

JAN./FEB., 1997
Volume 81 • Number Four
ISSN 0897-4314

Leaguer

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FOOTBALL FEVER

Texas' legendary love of schoolboy football was as evident in 1996 as ever. Fans crisscrossed the state, following their home town teams. In the

end, eight schools finished the season with victories and the right to call themselves "State Champions:"

Austin Westlake, 5A-II; Lewisville, 5A-I; Grapevine, 4A-I; LaMarque, 4A-II; Sealy, 3A; Iraan, 2A; Windthorst, A; and Gordon, Six-Man. This was the first year that

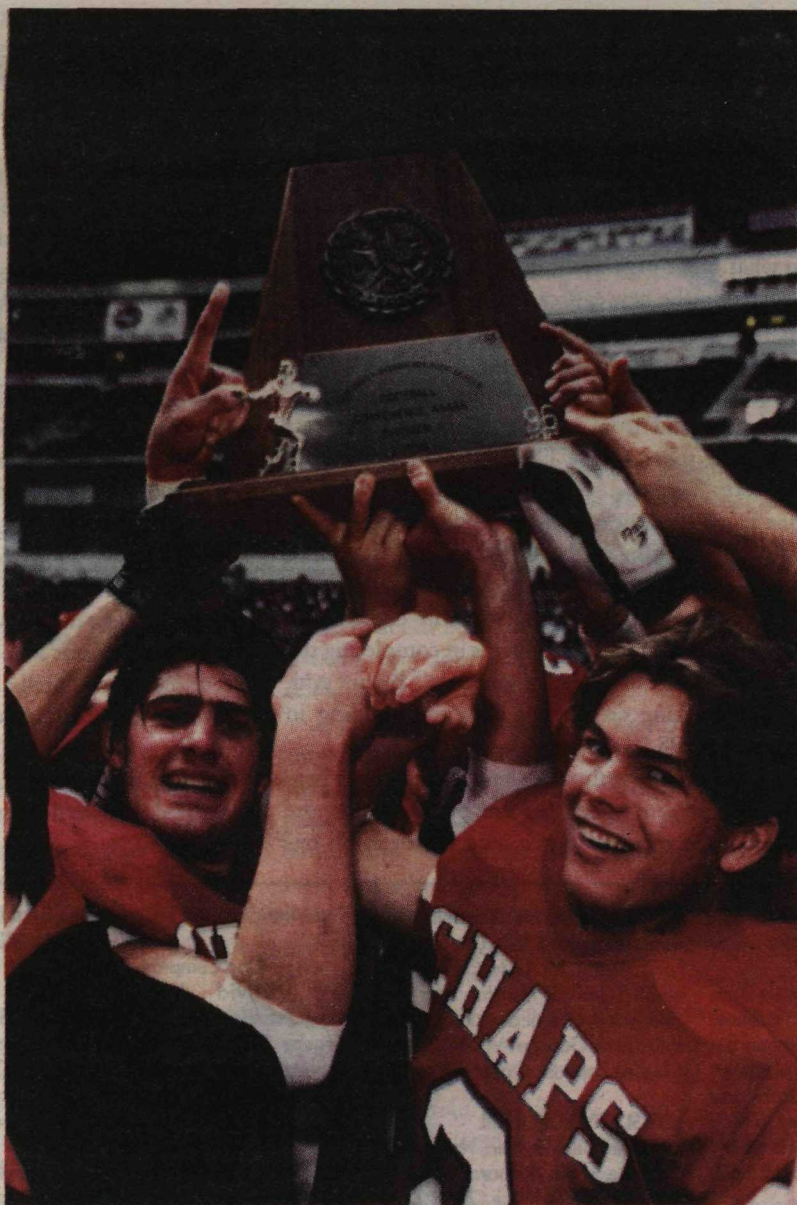
4A was divided into large school/small school divisions.

"The feedback we've received on it has been very positive,"

Dr. Charles Breithaupt, UIL athletic director said. "It's been a good addition to the program."



Photo by BOBBY HAWTHORNE



CHAP STICK — Austin Westlake scored 48 second half points to crush Abilene Cooper, 55-15, for the 5A Division II state football championship. Here, wide receiver Ryan Reed, who set a single-season state record of 107 receptions, joins teammates in hoisting the state title trophy. Photo by Bradley Wilson.

Bid accepted for new headquarters; target occupancy: Feb. 1998

By Stella Bernardo
JOURNALISM STUDENT ASSISTANT

For nearly 25 years, UIL served high school students across Texas while based in an old sorority house on the UT campus. Since 1994, it has been housed in separate buildings, one department in the basement of UT's McCulloch Theatre and the rest at a university-owned building off campus.

But by this time next year, the entire UIL staff will have a permanent home together on university property just east of Interstate-35. Construction began in January on the new UIL building located on the corner of Leona and Manor roads. The 3-story building with terra cotta trim and metal roof will be near the University press and printing facilities.

Construction of the UIL building began after nearly seven years of planning and preparation by a committee of UIL, UT and UT Systems representatives. In December, the committee awarded the \$3.6 million building contract to Chasco, a Round Rock construction company.

"The contract has been signed, the ground dug," said UIL project coordinator and committee member Vicki Bryant. "We're thrilled. It not only gives us room for expansion, which is crucial, it will get the divorced drama department back with UIL."

The UIL drama department and the Drama Loan Library have been housed in the basement of the UT's McCulloch Theatre since February 1994, when the rest of UIL moved to a building on Lake Austin Blvd. UIL had been based at 2622 Wichita on the UT campus since 1971. The 1994 move was a part of domino effect that occurred when UT constructed a huge molecular biology facility.

"The molecular biology building

CHRONOLOGY

October, 1989 — The UIL Legislative Council votes to create a facilities committee to investigate the facility needs of the UIL and to make a recommendation to the full council.

October, 1990 — The Legislative Council votes to create the UIL building fund.

December, 1996 — Bid is awarded to Chasco, a Round Rock construction firm.

January, 1997 — A contract for \$3,607,050 is signed. Site excavation begins.

January, 1998 — Target date for project completion.

displaced the Student Health Center, which was moved across the street, which displaced the International Students Office, which then moved down the block into the site on Wichita that had housed the UIL. We were moved from Wichita to Lake Austin Blvd., Bryant said.

Plans for a new building began in 1989 when UIL officials decided the old sorority house no longer had room for its more than 45 staff members. Between 1989 and 1996, the building committee had to change building site and building plans four times. On those occasions, UT needed the sites for other building projects. In December, Chasco's low bid bested nine other firms vying for the UIL building contract.

Compared with the Wichita build

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The ultimate goal: Years from now, success will be measured not in terms of records or scores but in whether students became responsible citizens

The school year is more than half over, and it seems appropriate to take a few moments to thank all the people who make UIL experiences so positive and beneficial for students. Too often, we take for granted the efforts of teachers, coaches, counselors, and school administrators.



Bill Farney

These individuals labor — often without recognition — to assure educational experiences for countless numbers of student competitors. Some are paid well. Some are not. Some are long on experience. Others are just beginning. But all are to be commended for “going the extra mile” for the students, offering quality competition, and enduring obstacles of insufficient budgets and some community lethargy.

Every year a number of good educators are reassigned or dismissed because their teams did not win, or win enough. Coaches fall out of favor for adhering to strict codes of conduct and physical standards for their players. Society and parents want

a winner, but often do not want their youngsters to abide by training rules. Indeed, now, more than ever, there is a public mentality that believes rules should be followed most of the time, but there should be room for exceptions.

At least 10 schools are implementing drug testing programs this year. Local boards of education are addressing growing problems of substance abuse. One of the attempted solutions is to test those students most visible, the athletes. Already complaints are coming forth protesting these new programs. Why test only athletes? Why not the band? And if all students in activities are being checked, why not test all students? Predictions of a future lawsuit over drug testing could be accurate.

Most objective observers see this testing trend as another way to address problems that beset modern youth. Why shouldn't they be at risk? Many of their adult role models are more than tainted. Modern students hear all the discourse on individual rights and projections of deviant personalities from professional athletics and entertainers.

Fortunately, schools offer numerous opportunity for students to learn good personal habits and fundamentals of responsibility. These valuable lessons are not often noted, but are the real achieve-

ments of caring teachers, sponsors, and coaches. Years from now few people will remember the team record or scores of games. These achievements will live vividly in those who remember their excitement and magic moments of youth.

Consider the comments of one of our former state academic champions, Christa Green of Fairfield High School. “My eight years of UIL academic competition, especially my four years of high school competition, proved to be an invaluable experience for me. I channeled my energy into the worthwhile pursuit of academic excellence that culminated in two Top 6 placing at the State Meet.

“UIL has given me lifelong direction by helping me greatly narrow my career goals. It has also allowed me to make many friends and develop quick thinking skills that will always benefit me.”

If all coaches — athletic, academic and fine arts — can help their students come to similar conclusions, then we'll have done our job.

What is lasting and all important is the kind of person that matures from educational competition. If the quality of future citizenry depends on today's educational leaders, we have much to look forward to with hope. To those teachers of today there will be much to look backward to with pride.



(ISSN 0897-4314)

EDITOR

Dr. Bill Farney
UIL Director

MANAGING EDITOR

Bobby Hawthorne
Director of Academics

ADMINISTRATIVE STAFF

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

UIL headquarters to be first built under UT Master Plan

CONTINUED FROM PAGE 1

ing, the East Austin facility has more than 22,000 square feet of usable space. The old sorority house had about 6,000 square feet. The new building also will include a large meeting room, allowing standing committees, the waiver review board and the State Executive Committee to meet on-site. The current building housing UIL does not have such a meeting room. UIL shares the Lake Austin building with a number of other UT-related offices and organizations, including the Hogg Foundation and the Extension Instruction and Materials Center.

According to UIL Music Director and building committee member Richard Floyd, the UIL building is the first to be built under the UT Master Plan. That initiative encourages the use of the Spanish-style appearance seen on most buildings within UT's core 40 acres.

“There is a strong commitment to return to a sense of consistency (in designing university buildings),” Floyd said, adding that a number of UT buildings have more contemporary designs.

The UIL building, complete with its terra cotta trim, also will be part of what has been described as “the gateway to UT” for people heading to the university from the East Austin area. It is unclear as to what other organizations or offices will be constructed in the new east campus area.

“Being the first (building) didn't matter (to us),” Bryant said. “We just wanted to be back on campus. We've spent a lot of employee time daily driving to and from campus. Our academic test writers are there. Our UT faculty is there. We hold our state level events at UT. We just spend an inordinate amount of time going to campus.”

Construction of the UIL building should be complete by January 1998.

“At the initial meeting with the contractors, they told us they see no problems in completing the building on or even ahead of schedule,” Bryant said. “We're banking on moving into the building in February 1998.”

Bryant, who estimates she has spent anywhere from 10 percent to 50 percent of a week on the project, said the committee used the delays it en-

countered to its advantage and designed a solid building.

“I think we're going to have a quality building that's aesthetically pleasing, allowing expansion and adequate work space for every department,” Bryant said.

Despite having to occasionally drop everything to work on the project and even having to take building plans home with him, Floyd said working with the building committee has been “a rewarding experience from the start and a challenge to be involved in a new kind of discipline.”

“When (the building is) finished, public schools across Texas are going to have tremendous pride in it,” Floyd said. “UIL will have a real home, a permanent home. The facility will allow us to provide the kind of services our schools deserve.”

Editor's note: Stella Bernardo is a senior at The University of Texas at Austin, majoring in journalism. She works in the UIL journalism department. She is a graduate of Duncanville High School, where she edited the award-winning *Panther Prints* student newspaper.

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

(ISSN 0897-4314)

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

The UIL office is located at 3001 Lake Austin Blvd., Suite 3.200, Austin, TX 78703 (512/471-5883). Letters, inquiries and

changes of address should be sent to UIL, Box 8028, UT Station, Austin, TX 78713-8028.

The Leaguer is published six times yearly by Texas Student Publications. It is published in September, October and November/December, January/February, March and April. There are no issues in May, June, July or August. One year's subscription is \$8. Periodicals postage paid in Austin, TX.

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A — Bill R. Mayfield, Happy

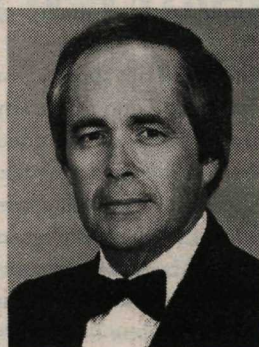
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Also, Pearl Trimble, Amarillo ISD; Robert Payton, Dallas Skyline; Elizabeth Treadway, Ore City ISD; Dolores Muñoz, San Antonio Edgewood ISD.

Previews of coming attractions

It is highly unusual, at this early date, to discuss rule changes that will not take effect until next year; however, the nature of several of these revisions suggests that it is important that directors be aware of these modifications as plans are made for the 1997-98 school term. These changes are as follows:



Richard FLOYD

The suspension of the Medium Ensemble as a State Solo-Ensemble Contest event continues. Most directors will remember that the suspension of the Medium Ensemble event as a state level competition for the 1996 TSSEC. It was one of several measures taken by the Legislative Council with State Board of Education approval to stabilize participation growth in this event and restore it to a participation level commensurate with other UIL state competitions.

At its fall meeting, the Legislative Council moved to continue this event's suspension through the 1996-97 school year and until statewide standards are established to make this program comparable with other UIL state contests. The Council stipulated in the motion that new performance requirements be established and be ready for implementation within 24 months. Thus, the Medium Ensemble will likely be restored as a state level event in the foreseeable future. However, it will become a tightly structured event, much like other UIL solo and ensemble events. It will no longer be an "open class," with music selected from any source. The Technical Advisory Committee is responsible for determining a repertoire list that will make this adoption a reality. Numerous directors across the

state have offered to assist them with suggestions and recommendations. Watch *The Leaguer* for progress reports on the work of this committee.

Pilot project in Orchestra Sight-Reading. The new band sight-reading contest format will be used at all region band concert and sight-reading contests this spring.

It has met with a high degree of favorable response from both directors and adjudicators. Based on this statewide acceptance of the new sight-reading evaluation process the Orchestra Division of Region 17 has agreed to conduct a pilot project this spring to determine how the new procedures might be modified for use with the orchestra sight-reading contest.

A report on this project will be presented to the Music Advisory Committee this summer in San Antonio.

Maximum length of UIL Marching Band Contest show reduced from 10 minutes to eight minutes. Recommendations from the Marching Band Study Committee, combined with input from throughout the state, has resulted in a rule change reducing the maximum length of a band's UIL Marching Band Contest show from 10 minutes to eight minutes. Next fall, each competing band will be expected to occupy the football field for not less than five minutes but no more than eight minutes. Failure to do so will result in a penalty of one rating at the region contest and disqualification at the area and state contests.

A marching band will be allowed two minutes to clear the field at the conclusion of its performance. This provision is an extension of the eight-minute maximum length of show rule change. Under the new rules, a band must finish its show in eight minutes. That limit does not include the time necessary to clear the field. At the conclusion of its performance, each band will have two minutes to exit the field and clear the marching surface of all equip-

ment, instruments and props. The use of either instrumental or verbal cadence is optional. A band that fails to clear the field or continues to use instrumental or verbal cadence at the end of the two minutes will be disqualified. It is important to note that this exit will not be judged. The revised format will allow bands time to enjoy applause and exit the field without the panic that often has occurred when a band did an exceptionally long show and then only had 15 or 20 seconds to clear the field.

"Eight hour rule" extended to include weekends for marching band rehearsals. Beginning in the fall of 1997, a marching band and its auxiliary components will be limited to a maximum of eight hours of rehearsal per calendar week during the school year. In the past, the "eight hour rule" applied only to the school week, and marching bands could practice as much as they wished on the weekend. Now, marching bands will be expected to practice no more than eight hours outside the school day during the entire calendar week. For example, a band will be able to practice two hours each day after school Monday through Thursday for a total of eight hours. No additional practice time would be allowed until the beginning of the next calendar week. Another band could choose to practice after school for two hours on Monday and Wednesday and then practice on Saturday for an additional four hours. Or, a band could rehearse for eight hours on Saturday and not practice before or after school during the week. It will be each school's option to determine how it wishes to use its eight hours. Any combination of rehearsals totalling eight or less hours for the entire week will be acceptable.

All rules will be discussed in greater detail prior to the beginning of the new marching contest season. Ideally, the early announcement of these changes will aid directors as they begin to design their contest shows and plan for the coming fall.

New fees for TSSEC approved

The Finance Committee of the UIL Legislative Council has approved new entry fees for all Texas State Solo and Ensemble Events. This is the first entry fee increase for these contests since the mid 1970s. Make sure that the correct fees accompany all 1997 TSSEC entries.

TSSEC Solo Entry Fee - \$15

TSSEC Ensemble Entry Fee - \$7.50 per ensemble member

State Wind Ensemble Contest - \$225 per ensemble

**REMINDER:
TSSEC
Deadline -
April 1, 1997**

For every action, there should be an equally positive reaction

Music teachers should use evaluations as an opportunity to teach values

By Richard Floyd
DIRECTOR OF MUSIC

Soon music educators across Texas will begin processing entry forms for the Concert and Sight-Reading Contest. Approximately 30 days later, each of these directors will conduct his or her band, choir or orchestra in a performance adjudicated by a panel of their peers who serve as UIL judges. We all know the ritual. We go through it every year.

Yes, this exercise is viewed as an opportunity for evaluation and musical growth. Both students and directors stand to learn from the process. Yet, the benefits of the judge's critique, recommendations and ratings aren't always fully realized because of the how directors react to a judge's decision or the outcome of the contest.

Don Stockton, band director at Warren High School, is the current president of the Association of Texas Small School Bands. He is a dedicated teacher

and a highly successful educator. In his January ATSSB Newsletter President's Column, he expressed concerns about how directors react to contest results and how they approach these results with their students. Here is what he had to say:

"Have you every told your kids that so and so judge was brain dead and would not know a good performance if it walked all over him? What did you teach the students? The year that my band won honor band, we received a I-I-II on the concert stage. I asked those students if they personally did not make a single mistake in the performance. I told my band that we had a lot of work to do. It was obvious that at least one person did not agree that our performance was of honor band caliber. I used that judge's comments as my lesson plan for the next two weeks to prepare for the State Wind Ensemble Contest. The rest of the story is history.

"I learned a long time ago that the students will believe what you say about your performance. Tell them the truth. They can handle it. Use your ratings to improve your ensemble. If you tell the students that the II was a bad call, they will believe you and decide they do not need to improve. On the other

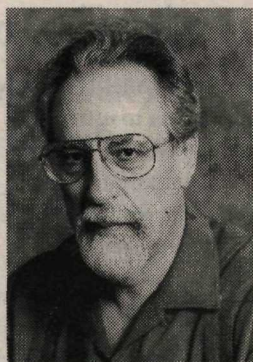
hand, a lower rating can be very helpful when it comes time to motivate the students to be the best they can be.

"Don't forget that we as music teachers probably have more influence on our students than any other person, with the exception of their parents. Let us use our influence in a positive way. Set the example."

The UIL Statement of Purpose states that students are the focus of our endeavor and deserve an opportunity to enjoy the many benefits of educational competition. Among those is learning to graciously accept the decisions of judges and officials. It is our responsibility as directors to help students to understand and embrace this concept. We must show students that the contest is not a destination but rather a part of the educational journey. What we learn from the adjudication is a vital and valuable part of this process. If we, as teachers, devalue or reject a judge's critique, we have short circuited the process and have failed our students. Let's accept the challenge of Don Stockton's words as we prepare our students for the many contest events that will take place this spring.

Treat critic-judges like special guests, not the enemy

Each year at this time, I struggle with what best to say as we approach the high stress peak of the OAP Contest season. Last year it took me two pages of copy to elaborate on the many technical aspects of OAP that seemed to need emphasis or explanation beyond the *Handbook for One-Act Play, 13th Edition*.



Lynn MURRAY

If you are uncertain, the first step is to read the *Handbook*. If you don't have a copy, get it ASAP. Older editions will not work! Then refer to the '96 January/February *Leaguer*. Many directors laminated those two pages. If you can't find a copy of this column at your school (try the library), I'll be happy to send you one. The next step past the Feb. 2 "set" deadline is the title card due to be mailed no later than Feb. 23. Some of your (more than 100 by Feb. 1) did not send a first class stamped envelope for eligibility/honor crew materials. This is the annual "You'll be sorry" notification. It is much the same as not including your home phone number on the title card. What we don't have we can't use to help.

I'll start my central pitch by reminding all that Section 1034 is now in both the *C&CR* and the *OAP Handbook*. If you don't automatically recognize this item, look it up. Read it to your students, send it to your parents, post it on your callboard, and copy it for your administration. You might be wise to summarize it for your zone/district programs. All involved in OAP at any level and in any capacity are responsible. OAP directors have the central responsibility for the educational process surrounding OAP preparation and the contest experience.

Judges also have responsibilities and the *Handbook* provides considerable detail concerning function, policies, ethics, procedures, process, and long lists of *do's* and *don'ts*. These two lists were constructed from years of critic judge questionnaires, letters, phone calls, judges' comments, and committee meetings. There are other pitfalls that judges should recognize, prepare for, and/or avoid. Some of those additional "pitfalls" — additional *should's* are:

(1a) Approach the play contest judging experience with humility. Leaving arrogance at home will lighten the load.

(1b) Read the plays that must be provided by contest managers/directors.

(2) Send contract copies to the League.

(3) Deal with the critique as though all schools advance, and it is not their last performance. In case you don't realize it, the League encourages all schools to perform after their last contest is over.

(4) Refuse to answer "Why didn't we advance?" That is not your responsibility and directors should clearly instruct companies that ranking answers "Why?" and the question is redundant.

(5) Deal with the moment rather than yesterday or tomorrow. Judge what you see. Don't compare it to the same play/movie you saw or directed last year.

(6) Provide critiques as clearly and briefly as possible. Length of critique often digs a hole rather than builds a bridge. Less is often best.

(7) Correct mistakes immediately. Waiting will make things worse. When contest managers misread or give awards incorrectly, stop the process before the situation becomes more complicated. Speak up. Don't wait.

(8) Always avoid interpreting or giving the appearance of interpreting rules. Deal with interpretations privately with contest managers, not directors, students or patrons.

The additional *should not's* are:

(1) Talk above the heads of high school students or assume they are ignorant of the type, style, or history of the play or author. A history lesson is not always required. Approach carefully!

(2) Avoid over-praise. "This is a 'State' play," "I'll see you and your students at State Meet," "This is a surefire winner," "You can't possibly miss."

(3) You should not tell students or directors that you directed the same play or it is your favorite play. You will create a no-win situation.

(4) Never say "I'm sorry" to a student or director unless you made a correctable mistake. This implies that you should have made a different decision or made a poor choice. Judging based on objective criteria is, in the final analysis, a subjective choice. We all make them. In OAP the decision is final. Rationalization or justification is a waste of

time. Spend the critique time to teach in relationship to the play performed. How can the quality of performance be improved?

(5) A major "not" is "When I did this show..." or "This was a brilliant production and I don't have any suggestions. You were perfect. Keep up the good work!"

(6) Deal with play selection. The play was approved by people as qualified as you with degrees and experience comparable to yours. Evaluate company choices and how well they are achieved. This is difficult enough.

Directors should be slow to assume that the major problems with OAP rest with the critic judge. Not so! The most serious issues are under directorial and contest management control. The list of *do's* and *don'ts* would fill two volumes. That is the reason why more than two-thirds of the *OAP Handbook* relates to directing/contest management rules, guides and mandates. Both are encouraged, urged, begged to help establish the position of each critic as a "guest." Publish the critic's *vita* in the program. You should be proud to have these outstanding educators as extension teachers in your school. Treat them as special guests. They are not the adversary — certainly not your enemy.

TETA in Dallas next year

Some of our theater teachers who had to teach TAAS skills rather than theater were not able to attend the Texas Educational Theater Association convention in Waco. What if TAAS skills were taught through theater all year? Teachers would probably be able to participate in their own professional enrichment at the TETA conference. Schedule Jan. 21-25 at the Fairmont Hotel in Dallas next year. Make your reservations now (214/720-2020) or you may be staying in alternative locations. Remember Waco. TETA is growing!

Telephone etiquette

Just in case you don't understand my refusal to hold for your "call waiting," please realize that somebody else is holding. If you need an answer that Ray Pond or Don Howell can give you (they can answer most things, even if you don't think so) use 512/471-9996. If you think you must ask me use 471-4517. Oh yes, I answer 9996, but chances are that you will have to wait while I place that line on hold. Sorry.

Education enhanced through the arts

I often read articles or hear news supporting the arts, from non-arts sources, urging that music, art, dance, and theatre be included as basic education. For example:

- "Schools shouldn't neglect the arts," Philip Seib, *Dallas Morning News*, May 13, 1996
- "Survey Shows Arts Boost SAT Scores," College Entrance Examination Board, 1993;

- "The Arts Remain a Large Part of the Curriculum at the MIT," National Public Radio, Jan. 16, 1996.

I hope a few of you are aware that Texas' first lady Laura Bush is speaking in support of the arts. She recently conducted press conferences in six Texas cities that had benefited from Texas Commission on the Arts (TCA). I hope some of you caught her comments in Pharr, Del Rio, Abilene, Beaumont, Irving or Texarkana.

TCA's current focus is directed toward ways to enhance education and literacy through the arts, and Mrs. Bush is their point guard! Whups, that's an athletic term. Oh, well, studies still show that test scores in academic subjects improve when arts are used to assist learning. After two years of involvement with a theatre-based reading program, fourth grade students at Travis Elementary in Dallas improved their Texas Assessment of Academic Skills (TAAS) test reading scores by 71 percent, writing scores by 39 percent and math scores by 215%.

Wonder when the rest of the state will catch on?

UT-Austin to sponsor workshops for drama teachers, students

The University of Texas at Austin Department of Theatre and Dance will sponsor three parallel workshops this summer. The "teacher's workshop," in conjunction with the "35th annual Summer Theatre Workshop for high school students" (STW), will be administered by Lynn Murray, UIL Drama Director, from June 7 through July 13.

Instruction in acting, voice, technical theatre, make-up, directing, and production activities will be structured to involve both teachers and students. The teachers' directing seminar will begin June 4 and continue through the students' workshop period. UT-Austin registration for summer is set for June 2 and 3.

Final productions are set for July 11-12. Workshop classes will be taught and plays directed by

UT-Austin faculty and outstanding high school theatre teachers. Companies of three plays will be composed exclusively of high school students. Teachers taking the workshop courses will serve as technical/directorial participants and observers of the production process.

The workshop curriculum will be of special benefit to teachers seeking theatre arts certification, taking the TEA EXCET test in theatre arts, taking courses to meet local requirements, directing the UIL one-act play, and/or teaching the variety of theatre subjects needed for the theatre arts curriculum in Texas. Participating teachers may receive three to nine semester hours credit.

Participating teachers register for regular Department of Theatre & Dance courses. Work-

shop-related courses include: TD F326E—Theatre Studies: Directing the Young Performer; TD F126P, 226P, 326P—(Variable Credit); Projects in Theatre Studies; and TD F314P—Production Laboratory (Rehearsal & Performance).

Three types of performances are planned: Registered teachers will direct students in scenes of various types and styles using several styles of staging. These scenes will be produced at the assembly of the workshop and guests and will be supervised by UT-Austin faculty and guest faculty Robert Singleton, Theatre Director at the Houston High School for Performing and Visual Arts; John Steele, Theatre Director/Plano Senior High School; Larry Wisdom, Theatre Direc-

CONTINUED ON PAGE 11

The rules for writing a headline are in flux, tho a few rules still exist, I guess

By Bobby Hawthorne
DIRECTOR OF ACADEMICS

Oh, for the good old days when headline writing was governed by crusty old guys in gray flannel suits and white Arrow dress shirts, whose defense of a set of rules would have shamed the guys at the Alamo. These old guys used cigarettes to burn the rules into their forearms and threatened to do the same to any upstarts who violated them. Avoid passive verbs, particularly "is." Never use an article. Never use a conjunction. Never end a line with a preposition. Never editorialize.

For several reasons, not the least being that a lot of these old codgers are dead, daily newspapers evolved to the point where page editors and designers trample the rules daily, just for spite. Now liberated, they exhibit all the restraint of a high school senior at a frat party. Example:

Old thinking: **Trump goes belly up**

New thinking: **The Donald goes belly up**

And it's a rare day that a headline on the front page of the *Dallas Morning News* or *The New York Times* doesn't contain a passive verb.

By and large, the UIL propagates the traditional headline writing canon. The judging criteria requires that wording be active, exact and precise, that the headline contain a subject and a verb, and that accuracy is not sacrificed for creativity or cuteness. We insist the heads be written in present, future or present perfect tense. We demand correct grammar, spelling and punctuation.

In an unlicensed profession in which its members are free to do as they wish so long as its parent corporation's stock share doesn't fall, these rules of headline writing are generally considered rock solid, which means they're violated daily, though rarely on page 1. I had to go no farther than page 2 of today's *Dallas Morning News* to find these examples:

**Jury is urged to give
Simpson his life back**

Just below it . . .

Du Pont was sane, prosecutors say

Just a decade or so ago, an editor would have rather hacked off his own thumb with an x-acto knife than to allow the verb "is" to slip into a headline, even if it's present perfect tense. Today, pretty much anything goes. It has something to do with removing prayer in school, though I'm not quite sure what.

At any rate, this past summer, I was collared at one of the summer workshops by an adviser, who criticized the sample headlines the League provided to the regional contestants. She suggested that they violated every principle of American journalism, not to mention two or three of the 10 Commandments.

Here are those sample headlines, with comments:

- STORY #1 - main and secondary headline.

Burn victim recovering Future spirit contests in doubt

Hard to see problem here. Both lines use present perfect tense. Most important facts contained in the top line. No redundant information. And it was accurate.

- STORY #2 - Three-line headline

\$1.3 million science wing completion is expected in time for fall classes

This one probably fell from grace because of "is expected." Again, this is present perfect, not present tense. A present tense verb might have been "Science wing completion is good." Judges would have been right to pound on that one.

I am generally opposed to passive verbs in heads, but occasionally, they work. A good headline should read like a well-written sentence. If using a passive verb makes the headline easier to comprehend, then use it.

- STORY #3 - Two-line headline

School to host auction to help Mejia family pay medical bills

We've repeated the infinitive "to." So what? The first—to host—tells what. The second—to help—explains why.

- STORY #4 - Three-line headline

Leaguetown rated state's leading school board

Headlines should avoid past tense. However, "rated" is present perfect — not past. A few purists might frown on the use of the name of the school in the headline. Perhaps it's possible to write the headline without using the school's name. Generally, the name of the school and its initials should be avoided. Perhaps a better headline might have been:

School board rated state's best by administrators

- STORY #5 - Two-line head

Bike-A-Thon to encourage safe bicycle riding behavior

Don't see a problem here. Noun and verb are on the top line, as they should be in a two-line

Dear UIL Journalism Contest Judge

We appreciate your willingness to help judge these contests. While you and your newspaper may not subscribe to the following criteria, the UIL does.

- Students need not put the name of the school in their stories. They are writing for their high school paper, and high school students know the name of their school. They don't need to be reminded. Thus, it is permissible, even preferable, to write "The School Board..." rather than "The Leaguetown School Board..."

- We typically put our nouns before our verbs. So in simple attribution, the noun should precede the verb, i.e. "I hate rap music," he said.

- Students in the feature writing contest may describe a scene as they think it may have occurred. We want leads that engage the senses and emotions,

that show rather than tell.

- The formula for the UIL editorial contest dictates that editorials contain a statement of the problem and a clue to the staff stance, defense of the position, introduction and rebuttal of alternate point of view, and restatement of the stance and call to action in the conclusion. Generally, the headline should be written in third person.

- In a main and secondary headline combination, the main head need not contain a verb. However, the secondary must contain a verb, either stated or implied.

Sometimes, that verb may be passive. Don't disqualify it merely because it isn't active. Judge the headline on its own merits first. Did the verb best communicate the central point to the reader?

head. Head packs a lot of information in a small space. It fits. And it's accurate.

- STORY #6 - One-line main head; two-line secondary

It must be the shoes Leaking sneakers give players the slip during basketball game

Years ago, we'd have called this a "magazine" head. It would not have been meant as a compliment. It contains "the." Twice. But omitting the articles damages its clarity. Particularly if the article is part of a phrase, do not omit it.

To wit:

Weak:

Hawthorne performs his dog, pony show

Better:

Hawthorne performs his dog and pony show

Today, magazine heads are the cornerstone of contemporary design, meant to appeal to younger, more informal, more visually acute audiences who prefer bursts of information rather than arcane data that satisfy temple dogma. Thus, newspapers often use the verbal/visual headline as art so that the dual message guarantees to draw the reader into the story.

Contestants in the UIL headline writing contest don't have to worry about typefaces, shades or textures. Their task is to see that the headline tells the readers as much as possible in the most interesting way possible. No small task.

So, the bottom line: know all those straight-jacket rules. And know when to break them.

Going by the book

Ready writing and journalism students are allowed to use a thesaurus and dictionary in their contests this spring.

In addition, the rules fail to specify that the thesaurus and dictionary must be printed.

Thus, a student may use an electronic dictionary and/or thesaurus.

Students may not bring stylebooks or textbooks into the contest room.

Maxed out

Last fall, the Legislative Council passed a proposal allowing students to enter all four journalism contests. However, the rule does not go into effect until the spring of 1998.

This spring, students may enter as many as three of the four contests.

Reasons to
attend the ILPC
convention

Reasons to attend the ILPC Spring Convention, April 12-13, at The University of Texas at Austin:

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

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

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

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

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

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

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

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

- For registration material, a schedule and other information, contact the ILPC office at 512/471-5883 or 471-5908 (fax). Or e-mail ILPC at bhawthorne@mail.utexas.edu

Core curriculum, space aliens and the Apocalypse

As you all know, the millennium is right around the corner, which means the world will come to a flaming end, thanks either to global warming, space aliens or a vengeful God.

In the unlikely event that the Apocalypse isn't as near as the *World Weekly News* has led me to believe, then it would well serve us to ponder the state of scholastic journalism as we plan for the next 100 years.

Fortunately, the Columbia Scholastic Press Advisers Association is one step ahead. It has created something called the 21st Century Committee. The name of the panel is based loosely on the projected date its members expect to meet their final 1996-97 yearbook deadlines, but that's another story.

This panel has been charged with gathering as many opinions as possible to the following question: What major concern(s) in scholastic journalism need(s) to be addressed now as we(s) begin plan(s) for the 21st century?(s)"

I circulated this question to a number of Texas advisers. Not surprisingly, most of them failed to respond. But those who took the time to respond — you'll see them at the state ILPC convention Grand Awards Assembly, picking up their Gold Star Awards — had a few interesting and insightful comments. Most agree that the greatest challenges lie in having time to answer surveys. They also mentioned technology and curriculum as posing big challenges. It is interesting that few listed censorship as a major concern.

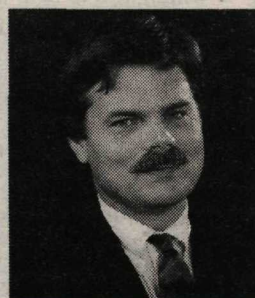
I've concealed their names so you won't know they teach in places like Pflugerville and LaPorte. Here is a sampling of their opinions.

- Secret Adviser No. 1: Scholastic journalism needs to be on the edge of technology as the 21st century approaches. Instructors should tread fearlessly yet cautiously as we explore cyberspace with enough savvy to tell the truly innovative and useful technology from the window dressing. Schools will need to invest serious money toward this effort in all communications-related courses.

- "In addition, we need to address needs of readers in an age of information glut. It becomes more and more difficult to tell the reliable, factual information from gossip, rumor and 'spins.' We need to teach our students to read more critically and intelligently and emphasize integrity and fact-checking

- The ILPC summer publications workshop is June 20-23 in Austin. Information will be mailed to ILPC members in March. Non-members may attend as well. For information, contact the ILPC office at 512/471-5883 or 471-5908 (fax) or e-mail to nellyv@mail.utexas.edu

- With UIL spring contests just around the corner, we want to express our sympathy to the family and friends of Emil Tagliabue of Corpus Christi. "Tag," as he was known to his friends, died last fall. A former sports editor at the Caller-



Robby HAWTHORNE

more than ever."

Thanks, Cynthia.

- Secret Adviser No. 2 basically agreed with No. 1 regarding technology so there's no reason to go through all that again. He added that a major concern will be teacher education. "We need to better prepare journalism teachers. They enter the classroom completely unprepared to assume the responsibility of teaching four or five classes as well as advising two publications. That's why so many young teachers burn out after a year or two."

Another challenge, he said, will be teaching ethics in and for a society whose ethical concepts are changing every day, mostly for the worse.

He concluded by noting, "Fighting the ever-ongoing battle for a place in mainstream curriculum for scholastic journalism. That may be our biggest challenge."

- Secret Adviser No. 3 echoed Secret Adviser No. 2, although if you told her so, she'd punch you in the nose. I don't think they get along all that well.

"The biggest challenge? Changing elective credit for journalism versus fine arts or whatever credit. Our elective status is really hurting our kids. I just got a form today from NCAA. I have to justify newspaper, yearbook and journalism as a core credit class. That's ridiculous. Our kids deserve computer credit or Fine Arts credit or something. Colleges need to recognize publications as more than just resume fillers."

- Secret Adviser No. 4 listed technology and curriculum requirements as her top two concerns, then added, "Advisers and students need a better understanding of journalism law and ethics. Just glance at any issue of the *Student Press Law Review* and be afraid; be very afraid. There are too many lawsuits involving student journalists."

- Secret Adviser No. 5 stated, "I know burn-out is a problem for numerous teachers, not just those in the journalism field. I have always had such self-motivated students and such a pleasant working environment that I haven't encountered this. But I really live in a fantasy world, don't I?"

Clearly, yes. Thus, we'll disregard the remainder of her response.

- Secret Adviser No. 6 admitted that her comments were "just off the top of my head!" so we didn't expect much. Were we wrong!

"A major concern is technology — keeping abreast of the newest techniques and equipment available and learning to use them and finding funds to budget these items is difficult. This applies to computer technology, the Internet, digital photography and numerous other fields. Technology is

changing so quickly, and the journalism teacher in the classroom has to keep informed in so many areas that it sometimes seems impossible," she said off the top of her head.

"A second concern to me is media ethics and credibility," she added. "Sensational tabloids and television news/information programs are at times giving all journalists suspicious/bad reputations. The journalism teacher in the classroom is the one who has to teach ethics to students to form the foundation of journalists of the future."

Ask her the time and she tells you how to build a clock.

- Our final adviser, hereunto known as Secret Adviser No. 7 (except to his wife, who calls him Mark), said the biggest problem facing scholastic journalism is financial.

"Since most staffs are using desktop publishing, it is a financial burden to continually maintain and upgrade computer equipment. The problem is compounded by the constant push to cut taxes and education spending. Education is getting so negative. The average citizen thinks education is not working and is hesitant to pay to support it. The growing effort to siphon funds from public education to support private education may pose a dangerous threat to public funding for journalism courses."

He also cited as a major concern the back-to-basics movement that is squeezing journalism out of schools in favor of a core curriculum.

"High schools and universities alike are making the competition for college acceptance so keen it is difficult for the top students to squeeze extracurricular course like journalism into their already packed schedules. Counselors are no help. Many counselors, who are often ignorant of what journalism offers the college-bound student, steer the student away from journalism courses, all the while assuming that they do not offer valuable training and sufficient prestige for those students wishing to compete for college acceptance and scholarships."

The problem with this survey, of course, is that it dwells on the negative, and I'm not that cynical about the fate of scholastic journalism. Certainly, these problems exist, and they are taking their toll. But I'm confident that school board members, administrators and our peers will recognize and support high-quality scholastic journalism. Once the CSPAA panel has identified the major concerns, I trust it will begin developing plans to address them.

As for the millennium, I'm much more worried about whether I should have used "hereupon" rather than "hereunto" earlier, space aliens, global warming and God's reaction to the latest O. J. verdict.

Times, he judged dozens of UIL journalism contests. He is very much missed.

- Congratulations to Gary High School's Lincoln King and his magazine staff for the soon-to-be release of their fourth book, a compilation of stories from the school's bi-annual oral history magazine. For 25 years, King's students have produced *Loblolly*, a remarkable feat for a school too small, as Lee Hancock of the Dallas Morning News noted, "to publish a student newspaper, muster a band or field a football team."

- Congratulations also to Cynthia Martinez, a senior at Judson High School in Converse, whose story about juvenile diabetes among Latino youths, won for her a \$1,000 college scholarship in the Dow Jones Newspaper Fund's 1996 Summer Workshops Writing Competition. Cynthia attended the San Antonio College Urban Journalism Workshop and published her story in *You s.a.*

The story, laden with statistics and clearly explained medical terminology, outlined the dilemma Hispanic teens with the disease face.

INVITATIONAL
MEETS

February 21-22

• Tomball HS
1st Annual Cougar
Classic Speech &
Debate UIL Tourna-
ment.
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)

March 1

• Stamford HS. Open
to A, AA, and AAA
schools. All HS literary
contests except
speech, all Jr High
contests including
speech. HS contests
will use specially
written materials; Jr
High contests will use
UIL set C. Journalism
and Ready Writing
contests will be
conducted by mail
prior to the meet. For
more info, contact
Markay Rister @ 915-
773-270.

Invitational
Contest Writers

The League has added
two educators to its list
of invitational contest
writers. Note that the
following are writing
and marketing invita-
tional computer
science and computer
applications contests:

Peggy Markahm
West Texas HS
Box 3440
Stinnett, TX 79083
806/878-2456 (work)
806/878-3635 (home)

Lindd Tarrant
HEXCO
Highway 39-West
Hunt, TX 7028-0199
1-800-PAJAMAS
Fax: 210/238-4964

Fourth and goal: Academic teams may enter four students at district; all four may place in district, but only three per team will advance

As new legislation is implemented in academic contests this spring, not only will there be an increase in the number of students competing at invitational and district levels, but there also will be a potential increase in points and awards earned by participating schools.

For example, the addition of a fourth team member to each of the nine team events will enable schools to vie for four of the top six point-earning spots in the competition.

In the individual competitions for the nine team events, all four members of a team may earn placement, awards and points. Conceivably, a school could win first, second, fifth and sixth place and earn a total of 37 points in the individual competition. However, a cap of 37 points remains in all team contests except for computer science. Therefore, a



Pat WISDOM

school that placed first, second, third, and fourth would also receive 37 points, but the additional 10 points could not be added for the team championship.

Although only the top three test scorers on the first place team may advance to regional competition, all contestants who place in the top six in the individual events should receive their earned placements and any awards that accompany them, regardless of the denial of points or advancement in the competition.

Competitors and coaches may have noticed there is no cap on computer science points that may be earned by a school in this year's competition. With the inception of the individual awards component, a school winning first, second, third and fourth place in computer science would receive individual award points totaling 45, plus 20 more points as the first place team. A strong computer science team could make a significant difference in a school's overall championship standing.

Beginning in the 1997-98 school year, pending State Board of Education approval, the point struc-

ture for computer science at the district level will be the same as that of the other eight team contests, with a point cap of 37 for each school. At regional and state levels, individual points will remain the same as in all other contests. Since the hands-on team component will not be administered to contestants competing only as individuals, the point structure for the teams will remain. That system is as follows: 20 points for first, 16 points for second and 12 points for third place.

However, the 10 points that had been previously awarded to fourth place teams at regional and state competition prior to the initiation of the individual awards component will be deleted, and the cap on possible points earned by a school will be 42.

A third contestant in computer applications will give schools a chance to earn as many as 10 additional points in this contest. These points also go toward the overall championship. So, this might be a good year to entice those glued-to-the-computer-screen students to display their talents in academic competition. They may reap rewards for both themselves and their schools.

Plans made for academic coordinator/speech coach workshop

Tentative plans have been made to hold the fourth annual academic coordinator and speech coach workshop on Friday, July 18 and Saturday, July 19 at the University Teaching Center on the UT campus. As a result of popular request, novice sessions in the speech events have been expanded to cover a full two days of information and activities.

Novice sessions will provide orientation for new high school and district academic coordinators and high school speech coaches. Morning workshop sessions have been scheduled for Fri-

day, July 17, to present basic debate information and to answer novice coaches' questions about speech programs. To assist new coordinators, the first afternoon session will cover the realm of the academic coordinator's position. This session will be held concurrently with a speech session designed for experienced coaches, and it will include a panel discussion led by some of the most experienced and knowledgeable academic coordinators in the state.

Updates in several pieces of legislation which will have been presented to the State Board of

Education this spring will be the focus of the last Friday academic coordinator session. Separate Saturday workshops will present strategies for building a successful academic program.

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

Please feel free to call or write the League office concerning topics you would like to have covered in these workshops. Your input will help the League staff to serve your needs in the presentations. The registration fee is \$40 for those registering by June 1, \$45 for those registering

UIL ACADEMIC COORDINATOR / SPEECH COACH SUMMER WORKSHOP

July 18-19, 1997 • The University of Texas at Austin

REGISTRATION FORM

Name: _____

School: _____

School address: _____

Summer Address: _____

School Phone: Home Phone: _____
(area code) (area code)

Check one: ☐ Coordinator
☐ Speech / Debate Coach
☐ Both ☐ Other _____

Return registration form with check or money order for \$40 if mailed prior to June 1, or \$45 after June 1 to
UIL Summer Workshop • Box 8028, University Station • Austin, Texas 78713-8028 •
Duplicate form as needed

Brought to you by . . .

Has commercialism in schools gone too far?

To cope with its latest budget crisis, the Seattle School Board recently passed a policy to accept corporate advertising in the city's middle and high schools.

Three years ago, students in the Colorado Springs school system began riding in school buses adorned with corporate logos and walking in hallways surrounded with advertising billboards.

In Texas, schools also have found alternate ways to battle dwindling dollars. Highland Park High School in Dallas instituted a \$300 participation fee for all sports and reached a sponsorship agreement with Dr. Pepper. Cleburne High School has obtained Reebok as a sponsor.

Throughout the nation, almost 40 percent of secondary schools have homerooms starting the day with news and commercials transmitted by Channel One, a creation that has attracted much criticism since it began in 1989.

Over the last decade, corporate America has dramatically increased its involvement in education, from pre-kindergarten to postgraduate research. Nearly every Fortune 500 company and virtually every local chamber of commerce is involved in some type of school project. Many business leaders seem genuinely concerned about how their future employees are being educated these days.

The companies come bearing precious dollars and other resources sorely needed in the nation's public school system, which is struggling with dwindling public funds in some regions, to educate nearly 46 million children. Businesses donate money and materials, connect schools to the Internet and mobilize employees as volunteer tutors.

But along with this philanthropy comes a certain amount of criticism. Public school advocates, educators, parents and even students are concerned that commercialism in the classroom could overshadow corporate goodwill.

The UIL is not without its share of corporate sponsors. Alamo Rent A Car, Baden Sports and Wilson Sporting Goods are just a few of the companies who have contributed to UIL programs and activities. And like schools around the country, the UIL has been criticized for being a recipient of corporate largesse. In fact, I was questioned last year by a reporter wanting to know how I could allow corporate sponsors to enter the "last untapped market." He was concerned with the amount of signage at the state football championship, in addition to the event being labeled the Texas Bowl.

I must admit, after watching numerous bowl games over the holidays I'm a little burned out on the magnitude of commercialization surrounding college sports. (If I see one more Tostitos com-



Rachel SEEWALD HENDREX

"There is a fine line between selling ourselves short and easing financial burdens with corporate dollars."

mercial, I think I will die.) The UIL is firm in its commitment to retain title sponsorship of state championship events. There will never be a Nike State Basketball Tournament. However, I do think there is a place for companies who are willing to support schools and extracurricular activities. One of the first questions I ask any potential sponsor is, "How can member schools benefit from this sponsorship?" Whether they're donating equipment, contributing to scholarships or providing discounts on services, UIL sponsors continually relieve costs to member schools.

There is a fine line between selling ourselves short and easing financial burdens with corporate dollars. Based on my experience with sponsorships at the high school level, I do not think the UIL or member schools are willing to sell out to commercialism. I am certain that educational institutions possess the character and integrity necessary to make sound decisions regarding sponsorships.

According to Craig Smith, director of Corporate Citizen, education-related corporate philanthropy last year added up to \$1.3 billion, or 20 percent of the \$6.5 billion that corporations gave overall. A decade ago, education accounted for only 5 percent of corporate giving.

The bottom line is that the current financial situation for educational institutions is forcing us to be entrepreneurial. In an effort to prevent program and personnel cuts, schools are increasingly looking for new ways to bring in dollars. There will always be critics who believe commercialism at the high school level is fundamentally wrong. They argue that schools should be the one place we can get away from advertisements. But if these corporations are donating computers, calculators and other equipment that will enhance a student's learning, is it such a bad thing? Similarly, if UIL sponsors are providing scholarships, products and discounts, I would argue that corporate sponsorship is not a negative approach to dealing with dwindling funds.

I can recall a letter written by a student who received a \$1,000 Wilson scholarship several years ago. She was extremely grateful for the scholarship, admitting that without it, she would not have been able to go to college. Commercialism? Lack of integrity? I don't think so.

In a perfect world, no school would suffer from a lack of funds. In a perfect world, there would also be no violence, hunger or homelessness. Unfortunately, we do not live in a perfect world. And until we do, schools will be forced to deal with alternative funding. So the next time you see a corporate banner or logo at a school event, perhaps you will not concede that the UIL is "selling out." Instead, you might think about the girl who was able to go to college as a result of that corporate donation.



UNDERSTOOD. Former UIL director Dr. Bailey Marshall receives the 1996 Key Communicator Award from Betty Colley (left), chair of the TSPRA State Awards Committee, and Linda East, TSPRA president.

School public relations association honors former UIL director

The Texas School Public Relations Association (TSPRA) has named former UIL Director Bailey Marshall as its 1996 Key Communicator of the Year. Marshall is the 16th recipient of the award, which recognizes outstanding contributions to education in Texas through effective communications.

Marshall served as UIL director from 1977 to 1995 and currently is the Executive Secretary of the Texas Interscholastic League Foundation (TILF) where he works to raise money for scholarships. During Marshall's 18 years with UIL, the number of participants more than doubled to over 2 million. In addition, 5,700 students received \$7 million in scholarships.

Marshall is credited with opening up the UIL rule-making process to schools, administrators, coaches, sponsors, teachers, students and parents.

"I learned the importance of communication and involvement," Marshall said. "I have always felt that you come up with a better decision when more people are participating and where the issues are clearly stated and thoroughly discussed."

As president of the National Federation of State High School Associations, Marshall also worked toward a more open climate and greater involvement of all 51 member state associations.

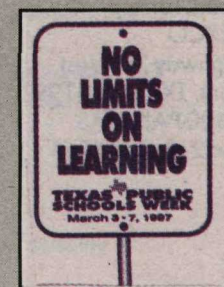
Marshall was honored during a video presentation at the TASA/TASB Joint Annual Convention in September. In addition, he will be honored in February during TSPRA's annual conference in Austin.

TSPRA created the Key Communicator Award in 1981. The recipient may be a legislator, educator or professional in another field who has improved school communications, or a member of TSPRA who has contributed outstanding service to the profession of school communications.

Find out
where there
are no
limits on
learning.
Visit your
local public
school
today!

*Texas
Public
Schools
Week*

March 3-7



More questions than answers

I'm hoping the weirdness of January, 1997 is not an indication of what to expect from the rest of the year. With my fingers crossed.

It's always a little hard to get back in the swing of things after the holiday break, but this month has been more than a little disconcerting!

Needing to get Invitational A extemp topics to press on Friday after the new year, I called the office to have David Trussell, our efficient administrative assistant and department computer systems guru, e-mail me the beginnings of topics I had created but failed to bring home. (I can't tell you how much I look forward to the time when telecommuting means I don't have to fight the traffic battle every day of every week.)

My office computer was 'down.'

David, as usual, did whatever mysterious things needed to be done, and sent me the topics on Thursday. Wee got them to print on Friday.

Since then, my computer has crashed several times. Hurling insults at an inanimate object out of frustration and ignorance is not empowering. I did it anyway.

Then the ice storms hit. First, one where I live that did not affect the city of Austin, but left me and several hundred thousand others in the area without electricity — some for a day or two, some for up to a week. It's not easy to be on time for work when you do it by the light of a kerosene lantern and no hot water.

Then another storm swept through, rendering roads impassable and shutting down UT and our offices, as well as most everything else for two days the next week. Bet there are lots of you who experienced the same, and many who tried to reach us when the office was closed. So we've got work to catch up on already!

My husband and I have begun to cut, haul, and burn the hundreds of branches and some entire trees that fell victim to the storms, with many more such weekends before us. I've acquired lots of scratches and sore muscles, and have had time to think as I tended the fires. I created quite a list of aspects of the UIL speech and debate programs that need our attention and consideration for the future.

Most districts have finished CX debate competition now, and there are reminders in this issue for those coaches and teams advancing to State. We have in Texas more schools with debate programs than any other state, and that's only partly due to our size. It's also the result of a long tradition of academic debate held in esteem as an excellent educational activity. The bad news is we have many schools that no longer participate. Is that because of increasing cost of materials, a shortage of teachers in the field with training in debate, or the changing nature of delivery and argumentation used in CX?

All of these factors and perhaps others as well?



Treva DAYTON

Reminders for State CX Debate Tournament

Contest directors of C-X district meets should return the C-X Debate Contest Results Form to this office by Feb. 17.

Coaches of teams who qualify must complete and return the required judging forms by February 28. If you qualify two teams and do not have two judges available, call me to make arrangements.

If you have a team qualified that will not be able to attend, notify this office as soon as possible. You must notify me as well as your district director, who will notify the alternate

team.

If you have a substitution on a team, you must provide a letter signed by an administrator verifying the student's eligibility.

We are not able to provide time keepers for 96 debates each round. If you have students who would like to serve as timekeepers, they're very welcome. Each team should bring a stop watch to time or loan to a judge.

If you know former debaters in the Austin area who would be qualified judges, have them contact me.

1997-98 CX debate topic

Texas, along with the majority of states and organizations voting, chose the renewable energy topic for C-X debate next year. C-X Resolution to be used from September through May of 1997-1998:

Resolved: That the federal government should establish a policy to substantially increase renewable energy use in the United States.

What could be done to increase participation? Has the growing popularity of Lincoln-Douglas debate had an impact on CX participation? How is LD debate faring across the state, and is it a concern that significantly different philosophies about the event are developing? Are two UIL Lincoln-Douglas resolutions each year enough? Too much? Does the fall topic get debated enough to justify announcing it, or would we be better served if those topic areas were instead considered for official spring UIL competition?

Would you be willing to share information about LD texts or resource materials that you have found effective? Who has the best list of Web sites for debate of both kinds, and how can we make such information available to schools that need it?

And speaking of technology, this is an area that will continue to demand our attention. A few years ago, the Legislative Council considered and rejected a proposed rule that would allow the use of computers in debate rounds. They were concerned about maintaining equitable competition, not dependent on individual students' or schools' financial resources. As access to reasonably priced technology increases, this issue will likely be raised again. What about the vast material now available on the Internet. Will computer research increase participation in schools far from major libraries or will the differences in access to technology make an equal playing field even more difficult to achieve?

In North Carolina, several schools now participate in debate classes via the Internet. Any school can be linked to the instructional lab at Andrews High School where Randy Shaver teaches debate. Two-way communication through television, fax, and the Internet makes it possible, and there are plans for an

Information Highway Debate Tournament in the coming year, where debaters from all over the state can compete without leaving their campuses! Do we have — or can we develop — the resources to do something like that in Texas? Wouldn't it be fun! Could this type of networking be an option for some students to the expense of summer debate camps?

In terms of citing sources for debate evidence that has been retrieved electronically, I recommend you follow the standards of the Modern Language Association, which have been adopted as the citation standards by the National Forensic League. *The MLA Handbook for Writers of Research Papers, Fourth Edition*, by Joseph Gibaldi, provides these guidelines. The rules for evidence in the *C&CR* remain in effect as written, but the MLA handbook gives specific guidelines for electronically retrieved material.

On to another area, how will the new requirement that all students take a speech communication class in high school affect our teaching assignments, elective classes, and competitive programs? Can we expect them to grow as more students are involved in developing effective oral communication skills, or will advanced classes in debate, public speaking and interp suffer? Can we work together as professionals to provide support, training, and help to teachers in the new curriculum? Will we take advantage of this opportunity to increase public awareness of the importance of communication skills to all of our students — not just our successful competitors?

There are many other concerns, of course, including finding competition, recruiting and training judges, selecting the next prose and poetry categories, etc. You're welcome to add your concerns and comments to the list. In fact, they are desperately needed. I'd especially welcome ideas or opinions that I could share with others through this column.

We have a tremendous resource in Texas UIL programs, including athletics, music, theater and academic activities. I respond to organizations in other states seeking information about our academic programs, and it just doesn't do them justice to send the *C&CR*. I can just imagine the reaction when they get it! But I haven't yet developed an appropriate, reasonably brief generic response to 'what is UIL?' What UIL is and how well it serves the needs of your students and communities into the next century, depends on all of us involved. Let me hear from you.

TILF Scholars



"My UIL experience has brought me much satisfaction and joy. My teammates and I spent several hours each night, studying and preparing for Literary Criticism. We met together twice a week as a team, and I spent many hours on weekends in individual preparation. Dreaming of winning was always in the back of my mind, but to actually do it was one of the greatest thrills of my life. I feel I have gained a level of knowledge that I might never have gained through normal course curriculum. There is within me a deep sense of satisfaction in knowing that hard work and goal setting make way for achievement and success.

Rochelle Proctor
Bridge City HS
Abell-Hanger
Foundation Scholarship

Lincoln Douglas

resolution for January through May, 1997

RESOLVED: That gender equity is essential to legitimate democracy.

LD Notice

Some material has been published with an inaccurate version of the LD resolution. The LD resolution contains the term "equity" — not "equality."

How to improve your UIL academic program

1. You need a dedicated, hard-working coach who puts the UIL Academic Program at the top of his/her priority list.
2. You need to find lots of participants early in the year and fine tune their abilities throughout the year.
3. Make plenty of study and practice time with lots of UIL training materials readily available to the student before, during and after school.
4. Attend practice meets to apply the rules of the contest and test participant's abilities.
5. Praise the students for their efforts - win, lose or draw.
6. Motivate the students to train harder and improve their skills as the year progresses.
7. Turn on the heat in the training program as the district meet approaches.
8. Offer incentive for both participation and achievement such as letter jacks, letters, sweaters, etc.
9. But most of all, you must make your program **FUN** for both the students and the coaches.

Presented by Erminie B. Minard, Elkins High School, and Erminie C. Minard, Alvin High School, at the UIL SuperConference, held Nov. 2 at Sam Houston State University in Huntsville.

Pushing competition: Academic rules intended to promote competition rather than restrict it

By Bobby Hawthorne
DIRECTOR OF ACADEMICS

The *UIL Constitution and Contest Rules* is a fairly imposing document. It contains 229 pages of some of the most boring writing ever set to type. It wasn't intended to be a nail-biter, and it isn't, unless you're a lawyer searching for a loophole to a rule. Otherwise, it's fairly dry.

Fortunately for us, most of the rules deal with athletics. No one much cares if the new kid in class is a world class calculator applications competitor unless he also does a nice job tossing a football or baseball around. This is as it should be. The League has neither residence nor amateur rules for academics because it has no history of schools raiding its neighbors for their academic contestants and then paying the students large sums of money in a win-at-all-costs effort to sweep the state calculator applications championships.

It'd be interesting if someone did. I mean, it would be nice to see schools occasionally lose their souls in an vainglorious attempt to win the state academic championship as an exercise in community chest-drumming. I don't see it happening and am basically glad it won't. I'm against chest-drumming in general, and if one school did it, others would feel compelled to do likewise and in no time, someone would be paying a speech coach \$80,000 a year. I don't think anyone wants to see that.

Besides, the UIL would have to respond to all of these abuses by passing a spate of rules forbidding science contestants from visiting the Smithsonian and accounting students from auditing the family's tax returns. It could all spin right out of control.

Fortunately, Texans are a sensible lot, not prone to crashing headlong into over-zealous academic competition. Being sensible Texans, UIL movers and shakers have not passed a lot of eligibility rules in academics, where they're not needed, merely

because similar ones exist in athletics, where they are. The few rules that exist merely require that students attend school full-time, pass their courses, attend classes regularly and compete for no more than four years. They can't have graduated from high school, been recruited for the specific intent of competing in UIL academics or have accepted awards for placing at the UIL district, regional or state meets.

These are minimal standards, trust me.

They may accept cash or prizes for competing in non-UIL academic contests. Consequently, students who win cash prizes in a regional Citizen's Bee retain eligibility for all UIL contests, so long as they fulfill all of the general eligibility standards set forth in Sec. 400 of the C&CR. Drama students may act for pay in theatre or film. Journalism contestants may write for newspapers or magazines for pay. A kid can win and drive home a Lincoln Continental for winning a national spelling bee.

It's important to understand the difference between the amateur and the awards rules.

Similarly, the UIL requires athletic coaches to be fulltime employees of the school district but academic coaches — with the general exception of one-act play directors — need not be. A school may hire a person solely for the purpose of coaching an academic contests. They have arrange for local lawyers to work with their debaters or newspaper editors to work with their news and feature writers. Fact is, many schools use outside consultants to assist their students in preparing for speech, math and other academic contest. The League has no rules forbidding this because it has experienced no pattern of abuse. If and when the hiring of outside academic consultants begins to negatively impact the program, the Legislative Council may respond accordingly. I don't see that happening soon.

Nor do I anticipate that the League's governing body will pass legislation that would restrict or stifle

competition. Last fall, the Legislative Council approved a proposal opening the accounting contest to all students. While I do not pretend to know what the council might or might not do in regards to a specific proposal, I would be surprised if it passed legislation that, for example, forbid foreign exchange students from competing in academic contests.

Nor would I expect them to approve a proposal that would mandate that a student be enrolled in a certain class in order to compete in its concomitant UIL contest. I have heard advisers say they believe the League should require students who wish to participate in one-act play to be currently enrolled in a drama class, or students competing in editorial writing to be currently enrolled in a journalism class.

I could never support such an idea. I believe the coach should be free to choose any eligible student to compete. That's why the prospects of home-schooled students being allowed by law to try out for UIL academic competition do not concern me. The coach will decide who competes.

Years ago, the late Rodney J. Kidd would drop by my office to remind me how important it was to promote the "literary" contests, as he called them. Mr. Kidd served as UIL director from the late 1940s through the mid-1960s. He was as responsible for the full development of the academic program as anyone.

"Athletics have to be controlled," he'd say. "Academics must be promoted."

Today's rules promote academics. Recently, the U. S. Department of Education released its priorities for education research for the next century. Among its top seven priorities was, "improving education at all levels to promote not only high academic achievement, but also problem-solving abilities, creativity and the motivation for further learning."

UIL academic contests do just that. Quietly. Effectively. And with as few rules as possible.

Informative

1. Why is Newt Gingrich the center of continuing controversy?
2. Why are so many people displeased with Israeli Prime Minister Netanyahu?
3. What tax reform proposals is Governor Bush considering for Texas?
4. Teenage drug use in America: what do current studies reveal?
5. What is the controversy over Ebonics?
6. What is the current situation in Afghanistan?
7. What's behind the growing criticism of managed health care in the US?
8. Who was Carl Sagan?
9. Why is the medicinal use of marijuana so controversial?
10. What's behind the recent workers' strikes in South Korea?
11. Why has the Texas lottery been making headlines?
12. The saga of the Persian Gulf War syndrome: what are the latest developments?
13. Dealing with Saudi Arabia: why are US policy choices so difficult?
14. Opposition to Serbian President Milosevic: what's the current situation?
15. Why are water rights and resources a growing concern in Texas?
16. What has happened in the civil trial of O. J. Simpson?

Selected from 1997 Invitational Set A Topics

Persuasive

1. Can anti-government protesters prevail against Serbian President Milosevic?
2. Will the anticipated utility deregulation be good for Texas consumers?
3. Can C. H. Tung provide effective leadership in Hong Kong?
4. Is the US stock market headed for a major decline?
5. What should be done to reduce the number of American children living in poverty?
6. What should be President Clinton's top priorities in his second term?
7. Bill Gates focuses on the Internet: will Microsoft dominate the information highway?
8. Will Congress be able to avoid gridlock in its upcoming session?
9. Handling the hostage situation: how well has the government of Peru responded?
10. Should Newt Gingrich have withdrawn his bid to be re-elected as Speaker of the House?
11. How much support should the US give the UN?
12. How large a threat are rebel groups to the political stability of Mexico?
13. How should world powers respond to the growing chaos in Zaire?
14. Will ethical and legal concerns derail President Clinton's goals for his second term?
15. Should the federal government prosecute doctors who prescribe marijuana for medical purposes in accordance with state law?
16. Would a voucher system improve the quality of public education in the US?

OAP Critic Judges List additions, renewals and updates

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 TETAAO/UIIL approved judges 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).] Eligible critic judges as of date of printing, January 31, 1997.

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

ADDITIONS

- ✓ Patricia C. Baldwin (Angelina College), 1428 Sleepy Hollow, Lufkin TX 75904 (409) 634-3622 - II
- Wayne Bailey (Trinity School of Texas), 215 Teague St., Longview TX 75606 (903) 753-0612 - II
- Suzanne Burrows-Mingea (The Oakridge School), 1805 Thomas Place, Fort Worth TX 76107 (817) 731-9565 - I
- Jennifer R. Cauffman, 100 S. Clack #1104, Abilene TX 79605 (915) 695-9840 - I
- ▲ Kay A. Coleman (San Antonio/Edison HS), 7626 Callaghan Rd. #2204, San Antonio TX 78229 (210) 342-44670 - IV
- Amber Adams. Crafton, 1105 W. 12th, Cisco TX 76470 (817) 442-2355 - I
- ✓ Perry Crafton (Ranger College), College Circle, Ranger TX 76470 (817) 647-3234 x.102 - I
- ▲ Ms. Glen Dawson (Murchison Middle School), 6921 Thorncliffe Dr., Austin TX 78731 (512) 345-6670 - IV
- ✓ Lucien Douglas (UT-Austin), 2503-C Hartford Rd., Austin TX 78703 (512) 469-7818 - IV
- ✓ Kelly Draper (Lamar Un.), 2530 Laurel, Beaumont TX

- 77707 (409) 835-2783 - III
- Sherry Engstrom, 5608 Heartland Ave., Midland TX 79707 (915) 520-6957 - I
- ✓ Rebecca Faulds, Speech & Theatre, Tyler Junior College, PO Box 9020, Tyler TX (903) 510-2208/2211 - II
- ▲ Denise J. Gambrell (S. Grand Prairie HS), 2213 San Antonio St., Grand Prairie TX 75051 (972) 988-0355 - II
- Maria Saenz Hascall (Theatre Consultant), 103 W. 32nd St., Austin TX 78705 (512) 482-9222 - IV
- Amy Manor-Hickey, 102 Thunderbird Lane, Sunrise Beach TX 78643 (915) 388-6555 - IV
- ✓ David Hickey, Southwest TX State, Theatre & Dance, 601 University Dr., San Marcos TX 78666 (512) 245-2147 - IV
- ✓ Lisa Lawrence Holland (Texas Tech Un.), 3424 Frankford Ave. #116, Lubbock TX 79407 (806) 7881776 - I
- ✓ Dennis I. Johnson (Texas A&M-Commerce) 1912 Caddo St. #101-C, Commerce TX 75428 (903) 886-1753 - II
- ✓ Kathy Watson Jumper (Texas A&M-Commerce), PO Box 3404-ET Station, Commerce TX 75429 (903) 468-4492 - II
- ✓ Nancy C. Kennedy, Texas A&M-Commerce, PAC, Commerce TX 75429 (903) 886-5346 - II
- ✓ Katherine A. LaPietra (West TX A&M U), 3631 Brennan Blvd. #7H, Amarillo TX 79121 (806) 656-2806 - I
- ✓ Christopher Markle (Texas Tech Un.), 4122 Chicago Ave., Lubbock TX 79414 (806) 795-5531 - I
- Connie McMillan, 602-B Texas Avenue, Austin TX 78705 (512) 482-8253 - IV
- Chris Navarro, 2201 Willow Creek #158, Austin TX 78741 (512) 707-8872 - IV
- ▲ W. E. Schultz (Gregory-Portland ISD), PO Box 885, Ingleside TX 78362 (512) 776-2707 or 643-2538 x.282 - IV
- ✓ Vickie Shamp-Ellis (Grayson Co. Jr. Coll.) Rt. 2, Box 102-A, Denison TX 75020 (903) 463-8590 - II
- ✓ Eric Shephard (Baylor Un.) 700 S. 4th #603, Waco TX 76706 (817) 752-2867 - II
- ▲ Peter A. Simon (Milam Magnet Elem.), 5050 Tanglewood #807, Odessa TX 79762 (915) 366-8211 - I
- Laura Lundgren Smith, 615-B West Lamar, McKinney TX 75069 (214) 562-7231 - II
- ✓ Keith West, Sul Ross State Un., Box C-36, Alpine TX 79832 (915) 837-2377 - I
- ▲ Laurie Willis (Martin Jr. Hi) 4202 Wilshire Parkway, Austin TX 78722 (512) 453-5579 - IV
- ▲ Stephen A. Wolf (HS Perf. & Visual Arts) 15914 Quill Dr., kHouston TX 77070 (281) 370-7514 - III
- ✓ Mary Ellen Wright, UT-Tyler, Dept. of Theatre, 3900 University Blvd. Tyler TX 75799 (903) 566-7289 - II

UPDATES

- Patrick Muscanere, 1820 N. Garrett Ave. #207, Dallas TX 75206 (214) 823-7369 - II

RECERTIFICATIONS

- ✓ Clarence W. Bahs, Stephen F. Austin State U., PO Box 9090, SFA Station, Nacogdoches TX 75962 - II
- ✓ Jay C. Brown (Wharton Jr. College), 911 Boling Hwy, Wharton TX 77488 (409) 6397 - III
- ✓ Ralph B. Culp (Un. of North Texas), 424 Magnolia St., Denton TX 76201 (817) 382-1448 - II
- ✓ Doug Cummins, UT-Pan Am - Communications, Edinburg TX 78539-2999 (210) 381-3583 - IV
- ✓ Stan C. Denman (Baylor Un.) 402 Jo, Waco TX 76706 (817) 662-6359 or 755-1861 - II
- ✓ Cran Dodds, (Navarro College) 1419 W. 5th, Corsicana TX 75110 (903) 872-0559 - II
- ▲ Kimberley (Hedges) J. Funderburk, 1601 Success, Carthage TX 75633 (903) 693-7374 - II
- Dennis Gilmore, 801 Country Club Circle, Athens TX 75751 (903) 675-3908 - II
- ✓ Alva Hascall, UT-Austin, PO Box 7818, Austin TX 78713 (512) 471-0665 - IV
- ✓ James A. Hatfield (UT-Tyler), PO Box 130607, Tyler TX 75713 (903) 566-7425 - II
- Denise Hense, 2218 Mockingbird, Round Rock TX 78681 (512) 238-0283 - IV
- ✓ Richard J. Hossalla (Southwestern Univ.) 124 Serenada Dr., Georgetown TX 78628 (512) 863-9318 - IV
- ✓ Nancy Jo Humfeld (Howard Payne Univ.) 1034 Early Blvd. #32, Brownwood TX 76801 (915) 646-2502 x.5504 - I
- ✓ Ray E. Karrer, Paris Jr. College, 2400 Clarksville St., Paris TX 75460 (903) 782-0242 / 785-7661 x.242 - II
- ✓ Richard Leslie, 3416 Live Oak, Waco TX 76708 (817) 754-8514 - II
- ✓ John E. Ore (Southwestern Univ.) 601 S. Fifth St., Pflugerville TX 78660 (512) 251-1281 - IV
- ✓ Marti Runnels (Wayland Baptist Un.) 1303 W. 7th, Plainview TX 79072 (806) 296-2997 or 4742 - I
- Alma Slawinski, 1220 Sally Anne Dr., Rosenberg TX 77471 (281) 232-5758 - III
- ✓ Wayne I. Toone (Temple Jr. College), 514 E. 6th Ave., Belton TX 76513 (817) 939-2743 - IV
- ✓ Patrick C. Vaughn (Angelina College) 810 Wells, Diboll TX 75941 (409) 633-5233 or 829-3685 - II
- ✓ Connie Whitt-Lambert (Texas Wesleyan Univ.), 5308 Tartan Circle, Denton TX 76208-6402 (817) 387-2408 - II

TILF Scholars



"My UIL experience has given me a chance to compete with my academic peers. I don't mean to be arrogant in any way, but I was easily the best at my school. UIL also taught me humility by showing me that other people were as good as I was. I am now a better person because of my participation with UIL. It provided challenges and goals that expanded my mathematics and computer science knowledge. It also gave me a totally new experience in One Act Play."

Aaron Simpson
Electra HS
Houston Endowment Scholarship

4 young playwright finalists to be cast, directed during summer workshops

CONTINUED FROM PAGE 4

tor/Mineola; Lisa Westkaemper, UT-Performing Arts Center Production Coordinator; and one additional outstanding high school theatre teacher to be announced.

Four of the eight finalists of the Texas Young Playwrights Festival sponsored by the Dougherty Arts Center of Austin and hosted by UT-Austin Department of Theatre and Dance, will be cast and directed by the STW faculty and teachers registered for the above. All eight will be performed as a part of STW activities June 21-22. This the third year that the STW has hosted and participated in workshop productions of plays written by Texas teens and selected by an outstanding panel of writers and critics.

In addition to these scenes and original works, three workshop plays will be given public performance during the last Friday and Saturday of the workshop. These plays will be directed by UT-Austin faculty, guest faculty noted above, plus Sue Wisdom serving as musical director; and Alva Hascall, Associate Director of the Performing Arts Center at UT-Austin. Rehearsal and technical production work periods for scenes and plays will occur in the afternoons and evenings, Monday-Sunday.

In addition to guest faculty, the tentative UT-Austin summer faculty includes Andrea Ariel—movement; David Mark Cohen—playwriting; Lucien Douglas—acting/directing; David Nancarrow—de-

sign; Yacov Sharir—movement; Stephen Gerald—acting/directing; Bill Watson—acting/directing; John Brokaw—theatre history; and professional guests of the Department of Theatre and Dance. Those who follow the UIL State Meet One-Act Play Contest will recognize Singleton, Steele, Wisdom and Wisdom as outstanding state OAP directors, all of whom have previously served as STW faculty.

Most of the summer faculty will be directly involved teaching dance/movement, acting, directing, technical theatre, design, playwriting and others will serve as guest lecturers. Professional actor/director Lucien Douglas recently completed his PhD at the University of Pennsylvania and served five years as a faculty member at the Governor's school in North Carolina School of the Arts teaching high school students preparing for professional theatre careers.

Teachers desiring participation in this workshop must request and make application prior to May 1, through UT admissions as "transient" students, in order to register June 2 and 3. They should also notify the workshop director of their intent to enroll. University housing (room and board) is available through the UT-Austin housing office, but is not required.

For teachers who cannot attend the full-term summer theatre workshop, a "short term non-credit workshop," specifically designed to help teachers with preparation for the UIL One-Act Play Contest is planned for the final week. This six-day, July

7-12, workshop will focus on play selection, cutting a long play, limited scenery, the League-approved unit set, using limited lighting, interpreting OAP rules, and judging and directing the contest play. A \$300 non-refundable fee check must be made payable to the Department of Theatre and Dance, The University of Texas at Austin. Teachers registering will receive immediate confirmation.

Teachers in the short term workshop will view workshop laboratory scenes, the three major workshop productions, some workshop classes, and Austin area productions available during the five-day program. Critique sessions on all activities will be held.

Again this year an added feature of the Summer Theatre Workshop for high school students will be the opportunity for one cast selected from the three productions to return to UT-Austin July 24-26 for two performances of their STW show. They will participate as guests in the UT-Austin Honors Colloquium for outstanding high school juniors.

Applications for the Summer Theatre Workshop for high school students and the short term teacher's workshop will be mailed to all theatre directors about March 15. The workshop registration fee for high school students will be \$300 and room and board will be approximately \$660 for double occupancy. For further information teachers interested may reach workshop director Murray at the UIL office, 512/471-4517 or 471-9996 (471-5793 after June 1).

National Sportsmanship Day set for March 4

The Institute for International Sport and the President's Council on Physical Fitness and Sports have designated March 4 this year as the 7th annual National Sportsmanship Day (NSD). Last year, more than 6,000 schools in all 50 states and in 61 countries participated in National Sportsmanship Day's "Dare to Play Fair" program.

The 1997 National Sportsmanship Day will be celebrated by thousands of elementary, middle and high schools, as well as colleges and universities across the country and around the world.

Media images serve as a constant reminder of the poor state of sportsmanship from youth programs to professional sports. The Institute for International Sport, a non-profit organization at The University of Rhode Island, established NSD in 1991 to promote student appreciation of the critical role of ethics, honesty, peaceful conflict resolution and fair play in athletics and society. The state with the most new participants will be recognized in an Institute press release sent nationwide.

The UIL encourages all schools to contact the Institute at 1-800-447-9889 and get involved in National Sportsmanship Day. Participating schools receive a free instructional packet outlining various activities, role playing scenarios and thought-provoking questions geared toward the appropriate age groups.

Guidelines for UIL softball tournaments

Invitational tournaments are one of the most attractive and one of the most cost-effective forms of competition. Teams enter tournaments for the three reasons: to get the maximum number of games in the minimum amount of time, to scout as many potential future opponents as possible, and to match skills with teams outside district competition.

These three objectives are possible within the guidelines given for UIL softball tournaments. This article will clarify the UIL guidelines for softball tournaments, as well as provide the 1996-97 softball rule changes. Additional information for softball, or other sport specific restrictions, may be found in UIL Coaches Manuals and the Constitution and Contest Rules.

Coaches support tournaments based on the level of competition, the cost involved in participating, and the organizational skills of the host school, including keeping a tight time frame and brackets that are easily followed. Since coaches may not accept money, product or service for entering their teams in a contest or other activity, perks given to a coach or school for participating in a tournament could be violation of UIL guidelines. This does not include meals, travel and lodging for a team in conjunction with an away game or tournament.

Coaches nor athletes may accept symbolic awards such as trophies, ribbons, certificates, medals or plaques, for participating in tournaments. Symbolic awards do not include T-shirts, bags, warm-ups, or other wearable, usable or sellable item, or any item of any monetary value. To accept any award with monetary value violates the UIL "Amateur Rule" and jeopardizes the athlete's amateur status.

A UIL tournament is defined as three or more teams assembled at one site for a single elimination competition. The tournament must be held at the ISD of the host school or at an adjoining ISD. If the tournament does not exceed eight teams, the host may authorize additional sites for preliminary round games.

Schools shall not schedule tournaments on Monday, Tuesday or Wednesday, unless school is not in session. During a school week, tournaments may be held on Thursday, Friday and Saturday. This does not mean that every team must play each day of the tournament. It means that one or more games must be held on each of the scheduled tournament days.

When schools host tournaments on non-consecutive days, games may not be scheduled during school time. An example of this could be a Thursday, Saturday tournament. Since Friday is not being used as a tournament day, teams may not play during school Thursday. This would not prevent the host from scheduling games on Thursday after school, all day Friday and all day Saturday.

If a school schedules a tournament during the week of district play, the district game may be played the same day as a tournament game. An example would be a team that plays in a tournament on Friday morning. That team may still play in a district game



Cynthia DOYLE

Softball Rule Changes and Rationale for 1996-97

1-1-5 — Allow all exposed lower body undergarments to be either school colors or colors of black, white or gray. All players on the team who wear exposed lower body undergarments must wear the same solid color.

Previous rule was too restrictive. Colors of some uniform shorts were difficult to duplicate.

1-1-5 — Penalty: Uniform violations shall be corrected in a reasonable amount of time. If violation cannot be corrected, the game shall be played and umpire shall notify the head coach of the infraction upon discovery and refer infraction to the state association.

No penalty was specified in the rules.

1-1-5 — Note: By state association adoption, temporary exceptions may allow teams to use uniforms with numbers less than 6" on the back of their uniform jerseys. This also provides relief to teams that may have older uniforms with smaller numbers and cannot afford to buy new uniforms.

1-3-4 — Coefficient of restitution (COR) for 12" softballs shall be .47-.50, and .47 for the 11" ball in slow pitch.

Softballs used at the high school level now have a defined COR to help ensure consistency.

3-2-1 — Allow coaches, who are in live ball area to perform a coaching duty, to wear, besides a team uniform or appropriate coaching apparel

in school colors, apparel in colors of black, white or gray.

Previous rule was too restrictive. The colors specified were deemed to be acceptable.

3-3-1 (q) — Objectionable markings rule deleted.

Not easily enforced at national level. Best enforced at local level.

3-3-2 — Requires a coach who has been ejected to leave vicinity of the playing area and to have no contact with the team. Previously, rules did not specify where coach was required to go upon ejection.

NOTE: State association policies will determine the conditions under which a game may or may not continue if the coach is ejected. They also will determine all penalties to be imposed if an ejected coach violates the rule. This clarifies that state associations have the authority to determine the penalty for such violations.

2-7-4 — By state association adoption, the number of innings for one or both games in a double header may be scheduled for five innings.

This provides teams with the opportunity to complete two five-inning games, whereas, completing two seven-inning games may not be possible, depending on the circumstances (i.e., weather, late starting time, no lights, etc.).

on Friday evening and continue playing in the same tournament on Saturday.

There are a variety of ways that host schools organize tournaments. The number of teams in a tournament range from three to 64. The style of elimination may depend on the number of teams entered. Many softball tournament organizers are not yet familiar with UIL restrictions when organizing high school tournaments. Therefore it is the responsibility of each coach to see that tournaments are designed according to the UIL guidelines.

Traditional tournaments usually involve 16 teams. Most are scheduled on Thursday, Friday and Saturday, without any restrictions on the type of bracket used or the number of games a team plays per day.

Double elimination tournaments shall be held only with unanimous consent of the schools participating. Teams should be notified in advance if the host school is planning a double elimination tournament since such tournaments require additional games and take more time. The double elimination tournament is used when schools want to be guaranteed three to six games in a single tournament. During double elimination tournaments, time nor facility use is a factor.

Round robin tournaments shall include no more than five teams. Teams play regulation games that do not result in an elimination format. The games in round robin tournaments are pre-scheduled and are not based on a win-loss record. The round robin format works well for one-day tournaments or for sub-varsity tournaments where participation is the most crucial factor.

Pool play tournaments shall include no more than 16 teams. Pool play tournaments are gaining popularity. Most are held on Thursday, Friday and Saturday, although many schools use a Thursday/Saturday format to avoid playing on district game

days. Pool play is unique in that it allows teams a chance to compete for seeding prior to single elimination brackets. Since pool play games are limited to four innings per game, except in the case of ties, many teams feel that playing time is not adequate enough to determine the strength of a team. Since the pool games do not count as part of a team's win-loss record for the year, losing games in pool play doesn't hurt its season record. Teams advancing from pool play then participate in regulation games in a single elimination bracket. Pool play records are used only to determine how a team is seeded for the single elimination rounds of the bracket.

When teams are tied in percentage for first place after pool play, the team that defeated the other in head-to-head competition is the winner. The other team will be the runner-up.

When three teams tie in percentage for first place, there is a simple three-step approach to break the tie. First, add points scored against all teams involved in the tie. The team with the fewest points scored against them will be the winner. If a tie still remains, add the score by each team to determine a winner between the remaining schools. If a tie remains, flip a coin.

If a tournament cannot be completed due to weather condition, the following guidelines can be used. If a semi-final round is played, the tournament will stand as a tournament for the record. The schools also can allow co-champions. Or, the host school can complete the championship round on another available playing date (not to exceed two games per school week). Softball is limited by school week as prescribed by State Law. However, it is not limited per calendar week. As such, any Saturday can be used to complete a tournament, or to have make-up games.

A last-second check of rules can avert disaster

With soccer season under way, it would be helpful to double check to make sure all of your t's are crossed and your i's dotted. On occasion in the days prior to your sport's beginning, coaches for whatever reason forget to tend to all the details necessary for their sport. For example, there seems to be confusion about the starting soccer date and other assorted information. To clear the air and in an effort to be as informative as possible, we have prepared a last-minute check list for coaches to review.

• START DATE FOR SOCCER: Jan. 2, 1997

Pending the State Board of Education approval soccer practice for the 1997 - 98 school year will begin the first Monday after Thanksgiving.

This rule is not in effect this year.

• **TEAM ELIGIBILITY BLANK:** Coaches should have their team eligibility blank submitted to the UIL office prior to their first district contest.

• **PHYSICALS:** Coaches do all of your players in grades 9 through 12 have physicals or medical screenings on file? Athletes in grades 9 through 12 must have a physical upon entering the ninth grade and subsequent years should have a physical or medical screening signed by a physician.

• **RESIDENCE RULE:** Coaches have you verified all of your varsity athletes residence to make sure they comply with the residence rule? Section 442 of the Constitution and Contest Rules can assist in clarifying this information.

• **OVERAGE PLAYERS:** Coaches have you verified all of your players birth dates to make sure you do not have a student who is overage? Students who are 19 years old on or before September are ineligible to participate. (Section 446 b, 1 of the Constitution and Contest Rules)

• **GAME SCHEDULE:** Section 1270 of the Soccer Plan item (d) 3 state the limitations on games and tournaments. No team or student shall compete in more than two invitational tournaments plus 15 soccer games in a season, including all games prior to the first playoff game. It may seem redundant to double check your schedule but for new coaches it is especially important to review the schedule. You could be new to a district or new to the profession



Rex SPAIN

and have not had the opportunity to make your own schedule, so it is important to review your schedule.

It is always important to review your district schedule as well. It would also be a good idea to review the minutes of your district meeting to preview any tie breaking structure etc. which your district has established. Coaches should also take a look at any tournament brackets to make sure their teams are not scheduled in too many games per day of any other scheduling conflicts.

• **DESIGNATED ADMINISTRATOR:** Coaches, have you met with your administration to make sure there will be a designated administrator at each of your home varsity contests. They could possibly have already made those assignments and this would give you the opportunity to visit with the administrator in charge and apprise him or her on upcoming matches. Your administrators hate surprises!

• **GAME TIMES:** If you haven't already taken care of the detail of notifying your officials of game times for your district contest now would be great time to confirm these issues. Also have you met with your officials chapter and discussed the best possible start times for sub - varsity games? Those games which start at 4:00 p.m. are often hard for officials to get to on time. If you have district sub - varsity games starting early you might want to visit with your officials chapter and tie up any loose ends for those games and save you and the officials some headaches down the road.

• **PLAYER MISCONDUCT:** For the 1997 season officials are no longer required to keep an account of who receives yellow or red cards and turn that information into the coach at the end of the game. Once the official reports the card to the coach it will be up to him or her to keep count of a players card count and hold him or her out of the next contest when applicable.

I will make one final attempt to clarify a point of confusion. Depending on who you talk to you may get a different interpretation of what a "soft red" card is and what it does. Let get right to the point. Red is red is red! It does not matter what shade of red the official calls it, if he or she issues a red card of any shade to one of your players he /she must sit out the next contest. Failure to do so would constitute playing and ineligible player which results in mandatory forfeiture of contest. Make sure and review your coaches' manual for information on the yellow and red cards and player misconduct.

• **REPORTING TO THE DISTRICT EXECUTIVE COMMITTEE:** If you are aware of another team or any team having an ineligible player it is important to contact the district executive committee as soon as possible. Do not wait to see how the district race comes out before you report this type of information.

• **CONCURRENT PLAY RULE:** As of May 1995 and the adoption of Senate Bill 1 there is no longer a concurrent play rule. Students may participate for non school teams and school teams concurrently throughout the calendar year. Your local student district may have a rule which is more stringent than this as they wish to do so. For those players who do play on non school teams it is always a good idea to remind them they cannot receive anything of valuable consideration for winning or placing in a non school activity. (AMATEUR ATHLETIC STATUS rule Section 441 of the C & CR.)

• **BANQUETS:** An athletic team may receive one paid meal prior to the seasons first contest and one meal at the conclusion of the season. This is one of those rule which is often misunderstood so caution your teams and parents about this ruling. Acceptance of any other paid meals (other than school furnished meals in conjunction with out of town contests) would be a violation of the Amateur Athletic Status rule.

I am aware this little reminder list may be a bit redundant. However, if it saves one kid, one team or one coach from the frustration of a rule violation, then it has been well worth the time and effort to read this information.

The lessons of competition

The following statement is taken from Mona Gloff's nomination form for the 1996 UIL/Denius Award.

"I believe that competition is an integral part of the educational system. Healthy competition teaches students to set goals, plan strategies to achieve goals and perform to attain goals. In the process, athletes learn discipline, dedication and persistence. They also experience losing and winning. Of course, the winning is far more fun and exciting, though it is through not winning that we sometimes learn our most valuable lessons: (1) I can work harder next time; (2) All things don't come easily; (3) Sometimes I will never be the best, no matter how hard I try; and most importantly, (4) I'm better because I tried.

On the other hand, being victorious teaches (1) We can work together for one common goal; (2) I can be loyal to others besides family and friends; (3) I know what commitment means and (4) I know the value of hard work.

Any young adult who learns these lessons will be better prepared for the ups and downs on life's road. I believe that competition enlightens a higher level of self-esteem in all students and better prepares them for life after traditional schooling. Students who compete in extracurricular activities will become our leaders of tomorrow.

UIL softball tournament guidelines examined

CONTINUED FROM PAGE 12

If the semifinal rounds cannot be played, each team may count the games as part of the total number of matched games allowed per year. A team may then pick up an additional tournament, provided they are within the 18 games, 17 in 4A and 5A, and three tournaments allowed per year.

District tournaments are a popular way of determining at least one of the playoff representatives from large softball districts. By playing one district round of softball, and concluding with a district tournament, more playing dates are open for non-district games. It also gives the district a chance to host a mock state tournament with all district teams involved. District tournaments a good opportunities for opening and closing ceremonies to recognize playoff representatives.

Sub-varsity district tournaments, planned by the District Executive Committee prior to the start of the season, do not count as one of the allowable invitation tournaments. Junior high teams are allowed two tournaments while high schools may participate in three. Instead, each game of the district tournament may with district approval, count as one of the allowable matched games.

A coach ejection during a tournament is no different from an ejection during a regular game. When another full-time employee of the district is available to supervise the team, he or she may do so from the dugout. When the coach is the only adult supervisor at the contest, the tournament official has two options. A coach who is ejected may not remain in the dugout. The coach may be removed from the vicinity but may watch the game from a distance

without coaching. This will allow the coach to monitor the safety of his or her players. The other alternative is to terminate the game.

A coach who has been ejected from one tournament game would not be prohibited from coaching in other games in the same tournament. Ejection from any tournament game must be reported to UIL.

1997 Rule Changes have more to do with the atmosphere of the game than with sport-specific rules. As the atmosphere of high school sport continues to improve, the number of good umpires will grow. Rules are designed to encourage safe educational competition.

Softball umpires are hired by schools to cover tournaments. Fees are decided by the tournament host. Although SSUA umpires are recommended, they are not required for tournament play.

PUBLIC reprimands

FOOTBALL
Rick Gohlke, Hardin Jefferson

SOFTBALL
Brian Sedlacek, Klein Forest

VOLLEYBALL
James Morton, Sulphur Bluff

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

BASKETBALL
James White, Houston Cullen MS
Phillip Moore, Mineola
Raul Mendoza, Valley View JH
Jefferson Teague, Tolar
Steve Myatt, Gruver
John Paul, Nixon-Smiley
Roshern Amie, El Paso Andress
Tom Spears, Frankston
John Matthews, Tyler Boulder MS
Shannon White, Brazosport
Andy Steele, Richardson
Deborah Robinson, Karnack JH
Don Jackson, Grapeland
Pat Brown, Allen
Gary Crouse, El Paso Franklin
Bryan Hayes, Clyde
Kevin Hurley, Diboll
Adrian Trimble, CC West Oso
Joe Morales, El Paso Socorro
Ronnie Edwards, Brazosport
Johnny White, Corsicana
Mike Gencarelli, La Porte
Ed Hooi, San Antonio
Brackenridge
Gary Carter, Brookeland
Debbie Williams, Bogata
Rivercrest

James Clay, Bowie JH (Ector Co.)
Dean Garza, Hood JH (Ector Co.)
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, Abnerathy
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 Muraica, Del Rio
Naidene Tiemann, Hamilton MS
Kenney Russell, Whitesboro JH
Vance Hughes, Waxahachie
Jeff Adams, Corpus Christi
Calallen
Rowena Hickman, San Marcos
David Deaton, Killeen Nolan MS
Carla McAvoy, Karnack JH
Chris Geilink, Mesquite Wilkinson
MS
Rupert Alexander, Carrollton
Newman Smith
Bill Shaw, Grafard
Michael Gonzales, Kingsville
Academy
Jeff Hogg, Mesquite
Walter Patterson, PSJA North

Sometimes, a house is not a home

Because the stakes are so high, it is essential that school officials take extra time to confirm the official residences of their athletes

The application and enforcement of UIL rules can be time consuming and also confusing to school administrators and coaches. The enforcement of Section 440 (b) of the *UIL Constitution and Contest Rules* causes perhaps more problems to member schools than any other rule. This section of the *C&CR* deals with the parent residence rule and needs to be closely examined by school personnel.

Section 440 (b) of the *UIL Constitution and Contest Rules* deals with eligibility for athletic contests. A major component of this rule states:

Section 440: ELIGIBILITY FOR ATHLETIC CONTESTS

Subject to the other sections of this subchapter, an individual is eligible to participate in a League varsity athletic contest as a representative of a participant school if that individual:

- (a) meets all the requirements of Section 400;
- (b) is a resident of the member school district (see Section 442), and a resident of the attendance zone in which the participant school being attended is situated, or:

- (1) has been continuously enrolled in and regularly attending the school for at least the previous calendar year if his or her parents do not reside within the school district's attendance zone; Compliance with this portion of the rule is the cause for much concern for school personnel.

The misapplication of this rule in the past has caused schools to be disqualified for district honors and the state playoffs. Many questions are asked regarding this rule. What follows is a compilation of oft asked questions and responses.

Who does the rule affect?

The rule applies only to varsity athletes. It does not affect academic or music competition. Neither does it apply to sub-varsity or junior high competition.

Is the residence of the student or the parents the critical issue?

The residence of the parents is the key component of the rule.

What if the parents of the student live out of state but the student lives with a grandparent in my attendance zone?

If the parents of the student are living outside the attendance zone, the student is not eligible for varsity competition, unless the student has been continuously enrolled in and attending the school for at least the previous calendar year.

In Texas, students are considered adults at age 17. Can't a 17 year old establish their own residence?

They may, but the student is not eligible for varsity athletic competition unless the parents of the student are residing in the attendance zone of the school for which the student wishes to participate.

Okay, so I have a new athlete on my varsity squad. What should I do?

If the student has not been continuously enrolled in and regularly attending your school for at



Charles BREITHAUPT

least the previous calendar year, it is important to do some basic research. This research should begin with a review of the athletes' Previous Athletic Participation form. This form should provide key information regarding the status of the student. Researching the basic information provided on the PAPF gives school personnel guidance in determining the residence of the parents and whether or not the student might have changed schools for athletic purposes.

Secondly, the address given to the school registrar and provided on the PAPF should be checked to determine if the parents of the student reside at the address given and determine if the address is indeed in the school's attendance zone.

What determines if this is a legal residence?

Section 442 (g) states:

(g) CRITERIA OF RESIDENCE. If the student's parent, guardian, or other person whose residence determines the student's residence owns a house or condominium or rents a house, apartment or other living quarters in the school district and attendance zone, has his or her furniture and personal effects in the district and attendance zone, receives his or her mail other than office mail in the district and attendance zone, is registered to vote in the district and attendance zone, regularly lives in the district and attendance zone, and intends to live indefinitely in the district and attendance zone, it is presumed that the parent, guardian or other person resides in the district and attendance zone.

This section of the *C&CR* plainly spells out information school personnel should use in determining the residence of the parents of a varsity athlete. School district personnel needs to verify the residence by using the aforementioned criteria.

I'm a coach and I don't have enough hours in the day to do all the things required of me. Does this mean I have to check to see where every kid on my team lives.

Member schools are responsible for complying with all UIL rules. Therefore, it is the responsibility of each school to verify the eligibility of every student. Since the parent residence rule applies only to varsity athletes a coach would need only to check the residence of varsity athletes. Furthermore, the coach would not need to check athletes who have been continuously enrolled and attending the school for at least the previous calendar year. This means a coach would only need to investigate those new to the varsity program. The coach could simply look at the eligibility blank, determine those who have not been continuously enrolled and attending the school the previous calendar year, and begin to check those students.

How would you conduct this residence check?

A coach should visit in the home of every athlete. Certainly a coach or some school personnel should visit in the home of a new athlete. This would provide at least some verification of compliance with the rule. Document the visit, recording observations.

So I have to sit outside the home every night to

make certain the student and the parents lives there?

No. However, it is important to remember it is the responsibility of the parent to provide proof of residence. It is the responsibility of the school to require this proof if any question should arise. Informing parents that school personnel will periodically check to verify the residence puts the impetus on the parent to comply with the rule.

How many nights a week would the parents have to stay in our attendance zone?

There is no specific guideline. Many families have a bona fide residence in a school attendance zone as well as a weekend lake home, etc. However, it is important to remember the criteria for residence states parents should regularly live in the district and attendance zone and intend to live there indefinitely.

I have an athlete on my team who lives with his mother in an apartment in our attendance zone. His father and his younger sister live in a neighboring district in their home. Is this student eligible?

Several questions need to be asked about this situation. First, are the parent divorced? If so Section 442 (f) of the *C&CR* states the student is eligible with either parent. Secondly, why is the athlete changing schools? Was the student suspended from the previous school's team? Why is the family living apart? Why did the student in question not remain in the former school? Answers to questions such as these help to develop a pattern of determining whether or not an athlete may have moved for athletic purposes. While circumstances as described are not unusual in today's schools, they should raise a red flag to school personnel when determining the eligibility of a varsity athlete.

What if the parents are not divorced, but have a legal separation.

The *C&CR* does not address the separation of parents. However, if the parents of a student are separated and one parent has established a bonafide residence in a new attendance zone, a waiver of the parent residence rule should be pursued.

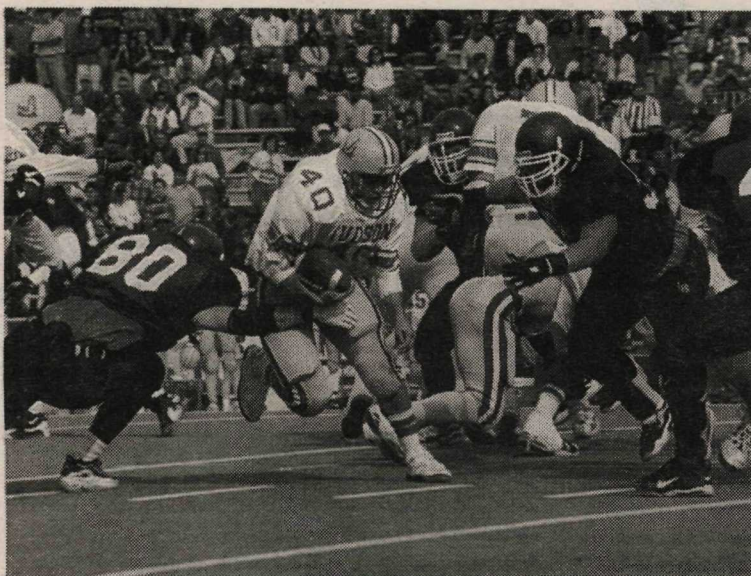
What can I do to protect my team against possible penalties?

Again, visiting in the home of athletes who have not lived in your district for a full calendar year is probably the best method. Being inquisitive about the living arrangements of a new athlete to the program should be a natural process for a coach. Insuring the eligibility status of all varsity athletes should be paramount to the varsity coach.

What penalties can be assessed to my team if we are found to have an athlete in violation of this rule?

Athletes found to be in violation of this rule are ineligible for varsity competition. The minimum penalty for violation of the rule is forfeiture of any contest in which the athlete has participated.

The stakes are high when school personnel consider the eligibility of varsity athletes. Entire communities are affected when violations of the parent residence rule are discovered and the local team is penalized by being removed from the playoffs. By carefully considering the rule and all of its components and applying the interpretations of the rule as provided by the *C&CR*, coaches manuals, and League staff, school personnel can help prevent this nightmare from occurring.



THE HARVEST IS IN. In the highest scoring state title game ever, the Lewisville Farmers churned out 537 yards en route to a 58-34 win over Judson Converse for the 5A-1 crown. (Left) Rocket Gabe Torres whips around Lewisville's Dustin Grimes. (Right) Junior split end Jonathan Williams (#5) and fans hoist the state title trophy, the second won by Lewisville in the past four years. Lewisville is the first team to win state titles in both 5A divisions. Photos by Bobby Hawthorne, UIL.

PUBLIC reprimands

BASKETBALL
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

BASEBALL
Bobby Balza, Harlandale
Jim Long, Brenham
Julian Gonzales, San Benito
Tuffy Martinez, Hidalgo
Jamie Lechler, Brenham
Larry Drown, Klein Forest
Nick Junior, McGregor
Charles Wigley, Elkhart
Dean Pritchett, Marlin
Mike Burks, Hallsville
Rod Moore, San Angelo Central
Nathan Jones, Clifton
Curt Culbertson, Arlington Bowie
Lee Fedora, A&M Consolidated
Armando Seden, Langham Creek
James Campbell, Riviera
Doug Shanafelt, Burk Burnett
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

Forecast calls for rain, wind, soccer and baseball

With the rash of bad weather we have been experiencing the last week or so, that can mean only one thing — soccer season. Just kidding. Soccer AND baseball seem to always have the market cornered on bad weather.

Because the baseball season is just a few days old, I think it would be good to discuss a couple of items that affect hardball.

The first concerns the Texas Assessment of Academic Skills test. The dates differ some from previous years and now affect baseball. Please note the following:

"A school may not schedule an extracurricular activity or a public performance to occur on the day immediately preceding or evening immediately preceding the day on which the administration of the Texas Assessment of Academic Skills (TAAS) test is scheduled for grades 3 through 8 and 10. The commissioner of education may grant a modified test schedule or an exception to this provision for a school with extenuating circumstances. Any exceptions granted to the provision will be reported to the State Board of Education."

This restriction applies to the scheduling of extracurricular activities and events by school districts and campuses during the administration of TAAS. As stated, no activities may be scheduled on the days or evenings immediately preceding the administration of the TAAS.

The TAAS test dates for grade 10 are February 25, 26, and 27. The dates to which the restriction applies are February 24, 25, and 26.

In laymen terms, what this means is that if you have sophomores on your campus, you can not schedule any activity on February 24, 25 and 26.

What if you have no sophomores on your teams? Does not matter. No activity of any kind if you have sophomores on you campus.

The last date of the TAAS test does conflict with the first date of the 1997 Girls' State Basketball Tournament. In that case, if you think you have a chance of being in Austin on that date, file a waiver with the Texas Education Agency asking for a revision of the test schedule.

Changing directions a little bit, some problems basketball programs have experienced over the holidays with the recent winter weather blast serves as a good reminder to be aware of as a baseball coach.

Unlike basketball, baseball does not have a game limitation for a calendar week. However, all



Peter CONTRERAS

programs (baseball included) have a school week limitation—only one game during the school week (school week means the week beginning at 12:01 a.m. on the first instructional day of a calendar week and ends at the close of instruction on the last instructional day of the calendar week, excluding holidays.). A doubleheader during the school week counts as one game against the school week limitation but two against your total games allowed. Outside the school, usually Friday and Saturday, you can play both days if desired.

A violation occurred during the holidays when some basketball programs played more than two games a week. You don't have that problem in baseball when school is not in session. For example, during spring break, you can play every day (other than Sunday of course), if you have enough pitchers.

With the icy weather our state experienced last month, rescheduling canceled games gave a lot of basketball coaches and athletic directors a headache. When that happens, and it will happen to baseball because of the rain, the only relief given is for district varsity games.

Section 1220 (b) (7) of the 1996-97 C&CR states: *Exception for Rescheduled Games.* The district executive committee may permit district varsity baseball games postponed by weather or public disaster (not including illness) to be rescheduled and played during the week of two other regularly scheduled matched games. The game may be scheduled on any day other than Sunday if it is played within seven (7) calendar days. Otherwise, it must be scheduled on a non-school day. If the rescheduled game is postponed by weather or public disaster (not including illness), the district executive committee may permit the game to be rescheduled again under the guidelines above.

My suggestion, and our staff is consistent with this opinion, is to reschedule that district varsity game within those seven days. I fully understand the problems that presents to your pitching, but waiting till the end of the season can complicate the situation if you have to fit that game in and they are involved

in a two team or three team tie for the playoffs.

One other baseball issue I would like to discuss. Every year, the National Federation has rule changes and this year is no different. One rule change, however, needs some clarification.

The UIL will allow an exception to the rule that states "a coach who is ejected shall leave the vicinity of the playing area immediately and is prohibited from further contact, direct or indirect, with the team during the remainder of the game. The rationale for the rule change was that the rules did not specify what happens to an ejected coach. Now the coach must immediately leave the vicinity of the playing area and have no communication with team personnel during the remainder of the game."

What if I coach at a small school or we are at a tournament and I'm the only adult supervisor for my team? Well, with the rule change, why put yourself in that predicament?

(But that's another topic for another column)

The UIL exception is this - if ejected and you are the only adult supervisor, you may stay in the vicinity of the dugout so the game does not have to be forfeited, but more importantly, you can ensure the safety of the students in the dugout and playing field.

A couple of things you must keep in mind if this occurs. It is solely the decision of the umpire(s) if you stay in the vicinity of the field or dugout. If you are allowed to stay in the vicinity, there will be no coaching of any kind. That includes hands signals. It is my opinion in the vicinity does not mean "inside the fences". It will be removed from the dugout and the playing field.

That message has been and will continue to be delivered to the umpires and the umpire association. If possible allow the coach to remain in the vicinity of the dugout or playing field. Remember that your action(s) may not leave the umpires with any choice but to remove you from sight and sound.

In your defense as coach, I have been a strong advocate, per you and your coaches association suggestion, that if and when possible, rather than a quick heave from the men in blue, restrict you to the dugout, as allowed by rule, if they think you are close to crossing the line.

Best of luck this baseball season. And if I find any left-handers that need a place to play, I'll give you a call.

SOCCKER RULE ERROR

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

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

FORT WORTH DUNBAR

The State Executive Committee suspended Mr. Robert Hughes, coach at Fort Worth Dunbar High School, from coaching the first day of the 1995 boys' regional basketball tournament and put him on probation through March 1, 1997, for violation of Section 1230 (c) (3), *Total Number of Games*.

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 is on probation through August 8, 1997.

HEMPHILL ISD

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

MATHIS HS

The State Executive Committee issued a public reprimand to Mr. Bill Bryant for violation of UIL practice rules 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 text 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 Checkhov.

ART CONTEST

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

SPELLING

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

SPELLING AND VOCABULARY

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

DICTIONARY SKILLS

The official dictionaries for the 1996-97 school year will be the Houghton Mifflin 1994 edition *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.

BRENHAM HS

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

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

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 @ 1997*.

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, reinforce
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.

JOURNALISM/READY WRITING

Journalism and Ready Writing participants may bring a dictionary and/or a thesaurus into the contest room this year. The rules do not specify that the dictionary or the thesaurus must be printed on paper.

Thus, students may bring an electronic dictionary and/or thesaurus into the contest room.

Students may not bring textbooks or notes into the contest room.

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	