

**SWINGING SEASON** — Although football gets most of the ink, the fall is a busy time across the board for UIL competitors. Since Nov. 1, the UIL has hosted the state team tennis tournament, the state volleyball tournament and the state cross country meet, not to mention the state marching band contest. For state championship results, turn to pages 3, 13 and 14. Photo by Andrew Christensen, UT Photo Department.

## Where's the Leaguer?

In an effort toward improved efficiency and cost effectiveness, the UIL will publish the *Leaguer* six times this year. The next *Leaguer* will be published in mid-January. Another will be published in February and the final for 1996-97 in mid-April. Information that might otherwise have been included in the *Leaguer* will be placed on the UIL's web page instead.

## Diamond Shamrock selects 12 Hooray for Excellence finalists

Twelve finalists were chosen from among 85 entries for the Diamond Shamrock Hooray for Excellence academic awareness program.

Hooray for Excellence will showcase the finalist schools during 5A football playoff radio broadcasts. In addition, each of the finalist schools will receive

\$500 and a recognition certificate from Diamond Shamrock.

The schools' presentations included a United Nations study, a character development program, a family literacy project, mentoring programs, a high tech resource center and a summer theater company. Five elementary schools, one junior high, five high schools, and one K-12 school were represented in the finalists.

The 1996 finalists include:

- Allen High School, Allen ISD
- A.N. Tony Rico Elementary, Weslaco ISD
- Belton Junior High, Belton ISD
- Bowie High School, El Paso ISD
- Era Elementary, Era ISD
- John Marshall High School, Northside ISD
- Johnson Elementary, Bryan ISD
- Perrin Whitt CISD (K-12), Perrin-Whitt CISD
- South Elementary, Lamesa ISD
- Texas High School, Texarkana ISD
- University Park Elem., Highland Park ISD
- Uvalde High School, Uvalde ISD

## 10 educators receive UIL, Denius Excellence Awards

Two are band directors. One coaches girls track and cross country at a small, Central Texas school. Another coaches football at an inner city school. Six coach one or more — and in most cases, many more — UIL academic contests.

These 10 outstanding educators have been selected as winners of the 1996 Denius-UIL Sponsor Excellence Award. A panel of judges representing athletics, fine arts and academics selected the 10 from nominees submitted by school principals and superintendents statewide. Each recipient will receive a \$1,000 cash award and a symbolic memento.

The Denius-UIL Excellence Award recipients for 1996 include:

- Gerald A. Babbitt, the director of bands and music for the Hays CISD since 1985. Over these 12 years, the band program has grown from 300 to almost 1000 students, and has won numerous state and national awards and honors in both the marching and concert band areas.
- Jane Bursen, UIL coordinator and speech/debate coach at Rocksprings High School who with limited resources has built the UIL academic program into one of the state's finest.
- Mona Gloff, boys and girls head track and cross country coach whose girls teams have won the past five state 2A championships. She was named Texas Girls Coaches Association "1996 Track Coach of the Year."

### Recognizing excellence

In its sixth year, the Denius-UIL Sponsor Excellence Award seeks identify and recognize those who assist students in developing and refining their extracurricular talents to the highest degree possible within the educational system while helping them to keep their personal worth separate from their success or failure in competition.

• Craig Hertel, academic coordinator for Lindsey High School, which won Conference A state championships in 1992, '93, '94 and '95, and finished as runner up in '96. Craig also coaches several speech and other academic events.

• Marsella Jennings, who has coached the UIL business contests, advised the yearbook and prepared students for solo-ensemble competition at Lazbuddie HS. She has coached four consecutive state accounting team champions.

• Penny McLeaish, who has coached UIL academic events for 40 years. Her students at Mission Sharyland HS have won six state championships in debate and four in extemp. She has been part of a UIL team of sponsors and students that have won the academic district title 34 years in a row.

• Gloria McLuckie, who directs the New Diana HS one-act play the 1996 state championship and the 2A state runner-up in '93, '94 and '95. She also coaches speech and debate and is her school's UIL coordinator. She also UIL academic participation to help special education students succeed.

• Larry Rayes, who coaches football, basketball and baseball and teaches mathematics at Ross Sterling HS in Houston. In addition to his successful athletic programs, he has developed programs to emphasis high moral character and citizenship. Exxon named him an outstanding math teacher as well.

• Don Theode, the band and jazz ensemble director at Clifton HS. During the past eight years, his bands have never received any rating at a UIL contest lower than a 1st Division by any judge, and his bands have earned nine consecutive UIL Sweepstakes trophies.

• Hugh Bob Wylie, who in his 34-year career at Longview HS has coached numerous state math champions, including the final state slide rule champ. He has coached at least one participant in at least one UIL math events to the State Meet in 23 of the past 27 years.

Complete biographical information, photos and excerpts from each person's statement of philosophy will be published in the January *Leaguer*.

Diamond Shamrock will publish a summary of each finalist program in an idea exchange brochure, which will be distributed during the spring semester to all Texas public schools and interested parties.



# Better late than never? Late-reporting of potential eligibility problems is causing irreparable damage to integrity of rules

In October, the Legislative Council voted to put items on the referendum ballot dealing with discovery of ineligible players. Of particular concern is the annual rush to question players' eligibility after the district race is complete and playoff competition is scheduled.



Bill FARNEY

which takes on an "us or them" atmosphere. Often, only part of the information is conveyed to the public, thus formulating firm positions on who is right or who is wrong. In a race for ratings and exclusive stories, the entire problem takes on a grotesque carnival appearance.

The central dilemma is finding a preponderance of evidence in some cases. The Bureau of Vital Statistics can provide proof of age. School records can establish enrollment and academic progress. Other eligibility concerns are not easily determined, especially on short notice with playoff dates looming.

The most difficult task is proving whether anyone had "prior knowledge" which was not divulged until it was too late for the player or school to correct the status. Everyone insists that this information was presented to them only after the season or after their team has already played the team whose eligibility is questioned.

Competition is so intense, opponents so motivated to win, that schools are reluctant to question an opponent's eligibility before the two schools play. Human nature mandates that opponents do not need additional bulletin board material to fire their efforts higher.

There is an additional fact which prevents early reporting of possible ineligibility. We could win the game. If so, there is no need to stir up controversy needlessly. There are surely a number of schools each year that have ineligible players who go undetected because their teams do not win. I believe that these students are not deliberately played, but school officials are not aware of their ineligibility.

Complicating eligibility controversies is a specter of students who could be both eligible and ineligible during the sports season. They could be academically ineligible. Residence of parents for the first year student to the school could be questioned. This is especially true if only one parent, not divorced, has moved into the district. Even the closest scrutiny by school officials fails to detect the precise status in some contested cases.

Another ballot item for vote permits the State Executive Committee to remove ineligible students from the team and rule them ineligible for further competition. Under this provision, the school would not have to forfeit contests if the district executive committee had previously ruled the student eligible. Whether or not this provision passes, the State Executive Committee will still have difficulty discovering the true eligibility

## WHO SUFFERS BECAUSE OF LATE-REPORTING OF ELIGIBILITY PROBLEMS OR RULES VIOLATIONS?

- The school that stands a chance to advance and their fans.
- The opponent for the first round of the playoffs.
- Communities, which become divided — even bitter — over allegations and denials.
- The integrity of the game, which must undergo a carnival-like atmosphere as the issue is debated, often by misinformed persons, in the media.
- The integrity of the rules, which are used as common ground but as technicalities in which one team can defeat another.

status of some students in a one day hearing with three teams waiting in the wings, with only two teams eventually getting to play. I strongly recommend that each district, prior to the first district contest, conduct a meeting of all schools. At this meeting, all rosters of players and eligibility records would be presented, with any school permitted to question the status of any and all participants. After this meeting, the only questions of eligibility brought forth would have to come from visible, documented facts. This policy would not stop all of the eleventh hour protests, but it would reduce them and go a long way toward eliminating blind shots at the end of the season.

Ineligible players should not participate. The penalty is forfeiture of any contest in which they play. But late season reports must be minimized to avoid upheaval and discord, to prevent last minute hearings where conflicting evidence clouds the picture even more.

Most violations are self-reported by the schools committing the violations. The fabric of the UIL will endure only as long as each school assumes a constant role of self-investigation and self-reporting. This state, with almost 1200 high schools, is too vast for one central agency to investigate every issue. Over the years, the local district administrators and the district executive committee have worked diligently to enforce rules so that all compete in equity. I have faith that this system will work. It will require a little more attention to detail and an unbiased scrutiny.

The League belongs to the schools. Every local entity must work together so that we can take care of our issues at the grass roots level. Doing so will bolster public confidence in vital extracurricular activities and enhance the concept of fairness to all concerned.



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The first ballot item provides a penalty for withholding information regarding eligibility of students from other schools. This provision provides for penalty to school personnel as well as the school with whom this person is employed. The school could be assessed a penalty, including disqualification for district honors. If approved by the referendum and the State Board of Education, this amendment could also give the State Executive Committee the option to not remove the team with the ineligible player from the playoffs.

The problem of late-reported eligibility issues focuses on inadequate time to properly investigate the alleged violation or status of eligibility. It is difficult — without proper investigation — to determine the basic facts needed to sustain or deny the allegation. Anxiety levels are at a fever pitch from several groups. The school whose player is being questioned is afraid of losing the playoff experience. For many students, this could be the only playoff in their high school careers.

The school that stands a chance to replace a disqualified team has renewed hopes of getting a playoff experience after completing a season with a record that did not qualify for post-season.

The opponent for the first round of playoffs, who has begun preparation and scouting, must now prepare for two teams. Pending a hearing which could be no more than one day from the scheduled contest, they could play either school. In some complicated Division I and Division II situations, more than one playoff pairing could be impacted.

Parents in all of the above settings become emotional. Bitter feelings occur. Allegations and rumors abound. Harsh words are spoken. Communities are divided and school administrators drop everything to appeal or defend on behalf of their schools.

Media magnifies the problem into an event

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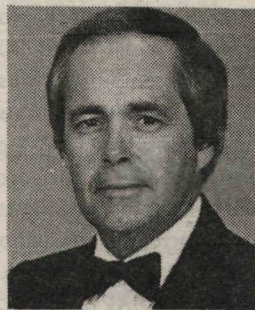
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Also, Pearl Trimble, Amarillo ISD; Robert Payton, Dallas Skyline; Elizabeth Treadway, Ore City ISD; Dolores Muñoz, San Antonio Edgewood ISD.



# Population shift: Rapidly growing Houston-area to feel greatest changes as transition to the new regional alignment begins

Approximately 18 months ago, the UIL in consultation with TMEA initiated a study to determine if population growth and population shifts had created a need for the realignment of existing regional boundaries or the creation of a new region or regions.



Richard FLOYD

Statewide input suggested that the majority of schools in most

areas of the state were satisfied with the current alignment structure and preferred that no change be made. The one exception to this attitude was noted in the Houston area where many schools and directors felt that some modification was needed in order to accommodate the growing number of schools in Region 9 and Region 17.

After extensive dialogue with representatives for Regions 9, 19 and 19 (the regions most likely to be affected by realignment), the following criteria was established to guide the realignment process:

(1) Representatives from Regions 9 and 17 expressed a need for immediate relief at the region level because of the dramatic population growth that these regions continue to experience.

(2) These two regions also felt that the area alignment should be reviewed once decisions were made regarding the new region alignments.

(3) Representatives from Region 19 preferred that their region be left as is if at all possible.

(4) All regions felt that care should be taken to maintain a balance of string programs in each region.

(5) It was also agreed that careful consideration must be given to the special needs of smaller school districts (Conferences AA and AAA) in these otherwise predominately metropolitan areas.

(6) The process should move forward slowly and thoughtfully.

(7) Regardless of how alignment might be restructured for the foreseeable future, there was clear consensus that the entire audition structure for all state band, choir and orchestra should undergo a major evaluation in light of the changing profile of population density and the balance of large schools vs. small schools throughout Texas.

This criteria was endorsed by the TMEA Executive Board at its September meeting and a realignment plan based on this criteria has been developed that will be implemented beginning with the 1997-98 school year. This plan, including the establishment of a new Region 23 will be as follows:

• REGION 9 — Brenham, Conroe, Klein, Magnolia, Montgomery, Spring, Spring Branch,

Tomball, Willis.

• REGION 17 — Alief, Alvin, Angleton, Brazosport, Dickinson, Fort Bend, Friendswood, Galveston, La Marque, Sante Fe, Texas City, Pearland.

• REGION 19 — No Change

• REGION 23 — Bellville, Cypress Fairbanks, Hempstead, Houston, Katy, Lamar, North Forest, Royal, Sealy, Stafford, Waller.

Area alignment has also been modified slightly as a result of the formation of a new region. Regions have been assigned to areas as follows:

AREA A Regions 1,6,16,22

AREA B Regions 2,5,7

AREA C Regions 3,4,20

AREA D Regions 8,12,18

AREA E Regions 9,10,21

AREA F Regions 17,19,23

AREA G Regions 11,13,14,15

The transition to the new alignment will begin shortly. During the coming months, plans will be implemented to establish the organizational and financial structure required to support both UIL and TMEA activities. If you teach in a school that will be affected by these changes, you will want to watch this column and read the TMEA magazine so that you can remain abreast of progress in this important organizational process.

## Quik Quote

"A hundred years from now it will not matter what my bank account was, the sort of house I lived in, or the kind of car I drove ... but the world may be a different place because I was important in the life of a child."  
anonymous

## UIL State Marching Band Contest Results

Conference 3A  
(held at Mesquite Memorial Stadium in Mesquite)

1. Robinson
2. Crane
3. Brownfield
4. Iowa Park
5. Pearsall
6. Hidalgo
7. Kirbyville

Conference 5A  
(held at Floyd Casey Stadium in Waco)

1. Houston Westfield
2. Duncanville
3. San Antonio Churchill
4. Leander
5. DeSoto
6. Langham Creek
7. The Colony

# TSSEC Wind Ensemble Contest to follow traditional format

The TSSEC Wind Ensemble Contest is scheduled for May 3. Again this year, each ensemble will receive the benefit of a 30-minute session with a nationally recognized conductor/clinician at the conclusion of its performance. This enrichment opportunity will be in addition to the standard adjudication format.

The traditional format of the contest will be followed as in the past. Each group will have a scheduled warm-up followed by its 30-minute performance time on the stage of Bates Recital Hall. For the purpose of the competition, the three-member judging panel will adjudicate the performance, determine a rating, provide written and taped comments, and ultimately select the outstanding organization in the various conferences.

During each performance a fourth adjudicator will also be listening and making taped comments. At the conclusion of the concert, this conductor/clinician will move with the ensemble to a designated rehearsal area for a 30-minute clinic and discussion session. The focus of this enrichment period is not intended to dwell on technical execution or rehearsal techniques, but rather to discuss style, interpretation and other musical considerations. This portion of the event in no way will have any bearing on the outcome of the contest. It will simply offer the members of the ensemble the opportunity to hear words of wisdom and inspiration from a nationally recognized authority on wind music.

Again this past year there were more schools submitting entries than could be accommodated. It is likely this trend will continue. Consequently sub-

mitting an entry does not guarantee a performance time. Directors of bands considering participation in the 1997 State Wind Ensemble Contest are reminded of the following:

(1) Participation in the event is limited because of judge's schedules and the availability of performance sites. Entries are accepted as postmarked. Entries received after the schedule is full will be placed on a waiting list or returned.

(2) Since many region contests do not take place until after April 1, it is not necessary to wait until after a Division One is earned to formally enter the contest. Official entries will be held by the UIL office in the order they are received until the results of the Region Contests are known. Bands receiving a Division One will then be officially entered in the contest based on availability of performance times. Entries for bands not receiving a Division One or bands that can not be scheduled will be returned and the entry fee refunded.

Questions concerning these two provisions are welcome at (512) 471 - 5883.

The traditional adjudication panel for the 1997 Wind Ensemble Contest will be:

GARY SOUSA — Dr. Sousa needs no introduction to band directors throughout the state of Texas. He is Director of Bands at Sam Houston State University and has been actively involved with band programs throughout Texas for over a decade. His ensembles have given distinguished performances for the Texas Music Educators Association and both Divisional and National conferences of the College Band Directors National Association. This will be

his second appearance as a State Wind Ensemble Contest adjudicator.

TOM FRASCHILLO — Dr. Frascillo serves as Director of Bands at the University of Southern Mississippi. Tom enjoys an international reputation as a clinician, conductor and adjudicator. In addition he is actively involved with the National Band Association, the American Bandmasters Association and presently serves on the board of the College Band Directors National Association. He is a dedicated music educator whose critiques will be both positive and insightful.

KEVIN SEDATOLE — Dr. Sedatole is in his first year as Marching Band Director and Assistant Director of Bands at the University of Michigan. Prior to his appointment at the University of Michigan, he served on the band faculty at Stephen F. Austin State University in Nacogdoches and enjoyed several years of successful experience in public school band programs as well. Kevin is a master teacher who will provide a challenging, yet supportive, commentary for your students.

In addition two outstanding guest clinicians have been engaged to work with the performing ensembles at this year's event.

JERRY JUNKIN — As you all know, Jerry is Director of Bands at the University of Texas at Austin. In addition, he holds the post of Artistic Director of the Dallas Wind Symphony. He has served as a clinician for the State Wind Ensemble Contest on three previous occasions. While being

CONTINUED ON PAGE 5



# Hamilton to headline at Theatrefest '97

Plans are being finalized for next month's THEATREFEST '97, the annual convention of the Texas Educational Theatre Association, Inc. It will be held at the Waco Convention Center Jan. 29-Feb. 2. Convention Director Jim Rambo, Program Chair Cindy SoRelle and Exhibits Co-



Lynn MURRAY

Chairs Tim Poertner and Jamelle Flowers are in the final stages of putting together "A View from the Bridge," which promises to add to the success of TETA's history of outstanding programming.

One guest to be featured at THEATREFEST '97 is Rick Hamilton, a noted Shakespearean actor from Texas, in tandem with his wife, Fredi Olster. Rick started his theatre career at Houston's Milby High School, continuing there until his graduation in 1961 under the supervision of outstanding UIL director Richard Niemi (Milby HS 1948-78). He was named Best Actor in district UIL competition his senior year for his part in Milby's OAP entry, *The Crucible*.

Hamilton served as an apprentice at Houston's Alley Theatre and attended Baylor University and Lon Morris College, where he worked under the tutelage of legendary TETA Founder's Award recipient Zula Pearson. Rick transferred to UT-Austin in 1964 where he worked with director James Moll and noted Shakespearean authority B. Iden Payne. He graduated with a BFA degree in 1967 and by the fall of 1968 he found himself back at the Alley Theatre as a member of the cast of *Galileo*, which opened the Alley's new theatre complex. He returned to the Alley again for the 1984-85 season as a member of the resident Equity company, along with his wife Olster, playing among other roles Benedick in Shakespeare's *Much Ado About Nothing*.

Rick's credits include film/television, Broadway (*Amadeus*), San Francisco's American Conservatory Theatre, the Oregon Shakespeare Festival, as well as other prominent regional theatres in the U.S. He also has numerous directing credits.

If you are interested in more complete account of the convention's illustrious guests, I encourage you to review carefully the October *Texas Theatre Notes* (TTN) which details some of the numerous achievements of Fredi Olster; Koichika Nishikawa, the prima donna of Misokowa dance in Japan; Richard Kornberg, publicist for the Broadway hit *Rent*; and lists multiple programs presented by many nationally recognized faculty members of Texas colleges and universities. Since the October TTN numerous guests and professional presenters have been added to THEATREFEST '97, along with our own membership of outstanding elementary and secondary theatre arts teachers.

In addition to program presenters described in TTN, Texas playwright Doug Wright will be a featured guest. His work has been performed at New York Theater Workshop, WPA Theater, Yale Repertory Theater, Lincoln Center, Woolly Mammoth Theater, McCarter Theater, Cleveland Public Theater, LA's Geffen Playhouse, and the Wilma Theater in Philadelphia. His plays have been published by

Dramatists Play Service, Heinemann Books' *New American Plays* anthology, and twice in the Applause Theater Books' *Best Short Plays* series. Television scripts include five pilots for producer Norman Lear and teleplays for Hallmark Entertainment and HBO. Film credits include screen plays for Fine Line Features, Fox Searchlight and Talking Wall Pictures. His play *Quills*, based on the life and writing of the Marquis de Sade, received the 1995 Kesselring Prize for Best New American Play from the National Arts Club and a *Village Voice* Obie Award for Outstanding Achievement in Playwriting. Other published plays include *Watbanaland* and *The Stonewater Rapture*, described as a "poignant and funny look at growing up, sex and religion in a small Texas town."

In its March 17, 1986 issue, *Time* magazine called Adrian Hall "... a revered, almost legendary figure, esteemed both for the brilliance of his productions and for his odds-defying, inspirational leadership..." Very few people in Texas theatre, however, are aware that Hall graduated from Van High School in 1944, East Texas State University in 1948, and taught at Galveston-Austin JHS 1948-51. After a stint in the army, he returned to Texas in 1953 as an apprentice actor and director at the Galveston Summer Theatre, Houston Playhouse and Alley Theatre. During the next eight years, Hall directed 14 Off-Broadway plays, two national tours, 10 summer musicals with Broadway stars, and created the Trinity Repertory Company, a professional repertory theatre in Providence, Rhode Island. Since 1996 he has received worldwide awards and recognition and has directed in approximately 20 different locations in the U.S. — most recently at the Geffen Playhouse in Los Angeles where he directed Doug Wright's *Quills*. The joint session with director Hall and playwright Wright at THEATREFEST '97 is not to be missed.

Though Jean-Claude van Itallie is not a Texan, convention participants should not overlook the scheduled session with this esteemed playwright. Author of more than 30 plays, musicals and translations, including widely-produced versions of Chekhov's four major plays, van Itallie's *America Hurrah* is considered the watershed political play of the 60s. He was an early LaMama playwright, and Playwright-of-the-Ensemble of the Open Theater, for whom he wrote *The Serpent*. Other plays include his political musical *King of the United States, Bag Lady, The Traveller* (for which he received an award from the Stroke Foundation), *Tibetan Book of the Dead* (from traditional texts), *Struck Dumb* (co-authored with Joseph Chaikin), and *Ancient Boys* (about a gay artist with AIDS). Van Itallie has taught playwriting and drama in universities and theatres for the past 25 years and also teaches workshops in *The Healing Power of Theatre*.

OAP enrollment and critic judge mailings are in preparation which will provide the basic TETA program outline, including a multitude of sessions related to secondary school theatre arts programs and the UIL play contest. Secondary school teachers are urged to share this convention program with middle/junior high teachers and those elementary teachers who have theatre interests/activities. There is a very large number of sessions planned targeting specifically these lower grade levels.

While you are reading the October TTN, turn

to page 2 and review the "TETAAO announces decisions" article. It is essential that a copy of each critic judge's contract, for each contest level, be sent to this office. As of this writing we have about 70 contracts in the League office of a potential 320-plus contests, zone to state. Those seeking judges call this office after multiple calls to critic judges who are already booked. Zone and district administrators are urged to review credentials sent to directors in August and consider using well-trained theatre educators who are new to Texas and/or new or underused judges. OAP judges are urged to network with OAP directors, especially during the TETA convention.

TETAAO will sponsor critic judging workshops and a business meeting at the Waco Convention Center, Thursday, January 30. UIL/TETAAO Critic Judging Workshops required for initial certification are scheduled for 10-11:15 am — "Orientation"; 1-3:45 pm — "Demonstration Critic Judging Workshop"; 4-5:30 pm — Ethics Workshop, "Why Are We Here?" and 5:30-6 pm — Annual TETAAO business meeting. It is especially important that eligible new critics be in attendance beginning at 10 am.

Accredited critic judges seeking recertification must attend the 4-6 p.m. "Ethics Workshop/TETAAO business meeting" and either the "TETAAO Critic Judging Workshop" on Thursday, Jan. 30 or one of the following workshops scheduled for Friday or Saturday: "Non-Traditional Casting," "Theatrical Styles," "Methods of Adjudication," or "Everything You Ever Wanted To Ask A Critic Judge But Were Afraid To Ask" — an open discussion between students and adjudicators.

Some spotlighted guest artist programs are repeated. Make sure you read carefully such notations in the final program. There will be changes, additions and corrections, including featured guests. Also, TETA may now be found on the World Wide Web. Check out [www.mcc.cc.tx.us/docs/mccdept/inst/dram/tetatop.htm](http://www.mcc.cc.tx.us/docs/mccdept/inst/dram/tetatop.htm) to download THEATREFEST '97 information including a tentative list of invited guests, the workshop proposal form, and the convention registration form.

The UIL OAP Contest "Open Forum" does not appear in the tentative program. If you are interested in an opportunity to meet with the Chair, Rachel Mattox of Katy Taylor High School, and members of the committee in order to make recommendations to the UIL governing body concerning the One-Act Play Contest, plan to attend this session. I will not be there and you can feel free to say anything you wish. Be prepared to provide, in writing, policies, administrative guidelines or rules which you feel would solve your problem or express your view.

New TETA members and potential mentors should refer to the New Member Mentor Form on page 5 of the October TTN. The intent is to provide an opportunity to connect with a TETA mentor for guidance counseling if desired. Those members wishing to help and those wanting help should contact Jim Rambo. There will be veteran TETA members at registration who will be happy to help connect new members to a mentor.

The Friday morning breakfast listed in the tentative program provided by UIL as well as the program which will appear in the December TTN is intended for *everybody* "in honor of new members and retir-

## Area Meet updates, corrections

(See Original Area Meet Listing in the September *Leaguer*)

- Conference 3A, Region I, Area 2, at Sul Ross SU in Alpine should be on **APRIL 4** instead of April 5.
- Conference 2A, Region I, Area 3, at McCamey HS, should be on **APRIL 2** instead of April 5.
- Conference 2A, Region II, Area 2, at Hill Co College in Hillsboro should be on **APRIL 3** instead of April 5.
- Conference 2A, Region III, Area 1, listed T.B.A., should be at **Commerce HS** on **APRIL 5**.

## OAP critic judges sought

OAP critic judges are annually sought and this year is no exception. Critic judge information is being sent to current TETA Adjudicators' Organization (TETAAO) critics and all college and university faculty not currently serving. If you are aware of potential OAP judges who meet the criteria set forth on pp 23-29 of the *Handbook for One-Act Play, 13th Edition*, please put them in contact with this office.





## 1997 UIL approved Texas Educational Theatre Association Adjudicators' Organization's OAP Critic Judges

**Eligible critic judges as of date of printing, Nov. 15, 1996.** The 1996-97 Texas Educational Theatre Association Adjudicator Organization's List of Critic Judges is published for the benefit of zone, district, area, and regional personnel making choices of critic judges for the one-act play contest. Only the judges on this list may be used to adjudicate UIL one-act play contests. [Refer to Section 1033 (d) (3) (A) in the current *Constitution and Contest Rules*.] The UIL recommends the use of a single critic judge. [Refer to Section 1033 (d) (3) (B) (i).]

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

† Cheryl Allen, PO Box 150, Winnie TX 77665 (409) 296-4187 - III  
● Marilyn Pool Allen, 1803 Huntington, Midland TX 79705 (915) 686-9382 - I  
† Marjorie Allen, PO Box 660, Smithville TX 78957 (512) 360-3568 - IV  
† Larry Arnhold, 1911 Wendy Hill Way, Houston TX 77058 (713) 486-7052 - III  
✓ (inactive Spring '97) Donna Aronson, 830 E. Park Ave. #114, Tallahassee FL 32301  
✓ C. W. Bahs, S.F.A. State Univ.-Theatre, SFA Box 9090, Nacogdoches TX 75962 (409) 468-4003 - II  
✓ Kathy Barber, 1005 Andrews, Kilgore TX 75662 (903) 984-5021 - II  
● Jeannine Pasini Beekman, 10606 Clematis, Houston TX 77035 (713) 728-3655 - III  
● Elaine Bent, 6932 Wakefield, Dallas TX 75231-8120 (214) 342-1920 - II  
✓ Norman A. Bert, 5704 Nashville Ave., Lubbock TX 79413 (806) 742-3601 - I  
✓ Georgia Anne Bomar, Communication & Theatre, Texas A&M-Commerce, Commerce TX 75429 (903) 886-5344 - II  
● G'Ann Boyd, 11250 Taylor Draper Lane #914, Austin TX 78759 (512) 349-5416 - IV  
✓ Royal R. Brantley, 6819 Windridge Place, Amarillo TX 79109 (806) 359-3613 - I  
✓ Jay C Brown, Wharton County Junior College, 911 Bolton Highway, Wharton TX 77488 (409) 532-6337 - III  
✓ Joe A Brown, 1513 Holt, Fort Worth TX 76103 (817)-534-2161 - II  
† Pam Brown, 9601 Orlando, Lubbock TX 79423 (806) 794-3243 - I  
† James Buchanan, 11600 FM 471 W, San Antonio TX 78253 (210) 688-6043 - IV  
● Randall J Buchanan, 10616 North Platt River Dr, Austin TX 78748 (512) 282-8109 - IV  
● Lucia Bunch, 3210 Pine Bluff, Paris TX 75460 (903) 784-5184 - II  
✓ James W Carlsen, 4621 Sierra Blanca, Corpus Christi TX 78413 (512) (hm) 850-7109 or (wk) 994-2318 - IV  
✓ Sheleigh Carmichael, San Jacinto College-South, 13735 Beamer, Houston TX 77089 (713) 484-1900 x.3224 - III  
✓ Rod Caspers, 8004 Epping Lane, Austin TX 78745 (512) 326-5233 - IV  
✓ Marion Castleberry, PO Box 10895, ASU Station, San Angelo TX 76909 (915) 942-2343 - I  
● Donna Clevinger, PO Box 88, New Albany MS 38652 (601) 534-3690  
● Gene Taylor Clough, 4568 Westchester Dr, Waco TX 76710 (817) 776-6228 - II  
✓ Gene Cole, 1401 College #163, Levelland TX 79336 (806) 894-9611 x.226 - I  
† (pending certification) Kay A. Coleman, 7626 Callaghan Rd. #2204, San Antonio TX 78229-2408, (210) 342-4460 - IV  
✓ Bill G Cook, Baylor University, PO Box 97262, Waco TX 76798 (817) 755-1861 - II

✓ Michael S Corriston, 111 Freeman St, Cumberland KY 40823 (606) 589-4108  
✓ Jerry Cotton, 1428 Meadow Vista, Cedar Hill TX 75104 (214) 291-5449 - II  
✓ Kay L Coughenour, 1701 Meadowview Lane, Commerce TX 75428 (903) 886-2652 - II  
● Katy Meaker Craig, 3030 McKinney, Apt 1901, Dallas TX 75204 (214) 871-9101 - II  
✓ Philip Craik, McMurry Univ.-Theatre, Box 68, McMurry Station, Abilene TX 79697 (915) 691-6304 - I  
● Josh Crane, 2300 Colquitt, Apt 43, Houston TX 77098 (713) 520-5469 - III  
✓ David W Crawford, 1211 Balmoral, Tyler TX 75703 (903) 534-2908 - II  
● Paul D. Crump, 7903 Braesdale Lane, Houston TX 77071 (713) 773-9019 - III  
✓ Ralph B. Culp, 424 Magnolia, Denton TX 76201 (817) 382-1448 - II  
✓ Doug Cummins, UT-Pan Am Comm. Dept., Edinburg TX 78539-2999 (210) 381-3583 - IV  
✓ LaDonna Davis, TVCC, 500 S. Prairieville, Athens TX 75751 (903) 675-6384 - II  
✓ Stan C Denman, Baylor University, PO Box 97262, Waco TX 76798 (817) 755-1861 - II  
● Gene Dickey, 4835 N O'Connor Road, Ste 134-447, Irving TX 75062 (972) 393-4164 - II  
† Tom A. Dickson, 404 Cumberland Dr, Hurst TX 76054 (817) 498-0870 - II  
● Cranston Dodds, 1419 W 5th Ave., Corsicana TX 75110 (903) 872-0559 - II  
✓ Linda Donahue, UT-Pan American Univ. Theatre CAS 165, Edinburg TX 78539 (210) 381-3581 - IV  
● Eleanor A. Dryden, 3298 Gary Brewer Road, Snyder TX 79549 (915) 573-9739 - I  
✓ K Pert Durapau, 2021 Brightwood Dr, Bedford TX 76021 (817) 571-2780 - II  
● Bill Durham, 2802 Oakhaven Dr, Austin TX 78704 (512) 440-0072 - IV  
✓ Michael Endy, Western Texas College, 6200 E. College Avenue, Snyder TX 79549 (915) 573-8511 - I  
† John Evarts, 1917 Canyon Ct., Denton TX 76205 (817) 387-5995 - II  
✓ Charles Falcon, 14235 Ridgeboro, San Antonio TX 78232 (210) 495-7700 - IV  
✓ Ron Fischli, Candlewood Estates, 9 Spring Lake Dr, Wichita Falls TX 76303 (817) 689-4274 - II  
● Beverly J. Floto, 3707 San Mateo Lane, El Paso TX 79902 (915) (h)544-9830 - I  
✓ Jamelle Flowers, 1731 La Porte, Waco TX 76710 (817) 299-8191 - III  
✓ Michael Kim Frederick, 107 Toyah, Portland TX 78374 (512) (hm) 643-2134 (wk) 886-1507 - IV  
† Kimberley Funderburk, 1601 Success, Carthage TX 75633 (903) 693-7374 - II  
● Eileen Garrett, 274 Southwood Dr, Lancaster TX 75146 (214) 218-5583 - II  
● Dennis Gilmore, 801 Country Club Circle, Athens TX 75751 (903) 675-3908 - II  
● Eric Glenn, 6720 Windrift Way, Austin TX 78745 (512) 441-1956 - IV  
● Connie Godwin, 3500

Tanglebrush Apt 110, The Woodlands TX 77381 (713) 292-8734 - III  
† Karen Gossett, 5300 Tartan Circle, Denton TX 76208 (817) 382-7443 - II  
✓ Fursey Gotuaco, 10306 Morado Cove #154, Austin TX 78759 (512) 418-0065 - IV  
✓ Michael L Greenwald, 2806 Pierre Place, College Station TX 77845 (409) off 845-0528 hm 693-7332 - II  
● Clay Grizzle, 1202 Aspen Apt. D, Andrews TX 79714 (915) 524-7156 - I  
✓ Alva Hascall, University of Texas-Austin, PO Box 7818, Austin TX 78713 (512) 471-0665 - IV  
✓ Penelope Hasekoester, SHSU-Theatre/Dance, PO Box 2297, Huntsville TX 77341 (409) 294-1330 - III  
✓ James A Hatfield, PO Box 130607, Tyler TX 75713 (903) 566-7425 - II  
✓ Debbi Hatton, Sam Houston State University, PO Box 2299, Huntsville TX 77340 (409) 294-1498 - III  
✓ Harold J Haynes, 3224 Fannin, Houston TX 77004 (713) 527-8277 - III  
✓ Elizabeth R Hedges, 809 Beverly Dr., Carthage TX 75633 (903) 693-3880 - II  
● Denise Henske, 2218 Mockingbird, Round Rock TX 76861 (512) - IV  
● Carol A Hicks, 5324 39th, Lubbock TX 79414 (806) 763-7643 - I  
† Armando Hinojosa, 2016 Pin Oak Rd., Edinburg TX 78539 (210) 383-1373 - IV  
✓ Robert Hodde, PO Box 1479, San Marcos TX 78667 (512) 754-0981 - IV  
✓ Mark B Holtorf, PO Box 1801, Stephenville TX 76401-7801 (817) 965-2712 - I  
✓ Douglas Hoppock, 502 Meadowbrook Drive, Longview TX 75601 (903) 572-1911 x.325 - II  
✓ Richard J Hossalla, 124 Serenada Dr, Georgetown TX 78628 (512) 863-9318 - IV  
● Don Howell, 1508 Southport Dr. #353, Austin TX 78704 (512) 916-9493 or 471-9996 - IV  
✓ Jami Hughes, Central Texas College, PO Box 1800, Killeen TX 76540 (817) 526-1536 - II  
● Betty Hukill, 1933 Highland, Abilene TX 79605 (915) 698-1399 - I  
✓ Charles Hukill, McMurry University, PO Box 68, McMurry Station, Abilene TX 79697 (915)-691-6303 - I

✓ Nancy Jo Humfeld, Howard Payne University, 1000 Fisk, Brownwood TX 76801 (915) 646-2502 - I  
✓ Paul Hutchins, 2901 N Elm St, Denton TX 76201 (817) 382-6845 - II  
✓ Cathy Huvar, PO Box 107, Wharton TX 77488 (409) 532-6337 - III  
✓ James Ivey, PO Box 14864, Abilene TX 79698-4864 (915) 670-1404 - I  
✓ Jerry R. Ivins, 10414 Sageglow, Houston TX 77089 (713) 476-1828 - III  
✓ Charles R Jeffries, 2935 Nacogdoches, Apt 209, San Antonio TX 78217 (210) 826-8097 - IV  
✓ Jay Jennings, 911 Hillyer, San Marcos TX 78666 (512) 392-1669 - IV  
✓ Lynette Perkins Jones, 1122 Jeffrey, Deer Park TX 77536 (713) 425-6486 - III  
✓ Ron Jones, 4414 Marlborough, Houston TX 77092 (713) 869-8927 - III  
✓ Kathleen Juhl, Theatre & Communication, Southwestern Univ., Georgetown TX 78626 (512) 863-1368 - IV  
● Pat Jurek, 237 Royal Road, Port Lavaca TX 77979 (512) 552-2255 - III  
✓ Joseph B Kaough III, North Harris College, 2700 W W Thorne Dr, Houston TX 77073 (713) 443-5548 - III  
✓ Ray E Karrer, 2346 Hubbard, Paris TX 75460 (903) 784-3885 / 9242 - II  
✓ James D Kemmerling, 7413 Dreyfuss, Amarillo TX 79121 (806) 355-8091 - I  
† Silas Kennemer, 3420 Bird St, Fort Worth TX 76111-4810 (817) 838-2061 - II  
✓ Kerro Knox 3, 2921 N. Pecan St., Nacogdoches TX 75961 (409) 560-2862 - II  
† Cherald Ellis Kocurek, 10832 Marchant Circle, Dallas TX 75218 (214) 328-2925 - II  
✓ Jay P. Kyle, PO Box 619, Hillsboro TX 76645 (817) 582-2555 X.271 - II  
✓ Richard Leslie, 3416 Live Oak, Waco TX 76708 (817) 754-8514 - II  
✓ Terral S Lewis, PO Box 447, Amarillo College, Amarillo TX 79178 (806) 371-5343 - I  
† (inactive Spring '97) Celia Lightfoot, 8611 Lawnciff, Houston TX 77040 (713) 466-5176 - III  
✓ Kathy Lingo, 2429 Dalgren, Plano TX 75075 (972) 596-

1687 - II  
✓ Susan Loughran, 3621 Leadville Dr, Austin TX 78749 (512) 282-9936 - IV  
✓ Jerry MacLauchlin, 4704 Edmond, Waco TX 76710 (817) 776-3896 - II  
✓ Glenna D Maglio-Owens, 71 Rush Haven, The Woodlands TX 77381 (713) 362-7211 - III  
✓ Jim Mammarella, San Antonio College, 1300 San Pedro Ave, San Antonio TX 78212 (210) 733-2715 - IV  
● Carale Manning-Hill, 2103 33rd #1, Lubbock TX 79411 (806) 744-7037 - I  
✓ Jonathan Marks, 4012 92nd St., Lubbock TX 79423-2928 (806) 742-3611 - I  
† Terry Marrs, Sonora ISD, 807 S. Concho, Sonora TX 76950 (915) 387-5669 - I  
● Lou-Ida Marsh, 607 W Fox, Caldwell TX 77836 (409) 567-4388 - II  
✓ Sandra Mayo, St Philip's College, 1801 Martin L King Dr, San Antonio TX 78203 (210) 531-3597 - IV  
✓ Nancy McVean, Weatherford College, 308 E. Park St., Weatherford TX 76086 (817) 594-5471 - I  
✓ Joseph Dan Mendoza, Lee College, PO Box 818, Baytown TX 77520 (713) 425-6355/6538 - III  
✓ Jim Miller, PO Box 2297, S. H. S. U., Huntsville TX 77340 (409) 294-1328 - III  
✓ Mary Jane Mingus, 2021 Woodland Dr, Stephenville TX 76401 (817) 968-9131 / 2207 - I  
† (inactive Spring '97) Margaret Mizell, 418 Boatwright Road, Trinidad TX 75163 (903) 778-2652 - III  
✓ Danny Moss, 211 Ralph, Longview TX 75605 (903) 663-1167 - II  
● Luis Muñoz, Summit Productions, 1 Paseo Del Prado #102, Edinburg TX 78539 (210) 686-8170 - IV  
✓ Pat Musburger, 2410 Pine Terr, Kingwood TX 77339 (713) 359-9897 - III  
● Patrick Muscanere, 410 Heritage, Rockwall TX 75087 (214) 771-4343 - II  
✓ Amy Nigro, 3333 Varsity Drive #1112, Tyler TX 75701 (903) 566-7389 - II  
✓ John E Ore, 601 5th St, Pflugerville TX 78660 (512) 251-1281 - IV  
✓ Allen H Oster, 810 1/2 N Mound St, Apt 2, Nacogdoches TX 75961 (409) 564-8821 - II  
● Krin Brooks Perry, 4312 Eskew

Dr, Austin TX 78749 (512) 280-7577 - IV  
✓ Adonia Placette, Lamar University, PO Box 10044-LUS, Beaumont TX 77707 (409) 880-8037 - III  
✓ Tim Poertner, McLennan Community College, 1400 College Dr., Waco TX 76708 (817) 299-8118 - II  
● Robi Polgar, 4209 Avenue A, Austin TX 78751 (512) 474-6202 - IV  
● Angela Porter, 19197 Valley Dr, Flint TX 75762 (903) 894-8314 - II  
† (inactive Spring '97) Eric W. Porter, 4020 Brookhaven Club Dr. #1425, Addison TX 75244 (214) 323-5850 - II  
● Beulah Pruett, 10351 Chevy Chase, Houston TX 77042-2445 (713) 789-6153 - III  
✓ Jim Rambo, 4101 Grim, Waco TX 76710 (817) 756-2837 - II  
✓ Toni Rao, San Jacinto College-North, 5800 Uvalde, Houston TX 77049 (713) 459-7148 - III  
✓ Robin Robinson, 3122 Dauphine, Sherman TX 75090 (903) 813-0136 - II  
✓ Paula Rodriguez, 5602 48th St, Apt 80, Lubbock TX 79414 (806) 799-3179 - I  
✓ Allan S. Ross, 135 Seford Dr, San Antonio TX 78209-6034 (210) 828-7743 - IV  
✓ Marti Runnels, 1900 W 7th St, WBU # 410, Plainview TX 79072 (806) 296-4742 - I  
✓ Stacy Schronk, 1410 El Camino Real, Euless TX 76040 (817) 267-8674 - II  
† (pending certification) W. E. Schuetz, PO Box 885, Ingleside TX 78362 (512) 776-2707 or 643-2538 x.282  
✓ Roger Schultz, 2700 Sandy Circle, College Station TX 77845 (409) 693-7757 - II  
✓ Gregory M Schwab, PO Box 691, Alpine TX 79831 (915) 837-8220 or 837-1068 - I  
✓ Diana Gural Searcy, 3606 Oak Gardens, Kingwood TX 77339 (713) 358-7454 - III  
✓ Chuck Sheffield, Richland College, 12800 Abrams Rd., Dallas TX 75243-2199 (214) 238-6255 - II  
† Linda Lucretia Shuler, 2744 Briarhurst #25, Houston TX 77057 (713) 977-2953 - III  
✓ Victor L Siller, Tyler Junior College, PO Box 9020, Tyler TX 75711 (903) 510-2203 - II  
✓ Ed Simone, 307 Quarry St., San Marcos TX 78666 (512) 392-8565 - IV  
† Robert Singleton, HSPVA, 4001 Stanford, Houston TX 77006 (713) 942-1966 - III  
● Alma Slawinski, 1220 Sally Anne Dr, Rosenberg TX 77471 (713) 232-5758 - III  
● Lawrence Ray Smith, 522 East Lane, Kerrville TX 78028 (210) 895-5936 - IV  
† Vicki Smith, 4531 Topaz Trail Dr., Sugarland TX 77479 (713) 980-1210 - III  
✓ Thomas F Soare, PO Box 2297-S.H.S.U., Huntsville TX 77341 (409) 294-1338 - III  
✓ Cynthia M SoRelle, McLennan Community College, 1400 College Dr, Waco TX 76708 (817) 299-8101 - II  
✓ George W Sorensen, 2 Brentwood Circle, Lubbock TX 79407 (806) 797-5502 - I  
✓ Neil St Clair, Howard Payne Univ., 1000 Fisk, Brownwood TX 75961 (915) 649-8505 - I  
✓ David Stevens, 446 1/2 College,

Norman OK 73069 (405) 447-9692 - II  
✓ Clarence Strickland, 10633 FM 2767, Tyler TX 75708 (903) 533-9369/510-2211 - II  
† Carroll B. Swinney, PO Box 447, Magnolia TX 77355 (713) 259-2032 - III  
† Larry Taylor, 2112 Carleton, Fort Worth TX 76107 (817) 732-0852 - II  
✓ Jimmy L Tinkle, 1608 S 1st, Lufkin TX 75904 (409) 634-5800 - II  
✓ Wayne I Toone, 514 E 6th Ave, Belton TX 76513 (817) 939-2743 - IV  
✓ C Lee Turner, 11206 Early Spring Circle, Houston TX 77446 (713) 890-0773 - III  
● Ray von Rosenberg, 3301 Buffalo Trail, Temple TX 76504 (817) 773-4372 - IV  
✓ Patrick Vaughn, 605 Dogwood Trail, Lufkin TX 75901 (409) 639-3822 - II  
● Matthew C. Wagner, 327 W. College #211, Nacogdoches TX 75961 (409) 559-0154 - II  
✓ Steven W. Wallace, 563 Elm, Room209, Norman OK 73019 (405) 325-4021 - II  
✓ T J Walsh, 6206 Nasco Drive, Austin TX 78757 (512) 302-0243 - IV  
✓ Bill Watts, Angelo State University, Theatre Dept., 2601 W. Ave. N, San Angelo TX 76909 (915) 942-2146 - I  
✓ Connie Whitt-Lambert, 5308 Tartan Circle, Denton TX 76208 (817) 387-2408 - II  
✓ E Don Williams, 4428 76th St, Lubbock TX 79424 (806) 796-8800 - I  
✓ John Presley Wright, Paris Jr. College, 2400 Clarksville St., Paris TX 75460 (903) 784-9327 - II  
● Denise Joann Yeatts, KD Studio, 2600 Stemmons, Dallas TX 75207 (214) 638-0484 - II  
● Angela Zbrank, PO Box 1982, Winnie TX 77665 (409) 296-4095 - III

### INELIGIBLE CRITIC JUDGES (as of Nov. 15, 1996)

Accredited judges who are directing UIL OAP or have not yet returned their TETA and/or TETAAO membership dues or updated their profiles are listed below. If a district has contracted a judge on this list, the judge must pay appropriate fees and/or update their profile in order to be eligible.

Barb Amrhein, Patricia C. Baldwin, Elizabeth J. Bassett, Lou Campbell, Ginny A. Davis, Gary L. Davis, David T. Deacon.

Also, William Doll, Julie Dove, Patrick Faherty, Joseph Fisher, Tina W. Fitch, G. W. Frazier, John B. Gallagher, Phyllis Garcia, Amy Harbaugh, Claire Hart-Palumbo, Douglas Holcomb.

Also, Denise Hopkins, Jan Jones, Nancy Kennedy, Gregory Kunesch, Katherine LaPietra, Louise Mallory, Deborah Martin, Catherine Moran.

Also, Christopher Nichols, Terry Ogden, Pamela Pailles-Krause, Vicki Smart Penhall, Charles C. Pulliam, Jr., Chuck Roe, Joan Sorlaten, Chuck Squier.

Also, Cynthia Turnbull-Langley, Spencer Wagley, Richard A. Weaver, Ron White and Mary Ellen Wright.



## Convention to target beginning advisers

Are you a beginning publications adviser? Were you stuck with the newspaper or yearbook and have little or no idea what you're doing other than knowing it is a lot harder than when your principal told you, "Just glue some pictures together."

Do you want to give your journalism students the fullest educational experience possible?

If you answered yes to any of these questions, then please consider attending the 70th annual ILPC state convention, April 12-13 in Austin. Many sessions will be geared specifically for novice advisers, touching on every aspect of publications advising, from staff selection and management to grading to meeting deadlines.

More than 100 sessions will be scheduled, including several that will cover broadcast journalism, an area ILPC plans to include next year. Registration is \$15 per person. Convention information is available on the UIL's web page or by contacting ILPC at 512/471-5883 or via e-mail at nellyv@mail.utexas.edu

## Great Scott

SMU freshman Scott Palmer, an Austin Westlake grad who won last year's prestigious Ernest Hemingway Award for sports reporting, won his second consecutive first place in the Story of the Year contest from the NSPA and the *Los Angeles Times* for a sports personality profiles of a school basketball player. Palmer also received the Wayne Brasler Prize, an award given to the student whose story was judged superior overall.

# On common sense, thinking skills and eating dirt

'Tis the season to ramble and so I shall.

• For a guy who spends a lot of time defending journalism, I sure hate the press now and then. Here's an example: An Associated Press story recently attempted to turn a Connecticut yearbook editor's decision to drop the list of class superlatives — you know, "cutest buns," "Most Likely to Eat Dirt," that kind of thing — into an issue of political correctness.

According to the article, "Some schools have eliminated the superlatives because they were not politically correct or because students often used the list to make fun of others."

Political correctness has nothing to do with it. Fact is, the better yearbooks have dropped superlatives because titles such as "best dressed" and "class clown" are bad journalism and have been replaced by stories about legitimate achievement and/or personality. How much parents spend on their kid's designer jeans and Polos hardly qualifies.

• Did you notice? The recently released "Nation's Report Card" showed that writing skills for juniors has declined slightly since 1984, the year of the much-ballyhooed "A Nation At Risk" report. Guess that with the fall of communism, we can afford to be more at risk than we were in '84.

Didn't say anything about speaking skills. My guess is that they're too low to report, given that every student in the state next year will be required to take a speech course. Perhaps the TEA thought it was "A Nation At Lisp." By the way, who is going to teach all these courses?

• Looking for a way to guarantee that every kid in your school — even the thugs, the stoners and the gang-bangers — will read the student newspaper?



Bobby HAWTHORNE

Censor it. Or better yet, distribute it and then jerk it from circulation. Illiterate kids will enroll in Evelyn Woods just to see what all the fuss is about.

I agree that some content is inappropriate for student publications. I'm not one of those wild-eyed, First Amendment zealots who'd publish a 15-year-old boy's sexual fantasies or directions for building pipe bombs in the name of freedom-of-the-press. I don't recommend litigation and I have reservations about the idea that an 8-page student newspaper can be an open forum in the truest sense of the word, given that the content is determined by student editors, who are hand-picked by an adult adviser.

Frankly, I'm big on common sense and backbone, even if it means facing down the nuts in town every now and then. Administrators who live in constant fear that an article or an editorial might offend someone or cast the school in a negative light are begging for problems. They destroy the newspaper as either a tool to teach writing or as a forum for student opinion and/or they create so much animosity between the central office and pub room that at least one kid makes it his life's ambition to stick it to the principal before he jumps a freightcar out of town. Either way, it doesn't help generate much of an environment for learning.

Besides (and I realize that this has never been a major deterrent in Texas) arbitrary censorship is illegal, despite what principals have been told about Hazelwood. The justices stated that administrators must demonstrate some reasonable educational justification before they can censor anything, and "showing the school in a negative light" may not qualify, although the decision was so vaguely worded that it might. Courts elsewhere have upheld students' rights in similar circumstances.

Censoring obscenity, libel, personal opinion columns that incite students to rape and pillage, we can understand. Censoring a column because it didn't meet a test of the community's lowest tolerance level begs the question: Why even bother?

• For years, we have defended the intellectual integrity of journalism education by claiming it teaches critical thinking skills. Perhaps this needs to be clarified. I'm not sure journalism teaches critical thinking as much as it allows students to use the knowledge they have acquired elsewhere to think critically. Perhaps journalism doesn't teach critical thinking as much as it allows it to occur in a real-world context.

Albert Shanker, president of the American Federation of Teachers, wrote, "The research has shown that there is no such thing as an all-purpose thinking skill. Skills are domain-specific. That is, you need specific skills to think about geometry that are different from the ones you need to think about American history. Moreover, the dichotomy between content and skills is false. You cannot think without facts and information any more than you can bake a loaf of bread if you have a recipe but no flour or yeast or water. And, generally speaking, the more well-stocked your mind is, the better able you are to make the connections that are basic to thinking."

What makes journalism — and by that, I mean a curriculum-based course taught by a qualified teacher — such a special experience is that it is one of the few truly interdisciplinary courses that requires students to draw from all their knowledge, not just of subjects but of life. By doing so, they acquire and sharpen the ability to think critically.

Student journalists are required to research, write, edit, interview, manipulate numbers and symbols, appreciate movements in art and music, promote and argue ideas, solve problems, survive in the marketplace of commerce as well as ideas, and conduct themselves in an legal and ethical manner while defending the ideals — specifically freedom of speech — upon which this nation was built.

Then, they distribute their product and suffer the consequences, unless, of course, it's censored first because an editorial let escape the secret that the school isn't perfect.

## J-Briefs

### Knight inducted into National High School Journalism Hall of Fame

David Knight, former journalism teacher and current director of public information for Lancaster County Schools, Lancaster, SC, was inducted into the National Scholastic Journalism Hall of Fame Oct. 21, 1996, at a special ceremony during the Oklahoma Interscholastic Press Association's 81st Fall Conference.

Knight, a popular summer workshop teacher and conference speaker who is a mainstay at ILPC spring conventions, advised the student newspaper at Spring Valley High School in Columbia, SC, before entering the school public relations field. The newspaper he advised won several state and national awards, including "Best in State."

A former Columbia Scholastic Press Association Gold Key recipient, Knight teaches workshops and seminars throughout the United States each year.

"He is an accomplished journalist, page designer and photographer," Laura Schaub, execu-

tive director of the OIPA, said. "He is also an exceptional teacher. Mostly, though, he cares about kids, inspiring them to be the best that they can be, to do their very best work and to take pride in their final product."

### Knight to headline ILPC convention

David Knight, former journalism teacher and current director of public information for Lancaster County Schools, Lancaster, SC, who was inducted into the National Scholastic Journalism Hall of Fame recently, will again headline the 70th annual ILPC convention, April 12-13.

Joining Knight on the program will be five of the nation's finest student publications experts: Jack Kennedy of City High School, Iowa City, IA; Terry Nelson of Muncie, IN; Kathy Daly of Aurora, CO; Lori Oglesbee of Camden, AR; and Betsy Pollard Rau of Midland, MI.

"These are incredibly good teachers and journalists," ILPC director Bobby Hawthorne said. "They are witty, charming and very knowledgeable educators who understand the joys and frustrations of advising the student newspaper and yearbook."

Registration materials have been mailed to ILPC

members. Non-members may attend as well. For materials and information, contact the ILPC office at Box 8028, UT Station, Austin, TX 78713 or call 512/471-5883 or 471-5908 (fax). E-mail: bhawthorne@mail.utexas.edu

### Austin Westlake rolls at JEA/NSPA

Three Westlake publications and several students won top awards at the JEA/NSPA convention in Chicago, Nov. 14-18. Both the newspaper and the literary magazine won second in Best of Show while the yearbook took 10th.

Other Texas school recognized included Dallas Hillcrest — 2nd in Best of Show, newspapers 17-pages+ and third in yearbooks, 250-299 pages; Dallas Highland Park — fourth in newspapers 17-pages+ and second in yearbooks, 300-pages+; and Holland Middle School in Houston, fifth in newspapers 1-8 pages.

Three Westlake students received "superior" honors for individual work: Stephanie Cox for photo editing; Rochelle Carson for newspaper photography; and Andrew Loehman for photo portfolio. Jason Parker of Hillcrest also received a superior for a photo portfolio.



# Ready Writing topics

## Greater understanding of process of selecting prompts should result in improved essays

By Karen Werkenthin  
READY WRITING DIRECTOR

Curious about the origins of Ready Writing prompts? Wondering how to prepare for the possibly infinite number of topics? Because I have never addressed these questions in *The Leaguer*, an article about Ready Writing prompts seems appropriate, helpful, and, perhaps, overdue.

I choose Ready Writing topics for their timeless, rather than for their timely, qualities. Contestants shouldn't have to read the morning edition of the newspaper to respond successfully to a Ready Writing prompt although such current knowledge will certainly add interest to their essays and impress the judges.

Consider the following themes:

1. Heroes as reflection of our values. What makes them good? great?
2. Loss of innocence — a psychological passage from childhood and innocence to adulthood and wisdom
3. Violence and murder
4. Destruction of the human race
5. Man's pride in his intellectual abilities/false pride in his technology
6. The feeling of the rightness of one's cause lending strength in battle (physical and/or mental)
7. Good works performed by those least likely to do them
8. Successes and failures of family groups (tension between family members)
9. The lone individual standing against totally unfair odds and yet succeeding through his/her own personal ingenuity\*

The source? The Bible. All of the above themes explored in the Bible consistently appear in our contemporary world. And these are typical subject leading to quotations which become Ready Writing prompts, subject of perpetual interest and concern for mankind. (\*For an excellent introduction to the Bible's influence on Western culture, see if you can locate *The Bible As Literature*, edited by Alton C. Capps, published by McGraw-Hill, 1971.)

As I prepare the contest prompts, I think it is important that the DATE of the quotations appear along with the author and source. Ready Writers should notice the date because often the quotation is from decade, even centuries, ago — all "modern" concerns haven't just arisen in their lifetime. A sense of history serves Ready Writers well. In fact, Ready Writers need to be "Renaissance men and women" — people with a breadth of knowledge about a variety of topics and with in-depth knowledge about a few select topics of particular interest.

In the 14 years I coached Ready Writing, my students and I found success through building files in several areas as we prepared for the contest: Sociology, Education, The Nation, Family and Lifestyle, and Science and the Environment. Of course, numerous subtopics fall under these broad categories. Each fall attendees at Student Activities Super Conferences create similar lists of possible topics by looking at past years' contest prompts and by adding more ideas. In the five years I have directed Ready

Writing, I refer to these lists as I select prompts for the series of contests beginning with the Invitational Meets and ending with the State Meet.

This year, topics consistently mentioned at the Super Conferences relate to technology and the computer — the uses and abuses of man's intellectual abilities (see #5 above). Relevant novels appear on the Super Conference lists: *1984*, *Brave New World*, *Fahrenheit 451*, and, of course, this year's Literary Criticism novel — *Frankenstein*. Students and coaches who attend a Super Conference in the fall benefit from being there to help create the list and to begin preparing early for the spring contents.

In addition, the prompts I choose leave much room for different interpretations and responses. At the UT Super Conference, a senior girl from Laredo told me how much she enjoyed the topics in last year's competitions because she could always bring in what she knows well. Also, she said the contest had really helped her with her Advanced Placement Exams. From my continued contact with Ready Writers who have graduated and gone on to college and beyond, I know this contest will help prepare her for most of the writing she will do throughout her life — exams, reports, even her "last will and testament." (See *The Norton Sampler*, edited by Thomas Cooley, 1993, for a discussion about the value of learning to write exposition.)

The Ready Writers I coached rarely were at a loss for words when faced with the two prompts at the contests. They successfully managed to work in areas of personal interests (sometimes obsessions) — from punk rock music to gun control to eugenics — occasionally over my strenuous objections. Ready Writers need to develop passionate interests in a few areas, and become "ready to write," as Ben Jonson defined the term, on just about anything.

Aside from being prepared to use the prompts as springboards for writing quality expository essays, Ready Writers (and their judges) also need to know that the length and/or complexity of the prompts increases at each level of competition. To illustrate the point, here are the prompts from the 1996 contests:

### Invitational A:

1. "When a people lose respect for one bad law, it is but a short step before they include the good laws with the bad and are shortly in rebellion against all law." — Oscar W. Underwood, *Drifting Sands of Party Politics*, 1928

2. "Science, in the very act of solving problems, creates more of them." — Abraham Flexner, *Universities*, 1930

### Invitational B:

1. "The problem of freedom in America is that of maintaining a competition of ideas, and you do not achieve that by silencing one brand of idea." — Max Lerner, "The Muzzling of the Movies," *Actions and Passions*, 1949

2. "The American, by nature, is optimistic. He is experimental, an inventor and a builder who builds best when called upon to build greatly." — John F. Kennedy, Speech, Washington D.C., Jan. 1, 1960

### District A:

1. "We hear constantly that children will never do anything unless compelled to by bribes or threats. But in their private lives, or in extracurricular activities in school, in sports, music, drama, art, running a newspaper, and so on, they often submit themselves willingly and wholeheartedly to very intense disciplines, simply because they want to learn to do a given thing well." — John Holt, "Kinds of Discipline," 1972

2. "Nature is neutral. Man has wrested from nature the power to make the world a desert or to make the deserts bloom. There is no evil in the atom; only in men's souls." — Adlai E. Stevenson, Speech, Hartford, Connecticut, Sept. 18, 1952

### District B:

1. "So be a new kind of 'militant,' an *immoderate moderate*, one hundred percent involved but as a man, not a six-foot hunk of brown wrapping paper; be an extremist when it comes to your ideals, a moderate when it comes to the raising of your fist." — Jesse Owens, "Open Letter to a Young Negro," 1970

2. "Political language — and with variations this is true of all political parties, from Conservatives to Anarchists — is designed to make lies sound truthful and murder respectable, and to give an appearance of solidity to pure wind." — George Orwell, "Politics and the English Language," 1945

### Regional:

1. "In the technological age, Washington and the cherry tree, Scrooge and Christmas, the fights historical, the oceans geographical, the 'beings animalculus,' and all the other shared materials of literate culture have become more, not less, important. The more computers we have, the more we need shared fairy tales, Greek myths, historical images, and so on. That is not really the paradox it seems to be. The more specialized and technical our civilization becomes, the harder it is for nonspecialists to participate in the decisions that deeply affect their lives. If we do not achieve a literate society, the technicians, with their arcane specialties, will not be able to communicate with us nor we with them. That would contradict basic principles of democracy and must not be allowed to happen." — E.D. Hirsch, *Cultural Literacy*, 1987

2. "Because the tyranny of opinion is such as to make eccentricity a reproach, it is desirable, in order to break through that tyranny, that people should be eccentric. Eccentricity has always abounded when and where strength of character has abounded; and the amount of eccentricity in a society had generally been proportional to the amount of genius, mental vigor, and moral courage it contained. That so few now dare to be eccentric marks the chief danger of the time." — John Stuart Mill, *On Liberty*, 1859

### State:

1. "Two hundred years ago our political leaders — Washington, Jefferson, Hamilton, the Adamsses — were also intellectual leaders. They were not professional politicians. But by now, with only an occasional exception, politics has become a profession, a specialized career track, and has largely lost its roots in our intellectual life. This worries me. It appears

## INVITATIONAL MEETS

### January 10-11

• Wichita Falls HS  
The Annual Coyote Classic Invitational Academic Meet.  
Contact: Annetta Reusch, 817/720-3189; 817/767-4248(fax)

### January 11

• Burges HS (El Paso)  
Number Sense, Calculator Applications, Mathematics.  
Contact: Monica Segovia or Greg Allison, 915/772-7451

• Gregory-Portland HS  
All literary events except speech. Foreign language will also be included. The state Set A practice tests will be used. Contact: Mrs. J. Prewitt, 512/643-2538

• Pine Tree HS (Longview)  
All UIL events except C-X Debate, plus events in Spanish and French.  
Contact: Margaret Rhodes, UIL Coordinator, 903/295-5031 ext. 38; 903/295-5029(fax)

• 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)

• Klein HS  
HS Number Sense, Computer Science, Calculator, Mathematics, Science, Spelling, Journalism, Computer Applications.  
Contact: Marianne Foreman, 713/320-4400 ext. 307; 713/320-9538(fax)

• Round Rock HS. All UIL events. Contact Debbie Johnson, 512/255-9459.

### January 31-February 1

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

### Feb. 1

• Santa Rosa HS  
UIL math and science practice meet. Contact: Joe Cuellar, PO Box 368, Santa Rosa, TX 78593 210/636-1811; 210/636-1787(fax)



## INVITATIONAL MEETS

### Feb. 1

• Bryan HS  
All UIL academic except speech & debate.  
Contact: Contact Billie Jean Casey, 409/371-7400 or 371-7422 (fax)

### February 7-8

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

### February 7-8

• Robert E. Lee HS (Tyler). February 7 — Debate only. February 8 — All other academic events. Contact: Jan E. Jones, 903/531-3955; 903/533-5112 (fax)

### 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  
All UIL events except Debate. Contact: Jeanie Wolter, 512/528-2559; 512/528-3918 (fax)

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

• United South HS (Laredo). All events except Debate. Contact: Alicia G. Carrillo, UIL Coordinator, 210/721-5600; 210/722-6634 (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)

# My favorite things? Dedicated coaches and students

The holiday season is a good time to review the past calendar year and plan for the upcoming one. As busy as you are, even a few minutes of quiet reflection is probably a luxury, but it always makes me feel better to stop and make a list of the good things that have happened and things for which I'm grateful. It's such a refreshing change from my daily — and never-ending — list of things 'to do.' And it's lots more fun than figuring my income taxes.

As always, the best things about my working year are the people I work with. The students who spend Saturdays at SuperConferences, dedicated to becoming better at their chosen events, or just trying to make sense of what UIL academic competition is all about.

Attendance at speech and debate sessions was outstanding this year, which adds up to lots of student hours spent above and beyond curricular requirements. Given how early some of those buses pull out, it's easy to understand the occasional yawns among the audiences. We presenters try not to take it personally. (It even happens to Bobby Hawthorne, and he's funny!)

And high on the list of 'my favorite things' are the dozens of high school coaches, university faculty and other professionals who present the workshops. This fall approximately 2,000 students attended one or more of the 85 sessions offered in speech and debate, and it's obvious that we couldn't do that without a lot of help from a lot of people.

The students who perform and present demonstrations at the conferences have earned my special gratitude and thanks. These young people are not only willing to share an interp selection or a debate case in the cause of helping others learn, they're big



Treva DAYTON

enough to listen, in front of an audience, as critic judges and coaches discuss what they did and offer multiple suggestions for improvement. And they take notes, ask questions, smile and say thanks. And many of them, including previous state champions and relative novices, will get the chance to do it all again at the State Meet in May. It's a learning experience for everyone.

Literally hundreds of coaches and teachers help in many ways throughout the year to provide quality experiences for UIL competitors. They host invitational and district competition, serve as judges and tab room personnel, serve as members of the Speech and Debate Regional Advisory Committees, and dozens of other activities that take significant time, energy, and dedication — not to mention patience, perseverance, and a sense of humor. And they teach classes and raise families and contribute to their larger communities. Amazing.

I don't know all these people personally, of course, although every year I have the chance to meet some more and connect faces to voices I've heard on the phone or names I've seen on correspondence or judging forms. That's one of the reasons we keep giving you those annoying names tags and asking you to wear them at state meets!

One of the highlights of my office in the fall is the opportunity to see the UIL Denius Sponsor Excellence Award nominations for coaches of academic and theater activities. Again, I don't know the identity of these people because the nomination forms have names, schools, and towns blanked out before they are seen by a selection panel. But reading the comments of administrators and the nominees is a lovely way to spend an afternoon! As a combined group, these educators have hundreds of years experience in the classroom and with UIL activities, and some of them have accomplished truly extraordinary things. My favorite reading, though, is the nominee's statement of his or her philosophy of competition in

the school's basic educational mission. And although I can't give credit to the authors, I wanted to share with you a couple of the statements that seemed to embody the esprit de corps among these outstanding educators, and remind me of why we do the things we do.

One academic coach wrote, "I also believe that I have more than just the responsibility of teaching them to compete. It was important for my students to become well-rounded individuals. They learned how to eat in classy restaurants (Taco Cabana), how to behave in five-star hotels (La Quinta), how to dress and look like a million (Young Republicans/Democrats do Bealls), and how to win friends and influence people (judges) all over the state of Texas, competing at tournaments (and exchanging debate evidence and prose/poetry pieces). My students learned how to research in college libraries, and were exposed to college life by attending debate and interp camps. It's all worth the late nights, long hours, and gray hair."

Another coach responded with the following: "Students often joke that UIL stands for 'Usually I Lose,' and of course that's true. Only one person can win first, and only three can even place. So, why do they do it, and why do we sponsor it? Why do we meet on dark parking lots at six in the morning and return to those dark parking lots at ten at night (or later)? 'The pursuit of academic excellence' is one of those vague lofty sounding phrases that people pay homage to but probably couldn't define. But when our UIL competitors board those yellow buses, lugging their file boxes and brief cases and pillows and blankets and tape decks and CD players, it is in that pursuit of academic excellence. Mixed in with the sounds of the latest hits blasting from those CD players are queries of everything from 'Who has an article on Clinton's Health Care Bill?' to 'What's the

CONTINUED IN THE FAR RIGHT COLUMN, PAGE 9

## Extemp Sample Topics

### PERSUASIVE

1. An explosion in news coverage: are Americans better informed?
2. Mergers in the media continue: will American consumers be the ones to pay the price?
3. The issue of character: what role should it play in presidential elections?
4. Scandals over campaign finance: is there a real chance now for federal campaign reform?
5. America's war on drugs: is it time for a new battle strategy?
6. How effectively has the international community responded to the refugee crisis in central Africa?
7. Should college athletes be paid?
8. Should the limit on the number of charter schools in Texas be removed?
9. Do voter initiatives and referendums really provide citizens with better government?
10. Does Bob Bullock wield too much power as Lieutenant Governor of Texas?
11. Should illegal immigrants be denied medical care in the United States?
12. Should US troops remain in Bosnia?
13. Who's most responsible for the breakdown of the Israel-Palestinian peace process?
14. Has Warren Christopher been an effective Secretary of State?
15. Will Democrats and Republicans really cooperate to achieve a balanced budget?
16. Has the US bungled in its efforts to replace Boutros Boutros-Ghali as UN Secretary-General?
17. Should the United States change its current policies toward Cuba?
18. What should be done to improve racial harmony in America?
19. Should the US rethink its partnership in the International Space Station?
20. What steps should be taken to make affordable shelter available to Americans?

### INFORMATIVE

1. Governor George W. Bush's appointed tax committee: what did they recommend?
2. How did the recent elections impact political leadership in Texas?
3. New faces for a second term: how is Clinton's new administration shaping up?
4. What is the controversy surrounding California's passage of Proposition 215?
5. What are the latest developments in the Oklahoma City bombing trials?
6. A scandal in the armed services: what are the recent allegations against Army personnel?
7. What is the current situation in Rwanda?
8. What has caused a recent focus on cancer research?
9. What did the recent elections reveal about the attitudes of American voters?
10. What educational issues are on the agenda for Clinton's second term?
11. His life and legacy: who was Cardinal Joseph Bernardin?
12. What is the current situation in Chechnya?
13. Refugees return to Rwanda: what are the major problems?
14. Balancing the federal budget: where will the battle lines be drawn?
15. How has the O.J. Simpson civil trial differed from his criminal trial for murder?
16. What is President Clinton's strategy for US policy toward the People's Republic of China?
17. What has been happening in the continuing battle against AIDS?
18. What has caused recent protests in Yugoslavia and how has Slobodan Milosevic responded?
19. What has been learned about the tragic crash of ValuJet 592?
20. War continues in Afghanistan: what is happening now?



# CX district competition must be completed by Feb. 17

By Treva Dayton

DIRECTOR OF SPEECH AND DEBATE

Ready or not, district competition for CX debate will begin in early January and must be completed by Feb. 17, the deadline for certifying district winners to the League office. If you weren't involved in the planning meeting or haven't received notice of the date of your meet, check with your administration immediately.

Both first and second place teams still advance directly from district to the CX Debate State Meet in Austin, with no additional certification required. In a rule change that does not go into effect until the 1997-98 school year, the Legislative Council passed a proposal that will require second place winners in districts with fewer than eight teams to have debated eight competitive rounds to advance to State. Like all UIL rules, this must be approved by the State Board of Education.

It's to be hoped that such a change would impact only a very few teams, anyway, and that most teams already have debated at least eight rounds in competition before they come to State. I know I'd have a hard time justifying the expense of a bringing a team to Austin without a real effort to be competitive in the tournament! Of course, not everyone will win, and we hope everybody who comes has a good time as well as a worthwhile educational experience. But you have to admit that your chances of success are

vastly improved if you've defended your case against a variety of opponents' arguments, and delivered negative attacks to a real live debate team that answers back.

Robert Jones of Fresno High School wrote an article in the most recent California Speech Bulletin about practice. He tells of a young tourist in New York who approached an elderly gentleman and asked, "How do you get to Carnegie Hall?" and the tourist's confusion when the old man replied, "Practice, practice, practice!"

But practice, and particularly practice in competition with some reward at stake, is essential whether you're competing in athletics or attempting to deliver a successful speech. Practice won't make you perfect, but it sure will make you better!

CX State for conferences A, AA, and AAA is March 10-11, with registration on the evening of March 9, and 4A and 5A debaters compete March 14 and 15, with registration on Thursday night, March 13. Teams can also register the morning of preliminary rounds, but you should be aware of the difficult parking situation — there isn't anywhere to park — on the UT campus. If you're late and we seat the alternate team, you're out of the tournament. Unfortunately, it's happened, so I urge you to schedule plenty of time to deal with Austin traffic and parking without being late.

First and second place teams and coaches will receive a packet at district, with a tentative schedule

and other important information. If you don't get it when you get your medals, ask for it! Coaches are required to return the judging form to my office by Feb. 28. The judging philosophy questionnaire has been modified, and it's important that coaches fill it out accurately.

We urge coaches to serve as the required judge for your team. We believe your experience not only provides a quality decision, but that you have the expertise to make the ballot an educational tool for both teams in the round. You may, of course, hire a judge, and it's your responsibility to see that they complete the judging forms and that they are familiar with UIL rules. If you have two teams attending, you need to supply two judges or contact me to make judging arrangements. If you need help in locating a judge, call me as soon as your district is completed, as we have a very limited number of judges that can be assigned to a school for a fee. If you have experienced former debaters in the Austin area — who are willing to follow the UIL judging instruction for delivery and would like to be added to the judging pool — please have them contact me.

We had 305 out of a possible 316 teams at last year's CX State Meet. We have some additional schools debating the juvenile crime resolution this year, so maybe we'll have a full entry of 320 teams. Best wishes for excellent competition at district, and I look forward to meeting lots of you in Austin in March.

## LINCOLN DOUGLAS

resolution for January through May, 1997

**RESOLVED:** That gender equity is essential to legitimate democracy.

## C-X DEBATE

Watch your mail! The final vote for the 97-98 CX debate resolution is mailed to schools in December. It must be returned to UIL by Jan. 3 to be counted. Please take the time to vote and return your ballot before the new year.

## Dayton column

CONTINUED FROM PAGE 8  
latest development in Bosnia? The questions have changed, of course, through my 40 years in UIL, and the songs from the radios and CD players have changed from hits by Elvis to those by Hootie and the Blowfish. The one constant element, though, through all the years has been the exhilaration of competition. So the pursuit goes on, and everybody wins."

I don't know when the UIL Denius awards will be announced, or whether the coaches I've quoted were selected as recipients. I do know that they represent the attitudes that the award was created to recognize, and that they are truly winners. I wish all the nominees, and all of you, the very best in the upcoming UIL competitive season.

## Ready Writing topics

CONTINUED FROM PAGE 7

you can divorce government from science and religion and the intellect in the short run, but whether they should be divorced is another matter. It seems as dangerous to me to separate our political from our intellectual life as it does to separate our business lives from our religious ones." — M. Scott Peck, *In Search of Stones*, 1995

2. "Let us now praise anger, and especially anger in the form of a desire for justifiable vengeance. Ours is an age that overvalues the 'well-adjusted' person without inquiring as to the nature of the circumstances to which we are supposed to adjust ourselves. (A well-adjusted subway rider would worry me.) We have to be plied and belabored with the

notion that anger is invariably a dysfunction, a 'failure to cope' with our 'environment.' Great literature from Homer on (Nicholas Nickleby was splendidly angry) teaches otherwise; it teaches that anger can be necessary for coping. We are told that a desire for vengeance is primitive and shameful. But Hamlet's desire was noble." — George F. Will, "Let Us Now Praise Anger," 1985

[Note (printed on all official Ready Writing contests): "Ready Writing prompts are provided as springboards for thought, not as advocacies for particular points of view. Contestants should not conclude that quotations or statements used in prompts reflect the opinion of the UIL."]

Anyone hosting a Ready Writing contest would do their judges a favor (and ultimately the contestants) by sharing the 1996 topics with them. Also, share the *UIL Ready Writing Handbook* with them because it provides more prompts from past years

and includes winning papers from recent State Meets. With this article and the handbook, judges should have a greater understanding of the contest and should be able to make more informed decisions when selecting winning essays.

If you come across good possible topics, please send them to me at the League office. I keep a file of articles, essays, books and ideas mentioned at the Super Conference or sent to me. For example, a coach at the UNT Super Conference gave me a great topic — how giant corporations are *not* always the "bad guys." When the water supply in her small town dried up during this summer's drought, a nearby corporation funded whatever was needed for them to tap into a reservoir a few miles away. Although I may not use them exactly as you send them to me, like Ready Writers, I use your ideas and suggestions as "springboards" for thought. I welcome your input.

## Deadline for submitting 'additions to OAP basic set' is Feb. 2

CONTINUED FROM PAGE 4

ees." TETA officers, board members and committee chairs should plan to be there. See the "President's Message" on page 4 and the explanation on page 14 of the October *TTN*. Networking is one of the major reasons for being involved in any professional organization. This is the place to start.

The UIL OAP deadline for submitting "additions to the basic set" falls on Feb. 2 — TETA "Board Meeting Sunday" and the day following TETA convention programming. I do not mind answering questions during convention and will try to make myself accessible Friday and Saturday (Friday is very busy), but don't wait until then. If you think you

might need scenic advice, *ask!* If you bring your set questions to convention, bring a large envelope and stamps for mailing your request from Waco.

Last year in Houston, the Hyatt made a fortune making copies, selling envelopes and postage. I will not carry requests back to Austin. The U.S. Postage Service, even with its obvious limitations, is more reliable than my memory. Postmarks on Saturday and Sunday may be difficult. Monday Feb. 3 postmarks will be accepted or UPS/FedX sent on the same day. However, I still urge you to do it early! Waiting until Feb. 2 will likely get you an answer to "set additions" by March 1. The number of requests last year made it impossible to process them earlier.

They are evaluated in the order in which they are received. The last request was mailed back last year about March 10 — too late to be of value to the director who went to contest the first district week.

Speaking of deadlines, Dec. 21 is the last day for submitting scripts not on the approved lists. Don't wait any longer! The volume received on Dec. 21 last year resulted in play decisions being made after the Feb. 2 set deadline. The mass received on or near to Dec. 21 did not go to committee until after Jan. 1. Everybody is on Christmas break. Be smart. Submit now! It is currently taking a month for scripts to be evaluated and returned.

See you in Waco.



UIL loses good  
friend in White  
Oak's Bill Rogers

William Edward "Bill" Rogers, who was in his 27th year as a math teacher at White Oak HS, and his son Thomas, a junior at Pine Tree HS, were killed Nov. 19 in a one-car accident.

Bill Rogers was an enthusiastic and successful coach for the school's UIL math teams, and served as the UIL Spring Meet director at one of the state's most successful academic programs.

White Oak has won its district academic UIL title 30 of the past 32 years.

"Bill Rogers was the epitome of the teacher/coach," UIL academic director Bobby Hawthorne said. "His students learned a lot more from him than math. He was a wonderful man, and we will miss his humor and warmth."

The younger Rogers was an Eagle Scout and an honor student and was active in the PT math and science clubs and marching band.

Computer  
applications  
contests writers  
needed

Computer applications coaches have called the UIL office, asking if we knew of a source for invitational computer applications contests other than the two UIL invitational meet contests.

We don't.

So if you'd like to write a contest or two, we will be happy to let people know about them. It may be a good way to make a few extra bucks.

## Advice for Computer Applications coaches

As the season for holding invitational tournaments draws nigh, thoughts about accommodating additional contestants, providing appropriate software and hardware, and teaching the right elements may loom in the minds of some computer applications participants. Many will find the following tips and reminders beneficial to computer applications contestants, coaches, and contest administrators.



Pat WISDOM

- Any of the 11 elements named on page 66 of the 1996-97 Constitution and Contest Rules may be included in the contest at each level of competition.

- The reference manual may not be brought into the contest room. Although the designated reference manual, South-Western's *Keyboarding Quick Reference Guide* © 1995 by Housel, may not be brought into the contest room, all applications within the computer hard drive may be used. Students who are concerned about forgetting reference guide information may want to type notes concerning these applications and put them in a "help" file to be used, if needed, during the contest. Contestants who rely least on these "help" applications are more likely to be successful. As noted early last year, templates may be used both on the keyboard surface and from the computer hard drive applications. A dictionary may be brought into the contest room; however, the dictionary functions within the computer software may provide a more time-efficient resource during the test.

- Rulers are not to be used by contestants or graders. The word "approximate" will be noted in portions of the test directions. Graders are to use professional

judgment in determining approximate placement on the page.

- The tie breaker may consist of a variety of timed typing documents. The five-minute tie breaker, which will be administered to all contestants immediately following the 50-minute testing period, could be a speed-typing manuscript document, an additional computer application document, or a combination of the two. If the document is a speed-typing manuscript, one point will be added for each word typed, and one point will be deducted for each word containing typographical errors. Tie-breaker documents of only those contestants tied for one of the top six places will be scored. Scoring instructions for the tie breaker will accompany each test.

- All software functions may be used in contest. Concern has been expressed that software which corrects copy as it is being typed (spelling, grammar, sentence structure) may give its users an edge in the contest. Perhaps it could. However, some quoted passages found in the contest manuscripts may not be written in exact accordance to standard English rules. Contestants using correcting functions are cautioned to read the directions carefully to ensure that inappropriate corrections are not employed. Avoidance of the use of the sentence structure correction feature is recommended.

- Additional computer supplies may be brought into the contest room, but not additional software programs on diskette. Remember that no diskettes, other than blank, formatted diskettes for the test, may be brought into the contest room. All applications must be done through the computer hard drive. Additional computers, printers, extension cords and supplies are permissible. The test is to be saved to the labeled test diskette only, not to the hard drive.

- All coaches should serve as graders. Refer to the September *Leaguer* for tips regarding grading and making accommodations for that third computer

applications contestant.

- Breathe deeply. This really does help the graders, as well as the contest director and contestants.

- Call me at (512) 471-5883 if you run into snags or have questions that the graders and contest administrators are unable to resolve. I should be in my office from 7:40 a.m. to 5:00 p.m. each work day. I will contact contest writers, if necessary, concerning content questions.

Please continue to share your ideas and recommendations for this contest. Tell us on what new or different elements you would like your students to be tested. With ongoing technological advancements, expect this contest to continue to be one of the most dynamic on the League's academic roster.

**Post Script #1:** We need invitational test writers! Neither Gume Laurel nor Diana Hicks, who are listed in our *Coordinator Manual* "Invitational Test Writers" list, will be writing computer applications tests any longer. If you would like to try your hand at writing, we would like to talk to you. Please call the academic office at (512) 471-5883 any time from 7:35 a.m. to 4:45 p.m. any week day.

**Post Script #2:** For those who have asked why computer applications isn't a team contest like all the other contests that provide talliable scores — the first year of allowing a third contestant to compete is not the best time to add a team component. Some districts will have difficulty enough this year in providing space and adequate amps to hold the contest with as many as 36 competitors in some 1A districts. Since district teams may now consist of four members, the challenge would be even greater for these districts. Let's take this first year with a one-third increase in contestant population to evaluate the feasibility of expanding to a team competition in the future.

## NCTE convention provided nourishment for the mind and the soul

By Pat Wisdom  
DIRECTOR OF ACADEMIC DEVELOPMENT

What a fabulous experience! More than 7000 language arts educators and administrators from around the world attended the National Council of Teachers of English convention held in Chicago, Illinois on Nov. 21-27. The great attendance at this 86th annual convention was not just a fluke; it was a direct result of combining timely and timeless subject matter with great presentations in one of the world's most exciting and artistic cities — "City of the Big Shoulders," as Carl Sandburg would say.

Carrying the theme, "Honoring All Our Stories," many interesting sessions on literary criticism, writing, theater, censorship, and communication filled the extended weekend with opportunities for educators to share and learn. One special session entitled "Art and Creative Writing" was conducted at the Chicago Art Institute. This session was exciting in that not only did I gain reinforcement and insight into writing exercises that can be used in response to art as in the UIL creative writing contest, I was also one of only 100 NCTE participants who was granted admission to the Edgar Degas impres-

sionism exhibit at the institute. I can now say that I have witnessed every color, variation, and magnificent movement of the timeless Degas tutu.

"Looking for Richard," another special session that I was lucky enough to get tickets to, was presented by actor Al Pacino, and film critic Gene Siskel. Al spoke of his love of Shakespearean writing that stemmed from Biblical verse readings encouraged by his teachers. He noted that such positive school experiences initiated his fascination with poetic theater. Gene Siskel gave a brief, but enthusiastic thumbs-up review of the film, *Searching for Richard*, a rendering of the Shakespearean play, *Richard III*, directed by Pacino, who also plays King Richard.

Featuring a well-known and accomplished cast, including Alec Baldwin, Winona Ryder, Kevin Spacey, Aidan Quinn, Penelope Allen and Estelle Parsons, the film alternates between scenes from *Richard III*, Shakespeare's tragedy about greed and power, and the interactions of the actors and film makers as they wrestle with the challenge of producing the movie. In the process, the viewer gains insight into the creative process and an appreciation of the timeless elements of this Shakespearean work.

After previewing the film, Pacino and Siskel

answered audience questions and allowed us to dote over them for a while. When asked why the film industry has recently produced a number of Shakespearean dramas, Gene Siskel answered, "Because there have been so few scripts of merit written lately, producers are returning to the timeless quality of the Shakespearean drama."

It was nothing less than delight to visit personally with these two masters of the theater.

I also chaired a session titled "Growing Together: Professional Development for Teachers Through Portfolio Assessment." In a standing-room-only crowd, Iowa State English professor Dr. David Russell, Kentucky state writing program directors Starr Lewis and Anella Riggs, and I discussed a way to connect curriculum, professional development, and assessment through collaboratively assessing students' work.

The concept of consensus evaluation of writing, much like that of UIL ready writing, creative writing, and journalism, was the focus of the panel presentation and discussion. Research from London, Iowa, and Kentucky schools that use collaborative writing

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## Opening accounting will improve contest

By Pat Wisdom  
DIRECTOR OF ACADEMIC DEVELOPMENT

Following a three-year study and deliberation that included a coaches' survey and conflicting input from a number of teachers, the Legislative Council ruled in the October session that the high school accounting contest should be open to all students. If passed by the State Board of Education in the spring, the first-year course and one-year participation restrictions will be removed from this contest beginning in the 1997-98 academic year.

Currently, all other high school academic contests are open to all students in grades 9-12. Accounting is closed to any student who competed in the district contest in a prior school year and to any student who is enrolled in or has taken a second-year high school accounting course.

In a 1993 academic coaches' survey, 67 percent of respondents were in favor of allowing students to compete more than one year in the contest. Nonetheless, in 1994, following strong objection from a few Accounting I teachers whose schools do not provide an Accounting II class, the proposal to allow students to compete for more than one year was defeated. Opposing teachers had a valid point that more students are introduced to the program by limiting them to only one year of participation; however, introduction is not the primary purpose of UIL academic contests.

The passage of Senate Bill 1 in 1995 perhaps provided the strongest impetus to review the issue to open the competition to all high school students. Since parents have the right to enroll their children in college accounting classes or tutorials to prepare specifically for the accounting contest, the second-year course restriction has become essentially a moot point. Hence, the issue again went to study and was finally recommended with little opposition at the June 1996 Academic Committee Meeting and approved by the full Legislative Council in October.

That students be encouraged to advance their knowledge and refine their skills beyond the classroom certainly embodies the UIL philosophy. As pointed out in an earlier article, an open entry accounting contest would encourage Accounting I teachers to extend instruction beyond the classroom for those gifted students who may richly benefit from this opportunity. Allowing open entries will encourage a higher level of expertise in the competition and provide opportunities for those who competed in a previous year without success to improve their standing in later years of competition.

## 8 academic proposals passed

By Pat Wisdom  
DIRECTOR OF ACADEMIC DEVELOPMENT

Action taken by the October Legislative Council will send eight academic proposals to be considered for approval by the State Board of Education, which meets in mid-spring. If passed by SBOE, these amendments to the *Constitution and Contest Rules* will become effective in the 1997-98 school year.

- Remove the first-year course and one-year participation restrictions from the high school Accounting Contest

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

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

- Allow contestants to enter all four journalism contests

- Eliminate the tie breaker in the team component of the Mathematics Contest, thereby allowing all teams tied for first place to advance to the next level of competition

- Allow contestants the option of bringing their own computers to district competition in districts that have opted to allow the use of computers in Ready Writing, Feature, News Writing, and Editorial Writing

- In C-X Debate district competitions involving fewer than eight teams, allow the second-place team to advance to State Meet only if the team has competed in a minimum of eight interschool competitive debate rounds within the current academic year

- Add an optional team component to the following elementary/junior high contests: Calculator Applications, Dictionary Skills, Listening, Maps, Graphs & Charts, Mathematics, Number Sense, Science and Spelling. A point structure of eight points for first-place teams, six points for second-place teams and four points for third-place teams was adopted. (Check the front page of *E/JH*, the UIL newsletter for elementary and junior high schools, for further discussion.)

Proposals the academic staff was asked to study or monitor and report back to the June, 1997 Academic Standing Committee are as follows:

- Change the programming language used in the Computer Science Contest from Pascal to C++ (Survey results indicated that 60% of the 892 superintendents responding favored the change to C++, 12% did not favor the change, and 28% had no opinion. The staff was instructed to prepare a proposal regarding the change to C++, to be presented at the June, 1997 academic committee meeting.)

- Allow two teams to advance from region to state in academic team contests (Another feasibility study

will be conducted, and a report will be presented to the June, 1997 Academic Committee.)

- Adjust the conflict pattern to allow contestants to cross-enter in Literary Criticism and Spelling & Vocabulary contests (No further action was taken on this item. The academic staff will continue to monitor.)

- Study the proposal to add an art contest to the junior high (grade 6-8) program (The study will first be conducted through a survey of participating campuses through *E/JH*, the elementary/junior high newsletter. If the Academic Committee so chooses upon the report to the June meeting, this item will go to the superintendents' survey in the fall of 1997, with action to be taken at the October full council session.)

An awards proposal of considerable interest to state competitors was submitted to the Policy Committee by Bobby Hawthorne, Director of Academics. Mr. Hawthorne proposed that fourth, fifth, and sixth place medals be awarded to individual academic winners at the State Meet. Because awards decisions are made by awards committee approval, fourth through sixth place winners will receive medals at this year's State Meet.

The Policy Committee also approved a proposal to change the point awards system in Computer Science to align with other individual and team academic events. Because points awarded in each contest are published in the *C&CR* and require full Council and State Board of Education approval, the following changes will not be effective until the 1997-98 school year: The District Meet top team will receive 10 points. Second through fourth place district teams will not receive points. The Regional Meet and State Meet teams will be awarded 20 points for first place, 16 points for second place, and 12 points for third place. Fourth place team points have been deleted. The maximum number of points a school may receive for Computer Science at the district contest is 37. The maximum number of points a school may receive at regional and state contests is 42.

The Policy Committee asked the staff to study proposals to award five points to second place academic teams at all levels of competition and to award medals to second and third place teams at regional competition.

As always, your continued input on these and other issues concerning the development of academic competition is welcomed. For a quicker response to questions, concerns, or shared ideas, please contact me through email or by fax. My email code is pwisdom@mail.utexas.edu, and the academic fax number is (512) 471-5908.

## National English teachers convention

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assessment as a means of staff development was presented. Teachers were encouraged to collect students' writing samples in a variety of genre and work together to arrive at a consensus assessment and determine what we called "benchmark" writing — the best of the group.

Approximately 250 exhibitors, mostly publish-

ers, provided many opportunities for participants to purchase new and classic adolescent literature and teaching resources at discount prices. Many had the authors of some of the most recent award winners, such as Christopher Paul Curtis's *The Watsons Go to Birmingham—1963*, a Newberry Honor Book, available to sign their books and visit with convention participants.

### TILF Scholars



"Throughout my four years of high school, I was involved in many activities. None were as important as my participation in UIL. UIL helped me to improve my knowledge as well as boosting my self-esteem. UIL helped me learn that in a world which is very sports-oriented, education and knowledge are still most important of all."

Joy Lynn Watson  
Booker HS  
Max R. Haddick  
Scholarship

### Academic conflict pattern clarified

The UIL does not mandate that districts follow the Academic Conflict Pattern, nor do we have a preference on how districts conduct their meets.

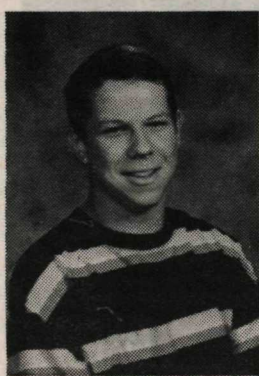
Some districts hold all contests on one day. Others spread them out over the course of a week.

However, so far as we know, all regional sites will follow the conflict pattern. Thus, students advancing in two contests that conflict will be forced to choose. The regional site will not adjust its schedule to accommodate students who advance in conflicting contests.

Also, a district executive committee may vote to follow the conflict pattern and thus forbid students from competing in conflicting contests, even though it may be physically possible for students to compete at district in those two contests.



## TILF Scholars



By Bobby Hawthorne  
DIRECTOR OF ACADEMICS

Each year, the UIL Director of Academics delivers what amounts to a "State of the Academic Union" address to the Legislative Council. It isn't expected to be profound or pithy or even marginally witty. It need only be brief.

Basically, this is what I told them:

In a nutshell, the academic program is healthy and strong. Based on figures we received, last year's participation was at an all-time high, and next year, it will increase.

Attendance at this fall's student activities conferences has been outstanding, record numbers in some cases, indicating that teachers and students remain excited about the program.

I'm sure many would like to see us adopt two or three more contests. I do not oppose expanding the program but I think expansion should come only after we have made the current program as strong as possible, which we hope to do.

First, we plan to work to improve the quality of judging, at district and particularly at the regional meets. Most regional sites do an excellent job across the board. Others do a good job in one area, not so well in others. Our mission is to make regional meets as strong as the district meets you run, and as strong as the State Meet that we run.

We want to improve our relationship with UT-Austin. I'm not suggesting that a problem exists with UT, but our relationship needs to be better nurtured than it has been. We cannot provide students with the highest quality of competition without the unqualified support from the University.

In looking ahead, we must address the issue of magnet schools and academics, and how they fit into the UIL academic structure. We will monitor the possibility of charter and home school students competing.

I am newly committed to these improvements after reading this week the responses sent to me by students who received Texas Interscholastic League Foundation scholarships. We asked them to share their feelings with us on what competing in UIL has meant to them. If you will indulge me, I'd like to share with you some of their comments.

One student wrote, "Throughout my four years in high school, I have had the opportunity to participate in a variety of activities and organizations. However, no other extracurricular activity has meant more to me or had a greater impact on my life than UIL. My participation in UIL has rewarded me with wonderful memories, special friendships, the development of valuable skills and a sense of self-worth."

Another stated, "UIL has given me confidence, allowed me to build a special relationship with my coach, taught me that practice does pay off, encouraged me in my education, shown me that there are others out there like me, brought me new friendships, but most of all, UIL has challenged me to be the best that I can be and has shown me that that may not always be first place."

These themes were repeated over and over.

■ On hard work:

"I never expected to make it anywhere but there

**"Those who are concerned with the direction of our country in the hands of 'Generation X' should look to the students in UIL."**

I was, second in state in science. It's been a lot of fun."

"Thanks to UIL, my will to succeed helped me become valedictorian."

"I realized that winning and succeeding doesn't come by luck. I had to go out there and earn every medal I got."

"UIL taught me one lesson that I hope to always remember: procrastination may get you through the initial stages but it will never work in the long run."

"I learned that I might have been good in my event, but there were hundreds of others just like me. I had to go the extra mile to distinguish myself."

■ About teamwork:

"Having to work with 15 people, all of whom have different ideas, beliefs and characteristics, has taught me how to get along with all types of people."

■ They said this about the friends they made:

"During my UIL career, I was able to meet many people. I realized what an elite group it was when I saw the area valedictorians and salutatorian in the newspaper. I knew most of them from UIL competition."

"I used to think of the UIL participants as nerds, but after spending a year with them, I learned that they are a fun group to be with."

"What stands out to me in my four years of UIL competition is the incredible sense of community that developed between the competitors in my school. We ate meals together, shared cramped bus seats together; we encouraged and cheered each other on; we waited on the edges of our seats for the results of our friends' competitions. UIL was truly unique in that it made a group of very strong individuals into a fully functioning team."

■ Many wrote that UIL ignited in them a thirst for knowledge:

"When I first started competing in UIL academic contests, I was little more than a misguided imp filling in as a substitute in a journalism contest. But I caught the fever quickly, and I fought to be the best in these events. Soon, journalism wasn't enough and before I finally got out of there, I had close to 10 events under my belt."

"I competed in UIL accounting, calculator, current issues and events, mathematics, number sense, spelling and science. Every one of these areas gave me the unique opportunity to apply what I had learned in a classroom to a competition, which caused each subject to come alive."

"By motivating me to study science and many other subjects, UIL has helped me learn far more than what was taught in high school."

■ They said they found practical applications for what they learned:

"I also became a better speaker. I am more able to refute arguments logically and can think on my feet, much to the chagrin of my parents."

■ They said that competing in UIL taught them something about commitment and sacrifice. Many wrote about the hours spent studying, practicing, giving up Friday nights and weekends.

"My UIL experience also taught me the value of perseverance, dedication and sacrifice. The State Meet was on the same day as my senior prom."

"Being in speech and debate has presented me with the opportunity to experience never being home on a Friday or Saturday and instead getting no sleep and dressing up in a suit and choking tie while heaving around six full boxes, each the size of a stand-alone tool box, only to arrive in a classroom where I sat for 90 minutes, and write and read and speak in front of a crowd of strangers just to bring home a little trophy or medal. AND I HAD THE BEST TIME OF MY LIFE DOING IT!"

■ But from it, they gained self-confidence.

"All the commitment and studying proved to me that with a little self-motivation, I can achieve anything I put my mind to. I feel secure in entering my first year of college and know that deep inside, I will succeed and do excellent."

■ They learned grace in winning and losing:

"I learned at my last state contest the most important lesson — something my parents and teachers had told me for years. Being a winner doesn't mean winning first place. It's doing best and being proud of what you've done."

■ They said they discovered important things about themselves:

"Along with the pride and satisfaction in my accomplishments, UIL taught me that my fiercest opponent is myself."

"I learned it's okay to be smart."

"There is no arena of endeavor more competitive, where victory is more rewarding, than the arena of the mind."

■ It even provided a few with a direction in life:

"When I first began high school, I never really considered pursuing my education farther beyond the high school years. Until that point, school had not been particularly enjoyable for me and the thought of another four years didn't interest me very much. However, my feelings changed completely after I became involved in UIL one-act play."

"UIL also had a hand in my college decision. The people at TU are so weird. Gig'em." (We have since revoked her scholarship.)

■ Finally, I think UIL provided many of them a sense of generational vindication:

"In our society, the news and media is covered with stories of high school and junior high students committing terrible crimes. The Texas UIL system allows Texas youth to shine."

"Those who are concerned with the direction of our country in the hands of 'Generation X' should look to the students in UIL. There they would find the dedication, integrity, innovation and intelligence possessed by the true leaders of the future."

(Former UIL director) Dr. Bailey Marshall used to have an expression — I've heard it several times this weekend — "We do it for the kids."

We do. These kids deserve it.

"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

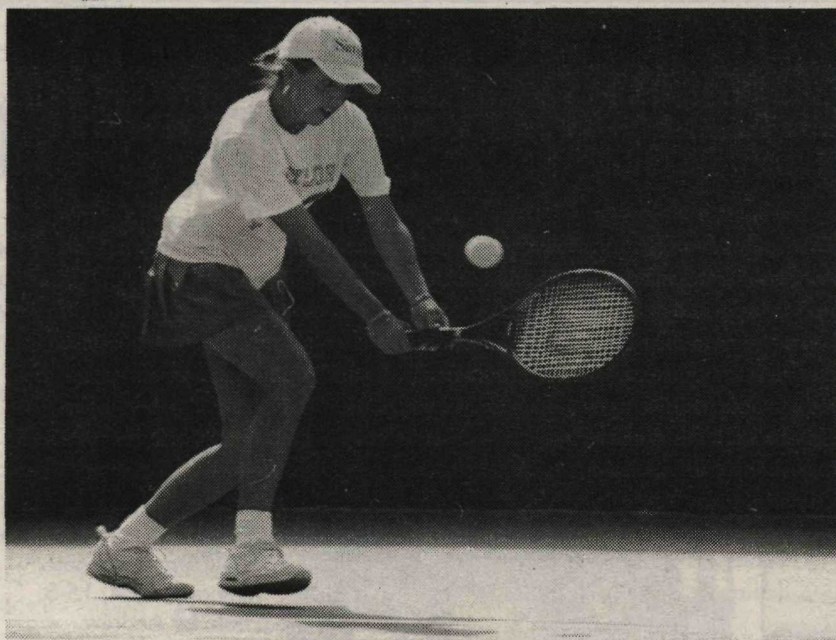
### Alternate dates for district meets

A number of schools have written the League, asking permission to conduct their district academic meets a week before or a week after the assigned two-week period. They point out that the first week is their spring break and the second Easter weekend.

While we sympathize with the schools, it is not possible to award exemptions to schools — as much as we might want to. The confidential nature of the academic contest materials makes it imperative to administer and release the contest materials according to the established schedule for districts weeks one and two.

The problems experienced by several schools points to the importance for academic spring meet directors — not just the track and field coaches — to attend the spring meet planning meeting, which are generally held in early October.





## Alamo Heights wins 4th straight state team tennis championship

San Antonio Alamo Heights did what no other school has been able to do in the history of the UIL State Team Tennis Championships while Amarillo Tascosa had the unenviable task of finding success the first time around.

Alamo Heights won its fourth consecutive state championship with a 11-4 win over Wichita Falls, a feat that had not been accomplished before. The title was the eighth overall for the Mules. They reached the finals with a 17-1 victory over Friendswood in the semifinals while Wichita Falls advanced with a win over Dallas Highland Park.

Amarillo Tascosa claimed a state championship in its first trip ever to the big show with a 10-2 win over Katy Taylor. The Region I school advanced to the finals with a victory over San Antonio Churchill while Katy Taylor reached the finals with a 10-3 semifinal win over Plano.

## Another winning run-around

Eight teams entered the 1996 UIL State Cross Country Championships with a chance to repeat, but only half managed to accomplish the feat last month in Round Rock.

Humble Kingwood in Conference 5A was the only boy's squad to repeat while Clint in Conference 3A, Hamilton in Conference 2A, and Rockspring in Conference 1A were the repeat winners in the girl's division.

Other winners in the boy's division were Uvalde in Conference 4A, Yoakum in 3A, Boys Ranch in 2A and Rocksprings in 1A. Other girl's winners were Flower Mound Marcus in Conference 5A and Pampa in 4A.

Individual winners on the boy's side were Humble Kingwood's (5A) Tyson Hendricken (15:37 over three miles), Henderson's (4A) Trenton Hall (16:05); Santa Rosa's (3A) Marc Prado (16:34); Geronimo Navarro's (2A) Todd Love (16:29), and Medina's (1A) Cully Doyle (17:00).

Amani Terrell of Flower Mound Marcus (11:14 over two miles) was the 5A winner in the girl's division while Willis' (4A) Ashley Broussard (11:40), Clint's (3A) Yvette Barrios (11:52), Roscoe's (2A) Katherin Dunn (12:03), and Rocksprings' (1A) Anita Gonzales (11:53) were also individual champions.

— Peter Contreras

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

Comparing individual sports (golf, tennis, track/field, swim/dive and cross country) with team sports (basketball, volleyball, football, soccer, softball and baseball) is like comparing apples to oranges. Both are extremely beneficial and satisfying when people have specific



Cynthia DOYLE

tastes or appetites. Both can add to the winning spirit of school and usually parallel successful academic programs. Both come under heavy scrutiny when budgets are tight (sometimes even more cuts are aimed at the individual sport programs). However, as alike as they seem, team and individual sports, like apples and oranges, thrive best when in very different climates. Each climate is right for its product, but might prove counterproductive if not carefully nurtured. Three factors that may contribute to the different climates between individual and team sports include off seasons' regulations, opportunity to participate, and coaching perspectives.

For individual sports, the difference does not end in the varied climates, or in the amount or kind of attention that each activity requires. Differences are present in the atmosphere and attitude of the sport participants. An atmosphere or attitude that includes school and non-school sports now usually includes a non-school coach, pro or trainer, working cooperatively with the school coach. When an athlete has a cooperative non-school coach, the potential for practice time is unlimited. Off season practice rules already allow the school coach to select, with the administrations approval, any day after the last day of school to begin a new season. This allows for year-round practice with a school coach if the athletic period is included as practice time. Even though eight hours of running per week may be more than enough for track coaches and athletes, swim, tennis and golf enthusiasts often leave school practice only to go seek advice from a pro or play a few more rounds or swim a few more laps with local club. Practice time for athletes

who combine school and non-school workouts can be as much as 16 hours per school week.

The non-school sport influence at the high school level has increased in visibility over the past few years. The visibility which is now becoming more apparent in team sports, has long been a challenge in golf tennis, track/field, cross country swimming and diving. School coaches face an ongoing battle trying to convince high school athletes that school programs are some of the best exposure for Texas high school athletes. Coaches retail school programs without the glitter of country club benefits, while stressing quality of character and the importance of tradition rather than access to equipment as a most important ingredient in the recipe for success. Schools strive to outfit kids on a shoestring budget while parents have developed a Neiman Marcus appetite — an appetite that sometimes smirks at having to wear a school-issued uniform. Some schools even allow individual sport athletes to purchase uniforms because schools cannot or will not succumb the trendy demands of fashion-conscious participants.

Unlike sport pros, school coaches have more than a single focus for their athletes. Besides concentrating on academic excellence, the amateur rule, and the residence rule, school coaches (to the dismay of many parents) enforce a code of ethics adopted by the school system that is not based on a person's potential to play college or professional sports. School coaches see athletes as students, as athletes and as friends. Non-school coaches see them as the same, but also see the athlete as a significant source of revenue.

When high school students are better than average in individual sports, non-school coaches are the first to encourage them to play out of school. Non-school competition that compliments school programs usually doesn't create much of a problem. However, when non-school coaches try to replace the school program, student-athletes miss out on the unparalleled tradition of representing their school. In return, the school misses out on being able to bestow school honors on one of its best athletes. Win or lose as a team or individual, there is nothing that gives students the same feeling they get when they represent their school. But only the student who

elected not to play for the school, and now regrets it, can describe the sense of loss and incompleteness that lingers long after the season has ended. In fact, with school competitions being limited to eight per year, and the sudden increase in non-school events, there is no reason any athlete can't find enough competition outside of the school season to discourage conflict during the school season.

The conflict doesn't end with the parameters of non-school versus school play, but extends and tempts school coaches to want to compete for the private lesson dollar. A factor that seems a sore spot between school and non-school coaches is the ability of one to generate money from private lessons year round, while the other is somewhat limited to a coaching stipend paid by the school and is only able to charge high school students during the summer. This difference encourages two very different approaches as to who receives coaching and why. One reason is that they are a part of a school community. Another is that they are able to afford the lessons.

School coaches do not build teams around who can and will pay for private lessons. Nor does the school coach allow skill alone to dictate who will represent the school. And finally, school coaches do not allow the participation or lack thereof in non school events to dictate who will make the school team. They don't use non school participation to determine placement on school teams.

If school coaches chose to practice these things just the same as non-school program, there would be no need for school programs. If the direction that our individual sports takes parallels the direction that club sport takes, school coaches will no longer believe that they are the best coaches for high school athletes and will convince athletes that unless they have lessons outside of school, join clubs, and hire a trainer or a pro, they will no longer be good enough to compete.

I wonder if the non-school influence is encouraging kids to play school sports at the same rate that our school people are convincing athletes to play non-school?

Team sports and individual sports are like apples and oranges. Schools need the benefits derived from each if they are to satisfy both the hunger and the appetite of the community.



## PUBLIC reprimands

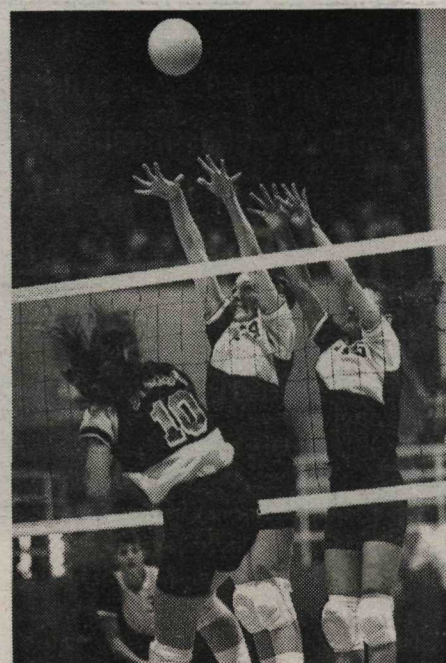
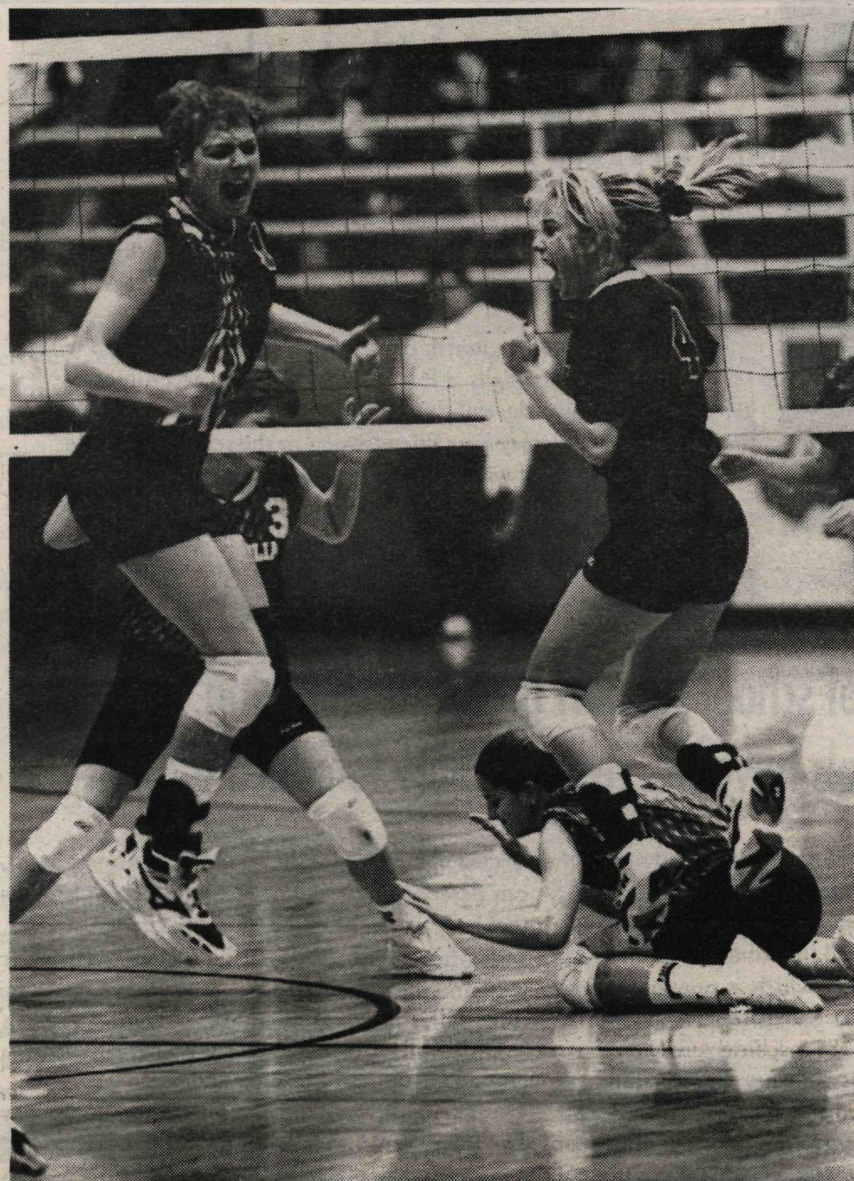
**SOFTBALL**  
Brian Sedlacek, Klein Forest

**VOLLEYBALL**  
Anne Cook, Austin  
James Morton, Sulphur Bluff  
Laurie Bruscatto, Dallas Adams

**FOOTBALL**  
Chip Nila, Alief Elsik  
Dan Mannery, The Colony  
Darryl Jordan, Lufkin  
Tim Sweet, Woodsboro  
Darin Kasper, Channelview  
Ronnie Brown, Houston Forest  
Brook

**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 Villalón, McAllen  
Cody Schroeder, Justin  
Northwest  
Sandra Gonzales, San Antonio  
Jay  
Frank Niemec, Houston  
Sharpstown  
Larry Terranova, Ft. Worth  
Boswell  
Austin Guest, Red Oak  
Johnny Carter, Round Rock

**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 Wiggley, 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 Seden, 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



**PUT 'YER HANDS UP.**  
Poth's Jackie Jansky (34) and DeAnn Dzuik attempt to block a spike by Jennifer Toman of Brazos in the 2A finals. Poth won, 15-6, 9-15, 15-7 for the second consecutive 2A crown. Poth reached the finals after a tough 15-10, 17-15 win over Holliday. In the Conference A finals, defending champion Round Top-Carmine defeated Kennard, 15-4, 15-5. Photo by Andrew Christiansen, UT Photo Dept.

## Other state volleyball tournament results

Bellville rolled to its second consecutive and fifth 3A state title in seven years with a 15-3, 15-3 win over Sealy. Susan Brewer's team surrendered only 15 pounds in four state tournament games, defeating Monahans in the semifinals, 15-5, 15-4. In 5A, Arlington Martin avenged an earlier season loss to Humble Kingwood, winning 15-9, 15-12. The Lady Warriors beat San Antonio Marshall, 15-7, 15-2, en route to the finals while Kingwood knocked off rival Cypress Creek, 15-10, 15-13.

But perhaps the match of the tournament was Round Top-Carmine's 12-15, 15-8, 16-14 semifinal win over Windthorst.

**CHEER LEADERS.** Hereford's Danielle Cornelius and Kari Barnett (4) celebrate the Lady Whiteface's 13-15, 15-9, 15-5 win over Magnolia for the 4A state volleyball championship. State runners up last year, Hereford finished the year 34-1. Photo by Andrew Christiansen, UT Photo Dept.

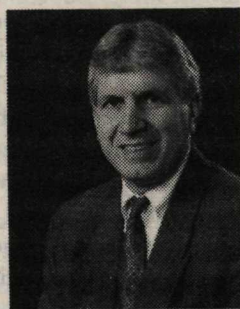
## My holiday wish list: Here's hoping Santa will bring us answers to some of our more difficult problems

After several harrowing weeks involving the state championships in team tennis, cross country, and volleyball along with the beginning of the state football playoffs, I finally found time to make my Christmas lists. Here goes.

• I wish for more coaches like Randy Walker, head football coach at Dallas Bryan Adams. Coach Walker's team was disqualified from the playoffs because an over-age student had falsified a birth record. Instead of railing against the system and screaming his team had been robbed, Coach Walker took a different tact. Seems he took full responsibility. Didn't blame anyone. Said how unfortunate it was, how disappointed he was for his team and his community. Now, this is a coach with class.

• While I'm wishing, I hope Santa can bring any allegations or violations against individuals and schools in 1997 before the last week of district certification. Muddying the playoff picture at such a late date causes many problems, some of which land us in court.

• Next on the list is a plan to ease the pain of



Charles BRETZLAUPT

Conference A schools. Each year we hear the pleas from the big schools in Conference A who compete against small schools in the conference. The big schools want more representation at regional track meets since they feel their third place district time is better than the best from a small school. A real problem, but we haven't found a viable solution.

• Speaking of conferences, maybe St. Nick can package a plan for reclassification and realignment. One that would make everyone happy. Outfitted with a playoff format sure to please even the media.

• I would wish for relief for our high school athletes who are pressured to play year round in a specific sport on non-school teams. The proliferation of basketball, volleyball, baseball, softball and soccer leagues have young people leaving school programs so they can specialize.

• How about good weather for all of our outdoor events, the type of weather I moved to Central Texas to experience.

• While Santa is at it I hope he will bring at least 30,000 seats to the new track facility at the University of Texas so we aren't forced to move the State Track and Field Meet.

• Maybe under the tree I will find a corporate sponsor for our sportsmanship awards to be presented in 1997. What better cause could one find when looking at our activities?

Now for some other items I would like to see in my stocking.

• A *Constitution and Contest Rules* not written by lawyers.

• More outstanding coverage by the "High School Extra" on Fox Southwest.

• An overtime game in the state football finals.

• Officials who won't tell coaches how to coach.

• Coaches who don't try to officiate.

• At least a 59 percent reduction in the number of coaches ejected in 1997.

• Adventurous new activities as described to us by a sports activist at our Legislative Council meeting in October. Talk about extreme games. (If this sounds confusing, well, you just had to be there.)

• Coaches who will be tougher on kids who are ejected for fighting. Or do we need to adopt the NCAA rule which carries a next game suspension?

• A Rocky Road candy bar from Eddie Wolski at the Texas High School Coaches Association.

Hopefully I have been a good enough boy to warrant a few of these gifts. If not, maybe Santa won't leave too many switches.

Anyway, Merry Christmas and have a great 1997.



## Proposal to add wrestling to go on referendum ballot

The following are proposals passed by the Legislative Council last month and need State Board of Education approval. If approved, the proposals are effective for the 1997-98 school year

- Allow a coin flip in baseball playoffs to determine one-game or two-out-of-three series format, unless mutually agreed otherwise.

- Allow the top two golf medalists who are not on advancing teams to advance from district to regional and from regional to state competition provided they are among the top six medalists.

- Allow a maximum of four, rather than two, football teams to participate in a practice scrimmage.

- Allow three teams and ten individuals to qualify from district to the regional cross country meets.

- Allow practice for high school teams to begin the Monday after Thanksgiving.

The Legislative Council also approved placing on a referendum ballot the adoption of wrestling as a UIL sport.

The committee also instructed the athletic staff to study the following proposals; 1) adding girls pole vault as an event at the UIL district, regional, and state meets; 2) study and seek alliance with other associations on non-school participation versus school participation in relationship to the concurrent rule; 3) whether all football players must practice in shorts/pants, shirts, and helmets only for their first four days of practice (this applies to each participant individually); 4) and allow a hot weather time-out in football (90 seconds), to be called in the middle of each quarter by the referee for the purposes of fluid replacement.

## High School Extra moves to new time slot

On Nov. 1, Prime Sports became Fox Sports Southwest. As a result, *High School Extra*, a weekly show devoted entirely to Texas high school sports, began airing at different times. In most areas, the show airs Mondays at 4:30 p.m. Be sure and check your local listings to find out the times in your area.

*High School Extra*, hosted by Texas high school sports expert Craig Way, is taped on location from a different high school in Texas each week and covers a wide range of high school athletics for girls and boys. The show provides key highlights and statistics of some of the biggest games in the state each week, in addition to covering the stories behind the games with compelling and entertaining features.

# Apply liberally:

Coaching is the process of finding and developing a philosophy. Once you have arrived at your philosophy, you must break it down into teachable components. Then you must arrive at a method of demonstration to implement those components — be they actions, thoughts, whatever — on a regular basis.



Rex SPAIN

Upon arriving at this point in the process, you must determine the amount of time you need to make your philosophy or style function successfully. Once you have made this assessment, you must make the commitment to put in the necessary time to make your philosophy work for you.

As you are working to perfect your philosophy, you must constantly be aware of your performance and ways to improve it. Determine the motivational factors needed to maintain and improve performance levels and be fearless about trying new methods that will make a positive difference.

Above all, remember, coaching is not an end in and of itself. Whether you are coaching yourself or others, remember that this is a journey, a process, an ongoing situation to be lived and enjoyed. Satisfaction can become dangerous. Do not judge yourself by your last performance, but rather by your preparation for the next phase of the journey.

I recently ran across this article as I was researching material for another project. After I reread the statements concerning developing a philosophy, I began to think about the many different situations in which this could be applied. I later returned to the article and began to analyze its components, as well as apply them to the different aspects of the education: a coach, teacher, administrator, bus driver, parent, counselor or board or trustee member.

Suddenly the article took on an entirely new meaning. It was not necessarily addressing athletic coaching. Rather, it addressed the actual structure of what constitutes coaching the basics or fundamentals. The sense of generality hit me like a brick. This process could be applied to every walk of life, both in or out of the educational arena. The components of good coaching can be applied to any profession in order to create a winning situation for all.

More importantly, this philosophy should be continual in nature. This is not something a student or teacher could simply learn in school and forget over time. Instead, it is something that could be applied for the rest of your life.

## Day to promote sports opportunities for girls and women set

The 11th annual celebration of National Girls & Women in Sports Day (NGWSD) to promote sports opportunities for girls and women will be held on Feb. 6. This year's theme is "Get In The Game." Posters, t-shirts and Community Action Kits are available now. Call the Women's Sports Foundation at 1-800-227-3988 to order your National Girls & Women in Sports Day materials.

If you have a local event in your community, contact Rachel Zuk at the Women Sports Founda-

## Components of successful coaching are relevant to any winning situation

Take a few moments and focus on some of the key components of the article.

- The process of finding and developing a philosophy. The term "process" indicates to me something which has a beginning, a middle and an end. If one step leads to another, then why not record the process and repeat it when necessary.

One should learn this process in "teachable" components. If we do not bite off more than we can chew, we are not likely to become overwhelmed and, as a result, give up on something new and challenging. It is one thing for coaches, teachers and administrators to have high expectations. However, students must learn to have their own expectations before they can live up to anyone else's.

Ralph Waldo Emerson once said, "There is no teaching until the pupil is brought into the same state or principle in which you are."

The terms "implement" and "regular basis" seem to imply what coaches and teachers refer to as teach and reteach. Long before there was legislation requiring educators to perform this task in the classroom, coaches were doing this on the fields, courts and tracks in every high school and junior high in the country. Thus, if we implement and repeat on a regular basis things which are positive, our thoughts and actions will change and ideally, so will the thoughts and actions of those around us.

The reference to time as it relates to success posed an interesting viewpoint. I took the reference of time to mean that one should spend the appropriate amount of time teaching and learning the things it takes to be successful. Making an assessment and a commitment rings of advice about asking good questions and sticking to the task at hand. Working to perfect and be aware of your performance and look for ways to improve is another way of saying there is no need to reinvent the wheel.

However, if there is a better way to achieve positive results, be fearless in your attempt of them. If Babe Ruth entered the Baseball Hall of Fame with a batting average in the .300's, which meant he was unsuccessful seven out of 10 attempts, then it may behoove us to take on the Babe's fearlessness of failure.

Finally, keep in mind that coaching, regardless of its setting — the playing field, classroom or boardroom — is a journey to be lived and enjoyed, not the numbers in the Win or Loss columns.

Further, do not judge yourself by your last performance because you will be too busy preparing for your next attempt at success. An old coach once said, "If you live and die with every game, chances are you are going to die a lot."

## PUBLIC reprimands

### BASKETBALL

James Clay, Bowie JH (Ector County)  
Dean Garza, Hood JH (Ector County)  
Kristi Winnie, Raymondville  
Keith Perdue, Creekside Intermediate JH (Clear Creek)  
David Falkner, Jasper MS  
Craig Reed, Dodd City  
Floyd Evans, Burleson  
John Adair, Hudson  
Alvin Davis, Mt. Enterprise  
John Smith, Plainview  
Ronnie Snow, Malakoff  
John Hill, Abernathy  
Larry Woods, Sugar Land  
Willowridge  
Jere Craighead, Cooper  
Kevin Wall, Copperas Cove  
Mike Norris, Mesquite Poteet  
Pat Tart, Haltom  
Kim Smith, Sidney  
Jim Selman, Wichita Falls  
Kevin Baker, Hudson  
Pat Brown, Denton Ryan  
Patrick Harvell, Aubrey  
Janet Cox, Sugar Land Clements  
David Black, Wylie  
Darla Henry, Cisco  
Randy Johnston, San Antonio  
Lanier  
Clyde Dukes, Sonora  
Kathy Musick, Gilmer JH  
Myra Brady, Missouri City MS  
Ronnie Waldrop, Bowie  
Kent Healer, Bellevue  
Kristi Hearne, Corpus Christi  
Ray  
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, Graford  
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

tion for inclusion in national publicity. If possible, e-mail your event to wosportzuk@aol.com.

The National Celebration of National Girls & Women in Sports Day will kick-off in Washington, D.C. with a two mile walk along the Mall. The Walk features champion female athletes, members of Congress and local D.C. residents and supporters.

Following the Walk, champion female athletes and members of Congress will meet for a luncheon to honor the Flo Hyman Award recipient.



## 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, 1997, and Mr. Key was placed on probation through August 8, 1996.

## HEMPHILL ISD

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

## ROBSTOWN HS

The State Executive Committee put Mr. Joseph Ruiz, Coach, Robstown High School on probation through February 14, 1997 for violating Sunday practice rules.

## WEST COLUMBIA JH

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

## RICHARDSON WEST JH

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

## MATHIS HS

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

## AUBREY HS

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

## AUBREY HS

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

## BROOKSHIRE-ROYAL HS

The State Executive Committee issued a public reprimand to Mr. Chris Clover, Brookshire Royal High School, and put him on probation through February 14, 1997, for violation of the Athletic Code.

## ZAPATA HS

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

## KENNARD HS

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

## RICHARDSON WEST HS

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

## MATHIS HS

The State Executive Committee issued a public reprimand to Mr. Bill Bryant for violation of UIL practice rules and put him on probation through Feb. 14, 1998.

## 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 Bouttee, 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.

## 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.

## 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.

## 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.

## BRENNHAM 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).

## 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).

## CSIET APPROVED LIST OF FOREIGN EXCHANGE PROGRAMS, 1996-97

Academic Adventures in America (AAIA)  
Academic and Cultural Exchange (ACE)  
Adventures in Real Communication (ARC)  
Adventures in Real Communication Year Program (ARC Yr. Program)  
AFS-USA  
AIFS Foundation  
American Academic and Cultural Exchange (AAEC)  
American Association of Teachers of German (AATG)  
American Council of Teachers of Russian (ACTR/ACCLES)  
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)

## 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.

## NEWCASTLE HS

The District 10 A Six-Man Football Executive Committee determined that Newcastle High School allowed an ineligible player to participate during the 1995 football season. The committee issued a public reprimand to Newcastle High School, put the school on probation through May 16, 1997, and forfeited all games in which the ineligible player participated.

## SAN AUGUSTINE HS

The District 20 AAA Executive Committee issued a public reprimand to San Augustine High School and put the football program on probation through the 1997-98 school year for violation of the Athletic Code.

## 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	