Israeli Consulate to Texas to the regional meeting of Alcohol Anonymous. I was qualified to cover perhaps one of those events.

I also understand the public's dissatisfaction with the daily newspapers and local television. Too often, reporters simply don't know enough about the stories they are covering to tell readers or viewers anything meaningful.

For example, during the heyday of the no-pass, no-play legislation several years ago, the League's legislative and judicial bodies butted heads over the issue of girls playing on boys teams. The State Executive Committee ruled that girls could play on boys teams if a corresponding girls sport was not available. UIL rules stated that girls could not under any condition. Neither the Legislative Council, the League's rule-making body, nor the schools appeared eager to change this rule.

A television reporter covering the meeting never understood that this was an institutional disagreement—not a personality clash. The real issue wasn't whether girls could play on boys teams. The issue was how the League would resolve the conflict between two of its governing bodies. Common sense prevailed, but I'm not sure this issue is resolved today.

But that wasn't the story the reporter sought. She was accustomed to attending media events where the reformers and their surrogates wailed and flayed. I tried to explain to her the unique roles of each body, but she wasn't interested in reporting the story of a constitutional crisis. Not sexy enough, I suppose, even though it remains in my opinion the most poignant moment since I joined the UIL. She just didn't see the big picture.

Same thing happened here a few weeks ago, if but on a smaller scale. A local sportswriter criticized



Bobby HAWTHORNE

Austin ISD for having only three stadiums, forcing some teams to play on Thursday night, depriving them of the Texas birthright of playing football on Friday night.

A day or two after the column ran, I attended parent's night at my daughter's junior high. It's an old school.

Needs more than just a coat of paint and new carpet. But it's clean and safe. The teachers are creative and enthusiastic. The new principal seems very "can do." Overall, I was impressed.

Except for the computer literacy class, where the teacher—a remarkable young woman—used chewing gum and baling wire to hold together the 15 or 20, circa 1982, Apple computers. No one even makes programs for these clunkers today. I don't know whether Austin needs a new football stadium, but these children need a new computer lab. Build a decent computer lab in every junior high in the city. Then, if funds permit, build a football stadium.

If sports writers visited more of the school than the field house, they might have a better view of the big picture. Otherwise, their opinions are only as good as their facts.

The same is true for news reporters. The late Martin "Red" Gibson, a professor of journalism at UT-Austin, compiled a list of reasons why people dislike the media. At the top of the list: arrogance.

Another local story: A reporter wrote that school districts were designating certain courses as "honors," and deduced from this that someone—didn't say who—was deliberately attempting to circumvent the no-pass, no-play rules. Maybe it's true. I don't know.

But the reporter stated that "yearbook journalism" was one of the courses so designated, thus suggesting that "yearbook" is one of those watered down courses that athletes take in order to remain eligible.

It takes a good bit of arrogance to imply such a thing. What qualifications this reporter has to decide which courses are rigorous and which are "watered down" remains a question. As best I could determine, the reporter knows nothing about journalism courses in Austin or its suburbs. He didn't interview journalism teachers or students. He didn't visit their classrooms. He quoted a Dallas lawyer. None of the journalism teachers said they had met him. It's safe to say that he knows little about journalism education in Central Texas either.

So on what basis did the reporter decide that yearbook is a watered down course? Perhaps it was a Mickey Mouse course when he was in high school. Perhaps he figures they all are. Either way, that's what he wrote—in so many words.

For the record, the yearbook classes in Austin and the suburban schools mentioned teach the highest writing, thinking and problem-solving skills. Round Rock High produced a CD ROM yearbook last year, hardly a watered down experience.

Given that the reporter was so wrong about this,

Journalism Reminders

- The deadline for joining ILPC is Nov. 1.
- The deadline for submitting yearbooks for judging is Nov. 1.
- The deadline for submitting yearbook individual achievement awards entries is Dec. 1.
- The deadline for submitting nominations for ILPC's Edith Fox King Awards (given to teachers in recognition of distinguished contributions and outstanding devotion to Texas scholastic journalism) is Dec. 1.
- The Texas Association of Journalism Educators/Association of Texas Photography Instructors state convention is Oct. 26-28 in San Antonio.

I wonder how much of the rest of the article was accurate.

What especially galled me was the fact that a daily newspaper—a natural ally of scholastic journalism—would perpetuate the myth that newspaper or yearbook is a Mickey Mouse course.

I don't suggest that all journalism courses in Texas are as excellent. Clearly, they are not. For whatever reason, some administrators are unable or fail to hire qualified instructors. Others hire competent advisers, then fail to provide these instructors with the adequate tools and support to do their jobs. A lot of bad journalism courses exist out there.

A lot of bad history, civics, math, science and language arts courses exist in Texas as well. If that's the story, fine. A decent reporter won't have problems finding evidence of this. But don't assume that all math and science courses are challenging and rigorous and all yearbook courses are not. Don't assume anything.

Administrators in the schools mentioned have encouraged students to cover issues and events relevant to students and to allow those students to express their opinions on these issues and events, even though they are occasionally controversial and/or sensitive. They actually allow students to disagree with them, in some instances, to criticize them. They've hired excellent teachers and provided them with the equipment and facilities to do their jobs, which is to teach students to think so they can thrive in a democratic society.

Admittedly, this isn't public knowledge. Journalism teachers concede that they've done a pretty lousy job marketing themselves. It isn't a state secret either. It just requires that the reporter leave the office, seek out and interview authoritative sources and learn what's really going on before flippantly pronouncing which courses are and which are not fluff.

I'll say it again: reporting is a tough job, and reporters can never satisfy everyone. There's always more to the story than they will know and space will allow. Sources have their own motives and agendas, which may be inconsistent with the facts, let alone the truth. Every reader is an expert and a critic.

But you'll never amount to much of a reporter unless you recognize your biases, challenge your assumptions, get off your duff, go beyond the merely accurate and pursue the truth.

Electronic reference books

The question arose: given that students in journalism and ready writing this spring may use a dictionary or thesaurus, may they use a pocket-size electronic dictionary or thesaurus rather than the standard book? Answer: yes.

ILPC considers broadcast competitions

The Interscholastic League Press Conference has formed a committee to look into the possibility of adding contests in various aspects of broadcast journalism.

"More and more schools are teaching broadcast journalism and producing news, feature and sports shows," ILPC director Bobby Hawthorne said. "Competition would improve students' efforts, motivate them and provide them awards that will give them a greater sense of satisfaction."

Adviser input is welcomed. Send comments to Hawthorne at the UIL (address, page 2) or e-mail at bhawthorne@mail.utexas.edu

Invitational
Academic
Meets

November 2

Alexander HS (Laredo)
Partial UIL academic
practice meet with
Math, Science,
Journalism, Computer
Science, Literary
Criticism, Current Events
and Ready Writing.
Contact: Beverly
Herrera, UIL Coordina-
tor, 210/717-1978

November 16

Smithville HS
UIL Academic/Speech
Tournament.
Contact: Debbie
Winkler, UIL Coordina-
tor, 512/237-2451

November 23

Wimberley HS
Speech events only.
1A, 2A, 3A
4A and 5A novices
only.
Contact: Lydia Miller,
512/847-5729
Schools must call ahead
of time.

January 11, 1997

Sherman HS
All UIL except Cross-
Examination.
Contact: Yvonne Butler,
903/893-8101; 903/
893-7201(fax)

January 25

Brackenridge HS (San
Antonio)
Complete UIL.
Contact: Cindy Grauke,
210/533-8144 ext.
3054; 210/534-
9770(fax)

January 31-February 1

Lindale HS
All - will use UIL
materials.
Contact: Janice
Caldwell, 903/882-
6138; 903/882-
2813(fax)

February 7-8

Belton HS
All UIL events.
Contact: Sam Lorenz,
UIL Coordinator, 817/
933-4600; 817/933-
4609(fax)

'Statement to Judges' hoped to clarify
expectations at UIL district journalism contests

In an effort to reduce paperwork and improve the quality of judging at district and region UIL journalism contests this spring, contest directors will be required to read the following statements to their judges and to the contestants:

1. Divide papers among the judges.
2. Every paper should be read and edited by one judge. No paper should be returned without written comments.
3. Every judge need not read every paper. A second and third reading will be necessary only for papers that contend for placing in the top six.
4. Avoid sarcasm or unduly harsh criticism. Remember: these are high school students, not professionals.
5. Please review the UIL judging criteria and the "Tips." The "tips" are consistent with the *Journalism Contest Manual* and what has been taught at conferences.
6. Realize that the UIL style may differ slightly from your publication's. If you have serious disagreements regarding style, please take them up with the UIL office, not the contestants or the meet director. For example, in the news writing contest, it is not necessary to identify the school. High school students know the name of their schools.
7. In the feature writing contest, students have

the freedom to develop scenes as they feel the scenes might have existed. The scenes must be a natural extension of the story.

8. In the editorial writing contest, students have the freedom to propose solutions or suggest answers that they feel might resolve the problem. Also, they are urged to write in third person, although they may use first person plural on occasion.

9. In the headline writing contest: the main deck of a main/secondary headline combination may contain but does not need a verb.

They shall also be required to read the following statement to students:

1. Place your number in the upper right hand corner of each page of your entry.
2. Write on one side of the paper only. Write legibly.
3. Double space so that judges may edit and write comments on your entry.
4. You may use a dictionary and/or a thesaurus during the contest. You may not use a journalism or other textbook.
5. You may not talk during the contest. If you have a question, raise your hand and the contest monitor will come to you.
6. When you are finished, please turn in your paper and quietly exit.

Good sports writing is nothing more than good writing

By BOBBY HAWTHORNE
DIRECTOR OF ACADEMICS

When will the UIL adopt "sports writing" as a UIL spring meet contest?

This question pops up often during the UIL student activities conferences. My standard reply is, "No time soon."

Why?

- Because journalism is adequately represented in the spring meet plan. Many schools have no journalism courses yet their students may compete in four journalism contests. The same schools may offer dozens of science courses, yet the League sponsors but one science contest.

- Because opportunities for sports writers to compete exist outside the framework of the UIL. ILPC offers several sports writing competitions, for example.

- And because no fundamental difference exists between sports writing and either news or feature writing. While each retains its unique qualities, all three test lead writing, news judgment, transition, objectivity, fairness, balance and unity. They are more similar than dissimilar.

A sports news story is a news story. A sports feature is a feature.

This fall, I received a postcard from a disgruntled parent, upset that last spring's State Meet feature writing contest interviewee was Josh Davis, a former University of Texas swimmer who went on to win four gold medals at the 1996 Olympic Games in Atlanta. The parent wrote, "Using a sports story for

Sites and dates for the spring meet academic contests have been chosen. Find out now where your meet will be held. Contact the journalism adviser at that school and offer your help. It is highly likely that this person has never directed a spring meet contest.

feature writing interview is patently unfair to the contestants who are good writers but who are not sports fans."

Fact is, we didn't ask the students to write a sports story. We didn't ask them to pack their stories with statistics and meet results. We didn't ask them to use sports jargon or cliches. We asked them to write a feature story about the young man — not the sport — and Josh gave the students a wealth of information to use in developing the personality profile. I attended the interview and was delighted at the fabulous job Josh did. He gave the students one excellent quote after another — not about swimming but about life.

The accusation that the interview was patently unfair doesn't seem to hold water either. It would have to rest on the assumption that boys have an advantage in sports writing since traditionally more boys than girls write sports. This isn't an assumption that I'd be quick to embrace, given that girls — not boys — dominate scholastic journalism today.

And if girls are at a disadvantage, the results don't reflect it. Twenty six of the 30 feature writing contestants who placed in the top six at state last spring are girls.

Iowa adviser named Dow Jones
Newspaper Fund National
High School Journalism
Teacher of the Year

Merle Dieleman, a veteran journalism teacher and publications adviser at Pleasant Valley (Iowa) Community High School, has been chosen the 1996 National High School Journalism Teacher of the Year through the Dow Jones Newspaper Fund's Teacher Awards Program.

"Merle advises a well-conceived and executed newspaper, *The Spartan Shield*. He has created an environment where his students can practice their First Amendment rights without harassment," said Richard S. Holden, executive director of the Fund. "His dedication to improving journalism education places him among the best teachers of this subject in the nation."

Dieleman has advised a newspaper for 30 of his 31 years as a teacher. He has taught at Pleasant Valley since 1984.

"I've said many times in the past that 'I do it for the kids,' and therein lies my enjoyment," Dieleman said. "I find that nothing satisfies me more, professionally, than to watch a young adult develop into an intelligent, responsible human partly through and because of his or her experiences with student publications."

The parent stated, "A former journalism teacher myself, I chatted with a couple of the judges who mentioned the poor quality of writing in what they judged. Can't the UIL do better?"

As per the quality of writing being poor: I agree that it isn't what we expect or desire. I have a filing cabinet stuffed with newspaper clippings that state, in essence, that students cannot write. Take this one from 1990: "Federally funded surveys found reading and writing skills of the nation's schoolchildren so 'dreadfully inadequate' that Americans should 'frankly be appalled. . .'"

I've taught enough workshops to know it's true.

But I'm not going to blame journalism for the fact that America's schoolchildren can't write. The students who populate journalism classrooms have 10 or 11 years of public school education under their belts. They've had plenty of time to figure out where to place a comma and that a sentence generally needs a noun and a verb.

So journalism didn't ruin their writing. And the State Meet Feature Writing Contest didn't so traumatize the 60 contestants that many of them suddenly forgot to develop a theme, write a powerful lead or pack their stories with interesting quotes. I don't deny that these kids weren't skittish. They were. But I'm not willing to attribute flimsy writing on nerves.

As to whether the UIL can do better, certainly we can. But insofar as finding a more interesting, more thoughtful person than Josh Davis, a better role model for State Meet Feature Writing contestants to interview, it won't be easy.

Ballot for Debate Problem Area

Proposed Problem Areas and Resolutions for 1997-98

Rank the topic areas 1 (best) through 5. The two areas receiving the lowest totals will be placed on the second ballot to select the 1997-98 debate topic.

- _____ I. **POLITICAL REFORM:** How should the United States federal electoral process be reformed?
Resolved: That the United States government should substantially reform its federal electoral process.
- _____ II. **FREEDOM OF SPEECH:** How should the federal government strengthen First Amendment protection?
Resolved: That the federal government should substantially strengthen First Amendment protection in one or more of the following areas: hate speech, school publications, commercial speech.
- _____ III. **THE UNITED NATIONS:** How should the United Nations expand its international peacekeeping operations?
Resolved: That the United Nations should substantially expand its international peacekeeping operations.
- _____ IV. **RIGHT TO PRIVACY:** How should the United States government strengthen the right to privacy?
Resolved: That the United States government should substantially strengthen employee privacy rights in the workplace.
- _____ V. **RENEWABLE ENERGY:** How can the United States best reduce its fossil fuel consumption?
Resolved: That the federal government should establish a policy to substantially increase renewable energy use in the United States.

School: _____

Conference: (circle one) 1A 2A 3A 4A 5A

District: _____ Approximate number of C-X debaters this year: _____

Address: _____

City: _____ Zip: _____

Signed: _____

(Debate Coach)

Signed: _____

(Superintendent or Principal)

Return this signed ballot by **November 6** to Treva Dayton, UIL, Box 8028 University Station, Austin, Tx 78713-8028;
Fax: (512) 471-5908

Invitational Academic Meets

February 8

• Copperas Cove HS
All UIL Academic and Speech events and Duet, Humorous & Dramatic.
Contact: Michelle Redman, UIL Coordinator, 817/547-2534; 817/547-9870 (fax)

• A. C. Jones HS (Beeville)
All UIL events except Debate. Spanish will also be offered.
Contact: Jean Blankenship, UIL Coordinator, 512/362-6000; 512/362-6016 (fax)

• Taft HS
Taft, Texas
Contact: Jeanie Walter, 512/528-2559

• Tivy HS (Kerrville)
All except speech.
Contact: Shirley Leifeste, 210/257-2212 ext. 412; 210/257-4616 (fax)

February 21-22

• Tomball HS
1st Annual Cougar Classic Speech & Debate UIL Tournament.
Contact: Derryk Pope, 713/357-3220 ext. 109; 713/357-3248 (fax)

February 22

• East Central HS (San Antonio)
Complete UIL.
Contact: Pam Smith, 210/649-2951; 210/649-2752 (fax)

Music proposals on Legislative Council agenda

CONTINUED FROM PAGE 3

developed to address such issues as proper footwear, the importance of breaks, physical warm-up/stretch periods, replacement of body fluids and other considerations important to the health and well-being of students who participate in extended, intensive marching band rehearsals. These guidelines would not be rules but rather recommendations made available from the UIL in brochure form.

• Revise the scoring system at area and state to place a higher emphasis on music performance and allow judges to concentrate on a specific musical or visual category.

It is not the intent of the committee to recom-

mend a caption judging system similar to ones used in many national competitions but rather to develop a system that:

(1) places a very high emphasis on music performance;

(2) allows judges to focus their attention, evaluation and comments specifically on music performance, individual marching skills, or overall ensemble marching and maneuvering;

(3) tends to de-emphasize the importance of auxiliaries, props or other non-musical components of a marching band's performance often referred to as general effect;

(4) provides a scoring system designed to reward high performance standards regardless of the

style of marching or kind of music utilized; and

(5) minimizes the tendency for competencies in one category to "bleed" over into other categories.

The judging panel would consist of five judges. As with our current system, all judges would be located in the upper levels of the stadium or in the press box. Three of the judges would be assigned the responsibility of evaluating only music performance. Specifically each of these adjudicators would be expected to comment on and score brass, woodwind and percussion competencies. In addition it would be their responsibility to evaluate musicianship and the suitability of music selections and the variety of musical style.

A fourth adjudicator would be responsible for judging individual marching performance. This

CONTINUED ON PAGE 8

Quik Facts

- The week of October 20-26 is National High School Activities Week.
Have you made plans to recognize your student competitors and the people who support your program?
- Are you hosting an invitational meet? If so, please let me know even if you don't want it published in the Leaguer. Directors of new programs — and there are lots of them — need to find competition for their students.
- Don't forget to complete and return the CX topic selection ballot in this edition.

Q&A

- Q. Is it okay to provide meals or a food allowance to our students when they are competing at UIL practice meets, the district meet, and the regional?
- A. The League has no rules regarding schools providing meals or meal money for students participating in academic contests. The athletic amateur rules do not apply here.

Speech year begins with new faces, new technology

With the fall UIL SuperConferences beginning earlier than ever, September was especially busy in this department, but it was also exciting to see such a tremendous number of students and academic coaches ready to begin a new year of UIL competition. We've



Treva DAYTON

had such large attendance that in some places we haven't been able to seat everyone in some of the rooms, and we've run out of materials as well.

My apologies for not doing better at estimating audience size for the speech sessions. We're compiling numbers to avoid future shortages, and I'll be working with SuperConference hosts to alleviate future crowding as best we can. Unfortunately, there are a limited number of large rooms on any campus. We'll look into scheduling additional speech sessions where we can or repeating some so participants

have adequate choices and a place to sit.

That won't make everybody happy, though. One new coach was disgruntled because we offer concurrent speech sessions, and of course he couldn't attend all of them. While I can empathize, I think making choices is much less of a problem than not having enough sessions appropriate to your needs. And realistically, we just can't cover in one day all the material and information that a novice coach or competitor needs to be successful. It just won't happen.

We scheduled sessions designed specifically for beginning coaches at some conferences, and at the request of participants, plan to do so at all of them next year. Experienced coaches are welcome, too, of course, and encouraged to share what has worked for their programs.

In my sessions with coaches, I'm often reminded of the amazing amount there is to learn if you're a new coach responsible for all the speech and debate events. While veterans nod their heads at comments such as "no major rule changes in speech events this

year," newcomers are puzzled by references to things like the "no prompting rule" in CX debate. The what? Hearing that there are no changes in the prose and poetry categories doesn't help much if you haven't yet learned that these events even *have* categories.

My advice is don't panic, set reasonable goals for yourself and your students, and try to contact someone in your area with experience who can answer questions and lend support. Don't be afraid to ask questions. Call, write, fax or e-mail me for information. I know that you'll find helpful, professional people willing to assist.

In Austin and the surrounding area, we've established the Heart of Texas Speech Communication Association for that purpose. I'm excited that we have several coaches starting or reviving forensic programs in Central Texas, and our meetings and newsletter help us work together. There are similar organizations in west and south Texas and maybe one near you.

Extemp Sample Topics

INFORMATIVE

1. What's the debate over the presidential and vice-presidential debates?
2. What happened in the recent Bosnian elections?
3. What is the latest on the condition of Boris Yeltsin's health?
4. What is Bob Dole's campaign strategy as the election draws near?
5. What do recent economic indicators reveal about the American economy?
6. Congress sends an immigration bill to the President: what does it contain?
7. How is the race between Victor Morales and Phil Gramm shaping up?
8. Outbreak of violence between Israel and the Palestinians: what's the story?
9. Who are the major players in the power struggle for the leadership of Russia?
10. What is the current situation in Afghanistan?
11. What is happening in the civil trial against O.J. Simpson?
12. What's the current big news at NASA?
13. What has caused rising tensions on the Korean peninsula?
14. Why has the nursing home industry in Texas been in the news?
15. What does an accurate account of teen drug use in America reveal?
16. Democrats vs. Republicans: how is the battle for the control of the US Congress shaping up?
17. What impact has negative advertising had in the US presidential race?
18. What do recent events reveal about the power of Iraq's Saddam Hussein?

PERSUASIVE

1. Should states be allowed to deny public education to children of illegal immigrants?
2. Has consumer debt in America reached crisis proportions?
3. Can states cope with the new federal welfare regulations and funding?
4. How healthy is the US economy?
5. Will consumers benefit from deregulation of the utility industry?
6. Can Bob Dole overcome his deficit in the polls by election day?
7. Should states be allowed to ban doctor-assisted suicides?
8. Can President Clinton capture the electoral votes of Texas?
9. Should Boris Yeltsin step down as President of Russia?
10. Has the chance for peace between Israel and the Palestinians come to an end?
11. Report card for the 104th Congress: how well did it perform?
12. Should the evaluation and rating system for Texas public schools be reformed?
13. ValuJet is back in the air: should customers be concerned?
14. Will the US now suffer the consequences of its support for Boris Yeltsin?
15. Is the quality of American health care being undermined by HMOs?
16. Would vouchers for private schools lead to improvement of public schools in America?
17. Is US policy toward Cuba making adversaries out of allies?
18. Is the latest immigration bill too harsh toward legal immigrants?

Music proposals

CONTINUED FROM PAGE 7

person would focus on such issues as posture, carriage while marching, uniformity of style between individuals, orientation and uniformity of facings and consistency of stride and foot movement. In short, how well each individual, including all performers in auxiliary units, demonstrates the mastery of marching fundamentals.

The fifth and final member of the judging panel would be responsible for the overall ensemble marching performance. This person would evaluate the clarity of forms, alignment, consistency and uniformity of intervals, recovery and adjustment while marching and the difficulty of drill and frequency of drill movement.

At the conclusion of the contest, each judge would rank all bands according to the raw score assigned to each group as is done under our present system. A judge could not give an identical score hence the same rank to two bands. The ranks of all five judges would then be added together to determine a final rank for each band. The high and low ranks would no longer be eliminated since judges would be scoring different components of the contest performance.

• For the foreseeable future, hold the State Marching Band contests in the Dallas/Fort Worth metroplex.

Until such time that there are satisfactory facilities for the State Marching Band Contest to return to Austin, the event should be held at multiple sites in the Dallas/Fort Worth metroplex where there are several outstanding high school facilities with arti-

cial surfaces. Conferences should be assigned to sites so that no "home field advantage" exist for any competing bands.

• Elevate the prestige of the Area Marching Band Contest.

For many bands, this contest is the culmination of their marching season. Consequently the committee is recommending that all bands be ranked and trophies be given to the top five bands in each class. An awards ceremony similar to the one held at the State Marching Band Contest would take place at the conclusion of the area contest.

Committee recommendations on all of these issues will be presented to the Legislative Council Standing Committee on Music. Comments or suggestions pertaining to these recommendations should be addressed to the State Music Office prior to Oct. 20.

States to select high school national debate resolution

LINCOLN DOUGLAS

The National Federation Committee for Selection of the National Debate Topic has selected the five problem areas for consideration by each state in determining the 1997-98 high school debate resolution. The UIL is requesting that each debate coach participate in this decision. Texas' vote will be forwarded to the National Federation and the national results will be announced Nov. 10. In November you will receive a second ballot to vote on the top two resolutions selected on the first ballot.

Please allow students the opportunity to discuss each area thoroughly before you reach a decision. Your participation in completing and returning this preferential ballot is needed to make this vote a representative one.

Important:

- All five problem areas must be ranked.
- Ballots must be signed by coach and administrator.
- Ballots must be received by November 6 to be counted.

SYNOPSIS OF THE PROBLEM AREAS FOR 1997-98

Problem Area I: Political Reform

Public issues consultant Richard Harwood has written about a concept he calls, "civic dissonance" saying, "People feel isolated and fragmented from neighbors and society at large . . . People are deeply ambivalent about issues facing America . . . People are tired of the bickering and finger pointing among politicians, special interests, and even 'good government' groups . . ."

Discussion of issue related to the reform of the electoral process in the United States has reached a high pitch in the post-Watergate era. Specifically, those aspects of law and procedure which affect the election of federal officials have been of increasing concern. Key issues include the structure of the electoral system, campaign finance policy and legislation, and the mechanisms that facilitate or hinder individual or group participation in the federal electoral process.

Affirmative cases might deal with such issues as the alteration or elimination of the Electoral College; easing access to the ballot for third parties; adoption of new systems of voting, such as proportional or cumulative voting; reform of the media's participation in the process; term limitations; reforming laws governing campaign finance; or altered systems for conducting primaries.

Negative strategies may include defense of the present electoral system, advocacy of reforms by state or localities, examination of alternative political philosophies, and criticism of the efficacy of changes within the political system.

Problem Area II: Freedom of Speech

Justice Hugo Black has written that the First Amendment is "at the core of all human freedoms." Key First Amendment issues under current discussion are hate speech, school publications, and commercial speech. Many states, localities, and universities have established restrictions on "hate speech."

While numerous definitions of "hate speech" are available, one standard definition was offered in the International Covenant on Civil and Political

- Problem Areas to be Considered:**
Problem Area I: Political Reform
Problem Area II: Freedom of Speech
Problem Area III: The United Nations
Problem Area IV: Right to Privacy
Problem Area V: Renewable Energy

Rights: "Any advocacy of national, racial, or religious hatred that constitutes incitement to discrimination, hostility or violence."

Affirmative cases could deal with such issues as restricting the imposition of speech codes in publicly funded institutions or preventing states and localities from criminalizing distasteful expression. School publications are sometimes defined as "material produced by students in the journalism, newspaper, yearbook, or writing classes."

Affirmative cases might extend the rights of students to freely express themselves in such publications. Commercial speech has been defined as "an expression related to the economic interests of the speaker" and has been afforded less protection by the Supreme Court than political speech. Many cases in this area would likely deal with the regulation of advertising of tobacco, alcohol, or other products.

Negative teams might focus on such areas as the trivialization of the First Amendment, the need to bring US. rights interpretations in line with international interpretations, the public interest in regulating commercial advertising, or the need to restrict politically incorrect speech, cross burning, talk radio, militia or white-supremacist groups.

Problem Area III: The United Nations

In 1995, the UN celebrated its 50th anniversary. When established, a primary objective was to maintain international peace. But these days the UN receives more criticism than congratulations. Its peacekeeping operations, its bureaucratic inefficiencies, the Security Council — all have been under attack.

But in defense, the *World Press Review* in June 1995 proclaimed, "Yet the charter remains an eloquent and powerful statement of faith in the possibility of peace and human betterment." The question is — what does the future hold for UN peacekeeping operations?

Fertile ground for affirmative cases would include: how to fund peacekeeping, rapid deployment and troop readiness; changes in the veto power of the UN Security Council, creation of a permanent force, and the command structure of UN forces. The affirmative may also choose to discuss specific conflict areas, including current operations such as Cypress, Haiti, and Bosnia, or deployment to new areas.

The negative could question the effectiveness of the UN in general, as well as in global conflicts. Other negative ground would be evaluating the cost in both financial and human terms, the potential for backlash to UN/industrialized nation intervention, and the desirability of international law.

Problem Area IV: Right to Privacy

Privacy has been described by the U.S. Supreme

Court as a right more fundamental than any of the rights enumerated in the Bill of Rights, but privacy in the workplace is severely limited. The employer's goal in every case seems to be the same — to gain greater control over the workplace by learning more about employees, often with neither their knowledge nor their consent.

Employee rights could be strengthened by regulating the use of medical data; political participation, off-the-job behaviors, access to private correspondence (including the Internet), sexual orientation, on-the-job surveillance techniques, and instructional practices of teachers. Harms would address not only privacy itself, but freedom of speech, freedom of association, and due process.

Negative positions would include the right of employers to oversee a safe and productive workplace, as would the need to protect the public and shield employers from liability for harms precipitated by dangerous, diseased, or corrupt workers. Disadvantages might include increased costs for consumers, reduced employment opportunities, American economic competitiveness, health and safety on the job, and the relative importance of privacy rights vis-à-vis other vital constitutional guarantees.

Problem Area V: Renewable Energy

Energy use in the United States and the world is projected to increase dramatically over the next 15 years. Today most of the energy consumed is provided by fossil fuels. The United States Department of Energy's Federal Information Agency has projected that oil used worldwide will climb from 65 million barrels per day to nearly 90 million barrels per day by the year 2010. Currently, the United States imports 45 percent of its oil, mostly from nations of the Middle East. The rest of the world relies on the same sources to the extent that nearly \$90 billion per year is flowing into the OPEC nations. Those figures are expected to climb to \$250 billion annually by 2010.

During the next 14 years, more than \$1.5 trillion will flow into the treasuries of the OPEC nations. Such an energy policy means that the economy of the United States is hostage to nations in the Middle East, nations which may not remain friendly, dependable suppliers of United States energy demands. The United States investment in renewable energy is being reduced, and dollars are being invested in programs designed to increase the efficiency of the way the United States uses fossil fuels.

Affirmative debaters would offer a variety of cases which would justify shifting production to such renewable energy sources as biomass, solar, wind, geothermal, or water power. Promising technologies are in need of the push provided by a shift to developing renewable energy sources for wide-scale domestic use.

The negative teams could examine the role nuclear energy plays in a shift from fossil fuels. Another negative position includes a continued push for efficient use of fossil fuel technologies. Shifts to other fuels, such as natural gas or liquefied natural gas, would be options open to negative debaters. Examining the role of renewable energy in meeting the energy needs of the United States will be an exciting and timely topic for America's high school debate community.

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 1996-97.

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

TILF Scholars



"The state UIL academics competition is unequivocally my best high school experience. It has given me the opportunity to explore alternate career choices that I ordinarily would not have experienced in a small high school. The contest also gives those from small schools an occasion to be recognized for achievements in academics, which is a rare occurrence. Academic contests such as these strengthen students and teach them life skills they will need beyond high school; skills which must be stressed in today's high schools. Because of my successes in UIL academics, I will face college as a confident and well-prepared woman."

Robin Bowen
Munday HS
Diamond
Anniversary
Scholarship

Stipends for academic coaches a local decision

"Should coordinators and coaches of UIL academic activities receive a stipend?" and "If so, how much should that stipend be?"

These are two questions that are often asked of the UIL academic staff by school administrators and coaches. The answer to both is that stipend decisions are part of the function of your local school board. The questioning reply has been, "But, can't you just give me an idea of what other school districts are paying?"

In response to these requests, survey questions about the average stipends for coordinators and coaches were included on the 1996-97 "Coordinator Information Form." With approximately one in four member schools responding, data collected is not comprehensive. However, it is perhaps representative of compensation provided for extracurricular academic activities throughout the state.

A few of the comments from respondents to the survey have shed additional light on the misconceptions and discouragement some educators have about compensation for their extra responsibilities. One that really struck me was, "Isn't it against UIL rules to pay a stipend to UIL academic coaches?"

My reply, "Heavens, no! Would it be against UIL rules to pay a supplement to UIL athletic coaches?"

The teacher who asked this question directs UIL one-act play, coaches speech events and teaches a full load of classes.

A misinterpretation of the *Constitution and Contest Rules* (Subchapter O, Section 48: Gifts or Awards to Sponsor or Coach) lingers, although many attempts have been made to clarify that the awards delineated in this section are not relative to the contracted stipends for extra time and work done, but rather to money, favors and items in excess of these supplements. This section deals primarily with the prohibition of providing supplements on the basis of student advancement in competition. In other words, a school district may not pay coaches — academic, music or athletic — additional money for each step they advance in the playoffs. According to the UIL rules, the school district agrees to pay a coach a designated stipend, no more and no less, whether the team or individual wins the state championship or finishes 0-for the season.

Regardless of the success of their students, coaches will devote many hours in preparing them for competition. The academic coach or coordinator who works documentable hours beyond the regular work day may be entitled to receive any amount of supplemental pay that the superintendent and school board agree upon for these additional services to students.

Other comments from coordinators included:

- "We would like UIL to send a letter of support to superintendents urging stipends for academic coaches."
- "We would like to know how our stipends compare to other schools."
- "Would like to see stipends encouraged — especially for coaches."

Several requested a report on the findings of this



Pat WISDOM

survey. The following is a brief summary of those findings.

Of the 309 high school coordinators responding as of September 30, 134 reported that no stipend is provided for the coordinator position, and 109 coaches receive no supplement for coaching academic contests. However, among those reporting no coordinator stipend are 66 central office or campus administrators who function as campus or district UIL coordinators.

Stipends for coordinators ranged from zero to \$12,000. The \$12,000 figure represents the full salary for a part-time position, however. Supplements for coaches ranged from zero to \$2500.

The highest coordinator stipend listed for the 73 1A schools reporting was \$5000. Because the duties listed by this coordinator exceed those for UIL activities, including coordination of all other extracurricular activities, the \$5000 figure was omitted in the computation of averages. For other coordinators who receive a stipend, the average Conference A stipend was \$373, and the average coach's supplement posted was \$167. The highest coach's stipend was \$500. Fifty-three of the 73 conference A respondents reported that they receive no stipend. These "zeros" were not included in the average computation. The figure posted most often for a coordinator supplement was \$500, and \$250 per event was posted most often for coaches.

In Conference 2A, from which 48 responses were received, the highest coordinator stipend listed was \$4000. Again, to provide a more representative average, this highest figure has been omitted because duties extend beyond UIL coordination. The 2A coordinator stipend average, minus the 21 who receive nothing, was \$515, while the stipend posted most often was \$500. The highest coach's stipend reported was \$1105. The average stipend for a coach, minus the 12 who receive nothing, was \$232, but the figure posted most often was \$300 per event.

Class 3A coordinators receive an average of \$711, and coaches receive an average of \$238, minus the 14 who receive nothing. The highest 3A coordinator stipend reported was \$3000. Since this figure was not significantly higher than a few other supplements posted in this conference, it is included in the computations. The figure posted most often for a coordinator supplement was \$1000. Sixteen of 63 schools reported that no stipend is given to coaches. The highest 3A coach's supplement posted was \$500, while the average was \$238 and the figure posted most often was \$300.

The largest 4A stipend was \$3000. Included in the computation, the average coordinator supplement, less the 18 who receive nothing, was \$789. The best-paid 4A academic coach earned \$1000 in supplemental pay, while the average coach in this conference received \$404, and only 11 of the 60 respondents received nothing. The figures posted most often for coordinator and coach were \$1000 and \$500.

The top 5A supplement is \$12,000. However, since this is the full salary for a part-time position, this figure is not included in averages. Among the 65 5A respondents, the average coordinator stipend was \$1199. While the figure posted most often was \$1000, 25 percent of respondents reported stipends above this amount. The highest coach's supplement reported was \$2500, and this figure was included in

TMSCA study guides

The correct 1-800 number to call for inquiries about Texas Math and Science Coaches Association supplemental math and science study and contest materials for grades three through 12 is 1-800-547-0323.

Huntsville SAC

The last of four UIL Student Activities Conferences will be held Nov. 2 at Sam Houston State University in Huntsville. Tentative programs have been mailed to schools in the East/South Texas region.

The tentative program is also available via the UIL's home page on the Internet. The address is <http://www.utexas.edu/admin/UIL/> For additional information, contact the League's academic department at 512/471-5883 or 471-5908 (fax).

Academic Coordinators

The Academic Coordinator's Manual has been mailed to all schools. If you have not received yours, it is important that you order one immediately.

Also, elementary and junior highs may submit participation cards, although the deadline to be included on the official list of participating schools was Oct. 1.

the \$618 average for this group. Twenty-eight coordinators said they receive no stipend. However, 23 of these are central office administrators. Nineteen schools reported that no stipends are offered to 5A coaches. Although the figure posted most often for a coach's stipend was \$500, 38 percent of respondents receive more than this amount. A wide range of stipends was reported by this group.

Eight coordinators from all the schools reporting said that instead of a coordinator stipend, they receive a planning period plus a stipend for coaching one or more events. This compensation method may be most appealing to both the school district and the coordinator in that it provides time needed for planning, ordering materials, and making arrangements for tournaments, as well as providing compensation for extra work after school with students and attendance at meets. Most coordinators reported that their stipend included coaching responsibilities as well.

One coordinator reported that she receives an extra full day's salary for each UIL academic tournament she attends. Although this is not time and a half for overtime work, a day's pay for a day's work is certainly not too much to pay. Two coordinators who attended the summer coordinator workshop in July reported that they received the same stipend as the UIL athletic coaches in their districts.

Average stipends listed for drama direction were slightly higher than coordinator supplements, but more data is needed to provide representative averages. (1A: \$500; 2A: \$500; 3A: \$733; 4A: 300; and 5A: \$1000.)

As the responsibilities of the UIL academic coordination position grow and administrators realize the significance of these activities on increasing student academic achievement, I believe that teacher compensation for their dedication and efforts in these areas will become more prevalent.

Academic notes

- A late proposal has been added for the Legislative Council to consider. If passed and ultimately approved by the State Board of Education, it would require that participants in the Current Issues & Events contest write an essay or be disqualified.

- A common question: may a high school purchase and provide T-shirts to members of a UIL academic team? Answer: yes. However, students must return the T-shirts at the end of the year or purchase them at a reasonable cost. Academic students are exempt from residence and amateur status rules but are required to follow the UIL's award rules.

May we print the word "University Interscholastic League" or use the word "UIL" on our academic T-shirts? Can we use the UIL logo? Answer to both: yes.

- The question arose: given that students in journalism and ready writing this spring may use a dictionary or thesaurus, may they use a pocket-size electronic dictionary or thesaurus rather than the standard book? Answer: yes.

- Another question: Given that this spring, four students may compete as members of the team, and the top three scores will be used to calculate the winning team. However, what happens if the fourth member of the team finishes fourth in the individual competition? Would his or her fourth place go towards eight points in the district meet? Can he or she receive a medal or ribbon for placing fourth? Answer: yes to both questions.

Keep in mind that, with the exception of computer science, teams are capped at 37 points per contest.

- Due to an oversight last year, the Legislative Council approved adding individual competition and points to computer science. However, it did not make a corresponding change in the team points. Thus, this spring, first through sixth place winners in computer science will receive 15-12-10-8-6-4 points, and the first through fourth teams will receive 20-16-12-10 points.

To further complicate matters, computer science is not capped. Thus, a school that places first through third will receive 57 points. The maximum points a school may receive for other contests (except one-act play and cross-examination debate) is 37.

A proposal will go before the Legislative Council in October to rectify the situation. If passed and approved by the SBOE, it would award the first place computer science team at district 10 points. At regional and state where computer science teams will be taking a separate hands-on contest, first through third place teams will be awarded 20-16 and 12 points respectively. The proposal also caps the number of points a school may receive at district at 37 and at regional and state at 42. If approved, it would go into effect Aug. 1, 1997.

Closed window

Despite conflicts, districts may not hold academic meets outside the two-week period designated on the UIL's official spring meet calendar

Blame Easter.

This year, the holiday is March 31 — the second weekend of the League's two-week window during which academic district spring meets may be held. Few schools are bold enough to schedule their meet on Easter weekend. Unfortunately, many schools have also reserved March 16-22 for their spring breaks.

And so they come, hats in hand, asking the League for permission to schedule their meets either before or after the designated two-week period.

The requests are routinely denied.

While we understand the dilemma schools face, it is not possible to allow exceptions to the official UIL spring meet calendar in order to accommodate spring breaks for individual school districts. Given the fact that a common spring break calendar doesn't exist and that a UIL activity is scheduled every weekend from the middle of March to the end of May, it isn't surprising that someone's spring break will be disrupted.

We feel your pain. But look at it from our

perspective. Academic directors and their staffs write two sets of district contests: one set for week one, the other for week two. If the window for district academic meets were stretched from March 14 — the weekend of the State Cross Examination Debate Tournament — to April 5 — the weekend of the State Soccer Tournament, the first week schools may hold district track and field meets and the weekend of the one-act play area meets — we could not guarantee the confidentiality of the test materials.

"Well then, write four sets of district tests," you say.

Not likely. Contest directors and consultants already write two sets of invitational, two district, regional and State Meet contests. Asking them to write two additional sets would be suicidal. The League now publishes the tentative calendar two years in advance to allow schools to establish local schedules with the least disruption. Frankly, few districts would think of scheduling their district track and field meet during spring break. They should give the academic competitors similar consideration.

In writing contests, host site must provide computers

We get letters and telephone calls.

Like this one, from an adviser who said, "Not to get technical, but the UIL rules state in ready writing and journalism state that if the district opts to allow students to compose their entries on computers, the host site must provide computers and paper for the contest.

"The rules do not specifically state that students may not use their own computers," she continued. "They state that the host must provide the computers, but not that the students must use them exclusively. So, what will be the interpretation this spring?"

Answer: students must use computers provided by the host school.

Allowing students to bring laptop computers into a contest could endanger the confidentiality of the contest. Other students might be able to load the computer with quotations and other materials, and then retrieve them to illustrate a point. This is particularly problematic in the ready writing contest.

Thus, a student composing on a computer would have a clear advantage over students writing by hand. These and other issues must be examined before a decision to change the rule can be made.

Process of teaching OAP is most rewarding

CONTINUED FROM PAGE 4

school theatre outweighs the minimal salary. Directing and teaching provides a tremendous amount of personal satisfaction. I miss them both, but I clearly recall how the weekends seem to blend with the week. I'm sure you remind yourself as I do that you like what you are doing!

One major way to help your budget and help your program is to host a pre-contest OAP workshop. You can handle 12 to 14 plays Friday after school and Saturday. An entry fee of \$50 to \$100 will provide a base budget beginning at \$600-\$700 and a parent support group serving lunch, drinks, etc. can easily bring the total to \$1000. The key is to make expected earnings exceed expenses. Theatre workshop expenses can be minimal, but quality critics and good custodial care cost money. Details of organization are available from TEA. *A Guide to Hosting a Theatre Festival* is an essential document for your first experience. Don't forget that there is at least one colleague in your area who will help. The

need is great.

If teaching theatre and being involved in the process of OAP is not rewarding, you're in the wrong business. In most schools, the theatre teacher is an administrator, salesman, adviser, organizer and adult. Don't forget the adult. It is essential for you to get away from students and occasionally return to the real world and a more normal lifestyle.

If you cannot see intellectual growth, skills developing, thinking in process, insight, emotional growth and aesthetic values, developing a theatre program is not for you. If you can perceive the gains and satisfaction derived from the process and product of participation in an educational competition, I hope you will see that the enrollment card is returned.

OAP paves the way for many to lead a more productive and interesting life. If you understand this and can provide the patience, understanding, dedication, a sense of perspective needed, a healthy competitive educational theatre program will develop in your school.

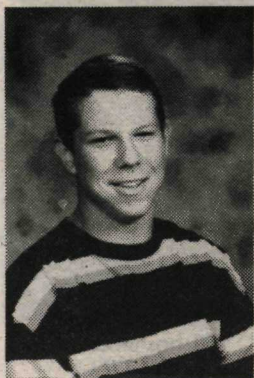
TILF Scholars



"UIL has meant a chance to take my talents outside of the classroom and compete on a higher level with my peers. Spelling and vocabulary actually helped me to do better on the SAT. I enjoyed going to meets and events (especially when it meant a green card to be out of class) and it broadened my views and faith concerning myself and people my age. I found a lot of people who cared about education and getting out into the world."

Melissa Ludwig
Waxahachie HS
Houston Endowment Inc. Scholarship

TILF Scholars



"It was a wonderful experience for me. All of the testing prepared me for taking other standardized testing including the SAT and the ACT. The knowledge I gained took me farther than I could ever go in the classroom. Finally, the wonderful people I met in competition made it the best experience of my life."

Raymond Doman
Jacksonville HS
Houston Endowment
Scholarship

Now, a word from our . . .

Deadline nearing for consideration in Hooray for Excellence program

Teachers seeking to publicize their unique educational programs and recognize their students through Diamond Shamrock's Hooray for Excellence program must hurry to meet a fast-approaching deadline.

In order to be eligible for consideration, entries must be postmarked by October 15, according to Diamond Shamrock Manager of Jobber Communications Gene Smith.

Entries take the form of a two- to five-minute audio cassette presentation which describes an interesting program sponsored by the school. Ten finalists are selected to be featured during the radio broadcasts of the high school football playoffs and to receive a \$500 award.

All grade levels are eligible to enter Hooray for Excellence, which will select the finalists on the basis of their audio presentation and the interest level which their educational program is likely to create among the general public.

This is the fifth year for the awards program, which is sponsored by the Diamond Shamrock Radio Network in conjunction with the University Interscholastic League.

Entries should be mailed to: Diamond Shamrock Hooray for Excellence, P.O. Box 1931, Amarillo, Texas 79189. More information or entry forms may be obtained by phoning 806/374-5333. The program is open to Texas public schools of all sizes and all grade levels.

UIL renews contract with Alamo Rent A Car through Dec. 31, 1997

The UIL recently renewed its contract with Alamo Rent A Car, extending the agreement through Dec. 31, 1997.

"We are pleased to continue the relationship with Alamo," said UIL Director Bill Farney. "Alamo has contributed significantly to the UIL scholarship program and they continue to support all of our activities and events. Since 1993, Alamo has donated \$61,000 in scholarships to 122 students who participated in the UIL Academic State Meet."

Not only is Alamo Rent A Car committed to the students of Texas, but to the educators and administrators as well. Alamo will continue to offer special rates to UIL member school teachers, administrators, coaches, students and parents. In addition, Alamo will donate five percent of the basic rental rate to the UIL scholarship fund.

Alamo I.D. cards will be mailed to every school in October. To rent a car with Alamo, simply call 1-800-354-2322 and request I.D. #252660 and Rate Code BY (request Rate Code A1 for weekend specials).

Reports on UIL corporate sponsors and friends.

Compiled by Rachel Seewald Hendrex

state tournaments in volleyball and soccer. As an official sponsor, Baden contributes annually to the Texas Interscholastic League Foundation, the scholarship program of the UIL. This year, Baden awarded five \$500 scholarships to students who participated in the 1996 UIL Academic State Meet.

"We are very pleased about our partnership with the UIL," said Michael Schindler, Baden's vice-president of sales and marketing. "Having the opportunity to work much closer with volleyball and soccer coaches in the state of Texas is especially exciting."

Baden will provide the LEXUM 15-0 volleyball and the LEXUM SX551 soccer ball for the regional and state championships. The use of these balls by participating schools in these tournaments is mandatory. Each school will receive a ball following tournament play.

Baden Sports is an independent, Washington-based, family-owned athletic ball manufacturer. Renowned throughout the sporting goods industry for its superior quality, Baden is enjoying its 18th year in the athletic ball business. In addition to the UIL, Baden has affiliations with state high school associations in California, Connecticut, Florida, Georgia, Louisiana, Massachusetts, Missouri, Montana, Oklahoma, Pennsylvania, Rhode Island and West Virginia.

Whataburger to become charter member of UIL corporate partner program

Whataburger, Inc., a Corpus Christi based company, has agreed to become a charter member of the Texas High School Championships Corporate Partner Program, UIL officials announced recently.

Because of Whataburger's and other corporate sponsorships, this exciting new program will enable the UIL to broadcast many of the girls' and boys' athletic championships on Prime Sports. In addition, Whataburger will co-sponsor Prime's weekly High School Extra program in which the Whataburger Scholar/Athlete of the Week award will be presented. This prestigious award will showcase the state's top senior student athletes. All weekly scholar/athletes will then become eligible for one of four college scholarships to be given this year by Whataburger.

Whataburger is also offering a special Charge Sale Program, a process by which traveling teams can charge their meals at any participating

Baden to be official ball of UIL region, state VB, soccer

For the third consecutive year, Baden Sports Inc. will be the official ball of the UIL regional and

Whataburger in the state. This eliminates the need for coaches to carry school checks or large sums of money. The following are key elements of how the program works:

- Prior to the trip, the team coach or sponsor finds the Whataburger closest to the team's destination (a brochure and directory will be sent to all athletic directors and coaches in a separate mailing).

- A call ahead, with the order and time of arrival, will allow the restaurant team to have the meal ready when the school team arrives.

- The head coach or team sponsor, one assistant, and the bus driver will receive their meals FREE of charge.

- No cash is required, just the school's tax I.D. number.

- Through a special rebate program, the more a school charges during the year, the bigger the credit the school will receive toward future meals.

For more information regarding this program, please contact Whataburger Marketing at 512-878-0315.

Wilson Sporting Goods to supply balls in 6 championship events through '97-98

Wilson Sporting Goods will remain the exclusive supplier of UIL championship game balls in football, tennis, basketball, golf, softball and baseball through the 1997-98 school year.

Wilson has been an official UIL sponsor since 1991. Since that time, Wilson has contributed \$60,000 to the Texas Interscholastic League Foundation, the scholarship program of the UIL. Each year, Wilson donates 10 \$1,000 scholarships to students who have participated in the UIL Academic State Meet.

As an official sponsor, Wilson donates game balls for the football, tennis, basketball, golf, softball and baseball state championships, as well as the regional basketball championships. Participating schools in these tournaments will be entitled to keep this equipment for school use following tournament play.

In conjunction with these state championship events, Wilson has initiated the Most Valuable Player Award in both girls and boys basketball, and serves as co-host to the state championship hospitality receptions for coaches and officials.

The official Wilson balls for the 1996-97 school year include:

- Football: 1001, TDS
- Girls' Basketball: Jet Evolution B0580 Narrow Channel
- Boys' Basketball: Jet Evolution B0500 Narrow Channel
- Tennis: T1001
- Golf: Ultra, 500, Distance
- Softball: A9010 NCAA (Optic Yellow)
- Baseball: A1010 HS1-RS

Booster shots: The role of school support groups is changing, and schools have the responsibility to educate them

After only a week of middle school, my daughter came home very frustrated. In her most pitiful middle school voice, she whined, "but Mom, no one prepared me for this."

With a solemn face and laughter in my heart, I replied, "No one prepared me for a middle school child. But, there are 900 other middle school students at your school, and most of them will learn the rules. Most of them will find their classes. Most of them will even learn the combination to the hall locker and be promoted to the high school where they once again have to go through the same thing."

Being the skeptic that most middle school kids are, she replied, "Maybe everything else will work out, but I still wish that I had at least been warned to choose a band instrument that would fit into my backpack or locker. Even that would have made things a little better."

The same scenario is reflective of many of the booster calls we field each year. Most boosters enter the role only to find out after the fact that there are rules, regulations, limitations and guidelines, and that no one has properly prepared them for the UIL way of life.

Administrators are the first to admit that the role of the booster is changing. Situations now force schools to reassess the responsibility and relationship of boosters. In an effort to structure the activities of boosters, their functions can be divided into organizational, fundraising and accountability-related services. The education of the school booster is the responsibility of the school. Parents who call our office are looking for answers that have not been provided at the local level.

Schools have allowed booster club leadership to organize into basically three different styles, some of which pose more risk of a UIL violation than others. What boosters should know, and what schools should remind themselves of is that no matter how your boosters organize, it is ultimately the responsibility of the superintendent to see that all UIL rules and guidelines are followed. Schools that allow the coach to act as anything other than a liaison to the booster club may be placing the coach in a compromising situation. They expect the coach to not only conduct the competition but to also supervise the concession stand or other fundraiser. Many times the integrity of the coach is questioned if he or she is also responsible for counting money or making deposits. Our guidelines suggest that, for the protection of the coach, someone other than the coach oversee these booster functions.

A second style of booster club leadership is one that reflects the "UIL Booster Guidelines." The club is organized under the leadership of a school administrative liaison, and the funds are usually treated as an activity fund through the



Cynthia DOYLE



STEPPING STONE. Most booster club members want one to help their athletes. It is the school's responsibility to make certain that all efforts are consistent with UIL rules. UIL File Photo.

business office. The organization is viewed and used as a service organization. When disagreements arise, the benefit of the service usually outweighs the ego of the adults involved. Since decisions are reached by consensus, a variety of special interest groups provides an effective check and balance system for booster purchase and booster programs.

The third style of organization is, at least from our perspective, the scariest. It happens when a school fails to provide any leadership or guidance to its boosters and tries to wash its hands of any connection with the boosters. Administrators mistakenly think that the activities of the boosters and the impact on school programs will not affect the eligibility of high school participants if the school claims not to know of the booster activities or financial status of the direct purchases without the consent of the school administrator.

Whether acting as an organized club or as concerned parents, school boosters impact school programs. Their objectives should center on boosting moral, achievement and budgets. Because of this impact, schools look to UIL to help define roles and to interpret guidelines for school boosters. When people call to ask the UIL's permission to start a booster club and for a copy of by-laws to govern the club, our staff refers the call back to the district. We explain that it is a school district's decision whether to have a booster club and how it will be governed.

Fundraising is an important part of the booster service. We are often asked to provide specific fundraising ideas. A caller might ask if a specific plan would be acceptable. Another will ask if funds may be used for this reason or that.

Fund-raisers, when approved by the district, may vary from Christmas poinsettia sales to raffle

tickets for a car. The scope of what a school may do is as varied as the schools they represent. Provided that school boosters respect off season regulations, some fund-raisers may even involve the students.

We require boosters to have plans approved by school administrators to avoid jeopardizing the eligibility of students. Since school administrators know UIL rules, their explaining the ramifications of the amateur rule and off season limitations would prevent boosters from planning activities that would violate UIL rules.

Schools are using booster services and their revenue to fund the travel budget, add to the awards budget, and add to the uniform budget. The following are ideas that boosters have come up with to help expand the impact of the booster in student-related but non-athletic areas.

One example is a "Bleacher Creature Fan Club." A school invited all K-6 students in the district to join a special spirit club for Friday night football games. (No one shows school spirit like elementary school kids) Parents who brought their "bleacher creature" to the game had a great time because all the bleacher creatures sat together away from the parents. Revenues are increased when parents of "bleacher creatures" come to the game.

An area middle school has done a very similar thing with middle school students. With the help of the boosters and the staff, a special seating arrangement was designed for middle school kids. This is a specific area that has access to rest rooms and ground space for those who like to roam. It also allows middle school students from different schools that feed a common high school to get to know one another while pleasing all the fans who are now able to get premiere seating.

Still other booster clubs have elected to host the high school college night. By targeting extracurricular participation at the high school level to entice students to support this event, parents are exposed to information that is pertinent to college admission.

Other raising funds activities include drug awareness programs with an emphasis on steroids, food and nutrition seminars or information on eating disorders. Booster clubs are also sponsoring motivational speakers on "special need" topics that do not conflict with program philosophy or jeopardize eligibility like sportsmanship or citizenship awards.

Whether your boosters are regarded as a stumbling block or a stepping stone, most have good intentions. Without an orientation to UIL rules, school coaches and school administrators will spend vast amounts of time and energy trying to put out fires that started in booster club meetings as "great ideas."

Booster clubs and other support organizations gather bits and pieces of information that work for their district. The consistency and continuity of what boosters do and how they do it is all but absent except for the UIL Booster Club Guidelines. However, the lack of formal information does not lessen the responsibility that a school has to educate its boosters. Whether acting as a club or as a group of parents, we don't want the last word to be "but no one prepared me."

Swimming District Certification Dates

UIL member schools shall certify district swim meet results on or before Jan. 25 1997.

Exception for 1997: When a district executive committee receives written permission from the regional swim director, the district may elect to postpone the district meet later, but no later than Feb. 1. Permission from the regional swim director must be granted if districts plan to certify after Jan. 25.

All UIL District Swimming/Diving entries are due on Jan. 15. Scratch meeting will be according to terms of the District Executive Committee.

With such a short period of time between district and regional, it is imperative that district results be faxed as soon as possible to the regional directors. Fax and telephone numbers for each regional director is in the swim manual.

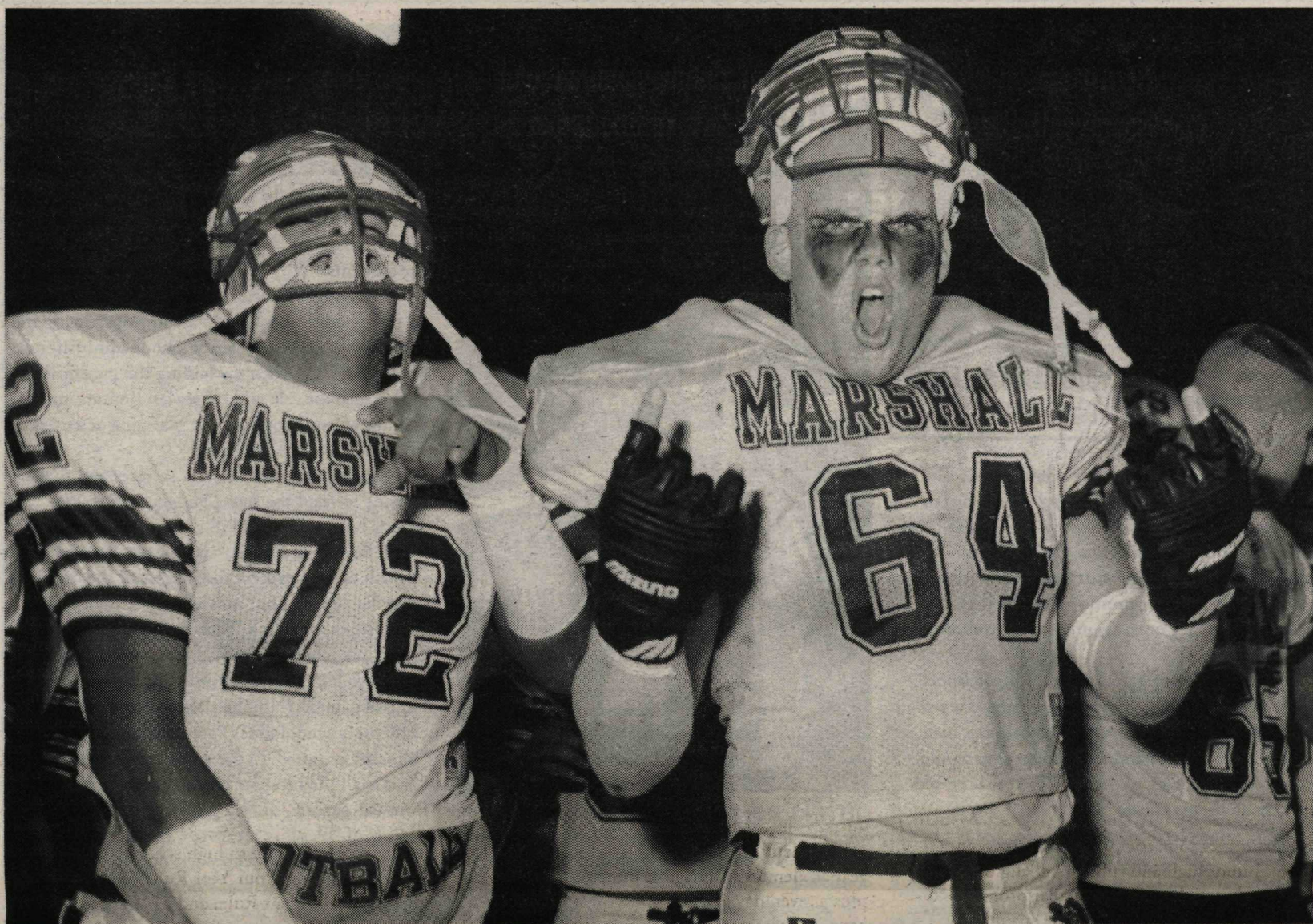
Request to use the Feb. 1 date should be made directly from the district chair school to the regional director. It is the responsibility of the district chair school to contact the regional director.

Any question concerning swimming and diving may be directed to Cynthia Doyle in the UIL office.

PUBLIC reprimands

FOOTBALL
Chip Nila, Alief Elsik
Dan Mannery, The Colony
Darryl Jordan, Lufkin
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 Boulder 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 RACE IS ON. District football races are in full swing as teams get serious about pursuing district and state championships. The deadline for certifying district champions is Nov. 9. The photo above was taken by Bradley Wilson during last year's San Antonio Marshall vs. Austin Westlake 5A playoff game.

The 504 Blues: Controversy surrounds the decision of granting handicapped status to over-age students

Historically the UIL has enforced an age rule for athletic competition. Beginning in 1913, rule 2(e) in the *Constitution and Contest Rules* stated: no person shall be allowed to participate as a representative of a high school, if he shall have passed his 21st birthday on the day of the meet,



Charles BRETHAUPT

nor as a representative of an academy if he shall have passed his 22nd birthday on the day of the meet.

In 1928 the rule was amended to prohibit students from participation in athletics who on the first day of September had reached or passed his or her 20th birthday. Again, in 1936, the age rule was amended prohibiting students who had reached their 19th birthday on or before September 1 from participating in athletic competition.

Finally, in 1994 the *C&CR* was further amended, allowing an overage student to participate in varsity athletics if the student has been granted eligibility based on a disability which delayed his or her education by at least one year. This change has caused a great deal of dissatisfaction among member schools. Many schools were unaware of this provision until they found themselves competing in football against

a 20-year-old running back who did not outwardly appear to have a handicap. The only handicap seemingly was the inability to tackle the young adult.

As questions have grown regarding this issue, it has become apparent that some clarity needs to be provided. Throughout the years, even though the rule has been modified to close the gap in age for competitors, educators have believed this rule is one for which there should be no exception.

The basis for this belief is generally speaking, age equals maturity, particularly in athletic competition. A 20-year-old student competing against a 15-year-old is a mismatch nine times out of 10. This being the prevailing philosophy, how then did we arrive at our present station?

As might be expected, litigation is the culprit. I won't attempt any lawyer jokes. But, as in many arenas in our society, lawsuits, temporary restraining orders and injunctions are the norm. The UIL proved to be no exception.

In 1991, two major cases — one in Austin and one in El Paso — involving students who were overage according to the UIL *Constitution and Contest Rules* were heard in U.S. District Court. The plaintiffs in both of these cases turned 19 before Sept. 1 of that school year and had been ruled ineligible for athletic competition. The plaintiffs' contention was the rule was in violation of section

504 of the Rehabilitation Act of 1973.

The district federal courts in both of these cases granted relief to the plaintiffs. Appeals made by the UIL were defeated. Therefore, under advisement from judges in these cases and UIL legal counsel, the Legislative Council made the current amendment allowing these handicapped overage students to participate.

The process for applying for an overage waiver is spelled out in the *C&CR*. However, there has been some confusion on the authority of the district executive committee in regards to an overage application. The sole responsibility of the DEC is to verify that the waiver application is complete according to Section 446(b)(3)(A). The DEC does not have the authority to deny the waiver unless these criteria have not been met.

The district executive committee may not deny the waiver based on evidence the student is not handicapped. Federal mandates prevent the DEC from opening these student files for review. If the DEC feels a student has been approved for a waiver under false pretenses they can request a review from the Texas Commissioner of Education.

The real controversy surrounds the definition of a 504 student. The 504 committee and the ARD committee at each high school has guidelines they must comply with in granting handicapped status to

CONTINUED ON PAGE 15

No quick and simple way to explain eligibility

By CYNTHIA DOYLE
ASSOCIATE ATHLETIC DIRECTOR

Each autumn, our office is flooded with requests to make the rules of eligibility quick and simple. Since eligibility is not a quick and simple topic, I usually begin by walking through three basic rules for non-varsity participation: 1) academic eligibility; 2) full-time student requirements; and 3) amateur athlete status. The second suggestion I offer is an explanation of rules that are specific to varsity athletic eligibility. Last, I remind schools of the rules that are waiverable and the procedure to apply for a waiver. This article is a brief review of common eligibility issues. This review of eligibility will help school people get back into a frame of mind that encourages participation, as well as question the application of eligibility rules.

In spite of all the rule changes that we have heard and read about through Senate Bill One, rules of eligibility have not changed. In addition to reviewing many of the rules that you are familiar with, I will offer brief scenarios that parallel the situations common to UIL member schools.

Non-varsity UIL student-athletes have many opportunities to participate in athletic competition. Junior high and sub-varsity eligibility is designed to make extra-curricular programs attractive to every student in the school. By allowing the sub-varsity programs such flexibility, schools have the opportunity to increase the pool from which varsity teams are selected. The following information offers a general overview of criteria for UIL athletic eligibility.

The first criteria is academic eligibility. Students in grades 7, 8 or 9 must have been unconditionally promoted if they are to begin the school year eligible. Students placed in grade 7, 8 or 9 who do not meet the academic standard are ineligible the first six weeks (plus the seven day grace period) of the fall semester.

Students going into grades 10, 11 or 12 have two ways they may be eligible for the fall semester. The first way is to have five credits from the previous year. When a student has five credits from the previous year, the number of credits from other high school years is not a factor. A second way that high school students may be eligible at the beginning of the school year is to accumulate credits during the first four years of

high school. Students who accumulate credits for a total of five credits after their first year in high school, ten credits after their second year in high school or fifteen credits after their third year in high school, would also be eligible to start the fall semester. Students who complete summer school courses or correspondence courses prior to the fall semester, may apply the credits toward fall eligibility. The following two scenarios are ways that summer school or correspondence courses might apply.

- Student A earned seven credits during the first year in high school. Student A earned three credits the second year in high school, but did not attend the second semester of the second year. This student would be eligible to start the fall semester of the third year because the total number of credits earned during the first two years of school totaled ten.

- Student B earned two credits during the first year of high school. Student B earned three credits the second year of high school and two credits in summer school. Even though student B does not have ten credits, student B is eligible during the third year in high school because five credits were earned during the second year (three during school and two in summer school).

Students in grades 7-12 who start the school year academically ineligible must sit out six weeks, plus a seven day grace period. All students must have a six week grade check if they are to be eligible after the first six weeks of school.

The second criteria for non-varsity eligibility is the status of being a full-time student at the school they wish to represent. Since home-schooled students or private and parochial school students do not meet this criteria, they would not be eligible to participate in UIL athletic activities. Full-time status is defined in the *TEA/UIL Side by Side* as a student who is enrolled in classes for at least four hours per day.

Students who have been placed in an alternative education program for behavioral management are prohibited from attending or participating in a school-sponsored or school related activity. Not all alternative settings are behavioral management placements, and do not automatically prohibit eligibility.

The third criteria for non-varsity eligibility is amateur status. The amateur rule does not affect students below grade 9. It applies to students from the first day they enter grade 9 until they

graduate from high school. For UIL purposes, an amateur is a student who within the preceding twelve months has not received money or other valuable consideration for participating in a League sponsored school sport, or has not received money or valuable consideration for allowing their name to be used in promoting a product, plan or service related to a League contest.

Non-varsity participation is based on academic eligibility, full-time status and the amateur status of a student. Eligibility for junior high or for sub-varsity participation is not based on where a student lives. For the junior high and sub-varsity participant, there is no residence rule. All junior high school students have an opportunity to participate.

- Student Q transfers into a new school because the parents are planing to move into the school district as soon as the deal closes on their new home. Student Q is able to begin working out with the new team as soon as the paper work is complete. Student Q may even play on the sub-varsity team. During a contest, student Q would not be able to play on the varsity team until the parents actually become a resident of the district.

Rules for UIL participation are not waiverable at the middle school level. Three rules that are waiverable and apply to high school students are: 1) Waiver of The Four Year Rule; 2) Waiver of the Parent Resident Rule; and 3) Waiver of the 19 Year Old Rule. Criteria for granting the waiver of the four year rule or for the parent resident rule is based on a situation being involuntary and unavoidable. The criteria for granting the 19 year old rule is based on information from the 504 Committee. In addition, a student not exceeding four years in high school. The rules for eligibility apply to students in grades 7-12. Being a senior does not exempt you from any UIL rule, nor does being 18 years of age and establishing your own residence.

Eligibility is the very core of UIL competition. The rules of eligibility are designed to encourage participation. Three basic requirements for junior high and sub-varsity participation are academic standards, full-time student status, and amateur athlete status. When the circumstance is not as cut and dry as it may seem, a waiver should be considered.

There is no quick and simple way to describe eligibility, however, an annual review may prevent a student from losing valuable participation time.

Denying a student the opportunity to participate due to legitimate handicap is wrong

CONTINUED FROM PAGE 14

students. The UIL does not have the authority to make these decisions. The list of handicapping conditions under Section 504 is quite broad. It does include conditions such as obesity, walking with a limp, etc. Again, these are federal guidelines.

The problems occur when schools grant 504 status to students for reasons not listed under Section 504. Our waiver officer has been repeatedly instructed that a language deficiency is not a handicapping condition under 504. Some schools are finding creative ways to label students that circumvent UIL rules and are also in conflict with Section

504 of the Rehabilitation Act.

We have had at least one case in which an overage student in his fourth year of high school seriously injured a 14 year old freshman in the course of a football game. Before the court cases and the subsequent amendment to UIL rules, this age discrepancy could not have happened. Yet, because of prior litigation, do we place ourselves directly in the path of future litigation on behalf of those who are harmed by overaged athletes?

As we continue to look at this complex issue, we must keep in mind that the handicapping conditions these students possess are in most cases real. While

they may not be obvious to the naked eye, they have prevented the student from advancing through school at a normal pace, thus depriving the student the opportunity to participate.

While we may not approve of the exception, it is important to remember that in education we often pride ourselves on our exceptions. Denying a student the opportunity to participate because of a legitimate handicapping condition causing the student's education progress to be delayed is not only un-American, it is unconstitutional. What we have to find is a proper way to level the playing field so that other students are not harmed.

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 Niemeck, Houston
Sharpstown
Larry Terranova, Ft. Worth
Boswell
Austin Guest, Red Oak
Johnny Carter, Round Rock

SOFTBALL

Brian Sedlacek, Klein Forest

VOLLEYBALL

Laurie Bruscato, 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

Correction

A — The Conterence A girls track and field champion was Rocksprings — not Box Springs as reported in the September Leaguer. We regret the error.

Soccer Rule Error

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

The words in brackets [] must be added to page 33 and page 44.

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*.

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, 1996, 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 Richardwon 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.

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 suspended Mr. André Boutee, basketball coach, Port Arthur Lincoln High School 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.

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 Dunnigan translations may be used for the drama selection, *The Cherry Orchard*, by Anton Chekhov.

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 Plexiglass, 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.

CSJET 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 (AACE)
- American Association of Teachers of German (AATG)
- American Council of Teachers of Russian (ACTR/ACCELS)
- 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.

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*.

A+ Spelling Variations

The following spelling variations should be noted in the 1996-97 *A+ Spelling* lists:
Grades 3/4: hijack, high-jack
vandal (V)
Grades 5/6: bedlam (B)
coliseum, colosseum
fantasy, phantasy
Koran, Qur'an, Quran
reinforce, reenforce
Grades 7/8: frenetic, phrenetic
mannequin, manikin, mannikin

NOTE: Not all British and foreign variations of words are included in the list.

Words presented in etymologies [bracketed historical information] are not to be considered as acceptable spellings.

Unless otherwise indicated in the list, proper nouns (capitalizations) are not acceptable for words listed as common nouns.

Distribution rights

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:

- | | |
|----------------------------|------------------------|
| Principal | Volleyball Coach |
| Librarian | Baseball Coach |
| Academic Coordinator | Girls Basketball Coach |
| Yearbook/Newspaper Adviser | Boys Basketball Coach |
| Speech Director | Football Coach |
| Band Director | Girls Track Coach |
| Choir Director | Boys Track Coach |
| One-Act Play Director | |